



Rewarding Learning

General Certificate of Secondary Education
November 2022

Centre Number

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Candidate Number

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English Language

Unit 4

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



[GEN41]

GEN41

MONDAY 28 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 **four** tasks: **one** task in **Section A** and the **three** 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 **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

Task 1: 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 speech for your classmates describing a treasured possession, explaining why it is important to you.

OR

- (b) **Creative writing:** Write a story for entry in a creative writing competition. The audience is young adults. The picture below is to be the basis for your writing. You may provide your own title.





You are advised to spend:

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

Planning space:

[Turn over



EITHER

- (a) **Personal writing:** Write a speech for your classmates describing a treasured possession, explaining why it is important to you.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



Handwriting practice area with 18 horizontal lines.

[Turn over



Blank lined area for writing.



The picture on page 2 is to be the basis for your writing. You may provide your own title.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Handwriting practice lines consisting of 20 horizontal lines.



Three tasks: 50 minutes. Mark allocation: 62 marks

Compare and contrast how the writers have created an uncomfortable atmosphere. Present supporting evidence from both texts.

[illegible]



Reading Non-fiction

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

‘STAYCATION’ FRUSTRATION!

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

Read the text below which is the beginning of the article.

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

‘STAYCATION’ FRUSTRATION!

Picture the scene... An azure sky of the purest blue. Cotton clouds scatter the horizon. The blazing golden orb pours its heat down upon the masses of partygoers on the crisp white sand. “VISIT SUNNY PORTRUSH FOR YOUR STAYCATION!” jumps out at you from the top of the advertisement.

Hang on a second! Sunny Portrush? These are two words you don’t often hear in the same sentence. Now, don’t get me wrong, I love nothing more than a trip up to the North Coast Riviera, but never in my life have I ever beheld the beach in this sublime, seasonal sunshine.

My memory is full of sand-filled holidays in Portrush. However, the sand in my memories is the stuff that made me gag on the limp ham sandwiches my mother had prepared for us. Oh, how I recall the crisp, gritty sound and texture as I chewed, miserably huddled behind a threadbare wind-break that failed to stop the sandstorm which was grating off a layer or two of my skin!





Handwriting practice lines consisting of 15 horizontal lines.

[15]

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

Read the text below which is the final three paragraphs from the same article.

Explain how the writer has developed his negative view of the advertiser's promotion of the 'Staycation'.

Now, I'm not saying that this modern promotion of the Staycation is one which shouldn't be applauded. Tourism is one of our biggest money-makers, but don't treat us like fools. We may well be world-renowned for the warmth of our people but not for the warmth of our summers.

The image of beautiful beaches packed with folk enjoying a balmy July afternoon is not something I've experienced. Anytime I've gone to the beach it's 12 degrees at best, and for the brave-hearted souls who venture into the jellyfish-infested Atlantic, you're lucky if it's not sub-zero. Teeth-chattering children shivering along the coastline would be a more realistic portrayal.

And yet advertisers would have us believe that we live in a Mediterranean paradise. Wouldn't it be better to focus on our unique selling points instead? We have 'Game of Thrones', we have Finn McCool and we have the Titanic. Come on now, let's level with the locals. Absolutely, holiday at home, but call a spade a spade.





Handwriting practice lines consisting of horizontal lines within a large rectangular frame.



Sources:

Task 1...Photo © GettyImages

Tasks 3 and 4...Principal Examiner

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November 2022

English Language

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

[GEN41]

MONDAY 28 NOVEMBER, MORNING

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Text A

'Elliot, would you stay behind, please?'

The rest of the English class headed out. He wondered what Mrs Davidson wanted. It couldn't be anything serious, he always handed in good work, although lately he'd stopped putting in the effort.

Mrs Davidson perched on the edge of one of the desks, a row from where he stood.

The sun streamed in through the closed windows. He felt exposed, though there was no one visible outside. Mrs Davidson tapped her nails on the desk, the sound echoing off the unpolished wood. Why didn't she say something? Anything? Was she waiting for him to say something? But what?

Her face was friendly. 'I wanted to see you because I'm concerned about the change in your work. You've always given me superb essays. But recently... I don't sense your heart in them anymore. I sense someone producing work with less effort, knowing that because they're talented they can get away with it. Correct me if I'm wrong.'

Because it was from *her*, because he liked her, the accusation hurt him. It was as though he'd let her down. He floundered for a reply. 'I hadn't thought of it like that...but...if that's how it looks I suppose that's how it is.'

Her face fell.

Bad answer.

You shouldn't be so nice. He wanted to scream it at her. *You shouldn't be so nice!*

'Well,' she said, pushing herself off the desk and pretending to tidy her papers, 'that was all I needed to know. You can go now.'

I could have made it worse. I could have laughed in her face. I let her off lightly.

He didn't feel any better.

Adapted from 'Inventing Elliot' by Graham Gardner (ISBN: 9781842552087) Published 2003 © Orion Children's Books

Text B

'Calma, I'd like a word with you if I may.'

Believe me, I felt that two hours of detention was sufficient punishment, but I sat down again. The Pit Bull finished shuffling her exercise books and then sat opposite me.

'Calma,' she said, not unkindly, 'I've been reading your English work. It is... well, how can one express it? Brilliant is not an exaggeration. I've been teaching for a long time and very rarely have I come across a talent like yours.'

I squirmed.

'Thanks,' I said, inadequately. Let's be honest, it's difficult to be rude to someone who says you're brilliant.

'No, there's no question about your talent,' she continued. 'It's your attitude that worries me.'

I squirmed again. Apparently my squirming muscles were getting a good work-out. Attitude! What is it with teachers and attitude? My writing is good. Great! What's attitude got to do with it? I can just imagine Shakespeare's teacher wagging a finger at him. 'Sure, young man, "Hamlet" is the best piece of literature ever but it's your attitude that concerns me!' I kept silent, though. When it comes to the subject of attitude, teachers are like a runaway train. There's nothing you can do until they stop.

'Well anything to say?'

I shrugged. What with the squirming and shrugging, it was quite the end to my detention.

'Thanks, Miss. I'll keep that in mind.'

I was halfway through the door before she spoke again.

'By the way, Calma,' she said. 'Loved your simile exercise.' Glad to know my attitude doesn't wreck everything then!

Adapted from 'The Whole Business with Kiffo and the Pit Bull' by Barry Jonsberg (ISBN: 9781405217675) Published 2004 © Egmont Books Ltd