



General Certificate of Secondary Education
November 2022

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



[GEN11]

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FRIDAY 25 NOVEMBER, 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 **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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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 an article for a website aimed at teenagers giving your views on this question:

'For young people, does choosing to stay in mean missing out?'

You are advised to spend:

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

Planning space:



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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 extracts from an autobiography about being a parent.

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

Read the text below where the writer describes his experiences of parenting.

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

I told the kids they could have ice cream. They frolicked up to the counter, only to be bamboozled by the vast selection of over-the-top toppings. One ice cream was majestically crowned with three colossal Crunchies! At least that possibly justified the fortune being charged.

After picking at the toppings and stirring the ice creams, my brood announced they were full. Full? It was as much as I could do not to hurl those ice creams across the room. Not only had they decided they'd had enough, to add insult to injury, they'd done so much finger-licking and poking and prodding that they had rendered the ice creams poisonous. (Otherwise, I might have considered abandoning my veganism to eat them, just on financial principle.)

Deciding to teach them a lesson, I found myself demanding they finish what they had ordered. It's not often you see children eating ice cream...while crying!

I guess I'm clueless as a parent.

Adapted from "As Good As It Gets: Life Lessons from a Reluctant Adult" by Romesh Ranganathan. (ISBN: 978-1787633605) Published 2020 © Bantam Press





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[21]

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

In this part of the text, the writer describes the stress of taking his children to a restaurant.

Read the text below. In your own words, write down two reasons why taking the children to a restaurant was a bad idea: one reason from each paragraph.

For each reason present two pieces of supporting evidence.

It started when my son ordered monkfish. Not pretend-fish shapes. I explained that this was going to be an *actual* fish. He sternly informed me he knew what fish was. Of course, when it arrived with a face and eyes, he recoiled. I insisted he taste it. He tried a bit and proclaimed it was the most disgusting thing he had ever eaten, which is weird because I once saw him eat a crisp he found behind his booster seat.

I needed some reward to convince him to eat the fish...I decided to go big. VR goggles were offered. Immediately, he attacked the monkfish like a hungry shark. I had proved my point. It was only then I realised I'd been outsmarted by an eight-year-old. I had essentially paid him £200 to eat fish. Not only that, I had taught the kids to pretend they didn't like their food, angling for a payout.

Adapted from "As Good As It Gets: Life Lessons from a Reluctant Adult" by Romesh Ranganathan. (ISBN: 978-1787633605) Published 2020 © Bantam Press

(a) Reason from paragraph one:

[4]





(b) Two pieces of supporting evidence from paragraph one:

[2]

(c) Reason from paragraph two:

[4]

(d) Two pieces of supporting evidence from paragraph two:

[2]

[Turn over



Reading Media Texts

Tasks 4 and 5 are based on the cover of the novel “The Girl of Ink and Stars” by Kiran Millwood Hargrave.

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

Read the text below. Explain how language has been used to develop a sense that this novel would be exciting to read. Present evidence to support your comments.

Friendship. Discovery. Myths. Magic.

The island is steeped in mythology and shrouded in mystery. Forbidden to leave, Isabella can only dream of the faraway lands her explorer father once mapped. When her best friend disappears into the forbidden forest, Isabella volunteers to bring her back.

But the world beyond the walls is a monster-filled wasteland – and beneath the dry rivers and smoking mountains, a legendary fire demon is stirring from its sleep.

Delving into the darkest parts of the island, Isabella moves towards danger, rather than away from it. She must take action. She must bravely forge ahead. Following her map, her heart and an ancient myth, she discovers the true nature of her journey ... to save the island itself.

This spellbinding world of magic, myth and adventure will hold you like a labyrinth and won't let you go. It is beautiful, thrilling and magical.

