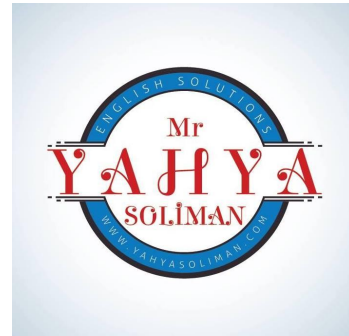




Examiners' Report/ Principal Examiner Feedback



Summer 2016

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

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**GCSE in English as a Second Language
Paper 01R: 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	Webpage: 'Events at Castle Gardens'	multiple matching (10)
Part 2 Reading	Article: 'Britain – An Ageing Population'	short answer questions (10) multiple choice (5) 5/10 correct statements (5)
Part 3 Reading	Article: 'The Sinking of Venice'	true/false/not given (5) sentence completion (10) summary completion (5)
Part 4 Writing	A letter to a friend about looking for part-time work	informal letter (10) 75 – 100 word response
Part 5 Writing	An article for the school magazine giving the benefits of visiting a country and watching TV to learn about it and stating which method is preferred	semi-formal article (20) 100 – 150 word response
Part 6 Writing	Writing a summary of a text: 'Canine Senses'	formal summary (20) 100 – 150 word response

Performance on the Reading Paper

Part 1: Matching Information to Paragraphs

In general, candidates found this part of the paper accessible and most understood how to address the task. However, some candidates crossed more than one box in response to a question but did not indicate which of these responses they wished Examiners to consider. Centres are advised that where more than one response is selected where only one is required, no mark can be awarded even if the correct response has been indicated.

Part 2: Short Answer Questions

The short answer questions in this part of the paper proved challenging for candidates. The instructions ask candidates to use no more than three words in their response, to source their responses from one point in the text and not to answer in complete sentences.

Some candidates provided responses longer than three words long and a minority responded in full sentences. Centres should remind their candidates

that any response which exceeds the word limit (in this case three words) will not be rewarded, even if the correct answer is included in the response given. It is essential that candidates observe the word limit given.

Some candidates repeated elements of the question before adding their response. Candidates should not rework any part of the question in their response as this will take them over the allowed word limit.

General advice

- The candidate response to the short answer questions should come only from one point in the source text. Candidates are not expected to formulate a response by putting together words found in different parts of the source text.
- As candidates take their responses directly from the source text, spelling should be accurate.

Examples

- Question 12

The correct answers are 'over 65(s) / (aged) 65+ / aged over 65'.

All these appear in the text and are appropriate responses to this question. Some candidates responded with '65(s)' which is incorrect according to the text. In addition, some candidates responded with 'people aged 65+', 'people aged over 65' and '65 and above'. These word combinations are not found in the text and are based on reformulation and are therefore not accepted.

- Question 14

The correct answer is '(carry on) working'.

This is only referred to once in the text. Some candidates responded with 'work'. This is used in the text in the context of 'voluntary work' and was not accepted as an answer.

Another response given was 'keep working'. This word combination does not appear in the text and was therefore not accepted as a response.

- Question 17

The correct answer is '(house) builders / biggest house builders'.

In the source text it states 'In response to this, Britain's biggest house builders have announced...'.

Some of those candidates who were able to locate the correct response in this part of the text could not be rewarded since they reformulated the

text. Candidates are required to write a maximum of three words in response to the question and these words should run together in the text.

For this reason 'Britain's' should not have been included in the response as neither 'Britain's biggest' nor 'Britain's biggest house' answer the question.

Some candidates responded with 'Britain's house builders'. This response was not accepted as there has been an element of reformulation.

Multiple Choice Questions

In general, candidates successfully followed the instructions for these questions, indicating one response only to each question.

Parts 5/10: Correct Statements

In general, candidates successfully followed the instructions for this question, indicating which five statements they considered to be true.

Part 3: True/False/Not Given Questions

In general, candidates successfully followed the instructions for these questions, indicating True/False or Not Given for each of the questions.

Gap Fill Questions

The gap fill questions in this part of the paper proved challenging for candidates. The instructions ask candidates to use no more than three words in their response and to source their responses from one point in the text.

Some candidates provided responses longer than three words long. Centres should remind their candidates that any response which exceeds the word limit (in this case three words) will not be rewarded, even if the correct answer is included in the response given. It is essential that candidates observe the word limit given.

General advice

- The candidate response to the gap fill questions should come only from one point in the source text. Candidates are not expected to formulate a response by putting together words found in different parts of the source text.
- As candidates take their responses directly from the source text, spelling should be accurate.
- As candidates are required to complete sentences in this part of the paper, consideration should also be given to the 'grammatical fit' of the selected answer.

