



# Examiners' Report Principal Examiner Feedback

June 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 the advantages of working from home. Section B was a short extract loosely linked to the previous section in which the speaker talked about having an exercise routine in the home. 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 how to feel strong and positive. 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 an environmental campaigner. The interviewee discussed her work in the fashion industry and why her attitude to the current buying culture had changed. 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 programme about the Kanha Tiger Reservation in central India and about one of their rangers in particular. 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 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. Candidates who appeared to struggle with the cloze exercises and Q 21-25 appeared to perform better in the multiple-choice options.

**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 on rare occasions candidates did not adhere to the word limit given in the relevant rubric.

In several 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 longer and fuller responses. Sometimes a single worded answer did not gain any points as it had no real reference to the question or needed to be developed as one word was too vague a response. This applied to Q22 and Q25 . 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. A good example of this would be Q21 and Q22. Please see explanation when referring in greater detail to Part 3. This implies that the candidate had not read the question carefully in advance and guessed the answer.

#### **Text completion and short response questions**

In Part 1B, 2 and 4, candidates lost marks if they did not adhere to the limit of **three words** where relevant, even though the responses in themselves were often correct. However, it was gratifying to note that few candidates made that rubric mistake. They had obviously been prepared for this type of response. 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, tenses of the verbs in the questions, active and passive voices, singular or plural nouns when reading the questions. This involves careful reading of questions during the one-minute preparation time. However, as long as the responses were intelligible, candidates were not penalised.

#### **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 *strength* in Q12 were accepted, however *instead* of *(statistics were) terrible* the response *...trouble* in Question 24 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. The response to Q23 *...she was(absolutely) stunned* was one such example. However, *she stamped* was not as the meaning was changed.

The word *campaigner* was difficult word in terms of spelling and candidates were not penalised for spelling errors providing the resulting word was intelligible.

Some substitutes offered by the candidates were accepted. As a response for Question 17 some candidates offered *every night* instead of *each night*. However, in Question 18 *made to* as an alternative to *motivate* was not accepted as that altered the meaning of the statement. Although *encourage* would have been considered a valid response

### **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 the advantages of working from home, 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 10 which required more careful listening to the tape. With relation to Question 10 more careful reading of the question itself was required as the response was linked to... *rewarding yourself after every workout*. Some responses mentioned *putting money in a jar/ spend the money* whereas the correct response was *reward yourself*.

#### **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 15, for example referred having a good night's sleep. Candidates did not always pick up on that and *having a relaxing time* sometimes was offered. Careful listening to the tape is also important. At one point the speaker talks about making a list of five goals to aim for. *Cross out two things so that now you have three goals*...some candidates offered *five* or even *two*, having chosen the first number mentioned in the text.

#### **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 22 simply writing *fashion* did not really indicate whether the candidate understood the passage or not. By not elaborating on the word *fashion* the candidate lost a mark. The correct response could have been: *She promoted fast fashion*. Similarly, a single-worded

response of *earth* to *Why did Melanie change her attitude...* is not adequate. *She loves the earth* would have been a more suitable response.

Q22 also indicated which candidates had not read the questions carefully enough. The candidates were asked *What **did** (PE's emphasis) Melanie do as part of her job?* The presenter was discussing what the interviewee had done before she became a campaigner. Some candidates responded that she was *an environmental campaigner*. That was her current occupation.

#### **Part 4**

In this section, which was an extract from a programme about the Kanha Tiger Reserve in central India. 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 in all three sections including the cluster of Questions 33 – 37. Q38 proved to be a typical example of not listening to the tape with due care and attention or guessing the response. Although the talk was about a tiger reserve, Q38 was linked to the paragraph which discussed the adaptability of leopards. A surprising number of candidates responded with the word *tiger* to the question, whereas the correct response was *leopard*.

#### **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.



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