



Mark Scheme (Results)

Summer 2025

Pearson Edexcel International GCSE
In English as a Second Language (4WES3
Writing)
Paper 1

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Unit 3: Writing Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the band and then use the variability of the response to help decide the mark within the band.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- Marks will be awarded at the top of that level if the student has evidenced each of the descriptor traits securely.
- Where the response does not securely meet all traits, you will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Additional guidance

Where a student produces a response which is wholly irrelevant to the task set, 0 marks for Communication and content and Linguistic knowledge and accuracy will be awarded.

Please refer to the Additional guidance section for further explanation of the language used in the mark grid.

Question 1 – 10 marks

There are two mark grids to be applied to this question:

- communication and content
- linguistic knowledge and accuracy.

This question contains three bullet points that form part of the task. Failure to cover all three bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

Students are expected to produce approximately 80 words for this task. The suggested word count is designed to guide students and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

Communication and content		Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
5	• Full coverage of the required information, with some development • Mostly uses appropriate tone and register for the task • Communication is generally clear but with some ambiguity, generally effective use of cohesive devices, paragraphing and punctuation	5	• Range of vocabulary is appropriate for most of the response • Good range of straightforward and some complex structures that are generally used effectively and appropriately • Vocabulary and structures are accurate for most of the response, mostly minor errors with occasional major errors
3-4	• Partial coverage of the required information, with limited development • Generally uses appropriate tone and register for the task • Some examples of clear communication, the message	3-4	• Range of vocabulary is appropriate for some of the response • Adequate but predictable range of straightforward structures that are sometimes used effectively and

Communication and content		Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
	sometimes breaks down; cohesive devices, paragraphing and punctuation sometimes used effectively		appropriately Some accurate vocabulary and structures; errors occur, some of which are major
1-2	- Limited coverage of the required information, with little or no development - Only sometimes uses appropriate tone and register for the task. - Limited examples of clear communication, the message often breaks down; limited use of cohesive devices, paragraphing and punctuation	1-2	- Range of vocabulary is limited - Limited range of simple structures, likely to be repetitive - Limited accuracy of vocabulary and structures, frequent errors both major and minor
0	No rewardable material.	0	No rewardable material.

Question 2 – 20 marks

There are two mark grids to be applied to this question:

- communication and content
- linguistic knowledge and accuracy.

This question contains three bullet points that form part of the task. Failure to cover all three bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

Students are expected to produce approximately 180 words for this task. The suggested word count is designed to guide students and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

Communication and content		Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
9-10	• Full coverage of the required information, with frequent development • Consistently uses appropriate tone and register for the task • Communication is clear with occasional ambiguity, effective use of cohesive devices, paragraphing and punctuation	9-10	• Wide range of vocabulary that is consistently appropriate to the task • Wide range of straightforward and complex structures that are used effectively and appropriately with a few lapses • Consistently accurate use of vocabulary and structures; occasional minor errors
6-8	• Coverage of most of the required information, with some development • Mostly uses appropriate tone and register for the task • Communication is mostly clear but with some ambiguity, mostly effective use of cohesive devices, paragraphing and punctuation	6-8	• Range of vocabulary is appropriate for most of the response • Good range of straightforward and some complex structures that are generally used effectively and appropriately

Communication and content		Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
			Vocabulary and structures are accurate for most of the response, mostly minor errors with occasional major errors
3-5	- Coverage of some of the required information with occasional development - Generally uses appropriate tone and register for the task - Some examples of clear communication, the message sometimes breaks down; cohesive devices, paragraphing and punctuation sometimes used effectively	3-5	- Range of vocabulary is appropriate for some of the response - Adequate but predictable range of straightforward structures that are sometimes used effectively and appropriately - Some accurate vocabulary and structures; errors occur, some of which are major
1-2	- Limited coverage of the required information with limited development - Only sometimes uses appropriate tone and register for the task - Limited examples of clear communication, the message often breaks down; limited use of cohesive devices, paragraphing and punctuation	1-2	- Range of vocabulary is limited - Limited range of simple structures, likely to be repetitive - Limited accuracy of vocabulary and structures, frequent errors both major and minor
0	No rewardable material.	0	No rewardable material.

