



Examiners' Report Principal Examiner Feedback

January 2023

Pearson Edexcel International GCSE
In English as a Second Language
Unit 4ES1 02 Listening

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Principal Examiner's Report to centres.
English as a Second Language – Listening Paper 4ES1 02 January 2023

Background to the paper

The listening paper is composed of 4 sections of increasing complexity and challenge.

Part 1 both sections A and B cover AO3(a), understanding the overall message of a spoken text. Part 1 Section A consisted of 5 short extracts in which people were talking about zero waste gift ideas. Section B was a short extract loosely linked to the previous section in which the speaker talked about an unusual birthday present. The section consisted of a multiple-choice exercise in section A and a question-and-answer exercise in Section B.

Part 2 covers AO3(b), identifying essential and finer points and AO3(d), identifying a speaker's viewpoint or attitude, whether stated or implied. This part consisted of a talk from a podcast on different cultures and customs linked to the Winter and Summer Solstices. This part consisted of a cloze exercise and multiple-choice questions.

Part 3 covers AO3(c), understanding a conversation where information is being negotiated and exchanged and AO3(d), where a speaker's viewpoint and attitude is identified, stated or implied. In this part candidates listened to an interview with a charity organiser in Uganda, Africa. The interviewee discussed her charity and visions for the future. The responses consisted of questions and answers and multiple-choice questions.

Part 4 covered AO3(b), identifying essential and finer points and AO3(d), identifying a speaker's viewpoint and attitude. In this part, candidates listened to an extract from a podcast in which the speaker discussed some of the benefits of driving an electric car. The responses in this section were of the cloze kind.

Candidates' responses

Because of the size of the cohort, there were clear indications of how the candidates responded in general.

Generally, candidates responded fairly well to all sections of the paper. Each section presented challenges for all candidates across the ability range. Most candidates appeared to have attempted all parts of the unit.

Detailed comments

There were three types of responses on this paper: multiple choice, text completion or cloze exercise with limited word count and short answers. All three types were attempted, although candidates did not always adhere to the word limit given in the relevant rubric.

In a number of instances, especially in the cluster of Questions 21 -Q25 candidates did not write their answer in the correct space provided and so their response was marked as being incorrect. Furthermore, with reference to this section, many candidates did not take advantage of the fact that they were not limited to three words. The questions in this section invite slightly longer and fuller responses. Sometimes a single worded answer did not gain any points as it had no real reference to the question. Such an example was Question 23. Please see explanation below when referring in greater detail to Part 3. Nevertheless, there appears to be an improvement in how candidates responded to the questions and there were more longer responses than in previous series with fewer candidates falling back on one word responses.

A number of candidates did not appear to make good use of the preparation time prior to the texts being read out. In such cases the responses bore no relation to the questions. The answer: *It's the biggest coffee importer* to Question 22: *What reason does Olivia give for the unusual name of the coffee?* implies that the candidate had not read the question carefully in advance and guessed the answer.

Text completion and short response questions

A number of issues arose out of the questions which required candidates to provide their own word or words for the answers themselves. This applied to Parts 1B, 2 and 4 in particular. Candidates lost marks by not adhering to the limit of **three words** where relevant, even though the responses in themselves were often correct. A typical example of this would be in response to Question 10: *What do friendship cakes encourage us to do?* The response: *Share food with friends and not waste anything.* exceeds the word limit and so would have been awarded a zero mark. Marks were also lost where a correct response was crossed out and an incorrect one substituted.

Grammatical Accuracy

Although this is not a requirement, candidates should try to answer in such a manner that their response makes sense grammatically. They should be aware of indefinite or definite articles, active and passive voices, singular or plural nouns when reading the questions. This involves careful reading of questions during the one-minute preparation time.

Spelling and word substitution

Where spelling was concerned, the general rule applied during the marking was that if the answer affected communication, candidates were not awarded a mark. For example, the various misspellings for *diesel* in Q36 were accepted, however *animal lifes* instead of *animal rights* in Question 38 was not.

If candidates made a lexical error which changed the meaning of their reply or made no sense, they were not awarded a mark.

Candidates were not penalised for misspelling a word if it sounded like the target word and it was suggested by their response that they had understood the text. Some substitutes offered by the candidates were accepted. As a response for Question 36 some candidates offered *traditional (cars)* instead of *conventional*. However, in Question 17 *obeyed* as an alternative to *served* was not accepted as that altered the meaning of the statement.

Comments on sections of the paper

The paper had been devised with increasing complexity and challenge with each part being attempted by most of the candidates.

Part 1 (A) and Part (B)

In this section candidates were asked to listen to 5 short passages in which people were talking about zero waste gifts, and to respond to a set of multiple-choice style questions. The majority of candidates appeared to have answered Part 1 (A) successfully. In part B there was a number of questions, especially Question 7 which required more careful listening to the tape. With relation to Question 7 more careful reading of the question itself was required as the response was linked to *giving* part of the mix to friends. *After ten days, how many portions do you give to friends?* Some responses mentioned *four portions* whereas the correct response was *three (3)*. Four portions referred to how the mixture was to be divided.

Part 2

This section required candidates to complete sentences about the text they heard, which consisted of a cloze exercise, as well as answer two multiple choice questions. Generally, candidates performed quite well and many appeared to adhere to the three-word limit. Most candidates responded well to the multiple-choice questions. Candidates should not try to guess the response beforehand without considering the context. Question 13, for example referred to people who lived in urban areas and not only Northern Europe or the United States. Candidates picked up on these countries, but did not pay close attention to the context within which they were mentioned.

Part 3

In this section, which consisted of an interview, candidates were required to answer questions by providing the relevant answers to show they understood the text. The second part to this section was a set of multiple-choice responses. There was no word limit to Q21 -Q25 and many candidates replied in full sentences, whilst others with just one or two words. Writing full sentences, however short, does show that the candidate has understood the text and so should be encouraged to provide fuller responses for this section. Sometimes, a single worded response did not gain any marks as it had no real reference to the question. For example, in Question 23 simply writing *Successful* did not really indicate whether the candidate understood the passage or not. By not elaborating on the word *successful* the candidate lost a mark. The correct response could have been: *Olivia runs a successful coffee farm.*

Part 4

In this section, which was an extract from a podcast, the speaker was discussing some of the benefits of driving an electric car. Candidates were required to complete sentences about the text they heard by providing the relevant answers in Cloze exercises. Most of the candidates who attempted this part replied within the three-word limit. The cluster of Questions 33 – 37 proved to be challenging as it required more careful listening and careful preparatory reading. For example, in Question 35: *The experiment showed that drivers might display less...in the future* (PE's emphasis) number of candidates did not take into account the ending to the question and incorrect alternatives such as *confidence* were offered. The correct response referred to *road rage*.

Advice to centres

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

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

Candidates should make good use of the time before the tape is being played to read the questions, to predict possible answers and consider the context when providing their answers.

Candidates should be advised to follow the instructions in the rubric when answering the questions and to strictly adhere to the word limit where necessary and use the correct space for the relevant answer.

Candidates should consider the spelling of words when providing their answers.

Candidates should also consider the grammar and punctuation in the cloze responses as these give a clue to the correct response.