Please check the examination details below before entering your candidate information

Candidate surname	Other names

Pearson Edexcel International GCSE

Centre Number | | | | | |

Candidate Number | | | | |

Morning (Time: 2 hours) | Paper Reference **4ES1/01**

English as a Second Language

Paper 1: Reading and Writing

You must have:
Insert Booklet for Part 1, Part 2, Part 3 and Part 6 (enclosed)

Total Marks

Instructions

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

Information

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

Advice

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

Turn over ▶

Pearson

LIVEWORKSHEETS

Part 1

To The Top: The Story Of Everest

A It was five o'clock in the afternoon when the howling wind began to quieten down and we made our decision: tonight we would leave for the summit. After weeks of hard work we had reached our top camp on Everest.

B Ed Webster and I were squeezed into a tent no bigger than a single bed, with only just enough room to sit up. Robert Anderson had just walked over from the second tent, but our fourth companion had left us that morning – returning down the mountain because of a worrying headache.

C It had been a brave decision to give up his chance at the summit, but he knew that high-altitude sickness can be dangerous if you stay up high too long. At the top of Everest there is no opportunity of a rescue, so he had returned to the safety of the valley to recover.

D That left three of us preparing for the great day ahead. First we had to eat and drink. At that height everything is frozen so Ed dropped chunks of snow into a pan on our gas stove to make water.

E After about an hour the water was boiling, but at nowhere near the usual temperature: at this altitude Ed could stick his finger in the water without pain. Cooking was out of the question, so he just stirred some instant noodles into the warmish liquid – our last proper meal for many hours.

F The most important thing of all at altitude is to have enough to drink, so we melted more snow, lump by lump, eventually filling two bottles, adding powdered energy drink to keep us going during the long day ahead.

G We were leaving at night. The idea was to reach the summit by early afternoon the next day and return to camp by nightfall. However, if the worst came to the worst and we failed to return in time, I wanted to be confident that I could survive a night out in the open, so I took great care with my many layers of clothing.

H At last, at 11pm we were ready. There was no moon, but the sky was brilliant with stars and there wasn't a breath of wind – a perfect night for the job. Even at night we could make out enough landmarks to know roughly where to go.

I Each of us had a torch strapped to his head and carried an ice axe, which is like a walking stick with a sharp steel pick at the top end. Joining the three of us was a short length of nylon rope. If someone slipped, the other two would hold him on the rope.

J We started to move very slowly towards the summit, knowing the journey would take at least 12 hours. At first it was flat and we could manage 20 paces before we had to rest. But as the slope became steeper, we were forced to stop every 10 paces. I had never worked so hard in my life.

Turn over ▶

LIVEWORKSHEETS

READING

Answer ALL questions in this section.

Part 1

Read the extract from the book 'To The Top: The Story Of Everest' in the Insert Booklet, Part 1, Page 3 and answer Questions 1–10.

Questions 1–10

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

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

1 Which paragraph refers to the cooking facilities used?

(1)

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

2 Which paragraph refers to the possibility of falling?

(1)

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

3 Which paragraph refers to the importance of water?

(1)

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

4 Which paragraph refers to help not being available?

(1)

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

5 Which paragraph refers to being prepared for a delay?

(1)

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

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LIVEWORKSHEETS

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6 Which paragraph refers to a change in the weather?

(1)

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

7 Which paragraph refers to the route becoming more difficult?

(1)

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

8 Which paragraph refers to a small resting place?

(1)

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

9 Which paragraph refers to being able to see well?

(1)

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

10 Which paragraph refers to a limited diet?

(1)

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

(Total for Questions 1–10 = 10 marks)

TOTAL FOR PART 1 = 10 MARKS

LIVEWORKSHEETS

Part 2

Time to Declutter?

For a very long time, I thought that decluttering and zero waste were opposites. Didn't decluttering mean throwing items away, and zero waste mean throwing nothing away and keeping it all? I couldn't imagine that the two could work together yet decluttering has been an essential part of my five-year zero-waste journey.

When it comes to getting rid of unwanted items, the two most common options are discard or donate. Discarding really should be a last resort, saved only for those things that are damaged beyond repair, non-recyclable, and possibly dangerous. But what about donating?

Charity shops want goods that are clean, in working order and desirable. They need to be able to sell them. But charity shops aren't the solution for everything and, sadly, they don't have limitless storage. Donating our winter wardrobes in the height of summer will likely mean items in excellent condition remain unsold, simply because there isn't the demand. Offloading goods in the week after the New Year when the rest of the country is doing the same thing isn't to be encouraged, either. Not all charity shops can accept electrical items.

Before donating, I always call the charity shop and ask if there are things that it needs. There will always be things in high demand and things that aren't. Don't limit your donating to the charity shops. Schools, community groups, craft societies and animal sanctuaries all have needs and might be able to help take unwanted items. Online community sites are a great way to find new owners for unwanted goods, and a way to offer broken goods for parts and spares.

