Please check the examination details below before entering your candidate information

| Candidate surname | Other names |
|---|---|

Centre Number | Candidate Number

# Pearson Edexcel International GCSE (9–1)

## Monday 5 June 2023

Morning (Time: 2 hours 15 minutes)

Paper reference **4EA1/01R**

# English Language A

## PAPER 1: Non-fiction Texts and Transactional Writing

**You must have:**
Source Booklet (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 in Section A and **ONE** question from Section B.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*

### Information

- The total mark for this paper is 90.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*
- Quality of written communication, including vocabulary, spelling, punctuation and grammar, will be taken into account in your response to Section B.
- Copies of the *Pearson Edexcel International GCSE English Anthology* may **not** be brought into the examination.
- Dictionaries may **not** be used in this examination.

### Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.
- You are reminded of the importance of clear English and careful presentation in your answers.

*Turn over* ▶

P72857A



P 7 2 8 5 7 A 0 1 2 0

Pearson

## SECTION A

## Reading

**Answer ALL questions in this section.**

**You should spend about 1 hour and 30 minutes on this section.**

**The following questions are based on Text One and Text Two in the Source Booklet.**

**Text One: *Classroom of the damned***

**1** From lines 11–12, select **two** words or phrases that describe Jo.

1 .....

.....

2 .....

.....

**(Total for Question 1 = 2 marks)**

**2** Look again at lines 27–36.

**In your own words**, describe Will Carter's experiences at school.

**(Total for Question 2 = 4 marks)**

**3** From lines 37–47, explain how Will Carter's experience of education improved.

You may support your points with **brief** quotations.

**(Total for Question 3 = 5 marks)**

**Text Two: *Young and dyslexic? You've got it going on***

**Remind yourself of the extract *Young and dyslexic? You've got it going on* (Text Two in the Source Booklet).**

**4** How does the writer, Benjamin Zephaniah, use language and structure in **Text Two** to convey his experiences?

You should support your answer with close reference to the extract, including **brief** quotations.

**(12)**

**(Total for Question 4 = 12 marks)**

**Question 5 is based on both Text One and Text Two from the Source Booklet.**

**5** Compare how the writers present their ideas and perspectives about the experiences described.

Support your answer with detailed examples from both texts, including **brief** quotations.

**(22)**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**(Total for Question 5 = 22 marks)**

**TOTAL FOR SECTION A = 45 MARKS**

**SECTION B**

**Transactional Writing**

**Answer ONE question in this section.**

**You should spend about 45 minutes on your chosen question.**

**Begin your answer on page 15.**

**EITHER**

**6** There is concern in your community that a local school is not meeting the needs of all of its students.

Write a letter to the headteacher suggesting some improvements.

Your letter may include:

- what needs students have and why there is concern
- ways in which the school could make improvements
- any other points you wish to make.

*Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

**(Total for Question 6 = 45 marks)**

**OR**

**7** 'No one becomes successful without hard work, support from others and a little luck.'

Write an article for a magazine entitled 'How to achieve success in life'.

Your article may include:

- what is meant by 'success'
- what factors help somebody to become successful
- any other points you wish to make.

*Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

**(Total for Question 7 = 45 marks)**

**Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.**

Chosen question number: **Question 6** ☐ **Question 7** ☐

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**TOTAL FOR SECTION B = 45 MARKS**
**TOTAL FOR PAPER = 90 MARKS**

# Pearson Edexcel International GCSE (9–1)

**Monday 5 June 2023**

Morning (Time: 2 hours 15 minutes)

**Paper reference** **4EA1/01R**

# English Language A

## PAPER 1: Non-fiction Texts and Transactional Writing

**Source Booklet**

**Do not return this Booklet with the question paper.**

*Turn over* ▶

P72857A



P 7 2 8 5 7 A

Pearson

## SECTION A

## READING

**Read the following extracts carefully and then answer Section A in the Question Paper.**

### Text One: *Classroom of the damned*

*In this article, the writers describe how, despite having severe dyslexia, Will Carter has achieved academic success.*

Will Carter could not read until he was 13. Now the boy who burnt with humiliation if confronted with words on a page has a first-class degree.

Instead of 'ending up a criminal' as some early teachers suggested, the 22-year-old from south London who still struggles to read a menu or fill in a form is settling into campus life at the University of California, Berkeley, where he is studying for a PhD in political geography.

He may be a Fulbright scholar[1] who used to receive free school meals but his story is not one of social mobility. 'I don't want to be an exception to the rule,' he says. 'I want to be proof that the rule was broken to begin with.'

Carter had been miserable and lonely at primary school.

Years earlier, his mother, Jo, had been miserable and lonely before him at the same school in East Dulwich. She too struggled to read and found it hard to write.

'She was shut in this room called the Smile Club' — a classroom for pupils with extra needs which, in reality, offered little extra support — 'and would walk the corridors on her own without many friends,' he says.

By the time she was diagnosed with learning difficulties in her final year, Carter says 'it was too late. She didn't receive the help she deserved.'

School was torment. 'You look down at your page and think this doesn't make any sense,' he says. 'You see one word and it starts to blur, then you hear the laughter.' He remembers challenging an English teacher when she called Lennie, the character in the novel *Of Mice and Men*, 'a retard'.

'She asked me why I had such a problem with it and whether I related to Lennie. She asked, 'Are you a retard?" Then she invited him to read aloud. 'It was a way of silencing me because she knew I couldn't. I have a cousin who has Down's syndrome and is non-verbal. So I was thinking of him, I was thinking of my mum. To me, that word removes the humanity. It's like using the N-word.'

He was put in the bottom class for all subjects. 'There was a sense the race was already over. The rest had won and I had lost. If you were in the lower sets, you got the worst teachers. It felt like the classroom of the damned.'

His grandparents fought for further investigation — 'they didn't want the same mistakes to be made [as with his mother]' — and at the end of primary school he was diagnosed with severe dyslexia and dyspraxia[2]. But the pivotal moment came when, aged 13, he printed off a copy of the Disability Discrimination Act — 'I couldn't read it but highlighted bits at random to look official' — and marched into the office of the teacher responsible for special educational needs to demand a teaching assistant and a laptop. It was granted.

'I went from being in the lowest sets to getting A stars. People really look down upon teaching assistants, but without them I wouldn't have got through secondary school.'

But it was technology that changed everything. At first he copied and pasted text into Google Translate, using the speech function to hear what it said.

He started aceing exams using speech recognition software, and won a place to study politics and international relations at the University of Bristol.

While his coursemates were whizzing through reading lists, there were not enough hours in the day to listen to audiobook versions, if they were available. He hunted for shorter journal articles on the same topics and searched YouTube for lectures by the authors.

He found a world of ideas was unlocked by 'screen reader' technology, which takes the words on a computer screen and reads them aloud.

He says the education sector has been too slow to embrace the multimedia opportunities that could help excluded students.

Does he keep up with any of his classmates from the 'class of the damned'? 'It's fairly depressing', he says, adding that their different directions have made him more determined to challenge 'the false idea that the few who succeed are examples of a system working rather than a system in disrepair'.

'My story is not, 'I made it, so anyone can'. I 'made it', in quotation marks, through luck and the support of others, so I know why so many don't.'

[1] *Fulbright scholar*: a student who receives an award of money to study in the USA

[2] *dyspraxia*: a condition affecting physical coordination

**Text Two: *Young and dyslexic? You've got it going on***

*In this article, Benjamin Zephaniah describes his experience of dyslexia.*

As a child I suffered, but learned to turn dyslexia to my advantage, to see the world more creatively. We are the architects, we are the designers.

I'm of the generation where teachers didn't know what dyslexia was. The big problem with the education system then was that there was no compassion, no understanding and no humanity. I don't look back and feel angry with the teachers. The ones who wanted to have an individual approach weren't allowed to. The idea of being kind and thoughtful and listening to problems just wasn't done: the past is a different kind of country.

At school my ideas always contradicted the teachers'. I remember one teacher saying that human beings sleep for one-third of their life and I put my hand up and said, "If there's a God isn't that a design fault? If you've built something, you want efficiency. If I was God I would have designed sleep so we could stay awake. Then good people could do one-third more good in the world."

The teacher said, "Shut up, stupid boy. Bad people would do one-third more bad." I thought I'd put in a good idea. I was just being creative. She also had a point, but the thing was, she called me stupid for even thinking about it.

I remember a teacher talking about Africa and the 'local savages' and I would say, 'Who are you to talk about savages?' She would say, "How dare you challenge me?" – and that would get me into trouble.

Once, when I was finding it difficult to engage with writing and had asked for some help, a teacher said, 'It's all right. We can't all be intelligent, but you'll end up being a good sportsperson, so why don't you go outside and play some football?' I thought, "Oh great", but now I realise he was stereotyping me.

