www.dynamicpapers.com

Write your name here

Surname	Other names

Pearson Edexcel
International GCSE

Centre Number | | | | | |

Candidate Number | | | | |

English as a Second Language

Paper 1: Reading and Writing

Wednesday 10 June 2015 – Afternoon
Time: 2 hours

Paper Reference
4ES0/01R

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 ▶

P44348A

©2015 Pearson Education Ltd.

1/1/1/1/1/1

P 4 4 3 4 8 A 0 1 2 4

PEARSON

www.dynamicpapers.com

READING

Part 1

Read the leaflet below on ethical presents and answer Questions 1–10.

Top Eight Ethical Presents

If you're in need of some ideas for gifts this year, take a look at our top eight ethical presents. They could be recycled, fairly traded, locally sourced, or help promote sustainable living; each one has a story to tell.

A 'Go Green' board game

'Go Green' is a fun board game for the whole family. Using your wheelbarrow, you need to move around the board and collect fruit, vegetables, goats and chickens. The first person to fill his or her garden with the most produce and animals is the winner!

B Recycled butterfly bracelet

This pink butterfly bracelet is handmade using recycled materials so you can look stylish and be environmentally friendly at the same time! The chain is silver-plated, 20cm long and fully adjustable to fit all sizes. The pink butterfly range also has a necklace and earrings to match.

C Garden bag

This bag, handmade by a fair trade cooperative in Bangladesh, is a great way to recycle the many cement sacks commonly found throughout the country. It is the perfect storage and carrier bag for any gardener. It is waterproof, has pockets on every side with a large central compartment and is padded for extra strength.

D Bug box insect habitat

This insect house provides a perfect winter haven for insects to shelter in until spring appears. The durable roof and solid wood construction give excellent insulation for insects over the winter. It should be hung in a sheltered part of the garden or on a house wall or in an orchard.

E Carbon Monster

Carbon Monster is a storybook explaining "carbon footprints". Aimed at 5–9 year olds, this book tackles environmental issues in a positive and fun way. The story is about a little boy George, who notices a line of tiny footprints behind him that get bigger and bigger, and how this changes the way he lives his life.

F Seed-bomb making kit

Seed-bombs are perfect for those hard to reach places in your garden. Seeds are held in a protective coating until the conditions are right for them to explode with colour. All you have to do is prepare your seed-bomb, throw it where you would love to see a splash of flower colour and wait!

www.dynamicpapers.com

G Napkin ring and place-name set

These napkin ring and place-name sets have been made out of recycled coffee cups. They come with a piece of chalk so you can write your guests' names on the wipeable surface. It's a great way of personalising your table for a dinner party.

H Compostable watering can

These watering cans, available in red, green or blue, are completely natural and made from 100% renewable materials and minerals. They are hardwearing and have the same versatile uses as plastic, but without harming the earth. Once you have finished with them, simply cut them up into pieces and put them on your compost heap. They break down naturally which makes them biodegradable.

(Source: adapted from ©The Eden Project)

www.dynamicpapers.com

Questions 1–10

Identify which paragraphs (A–H) contain 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 leaflet.
Paragraphs may be used more than once or not used at all.

This paragraph refers to a gift that…

1 is targeted specifically at children.

(1)

A	B	C	D	E	F	G	H
☒	☒	☒	☒	☒	☒	☒	☒

2 is part of a larger collection.

(1)

A	B	C	D	E	F	G	H
☒	☒	☒	☒	☒	☒	☒	☒

3 is made smaller before throwing away.

(1)

A	B	C	D	E	F	G	H
☒	☒	☒	☒	☒	☒	☒	☒

4 can hold a variety of items.

(1)

A	B	C	D	E	F	G	H
☒	☒	☒	☒	☒	☒	☒	☒

5 needs to be placed off the ground.

(1)

A	B	C	D	E	F	G	H
☒	☒	☒	☒	☒	☒	☒	☒

6 is made in a range of colours.

