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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

Wednesday 7 June 2017 – Afternoon

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.
- 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 webpage below on the Taj Mahal, a monument in India, and answer Questions 1–10.

The Taj Mahal

Words cannot do the Taj Mahal justice; its incredible detail simply has to be seen to be appreciated.

- A** The Taj Mahal looms fairytale-like from the banks of the Yamuna River in Agra. As India's most recognised monument, it has a rich history dating back to 1630 AD. It's actually a tomb that contains the body of Mumtaz Mahal, the wife of Mughal emperor Shah Jahan. He had it constructed as a symbol of his love for her. It's made out of marble and took 22 years and 20,000 workers to complete.
- B** For those wishing to visit the Taj Mahal, high-speed Shatabadi Express train services operate to Agra from Delhi, Varanasi and cities in Rajasthan. For those travelling by road, the new Yamuna Expressway has reduced the journey time from Delhi to Agra to less than three hours. Alternatively, visitors can fly from major Indian cities or take a tour from Delhi.
- C** The Taj Mahal is open from 6 am to 7 pm every day except Friday when it's used for prayer. The Taj Mahal is also open for moonlight viewing from 8.30 pm until 12.30 am, two days before and after each full moon.
- D** For foreigners, the entrance fee to the Taj Mahal consists of a 250 rupee Entry Tax (Archaeological Society of India) and a 500 rupee Toll Tax (Agra Development Authority). Indian nationals pay 20 rupees and children younger than 15 are free. Tickets can be purchased at ticket offices at the entry gates.
- E** Night time tickets must be bought 24 hours in advance and cost 750 rupees for foreigners and 500 rupees for Indian nationals for half an hour's admittance. These are available from the Archaeological Society of India office on Mall Road.
- F** The Taj Mahal has three entry gates. The west gate is the main gate and generally has the longest queues. The south gate is closest to the area popular with travellers and where many of the budget hotels are situated. The east gate has the shortest queues but the monument is quite some distance from there.
- G** Those taking a rickshaw must tell the driver which Taj Mahal entry gate they wish to be taken to. Otherwise they run the risk of finding themselves dropped off in the area where expensive horse and cart or camel rides wait to take tour groups to the west gate.
- H** If tourists don't want to pay the costly admission fee or battle the crowds, they can get a great view of the Taj Mahal from across the river. One place to do this at a minimal charge is from the Mughal garden complex directly opposite the monument. It's also possible to hire a rowing boat here and take it out on the river.

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- I The Taj Khema hotel offers notable vistas of the Taj Mahal from its gardens too. A marble bench was installed on a mound there in early 2015, exclusively for its paying guests. They can sip tea there and watch the sunset! The hotel is located about 200 metres from the monument on the eastern side.

(Source: adapted from <http://goindia.about.com/od/historicalplaces/p/tajmahalguide.htm>)

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Questions 1–10

Identify which paragraph (A–I) contains the 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 webpage.
Paragraphs may be used more than once or not used at all.

This paragraph refers to...

- 1 age-related pricing.
- 2 a cheap alternative for viewing the Taj Mahal.
- 3 off-site ticket purchases.
- 4 waiting times.
- 5 an improved travel route.
- 6 an unexpected cost.
- 7 the pre-purchase of tickets.
- 8 a regular closure.
- 9 low cost accommodation.
- 10 a new viewing point.

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	A	B	C	D	E	F	G	H	I
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Question 2	<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"/>
Question 3	<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"/>
Question 4	<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"/>
Question 5	<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"/>
Question 6	<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"/>
Question 7	<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"/>
Question 8	<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"/>
Question 9	<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"/>
Question 10	<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 the article on caravans and answer Questions 11–30.

Caravanning goes from strength to strength

Caravans have developed a great deal in both use and design over the centuries. They have not always been the typical family trailers installed with kitchens and showers which we know today.

