



Examiners' Report June 2022

International GCSE English as a Second Language 4ES1 01

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Introduction

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

Part	Topic	Question types and marks
Part 1 Reading	Webpage: 'Woodhouse Community Centre'	multiple matching (10)
Part 2 Reading	Article: 'Getting Back to Camping'	short answer questions (10) multiple choice (5)
Part 3 Reading	Article: 'E-bikes are the Answer'	true/false/not given (5) sentence completion (10) summary completion (5)
Part 4 Writing	An email to a friend about visiting a new shopping mall	informal email (10) 75 – 100 word response
Part 5 Writing	A letter of complaint about the service on a recent train journey	semi-formal letter (20) 100 – 150 word response
Part 6 Writing	Writing a summary of a text: 'Volunteering Overseas'	formal summary (25) 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 response is the correct one. In cases such as these, where there is more than one response, even if the correct response has been given, this will be marked as incorrect.

Part 2

Short Answer Questions

In some cases, 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 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.
- In some cases, candidates are repeating elements of the question and then adding their responses. Candidates are not required to repeat any part of the question in their responses.
- What candidates write 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.

Marks were awarded for any responses that included the key word(s) given in the mark scheme as long as the responses were not over three words long and did not give more than one answer to the question. In addition, any comprehensible spelling of the correct answers was acceptable.

Multiple Choice Questions

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

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 three 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.
- 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.
- Some candidates also find it difficult to consider the 'grammatical fit' of their responses in the given sentences.

Marks were awarded for any responses that included the key word(s) given in the mark scheme as long as the responses were not over three words long and did not give more than one answer to the question. In some cases, candidates had managed to find the correct answers to the questions but had added additional words, which impacted on grammatical fit. Where candidates had showed a clear understanding of the text, these responses were rewarded. In addition, any comprehensible spelling of the correct answers was acceptable.

Summary Completion

In general, candidates found this part of the paper accessible and most candidates followed the instructions in terms of how to address the task.

Performance on the 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. In addition candidates should avoid writing in block capitals.

4ES1_01_Part4

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 small 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.

It is not necessary for candidates to recreate an email 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 and concludes with the closing phrase. The word count does not include anything written before the opening phrase, eg addresses, dates, to, from and subject.

You want to visit a new shopping mall that has opened in your local area. Write an email to your friend about it.

In your email you **must**:

- tell your friend about the new shopping mall
- explain why you want to visit the new shopping mall
- ask your friend if they want to go with you.

You **must** write between **75 and 100 words only**.

(10)

Dear Tom

Long time no see. Hope you doing well. There is a new ~~shoping~~ shopping mall opened near my home in recent time. There are a lot of clothes shops and ~~restaurants~~^{restaurants} in the shopping mall.

Because I don't enough ~~the~~ clothes for this summer.

So, I want to buy some new clothes in next monday.

Do you want to go with me in next monday? We can meet at the gate of shopping mall at one o'clock.

Please reply me as soon as possible.

Your friend.



This response is within the word count and could have been a little longer. In terms of CCO, the response opens and closes appropriately and includes an appropriate introduction that is natural and not too long, leaving enough words to address each of the bullet points. The tone and register is generally appropriate. The candidate has made good use of paragraphs, but issues with punctuation and a lack of cohesive devices impact on the overall fluency of the response. In terms of RAA, the range of vocabulary and grammar structures is appropriate for some of the response. There are errors throughout the response but they do not impact on meaning.

CCO: 4 marks

RAA: 3 marks



Include a short greeting in the body of the email as seen with this response. Address each of the bullet points in a separate paragraph and try to use the full word count available to provide as much content as possible on each of the bullet points. If in doubt, allocate a similar number of words to each of the bullet points.

You want to visit a new shopping mall that has opened in your local area. Write an email to your friend about it.

In your email you **must**:

- tell your friend about the new shopping mall
- explain why you want to visit the new shopping mall
- ask your friend if they want to go with you.

You **must** write between **75 and 100 words only**.

(10)

Dear Alex,

How are you? Can you imagine ^{that} a new gigantic shopping mall has just opened right next to my house! It's called 'Westfield White City' and it has four interconnected buildings. This shopping mall has everything you can think ~~of~~ of, I love it.

I really want to go there, as it has a huge escape room in the theme of zombies and horror and you know I love horror movies. ~~I have to go to that escape room.~~ Also, we can visit the new famous restaurant in it.

Would you like to go ^{there} with me? I
hope to hear from ^{you} soon!

