



Examiners' Report

Principal Examiner Feedback

Summer 2018

Pearson Edexcel International GCSE
In English as a Second Language
(4ES0/01R)
Paper 01R

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Paper 1: Reading and Writing (4ES0/01R)

Paper Background:

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

Part	Topic	Question types and marks
Part 1 Reading	Webpage: 'The Adventure Begins Here...'	Multiple matching (10)
Part 2 Reading	Article: 'The Real Junk Food Project'	short answer questions (10) multiple choice (5) 5/10 correct statements (5)
Part 3 Reading	Article: 'Gorilla Safaris In Africa'	true/false/not given (5) sentence completion (10) summary completion (5)
Part 4 Writing	An email to a friend about a new family in your neighbourhood	informal email (10) 75 – 100 word response
Part 5 Writing	An article for the school magazine about the best city you have ever visited	semi-formal article (20) 100 – 150 word response
Part 6 Writing	Writing a summary of a text: 'Expand Your Horizons By Going To University Abroad'	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 candidates followed the instructions in terms of how to address the task.

- However, some candidates are crossing more than one box in response to a question and not indicating which of these responses the correct one is. In cases such as these, where there is more than one response given, even if the correct response has been given, this question will still be marked as incorrect.

Part 2

Short Answer Questions

The short answer questions in this part of the paper proved somewhat 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 to not answer in complete sentences.

- Some candidates are providing responses that are over three words long and in some cases responding in full sentences. Candidates will not be rewarded for these responses even if the correct answer (up to three words) is included in the response given as candidates have exceeded the word limit.
- In some cases, candidates are repeating elements of the question and then adding their response. Candidates are not required to repeat any of the question vocabulary in their response.
- What the candidate writes in response to the short answer questions should come from only 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 are taking their responses directly from the source text, spelling is expected to be accurate.
- Candidates sometimes struggle with what to write once they have located a possible response within the text and this often results in them writing too much or reformulating information in the source text.

Examples of Performance:

Question 12

The correct response is '(tackle)/ (the) washing up (instead)'.

The response appears in the first paragraph: 'they can tackle the **washing up** instead'. Although some candidates were able to locate this information in the source text, they were unable to select the key words 'washing up'. Responses included 'tackle the washing', which was incorrect and not accepted as a response. Other responses such as 'wash the dishes', although showing an understanding of the text, were not accepted as this phrase does not appear in the source text.

Question 15

The correct answers are '(feel) (very) reluctant' and '(feel) (very) resistant'.

The target response appears in the third paragraph: 'many supermarket managers regularly throw food out before this date and are **very reluctant** to link up with enterprises like his'. However, some candidates also responded with '(feel) (very) resistant' which appears in the fourth paragraph: 'these same supermarkets appear to be **more resistant** to working with social cafés'. Both these responses are correct and both were accepted.

Question 18

The correct answer is 'cooking basics'

This response appears in the sixth paragraph: 'Mr. Smith agrees more needs to be done to teach young people **cooking basics** whilst they are still in education'. Candidates are required to write a maximum of three words in response to the question and these words should run together in the text. Some of those candidates who were able to locate the correct response in this part of the text lost marks by reformulating the text. Other responses included: 'basics of cooking', which was not accepted as this is reformulated, and 'teach how to cook' which was also not accepted as it was not sourced from the text and over the word limit.

Multiple Choice Questions

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

5/10 Correct Statements

In general, candidates successfully followed the instructions for this question, indicating which five statements they believed 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 most challenging for candidates. The instructions ask candidates to use no more than two words in their responses, to source their responses from one point in the text and to consider the 'grammatical fit' of their responses.

- Some candidates are providing responses that are over three words long, which means that candidates will not be rewarded for this response even if the correct answer (up to three words) is included in the response given. What the candidate writes in response to the gap fill questions should be directly lifted from one point in the source text. Again, for this reason, spelling is expected to be accurate.
- Candidates sometimes struggle with what to write once they have located a possible response within the text and this often results in them writing too much or reformulating information in the source text.
- Candidates also have to consider the 'grammatical fit' of their responses in the given sentences. For this section of questions, where candidates had managed to find the correct answer to the question, but have omitted or added, for example, an article which impacted on grammatical fit, the response was rewarded.

Examples of Performance:

Question 36

The correct response is 'two park(s)'.

The response appears in the first paragraph: 'There are **two parks** in Uganda...., where you are able to go gorilla tracking.' Other responses included: 'parks' and 'national parks'. Although these responses fit grammatically, they are not correct in terms of the information contained in the source text. Other responses included: 'southwest' and 'southwest corner'.

These responses state accurately where the two parks are, but the responses do not fit grammatically.

