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# GCSE ENGLISH/ENGLISH LANGUAGE

# F

Foundation Tier Unit 1 Understanding and producing non-fiction texts

Tuesday 7 June 2016

Morning

Time allowed: 2 hours 15 minutes

## Materials

For this paper you must have:

- Sources 1, 2 and 3 which are provided as a loose insert inside this question paper.

## Instructions

- Answer **all** questions.
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- You must refer to the insert booklet provided.
- You must **not** use a dictionary.

## Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- There are 40 marks for Section A and 40 marks for Section B.
- You are reminded of the need for good English and clear presentation in your answers.
- There is one insert inside this question paper. Sources 1, 2 and 3 are printed on the insert.
- You will be assessed on the quality of your reading in Section A.
- You will be assessed on the quality of your writing in Section B.

## Advice

- You are advised to spend about 15 minutes reading through all six of the questions you have to answer and the three reading sources.
- You are advised to spend about one hour on Section A and about one hour on Section B.



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## GCSE ENGLISH/ENGLISH LANGUAGE

# F

Foundation Tier      Unit 1 Understanding and producing non-fiction texts

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### Insert

The three sources that follow are:

- **Source 1:** an online article called, 'Why girls in India are still missing out on the education they need'
- **Source 2:** an extract from 'I am Malala' by Malala Yousafzai.
- **Source 3:** a webpage for the charity, 'Actionaid'.

**Please open the insert fully  
to see all three sources**

## Source 1

sign in subscribe search jobs dating more - UK edition -

**theguardian**  
Winner of the Pulitzer prize

UK world sport football opinion culture economy lifestyle fashion environment tech money travel all sections

home > environment > development cities

**Universal primary education**

## Why girls in India are still missing out on the education they need

India is no longer considered a poor country and yet many children do not receive a good education. Rachel Williams reports.

Rachel Williams

Monday 11 March 2013  
20.00 GMT



Children at Madanpur Khadar primary school in a district of New Delhi where the three primary schools are woefully short of teachers. Photograph: David Levene

Meena didn't tell her parents when the older boys started harassing her on the hour-long walk to school from her home in south Delhi – grabbing her hand and shouting “kiss me” – because she knew she would get the blame, as if she had somehow encouraged them. She was right: when her family found out, they banned her from going back to school, worried about the effect on their “honour”. The plan now is to get her married. She is 16.

Gulafsha is luckier: her mother is determined she will become a doctor. But there are 70 pupils in a class at her school, and the teachers often simply don't turn up. The drinking water tanks are so filthy the pupils bring their own water. “I have never gone to a toilet at school in all these years, they are so bad,” the 14-year-old says.

Sumen, 35, is battling for her child's future, too. Her nine-year-old son has learning disabilities and she has tried and failed to get him into school every year since he was old enough. Finally, the authorities have agreed he should get some education, but it's only for one day a week.

In India, a free and compulsory education is guaranteed for all children aged between six and 14. But going to school is one thing: the quality of the education you get is another.

