



Pearson

Mark Scheme (Results)

Summer 2018

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

GENERAL COMMENTS FOR 4ESO PAPER 2 MARKERS

1. The word limit must be adhered to. The maximum word limit for ALL questions is THREE words.
2. Responses must be grammatically logical. Furthermore, there must not be any repetition of words.
For example, Q28 - if the candidate has put *the chemical production*, this should response should be marked as incorrect because the sentence now reads with the word *the* repeated.
3. Spelling – markers should exercise a degree of tolerance with regard to spelling accuracy.
If the word, when uttered, sounds correct, the response should be marked as correct. However, the response should be marked as incorrect if a different word has been written – e.g. Q2 *selling* for *sailing*.
4. Use of capital letters is acceptable.

QUESTIONS
Part One

Question Number	Acceptable Answers	Reject	Mark
1	(Wednesday) 20 th July 20 July 20 july 20 th of July twentieth of July	23 rd July 21 st July 22 nd July 24 th July	(1)

Question Number	Acceptable Answers	Reject	Mark
2	sailing (course) sayling (course) saling (course)	sailing club swimming (course) selling safety saying singing sailor same course	(1)

Question Number	Acceptable Answers	Reject	Mark
3	local places (BOTH WORDS)	old places local place day trips workshop(s) school	(1)

Question Number	Acceptable Answers	Reject	Mark
4	library libary laberary	booklet	(1)

Question Number	Acceptable Answers	Reject	Mark
5	before this time before beforehand before (the) deadline before the time before this date earlier before 23 rd March before that time before this	before 23 rd or 24 th after during school in the dining room	(1)

Question Number	Acceptable Answers	Reject	Mark
6	non-refundable non refundable not refundable unrefundable	refundable no refundable no refund none refundable required by Friday important	(1)

Question Number	Acceptable Answers	Reject	Mark
7	lessons lessons in school school lessons to attend lessons to do lessons	lesson lesson in school to go lessons normal school day a holiday	(1)

Question Number	Acceptable Answers	Reject	Mark
8	Music Tour music tour music tours music trips	trip other trip music tournament music festival Austria and Italy holiday(s)	(1)

Question Number	Acceptable Answers	Reject	Mark
9	help (with activities) help (in activities) help (on activities)	help activities help school activities help with activity help other activities help out activities help the activities let to help sixth form help school based activities	(1)

Question Number	Acceptable Answers	Reject	Mark
10	illegal illigal	legal not allow illege during work week	(1)

Part Two

Question Number	Acceptable Answers	Reject	Mark
11	(simply) luck	being sacked	(1)

Question Number	Acceptable Answers	Reject	Mark
12	sign of achievement as an achievement sign of recognition	achievement(s) important (to him) unimportant achievement and recognition nice	(1)

Question Number	Acceptable Answers	Reject	Mark
13	(a) film (a) movie by a film a popular film film about journalism film about journalists	the film a popular journalist group of journalists film came out (hugely) popular live of journalism	(1)

Question Number	Acceptable Answers	Reject	Mark
14	theatre/theater reviews (BOTH WORDS)	theatre review review film reviews student politics	(1)

Question Number	Acceptable Answers	Reject	Mark
15	flatmate's father (BOTH WORDS) his flatmate's father (his) flatmates father flatmate's father's contacts	father's flatmate contacts father's flatmate flatmate(s) father's friend (his) father (a) friend's father family friend	(1)

Question Number	Acceptable Answers	Reject	Mark
16	deputy editor (BOTH WORDS) paper's deputy editor Observer's deputy editor paper deputy editor	Observer observer the paper's deputy editor editor writer journalist	(1)

Question Number	Acceptable Answers	Reject	Mark
17	good people having good people	good work doing good work other people write good things	(1)

Question Number	Acceptable Answers	Reject	Mark
18	(very) positive positive about it positive about idea feels positive	positive and encourage pretty standard standard and positive not good standard	(1)

Question Number	Acceptable Answers	Reject	Mark
19	three years ago (THREE WORDS)	when internet appeared after internet few years ago over last decade	(1)

Question Number	Acceptable Answers	Reject	Mark
20	(the) stress deal with stress dealing with stress	stress from territory territory learn different things	(1)

Part Three

Question Number	Acceptable Answers	Reject	Mark
21	(useable) quantities (MUST BE PLURAL)	useable quantity useable amount useable qualities unusable quantities useful quantity useful quantities	(1)

Question Number	Acceptable Answers	Reject	Mark
22	leaves leafes leafs leaf	leave roots organic parts	(1)

