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Examiners' Report  
Principal Examiner Feedback

June 2022

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

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## **Principal Examiner's Report to centres.**

### **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 the countries they come from. Section B was a short extract linked to the previous section in which the speaker gave tips on how to learn a foreign language quickly. 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 discussing the future of books. 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 magazine editor who had just written a book on the history of motorcycles. 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 podcast by a marine scientist talking about her work. 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.

### **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 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 or lacked relevant detail to show that the question had been understood. Such an example was Question 21. Please see explanation below when referring in more detail to

### **Part 3.**

#### **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. 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 24: *What does the interviewer think of an ugly but high-performance motorcycle?* the suggested response was *it's pointless* or *there is no point*. Candidates who noted that *it was a waste of time* were credited with a mark.

## **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 talking about the countries they come from 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 Q8 and Q9 which required more careful listening to the tape. With relation to Q8, more careful reading of the question itself was required as that was in the negative: *What should you **not** (PE's emphasis) use when watching a film in your new language?* Some responses mentioned *dictionary*, whereas the correct response was *subtitles*.

### **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. However, there were questions, like Q11 which required more careful listening to the tape as well as reading the question carefully with the correct response being: *local library*. Candidates should not try to guess the response beforehand without giving the question careful consideration. Many incorrect responses opted for *bookshops*. The key words in the question were *without paying*.

### **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 Questions 21 -Q25 and while a majority of 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 text and candidates should be encouraged to provide fuller responses in this section. Sometimes, a single worded answer did not achieve any points as it had no real reference to the

question. For example, in Question 21 minimal responses of just *motorbike* did not receive a mark as there was no further detail.

Other questions required careful listening. In the text it mentions that: *Racing and competition have always been behind the development of the machines.* Some candidates responded to the question *...what factors have influenced the development of the motorcycle?* with the responses, *electronics, modern technology* which were not awarded any marks. The correct answer is *racing / competition*

#### **Part 4**

In this section, often of a more academic nature, there was an extract from a podcast by a marine scientist talking about her work on the coral Reef. 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. This part of the paper required careful listening. This became evident in Q33, where some candidates wrote incorrectly that the coral needs *Jellyfish* to survive. The text says that coral is *related to jellyfish*. Some candidates did not take the context of this question into account and incorrectly responded with *oxygen*. Although oxygen is needed for the organism the correct response within the context was *tiny seaweed*. Oxygen as such was not mentioned in the text. The cluster of Q33 – Q37 proved to be challenging as it required more careful listening and 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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