

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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## Specimen Paper

Time: 2 hours

Paper Reference **4ES1/01**

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

**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.
- 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

Answer ALL questions in this section.

### Part 1

Read the extract below taken from *The Adventures of the Speckled Band* by Sir Arthur Conan Doyle and answer Questions 1–10.

*This story features the famous detective Sherlock Holmes.*

- A** It was early in April in the year '83 that I woke one morning to find Sherlock Holmes standing, fully dressed, by the side of the bed. He was a late riser, as a rule, and as the clock on the mantelpiece showed me that it was only a quarter-past seven, I blinked up at him in some surprise, and perhaps a little resentment, for I was myself regular in my habits.
- B** 'Very sorry to wake you, Watson,' said he, 'but it's the normal thing this morning. Mrs Hudson has been woken, she woke me, and I you.'  
'What is it, then – a fire?'
- C** 'No, a client. It seems a young lady has arrived in a considerable state of excitement, who insists upon seeing me. She is waiting now in the sitting-room. Now, when young ladies wander about the metropolis at this hour of the morning, and knock sleepy people up out of their beds, I presume that it is something very pressing which they have to communicate.
- D** I had no keener pleasure than in following Holmes in his professional investigations, and in admiring the rapid deductions, as swift as intuitions, and yet always founded on a logical basis, with which he unravelled the problems which were submitted to him.
- E** I rapidly threw on my clothes and was ready in a few minutes to accompany my friend down to the sitting-room. A lady dressed in black and heavily veiled, who had been sitting in the window, rose as we entered.
- F** 'Good-morning, madam,' said Holmes cheerily. 'My name is Sherlock Holmes. This is my friend and associate, Dr Watson, before whom you can speak as freely as before myself. Ha! I am glad to see that Mrs Hudson has had the good sense to light the fire. Pray draw up to it, and I shall order you a cup of coffee, for I observe that you are shivering.
- G** 'It is not cold which makes me shiver,' said the woman in a low voice, changing her seat as requested.  
'What then?'
- H** 'It is fear, Mr Holmes. It is terror.' She raised her veil as she spoke, and we could see that she was indeed in a pitiable state of agitation, her face all drawn and grey, with restless, frightened eyes, like those of some haunted animal. Her features and figure were those of a woman of thirty, but her hair was short with premature grey, and her expression was weary and haggard.

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- I 'You must not fear,' said he soothingly, bending forward and patting her forearm. 'We shall set matters right, I have no doubt. You have come in by train this morning, I see. 'You know me then?'
- J 'No, but I observe the second half of a return ticket in the palm of your left glove. You must have started early, and you had a long drive before you reached the station.



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## 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 in the extract.  
Paragraphs may be used more than once or not at all.

1 Which paragraph refers to Watson praising Holmes's ability?

(1)

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>
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2 Which paragraph refers to Holmes being awake earlier than usual?

(1)

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>
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3 Which paragraph refers to the woman standing up when the men go into the room?

(1)

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>
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4 Which paragraph refers to the woman having a lengthy journey?

(1)

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>
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5 Which paragraph refers to the woman looking older than she actually is?

(1)

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>
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6 Which paragraph refers to the woman needing to speak to Holmes urgently?

(1)

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>
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7 Which paragraph refers to Holmes thinking that the woman must be cold?

(1)

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

8 Which paragraph refers to the woman moving to another chair?

(1)

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

9 Which paragraph refers to Holmes reassuring the woman?

(1)

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

10 Which paragraph refers to Holmes being in a good mood?

(1)

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

(Total for Questions 1–10 = 10 marks)

TOTAL FOR PART 1 = 10 MARKS



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## Part 2

**John Steven is a travel reporter for a newspaper. Read his travel report on Denmark and answer Questions 11–25.**



### **Legoland and beyond: a relaxing family break in Denmark**

If you asked your child to imagine the perfect holiday, what would it look like? Lots of pool time? A chance to play all day? Animal attractions? There are plenty of places that might come to mind, but a small Danish town is probably not among them.

Billund, a town in Jutland, however, has not one but three major draws for families: the world's first Legoland; Scandinavia's biggest water park, Lalandia; and, since September, the Lego House. On top of that, in a great move, the town has renamed itself Capital of Children. Additionally, the Capital of Children is a body set up by the Lego Group and the local council. They are tasked with making Billund the most child-friendly place to live and work, not just in Denmark, but in the world.

