



Examiners' Report Principal Examiner Feedback

June 2023

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

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June 2023

Publications Code 4ES1_02R_2306_ER

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Principal Examiner's Report to centres.
English as a Second Language – Listening Paper 4ES1 02R 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 giving tips on how to make your home environmentally friendly. Section B was a short extract loosely linked to the previous section in which the speaker spoke about organising an adventure children can have at 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 was a short extract from a podcast about staying healthy during the winter months. 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. In this part candidates listened to an interview with the director of a cycling charity promoting safer cycling in Britain. The responses consisted of questions and answers and multiple choice.

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 radio programme about an unusual form of agriculture. 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.

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. A typical example of this was Q12 where the correct answer was *energised*, however the present tense *energise* was accepted.

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.

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.

Some substitutes offered by the candidates were accepted.

For example, in Question 6: *What kind of activity do parents often ask about?* the suggested response was *camping*. Candidates who wrote *mini garden camping/ camping adventure* were credited with a mark. However, the response *garden adventure* was not accepted as that was too general did not specify the activity itself. There were some words which proved to be difficult to spell: *campaign* in Part 3, *variety* and *green oasis* in Part 4. Candidates were not penalised for spelling errors provided the words were intelligible and did not change the meaning of the 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 Part 1 (A) candidates were asked to listen to 5 short passages in which people gave tips on how to make your home environmentally friendly and respond to a set of multiple-choice style questions. The majority of candidates appeared to have answered Part 1 (A) successfully. In Part 1 (B), which consisted of a short talk about organising an adventure that children can have at home, there were questions, like Question 10 which required more careful listening to the tape. With relation to the question *How can parents get their used children used to night-time sounds?* the response was clearly in the recording: ... ***sit with them once it gets dark so that they***

can get used to.... Responses such as: *walk with them/ play with them* were not awarded a mark.

Part 2

In this part candidates were invited to listen to an extract from a podcast about staying healthy during the colder months of winter

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 Question 17 which required more careful listening to the tape as well as reading the question carefully with the correct response being: *vitamins/ minerals* 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 15 opted for *fresh fruit, plenty sleep*. Which although in themselves correct were not awarded a mark as they were not part of the recording.

Part 3

In this section, which consisted of an interview about a charity that campaigns to make cycling in Britain safer, 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, single or two worded answers did not gain any points as it had no real reference to the question. For example, in Question 23 minimal responses of just *reassessing* did not receive a mark as there was no further detail. A correct response could have been: *Reassessing attitudes to travel*. There is an overall improvement in the longer responses and fewer candidates are now limiting themselves to one or two words

Candidates must try not to guess an answer. This was evident in some responses to Question 25 to which some candidates offered: *reduce congestion*. Although in another context this could have been a correct response, the speaker talks about ***safer and improved roads***. (PE's emphasis)

Other questions required careful listening. In the interview it mentions that: *it is up to local authorities to put in cycle lane (in order to) separate bicycles from cars*. Some candidates erroneously offered *separate bicycles*. The correct response should be: *to build infrastructures / cycle lanes*.

Part 4

In this section, often of a more academic nature, there was an extract from a radio programme in which a scientist was discussing an unusual form of agriculture. 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. This part of the paper required careful listening. This became evident in Question 32, where a number of candidates wrote incorrectly that vegetables were being grown on roof tops or concrete blocks of flats. The text says that: *in what would have been wasteland were...leafy vegetable beds*. Other candidates did not take context into account. The cluster of Questions 33 – 37 proved to be challenging as it required more careful listening and careful preparatory reading, particularly Q35 which required responses like *move/farm the land*. Some candidates wrote: *leave the countryside*.

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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