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Pearson Edexcel International GCSE

English Language B

Paper 1

Monday 12 June 2017 – Morning
Extracts Booklet

Paper Reference
4EB0/01R

Do not return this Extracts Booklet with the question paper.

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Text One

Teenage Behaviour

adapted from a transcript of an American radio broadcast by Robin Basselin and Joshua Leo



'You know a child is growing older when he stops asking where he came from. And he starts refusing to tell you where he is going.'

'Younger children are a pain in the head; older children are a pain in the heart.'

'Teenagers say that there is nothing to do. Then they stay out all night doing it.'

These sayings about teenagers are supposed to be funny. But they are often true! Being a teenager can be exciting. But the teenage years can also be difficult. David Dobbs wrote about teenage behaviour in National Geographic Magazine: 'One morning in May, my 17-year-old son called me. He told me that he had just spent a few hours with the state police. He said he had been driving 'a little fast'. What, I asked, was 'a little fast'? He had been driving down the road at over 180 kilometres an hour. I said: "That's more than a little fast!"'

Many other parents have similar stories to tell about their own teenagers. Teenagers often take risks, try new things and spend time with friends. But this behaviour is more than just fun. Some experts believe that this is how teenagers learn to become successful adults.

During these teenage years, there are some behaviours that are very common. For example, teenagers often stay out late at night. Their emotions and ideas change quickly. And they often disagree with their parents.

In the past, scientists have asked why teenagers have these 'problems'. But David Dobbs explains that scientists have found a new way to look at teenage behaviour. They have found that teenagers are doing exactly the right thing. They are getting ready to move from the safety of home into the outside world. A teenager must learn to be independent.

Scientists have found three main behaviours that help teenagers achieve independence.

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First, teenagers often take risks. Risks can lead to danger. But learning to take *some* risks can be good for teenagers. Through human history, many people who took risks gained something good. Experts say that teenagers feel very strongly that they have something to gain. And they are more likely to take risks in front of other teenagers. In this way, they gain acceptance from other teenagers. Abigail Baird, a psychologist who studies teenagers, says that a teenager who takes more risks and seeks new experiences does better as an adult.

The second way teenagers learn independence is by seeking out new experiences. These new experiences may be activities like playing sports or they could be unhealthy activities such as smoking cigarettes. Some experiences involve risk-taking which may be dangerous. David Dobbs writes: 'Seeking new experience can lead to dangerous behaviour. But it can also produce positive behaviour – like the urge to meet more people, for example. This can create a wider circle of friends. This often makes us healthier, happier, safer and more successful.' Like taking risks, experience usually leads a teenager to become a more successful adult. Adults must face many new experiences. Teenagers who have had new experiences - both good and bad – are more prepared for adult life. It is this desire for new experience that pushes the teenager.

There is a third and last behaviour that helps teenagers gain independence and become adults. Teenagers like to be around people of their own age. Their friends are very important. They are learning the skills of surviving in a community. David Dobbs explains this also: 'Teens want to be around people in their age group for a powerful reason. They want to invest in the future instead of the past. We enter a world made by our parents. But we will live most of our lives in a world run by people our own age. Knowing, understanding, and building relationships with them is very important for success.' They are preparing to be social adults in their communities.

So there are good reasons for teenagers to take risks, try new things and spend time with friends. Knowing this does not make the teenage years easier. Teenagers will still make mistakes. But hopefully their teenage behaviour will help them to become successful adults.

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Text Two

A lazy, rude, selfish generation?

adapted from an article by Kelly Running



The internet makes so many different things available to everyone including stories, photos, and a means to comment on what we read. It allows an avenue for people around the world to share their opinions on something, whether it is a news story or a photo posted on Facebook. People interact in this way now without even knowing each other, without knowing who's reading what is written. Often that which is written is their opinion and I usually respect this.

The other day I was scrolling through the News Feed on my Facebook page; on it was a story about a young person who made a comment to an elderly lady about her generation not being environmentally friendly. One of my friends had 'liked' this and, hence, it showed up where I could read it. The comment went on to explain that the elderly lady told the young person that in her day they recycled, they didn't have electricity, and they are not the reason why we today are dealing with climate change. I thought how disrespectful it was for the young person to say that to the elderly lady, blaming her and her generation for what we are dealing with today. Everyone has contributed to climate change, not just one group of people.

