

Please check the examination details below before entering your candidate information

Candidate surname		Other names	
Pearson Edexcel International GCSE		Centre Number <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Candidate Number <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Thursday 6 June 2019			
Afternoon (Time: 2 hours)		Paper Reference 4ES1/01	
English as a Second Language Paper 1: Reading and Writing			
You must have: Insert for Part 1, Part 2 and Part 3 (enclosed)			Total Marks <input type="text"/>

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 leaflet below on fundraising and answer Questions 1–10.

Ways to Raise Money for Charity

Does your school want to raise money for good causes? We've put together ten great ideas on how you can achieve this.

- A** Set a date and put up some posters asking enthusiastic students to enter a baking competition. Advertise for others to attend, to sample what entrants have made and to choose the best entry. Charge people for each slice they try and ask them to mark each one out of ten.
- B** The school can hold a swimathon at the local pool. The target distance can be divided between teachers and students based on how many lengths participants want to swim. Friends can be asked for sponsorship and extra donations picked up on the day.
- C** If your school has after-school clubs, ask those session teachers for assistance. Invite parents to pay slightly more than the sessions would normally cost, clarifying that all the extra money goes to charity. By offering a variety of activities there will be something for everybody to attend.
- D** Form a group of students who don't mind getting wet, and ask which members of staff want their cars cleaning. Ask those interested to pay a fee in advance and record their registration numbers at the same time. At break time, students can get to work washing cars in the car park.
- E** Students and teachers who enjoy sweet foods could try to give these up for a week and donate to charity all the money saved. Organise this for January when people are typically trying to get fit; it will hopefully provide some added motivation.
- F** Contact a local supermarket and arrange for students to work at the checkouts packing customers' bags. Students work in shifts throughout the day. Clearly marked collection buckets show the charity being collected for, and people are free to give as much or as little as they like.
- G** Pick a date, hope for good weather, and organise a sports day on a grassy area near your school. You can make the team activities as serious or as light-hearted as you desire – from hurdles to an egg and spoon race – just ensure there's something for everyone.
- H** Ask parents to send in any unwanted items, such as books and toys, that are in good condition. The items are priced to create a temporary shop, and everyone is invited along for some second-hand shopping. Any items remaining at the end of the day can be donated to charity.

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- I Choose a popular sporting event like the Olympics. Students then pay for each competitor name they draw from a hat before the event starts. Whoever has the winning names at the end of the competition takes half of the entry money while the rest goes to charity.
 - J Devise a circuit of activities in the playground for students to work their way around. This can be anything from timed star jumps, sit-ups and short sprints to shooting baskets. Students are sponsored based on achieving each task and all money raised goes to charity.

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 leaflet.
Paragraphs may be used more than once or not at all.

- 1 Which paragraph refers to teachers paying for a service?

(1)

A	B	C	D	E	F	G	H	I	J
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 2 Which paragraph refers to a range of challenges for individuals?

(1)

A	B	C	D	E	F	G	H	I	J
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 3 Which paragraph refers to an informal outdoor competition?

(1)

A	B	C	D	E	F	G	H	I	J
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 4 Which paragraph refers to students acting as judges?

(1)

A	B	C	D	E	F	G	H	I	J
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 5 Which paragraph refers to choosing the healthy option?

(1)

A	B	C	D	E	F	G	H	I	J
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 6 Which paragraph refers to recycling goods?

(1)

A	B	C	D	E	F	G	H	I	J
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7 Which paragraph refers to charging more than usual?

(1)

A	B	C	D	E	F	G	H	I	J
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8 Which paragraph refers to time spent helping in the community?

(1)

A	B	C	D	E	F	G	H	I	J
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9 Which paragraph refers to randomly picking a winner?

(1)

A	B	C	D	E	F	G	H	I	J
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10 Which paragraph refers to getting into water?

(1)

A	B	C	D	E	F	G	H	I	J
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Questions 1–10 = 10 marks)

(Total for Part 1 = 10 marks)

Part 2

Read Ella Foote's report on braving the cold to wild swim every day through December until New Year's Day and answer Questions 11–25.

The Joy of Wild Water Swimming

My toes sink into the mud at the edge of the River Mole at the bottom of Box Hill in Surrey; the water immediately cools my feet beyond feeling. I have come here today looking for my usual interesting swim. Normally there are stepping stones that cross the river at this point, and I pictured myself skipping over them. However, the reality is quite different. After significant rain and snow melt, I should have known the river would be higher than usual. The spot – tranquil in all my previous visits – was now a rushing, fast-flowing river. It had the appearance of chocolate milkshake, rather than the image I'd pictured. Oh well, I have swum in worse.

