



Mark Scheme (Results)

January 2023

Pearson Edexcel International GCSE
In English as a Second Language (4ES1)
Paper 02R: Listening

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Assessment Objective 3 (AO3): Understand a wide range of recorded material spoken at normal speed.

AO3a	Understand the overall message of a spoken passage
AO3b	Identify essential and finer points of detail in spoken material
AO3c	Understand a conversation where information is being negotiated and exchanged
AO3d	Identify a speaker's viewpoint and attitude, stated and implied

Part 1

Question Number	Answer	Mark
1	C	(1) (AO3a)
2	E	(1) (AO3a)
3	F	(1) (AO3a)
4	H	(1) (AO3a)
5	A	(1) (AO3a)
6	(children's) brains	(1) (AO3b)
7	primary school children	(1) (AO3b)
8	take turns / taking turns	(1) (AO3b)
9	avoid interruptions / finish together / ignore phone (messages) / turn off TV	(1) (AO3b)
10	screen-free (time) / technology-free (time)	(1) (AO3b)

Part 2

Question Number	Answer	Reject	Mark
	<ul style="list-style-type: none"> Any comprehensible spelling of the correct answer will be acceptable. Do not mark as correct any response containing more than THREE words. The words in brackets are optional. 		
11	(have) thrilled / (have) inspired		(1) (AO3b)
12	(coded) maps / clues		(1) (AO3b)
13	make a living		(1) (AO3b)
14	pile of gold / treasure		(1) (AO3b)
15	benefit		(1) (AO3b)
16	museum		(1) (AO3b)
17	expensive / sophisticated		(1) (AO3b)
18	(good) metal detector		(1) (AO3b)
19	D		(1) (AO3d)
20	C		(1) (AO3d)

Part 3

Question Number	Acceptable Answer	Reject	Mark
21	it's going to be about a (fascinating) conservation project / it's about a multimillion pound conservation project		(1)(AO3c)
22	they were hunted for their furs / they were driven out of their habitats		(1)(AO3c)
23	return to their natural habitat / wolves and bears will be together in the wild / it will be the first time they will be together		(1)(AO3c)
24	within a few months		(1)(AO3c)
25	the bears seem to be getting used to the woodland / they (the bears) appear to be happy		(1)(AO3c)

Question Number	Correct Answer	Mark
26	A	(1)(AO3d)
27	B	(1)(AO3d)
28	C	(1)(AO3d)
29	B	(1)(AO3d)
30	D	(1)(AO3d)

Part 4

Question Number	Correct Answer	Mark
	<ul style="list-style-type: none">• Any comprehensible spelling of the correct answer will be acceptable.• Do not mark as correct any response containing more than THREE words.• The words in brackets are optional.	
31	health / (the) environment	(1) (AO3d)
32	(more) extreme / stricter	(1) (AO3b)
33	(a) kind person / kind	(1) (AO3b)
34	healthy living	(1) (AO3d)
35	considerable / many / better	(1) (AO3b)
36	(very) important / necessary	(1) (AO3b)
37	control	(1) (AO3d)
38	animal rights / animals	(1) (AO3d)
39	climate change	(1) (AO3d)
40	websites	(1) (AO3b)



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Listening Transcript

January 2023

Pearson Edexcel International GCSE
In English as a Second Language (4ES1)
Paper 02R: Listening

International GCSE - ESL Listening Paper Transcript January 2023 (R)

This is the Pearson Edexcel International GCSE English as a Second Language paper 2 listening test, January 2023.

This test is in four parts and you will have to answer questions on what you hear. At the end of each extract there will be a pause to give you time to read the questions. You will hear all four parts twice. Write your answers in the spaces in your question booklet as you listen.

Part 1 Section A

In this section, you will hear five short extracts in which people are giving advice on how to improve your memory.

Read the advice given below, then listen to the extracts.

For each question, 1–5, identify which advice (A–H) is being described by each speaker by marking a cross for the correct answer [x]. If you change your mind about an answer, put a line through the box [x] and then mark your new answer with a cross [x].

Not all the advice given is described and each may be used more than once.

