

**The Hunger Games by Suzanne Collins – The Cornucopia
Exam Paper**

1. Read again the first part of the source from **lines 1 – 8**.
List four things you learn from this part of the text about the Cornucopia. **[4 marks]**
2. Look in detail at this extract from **lines 5 – 30** of the Source.

We're on a flat, open stretch of ground. A plain of hard-packed dirt. Behind the tributes across from me, I can see nothing, indicating either a steep downward slope or even a cliff. To my right lies a lake. To my left and back, sparse piney woods. This is where Haymitch would want me to go. Immediately. I hear his instructions in my head. "Just clear out, put as much distance as you can between yourselves and the others, and find a source of water."

But it's tempting, so tempting, when I see the bounty waiting there before me. And I know that if I don't get it, someone else will. That the Career Tributes who survive the bloodbath will divide up most of these life-sustaining spoils. Something catches my eye. There, resting on a mound of blanket rolls, is a silver sheath of arrows and a bow, already strung, just waiting to be engaged. *That's mine*, I think. *It's meant for me*.

I'm fast. I can sprint faster than any of the girls in our school, although a couple can beat me in distance races. But this forty-yard length, this is what I am built for. I know I can get it, I know I can reach it first, but then the question is how quickly can I get out of there? By the time I've scrambled up the packs and grabbed the weapons, others will have reached the horn, and one or two I might be able to pick off, but say there's a dozen, at that close range, they could take me down with the spears and the clubs. Or their own powerful fists. Still, I won't be the only target. I'm betting many of the other tributes would pass up a smaller girl, even one who scored an eleven in training, to take out their more fierce adversaries.

How has the writer used language to describe Katniss's feelings at this point?

You could include the writer's choice of:

- Words and phrases
- Language features and forms **[8 marks]**

3. You now need to think about **the whole of the Source**.
This text is from the opening of a novel. How has the writer structured the text to interest you as a reader?

You could write about:

- What the writer focuses your attention on in the beginning
- How and why the writer changes the focus as the Source develops
- Any other structural features that interest you. **[8 marks]**

4. Focus this part of your answer on the second part of the Source from **line 31 to the end**.

A student, having read this section of the text, said: "It feels as if there is a battle to survive in this part of the text and no one can be trusted." To what extent do you agree?

In your response you could:

- Write about your own impressions of events being described
- Evaluate how the writer has created these impressions
- Support your opinions with reference to the text **[20 marks]**

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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.

5. A magazine has asked for contributions for their creative writing section.

Either

Write a description suggested by this picture:



Or

Write the opening of a story where you had to fight for something important.

(24 marks for content and organisation)

16 marks for technical accuracy)

[40 marks]