

# Examiners' Report/ Principal Examiner Feedback



Summer 2015

Pearson Edexcel International GCSE  
in English as A Second Language  
(4ES0/01R)  
Paper 1R: Reading and Writing

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**International GCSE English as a Second Language  
Paper 1R Reading and Writing  
Examiner Report**

**Paper Background**

The Reading and Writing Paper is divided into six parts as follows:

Part	Topic	Question types and marks
Part 1 Reading	Leaflet: 'Top Eight Ethical Presents'	multiple matching (10)
Part 2 Reading	Article: 'The History of Dentistry'	short answer questions (10) multiple choice (5) 5/10 correct statements (5)
Part 3 Reading	Article: 'Barges'	true/false/not given (5) sentence completion (10) summary completion (5)
Part 4 Writing	A letter to a friend giving information about a new hobby	informal letter (10) 75 – 100 word response
Part 5 Writing	An article for the school magazine about about the building of a new park in the town/city	semi-formal article (20) 100 – 150 word response
Part 6 Writing	Writing a summary of a text: 'Changes in Subject Choice'	formal summary (20) 100 – 150 word response

## Reading Paper

### General comments:

Candidates performed best on Part 1, with Parts 2 and 3 proving more challenging. The sentence completion and short answer questions in Parts 2 and 3 caused most difficulty for candidates. Some responses were either over the allowed word limit, or the words taken from the text did not make grammatical sense as a response. Some candidates changed the grammatical form of words taken from the text, i.e. used lexis not actually found in the text. In some cases, candidates formed a response by putting words together which are not found together in the text, i.e. reformulating or rephrasing. A small number of candidates also lost marks by not copying words correctly from the text.

### Advice to centres:

Prepare candidates for the reading tasks by familiarising them with the style of the Paper and with the types of questions they can expect to find. Advise students to follow the instructions in the rubric when answering questions and to adhere to the word/number limit. Candidates should consider the grammatical fit of their answers in sentence completion and short answer questions. Advise candidates that they should only use words/numbers taken directly from the text. Advise candidates that when completing sentence completion and short answer questions, the words they need run together in the text and candidates do not need to do any reformulation of the text. Candidates should make sure they copy words from the text correctly when providing their answers.

## Writing Paper

### General comments:

#### Part 4

Candidates found Part 4 to be an accessible writing task, as would be expected, with it being an informal letter to a friend. Part 4 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 grammar. The majority of candidates made effective use of paragraphing and cohesive devices. A number of responses for Part 4 were over the 100 word limit, as some candidates gave much fuller and more detailed responses than was necessary. Where information about one or more of the bullet points was given after the 100 word limit, this content could not be credited.

#### Part 5

Candidates also found Part 5 to be an accessible writing task based on the topic. In general, candidates were able to positively demonstrate their understanding of the

style and register needed to write a semi-formal response for the school magazine, and responded to this task appropriately. A wide range of vocabulary was used and candidates attempted to use a variety of grammar structures. In some cases candidates did use the wrong tense in formulating their response. The task referred to the building of a new park in the near future, but some candidates wrote their responses based on the park having already been built. There were some instances where candidates had included information about one or more of the bullet points after the 150 word limit, causing them to lose marks.

### **Part 6**

As with previous years, the summarising task was the most challenging for candidates. A significant number of candidates successfully extracted the required information from the text and were able to present this information using their own words, linking their ideas effectively and making good use of paragraphing. In many cases, even where candidates were able to extract the necessary information from the text, they were unable to put this into their own words. A large number of candidates were overly reliant on the source text. Where candidates did make some attempt to use their own words, having to pick out relevant points from the text combined with the need to formulate a summary, meant that responses sometimes lacked cohesion and there were issues with grammatical and lexical accuracy. Where candidates had copied directly and entirely from the source text, or done so and also used only isolated words or phrases of their own, these responses were not awarded any marks for lexis or grammar, but were credited for communicative quality and effective organisation.

### **Advice to centres:**

Advise students to respond to all the bullet points as they lose marks for not doing so. Remind students that if they go beyond the given word limits and address any of the bullet points outside the word limit, they will not be rewarded for this material. Work with students on a range of writing tasks: letters and emails (informal) and reports and articles (semi-formal) to develop understanding of appropriate style and register. Remind students to observe the tense requirements of a task. Develop student summarising skills using appropriate texts. 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.

## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:  
<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

