

WJEC

GCSE



WORKBOOK

English Language

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1 This workbook will help you prepare for your WJEC GCSE English Language exam.

2 Your exams are 2 hours long for the Unit 2 paper, and 2 hours long for the Unit 3 paper.

3 Build your skills and prepare for every question in the exam using:

- clear explanations of what each question requires
- key terms, top tips and progress checks
- short answer activities that build up to exam-style questions
- spaces for you to write or plan your answers.

4 Answering the questions will help you build your skills and meet the assessment objectives A02 (reading) and A03 (writing).

5 Practice exam papers at the end of the workbook allow you to practise under timed conditions.

6 You still need to read your textbook and refer to your revision guides and lesson notes.

7 Answers to every question in the book are available at: www.hoddereducation.co.uk/workbookanswers.

Inference and tracking

These questions will be worth between 5 and 10 marks. They might begin with **'What** does the writer say about ...', **'Explain** why the text ...', **'What impressions** does the text give of ...', 'What is the writer's **attitude** ...', **'How does the writer feel** about ...'. These questions test your ability to focus on the question, support your ideas with a range of evidence and make appropriate judgements or inferences about the text.

What exactly must I do?

You need to:

- clearly focus on the question
- support your views with a range of evidence
- infer meanings of words and phrases.



ACTIVITY 1

When using **adjectives** for impressions questions it is good to be accurate in using them. Look at the list of describing words and place them on an axis going from positive to negative.

intense	vibrant	obsessive
psychopathic	determined	blinkered
dedicated	fixated	single-minded

Positive ----- Negative

KEY TERM

Adjective: describes a person, place, thing or feeling



ACTIVITY 2

Look at the question below and the text to which it relates. It is about Ronnie Kray, a British gangster in the 1960s.

What impressions does the text give of Ronnie Kray?

[5]

Early life

Born on 24 October, 1933, in East London, Ronnie Kray founded the infamous criminal gang known as 'The Firm' with his identical twin brother, Reggie. The twins, along with their older brother Charles, grew up in London's East End. Their father, Charles, was a second-hand clothes

ACTIVITY CONTINUES

dealer. He was in and out of the boys' lives while they were growing up because he went on the run to avoid military service. But the boys were especially devoted to their mother, Violet.

The boys became boxers. Ronnie had some success in the sport, but his brother was considered the real contender. Outside of the ring, Ronnie was later known for his temper and willingness to fight anyone that slighted him. In 1951, the Kray brothers began their national service, but the pair was truly too unruly for the military. They each earned a dishonourable discharge in 1954.

Dangerous crime boss

As the 1950s progressed, Ronnie had taken up a broad range of criminal activities, ranging from extortion to arson. He and his brother had their own gang known as 'The Firm'. His hands-on approach to taking care of business landed him some time behind bars - he was convicted of grievous bodily harm in the late 1950s. While in prison, he was labelled insane (and later diagnosed with paranoid schizophrenia). Ronnie and Reggie had another brush with the law in 1965. Both brothers were arrested in connection with their efforts to shake down a Soho club owner, but they were later acquitted in this case.

In the East End, Ronnie and Reggie Kray were known for being generous to their community. The pair were also famous for their sharply tailored suits and celebrity connections.

Adapted from Biography website, www.biography.com

Underline at least five parts of the text that relate to the question and complete the table below to help organise your ideas.

What impressions do we get of Ronnie?	What evidence can I use to support my ideas?
He adored his mother	'especially devoted to their mother, Violet'
Bad tempered	

 **ACTIVITY 3 EXAM PRACTICE**

Now write your answer in the box below. As the question is worth 5 marks try to refer to at least five parts of the text in your answer.

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ACTIVITY CONTINUES 

TIPS

As this question is worth **10 marks** it is important to use **a wide range of evidence** from the text. In a 'thoughts and feelings' question look at what a person is **saying** or **doing** to reveal their emotions as well as what the writer tells us directly.

