

Paper Reference(s) **4ES1/01R**

Pearson Edexcel International GCSE

English as a Second Language
Paper 1: Reading and Writing

Thursday 6 June 2019 – Afternoon

Time: 2 hours plus your additional time allowance

INSTRUCTIONS TO CANDIDATES

Write your centre number, candidate number, surname, other names and your signature in the boxes below. Check that you have the correct question paper.

Centre No.					
Candidate No.					
Surname					
Other names					
Signature					
Paper Reference	4	E	S	1	/ 0 1 R



- Use **BLACK** ink or ball-point pen.
- 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.

MATERIALS REQUIRED FOR EXAMINATION

Nil

ITEMS INCLUDED WITH QUESTION PAPERS

Insert for Part 1, Part 2 and Part 3

INFORMATION FOR CANDIDATES

- 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 TO CANDIDATES

- 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)

READING

Answer ALL questions in this section.

Part 1

Read the adapted book descriptions below and answer Questions 1–10.

The descriptions are of some of the ‘Famous Five’ books written by Enid Blyton.

The books are about the adventures of four children and their pet, Timmy.

A Five Get Into Trouble

The Famous Five are packing up their tents to go on a cycling holiday and they can’t wait. The fun turns to danger when Dick is kidnapped. The others make a plan to find him but their rescue mission goes wrong!

B Five On A Hike Together

It’s half-term and the Five are going walking through the woods and up into the hills. When Anne and Dick take an incorrect turn, it leads them into danger. An escaped prisoner passes a strange message to Dick by mistake. Treasure has been hidden nearby.

(Continues on next page)

(Turn over)

C Five Go Off To Camp

On this holiday, the Five are camping high up on a wild moor which isn't totally deserted; they can hear weird noises, day and night, from the disused railway yard nearby. Even though they are warned to stay away, they plan to investigate!

D Five Run Away Together

The Five are excited to fill George's boat with food and blankets and spend the week on Kirrin Island. They discover a mysterious trunk has been smuggled onto the island and, when they see strange flashing lights, they realise that an even bigger adventure lies ahead.

E Five Go Adventuring Again

While George can't seem to keep out of trouble, the others are busy looking for it! When they discover a mysterious clue at the farmhouse, they can't wait to solve it. Then Uncle Quentin's secret papers go missing and a treasure hunt turns into a hunt for a thief.

F Five On A Treasure Island

Julian, Dick and Anne are spending the holidays at their cousin George's home. One day, they go to explore nearby Kirrin Island, with its rocky coast and old ruined castle. Over on the island, they make a thrilling discovery, which leads them deep into the dungeons of Kirrin Castle.

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(Turn over)

G Five Go To Smuggler's Top

Work is being done to Kirrin Cottage and the children must go and live with their friends. All is not as it seems at the friends' mysterious old house, with its hidden passages and underground tunnels. Another thrilling adventure begins.

H Five On Kirrin Island Again

Uncle Quentin is busy working on Kirrin Island and doesn't want anyone to visit. However, the island is full of hiding places and he is not alone. Someone wants to steal his ideas. The Five are determined to save him and the island.

I Five Go Off In A Caravan

The Five are on a caravanning holiday without their parents. They head off to Merran Lake, where a circus is camping nearby. Two of the performers start acting suspiciously; they've got something to hide. What could it be and can the Five solve the mystery?

J Five Go To Demon's Rocks

The Five are staying at a lighthouse on Demon's Rocks. A friend tells them about smuggling that used to take place in the area. The children decide to have an adventure and discover hidden treasure in Wreckers' Cave. There is a terrible storm and the children have to be rescued.

(Questions begin on next page)

(Turn over)

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

- 1 Which paragraph refers to documents being stolen?
(1 mark)

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 staying with family?
(1 mark)

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 looking for a person who is missing? (1 mark)

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"/>

(Questions continue on next page)

(Turn over)

4 Which paragraph refers to going in the wrong direction? (1 mark)

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 not wanting to be disturbed while working? (1 mark)

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 hearing strange sounds? (1 mark)

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 the remains of a building? (1 mark)

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"/>

8 Which paragraph refers to bad weather? (1 mark)

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"/>

(Questions continue on next page)

(Turn over)

9 Which paragraph refers to being given information by a stranger? (1 mark)

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 the children being forced to stay somewhere else? (1 mark)

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 begins on next page)

(Turn over)

Part 2

Read Mary Brown's article on travelling alone and answer Questions 11–25.