I step cautiously into the unknown and find the stepping stones under my feet. I try to walk across them, but with the strong current against my legs it's no use, so I just get in. I fumble into the water with zero grace. The water feels silty and leaves brush against my body rushing downstream.

But I barely notice the cold anymore. I have been doing a *Dip a Day December* – swimming every day this month in rivers, lakes, ponds and sea – and today it is day 14. It isn't uncommon for me to reach the edge of a river and question why I am doing this. We are often encouraged to slow down, pay attention and appreciate the little things in life, but at this time of year it can be hard to take a moment. Swimming everyday outside, often in low light or darkness and in pretty cold weather, forces me to find the beauty in winter. This aspect of swimming in the darkest month of the year always wins me over. It is much easier to catch the sunrise and sunsets at this time of year, and the glitter trail in water reflecting the sun is something truly worth pausing over.

Of course, not every day has the sparkle of frost on the ground and blue skies. Most of December in Britain is grey. When I wake up to the sound of rain, when the light never seems to appear, those are the hardest days. On most swims I am solo, balancing my camera on a riverbank hoping to capture the magic I feel from the water. Swimming alone, especially in colder weather, isn't advisable. But there is something special about a swim all by myself; nature reveals itself to you more frequently and I have taken the time to understand my limits and don't take unnecessary risks. Swimming with like-minded cold-water fanatics has its charms too, yelping and whooping, gathering afterwards to share hot chocolate – there is much joy to that too, so it's always worth finding a local group if you want to give it a go yourself.

Living in Berkshire, I am lucky enough to have a good selection of swim spots on the Thames and Jubilee rivers. There are plenty of lidos* within reach too, but by mid-December I ache for the sea and I am more confident to try places I haven't swum before. I plan my days around the weather forecast, working around the dry spells and sunshine. There is a lovely spot in Medmenham, near Marlow, that is perfect to catch the sun rising; the Jubilee River near Maidenhead offers boat free swimming and ice at the edge when it's really cold; and a spot by the Flowers Cafe not far from Henley provides a great jetty to leap off when you're feeling bold!

Being self-employed, I can work flexible hours which I am very thankful for, but there are still days when only an early morning swim or evening dip will work. That means scrabbling around in the dark on a cold riverbank, sinking into inky black water – which provides a whole different challenge. I will swim every day until New Year's Day to complete the month – the nip of the water and the zing of a swim is quite addictive.

*lidos outdoor swimming pools

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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** What had Ella hoped to see at the river Mole? (1)
- 12** According to Ella, what is the usual appearance of the River Mole? (1)
- 13** How does Ella describe the colour of the river Mole? (1)
- 14** In the water, what can Ella feel gently touching her skin? (1)
- 15** According to Ella, what is she no longer really aware of when she swims? (1)
- 16** What does Ella not recommend doing once the weather gets cold? (1)
- 17** What could you look for if you want to start wild water swimming? (1)
- 18** How does Ella feel about living near two rivers? (1)
- 19** Near which building can you jump into the water? (1)
- 20** What is Ella grateful for in terms of working for herself? (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 Which of the following statements is true about the River Mole?

(1)

- ☐ **A** This is the first time for Ella to swim in the river.
- ☐ **B** Ella expected the river conditions to be challenging.
- ☐ **C** Ella thinks that this swim is her most difficult so far.
- ☐ **D** Ella struggles getting into the water for her swim.

22 What does Ella most enjoy about *Dip a Day December*?

(1)

- ☐ **A** She gets the opportunity to value what she sees.
- ☐ **B** She has a reason to swim outdoors in December.
- ☐ **C** She swims early in the morning or late at night.
- ☐ **D** She travels to lots of different locations to swim.

23 What does Ella most struggle with?

(1)

- ☐ **A** The fact that she cannot easily video her swims.
- ☐ **B** The weather which is most typical of December.
- ☐ **C** The risks associated with swimming in new places.
- ☐ **D** She is at times restricted by her swimming ability.

24 Which of the following statements is true?

(1)

- ☐ **A** Ella does not usually swim alone.
- ☐ **B** Ella only likes swimming in rivers.
- ☐ **C** Ella enjoys swimming with others.
- ☐ **D** Ella runs a local swimming group.

25 What does Ella prioritise when organising her swims?

(1)

- ☐ A The best conditions for swimming.
- ☐ B The most convenient time to swim.
- ☐ C The closest locations to take a swim.
- ☐ D The places she has not swum before.