 **ACTIVITY 5**

Sometimes the evidence **directly** tells us a person's thoughts or attitudes. On other occasions we will need to read between the lines and **infer** or **explain** what their thoughts or attitudes are. Use the table below to focus on the evidence that needs an explanation.

Evidence	Explanation of feeling
'Keith and I had our hands above our heads'	They were scared and surrendered to the armed robber
'I could feel the sweat on my palms'	
'I wasn't sure what to do next'	
'without a second thought, we gave chase'	
'I was glad Keith was there with me'	(nothing needed – the meaning is obvious from the quote)

KEY TERM

Inference: a conclusion or opinion based on evidence

 **ACTIVITY 6 EXAM PRACTICE**

Write up your full response to this question using as wide a range of the text as possible.

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ACTIVITY CONTINUES 

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Tracking and inference questions might also ask you to 'explain' something in the text.

KEY TERM
Explain: give reasons for an opinion

 **ACTIVITY 7**

Look at the question below.

Explain why Roco Lapore thinks that 'prisons don't work'. [10]

Before answering it is important to understand the focus of the question correctly. Underline the focus words in the question above. Once this is done, try to highlight a range of between eight and ten reasons in the text to support the idea that 'prisons don't work'.

Why prisons don't work

Prison makes a lot of people worse. Locking people up for petty crimes just puts them in an environment where everyone glorifies criminal behaviour. And it shows them how to get away with worse things.

The lifers taught me how to make alcohol using bread, orange juice, sugar and the heat from the pipe in my cell. They showed me how to make a phone charger from a kettle wire and how to hot wire a car. I've never stolen a car for myself, but when I got out my friend asked me to hot wire one for him and I did it.

In prison you're mixing with a lot of people who have a point to prove – especially in young offender institutions. It's all about who's the biggest man on the wing.

A lot of violence occurs – particularly in the showers. When I was in Feltham, I ended up in a fight with a Muslim because I was wearing rosary beads. I said: "I'm a Catholic, and what?" but it was the wrong attitude. They got a china mug from the jailer's office and smashed it on to the back of my head. I've still got the scar.

ACTIVITY CONTINUES 

Then there are the drugs. People who have never experienced them before start taking them. I was in a cell with one guy who had never taken heroin, but he asked me to get some for him because he was so bored. There's nothing else to do in a cell. People need to experience some sort of high.

People tend to generalise criminals, but we all have different things going on. Some don't deserve to be punished. I was born into care; people who grow up in that system miss out on a lot of love and you start seeking acceptance from the wrong sort of people. Some people get caught up in drugs and do things they wouldn't do otherwise – it affects their mentality. I'd say three quarters of the people I met in Wormwood Scrubs had a crack or heroin problem.

Something's not working with prison because people keep coming back. I even think that sometimes people become conditioned to prison life. Every time I come out I promise myself I'll never go back but I somehow get caught up in things. I guess it's because I don't have a complete structure in my life.

From Rocco Lapore, *Guardian* (30 July 2008)



ACTIVITY 8

Look at the answer below which only focuses on a short part of the text. This would be limited to a low band mark as it is **too brief**. Can you improve this by using a **wider range of evidence** from the text?

The writer thinks that prisons 'don't work' because it says that it makes a lot of people 'worse'. The writer goes on to say that it is an 'environment that glorifies' criminal behaviour and this will encourage them to carry on acting like a criminal. He also says that it makes criminals move on to 'worse things' which results in them committing more serious crimes.

TIP

It is a good idea to use the words 'by' and 'because' in your answer to link your ideas to the evidence from the text.

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ACTIVITY CONTINUES

A large rectangular area with a blue border, containing 20 horizontal dotted lines for writing.

PROGRESS CHECK

Tick where you think you have made progress against each skill.

Skill	Still working towards this	Can do this sometimes	Confident of doing this
I can use a range of evidence from a text			
I can keep to the focus of a question			
I can infer the meanings of words and phrases – ‘read between the lines’			