



Write your name here

Surname

Other names

**Pearson Edexcel
International GCSE**

Centre Number

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Candidate Number

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English as a Second Language

Paper 1: Reading and Writing

Tuesday 10 June 2014 – Morning

Time: 2 hours

Paper Reference

4ES0/01R**You must have:**

Insert for Part 1, Part 2 and Part 3 (enclosed)

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.
- 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 100.
- 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

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

READING

Part 1

Read the webpage below on Harewood House and answer Questions 1–10.

Visit Harewood House

- A** You'll find that there's so much to do when you come to Harewood that we would advise you to plan your day before your visit. Harewood is proud to be one of the Treasure Houses of England, a collection of ten of the most magnificent palaces, houses and castles in England today.

Harewood House

- B** Edwin Lascelles (1713–1795) commissioned the construction of Harewood House in the mid-18th century with money his father had made in the sugar trade. It has been home to the Lascelles family ever since and it reflects the changing tastes and styles of the past 250 years. In 1998, Harewood became a museum and opened its doors to the public.

Gardens & Grounds

- C** There are over one hundred acres of gardens. They are full of variety, with plants from all over the world, all this in the setting of a magnificent landscape. Younger visitors will enjoy the excitement and thrills of the Adventure Playground, with slides, swings and climbing frames and the café, picnic areas, ice cream kiosk and toilets all close by.

Bird Garden

- D** The site is home to exotic species of birds, many of which are classed as endangered in the wild. Visitors can wander past large aviaries and enclosures, which are home to birds from different parts of the world. Display boards give fun facts about the birds, for example where they came from, their habitat, diet and behaviour.
- E** You can also take a look at the busy life of bees in the Observation Beehive. The bee colony is installed in the observation hive each year in summer (weather dependent). Watch the bees in action, and if you spot the Queen Bee you can go to the Information Centre and collect your own sticker which says 'I've seen the Queen!'

Lakeside Walk

- F** The lake covers an area of thirty-two acres and the woodlands on either side contain a wide variety of trees and flowers. There are also over a 100 different rhododendron bushes to be found growing beneath the trees and along the edges of the lake. The growing of rhododendrons is something of a custom at Harewood and each successive generation of the family has contributed to the collection.



The Courtyard Café

G The ever changing menu features dishes made freshly by our chefs using some ingredients from the estate's own Walled Garden. With something for everyone, there is also an excellent children's menu as well as delicious vegetarian options to enjoy. Come and join us for a great fresh coffee, a cup of tea or slice of homemade cake.

The Secondhand Bookshop

H The bookshop is run by a team of volunteers and depends entirely on donations. There is a huge selection of fiction and non-fiction books, and CDs and DVDs. We sell tea and coffee and have comfy sofas and a log fire where you can sit and relax while browsing the books. All proceeds help fund educational projects on site.

(Source: adapted from www.harewood.org)



Questions 1–10

Identify which paragraphs (A–H) contain the information listed in Questions 1–10 by marking a cross for the correct answer ☒. If you change your mind, put a line through the box ☒ and then indicate your new answer with a cross ☒.

You must choose answers only from the information given in the webpage. Paragraphs may be used more than once or not used at all.

This paragraph mentions...

1 the building of Harewood House. (1)

A B C D E F G H

2 facilities aimed specifically at children. (1)

A B C D E F G H

3 raising money. (1)

A B C D E F G H

4 an attraction that is not always available. (1)

A B C D E F G H

5 a rare collection. (1)

A B C D E F G H

6 growing fruit and vegetables. (1)

A B C D E F G H



7 an old tradition.

(1)

A B C D E F G H

8 types of information available.

(1)

A B C D E F G H

9 when Harewood first welcomed visitors.

(1)

A B C D E F G H

10 using time effectively.

(1)

A B C D E F G H

(Total for Questions 1–10 = 10 marks)

(Total for Part 1 = 10 marks)



Part 2

Read the article below on Camp America and answer Questions 11–30.

Camp America

Camp America was established in 1969 and is part of a larger group called the American Institute for Foreign Study. There are offices in Australia, Germany, Poland and South Africa with head offices in London, UK and Stamford, USA. Camp America offers the opportunity to do something different over the summer. Young people get the chance to live and work with children on an American summer camp as an activity leader, as a counsellor or behind the scenes as support staff.

Each year, Camp America operates an exchange programme which gives 7000 young people from all over the world the opportunity to work for nine weeks on a summer camp placement. The programme currently recruits workers for over 1000 summer camps all over America. Taking part in Camp America has many benefits. It can help improve the confidence, responsibility and communication skills of young people as well as encourage and develop independence and life experience. Working in another country also helps broaden horizons and introduces a better understanding of other cultures.