(Total for Questions 21–25 = 5 marks)

(TOTAL FOR PART 2 = 15 MARKS)

Part 3

Read Sam Black's article on Passive Houses and answer Questions 26–45.

Building Your Own Passive House

The idea for a Passive House originated in Germany. Desperate to put together designs for houses that could be as energy efficient as possible, two scientists came up with a working model and made it public in 1988. Then, as the idea became more popular, in 1996 the Passive House Institute was founded to promote and control the building standards for this type of house. With the worries about climate change, the increasing scarcity of fossil fuels, and the interest in renewable energy, these houses are definitely the perfect solution to a worldwide problem. Since 1996, over 25,000 buildings have been constructed worldwide by forward thinkers. This includes not only houses but also energy-efficient schools, office buildings and commercial premises.

With Passive Houses, all the necessary components to make the house are delivered pre-cut to the correct size and numbered. The companies that supply these houses generally have set designs to choose from, although it is possible to request something more individual. Once a house design has been decided upon, the company will create all of the structural parts within their factory. The customer has to organise the groundworks but, once that is complete, the whole house will be delivered in sections, and can be put together on site in a very short time.

These houses have many technical features and they have to be constructed so that they reach all the required standards. Having all the parts of the house made for you means that the practical considerations are catered for. This saves money and particularly time spent finding local specialists who are familiar with all the technical aspects of these houses. When a Passive House is put together to the correct standards, the result is an extremely fast build of a superbly energy-efficient house.

When building a Passive House, the guiding principle is to reduce heat loss as much as possible. This is achieved through specialist techniques including insulation and advanced window technology. As the houses have excellent insulation properties, they do not need, or indeed have, any form of heating system to maintain a comfortable temperature. Even the small amount of heat generated by the activities of occupants and the use of household appliances, such as the oven for example, can be all that is needed to heat the home. Owing to this ability to regulate the internal temperature and keep it stable, it is a comfortable house to live in, whether it is a freezing winter's day or the height of summer. Despite this, it is a good idea to consider which direction the house should face to take full advantage of the sun; solar power can then be used to generate any additional heat needed.

The houses are airtight in an effort to preserve the internal temperature. This has the downside of making the air quality suffer unless a ventilation system is installed; this has the very obvious function of allowing fresh air in to the home to replace stale air. In winter, the systems used for these houses recover heat from the removed air and this warmth is then used to heat the house. It is not just in the winter that the internal temperature of the home is maintained. With the introduction of an overnight cooling system, it is possible to have a pleasant environment in the summer months without using extra power. As long as the air in the home is exchanged frequently to

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prevent it becoming stale, which is all part of the construction, these houses are as comfortable to live in as they are environmentally-friendly.

The self-build industry is thriving in the UK and, with everyone looking out for environmentally-sound practices, it is more important than ever to think of this type of house for the future. Not only are these houses factory-made, which saves considerable time when building them, they are also very cheap to run once completed. A house that requires a minimal amount of energy to heat or keep cool can help to reduce the demand for energy. Unpredictable weather is no problem as you do not have to ensure the heating is pre-timed to come on, or wait for the air-conditioning to make it a comfortable temperature.

Building a house like this means future generations will benefit from both the low energy required to run it and the fact that long-term maintenance is not costly. Being well-insulated and airtight, these houses save energy constantly and they will continue to do so far into the future.

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 Sam Black is enthusiastic about the potential of Passive Houses.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	(1)
27 According to Sam Black, Passive Houses are most common in Germany.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	(1)
28 Sam Black states Passive Houses include a heating system.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	(1)
29 Sam Black agrees that access to solar power is useful with Passive Houses.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	(1)
30 According to Sam Black, ventilation systems should not be used in winter.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	(1)

(Total for Questions 26–30 = 5 Marks)

Questions 31–40

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

- 31** In 1988 the first for a Passive House was revealed. (1)
- 32** Passive Houses have to meet strict to be as energy efficient as possible. (1)
- 33** Companies have for people to consider when they are selecting a Passive House. (1)
- 34** Passive House companies expect to be ready before they deliver to the customer. (1)
- 35** Buyers of Passive Houses do not have to worry about hiring to build their homes. (1)
- 36** The heat produced from operating common can help to warm a Passive House. (1)
- 37** If a is not used, the air in a Passive House is not as fresh as it could be. (1)
- 38** In the UK the is growing rapidly. (1)
- 39** When experiencing it is not necessary to keep adjusting the temperature in a Passive House. (1)
- 40** Once a Passive House has been built, of the property is not expensive. (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.