Love,
Daniela



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Examiner Comments

This response makes full use of the word count. In terms of CCO, the response opens and closes appropriately and includes an appropriate introduction to the email. The tone and register is appropriate throughout, with the candidate using phrases to add a personal touch. The candidate has made good use of paragraphs, punctuation and cohesive devices to produce a response that is natural and fluent. Although the final bullet point is not as developed as the first two bullet points, it does not detract from the overall effectiveness of the response. In terms of RAA, there is a good range of vocabulary and grammar structures used accurately throughout the response.

CCO: 5 marks

RAA: 5 marks



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Examiner Tip

Encourage candidates to use a range of vocabulary and grammar structures and to add personal touches throughout the body of the email.

4ES1_01_Part5

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 letter of complaint, and responded to this task well. A wide range of vocabulary was used and candidates attempted to use a variety of grammar structures. Many candidates were able to write a detailed letter, remaining below the word count whilst providing a very effective response to this writing task. However, as in previous years, some candidates exceeded the word limit for this task.

In addition, some candidates wrote their responses in the format of an email, for example, rather than as a letter, and this impacted on how the response communicated.

You recently went on a train journey. You were not happy with the service you received from the train company. Write a letter to Kelly Shaw, the Complaints Manager.

In your letter you **must**:

- state why you are writing to her
- give **two** reasons why you are unhappy with the service you received
- explain what you would like the train company to do.

You **must** write between **100 and 150 words only**.

(20)

Hello I write this email to Kelly Shaw the complaints Manager of train line I not happy today, I take the train ~~from~~ from london victoria at 3pm to portsmouth harbour. When I enter the train I take my set and after 15 minutes I went to the toilet and I leave my bags in the chairs, when I come back I dont find it, someone stole my things I want from you to return for me bag because a have an interesting thing insid it you can check the camera of the train to know how do it. And all I want to find for me my bag and thank you.



This response is over 100 words long and could have been longer to provide a more detailed response. In terms of communication and content, the response is in the form of an email and does not fully address the first two bullet points. The tone and register is generally appropriate. In terms of lexical range and accuracy, there is an adequate but predictable range of vocabulary. In terms of grammatical range and accuracy, there is an adequate but predictable range of structures with frequent lapses in control. In terms of effective organisation, the response lacks paragraphs, punctuation and cohesive devices and this impacts on fluency.

CC: 2 marks

EO: 2 marks

GRA: 2 marks

LRA: 2 marks



Advise candidates to take the time to think about the task type and how they are going to respond to each of the bullet points in a separate paragraph, allocating a certain number of words to each paragraph if this helps to structure the response.

You recently went on a train journey. You were not happy with the service you received from the train company. Write a letter to Kelly Shaw, the Complaints Manager.

In your letter you **must**:

- state why you are writing to her
- give **two** reasons why you are unhappy with the service you received
- explain what you would like the train company to do.

You **must** write between **100 and 150 words only**.

(20)

Dear Complaints Manager,

I am writing to you ~~today~~ ~~because~~ to tell you about my ~~very~~ unfortunate event on the very train that the company you work for owns.

My journey on ~~o~~ your horrid train is unexplainable. ~~My journey on your horrid train is unexplainable.~~ I ~~have~~ ^{had} been trying for an hour and a half to get your ~~workers~~ workers attention for a cup of tea. Your workers have no respect for your customers. Another unethical behaviour that came from your workers was their rude tone while speaking to me. I'll have you know that I am one of your very giving and loyal customers that have used your trains ~~to~~ ^{for many years} to travel and I have never come across such a ~~unethical~~ uncanny service, which ^{is} why I ~~feel~~ ^{believe} that I should be compensated for the rude ~~and ignorant~~ and ignorant behaviour of your staffs. Not

to forget ~~anyway~~, your company is ^{never} incapable
of having jasmine tea for your ~~regular~~ ~~customer~~
~~regularly~~ customer. ~~on board~~

~~many~~ thanks,
Karan

150 words



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Examiner Comments

This response makes full use of the allowable word count. In terms of communication and content, the response is in the form of a semi-formal letter and it opens and closes in an acceptable manner. The response clearly addresses each of the bullet points. The tone and register are appropriate for a letter of complaint. In terms of lexical range and accuracy, there is a wide range of vocabulary and this is used effectively to address the requirements of the task. There is very good control of vocabulary with very few errors. In terms of grammatical range and accuracy, there is a wide range of structures, used appropriately and effectively, with very few errors. In terms of effective organisation, the response could have been further improved by more clearly indicating the start of the final paragraph; however this does not impact on the fluency of the response.

CC: 5 marks

EO: 5 marks

GRA: 5 marks

LRA: 5 marks



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Examiner Tip

Advise candidates to separate the responses to the bullet points via the use of paragraphs and to clearly signal the purpose of a new paragraph.