Applying to Camp America involves completing stage one of an online application form, paying a deposit fee and then attending an interview with a trained Camp America interviewer. Generally, these interviewers are young people who have participated in the programme for two or more years, and their responsibility is to assess whether those applying to Camp America possess the skills, experience, maturity and ability to participate. They usually conduct interviews in their own time with the majority being held in their home or, if not possible, in their local area.

If successful at the interview stage, applicants are then required to complete stage two of the online application which is submitted with two references and other key documents. The fully completed application is then posted on the online system, which allows over 1000 camps to access people's applications any time night or day. This recent initiative is in essence a matching system, whereby a team of dedicated placement officers works to promote the skills and qualities of suitable individuals to the most relevant camps. Applicants receive updates regarding the status of their applications via the 'Camp America Direct' web system.

Once applicants have been offered a place at a summer camp, they will be required to complete a visa application with their local US Embassy and arrange for a check-up by their own doctor. Camp America then arranges and pays for a return flight to New York and provides instructions about onward travel to the camp, which is by plane, train or bus. Where group travel is not feasible, participants may be required to travel alone. Any money paid out by individuals having to make their own way to their camp will be reimbursed by the camp itself.

At the end of their placement, participants are required to make their own way back to New York for return flights. Camp America offers flights from other specified airports in the US for a small fee.



Successful participants are expected to complete the full placement. While on a camp, participants are answerable to the Camp Director. Camps in the US often have very strict rules and regulations regarding matters such as timekeeping and professionalism. Participants should expect to be asked to leave the camp immediately if they are fired after breaking camp rules. This is done to minimise camp disruption. Camp America will then work with the person regarding what happens next.

For those participants who may want to repeat the camp experience in the future, fantastic incentives are offered, making it convenient and economical for them to do so. Participants could also be invited to represent Camp America at their college or university and be given the opportunity to carry out interviews in their local area on the company's behalf.

Camp America has introduced a new ground-breaking system whereby payment for camp duties is now based on the skills and experience people have. The organisation prioritises looking after its employees and works hard year-on-year to improve service.

(Source: adapted from www.campamerica.co.uk)



Questions 11–20

Answer the following questions. For each question write no more than THREE words taken from one point in the text.

11 Which role at the camps involves working indirectly with children? (1)

.....

12 What does Camp America run? (1)

.....

13 Where do interviewers conduct most interviews? (1)

.....

14 Which aspect of the recruitment process has two parts? (1)

.....

15 What proof of physical health is required? (1)

.....

16 Where are workers expected to fly home from? (1)

.....

17 At camp, who do workers report to? (1)

.....

18 Which two aspects of behaviour are important to employers? (1)

.....

19 If workers do not meet expectations, what will they have to do? (1)

.....

20 What is linked to the abilities of workers? (1)

.....

(Total for Questions 11–20 = 10 marks)



Questions 21–25

Indicate your answers to the questions below by marking a cross ☒. If you change your mind, put a line through the box ☒ and then indicate your new answer with a cross ☒.

21 Camp America...

(1)

- A** mainly recruits workers from the UK.
- B** offers a choice of placement lengths.
- C** operates across a range of locations.

22 Those conducting interviews for Camp America...

(1)

- A** work mainly in the evenings.
- B** have previous camp experience.
- C** are recruited from an agency.

23 Successful applications to Camp America are...

(1)

- A** sent out to potential employers.
- B** reviewed by camp directors.
- C** targeted at appropriate camps.

24 Travel to the placement camp is...

(1)

- A** with other people if possible.
- B** at the worker's expense.
- C** organised by the employee.

25 Established workers with Camp America are...

(1)

- A** given good deals to return.
- B** offered additional training.
- C** asked to give presentations.

(Total for Questions 21–25 = 5 marks)



Questions 26–30

According to the text, which of the following statements are correct?

Indicate your answers to the question below by marking a cross . If you change your mind, put a line through the box and then indicate your new answer with a cross .

Choose FIVE answers.

- A** Camp America is hoping to open new offices.
- B** There are three types of camp role to apply for.
- C** Placements cannot be shorter than nine weeks.
- D** The number of participating camps is growing.
- E** A deposit is paid prior to having an interview.
- F** A reference from school or college is required.
- G** There is a choice of airports for return flights.
- H** Flights home are not paid for by Camp America.
- I** Workers are expected to go home if dismissed.
- J** There are work opportunities in home countries.