Go Solo!

As a travel editor, I spend a lot of time on the road, often by myself, and I've learned that solo travel is easier than you might think, totally liberating, and very rewarding. Before I took this job I never used to go anywhere alone but, after a few life-changing experiences, I'm addicted to solo travel and I'm not the only one.

In recent years, people's interest in solo travel has skyrocketed, and those in the travel industry have come up with ways to cater for this growing segment. I strongly believe that if you've ever wanted to travel alone but been too afraid, now's the time to reconsider. We all have lists of places we want to travel to, but all too often we hold ourselves back from experiences because we have no one to share them with. Everyone has different schedules, budgets, and travel plans, so waiting for the right time to travel or the right person to join you on a trip is a waste of time. Travelling alone, only your needs matter and you can plan something at the last minute if you desire.

In our world filled with digital distractions, I think people find it a challenge to take the time out that is needed to disconnect. Fortunately, solo travel offers the time and

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space that's necessary for valuable 'alone time'. Even if you're not the type of person who goes to distant places when travelling, being alone on the road will give you the opportunity to enjoy your own company. Some people dislike doing things individually, but giving yourself alone time, especially for extended periods, is a most valuable gift that you will eventually learn to appreciate.

What's more, you'll learn a lot about yourself in a way that's impossible when you're caught up in your normal daily routine. I often surprise myself by the new interests I develop when I'm travelling or the way I interact with strangers differently from how I would when I'm home.

Being an outsider certainly influences your behaviour and these changes are positive when it comes to travel, perhaps making you kinder and more patient, and increasing your curiosity about your surroundings. In my opinion, the chances are you'll learn a lot about others, simply by paying more attention than you would if you were with a travel companion.

Speaking from experience, if you've ever planned a holiday with other people, you know that picking a travel date alone can be hard work, and that's just the beginning. Travelling is supposed to be relaxing, and it's never more so than when you are your own trip planner. I find that you don't even have to plan, as being spontaneous is perfectly acceptable.

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(Turn over)

Obviously there are benefits to travelling with friends or loved ones, but other people can distract you from the destination you're visiting. For me, when you travel with someone else, the trip is mostly about your shared experiences. If you're really looking to connect with a place and its people, consider going there alone.

Without a doubt, one of the biggest deterrents preventing solo travel is the fear of feeling lonely. The truth, however, despite possible language differences, is that you'll never feel this way if you make the right choices. Want to meet some locals? You can research lively cafes or try busy street food stalls. If you're in a foreign country, try to find spots that are popular with other tourists. Sign up for cooking classes or museum tours to meet people with similar interests.

I still feel a bit nervous when I'm setting off on a solo trip but, in the end, nothing comes close to the feeling of conquering the world on my own. The more you travel alone, the more likely you are to feel the same way, like you can tackle any challenge. The more confident you feel when travelling alone, the more confident you'll feel at home.

If you've never travelled alone because your first thought is, 'What would I even do with myself?' I implore you to plan a solo trip immediately. In fact, there's so much you can do when you travel alone that you'll wonder how you ever managed to travel with someone else in the past.

(Questions continue on next page)

(Turn over)

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 Which sector is responding to the growing number of solo travellers? (1 mark)

12 According to Mary Brown, what can people switch off from when travelling alone? (1 mark)

13 How long should you go away for to gain the most benefit? (1 mark)

14 What do you have to leave behind to find out new things about yourself? (1 mark)

(Questions continue on next page)

(Turn over)

15 What does being a stranger in a new place definitely change about you? (1 mark)

16 According to Mary Brown, who may distract you from what is going on around you? (1 mark)

17 What does Mary Brown think can be difficult to choose when travelling with others? (1 mark)

18 According to Mary Brown, what is possible when you do not have to consider others? (1 mark)

19 What does Mary Brown feel is the main focus of travelling with others? (1 mark)

20 What do those who attend organised group activities have in common? (1 mark)

(TOTAL FOR QUESTIONS 11–20 = 10 MARKS)

