



Please write clearly in block capitals.

Centre number

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Candidate number

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Surname

Forename(s)

Candidate signature

GCSE ENGLISH LANGUAGE

Paper 1 Explorations in creative reading and writing

Tuesday 5 June 2018 Morning Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- **Source A** – provided as a separate insert.

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.

| For Examiner's Use | |
|--------------------|------|
| Question | Mark |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| TOTAL | |

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.
- 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 the source and all five questions you have to answer.
- You are advised to plan your answer to Question 5 before you start to write.
- You should make sure you leave sufficient time to check your answers.



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GCSE ENGLISH LANGUAGE

Paper 1 Explorations in creative reading and writing

Insert

The source that follows is:

Source A: 21st Century prose-fiction

Jigs and Reels by Joanne Harris

An extract from a collection of short stories published in 2004.

Please turn the page over to see the source

Source A

Source A is taken from the beginning of a short story written by Joanne Harris. Mr Fisher, a teacher of English for forty years, works at St Oswald's Grammar School for Boys.

1 Mr Fisher lived alone in a small terraced house in the centre of town. He did not own a car,
and therefore preferred to do as much as he could of his weekend marking in the form room
4 after school. Even so, there were usually two or three stacks of books and papers to take
home on the bus.

5 It had been a disappointing term at St Oswald's. For most of the boys in 3F, creative
writing was on a par with country dancing and food technology. Oh, he'd tried to engage
their interest. But books just didn't seem to kindle the same enthusiasm as they had in the
old days.

9 Mr Fisher remembered a time – surely, not so long ago – when books were golden, when
10 imaginations soared, when the world was filled with stories which ran like gazelles and
pounced like tigers and exploded like rockets, illuminating minds and hearts. He had seen
it happen; had seen whole classes swept away in the fever. In those days, there were
heroes; there were dragons and dinosaurs; there were space adventurers and soldiers of
15 fortune and giant apes. In those days, thought Mr Fisher, we dreamed in colour, though
films were in black and white, and good always triumphed in the end.

Now everything was in black and white, and though Mr Fisher continued to teach with as
much devotion to duty as he had forty years before, he was secretly aware that his voice
had begun to lack conviction. To these boys, these sullen boys with their gelled hair and
perfect teeth, everything was boring. Shakespeare was boring. Dickens was boring.
20 There didn't seem to be a single story left in the world that they hadn't heard before. And
over the years, though he had tried to stop it, a terrible disillusionment had crept over Mr
Fisher, who had once dreamed so fiercely of writing stories of his own. They had come to
the end of the seam, he understood. There were no more stories to be written. The magic
had run out.

25 This was an uncharacteristically gloomy train of thought, and Mr Fisher pushed it away.
Not all his boys lacked imagination. Alistair Tibbet, for instance, even though he had
obviously done part of his homework on the bus. An amiable boy, this Tibbet. Not a
brilliant scholar by any means, but there was a spark in him which deserved attention.

Mr Fisher took a deep breath and looked down at Tibbet's exercise book, trying not to think
30 of the snow outside and the five o'clock bus he was now almost certain to miss. Four
books to go, he told himself; and then home; dinner; bed; the comforting small routine of a
winter weekend.

But, gradually sitting there in the warm classroom with the smell of chalk and floor polish in
his nostrils, Mr Fisher began to experience a very strange sensation. It began as a
35 tightening in his diaphragm, as if a long unused muscle had been brought into action. His
breathing quickened, stopped, quickened again. He began to sweat. And when he
reached the end of the story, Mr Fisher put down his red pen and went back to the
beginning, re-reading every word very slowly and with meticulous care.

40 This must be what a prospector feels when, discouraged and bankrupt and ready to go home, he takes off his boot and shakes out a nugget of gold the size of his fist. He read it again, critically this time, marking off the paragraphs with notes in red. A hope, which at first Mr Fisher had hardly dared to formulate, swelled in him and grew strong. He found himself beginning to smile.

45 If anyone had asked him what Tippet's story was about, Mr Fisher might have been hard put to reply. There were themes he recognised, elements of plot which were vaguely familiar: an adventure – a quest, a child, a man. But to explain Tippet's story in these terms was as meaningless as trying to describe a loved one's face in terms of nose, eyes, mouth. This was something new. Something entirely original.

END OF SOURCE

There is no source material printed on this page

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Section A: Reading

Answer **all** questions in this section.
You are advised to spend about 45 minutes on this section.

0 1

Read again the first part of the source, from **lines 1 to 4**.

List **four** things about Mr Fisher from this part of the source.

[4 marks]

- 1 _____
- 2 _____
- 3 _____
- 4 _____

4



0 2

Look in detail at this extract, from **lines 9 to 15** of the source:

Mr Fisher remembered a time – surely, not so long ago – when books were golden, when imaginations soared, when the world was filled with stories which ran like gazelles and pounced like tigers and exploded like rockets, illuminating minds and hearts. He had seen it happen; had seen whole classes swept away in the fever. In those days, there were heroes; there were dragons and dinosaurs; there were space adventurers and soldiers of fortune and giant apes. In those days, thought Mr Fisher, we dreamed in colour, though films were in black and white, and good always triumphed in the end.

How does the writer use language here to convey Mr Fisher’s views on books and stories of the past?

You could include the writer’s choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]



Turn over ►

Extra space _____

Turn over for the next question



Turn over ►

| | |
|---|---|
| 0 | 3 |
|---|---|

You now need to think about the **whole** of the source.

This text is from the beginning of a short story.

How has the writer structured the text to interest you as a reader?

You could write about:

- what the writer focuses your attention on at the beginning of the source
- how and why the writer changes this focus as the source develops
- any other structural features that interest you.

[8 marks]



Do not write
outside the
box

Lined writing area consisting of 22 horizontal lines.

8



Turn over ►

Extra space _____



| | |
|----------|----------|
| 0 | 4 |
|----------|----------|

Focus this part of your answer on the second part of the source, from **line 25 to the end**.

A student said, 'This part of the story, where Mr Fisher is marking homework, shows Tippet's story is better than Mr Fisher expected, and his reaction is extreme.'

To what extent do you agree?

In your response, you could:

- consider your own impressions of what Mr Fisher expected Tippet's homework to be like
- evaluate how the writer conveys Mr Fisher's reaction to what he discovers
- support your response with references to the text.

[20 marks]

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outside the
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Section B: Writing

You are advised to spend about 45 minutes on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

| | |
|---|---|
| 0 | 5 |
|---|---|

A magazine has asked for contributions for their creative writing section.

Either

Write a description of an old person as suggested by this picture:



or

Write a story about a time when things turned out unexpectedly.

(24 marks for content and organisation

16 marks for technical accuracy)

[40 marks]



*Do not write
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Extra space _____

END OF QUESTIONS



There are no questions printed on this page

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

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