Rewarding Learning

Centre Number

Candidate Number

General Certificate of Secondary Education
2019

English Language

Unit 1

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

[GEN11]

GEN11

WEDNESDAY 29 MAY, 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**.

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

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 an article for your school magazine persuading the readers to agree with your views on the following question:

"Should school uniform have a place in 21st century schools?"

You are advised to spend:

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

Planning Space:

Article for your school magazine:

[Turn over

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[Turn over

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 newspaper article about the health problems created by fizzy drinks.

Task 2: Spend **15 minutes** on this task.

Read the text below. Explain how the writer has used language to share his concerns about fizzy drinks. Present evidence to support your comments.

Once upon a time a sugary, fizzy drink was an occasional treat. Now, many of us think nothing of having at least one every day. Now, we use them as instant pick-me-ups and even as 'healthy' sports aids. Now, no trip to the cinema is complete without a supersize fizzy drink!

It's no surprise to learn, then, that our consumption of these drinks has more than doubled since 1985 and that, in the last year, we swallowed an astonishing 14,585 million litres! We've long suspected that this is not good for us – but could these 'innocent' treats be so dangerous that they should carry health warnings such as those printed on cigarette packets?

New medical studies have been throwing up very worrying results. Even moderate consumption – a can a day, or just two a week – causes us to pile on weight. These drinks also contribute to serious, long-term health problems such as heart disease, liver failure, high blood pressure and Type 2 Diabetes. We may like our fizzy drinks but the medical evidence is stacking up against them!

© Having seen the evidence, I don't touch fizzy drinks any more. Frankly they're evil by John Naish. Published by Daily Mail, 31 July 2012

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[Turn over

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

In this part of the article, the writer focuses on the harmful effects caused to children by fizzy drinks.

Read the text below. In your own words, explain two of the harmful effects highlighted by the writer: select one effect from each paragraph. Present two pieces of supporting evidence from the text for each effect.

A study of children has found that giving them fizzy drinks encourages a harmful, life-time habit – craving fizzy drinks. Consuming fizzy drinks made the children want to drink more often, even when they were not actually thirsty. Also, what they wanted was more sugary, fizzy drinks. Children who were given water or fruit juice in the tests didn't show this unnecessary need to drink. The children also displayed addict-like responses, such as tantrums, restlessness and distress when their fizzy drink consumption was stopped.

Other research suggests fizzy drinks twist children's appetites so they hunger for junk food, putting them at risk of obesity in later life. This study found that children aged between three and five, when given fizzy drinks, avoided eating vegetables. Instead, they went for foods such as chips, burgers and crisps. This did not happen when the children were given water to drink. The researchers concluded that children who consume fizzy drinks are far more likely to develop a taste for high-calorie, high-salt food.

© Having seen the evidence, I don't touch fizzy drinks any more. Frankly they're evil by John Naish. Published by Daily Mail, 31 July 2012

BEGIN RESPONSES ON NEXT PAGE

(a) First harmful effect:

_____

_____

_____

_____ [4]

(b) Two pieces of supporting evidence:

_____

_____

_____

_____

_____ [2]

(c) Second harmful effect:

_____

_____

_____

_____ [4]

(d) Two pieces of supporting evidence:

_____

_____

_____

_____

_____ [2]

[Turn over

Reading Media Texts

Tasks 4 and 5 are based on advertising material for the Lyceum Theatre's modern version of "Cinderella". The aim of this advertising material is to promote this show as an enjoyable family experience.

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

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

One day her prince will come…along with a TV crew and a personal stylist!

A new twist on a classic tale, this Cinderella is relocated to modern-day Paris where she lives with her father and longs for the love and glamour of a rather unique Prince. Her world is shattered by the arrival of the wonderfully hilarious and awful "new sisters" and their truly terrifying mother, Monique. Where is a Fairy Godmother when you need one?

Featuring original songs with magic, spells and lots of laughs, the Royal Lyceum Theatre will deliver another high-quality production to delight families this Christmas.

This new version of a much-loved fairy tale is by the well-known writer, director and performer, Johnny McKnight. We are delighted to bring the premiere of his version of *Cinderella* to the Lyceum Theatre. A 21st century tale of love and loss.