(Questions continue on next page)

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 Mary Brown? (1 mark)

- ☐ **A When Mary Brown is working she always travels alone.**
- ☐ **B She has always felt that travelling alone would be easy.**
- ☐ **C She was not used to solo travel until starting her job.**
- ☐ **D Since starting her job she always takes holidays alone.**

(Questions continue on next page)

(Turn over)

22 According to Mary Brown, which of the following statements is true? (1 mark)

- ☐ **A It is a good time to think about travelling solo.**
- ☐ **B People should list the places they want to visit.**
- ☐ **C People generally have similar travel interests.**
- ☐ **D Travelling with others can be a waste of money.**

23 Which of the following does Mary Brown agree with about solo travelling? (1 mark)

- ☐ **A Being in far-away destinations is best.**
- ☐ **B Travelling alone to a place is boring.**
- ☐ **C Travel encourages different interests.**
- ☐ **D Speaking to strangers becomes easier.**

(Questions continue on next page)

24 What can people do to avoid feeling lonely when travelling alone? (1 mark)

- ☐ **A Learn some basic language phrases.**
- ☐ **B Research the food in the local area.**
- ☐ **C Choose busy holiday accommodation.**
- ☐ **D Visit places that attract local people.**

25 What does Mary Brown most enjoy about taking solo trips? (1 mark)

- ☐ **A She still gets excited when she is leaving.**
- ☐ **B She enjoys overcoming challenges alone.**
- ☐ **C She travels to many different locations.**
- ☐ **D She feels more relaxed on her return.**

(TOTAL FOR QUESTIONS 21–25 = 5 MARKS)

TOTAL FOR PART 2 = 15 MARKS

(Part 3 begins on next page)

(Turn over)

Part 3

Read Adam Light's article on using bees to prevent crop damage and answer Questions 26–45.

Elephants vs Bees

Elephants naturally travel across large areas of land in their search for food and they cannot easily be contained in national parks. This behaviour means that they come into regular contact with farmers in areas in which they are not protected. It is clear to me that elephant numbers in Africa are increasing due to conservation efforts. This, in turn, means that conflicts between humans and elephants

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are becoming more common. Crop farms are an easy source of food, and the damage caused by elephants is a serious problem which threatens farmers' incomes.

Elephants can destroy a farm's entire crop. Owing to their size and intelligence, these animals are difficult to stop by using traditional methods such as thorn bushes and ditches. Electric fences are effective but they are too expensive for ordinary farmers to use.

With incomes threatened by the elephants' search for food, cheap and animal-friendly solutions to this problem are needed. Bees have proved surprisingly helpful in this matter. I found that reports shared by local people first suggested that elephants had a clear dislike of bees and that they even avoided feeding on trees that held beehives. Thankfully, this behaviour was then investigated and identified formally. The researchers found that elephants respond negatively to the buzz of angry bees. They quickly move away from the sound and they produce a rumble to warn other elephants in the area to move away too. They also engage in head-shaking and dusting, behaviours that may help to prevent bee stings.

These discoveries encouraged the researchers to develop and test a new system: could fences hung with beehives be used to prevent crop damage by elephants? Surprisingly, field trials helped develop a model for building effective beehive fences. They are simple and cheap, made with no cement, and use only locally-sourced

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(Turn over)

materials. Hives are hung every ten metres and linked together in a specific pattern. If an elephant touches one of the hives, or interconnecting wires, the beehives all along the fence line will swing and release the bees.

The fence trials were carried out on two farms in Kenya, one using beehives and one not. In a six-week period, the one with beehives lost fewer crops and produced more crops than in a similar previous period. The farm that was not protected lost 90 per cent of its crops owing to elephant damage. Promising results from this small pilot study prompted researchers to set up a larger study on 34 Kenyan farms. Over two years, 45 elephant raids were monitored, but only one incident of an elephant crossing a beehive fence was noted.