Caravan, from the French word *caravane* and the Persian word *karwan*, was once a term used to describe a group of traders travelling across the desert with animals which they used to transport goods. Then, during Roman times, some people chose to travel throughout the empire. They carried all their belongings with them in brightly-painted, horse-drawn, covered wagons, working in one place for a while and then moving on. These wagons were known as Romany caravans. Such travellers, with their distinct lifestyle, have remained in existence throughout the centuries and still exist today.

It was not until the 1880s that the idea of having a luxury caravan for leisure purposes was conceived. Caravans were now seen as the height of fashion for the upper classes. They became very popular with this group and with those who found temporary exposure to life on the road appealing. Caravans became so highly regarded in the UK that a club was created in 1907. It was dedicated purely to caravanning and was called 'The Caravan Club.'

In 1919, the Riley family built the first motorhome on the chassis of a car and later built a caravan trailer which could be pulled by a car. Further developments were seen in the 1920s as more companies manufactured new models and horse-drawn caravans largely vanished. In the 1930s, caravanning was still restricted to those who had the funds to own a caravan and the means to pull it. However, as caravans became more affordable, their appeal spread to the middle classes. This prompted manufacturers to introduce the use of gas for cooking and lighting. Around this time, the first steel-bodied caravan models were also made. All these developments led some hardy pioneers to begin taking their caravans across the English Channel.

However, during the 1940s the caravan industry came to a halt as manufacturers had to focus their skills and attention on the Second World War. At the end of the war production resumed and caravans became popular once more. The subsequent mass production of a small, cheap caravan made it affordable to even more people. By the 1950s the growing appeal of caravans led to even more manufacturers entering the market.

During the 1960s, economic prosperity combined with a reduction in the price of caravans allowed more people to own a car and purchase a caravan. This in turn resulted in more people being able to join the caravanning set. The distance that caravans could be towed increased and further innovations improved the comfort and use of space in caravans. Caravan sites began to focus on the facilities offered: more discerning holidaymakers were demanding improved washing and toilet amenities, for example. As a consequence of all these advances, the idea of getting home from work on Friday and taking off became ever more attractive.

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Caravans have become lighter and stronger due to changes in the construction materials employed, including the use of plastic for windows. More recently, advances in design and technology have made it possible to extend the living space within the caravan. When you press a button, the side of the caravan slides out to create more room inside. Larger and longer caravans have become fashionable and satellite TV is now a fixture. In line with this, caravans have continued to grow in popularity. Their evolution has advanced momentarily through the years, from simple wooden box-like trailers to luxurious vehicles, equipped fully with kitchen utensils, multiple rooms and showers.

Previously seen as more of a 'family' or 'older' thing, caravans have now gained in popularity with young adults and couples. Caravan sites offer a more affordable holiday option and a whole new range of activities, suitable for a much wider market than before. With such an array of different caravan vehicles and holiday types, people can now tailor their caravanning experience to suit their tastes, from a nature getaway to a family fun-filled trip. Caravanning remains a hugely popular pastime with the British. It is an ideal way for families to go away together and enjoy the beauties of holidaying in the UK, and further afield.

(Source: adapted from <http://ukcaravanning.hubpages.com/hub/A-Brief-History-and-Introduction-to-the-Caravan>)



Questions 11–20

Answer the following questions. For each question write no more than THREE words taken from one point in the text. You must not answer in complete sentences.

11 What was the purpose of the original caravan?

.....

12 When did the first wheeled caravans appear?

.....

13 Who did luxury caravans first appeal to?

.....

14 What became less popular in the 1920s?

.....

15 Which utility was introduced in the 1930s?

.....

16 What reduced the cost of caravans after the Second World War?

.....

17 In the 1960s, what did caravan sites place an emphasis on?

.....

18 How can you make your caravan bigger?

.....

19 Name one group of people who have started to show an interest in caravanning more recently.

.....

20 Due to the choice available today what do people have more control over?

.....

(Total for Questions 11–20 = 10 marks)

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Questions 21–25

Indicate your answers to the questions below 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 Romany caravans were used...

- A** to transport materials.
- B** as temporary family homes.
- C** to find work opportunities.

22 In the 1930s...

- A** improvements were made to caravan design.
- B** the general appeal of caravans remained static.
- C** overseas caravan journeys became common.

