

Write your name here

Surname

Other names

Pearson Edexcel
International GCSE

Centre Number

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Candidate Number

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English as a Second Language

Paper 1: Reading and Writing

Tuesday 10 June 2014 – Morning
Time: 2 hours

Paper Reference

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

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

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Dictionaries may **not** be used in this examination.

Information

- The total mark for this paper is 100.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

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

Turn over ►

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PEARSON

READING**Part 1**

Read the leaflet below on extreme sports and answer Questions 1–10.

Guide to extreme sports

Extreme sports are sports activities that are thought to entail a high level of possible danger. These activities often involve speed, height, a lot of physical effort and specialised equipment or spectacular stunts.

A Surfing

Surfing is the world's favourite extreme sport and is a test of agility and timing. There are several types of surfing, including wind surfing, kite surfing and large wave surfing. Surfing has become a culture and way of life, with music and film playing a large part in this.

B Climbing

Whether you want to climb natural rock faces, man-made cliffs or even buildings, climbing is an accessible, challenging and widely-practised extreme sport with a range of disciplines. It is one of the most physically demanding extreme sports, so it might not be suited to everybody.

C Mountain Biking

This consists of riding bicycles off-road, often over rough ground, using specially adapted mountain bikes. Mountain biking takes bicycles to new places. Off-road tracks with rocky and rough terrain make ideal mountain biking locations and it's an enjoyable extension of an ability that most people already have.

D Skateboarding

Skateboarding originated in California in the 1940s when surfers looked to entertain themselves when waves were flat. Nowadays skateboarding is a hugely popular extreme sport around the world and is mainly used for recreation and for transport. The annual sports competition X-Games has helped popularise skateboarding as a sport.

E Bungee Jumping

This involves jumping from a tall structure while connected to a large elastic cord. The tall structure is usually a fixed object, such as a building, bridge or crane. Commercial bungee jumping began in New Zealand in 1986. It is a popular extreme sport that anybody can participate in.

F Mountain Boarding

Mountain boarding is basically like off-road skateboarding. You ride a modified skateboard with huge wheels down hills, dirt tracks or even in skateboard parks. It is advised that people simply enjoy the ride as doing anything more would be too difficult and dangerous.



G White Water Rafting

Although it's not as dangerous or extreme as it once was, white water rafting involves paddling down a fast-flowing river on a large inflatable raft, made for around eight people. Since the 1970s, developments in this activity as a leisure sport have made it increasingly popular.

H BASE Jumping

BASE jumping is like skydiving, except you jump from a fixed position not an aeroplane and don't have much time to open a parachute, making it much more dangerous. BASE jumps can be from buildings, cliffs and bridges. Jumpers have seconds to open their parachutes and also have little time to glide once the parachute is out.

I Cave Diving

If you like scuba diving but you're looking for a more extreme experience, cave diving might be the sport for you. It's the same as diving, but you're exploring an underwater cave, relying on artificial lights and your ability to manoeuvre in tight spaces.

(Source: <http://www.eventsabroad.com/events-abroad-lifestyle-blogs/top-10-extreme-sports/>)



Questions 1–10

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

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

This extreme sport...

1 might not be suitable for those lacking in strength. (1)

A	B	C	D	E	F	G	H	I
<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 is the most popular one. (1)

A	B	C	D	E	F	G	H	I
<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 involves not being able to move around easily. (1)

A	B	C	D	E	F	G	H	I
<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 is not as risky as it used to be. (1)

A	B	C	D	E	F	G	H	I
<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 was first used as an alternative to another sport. (1)

A	B	C	D	E	F	G	H	I
<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 is accessible to all. (1)

A	B	C	D	E	F	G	H	I
<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 involves having to react quickly.

(1)

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

8 is featured in a yearly event.

(1)

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

9 should not involve doing any stunts.

(1)

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

10 builds on a commonly held skill.

(1)

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

(Total for Questions 1–10 = 10 marks)

(Total for Part 1 = 10 marks)



Part 2**Read the article below on the music industry and answer Questions 11–30.****Why do music festivals go from strength to strength?**

The music industry, like any business that depends on people paying for content, has been changed irreversibly by the internet. In Britain, although sales of downloaded albums have been increasing (by 30 per cent in 2013) this falls well short of compensating for the loss of sales of CDs over the same period of time. However, one aspect of the music industry which has seen increased popularity is live performance, particularly festivals, with over 200 major festivals a year in Britain generating over £100 million in direct and off-site spending.

