



Examiners' Report Principal Examiner Feedback

Summer 2024

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 candidates at: www.pearson.com/uk

Summer 2024

Publications Code 4ES1_02_2406_ER

All the material in this publication is copyright

© Pearson Education Ltd 2024

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 describing important inventions. Section B was a short extract loosely linked to the previous section in which the speaker talked about contactless bank cards. 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 about making sustainable food choices. 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 talented young performer. The interviewee discussed his and his family's love of music and how they spend their time together. 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 about the importance of music in our lives. 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.

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 Q21 in particular. 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 Q13. 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 did not affect communication, candidates were awarded a mark. For example, the various misspellings for *cello* in Q21 and *patients* in Q31 were accepted. However, *activitys/* *anxion* as the possible response in Question 12 was not as that altered the meaning of the response.

If candidates made a lexical error which changed the meaning of their reply or made no sense, they were not awarded a mark. An example of this could be *electric ship* as an answer for Q7 where the correct response is *electronic chip*.

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. One of the options as a response to Q21 was ... *(playing) the cello*.

The word *cello* proved to be a 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 34 some candidates offered *sick people/ stressed people* instead of *patients*. However, in Question 37 *happy* as an alternative to *less anxious* was not accepted as that altered the meaning of the statement. Although *calmer* 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 described important inventions, 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 were several questions, especially Question 7 which required more careful listening to the tape. With relation to Question 8 more careful reading of the question itself was required as that asked for **one** benefit of using a contactless card. A number of candidates wrote two or three thereby exceeding the 3-word limit and losing marks.

Part 2

This section required candidates to complete sentences about the text they heard, on making sustainable food choices, 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 but listen carefully to the tape. Question 11 is such an example. Candidates did not always pick up on the fact that the speaker herself was completing a project and some candidates responded that it was *the college, university*.

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 21 simply writing *music* did not really indicate whether the candidate understood the passage or not. By not elaborating on the word *music* the candidate lost a mark. The correct response could have been: *In the world of classical*

music. Similarly, the response *black musician* is not adequate. *He was the first black musician to win* would have been a more suitable response.

Q24 also indicated which candidates had not read the questions carefully enough. The candidates were asked ...*what kind of family did Sheku come from?* The presenter was discussing what was so unusual about the family. Some candidates responded that the family came from Nottingham, England. A possible correct response could be *He came from a close and hardworking family*.

Part 4

In this section, which was an extract from a podcast about the importance of music in our lives. 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. Q31 proved to be a typical example of not listening to the tape with due care and attention or guessing the response. Q31 was linked to the paragraph which discussed how many surgeons are skilled musicians. A surprising number of candidates responded with the word *listening* to the question, whereas the correct response was *playing*.

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.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom