

Year 11 English Knowledge Booklet

GCSE Language Paper 2

Name:

Class:



Big Questions:

How does the writer use language to portray tragedy?

How does the writer use language to portray lack of power?

How does the writer use language to portray conflict?

How does the writer use language to portray youth crime?

How do I write a summary of the different or similar things across two texts?

How do I compare extracts from different time periods?

How do I structure a question 5 response? Letter

How do I structure a question 5 response? Article

How do I structure a question 5 response? Essay

How do I structure a question 5 response? Speech

How do I structure a question 5 response? Leaflet

How do I respond to exam style questions? Section A

How do I respond to exam style questions? Section B

Key vocabulary:

Summarise	Engaging	Structure
Evaluate	Comment	Analysis
Metaphor	Simile	Personification
Genre	Alliteration	Audience
Synthesise	Compare	Emotive language
Language	Tone	Implicit meaning
Explicit meaning	Inference	Reference

GCSE English Language Paper 2

Writers' Viewpoints and Perspectives

The aim of this paper is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by:

- in section A, reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader
- in section B, producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.

The paper will assess in this sequence, AO1, AO2 and AO3 for reading, and AO5 and AO6 for writing. Section A will be allocated 40 marks, and section B will be allocated 40 marks to give an equal weighting to the reading and writing tasks.

Content

The sources for the reading questions will be non-fiction and literary non-fiction texts. They will be drawn from the 19th century, and **either** the 20th or 21st century depending on the time period assessed in Paper 1 in each particular series.

The combination selected will always provide students with an opportunity to consider viewpoints and perspectives over time. Choice of genre will include high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.

In section B, there will be a single writing task related to the theme of section A. It will specify audience, purpose and form, and will use a range of opinions, statements and writing scenarios to provoke a response

Assessment Objectives

- AO1: identify and interpret explicit and implicit information and ideas, select and synthesise evidence from different texts
- AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- AO4: Evaluate texts critically and support this with appropriate textual references
- AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

Mark Schemes

<u>Level</u>	<u>Marks Available</u>	<u>Question 2: Summarise differences (8)</u>
Level 4 perceptive and detailed analysis	7-8	Shows perceptive synthesis and interpretation of both texts: ☐ Makes perceptive inferences from both texts ☐ Makes judicious references/use of textual detail relevant to the focus of the question ☐ Statements show perceptive differences between texts
Level 3 Clear relevant explanation	5-6	Shows clear synthesis and interpretation of both texts: ☐ Makes clear inferences from both texts ☐ Selects clear references/textual detail relevant to the focus of the question ☐ Statements show clear differences between texts
Level 2 Some understanding	3-4	Shows some interpretation from one/both texts: ☐ Attempts some inference(s) from one/both texts ☐ Selects some appropriate references/textual detail from one/both texts ☐ Statements show some difference(s) between texts
Level 1 Simple and limited understanding	1-2	Shows simple awareness from one/both texts: ☐ Offers paraphrase rather than inference ☐ Makes simple reference/textual details from one/both texts ☐ Statements show simple difference between texts

<u>Level</u>	<u>Marks Available</u>	<u>Question 3: Language (12)</u>
Level 4 perceptive and detailed analysis	10-12	Shows detailed and perceptive understanding of <i>language</i> : ☐ Analyses the effects of the writer's choices of <i>language</i> ☐ Selects a judicious range of textual detail ☐ Makes sophisticated and accurate use of subject terminology
Level 3 Clear relevant explanation	7-9	Shows clear understanding of <i>language</i> : ☐ Explains clearly the effects of the writer's choices of <i>language</i> ☐ Selects a range of relevant textual detail ☐ Makes clear and accurate use of subject terminology
Level 2 Some understanding	4-6	Shows some understanding of <i>language</i> : ☐ Attempts to comment on the effect of <i>language</i> ☐ Selects some appropriate textual detail ☐ Makes some use of subject terminology, mainly appropriately
Level 1 Simple and limited understanding	1-3	Shows simple awareness of <i>language</i> : ☐ Offers simple comment on the effect of <i>language</i> ☐ Selects simple references or textual details ☐ Makes simple use of subject terminology, not always appropriately

Mark Schemes

<u>Level</u>	<u>Marks Available</u>	<u>Question 4: Comparison (16)</u>
Level 4 perceptive and detailed analy-	13-16	<ul style="list-style-type: none"> ☐ Compares ideas and perspectives in a perceptive way ☐ Analyses how writers' methods are used ☐ Selects a range of judicious supporting detail from both texts ☐ Shows a detailed understanding of the different ideas and perspectives in both texts
Level 3 Clear relevant explanation	9-12	<ul style="list-style-type: none"> ☐ Compares ideas and perspectives in a clear and relevant way ☐ Explains clearly how writers' methods are used ☐ Selects relevant detail to support from both texts ☐ Shows a clear understanding of the different ideas and perspectives in both texts
Level 2 Some under-standing	5-8	<ul style="list-style-type: none"> ☐ Attempts to compare ideas and perspectives ☐ Makes some comment on how writers' methods are used ☐ Selects some appropriate textual detail/references, not always supporting from one or both texts ☐ Identifies some different ideas and perspectives
Level 1 Simple and limited under-standing	1-4	<ul style="list-style-type: none"> ☐ Makes simple cross reference of ideas and perspectives ☐ Makes simple identification of writers' methods ☐ Makes simple references/ textual details from one or both texts ☐ Shows simple awareness of ideas and/or perspectives

Mark Schemes

AO5

<u>Level</u>	<u>Fine level</u>	<u>Content</u>	<u>Organisation</u>
Level 4 19-24 marks Compelling, Convincing	Upper Level 4 22-24 marks	Register is convincing and compelling for audience <input type="checkbox"/> Assuredly matched to purpose <input type="checkbox"/> Extensive and ambitious vocabulary with sustained crafting of linguistic devices	Varied and inventive use of structural features <input type="checkbox"/> Writing is compelling, incorporating a range of convincing and complex ideas <input type="checkbox"/> Fluently linked paragraphs with seamlessly integrated discourse markers
	Lower Level 4 19-21 marks	Register is convincingly matched to audience <input type="checkbox"/> Convincingly matched to purpose <input type="checkbox"/> Extensive vocabulary with conscious crafting of linguistic devices	<input type="checkbox"/> Varied and effective structural features <input type="checkbox"/> Writing is highly engaging with a range of developed complex ideas <input type="checkbox"/> Consistently coherent use of paragraphs with integrated discourse markers
Level 3 13-18 marks Consistent, Clear	Upper Level 3 16-18 marks	<input type="checkbox"/> Register is consistently matched to audience <input type="checkbox"/> Consistently matched to purpose <input type="checkbox"/> Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices	<input type="checkbox"/> Effective use of structural features <input type="checkbox"/> Writing is engaging, using a range of clear connected ideas <input type="checkbox"/> Coherent paragraphs with integrated discourse markers
	Lower Level 3 13-15 marks	<input type="checkbox"/> Register is generally matched to audience <input type="checkbox"/> Generally matched to purpose <input type="checkbox"/> Vocabulary clearly chosen for effect and appropriate use of linguistic devices	<input type="checkbox"/> Usually effective use of structural features <input type="checkbox"/> Writing is engaging, with a range of connected ideas <input type="checkbox"/> Usually coherent paragraphs with range of discourse markers
Level 2 7-12 marks Some success	Upper Level 2 10-12 marks	<input type="checkbox"/> Some sustained attempt to match register to audience <input type="checkbox"/> Some sustained attempt to match purpose <input type="checkbox"/> Conscious use of vocabulary with some use of linguistic devices	<input type="checkbox"/> Some use of structural features <input type="checkbox"/> Increasing variety of linked and relevant ideas <input type="checkbox"/> Some use of paragraphs and some use of discourse markers
	Lower Level 2 7-9 marks	<input type="checkbox"/> Attempts to match register to audience <input type="checkbox"/> Attempts to match purpose <input type="checkbox"/> Begins to vary vocabulary with some use of linguistic devices	<input type="checkbox"/> Attempts to use structural features <input type="checkbox"/> Some linked and relevant ideas <input type="checkbox"/> Attempt to write in paragraphs with some discourse markers, not always appropriate
Level 1 1-6 marks Simple, Limited	Upper Level 1 4-6 marks	<input type="checkbox"/> Simple awareness of register/audience <input type="checkbox"/> Simple awareness of purpose <input type="checkbox"/> Simple vocabulary; simple linguistic devices	<input type="checkbox"/> Evidence of simple structural features <input type="checkbox"/> One or two relevant ideas, simply linked <input type="checkbox"/> Random paragraph structure
	Lower Level 1 1-3 marks	<input type="checkbox"/> Occasional sense of audience <input type="checkbox"/> Occasional sense of purpose <input type="checkbox"/> Simple vocabulary	<input type="checkbox"/> Limited or no evidence of structural features <input type="checkbox"/> One or two unlinked ideas No paragraphs

