



General Certificate of Secondary Education
Higher Tier
June 2014

English/English Language

NENG1H

Unit 1 Understanding and producing non-fiction texts

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Insert

The three sources that follow are:

- **Source 1:** an online newspaper article called 'Merseyside's magic place – how Greenbank is doing it for kids' by David Conn
- **Source 2:** an article called 'LIGHTING FLAMES OF AMBITION IN FUTURE STARS OF TEAM GB'
- **Source 3:** 'At School in China' – an extract from a non-fiction book.

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

Source 1

theguardian

Merseyside's magic place - how Greenbank is doing it for the kids

 David Conn

In a high and handsome sports hall tucked away down a lane near Liverpool's Sefton Park, two teams of teenage boys, intense and animated, are engrossed in a basketball match.

It takes some time even to realise there is anything distinctive about these youngsters, that this is an inter-school tournament for children with learning disabilities at the specialist, remarkable, Greenbank sports academy. The students are from six schools across Merseyside whose pupils aged three to 16 have complex physical and learning disabilities. The boys playing basketball are mostly autistic; one youngster has cerebral palsy.

Greenbank is the brainchild and life's work of its chief executive Gerry Kinsella, who had polio as a child, then found fulfilment as an adult when he discovered disability sport. He raised £30,000 to build the centre 30 years ago, with a sponsored push in his wheelchair from Land's End to John O'Groats, which he completed in only 15 days.

Aided then and since by grants from a range of bodies for which Kinsella and his staff are constantly applying, Greenbank, despite its unique provision, has no stable, core funding. They hire the sports hall and gym to non-disabled people at commercial rates, which earns vital money and also has the advantage of bringing disabled and non-disabled people to exercise, eat and socialise alongside each other.

"I was the original ugly duckling who became a graceful swan," Kinsella smiles, thinking of the life-changing moment when, after a childhood spent in calipers*, he first sat in a wheelchair at 18 and realised he was gifted at basketball. He was invited to play in a tournament at Stoke Mandeville hospital in 1965, and did not realise until he got there that it was the national disabled championships.

Fifteen years followed, competing for Great Britain in paralympic games and other international tournaments, where Kinsella saw the excellent sporting provision for disabled athletes in other countries.

"Sport gives people a feeling they are good at something, when previously they might have believed they were not good at anything," Kinsella says, whilst watching the young people play basketball and the other activities constantly bustling through the afternoon.

"Now we need to nurture the next generation. Funding agencies are suffering spending cuts, and less is going on in schools because of the government cuts to school sport partnerships. We are striving to develop sport but it is a constant struggle to balance the books."

Kinsella explains: "It is about that word: legacy. We need to build on what we have and create a legacy, so that somebody like me won't have to come along in a few years time and start all over again."



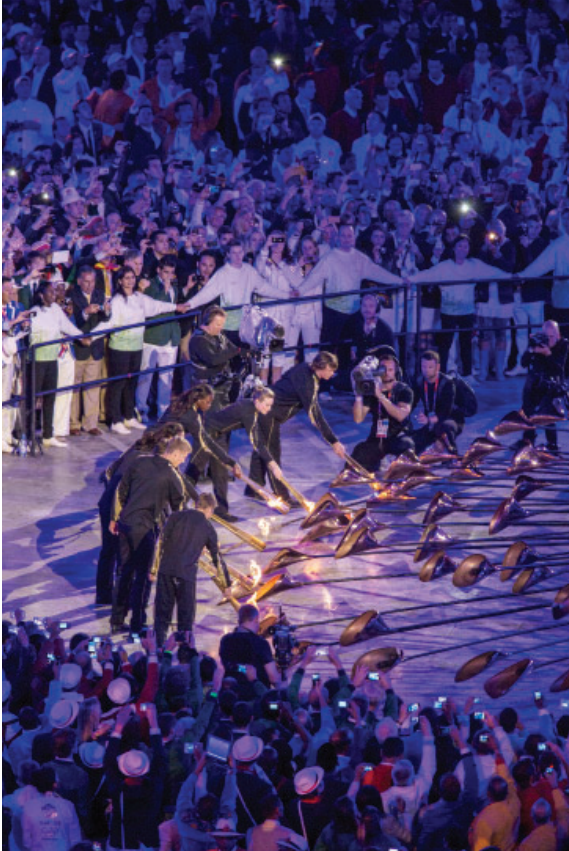
*calipers – a metal support for a weak or injured leg

Source 2

LIGHTING FLAMES OF AMBITION IN FUTURE STARS OF TEAM GB

By Hilary Douglas

Sunday August 12th 2012



Seven future Olympians light the Olympic cauldron

As the Olympic flame flickers out, signalling the end of Britain's greatest modern games, the nation will wonder what its success will mean for the future of sport in these islands.

