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| Surname | Other names |
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**Pearson Edexcel**
**International GCSE**

Centre Number | | | | | |

Candidate Number | | | | |

# English Language B

## Paper 1

Tuesday 20 January 2015 – Morning
**Time: 3 hours**

Paper Reference
**4EB0/01**

**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 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.
- 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

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

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

**Read Text One in the Extracts Booklet, adapted from an article called 'The Dying Art of Handwriting'.**

**1** According to the writer of Text One, name **one** of the new writing tools.

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.....

**(Total for Question 1 = 1 mark)**

**2** Handwriting affects mental development, according to the writer.

Using lines 5–14, give **three** ways it does this.

(i) .....

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(ii) .....

.....

(iii) .....

.....

**(Total for Question 2 = 3 marks)**

**3** Using lines 15–26, **in your own words** explain the benefits of handwriting.

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

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**4** Why did the writer's friend prefer letters to emails?

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

**5** In lines 38–48, the writer makes some points about technology and handwriting.

**In your own words** identify **two** of her points and provide an example from the text to support **each** point.

(i) .....

.....

(ii) .....

.....

**(Total for Question 5 = 4 marks)**

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**Now read Text Two, 'The Writing is on the Wall'.**

**6** Using lines 3–11, state **three** things the writer mentions about his handwriting.

(i) .....

.....

(ii) .....

.....

(iii) .....

.....

**(Total for Question 6 = 3 marks)**

**7** Give **two** uses the writer has for handwriting.

(i) .....

.....

(ii) .....

.....

**(Total for Question 7 = 2 marks)**

**8** Using lines 31–38, **in your own words** explain what worries the writer about what is happening in America.

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**(Total for Question 8 = 3 marks)**

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**9** **In your own words** explain why the writer thinks handwriting is important.

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**(Total for Question 9 = 3 marks)**

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

**10** Which text is more successful at presenting the writer's concerns about handwriting?

You may choose **either** Text One **or** Text Two but you must explain your choice carefully.

Give **two** reasons why you chose this text and **one** reason for not choosing the other text.

You may wish to comment on the writers' language and techniques.

You should support your points with evidence from the texts.

**(6)**

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**(Total for Question 10 = 6 marks)**

**TOTAL FOR SECTION A = 30 MARKS**

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## SECTION B

**Use ideas from both Text One and Text Two in the Extracts Booklet to answer this question.**

**You are advised to spend one hour on this section.**

**11** A school or college website has asked for contributions called 'The Importance of Handwriting'.

Write your contribution.

You should include:

- why there is concern about handwriting
- why handwriting is important
- how technology has affected written communication.

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

**(35)**

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**(Total for Question 11 = 35 marks)**

**TOTAL FOR SECTION B = 35 MARKS**

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## SECTION C

**You should spend one hour on this section.**

**Do not retell the events from Text One or Text Two in the Extracts Booklet.**

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

**EITHER**

(a) 'First impressions matter.' To what extent do you agree?

**(35)**

**OR**

(b) Write a story (true or imaginary) entitled 'The Lost Key'.

**(35)**

**OR**

(c) Describe your best friend.

**(35)**

**(Total for Question 12 = 35 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 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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# Pearson Edexcel International GCSE