(1)

A	B	C	D	E	F	G	H
☒	☒	☒	☒	☒	☒	☒	☒

www.dynamicpapers.com

7 takes time to show results.

(1)

A	B	C	D	E	F	G	H
☒	☒	☒	☒	☒	☒	☒	☒

8 involves competing with others.

(1)

A	B	C	D	E	F	G	H
☒	☒	☒	☒	☒	☒	☒	☒

9 can be made shorter.

(1)

A	B	C	D	E	F	G	H
☒	☒	☒	☒	☒	☒	☒	☒

10 shows people where they should sit.

(1)

A	B	C	D	E	F	G	H
☒	☒	☒	☒	☒	☒	☒	☒

(Total for Questions 1–10 = 10 marks)

(Total for Part 1 = 10 marks)

www.dynamicpapers.com

Part 2

Read the article below on dentistry and answer Questions 11–30.

The History Of Dentistry

Toothache is something we have in common with our ancestors. Interestingly, those living in Ancient Egypt, Greece and Rome may not have had as many cavities as people in modern societies due to the lack of sugar and processed food in their diet. However, their teeth were worn down and damaged primarily by their coarse diet which required them to chew more. In Egypt, archaeologists have discovered sand in the food the Ancient Egyptians had preserved and this must have contributed to the problem. Ancient recipes for toothpaste still survive, although there is no mention of toothbrushes. For most people in ancient civilisations, their main experience of dentistry was having a rotten tooth removed. Extractions were undertaken by a variety of people, such as jewellers or wigmakers, who all removed teeth in addition to pursuing their main occupations.

The 1700s saw the emergence in Britain of a practitioner known as the 'operator for the teeth'. This practitioner was seen as being skilled in the removal of teeth and the crafting of artificial ones. There were not many of these operators at this time and it seems that they were particularly popular in fashionable parts of London. By the 1750s the term dentist was being used to describe tooth operators in Britain. The range of their services broadened and included fillings, remedies for gum diseases, and even the whitening of teeth. The demand for dentists was now growing. They were few in number and they often went on tours of several weeks' duration across the UK to provide treatment. The growth in demand may have been because sugar consumption was increasing and people's teeth were getting worse. The first modern, commercially manufactured toothbrush was now available, but it was far too expensive for most people.

By the 1800s there was a marked increase in the number of practising dentists. The majority of practitioners learnt their trade through an apprenticeship. However, there was no control to prevent malpractice or incompetence and the standards of apprenticeship varied greatly. In the 1870s leading dentists campaigned for the first legislation to regulate dentistry, which led to the Dentists Act of 1878. The Act required all dentists to gain a Licence in Dental Surgery by attending dental school and this then allowed them to register as a dentist. Initially, this was a setback for women who were practising as dentists. The dental schools refused them entry and so they could not qualify and register. It was not until 1895 that the first woman qualified and registered as a dentist in the UK.

Despite the progress in dentists' education, the nation's teeth got worse during the 1800s. Most families were lucky if they had a toothbrush to use between them and often could not meet the costs of dental treatment, even if there were a dentist in their neighbourhood. For those who did visit the dentist, scientific developments helped to make the experience more bearable. Most of those who did visit dentists were still visiting unqualified practitioners as these outnumbered qualified ones at this time.

www.dynamicpapers.com

Individual dentists have always given advice to patients about the care of their teeth. However, it was not until the late 1800s that a more organised approach to dental health education was developed. In response to the appalling state of children's teeth, films and puppet shows were commissioned and the first clinic dedicated to children's oral health was set up. The School Dentists Society was established to continue to inform education authorities about dental treatment and to raise awareness of the importance of disease prevention. The society produced the first teaching resources aimed at encouraging teachers to include toothbrushing in the school daily routine.

The 1900s saw an explosion of new materials, techniques and technology along with a better understanding of dental disease prevention. Access to dental treatment was still limited at the beginning of the century. Approved societies provided dental treatment for workers but not for their family members. In 1948 the British population gained access to free dental treatment. Today, whilst many still have dental problems, those with healthy teeth are encouraged to look after them.

