



General Certificate of Secondary Education
June 2009

English (Specification B)

3701/1H

Paper 1
Higher Tier

Specimen paper for examinations in June 2010 onwards
This question paper uses the new numbering system and new AQA answer book

For this paper you must have:

- an AQA 12-page answer book
- Section A of the pre-release booklet (enclosed).

Time allowed

- 1 hour 40 minutes

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **Examining Body** for this paper is AQA. The **Paper Reference** is 3701/1H.
- Answer **all** questions.
- Write your answers in the answer book provided.
- Do all rough work in your answer book. Cross through any work that you do not want to be marked.
- You must refer to Section A of the pre-release booklet provided.
- You must **not** use a dictionary.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 54.
- You are reminded of the need for good English and clear presentation in your answers. All questions should be answered in continuous prose.
- 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 one hour on Section A and about 40 minutes on Section B.

Section A Reading**Media and Non-Fiction Texts**

Answer **both** questions in this section.

You are advised to spend about one hour on this section. This includes 10 minutes reminding yourself of the content of the pre-release booklet.

You will be assessed on the quality of your Reading.

0	1
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Media Texts

Remind yourself of the media extracts on pages 4 and 5 of the pre-release booklet. Write about the news media techniques used in these extracts by responding to the following prompts:

- How have the writers of *An ominous warning from above* on page 4 used facts and opinions to help explain the points they are making?
- Explain how Robin McKie has made the text of his article, *Decades of devastation ahead as global warming melts the Alps* on page 5 vivid and entertaining by analysing some of the words and phrases he has used.
- Comment on the effectiveness of the pictures which accompany the article *An ominous warning from above* on page 4.
- Comment on the meaning and effectiveness of the title and sub-title Robin McKie has used for his article on page 5. (13 marks)

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Non-fiction Text

Read the non-fiction text, *The Everest Icefall*, on the page opposite.

Now write about the text:

- describing some of the things you learn about the Everest icefall
- explaining some of the thoughts and feelings expressed by the writer in the text
- analysing how the writer has used words and phrases in an interesting and engaging way. (14 marks)

The Everest Icefall

On the first successful climbing of Mount Everest in 1953, James Morris was the reporter who sent regular reports of the expedition and its success back to London.

Towards the end of April I made my first journey on to Everest. The runners were performing smoothly, leaving at regular intervals with my reports, and generally doing the journey to Katmandu in eight or nine days. Between us, John Hunt and I had described in detail the march out to the mountain, the period of acclimatization, the move up to Base Camp, the first reconnaissance of the icefall, the establishment of a route through its shifting dangers. It was time I thought, to see something of life higher on the mountain.

I left one fine morning after breakfast, with George Band and Michael Westmacott, and followed them across the crisp brittle ice-lane that led us, wandering through the debris of the glacier, to the foot of the icefall. There we roped up – the three of us with four or five Sherpas*. This was my introduction to mountaineering, and clumsy indeed were my movements as we moved off. If ever a rope could tangle, it was mine. If ever a pair of crampons would not fit, they were those kindly issued to me by the expedition. My snow-goggles were nearly always steamed up, making it extremely difficult to see anything at all. My boot-laces were often undone, and trailed behind me forlornly. Nevertheless, buckling my rucksack around me and taking a determined grip upon my ice-axe, I followed the large flat expanse of Band's back into the wilderness.

It would be foolish to say that I enjoyed this first climbing of the icefall, especially as I was still ill-acclimatized; but there was a grave fascination to our progress up so jumbled and empty a place. The icefall of Everest rises two thousand feet or more and is about two miles long. It is an indescribable mess of confused ice-blocks, some as big as houses, some fantastically fashioned, like minarets, obelisks, or the stone figures on Easter Island. For most of the time you can see nothing around you but ice; ice standing upright, as if it will be there for eternity; ice toppling drunkenly sideways, giving every sign of being about to collapse; ice already fallen, and lying shattered in sparkling heaps; ice with crevasses in it, deep pale-blue gulfs, like the insides of whales; ice to walk over, pressed and piled in shapeless masses, in alleys and corridors and cavities, like some vast attic of ice, at the top of a frozen house, full of the cold icy junk of generations. All this mass was slowly moving, so that it creaked and cracked and changed its form every day; and from the high mountain wall on either side, squeezing the icefall together like the nozzle of a toothpaste tube, avalanches came tumbling down.

Much of the climbing of the icefall consisted of trudging through this frozen mass; for the newcomer a breathless process, relieved only by hastily snatched moments of rest upon the head of his ice-axe. Now and again, as we climbed, we could see through gaps in the ice-mass into the valley below and Base Camp out of sight over the lip of the ice. On either side of us, as the icefall narrowed, loomed the rock walls of Everest, so that one felt hemmed in and vaguely threatened. Sometimes we stopped for a rest and a drink of lemonade; but most of the time we trudged.

J MORRIS

* Sherpas – natives of the area who were employed as porters

* Crampons – spikes fixed to a boot for walking on ice

Turn over for the next question

Turn over ►

Section B Writing to Argue, Persuade, Advise

You are advised to spend about 40 minutes on this section.

You will be assessed on the quality of your Writing.

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A recent report has pointed out the dangers and risks to young people in travelling and seeking adventure, for example during a gap year. They would be better off watching it on television or experiencing it, virtually, on the Internet.

Write an essay in which you advise young people **either** to pursue adventure **or** to stay at home. *(27 marks)*

END OF QUESTIONS