



Rewarding Learning

General Certificate of Secondary Education
Summer 2023

Centre Number

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Candidate Number

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English Language

Unit 1

Writing for Purpose and
Audience and Reading to Access
Non-fiction and Media Texts

MV18

[GEN11]

FRIDAY 12 MAY, 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 complete the tasks in the spaces provided.

Do not write on blank pages.

Complete in **black ink only**.

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

If needed, you can ask for Supplementary Answer Sheets.

Information for Candidates

The total mark for this paper is 150.

Section A (Writing) **One task** marked out of **87 marks**. Spend **55 minutes** on this section.

Section B (Reading) **Four tasks** marked out of **63 marks**. Spend **50 minutes** on this section.

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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(Questions start overleaf)

Section A: Writing for Purpose and Audience

Task 1: Spend 55 minutes on your response.

Mark allocation: 87 marks

Up to **57 marks** are available for an **organised and engaging** piece of writing **that matches form and purpose with audience.**

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

Write a **speech for your classmates** persuading them to **agree with your views** on the following statement:

“Every teenager should be required to have a part-time job.”

You are advised to spend:

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

Planning space:

Section B: Reading Non-fiction and Media Texts

Four tasks: 50 minutes. Mark allocation: 63 marks

Reading Non-fiction

Tasks 2 and 3 are based on an online article about happiness.

Task 2: Spend **15 minutes** on this task. Total **21 marks**

Read the text below where the writer discusses the importance of happiness.

Explain how the writer has presented this in a way that engages her readers' interest. Support your comments with evidence.

In 2012, the United Nations proclaimed March 20th to be the International Day of Happiness. It's easy to understand why they see happiness as something to celebrate: happy people are healthy people; they get sick less often and live longer. And guess what? Happy people are more likely to have fulfilling lives.

Statistics prove that happy people tend to be more successful and are more productive at work. Based on recent studies, it has become clear that happiness is not just a personal issue; it's a matter of public health, national well-being, and global economics.

But happiness doesn't come easily, as most of us know. Disappointments and annoyances grab our attention and gnaw at our worries like gnats; and even the good things in life seem to lose their lustre over time. Add to that a crammed schedule

Task 3: Spend 10 minutes on this task. Total 12 marks

In this part of the article, the writer is considering how we can be happier in life.

Read the text below. In your own words, write down two benefits the writer has recommended: one benefit from each paragraph.

For each benefit present two pieces of supporting evidence.

A simple way to be happier is to recognise the good around us. Each evening, write down the positives of your day, noting how they made you feel. This draws your attention to the good things in life, boosting those feelings of worth and value. People who do this reap the benefits for months, illustrating how focusing on the positives can be uplifting.

Try three happy activities. You could read, listen to music or meditate. Alternatively, take part in a group activity, such as joining a choir or a youth club, or playing sports. Even if your go-to place of happiness is a box set, popcorn and ice cream, this can reconnect you with different sources of satisfaction. Any three choices you make should offer you a sense of pleasure and meaning; all worthwhile paths to a life filled with more optimism. It'll give you a fresh outlook.

(a) Benefit from paragraph one: [4 marks]

(b) Two pieces of supporting evidence from paragraph one:
[2 marks]

(c) Benefit from paragraph two: [4 marks]

(d) Two pieces of supporting evidence from paragraph two:
[2 marks]

Reading Media Texts

Tasks 4 and 5 are based on advertising material for the Wild Atlantic Sand-Free Beach Towel.

Task 4: Spend **17 minutes** on this task. Total **20 marks**

Read the text below. Explain how language has been used to promote the Wild Atlantic Sand-Free Beach Towel as an excellent beach accessory. Present evidence to support your comments.

We love the beach. We live for its untamed expanses.

And now you no longer need to put up with those fine, golden granules of sand that leave skin sore, scraped dry with a sand-covered towel that somehow brings half of the beach into our cars, clothes and homes.

Want an innovative solution to this persistent pain?

Designed by surfers, with Ireland's wild waters and fierce shores in mind, the Wild Atlantic Sand-Free Beach Towel dries 50% faster than standard towels. It combines a soft texture to caress skin that battles land and sea with a microfibre, sand-free fabric. Its luxuriously large size still rolls to fit into a tiny bag, making it perfectly portable after a plunge in the ocean.

Make your trip to the beach smoother – in multiple ways. Isn't it time you invested?

Task 5: Spend 8 minutes on this task. Total 10 marks

Study the image below from advertising material for the Wild Atlantic Sand-Free Beach Towel.

Select two examples of presentational features that promote the Wild Atlantic Sand-Free Beach Towel as a product for people who enjoy water sports.

Explain the intended effect of these two presentational features.



(a) First example of a presentational feature: [1 mark]

(b) Intended effect on the reader: [4 marks]

(c) Second example of a presentational feature: [1 mark]

(d) Intended effect on the reader: [4 marks]

This is the end of the question paper

SOURCES

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