4ES1_01_Part6

Part 6

In addition to being able to gain 20 marks for writing the summary, candidates were also rewarded for reading and identifying the five pieces of information asked for in the first two bullet points. The third bullet point asked candidates to make predictions on the topic in question.

- Give **three** ways volunteering overseas benefits you personally.
- State **two** ways volunteering overseas benefits you professionally.
- Give **your predictions** on whether volunteering overseas will become more popular.

As with previous years, the summarising task was the most challenging for candidates. A large 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 some cases, where candidates were able to extract the necessary information from the text (gaining 5 marks for the reading element of the task) they were unable to put this into their own words. Some candidates were overly reliant on the source text. Where candidates did make some attempt to use their own words, having to pick out the 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 used isolated words or short phrases of their own (such as cohesive devices), these responses were not awarded any marks for lexis or grammar, but were credited for communicative quality, effective organisation and for the reading element of the task.

There were a number of responses where candidates had used their own ideas and interpretations. As a consequence, candidates included irrelevant information and strayed from summarising the actual details given in the source text. On a general note, for the first two bullet points, 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.

In general, writing a short introduction and a good conclusion, which now takes the form of candidate's predictions for the future, makes for a more cohesive response and one that communicates more successfully.

You are doing a project on volunteering overseas. Read the text in the **Insert Booklet, Part 6, page 8** and write a summary for your teacher.

In your summary you **must**:

- give **three** ways volunteering overseas benefits you personally
- state **two** ways volunteering overseas benefits you professionally
- give **your predictions** on whether volunteering overseas will become more popular.

You must write between **100 and 150 words only**. You **must** use your own words where possible.

(25)

Volunteering overseas has so many benefits, personally, you can get to know the people and have some unique friendships. Also, you can discover a new hobby and you will be taught ~~body~~ language. It also has benefits on your ~~career~~ job.

As it's very competitive to get a job, your valuable experience overseas will help you to be different from the crowd. In addition, you will have a great opportunity to learn the language there to help your work if you want to be a language teacher. Your teaching ^{ability} will also be improved.

In my opinion, volunteering overseas will be more popular. It can ~~help~~ help you to get improved in ^m many different ways. The most important thing is, ~~that~~ it can make you ^{become} a kind person by helping others.



This response is of a good length and makes nearly full use of the allowable word count. The candidate has identified three ways volunteering overseas benefits you personally and two ways it benefits you professionally, so gains the full 5 marks for the reading element of the task. In terms of communication and content, the candidate has responded to all three bullet points and the tone and register is appropriate. Due to an over reliance on the source text, the response is disjointed and the personal benefit around friendships and the professional benefit around learning a language are not quite correct. In terms of lexical range and accuracy, the candidate has reused words /phrases from the source text as well as trying to use their own words towards the end of the response. In terms of grammatical range and accuracy, the candidate has reformulated the structures present in the text, using an adequate but predictable range of structures. In terms of effective organisation, the response makes use of paragraphs, punctuation and some use of cohesive devices to link ideas effectively.

CC: 3 marks

EO: 3 marks

GRA: 2 marks

LRA: 2 marks



Relying heavily on the source text when formulating a response will impact on the marks awarded for lexis and grammar as the task requires candidates to use their own words where possible.

You are doing a project on volunteering overseas. Read the text in the **Insert Booklet, Part 6, page 8** and write a summary for your teacher.

In your summary you **must**:

- give **three** ways volunteering overseas benefits you personally
- state **two** ways volunteering overseas benefits you professionally
- give **your predictions** on whether volunteering overseas will become more popular.

You must write between **100 and 150 words only**. You **must** use your own words where possible.

(25)

Volunteering overseas

There are three main ways that volunteering in another country benefits you personally. Firstly, volunteering may lead to many unexpected ~~connections~~ and special connections with your acquaintances as you see each other all the time. Moreover, volunteers are likely to develop a new interest ~~and of the~~ feeling of huge satisfaction you get from helping people. ~~not to mention~~ ~~and improving~~ ~~beyond description~~ Last but not least, doing charity work in a foreign country bring home many interesting skills and knowledge. For example, the languages might vary in different countries. Volunteers have a chance to know more about the language, traditions and cultural differences between the ~~between their own country and the volunteering~~ country.

Volunteering ~~overseas~~ ^{overseas} also benefit you personally in two main ways. First, doing charity in another country ~~gives~~ provides a unique and interesting statement for you to put on your CV. ~~So that you are different from the~~ Moreover, working in a team is a really important skill in ~~workplace~~ the workplace. Volunteering abroad gives you the perfect opportunity to learn to interact and communicate with different people.

I think that volunteering abroad will become more popular as it does not

only give you a valuable experience, but you can also learn a lot of
but it also benefits you professionally.



