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Surname	Other names
Pearson Edexcel International GCSE	Centre Number Candidate Number
English Language B Paper 1	
Wednesday 10 June 2015 – Afternoon 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.
- 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 interview called
'Living and Working in Antarctica'.**

1 Name **two** things Jill has to do as part of her job.

(i)

.....

(ii)

.....

(Total for Question 1 = 2 marks)

2 Using lines 15–32, **in your own words**, explain the difficulties of life in Antarctica.

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(Total for Question 2 = 3 marks)



3 Name **three** forms of transport used.

(i)

.....

(ii)

.....

(iii)

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(Total for Question 3 = 3 marks)

4 According to Text One, state **one** reason why people on the expeditions eat candy bars.

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(Total for Question 4 = 1 mark)

5 In your own words, explain what Jill misses when she is in Antarctica.

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(Total for Question 5 = 3 marks)



Now read Text Two, adapted from a text called 'Lighthouse Keepers'.

6 Using the first paragraph, state **three** things that lighthouse keepers had to do.

(i)

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(ii)

.....

(iii)

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(Total for Question 6 = 3 marks)

7 Using lines 13–17, **in your own words**, describe what made the job uncomfortable.

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(Total for Question 7 = 3 marks)

8 How did lighthouse keepers feed themselves and their families?

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.....

(Total for Question 8 = 2 marks)



9 In lines 30–49, the writer makes some points about women and families.

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

(i) Point

Example

(ii) Point

Example

(Total for Question 9 = 4 marks)



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

10 Which text is more successful at explaining what it is like working in difficult conditions?

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 SECTION A = 30 MARKS



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** Write an article for a school or college magazine about people who live and work in difficult conditions.

You should include:

- what sort of work they might do
- what is good about their job
- what unusual difficulties they might face.

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



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) 'Everyone should have at least one adventure.' To what extent do you agree with this statement?
- (35)

OR

- (b) Write a story (true or imaginary) entitled 'The Open Door'.
- (35)**

OR

- (c) Describe a sanctuary or place where you feel safe.

(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) ☐

[illegible]

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



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Sources taken/adapted from:

<http://www.amnh.org/explore/curriculum-collections/antarctica/hazards-to-humans/living-and-working-in-antarctica-safely>

<http://psumcmdv.files.wordpress.com/2012/11/pb050155.jpg>

<http://www.maritimenz.govt.nz/Publications-and-forms/Commercial-operations/Shipping-safety/The-life-of-lighthouse-keepers-and-their-families.pdf>

http://img4.wikia.nocookie.net/__cb20140730131304/survivorsdogs/images/4/4f/Lighthouse.jpg

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Pearson Edexcel International GCSE**English Language B****Paper 1****Wednesday 10 June 2015 – Afternoon**
Extracts BookletPaper Reference
4EB0/01R**Do not return this Extracts Booklet with the question paper.***Turn over* ►**P44403A**

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Text One**Living and Working in Antarctica**

Jill Ferris works for the U.S. Antarctica Field Program (USAFP), making sure that all staff and researchers have the right supplies, safety training, transportation, and anything else they need to live and work in Antarctica.

Interviewer: What is your job in Antarctica?

Jill: I manage field support services for the U.S. Antarctica Field Program. Between 1100 and 1300 people travel to Antarctica with our program each year. They depend on us to not only do their work safely and effectively, but also to set up a temporary life there. To bring people and supplies in and out of Antarctica, we use aircraft and helicopters; our department handles the aircraft and helicopters. We also run a mechanical equipment centre, which supplies all the snowmobiles, snowcats, and skidoos that scientists use to get out to their research sites. Safety training is another part of our job. My office also staffs the field camps in remote Antarctica. Between three and ten staff stay there to run a camp, depending on what research is going on. It's really a fun area in which to work. I love the remote areas in Antarctica.

Interviewer: What makes life difficult in Antarctica?

Jill: There are plenty of tasks that are simple to do at home that require more thought and preparation in Antarctica. Drinking can be a problem. If you take water with you, it freezes unless you keep it warm. On expeditions, you have to melt snow, which takes a while. Also, staying warm when you're sleeping can be tough.

Interviewer: How about transport?

Jill: There are vehicles called Strytes; these are cars with tracks on the bottom instead of wheels. Those are used out on the ice. We use aircraft to take people out on location for field trips. The research teams and their camps are put on location by helicopter. Some

groups do cross the ice with skidoos or Nansen sleds, which look like dog sleds. Once in the field, most groups get around by hiking. Some people ski, but mostly for recreation.

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Interviewer: What about food?