One mark will be awarded for each correct answer.

You have one minute to read the questions.

(One-minute pause for reading)

Now listen and answer the questions.

Speaker 1

Eating too many sweet foods, like cakes, candies or cookies, is unhealthy for your body and can be bad for your memory. You may think that a sugar boost will help you with your studies or performance at your favourite sport, but the sudden sugar spike in your blood upsets your body routine and can lead to poor memory skills.

Speaker 2

Resting your mind and body by sleeping is very important and a lack of sleep is bad for your memory. Sleep helps you to remember what you learned the day before. A good night's rest means you will do better in

your studies than when you have not had a good restful night. You should rest between seven and nine hours each night.

Speaker 3

Taking time out to meditate can improve your memory. It is relaxing and soothing, and has been found to reduce stress, which contributes to poor memory. Relaxation is not only good for your body but also for your brain, as it improves your short-term memory, which is needed for your studies. Meditating is good for both the young and the elderly.

Speaker 4

Exercising your thinking skills is a fun and effective way to boost your memory. Crosswords, word-recall games and memory training mobile apps are excellent ways of strengthening your memory. Games, like cards, played with the family, benefit both the younger and older players. Apart from memory boosting, these also teach other skills like patience and teamwork.

Speaker 5

We all know that keeping fit is important for our physical and mental health, as it brings incredible benefits to the whole body, including the brain. It increases the flow of oxygen into the blood stream, which leads to better brain health. Even short keep-fit sessions done each day lead to improved memory across all ages.

Now listen a second time and check your answers.

(Repeat the extract)

That's the end of Part 1 Section A. Now turn to Part 1 Section B.

Section B

In this section, you will hear someone talking about how playing traditional games can help children.

For Questions 6–10, listen and answer the questions below. Write no more than THREE words for each answer.

One mark will be awarded for each correct answer.

You have one minute to read the questions.

(One-minute pause for reading)

Now listen and answer the questions.

Every time you play traditional games, like cards, mahjong or chess, without using modern technology, you can be sure that your children are getting many benefits from this family time together. You are teaching them about teamwork, patience, how to win, and to learn that sometimes they might lose. Most of all, playing games benefits children's brains.

Simple games help young children identify colours, numbers and words and, perhaps more importantly, learn to wait their turn and follow rules. These are skills that will help them in later life. There are games that will help children improve their language skills. They are a fun way of helping primary school children work on skills they are struggling with. Games can help improve spelling skills and expand vocabulary while still being fun. Strategy games are good for older children as they help them to master skills such as planning, organising and making good decisions.

Games for both younger and older children teach them a lot about life; your luck can change for better or worse. Some games are a good way to encourage older children to play as a team with younger children. Taking turns and being patient during a game, even when things don't go their way, can teach players to respond with tolerance and not to go storming out of the room and slamming the door.

Family games, when played without any interruptions, improve a child's attention span. It is important that when a family settle down to play a game, they finish it together, without checking mobile phone messages or turning on the television. This is becoming more and more important in a world where there are so many digital distractions for children.

As technology is not needed when playing traditional games, this makes them special. They can help families to find a balance between digital and real-life connections. They are a simple way to get quality screen-free time with children who love playing them.

Now listen a second time and check your answers.

(Repeat the extract)

That's the end of Part 1. Now turn to Part 2.

Part 2

In this part, you will hear an extract from a podcast about treasure hunting.

For Questions 11–18, listen and complete the notes. Write no more than THREE words for each answer.

Questions 19 and 20 must be answered with a cross in a box (x). If you change your mind about an answer, put a line through the box (✗) and then mark your new answer with a cross (x).

One mark will be awarded for each correct answer.

You have one minute to read the questions.

(One-minute pause for reading)

Now listen and answer the questions.

(M):

As a young boy, I had dreamed of being a pirate and taking part in a quest to find hidden treasure. I longed to discover pirate chests of golden coins, precious stones and fine jewellery buried on a distant and remote island. My only guide to its location would be a tattered old map. Stories of lost pirate treasure and sunken ships filled with gold, have thrilled and inspired people for hundreds of years. Some stories are fiction, but others do have some truth in them.

