

Examiners' Report/  
Principal Examiner Feedback

Summer 2013

International GCSE ESL (4ES0)  
Paper 1 Reading and Writing

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

Paper Background

The Reading and Writing Paper is divided into 6 Parts as follows:

Part	Topic	Question types and marks
Part 1 Reading	Leaflet: 'Top 10 Children's Books'	multiple matching (10)
Part 2 Reading	Leaflet: 'Keep on running: tips for withstanding winter'	true/false/not given (5) sentence completion (10) summary completion (5)
Part 3 Reading	Article: 'How to improve your sleep'	short answer questions (10) multiple choice (5) 5/10 correct statements (5)
Part 4 Writing	An email to a friend arranging a cinema visit	informal email (10) 75 – 100 word response
Part 5 Writing	A report for the school magazine about the benefits of walking	semi-formal report (20) 100 – 150 word response
Part 6 Writing	A project on safety in the sun to be read by the teacher. Writing a summary of a text: 'Sun safety'	formal summary (20) 100 – 150 word response

Reading Paper

General comments

Students 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 students. 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 students changed the grammatical form of words taken from the text, i.e. used lexis not actually found in the text. In some cases, students formed a response by putting words together which are not found together in the text, i.e. reformulating or rephrasing. A small number of students also lost marks by not copying words correctly from the text.

Advice to centres:

- Prepare students 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.
- Students should consider the grammatical fit of their answers in sentence completion and short answer questions.
- Advise students that they should only use words/numbers taken directly from the text.
- Advise students that when completing sentence completion tasks and short answer questions, the words they need should run together in the text and that there is no need to do any reformulation of the text.
- Students should make sure they copy words from the text correctly when providing their answers.

Writing Paper

General comments

Part 4

Students found Part 4 to be the most 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 students. The style and register necessary for an informal email were confidently applied, with a good range of vocabulary and grammar. The majority of students made effective use of paragraphing and cohesive devices.

A number of responses for Part 4 were over the 100 word limit, as some students 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

In general, students were able to positively demonstrate their understanding of the style and register needed to write a report, and responded to this task appropriately. A wide range of vocabulary was used and students attempted to use a variety of grammar structures.

There were some instances where students 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 students.

A significant number of students 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 students were able to extract the necessary information from the text, they were unable to put this into their own words. A large number of students were overly reliant on the source text. Where students 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 students 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. In these cases, what the students had themselves produced was insufficient and could not be graded.

#### 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 - articles, reports, letters and emails (formal and informal) 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 gain 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>

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