Jill: We stock foods in huge cafeteria quantities, which can be a problem for groups going out into the field. They need food in smaller quantities, so we also maintain a food room. It's kind of like a grocery store where field teams can select food to bring out to their camps with them. We stock a lot of high calorie foods, like candy bars, because people need a lot of energy to stay warm and work long hours in the field. Also, food freezes when you're out in the field during the day, so you can't make a sandwich for lunch.

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Interviewer: Many aspects of work in Antarctica can be dangerous. What do you like about being there?

Jill: One of my favourite memories is of my first trip to Mount Erebus, an active volcano on Ross Island, the island where McMurdo Station is located. In 1989, I was fortunate enough to go up there for four days. I walked up the side of this mountain and looked down a live, active volcano. You can see red lava in there, and the volcano throws out lava bombs. I've been back since, but the first time was the most memorable and exciting.

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Interviewer: Are there any downsides?

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Jill: Working down there is interesting. It's a bit like going to work in a minimum security prison. I come back appreciating things and choices that I used to take for granted – fresh fruit and vegetables, going to the grocery store, taking a shower for more than two minutes without feeling guilty, privacy. Even though it's so remote, one of the hardest things in Antarctica is finding a place to yourself because camps need to be really tight for safety reasons. You can't see anything living except penguins, seals and birds. Nothing has a smell except diesel fuel. I really appreciate the smells and signs of life when I get off the plane in New Zealand, and seeing kids and dogs. With all of that, Antarctica is still a great place; it's quite intriguing.

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Text Two**Lighthouse Keepers**

This is an account of the life of lighthouse keepers in New Zealand before the introduction of automatic lights, which did not require keepers to live in the lighthouse.

Before electricity the lighthouses had to be staffed 24 hours a day, so most stations would have two or three keepers on shift work. They were on call at all times, and could not leave the station for more than a few hours. The keepers' main task was to keep the light in perfect working order. For the early keepers this included trimming the wick of the oil lamp and polishing the lenses daily. The keepers were also responsible for maintenance of the light tower and the buildings and property on the light station. While on duty the keepers were expected to remain awake to watch that the light did not go out. Once revolving lights were introduced, the mechanism had to be wound up every hour or two to keep the light turning. This produced each light's characteristic flashes. The revolving lenses are still used today but are electronically driven. The success of automatic lights saw the gradual withdrawal of all lighthouse keepers, and by 1990 there were no longer any resident lighthouse keepers in New Zealand.

Peculiarly, the light which could be seen for miles by ships was only just bright enough to read a book by inside the light room. It was not a comfortable job – keepers were allowed only hard, straight-backed chairs in the light room, and no radio which could distract them or send them to sleep. Meals were only to be eaten in the tower if it was absolutely necessary.

Livestock was kept on most light stations to provide families with fresh milk, butter, meat and eggs. Any vegetables had to be grown there too. As stores usually only arrived on a 3-monthly (or less) basis, meals quickly became limited unless the keepers could add fresh provisions of their own.

Landing stores at the light stations could be a difficult task in itself. Delivery boats had to dodge around the rugged coastline to land supplies, which then had to be hauled up a

cliff face to the keepers' houses. Stores were supplied by the government steamers right up until the 1950s. These visits were often the only contact keepers and their families had with the outside world.

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Every two years the Lighthouse Service rotated the keepers around the light stations. This way they all had their turn on the more isolated and bleak stations as well as on the more popular ones.

Although the first lighthouse keeper in New Zealand was a woman, at Pencarrow Head lighthouse, this was more by default after the accidental drowning of her husband. She was to be the only female employed in the 135 years of light keeping in New Zealand. While there was a clear policy of not employing women in the lighthouse service, keepers' wives played an essential supportive role in keeping the lighthouses operational. They were responsible for ordering all stores, and for educating their children. By the 1960s more and more of the light stations were connected to nearby communities – though often only by a dirt track – and families were urged to send their children to local schools. Otherwise, children of lighthouse keepers had to either board in town or be educated at home.

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However, keepers' wives worked just as hard as their husbands on the light stations. They often paid dearly in terms of poor health given the harsh weather and living conditions and no accessible medical help. In too many instances they suffered the loss of a beloved child or children following illness or accident at the isolated light stations. Accidents were not uncommon, considering the dangerous terrain surrounding the light stations, and that most keepers had small children. Lighthouse families also had to administer their own health care. If there was an accident and medical assistance was needed, the keepers would usually have to attract the attention of a passing ship before help could be raised. Unfortunately, the isolation meant that, even with radio communication, it could take hours or days for help to arrive, and by then it was often too late.

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