

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 4 June 2020

Afternoon (Time: 2 hours)

Paper Reference **4ES1/01R**

**English as a Second Language
Paper 1: Reading and Writing**

You must have:

Insert Booklet For Part 1, Part 2, Part 3 and Part 6 (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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READING

Answer ALL questions in this section.

Part 1

Read the text from a web page in the Insert Booklet, Part 1, Pages 2–3 and answer Questions 1–10.

Questions 1–10

Identify which paragraphs (A–J) contain information listed in Questions 1–10 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 ☒.

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

1 Which paragraph refers to how many hours a gift will last? (1)

A B C D E F G H I J

2 Which paragraph refers to receiving a gift regularly? (1)

A B C D E F G H I J

3 Which paragraph refers to the use of a single colour? (1)

A B C D E F G H I J

4 Which paragraph refers to saying good luck? (1)

A B C D E F G H I J

5 Which paragraph refers to a gift not easily damaged? (1)

A B C D E F G H I J

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6 Which paragraph refers to how a gift is switched on? (1)

- A
- B
- C
- D
- E
- F
- G
- H
- I
- J

7 Which paragraph refers to locating your personal items? (1)

- A
- B
- C
- D
- E
- F
- G
- H
- I
- J

8 Which paragraph refers to a carefully made gift? (1)

- A
- B
- C
- D
- E
- F
- G
- H
- I
- J

9 Which paragraph refers to using your gift with others? (1)

- A
- B
- C
- D
- E
- F
- G
- H
- I
- J

10 Which paragraph refers to a gift you can use while driving? (1)

- A
- B
- C
- D
- E
- F
- G
- H
- I
- J

(Total for Questions 1–10 = 10 marks)

(TOTAL FOR PART 1 = 10 MARKS)



Part 2

Read Greg Dickinson's article on tourism in the Insert Booklet, Part 2, Pages 4–5 and answer Questions 11–25.

Questions 11–20

Answer the following questions. For each question write no more than THREE words that must be taken from one point in the text. DO NOT write full sentences.

11 If you visit Palau, where is the Palau pledge placed for you? (1)

.....

12 What has Palau recently made important changes to? (1)

.....

13 According to Greg Dickinson, how is Palau described in terms of size? (1)

.....

14 What are you asked not to remove from the beaches in Palau? (1)

.....

15 According to Greg Dickinson, who is promoting responsible tourism in Iceland? (1)

.....

16 Confusingly for Greg Dickinson, what type of scheme is the Icelandic Pledge? (1)

.....

17 When is the New Zealand pledge shared with tourists? (1)

.....

18 In Venice, which group of people monitor tourist behaviour? (1)

.....

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19 According to experts, what are going to increase in number globally?

(1)

20 What does Greg Dickinson feel the micro effects of tourism have an impact on?

(1)

(Total for Questions 11–20 = 10 marks)



Questions 21–25

Identify which of the options given for Questions 21–25 accurately completes the given statements 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 ☒.

- 21** According to the text, which of the following statements is true about Palau? (1)
- A** It asks rule-breaking tourists to leave.
 - B** It is receiving a high number of visitors.
 - C** It is keen to educate the next generation.
 - D** It is thinking about pledges for residents.
- 22** Which of the following statements is true about visitors to Iceland? (1)
- A** They are advised to act responsibly.
 - B** They will be taken on a nature tour.
 - C** They have a safety talk upon arrival.
 - D** They will be looked after by the army.
- 23** What are the residents of New Zealand most worried about? (1)
- A** People not driving carefully enough.
 - B** The rising popularity of motorhomes.
 - C** Tourists who behave inconsiderately.
 - D** The content of the video for tourists.
- 24** According to the text, which of the following statements is true about Venice? (1)
- A** The council asks tourists to sign a pledge.
 - B** Tourists are asked to pay on-the-spot fines.
 - C** The council is targeting residential areas.
 - D** Tourists are expected to dress respectfully.



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25 According to the text, what is the impact of tourism on city centres?

(1)

- A Residents renting properties instead of buying.
- B An increase in the number of hotels being built.
- C Property prices are too high for local residents.
- D Airports close to destinations becoming busier.

(Total for Questions 21–25 = 5 marks)

(TOTAL FOR PART 2 = 15 MARKS)



Part 3

Read Jon Lapidese's article on Eskimos in the Insert Booklet, Part 3, Pages 6–7 and answer Questions 26–45.