Question Number	Acceptable Answers	Reject	Mark
23	tropical	many three rainforest Asian India India, El Salvador, Vietnam	(1)

Question Number	Acceptable Answers	Reject	Mark
24	cosmetics in cosmetics	cosmetic cosmastics pigment(s) in cosmetic(s) pigment as a pigment	(1)

Question Number	Acceptable Answers	Reject	Mark
25	mineral	mineral of salt dye	(1)

Question Number	Acceptable Answers	Reject	Mark
26	large scale cultivation large-scale cultivation large-scale production mass cultivation large scale growing	cultivation large scale cultivations large production growing	(1)

Question Number	Acceptable Answers	Reject	Mark
27	military uniforms (MUST BE PLURAL) army uniforms military clothes	military uniform uniform clothing production	(1)

Question Number	Acceptable Answers	Reject	Mark
28	chemical production (BOTH WORDS)	chemical induction chemical chemical working chemical plant	(1)

Question Number	Acceptable Answers	Reject	Mark
29	(California(n) gold miners (MUST BE PLURAL)	California gold miner denim jeans cotton industry cotton production	(1)

Question Number	Acceptable Answers	Reject	Mark
30	environmental impact (BOTH WORDS) environmental impacts	pollution impact(s) demand production use waste chemicals	(1)

RECORDING TRANSCRIPT

1806

4ES0/02

F1: Hello.

This is the Pearson Edexcel International GCSE English as a Second Language Paper 2 Listening Test, Summer 2018.

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.

F1: Part 1

F1: In this part, you will hear a teacher talking about the arrangements for the school's Activities Week. 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: Good morning everyone. For those of you who don't know me, I'm Mr Mackay, and I'm the coordinator of the school's Activities Week. This year, Activities Week will take place from Friday 15th July to Wednesday 20th July. Please note that Thursday 21st July will be a normal school day.

Activities Week is a fantastic opportunity, and every student is expected to get involved as the week is part of the school's curriculum. Here's a brief overview of how this week is arranged.

There are two groups of activities: Group A and Group B. Group A activities last for four days. You'll need to choose one from this group. For most of them you'll spend at least one night away from home. This is not the case for the sailing course or the photography workshop, as they are nearby. Both of these will start and end at school each day.

Group B activities each last for two days. You'll need to select two activities, but you'll do only one of them. The vast majority

of these are day trips to local places, although some are entirely school-based such as the leather workshop, where you can design and make a laptop case or a wallet or a handbag. The baking workshop is another activity which will also take place at school.

There are plenty of activities to choose from and there's a detailed description in the booklet, copies of which can be obtained in the library. Alternatively, go online to the school's website for the electronic copy.

I'll hand out an options form at the end of this meeting and you should bring this to the Dining Room from 8:45 am on Wednesday 23rd March or Thursday 24th March. Don't worry about money at this stage, but please note that no-one is allowed to hand in their forms before this time. Year 12 students, the arrangement for you is different and I'll give you details in a moment.

After you've submitted the forms, you'll receive a letter via your tutor to say which activities you're on and how much you need to pay. For most activities, the full non-refundable payment is required by Friday 13th May. Once you're accepted onto an activity, you're committed to it and it's vital that you're able to pay the full amount. This is important because staff organising trips need to confirm places and book tickets and transport and it's difficult to do this if people want to change their choices. If payment hasn't been received by the deadline, you may be removed from the trip.

One thing you need to know is that participation in Activities Week is dependent on good behaviour throughout the year. This includes both during the day and on the way to and from school. Students who misbehave may not be allowed to participate in Activities Week but will be in school doing lessons. Another thing you need to know is that only in exceptional circumstances, granted by the Head Teacher, will students be allowed to be taken out of school for a holiday during Activities Week.

Some students have already signed up to go on a number of particular visits. If you're already going to the rugby tournament in Scotland or on the Music Tour to either Austria or Italy, please do not choose another four-day activity, but hand in the form indicating which activity you're already committed to.

Year 12 students, you are also expected and required to take part in Activities Week. You have three different ways to participate. You can choose to take part in any of the activities on offer. You can also elect to help with activities which require sixth-form help. These are likely to be the free, school-based

activities. Lastly, you can choose to do work experience or volunteering during this time. You'll need to arrange this yourself but you must give me full details of your placement. One important thing you need to know: it is illegal to do any form of paid work during Activities Week.

Whichever option you choose, you need to fill in the Year 12 section of the options form. You can collect a work experience form when you submit your options on 23rd or 24th March and in your case, you need to hand this in at the Sixth Form Study area.

