



Pearson

Mark Scheme (Results)

Summer 2017

Pearson Edexcel International GCSE
In English as a Second Language (4ES0)
Paper 2: Listening

edexcel 

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 2017

Publications Code 4ES0_02_1706_MS

All the material in this publication is copyright

© Pearson Education Ltd 2017

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.

QUESTIONS
Part One

Question Number	Acceptable Answers	Reject	Mark
1	young adult (geeky) romantic comedy romantic comedy	non science children's (book) romantic novel a romantic romantic comedy science young adult novel romantic comedy novel Life on Pluto	(1)

Question Number	Acceptable Answers	Reject	Mark
2	magician magition magan madgition	musician magic	(1)

Question Number	Acceptable Answers	Reject	Mark
3	(former) footballer football player writer author	football legend footballer legend legend footballer football teacher writer and teacher football teacher writer, teacher, ambassador	(1)

Question Number	Acceptable Answers	Reject	Mark
4	20th anniversary anniversary aniversary 20 anniversary	20th 25th anniversary	(1)

Question Number	Acceptable Answers	Reject	Mark
5	fireworks fire works	firework fun	(1)

Question Number	Acceptable Answers	Reject	Mark
6	children and cyberspace cyberspace children	space science science base children and science non-fiction her latest work	(1)

Question Number	Acceptable Answers	Reject	Mark
7	travel writer writer	traveller author famous author	(1)

Question Number	Acceptable Answers	Reject	Mark
8	murder mystery (story) mystery story murder story mystery	Story fiction poetry murder history story murder mystery history murder secret story modern mystery story	(1)

Question Number	Acceptable Answers	Reject	Mark
9	refunds (are) refund refunding	refounds (are) no refund(s) refined	(1)

Question Number	Acceptable Answers	Reject	Mark
10	locations (of sessions) location (of sessions) details (the) information	author sessions booking prices tickets festival guide	(1)

Part Two

Question Number	Acceptable Answers	Reject	Mark
11	forward-thinking (approach) forward thinking (approach)	healthy balance pretty tough helpful	(1)

Question Number	Acceptable Answers	Reject	Mark
12	(a) fundraising page	fundraiser diabetes awareness week fundraising project page	(1)

Question Number	Acceptable Answers	Reject	Mark
13	exhilarated (by challenge(s)) excelerated exelerated exzelerated	accelerated exhilarating excited enjoy challenged challenging	(1)

Question Number	Acceptable Answers	Reject	Mark
14	(the) fundraising director head of fundraising	head (of) individual giving fundraising (senior) manager the director	(1)

Question Number	Acceptable Answers	Reject	Mark
15	(a) road trip road trip - 2002	road trips raw trip real trip wild trip	(1)
Question Number	Acceptable Answers	Reject	Mark
16	making a profit just about profit (only) making profit main focus – profit focus on profit to make profit	non-profit sector	(1)

Question Number	Acceptable Answers	Reject	Mark
17	building relationships	building relationship obtaining sponsorship good communicator outgoing	(1)

Question Number	Acceptable Answers	Reject	Mark
18	precision and rigour precision and rigor presition and rigour preccision and rigar	precision (<i>alone</i>) rigour / rigor (<i>alone</i>) respect pressure position and regular	(1)

Question Number	Acceptable Answers	Reject	Mark
19	(the) recession (in economy)	the reception funds economy pressure	(1)

Question Number	Acceptable Answers	Reject	Mark
20	chatting to supporters chatting with supporters speaking with supporters	chatting to supporter supports collaborating with others chatting support	(1)

Part Three

Question Number	Acceptable Answers	Reject	Mark
21	(virtually) nothing	very little to nothing in nothing	(1)

Question Number	Acceptable Answers	Reject	Mark
22	(that) all varieties all varietys all types all species	all varieties the ancestors each breed	(1)

Question Number	Acceptable Answers	Reject	Mark
23	DNA samples	DNA sample DNA DNAs samples DNA test genetic evidence	(1)

Question Number	Acceptable Answers	Reject	Mark
24	archaeologists / archeologists	archaeologist / archeologist scientists (the) archaeological records	(1)

Question Number	Acceptable Answers	Reject	Mark
25	Egyptians egyptians egipcians	Egypt egypt (the) egyptian	(1)

Question Number	Acceptable Answers	Reject	Mark
26	herd animals hurd animals	heard animals hurt animals haired animals paired animals herb animals	(1)

Question Number	Acceptable Answers	Reject	Mark
27	rubbish heaps rubbish rubish	villages human rubbish sheets rubbish sheeps	(1)

Question Number	Acceptable Answers	Reject	Mark
28	hunting skills hunting skill	hunting hunt abilities independence	(1)

Question Number	Acceptable Answers	Reject	Mark
29	(cute) features (large) eyes (snub) face cuteness	company	(1)

Question Number	Acceptable Answers	Reject	Mark
30	(certain) traits (other) traits less tolerance features trates	less tolerant tolerate intolerance bad traits cute features trades treats trends	(1)

TRANSCRIPT

F1: Hello.