In practice, this means local children are invited to attend planning meetings to give their input on new outdoor spaces and facilities, such as the children's library, and safer routes through the town. It's all about including children in deciding what kind of society they would like to live in.

For the visitor, the most obvious example of this ambitious project is the Lego House. It's a gleaming white architectural wonder that looks as if a giant has been playing with oversized Lego bricks. When I took my seven-year-old son over October half-term, I knew that we were in for a visual treat. What I really hadn't expected was that there would be so much to do inside the building. We ended up spending eight hours there.

The real thrill for children is having access to 25 million Lego bricks. Friendly staff wearing Lego figure name badges watch the "experience zones", gently steering children towards activities. They keep an eye on the adults too; there's no hiding in a corner scrolling your mobile here. We made flowers for Lego gardens and cars that we raced on a track. We competed in robot games, and even played through lunch. Diners build their order in bricks, then watch their meal being 'made' in an on screen animation before it's delivered in a Lego-style box. Even the exhibition on the history of the Lego Group had us engrossed.

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Visitor numbers are expected to peak in July and August, when an entry system will operate. In October half-term I could count on one hand the number of people in each room. As family trips go, Billund was turning out to be easy, with queue-free attractions, and roads easy to navigate. At Legoland we walked straight on to every ride, returning to some for a second go because we could. Then there's Lalandia. This vast entertainment centre has somehow slipped under the radar of British tourists. Of the 723,000 visitors to its Aquadome in 2016, less than 2% were from the UK.

Through the revolving door of Lalandia is a "street" of affordable cafes, and designer shops and a head-spinning number of activities. Without a doubt the highlight is the Aquadome. We spent an afternoon splashing around in the four pools and six waterslides, and riding fat tubes on giant inflatables. This attraction is definitely easy on the wallet.

We moved on, first to Givskud Zoo – a safari park with the bonus of 40 life-size dinosaurs – and then to the nearby town of Vejle. In summer, families descend on the nearby beaches. This being Scandinavia the brave continue to swim through the winter and last month a sauna opened on one of the beaches. Recently, the town has gained what I think is a global reputation for its striking architecture: the award-winning Bølgen (Wave), a row of five undulating apartment buildings, overlooks the harbour, and another architectural marvel: the floating Kayak Club.

With non-stop entertainment, this trip was always going to be a winner with my son. I'm already really excited about a return visit, this time in summer, to make the most of the east and west coasts (both within easy reach). Billund may be the Capital of Children but Jutland could certainly lay claim to being the most child-friendly place in Europe for holidays.



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**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** According to John Steven, which town is a good holiday destination? (1)

**12** What does John Steven call the renaming of the town? (1)

**13** How do children give their views about town developments? (1)

**14** What did John Steven expect the Lego House to look like? (1)

**15** Which areas in the Lego House do staff members monitor? (1)

**16** At the Lego House, what is lunch served in? (1)

**17** What is used to control the number of visitors during busy times? (1)

**18** According to the writer, what is the best attraction at Lalandia? (1)

**19** When was a new facility added to a beach near Vejle? (1)

**20** How does the writer feel about going back to Billund? (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 ☐. 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 John Steven, Capital of Children is ...

(1)

- ☐ A a name selected by children.
- ☐ B the idea of town residents.
- ☐ C a local council department.
- ☐ D the name of an organisation.

22 What most surprised John Steven when he visited the Lego House?

(1)

- ☐ A It was made out of large Lego bricks.
- ☐ B There were many activities on offer.
- ☐ C The Lego House had a white exterior.
- ☐ D Adults were not allowed to participate.

23 What did John Steven notice on his trip to Billund?

(1)

- ☐ A The Lego House was bigger than he expected.
- ☐ B All the Legoland rides were surprisingly busy.
- ☐ C Lalandia was not popular with British visitors.
- ☐ D There was not much traffic on the quiet roads.

24 John Steven believes the town of Vejle is best known for its ...

(1)

- ☐ A appealing location.
- ☐ B unusual buildings.
- ☐ C range of facilities.
- ☐ D life-size dinosaurs.

