



Examiners' Report/ Principal Examiner Feedback

Summer 2013

International GCSE ESL (4ES0) Paper 2 Listening

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from 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 or 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.

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

Summer 2013

Publications Code UG035819

All the material in this publication is copyright

© Pearson Education Ltd 2013

International GCSE English as a Second Language Paper 2 Listening Examiner Report

General Comments

The listening paper is divided into three sections. In this session, the first part was a monologue by a teacher talking to students about a school visit. Students were required to complete notes based on the information provided. In the second part, students listened to two students discussing arrangements for Teachers' Day. Students were required to answer multiple choice questions and complete summary sentences. In the third part, students listened to a monologue on the history of skiing. They were required to complete summary sentences based on the radio broadcast.

Candidates' responses

Generally students did well or very well on this paper, although each section of the paper presented challenges for the students.

Detailed comments

There were two general types of questions on this paper: multiple choice and text completion.

Multiple choice (Part 2)

Students followed the instructions given in the rubric for this type of question.

Text completion (Parts 1, 2 and 3)

Generally these questions were well attempted, although not all students adhered to the word limit given in the rubric.

Two issues arose out of these types of questions which require students to provide the word or words for the answers themselves.

Spelling

This proved to be a problem for some students. The general rule is that if the answer affected communication, students were not awarded a mark. Students were not penalised for misspelling a word if it sounded like the target word. For example, Q26 (answer mail) a spelling such as 'maill' was accepted. However, if the word sounded like a different word or was a different word, e.g. male, students were not awarded a mark.

Grammar

In a few questions, e.g. Q19, students were required to complete a sentence using the correct grammatical form. Although these forms were given in the recording, some students made errors in their answers.

Comments on sections of the paper

The paper is devised to become increasingly difficult.

Part 1

Part 1 required students to listen for specific information such as numbers or high-frequency vocabulary items e.g. times and money. The most able students found this section straightforward and scored well. Less able students had some difficulty with some of the questions in this section, particularly questions 5 and 9. There were a number of students who did not adhere to the word limit (three words maximum in this instance). It is important for students to follow these instructions as they were not awarded a mark if they did not.

Part 2

Students generally performed well in this section. Less able students struggled with this section, particularly questions 16 - 20. There were very few students who provided multiple answers for some questions, and did, in consequence, lose marks.

Part 3

This section required students to complete sentences by providing the correct word or words (a maximum of three in this instance). This was the most difficult part of the paper as students needed to process the information they heard more in order to provide the answer. As in Part 1, a number of students did not adhere to the word limit. Less able students had the most difficulty with this section and tended to score few, if any, marks in this section. The most able students could identify the correct words and provide grammatically correct answers.

Advice to centres

It is recommended that students listen to a wide range of different types of texts such as current affairs, TV and radio programmes in order to familiarise themselves with a wide range of topics.

Centres should prepare students for the listening examination by familiarising them with the style of the test and with the types of questions they can expect to find on the paper.

Students should make good use of the time before the tape is played to predict possible answers and consider the context when providing their answers.

Students should be advised to follow the instructions in the rubric when answering the questions and to adhere strictly to the word limit.

Students should consider the grammatical fit of their answers in sentence completion questions.

Students should consider the spelling of words when providing their answers.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