Decluttering is about removing the unnecessary, the unused and the unwanted from our homes. It's about removing the excess, and keeping only the things we find useful and beautiful. If our homes are filled with items we use regularly and appreciate, there is little or no waste. Yet decluttering will only reduce waste if it's treated as a one-way process. The purpose of decluttering is not to make room in the house for a shopping spree. Until people change their way of thinking, and needless things are no longer brought into the home, decluttering can never mean less waste.

Rather than keeping things to ourselves, we should embrace the opportunity to share what we have. Donating items we don't need gives somebody else the opportunity to use them and, most significantly, helps prevent new purchases. Owning stuff we don't need, don't use and don't like is a complete waste. As far as I'm concerned, there are two main reasons we keep things we don't need: 'just in case' or 'guilt'.

We tell ourselves we might need the item in the future. But if we haven't needed it so far, what are the chances? Could we get a replacement quickly, affordably and second-hand? In most cases, there is no need to keep something 'just in case'.

We might feel guilty. There are many reasons that we feel guilt: we made a poor choice, spent too much money, dislike the handmade gift that we know took so much effort and time. Keeping something out of guilt does not increase the chances that we will use it.

LIVEWORKSHEETS

I have always found decluttering hard because I was forced to confront my poor decisions (impulse purchases, wasted money, clothes I never wore), and my failure to continue a hobby after I had started it. My biggest struggle has been to part with items I have kept in cupboards for years because they have sentimental value. I now think much more carefully about what I bring into my home and have convinced friends and family not to buy me unnecessary presents. The whole process has forced me to examine my life and formulate new and healthier habits; I now make better choices. With fewer possessions, my home is definitely tidier and I feel more positive.

I can appreciate well-made clothes or admire clever designs, but that doesn't mean that I need to make a purchase. If I don't need it, or can't see how I will get rid of it responsibly, then I don't buy it.

Turn over ▶

LIVEWORKSHEETS

Part 2

Read Sarah Mace's article on removing unwanted items from the home, or decluttering, in the Insert Booklet, Part 2, Pages 4–5 and answer Questions 11–25.

Questions 11–20

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

11 What is one of the best known options for items people no longer want? (1)

.....

12 What do charity shops have a fixed amount of? (1)

.....

13 Which types of goods are sometimes not accepted by charity shops? (1)

.....

14 Which type of website accepts items that no longer work? (1)

.....

15 Which activity should be avoided after decluttering the home? (1)

.....

16 According to Sarah Mace, what is one reason people hold on to things? (1)

.....

17 Which item does Sarah Mace think people keep even though they may not like it? (1)

.....

18 According to Sarah Mace, which items has she bought but never used? (1)

.....

19 What does Sarah Mace discourage from people she knows? (1)

.....

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LIVEWORKSHEETS

20 How does Sarah Mace feel now she owns fewer things?

(1)

.....

(Total for Questions 11–20 = 10 marks)

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LIVEWORKSHEETS

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 Sarah Mace?

(1)

- ☐ **A** She has just started to think about decluttering her home.
- ☐ **B** She now understands decluttering and zero waste are linked.
- ☐ **C** She has followed a zero-waste lifestyle for the last decade.
- ☐ **D** She feels decluttering the home is not so important to her.

22 According to Sarah Mace, which of the following statements is true about charity shops?

(1)

- ☐ **A** They are the best places for unwanted items.
- ☐ **B** They struggle to sell non-seasonal clothing items.
- ☐ **C** They welcome donations at all times of the year.
- ☐ **D** They suggest checking on what items are needed.

23 Which of the following does Sarah Mace agree with about the home?

(1)

- ☐ **A** We should keep things we enjoy looking at.
- ☐ **B** Items removed should be replaced by others.
- ☐ **C** People should only buy items they can afford.
- ☐ **D** Everything in the home should be functional.

24 According to Sarah Mace, what is the greatest benefit of giving things away?

(1)

- ☐ **A** People feel better for doing it.
- ☐ **B** Items get more use elsewhere.
- ☐ **C** People buy fewer new items.
- ☐ **D** There is less waste in the home.

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LIVEWORKSHEETS

25 What has Sarah Mace found most difficult about her decluttering journey?

(1)

- ☐ **A** Giving up items of emotional importance.
- ☐ **B** Having to acknowledge her unfulfilled goals.
- ☐ **C** Realising how much money she has wasted.
- ☐ **D** Being unable to buy what appeals to her.

(Total for Questions 21–25 = 5 marks)

TOTAL FOR PART 2 = 15 MARKS

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LIVEWORKSHEETS

Part 3

Smart Hand Pumps



(Source: © francovolpato/123rf.com)

Around the world, millions of people live without basic and reliable water supplies. This is especially the case in some parts of Africa where people in rural communities depend on hand pumps for water. Figures suggest up to a third of those hand pumps are not in use owing to faults. Although these may be easily fixed, repairs are often delayed for weeks. In the meantime, less safe water sources are used by the local people.

A team of researchers at Oxford University has developed a transmitter that can be fitted to a hand pump. This generates data on pump usage and sends this information over the mobile phone network to a central server. This, in turn, provides an immediate alert to a maintenance team if the pump is not working and then generates a guaranteed repair service.

