



Examiners' Report

Principal Examiner Feedback

Summer 2025

Pearson Edexcel International GCSE

In English as a Second Language (4WES3_01)

Unit 3: Writing

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Paper Background

The Writing Paper is divided into three questions as follows:

Question	Topic	Question types and marks
Question 1	An email to a friend about a family party	informal email (10) 80 words approximately
Question 2	Option a How cities can be environmentally friendly Option b Using online media to look for jobs Option c Schools treating students equally	semi-formal article (20) 180 words approximately
Question 3	Writing a summary of a text: Are Holidays On A Cruise Ship For You?	formal summary (20) 180 words approximately

Performance on the Writing Paper:

A general reminder is for candidates to write as clearly as possible. In some cases, examiners found it difficult to decipher what candidates had written. In addition, candidates should avoid writing in block capitals.

Question 1

Candidates found Question 1 to be an accessible writing task, as would be expected, with it being an informal email to a friend. This question was successfully responded to by the majority of candidates. The style and register necessary for a written communication with a friend were confidently applied, with a good range of vocabulary and grammatical structures. The majority of candidates made effective use of paragraphing and cohesive devices.

Candidates who were least successful on this writing task were those who wrote extended responses that strayed from the bullet points, leading to responses becoming less cohesive.

It is not necessary for candidates to recreate an email format with the the use of address, date, to, from and subject etc. This task simply starts informally with, for example, 'Hi Mary'.. and closes equally informally with, for example, 'Hope to see you soon, Susan' or another similar informal expression.

Question 2

Candidates have to choose one of three options to respond to, depending on the topic they have been studying. Most candidates responded well to their chosen question, showing a high level of preparation.

In general, candidates were able to positively demonstrate their understanding of the style and register needed to write a semi-formal article. A wide range of appropriate vocabulary was used and candidates attempted to use a variety of grammatical structures. Many candidates were able to write a balanced article, providing a very effective response to this writing task.

Candidates who were least successful on this writing task, were those who did not focus on responding to the actual bullet points, but wrote general responses instead. This was mainly the case with Option a, where candidates spoke in general terms about how to be environmentally friendly, losing sight of the fact that the focus was on how cities could be environmentally friendly. In addition, for Question 2, the third bullet point requires a personal response from candidates and some candidates did not write from their own perspective or gave an under-developed response to this bullet point.

Question 3

Many candidates successfully extracted the required information from the text and were able to present this information using some of their own words, linking their ideas effectively and making good use of paragraphing.

Where candidates had copied directly and entirely from the source text, or done so and used isolated words or short phrases of their own (such as cohesive devices), these responses were not awarded any marks for linguistic knowledge and accuracy, but were credited for communication and content.

There were a number of responses that were not based on the content of the source text. Unfortunately, this meant that these responses were not on task and could not be credited. All three bullet points for this writing task require a response based on information in the source text. There is no requirement for the candidate to introduce their own ideas, experiences or interpretations in their responses.

In general, writing a short introduction and then responding to each of the bullet points in separate paragraphs makes for a cohesive response that communicates successfully. Candidates are not required to summarise the entire text; they only need to pick out two advantages each for the first two bullet points.

Candidates who were least successful on this writing task were those who did not focus on responding to the bullet points using material from the source text, but used their own ideas,

experiences and interpretations instead. In addition, for Question 3, the third bullet point requires a personal response from candidates using information from the source text and some candidates did not write from their own perspective or gave an under-developed response to this bullet point.

Advice to Centres:

- Work with students on a range of writing tasks: blogs and emails (informal) and reports, articles and letters (semi-formal) to develop an understanding of appropriate style and register.
- Develop student summarising skills using appropriate texts.
- Advise students to respond to all the bullet points on a task as they lose marks for not doing so. Also, each bullet point should be addressed in a new paragraph as this helps with the presentation of information.
- Remind students that it is important to write at least the recommended number of words on a task as a fuller response more clearly demonstrates the traits being assessed.
- Remind students to read the question carefully (particularly Question 2) so they give a relevant response.
- Remind students that they need to try and use their own words for the summarising task in order to access the full range of marks.
- Remind students they must only include information from the source text in their response to the summarising task and to not include their own ideas, experiences and interpretations.