Question 3 – 20 marks

There are two mark grids to be applied to this question:

- communication and content
- linguistic knowledge and accuracy.

This question contains three bullet points that form part of the task. Failure to cover all three bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

Students are expected to produce approximately 180 words for this task. The suggested word count is designed to guide students and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

Communication and content		Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
9-10	• Full coverage of the required information, summary that includes all key elements and provides relevant detail • Consistently uses appropriate tone and register for the task • Communication is clear with occasional ambiguity, effective use of cohesive devices, paragraphing and punctuation	9-10	• Very good attempt at using own vocabulary. Wide range of vocabulary that is consistently appropriate to the task. • Very good attempt at using own structures. Wide range of straightforward and complex structures that are used effectively and appropriately with a few lapses. • Consistently accurate use of vocabulary and structures; occasional minor errors
6-8	• Coverage of most of the required information, summary that includes all key elements with most of the relevant detail • Mostly uses appropriate tone and register for the task • Communication is generally clear but with some	6-8	• Good attempt at using own vocabulary. Range of vocabulary is appropriate for most of the response. • Good attempt at using own structures. Good range of straightforward and some complex structures that are generally used effectively and appropriately.

Communication and content		Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
	ambiguity, mostly effective use of cohesive devices, paragraphing and punctuation		Vocabulary and structures are accurate for most of the response, mostly minor errors with occasional major errors
3-5	- Coverage of some of the required information, summary that may miss some key elements and includes some of the relevant detail - Generally uses appropriate tone and register for the task - Some examples of clear communication, the message sometimes breaks down; cohesive devices, paragraphing and punctuation sometimes used effectively	3-5	- Partial attempt at using own vocabulary. Range of vocabulary is appropriate for some of the response. - Partial attempt at using own structures. Adequate but predictable range of straightforward structures that are sometimes used effectively and appropriately. - Some accurate vocabulary and structures; errors occur, some of which are major
1-2	- Limited coverage of the required information, summary that may miss many key elements or simply states factors in isolation with minimal detail - Only sometimes uses appropriate tone and register for the task - Limited examples of clear communication, the message often breaks down; limited use of cohesive devices, paragraphing and punctuation	1-2	- Lexis is mainly taken from the source text. Range of vocabulary is limited - Structures are mainly taken from the source text. Limited range of simple structures, likely to be repetitive. - Limited accuracy of vocabulary and structures, frequent errors both major and minor
0	No rewardable material.	0	No rewardable material.

Additional guidance

Development refers to additional detail, reasoning, justification and/or elaboration on key points.

Complex language includes features such as:

- longer sentences with coordinating conjunctions (e.g., and, or), subordinating conjunctions (e.g., because, when)
- other complex structures such as relative and infinitive clauses
- varied use of pronouns
- multiple conjugated verbs in one sentence or clause

A minor error may or may not hinder clarity, i.e., the message may take time to understand but is understood (see tables below).

A major error prevents meaning being communicated, i.e., the message cannot be understood (see tables below).

Minor errors – may or may not hinder clarity			
Errors that do not hinder clarity		Errors that hinder clarity	
Verb + Preposition	You can listen music in your car.	Verb agreement	I goes on holiday with my family.
Spelling (slight)	He likes oranges.	Spelling (significant)	This house is nealier to school than our old house.
Relative pronouns	The people which attended the meeting were late.	Vocabulary	The abilities of students will be adapted with study materials.
Word order (incorrect)	How's going your summer ?	Constructions	I go by walking.
Subject / object pronouns	Me and my family have decided to move house.	Tenses (inappropriate)	I learn English when I was at school.
Articles	I watched interesting TV programme.		
Singular / plural	Public transports is the best transport.		
Comparison	It is more faster than going by		

	train.		
Prepositions – time and place	I arrived to my destination.		

Major errors – prevents meaning being conveyed	
Verb agreement	The student was help by the teacher.
Spelling (misleading)	He lucks unhappy.
Vocabulary	Thanks to technology, students might be able to learn everytime.
Constructions	Travel by car is better because I have my time for travel and stop.
Tenses (incorrect)	In September I am working for my company for two years.

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