Festivals attract people who might otherwise never visit the area and this generates a valuable source of revenue. However, the benefits of festivals extend well beyond generating an income for the area. Other benefits include strengthening communities, in particular rural communities, and enriching the quality of small-town and village life. In addition to these positives, festivals also raise awareness of the locality.

A recent research study explored festivals from the perspectives of organisers, audiences and musicians to see what makes festivals work. Fifty festivals were observed and interviews held with organisers, musicians and audience members.

Organisers were, above all, interested in the music and, while they were concerned with audience numbers and the quality of the experience, they were not primarily commercially oriented. In terms of the practicalities of organising a festival, good organisation was about choosing the right space to fit the bands and the audience, attracting the audience and then ensuring sound and lights worked well so that the event could then proceed. Organisers needed to generate sufficient income to pay the bills and keep the festival going, but many of them used profitable events to subsidise less popular or more experimental work, or community and charity events.

The festival audiences were highly mixed, ranging from the enthusiast with the complete CD collection to those who wanted to go to a music event and just happened to be in the right place at the right time. Festivals attract audiences because of reputation and specific headline acts, but many people attend just because a partner or friend is going. While communicating with audiences through festival and artist websites and traditional media is important, word of mouth has the most impact on decisions to attend. Social media is also playing an increasing role, most often influencing last-minute decision-makers about which performances to go to. Some audience members wanted to hear musical hits, while others wanted to hear new material. Almost all were interested in forming a 'connection', although how they defined this word varied. This 'connection' was with both audience members and the musicians.



Many musicians played festivals because of the atmosphere, the opportunity to see and talk to other bands and to play to a large audience. Many watched friends play and backstage it was common to see musicians working together on musical arrangements. However, depending on the type of festival, some bands did have to compromise and play songs or styles they would not normally perform at their own shows.

To make a tour of festivals viable, many bands would re-orchestrate music so that it did not require large instruments or more players that would be expensive to transport to the venue. However, the musicians did not see this as detracting from quality and often saw it as an opportunity to enhance creativity. Playing festivals was an important source of income for many bands. The possibility of gaining new fans was also a benefit, but these commercial considerations, while important for some, were less important than connecting with the audience and having fun in big venues.

The research revealed that festivals worked well when there was an overlap between what organisers, musicians and audiences valued and did. However, it was not a simple case of everyone wanting the same thing. Audiences were highly mixed and differed in what they valued, although most wanted 'connection'. Organisers were aware of commercial, musical and other goals, but were motivated by the music and experience rather than only commerciality. Musicians were strategic in what they chose to do and financially aware, but did not necessarily see this as detracting from creativity.

(Source: Adapted from Britain in 2012: Annual magazine of the Economic and Social Research Council)

Questions 11–20

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

11 What became less popular in 2013? (1)

.....

12 What are festivals in the UK currently experiencing? (1)

.....

13 By having a festival, what becomes better known? (1)

.....

14 What is the main focus of organisers? (1)

.....



15 What are checked just before a festival starts? (1)

16 How is the composition of festival audiences described? (1)

17 Which type of media is becoming more important? (1)

18 What do most audience members feel is important? (1)

19 What do some musicians vary according to the festival? (1)

20 What is encouraged by having to change how music is played? (1)

(Total for Questions 11–20 = 10 marks)



Questions 21–25

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

21 When arranging festivals, organisers consider... (1)

- A** the type of people attending.
- B** the layout of possible venues.
- C** access to off-site services.

22 Some people attend a festival based on... (1)

- A** the predicted size of the audience.
- B** what people they know are going.
- C** how close they live to the venue.

23 The most influential information source is... (1)

- A** other people.
- B** newspapers.
- C** internet sites.

24 When musicians tour festivals, they might... (1)

- A** select fewer instruments.
- B** take back-up members.
- C** share transportation.

25 Musicians mainly play at festivals to... (1)

- A** attract more followers.
- B** increase their earnings.
- C** enjoy the experience.

(Total for Questions 21–25 = 5 marks)



Questions 26–30

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

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

Choose FIVE answers.