Before steel vaults and banks with guarded rooms, people tried to keep their treasure safe. They hid it in the ground, and these locations were kept safe thanks to coded maps and clues. Sometimes they were unable to recover their buried riches. Gold and gems were lost at sea in ships sunk by pirates or storms, and lay at the bottom of the sea gradually being covered by sand. These stories of lost treasures, on land and at sea, have sparked the imagination of both storytellers and adventurers. Some people have even tried to make a living out of looking for lost treasure.

Treasure hunting can be a very dangerous and uncertain way to make a living. It is very unlikely that many people will find an enormous pile of gold. This is because most treasures are not real, many of the maps are fake or with very vague directions. The sheer size of possible treasure sites, especially those at sea, can make finding the exact spot of a treasure impossible. Even if such treasure were found, the costs of recovering it would be very high.

Not all treasures are worth millions of pounds or dollars, some may be less valuable, but these are quite likely to exist and be much easier to find. These treasures are most likely to be silver and gold coins hidden by their owners. A friend of mine says that treasure is out there waiting to be found and some of it closer than you think. However, finding treasure does not always mean that those who discover hidden gold will always have the full benefit of their discovery. They have to pay landowners part of their share. If they have been hunting on private land without permission, then the landowner, not the hunter, has the right to keep the treasure. If the treasure is a genuine antique, then it must be taken to a museum. The museum can then decide whether to keep the treasure or not.

Underwater hunts are not accessible to most amateur treasure hunters because of the cost of the expensive and sophisticated technology needed. Therefore, people are limited to searching on seashores, dry land, in shallow rivers or ponds. Modern treasure hunters do not need a lot of equipment. They just need a good metal detector and a small shovel for digging.

For most people, treasure hunting is a pleasant and rewarding activity, as well as being an opportunity to enjoy the outdoors. Keen hunters point to the health benefits of hiking, as well as the joy of exploration. Most claim that treasure hunting sharpens the mind and increases concentration, while the possibility of a discovery can give an adrenaline rush. Others talk of their increased self-reliance, better navigational skills, and social interaction with other fans of the activity.

Treasure hunting is a great activity. However, you are unlikely to find an ancient map with directions to an undiscovered treasure chest of gold and jewels. Finding a significant treasure trove is like winning the lottery. It might never happen, but it is good to dream.

Now listen a second time and check your answers.

(Repeat the extract)

That's the end of Part 2. Now turn to Part 3.

Part 3

In this part, you will hear an interview with the director of a zoo, in England, about a new conservation project.

For Questions 21–25, listen and answer the questions. You do not need to write in full sentences.

Questions 26–30 must be answered with a cross in a box [x]. If you change your mind about an answer, put a line through the box [~~x~~] and then mark your new answer with a cross [x].

One mark will be awarded for each correct answer.

You have one minute to read the questions.

(One-minute pause for reading)

Now listen and answer the questions.

Speaker A (F):

Hello, and welcome to what promises to be an exciting programme. It's British Woodlands Week and I'd like to welcome Justin Norris who's a fellow conservationist, as well as the director of Bristol Zoo. He'll be telling us about a fascinating project in Bear Wood near Bristol, in England. The multimillion-pound conservation project has been funded by government grants and private donations. Welcome, Justin.

Speaker B (M):

Thank you. It's a pleasure to be here.

Speaker A:

This project sounds very interesting. And it looks like an enormous undertaking. What's the idea behind it?

Speaker B:

Well, the idea of the scheme, which is part of a special project by Bristol Zoo called Wild Place Project, is to give our visitors a glimpse into life in the woods and forests that used to cover much of Britain.

Speaker A:

Right, and how do you plan to do that? Tell us more about it.

Speaker B:

Of course! For the first time in hundreds of years, bears and wolves will be living in an area of British woodland near Bristol. Brown bears and wolves that roamed free in our woods became extinct hundreds of years ago. People hunted them for their beautiful furs and, as towns grew and developed, these beautiful creatures were driven out of their natural habitats.