(Source: adapted from ©British Dental Association)

www.dynamicpapers.com

Questions 11–20

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

11 In ancient times, what was the main cause of dental problems?

(1)

.....

12 In terms of looking after their teeth, what did people in ancient times use?

(1)

.....

13 Where were tooth operators most successful?

(1)

.....

14 What was on the rise in the 1700s to make dental services more necessary?

(1)

.....

15 In the 1800s how did people learn the practical skills to become dentists?

(1)

.....

16 Who was disadvantaged by the Dentists Act?

(1)

.....

17 What was a household likely to share in the 1800s?

(1)

.....

18 In the 1800s what made visiting a dentist less painful?

(1)

.....

19 What became more structured in the 1800s?

(1)

.....

20 What did the School Dentists Society provide to schools?

(1)

.....

(Total for Questions 11–20 = 10 marks)

www.dynamicpapers.com

Questions 21–25

Indicate your answers to the questions below 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 ☒.

21 In ancient times…

(1)

- ☒ **A** sand negatively affected dental health.
- ☒ **B** cavities were more common than now.
- ☒ **C** there were specific dental professionals.

22 Tooth operators…

(1)

- ☒ **A** originated from Ancient Egypt.
- ☒ **B** focused on extracting teeth.
- ☒ **C** created replacement teeth.

23 During the 1700s…

(1)

- ☒ **A** the number of dentists was growing rapidly.
- ☒ **B** dental treatments became more extensive.
- ☒ **C** dentists mainly looked after the needs of locals.

24 To gain a Licence in Dental Surgery, dentists needed to…

(1)

- ☒ **A** complete an apprenticeship.
- ☒ **B** pass a course in dentistry.
- ☒ **C** register as a practitioner.

25 In order to improve children's dental health…

(1)

- ☒ **A** more treatment was given to children.
- ☒ **B** schools were given their own advisers.
- ☒ **C** child-friendly information was produced.

(Total for Questions 21–25 = 5 marks)

www.dynamicpapers.com

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

Choose FIVE answers.

- ☒ **A** Ancient civilizations ate only fresh food.
- ☒ **B** Early dentistry involved mainly extractions.
- ☒ **C** Tooth operators were not common in the 1700s.
- ☒ **D** Toothbrushes have always been affordable.
- ☒ **E** The 1700s saw a decline in dental health.
- ☒ **F** Dentists' apprenticeships were well regulated.
- ☒ **G** Early dental schools favoured male dentists.
- ☒ **H** Dentists became more affordable in the 1800s.
- ☒ **I** In the 1800s most dentists were qualified.
- ☒ **J** Access to dental services opened up in the 1900s.

(Total for Questions 26–30 = 5 marks)
(Total for Part 2 = 20 marks)

www.dynamicpapers.com

Part 3

Read the article below on barges and answer Questions 31–50.

Barges



Barges are large low boats with a flat bottom, originally used for carrying goods on canals or rivers. They come in a great variety of styles and sizes, depending on where they were built, what they were built for, and how and whether they have been converted into living spaces. The majority are built in the Netherlands.

In contrast to almost all other types of boat, a converted barge can provide by far the best value-for-money and most usable accommodation in terms of floor space. No boat is cheap to own, but barges are comparatively less expensive to maintain and operate than other vessels of a similar size. As a result, they are very suitable for living in, and for cruising around the vast networks of inland waterways in Europe. However, most are not suitable for use on the sea, except for short trips in mild weather conditions.

Their maximum speed is rarely much more than 12 kilometres per hour, but the average cruising speed is normally 6 kilometres per hour or slower. Barges are not difficult to handle, but some initial instruction is highly recommended. It is even possible to navigate solo in the right conditions, but a minimum of one crew member in addition to the person steering the boat is easier and safer, and sometimes legally required. Most countries in Europe insist that the person steering should hold official qualifications, but these are not difficult to acquire.