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25 What is John Steven's perception of Lalandia?

(1)

- ☐ A It was good value for money.
- ☐ B The range of food was limited.
- ☐ C The pools were large in size.
- ☐ D There were too many shops.

(Total for Questions 21–25 = 5 marks)

**TOTAL FOR PART 2 = 15 MARKS**



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### Part 3

Read Sarah Brown's article on Lewes New School and answer Questions 26–45.

#### Curiosity-based learning

When Lizzie Overton first became a teacher, she never dreamt of working at an independent school. She pursued her career as a state primary school class teacher for 20 years, until her frustration with her son's own education caused her to reconsider her purpose as a teacher. She felt there was no outlet for his curiosity or creativity and knew that it was not the only way to work with children.

Lizzie had already begun considering setting up a school to explore how to do things differently when she stumbled upon Lewes New School in 2006. This was 'a ready-made working model' which happened to be advertising for a new head teacher. She has been steering this school forward ever since. In my opinion, Lewes New School seems to tick successfully all the boxes you'd expect as an alternative school trying to do things differently: no uniforms; a commitment to peaceful conflict resolution; and an emphasis on development through play and craft in early years. They don't test their pupils because of the stress caused to both the children and the teachers.

Lewes New School charges £5,550 per annum per child. This is at the bottom end of the private school fee scale, and comparable with the amount paid by the state for each child in mainstream education. 'Lewes is a fee paying school but that's not by choice,' says Lizzie. 'We've tried unsuccessfully to acquire state funding and, while we keep trying, we try to keep our fees low to increase access to as wide a social demographic group as possible. However, most parents weren't looking for private education when they found us: they simply fell in love with what we were doing. There is a huge demand for our school because we are offering something that many parents want for their children but can't usually find. We believe it's the alternative way that our children are taught'. This is something Lizzie calls 'curiosity-based learning'.

In the broadest sense, curiosity-based learning assumes that children know how to learn innately. This was accepted in the 60s and early 70s, when child-centred learning was more prominent. However, since the mid-seventies when this approach was judged as unsuccessful, successive governments have focused on two aspects of education: the curriculum (what children learn), and testing (how well they have done) to the exclusion of the third aspect of education – the pedagogy (how a child is taught).

When you focus on how a child is, rather than what they are taught, life changes for both teacher and student. Lizzie realised this when she came to Lewes. 'I only began to work and think in a more innovative way when I left the mainstream system,' she says. Curiosity-based learning starts when something happens which excites or ignites a spark or interest in the children. It could be something that a child has brought in to show the class, a visit to a local business or event. Then the teacher facilitates a discussion from which great questions emerge. The teacher doesn't decide the outcome in advance, but allows the creative journey to unfold in discussion with the class.

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The teacher then transcribes the discussion and, as you would expect, picks out the themes and questions that they know will be good for the group to follow. Once a project is decided upon, the teacher facilitates the learning to ensure an academic element, including Maths and English, is included. So, for example, if the project theme was 'rivers' the children might measure the width and speed of a river, to cover Mathematics. The children are also encouraged to make their work public in some authentic way: an exhibition; or a play for the school community; publish a book; make a film. Nothing ends up in an exercise book where the only audience is the teacher.

Children then tend to work in pairs or groups; as projects unfold teachers ensure that everyone does eventually find their place and enthusiasm. She adds: 'Children at any time or when prompted by a teacher, can choose to engage the support of the group. A teacher will facilitate small-group discussions where children can give each other feedback. We notice that children really thrive when they realise their view and contribution is genuinely valued and they are often more highly motivated by what their peers think of their work than by what the teachers think.'

The question is could this system work in mainstream education? Lizzie believes that any teacher could theoretically apply Lewes New School's approach in the mainstream system, but the problem is the testing. It's impossible for a teacher to allow their group to direct the learning if they have outcomes to meet in the form of test requirements.

### 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 Lizzie always wanted to work for an independent school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1)
27 Sarah Brown, the writer, is positive about the way Lewes New School operates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1)
28 The greatest appeal of Lewes New School is its status as a private school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1)
29 Sarah Brown feels that class projects at Lewes New School should be decided by the children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1)
30 Sarah Brown believes that the children at Lewes New School should not work alone.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 taken from one point in the text.