23 In the 1960s...

- A** more people joined The Caravan Club.
- B** caravans became more popular.
- C** short caravan journeys were preferred.

24 Nowadays, caravans...

- A** have optional satellite TV.
- B** tend to be more spacious.
- C** typically consist of one room.

25 Caravan sites...

- A** have lost appeal with families.
- B** are similar in terms of facilities.
- C** offer a less costly holiday option.

(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 questions below 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 ☒.

Choose FIVE answers.

- A** Caravans were first used in mountainous areas.
- B** Early caravans traded in animals.
- C** A Romany way of life can still be seen today.
- D** The Caravan Club was started overseas.
- E** The first luxury caravans were horse-drawn.
- F** The caravan trailer was made before the motorhome.
- G** Caravans were first made of metal in the 1930s.
- H** Caravan producers were involved in the war effort.
- I** In the 1960s, fewer people had the means to tow a caravan.
- J** Caravan sites are increasing entertainment options.

(Total for Questions 26–30 = 5 marks)

(Total for Part 2 = 20 marks)

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Part 3

Read the article on long working hours and answer Questions 31–50.

Working long hours

Nearly half of U.S. workers confess they routinely work more than 50 hours a week, often without overtime pay. However, new research suggests employers should start politely declining this “free” gift.

So-called “work martyrs” give hundreds of hours in free labour to their employers every year by working through nights, weekends and holidays. This is obviously a bad deal for employees, but a growing body of evidence suggests that apparently “free” labour might not be beneficial for employers either. Even if workers are not paid for working extra hours, there are costs to the employer such as running machinery, providing light and heat, and having the necessary supervisory staff in place.

Research which attempts to quantify the relationship between hours worked and productivity has found that employee output falls sharply after a 50-hour work-week. This falls even more dramatically after 55 hours – so much so that someone who puts in 70 hours produces nothing more with those extra 15 hours, according to a study published last year. Longer hours have also been connected to higher numbers of staff being absent from work.

The idea that work hours can be cut without a drop in productivity should be good news for both bosses and their employees who routinely put in more hours than seem necessary. Despite the research, not only are hours worked per week on the rise, but technology also seems to be driving this trend. Indeed, a recent survey has found that a third of adults feel it has increased their hours worked. For those working in an office, this rises to nearly half.

Also contributing to this cycle of overwork is the fact that employees are missing out on sleep for the sake of work. Researchers examined detailed time-use studies and found that people who reported they slept no more than six hours a night worked one-and-a-half hours more than others who got more sleep. The evidence that time spent working was the most prominent sleep thief was overwhelming.

It was evident across all socio-demographic groups that sleep deprivation is also responsible for reducing productivity. One research study more directly addresses this reported decline in relation to hours worked. Researchers used a unique dataset from factory workers, where productivity was easy to measure and the need for output was infinite. The real contribution from this study comes in identifying the point at which employees become most unproductive. Other research has demonstrated more hours do not necessarily equal more results, but this research suggests a natural limit to work days and work weeks.

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The effect of working an additional five hours on top of a 35-hour week is quite different from working an additional five hours on top of a 48-hour week. Of course, working in a factory is not the same as working in an office where measuring output is far more challenging. However, there is plenty of evidence about the futility of overwork in all contexts. While short bursts of intense work with overtime can be productive and are not always harmful, in the long run, working excessive hours is counterproductive.

The simple reality is that work, both mental and physical, results in fatigue that limits the resources people can contribute to their tasks. When this fatigue sets in, people cannot think as clearly, or move as quickly as when they are alert. In order to maintain quality and safety requirements they have to function more slowly.

It is not fair to blame overwork exclusively on the demands of employers or middle managers. Plenty of workers bring it upon themselves. It has been argued that many workers simply lack the self-discipline to set proper boundaries between work and home, and to finish all their work tasks between 9 am and 5 pm. Others thrive on a sense of self-importance they feel from working late or at weekends.