It comes as no surprise to me that farmers and wildlife managers in Africa have been quick to show interest in this new but simple idea. Building on field trials in several countries, these fences have now been implemented widely across parts of Southern and Eastern Africa. The Kenyan Wildlife Service has included beehive fences in their strategy to help protect elephants and increase their numbers. In Uganda, a well-established project, 'Malaika Honey', supports local farmers in building beehive fences and trains farmers in beekeeping skills. A free, downloadable manual has helped to promote the idea widely. It describes how to build an effective fence using low-tech, straightforward methods and materials that can be obtained locally.

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(Turn over)

The main benefit to farmers is greater crop production and improved food security through reducing the damage caused by elephants. Beehive fences have also been reported to improve crop yield through increased bee pollination. In 2013, one farmer stated that a beehive fence had helped him to grow more than his family needed for the first time in 18 years. This made it possible for him to consider moving to business farming. There is a second benefit, too, in the sales of elephant-friendly honey and other related products such as beeswax candles.

In most areas the concept of beehive fences has been easily adopted. This is because beekeeping is an age-old activity that the majority of African communities already participate in. Traditional communities commonly harvest wild honey from wild hives and enjoy honey as a natural food source and sweetener. Although modern box hives are new for farmers, they adapt quickly to the simple skills needed to look after them and to harvest honey efficiently.

A simple yet clever solution, beehive fences have helped increase the output of local farming businesses, while also allowing the peaceful co-existence of humans and African elephants. For me, it's great to see how the simple strategy of using one of nature's smaller creatures against its largest has led to real improvements for farmers open to the destructive power of elephants.

(Questions continue on next page)

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 Adam Light believes rising elephant numbers are causing problems for farmers in Africa. (1 mark)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27 According to Adam Light, researchers were the first to suggest elephants were afraid of bees. (1 mark)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28 Adam Light expected researchers to be successful in their field trials. (1 mark)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29 Adam Light expected farmers to be happy to try beehive fences. (1 mark)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30 According to Adam Light, beehive fences should replace all other methods in use. (1 mark)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(TOTAL FOR QUESTIONS 26–30 = 5 MARKS)

(Questions continue on next page)

(Turn over)

Questions 31–40

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

31 Making sure that elephants remain in

_____ is difficult to do.
(1 mark)

32 Farmers cannot afford to use

_____ to keep elephants
off their land. (1 mark)

33 Elephants protect themselves from angry bees and

_____ to do the same.
(1 mark)

34 Beehive fences do not require

_____ in their
construction. (1 mark)

**35 To _____ in a beehive
fence, elephants have to come into contact with it.
(1 mark)**

(Questions continue on next page)

(Turn over)

36 The first beehive fence trials took place over a

**_____ on two farms.
(1 mark)**

**37 A _____ is being used
to share the idea of beehive fences and how to build
one. (1 mark)**

38 Less damage by elephants and more

**_____ have contributed
to an increase in crops for farmers. (1 mark)**

39 Farmers adapt quickly to taking care of

**_____ even though they
are new to them. (1 mark)**

**40 The _____ of farmers
and elephants is one of the great outcomes of beehive
fences. (1 mark)**

(TOTAL FOR QUESTIONS 31–40 = 10 MARKS)

(Questions continue on next page)

(Turn over)

Questions 41–45

On page 26 complete this summary of the text using words from the box below. Each word may be used once or not used at all.

honey	tested	materials	hives
simple	researched	monitored	
expensive	protected	help	

(Questions continue on next page)

Elephants travel huge distances looking for food and they can destroy entire crops. It has been shown that poorly

(41) _____ crop farms are an easy target for them. Adam Light appreciates that in an effort to solve this problem, the use of bees was initially

(42) _____ and then trialled.

Beehive fences are easy to make, and farmers can

find all the (43) _____ they need in their local area. In addition to boosting crop production, farmers can use the

(44) _____ from the bees to earn extra money. In Adam Light's opinion, this idea shows

that (45) _____ solutions can be used and still be effective.

(TOTAL FOR QUESTIONS 41–45 = 5 MARKS)

TOTAL FOR PART 3 = 20 MARKS

TOTAL FOR READING = 45 MARKS

(Writing begins on next page)

(Turn over)

WRITING

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

Part 4

You and your friend are going to spend a day together. Write an email to your friend to plan your day.

