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Edexcel Centre Number Candidate Number

International GCSE

English Language B

Paper 1

Tuesday 10 January 2012 – Morning Time: 3 hours	Paper Reference 4EB0/01
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You must have: Source Booklet (enclosed)	Total Marks
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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 B and **one** question in Section C.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

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.*
- Dictionaries may **not** be used in this examination.

Advice

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

Turn over ►

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PEARSON

SECTION A

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

You should spend about 40 minutes answering the questions in this section.

Read Text One on page 2 of the Source Booklet, *After Exams, a real test of nerve*, an account of a mother and son on an activity holiday.

1 How does the writer describe canyoning?

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(Total for Question 1 = 2 marks)

2 State **two** things the safety talk explains.

(i)

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(ii)

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(Total for Question 2 = 2 marks)



3 In the second part of the passage the writer and her son go rafting (lines 27 to 36).

Describe the experience of rafting the writer had.

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(Total for Question 3 = 4 marks)

4 We learn about the sort of person Aidan is from the way his mother describes him.

Identify **two** aspects of his personality. You should support your views with reference to the text with **one** detail for each aspect of his personality.

(i)

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(ii)

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(Total for Question 4 = 4 marks)



5 In your own words explain what the writer has learnt from her experience on the activity holiday.

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(Total for Question 5 = 3 marks)

Now read Text Two on page 3 – 4 of the Source Booklet, *Pushing your physical and mental limits at Strathcona Park Lodge*, one man's experience at an activity centre in Canada.

6 In the first three paragraphs, the writer gives an account of an activity he took part in. What did the writer feel when he was told to jump?

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(Total for Question 6 = 1 mark)

7 In your own words, describe **two** of the writer's thoughts and feelings after he has jumped.

(i)

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(ii)

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(Total for Question 7 = 2 marks)



8 Name **two** things that Brian Gunn did on his six-day trip in the wilderness.

(i)

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(ii)

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(Total for Question 8 = 2 marks)

9 Myrna Boulding, who runs the centre, says she wants 'every student to leave here a better person'.

In your own words, explain her view of the ways the activities help people to develop.

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(Total for Question 9 = 4 marks)



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SECTION B

Use ideas from BOTH Text One and Text Two in the Source Booklet to answer this question.

You should spend one hour on this section.

11 You have been on an activity holiday and you have been asked to write an article for your school or college magazine about your experience.

You **must** include the following points:

- the types of activities available
- what you liked or disliked
- what you learnt.

Think carefully about the purpose of your article and the audience for whom it is intended.

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(Total for Question 11 = 35 marks)

TOTAL FOR SECTION B = 35 MARKS



SECTION C

You should spend one hour on this section.

12 Write approximately 400 words on **one** of the following:

EITHER

(a) 'I want every student to leave here as a better person.'

To what extent do you agree that taking part in challenging activities is good for people?

OR

(b) Write a story (true or imaginary) entitled 'A Great Adventure'.

Do not re-tell the events from Text One or Text Two.

OR

(c) Choose an activity that you have taken part in. Describe both the activity and your thoughts and feelings about it.

(35)

**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 12(a) ☒

Question 12(b) ☒

Question 12(c) ☒

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(Total for Question 12 = 35 marks)

TOTAL FOR SECTION C = 35 MARKS
TOTAL FOR PAPER = 100 MARKS



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Tuesday 10 January 2012 – Morning
Source Booklet

Paper Reference
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Do not return this Source Booklet with the question paper.

Turn over ►

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PEARSON

Text One

After exams, a real test of nerve

The stress of GCSEs behind them, Liz Boulter and her son, Aidan, headed to Spain on an activity holiday with a guaranteed adrenaline rush.



We're not close, adrenaline and me. Like many grown women, I don't see the attraction in paying to get scared - no horror films or bungee jumping for me. But as I stood up to my waist in fast-flowing water in a deep gorge in the Spanish Pyrenees, I realised that was about to change.

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"Just trust yourself, and the rope," said our guide, a muscular youth. The rope looked sturdy enough, and had already borne the weight of several members of our group. But trust myself to manipulate the rope correctly and abseil¹ over a ledge in the path of the mountain torrent? There were children of primary school age who were managing this fine, for heaven's sake, and it was only a "level 1" canyon.

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The new sport of canyoning involves wading, scrambling and sliding, arms crossed over your chest for safety, down natural water slides scooped out of the rock by the raging water. The sun beating down on your wetsuit makes your top half feel as if it is boiling, but your bottom half, submerged in the icy torrent, is cool as only a mountain stream can make it.

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I had beaten my inner fear, which felt great. And I didn't disgrace myself in front of my 16-year-old son Aidan, who, along with the rest of the teenagers in the group, had coped with canyoning as if it was as ordinary as walking to school.

