

Please check the examination details below before entering your candidate information

Candidate surname

Other names

**Pearson Edexcel
International GCSE**

Centre Number

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Candidate Number

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Thursday 16 January 2020

Morning (Time: 50 minutes)

Paper Reference **4ES1/02R**

English as a Second Language

Paper 2: Listening

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- You will have time at the beginning of each part to read the questions before you hear the recording.
- You will hear each recording twice.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Dictionaries may **not** be used in this examination.

Information

- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Write your answers clearly and neatly.
- Read each question carefully and keep to the word limits given.
- Try to answer every question.
- Provided that your answers can be understood, marks will not be deducted if you spell words incorrectly. However, your answers should be grammatically correct.

Turn over ►

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Part 1

Answer ALL questions in this part. Write your answers in the spaces provided.

Section A

In this section, you will hear five short extracts in which people are talking about subjects studied at school.

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

For each question, 1-5, identify which subject (A-H) is being described by each speaker by putting 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 subjects are described and each subject may be used more than once.

One mark will be awarded for each correct answer.

- A Music
- B Chemistry
- C History
- D Mathematics
- E Physics
- F Geography
- G Information Technology
- H English

1 Speaker 1

A	B	C	D	E	F	G	H
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(1)

2 Speaker 2

A	B	C	D	E	F	G	H
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3 Speaker 3

A	B	C	D	E	F	G	H
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4 Speaker 4

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5 Speaker 5

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(1)

Section B

In this section, you will hear a short talk about school holidays.

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.

6 What do some people think needs to be done with school holidays?

(1)

7 What form of transport made family holidays by the seaside easier?

(1)

8 Apart from children, who also benefits from the summer holidays?

(1)

9 What could be provided to solve the problem of long holidays?

(1)

10 Who might miss out on many of the holiday schemes?

(1)

(Total for Part 1 = 10 marks)



Part 2

Answer ALL questions in this part. Write your answers in the spaces provided.

In this part, you will hear a journalist, Joanna Brown, talking about fruit and vegetables.

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

One mark will be awarded for each correct answer.

'Wonky' fruit and vegetables

Introduction

Joanna Brown has appeared (11) on programmes about food. (1)

Wasting fruit and vegetables

About half the fruit and vegetables grown is (12) by supermarkets. (1)

Apart from developing special seeds, large-scale horticulture uses (13) to create perfect-looking fruit and vegetables. (1)

Some chefs have called this waste of food a (14) (1)

Supermarkets and 'wonky' fruit and vegetables

Supermarkets have been (15) for not selling mis-shaped fruit and vegetables. (1)

Some supermarkets are now offering to sell (16) of 'wonky' fruit and vegetables. (1)

Buying seasonal and organic produce online is a good idea, but this option is (17) (1)

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The environment

Letting fresh produce rot in landfills increases

(18)

(1)

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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 ☒.

19 The speaker does not like the word 'wonky' because she thinks it means that (1)

- A fruit and vegetables are a funny shape.
- B the fruit and vegetables are substandard.
- C supermarkets prefer nice-looking produce.
- D rejected fruit and vegetables taste better.

20 What does the speaker think consumers must do? (1)

- A Produce a range of fruit and vegetables.
- B Grow food for flavour not looks.
- C Eat more fruit and vegetables.
- D Accept that fruit and vegetables can look odd.

(Total for Part 2 = 10 marks)

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Part 3

In this part, you will hear a discussion about school uniform.

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

One mark will be awarded for each correct answer.

A discussion about school uniform

21 Who in particular in the school has been strongly against wearing school uniform? (1)

.....

22 According to the head teacher, how should students treat their uniform? (1)

.....

23 Why are some students pleased with the new formal style of uniform? (1)

.....

24 What does the head teacher believe wearing a school uniform prepares students for once they leave school? (1)

.....

25 What could a strict uniform dress code suggest about the school? (1)

.....



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

26 What problem does one student find when buying a school uniform? (1)

- A It is only available online.
- B It is never the correct colour.
- C It often does not fit properly.
- D It is often badly made.

27 If schools decide to change their uniform, what are they advised to do? (1)

- A Make sure the colour stays the same.
- B Change their supplier.
- C Limit the change to one or two items.
- D Make the uniform available in school.

28 How does Chloe feel about wearing uniform in the sixth form? (1)

- A She wants to wear what she likes.
- B Non-uniform clothes are just as smart.
- C Requires more effort in the morning.
- D Makes you feel like a role model.

29 What does a Year 8 student think about uniforms? (1)

- A It is a very fashionable way to dress.
- B It gives her a sense of belonging.
- C She wears it all the time.
- D Nobody looks smart in it.



30 What did the School Council decide about the uniform policy?

(1)

- A They all agreed to keep the uniform.
- B They would not tell anyone of their decision.
- C Students would find out from their tutors.
- D They did not reach a decision.

(Total for Part 3 = 10 marks)



Part 4

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

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.

Nordic Walking

Introduction

- 31 Many people think that Nordic Walking is an inexpensive way to live a (1)
- 32 The technique of using means that both the upper and lower muscles of the body are used. (1)
- 33 The sport started in Finland as training during the for cross country skiers. (1)

Nordic Walking versus Traditional Walking

Nordic Walking	Traditional Walking
34 The World Nordic Walking Federation has organised conferences to raise the of its instructors. (1)	36 Ordinary walking is far less efficient in using (1)
35 It is particularly good for those who need less on their joints. (1)	37 It is not considered to be training for sportspeople. (1)

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Who could benefit from Nordic Walking?

38 It is thought that Nordic Walking is good for the super fit and people with
..... (1)

39 This could be an enjoyable and way for
community groups to keep fit. (1)

40 Nordic Walking is believed to better than
going to the gym. (1)

(Total for Part 4 = 10 marks)

TOTAL FOR PAPER = 40 MARKS



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