# English Language B

## Paper 1

Tuesday 20 January 2015 – Morning
**Extracts Booklet**

Paper Reference
**4EB0/01**

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

*Turn over* ▶

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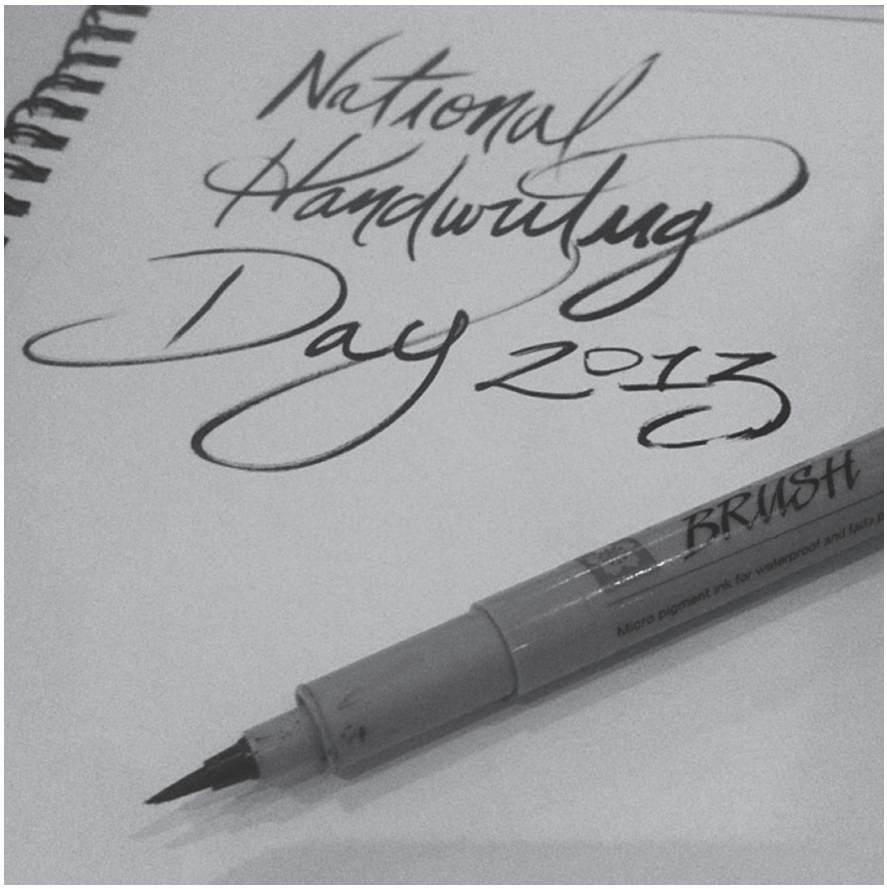
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**Text One**

**The Dying Art of Handwriting**
**by Margaret Rock**




Twenty years ago, a $300 Montblanc pen was one of the most envied and costly graduation gifts. But today, few people are interested in pens anymore, even expensive ones. It turns out they want MacBooks and iPads – the new writing tools of the digital age.

But handwriting isn't just a matter of style – it's a complex skill that affects your mental development and exercises your visual, motor and memory circuits. When you write, you build hand-eye coordination and practise fine motor skills. According to the Wall Street Journal, studies show that handwriting engages different circuits of the brain that typing simply doesn't. Also those strokes and pressures of the pen actually send messages to the brain, training it in vision and sensation.

According to brain imaging studies, cursive (joined up) writing, in particular, activates parts of the nervous system that stay quiet during typing. "It helps you connect things," said Virginia Berninger, a professor of educational psychology at the University of Washington. "There really can be some advantages to cursive."

Good handwriting can lead to better grades, too. Studies show that pre-school kids with fine motor skills achieved higher marks years later in reading and maths than those with poor handwriting. In short, there's a direct link between writing skill and academic success.

When it comes to ideas and memory, the hand has a special relationship with the brain. Remember that saying, 'Write it down so you won't forget it?' It turns out it's true. If

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you jot down a note – and then lose it – you'll be more likely to remember what you wrote than if you'd just tried to memorise it. That's because handwriting requires you to perform a series of strokes to form a letter. With typing, however, you just touch a button.

Handwriting also has real effects on communication. According to the Wall Street Journal, children expressed more ideas when writing instead of typing. Writing affects not just the development of how you think, but how deeply and how expressively.

Critics say the decline of handwriting is the death of a more romantic era. My friend's husband sent her hundreds of emails while serving in the army in Iraq. He also wrote a few letters, which she kept and re-reads from time to time. "It feels more personal to think of him collecting, composing and writing his thoughts from a dusty bunker," she said. For their children, too, those letters are an enduring treasure that emails simply can't replace.

Handwriting has existed for about 6000 years, according to Anne Trubek, who is writing a book on handwriting. It's one of our most important inventions. Without it, we wouldn't be able to record knowledge or pass ideas from one generation to the next.

"Most of us know, but often forget, that handwriting is not natural," she wrote. "It's not like seeing or talking, which are instinctive."

Technology has threatened writing in its various forms – calligraphy (decorative handwriting), penmanship and cursive – long before every man, woman and child carried a phone. It came with the invention of the typewriter, which standardised written communication, and that same argument will reappear as technology advances.

I don't know if handwriting will ever die. But today, the growing emphasis on typing is having far-reaching effects. To get a glimpse of the future, just look at the youth. Instead of curly Qs or loopy Ls, kids are sprinkling emoticons, such as a smiley face, to give a personal touch.