Mark Schemes

AO6

<u>Level</u>	<u>Marks</u>	<u>Descriptor</u>
Level 4	13-16	<ul style="list-style-type: none"> <input type="checkbox"/> Sentence demarcation is consistently secure and consistently accurate <input type="checkbox"/> Wide range of punctuation is used with a high level of accuracy <input type="checkbox"/> Uses a full range of appropriate sentence forms for effect <input type="checkbox"/> Uses Standard English consistently and appropriately with secure control of complex grammatical structures <input type="checkbox"/> High level of accuracy in spelling, including ambitious vocabulary <input type="checkbox"/> Extensive and ambitious use of vocabulary
Level 3	9-12	<ul style="list-style-type: none"> <input type="checkbox"/> Sentence demarcation is mostly secure and mostly accurate <input type="checkbox"/> Range of punctuation is used, mostly with success <input type="checkbox"/> Uses a variety of sentence forms for effect <input type="checkbox"/> Mostly uses Standard English appropriately with mostly controlled grammatical structures <input type="checkbox"/> Generally accurate spelling, including complex and irregular words <input type="checkbox"/> Increasingly sophisticated use of vocabulary
Level 2	5-8	<ul style="list-style-type: none"> <input type="checkbox"/> Sentence demarcation is mostly secure and sometimes accurate <input type="checkbox"/> Some control of a range of punctuation <input type="checkbox"/> Attempts a variety of sentence forms <input type="checkbox"/> Some use of Standard English with some control of agreement <input type="checkbox"/> Some accurate spelling of more complex words <input type="checkbox"/> Varied use of vocabulary
Level 1	1-4	<ul style="list-style-type: none"> <input type="checkbox"/> Occasional use of sentence demarcation <input type="checkbox"/> Some evidence of conscious punctuation <input type="checkbox"/> Simple range of sentence forms <input type="checkbox"/> Occasional use of Standard English with limited control of agreement <input type="checkbox"/> Accurate basic spelling <input type="checkbox"/> Simple use of vocabulary

GCSE English Language Paper 2: Writers' Viewpoints and Perspectives

On this paper you are tested on two things: reading one non-fiction text and one literary non-fiction text and writing to present a viewpoint. The exam is an hour and forty-five minutes long and is worth 50% of your overall GCSE in English Language.

The sources for the reading questions will be non-fiction and literary non-fiction texts. They will be drawn from the 19th century, and either the 20th or 21st century depending on the time period assessed in Paper 1 in each particular series. The combination selected will always provide students with an opportunity to consider viewpoints and perspectives over time. Choice of genre will include high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.

In section B, there will be a single writing task related to the theme of section A. It will specify audience, purpose and form, and will use a range of opinions, statements and writing scenarios to provoke a response.

SECTION A: READING – Assessment Objectives

AO1	<ul style="list-style-type: none">• Identify and interpret explicit and implicit information and ideas.• Select and synthesise evidence from different texts.
AO2	<ul style="list-style-type: none">• Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
AO3	<ul style="list-style-type: none">• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
AO4	<ul style="list-style-type: none">• Evaluate texts critically and support this with appropriate textual references.

SECTION B: WRITING – Assessment Objectives

AO5	<ul style="list-style-type: none">• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
AO6	<ul style="list-style-type: none">• Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).

GCSE English Language Paper 2: Writers' Viewpoints and Perspectives

The aim of this paper is to develop your insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage you to demonstrate your skills by:

- in section A, reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader
- in section B, producing a written text to a specified audience, purpose and form in which you give your own perspective on the theme that has been introduced to you in section A. The paper will assess in this sequence, AO1, AO2 and AO3 for reading, and AO5 and AO6 for writing.

Section A will be allocated 40 marks, and section B will be allocated 40 marks to give an equal weighting to the reading and writing tasks.

Question	Example	Key word	What it is testing	Marks available
1	Choose four statements which are true	CHOOSE	Your ability to read and understand key information in a text and identify true/false statements about the text.	4
2	Use details from both sources to summarise similarities or differences between the two texts.	SUMMARISE	The mark scheme requires you to demonstrate that you can make inferences in relation to the question focus. You need to select textual references to support inferences	8
3	How does the writer (of one of the texts) use language to....?	LANGUAGE	Your ability to analyse the writer's use of language and the effect on the reader (think about Paper 1, question two).	12
4	For this question, you need to refer to the whole of source A together with the whole of source B. Compare how the writers have conveyed their different views and experiences of...	SYNTHESISE COMPARE METHODS	You must identify the viewpoints in each text • You must consider the similarities/differences in the viewpoints expressed • You must explore the ways writers use methods to convey these viewpoints • Textual references should be used to support your response	16

Question 2

Exemplar Response 8/8

Use details from **both** sources to write a summary of the differences.

[8 marks]

SKILLS

clear
statement
of
differences
with textual
references

Glastonbury and Greenwich Fair - both hugely popular events, but incredibly different in their content. Glastonbury, not only a modern festival, is all about the live music and bringing all different styles together (1950s, pop, alternative etc), whereas Greenwich fair is something much more theatrical, with shops and band parades and pantomimes and various other dramatic presentations.

Inference

From the descriptions in atmosphere, they are also hugely different. Glastonbury is described to have a very safe family friendly atmosphere according to people taking part. Apart from the fact that it seems to look like a 'near-total' devastation, everyone seems relatively calm, happy and friendly.

Perceptive
Inference
from
judicious
reference

However, this does not seem to be the case at Greenwich. Charles Dickens describes it with 'the firing of pistols, the ringing of bells, the bellowings of speaking trumpets', among other things. This gives a crazy, almost out of hand picture of something

another
perceptive
inference

people in this day and age may expect to be more civilized (Victorian - 1839). The drinking and smoking in pubs, the rowdiness of the games played and the attitudes towards women especially make the fair seem like one huge brawl, though also rather jolly and merry; everyone is having fun. Everybody seems to take part in everything, which also contrasts Glastonbury, where you can choose which concerts to go to.

another
perceptive
inference

Links back
to difference
perceptively

Another
perceptive
difference
and inference

Overall, I think the main difference is that Glastonbury is much calmer than the chaotic, discombobulating atmosphere of Greenwich, despite my own (and probably others) assumptions. It gives a real insight as to how society has grown and what it feels is now 'acceptable' when one lets their 'hair down'.

All Level 4 - 8 marks

A very confident response which pulls together the key differences between

texts in a very perceptive way. This candidate makes a very judicious use of

text to support these ideas and the number of perceptive inferences made

highlight the quality of the interpretation.

Question 3

Exemplar Response 12/12

<p>Level 4: 12 marks</p> <p>Perceptive understanding of language, where the analysis, especially in the final paragraph, is of the highest quality; sophisticated and accurate use of subject terminology, with a judicious selection of textual detail.</p>		<p>You now need to refer only to Source A from lines 13 to 23.</p> <p>How does the writer use language to describe the storm? [12 marks]</p> <p>The writer uses a semantic field about violence to describe the storm, with the verbs 'whipped', 'plunging' and 'ripping'. This is used to emphasise the danger, deadliness and brutality of the storm. Violent language is used throughout the extract to emphasise that the storm was continuously violent and there was no respite. This implies that there was no visible end to the storm and that the climbers did not know when it would end. This point is emphasised by the writer's use of the quote 'ripping into the tents in a blinding fury of snow', which demonstrates the strength and might of the storm while also implying that normal messages. Furthermore, these tents would have been designed to withstand harsh weather, and the fact that they were 'ripped' apart implies that the storm is much greater than a standard storm on Everest.</p> <p>Personification is used by the writer to show the storm's strength with the quotes 'it had the northern side in its grip' and 'the storm took control'. The first quote compares the storm to a person, with a mountain in their grip. This implies that the storm must be colossal to hold a mountain, and that to have it finally in its 'grip', it must have copious amounts of strength. The second quote compares the storm to a captain or pilot, as it has 'taken control' of the situation and is now able to decide what happens. This implies that the storm has great power, as somebody who takes control of a situation generally shows power and authority.</p> <p>Finally, the writer uses allusion to mythology to describe the storm and its nature. The writer states that 'E. Shiva, the Hindu god of destruction, and Nemesis, the Greek goddess of retribution, had joined forces they could not have done a better job of devastation than nature itself did on that day'. This implies that the storm has greater power than two gods joining forces and the writer's use of allusion emphasises this where he says 'could not have done a better job'. The use of allusion implies that the high and mighty gods have been outdone by a simple act of nature. Furthermore, the fact that the Greek goddess of 'retribution' is mentioned implies that the storm wanted revenge for something, perhaps the fact that the climbers were interfering with the mountain's environment and disturbing nature. This is reinforced by the writer's use</p>
Relevant textual detail		
Clear understanding of language		
Clear explanation of the effects of language		
Clear explanation of the effects of language		
Clear use of subject terminology		
Beginning to analyse the effects of language		
Sophisticated use of subject terminology		
Perceptive analysis of language		
Perceptive understanding of language		

Question 4

Exemplar Response 16/16

For this question, you need to refer to the whole of Source A, together with the whole of Source B.

Compare how the writers convey their different perspectives on the extreme weather conditions.

In your answer, you could:

- compare their different perspectives on the extreme weather conditions
- compare the methods the writers use to convey their different perspectives
- support your response with references to both texts.

[16 marks]

Source A, 'the Death zone' is a 20th century non-fiction account of an expedition to Mount Everest. The author vividly describes their experience ~~of~~ the storm he endures.

Relevant textual detail

He describes it as a 'night from hell' for the climbers, implying that the storm was not only immensely powerful and intimidating but also related to faith, sin, and god.

Clear understanding of writer's ideas and perspectives

Analysis of writer's methods

The image of hell indicates that the climbers have already died, without their knowing, such is the power of the storm. It also adds stock to the implication that this storm ^{acted} as ~~was~~ ^{as} ~~resemble~~ some form of vengeance by the Gods to humanity for some grievous sin. It is described as an 'apocalyptic vision' and indeed for ~~some of~~ the climbers it does pose as a mortal threat. The storm ~~is~~ isolates and terrifies each individual climber, every one of them fighting for their lives.

Source B, 'London Snow' is a 19th century

Level 4: 16 marks

Compares writers' ideas and perspectives in an extremely perceptive way, and conveys a detailed, astute understanding of both texts – grasps the change in writer's perspective in source B from "wonderment" and "romanticism" to the more "pessimistic" view of "disenchantment". Analyses methods and selects judicious textual details.