Examples

- Question 36

The correct answer is 'sea level(s)'.

Other responses given for this question include 'Adriatic sea level(s)', 'Adriatic Sea (rising)' and 'sea'. 'Adriatic sea level(s)' does not appear in the source text and is a reformulation of the information given. Both 'Adriatic Sea (rising)' and 'sea' do appear in the text but are not grammatically correct.

- Question 38

The correct answers are 'barrier(s)/row(s) of gate(s)'.

Some candidates put forward 'barrier(s) of gates' as a response. This was not accepted as a response as this is a reformulation of the information in the text. Some candidates also put 'system of barriers'. However, to be grammatically correct it would have to be 'a system of barriers' which would be over the three word limit.

- Question 45

The correct answer is 'native/local Venetians (left)'.

One alternative response to this question was 'Venetians'.

The last paragraph of the text focuses on those Venetians (native/local) who were actually born in Venice as opposed to Venetians in general (those who live in Venice). It is the number of native/local Venetians that will fall to zero as opposed to the number of people living in Venice.

Summary Completion

In general, candidates successfully followed the instructions for these questions, indicating one response only to each question. As candidates are taking their responses from a list of given words, spelling should be accurate.

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.
- Advise candidates that they should only use words/numbers taken directly from the text.

- Advise candidates that in sentence completion and short answer questions task types, the words they need run together in the text and candidates do not need to do any reformulation of the text.
- Candidates should consider the grammatical fit of their answers in the gap fill questions.
- Candidates should make sure they copy words from the text correctly when providing their answers.

Performance on the Writing Paper

A general reminder for this part of the paper is for candidates to write as legibly as possible. In some cases Examiners found it difficult to decipher what candidates had written. As always, Examiners do their utmost to work out meaning.

Part 4

Candidates found Part 4, an informal letter to a friend, an accessible writing task and the majority found success here. The style and register necessary for a written communication with a friend were confidently applied, with a good range of vocabulary and grammatical structures deployed. The majority of candidates made effective use of paragraphing and cohesive devices.

Candidates who were least successful in this part of the paper were those who did not adhere to the word count by giving much fuller and detailed responses than necessary and those who wasted words with lengthy introductions at the beginning of the email. The use of irrelevant language impacts on the marks available for lexical accuracy and range. Centres are reminded that where information about one or more of the bullet points is given after the 100 word limit, this content will not be credited.

Candidates are permitted to use any accepted vocabulary items suitable for the informal register of the task. If, during the marking process, candidates use lexis that is unfamiliar to Examiners, these words are routinely checked for meaning and their suitability for the task assessed.

When marking this task, the focus is on the main body of the response. It is not necessary for candidates to recreate a letter format with the use of an address and a date. 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.

The word count commences with the greeting at the beginning, e.g., 'Hi Mary' and concludes with the closing phrase, e.g., 'See you soon, Susan'. The word count does not include anything written before the opening phrase, e.g., address and date.

Some candidates misinterpreted the task and wrote letters to friends asking them to help them find part-time work. Where the task had been misinterpreted, the tone/register used by some candidates was too formal as

their letters read more like covering letters used with job applications. This impacted on how the response communicated and the choice of vocabulary used within the response. This, in turn, impacted on marks awarded for Communication, Content and Organisation and Range and Accuracy. However, in most cases the bullet points were still covered and candidates were rewarded accordingly for this.

Part 5

Candidates also found Part 5 to be an accessible writing task due to the topic. In general, candidates were able to positively demonstrate their understanding of the style and register needed to write a semi-formal article for the school magazine, and responded well to this task.

A wide range of vocabulary was used and candidates attempted to use a variety of grammar structures. There were some instances where candidates had included information about one or more of the bullet points after the 150 word limit, and centres are advised to remind their candidates that no material over the word limit will be considered for assessment.

In some cases, candidates had written about a specific country, but still covered the bullet points and as such, were rewarded accordingly for their response.

Part 6

As in previous series, the summarising task was the most challenging for candidates. However, a greater 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 – as they had to pick out relevant points from the text combined with the need to formulate a summary - this 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.

On a general note, candidates are not expected to include material which does not summarise information given in the source text. For example, some candidates included information about dogs being used as guard dogs or commented on their suitability as pets. Also, some candidates attempted to provide information about the 'taste' differences between humans and dogs despite this information not being requested in any of the task bullets.

On a general note, candidates should only provide information as requested by the task bullets and candidates should not include any additional material which is not found in the source text.

A short introduction and a short conclusion to this task makes for a more cohesive response and one that communicates more successfully.

Advice to centres

- Advise students to respond to all the bullet points in order to access the full range of the assessment criteria.
- 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.
- 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>