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# GCSE ENGLISH LANGUAGE

Paper 1 Explorations in creative reading and writing

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## Insert

The source that follows is:

**Source A:** 20th Century prose-fiction  
The Man Whose Mother was a Pirate  
by Margaret Mahy  
An extract from the end of a short story, published in 1985.

*Sam ('the little man') is pushing his mother in a wheelbarrow on a journey to the seaside, a place he has never been before. Sam, a very ordinary and sensible office worker, has very reluctantly agreed to take holiday so that he can accompany his pirate mother who craves seeing the sea again.*

'Hurry up! The sea is calling,' shouted the pirate mother, waving her cutlass from the wheelbarrow.

The little man trundled his mother away, and as he ran he noticed that his brown suit had lost all its buttons.

Then something new came into the wind's scent.

'Glory! Glory! There's the salt!' cried his mother triumphantly.

Suddenly they came over the hill.

Suddenly there was the sea.

The little man could only stare. He hadn't dreamed of the **BIGNESS** of the sea. He hadn't dreamed of the blueness of it. He hadn't thought it would roll like kettledrums, and swish itself on to the beach. He opened his mouth, and the drift and the dream of it, the weave and the wave of it, the fume and foam of it never left him again. At his feet the sea stroked the sand with soft little paws. Farther out, the great, graceful breakers moved like kings into court, trailing the peacock-patterned sea behind them.

The little man and his pirate mother danced hippy-hoppy-happy hornpipes up and down the beach. The little man's clothes blew about in the wind, delighted to be free at last.

A rosy sea captain stopped to watch them.

'Well, here are two likely people,' he cried. 'Will you be my \*bo'sun, Madam? And you, little man, you can be my cabin boy.'

'Thank you!' said the little man.

'Say, 'Aye, aye, sir!' roared the captain.

'Aye, aye, sir!' replied the little man just as smartly as if he'd been saying, 'Aye, aye, sir!' all his life.

**\*bo'sun:** *a ship's officer in charge of equipment and the crew.*



Please write clearly in block capitals.

Centre number

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Candidate number

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Surname

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Forename(s)

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Candidate signature

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# GCSE ENGLISH LANGUAGE

Paper 1 Explorations in creative reading and writing

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.

## 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.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
<b>TOTAL</b>	

## Section A: Reading

Answer **all** questions in this section.

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

**Q1:** Read again the first part of the source, from lines 1 to 4.

List four things about the mother from this part of the source.

**[4 marks]**

1 \_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_

3 \_\_\_\_\_  
\_\_\_\_\_

4 \_\_\_\_\_  
\_\_\_\_\_

**Q2:** Look in detail at this extract, from lines 7 to 11 of the source:

*The little man could only stare. He hadn't dreamed of the BIGNESS of the sea. He hadn't dreamed of the blueness of it. He hadn't thought it would roll like kettledrums, and swish itself on to the beach. He opened his mouth, and the drift and the dream of it. The weave and the wave of it, the fume and foam of it never left him again. At his feet the sea stroked the sand with soft little paws. Farther out, the great, graceful breakers moved like kings into court, trailing the peacock-patterned sea behind them.*

How does the writer use language here to describe the sea?

You could include the writer's choice of:

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

**[8 marks]**

**Q3:** You now need to think about the **whole** of the source.

This text is from the end 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]**

**Q4:** Focus this part of your answer on the second part of the source, from line 7 to the end.

A student said, 'This part of the story, where Sam, the little man, finally reaches the sea, shows that his life will be happier now.' To what extent do you agree?

In your response, you could:

- consider your own impressions of Sam's reaction to the sea
- evaluate how the sea captain's appearance impacts on Sam's happiness
- support your response with references to the text.

**[20 marks]**

## 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 the sea as suggested by this picture:



**or**

Write a story about a life changing journey.

(24 marks for content and organisation)

16 marks for technical accuracy)

**[40 marks]**