



Rewarding Learning

General Certificate of Secondary Education  
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

**MV18**

**[GEN41]**

**MONDAY 20 MAY, MORNING**

### 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**.

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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**(Questions start overleaf)**

## **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 a personal essay for the examiner about a memorable occasion.**

**Or**

**(b) Creative writing: Write a story for publication in your school magazine.**

**The picture opposite is to be the basis for your creative writing. You may provide your own title.**



You are advised to spend:

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

**Planning space:**













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## Reading Non-fiction

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

**“Let’s Stop Cooking The Planet – And Ourselves!”**

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

The text opposite is the beginning of the article.

**Explain how the writer has gained and held the interest of the reader.** [15 marks]

# Let's Stop Cooking The Planet – And Ourselves!

We all understand the importance of eating less meat for personal health reasons but do we understand the risk to the planet's health if we keep consuming meat in such vast amounts? Think of the features of futuristic science-fiction novels: arid landscapes or pesticide-polluted soil or living under water. If we continue with our current habits, are we in danger of science fiction becoming 'science fact'? And what can we do to prevent it?

In the government's effort to address rising temperatures and our over-consumption of meat, it has turned to food expert Henry Dimbleby who favours public messaging based on persuasion rather than fear.

The science is clear: animal-based foods account for over a half of agricultural greenhouse gases compared to just a quarter for food from plants. That explains why we all should be in a hurry. Despite Mr Dimbleby's preference to persuade rather than frighten, his message to the public is actually quite terrifying: "By cooking meat, we are cooking ourselves!"

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

**Read the text below which is the ending of the same article.**

**Explain how the writer has presented positive and negative views about eating meat. [15 marks]**

Experts believe that a 30% meat reduction over 10 years is required for sustainable land use. While changing public opinion won't be easy, we need to do something about it. Meat-eating is seen as essential, even though red and processed meats have been linked to an increase in serious illnesses.

Although we know the risks, factors such as convenience and tradition make it harder to change habits. While research indicates that consuming 90g of red meat each week can be beneficial, in some countries, households are consuming double this. The rise in vegetarian and vegan diets reveals a conscious effort to reduce meat intake. But we can't forget that entire industries hinge on the production of meat. Millions of people's livelihoods (farmers, butchers, factory workers, restaurateurs) would be under threat if we rejected meat completely.

There is no need to outlaw roast dinners but a greater ratio of meatless meals in our diet could benefit us all. Surely carnivores and herbivores can 'meat' halfway? It's food for thought...



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

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## SOURCES

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**This Insert Is For Use With Task 2**

## Text A

Miss Trunchbull, the Headmistress, was above all a most formidable female... She was a gigantic holy terror, a fierce, tyrannical monster who frightened the life out of the pupils and teachers alike.

Looking at her, you got the feeling that this was someone who could bend iron bars and kick down doors. Her face was neither a thing of beauty, nor a joy to behold.

She had a huge chin, a cruel mouth and small, arrogant eyes. Her neck was like a bull's and her arms were squeezed into a top that nearly burst with the strain. The massive thighs which emerged from out of her shorts were like the legs of an elephant, her enormous calf muscles would have made a world champion bodybuilder jealous.

She looked more like a bloodthirsty follower of the staghounds than the headmistress of a nice school for children. There was an aura of menace about her even at a distance, and when she came up close you could feel the dangerous heat radiating from her as from a red-hot rod of metal.

When she marched along a corridor — Miss Trunchbull never walked, she always marched like a storm-trooper with long strides and arms swinging — you could actually hear her snorting, and if a group of children happened to be in her path, she ploughed right on through them like a tank, with small people bouncing off her to left and right.

## Text B

Pap Finn was almost fifty, and he looked it. His hair was long and tangled and greasy, and hung down, and you could see his eyes shining through like he was behind vines. It was all black, no grey; so was his long, mixed-up beard.

There wasn't any colour in his face. It was white – a white to make a body's flesh crawl – a tree-toad white, a fish-belly white.

As for his clothes – just rags, stinking rags. He had one ankle resting on the other knee; the boot on that foot was busted, and two of his toes stuck through, and they were black and gnarly. His hat was lying on the floor – an old black slouch with the top caved in, like a lid.

He kept looking at me. His eyes narrowing. He stood up abruptly. His ominous frame stooping over me.

“Don't you give me none of your lip,” he snarled. “You think you're a big deal. Well, I'll take you down a peg or two before I get done with you. You're educated, they say. You can read and write so you think you're better than your father, now, don't you, because he can't read?”

Pap never liked it when he was challenged. And he didn't like that I went to school. I knew that my days there were numbered.

“I'll be speaking with that meddling woman, teaching you to put on airs and graces with your own father!”

## SOURCES

Text A . . . Adapted from 'Matilda' by Roald Dahl (ISBN: 9780140327595) Published January 1989. © Puffin Books Ltd

Text B . . . Adapted from 'Adventures of Huckleberry Finn' by Mark Twain. Published December 1884 by Chatto & Windus / Charles L. Webster and Company © Public Domain

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