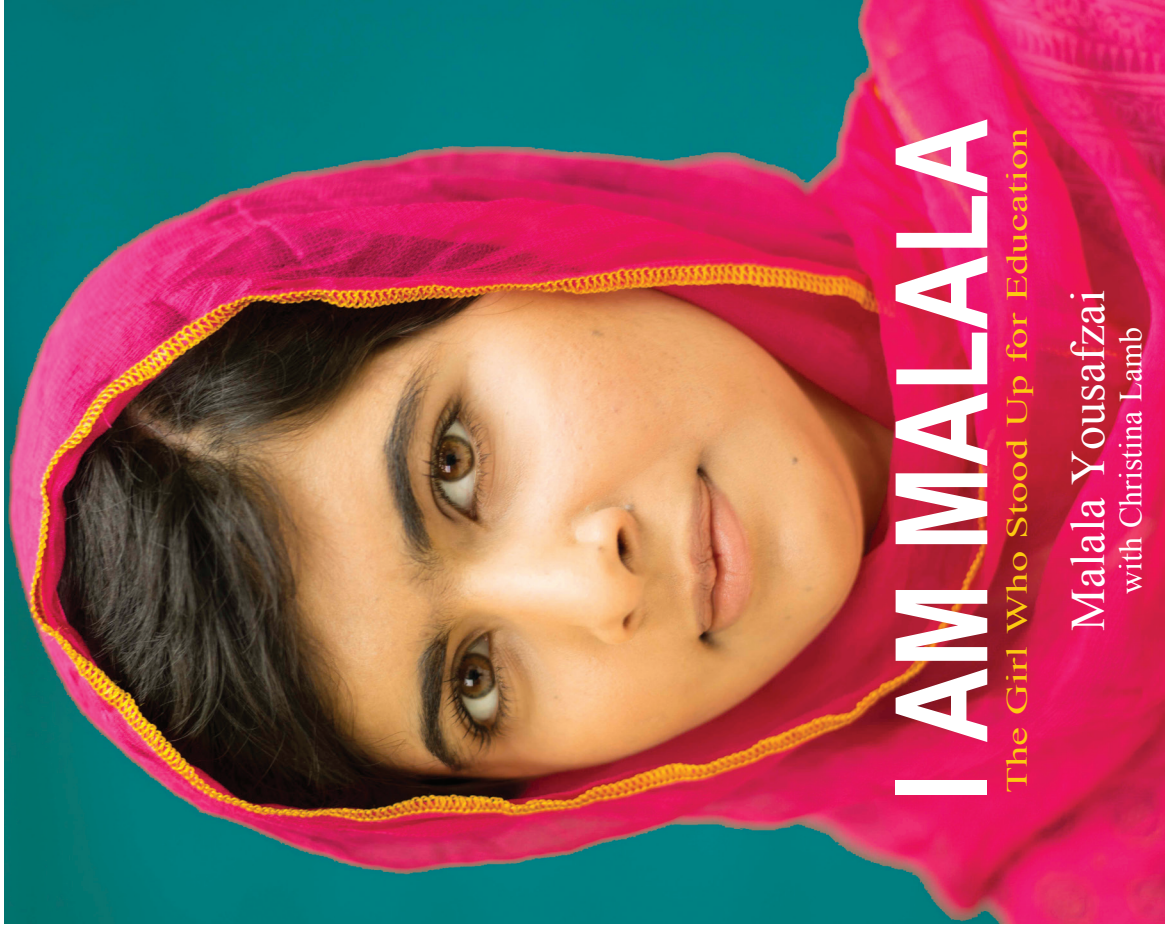
Within government schools, pupils face numerous challenges: overcrowded classrooms, absent teachers and unsanitary conditions are common complaints, and can lead parents to decide it is not worth their child going to school. Some 40% of primaries have more than 30 students per classroom, and 60% don't have electricity. Reportedly, 21% of teachers aren't professionally trained.

Inside one of the schools, some of the gloomy, bare-walled classrooms have low benches and desks. In others, the little girls sit on the floor, books in their laps. In several, no teacher is present; one man appears to be responsible for three of the small rooms. When the heavy metal gates at the entrance are opened at the end of the school day, an incredible crush of children pours into the squelchy mud of the lane outside.

It is girls, the very poor and the disabled, who are often left behind. The kind of street harassment suffered by Meena and its effect on girls' education is another major concern. Meena had imagined herself working for the police, or becoming a teacher. “My parents are looking for a boy for me,” she says. “They say I can get married and then I can study. But I know that once I get married, it will become very difficult. My dream will never come true.”

## Source 2

An extract from 'I am Malala' by Malala Yousafzai, who was living in the Swat Valley, Pakistan, in 2009, when the order came that girls were not allowed to go to school any more and all girls' schools would close.



### I am Malala

We had a special assembly that final morning but it was hard to hear with the noise of helicopters overhead. Some of us spoke out against what was happening in our valley. The bell rang for the very last time, and then Madam Maryann announced it was the winter holidays. But unlike in other years no date was announced for the start of the next term. Even so, some teachers still gave us homework. In the yard I hugged all my friends. I looked at the honours board and wondered if my name would ever appear on it again. Exams were due in March but how could they take place? Coming first didn't matter if you couldn't study at all. When someone takes away your pens you realise quite how important education is.

Before I closed the school door I looked back as if it were the last time I would ever be at school. My friends and I didn't want that day to end so we decided to stay on for a while longer. We went to the primary school where there was more space to run around and played cops and robbers. Then we played mango mango, where you make a circle and sing, then when the song stops everyone has to freeze. Anyone who moves or laughs is out.

We came home from school late that day. Usually we leave at 1p.m. but that day we stayed until three. Before we left, Moniba and I had an argument over something so silly I can't remember what it was. Our friends couldn't believe it. 'You two always argue when there's an important occasion!' they said. It wasn't a good way to leave things.

I told the documentary makers<sup>1</sup>, 'They cannot stop me. I will get my education if it's at home, school or somewhere else. This is our request to the world – to save our schools, save our Pakistan, save our Swat.'

When I got home, I cried and cried. I didn't want to stop learning. I was only eleven years old but felt as though I had lost everything.

<sup>1</sup>The last day was being filmed for a TV documentary.

