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Candidate Signature										



General Certificate of Secondary Education  
Higher Tier  
November 2014

## English/English Language

ENG1H

### Unit 1 Understanding and producing non-fiction texts

H

Tuesday 4 November 2014 9.00 am to 11.15 am

#### For this paper you must have:

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

#### Time allowed

- 2 hours and 15 minutes

#### 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.

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	
2	
3	
4	
5	
6	
TOTAL	



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### Insert

The three sources that follow are:

- **Source 1:** an online newspaper article called, 'Children are sent to school too young in the UK' by Deborah Orr
- **Source 2:** an article called, 'Island children bask in the glow of a virtual classroom, miles from everyone' by Lindsay McIntosh
- **Source 3:** 'Home Time', an extract from a non-fiction book by Jane Lapotaire.

Please open the insert fully  
to see all three sources

## Source 1

the **guardian**

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Comment is free

# Children are sent to school too young in the UK

Deborah Orr

There's a huge difference between the way children are taught in Britain and the way they are taught in the rest of Europe: the age at which formal education begins.

In most European countries, children usually start formal education at six to seven, rather than our four to five. Finland has the best educational outcomes in the EU: it not only boasts a high level of income equality but also has the highest age for beginning formal education – which is seven, a full three years later than many children in the UK.



There are many reasons why it's not necessarily a good idea to get children learning in an academic way at too early an age. People tend to think that this only puts pressure on the less bright kids. Actually, it's not good for the majority of children – academically or psychologically. But, interestingly, it can be the brightest children who do least well when their natural curiosity about the world, and eagerness to learn about it, is stifled if they start formal school too early.

People think that clever kids will always be spotted and always thrive. It's a wrong assumption. The charity *Potential Plus UK* argues that such children often under-achieve for a variety of reasons, including: an inability to manage time; disorganisation and frequently losing things; problems with friendships; bullying; being disruptive in class; difficulty concentrating; overall poor presentation of work – resulting in resisting work that is more challenging because of the fear of failure.

It seems like a ghastly vision, the idea that children are being forced into formal schooling too early, then being diagnosed with learning difficulties when they react badly to the straitjacket that has been laced around them at too tender an age. This must be particularly awful for children whose intellect isn't stimulated enough at home. Imagine. You find yourself in an environment where there are books and toys, other children to play with, adults who engage with you, then just as the possibilities of the world are blossoming like fireworks in your head, you're told to sit down, be quiet, and concentrate on one thing to the exclusion of everything else.

Some children thrive on it. Many do not. In the UK, there seems to be little understanding of the fact that under-achievement at school can simply be because our highly standardised education system is inappropriate, not because there is necessarily a learning difficulty.

Start the wrong child learning formally at five, and by seven, he – and boys do have a bigger problem here – could well have had enough of education to last him a lifetime.

## Source 2

# Island children bask in the glow of a virtual classroom, miles from everyone

Lindsay McIntosh



The school could hardly be more remote. Bernera Primary, with its pupil roll of 19, lies at the end of six miles of single-track road running through a beautiful, barren Western Isles landscape. The island — population about 200 — is reached by a white bridge. The children make only one official trip to the Scottish mainland during their school career.

Yet Bernera has become central to one of the most innovative education schemes in Scotland, its remoteness serving as the key to an experiment in virtual learning that has enabled pupils anywhere in the country to attend lectures, participate in discussions or take part in events such as talent contests.

Known as Glow, it is claimed to be the world's first national education intranet, and has been winning world-wide praise. It was introduced after the Scottish government decided that it wanted to advance IT use in the country's schools.

Schools around the country can take part in "Glow meets", where they connect via webcams and can see the same virtual whiteboard. Bernera was one of the first schools to start using Glow. When *The Times* visited, head teacher Kirsteen Maclean's 19 pupils were involved in a "Glow meet" with Girvan Primary in Ayrshire on the mainland. The island school has taught the mainlanders some of the Scots language using the virtual whiteboard. Ms Maclean said: "Glow really opens up the classroom to beyond this building. It helps them see kids in other types of school doing the same type of work and that they are no different."

© The Times Jan 2010

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Photograph: 'Students writing in a classroom' © Compassionate Eye Foundation/Chris Ryan/Taxi/Getty Images.

Source 2: Adapted from 'Island children bask in the glow of a virtual classroom, miles from everyone' by Lindsay McIntosh. Copyright © The Times Jan 2010. Photograph © James Glossop for the Times Jan 2010.