This, however, is not what ended up offending me. Usually I'm not easily offended, especially when it comes to reading comments on the internet; yet this time I did take offence to a few comments. The comments began saying that the younger generation, my generation, has no manners. As I continued to read, I discovered that many people believe that my generation is ignorant, selfish, lazy, and rude. This hit me as ignorant in itself. In essence they grouped me, along with many people out there, with a few bad youngsters. A few bad youngsters you'll find in any generation, not just mine. I know this is my view, coming from the rude, ignorant, and lazy generation, but I can't see how this generalisation is true, as so many seem to believe.

I'm not trying to say I'm perfect, obviously, but I say 'please' and 'thank you.' I hold the door open for people behind me and let people come out of a building, while holding the door, before I go in. If this is rude and selfish, then yes, my generation is just this.

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The other day I was walking along and noticed an elderly man riding his bike. As I was crossing the street, I looked both ways and noticed he was gone. No, not gone, he was lying in the road! He had tipped his bicycle over. As a person from the selfish generation, I quickly looked both ways, waited for a car to go by, and ran across the street to check on him. He was fine and I gave him a hand.

As for being lazy, it's true; I do enjoy doing nothing on occasion; however, I work almost every day in some form. Whether I am at an event, in the office, taking photos, or writing an article I am kept quite busy. I don't expect things will simply fall into my lap; you need to work hard.

Again, I'm not saying I'm perfect. Everyone makes mistakes and can have moments of ignorance, selfishness, rudeness, and laziness. We're all only human. I strive to be a good person, to work hard, to be polite, and always try to do the right thing as my parents instilled in me to do. So, when reading these comments online about how my generation is basically made up of terrible people, I was a bit offended.

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Sources taken/adapted from:

Text One:
http://spotlightenglish.com/listen/teenage-behaviour#transcript

Text Two:
http://www.carlyleobserver.com/opinion/editorial/a-lazy-rude-selfish generation-1.1483150

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International GCSE

Centre Number | | | | | |

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English Language B

Paper 1

Monday 12 June 2017 – Morning
Time: 3 hours

Paper Reference
4EB0/01R

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.
- You are reminded of the importance of clear English and careful presentation in your answers.
- Check your answers if you have time at the end.

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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, called 'Teenage Behaviour', adapted from an American radio broadcast.

1 Using lines 1–18, identify **three** ways that teenagers behave.

1 .....

.....

2 .....

.....

3 .....

.....

(Total for Question 1 = 3 marks)

2 In lines 19–22, David Dobbs explains teenage behaviour.

State **one** of the points he makes.

.....

.....

(Total for Question 2 = 1 mark)

3 In lines 31–40, the writer discusses teenagers' interest in new experiences.

In your own words, explain the possible effects of new experiences.

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(Total for Question 3 = 3 marks)

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4 Using lines 41–48, **in your own words**, explain why teenagers like to be with people of their own age.

(Total for Question 4 = 3 marks)

Now read Text Two, 'A lazy, rude, selfish generation?'

5 Using the first paragraph, state **two** things the writer says the internet allows people to do.

1

2

(Total for Question 5 = 2 marks)

6 Using lines 7–15, **in your own words**, describe how the writer reacts to the comments in the News Feed on her Facebook page.

(Total for Question 6 = 3 marks)

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7 Using lines 16–24, **in your own words**, explain what offends the writer.

(Total for Question 7 = 4 marks)

8 In lines 25–36, the writer makes some points about her behaviour.

In your own words, identify **two** of her points and give a quotation from the text to support **each** point.

(i) Point

Quotation

(ii) Point

Quotation

(Total for Question 8 = 4 marks)

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9 Using the final paragraph, state **one** of the positive things the writer tries to do.

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(Total for Question 9 = 1 mark)

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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 ideas about teenage behaviour?

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 You have been asked to write an article for your local newspaper on the topic of 'Teenage Behaviour'.

Write your article.

You should include:

- different types of teenage behaviour
- reasons for teenage behaviour
- the views of adults and teenagers.

Think carefully about the purpose of your article 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) 'Young people lack self-control and discipline.' To what extent do you agree?

(35)

OR

(b) Write a story (true or imaginary) entitled 'I wish I had never said that.'

(35)

OR:

(c) Describe a kind person.

(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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