One of the main considerations of owning a barge is where to *moor your boat. There are basically two types of mooring: long term and short term. A long-term moor, as you might expect, is somewhere where you may secure your barge for more than a couple of weeks, for example. It could be a relatively permanent home mooring, to which you always return after cruising, or a mooring at a location you are visiting for an extended period.

You need permission to moor long term and you also have to pay for it. More often there will be a formal rent (e.g. by the week, month, or year), typically varying according to barge length. You may also have to pay for the services you use at the mooring, such as mains electricity. You will not be allowed to live on board at many long-term moorings, whereas you may do so at official residential moorings. With a residential mooring, you may find that you are considered to be a resident of the community and are liable to various forms of local taxation. Official residential moorings tend to cost more, but can provide more security.

www.dynamicpapers.com

A short-term mooring is one you use for a few days, generally for a stopover while you are cruising. These are often free, but sometimes there is an overnight or even an hourly charge. If services such as electricity are provided, you may have to pay for what you use.

These moorings are usually first-come-first-served, and in attractive areas all of them may be taken by lunchtime. However, if there is a shortage, and there is sufficient space, it is reasonable to ask the owner of a moored boat whether you may tie up alongside. There may be a maximum length of stay, sometimes with a penalty charge for staying too long.

Many barge owners moor their barges for the off season, normally 1st November to 1st April, at a reduced rate and cruise during the other months. Often moorings which are short term at busy times are offered long term at a reasonable charge for the off season. It is possible to avoid having a long-term mooring completely, and even to avoid paying for short-term moorings, by keeping on the move and using only free-of-charge visitor ones as you travel. However, not paying legitimate charges could be viewed negatively by others as this tends to be seen as cheating the system.

There are of course regulations and costs involved in owning and using a barge. Depending on the country and waterways concerned, these can include registration of ownership; registration with the navigation authority; safety and insurance certification; permission to use the barge for residence and registration for local residential taxation; and a qualification for the person steering.

In addition, barge prices vary greatly – from about £30,000 upwards. At the bottom of the range, though, the barges tend to be older, in poor condition, rather small, or all of these. A barge measuring about 20 metres x 4 metres, reasonably well converted and in acceptable condition is likely to sell for at least £60,000; a nicer one for perhaps £100,000 or more.

For the newcomer, the amount one needs to know to buy, own, and enjoy a barge can seem daunting. However, although the learning curve is rather steep, all current owners will probably say it is worth it.

(Source: adapted from ©DBA-The Barge Association , Image © Debbie Rowe,Pearson Education Ltd.)

*moor = to tie/secure a boat to land using ropes

www.dynamicpapers.com

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 Barges provide attractive living accommodation.	☒	☒	☒
			(1)
32 It is advisable to have at least two people on board when cruising.	☒	☒	☒
			(1)
33 Residential moorings are readily available.	☒	☒	☒
			(1)
34 All short-term moorings are free.	☒	☒	☒
			(1)
35 Older barges are likely to be more expensive.	☒	☒	☒
			(1)

(Total for Questions 31–35 = 5 marks)

www.dynamicpapers.com

Questions 36–45

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

36 Most barges originate from ..... .

(1)

37 When considered against other boats, barges are

..... to look after and run.

(1)

38 People are strongly advised to have ..... when learning how to steer a barge.

(1)

39 Obtaining the ..... needed in Europe is not a complicated process.

(1)

40 A ..... is somewhere you go back to after every trip.

(1)

41 With a long-term mooring, ... can determine how much rent is charged.

(1)

42 You need a ..... if you want to live on your barge.

(1)

43 In ..... short-term moorings can be filled very quickly.

(1)

44 You could be faced with a ..... if you overstay at a short-term mooring.

(1)

45 During the ..... short-term moorings become available at a lower price.

(1)

(Total for Questions 36–45 = 10 marks)

www.dynamicpapers.com

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.

In comparison to owning other boats, owning a barge has a number of advantages. Their **(46)** ..... and running costs make them the ideal choice for those wanting to live **(47)** ..... on one or use it for cruising around.

