



Pearson
Edexcel

Examiners' Report
Principal Examiner Feedback

November 2021

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

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 2021

Publications Code 4ES1_02_2111_ER

All the material in this publication is copyright

© Pearson Education Ltd 2021

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 suggesting how to spend a day on the beach. Section B was a short extract linked to the previous section in which the speaker talked about the advantages of an electronic bicycle. 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 on recycling used furniture. This part consisted of a cloze exercise and multiple-choice questions.

Part 3: covers AO3(c), understanding a conversation where information is negotiated and exchanged, and AO3(d), where a speaker's viewpoint and attitude are identified, stated or implied. In this part, candidates listened to an interview with a successful female engineer who discussed the importance of encouraging girls into engineering. 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 a podcast about a city that had undergone many changes to improve its environmental credentials. The responses in this section were of the cloze kind.

Candidates' responses

Although the cohort was small, 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

This paper has three types of responses: 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 some instances, especially in the cluster of Q21 -Q25, candidates did not write their answer in the correct space provided, so their response was marked as incorrect. Furthermore, regarding 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 actual reference to the question. Such an example was Question 24. Please see the explanation below when referring in greater detail to Part 3.

Text completion and short response questions

Some issues arose from the questions, which required candidates to provide their own word (s) 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.

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. If candidates made a lexical error that changed the meaning of their reply, they were not awarded a mark. In Q21, the correct response to: *How does the interviewer feel about having Elisabeth on the programme?* The correct response was: *(she was) delighted*. Some candidates used the term: *delightful*, which is incorrect.

Candidates were not penalised for misspelling a word if it sounded like the target word, and candidates suggested that they had understood the text by their response. Also, some substitutes offered by candidates were accepted.

For example:

Question 24: Some candidates wrote: *How is it possible for a doll to inspire girls?* The candidates secured a mark by rephrasing the answer as a question.

These responses were accepted, as the candidates appeared to understand the fact that it was strange that a small doll/toy could influence young people's ideas about engineering.

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 suggesting how to spend a day on the beach and 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 a number of questions, especially Q7 and Q10, which required more careful listening to the tape. In relation to Q10, a more careful reading of the question itself was required as that was in the negative: *What emotion should the candidate not feel...* Some responses mentioned *pleasure*, whereas the correct response was *guilt*.

Part 2

This section required candidates to complete sentences about the text they heard, which consisted of a cloze exercise, and answer two multiple-choice questions. Generally, candidates performed quite well, and a majority adhered to the three-word limit. Most candidates responded well to the multiple-choice questions. However, questions like Q18 required more careful listening to the tape, with the correct response being, *reducing waste / encouraging re-use / giving to charity*. Candidates should not try to guess the response beforehand without considering the context. Many incorrect responses opted for *recycling* which was not correct in the context.

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 of this section was a set of multiple-choice responses. There was no word limit to Q21 -Q25, and a majority of candidates replied in full sentences, while some with just one or two words. Writing complete sentences, however short, does show that the candidate has understood the text, and candidates should be encouraged to provide fuller responses on this section. Sometimes, a single worded answer did not gain any points as it had no actual reference to the question. For example, in Q24, simply writing 30 (centimetres) did not indicate that the candidate understood the question. The focus was on the word *doll/toy*. The correct response could have been: *The doll was only 30 cms tall.*

Part 4

In this section, which was an extract from a podcast about a city that has improved its green and environmentally friendly credentials, 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 Q33 – Q37 proved to be challenging as it required more careful listening and careful preparatory reading. For example, in Q36, the correct answer was *relaxed/unhurried*. Some candidates wrote *greener, environmentally friendly*. The response did not take the context into account. The speaker talks about *just how relaxing it (the city) feels*.

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 to familiarise themselves with a wide range of topics.

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

Candidates should make good use of the time before the tape is played to read the questions, 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, 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 clues to the correct response.