In your email you MUST:

- **write what you would like to do for the day**
- **explain why you have made this choice**
- **ask for your friend's opinion.**

**You MUST write between 75 AND 100 WORDS ONLY.
(10 marks)**

(Continue your answer on next page)

(Turn over)

[illegible][illegible]

[illegible][illegible]

[illegible][illegible]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

TOTAL FOR PART 4 = 10 MARKS

(Part 5 begins on next page)

(Turn over)

Part 5

You ordered a new bag from an online company. When you received the bag 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 bag**
- **explain what you would like the company to do.**

**You MUST write between 100 AND 150 WORDS ONLY.
(20 marks)**

(Continue your answer on next page)

(Turn over)

(Turn over)

[illegible][illegible]

[illegible][illegible]

(Part 6 begins on next page)

(Turn over)

Part 6

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

Electronic Recycling: Why we must and how we can

Electronic goods usually have harmful chemicals in the plastics and metals. When these get thrown into landfill and break down it is inevitable that some of these toxins will leak into the soil, and even into the groundwater. Landfill linings could prevent the leaking of chemicals but a landfill lining will fail eventually, even if this is after a hundred years. The only safe way to stop chemicals from leaking is to not to bury electronic items in the first place so that, in the future, we will not have to deal with the consequences.

Landfills contain different kinds of waste, such as television sets, computers, printers, tablets, cell phones and many other electronic goods. These use up a lot of room in landfills that could alternatively be used for biodegradable waste. Many countries are now running out of space in their landfills. In many countries, electronic waste is sent to incinerators to be burned, instead of landfills. This is by no means a better method of disposal as it creates a serious public health concern: harmful gases escape into the air when certain plastics are burned.

Another reason for not throwing electronic items away is that materials contained within them can be recycled.

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(Turn over)

We can still use the metal components during the manufacturing of 'new' electronics. Obviously, it would be hugely wasteful and totally illogical to simply throw away gadgets when they contain re-useable, non-renewable materials.

We must continue to seek new ideas on how to encourage people to recycle electronics. This responsibility should be taken on in large part by those companies who manufacture the electronic products in the first place. These manufacturers can do more for the environment than simply taking back and recycling old smartphones, laptops and tablet computers. A focus on recycling should be present right at the beginning of the manufacturing process, not just post-production, after the goods have been made.

It may be the responsibility of manufacturing companies to promote electronic recycling since they are the main source of electronic waste. However, we must remind ourselves that it is our responsibility as consumers to recycle our gadgets responsibly once they get broken or too old to use. Most people do not recycle their gadgets because they claim they cannot find the time.

The best way for people to recycle electronic goods is by selling them to green refurbishment sites, where old and/or broken gadgets are repaired or broken down into reusable parts for selling. This way, everything is back on the market and nothing goes to landfill. There will not even

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(Turn over)

be a need to mine resources for manufacturing when we can just reuse the elements from the old phones, tablets and laptops.

Our generation is highly resourceful in its creation and use of electronic technology. However, our environment pays the price for this and, to do our best to take care of our only planet, one effective way is to **RECYCLE AND REUSE**.

In your summary you **MUST**:

- give **THREE** reasons why electronic goods should be recycled or reused
- state **TWO** ways of increasing the recycling of electronic goods
- give **YOUR PREDICTIONS** on how the recycling or reuse of electronic goods 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. (25 marks)

(Continue your answer on next page)

(Turn over)

[illegible][illegible]

[illegible][illegible]

[illegible][illegible]

[illegible][illegible]

(Turn over)

[illegible][illegible]

TOTAL FOR PART 6 = 25 MARKS
TOTAL FOR WRITING = 55 MARKS
TOTAL FOR PAPER = 100 MARKS
END

Source information

Part 1

Sourced from: The Famous Five books

Part 2

Sourced from: <https://www.fodors.com/news/travel-tips/10-reasons-to-travel-alone>

Part 3

Sourced from: <http://www.esrc.ac.uk/news-events-and-publications/impact-case-studies/crop-raiding-elephants-stopped-by-beehive-fencing> & http://www.zoo.ox.ac.uk/impact/elephants_and_bees

Part 6

Sourced from: <https://theecologist.org/2013/jul/16/e-recycling-why-we-must-and-how-we-can>

Images used within this paper may be from www.clipart.com.