

Paper Reference(s) 1EN0/02
Pearson Edexcel Level 1/Level 2 GCSE (9–1)

English Language
PAPER 2: Non-fiction and Transactional
Writing

Thursday 6 June 2024 – Morning

Time: 2 hours 5 minutes

Section A: Reading Texts Insert

**DO NOT RETURN THIS INSERT
WITH THE QUESTION PAPER.**

ADVICE

Read the texts before answering the questions in Section A of the question paper.

Contents

Page

4–8 TEXT 1

9–14 TEXT 2

Read the text below and answer Questions 1–3 on the Question Paper.

TEXT 1

Extract from ‘This is Going to Hurt: Secret Diaries of a Junior Doctor’ by Adam Kay (2017).

In this edited extract from a collection of his diary entries, Adam Kay shares his experience of deciding on medicine as a career.

distended aorta* – swollen or bloated artery

gargantuan – enormous**

At sixteen, your reasons for wanting to pursue a career in medicine are generally along the lines of ‘My mum/dad’s a doctor’ or ‘I want to cure cancer’. Reason one is ludicrous, and reason two would be perfectly fine were it not for the fact

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Turn over

TEXT 1 continued.

that's what research scientists do, not doctors. Besides, holding anyone to their word at that age seems a bit unfair.

Personally, I don't remember medicine ever being an active career decision. I went to the kind of school that's essentially a sausage factory designed to churn out medics, lawyers and cabinet members; and my dad was a doctor. It was written on the walls. 10 15

Because medical schools are oversubscribed ten-fold, all candidates must be interviewed, with only those who perform best under a grilling being awarded a place. It's assumed all applicants are on course for straight As at A level, so universities base their decisions on non-academic criteria. This, of course, makes sense: a doctor must be psychologically fit – able to make decisions under a terrifying amount of 20 25

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Turn over

TEXT 1 continued.

pressure, able to break bad news to
anguished relatives, able to deal with
death on a daily basis. They must have **30**
something that cannot be memorised and
graded: a great doctor must have a huge
heart and a distended aorta* through
which pumps a vast lake of compassion
and human kindness. **35**

At least, that's what you'd think. In reality,
medical schools don't care about any
of that. They don't even check you're
OK with the sight of blood. Instead, they
fixate on extracurricular activities. Their **40**
ideal student is captain of two sports
teams, the county swimming champion,
leader of the youth orchestra and editor
of the school newspaper.

Imperial College in London were satisfied **45**
that my distinctions in grade eight piano
and saxophone, alongside some theatre
reviews for the school magazine, qualified

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Turn over

TEXT 1 continued.

me perfectly for life on the wards, and so
 in 1998 I packed my bags and embarked 50
 upon the treacherous six-mile journey
 from Dulwich to South Kensington.

As you might imagine, learning every
 single aspect of the human body's
 anatomy and physiology, plus each 55
 possible way it can malfunction, is a
 fairly gargantuan** undertaking. But the
 buzz of knowing I was going to become
 a doctor one day – such a big deal you
 get to literally change your name, like a 60
 superhero or an international criminal –
 propelled me towards my goal through
 those six long years.

Then there I was, a junior doctor. It was
 finally time to step out onto the ward 65
 armed with all this exhaustive knowledge
 and turn theory into practice. My spring
 couldn't have been coiled any tighter.
 So, it came as quite the blow to discover

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TEXT 1 continued.

**that I'd spent a quarter of my life at 70
medical school and it hadn't remotely
prepared me.**

**During the day, the job was manageable,
if mind-numbing and insanely
time-consuming. You turn up every 75
morning for the 'ward round', where your
whole team of doctors pootles past each
of their patients. You trail behind like a
hypnotised duckling, your head cocked to
one side in a caring manner, noting down 80
every pronouncement from your seniors.
Then you spend the rest of your working
day filling in forms, making phone calls.
Not really what I'd trained so hard for.**

Read the text below and answer Questions 4–7 on the Question Paper.

TEXT 2

Extract from ‘Elizabeth Blackwell: A Doctor’s Triumph’ by Nancy Kline (1997).

Elizabeth Blackwell was born in Bristol in 1821. Her family emigrated to the United States of America when she was a child and she went on to become the first woman doctor in America. In this edited extract from a book about her life, she is a teacher considering this new career.

metaphysics* – a type of philosophy

cadavers – human bodies**

She remarked to her sick friend that she had been studying German,

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TEXT 2 continued.

metaphysics*, and music, subjects she loved; so why did they leave her unsatisfied and restless?

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“Elizabeth,” her friend said, “you’re fond of study. You have health and leisure. Why not study medicine?”

This was an astonishing suggestion. Women did not study medicine in 1845.

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“If I could have been treated by a lady doctor,” said the friend, “my worst sufferings would have been spared me.”

The thought of becoming a doctor struck Elizabeth as preposterous. Her reaction to her friend’s idea was revulsion: “The very thought of dwelling on the physical structure of the body and its various ailments filled me with disgust.”

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TEXT 2 continued.

At the age of six, Elizabeth had told her older sisters that she didn't know what she would be when she grew up, but it would be something hard. Given her character—shy, squeamish, exceedingly proper, repulsed by the physical, and especially by disease—medicine would be the hardest of all the professions she might choose. Given her character—tough, obstinate, constantly self-challenging, forever testing her own limits—the fact that medicine would be hardest for her recommended it.

Elizabeth began to broach the subject of medicine to those closest to her.

“What would you say to my becoming a doctor?”

“Impracticable. You won't get into medical school. If you do, you won't have the money to pay for it. Not to mention

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TEXT 2 continued.

**the time—it takes years of study. Then 40
afterwards, how will you get patients?
People would never consult a woman
doctor. Forget it. It can't be done. There
are too many obstacles.”**

**Immediately, Elizabeth's interest in the 45
project soared. I can't do it? I shall do it.**

**With each new negative response,
she dug her heels in deeper: Try to
stop me.**

**At that time, a growing number of 50
“irregular” medical schools allowed
women to study, but these schools
existed on the margins of society.
Elizabeth refused to be marginalized in
this way. She was ready to fight for the 55
opportunity to study the most respected,
scientific medicine available. She was
determined to go to a mainstream
medical college.**

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TEXT 2 continued.

Elizabeth sailed out of Charleston in May, 60
1847, bound for Philadelphia, the center
of American medicine at the time. She
took with her the savings she had so
“carefully hoarded”, as she herself put it.

It was time to storm the gates of 65
medical school.

Her sponsor was Dr. Jonathan M. Allen,
with whom she now began to study
anatomy privately. To introduce her to
the intimate workings of the human body, 70
which threatened to repulse her, Dr. Allen
had the excellent taste to begin his
lessons with the human wrist. She later
wrote, “The beauty of the tendons and
exquisite arrangements of this part of the 75
body struck my artistic sense.”

Elizabeth was getting interested. New
knowledge gave her a new angle of
vision. She was beginning to see the

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TEXT 2 continued.

world as a physician sees it. At this 80
stage of her education, she was truly
confronting her fears and finickiness,
so that she would be able to plunge into
medical school, excelling at it, when
finally they let her. She had moved 85
from books to anatomical models, from
cadavers to living patients. She was**
becoming ready to become a doctor.

SOURCE INFORMATION:

Text 1: This is Going to Hurt: Secret Diaries of a Junior Doctor, Adam Kay, 2017, Picador

Text 2: Elizabeth Blackwell: A Doctor's Triumph, Nancy Kline, 1997, A Barnard Biography Series, Conari Press, Berkeley, California