



# Examiners' Report/ Principal Examiner Feedback

## Summer 2015

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](http://www.edexcel.com) or [www.btec.co.uk](http://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](http://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](http://www.pearson.com/uk)

Summer 2015

Publications Code UG041375\*

All the material in this publication is copyright

© Pearson Education Ltd 2015

**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 man talking to students about taking a gap year. Candidates were required to complete notes based on the information provided. In the second part, candidates listened to an interview with a business woman. Candidates were required to answer questions based on what they heard. In the third part, candidates listened to an extract from a radio programme where the presenter talked about the history of lunch. 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: short answer and text completion. Both types were well attempted, although not all candidates adhered to the word limit given in the rubric.

One issue arose out of both 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 (mobile) clinics) a spelling such as "(mobile) cliniks" was accepted. However, if the word sounded like a different word or was a different word e.g. (mobile) cleanings, candidates were not awarded a mark.

Grammar

In a few questions, e.g. Q25 (tin bucket), 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 'tin buckets', this answer was marked as incorrect.

Comments on sections of the paper

This year candidates found Part 1 to be slightly easier than Part 2 and Part 3 was the hardest section of the paper.

### Part 1

Part 1 required candidates to listen for specific information such as numbers or high-frequency vocabulary items. Generally, candidates performed well in this part. However, there were also a number of questions which required more careful listening e.g. Q4 and Q7.

### Part 2

This section required candidates to answer questions about the conversation they heard. Generally, candidates performed well in this part. However, 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. There were a number of questions in this part which required more careful listening e.g. Q14 and Q20.

### Part 3

This section required candidates to complete sentences by providing the correct word or words (a maximum of three in this instance). Generally, candidates performed well in this part. Again, a number of candidates did not adhere to the word limit. Questions which required the correct grammatical fit (Q25 and Q28) were found to be more challenging for candidates. There were also a number of questions in this part which required more careful listening e.g. Q20 and Q21.

### 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>