Source 3: 'Home Time' from Everybody's Daughter, Nobody's Child © Jane Lapotaire.

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**Source 3**

It is the 1950s and Jane, who lives with her Gran, has recently started at Northgate Grammar School for Girls.

## Home Time

The wind rushed past my ears blotting out all other sounds.

Shops and houses flew by, blurring into one long shape at either side of my vision. There was a group of Northgate boys ahead in their black and red uniforms. I had to overtake them. It was a race, though they didn't know it.

The wind threatened to lift my beret off my head. I held the handlebars with one hand and shoved it down lower over my fringe. My blue and green scarf streamed out behind me. I clicked the three-speed and pedalled faster. I was impressive. I was sure people on the pavement were watching me admiringly as I sped along. I took one hand off the handlebars again and shifted the weight of my satchel from the middle of my back to my shoulders. I had homework to do. That was impressive too. It impressed me. We never had homework at Cliff Lane.

The street lights were coming on, piercing the dusk with pools of white. Past the bakery in Caudwellhall Road that emitted a band of warm yeast smell in the mornings that was a delight to cycle through. They bought our school doughnuts and cream buns from there for break.

I didn't mind school dinners, though. We had jam sponge with coconut on it that came with a treacly fruity sauce and cheese pudding, unlike anything Gran had ever made, served out of deep tin dishes by the monitor on our table. The sixth form and prefects sat at tables raised on a dais at the far end of the room, grand and remote. No one knew I had free school dinners except my form. My name went in a separate book each morning. But no one knew that, once I was in the canteen. The windows of the long, low room were always steamed up, making it impossible to see the netball courts and hockey pitches outside - but it was always full of chatter and laughter. I liked it.

I overtook a Vespa\* that had slowed down at the traffic lights near Derby Road Station. An icy rain had begun to fall, pricking my face and misting up my shiny handlebars. I felt unassailable. There were a couple of older Northgate girls ahead of me who lived in Hatfield Road, chatting as they cycled together. I overtook them easily - applied both my brakes and came to a squeaking halt at Felixstowe Road.

I was hot, but I'd beaten everyone. I readjusted my satchel on my shoulders again and turned round to check that no books had fallen out of my saddle-bag behind me in my race to get home. A car honked somewhere behind me and I realised the lights were green. Cobbold's horses stood outside the Royal Oak breathing great jets of steam-like breath into the cold air, stamping their hooves on the cold tarmac.

I cycled up the dip in the pavement and scooted along on one pedal till I reached the shed. It was difficult to believe that I'd played in this dark musty space for months on end. I didn't play in sheds any more now that I went to Northgate.

I didn't play with Margaret Whitman and Margaret Hayward any more either. I was a grammar school girl.

\*Vespa – a motor scooter fashionable at the time

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

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

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

**[8 marks]**

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

Handwriting practice area with 20 horizontal dotted lines.

8
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**2** Explain how the headline and picture are effective and how they link to the text.

[illegible]

A large rectangular box containing 25 horizontal dotted lines for writing.



Handwriting practice area with 25 horizontal dotted lines.

8
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**Turn over ►**

**3** Explain some of the thoughts and feelings the writer has as she cycles home.

[illegible]

Handwriting practice area with 20 horizontal dotted lines.

Turn over ►



Handwriting practice area with 20 horizontal dotted lines.

8
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You are going to compare the use of **language** in **two** texts, one of which you have chosen.

- [16 marks]**

[illegible]

A large rectangular box containing 25 horizontal dotted lines for writing.



Handwriting practice area with 20 horizontal dotted lines.

**Turn over ►**

[illegible]

**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 website is asking for contributions from students about their time at school.

Describe a memorable event from your school days and explain why it has remained unforgettable.

**[16 marks]**

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**Turn over ►**



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[illegible]

[illegible]

‘Nobody with any sense would want to live in a dirty, noisy city when they could live on a small island surrounded by fresh air and natural beauty.’

Write an article in reply, which argues your views on the points made in the statement.

**[24 marks]**

This image shows a full page of primary-ruled paper. It features approximately 20 horizontal dashed lines spaced evenly down the page, providing a guide for handwriting practice. The background is white, and there are no margins or other markings present.

A large rectangular box containing 20 horizontal dotted lines for writing.



[illegible]

Handwriting practice area with 20 horizontal dotted lines.



This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

24



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

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

