



Pearson  
Edexcel

Examiners' Report  
Principal Examiner Feedback

January 2020

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](http://www.edexcel.com) or [www.btec.co.uk](http://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](http://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](http://www.pearson.com/uk)

January 2020

Publications Code 4ES1\_02\_2001\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2020

### **Background to the paper**

This was the first January examination for the new specification. The listening paper is now 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 wild animals. Section B was a short extract linked to the previous section in which the speaker talked about a creature called the Yeti. 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 given by a sports historian on the history of the Olympic Games. 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 young mountaineer who had successfully completed a challenging climb. 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 podcast about a professional photographer's experiences in Mongolia. 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**

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 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 incorrect.

### **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. Marks were also lost when 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. 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. Also, some substitutes were accepted.

For example, in Q6 a number of candidates wrote that (the Yeti) were '*groups of apes*', or '*a type of ape*'.

Question 21 a number of candidates wrote that: *there was great celebration and happiness*. This was accepted, as the candidates appeared to understand that the people in the base camp were full of joy and relieved about the mountaineers' safe return.

## 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 of people talking about wild animals 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 was a number of questions, especially Q7 and Q9, which required more careful listening.

### 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 many appeared to adhere to the three word limit. However, there were questions, like Q11 and Q18 which required more careful listening.

### 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. A wrongly spelled single word does not always indicate that the text has been understood. Q21 and Q22, in particular, proved to be challenging as these required more careful listening.

### Part 4

In this section, which was an extract from a radio programme of a slightly scientific nature from a podcast about a professional photographer's experiences in Mongolia and of the challenges facing the country, candidates were required to complete sentences about the text they heard by providing the relevant answers. Most of the candidates who attempted this part replied within the three word limit. The cluster of Q34 – Q37 proved to be challenging as it required more careful listening.

## **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.

Candidates should consider the spelling of words when providing their answers as well as using the correct space for the relevant answer.

Candidates should also consider the grammar and punctuation in the cloze responses as these give a clue to the correct word.