Speaker A:

I gather that this is part of a bigger scheme which involves 'rewilding' places. What exactly does 'rewilding' mean?

Speaker B:

Well, basically it means introducing a range of wild animals into woodlands where they used to live many years ago. The project is being developed all over Britain. In this area we're trying to reintroduce wolves and bears. It will be the first time that the two species have been together in ancient British woodland for centuries. We're excited to see them together in the same space.

Speaker A:

Bears and wolves together sounds amazing! Are you sure they'll get used to each other and actually live together? How are you going to do that?

Speaker B:

Ah, I was waiting for you to ask. For the moment, the two species are being kept apart. The idea is that, within a few months, four bears and five wolves will be allowed to share a woodland area of ten thousand square metres, which we call a paddock.

Speaker A:

So where are the animals now? Are they in separate paddocks? This is really fascinating!

Speaker B:

Yes, isn't it? Well, the bears have been getting used to the woodland for some time now and they appear to be really happy. From next week, we shall bring the wolves into a neighbouring paddock. There, they can get used to having the bears nearby.

Speaker A:

And what happens then? When will the wolves meet their new neighbours, so to speak? What happens if they don't get on?

Speaker B:

It'll be up to the animal keepers to decide when to allow the wolves to meet the bears. We'll have to make sure that the bears are settled in their home and we'll have to wait until the animals are ready.

Speaker A:

Are you confident that the animals will get on?

Speaker B:

Oh yes. They should be fine. These animals once coexisted in the wild. This is their natural habitat. When I take you round, you will see the bears up in the trees and realise how they're perfectly evolved to live up in the treetops.

Speaker A:

Can't wait to see that! So, I'm right to think that those involved in the project think it's good for these animals to live side by side, as they did many years ago? Might it even encourage more debate on rewilding?

Speaker B:

Well, that's what we're hoping. We, as a conservation charity, are keen to be proactive in tackling questions, such as climate change and rewilding. I hope this project gives us a chance to do that.

Speaker A:

So, I may be wrong, but you're treating this project just as you would a more exotic location like the Savannah in Africa or the forests in Madagascar?

Speaker B:

Yes, we're giving British ancient woodland the same status as those habitats you've mentioned. British woodlands only cover two per cent of the country and, as a result, they are often overlooked. Zoos often concentrate on more exotic locations, like the ones you mentioned.

Speaker A:

As always, our listeners would love to hear a story you may have about this project. Have you any?

Speaker B:

Oh yes, I have. One of my managers told me he got very nervous when he watched two of the younger bears chasing each other up a tree.

Speaker A:

Go on, tell me more! That sounds good. Bears, up a tree?

Speaker B:

Yes, he said it gave him a few scares! These bears weigh at least 100 kilogrammes and were climbing up 10 metres into the tops of massive ancient trees. It soon became obvious that they were designed for this kind of activity and he needn't have worried.

Speaker A:

And how about you? Do you have any worries about this project?

Speaker B:

Well, the animals won't compete for the same food, but putting two large species together that need a lot of space, is going to be nerve-racking at first. But we're sure it'll work out.

Speaker A:

Thank you, Justin, for an absolutely fascinating account about your project. Good luck to you and your team.

And listeners, great news for you, if you're in the Bristol area. Starting 25th July, members of the public will be able to observe the bears and wolves in their shared paddock, from the safety of a raised walkway. Check our website for details.

Now listen a second time and check your answers.

(Repeat the extract)

That's the end of Part 3.

Now turn to Part 4.

Part 4

In this part, you will hear a talk by a dietician discussing vegetarian and vegan diets.

For Questions 31–33 and 38–40, listen and complete the sentences below. Write no more than THREE words for each answer.

For Questions 34–37, complete the table. Write no more than THREE words for each answer.

One mark will be awarded for each correct answer.

You have one minute to read the questions.

(One-minute pause for reading)

Now listen and answer the questions.

Hi, Jo Brown here. As many of my listeners know, I have worked as a dietician for over 20 years and have written many articles on food, nutrition and healthy eating. People are becoming more aware of their health and of environmental issues linked to the type of food we consume. Vegetarian and vegan diets are getting very positive press coverage, especially when reporting their environmental benefits. So, what exactly are these diets and why are people attracted to them? I will look at the similarities and differences between the two diets and explain briefly how these diets can affect your health and the environment.

