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Examiners' Report  
Principal Examiner Feedback

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

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**Principal Examiner's Report to centres.**  
**English as a Second Language – Listening Paper 4ES1 02R January 2023**

**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 giving advice on how to improve your memory. Section B was a short extract linked to the previous section in which the speaker spoke about how playing traditional games can benefit 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 was a short extract from a podcast about treasure hunting. The section 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 the director of a zoo in England about a new conservation project. 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 talk by a dietician discussing vegetarian and vegan diets. 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 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 and fuller responses. Sometimes a single worded answer did not gain any points as it had no real reference to the question or lacked relevant detail to show that the question had been understood.

### **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.

### **Grammatical Accuracy**

Although this is not a requirement, candidates should try to answer in such a manner that their response makes sense grammatically. They should be aware of indefinite or definite articles, active and passive voices, singular or plural nouns when reading the questions. This involves careful reading of questions during the one-minute preparation time.

### **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 7: *Which age group can improve on skills they find difficult?* the suggested response was *primary school children*. Candidates who wrote *primary students* were credited with a mark. However, the response *young children* was not accepted as that was too general.

### **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 gave advice on how to improve one's memory 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 Question 8 and Question 9 which required more careful listening to the tape. With relation to Question 8, for example, the emphasis was on the word *how*. Some responses mentioned *being patient* which was not awarded a mark. The correct response to *How are children encouraged to be patient...* was *taking turns*.

## 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. Most candidates responded well to the multiple-choice questions. However, there were questions, like Question 14 which required more careful listening to the tape as well as reading the question carefully with the grammatically correct response being: *pile of gold*. Candidates should not try to guess the response beforehand without giving the question careful consideration. Many incorrect responses to Question 15 opted for *money*, or *amount*, whereas the correct response was *benefit*.

## Part 3

In this section, which consisted of an interview, candidates were required to answer questions by providing the relevant responses 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 - 25 and while many 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 tape and candidates should be encouraged to provide fuller responses or this section. Sometimes, single or two worded answers did not gain any points as it had no real reference to the question. For example, in Question 21 minimal responses of just *conservation project* did not receive a mark as there was no further detail. There is an overall improvement in the longer responses and fewer candidates are now limiting themselves to one or two words.

Candidates must try not to guess an answer. This was evident in a number of responses to Question 21 to which some candidates offered *British Woodlands Week*. This does not answer the questions of *Why does the interviewer appear to be excited...?* Other questions required careful listening. In the interview it mentions that: *...animal keepers to decide when to allow the wolves to meet the bears. We'll have to make sure the bears are settled in their home...* The correct responses were to do with seeing that the animals were settled or appeared to be happy. A number of candidates offered: *the bears were climbing trees* or *playing happily in the trees*.

## Part 4

In this section, often of a more academic nature, there was a talk by a dietician discussing vegetarian and vegan diets. Candidates were required to complete sentences about the talk 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 Question 36, where a number of candidates wrote incorrectly that some nutrients missing from a vegan diet are *unhealthy* or *dangerous to human health*. The text says that *it is necessary to consume foods and supplements which ....* Other candidates did not take context into account. Some offered *Global warming* as a response to Question 21. This is not mentioned in the text itself. The cluster of Questions 33 –

37 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.