(Total for Questions 26–30 = 5 marks)

(Total for Part 2 = 20 marks)



Part 3

Read the article below on e-bikes and answer Questions 31–50.

How e-bikes are changing the way we commute

As concerns about congestion, carbon emissions and cost continue to grow, more people in the UK are leaving their cars and turning to cycling as an efficient, cheap and enjoyable way to get about. One in six people are now regular bike users, and with the recent and popular CycleSafe campaign, awareness of two-wheeled transport is at an all-time high.

However, according to some, the world of cycling is about to change as a new form of cycle hits the streets. Electric bikes, or 'e-bikes', as they are known, look like any other bicycle at first glance. Look again, however, and you will spot a diminutive but powerful electric motor, powered by a battery and hooked up to a control on the handlebars.

Although e-bikes have been around for quite some time, their true potential is only now becoming apparent. The technology has come on significantly in the last two years or so. Now there are batteries that can run for about 80 miles per charge, last four years and take over 1100 charges. In addition, e-bikes are only about four to five kilos heavier than a normal bike. The motor does not replace pedal power, but enhances it, reducing effort for the rider and providing a welcome boost for steep hills and long journeys. Basically, the e-bike is designed to flatten hills. It takes the hard part out of cycling, and reduces the fear of those steep climbs that can put people off making journeys by bike.

E-bikes are not just for lazy people who cannot be bothered to pedal. In fact, the exercise people get on an e-bike is steady, constant, and does not strain the heart too much on hills, so it is ideal. The extra power from the motor really opens up cycling to everyone: young, middle-aged and older people, at whatever fitness level. The biggest market for e-bike retailers has been people of perhaps 50 years or more, who are not really as fit as they used to be, and they really love how e-bikes let them cycle like they are thirteen again.

What is more, journeys that would seem impossible on a push bike become easy with the help of an electric motor. The average car journey is about six miles long. E-bikes now make longer journeys possible and make it realistic to cycle those kinds of distances more often and more consistently. It is a feasible form of transport even for longer journeys. In fact, while regular bike users travel about 15 miles a week on average, e-bike owners clock up five times that number. Since people in rural locations have very little access to public transport, they prefer e-bikes to traditional bikes. If it is five miles to the nearest shop, that is a lot easier to do on an e-bike.

Environmentally, the e-bike's credentials are hard to fault. After factoring in CO₂ emissions produced during electricity generation, an e-bike's carbon footprint is just 2.6 grammes of CO₂ per mile, compared to 150 grammes for most electric cars and 136 grammes for scooters. As well as reducing carbon emissions, switching to an e-bike has indirect benefits as well. The biggest environmental contribution that the e-bike makes is as a replacement for a car. Of the millions of car journeys people make, 50% are under three miles. So, if these short car journeys were no longer made, there would be fewer emissions and fewer cars on the road.



They might also save users' time. The average speed of a car on a journey in London is below 10mph, and less than 3mph in the city centre, but e-bikes can zip through congestion with ease. With a top speed of around 15mph, they are a surprisingly speedy way to get around. E-bikes are, of course, more expensive than a traditional bicycle. A quality e-bike costs about £1000, but if used for commuting, they are covered by the Cycle-to-Work scheme, which means there is a discount of up to 42% on the purchase price.

In terms of running costs, it is by far the most economical form of motorised transport. An e-bike is far cheaper to run than an ordinary car. Petrol prices are going up and up but with an e-bike you don't need to worry about that; recharging the battery costs about the same as boiling a kettle. There are no parking charges, no taxes to pay and you don't need to buy a licence. If you look at the savings in time and money and other benefits, an e-bike is definitely worth investing in.

(Source: adapted from www.theecologist.org/green_green_living/out_and_about/1264815/pedal_power_how_ebikes_are_changing_the_way)



Questions 31–35

Read the statements below. Decide whether they are TRUE, FALSE or NOT GIVEN according to the text.

Mark a cross ☒ for the correct answer. If you change your mind, put a line through the box ☒ and then indicate your new answer with a cross ☒.

	True	False	Not Given
31 Car ownership in the UK is falling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32 E-bikes look very different to traditional bikes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33 E-bikes are a recent innovation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34 An e-bike is suitable for all ages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35 Those living in the countryside favour e-bikes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Questions 31–35 = 5 marks)



Questions 36–45

Complete the following sentences using no more than TWO words taken from one point in the text.

