



Examiner's Report

Principal Examiner Feedback

November 2023

Pearson Edexcel International GCSE
In English as a Second Language (4ES1)
Paper 02

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 or 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.

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

November 2023

Publications Code 4ES1_02_ER_2311

All the material in this publication is copyright

© Pearson Education Ltd 2023

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 gave teenagers advice on saving money. This was a multiple-choice exercise.

Section B was a short extract loosely linked to the previous section in the form of a question-and-answer exercise. Candidates were asked to identify finer points in a short monologue on a short monologue about how to earn money from pre-worn clothing.

Part 2 covers AO3(b), identifying essential and finer points and AO3(d), identifying a speaker's viewpoint or attitude, whether stated or implied. The topic for this section of the exam was a talk on how to make one's shopping environmentally friendly.

The section 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. The task in hand required the candidates to respond to an interview with a popular TV celebrity and author of a bestselling novel.

The responses consisted of questions and answers and multiple-choice responses.

Part 4 covers AO3(b), identifying essential and finer points and AO3(d), identifying a speaker's viewpoint and attitude. In this part, candidates listened and responded to an extract from a podcast discussing the problem of litter around Earth's orbit.

The responses in this section were of the cloze kind.

Candidates' responses

There were clear indications in this series 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. Candidates who found the cloze exercises and the more open responses challenging, appeared to have been more successful with the multiple-choice questions.

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. This applies in

particular to Part 1B, Part 2 and Part 4. This was often unfortunate if the answer was correct; because of the rubric infringement candidates were not awarded a mark.

In a number of instances, especially in the cluster of Q21 -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 or lacked relevant detail to show that the question had been understood.

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. Candidates sometimes lost marks by not adhering to the word limit where relevant, this applied to Parts 1B, 2 and 4. 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 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 marking is that if the answer affected communication and altered the overall meaning, candidates are not awarded a mark.

Candidates were not penalised for misspelling a word if it sounded like the target word and candidates suggested by their response that they had understood the text. An example of this would be Q18. The correct response was *palm tree*. Incorrect spellings were accepted as *palm* could be a difficult word to spell.

Neither were candidates penalised for spelling errors provided the words were intelligible and did not change the meaning of the response. The only exception to this was the confusion between '*quiet*' and '*quite*' which occurred in Q23 where one of the correct options was '*a quiet village*'. The response: *a quite village* was accepted as this proved to be a common mistake. However, centres need to make sure that candidates can distinguish between the two words, both phonetically and in terms of spelling.

Some substitutes offered by the candidates were accepted. In Q8 for example (*very*) *desirable* or *wanted* were accepted as a suitable substitute for *must-have*.

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 Part 1 (A) candidates were asked to listen to 5 short passages in which people gave teenagers advice on saving money. This was a multi choice exercise.

Most candidates responded to the task and many were awarded full marks for this section.

The majority of candidates appeared to have answered Part 1 (A) successfully.

Part 1 (B) consisted of a short monologue about how to earn money from pre-worn clothing.

Most candidates responded to the task and many were awarded full marks for this section.

However, there were questions, like Q8 which required more careful listening to the tape. With relation to the question *What might someone consider an old dress or shirt to be?* The response appears in the recording: *An original 1960s dress...1970s shirt could be **a must-have** for a new generation.* Candidates who responded with the word *vintage*, or *unwanted* were not awarded a mark. That part of the recording discusses the desirability of some used clothes.

Part 2

In this part candidates were invited to listen to an extract about how to make one's shopping environmentally friendly.

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. However, there were questions, like Q16, which required more careful listening to the tape as well as reading the question carefully with the correct response being: *popular*. Candidates should not try to guess the response beforehand without giving the question careful consideration as well as taking into account the context. Many incorrect responses to Question 16 opted for *being introduced/ considered*. Although in themselves correct these were not awarded a mark as they were not part of the recording. The emphasis was on the popularity of such moves.

Part 3

In this section, which consisted of an interview with a popular TV celebrity and author of a bestselling novel. Candidates were required to answer questions by providing the relevant responses 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 Questions 21 - 25 and while many candidates replied in full sentences, others with just one or two words. Writing full sentences, however short, does show that the candidate has understood the tape and candidates should be encouraged to provide fuller

responses or this section. Sometimes, a single or two-worded answer did not gain any points as it had no real reference to the question. For example, in Question 21 minimal responses of just *novel / book* did not receive a mark as there was no further detail. A correct response could have been: *wrote a bestselling novel*. There is an overall improvement in the longer responses and fewer candidates are now limiting themselves to one or two words

Other questions required careful listening. In the interview the writer mentions that older people have: *identical brain to those who are much younger*. Candidates who responded to Q25: *older people have identical brains* were not awarded a mark as the whole of that paragraph compares older people favourably with the young. The comparative element is missing in such a response.

Part 4

In this section, often of a more academic nature, there was an extract from a podcast discussing the problem of litter around Earth's orbit.

Candidates were required to complete sentences about the talk 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 34 – 37 proved to be challenging as it required more careful listening and careful preparatory reading. Few candidates scored full marks on this section. There were a variety of responses for Q34 in various grammatical forms *created, crafted, worked on*. As they showed that the candidates understood the question and recording these were awarded a mark.

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.