Perceptive understanding of writer's perspectives

Begins to compare in a perceptive way

Perceptive understanding of writer's ideas and perspectives

Perceptive comparison of writers' ideas and perspectives

Perceptive comparison of writer's ideas and perspectives

diary entry by one Arthur Munby. Munby has a much more sedentary life than Matt Dickinson, the author of Source A. This is shown in his sense of wonderment and romanticism of the snowfall he experiences in London. He holds a quaint view of the snow, that influences his perspectives as he goes. He describes the snow experience as 'loveliness and utter purity', quite adversed to the 'apocalyptic vision' of Source A. This snowfall initially seems to have little effect on Munby, but as the diary entry progresses, he comes across homeless people in the cold and becomes quite disenchanted with the whole affair. He later describes it in a more pessimistic sense: 'my heart seemed paralyzed' shows how he feels the snow infringes upon his quality of life, and appears to stop him functioning as best he could. Despite these apparent issues and annoyances Munby encounters, they remain mere temporary inconveniences in the face of such mortal challenges Dickinson and the climbers face daily. Naturally, Arthur Munby holds no experience of mountaineering and therefore would not be subjected to ~~such~~ fatal event.

For Dickinson, the storm attacks the climbers, as 'a constant bullying force', whereas Munby, by contrast had his bear freeze. Fatalities are the result of Everest's tempest, but on the other hand, even those with little to no material shelter suffer relatively little. One such homeless girl claimed to feel 'as cold as a frog'. This person Arthur Munby portrays as a victim in his recount of the day, and he clearly pities her, but her struggles appear almost insincere compared to the godly, overpowering strength the storm presents to the mountaineers, as both an apocalyptic vision and the combined forces of various destructive gods.

Question 5

Exemplar Response 36/40

Section B: Writing

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

You are reminded of the need to plan your answer.

You should write in full sentences.

You should leave enough time to check your work at the end.

'Snow seems like it is picturesque, exciting and fun but in reality it causes accidents, inconvenience and economic disruption.'

Write an article for a broadsheet newspaper in which you explain your point of view on this issue.

(24 marks for content and organisation)

16 marks for technical accuracy)

[40 marks]

Snow. The joy and/or sorrow that floods into our bodies when we wake up in the morning to see that cars are camouflaged into the driveway by a wash of a white substance. Snow. Thinking of endless things to do on our bucket list of the day which somehow always manages to include the outdoors, i.e. building a new friendly snowman (before it melts into the ground later), sledging down a steep hill for a local (and free) exhilarating ride, and snowball fights with the ones you love. Snow. It somehow excites you and motivates you for the most common thing associated with the cold weather, Christmas time. "I'm dreaming of a White Christmas", unless of course the snow randomly comes in April time (which is no surprise for the British weather), and Christmas Day

Increasingly sophisticated vocabulary and phrasing

Wide range of accurate punctuation

ends up looking like any other normal day. The snow makes the day special, no matter what the occasion. // It is also the telltale sign of the utterly ecstatic feeling of soon receiving the news that work or school is cancelled. That, my friends, is what you want to thank the snow. Work being cancelled for the day is the best possible outcome. // Snow. It isn't just linked to brilliant events taking place, but what about its appearance? The crisp white colouring is the definition of picturesque, created by Mother Nature herself. Watching out of your window in your pyjamas as a five-year-old kid, gazing at the aesthetically pleasing miniscule snowflakes that clump together, to create a gigantic wash of mouldable ground. The cars being camouflaged into the driveway by a wash of a white substance. The overall joy that floods into our bodies.

Varied and effective structural feature – repetition of opening to round up positive aspects before moving onto negative

What about the negative aspects?

Surely, after what I've just described you'd think that they don't exist.

But they do. // Snow. It is a force to be

Full range of appropriate sentence forms for effect

Content and Organisation – Lower Level 4: 21 marks

Convincing communication, with register convincingly matched to purpose and audience; highly engaging with a range of developed, complex ideas.

Accuracy – Level 4: 15 marks

Full range of appropriate sentences; high level of accuracy in spelling and punctuation.

Register convincingly matched to purpose and audience

Sentence demarcation consistently secure and accurate

Conscious crafting

Point of view structured and developed

reckoned with. You may think that we have the upper-hand but you are sadly mistaken. The snow can make your practical day a living nightmare. Let's create a scenario. You have planned

this day for weeks; visiting family down south in the hope to catch up before Christmas Day. Seems simple, right? Wrong.

You have to catch two trains, with a fifteen-minute drive to the Station, and a 20 minute drive to your parent's house. Of course on a normal day, this would be simple but tiresome. However, when you wake up and snow/a wash of white fills up in your eyes, suddenly annoyance creeps up your spine. It is now your enemy. The snow is too thick, therefore the trains and buses are cancelled, and traffic is never-ending doom. Inconvenient cars are the only ~~best~~ option to travel, along with walking. Vehicles are dangerous in this weather; skidding, slipping and sliding. There is the risk of no control, leading to accidents. //

When snow is fresh, it is fun most of the time. However, the real problem lies when it melts into thin ice. In my opinion,

slippery roads and pavements are the worst conditions. Vehicles instantly have a loss of control which could lead to frightening events occurring. However, being a pedestrian, there is always the chance of falling over and being publically embarrassed. Although it is not much of a big deal, no one likes being laughed at. This is the sorrow that floods into our bodies.