Questions 26–30

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

	True	False	Not Given	
26 Jon Lapidese is impressed by the way the Inuit live.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	(1)
27 The global Inuit population is increasing steadily.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	(1)
28 Being able to hunt is no longer important to the Inuit.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	(1)
29 The study on Arctic warming produced predictable results.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	(1)
30 Jon Lapidese is disappointed with the number of people showing support for the Inuit.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	(1)

(Total for Questions 26–30 = 5 marks)

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Questions 31–40

Complete the following sentences using no more than **THREE** words that must be taken from one point in the text.

- 31 The entire Inuit population lives in near the North Pole. (1)
- 32 After being for a long time, the Inuit are now feeling the impact of external influences. (1)
- 33 The Inuit set up home in when they first arrived in Greenland. (1)
- 34 In Greenland, have become more common, replacing hunting. (1)
- 35 Some Inuit still prefer to use when making their footwear. (1)
- 36 The Inuit process more efficiently than other nationalities. (1)
- 37 The actions and beliefs of are threatening Inuit values. (1)
- 38 Their understanding of allows the Inuit to hunt safely on ice. (1)
- 39 Reaching the usual is now more dangerous owing to changes in the environment. (1)
- 40 The change in women's roles has led to being lost. (1)

(Total for Questions 31–40 = 10 marks)



Questions 41–45

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

The Inuit are known for the distinctive way of life they have followed for many years. However, **(41)** being forced upon them are impacting on their lifestyle. Despite this, their **(42)** remains important to them.

Many Inuit now participate less in traditional **(43)** in order to earn money for essentials. At the same time, global warming is making environmental conditions **(44)** for them.

Jon Lapidese agrees that monitoring changes in the **(45)** will help the Inuit and the world in general.

- | | | | | |
|------------|----------|-----------|---------|---------|
| secure | Arctic | groups | unsafe | culture |
| activities | clothing | Greenland | changes | sea |

(Total for Questions 41–45 = 5 marks)

**(TOTAL FOR PART 3 = 20 MARKS)
TOTAL FOR READING = 45 MARKS**



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(Total for Part 4 = 10 marks)



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(Total for Part 5 = 20 marks)



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(Total for Part 6 = 25 marks)

TOTAL FOR WRITING = 55 MARKS
TOTAL FOR PAPER = 100 MARKS



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Pearson Edexcel International GCSE

Thursday 4 June 2020

Afternoon (Time: 2 hours)

Paper Reference **4ES1/01R**

English as a Second Language

Paper 1: Reading and Writing

Insert Booklet

For Part 1, Part 2, Part 3 and Part 6

Do not return this Insert Booklet with the Question Paper.

Turn over ►

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P 6 2 7 9 7 A



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Part 1

10 perfect gift ideas

A Crystal necklace

This polished crystal hangs on a silver chain and makes a thoughtful gift for any age or occasion, or to wish someone all the best as they set off on a new adventure. A message can be added to the gift box, making it a gift to treasure.

B Bath lights

These lights float in the water or can be attached to the bottom or sides of your bathtub with the suction pads. They are turned on by pressing down on the edges of the lights; they then move through a range of relaxing colours that glow through your bath water.

C Scented candle

You can put a personal message on our candles: add a name and five complimentary things about the person who is receiving the gift. The wording is entirely your choice. Beautifully presented, the candle will burn for 58 hours and makes a special present for someone.

D Memory game

Keep your brain active with this fun, pocket-sized game: follow the flashing sequence of lights and repeat it exactly. The game doesn't need wi-fi and it gets more difficult the longer you play. You can challenge friends with it and test the limits of your own memory too.

E SleepWell

This gadget has a calming blue light that gently flashes, helping to ease your brain into sleep mode. It has been proven to help you fall asleep faster, and it also improves the quality of your sleep. You will wake up completely refreshed and ready to start your day.

F Flower bracelet

We love this bracelet as a gift for gardeners, flower-lovers or anyone who likes jewellery that's different. It is made up of a colourful range of real flowers, arranged by hand and set in clear resin. You'll be amazed by the delicate detail.

G The Energix

This charger comes with a tiny device that fixes to the back of your phone. It turns any phone into one that can be charged wirelessly. Once the device is attached, charge your phone in minutes on one of two charging pads for the home and car.

H Surprise books

Keen readers will love this gift – a surprise book suited to their reading tastes, popped through their letterbox each month. You can choose to give your book lover a 3, 6 or 12-month membership to the Book Club. Whether you're buying for adults or children, we've got the books.

I Find It

Use this coin-sized gadget to make sure you don't lose anything important. Place a Find It on your keyring or in your wallet or purse. The Find It app displays the distance from the lost item, and it will sound an alarm to help you find it.