Employers are not ignoring the issue: work-life balance programmes are becoming more common. Many firms fail, however, because their efforts are largely symbolic. There is often a difference between company policy and the standards supervisors expect their employees to maintain. For example, a company's top executive may make a point of leaving each workday by 5.30 pm and may believe company employees should do the same. However, if immediate supervisors do not see the value in that, then it is unlikely employees will have the freedom to leave routinely at a reasonable hour. It is similar to the way companies have 'family-friendly' policies such as flexi-time or work-from-home. The policy is there, but if the supervisor does not allow staff to use it, then it is useless. At least as useless as those unpaid overtime hours workers put in after they are no longer productive.

(Source: adapted from <http://www.cnbc.com/2015/01/26/working-more-than-50-hours-makes-you-less-productive.html>)

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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 about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

	True	False	Not Given
31 Technology is having an equal impact across all workplaces.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32 It is easy to calculate how productive office workers are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33 Working overtime can be productive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34 Work-life balance programmes are proving effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35 'Family-friendly' work options are now widely used by employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Questions 31–35 = 5 marks)

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Questions 36–45

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

- 36** Companies still have to cover when employees work overtime.
- 37** It has been proven that of workers tend to take time off if they work long days.
- 38** Working hours are becoming longer and is contributing to this.
- 39** Studies have shown that people are having less in order to work longer hours.
- 40** A was analysed to establish the relationship between hours worked and productivity.
- 41** One study has been able to determine exactly when a worker becomes
- 42** When people are tired, they do things to compensate for this.
- 43** Some workers do not establish between their work and home lives.
- 44** It is now for companies to run schemes to help employees work effectively.
- 45** Sometimes have different expectations of staff to the people who own a company.

(Total for Questions 36–45 = 10 marks)

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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.

Most people take it for granted that they will have to do overtime at some point in their working lives and that this may be unpaid. Research has shown that this is not necessarily [46] for employees or employers.

Working long hours can also [47] the balance between home and work life.

Research has shown that it is [48] to work shorter hours without losing productivity. However, the widespread use of 'always-on' gadgets makes it impossible for people to [49] work.

Although companies are beginning to [50] on these issues, their efforts do not always prove successful.

reflect	leave	healthy	easy	advantageous
possible	strike	act	escape	disrupt

(Total for Questions 46–50 = 5 marks)

(Total for Part 3 = 20 marks)

TOTAL FOR READING = 50 MARKS



WRITING

Part 4

Your friend has asked to meet you at the weekend. You need to decide whether you want to go swimming or go to the cinema. Write an email to your friend.

In your email you **must**:

- accept your friend’s invitation to meet
- state which activity you would like to do
- explain why you would prefer that activity.

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

(10)

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(Total for Part 4 = 10 marks)



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(Total for Part 5 = 20 marks)



Part 6

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

Where Am I?

Sadly, with the growth of online mapping, sales of real maps and atlases have declined sharply. It is felt that we are losing our 'sense of place' as a result. Maps tell us so much more than the way to our destination. Navigating and connecting with our surroundings are vital skills that we must not lose. Map reading is a skill that is both fun and satisfying for its own sake. True, some people are better at it than others, but educational research reveals that our sense of direction is due mainly to nurture, not nature.

The Youth Hostel Association (YHA) runs outdoor activity weekends with map reading tuition for individuals and families, catering for complete beginners as well as adrenaline-junkies. There is also the option to try orienteering which involves using an accurate, detailed map and a compass to find points in the landscape. Taking children for a run around a forest with a map is much healthier than joining a gym. The British Orienteering Federation can provide you with a surprisingly long list of events right on your doorstep. If you want something less exhausting, try finding your nearest nature trail, or contact local history groups for details of walks in your area, both urban and rural. The Ramblers Association is bound to have a group near you.

Learning to read maps provides children with a real sense of adventure. The key to encouraging children to love the outdoors is simply to make it achievable and stop before they've had enough. Whilst adults often have a pre-set agenda, children are more open and inquisitive. On a day spent in the hills, children will discover a million and one things to be amazed by, whilst adults often get bogged down in the nuts and bolts of the activity itself.

