



Cambridge Lower Secondary Checkpoint

CANDIDATE
NAME

CENTRE
NUMBER

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CANDIDATE
NUMBER

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ENGLISH

1111/01

Paper 1 Non-fiction

October 2022

1 hour 10 minutes

You must answer on the question paper.

You will need: Insert (enclosed)

INSTRUCTIONS

- Answer **all** questions.
- Use a black or dark blue pen.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do **not** use an erasable pen or correction fluid.
- Do **not** write on any bar codes.

INFORMATION

- The total mark for this paper is 50.
- The number of marks for each question or part question is shown in brackets [].
- The insert contains the reading passages.

This document has **8** pages.

Section A: Reading

Spend 30 minutes on this section.

Read **Text A**, a magazine article, in the insert, and answer Questions 1–7.

1 Look at the heading and the first paragraph (up to line 5).

(a) What does the phrase *junk food* (in the heading) mean?

..... [1]

(b) Why does Professor Martin think that banning junk food would not work?

..... [1]

2 Look at the second paragraph (lines 6–11).

(a) What does the writer's use of the word *temptations* tell the reader?

..... [1]

(b) What does the phrase *make up for lost time* tell the reader?

..... [1]

(c) What is *backfire* (line 11) an example of?

Tick (✓) **one** box.

a simile

a metaphor

rhyme

personification

[1]

3 Look at the third paragraph (lines 12–18).

(a) Professor Martin suggests how parents can help their children eat healthily.
For each of the verbs below, give a suggestion that Professor Martin makes.

Persuades	Martin encourages her kids to eat nutritious berries.....
Advises
Allows

[2]

(b) Why does the writer use informal language at the end of the third paragraph?

..... [1]

4 Look at the fourth paragraph (lines 19–22).
What does the word *swamped* tell the reader?

..... [1]

5 Look at the fifth paragraph (lines 23–26).
Which verb tells us that Professor Martin does control what her children eat?

..... [1]

6 Look at the sixth paragraph (lines 27–28).
What does the last sentence tell us about the writer’s opinion?

..... [1]

7 What is the main purpose of **Text A**? Tick (✓) **one** box.

- to explain why healthy food is appealing
- to persuade parents not to ban junk food
- to advise parents which foods are healthy
- to inform about the dangers of junk food

[1]

Read **Text B**, an article from a fitness website about teenage health, in the insert, and answer Questions 8–14.

8 Look at the first paragraph (lines 1–4).

(a) What does the phrase *expensive fashionable diets and fitness trends* tell the reader?

..... [1]

(b) Give **two** ways the writer reassures teenagers about having a healthy lifestyle in the first paragraph.

-
-

[2]

9 Look at the second paragraph (lines 5–10).

(a) What is the key message? Tick (✓) **one** box.

- Control the sugar in your diet.
- Fish is better for you than meat.
- It is important to eat a balanced diet.
- Include more low-fat foods in your diet.

[1]

(b) Why has the writer used inverted commas (‘ ’) around *low-fat*?

..... [1]

10 What language feature is *soothing and sound slumber* (line 20) an example of in **Text B**?

..... [1]

11 What is the main purpose of **Text B**?

..... [1]

12 Why does the writer use a colon (:) in the heading in **Text B**?

..... [1]

13 Make a list of how the writer suggests that teenagers can improve their health through their diet and sleeping habits.

.....

.....

.....

.....

.....

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.....

.....

..... [3]

14 Write a summary of how teenagers can improve their health through their diet and sleeping habits. Include some of the points from your list. Use your own words as much as possible. Write a **maximum of 50 words**.

.....

.....

.....

.....

.....

.....

..... [2]

Section B: Writing

Spend 30 minutes on this section.

- 15** A website for teenagers has posted an article arguing that teenagers today are too interested in fashion and image.

Write a response to the article, arguing your point of view.

You could include some of the following:

- whether you think the point about fashion and image is fair or unfair, and why
- why some teenagers are interested in image and fashion
- what else teenagers may be interested in.

You may wish to add some of your own ideas, including experiences that you have had.

Space for your plan:

Write your article on the next page.

[25 marks]

