

Please check the examination details below before entering your candidate information

Candidate surname

Other names

**Pearson Edexcel  
International GCSE**

Centre Number

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Candidate Number

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**Wednesday 23 January 2019**

Morning (Time: 3 hours)

Paper Reference **4EB0/01**

**English Language B**

**Paper 1**

**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.

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  
'Are virtual schools the future of education?'

- 1 Using the first paragraph, state **two** of the problems for students learning in remote parts of Australia.

1 .....

2 .....

(Total for Question 1 = 2 marks)

- 2 In lines 11-24, Aurora College is described by the writer.  
Identify **three** points that she makes.

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2 .....

3 .....

(Total for Question 2 = 3 marks)

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3 The writer describes the school's online environment and how it is used.

Using lines 25-43, **in your own words**, explain what she says.

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(Total for Question 3 = 3 marks)

4 In lines 51-64, points are made about the advantages of virtual schools.

**In your own words**, describe what the advantages are.

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(Total for Question 4 = 3 marks)

Now read Text Two, adapted from an article called 'Think Global School:  
A global education'.

5 Using lines 4-8, name **one** of the things that the writer notices about the students.

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(Total for Question 5 = 1 mark)



6 In lines 9-18, the writer talks about some of the ways Think Global School students are different from students in other schools.

**Using your own words**, explain these differences.

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

7 In lines 26-36, the writer makes some points about what the school is like.

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

(i) Point

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Quotation

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(ii) Point

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Quotation

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**(Total for Question 7 = 4 marks)**



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8 Name **two** of the cities that Think Global School's students visit.

1 .....

2 .....

**(Total for Question 8 = 2 marks)**

9 In the last paragraph, the writer comments on how the students have benefited from their education.

**In your own words**, explain these benefits.

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





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(Total for Question 10 = 6 marks)

**TOTAL FOR SECTION A = 30 MARKS**







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

**TOTAL FOR SECTION B = 35 MARKS**



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**(Total for Question 12 = 35 marks)**

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



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**Paper 1**

**Extracts Booklet**

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

*Turn over* ►

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## Text One

### Are virtual schools the future of education?

adapted from an article by Nicola Heath



Aurora College, a state-run selective high school, caters for children from rural and remote regions of New South Wales in Australia.

Virtual school Aurora College is using state-of-the-art technology to address the growing gap in achievement between country and city students in New South Wales schools. In Australia, fewer children from provincial and remote areas meet Year 7 educational targets than their urban counterparts. Less than 60 per cent of remote area students complete Year 12, compared to 78 per cent in major cities.

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The school's origins lie in the New South Wales Department of Education's 2013 Rural and Remote Education strategy, which found a growing gap in achievement between students attending rural and remote schools and those in metropolitan areas. A virtual school was proposed as a possible solution, and classes started 12 months later, on February 2, 2015.

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Aurora College, a state-run selective high school, caters for children from rural and remote regions of New South Wales. Students come from all corners of the state says the foundation's Principal, Chris Robertson. 'We exist purely and simply to offer a broad range of educational opportunities for kids in rural and remote areas.'

Aurora College is effectively two schools in one. Students sit a test to gain entry to the college in Years 7 to 10, where they study English, Maths and Science. The remaining 60 per cent of the curriculum is delivered by their home school. The Year 11 and 12 programme allows students to study subjects not offered at their local school.

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'If you have an interest in studying Physics in years 11 and 12, but for whatever reason your local school is unable to provide a teacher or a class, then you can, with the approval of the home school Principal, apply to study that subject with Aurora College,' says Robertson. 'It's all about giving students and parents choice.'

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What makes Aurora College revolutionary and distinct from other virtual schools around the world is that it offers live online lessons.

'We're not a distance education school with additional technology, but a face-to-face provision with real-time lessons,' says Robertson. 'That's quite unique.' 25

Students log into the school's online conferencing software and participate in classes led by teachers who can see and hear the students in real time, thanks to webcams and microphones. The school features a virtual campus, built using technology developed by the University of Wollongong. 'We've been able to provide a virtual playground for the kids to hang out at breaks between lessons with their Aurora mates,' says Robertson. Other spaces include a lecture theatre, where outsiders can come to give presentations to the students, and the school hall, where parent-teacher evenings will be held later in the year. 30

This technology is also used to offer weekly master classes delivered by experts from scientific, cultural and further education institutions as well as the business world. 'No matter where they are in the world we're able to bring them into the classroom,' says Robertson. Those experts could be an astrophysicist from CERN (a European organisation for nuclear research), the home of the Large Hadron Collider located on the French-Swiss border, or representatives from organisations like Microsoft. 35 40

'We also had a human rights lawyer present a wonderful session from Geneva,' says Robertson. 'He got up at some unreasonable hour to present to our students here in New South Wales.'