© Johnny McKnight (writer) with kind permission

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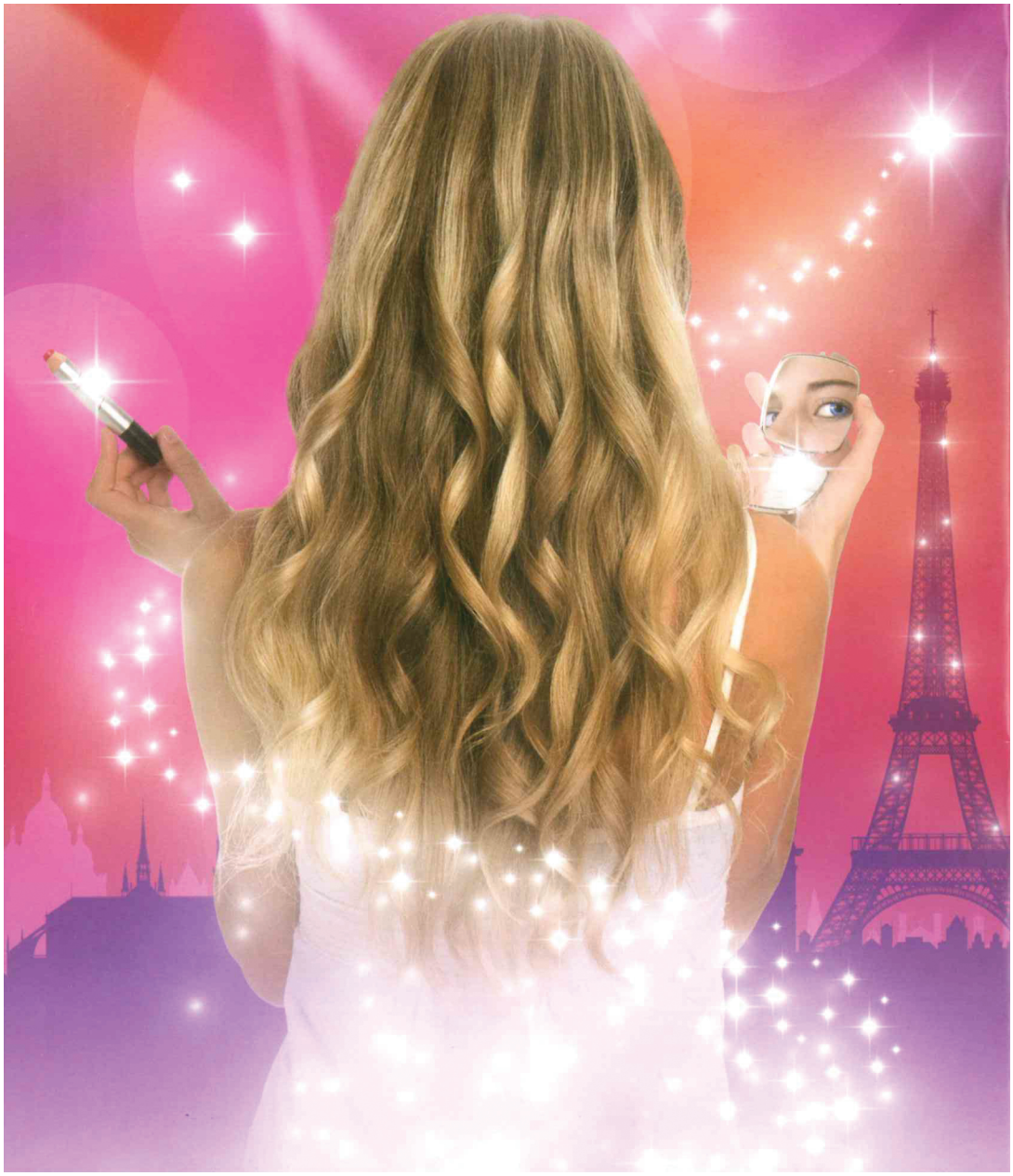
[Turn over

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

The image below is taken from the promotional material for the show “Cinderella”.

Select two presentational features used to promote this show as an exciting, modern version of “Cinderella”. Explain the intended effect of these two presentational features on the reader.



© Johnny McKnight (writer) with kind permission

(a) First presentational feature:

_____ [1]

(b) Intended effect on the reader:

_____

_____

_____

_____

_____

_____

_____ [4]

(c) Second presentational feature:

_____ [1]

(d) Intended effect on the reader:

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_____

_____ [4]

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