This is the Pearson Edexcel International GCSE English as a Second Language, Paper 2 Listening Test, Summer 2017.

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

Part 1

*In this part, you will hear a podcast about a literature festival. Listen and complete the notes. Write no more than **three** words for each answer. One mark will be awarded for each completed answer. First you have one minute to read the questions.*

Pause for reading

F1: Now listen and answer the questions.

M1: Welcome to this podcast of the Lincoln School Festival of Literature with information about what to do and see over the coming week. Here are some of the highlights of what's on over the three-day festival.

About a dozen authors will be attending the festival but in this podcast I'm going to tell you about just three of them. On Wednesday the 14th, Clare McGarvey, this year's youngest author, will be talking about her debut, award-winning young adult novel, "Life on Pluto", a geeky romantic comedy about a nerd who refuses to fall in love with his dream girl. Clare was born and raised in Scotland and after a brief stint as a teacher, she now works as a children's book editor.

On Thursday the 15th, our oldest writer, Henry Voss, will be at the festival to tell us about the latest in the 15 volume "Amazon Pete" chronicles. This time Pete has teamed up with a magician to solve the mystery of the Peruvian Pyramid, and Henry is delighted to be attending the festival with his favourite magician Sheila Payne, who was the inspiration for this latest story. Sheila will bring the mysteries in the story to life on stage in a fun and lively performance.

There is a treat in store for you on Friday the 16th, when former footballer and legend Eric Gifford will be on hand to talk about the latest in the best-selling children's series, "Weird Wonders", which he co-authors with Matthew Scarlett. Eric combines his work as a writer with his commitments as a teacher and ambassador for disabled sports. You'll have a chance to meet Eric and Matthew and all the other authors at the festival.

In addition to writers' workshops, there are a few new events taking place during the festival. Join us on Wednesday evening as we celebrate the 20th anniversary of the festival at the Opening Party which starts at 5:30. Bring the whole family to the Quad to enjoy the fairground atmosphere. Food and drink will be available for purchase and the fun continues until 10.00 when there will be fireworks. It's also a great opportunity to chat to some of the country's best authors and illustrators. The festival book shop will also be open during this event, so adults and children will be able to browse the shelves and find that perfect book.

The Dining Room will be the venue on Thursday for a Literary Lunch when best-selling author Gemma Brayley will be in conversation about her first work of non-fiction on children and cyberspace. At this gourmet lunch, Gemma will be reading from her latest work. Please purchase your tickets by Friday, the 9th to assist with catering.

Travel writer Stefan Abdon will host the final event of the year, the Literary Long Table. He will be exploring the themes of Belonging and Return Journeys in his latest travel book on the place of his birth, Norway. The winners of the Short Story Competition will also be announced. The event will be held in the Library from 2 o'clock. Drinks and snacks will be available from the Courtyard outside.

Over the days of the festival there'll be bonus events for parents and for children. For children the sessions will include a poetry writing workshop, a creative writing workshop where a best-selling author will show you how to use your five senses in your writing to create dynamic settings, and another where you'll learn the secrets of creating a murder-mystery story complete with secrets, lies and false leads. For adults, there are workshops on blogging, script writing and performance poetry.

Tickets are £3.50 per person per session. Please be aware that there are no refunds once bookings have been processed. The Lincoln School website

has information on all other prices. If you'd like to book sessions you can do so in person at the Lincoln Literary Festival Booking Office at the school between 9 am and 4 pm every day from now until the end of the festival. Tickets can also be emailed to you, so that you can print them off. Locations for the author sessions will be allocated nearer the time. Please check the website prior to your visit for details.

For more information please refer to the Festival Guide, which can be downloaded from our website. We look forward to seeing you.

F1: That's the end of Part 1. Now turn to Part 2.

F1: **Part Two**

*In this part, you will hear an interview with a charity worker. Listen and answer the questions. Write no more than **three** words for each answer. One mark will be awarded for each completed answer.*

First you have one minute to read the questions.

Pause for reading.