- 31 Lizzie Overton spent ..... working as a primary school teacher before becoming a head teacher. (1)
- 32 At Lewes New School ..... are both used to help younger children develop. (1)
- 33 Lewes New School has not qualified for ..... despite ongoing efforts. (1)
- 34 In ..... the government changed its approach to education. (1)
- 35 Lizzie was able to try a more ..... approach after moving to Lewes New School. (1)
- 36 Teachers do not dictate ..... of classroom discussions. (1)
- 37 Classroom projects always include an ..... suitable for the topic. (1)
- 38 Children display their work in such a way that ..... is not the only person to see it. (1)
- 39 Children give each other ..... on their work during classroom discussions. (1)
- 40 Because students in state schools undergo ....., curiosity-based learning would be difficult to apply in mainstream education. (1)

(Total for Questions 31–40 = 10 marks)

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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.

Lewes New School is an alternative education provider. Sarah Brown believes that compared to other (41) ..... schools, it is not expensive to attend.

The appeal of the school rests on the fact that it (42) ..... how children learn.

In the classroom, a work (43) ..... is selected from a preliminary student discussion. The children are then allowed to study in a

(44) ..... that best suits them. Lizzie believes that

(45) ..... are greatly encouraged by the support of their peers during this process.

- room
- prioritises
- focus
- simplifies
- exhibition
- mainstream
- teachers
- manner
- children
- private

(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)



## Part 6

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

### How can we use less plastic?

Plastic pollution is a global issue and, as such, requires individuals and organisations to react.

#### How can I reduce my use of plastic?

As huge numbers of plastic fibres are released during every wash of synthetic (or man-made) clothes, choosing clothing made out of natural fibres is a good start. Using reusable water bottles and avoiding plastic straws are also good steps. Prevention is the best answer – not to use plastic in the first place. Plastic bag taxes across the UK have already led to billions of single-use bags not being used.

#### Can I avoid washing millions of plastic fibres down the drain every week?

Some fabrics are much worse than others, with acrylic being the worst. Washing a standard load of acrylic clothes releases 729 000 fibres, with polyester and cotton-polyester mixes releasing slightly fewer. One study found that a fleece jacket can release up to 250 000 fibres per wash. Natural fibre clothing would decrease the number of plastic fibres entering our water. The filters on washing machines could be improved, though finer filters risk getting blocked more often. Some companies are beginning to tackle this issue.

#### Can we live without plastic?

Not at the moment. Some packaging is needed, especially for food. This would spoil more quickly without it and add to the food waste problem. So there's a balance, but people should complain to retailers about over-packaging. Much more plastic needs to be recycled; currently it's just 15%.

#### Can all plastics be recycled?

In theory, the answer is yes. If it is plastic and bottle shaped it can be recycled. That means shampoo and bleach bottles, as well as drinks and milk bottles. Most local authorities accept them. Recycling tubs, pots and trays is more complicated. Some supermarkets now collect thin plastics, such as bags and wraps that are otherwise hard to recycle.

#### What about a deposit return scheme for bottles?

About 400 plastic bottles are sold every second in the UK but only half are recycled. In Germany, where people get a small refund on returning a bottle, more than 98% are returned. Scotland is now introducing such a scheme and there is growing pressure for the rest of the UK to do the same.

#### How else can I stop plastic polluting the environment?

Making sure rubbish doesn't get blown away by the wind is a simple but important step, as this causes a surprisingly large amount of plastic litter. That means closing bin lids and tying bags properly.

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**What should I demand of politicians for the future?**

Household recycling rates in England have remained at 44% in recent years, so local authorities need to find ways of increasing this rate. Research is needed on the impact of all types of plastic pollution and governments must react accordingly. Some countries have already ruled that short-life plastics must be made from biodegradable materials. Even if they end up in the environment, they will eventually disappear.

In your summary you **must**:

- give **two** ways households can reduce plastic pollution
- state **three** ways organisations can help with the problem
- state whether you think plastic pollution will increase or decrease in the future and why.

You will be awarded up to **5 marks** for using relevant information from the text. You **must** write between **100 and 150 words only**. You **must** use your own words where possible.

(25)

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(Total for Part 6 = 25 marks)

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



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