I had poems in my head even then, and when I was 10 or 11 my sister wrote some of them down for me. When I was 13 I could read very basically but it would be such hard work that I would give up. I thought that so long as you could read how much the banknote was worth, you knew enough or you could ask a mate.

I got thrown out of a lot of schools, the last one at 13. I was expelled partly because of arguing with teachers on an intellectual level and partly for being a rude boy and fighting. I didn't stab anybody, but I did take revenge on a teacher once. I stole his car and drove it into his front garden. I remember him telling us the Nazis weren't that bad. He could say that in the classroom. When I was in borstal I used to do this thing of looking at people I didn't want to be like. I saw a guy who spent all his time sitting stooped over and I thought, 'I don't want to be like that,' so I learned to sit with a straight back. Being observant helped me make the right choices.

A high percentage of the prison population are dyslexic, and a high percentage of the architect population. If you look at the statistics, I should be in prison: a black man brought up on the wrong side of town whose family fell apart, in trouble with the police when I was a kid, unable to read and write, with no qualifications and, on top of that, dyslexic. But I think staying out of prison is about conquering your fears and finding your path in life.

When I go into prisons to talk to people I see men and women who, in intelligence and other qualities, are the same as me. But opportunities opened for me and they missed theirs, didn't notice them or didn't take them.

I never thought I was stupid. I didn't have that struggle. If I have someone in front of me who doesn't have a problem reading and writing telling me that black people are savages I just think, "I'm not stupid – you're the one who's stupid." I just had self-belief.

For my first book I told my poems to my girlfriend, who wrote them down for me. It really took off, especially within the black community. I wrote 'wid luv' for 'with love'. People didn't think they were dyslexic poems, they just thought I wrote phonetically.

At 21 I went to an adult education class in London to learn to read and write. The teacher told me, "You are dyslexic," and I was like, "Do I need an operation?" She explained to me what it meant and I suddenly thought, "Ah, I get it. I thought I was going crazy."

I wrote more poetry, novels for teenagers, plays, other books and recorded music. I take poetry to people who do not read poetry. Still now, when I'm writing the word 'knot', I have to stop and think, "How do I write that?" I have to draw something to let me know what the word is to come back to it later. If I can't spell 'question' I just put a question mark and come back to it later.

When I look at a book, the first thing I see is the size of it, and I know that's what it's like for a lot of young people who find reading tough. When Brunel University offered me the job of professor of poetry and creative writing, I knew my students would be officially more educated than me. I tell them, "You can do this course and get the right grade because you have a good memory – but if you don't have passion, creativity, individuality, there's no point." In my life now, I find that people accommodate my dyslexia. I can perform my poetry because it doesn't have to be word perfect, but I never read one of my novels in public. When I go to literary festivals I always get an actor to read it out for me. Otherwise all my energy goes into reading the book and the mood is lost.

If someone can't understand dyslexia it's their problem. In the same way, if someone oppresses me because of my race I don't sit down and think, "How can I become white?" It's not my problem, it's theirs and they are the ones who have to come to terms with it.

If you're dyslexic and you feel there's something holding you back, just remember: it's not you. In many ways being dyslexic is a natural way to be.

What's unnatural is the way we read and write. If you look at a pictorial language like Chinese, you can see the word for a woman because the character looks like a woman. The word for a house looks like a house. It is a strange step to go from that to a squiggle that represents a sound.

So don't be heavy on yourself. And if you are a parent of someone with dyslexia don't think of it as a defect. Dyslexia is not a measure of intelligence: you may have a genius on your hands. Having dyslexia can make you creative. If you want to construct a sentence and can't find the word you are searching for, you have to think of a way to write round it. This requires being creative and so your 'creativity muscle' gets bigger.

Kids come up to me and say, "I'm dyslexic too," and I say to them, "Use it to your advantage, see the world differently. Us dyslexic people, we've got it going on – we are the architects. We are the designers." It's like these kids are proud to be like me and if that helps them, that is great. I didn't have that as a child. I say to them, "Bloody nondyslexics … who do they think they are?"

**BLANK PAGE**

**BLANK PAGE**

**BLANK PAGE**

**Source Information:**

Text One adapted from *Dyslexic student recounts escape from classroom of the damned*, Lucy Bannerman and Will Humphries, Times Newspapers Limited 2021**.** The Sun / News Licensing

Image – http://ga.berkeley.edu/team_member/enviro-ga/

Text Two adapted from 'Young and Dyslexic? You've got it going on' from a book titled 'Creative, Successful, Dyslexic', Benjamin Zephaniah, Jessica Kingsley Publishers 2016