F1: *Now listen and answer the questions.*

M1 *Hello and welcome to Job Shop. I'm Michael Patterson. Today we're looking at careers in the charity sector and it's my pleasure to welcome Caroline Church to the studio. Caroline is the Fundraising Manager for Diabetes Scotland and she's going to tell us about a day in her life. Welcome, Caroline.*

F2: *Thank you for inviting me. It's great to be here.*

M1: *Let me start by asking you what sort of hours you keep.*

F2: *Well, a usual day for me starts around 8.30 and I try to finish between 5 and 5.30. However, my team and I regularly work outside office hours for events. This sounds pretty tough, but the charity's forward thinking approach ensures that its staff maintains a healthy balance between paid work and a private life. For example, sometimes I work from home so that I can get away from constant interruptions to catch up on emails and project writing.*

M1: *That sounds really helpful. So tell me what kind of projects do you work on?*

F2: *Well, usually I'm busy writing strategies or creating new materials. I also spend time liaising with pharmaceutical companies, contributing to database development activities or project managing our supporter newsletter. At present I'm part of a small group setting up a fundraising page in support of next year's Diabetes Awareness Week. This is something completely new for me.*

M1: *That's quite a challenge then. And so, what does your average day entail?*

F2: *I know it's a cliché, but no two days are ever the same. One day I might be in serious discussions with the managing director of a major pharmaceutical company, pitching ideas for thousands of pounds of sponsorship for educational projects. The next day I'll be taking photographs at a 24-hour biking event, cheering on Diabetes Scotland supporters dressed as cartoon characters. It may seem unsettling to some but I'm exhilarated by the challenge of the unpredictability of each day.*

M1: *Yes, I can imagine that. Could you tell us a little bit about your key tasks?*

F2: *Well, I manage the busy fundraising department and have overall responsibility for corporate partnerships, community and sporting events, special events and merchandise. I also manage our fundraising database manager. I report to the Fundraising Director and work very closely with the other fundraising senior manager, the Head of Individual Giving. Together our annual income target for this year is £1.8 million.*

M1: *Wow! That's a huge sum! So, why did you get into charity work?*

F2: *Well actually, I studied Film and Television at Glasgow University, and then I worked for a few years in arts-based organisations: an art gallery, an auction house, and magazine publishing. But it was a road trip in 2002 which gave me the distance and perspective to think about what I really wanted out of life. I realised it was all well and good working in a creative environment, but the reality wasn't any different from any other business. It was still essentially about making a profit and I decided I wanted my job to mean something, to contribute to society in a positive way, no matter how small that contribution might be. Most of my housemates at the time worked in the non-profit sector. It hadn't really occurred to me before then that working for a charity was a career option. Fifteen years on, I still love what I do.*

M1: *Oh that's great! What skills do you need?*

F2: *Ideally a fundraiser is a fully rounded character. You are numerate and strategic, with solid business sense and creative flair. However the exact skills you need depend on which particular area of fundraising you specialise*

in – fundraisers come in all shapes and sizes. Take, for example, a corporate fundraiser. This is someone who, amongst other things, raises income from businesses big and small by obtaining sponsorship, but the primary focus is on building relationships with company directors and senior managers. The person therefore needs to be outgoing and a good communicator. A trust fundraiser, on the other hand, tends to have a different skills set. He or she spends a lot of time writing detailed applications to raise income from trusts, foundations and government bodies. Such a role involves a high level of research and a deep understanding of specific programmes or services provided by the charity, so precision and rigour are required for these roles.

M1: Moving on now to other things, what do you think is the single most important reason why donors give?

F2: I've looked carefully into this as it's a subject that's close to my heart. The reason they give most often is that they believe in the mission of the organisation and the way it touches lives. This far outweighs any other factor. Two other reasons closely follow. One is that they feel that the funds will be used wisely and the second is that they have regard and respect for the staff, particularly its leaders.

M1: What do you find are the best and worst things about your job?

F2: There's always a certain amount of pressure working in fundraising, but I have certainly felt it increase with the recession. It has become a lot harder for every sector of the economy and for this one in particular. As a senior fundraising manager, I get a buzz out of collaborating with others and coming up with new opportunities or creative solutions to problems. I enjoy the fact that my job is varied and that I'm empowered to make decisions. I really appreciate the passionate, knowledgeable and lovely people I work alongside. But nothing beats chatting to supporters. They are absolutely amazing and many of them have been deeply touched by the work of Diabetes Scotland.

M1: Thank you, Caroline. It's been a pleasure talking to you today and I wish you luck in reaching that huge target for this year.

F2: Thank you for inviting me. It all helps to raise awareness about Diabetes Scotland.

