



General Certificate of Secondary Education
Summer 2024

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 8 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**.

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 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:

“This is a great place for people to live.”

You are advised to spend:

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

Planning space:





Handwriting practice lines consisting of 18 horizontal lines spaced evenly down the page.

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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 going on holiday alone.

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

Read the text below where the writer outlines her thoughts about travelling alone.

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

Search online for 'holiday' and you will be bombarded with idyllic photographs. You'll see a picturesque Mediterranean sunset. Such images were my inspiration to go on a much-anticipated, well-earned holiday. Despite the fact there's inevitably a smiling couple or a group of laughing friends, here I am, solo in Santorini. And loving it!

I've long turned my nose up at the rising trend in travelling alone. Will I get lost? Will I be safe? Will I enjoy it?

Astonishingly, such concerns put me in the minority. Research revealed that over half of us have taken a holiday alone. Meanwhile, online searches for 'solo travel' tripled between 2021 and 2024, with more than 8 million solo travel posts on Instagram.

Travelling alone is no longer unusual. I deserved this trip. I had worked hard. If I was to have the holiday I wanted, I had no choice but to take the plunge and go it alone. So I did!

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

In this part of the text, the writer describes the benefits of travelling alone.

Read the text below. In your own words, write down two benefits of travelling alone: one from each paragraph. For each benefit present two pieces of supporting evidence.

Travelling alone helps you to engage with everyone and everything around you on a deeper level. Gone are the distractions of constant company, so you notice more: the vast number of people, the atmosphere, the culture all around you. Detractors might dismiss solo travel, but for me this trip really was a moment of self-development.

It was this mindset that took my trip to a higher plane. I'd be surrounded by groups of people — but instead of feeling lonely, I'd feel grateful. I'd look around and feel empowered by the fact that I'd chosen to come here on my own. I could be perfectly content in my own company. I couldn't recommend a solo trip more highly. It has made me feel more liberated than ever. I am proud of myself — and plans for my next solo adventure are already under way.

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(a) Benefit from paragraph one:

[4]





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

[2]

(c) Benefit 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 book cover for “Where the World Ends” by Geraldine McCaughrean.

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.

Every time a lad came to the St Kilda sea cliffs, he went home less of a boy and more of a man. If he went home at all, that is.

In the summer of 1727, a group of men and boys were left on a remote sea stack to harvest birds for food and fuel. But when no one returned to collect them they had to endure storms, starvation, isolation and terror, with no way of knowing if they would ever be rescued.

How could they possibly survive in such a challenging place of sea and stone? Clinging to life in the grip of a murderous ocean, they were trapped. Trapped in the place where the world ends.

Based on a true event, this is an extraordinary story of human grit, determination and survival. Harshly beautiful, and stark with near-despair, this is an unsettling historical novel.

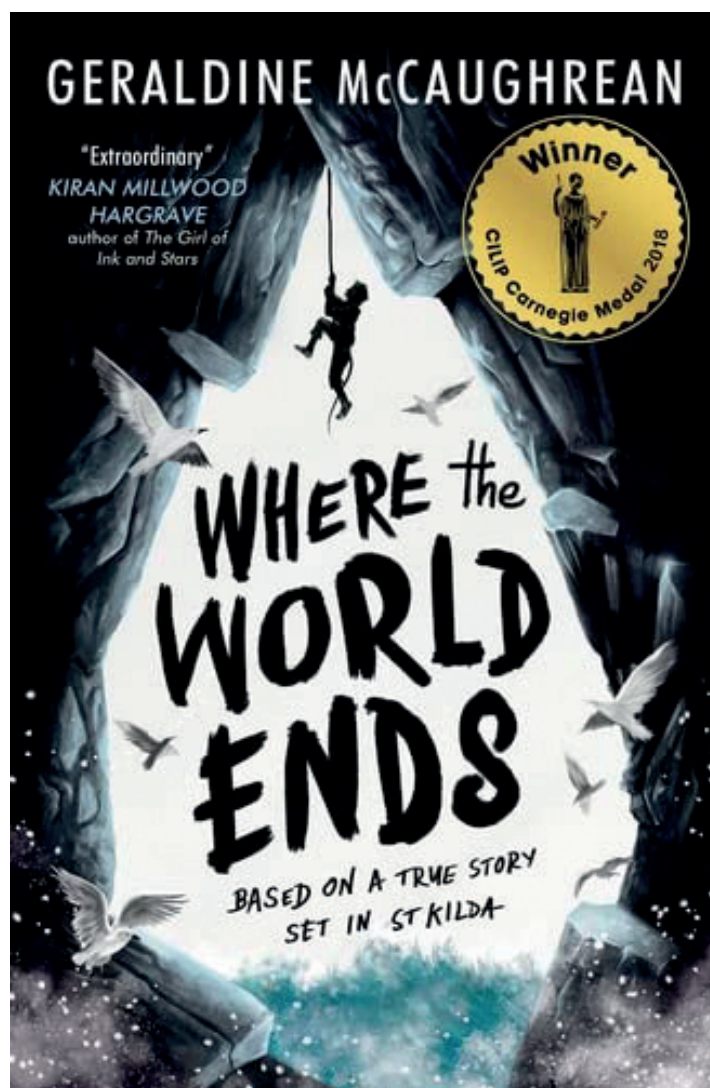
‘Reproduced from Where the World Ends by permission of Usborne Publishing, 83-85 Saffron Hill, London EC1N 8RT, UK. www.usborne.com. Copyright © 2018 Usborne Publishing Limited’



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

Study the book cover below.

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.



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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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