



Mark Scheme (Results)

Summer 2025

Pearson Edexcel International GCSE

In English as a Second Language (4ES1) Paper 02R

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Summer 2025

Question Paper Log Number P74619

Publications Code 4ES1_02R_2506_MS

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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	H – do some gardening	(1) (AO3a)
2	E – get cooking	(1) (AO3a)
3	F – crafting from recycled materials	(1) (AO3a)
4	C – go camping	(1) (AO3a)
5	B – create a special family book	(1) (AO3a)
6	families / friends	(1) (AO3b)
7	(a) main dish / pudding	(1) (AO3b)
8	Victorian (times / era)	(1) (AO3b)
9	(increase in) cars	(1) (AO3b)
10	sandwich	(1) (AO3b)

Part 2

Question Number	Answer	Reject	Mark
- 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	characters / patterns		(1) (AO3b)
12	7 / seven		(1) (AO3b)
13	pilots / sailors		(1) (AO3b)
14	(more) difficult		(1) (AO3b)
15	20 years		(1) (AO3b)
16	confused		(1) (AO3b)
17	brightness		(1) (AO3b)
18	small / simple steps		(1) (AO3b)
19	B – Minimise the time you have security lights on		(1) (AO3d)
20	C – Data they collect shows the worst affected places		(1) (AO3d)

Part 3

Question Number	Acceptable Answer	Mark
21	(have) meals / (play) board games / cards / chess / (have a) nap	(1)(AO3c)
22	always talking about her charity / the charity is all she ever talks about	(1)(AO3c)
23	(in) 1968 / when she was six	(1)(AO3c)
24	help each other on slippery pavements / help (elderly neighbours) with shopping	(1)(AO3c)
25	not every one has family support / comes from a close family / help people reconnect	(1)(AO3c)

Question Number	Correct Answer	Mark
26	B – come from all types of backgrounds	(1)(AO3d)
27	C – sponsoring the event and donating food	(1)(AO3d)
28	D – He is very impressed with them	(1)(AO3d)
29	B – It was an indescribable experience	(1)(AO3d)
30	C – It has taught her a lot	(1)(AO3d)

Part 4

Question Number	Correct Answer	Mark
- 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	liberating	(1)(AO3b)
32	worry / are worried / feel worried	(1)(AO3b)
33	space audit	(1)(AO3b)
34	examine	(1)(AO3d)
35	(quick / fast) boost	(1)(AO3d)
36	control	(1)(AO3d)
37	sell-by date / expiry date / quality / disposal date	(1)(AO3d)
38	match / have a partner	(1)(AO3b)
39	sentimental value	(1)(AO3b)
40	differently	(1)(AO3d)



Transcript

Summer 2025

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

4ES1/02R Listening Paper Transcript

This is the Pearson Edexcel International GCSE English as a Second Language Paper 2 Listening Test, June 2025.

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 talk about activities you can do with children.

Read the list of activities below, then listen to the extracts.

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

Not all the activities are 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

You do not have to go far for an interesting outdoor activity. Find the children a small corner in the garden, or give them an old flowerpot. Show them how to plant seeds and make sure each child is responsible for their own patch of earth or flowerpot. They will have to water and learn how to look after their plants.

Speaker 2

This is a great indoor activity no matter what age the child might be. A weekly session in the kitchen makes for a great family tradition. Choose simple recipes. Younger children can stir and measure ingredients. Older children can do most of the work by themselves with you supervising. They will get great satisfaction from eating and sharing the food they have made with you.

Speaker 3

Everyone has old cardboard boxes or plastic bottles in the home. Don't throw them away, but keep them for when you want the children to make something original. They can make robots or dinosaurs out of boxes, and space rockets out of bottles. Once they have made these things, together you could make up stories about them.

Speaker 4

There is nothing more exciting than being surrounded by nature. Together with the children you can set up your tent, take them for a long walk into the countryside, let them play in a stream or take them fishing to a nearby lake. Telling stories and singing songs in the evening round a campfire is a great experience for all the family.

Speaker 5

One of the nicest things you can do after a family holiday is to talk and remember all the good things you have done and seen. You could keep these memories alive by collecting everything that reminds you of the holiday, like postcards, train or bus tickets, photos or even pressed flowers, and putting them together in a special book.