Let's now move on to..... (fade)

F1: *Now listen to the recording a second time and check your answers.*

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

F1: **Part 2**

F1: *In this part, you will hear an interview with a journalist. Listen and answer the questions. Write no more than three words for each answer. One mark will be awarded for each answer.*

First you have one minute to read the questions.

Pause for reading.

F1: *Now listen and answer the questions.*

F2: John Amery, you are about to retire from a long and successful career in journalism. Could you tell me what's been the key to your personal success?

M2: Thank you for the lovely introduction. Well, journalism has always been a fairly risky career and lately it's been getting even worse with all the cuts being made. Essentially, it was simply luck that whenever I left or was sacked or my paper closed, there was always another job waiting for me.

F2: John, you've received numerous awards over the years. How important is such recognition to you?

M2: Oh, I haven't won that many, and I can't remember ever hanging one on my wall, so I suppose that tells you about their importance to me. Having said that, getting them is a sign of achievement and it's nice to be recognised by your peers – sometimes anyway. Certainly, the best prize I got paid for me to travel around Japan and several other south-east Asian countries for a month.

F2: So, let's go back a bit: what was it that actually made you go into journalism all those years ago?

M2: Well, at first, I wanted to be an artist or an actor. But my parents had other ideas. They were immigrants and wanted me to go into a profession such as law or medicine. I duly obeyed and started an engineering course. But then a film came out which was closely based on the lives of a couple of journalists. It was hugely popular at the time and it changed my life. And

like many other young people at the time it inspired me to get into journalism.

F2: Oh, did you change onto a journalism course then?

M2: No, that wasn't possible at that time. I switched to English and Philosophy and started to write. If I'd been rich enough I probably would've worked on the campus daily newspaper writing about student politics or the arts. But I wasn't. Instead I worked freelance writing theatre reviews for newspapers in Manchester and Liverpool.

F2: How did that work out?

M2: Very well actually. In fact, the money was so good, I could afford to pay my way through university. You see, my parents couldn't support me financially so I had to find a way to make journalism pay. And it did. I was even able to help my parents set up a small business of their own - something I'm immensely proud of.

F2: And what did you do after university?

M2: After university, through contacts of my flatmate's father I was hired by a daily newspaper in London. From there, I went to the London Gazette, which went out of business three years later. I then spent a few years working as a ghost writer for a politician who was writing a book on government. After that I moved on to documentaries for a radio station. Finally, I landed a job at the Observer and I've worked there for almost 30 years.

F2: That **is** a long time. How did you get to where you are now?

M2: Well I started off as a lead reporter for the entertainments section and moved onto being the section editor for the money pages. After a while there I shifted to being the paper's deputy editor and I've done that ever since. The main focus of my job is the news section. I edit columns written by others, write headlines and assign and accept contributions from freelance writers.

F2: That's quite a journey. The Observer is a highly-regarded newspaper. Do people treat you differently as a result?

M2: I suppose some of the status rubs off and you may have a better chance of getting your calls returned. But don't rely on your organisation to give you status. Organisations become well thought of by hiring good people in the first place. My advice to someone starting out is to concentrate on doing good work even in sorry surroundings. And try to develop an idea of what you'd like your next move to be.

F2: Thinking about journalism today would you say a formal qualification is necessary to succeed in the field, particularly if a person is already a talented writer?

M2: That's a very interesting question. I've known a few extremely talented reporters who never finished university, but having some form of qualification is pretty much standard these days. I used to be dismissive and look down on journalism courses and would probably have recommended studying political sciences or economics or history instead. But these days I am very positive about the idea and would encourage students to take some journalism modules. However, I still believe that journalism is best learned by doing.

F2: On saying that, what are the employment prospects for journalists these days?

M2: I have to admit becoming a journalist isn't the best choice of careers right now. Over the last decade even the biggest and best newspapers have been reducing their staff numbers due to competition from the internet. Up until three years ago newspapers made most of their money from companies promoting their products, but the internet is a far more effective channel for this. The industry's currently in decline, particularly the national and international offices.

F1: And what do you think the situation will be like in the future?

M2: I have no idea, but I suspect within the next five years two major national newspapers will have folded and there'll be a good deal more original reporting on the internet – once somebody has worked out how to make this business model pay.

F2: And apart from that rather bleak assessment, what is the principal downside of being a journalist?

M2: Well, after quite a few years in journalism, I did reach a point about fifteen years ago when I asked whether I could do this for the rest of my life. I came to the conclusion that I love meeting different types of people and learning about the different things I write about in my articles. But I also

wondered whether I wanted to deal with the stress that comes with the territory. It took me a while to get to the answer but I know I would miss journalism if I stopped. It is my passion and it will always be.

