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Examiners' Report  
Principal Examiner Feedback

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

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## **Introduction**

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 different sporting activities. Section B was a short extract linked to the previous section in which the speaker talked parents walking with their children to school. 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 an extract from a podcast on how to feel positive in the mornings. This part consisted of a cloze exercise and multiple-choice questions.

**Part 3** covers AO3(c), understanding a conversation where information is begin 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 designer of spectacle frames. 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 radio programme in which the challenges linked to recycling car tyres were discussed. 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 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 responses.

## **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 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:

Question 21 a number of candidates wrote that: *we have too many choices with frames and lenses.*

Question 23 the following response: *He doesn't need them (glasses)*

These responses were accepted, as the candidates appeared to understand exactly:

In Question 21 what appeared to be the problem the speaker faced.

In Question 23 what was unusual was the fact that the speaker had perfect vision and hence there was no need for spectacles.

### **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 about various form of transport 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 Q6 which required more careful listening and preparatory reading.

#### **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.

#### **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 candidates should be encouraged to provide fuller responses for this section. A wrongly spelled single word does not always indicate that the text has been understood. Q21 and Q23, in particular, proved to be challenging as these not only required more careful listening, but a more careful reading of the questions themselves. Many candidates did well on the multiple-choice questions, showing they are familiar with the format.

#### **Part 4**

In this section, which was an extract from a radio programme of a slightly scientific nature from a podcast about scientists' view of what consist of happiness, 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 3-word limit. The cluster of Q34 – Q37 proved to be challenging as it required more careful listening as well as careful preparatory reading.

**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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