This response makes full use of the allowable word count. The candidate has identified three ways volunteering overseas benefits you personally and two ways it benefits you professionally (despite the repetition of personally in the first line of the second paragraph), so gains the full 5 marks for the reading element of the task. In terms of communication and content, the candidate has responded to all three bullet points and the tone and register is appropriate. The response communicates most successfully. In terms of lexical range and accuracy, the candidate has used a wide range of their own vocabulary and there are very few errors. In terms of grammatical range and accuracy, the candidate has used a wide range of structures and there are very few errors. In terms of effective organisation, the response is very coherent, making appropriate use of paragraphs, punctuation and cohesive devices to produce a very fluent response.

CC: 5 marks

EO: 5 marks

GRA: 5 marks

LRA: 5 marks



This response could have been improved by including a more detailed prediction.

Question 11

Read the article 'Getting Back to Camping' by Fiona Wright in the Insert Booklet, Part 2, pages 4–5 and answer Questions 11–25.

Questions 11–20

Answer the following questions. For each question write no more than THREE words that must be taken from one point in the text. DO NOT write full sentences.

11 How does Fiona Wright describe the campsite she visited as a child?

(1)

It was terrible.



The candidate has responded with a phrase that does not appear in the source text.



There is no need for candidates to add any words to their response that are not present in the source text. Although 'was terrible' appears in the text 'It was terrible' does not.

Question 12

12 What do Fiona's sons really like the idea of?

(1)

fiona's sons like the idea of sleeping outside.



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Examiner Comments

This candidate has responded with a full sentence, using more than three words in their response.



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Examiner Tip

Remind candidates to follow the instructions given for each part of the paper.

Question 15

15 How does Fiona feel about the purchase of some of her camping items?

(1)

she felt embarrassed



This candidate has identified the correct response, but then added language of their own, which is not necessary. In the source text the correct response is located in the phrase 'Also, embarrassed though I am to admit it, ...'



The candidate should focus on assessing whether the language around the word 'embarrassed' is needed in the response. In this case, providing a response of three words is not necessary.

Question 34

34 E-bike users are more likely to use their e-bikes and make

more exercise on them.

(1)



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Examiner Comments

Many candidates responded to this question with 'longer' or alternatively with 'long', which was also accepted as a correct response. Some candidates gave 'deliveries' as a response, which refers to e-cargo bikes. Others were closer to the target language, providing responses such as 'workout' or 'more exercise', which are not possible as they are not a grammatical fit.



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Examiner Tip

Candidates should pay attention to the grammatical fit of their responses in this part of the paper, before deciding on a final response.

Question 35

35 Travelling in a cycle-friendly city can be more spacious than in a non-cycle-friendly city.

11

(1)



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Examiner Comments

Many candidates responded correctly to this question as per the mark scheme. Incorrect responses focused on the qualities of a cycle-friendly city such as 'spacious' or 'calmer', as opposed to the experience of travelling around one.



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Examiner Tip

Candidates should take the time to read the question carefully, so as to pull out the correct information from the text.

Question 38

38 According to bicycle shop, the interest in e-bikes seems to be growing in Britain.

(1)



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Examiner Comments

Many candidates gave the correct response to this question. Incorrect responses included 'bicycle shop' and organisations mentioned in the text, such as the 'British Cycling Association'.



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Examiner Tip

Remind candidates that parts 2 and 3 of the reading paper are designed in such a way that the responses to the questions follow the order of the text. For example, the answer to Q38 will not be found before the answer to Q37 in the text.

Paper Summary

Reading Paper

Based on their performance on this paper, candidates are advised to:

- become familiar with the style of the paper and with the types of questions they can expect to find;
- follow the instructions in the rubric when answering questions and to adhere to the word limit;
- only use information taken directly from the text;
- 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;
- consider the grammatical fit of their answers in sentence completion questions;
- make sure they copy words from the text correctly when providing their answers;
- remember 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 the response to Q11 is at the end of the first paragraph then the answer to Q12 has to come at some point after this, and not before the answer to Q11.

Writing Paper

Based on their performance on this paper, candidates are advised to:

- practise with a range of writing tasks: letters, postcards and emails (informal) and reports, articles and letters (semi-formal) to develop understanding of appropriate style and register;
- develop their summarising skills using appropriate texts;
- remember that they need to try and use their own words for the summarising task in order to access the full range of marks;
- respond to all the bullet points as they lose marks for not doing so. Also, each bullet point should be addressed in a new paragraph as this helps with the presentation of information;
- remember 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;
- focus on including information from the source text when addressing the first two bullet points in the summarising task and to include their own ideas and interpretations for the third bullet point.

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

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