Snow. You either love it, or hate it. You can decide.

Homework

The tasks below represent only part of what you can do to enhance and develop your understanding of the text.

Knowledge is power, so the more you know, the more secure you will be in your learning.

Source A – 20th Century literary non-fiction

This is an extract from an essay written in 1967 called *The Village that Lost its Children* by Laurie Lee. Aberfan was a small mining village in Wales. In 1966, many of its people, including children at a local school, were killed when heavy rain caused a landslide.

The Village that Lost its Children

- 1 Few people had ever heard of Aberfan
until disaster struck it. It was just
another of the small mining villages
lying tucked away in the South Wales
5 valleys – a huddle of anonymous
terraced houses of uniform ugliness
unrelieved except for chapel and pub.

- Its heart was the coal-pit, and its
environment like the others – the debris
10 of a slowly exhausting industry: a
disused canal, some decaying rail-
tracks, a river black as the Styx¹, a
general coating of grime over roofs and
gardens, and the hills above blistered
15 with a century of mining waste.

- Such villages learned to accept a twilight world where most of the menfolk worked down the
pits. Many died early, with their lungs full of coal-dust, and the life was traditionally grim and
perilous. Disaster, in fact, was about the only news that ever came out of the valleys – the
sudden explosion underground, miners entombed alive, or the silent death in the dark from
20 gas. Wales and the world were long hardened to such news. But not to what happened in
21 Aberfan.

- A coal-mine sends to the surface more waste than coal, and a mining village has to learn to
live with it. It must be put somewhere or the mine would close, and it's too expensive to carry
it far. So the tips grow everywhere, straddling the hillsides, nudging the houses like black-
furred beasts. Almost everyone, from time to time, has seen danger in them, but mostly they
25 are endured as a fact of life.

- 27 On the mountain above Aberfan there were seven such tips. The evening sun sank early
behind them. To some of the younger generation they had always been there, as though
dumped by the hand of God. They could be seen from the school windows, immediately
30 below them, rising like black pyramids in the western sky. But they were not as solid as they
looked; it was known that several had moved in the past, inching ominously down the
mountain.

- What was not known however was that the newest tip, number 7, was a killer with a rotten
heart. It had been begun in Easter 1958, and was built on a mountain spring, most
35 treacherous of all foundations. Gradually, over the years, the fatal seeping of water was
turning Tip 7 into a mountain of moving muck.

- Then one morning, out of the mist, the unthinkable happened, and the tip came down on the
village. The children of Pantglas Junior School had just arrived in their classrooms and were
right in the path of it. They were the first to be hit by the wave of stupifying filth which
40 instantly smothered more than a hundred of them.



Homework

Source B – 19th Century non-fiction

This is an extract from a Victorian newspaper article published in October 1863. A minor earthquake had been felt in some parts of Great Britain.

5 We have had an Earthquake. The men of science all tell us that we have every right to expect earthquakes. This country lies on the great volcanic belt. There runs under us a huge crack in the earth's crust, – who knows how deep or how wide? A few flimsy strata¹ have fallen in and now, who knows what enormous voids, what huge quantities of imprisoned gas, what seas of molten metal, there may be only a few miles below this fair surface?

The scientists tell us that there are probably many earthquakes which we do not feel. But if a small earthquake, even an imperceptible one, why not an earthquake to destroy a metropolis²?

10 But, the earth-wave has been faint, and only a feeble echo of some distant shock, for it was not everywhere, nor was it everybody that was waked by the earthquake of Tuesday, October 6. More than half the nation has to accept the word of the rest. Yet many felt it that will never forget the feeling; and many even heard it that will carry the "awful" sound in the ear to their dying day. In some places it even did damage. It upset furniture and
15 broke crockery. It displaced bricks, and even revealed a crack in a wall. We should not be surprised to hear of more serious damage. But if this much, why not more?

BRITANNIA'S³ fabled rock has been shaken from its basis. Be it only an inch or two, the ocean throne has been tilted up. Throughout the Midland counties, the earthquake appears to have been felt the most. At Birmingham walls were seen to move, and people
20 rose from their beds to see what damage had been done. At Edgbaston successive shocks were plainly felt, houses were shaken to their foundations, "a dreadful rattle" was rather felt than heard, and people woke one another to ask the meaning. Everything around was violently agitated. The houses cracked and groaned as if the timbers had been strained. The policemen on duty saw the walls vibrate, heard everything rattle about
25 them, and were witnesses to the universal terror of the roused sleepers.