Prior to having smart pumps, non-monitored pumps took on average over a month to be fixed. Most smart pumps are repaired within two days. In those cases where a repair is not carried out within three days, a refund is given.

Only a small number of smart hand pumps are estimated to be out of action at any one time, compared with up to a third of non-monitored pumps across Africa. In addition, smart hand pumps have greatly reduced the time people, especially women and girls, have to spend collecting water from alternative sources.

The researchers' aim was to look at how community water services in rural Africa were currently managed and to improve this system. The main goal was to achieve reliable and regular access to water services. Communities would, quite rightly, be expected to pay a monthly maintenance charge to the company providing this service.

In the 12-month trial in Kenya, the researchers put their transmitters in 66 hand pumps providing water for up to 20,000 villagers. After the trial, those households that took part in this study were asked about their previous payments for pump maintenance and their

LIVEWORKSHEETS

willingness to pay on a monthly basis for the new service. Where the hand pumps had broken and been repaired, there was a significant increase in the number of communities willing to pre-pay regularly for a continued maintenance service. I did not expect people to be so willing to pay, even though it makes complete sense.

The researchers have since created and introduced a financial model for a payment system covering regular maintenance and repair of the smart pumps. This could help to solve the problem of achieving universal and reliable water-service delivery. This would be particularly beneficial in the case of community-managed pumps, as prior to this many users were paying nothing towards the service.

The research team has also helped set up a local repair business for the hand pumps and introduced a system for villagers whereby a mobile phone can be used to make payments for the use of smart pumps. The operation of each smart pump is overseen by a local water-user committee. This committee is responsible for the payment of the maintenance service charge and for collecting the money from local people. A monthly payment is made that is based on how much water has been used.

The researchers continue to assess whether people are prepared to pay a fairer and more flexible payment for reliable water-service delivery. The Government of Kenya's Water Services Regulatory Board (WASREB) has already, thankfully, acknowledged the importance of the performance data from the smart pumps. It makes it possible for them to monitor how well the pumps are performing and to maintain them. At the same time, communities will become more responsible for their water supplies and the services they receive.

It also means that any future investments in smart pumps can be tracked against performance over time. In addition, high or low demand for a pump, and how a pump is used differently in the dry or wet seasons, can also be tracked. This is very beneficial in terms of assessing user behaviour and the value for money of investments.

The original 12-month pilot has since been expanded. More than 300 smart hand pumps are now operating across three counties in Kenya. These smart pumps continue to greatly improve the reliability of water supplies for many rural people. Another local repair business has also been set up. Although I can see the purpose of the research into smart pumps, a lot of work still has to be done to reach all those in need. The researchers will continue to work in this area for the next four years.

LIVEWORKSHEETS

Part 3

Read David Fern's article on using smart hand pumps to bring a reliable water service to rural Africa in the Insert Booklet, Part 3, Pages 6–7 and answer Questions 26–45.

Questions 26–30

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

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

		True	False	Not Given	
26	According to David Fern, hand pumps in Africa are difficult to repair.	☐	☐	☐	(1)
27	David Fern believes people should pay for the services of a maintenance company.	☐	☐	☐	(1)
28	David Fern expected people to be less positive about paying for smart pumps.	☐	☐	☐	(1)
29	According to David Fern, people have struggled with the mobile phone payment system.	☐	☐	☐	(1)
30	David Fern is completely confident about the future of smart pumps.	☐	☐	☐	(1)

(Total for Questions 26–30 = 5 marks)

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LIVEWORKSHEETS

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Questions 31–40

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

31 A large number of those living in ..... in Africa are reliant on hand pumps.

(1)

32 Oxford University researchers used ..... to adapt some of the hand pumps in Africa.

(1)

33 If there is a problem with a pump, an ..... is sent for a repair to be done.

(1)

34 A ..... is guaranteed if a timely repair is not carried out.

(1)

35 Having access to smart pumps means ..... in particular waste less time going to other water sources.

(1)

36 Local people have been helped to establish a ..... to fix hand pumps.

(1)

37 The water-user committee is responsible for making ..... on behalf of the community.

(1)

38 Collecting ..... from the smart pumps has long-term planning benefits for WASREB.

(1)

39 Depending on the ..... throughout the year, the use of hand pumps varies.

(1)

40 The initial pilot was further developed to cover ..... across Kenya.

(1)

(Total for Questions 31–40 = 10 marks)

LIVEWORKSHEETS

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.

Having access to a reliable source of water is a common problem around the world. Work done by an Oxford University research team has provided a **(41)** ..... solution to this situation. David Fern, the author, is positive about the **(42)** ..... of the hand pumps and the impact they have on people's lives.

A trial has shown that local people are prepared to **(43)** ..... for an enhanced water service. To further the success of the project, the research team has **(44)** ..... the introduction of additional services.

David Fern is **(45)** ..... that WASREB sees the benefits of smart hand pumps and the possibilities for the future.

simple	financed	grateful	supported	short-term
pay	difficulties	wait	unsure	effectiveness

(Total for Questions 41–45 = 5 marks)

TOTAL FOR PART 3 = 20 MARKS
TOTAL FOR READING = 45 MARKS

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LIVEWORKSHEETS