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 a person talking about picnics.

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.

Generations of British people have been obsessed by finding excuses to take an old blanket and go outside for an outdoor lunch. Walk through any city park in the summer and you will see families and friends sitting on the grass enjoying a meal together. In fact, we have the French to thank for the picnic as we know it today. The name came from a fashionable dinner, where each guest brought food and drink to share. These events would usually include singing and dancing as well as plays with actors. They started becoming popular in Britain in the 18th century, after a group of wealthy young men started the 'Picnic Society'. Each member had to bring a main dish and a pudding. Many of the classic foods, like the sandwich, that we normally have on picnics today, were created at about this time.

During Victorian times, picnics were grand and important social occasions for the very rich, with as many as 40 people attending. They were seen as a fashionable way to connect with nature away from polluted towns. As picnics grew more popular with everyone, they became just a simple meal outdoors.

In the 20th century, the increase in cars meant that more people could enjoy travelling further into the countryside, packing a picnic lunch for the day. Picnics became smaller family events, rather than the grand outdoor parties linked to the very rich.

Typical picnic food has not changed all that much over the years. Joining traditional picnic foods are now favourites like hummus, olives and even sushi for everyone to enjoy. However, a recent survey has shown that the sandwich remains the most popular picnic food choice.

Whatever food people have on picnics, many think eating outdoors makes food taste much nicer than food eaten indoors.

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 a person talking about the stars and the sky at night.

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. If you change your mind about an answer, put a line through the box and then mark your new answer with a cross.

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.

Hello. I am a member of an international and voluntary science group called the 'Globe at Night'. We monitor and assess light pollution on Earth and note how it affects not only humans but animals.

Have you ever looked up at a clear sky at night and seen the stars shining in the dark sky? It is both beautiful and amazing. However, to many people living a very long time ago, stars meant much more than just a beautiful sight. When people looked up, they would see patterns in the sky, imagine characters in the

patterns, and tell stories to describe them. All the ancient cultures we know about today had their own set of stories.

Long ago, sailors used stars to help them navigate the seas. For example, those who lived in the northern hemisphere would have a set of seven stars called 'The Plough' to guide them on their voyages. If you are interested in getting to know the sky better, this set of stars is a good place to start learning about the different star shapes, or constellations as we call them.

Today, we have electronic navigation, which is more reliable and safer. Pilots or sailors do not have to worry about cloudy skies or storms. But that means that we do not appreciate the sky as much as we should. We look up at the sky less and recognise fewer constellations. Seeing the patterns that our ancestors would have seen is getting more difficult. On land we are surrounded by buildings with electric lights, roadways are lit up and, many city centres feature brightly coloured advertisements on the walls of their buildings. It is this electric light that creates a glow so strong that it hides the stars. 'Globe at Night' has noted that just within 20 years, artificial brightness of the sky has doubled, and so thousands of stars are lost behind the glow and cannot be seen on Earth. We are losing an awesome sight because of light pollution.

This is not the only consequence of light pollution. Animals' health and wellbeing is affected. Migrating birds fly miles away from their natural flight routes as they become confused by bright city lights. Wildlife that lives in urban areas because their rural habitat has changed, or disappeared, are also disturbed by light. We are often told that to sleep well we should avoid bright lights, particularly those with a high blue content, like mobile phone and computer screens, before going to bed. Animals too use light to follow their daily patterns. Nocturnal animals get distressed when they are suddenly caught in the brightness of security lights.

Just as human development created the problem of light pollution, so humankind should address it. Small steps could help. Once it gets dark and electric lighting is on in the house, close the curtains or blinds. Avoid outside lights if possible, or minimise the time they are on after dark. If you need security lights, adjust them well so that they don't light up a passing cat or fox, but are only triggered by human movement.

There is something you can do to help assess just how bad light pollution is in your area. You can carry out and report a star count. Each month a different constellation is chosen. 'Globe at Night' collects your data every month and passes it on to various environmental agencies. That way, your information can be added to that of other people all around the world. This gives a better picture of the most badly affected areas, and action can be taken to help reduce light pollution.

