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Surname [REDACTED]	Other names
Pearson Edexcel	Centre Number [][][][][][]
International GCSE	Candidate Number [][][][][][]
English Language B	
Paper 1	
Sample assessment material for first teaching September 2016 Time: 3 hours	Paper Reference 4EB1/01
You must have: Extracts 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, **ONE** question from Section 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.
- 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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SECTION A: Reading

Answer ALL questions in this section.

You should spend 1 hour on this section.

Read Text One in the Extracts Booklet, from *First Impressions – an Englishman in New York*, which is about a man's first experience of New York.

- 1 In lines 16–20 the writer describes the immigration process.

Identify **one** point the writer makes about the experience.

One point the writer makes about the experience is that "it could see that it was going to take time as the entire human content of our jet was waiting in line in front of me."

(Total for Question 1 = 1 mark)

- 2 In lines 21–30, the writer leaves the airport and travels into the city.

State **one** thing the writer sees.

The writer sees a Seabuckus.

(Total for Question 2 = 1 mark)

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3 Explain how the writer presents his impressions of New York.

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

(10)

Passage one is a good passage for the writer to present his impressions of New York. In passage one the audience that adores and the purpose is to inform.

Passage one is good since the writer provides a transportation and actual description of what is actually going to happen and his position to the whole situation with the use of short sentences. For example "There was little to do except wait". The writer reflects his position to the reader providing an idea to the reader of what is actually going to happen. Transportation and a difficult idea of a hard situation of life is passing through the mind of the reader.

Also passage one is good to see the writer's situation as with the use of short sentences and clefts. For example "I had arrived". The idea of the following example gives transportation and makes the reader question the emotions, the ideas and the difficult situation the writer is actually involved. With the following example a variety of sad feelings it is drifting through the mind of the reader as it shows that it is life is horrendous to go to another place to experience the each audience of New York and what his actual impressions were.

Also the writer gives his impressions of New York through the one-inspiring and detail experience of what he is actually facing. For example "You'll see those yellow five hydraulic, newspapers vending machine and Hake/Don't Hake signs" the writer reflects a crystal clear idea of what a person is going to face if it visits New York. Moving the writer to create an idea of how actually New York is as it presents a buzzing city with a lot of noise and buzzing through the streets.

Also the writer gives his impressions of New York through the use of the second person. For example "You'll see those yellow five hydraulic, newspapers vending machines and Hake/Don't Hake signs". The writer with the following example can give an idea for the reader to become part of the story and develop the idea of what it looks like to be there and as if it was there the writer offers him a crystal

clear view.

Also the view preserves its impressions of New York with the use of alliteration. For example

"With the sun setting" The view here gives the writer the idea of how it looks like and what an amazing view it is actually see it someone is in New York and sees the sunset along with the beautiful skylines across it shows how lucky a person actually is.

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Read Text Two in the Extracts Booklet, from *Notes from a Small Island*, which is about a journey the writer makes to Dover in England.

- 4 In lines 1–19, the writer describes his journey to the ferry terminal.

State **one** of the difficulties the writer experienced.

The writer found it difficult to be squeezing through holes in chainlink fences and piles blocking his way between unsealing railway carriages with broken windows.

(Total for Question 4 = 1 mark)

- 5 In lines 20–28, the writer describes the ferry crossing.

Name **two** things the writer finds unpleasant.

1 The writer finds unpleasant the fact that the boat was crammed with people.

2 The writer finds also unpleasant is also that white people with blue lips and shaking hair were trying to convince themselves that because the sun was shining they couldn't possibly be cold.

(Total for Question 5 = 2 marks)

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(Total for Question 3 = 10 marks)

6 How does the writer describe his thoughts and feelings about his trip to Dover?

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

(10)

The writer uses the use of his experience describes his feelings about his trip to Dover. The audience in the passage is adults and the main idea is to inform and describe.

The writer describes his thoughts and feelings about his trip with the use of the first person. For example "In the morning, I breakfasted early, settled my bill and stepped out to another promising day. With the following example the writer offers a directional view about getting ready and settled to be ready for his trip. It provides the idea of getting ready for the trip giving the sense of a directional link of the things that the reader believes that it is actually going to follow. Giving the reader a cozy link and impression to continue.

The writer describes his thoughts and feelings about his trip with the use of short sentences. For example "I got sick on leaving home." With the following example the writer provides an emotional and descriptive idea of how well his true feelings were about the situation and about the trip that his taking. Repeating the readers who don't like home to don't take the following trip.

The writer describes his thoughts and feelings through the use of long sentences. For example "I strolled into the Centre along Marine Parade and with a small air of pleasure spied the shelter I had slept in those many years ago." The description of the following sentence gives an idea for temptation and attracting the reader to continue reading also an idea of a crystal clear view of how the place actually looks like and the feelings that the writer actually has as he is strolling through the Marine.

The writer describes his thoughts and feelings through the use of a descriptive writing. For example "Tamarisk Street, the main thoroughfare used to rise, was wide and more increasing with traffic that I remembered and there was now a subway to the town centre, which itself was unrecognizable." The writer with the following point of view gives an idea what the writer actually spots and what the writer actually recalls as he travels through the small island and what pieces of the island were not able to get recognised through his mind and through his trip. As in the following example we are

old to see what it is actually scared on the writer's mind.

Also the writer expresses his feelings and thoughts with the use of the second person. For example "You could be anywhere really" The writer gives an idea for the reader to become part of it and to be summarised through his whole experience and what what his overall idea of being in a place like that it is. Also it offers the opportunity to become part of the reader of the story and try to avoid any further description for the situations that it is going to be followed.

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Refer to BOTH Text One AND Text Two to answer the following question.

- 7 Compare how the writers of Text One and Text Two convey their ideas and experiences.

Support your answer with examples from **both** texts.

(15)

In my opinion both passages are well developed according to ideas and experiences. Both passage is to describe and inform and the audience are actually adults.

In text two the writer gives an idea through its experience with the use of first person writing. For example "I didn't recognise anything" the following example provides an idea and situation of what actual position the writer is and

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(Total for Question 6 = 10 marks)