

New
Specification

General Certificate of Secondary Education
January 2019

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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WEDNESDAY 9 JANUARY, 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. If needed, you can ask for more sheets to finish your responses.

Do not write outside the boxed area on each page or on blank pages.

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

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.



Section A: Writing for Purpose and Audience

A single task: 55 minutes. 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**.

Task 1: Spend 55 minutes on this task.

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

“Are celebrities the best role models for teenagers?”

You are advised to spend:

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

Planning Space:



Section B: Reading to Access Non-Fiction and Media Texts

Four tasks: 50 minutes. Mark allocation: 63 marks

Reading Non-Fiction

Tasks 2 and 3 are based on two extracts from a travel writing article. The writer remembers the time an earthquake shook his family's home in New Zealand.

Task 2: Spend 15 minutes on this task.

Read the text below. Explain how language has been used by the writer to present his experience of an earthquake. Present evidence to support your comments.

We'd had a couple of small rumbles that day. My ears detected those deepest of bass notes. Within less than a second the vibrations had grown to a deafening loudness and the house began roaring around me. I put my feet on the floor and braced myself as the house was violently shaken.

It wasn't like riding big waves or being blown around in a high wind. It was the sharpest, most violent kind of shaking; as though the house sat on some giant machine that was snapping it back and forth, up and down, however it liked. The shaking itself was physically painful, and the noise was incredible, deafening, like nothing I had ever heard before. It was clear to me there would be damage and there was: everything in the kitchen was hurled out of the cupboards and shelves onto the floor.

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Task 3: Spend **10 minutes** on this task.

In this part of the article, the earthquake has ended. The writer describes how he sets out on foot to try to reach his daughter Rose's school.

Read the text below. In your own words, write down two reasons the writer gives to explain why it was so difficult to get to the school: select one reason from each paragraph. Present two pieces of supporting evidence from the text for each reason.

As we set off, a child wearing the uniform of Rose's school walked up with her parents. I asked them was the school safe. They said yes without even stopping but they did tell me to avoid the petrol station because it was "gonna blow up soon." Another neighbour hurried over to warn me not to go any further because she'd heard that flooding was rising very fast. I didn't know whether to trust them or not – everyone we met had a scary rumour of some sort.

I trudged past cables sparking with electricity, cracked pavements, crumbled garden walls, countless collapsed chimneys and, in the worst cases, houses with entire sides missing. Thick dust swirled in the air around the collapsed buildings and people kept wandering in our way, most just looking around blankly. Others were trying to drive down the wrecked streets, mostly much too fast.

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BEGIN RESPONSES ON NEXT PAGE



(a) First reason:

[4]

(b) Two pieces of supporting evidence:

[2]

(c) Second reason:

[4]

(d) Two pieces of supporting evidence:

[2]

[Turn over



Reading Media Texts

Tasks 4 and 5 are based on advertising material. This product is being promoted for people who lead an active lifestyle.

Task 4: Spend **17 minutes** on this task.

Read the text below. Explain how language has been used to promote this.
Present evidence to support your comments.





Task 5: Spend **8 minutes** on this task.

The image below is taken from an advertisement.

Select two presentational features that promote a product for people who want to lead an active lifestyle. Explain the intended effect of these two presentational features on the reader.

Task 5 Removed due to Copyright

BEGIN RESPONSES ON NEXT PAGE





(a) First presentational feature:

_____ [1]

(b) Intended effect on the reader:

_____ [4]

(c) Second presentational feature:

_____ [1]

(d) Intended effect on the reader:

_____ [4]

THIS IS THE END OF THE QUESTION PAPER





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