J Moonlight lamp

Relaxing and mysterious, this lamp projects an image of the moon. A perfect gift for anyone interested in science and space, it is ideal for a desk or bedside table. It is hard-wearing and will not smash when dropped. It has a flattened base, so it won't roll around.

Part 2

The tourist pledge

It takes just under 20 hours to fly from the UK to the islands of Palau, which lie in the Pacific Ocean but, when you land at the airport, there is one thing to do before you can go on your way.

The airport official puts a stamp in your passport with the words: 'Children of Palau, I take this pledge, as your guest, to preserve and protect your beautiful and unique island home. I vow to tread lightly, act kindly and explore carefully. I shall not take what is not given. I shall not harm what does not harm me. The only footprints I shall leave are those that will wash away'.

Only after reading a checklist of what is expected of you, agreeing to it and signing your name under it, will you be allowed entry. This is because last year, Palau became the first country in the world to amend its laws to help preserve its environment and culture. It is hoped that the pledge will help guests understand the vital role they play in protecting Palau for the next generation.

This country has seen tourist numbers skyrocket and now receives over 160,000 visitors every year. That may not sound like a lot of people compared to other tourist destinations, but it's eight times the number of the islands' residents. As this is a small country, the impact of tourism is, understandably, felt on every level. To enforce the recent changes, tourists who break the rules will have to pay fines of up to 1 million US dollars.

Some of the checklist rules are certainly worth stating, particularly for those of us who aren't familiar with what is expected of us as tourists: don't collect shells, don't feed the fish and sharks and don't touch the coral. You could forgive a tourist who is unaware for not knowing the damage that these apparently innocent acts do. Iceland is taking the same approach to tourism too. The Tourism Minister recently introduced The Icelandic Pledge. He believes the people who visit Iceland want to be responsible tourists. It's just that they aren't always aware of what that means. When they arrive, all visitors will be encouraged to take a pledge. His hope is to create an 'army' of people who know how to look after the country's delicate nature. I'm not clear as to why, but taking the Icelandic Pledge is voluntary – not part of a national law, as it is in Palau.

Following this trend, New Zealand recently became the latest destination to introduce its own tourist pledge. This is in the form of a video that will be shown on inbound flights. The video asks visitors to protect nature, keep New Zealand clean, drive carefully and show respect. New Zealanders have recently hit back at the rise in so-called 'freedom camping'. They are concerned that people are pitching their tents or parking their motorhomes wherever they like and leaving litter behind. The campaign, however, is not specifically directed at them.

Venice, in Italy, on the other hand, has taken a different approach to bringing tourists into line. The council has started enforcing a series of rules by using volunteers to keep a check on tourists in popular tourist spots, such as St Mark's Square and on Rialto Bridge. Visitors are not required to sign a pledge. However, if they are caught sitting down in the wrong place or wandering about without shirts on, they will be told that they have broken a rule – with possible fines of up to 500 euros.

What's clear is that experts expect to see more tourist pledges around the world. Tourist boards want to limit the damaging effects of tourist behaviour. We are all aware of the wider effects of tourism, such as carbon emissions from plane fuel and residents being priced out of city centres. The boom in short-term holiday letting websites has contributed to this. However, the micro effects can be just as harmful. One shell picked off a beach has little consequence. If all 160,000 of Palau's annual tourists take a shell, it can have a significant damaging effect on the ecosystem.

Part 3

The world is changing for Eskimos

The Inuit, or Eskimos as they are better known, are a people who can be found in one of four countries that surround the North Pole: Greenland, Canada, the United States and Russia.

Historically, they were successful hunters in the truest sense. Admirably, for hundreds of years they survived in the world's harshest conditions, living off the land and sea. This has always been their way of life, one that is now changing. The Inuit were mostly isolated until recently. Now they are adapting but their lives are affected by a world that is placing limits on how much they can hunt and a changing climate that is impacting on their environment. There is an element of uncertainty about the future of their culture.

The Inuit originally migrated from Siberia to Alaska, through North America and finally arrived on the shores of Greenland in the 13th century. They were sophisticated navigators, using stars to guide their way. Because Greenland is covered with a sheet of ice, the Inuit settled around the coastal areas so they could hunt and fish. Surviving such conditions required a strong sense of family and community.

Until about 50 years ago, these people lived completely off the land and sea. Today, the economy has shifted and Greenland is not primarily a hunting society. Most Inuit have switched to modern work roles to earn money for electricity and other home comforts. However, the hunting culture, skills and diet are still very much a part of their lives and their identity.