Along the way, children will want to know about things that adults may not even notice. A family day in the countryside should foster this, as long as it is planned with the flexibility to be altered en route. Children enable adults to see things they would otherwise have missed.

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Tips for exploring:

The countryside can be explored at any time of the year, whatever the weather. Little in the way of training or equipment is required. You are unlikely to be in any real danger if you get lost – in fact, it can be a great learning experience to do so.

- The first thing to do is to get the right sort of map for the activity you are planning on doing.
- Use features around you to orientate the map to figure out your starting position. That way, everything will line up on the map according to its position on the ground.
- Tick off features as you pass them on your journey. Even better, work out which features you are going to pass before you start. If you know that in half a kilometre you will cross a stream and then meet a bend in the trail, you'll be confident that you are going the right way.

(Source: adapted from http://www.theecologist.org/green_green_living/out_and_about/361029/where_am_i_the_world_beyond_satnavs.html)

In your summary you **must**:

- give **two** ways of finding information about map reading activities
- give **two** ways of encouraging children to read maps
- explain how best to use a map.

You **must** write between **100 and 150 words only**. You **must** use your own words where possible.

(20)

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(Total for Part 6 = 20 marks)

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



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Pearson Edexcel International GCSE

English as a Second Language

Paper 1: Reading and Writing

Wednesday 7 June 2017 – Afternoon

Insert for Part 1, Part 2 and Part 3

Paper Reference

4ES0/01

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READING**Part 1****The Taj Mahal**

Words cannot do the Taj Mahal justice; its incredible detail simply has to be seen to be appreciated.

- A** The Taj Mahal looms fairytale-like from the banks of the Yamuna River in Agra. As India's most recognised monument, it has a rich history dating back to 1630 AD. It's actually a tomb that contains the body of Mumtaz Mahal, the wife of Mughal emperor Shah Jahan. He had it constructed as a symbol of his love for her. It's made out of marble and took 22 years and 20,000 workers to complete.
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- G** Those taking a rickshaw must tell the driver which Taj Mahal entry gate they wish to be taken to. Otherwise they run the risk of finding themselves dropped off in the area where expensive horse and cart or camel rides wait to take tour groups to the west gate.
- H** If tourists don't want to pay the costly admission fee or battle the crowds, they can get a great view of the Taj Mahal from across the river. One place to do this at a minimal charge is from the Mughal garden complex directly opposite the monument. It's also possible to hire a rowing boat here and take it out on the river.

- I The Taj Khema hotel offers notable vistas of the Taj Mahal from its gardens too. A marble bench was installed on a mound there in early 2015, exclusively for its paying guests. They can sip tea there and watch the sunset! The hotel is located about 200 metres from the monument on the eastern side.

(Source: adapted from <http://goindia.about.com/od/historicalplaces/p/tajmahalguide.htm>)

Part 2

Caravanning goes from strength to strength

Caravans have developed a great deal in both use and design over the centuries. They have not always been the typical family trailers installed with kitchens and showers which we know today.

Caravan, from the French word *caravane* and the Persian word *karwan*, was once a term used to describe a group of traders travelling across the desert with animals which they used to transport goods. Then, during Roman times, some people chose to travel throughout the empire. They carried all their belongings with them in brightly-painted, horse-drawn, covered wagons, working in one place for a while and then moving on. These wagons were known as Romany caravans. Such travellers, with their distinct lifestyle, have remained in existence throughout the centuries and still exist today.

It was not until the 1880s that the idea of having a luxury caravan for leisure purposes was conceived. Caravans were now seen as the height of fashion for the upper classes. They became very popular with this group and with those who found temporary exposure to life on the road appealing. Caravans became so highly regarded in the UK that a club was created in 1907. It was dedicated purely to caravanning and was called 'The Caravan Club.'