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 Saira Mir, the founder of a charity.

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. If you change your mind about an answer, put a line through the box and then mark your new answer with a cross.

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 (male)

Hello, Patrick Marsh here. And welcome to 'Connect', our radio programme about inspirational people. I'm now in a community centre in London, watching

an amazing sight. Tables are laid out for lunch, with lots of volunteers handing out plates of wonderful wholesome food to anyone who happens to come in looking for companionship and a hot meal in friendly surroundings. Apart from meals, there are lots of activities, like board games, cards and chess, laid out for those who want to take part. There is even a quiet corner for those who just want a nap. And running this Sunday meal club is my guest, Saira Mir. Welcome, Saira, to the programme. I can see you're very busy, but would you have time for a few words with our listeners?

Speaker B (female)

Yes, of course! I've always got time to talk about my charity. My children joke that the charity is all I ever talk about!

Speaker A

May I start by saying that you're a truly inspirational person. You were named 'Woman of the Year' in 2017 and now your charity, 'A Plate for You', has won an international award for work with your community. Where did it all start?

Speaker B

Well, I suppose it goes back a long way. My heritage is Pakistani, but my grandparents moved to East Africa and I was born there. We were a very close family. In 1968, when I was just six, we moved to England and settled in Bradford, in the north. It was the first time I had ever experienced an English winter!

Speaker A

Ah, now I understand why the Yorkshire accent is still coming through when you speak. Joking aside, those winters must've been something of a shock to you.

Speaker B

Oh, I hated it! Ice and snow, and so cold. And yet every winter I saw how people came together. Strangers would hold out their hands and help each other on the slippery pavements. Younger people would help with shopping for elderly neighbours who could not go out. Those nasty winters opened my eyes to the power of community. In times of crisis, people forgot their differences and reached out to help others.

Speaker A

But surely, there must've been better times when the community got together?

Speaker B

Oh yes. I remember how in 1977 we all celebrated Queen Elizabeth II's Silver Jubilee. The school I went to was decorated in red, white and blue. Tables were piled high with plates of food. I loved every moment. The community felt so united.

Speaker A

Those days in Bradford seem to have been an inspiration for the work that you do today in East London. Obviously, the idea of community is very important to you. So, how did 'A Plate for You' start?

Speaker B

I've now lived in London since the 1980s, my husband is a Londoner and my three children were born here. Through the jobs I've had, I realised there were many people who did not have the family support I had as a child, nor the close family my children enjoy. I wanted to help, and thought that a Sunday meal club would be a good idea to help people reconnect with their community. We opened our hub in June 2013 and it's been popular ever since.

Speaker A

Looking around me now, I can see that different types of people, of all ages, are here in this centre. I think that is great. I've also heard some lovely stories about how people have been helping each other. If you could choose any one particularly memorable moment, which one would it be?

Speaker B

Oh yes. I think that was when we organised a street party to celebrate The Queen's Platinum Jubilee. More than 300 people came – including Jamaicans, Sri Lankans, Lebanese, and people from Eastern Europe. We had a wonderful time, sharing food, music and stories.

Speaker A

Gosh, that's marvellous! I understand that you've another important occasion coming up. What plans have you for that?

Speaker B

Well, this summer we're celebrating 10 years of our community hub. We plan to hold another street party. Hopefully, we will have even more people coming to celebrate this event. We've plenty of volunteers who are willing to help, and several businesses have offered to sponsor us and donate food. Plans are already under way. You're most welcome to come and join us.

Speaker A

I'm really impressed with how well you've organised this event. Thank you; I'd love to come.

By the way, I was told that in January you were awarded the British Empire Medal for your services to the community. This couldn't have gone to a better person. Congratulations!

Speaker B

Thank you. The feeling of being officially recognised was indescribable. Receiving the medal was one of the proudest moments of my life. Although I was the one who received the honour, I feel that what I've done and achieved is thanks to everyone near me; my husband and children, who've supported me all along, and members of the community, who've been such an inspiration to me.

Speaker A

Is there anything you feel that your dedication to your local community has taught you?

Speaker B

Yes, my role has taught me a lot. What strikes me the most is that very often those who have the least, are often the most willing to give. That gives me hope for the future of our communities.