Adapted from “The Girl of Ink and Stars” book cover





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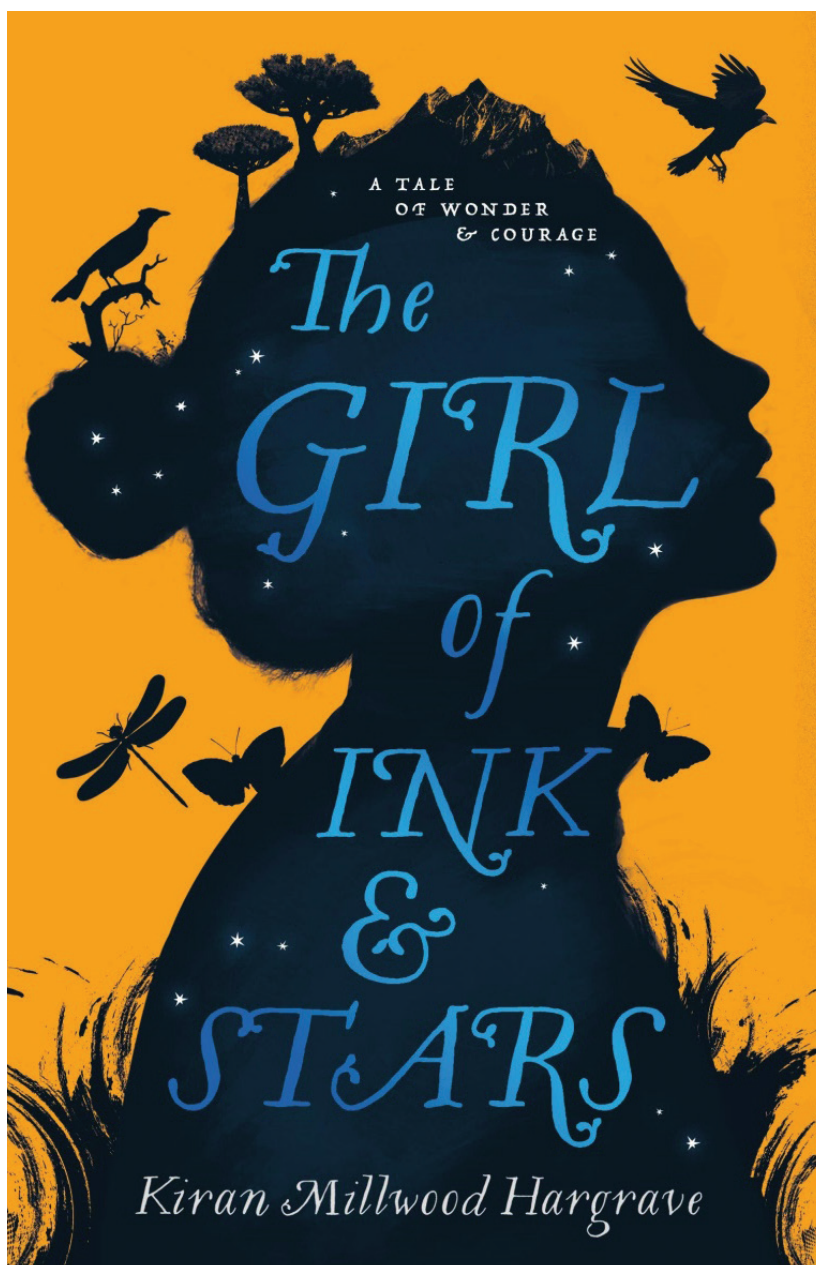


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Task 5: Spend 8 minutes on this task. Total **10 marks**

Study the front cover of the novel “The Girl of Ink and Stars”.

Select two examples of presentational features used in this book cover to make it appealing to the reader. Explain the intended effect of these two presentational features.



The Girl of Ink and Stars, Text © Kiran Millwood Hargrave 2016
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(a) First example of a presentational feature:

_____ [1]

(b) Intended effect on the reader:

_____ [4]

(c) Second example of a presentational feature:

_____ [1]

(d) Intended effect on the reader:

_____ [4]

THIS IS THE END OF THE QUESTION PAPER



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