



General Certificate of Secondary Education  
November 2025

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]

**FRIDAY 14 NOVEMBER, MORNING**

**MV24**

### Time

1 hour 45 minutes, plus your additional time allowance.

### 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 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 question indicate the marks available.

Examiners can only credit what they can read. Keep your work legible.

## **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 your school/college magazine** persuading the readers to **agree with your views** on the following statement:

**“Taking part in sport is better than watching it.”**

You are advised to spend:

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

# Planning space:







## **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 a newspaper article about the writer's experience whilst camping.

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

**Read the text opposite where the writer describes her first camping trip with her children.**

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

We've decided to embark on a camping adventure. I've told my children it will be a life-changing experience. We'll sleep under the stars, cook over a roaring campfire, and glide along the river in a boat. We'll be serenaded by birds and surrounded by spectacular views.

We arrive at our campsite on the hottest day of the year. It's utterly idyllic. We're nestled deep in the countryside, with farm animals as our only neighbours. The children are laughing and swinging on a tyre hanging from an ancient oak tree, while the radiant sun drenches us in vitamin D.

There's a tangible sense of excitement and anticipation as we pitch the tent together. It's actually fun — the kind of shared activity I'd secretly hoped for. No grumpiness, no squabbling, no stress, no phones in sight.

Result!

We're all in this together, living in the moment and savouring every second. At this point, camping feels like a delightful dream.



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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 downsides of the camping trip.

**Read the text below. In your own words, write down two reasons why this camping trip was a negative experience for the writer: one reason from each paragraph. For each reason present two pieces of supporting evidence.**

There's only a basic toilet cubicle and bucket shower at the campsite. I've had to clean my face by cupping water in my hands and spit my toothpaste out into a bush. By the time I've overcome these challenges, finding out that the stove is broken is a dreadful setback. I'm desperate for a coffee. Starting the morning without a cuppa is tough on any day. Overall, this feels like a disaster.

After abandoning our morning walk because of the 24-degree heat, we head back to the campsite for much-needed shade and

a rest. The inside of our tent is now like an oven. The cool bag is no longer cool. The milk has gone off, the juice is warm and Harry’s emergency bar of chocolate has melted in the heat. We’re discovering the low points of camping in the middle of a heatwave.

**(a)** Reason from paragraph one:  
[4 marks]

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**(b)** Two pieces of supporting evidence from paragraph one: [2 marks]

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**(c)** Reason from paragraph two: [4 marks]

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**(d)** Two pieces of supporting evidence from paragraph two: [2 marks]

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**(Questions continue overleaf)**

## Reading Media Texts

**Tasks 4 and 5** are based on a book cover for “Evenfall: The Golden Linnet” by Alexander Armstrong.

**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 book would be exciting to read. Present evidence to support your comments.**

An ancient magic. A deadly enemy. A reluctant hero.

Life, as Sam knows it, is blown apart in this powerful fantasy. He discovers that his ancestors were once part of a secret society called The Order of the Evening that had long protected the world. Now a menacing enemy is closing in, destroying all in its path. Can Sam protect The Order of the Evening from those seeking to overthrow its magic and goodness to create havoc?





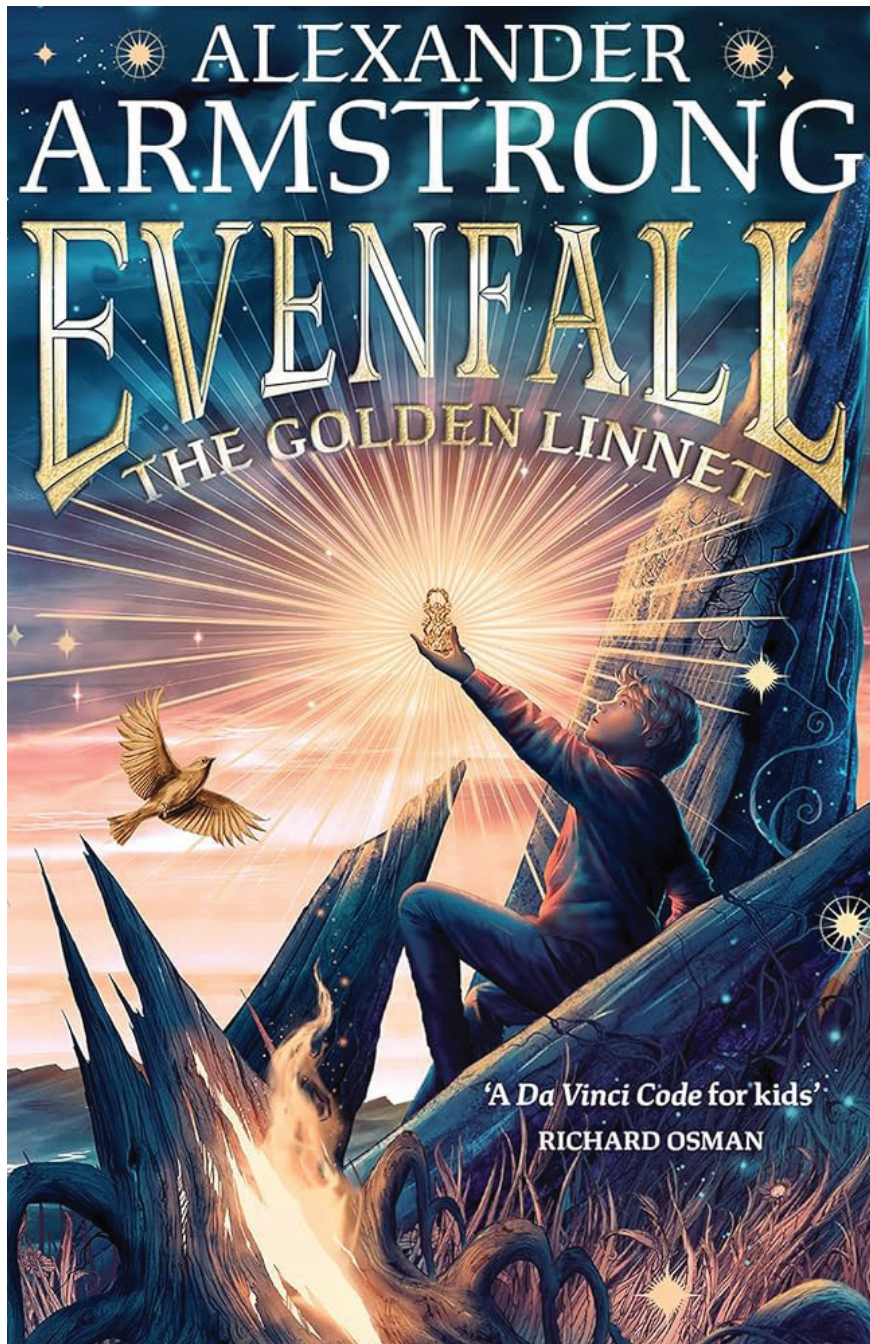
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**(Questions continue overleaf)**

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

Study the book cover opposite.

**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.**



(a) First example of a presentational feature:  
[1 mark]

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**(b)** Intended effect on the reader:  
[4 marks]

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**(c)** Second example of a presentational  
feature: [1 mark]

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**(d)** Intended effect on the reader:  
[4 marks]

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**This is the end of the  
question paper**

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## SOURCES

Tasks 2 and 3 Adapted from © "*Our First Time Camping: The Truth*" by Clare Thomson  
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