



*Rewarding Learning*

General Certificate of Secondary Education

January 2019

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# English Language/English

Unit 2: Functional Writing and  
Reading Non-Fiction

Higher Tier

[GEG22]

FRIDAY 11 JANUARY, MORNING

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GEG22

## TIME

1 hour 30 minutes.

## INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number on the Answer Booklet provided.

Complete **both** tasks.

Spend **45 minutes** on Section A and **45 minutes** on Section B.

## INFORMATION FOR CANDIDATES

The total mark for this paper is 48.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each task.

## Section A: Functional Writing

Up to **16 marks** are available for an **organised, appropriate** and **interesting** response.

Up to **8 marks** are available for the use of a **range of sentences** and **correct spelling, punctuation** and **grammar**.

### TASK 1

Write a **speech for your classmates** in which you put forward **your own thoughts and views** on the following:

**“There is nothing more anti-social than social media!”**

Make use of any of the information on **page 3**, if you find it helpful.

[24]

**You may use the space below to plan your response:**

**“There is nothing more anti-social than social media!”**



**SOME OPINIONS ABOUT SOCIAL MEDIA:**

**“People simply don’t know how to communicate without a digital device.”**

**“Social media makes it easier to socialise with other people. If you are a little bit shy you can use technology to talk to others.”**

**SOME FACTS ABOUT SOCIAL MEDIA:**

- The more social media sites people are signed up to, the less likely they are to see their friends in real life.

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- The average person has five social media accounts and spends around an hour and 40 minutes a day browsing them.

## Section B: Reading Non-Fiction

Read the online article: “Crossing roads. Falling off climbing frames. Using iPads. Yes, all dangers to today’s children!” on page 5.

### TASK 2

**Analyse** how the writer has presented his concerns:

- by expressing his views in an engaging manner
- through the use of particular words and phrases to highlight his views
- using different types of sentences to add impact.

[24]

# Crossing roads. Falling off climbing frames. Using iPads. Yes, all dangers to today's children!

Worrying news. A poll, carried out by the National Association of Head Teachers, produced this scary fact: 83% of principals report that cases are on the rise of four-year-olds arriving at primary school unable to speak properly! The “pressures of modern family life” mean parents no longer have time to speak to their children. Instead, they leave pre-schoolers to occupy themselves with their very own “iPad babysitter”.

Recent research found that 10 per cent of under-fours are actually put to bed with a tablet to play with as they fall asleep! For some “techno-tots”, iPads or tablets have become the 21st century equivalent of a comfort blanket. Whatever happened to warm milk and a good old bedtime story?

We've all heard the horror stories about a baby's first word being “iPad” not “Mum” or “Dad”. We've all looked in horror at attachments to fix iPads to prams or “apptivity seats” into which tablets are slotted to keep babies entertained. We've all seen YouTube videos of toddlers swiping their fat fingers across the pages of books or magazines, trying to unlock them. It adds up to a nightmarish vision of a scary future where our children are mute zombies, permanently plugged into iPads.

Of course, televisions and tablets can buy pressured parents precious child-free moments. “TV time” is often the hour (or two... OK, three) when parents can get their own work or chores done. If an iPad arrives at a Sunday lunch, we're secretly pleased to see it. As the children gather round the screen, riveted by the latest game or

cartoon, it means the grown-ups can enjoy an uninterrupted chat for once.

You might try to argue that tablet computers assist “technological intelligence” but we all know that they also affect development. They make children impatient: they are constantly demanding to download things, power up or recharge straightaway. AND it is tricky to express concern about kids' screen time... after all, many parents have their noses permanently in their smartphones too.

Because the technology keeps changing so quickly and children embrace it so easily, parents often don't know what their pint-sized iPad addicts have been watching, playing or downloading. Now I don't want to sound like a “better in my day” bore, a terrible snob or an annoying know-it-all but physical toys or outdoor activities (running, climbing, making dens and making friends) are vital for building social skills. These are the foundation for learning – not to mention healthy bodies and brains.

No one said limiting screen time is easy. But like most things in life, I'd say it's a question of balance. Whether it's teddy bears, train sets or toy cars, we all need to encourage what's termed “real play” which helps creativity and problem-solving skills.

My advice for what it's worth?

Swap clicks for bricks. Be less ‘appy’ and more happy. Just stop your kids swiping those tablets – or, at least, decrease the dose!

*© The Telegraph, "If Lego dies out and is replaced by screens, we can kiss goodbye to civilisation".  
Article by Michael Hogan, 7 September 2017*

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**THIS IS THE END OF THE QUESTION PAPER**

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