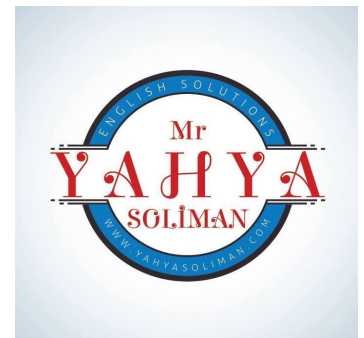


Examiners' Report/ Principal Examiner Feedback



Summer 2014

Pearson Edexcel International GCSE
in English as a Second Language
(4ES0/02R)
Paper 2R: 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 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 2014

Publications Code UG038668*

All the material in this publication is copyright

© Pearson Education Ltd 2014

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

The listening paper is divided into three sections. In this session, the first part was a monologue by a teacher giving details to students about the Year 11 camp. Candidates were required to complete notes based on the information provided. In the second part, the candidates listened to two students discussing a project about animals. Candidates were required to complete a table. In the third part, candidates listened to an extract from a radio broadcast on the science of supermarket shopping. They were required to complete summary sentences based on what they heard.

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

There were two types of questions on this paper: note completion and text completion. Both types were well attempted, although not all candidates adhered to the word limit given in the rubric.

Two issues arose out of both of these question types which require candidates to provide the word or words for the answers themselves.

Spelling

This proved to be a problem for some candidates. 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. For example, Q4 (answer - mountain biking) a spelling such as "montain biking" was accepted. However, if the word sounded like a different word or was a different word, e.g. maintain biking, candidates were not awarded a mark.

Grammar

In a few questions, e.g. Q11 (holes (in trees)), candidates were required to complete a sentence using the correct grammatical form. Although these forms were given in the recording, some candidates made errors in their answers. In this instance, if a candidate wrote 'hole (in trees)', this answer was marked as incorrect.

Comments on sections of the paper

The paper is devised to become increasingly difficult.

Part 1

Part 1 required candidates to listen for specific information such as numbers or high-frequency vocabulary items e.g. dates and months. The most able candidates found this section straightforward and scored well. Less able candidates had some difficulty with some of the questions in this section,

particularly questions 5 and 6. There were a number of candidates who did not adhere to the word limit (three words maximum in this instance). It is important for candidates to follow these instructions as they were not awarded a mark if they did not.

Part 2

Part 2 was more demanding than the previous section as it required candidates to follow a discussion and identify the attitudes and opinions of the speakers. Candidates generally performed well in this section. Less able ones struggled with this part, particularly questions 11 and 15.

Part 3

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

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 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 test and with the types of questions they can expect to find on the paper.

Candidates should make good use of the time before the tape is played 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 adhere strictly to the word limit.

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

