



General Certificate of Secondary Education
2022

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 18 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. 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 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

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

“The most important thing in life is to be kind.”

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 a local lady who set up a micro-library in a public telephone box.

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

Read the text below where the writer describes the background to the micro-library scheme. Explain how he has presented this in a way that engages his readers' interest.

It is a real turn-up for the books – residents of a nearby village have been ringing the changes with their public telephone box, transforming it into a micro-library. The kiosk has become a swap-shop for local bookworms to leave their finished reads before picking up other second-hand ones – giving a whole new meaning to the phrase ‘telephone exchange’.

The novel idea for what locals are calling their ‘book nook’ came from avid reader, Sharon, who pioneered her ‘books in a booth scheme’ to encourage people to share her passion for reading.

Sharon explained: “I’m always reading but I was running out of books and accumulating a massive pile of those I’d finished. Apart from that, it was costing me a fortune buying new books – it was time to curb my spending and start recycling.”

Although Sharon claimed it was a hit with the local teens, my own kids would be harder to convince. Prising them away from the lure of their screens would be a titanic task.

New research highlights that a STAGGERING one in 10 families in the UK does not own a single book. In some small way Sharon’s community is tackling this ticking time bomb. Could you see the necessity for such an enterprise in your neighbourhood?

A novel idea... micro-library in phone box is a good call by Ivan Little. Published by Belfast Telegraph, 05 September 2020. © Mediahuis UK Ltd

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Task 3: Spend 10 minutes on your response. Total 12 marks.

In the text below, the writer explains why this scheme has been a success. In your own words, write down two reasons for this success: one reason from each paragraph. For each reason present two pieces of supporting evidence.

Everyone has really taken to this micro-library. The public phone box is rarely used by telephone callers as most people rely on mobiles to stay in touch. The phone box is an ideal setting for the book nook because it's centrally positioned in the village with a dry, cosy interior. More than 4,000 public phone boxes have been re-purposed in this way across the country, encouraging 'book recycling' in the many villages that have adopted them. Through becoming a focal point for recycling their books, neighbours come together, strengthening their sense of community spirit.

People who have 'engaged' with the phone box initiative are coming from all over the local area to swap books. I was amazed myself at how many books were sitting in neat piles around the actual phone. Doctor Who's TARDIS came to mind. Sci-fi, fantasy, romance, murder mystery – there was something for everyone. Local parents confirm there is already evidence of improved literacy levels amongst the children.

*A novel idea... micro-library in phone box is a good call by Ivan Little.
Published by Belfast Telegraph, 05 September 2020. © Mediahuis UK Ltd*

(a) Reason from paragraph one:

[4]





(b) Two pieces of supporting evidence from paragraph one:

[2]

(c) Reason from paragraph two:

[4]

(d) Two pieces of supporting evidence from paragraph two:

[2]

[Turn over

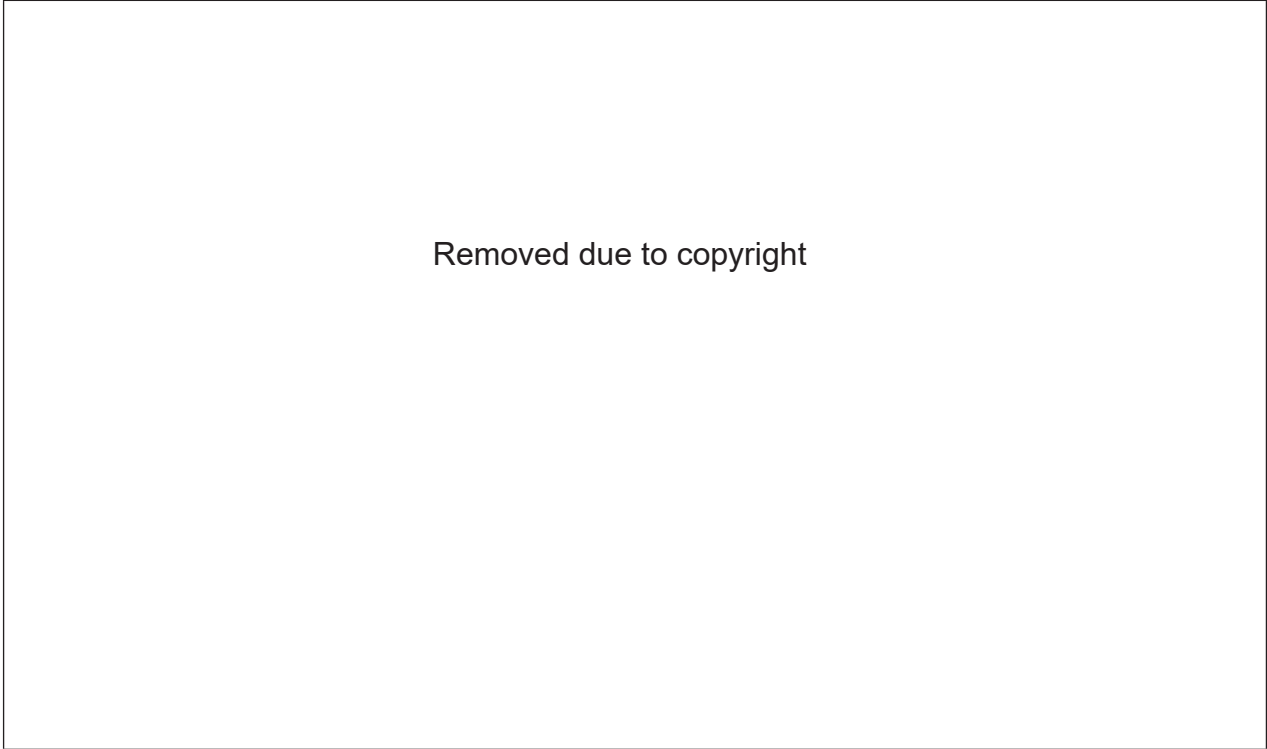


Reading Media Texts

Tasks 4 and 5 are based on a DVD cover for “Maleficent”.

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 DVD would be exciting to watch. Present evidence to support your comments.



Adapted from <https://www.ross-shirejournal.co.uk/news/maleficent-magnificent-more-like-168156/>



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

Study the DVD cover below.

Select two examples of presentational features used in this DVD cover to make it appealing to the audience. Explain the intended effect of these two presentational features.

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(a) First example of a presentational feature:

_____ [1]

(b) Intended effect on the audience:

_____ [4]

(c) Second example of a presentational feature:

_____ [1]

(d) Intended effect on the audience:

_____ [4]

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