Rewarding Learning

Centre Number

Candidate Number

General Certificate of Secondary Education
2022

English Language

Unit 4

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

GEN41

[GEN41]

FRIDAY 10 JUNE, MORNING

TIME

1 hour 45 minutes.

INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.
You must complete the tasks in the spaces provided.
Do not write outside the boxed area on each page or on blank pages.
Complete in **black ink only**. **Do not write with a gel pen.**
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 printed at the end of each task indicate the marks available.
Examiners can only credit what they can read. Keep your work legible.

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Section A: Personal or Creative Writing

One Task: 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) Personal writing: Write a personal essay for the examiner describing your dream destination.

Or

(b) Creative writing: Write a creative essay for publication in your school magazine. The picture below is to be the basis for your creative writing. You may provide your own title.

© Getty Images

You are advised to spend:

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

Planning Space:

[Turn over

EITHER

(a) Personal writing: Write a personal essay for the examiner describing your dream destination.

[Turn over

[88]

OR

(b) Creative writing: Write a creative essay for publication in your school magazine.
The picture on page 2 is to be the basis for your creative writing.
You may provide your own title.

[88]

[Turn over

Section B: Reading Literary and Non-fiction Texts

Three tasks: 50 minutes. Mark allocation: 62 marks

Reading Literary Texts

Task 2: Spend **26 minutes** reading **both texts** (**see insert**) and responding to this task. Total **32 marks**

Texts A and B are extracts from two novels.

Compare and contrast how the writers have created a sense of unease in their writing. Present supporting evidence from both texts.

[32]

[Turn over

Reading Non-Fiction

Tasks 3 and 4 are based on two extracts from a newspaper article:

"THIS ARTICLE MAY BE HARD TO STOMACH!"

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

The text below is the beginning of the article.

Explain how the writer has gained and held the interest of the reader.

THIS ARTICLE MAY BE HARD TO STOMACH!

Growing up in a family of seven children meant that every day required parental planning of military grade precision. Bathtimes were carnage. Bedtimes were chaotic, and mealtimes… Well, mealtimes were an *interesting* experience. Mum proclaimed that she peeled, boiled and mashed "three bags of spuds" a night to feed our voracious little mouths. Despite the fact there was never enough to satisfy us, my mum always succeeded in getting us a "decent feed".

Now that I'm a dad, I despair that the challenges of getting Child A to a friend's house, Child B to football practice and Child C to the judo dojo have led to my kids' mealtimes being more about something convenient that you can throw in the oven or zap in the microwave, than a freshly prepared, nutritious plate of food.

Convenience food and ready meals are everywhere – and that's despite the countless tales warning of the dangers. I dread to think of the damage I may be doing to my children.

Have I become a processed parent?

[15]

[Turn over

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

The text below is the final four paragraphs from the same article.

Explain how the writer has developed his negative view of ready meals.

Fancy a chicken korma for tonight's dinner? Take a stroll up any aisle of the supermarket and you'll be spellbound by the vivid range of colourful packaging presenting a healthy and filling meal, or perhaps you will be tempted by the mouth-watering image of a plateful of golden curry on a bed of gleaming, saffron rice.

But don't kid yourselves, folks! The grotesque gloop you'll actually end up with, after it's been 'nuked' for five whole minutes, will look like dog food and wood-shavings and will taste even worse. So, why then are we, as a nation of well-informed individuals, so ready to suspend disbelief and be fooled into the notion that these pre-prepared poisons are a suitable option for family dinners?

We need to make a stand against the bosses running the convenience food empire who believe they have the perfect recipe for huge profits. They need to see that we will no longer be duped into believing that these are a nutritious or tasty alternative to a good old-fashioned, freshly prepared meal!

What price will we have to pay for these inadequate, cheap alternatives?

[15]

DO NOT WRITE ON THIS PAGE

THIS IS THE END OF THE QUESTION PAPER

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English Language

Unit 4: Personal or Creative Writing and Reading Literary and Non-Fiction Texts

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FRIDAY 10 JUNE, MORNING

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Text A

I could see him waiting for me outside the steel school gates.

Roy.

He was leaning against a lamppost, his arms folded. From the second-floor window behind my desk I couldn't make out the expression on his face. But the way he was slumped against that lamppost suggested he was bored.

Good. Bored was good. If Roy was bored, he wouldn't be suspecting anything.

'Hey, Theo,' my mate Jake whispered. 'Twenty seconds until "Operation Liberate Theo" commences.' His eyes were fixed on the stopwatch function on his phone – he'd synchronised it with the school bell earlier to make sure I'd have a fast getaway.

I rolled my eyes, pretending I was way too cool to be excited. But the truth was my heart was pumping like it might burst. This was my first serious attempt to escape from Roy. I mean I'd tried – and failed – to run away from him before. But this was the first time I'd planned out an actual escape route.

'Fifteen…fourteen…thirteen…' Jake said excitedly.

I glanced towards the front of the classroom.

'Eleven…ten…'

The teacher was writing on the whiteboard.

'Eight…seven…six…'

My books were already in my bag. I picked it up off the floor and slid it silently onto my back.

'Three…two…one. Good luck, Theo!'

I leapt to my feet. I stormed towards the door. Wrenched it open. Sped down the corridor. Other classes were spilling out. I pounded down…down the stairs to the ground floor. Lots of Year Eights and Nines were jostling and shoving their way across the hall.

But I was bigger.

Faster.

Stronger.

Adapted from "Blood Ties" by Sophie McKenzie (ISBN: 978-1847382757) Published 07 July 2008 © Simon & Schuster Children's UK

Text B

Footsteps.

Running.

Graham didn't hear them at first.

He was walking fast, eating from his bag of hot chips as he went. Taking a detour via Reglan Street. The kind of street his parents had warned him never to be in. The kind of street where your footsteps echoed loudly, too loudly – because there was no one else about.

From either side the dark openings of the building stared at him. It was the beginning of May and fairly bright at this time in the evening. But even so…

Graham glanced around. The sky was densely overcast and shadows were gathering. He shouldn't have lingered so long after football training.

At that moment noise and shouting erupted behind him and Graham knew right away that he was in trouble.

Footsteps.

Running.

Coming down Reglan Street. Hard. Desperate.

Pounding on the ground. Beyond them, further away, whooping yells and shouts. Graham turned. A frightened teenage boy was racing towards him. As Graham watched, the boy stumbled, tripped and fell. Tried to get up. Then, groping in his pocket, brought out a mobile phone. Started to stab at buttons. Looking around in panic.

At the end of Reglan Street nearest the playing fields, a gang of huge shadows danced. The outline of the hunters – distorted and elongated against the bright floodlights. Graham saw them gather together, become one monstrous creature, then break apart. Their twisted shapes thrown out ahead of them as they came. Seeking. Searching.

Graham's legs stopped working. He was too far from the main road. Too far to run. The gang would catch him easily.

The teenage boy got to his feet. Faltered. Went past Graham. Limping.

Now Graham was caught. Trapped between pursuer and pursued.

Adapted from "Divided City" by Theresa Breslin (ISBN: 978-0385607674) Published 05 May 2005 © Doubleday Children's Books an imprint of Penguin Random House Children's UK