



Rewarding Learning

General Certificate of Secondary Education
November 2024

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 18 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.

14841



16GEN4101

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 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**.

Complete only one task.

EITHER

- (a) **Personal writing:** Write an article for your school/college magazine about the positives of being your age.

OR

- (b) **Creative writing:** Write a creative essay for publication in your school/college magazine. The picture below is to be the basis for your creative writing. You may provide your own title.



Source: © Getty Images





You are advised to spend:

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

Planning space:

[Turn over



EITHER

- (a) Personal writing: Write an article for your school/college magazine about the positives of being your age.**

[illegible]



Handwriting practice area with 18 horizontal lines.

[Turn over



Handwriting practice lines consisting of 20 horizontal lines.



[illegible]

The picture on page 2 is to be the basis for your creative 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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16GEN4107



[illegible]

Three tasks: 50 minutes. Mark allocation: 62 marks

Task 2: Spend **26 minutes** reading **both texts** (see insert) and responding to this task.
Total **32 marks**

Compare and contrast how the writers have created unpleasant settings in the two extracts.

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.

[illegible]

[32]

[Turn over

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16GEN4111

Reading Non-fiction

Tasks 3 and 4 are based on two extracts from a newspaper article about preparing for Christmas:

“Happy Holly-days! Christmas has come early”

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

The text below is the beginning of the article.

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

Removed due to copyright

Source: © Adapted from <https://www.mirror.co.uk/By Andrzej Lukowski>



[illegible]

[15]

[Turn over

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16GEN4113

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

The text below is from the same article.

Explain how the writer has developed his views on starting to celebrate Christmas early.

Removed due to copyright

Source: Adapted from <https://www.mirror.co.uk/By Andrzej Lukowski>





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English Language

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[GEN41]

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TEXT A

He stood gawping. Here was the house. Although to be honest with you, shack was a better word for the old building. Standing haphazardly, it looked as if it were about to fall down at any minute. It was an assortment of logs, boards and thick twine, with massive, ivy-strewn stone walls rising up behind it. The windows of the house had seemingly been thrown together at random.

He reached the door – an ugly slab of sun-faded wood. Tentatively, he pulled it open to see a threadbare carpet leading to the foot of a crooked staircase. Steps and banisters twisted and angled in all directions like a wooden spider web.

Dark wallpaper covered the hallway, half of it peeling off. The only decorations visible were a dusty vase on a three-legged table and a black and white picture of a woman in an old-fashioned dress. There were even gaping holes where floorboards were missing. Thomas thought it was like a haunted house from a movie.

The place reeked of dust and mildew – unlike the fresh aromas outside. Flickering fluorescent lights blinked from the ceiling. He regretted coming inside in the first place but he started up the stairs. Each step groaned under his weight. He feared falling through the old, splintered wood but he continued his ascent anyway, wincing at every creak.

© Adapted from 'Maze Runner' by James Dasher, published by Chicken House (2011)

TEXT B

Tally and Shay walked through the deserted streets.

Each and every building sported jagged spurs of metal that made Tally recall the image of a dinosaur she had seen in a history book. Each and every building was a steel skeleton that was crude and massive. It seemed impossible to navigate this metal maze. The streets' looming walls stood like sentries – but guarding what, Tally wondered.

Blank windows stared down at them from the husks of the giant buildings. Any glass had long since shattered, any wood had rotted, and nothing remained but metal frames, mortar, and stone crumbling in the grip of invading vegetation.

Avoiding the black, empty doorways, Tally and Shay edged noiselessly onward. Stealthily, they moved between the ruined buildings, careful not to disturb the ghosts of the dead city. Tally's skin crawled but she persevered, knowing that Shay was depending on her. Was it fear that made her skin crawl or the growing breeze? Her thought was interrupted by a distant sound, seemingly carried in the wind, which ruptured the silence. Instinctively, Tally knew that they had to find its source, hoping it would lead them towards the outskirts of the city.

Gradually, a shape seemed to emerge from the shadows – its long spine rose and fell, luring them deeper into the darkness. Eventually, the light of the moon revealed what this monster was. Tally looked up in disbelief; Shay gazed in wonder. It was an ancient rollercoaster, ivy snaking up its framework.

© Adapted from 'Uglies' by Scott Westerfeld publisher Simon & Schuster Children's UK (2012)