



Pearson

# **Examiners' Report**

## Principal Examiner Feedback

### Summer 2017

Pearson Edexcel International GCSE  
In English as a Second Language (4ES0)  
Paper 2: Listening

edexcel 

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2017

Publications Code 4ES0\_02\_1706\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2017

## **Background to the paper**

The listening paper is divided into three sections. In this session, the first part was a monologue about the details of a literature festival. Students were required to complete notes based on the information provided. In the second part, the students listened to an interview with a charity worker. Students were required to answer questions on what they heard. In the third part, students listened to an extract from a radio programme about cats. They were required to complete summary sentences based on what they heard.

## **Student's responses**

Generally students did well on this paper, although each section of the paper presented challenges for them.

## **Detailed comments**

There were two types of questions on this paper: short answer and text completion.

Both types were well attempted, although not all students adhered to the word limit given in the rubric. For Parts 1 and 2, this was three words. For Part 3, this was two words.

## **Short answer**

This question type requires students to provide the word or words for the answer themselves. The words required to answer questions are all given in the recording. Students should not put words in their answers which are not given in the recording.

## **Text completion**

Two issues arose out of this question type which also requires students to provide the word or words for the answers themselves.

### *Spelling*

This proved to be a problem for many students. The general rule applied during the marking was that if the spelling affected communication, students were not awarded a mark. Students were not penalised for misspelling a word if it sounded like the target word. For example Q2 (answer magician), a spelling such as "madgition" was accepted. However, if the word sounded like a different word or was a different word e.g. musician, students were not awarded a mark.

## *Grammar*

In a few questions, e.g. Q23 (DNA samples), students were required to complete a sentence using the correct grammatical form. Although these forms were given in the recording, some students made errors in their answers. In this instance, if a student wrote 'DNA sample', this answer was marked as incorrect.

### **Comments on sections of the paper**

This year students found Part 2 to be the most demanding section in the examination. Part 1 was found to be the most accessible section.

#### **Part 1**

Part 1 required students to listen for specific information such as numbers or high-frequency vocabulary items. However, there were also a number of questions which required more careful listening e.g. Q6 and Q7.

#### **Part 2**

This section required students to answer questions about the conversation they heard. Generally, students found this part challenging. Furthermore, there were a number of students who did not adhere to the word limit (three words maximum in this instance). It is important for students to follow these instructions as they were not awarded a mark if they did not.

#### **Part 3**

This section required students to complete sentences by providing the correct word or words (a maximum of two in this instance). Generally, students performed fairly well in this part, although most found questions 24 and 30 challenging. Again, a number of students did not adhere to the word limit. One question which required the correct grammatical fit (Q23) was found to be challenging for students.

## **Advice to centres**

It is recommended that students listen to a wide range of different types of texts such as current affairs, TV and radio programmes in order to familiarise themselves with a wide range of topics.

Centres should prepare students for the listening examination by familiarising them with the style of the test and with the types of questions they can expect to find on the paper.

Students should make good use of the time before the recording is played to predict possible answers and consider the context when providing their answers.

Students should be advised to follow the instructions in the rubric when answering the questions and to adhere strictly to the word limit.

Students should consider the grammatical fit of their answers in sentence completion questions.

Students should consider the spelling of words when providing their answers. Although allowances are made in the listening paper for spelling, it was noted in this series that students struggled with the correct spelling of high frequency words such as rubbish (Q27). It is recommended that centres devote some of their time preparing for this suite of examinations to improving students' spelling.

## **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>