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Examiners' Report
Principal Examiner Feedback

June 2022

Pearson Edexcel International GCSE
In English as a Second Language

Unit 4ES1/2: Listening

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June 2022

Publications Code 4ES1_02_2206_ER

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Principal Examiner's Report to centres.
English as a Second Language – Listening Paper 4ES1 02 June 2022

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 after-school clubs. Section B was a short extract loosely linked to the previous section in which the speaker talked about the importance of music for young children. 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 different cultures and customs with an emphasis on the history of kite flying. 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 part of a discussion between three people from a radio show about how the Moon has inspired culture. 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 where the speaker gave tips on how to make a holiday more environmentally friendly. 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 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

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 some 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 incorrect. Furthermore, with reference to this section, a majority of 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 achieve any points as it had no real reference to the question. Such an example was Question 24. Please see explanation below when referring in greater detail to Part 3.

Some 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. The answer *Moon landing becomes a reality* to Question 21: *How frequently is the radio show on air?* Implies that the candidate had not read the question carefully in advance.

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.

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 which changed the meaning of their reply or made no sense, they were not awarded a mark.

Question 17: *The explorer Marco Polo first wrote about kites in his* The correct response should have been *diary*. Unfortunately, some candidates wrote *dairy* which made no sense. A suitable substitute would have been *travelogue*.

Question 24: *What is the presenter's opinion about the film Melanie and Laura are discussing?* one of the possible correct responses was : *Influential*. Some candidates wrote that the film was *introvertial*. This appears to be a confusion with the term introvert which bears no link to the question.

Another example would be **Question 37** where some candidates wrote '*military*' instead of *miniature*.

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.

Some substitutes offered by the candidates were accepted. For example:

Question 24: Aof candidates wrote: *The film was influential and prepared people for moon landing* as one of the options to the question *What is the presenter's opinion about the film that Melanie and Laura were discussing*.

Question 25: The suggested answer to *According to Lauri, how did people react to the film?* According to the mark scheme is *(It was) frightening*. Alternatives such as *They were terrified*, or *it was terrifying* were accepted. However, the word *scary* was not.

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 presented a variety of after school clubs and activities, 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 Q9 and Q10, which required more careful listening to the tape. With relation to Q9, more careful reading of the question itself was required as the response was linked to the word *travelling*. *What type of musical activity could parents do with children when travelling?* Some responses mentioned *going to concerts, listening to music* whereas the correct response was *singing together*.

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 a majority 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.

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 a majority of 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 candidates should be encouraged to provide fuller responses or this section. Sometimes, a single worded answer did not achieve any points as it had no real reference to the question. For example, in Q24 simply writing *Beauty* did not really indicate whether the candidate understood the question. The correct response could have been: *The film discussed the beauty of the universe.*

Part 4

In this section, which was an extract from a podcast giving you tips on how to make a holiday more environmentally friendly. 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 Question 37 *Some Hotels **no longer** (PE's emphasis) use plastic bottles.* the correct answer was *miniature, small.* Some candidates did not take into account the negative in the question and incorrect alternatives such as *reusable or eco-friendly* were offered.

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.