Legacy became the buzzword soon after that memorable day in 2005 when it was announced that London had won the games and ever since everyone has wanted their say on what it will mean.

At the height of euphoria last week when each day brought a new glut of medals, Prime Minister David Cameron gave his clearest vision of what he wanted, publicly pledging £1 billion for school sports.

Yet how are these young people to have the confidence and competence to succeed?

Mr Cameron has been criticised for insisting that the latest cash boost is for all schoolchildren, because the £1 billion to be distributed through Sport England is actually going to young people aged from 14 to 26.

John Steele, chairman of the Youth Sport Trust which promotes sport in schools, said: "The problem is that by 14 you are pretty much moulded as a person and this billion pounds is not going to primary school children when you can really capture their interest in sport and exercise. To create Olympians of the future you need to start with teachers on the ground."

"If we are going to have a physically literate generation, we have to have PE experts in primary schools," he said.

The promise of a lasting legacy, one of the main reasons London was successful in its bid, seems to have fallen by the wayside.

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Source 3: From Wild Swans: Three Daughters of China. © Jung Chang (1993). Reprinted by permission of Harper Collins Publishers Ltd.

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Source 3

Jung Chang now lives in London. Here she is writing about her school days in China when it was ruled by the dictator Chairman Mao.

At School in China

I had always been hopeless at sports, and hated them, except tennis. Fear gave me frequent cramps in the water, and once I thought I was drowning in the swimming pool. In spite of compulsory swimming every week during the summer, I never managed to learn to swim all the time I lived in China.

Hand-grenade throwing was also regarded as very important. I was always at the bottom of the class. I could only throw the wooden hand grenades we practised with a couple of yards. Once, at our weekly political meeting, somebody commented on my persistent failure at hand-grenade throwing. The next morning I went and stood in a corner of the sports field with my arms held out in front of me and a couple of bricks in each hand. After a few days, by which time my upper arms were red and swollen, I gave up, and whenever I was handed the wooden chunk, I became so nervous that my hands shook uncontrollably.

One day in 1965, we were suddenly told to go out and start removing all the grass from the lawns. Mao had instructed that grass, flowers, and pets were bourgeois habits and were to be eliminated. The grass in the lawns at our school was of a type I have not seen anywhere outside China. Its name in Chinese means 'bound to the ground.' It crawls all over the hard surface of the earth and spreads thousands of roots which drill down into the soil like claws of steel. Underground they open up and produce further roots which shoot out in every direction. In no time there are two networks, one above ground and one below ground, which intertwine and cling to the earth, like knotted metal wires that have been nailed into the ground. Often the only casualties were my fingers, which always ended up with deep, long cuts. It was only when they were attacked with hoes and spades that some of the root systems went, reluctantly. But any fragment left behind would make a triumphant comeback after even a slight rise in temperature or a gentle drizzle, and we would have to go into battle all over again.

Flowers were much easier to deal with, but they went with even more difficulty because no one wanted to remove them. Mao had attacked flowers and grass several times before saying they should be replaced by cabbages and cotton. But only now was he able to generate enough pressure to get his order implemented - but only up to a point. People loved their plants, and some flowerbeds survived Mao's campaign.

I was extremely sad to see the lovely plants go. But I did not resent Mao. On the contrary, I hated myself for feeling miserable. By then I had grown into the habit of 'self-criticism' and automatically blamed myself for any instincts that went against Mao's instructions. In fact, such feelings frightened me. It was out of the question to discuss them with anyone. Instead, I tried to suppress them and acquire the correct way of thinking. I lived in a state of constant self-accusation.

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