- 36** As a result of the more people than ever know about cycling. (1)
- 37** Recently, e-bike has greatly improved. (1)
- 38** When e-bike riders use the, it makes it easier for them to pedal. (1)
- 39** Riding an e-bike is good for the as it is a physically less demanding form of exercise. (1)
- 40** The biggest source of income for is those aged 50+. (1)
- 41** E-bike riders typically cycle further than traditional bike users. (1)
- 42** E-bikes have a much smaller per mile than some other forms of transport. (1)
- 43** When facing e-bikes can be the fastest way to get through. (1)
- 44** When bought for, an e-bike costs less than usual. (1)
- 45** A is not required to operate an e-bike. (1)

(Total for Questions 36–45 = 10 marks)



Questions 46–50

Complete this summary of the text using words from the box below. Each word may be used once or not used at all.

Cycling is becoming more popular and this popularity is now being helped by the availability of much **(46)** e-bikes.

These bikes are designed to provide exercise for the rider while making it easier to cope with **(47)** conditions that might otherwise make cycling less attractive.

The use of e-bikes is becoming a general alternative to using cars as the

(48) makes it easier to tackle both short and slightly longer journeys. This, of course, has benefits for the

(49) as the number of cars using the roads decreases.

In terms of ongoing expenses, e-bikes are very economical. In addition to this, depending on what the e-bike is going to be used for

(50) may receive savings at the till.

cost	challenging	buyers	lighter	drivers
environment	weather	speed	improved	motor

(Total for Questions 46–50 = 5 marks)

(Total for Part 3 = 20 marks)

TOTAL FOR READING = 50 MARKS



(Total for Part 4 = 10 marks)



(Total for Part 5 = 20 marks)



Part 6

You are doing a project on science and mathematics. Read the text below and write a summary for your teacher.

Inspiring Tomorrow's Scientists

There is widespread concern that not enough young people are studying science and mathematics at higher levels, and that more people need to be encouraged to follow careers in these fields. In particular, efforts need to be directed at the early secondary years (aged 11–14). It is recommended that the following areas be targeted:

- **Teaching**
Secondary school pupils often view science and mathematics as 'boring' and hard to understand, so new strategies are needed to help teachers challenge and change these perceptions. Work is being done with teachers to develop new ways of teaching sciences and mathematics, focusing on the use of dialogue and discussion in classes.
- **Careers awareness**
Although primary school children often enjoy science classes, they already tend not to see science as a career path. One reason may be that they think a science qualification leads only to jobs like scientist, science teacher or doctor, and they are unaware of the wide range of possible careers. This misunderstanding seems to be present among older children and teenagers too. There is a need for schools to build knowledge about the wide benefits and usefulness of science and mathematics into the curriculum.
- **Identity**
Young people's subject choices and aspirations are strongly shaped by their backgrounds. It was found that science and mathematics are often seen as 'hard' subjects associated with 'cleverness' and not as 'natural' choices by those whose families are often unfamiliar with science. Science and mathematics suffer from an 'image problem', so that even many high achieving young people with qualifications suited to a university degree in science or mathematics may feel that these routes are not suitable for them.
- **Post-16 routes**
Although young people can currently pursue a wide range of different types of science courses at GCSE level, there are far fewer options after the age of 16. The current range of post-16 routes in science and/or mathematics is too narrow. In particular, there are very few alternatives to traditional A-levels. This may discourage many young people who are interested in science and mathematics, or who may find further study useful but who do not want to study 'traditional' A-levels.
- **Curriculum**
In some countries it is the culture that young people choose a relatively narrow range of subjects to study at GCSE and A-level. This, combined with the popular view that there is a clear divide between the arts and sciences, helps discourage young people from considering a potential future career in a science or mathematics related field. Encouraging young people to follow a more varied curriculum would lead to higher rates of participation in science and mathematics.



Bringing about a real change in young people's participation in science and mathematics will require some basic shifts in the way these subjects are currently delivered in schools and colleges. Efforts need to target mainly the early secondary years, but wider action is also required with students, teachers, schools, families, higher education providers, scientists and employers working together.

(Source: adapted from Britain in 2012; Annual Magazine of the Economic and Social Research Council)

In your summary you **must**:

- give **two** reasons why science and mathematics might not be popular
- give **two** ways that schools can help make these subjects more popular
- state the problem with post-16 qualifications in these subjects.

You **must** write between **100 and 150 words only**. You **must** use your own words where possible.

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(Total for Part 6 = 20 marks)

TOTAL FOR WRITING = 50 MARKS
TOTAL FOR PAPER = 100 MARKS



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