## Source 3

Change lives For good  
**act:naid**

[About us](#) [Take action](#) [Schools](#) [Blog](#) [Sponsor a child](#) [Donate](#) [Q](#)

[Home](#) | [About us](#) | [What we do](#) | [Education for all](#)

[About us](#)

[What we do](#)

[Stop hunger](#)

[Education for all](#)

[Ending poverty](#)

[Women's rights](#)

[Emergencies and conflicts](#)

## Education for all



**Education is often seen as a privilege. It is not. It is one of many human rights that poor people are denied every day.**

Education is one of the best ways for people to lift themselves out of poverty, and a powerful weapon in the fight against AIDS. However, 67 million children in the world's poorest countries – 57% of them girls – are denied a primary education.

### Child sponsorship and education

Many children in Pakistan like Rani, 6, and Palvati, 8, (pictured right) live in temple shelters instead of their homes. Through child sponsorship, Actionaid has supported education for hundreds of children like Rani and Palvati. We've hired ten female teachers from among the local community to teach students.

Millions of children across the world don't go to school and then grow up unable to read or write, turning to begging for an income. Child sponsorship supports school building in some of the poorest communities, enabling people to improve their lives and those around them.



[>> Sponsor a child today](#)

### The right to education

Every child has the right to basic education. It is the responsibility of the state to provide the facilities, parents to send their children to school, teachers to impart learning and employers not to employ children in a way that conflicts with their education.

**That's why we work at every level to secure education rights for all.**

We help fund and support communities to build schools, we lobby governments to provide education facilities, and we campaign globally to make sure that education stays high on the international agenda.

#### 2013: Empowering young people to build a better world

> **465,000 children** were helped to complete their primary education.

> **2,000 schools** were better able to deliver quality education.

> **500,000 UK school children** spoke up for the right to education for every child.



#### Fact file

When the Ugandan government stopped charging fees for primary education, enrolment doubled overnight

#### Sponsor a child today



Sponsoring a child like Anita in India means they can get enough to eat, time to play and the chance to get an education.

[Be part of a child's future for 50p a day](#)

#### Education research

[>> See all Actionaid education research](#)

**END OF SOURCES**

**There are no sources printed on this page**

**Open out this page to see  
Source 2 and Source 3**

**There are no sources printed on this page**

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**Section A: Reading**

Answer **all** questions in this section.

You are advised to spend about one hour on this section.

Read **Source 1**, the online article called, 'Why girls in India are still missing out on the education they need' and answer the questions below:

**1 (a)** List **four** things you learn about Meena from the article. **[4 marks]**

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4 \_\_\_\_\_

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**1 (b)** What do you understand about the problems in government schools in India?

Remember to:

- show your understanding by using your own words
- support your ideas with the text.

**[4 marks]**

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**Turn over for the next question**

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**Turn over ►**



Now read **Source 2**, an extract from 'I am Malala' by Malala Yousafzai.

**2** What do you understand about Malala's last day at school?

Remember to:

- show your understanding by using your own words
- support your ideas with the text.

**[8 marks]**

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Now read **Source 3**, a webpage for the charity, 'Actionaid'.

**3** How does the writer use **language features** for effect on the webpage?

Remember to:

- give some examples of language features
- explain the effects.

**[12 marks]**

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4 Now look again at all three sources. Choose **two** of these sources and compare the ways they use **presentational features** for effect.

Remember to:

- write about the ways the sources are **presented**
- explain the **effect** of the presentational features
- compare the way they **look**.

I have chosen Source ..... and Source .....

**[12 marks]**

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**Turn over for the next question**

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<b>12</b>

**Turn over ►**



**Section B: Writing**

Answer **both** questions in this section.

You are advised to spend about one hour on this section.

You are advised to spend about 25 minutes on question 5.

You are advised to spend about 35 minutes on question 6.

- 5** Your school or college is putting together a School Memories Book for students to keep as a souvenir when they leave.

Write a **short piece** to be included in your School Memory Book **describing** a fun, happy or vivid memory from your time at school.

Remember to:

- write a **short piece** for the School Memory Book
- use language to **describe**.

Try to write approximately one page.

[16 marks]

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**Turn over for the next question**

**Turn over ►**



**6** Many people have opinions about what students should learn and do in our schools and colleges, but they rarely ask the students.

Write an **article** for a broadsheet newspaper **arguing** for the changes you would like to see in education for students of the future.

Remember to:

- write an **article**
- use language to **argue**.

Try to write approximately two pages.

**[24 marks]**

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<b>24</b>
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**There are no questions printed on this page**

**DO NOT WRITE ON THIS PAGE  
ANSWER IN THE SPACES PROVIDED**

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