In London, we are situated on a deep bed of clay, where our houses are well built, and where we are so accustomed to noises, shocks, and tremors that we are almost startled to find it calm and quiet. Noises from vast warehouses along the river banks, bathed by the muddy and dull water of the great river, while trains rush past at full speed or rumble
30 underground uttering horrible cries and vomiting waves of smoke. London: where men work in darkness, scarcely seeing their own hands and not knowing the meaning of their labour. London: a rainy, colossal city smelling of molten metal and of soot, ceaselessly streaming and smoking in the night fog. Fog which persists and assumes different hues – sometimes ashen – sometimes black. With the lighting of the fires, it soon becomes
35 yellow and pungent, irritating the throat and eyes.

Here, on this day, a large proportion of us felt a sort of shock and shiver, and the feeling of being upheaved; but very few of us could trust our own sensations, and be sure it was something out of the usual course.

40 Who can say what strange trial of shaking or upheaving, sinking, dividing, or drying up, may await us? We know by science these isles have gone through many a strange metamorphosis⁴, and science cannot assure us that there are none more to come.

Homework

Section A: Reading

Answer **all** questions in this section.
You are advised to spend about 45 minutes on this section.

0 1

Read again the first part of **Source A** from **lines 1 to 21**.

Choose **four** statements below which are TRUE.

- Shade the boxes of the ones that you think are true.
- Choose a maximum of four statements.

[4 marks]

- | | | |
|---|--|--------------------------|
| A | Aberfan was a well-known place in Wales. | <input type="checkbox"/> |
| B | The village did not have a chapel or a pub. | <input type="checkbox"/> |
| C | Pit waste had been building up for at least 100 years. | <input type="checkbox"/> |
| D | Village life centred around the coal pit. | <input type="checkbox"/> |
| E | Mining was a new and thriving industry. | <input type="checkbox"/> |
| F | Life for miners and their families was tough. | <input type="checkbox"/> |
| G | There wasn't much good news in Aberfan. | <input type="checkbox"/> |
| H | The men lived long and healthy lives. | <input type="checkbox"/> |

Q2.

You need to refer to Source A and Source B for this question.

Both Sources give details about the places where the events occur.

Use details from both Sources to write a summary of the differences between Aberfan and London.

[8 marks]

Q3.

You now need to refer only to Source A from lines 27 to 40.

How does the writer use language to describe the coal tips?

[12 marks]

Homework

Q4.

For this question, you need to refer to the whole of Source A, together with the whole of Source B.

Compare how the writers convey their different ideas and perspectives of the events that they describe.

In your answer, you could:

- compare their different ideas and perspectives
- compare the methods they use to convey their ideas and perspectives
- support your response with references to both texts.

[16 marks]

Q5.

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.

‘Floods, earthquakes, hurricanes and landslides – we see more and more reports of environmental disasters affecting the world and its people every day.’

Write the text of a speech for a debate at your school or college in which you persuade young people to take more responsibility for protecting the environment.

(24 marks for content and organisation 16 marks for technical accuracy)

[40 marks]

Homework

Additional Writing task

(In your exam you will only get one)

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.

'Festivals and fairs should be banned. They encourage bad behaviour and are disruptive to local communities.'

Write a letter to your local newspaper in which you argue for or against this statement.

(24 marks for content and organisation 16 marks for technical accuracy)

[40 marks]

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Question 1

The statements are not intended to catch students out. Where students were awarded 3 marks, the statement they failed to identify as true was not always the same one. Each of the statements tests either the understanding of the meaning of words, the understanding of implied meanings, or simply the retrieval of facts. Therefore the advice from previous series should be reiterated: students need to take their time, read the statements carefully, remember that the statements are ordered chronologically to match the text, and read through the four true statements they have selected and check for common sense errors before they proceed.

There are still too many examples of students selecting more than four statements as true. This leads automatically to a reduction of their final mark for this question and should therefore be avoided. There are also a significant number of students who risk being awarded no marks at all as they persist in ticking, writing on, and even scribbling over, the boxes rather than filling in the lozenges as instructed.

- Question 1 assesses both implicit and explicit understanding of words and meanings.
- Students are reminded of the need to read the text and statements slowly and carefully.
- Ensure all students complete the answer booklet according to the instructions provided.

Question 2

Encouraging students to write in detail is an approach well worth adopting, as it can often be the means of moving up a level. For example, a student working at level 2 might typically attempt to make one inference, and then move on to make a separate point. However, by focusing and commenting further on the same point, the student is more likely to provide the explanation they need to meet the criteria for 'clear' at level 3. By the same token, a student working at level 3, by engaging in more detail with the same point and looking to extend and develop their comment with further inferences, is in a better position to move into level 4. Coaching students in the patience required to add depth and detail to their responses can only be a positive way forward for all abilities.

- There was a significant increase in the number of students gaining level 3 and level 4.
- Students demonstrated increased confidence in addressing the concrete focus of the task.
- Improving the detailed explanation of a small number of inferences is more beneficial than making a larger number of less precise inferences.