Passive houses are a response to the need for environmentally-friendly living.

According to Sam Black, the **(41)** of these houses is that they arrive ready to be put together and this does not take long. If built correctly, the **(42)** is a very energy-efficient home in which to live. The houses are designed to keep the internal **(43)** constant and the air fresh, regardless of the season.

Sam Black believes these houses offer **(44)** potential for the future. The way in which they are designed means **(45)** save money for years to come.

companies	real	temperature	outcome	occupants
heating	finish	risk	limited	beauty

(Total for Questions 41–45 = 5 marks)

(Total for Part 3 = 20 marks)

TOTAL FOR READING = 45 MARKS

WRITING

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

Part 4

You are doing a class project with your friend on famous people. Write an email to your friend about starting your project.

In your email you **must**:

- write where you want to meet your friend
- suggest **one** famous person for your project
- explain why you have chosen this famous person.

You **must** write between **75 and 100 words only**.

(10)

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(Total for Part 4 = 10 marks)

Part 5

You ordered a new coat from an online company. When you received the coat you were not happy with it. Write a letter to the Customer Care department.

In your letter you **must**:

- state why you are writing
- give **two** reasons why you are unhappy with the coat
- explain what you would like the company to do.

You **must** write between **100 and 150 words only**.

(20)

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(Total for Part 5 = 20 marks)

Part 6

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

Driverless Cars

Cars are increasingly becoming more automated. Transport experts predict a future where people will travel in driverless pods and only take over driving when something goes wrong. They claim for every 10,000 errors made by drivers, just one error will be made by a computer. Therefore, the new technology could save hundreds of lives a year.

Improving individual circumstances

Experts predict that within 15 years, the performance of cars could be altered to fit the driver. Learners or teenagers who have recently passed their tests may have their speed limited automatically. However, more experienced drivers getting in the same car would be able to travel much faster. Elderly individuals who are not able to drive a car often rely on public transportation, which can be difficult depending on their circumstances. With driverless vehicles, many more people could enjoy the benefits of enhanced mobility. In addition, experts believe that it will allow more people to retire to the countryside because they will have better transport links into towns.

Monitoring software

Cars of the future will monitor the alertness of the drivers and communicate with each other to avoid collisions. Vehicles will also be able to communicate with each other about traffic, weather and road conditions and warn the drivers about potential safety hazards. In the future, systems could automatically take over braking or steering if they sense an imminent accident. Advanced sensors within the vehicle could also monitor a driver's heart rate, eye movements and brain activity to detect issues, such as drowsiness.

Impact on traffic

Engineers say the vehicles would not only make roads safer, but could also increase their capacity by allowing cars to operate closer together without crashing. Automated cars could also travel in platoons linked up to traffic light systems to keep them moving and avoid congestion. Car clubs, where a group of people share a car, are expected to become more popular, with few people owning their own vehicles; taxis are likely to become redundant.

Ongoing issues

Driverless cars may lead to motorists losing skills that they might need to rely on in an emergency. It is not uncommon for drivers to get distracted and tired and with automation you are giving the driver even less to do and the risk is that they will feel more tired. There are concerns around how to regain a driver's attention and whether drivers will lose their driving skills.

The amount of software and technology that is required to build a driverless vehicle is likely to be quite expensive, meaning these costs need to be covered by high sales prices. Consumers may not want to pay such high costs for a driverless car and may prefer to stick to the current system. In addition, if driverless vehicles rely on sensors placed all around the car to assess conditions and navigate traffic, what happens if one or more sensors get damaged?

In your summary you **must**:

- give **three** advantages for drivers of driverless cars
- state **two** concerns about driverless cars
- give **your predictions** about how cars and the way they are driven will change in the future.

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.

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(Total for Part 6 = 25 marks)

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

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Source information

Part 1

Sourced from:

<https://runforcharity.com/fundraising/fundraising-ideas/top-100-fundraising-ideas>

Part 2

Sourced from:

<https://www.theguardian.com/travel/2017/dec/19/joy-of-wild-winter-swimming-dip-a-day-december>

Part 3

Sourced from:

<https://www.thegreenage.co.uk/the-future-of-building-passiv-kit-houses/>

Part 6

Sourced from:

<http://www.telegraph.co.uk/news/science/11243376/Driverless-cars-could-be-hacked-by-terrorists-warn-transport-experts.html>

<http://www.telegraph.co.uk/news/uknews/road-and-rail-transport/11268547/What-the-roads-of-the-future-could-look-like.html>

<https://info.dte.co.uk/the-advantages-and-disadvantages-of-self-driving-cars>