Barges are not designed for **(48)** ....., which contributes to the fact that they are relatively easy to steer. Once you know what you want to use your barge for, you can then consider the type of **(49)** ..... you may need.

Although there are **(50)** ..... to consider as well as the ongoing costs, owning a barge could prove a very rewarding experience.

speed	permanently	style	efficiency	conversion
regulations	comfortably	size	licences	mooring

(Total for Questions 46–50 = 5 marks)
(Total for Part 3 = 20 marks)

TOTAL FOR READING = 50 MARKS

www.dynamicpapers.com

WRITING

Part 4

You have recently started a new hobby. Write a letter to your friend.

In your letter you **must**:

- write what your new hobby is and why you started it
- say how often you do your new hobby
- write where you do your new hobby.

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

(10)

www.dynamicpapers.com

(Total for Part 4 = 10 marks)

www.dynamicpapers.com

Part 5

You have been asked to write an article for the school magazine about the building of a new park in your town/city.

In your article you **must**:

- give **one** reason why a new park would benefit your town/city
- give **two** facilities you would like the park to have and why
- give **one** way your town/city authorities could inform people about the new park.

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

(20)

www.dynamicpapers.com

(Total for Part 5 = 20 marks)

www.dynamicpapers.com

Part 6

You are doing a project about the subjects that boys and girls study. Read the text below and write a summary for your teacher.

Changes in Subject Choice

Before the 1980s in the UK, boys and girls pursued distinct educational courses. Boys were encouraged to study masculine orientated subjects such as woodwork, metal work and science, while girls were encouraged to pursue subjects preparing them for roles as wife and mother or for work in office-based jobs – cookery, needlework and vocational courses involving typing.

The introduction of the 1988 National Curriculum meant that all students had to study the foundation subjects of maths, English and science and fewer optional subjects were offered. Regardless of gender, ethnicity or social class, all students attending a school were basically offered the same subjects up to the age of 16.

Despite this legal requirement, the patterns of subject choice with pre-16 qualifications remained stable, with boys being more likely to study physics, maths and technology-related subjects and girls being more likely to select modern languages, social sciences and biology. However, in recent years there has been a marginal shift in subject choice and the gender divide is beginning to diminish.

Research has suggested that boys find maths and science subjects easier, possibly because of their ability to acquire facts and figures. Boys tend to perform more successfully at multiple-choice questions. On the other hand, girls may find studying itself a more comfortable activity. They may be able to pay attention to the teacher for longer periods of time and be more advantaged by coursework which requires careful planning over time. These conclusions could be related to the view that males and females perform different roles in society. These differences may be inbuilt, i.e. due to biological factors.

However, perceptions about subjects do exist and subject choice will unquestionably be influenced by these. Some subjects are regarded as more masculine than others (e.g. maths and computing), while others are perceived as being more feminine (e.g. biology and social sciences). Science, in particular, has been described as a patriarchal subject, which is dominated by males and aimed specifically at males.

Parents now assume that their daughters will have the same educational opportunities as their sons. Thirty years ago women had fewer opportunities in the workplace and the role of provider was an expectation for men. This has now changed and could be a result of society becoming more focused on ability rather than gender.

This may also explain the slight changes in subject choice in recent years. As gender identities are now more flexible, young men and young women can follow their chosen educational path with greater ease. Nowadays it is more common for a woman to work in the construction industry or a man to work in the catering industry, and this may be due to subject choice being more fluid and less constrained than in the past.

(Source: adapted from © Heinemann)

www.dynamicpapers.com

In your summary you **must**:

- give **two** ways in which education changed due to the National Curriculum
- give **two** academic differences between girls and boys
- state how study and work options have changed for women.

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

(20)

www.dynamicpapers.com

(Total for Part 6 = 20 marks)

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

www.dynamicpapers.com

BLANK PAGE

www.dynamicpapers.com

BLANK PAGE

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.