

Please check the examination details below before entering your candidate information

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| Centre Number | | | | | Candidate Number | | | | |
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Pearson Edexcel International GCSE (9–1)

Thursday 23 May 2024

Morning (Time: 3 hours) Paper reference **4EB1/01R**

English Language B
PAPER 1

| | |
|--|-------------|
| 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, the question in 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 Source Booklet, adapted from an article called *My Goose, Willy*.

1 In lines 7–14, the writer describes some of the ways that Willy behaved.

Identify **one** of the ways.

.....
.....

(Total for Question 1 = 1 mark)

2 In the last paragraph, the writer makes some points about how creatures behave when there are people around.

State **one** of the points.

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(Total for Question 2 = 1 mark)

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3 How does the writer present his experiences of looking after Willy, the goose?

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

(10)

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(Total for Question 3 = 10 marks)



Read Text Two in the Source Booklet, adapted from an article called *Rescue To Recovery: Raising an Orphan Elephant*.

- 4** In the section **Rescue**, the writer explains how the Sheldrick Wildlife Trust rescues the orphaned baby elephants.

State **one** of the points made about the rescues.

.....

.....

(Total for Question 4 = 1 mark)

- 5** In the section **The Reintegration Process**, the writer gives details about how the young elephants are prepared for the wild.

Identify **two** ways the elephants are helped.

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(Total for Question 5 = 2 marks)

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6 How does the writer present the experiences of looking after orphaned elephants?

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

(10)

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(Total for Question 6 = 10 marks)



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

- 7 Compare how the writers present their ideas and experiences of looking after orphaned geese and elephants.

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

(15)

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(Total for Question 7 = 15 marks)

TOTAL FOR SECTION A = 40 MARKS



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(Total for Question 8 = 30 marks)

TOTAL FOR SECTION B = 30 MARKS



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SECTION C

Writing

Answer ONE question from this section.

You should spend 1 hour on your chosen question.

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

Write approximately 400 words on one of the following:

EITHER

9 'People spend too much time and money looking after animals.' To what extent do you agree with this statement?

(Total for Question 9 = 30 marks)

OR

10 Write a story (true or imaginary) entitled 'Freedom'.

(Total for Question 10 = 30 marks)

OR

11 Describe a person who is kind to others.

(Total for Question 11 = 30 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 9** ☒ **Question 10** ☒ **Question 11** ☒

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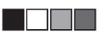


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TOTAL FOR SECTION C = 30 MARKS
TOTAL FOR PAPER = 100 MARKS



Pearson Edexcel International GCSE (9–1)

Thursday 23 May 2024

Morning (Time: 3 hours)

Paper
reference

4EB1/01R

English Language B PAPER 1

Source Booklet

Do not return this Booklet with the question paper.

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Text One**My Goose, Willy****adapted from an article by Paul Theroux**

In this passage Paul Theroux, a famous author, writes about looking after an orphaned and abandoned young bird.



The first moving creature Willy saw was me, and he snuggled in my hand, and when I put him in a warm cage I kept it at eye level and made sure he had plenty to eat. He doubled in size in ten days, and within a month grew tiny feathers, and then fledged¹ in earnest, spiky feathers that gave him bulk and turned him white. When I held him I could feel his pulsing heart, his warm body. And very soon, when I said, 'Willy', he responded with a little caw. 5

For the first time since my children finished school my writing day was changed, brightened in unexpected ways. Willy was to be attended to, fed with pellets, the horse trough filled with water so he could climb in and splash, diving, beating his wings and then grooming himself as he dried off in the sun, pecking at his feathers, combing them smooth with his beak. 10

Willy lingered near the door of my studio and squawked in recognition when I appeared at lunchtime to feed him by hand. Often he simply lingered, working his beak, sniffing, lowering his head and lengthening his neck if another goose came near, possessive of me.

Willy served as my protector and would often chase away any male goose that assumed a threat posture or aimed his beak at my shins. Unlike the others, Willy could be stillness itself, satisfied with food, when I rested with him after my own lunch on the low lava stone wall and stroked his feathers. The density of down over a goose's breast is a pillow of warmth you can sink your fingers into. 15



He hurried to me when I called him by name. On my arrival at the long driveway he emitted a squawk of recognition from a hundred yards away when the iron wheels of the entrance gate clanked against their rail. I might have been away for months, but when I returned he flew to me, low to the ground and settled by my side. Geese vocalise in various ways; I grew to know the sounds he made – the caw of contentment, the shriek, the harsh squawk, the hiss, and loudest of all the trumpeting after overcoming an adversary. Now and then Willy opened and shut his beak without a sound, as though in a silent stammer. 20

Like the other geese, he spent a good part of his day preening, cleaning and ordering his feathers with his beak. Geese bathe rather than swim, diving and immersing their heads, and beating their wings in the water to clean them. 25

Willy remained mild-tempered and protective, often occupying a sheltered spot near the garage, nibbling grass, or – as all geese seem to do – testing the greenery of any plants within a beak’s reach, devouring some, leaving bite marks on others. He became a fixture, in the grassy acre, at the house, near the studio, in my life – a certainty, dependable and unassertive, as true as a compass point, but looming, a graceful ornament, a marble figure set on a conspicuous plinth, just as lovely, the whiteness of his feathers giving him a marble-like quality. Yet he was a living ornament, squawking when he saw me in the morning, strutting to his chosen spot to be fed; and then at one o’clock when I left my studio calling out again; awake when I locked up at night, usually waiting by the gate on my return after a few hours, or six months. In those days and weeks when I felt uninspired and superfluous as a writer he was a consolation. 30 35 40

No night-time sight can compare with the singular beauty of a pure white goose, or several – their motionless, luminous shapes on dark moonstruck grass that absorbs the light, the contrast of each bird’s brilliance, glowing as if lit from within.