In 1919, the Riley family built the first motorhome on the chassis of a car and later built a caravan trailer which could be pulled by a car. Further developments were seen in the 1920s as more companies manufactured new models and horse-drawn caravans largely vanished. In the 1930s, caravanning was still restricted to those who had the funds to own a caravan and the means to pull it. However, as caravans became more affordable, their appeal spread to the middle classes. This prompted manufacturers to introduce the use of gas for cooking and lighting. Around this time, the first steel-bodied caravan models were also made. All these developments led some hardy pioneers to begin taking their caravans across the English Channel.

However, during the 1940s the caravan industry came to a halt as manufacturers had to focus their skills and attention on the Second World War. At the end of the war production resumed and caravans became popular once more. The subsequent mass production of a small, cheap caravan made it affordable to even more people. By the 1950s the growing appeal of caravans led to even more manufacturers entering the market.

During the 1960s, economic prosperity combined with a reduction in the price of caravans allowed more people to own a car and purchase a caravan. This in turn resulted in more people being able to join the caravanning set. The distance that caravans could be towed increased and further innovations improved the comfort and use of space in caravans. Caravan sites began to focus on the facilities offered: more discerning holidaymakers were demanding improved washing and toilet amenities, for example. As a consequence of all these advances, the idea of getting home from work on Friday and taking off became ever more attractive.

Caravans have become lighter and stronger due to changes in the construction materials employed, including the use of plastic for windows. More recently, advances in design and technology have made it possible to extend the living space within the caravan. When you press a button, the side of the caravan slides out to create more room inside. Larger and longer caravans have become fashionable and satellite TV is now a fixture. In line with this, caravans have continued to grow in popularity. Their evolution has advanced momentarily through the years, from simple wooden box-like trailers to luxurious vehicles, equipped fully with kitchen utensils, multiple rooms and showers.

Previously seen as more of a 'family' or 'older' thing, caravans have now gained in popularity with young adults and couples. Caravan sites offer a more affordable holiday option and a whole new range of activities, suitable for a much wider market than before. With such an array of different caravan vehicles and holiday types, people can now tailor their caravanning experience to suit their tastes, from a nature getaway to a family fun-filled trip. Caravanning remains a hugely popular pastime with the British. It is an ideal way for families to go away together and enjoy the beauties of holidaying in the UK, and further afield.

(Source: adapted from <http://ukcaravanning.hubpages.com/hub/A-Brief-History-and-Introduction-to-the-Caravan>)

Part 3

Working long hours

Nearly half of U.S. workers confess they routinely work more than 50 hours a week, often without overtime pay. However, new research suggests employers should start politely declining this “free” gift.

So-called “work martyrs” give hundreds of hours in free labour to their employers every year by working through nights, weekends and holidays. This is obviously a bad deal for employees, but a growing body of evidence suggests that apparently “free” labour might not be beneficial for employers either. Even if workers are not paid for working extra hours, there are costs to the employer such as running machinery, providing light and heat, and having the necessary supervisory staff in place.

Research which attempts to quantify the relationship between hours worked and productivity has found that employee output falls sharply after a 50-hour work-week. This falls even more dramatically after 55 hours – so much so that someone who puts in 70 hours produces nothing more with those extra 15 hours, according to a study published last year. Longer hours have also been connected to higher numbers of staff being absent from work.

The idea that work hours can be cut without a drop in productivity should be good news for both bosses and their employees who routinely put in more hours than seem necessary. Despite the research, not only are hours worked per week on the rise, but technology also seems to be driving this trend. Indeed, a recent survey has found that a third of adults feel it has increased their hours worked. For those working in an office, this rises to nearly half.

Also contributing to this cycle of overwork is the fact that employees are missing out on sleep for the sake of work. Researchers examined detailed time-use studies and found that people who reported they slept no more than six hours a night worked one-and-a-half hours more than others who got more sleep. The evidence that time spent working was the most prominent sleep thief was overwhelming.

It was evident across all socio-demographic groups that sleep deprivation is also responsible for reducing productivity. One research study more directly addresses this reported decline in relation to hours worked. Researchers used a unique dataset from factory workers, where productivity was easy to measure and the need for output was infinite. The real contribution from this study comes in identifying the point at which employees become most unproductive. Other research has demonstrated more hours do not necessarily equal more results, but this research suggests a natural limit to work days and work weeks.