While the network is reliable, students sometimes have trouble logging in at home, especially those who live in very remote areas. 45

A residential school programme runs twice a year to allow students and teachers to meet face-to-face. Early in 2017, teachers and students spent a week at Sydney's northern beaches. 'Kids and teachers from all over the state travel to that central location for a week of classes, tutorials, excursions, master classes and mentoring sessions,' says the Principal. 50

'One of the advantages of the virtual model is that it keeps country kids in their communities, where their social and emotional needs are best catered for,' says Robertson. At the same time, they become part of a state-wide group of like-minded students with similar abilities. 'Connecting kids in this way is a very powerful thing,' he observes. 55

The school currently has 210 students. Robertson says that in five years, the school could accommodate up to 500 students.

In the future virtual schools, and the technology they use, will become more common throughout the Australian education system, says Robertson. 'What we have shown is that the technology exists to provide opportunities for groups of schools to work together, to share resources and to share expertise. And those schools could be geographically remote from each other, as is the case with Aurora College. Or, it could be that two or three neighbouring Sydney schools could share a timetable and share a classroom teacher in this way, using the same technology that we're using.' 60

## Text Two

### Think Global School: A global education

adapted from an article by Julie Schwieter



It's 5.30 am my time, 9.30 pm their time, when I connect with the students of Think Global School via Skype. I'm in New York, where it's cold and snowy. They're in Sydney, where it's been unseasonably warm.

I rub the sleep from my eyes, take a sip of coffee, look for a pen, and tell them I'm not going to turn on my video; I'm still in my pyjamas. I can see them, though; they're in t-shirts and shorts, most of them barefoot or in socks. They're sitting on couches, chairs and the floor, some of them with their arms draped around each other like they've been friends for years, even though they've only known each other since September.

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As I quickly learn, the exceptional closeness of the students is only one of the many characteristics that distinguish Think Global School and its model of education from any school I've attended or known. Another is how willing and excited all the students are to have a conversation. When I ask them a question, there's none of the typical adolescent reluctance to speak. All of them have answers and opinions, and they articulate them thoughtfully.

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Megan, a student from New Zealand, attributes this openness to the school itself. 'We're able to think our own way,' she says. While most of the students say that they enjoyed school before they became Think Global School's first student body, their love of learning has become increased by being immersed in the Think Global School model.

15

Think Global School was founded by Joann McPike, who faced a difficult decision when trying to work out where her son would receive the best high school education. 'My son had visited 70 countries,' she says. 'The lessons our travels taught him go beyond anything he could have received in a classroom.'

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McPike considered several alternatives but then a much more ambitious and inclusive



idea occurred to her: why not start her own school, one that would welcome students from any country, one whose classroom would be completely mobile? 25

Many of the students had travelled extensively prior to their enrolment and some had lived outside their home countries. But none of them thought the world might actually be their classroom before becoming students at Think Global School. 'I never thought a travelling school was possible,' says Mark, who is originally from Russia.

Yada, from Thailand, explains that there are many other differences between Think Global School and her old school. 'The relationship with teachers here is unique,' she says. In a traditional educational setting, 'The teacher is the authority and learning is based on memorisation. Here, it's different.' 30

Gijs, who has lived in several different countries, agrees. 'In a fixed school, you have fixed topics,' he explains. 'Think Global School is about hands-on learning, and the questions we're asked don't necessarily have definite answers.' 35

The students will have travelled to three cities in three different countries by the end of this school year. The term started in Stockholm. Students are currently in Sydney, and by the year's end, they'll be in Beijing. In each location, Think Global School links with local schools and students, as well as members of the community, to provide its students with hands-on opportunities for learning. 40

In Sydney, one of the most popular academic activities has been a scientific study the students are conducting in the bay, observing the effects of climate change by monitoring coral bleaching. 'By being in the world, you get closer to it,' says Alex. 'When I read the news now, I see it very differently. I'm interested in cultural similarities and differences; before, I would have just read the local section of my paper.' 45

If the feedback of the students is any indication (and for me, it's at least as valuable as the test scores schools place so much importance on here in the States), the mission of Think Global School is being fulfilled.

The students agreed that while they have all made some sacrifices – being separated from their families for an extended period of time, giving up some extracurricular activities they might have had at home, and learning to live with others were some they mentioned – the trade-offs have been well-worth it. Seeing the world with their own eyes, overcoming fears, and learning how to apply the knowledge they acquire in meaningful, practical ways have made them more confident and engaged learners, and more empathetic, interested members of the world community. 50  
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**Sources taken/adapted from:**

Text One:

<http://www.sbs.com.au/topics/life/culture/article/2017/04/11/are-virtual-schools-future-education>

Image: © Caiaimage/Robert Daly/Getty Images

Text Two:

<https://matadornetwork.com/change/think-global-school-a-global-education/>

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