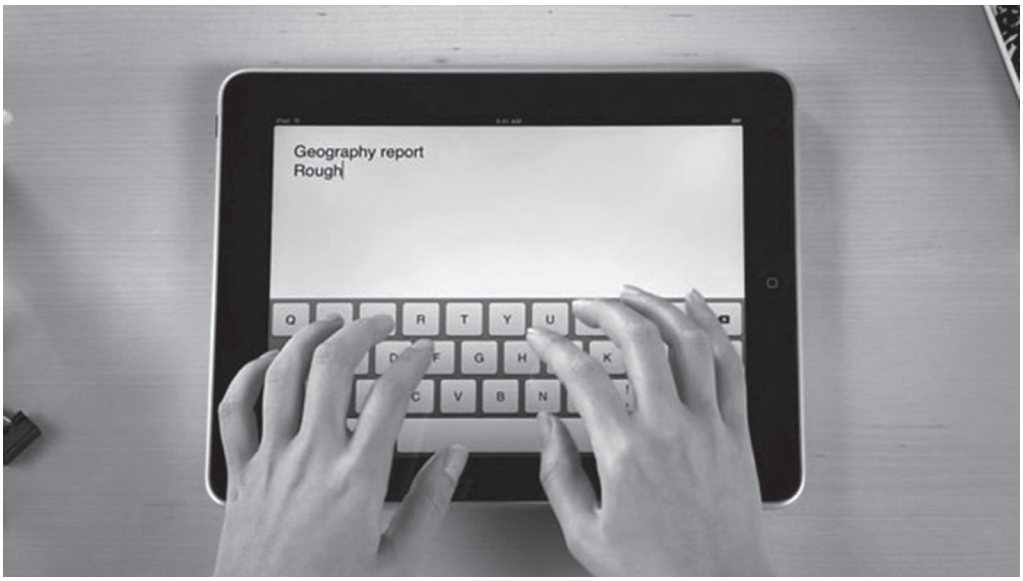
Typing is more democratic, too – it isn't a complicated skill to master. Keyboards are changing the physical connection between writers and text, and people who can't write by hand can now use technology to communicate.

I suppose it's easy to mourn the passing of one era into another. Certainly, I'll miss the intimacy of letters, the nostalgia of cursive lessons in schools and the beautiful scrawl of a well-practised signature written with a pen. And while some pathways in our brains will deteriorate with the decline of handwriting, we'll develop new ones as we swipe, double-click and abbreviate our way into the future.

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**Text Two**

**The Writing is on the Wall – for the moment**
**By Webster**




I suppose it's inevitable that whilst computers undoubtedly do some good they have also promoted some unwelcome decay. Take, for example, the decline in handwriting.

I noticed this first in myself when I was trying to decipher some notes I had written in a meeting only a few days earlier; parts of them I just couldn't read at all. It's not just the creeping arthritis in my thumbs (which doesn't help), it's more that my fingers seem to have forgotten how to do it properly.

Then, as it happens, I had to write a note to a bereaved friend, and reached for my fountain pen and notepaper. My first effort was lovely prose, but looked as if it were written by a spider that had fallen into an inkwell. I had another go, feeling like a schoolboy called in at break time to write lines; I copied it out slowly and carefully until I finally produced something that I could send.

The truth is I am out of practice, and it's all the fault of the computer. During a recent day spent entirely at my desk I wrote several thousand words but I picked up a pen only three times; once to sign a letter and twice to make quick notes whilst on the phone.

That evening I took a short poll of the ten grey-haired members of our local council and discovered that almost all of them had noticed the same decline in their handwriting skills, most citing email as the villain. The exception was a farmer who doesn't use a computer, leaving that chore to his wife and son, so his handwriting skills remain undimmed and ready for action.

Then I thought: when did I last fill in a form by hand? I couldn't remember; these days it's done on a form I can type into. I only seem to send handwritten letters after someone has died, and not always then.

So why do we need handwriting? Because it's good for us, that's why. For example, it's certain that learning to write helps children learn to read. I checked the national curriculum with some apprehension, but was relieved to see that it still includes cursive (joined-up) handwriting.

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I hope they find time to actually teach it; if you don't learn to write using handwriting, you must surely struggle to read handwriting. Indeed, there was an extraordinary moment in a recent high profile trial in America when an adult witness was asked to read out a handwritten letter in court. She declined, saying "I don't read cursive".

It's not really surprising. I understand that 45 American states have opted to leave it up to individual schools to decide if they want to teach joined-up handwriting, and most don't bother. It's the thin end of the wedge; if you stop teaching joined-up handwriting, can giving up teaching all handwriting be far behind? Especially depressing when you recall that culturally where America leads, we, in the UK, always follow… eventually. Indeed, I was unhappy to read that an otherwise excellent charity which promotes digital skills, www.go-on.co.uk, is already suggesting dropping handwritten exams and replacing them with an online assessment.

Learning handwriting is, I would argue, at least as important as learning to ride a bike or to swim; you may not need it all the time, but when you do need it, you really need it.

What's more, you'll never find a child who can write but can't read. However, as we become more dependent on computers, and as speech recognition software improves, accurately transcribing dictation, I begin to have a black vision of a whole generation who can read but can't write by hand.

The writing is on the wall. But it may not be for much longer.

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