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The adrenaline-activity industry is so tightly regulated and safety conscious that every trip has to start with a talk on how to behave, how to avoid accidents, and strict procedure for if something does go wrong. For the cowardly among us, this tends to point up the dangers rather than the fun of a trip, and so it was with pounding heart that I hoisted my corner of the inflatable raft and followed our instructor, Alex, into the water.

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The names given to various rapids in this area reflect a white-knuckle attitude to fun. Following Alex's instructions we negotiated rapids with such safe, cosy names as the Wall, the Washing Machine and the Storm. And guess what? It was brilliant fun - once I realised that being thrown out of the raft and dashed to pieces on jagged rocks was not going to happen to a sensible adult who followed the rules and kept her feet jammed into the safety straps on the raft's bottom.

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As the seven of us relaxed into the rafting experience, Alex deliberately crashed our raft into a rocky bank, took one rapid in such a way as to make us spin and took another backwards. After this last effort I, seated "safely" at the back of the raft, ended up just as wet as the braver types at the front, which included a grinning Aidan.

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As the week went on the youngsters formed a tight-knit group happy to spend hours splashing in the pool or playing endless games of cards.

Optional extras included a more challenging canyoning trip, and a full day's white-water rafting on a more dangerous stretch of river. Level 2 canyoning involved many more abseils - one of them over 40ft - and the all-day rafting included a chance to dive into

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deep water from 20ft high cliffs as rare vultures flew overhead. It was all “awesome”.

Or so Aidan tells me. For yes, I waded my son off on these extra activities and spent the days on solitary hikes in these beautiful mountains before resting by the poolside with a book. This adrenaline business is great fun, but you don't want to take it too far.

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¹ *abseil* – a controlled descent down a cliff using a rope

Text Two

Pushing your physical and mental limits at Strathcona Park Lodge by Hans Tammemagi



Strapped into a harness like a fly tangled in a spider web, I was perched high — ever so high — in a tall fir tree in the depths of the forest. I clung to the edge of a small platform, and a rope connected me to a steel cable that stretched 200 feet far down the slope. “Go ahead and jump,” encouraged my instructor, “you have to trust the equipment.”

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Easy for him to say, I thought, with my heart pounding and every muscle in my body resisting what my brain was asking it to do. I closed my eyes and carefully pushed off. Instantly I was in free fall. Then the rope attaching me to the zip line¹ jerked tight and sent me hurtling down the slope at an alarming speed until the slope flattened and, thankfully, slowed me down.

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I swung back and forth a few times until the instructor raised a ladder. Gratefully I descended and kissed the ground, vowing never to part from her again. But the instructor paid no heed. “If you thought that was extreme, you’ll love abseiling¹,” he said leading me toward a sheer, hulking cliff.

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I was sampling a small part of the range of activities offered at Strathcona Park Lodge. It is surrounded by peaks soaring to 7000 feet, sparkling alpine lakes, dense forests of fir and cedar. It is the perfect base to enjoy outdoor activities, explore nature and, as I learned, test your personal limits.

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During my stay the laughter and enthusiasm of about 240 young students bubbled through the forest like a heady froth. It's all about active participation ranging from a quiet paddle, to pulse-thumping abseiling, to scaling a snow-capped mountain. I watched a group of young students negotiate the high-rope course, carefully working their way across sections called Leap of Faith, Ninja's Crossing, and Burma Road. It was good to see their initial nervous giggles and apprehension turn to confidence as they progressed. At the sheer cliff where they were rock climbing and abseiling, I saw the students encourage and support each other, even when the occasional one could not conquer their fear.

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One morning, I met Myrna Boulding, the founder of the Lodge. Although over 70 she is fit, articulate, and brimming with enthusiasm. “The Lodge is all about building character,” she exclaimed. “I want every student to leave as a better person. Our philosophy is aimed at people getting to know themselves, having them gain confidence, having them come closer to nature and the environment, and having them bond with and understand others. We have succeeded in this, and that's what gives me the greatest satisfaction.”

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She explained that here there is no competition against others. "But," she added, "I want all of you to test your own personal boundaries. First you'll do what's necessary (learn safety procedures). Then you'll do what's possible. And then, just maybe you'll do what you thought was impossible."

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Brian Gunn, Myrna's partner, explained how he (age 69) and two friends (age 68 and 70) hiked for six days in the wilderness ending in climbing Mount Haig-Brown. With a sparkle in his eye he described the thrill of coming on a herd of elk, hiking along snow-covered ridges and camping among wild flowers high in an alpine meadow. He said that next year they were hiking to see and feel the mist of the towering Della Falls, the tallest waterfall in Canada.

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That evening, sitting on the porch of my cabin, I watched the sun set over the lake with the mountains forming dark soft shadows against the mauves and pinks of the sky. Only two days had passed, but I already felt a better person.

¹ *Zip line* – a cable stretched between two points of different heights with a rope and harness to attach the rider

² *abseiling* – a controlled descent down a cliff using a rope

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