- A The number of festivals in Britain is rising annually.
- B At festivals, on-site spending is higher than off-site.
- C Festivals are most successfully hosted in city areas.
- D Festivals bring social rewards to the host area.
- E The research focused primarily on audiences.
- F Organisers were found not to prioritise revenue.
- G Organisers are interested in putting on a range of events.
- H Audience members mostly wanted to hear hits.
- I Audiences gave different meanings for 'connection'.
- J Musicians valued mixing with other bands.

(Total for Questions 26–30 = 5 marks)

(Total for Part 2 = 20 marks)



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Part 3

Read the article below on The Secret Garden Nursery and answer Questions 31–50.

The Secret Garden Nursery

The Secret Garden Nursery is a counter-balance to the common problem of schools over-protecting children. These pre-school children, accompanied by staff, are in the woods climbing trees and warming themselves around fires. They have no toys, limited practical resources but plenty of space and opportunity to go where their imagination may take them. Whilst there are now more than 700 such forest nurseries in Germany, The Secret Garden is one of fewer than 10 such nurseries in the UK.

Initially, finding the staff proved problematic. There is a need to have staff that have, or have the intention to develop, a true connection with nature, and crucially are happy to be out in all weathers 8 hours each day. It took 3 years to get the recruitment process working; the current method involves asking prospective staff for a CV and letter, then requiring them to do a 6-hour workshop in the woods which includes nature awareness exercises followed by a few days of shadowing existing staff. Not everyone that applies chooses to go further than the workshop, which is great from the nursery's point of view as it demonstrates that a clear insight is gained right from the start as to what the nursery is looking for in a staff member, and people know when to step away.

The nursery is open 8.30am – 5pm; they have a yurt* with a stove where they have lunch and snacks. They move from the play park to the woods at 9.30am and then back to the park at 4.30pm. Children are aged 3+ and carry their own rucksacks with a bottle of water, packed lunch and spare clothes. Perhaps the main concern from the authorities has been hygiene and the particular issue of hand washing, although they are now satisfied with procedures. It is of course desirable for young children to have running water, which The Secret Garden lacks. Instead they use hygienic wipes and sanitisers and the children quickly get used to using them independently.

Many people are perplexed about how it all works and about what the children do all day. The nursery owner feels that the outdoors is a wholly child-centred setting. She thinks that modern adults have been brainwashed by market forces into thinking young children need specially-made 'toys' to play with, but the most productive and satisfying play happens outdoors in a natural setting and doesn't require any particular equipment, just whatever comes to hand. It doesn't need any adult help or direction either. When they are outdoors, children find endless ways to entertain themselves.

The outdoor educationalists insist that, unlike adults, children don't have any concept of bad weather either; they just see weather. Some children do have difficulty with the colder months but it's often a learned attitude from parents or simply because they're not dressed properly. The 3-year-olds do have to be supported more when it is cold and wet and they first start the nursery; if they're 4+ and have been with the nursery for a year they're usually totally at ease whatever the weather.

*Yurt = a large round tent



Instead of concentrating on the weather, it's the play they focus on; consequently most of the children develop physical and emotional resilience that supports their play during the challenging days. Some children are very aware of the weather in respect of how it will affect their play; the wind blowing in a certain direction means they can't visit their favourite place in the woods. They develop an understanding of cause and effect; they too become weather watchers. If it's getting cold, they have fires, so that's fun.

Whilst regulations alone would make it unfeasible for most education settings to wave goodbye to the indoors entirely, mainstream teachers are visiting The Secret Garden for inspiration. The nursery receives a huge amount of interest with many visitors and teachers attending workshops. There is an openness and willingness to find out more and to leave with ideas that create better 'outcomes' in the outdoor world for children.

A shift in mainstream education to follow aspects of the outdoor approach can only be a positive one. All human babies are born needing to play; it's their natural learning drive. They want to explore the world around them, to find out how it works and how to control it. The drive to play comes from within; it's very powerful and is hugely important to children's physical, emotional, social and cognitive development.

Of course, The Secret Garden has days when activities run less smoothly; there can be hard days of infectious crying, but again it's about supporting those that are having the meltdown and now that they have a lined yurt with a fabulous stove, life seems very easy in the woods. This attitude of turning a testing day, into a cosy cherished experience helps explain the merits of this appealing, convincing approach.