F1: *Now listen to the recording a second time and check your answers.*

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

F1: **Part 3**

F1: *In this part, you will hear a talk on the colour indigo. Listen and complete the sentences. Write no more than three 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.*

F2: Indigo is the name of a blue pigment which is used as a dye. It was once so rare that it was called 'blue gold', but now it's perhaps the most common clothing colour of all. If you wear blue jeans, you're probably a fan of indigo. Much of the world has native plants which produce indigo, and more than 50 different species of plants produce it in usable quantities. The word indigo is also used for all of the plants in the genus *Indigofera*. Indigo-bearing plants come from families as varied as the bean family, the cabbage family and the rhubarb family. All natural dyes come from plant sources, other organic sources such as fungi and lichens, and also from the insect world. When you look at them, it's possible to predict the colour provided by these natural sources. For example, the madder plant has red-purple roots and it's from these that a reddish dye can be produced. Indigo, in contrast, is unique among natural dyes because the colour isn't visible in the plant and the leaves need to undergo specific chemical processes to produce indigo powder.

Most natural indigo dye for sale comes from the leaves of *Indigofera tinctoria*, a member of the bean family. This plant is tender to frost and thrives in tropical areas with fertile soil. It's commercially grown in India, El Salvador and Vietnam among other countries. It grows to about 2 metres tall, has pink or violet flowers, and the light green leaves close at night and open up again at dawn.

Forms of the indigo plant can be found in cultures all over the world. It was regarded as a precious commodity because a large number of plants are required to produce a significant

quantity of dye. In ancient Egypt indigo-dyed cloth was used to wrap mummies, and in Rome it was employed both medicinally and as a pigment in cosmetics. But the earliest indication of farmers growing *Indigofera tinctoria* was in India — mentions of it are found in manuscripts dating back to the 4th century B.C. When Marco Polo, the Italian explorer, arrived in India in 1298, he documented the cultivation of the plant for use as a dye.

When Marco Polo returned to Italy from his trips through Asia, he described how indigo was not a mineral as had been thought, but was, in fact, extracted from plants. At the time, small quantities of indigo were available from the East, but they were very expensive due to the long land journey required and the tax imposed by traders along the route. Consequently, the locally grown plant, woad, was the main source of blue dye used in Europe.

By the 1600s sea routes to the east were well established. In order to ensure a controlled supply of indigo, large-scale cultivation of the plant was started in India. Vast quantities were exported from there to Europe and the cost dropped considerably. By the end of the 17th century indigo had virtually replaced woad in Europe. It was then regarded as an ideal trading commodity: high value, compact and long lasting. The Industrial Revolution of the 19th century created even greater demand for dyes as mechanised cloth production grew exponentially. Indigo, in particular, was highly sought after as it was the preferred colour of military uniforms in several European countries. A shortage of indigo in France during the wars with Napoléon even led to the infantry having to wear white coats.

By the mid-19th century, natural indigo production could no longer meet the demands of the clothing industry, and a search for an alternative began. In 1865, a German chemist, Adolf von Baeyer, began working on the chemical production of indigo and a few years later synthetic indigo was launched. Baeyer went on to win the Nobel Prize in Chemistry for his work on organic dyes, including indigo. The use of natural indigo declined sharply around this time.

The demand for indigo also increased, in part, due to the popularity of blue denim jeans. In the United States, the rise in cotton production and the availability of cheaper forms of blue

dye meant that California gold miners in the 1870s - looking for sturdy and inexpensive work clothes - turned to the indigo dyed denim overalls and trousers produced by Levi Strauss. The indigo dye gave denim a unique character: it doesn't penetrate cotton like other dyes, but sits on the outside of each thread. The dye molecules are gradually stripped away each time the fabric is washed, causing it to fade in a unique and personal way.

Most commercial dyeing now uses synthetic indigo and in 2015 synthetic indigo production amounted to approximately 60,000 tonnes. In recent years, there has been increased criticism of the processes used to produce synthetic indigo and their environmental impact. These involve harsh chemical compounds that can be harmful to humans, particularly those involved in producing dyes. The waste from dye factories can pollute local water sources if it is allowed to enter them untreated. Work is currently underway to find alternatives. This has led to a renewed interest in natural indigo, but the world's current production of this natural dye cannot meet the ongoing demand. Today, we see blue everywhere we look and the popularity of indigo in particular shows no sign of waning.

F1: *Now listen to the recording a second time and check your answers.*

F1: *That is the end of the test. Please wait for your question booklets to be collected. Thank you and good luck.*

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