F1: That's the end of Part 2. Now turn to Part 3.

F1: Part Three

In this part, you will hear an extract from a radio programme about cats.

*Listen and complete the sentences. Write no more than **two** words for each answer.*

One mark will be awarded for each completed sentence.

First you have one minute to read the questions.

Pause for reading.

F1: *Now listen and answer the questions.*

M2: *Cats are a source of fascination for most of us; they share our houses yet appear indifferent to us, which is endearing to some and exasperating to others. Despite such mysterious behaviour, the house cat is one of the most popular pets in the world, perfectly suited to the lifestyle of today. Yet as familiar as these animals are, the origins of the domestic cat have remained unclear until recently. Humans have domesticated wild animals for their milk, meat, wool or labour, but cats provide virtually nothing in the form of food or work. Why, then, have they become fixtures in our homes?*

Scholars long believed that the ancient Egyptians were the first to keep cats as pets, starting around 3,600 years ago. However, genetic and archaeological evidence found over the last ten years has revised this thinking and provided fresh insights into both the ancestry of the domestic cat and how its relationship with humans evolved.

The question of where domestic cats first arose has been challenging to answer for several reasons. Although a number of specialists in this field thought that all varieties descended from one cat species, the wildcat, they couldn't be certain. In addition, it was found that there are different populations of wildcat living throughout Europe, Africa and Asia and until recently scientists didn't have a way of identifying which of these wildcat populations gave rise to the tamer, domestic cat. Without such evidence, some researchers even proposed that the domestication of cats occurred in a number of different locations, with each species creating a different breed of domestic cat. One other problem the scientists had was that the different populations of wildcat were difficult to tell apart.

To resolve this question, scientists collected DNA samples from wildcats and domestic cats throughout Europe, Africa and Asia. They found that these samples clustered into five groups and noted that the wildcats within each group came from the same region of the world. The domestic cats, however, matched with only one species of wildcats, the Middle Eastern wildcat. These results clearly established that all domestic cats are descended from this single species of wildcat. Once investigators had established where domestic cats came from, the next step was to discover when they became domesticated. For this they turned to the archaeological records. One find proved to be particularly informative. In 2004, archaeologists working on the Mediterranean island of Cyprus discovered a 9,500-year-old burial of an adult human with a cat. Because cats are not native to Cyprus, people must have brought them over by boat, probably from the coast of what is today Syria and the Lebanon. This find suggests that people in some parts of the Middle East began keeping cats as pets long before the Egyptians did. The date of the burial also suggests that cats were being tamed just as humans were establishing settlements in the part of the Middle East known as the Fertile Crescent, the cradle of civilisation.

Once the location and approximate age of the early stages of cat domestication were known, the question of why cats developed a special relationship with humans could be investigated. By nature, cats are solitary animals and this makes it impossible for them to be domesticated. Herd animals, on the other hand, are easier to control and adapt to being confined. Cats must have meat in their diets and this is a difficult item to obtain. Such factors suggest that the ancestors of domestic cats preferred to live among humans probably because of the opportunities this offered.

As humans began to settle in the Fertile Crescent between 9,000 and 10,000 years ago they established villages with storehouses for food. These locations were an easy source of food for mice. It is almost certainly the case that these mice, in turn, attracted cats. But for those cats resourceful enough to seek them out, the rubbish heaps on the outskirts of the villages were probably just as great a draw, providing food year-round. Both these food sources would have encouraged wild cats to adapt to living with people.

Over time, wildcats which adapted well to living in human-dominated environments started to thrive and to become tamer. However, they were probably mostly left to fend for themselves and this meant that their hunting

skills remained sharp. Even today most domesticated cats are free agents that can easily survive independently of humans.

Since small cats do little obvious harm, people probably did not mind their company. They might have even encouraged cats to stick around when they saw them killing vermin and snakes. Cats may also have held another appeal. Some experts speculate that wildcats just so happened to possess something that might have helped in developing a relationship with humans. These cats have 'cute' features, particularly large eyes, a snub face and a high round forehead. These are known to bring out protective feelings in humans. In all likelihood, then, some people took kittens home because they found them adorable - and the rest is history.

Why was the Middle Eastern wildcat the only species to be domesticated? It is suggested that several other species of wildcat were wary and less tolerant of people and these traits would not have made it possible for them to adapt to living in people's homes. However, the wildcats of southern Africa and Central Asia are friendlier and they might well also have been domesticated had the conditions been different.

F1: That's the end of the test. Please wait for your question booklets to be collected.

Thank you and good luck.