Question 3

Speculative comments on how 'the reader' might respond are less helpful than specific references to the effects within the context of the source material.

The best level 4 responses often included perceptive comments which took a conceptualised approach to the language chosen by the writer and discussed those choices within a framework of 'big ideas'.

These 'big ideas' are a feature of quality non-fiction texts, and encouraging students to identify and explore them in as wide a range of texts as possible is one of the pleasures of teaching English. It also prepares students well for an assessment involving unseen texts and is a valuable asset in responding to all questions, bar question 1.

Question 4

The precise words in the question may vary according to the content of the sources, and teachers should advise students that this may be the case and to be guided by them in their response.

Question 4 builds on the inferential understanding and synthesis of ideas required by question 2 (the 'what'), and the exploration of language methods required by question 3 (the 'how'). There are still some students who do not address the 'how' in this question, and their marks are reduced as a result. Teachers are reminded once again that exploring the methods used by the writers is an integral and necessary strand and students should be prepared for this requirement.

Examination Report—June 2019

Question 5

What characterised the best of these responses was the **ability to engage with the ‘big ideas’**: politics, economics, gender, aesthetics, class, morality, psychology, even philosophy. Students who were confident and familiar with these ideas were able to frame their own perspectives in this larger context and thereby enhance the quality of their argument.

The structure of arguments showed some signs of improvement, with fewer students linking random ideas in a simple series of un-sequenced points. This is still an area for teachers to address, however, with greater attention to the use of paragraph links and discourse markers likely to have an impact on the overall quality of the argument. **The clarity, or otherwise, of the argument is the first and most important judgement made by the examiner** and determines the overall level awarded, followed by a detailed assessment of the individual skills in evidence.

Another area where teaching has clearly had an impact is in the level of vocabulary seen in many responses. At its best, the rise in more complex and sophisticated vocabulary enhances and enriches the student’s response; at its worst, the result is counter-productive. Ideas, and an argument which might have been judged clear, risk being swamped by the imprecise use of an inappropriate selection of vocabulary. The words themselves obfuscate the meaning and all clarity is lost. Whilst there is no desire to inhibit a student’s ambition in using more complex words, it is worth reminding teachers that vocabulary must be broadened in a contextualised way if it is to have the desired effect in the exam.

Technical aspects

In terms of technical accuracy, students continue to demonstrate the same strengths and weaknesses. Sentence demarcation is usually secure for the majority of students, and there was evidence of a high proportion of students who appeared confident in using a wider range of punctuation marks. Semi-colons and colons are still more frequently used incorrectly than correctly, but commas, question marks, exclamation marks and speech marks are more commonly accurate. It may well be that teachers are heeding the advice offered in last year’s feedback sessions that increasing the variety of sentence forms is doubly beneficial: students gain credit for using a variety of sentence forms, ideally for effect, and in so doing they necessitate the need for a wider range of punctuation marks which they are also rewarded for using.

Spelling varies as would be expected across a cohort of students of this size. Agreement continues to be an issue for students working at the lower end of the ability range. Teachers are only too well aware that improvement in these two areas is hard to achieve, but the boundary between level 2 and level 3 for AO6 (Technical Accuracy) is the difference between the keywords ‘some’ and ‘mostly’. If students are able to control their subject/verb/pronoun/agreement some of the time, then they are in a promising position to ensure that they can control it most of the time. One possible way for students to achieve this level of accuracy in spelling and syntax is simply to **write less and control what they write more carefully**.

Wider Reading

This unit is all about your ability to read for meaning. Make sure you are reading a wide range of Non-Fiction, starting with newspapers.

The following links will take you to the comment/features pages of the Guardian and The Independent.

The Guardian = <https://www.theguardian.com/uk/commentisfree>

The Independent = <https://www.independent.co.uk/voices>

The following books are collections of non fiction from a variety of contributors and on a variety of topics.

- * Essays (George Orwell)
- * Gotta Get Theroux This: My life and strange times in television (Louis Theroux)
- * The Pilgrim Edition of the Letters of Charles Dickens: Volume 1. (Charles Dickens)
- * My Folks Don't Want Me To Talk About Slavery: Personal Accounts of Slavery in North Carolina (Variety of contributors put together by Belinda Hurmence)
- * I Am Malala: How One Girl Stood Up for Education and Changed the World (Malala Yousafzai)
- * The Diary of a Young Girl (Anne Frank)
- * Feminists Don't Wear Pink (and other lies) (Variety of contributors put together by Scarlett Curtis)
- * The Oxford Book of Essays (Variety of contributors put together by John Gross)
- * The Mammoth Book of Storms, Shipwrecks and Sea Disasters: Over 40 First-Hand Accounts of Peril on the High Seas, from the Wreck of the Medusa to the Perfect Storm (Variety of contributors put together by Richard Russel Lawrence)