Question 41

The correct response is '(the) paths'.

The response appears in the fifth paragraph: 'The rainy seasons – March to April and October to November – tend to make **the paths** a little more difficult to navigate.'

Other responses included: 'prices'; '(the) costs'; 'tracking permits' and 'damp seasons'. Although these responses are a grammatical fit, they do not correctly answer the question based on the information in the source text.

Question 45

The correct response is 'combined'.

The response appears in the last paragraph: 'Gorilla safaris are often **combined** with chimpanzee safaris in Uganda for those wishing to widen their holiday adventure.' Some candidates put forward 'booked'; 'pre-booked' and 'scheduled' as responses. Although these responses are a grammatical fit, they do not correctly answer the question based on the information in the source text.

Summary Completion

Although candidates do follow the instructions for this task, some candidates lose marks for inaccurate spelling.

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 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 consider the grammatical fit of their answers in sentence completion and short answer questions.
- Candidates should make sure they copy words from the text correctly when providing their answers.
- Remind students that the order of the questions for each task type in Parts 2 and 3 follow the order of the source text. For example, if a response to Q11 is found at the end of the first paragraph then the answer to Q12 has to come at some point after this, and not in the first paragraph.

Writing Paper

A general reminder for this part of the paper is for candidates to write as clearly 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 to be an accessible writing task, as would be expected, with it being an informal email 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. In some cases, lengthy introductory paragraphs made it difficult for the candidate to then respond to the task bullets in 100 words. Where information about one or more of the bullet points was given after the 100 word limit, this content could not be credited.

Some candidates misinterpreted the task in the following ways:

- They wrote about their own families
- They wrote to someone from the new family (as a new friend)
- For bullet point three, they wrote about their friend liking the new family rather than themselves
- There was also some misunderstanding of the word 'neighbourhood'.

Candidates who were least successful in this part of the paper were those who had misinterpreted the task, those who did not adhere to the word count and those who wrote lengthy introductions. In some cases the language used in the introduction did not suit the rest of the response. The use of irrelevant language impacts on how the response communicates and on cohesion, which in turn impacts on the chances for candidates to score highly.

Candidates are permitted to use any accepted vocabulary items in their response based on it being suitable for the informal register of the task. In this respect, some of the vocabulary candidate's use in Part 4, would also be appropriate for use in Part 5, despite it being a semi-formal task. Obviously, if candidates use words such as 'dude' or 'pal' in Part 4, these would not be appropriate in Part 5. If, during the marking process, candidates use lexis that is unfamiliar to examiners or the senior management team, these words are routinely checked for meaning and their suitability for the task assessed.

When marking this task, the focus is placed on the main body of the response. It is not necessary for candidates to recreate an email/letter format with 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.

When doing a word count for this task, examiners are asked to look at the main body of the response. 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. addresses, dates, to, from and subject.

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 to this task well. 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, causing them to lose marks. There were a number of responses that exceeded the word limit for Part 5.

In some cases, candidates wrote about countries, such as Japan and Taiwan, instead of cities and others wrote about a particular city without actually naming it, affecting the communicative quality of these responses.

When formulating their response, some candidates choose to make use of headings and sub-headings, while others do not and opt for the use of paragraphing instead. Either approach is acceptable. Another approach sometimes used by candidates is to use headings and sub-headings in combination with bullet points. Candidates should consider how cohesion is affected if they do not write in full sentences. This year, not all candidates used an appropriate format to respond to this task. There were a number of instances where candidates had used a letter, email or report format.

Part 6

As with previous years, the summarising task was the most challenging for candidates. A 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 then 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 used 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. This year, examiners have noticed a greater number of punctuation and spelling errors despite the vocabulary being available in the source text.

This year, possibly due to candidates being familiar with the concept of the text, there were a number of responses where candidates had added their own ideas and interpretations. As a consequence, candidates included irrelevant information and strayed from summarising the actual details given in the source text. In addition, there were some candidates who wrote about their own experiences of and opinions of studying abroad, with no real reference to the source text. On a general note, candidates are not expected to include material which does not summarise information given in the source text.

Candidates are not penalised for including more information from the source text than requested by the bullet points. The only requirement is that the bullet points are covered adequately within the candidate's response and within the word limit. However, the additional information provided should be related to the task bullets and not for example, a general summary of the whole text, which indicates that candidates are unable to pick out task relevant information.

In general, writing a short introduction and short conclusion to this task makes for a more cohesive response and one that communicates more successfully.

Advice to centres:

- 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.
- 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 limit and address any of the bullet points outside the word limit, they will not be rewarded for this material.
- Remind students to focus on including information from the source text when addressing the bullet points in the summarising task and not to include their own ideas/interpretations.

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