



Rewarding Learning

General Certificate of Secondary Education
January 2020

Centre Number

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Candidate Number

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English Language

Unit 4

Personal or Creative Writing
and Reading Literary and
Non-Fiction Texts

MV18

[GEN41]

THURSDAY 16 JANUARY, MORNING

Time

1 hour 45 minutes, plus your additional time allowance.

Instructions to Candidates

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

You must respond to the tasks in the spaces provided.

Do not write on blank pages.

Complete in **black ink only**.

Complete **four** tasks: **one** task in **Section A** and the **three** tasks in **Section B**.

Information for Candidates

The total mark for this paper is 150.

Section A (Writing) One task marked out of 88 marks.

Spend 55 minutes on this section.

Section B (Reading) Three tasks marked out of 62 marks.

Spend 50 minutes on this section.

This paper contains an insert for use with Task 2.

Pay attention to the suggested timings shown at the beginning of each task; these will enable you to complete all the tasks within the time limit.

Figures in brackets indicate the marks available for each task. Examiners can only credit what they can read. Keep your work legible.

Section A: Personal or Creative Writing

Task 1: Spend 55 minutes on your response.

Mark Allocation: 88 marks

Up to **58 marks** are available for an **organised** piece of personal or creative writing that matches **form with purpose to engage the specified audience**.

Up to **30 marks** are available for the use of a range of **sentence structures** and **accuracy in spelling, punctuation and grammar**.

Complete only one task.

Either

(a) Write a personal essay for the examiner about an experience that resulted in a positive change in your life.

or

(b) Write a creative essay for the examiner. The picture below is to be the basis for your writing. You may provide your own title.



You are advised to spend:

- **15 minutes** thinking and planning your response
- **30 minutes** writing the response
- **10 minutes** checking your writing

Planning Space:

Reading Non-Fiction

Tasks 3 and 4 are based on two extracts from a newspaper article: **“Should parents encourage their kids to work out?”**.

Task 3: Spend **12 minutes** on this task. Total **15 marks**.

The text below is the beginning of the article. Explain how the writer engages the interest of the reader.

[15 marks]

Should parents encourage their kids to work out?

Louis is a pro in the gym, and he has the six-pack to show for it. During his weekly workouts, he will start with three rounds of ten press-ups, pull-ups, burpees, jump-rope skips and lifts with a weighted medicine ball to increase his core strength. Nothing wrong with that, you might think – except that Louis is six years old!

A generation ago, playing and running around were the only activities considered necessary to keep children fit and healthy. Now a growing number of national gym chains, including Virgin Active, Better Gyms and David Lloyd, are offering children’s memberships to cater to parents panicking about soaring child obesity rates.

According to a new public health report, Britain has the highest obesity rates in Western Europe. One in five children start primary school overweight or obese, rising to more than a third by the time they leave. Increasingly, concerned parents are taking their children with them to the gym.

But is this really a good idea?

Task 4: Spend **12 minutes** on this task. Total **15 marks**.

The text below is the final three paragraphs from the same article. Explain how the writer has developed her view that parents buying gym membership for their children is not a good idea. [15 marks]

There is growing evidence that children, especially teenagers, are keen to sign up to a gym membership to get Instagram-worthy bodies that attract likes, rather than improve fitness levels. That worries me. And, as parents, should we not also be concerned that children staring into mirrors while they work out just further encourages an unhealthy obsession with body image from a disturbingly early age?

Our children’s health is more important than anything else and this should be a priority, but do we really need to fork out large amounts of cash for a gym membership? Taking the kids to the park to kick a ball or going out for a bike ride, for example, are great opportunities to exercise – and don’t cost a penny!!

All the research shows that children would rather be outdoors spending time with their families. If we did this, there wouldn’t be the threat of obesity, heart disease and diabetes on the horizon for the next generation. Or, indeed, any reason to pay for our children to pound away on machines indoors rather than running around outside in the fresh air!!

This is the end of the question paper

RESOURCES:

Task 1 photograph © Getty Images

Tasks 3 and 4 © Telegraph Media Group Limited 2017

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Section	Marks
A	
B	

Total Marks	
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Examiner Number

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January 2020

English Language

Unit 4: Reading Literary Texts

MV18

[GEN41]

THURSDAY 16 JANUARY, MORNING

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Text A: Source adapted from "The Night Circus" by Erin Morgenstern
Text B: Source adapted from "Lucas" by Kevin Brooks

Text A

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Text B

I first saw Lucas on a fine afternoon at the end of July last summer. Of course, I didn't even know who he was then...in fact, come to think of it, I didn't even know **what** he was. All I could see from the backseat of the car was a creature wearing green. He was padding along the road in a shimmering haze of heat; a slight and ragged figure with a mop of straw-blond hair and a way of walking that whispered secrets into the air.

As we drew closer, the figure became clearer. It was a young man, or a boy, dressed loosely in a drab green army jacket tied around his waist and a green canvas bag slung over his shoulder. The only non-green thing about him was the pair of scruffy black boots on his feet. Although he was on the small side, he wasn't as slight as I'd first thought. He wasn't exactly muscular, but there was an air of hidden strength about him, a graceful strength that showed in his balance, the way he held himself, the way he walked...

As the car got closer, I realised that Dad and Dominic had stopped talking and I was suddenly aware of a strange, almost ghostly, silence to the air – not just in the car, but outside as well. Birds had stopped calling, the wind had dropped and, in the distance, the sky had brightened to the most intense blue I'd ever seen.

It was weird. Almost like a dream.

As we drew level with the boy, he turned his head and looked at us. No, that's wrong – he turned his head and looked at **me**. Directly at me.

It was a face I'll never forget. Beyond the pale blue eyes and the unruly hair and the sad smile...beyond all this there was something else...

Dominic broke the spell by peering through the window and grunting. "What is **that**?"

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