(Source: adapted from www.theecologist.org)



Questions 31–35

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

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

	True	False	Not Given	
31 Forest nurseries are equally common in Germany and in the UK.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1)
32 The Secret Garden Nursery has three recruitment stages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1)
33 The Secret Garden Nursery does not have running water.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1)
34 The Secret Garden Nursery needs more equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1)
35 Children benefit the most from play up to 5 years of age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(1)

(Total for Questions 31–35 = 5 marks)



Questions 36–45

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

- 36** The Secret Garden Nursery does not use to entertain children. (1)
- 37** In the early days, attracting suitable was not easy. (1)
- 38** The gives people a good idea of what is expected of them. (1)
- 39** The children use to hold what they need for the day. (1)
- 40** The nursery owner believes that a is best for child-centred play. (1)
- 41** Children do not have the same view of as adults do. (1)
- 42** The children enjoy having when the temperature drops. (1)
- 43** Due to it is not possible for most education providers to be based completely outdoors. (1)
- 44** Children's overall is greatly influenced by how much they play. (1)
- 45** One of the of the nursery is turning potentially negative days into positive ones. (1)

(Total for Questions 36–45 = 10 marks)



Questions 46–50

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

At the Secret Garden Nursery, instead of being based mainly indoors, the children spend all day outdoors. Consequently, this is not a
(46) educational setting. The people who work at the nursery have also had to prove that they are
(47) to work outdoors and that they genuinely have a love of nature. During the day, time is split between two locations with
(48) breaks being taken in a heated yurt. On days when the weather is more challenging, the children adapt by
(49) appropriately and choosing different places to play. The nursery receives many **(50)** from mainstream teachers who also take ideas from the nursery and apply them in their own educational settings.

well-known behaving food prepared talks
 play visits typical qualified dressing

(Total for Questions 46–50 = 5 marks)

(Total for Part 3 = 20 marks)

TOTAL FOR READING = 50 MARKS



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Handwriting practice area with 18 horizontal dotted lines.

(Total for Part 4 = 10 marks)



Handwriting practice area with 25 horizontal dotted lines.

(Total for Part 5 = 20 marks)



Part 6

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

Preparing for university life

Attending university often means increased academic demands, combined with the practical demands of budgeting, cooking and eating healthily, managing laundry, making friends and creating a social life. For the first time in many teenagers' lives there will not be a parent, or matron to keep an eye on them. The challenges of studying and living entirely independently at university can be daunting for new students. However, an increasing number of schools, in combination with parents and universities, are tackling these issues to ensure pupils are better prepared for university life.

Some schools are offering a stepping stone between school and university life by offering on-site boarding houses for their final year pupils. They offer a set-up very similar to university halls of residence. The pupils have their own study bedrooms with en-suite facilities; there is a kitchenette on each floor and a cafeteria for communal eating. Pupils can also do their own laundry and cooking if they wish. Also, by making the boarding houses co-educational, pupils can be treated as young adults and be given a realistic living environment that will equip them for university.

Many students find that living in close proximity with other students is one of the most difficult parts of life at university. Even experienced boarders find that harmonious university living depends more on doing their share of the washing-up than a liking for the same music. The conflicts around sharing a tiny kitchen, respecting privacy and keeping down the music volume, frequently outweigh any study issues. It's not just the practicalities that present a challenge to first year university students. One important difference between school and university is that students are expected to manage their study time, including exam revision and extended learning, without any assistance.

Parents can help with preparations for university by ensuring sons or daughters know how to use a washing machine, budget for and cook economical meals, understand basic food hygiene and essential cleaning. The summer holidays are an ideal time to practise this. Another concern for parents is the worry of illness and injury. Teenagers should be equipped with a basic first aid kit and information on common illnesses.

The vast majority of universities take student welfare very seriously. Most offer counselling and students have a personal tutor to whom they can talk. Universities also often have many other support services in place to help in the students' first year. One such support service is called Peer2Peer: students who are trained to support fellow students in a similar way to counsellors. They can be the first place to go for any student who is troubled about anything. Additionally, student mentors are available to help students with time management, organisation or other issues.



(Total for Part 6 = 20 marks)

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