The Inuit continue to eat their traditional diet. In making their clothing and boots, some Inuit avoid modern-day materials and continue to use animal fur, just as they have always done. Some of the men still excel at time-honoured hunting skills and kayaking. This world of hunting for the Inuit is an important part of their community structure, their identity, even their DNA. For instance, they consume a high protein, high fat diet. It has been shown they metabolise fats with greater efficiency than Europeans do.

However, the Inuit's ancient culture has recently come under pressure. Limits are being set on the hunting of many of the species that were at one time essential and available to this hunting culture. For the small groups who still hunt, the claim is that these new quotas will make their lives more difficult. Though well intentioned, the wishes of environmental groups coming from the outside world conflict directly with ancient Inuit values. This is truly a clash of cultures that may threaten the way of life of these people.

For centuries, the Inuit have lived in the roughest environments. For them, hunting has been their means of providing food. When they need to eat, they go to the sea for their food. They know the weather patterns that allow them to travel safely on the sea ice for their hunting expeditions. However, in line with similar research, a major study on the effects of Arctic warming, reports that temperatures have increased over the last 50 years and may rise again. This change is having an impact on the wildlife and the environment of the Arctic.

Throughout Greenland, Inuit hunters say the weather is becoming increasingly unpredictable. They report that the land and sea ice are changing. What was once familiar territory has become unstable, making navigating and travel dangerous. Glaciers are melting more in summer than previously and the routes to traditional hunting spots have become more hazardous. They are now hunting in other places rather than on the sea ice, as it is safer and more productive with the changing environment.

As hunting has become more difficult for the traditional Inuit, a larger number of family members are working in contemporary roles to help their family's economy. Women are taking salaried jobs to earn money for store-bought products. This allows some of the men to continue in their traditional role as hunters. However, one side-effect is that the women are starting to lose their knowledge of Inuit skills.

The good news is that there is increasing awareness of the rights of people like the Inuit to preserve their centuries-old way of life. There are an increasing number of supporters speaking out for the continued culture of this long-surviving people.

Environment programmes have called for increased environmental monitoring in the Arctic regions. It seems that what is happening in the Arctic is the front line for what will occur in the rest of the world. Ultimately, it is being acknowledged that awareness of the Inuit culture and their environment will not only benefit their survival, it will in the long run help us all.

Part 6

Taking a gap year

The phrase 'gap year' has traditionally meant a period of time taken out by students after leaving school or college and before starting university. However, gap years can be taken at any stage. They can be taken by anyone, and for varying amounts of time. You can fly off to sunnier climates and experience different cultures or stay closer to home and sample what your own country has to offer.

Can I take a gap year during university?

Taking a gap year in the middle of your time at university is not generally recommended and needs serious consideration, as planning your trip can distract you from your university routine. Students then often find it difficult to return to their studies once their break is over and lose the momentum for studying. This is made more complicated by the fact that your peer group will have moved on. Being surrounded by new people can make settling back in much tougher and you may even lose enthusiasm for the course altogether.

Unless you have a good reason for taking time out from your course to do a gap year, employers may see this time away as a lack of commitment. You need to think how you will explain this, detailing how what you learned helped you successfully complete the course when you returned. Deciding to have a break from studying, simply to see more of the world is not a good idea.

Rather than having a full year off, you could possibly take a 'mini gap year': use the summer holidays to travel, volunteer or work abroad. You will not miss any of your course, and you will have the same opportunity to acquire the skills that complement your degree. It may also show employers that you have developed good time-management skills, organising your trip alongside a full-time degree.

Will taking a gap year affect my career?

Employers will typically look at hundreds of applications, so a worthwhile gap year is one way to make yours stand out. At the interview stage, you can draw on your experience and provide a number of interesting examples of what you did with your time.

You can use a gap year as an opportunity to develop key skills, gain experience in a particular area, or try out different industries. By doing this, you will show that you are taking your career seriously and what you have learned from doing this should certainly be viewed as a positive.

However, if you do not plan, or actively take part in anything during your gap year, regardless of when you take it, it is much harder to justify your trip to organisations you'd like to work for. This could be viewed as an unexpected gap on your CV. To ensure this doesn't happen, create a plan detailing what you want to achieve by the end of it. The current trend is definitely to do something productive and not just take a one-year holiday.

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Source information

Part 1

Sourced from: <https://www.findmeagift.co.uk/home-gifts/>

Part 2

The embarrassing, but necessary, rise of the 'tourist pledge' By Greg Dickinson © The Telegraph – November 2018

Part 3

Sourced from: <https://oceanwide-expeditions.com/blog/the-world-is-changing-for-the-native-inuit-people>

Part 6

Sourced from: <https://www.prospects.ac.uk/jobs-and-work-experience/gap-year/should-i-take-a-gap-year>