Speaker A

Saira, thank you so much for giving up your time and coming to talk to us. I hope 'A Plate for You' goes from strength to strength. So, listeners, a truly inspirational lady in our series 'Women who Lead'.

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 podcast about decluttering or clearing your home of unused items.

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.

Speaker 1 (male)

Best known as the presenter of a popular programme, *Get Your Life Sorted*, Dilly Carter shares how clearing our homes of clutter, or unwanted items, can improve our mental and physical wellbeing. Dilly has worked as a professional organiser in people's homes for over 20 years, and most recently has become an organisational expert on British television. She claims that every home she goes to, people are amazed at how liberating decluttering or clearing your home can be, and they feel a new sense of calm and clarity once this is done.

Speaker 2 (female)

When it comes to clearing our homes and spaces, it's the little things that make the most difference: organising your bookshelves or sorting through the old receipts in your purse. Yet it is these small things that we put off the most. Many people are filled with worry at the idea of decluttering and getting rid of unwanted items around the house. Where do you start?
How do you declutter your own space?

Start by walking through your front door and standing in the doorway and do a space audit. What are the things in the hallway you do not like? Think of what needs to change. It might be that there is a coat rack with 25 coats on it. Make a note to clear some of them. Or a shoe rack with too many shoes that are not paired properly. Ask yourself what needs to change to make that space work for you. Decide what you like about the space and what just doesn't feel right. Write down things you would like to change, improve, or even remove.

Because of the busy lives we live, we often just flit in and out of our homes, on the way to work, school or out to enjoy ourselves, and we do not have time to absorb anything wrong about our home. The space audit is about slowing down and taking time to examine every room in detail. When a room has been a certain way for a long time, we tend to forget that we have the power to reclaim and change it. You will soon find out that the bedroom and kitchen are the main areas that need addressing.

The three biggest problems in people's homes are shoes, clothes and food. This is because they are all easy to buy, can be relatively cheap and can provide a quick boost when we need something to make us feel better. However, this means that they can build up fast, quickly creating too much clutter.

When it comes to clothes and shoes, a badly organised wardrobe will lead to people grabbing the first item of clothing they have to hand. Unfortunately, they will continue grabbing the same jeans and jumper because they cannot face disrupting the chaos in the wardrobe. To stop the build-up, I advise people to try the 'one in, one out' method each time they buy a new item of clothing or a pair of shoes. I'm a great fan of this way of keeping things under control. Each time you buy, ask yourself whether you have a similar item you can swap it for. Treat the new purchase as an upgrade, rather than as an addition to an already overflowing wardrobe. Always opt for quality, so the items will last longer. With fewer clothes, there will be more chance of you having greater satisfaction in wearing what you have bought. Things that have been lurking in the back of the wardrobe can be disposed of or taken to charity shops.

In the kitchen, go through your food storage cupboards regularly, checking sell-by dates and disposing of outdated items. Take stock of what you already have

before going shopping to avoid ending up with an excess of duplicate ingredients. Dispose of out-of-date products. Repeat this process with your fridge and freezer drawers. The same applies to kitchen cupboards. How many people have 45 mugs when they only really use six? Match all the containers you have on the shelves with their lids and throw away those that do not have a 'partner'. Do the same with pots and pans, making sure each pan has a matching lid. Dispose of the rest. Clean out the cutlery drawer and put everything back in ordered sections.

Sometimes people will try to hold on to something claiming they may need it in the future. Often these things are of no sentimental value and so there is no reason to keep them. The reality is that if you haven't used that pasta maker or air fryer in the past few years, it's very unlikely that you will ever use it in years to come. Make sure that things you are 'saving for just in case' do not take up your newly found space. Don't allow a less-used room to become a dumping ground for unwanted items. Transform it into an airy room where you could retreat when you need some peace and space to yourself.

Decluttering your home may appear difficult at first but, ultimately, it is a rewarding experience. Living for today, rather than for vague possibilities in the future, will help you think differently about space and its purpose. You can choose to control what comes into your home and taking back control will have you feeling positive. Your home then becomes restful and restorative.

Speaker 1

Thank you, Dilly, for this informative and positive advice.

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.