It was my belief that Willy wasn’t like other geese. He was himself: distinctive, intelligent, resourceful, loyal, self-sufficient when I was away, dependent when I was at home, healthy, able to defend himself against the other geese, knowing when to fight and when to give them a wide berth. 45

I often thought: if only people knew what my geese are like when I am alone with them – the solitary pleasure that only the pet-owner is privileged to know. It is impossible for anyone except the owner to see the creature as it actually is, because in the presence of others the animal behaves differently – fusses, gets nervy and loud or silly or hostile, playing the fool as children often do in the presence of strangers. No one knows except the parent, or pet-owner, what a marvel the creature is, when resting and that when you’re alone you are nearly always at peace – such intelligence and serenity and mutual understanding the visitor never sees. 50 55

Glossary

¹ *fledged* – developed mature feathers



Text Two**Rescue To Recovery: Raising an Orphan Elephant**

adapted from an article on The Sheldrick Wildlife Trust website

In this passage, the writer describes how young orphaned elephants are looked after.

**Rescue**

When we receive a call about an orphaned infant wild animal in need, it doesn't matter where they are in the country, we'll use whatever transportation is necessary including vehicle, aircraft or helicopter to reach them and bring them to the safety of our Nursery.

Being orphaned is a profoundly traumatic event, both physically and psychologically, and many orphans suffer from starvation, dehydration or injuries caused by predators or humans. Our rescue teams are equipped with milk, stretchers to carry the orphan, and vital medicines including drips, to offer immediate aid at the scene and during the rescue. 5

Recovery

Caring for elephants is a round-the-clock, day-in-and-day-out commitment.

At our Nursery, based in Nairobi National Park, we offer a secure base and a loving environment to nurture these orphans at a time of greatest need and our human carers play a vital role in helping the new arrivals through this difficult period. 10

Our Keepers play a crucial part in supporting and nurturing the orphans as their lost mothers would have done. They offer them unconditional love, emotional support and the learning experiences that each young elephant needs to grow, as they would have received from their absent mothers. The Keepers care for the orphans 24 hours a day and this includes sleeping with the orphans during the night in their individual stockades on a rotational basis so they do not feel alone. 15



Every three hours, the orphans are fed bottles of milk, although those rescued at a very young age are initially fed on demand. Being extremely fragile, elephant calves can only tolerate certain milk compositions and we use a specialist milk formula developed by our Founder, Daphne Sheldrick, which is fortified with additional, nutritious ingredients. Like human children, baby elephants need toys and stimulation. Our carers also walk with the orphans in the bush during the day in varied surroundings with unlimited access to Nature's toys, watching over them at all times and protecting them with blankets when cold, rainwear when wet and sunscreen and an umbrella when it's sunny to prevent their sensitive skin from burning. Our carers also play lots of games with the orphans to keep things light-hearted and are always there for a hug. 20 25

Elephants live socially complex, family-oriented lives and every orphan has its own unique personality and characteristics. Our Keepers encourage natural social dynamics¹ to play out among the babies in their newly-formed herd, all the while filling in when needed as guiding presences, peace-makers and rule enforcers. Assisting our Keepers are the mini-matriarchs, older female orphans that naturally assume a nurturing role and help to ensure every member of the herd, especially the babies, is feeling happy and loved. As with any family, the well-being of the infants is what matters most and this highly-specialised and maternal care is absolutely critical to helping each orphan grow strong, both emotionally and physically. 30 35

The Reintegration Process

From the age of three, the orphans are usually ready to graduate and are transferred with their Keepers to one of our three Reintegration Units based in protected conservation areas.

Each Unit is protected by the Sheldrick Wildlife Trust's Anti-Poaching Teams, operated in partnership with the Kenya Wildlife Service, and are based in areas that are home to wild elephant populations and have the space and environment the orphans need to successfully return to the wild. At our Reintegration Units, the orphaned elephants are gradually weaned² and learn how to live as wild elephants, spending much of their days walking with the Keepers far and wide in the bush. Here, they interact with wild herds and learn about elephant society and accepted behaviour, returning to the Units in the evening to ensure they are protected from predators. 40 45

Living Wild

Becoming wild is a gradual process that takes many years and happens at an individual's own pace, often dictated to by how old an elephant is when orphaned.

Exposing the orphaned elephants to a vast wilderness in the safety of a protected area develops natural wild instincts, given that elephants are born with a genetic memory. They are guided, mentored and befriended by older orphans already living wild lives who gradually introduce the younger ones to a more independent life. Becoming independent is a slow process for elephants, taking anywhere between 8 to 12 years before they are comfortable and confident enough to stay permanently out in the wild, independent of their Keepers. The very young take much longer because they have little recollection of their elephant family and the wild. Once they have flown the nest the orphaned elephants never forget and choose, of their own free will, to return and visit their human family from time to time and always share the joy of their wild-born young. 50 55

Glossary

¹*social dynamics* – relationships/group behaviour

²*weaned* – given solid food



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Sources taken/adapted from:

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