According to the British Vegetarian Society, a vegetarian is someone who does not eat any form of meat or fish. All vegetarian diets contain various levels of fruits, vegetables, pulses, nuts and seeds. Some vegetarians will include dairy products and eggs in their diet. Vegan diets are the more extreme form of being a vegetarian as they don't include eggs, cheese and honey; in fact, all products that come from animals.

Vegetarianism can be traced back to ancient Indian and eastern Mediterranean societies. The ancient Greek philosopher, Pythagoras, promoted vegetarianism as a means of being kind towards all living things. Followers of Hinduism and Buddhism also believed in vegetarianism for the very same reasons. For many years, the meatless lifestyle was not popular in the West, although there were periods in the Christian calendar when a vegetarian diet was ordered by the church authorities. In Russia and Greece, for example, people followed a strict vegetarian diet during Lent, the 40 days leading up to Easter. Even today, a typical Greek Lenten cake contains no eggs, milk, cream or butter. The first Vegetarian Society was formed in 1847 in England and, within three years, the American Vegetarian Society was founded by a church minister, who wanted to promote healthy living. It was not until 1944 that Donald Watson announced that, because some vegetarians ate dairy and eggs, while others didn't, he was going to create a new term 'vegan' for those who did not eat any products derived from animals. It is now estimated that by 2021 there will be about two million vegans in Britain. In February 2020 alone, nearly half a million people signed up to a month

of a vegan inspired lifestyle. Today, both vegetarianism and veganism have become accepted health and diet choices, with many restaurants offering vegetarian and vegan options; considerate party planners will ask 'is anyone vegetarian or vegan?' before planning the menu.

More and more people appear to be considering adopting a vegetarian diet, and I am often asked about the benefits of such a diet, as well as some of the possible negative aspects. On the plus side, the nutritional values of both diets are considerable. Research has shown that vegetarian, as well as vegan diets, tend to be low in saturated fats and cholesterol. Both diets contain a large amount of food that is very rich in nutrients. This may include fruit, vegetables and whole grains as well as seeds and soy products. On the other hand, poorly planned vegetarian and vegan diets can result in low intakes of some very important nutrients that humans need in order to be healthy, both physically and mentally. Therefore, it is sometimes necessary to consume foods and supplements, which contain iron, calcium and omega 3 fatty acids. Recent studies seem to suggest that a vegan diet may be better than a vegetarian diet to control weight. However, these studies have only been observational, and it is almost impossible to say exactly which aspect of the diet produces this effect. There may be other factors, such as exercise and general levels of activity, that need to be considered.

What exactly is 'veganism'? Without a doubt, it can be viewed as the strictest form of vegetarianism. Veganism is currently defined by the Vegan Society not only as a dietary lifestyle, but as a way of living that is linked to animal rights and environmental issues. For this reason, many vegans avoid buying, wearing or using any clothing, accessories or objects made from animals. This could include items such as fabrics containing silk, wool, necklaces made of pearls, leather shoes and bags. Many vegans will also boycott companies, like the manufacturers of cosmetics, that not only test their products on animals, but whose cosmetics contain animal by-products like lanolin, which is a form of grease obtained from sheep's wool.

Some vegans also avoid circuses, zoos, horse racing and any other activities that involve the use of animals for entertainment. Vegans believe that all animals have a right to be free from human use, be it for food, clothing, science or entertainment. Many environmentalists have adopted a vegan diet for its reduced impact on the earth's resources and the benefits it has for climate change.

Vegans and vegetarians can be as strict as they want to be with their food choices. There are websites that include vegan-friendly reminders, such as being careful not to grease pans with animal fats like butter.

Finally, there's raw veganism in which none of the food can be cooked. Perhaps that is a step too far for most of us though.

Now listen a second time and check your answers.

(Repeat the extract)

That is the end of the test. Please wait for your question booklet to be collected. Thank you and good luck.