The effect of working an additional five hours on top of a 35-hour week is quite different from working an additional five hours on top of a 48-hour week. Of course, working in a factory is not the same as working in an office where measuring output is far more challenging. However, there is plenty of evidence about the futility of overwork in all contexts. While short bursts of intense work with overtime can be productive and are not always harmful, in the long run, working excessive hours is counterproductive.

The simple reality is that work, both mental and physical, results in fatigue that limits the resources people can contribute to their tasks. When this fatigue sets in, people cannot think as clearly, or move as quickly as when they are alert. In order to maintain quality and safety requirements they have to function more slowly.

It is not fair to blame overwork exclusively on the demands of employers or middle managers. Plenty of workers bring it upon themselves. It has been argued that many workers simply lack the self-discipline to set proper boundaries between work and home, and to finish all their work tasks between 9 am and 5 pm. Others thrive on a sense of self-importance they feel from working late or at weekends.

Employers are not ignoring the issue: work-life balance programmes are becoming more common. Many firms fail, however, because their efforts are largely symbolic. There is often a difference between company policy and the standards supervisors expect their employees to maintain. For example, a company's top executive may make a point of leaving each workday by 5.30 pm and may believe company employees should do the same. However, if immediate supervisors do not see the value in that, then it is unlikely employees will have the freedom to leave routinely at a reasonable hour. It is similar to the way companies have 'family-friendly' policies such as flexi-time or work-from-home. The policy is there, but if the supervisor does not allow staff to use it, then it is useless. At least as useless as those unpaid overtime hours workers put in after they are no longer productive.

(Source: adapted from <http://www.cnbc.com/2015/01/26/working-more-than-50-hours-makes-you-less-productive.html>)

Part 6

Where Am I?

Sadly, with the growth of online mapping, sales of real maps and atlases have declined sharply. It is felt that we are losing our 'sense of place' as a result. Maps tell us so much more than the way to our destination. Navigating and connecting with our surroundings are vital skills that we must not lose. Map reading is a skill that is both fun and satisfying for its own sake. True, some people are better at it than others, but educational research reveals that our sense of direction is due mainly to nurture, not nature.

The Youth Hostel Association (YHA) runs outdoor activity weekends with map reading tuition for individuals and families, catering for complete beginners as well as adrenaline-junkies. There is also the option to try orienteering which involves using an accurate, detailed map and a compass to find points in the landscape. Taking children for a run around a forest with a map is much healthier than joining a gym. The British Orienteering Federation can provide you with a surprisingly long list of events right on your doorstep. If you want something less exhausting, try finding your nearest nature trail, or contact local history groups for details of walks in your area, both urban and rural. The Ramblers Association is bound to have a group near you.

Learning to read maps provides children with a real sense of adventure. The key to encouraging children to love the outdoors is simply to make it achievable and stop before they've had enough. Whilst adults often have a pre-set agenda, children are more open and inquisitive. On a day spent in the hills, children will discover a million and one things to be amazed by, whilst adults often get bogged down in the nuts and bolts of the activity itself.

Along the way, children will want to know about things that adults may not even notice. A family day in the countryside should foster this, as long as it is planned with the flexibility to be altered en route. Children enable adults to see things they would otherwise have missed.

Tips for exploring:

The countryside can be explored at any time of the year, whatever the weather. Little in the way of training or equipment is required. You are unlikely to be in any real danger if you get lost – in fact, it can be a great learning experience to do so.

- The first thing to do is to get the right sort of map for the activity you are planning on doing.
- Use features around you to orientate the map to figure out your starting position. That way, everything will line up on the map according to its position on the ground.
- Tick off features as you pass them on your journey. Even better, work out which features you are going to pass before you start. If you know that in half a kilometre you will cross a stream and then meet a bend in the trail, you'll be confident that you are going the right way.

(Source: adapted from http://www.theecologist.org/green_green_living/out_and_about/361029/where_am_i_the_world_beyond_satnavs.html)

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