

WORKBOOK ANSWERS

WJEC Eduqas GCSE English Language Workbook

This Answers document provides suggestions for some of the possible answers that might be given for the questions asked in the Workbook. They are not exhaustive and other answers may be acceptable, but they are intended as a guide to give teachers and students feedback.

Answering the questions will help you build your skills and meet the assessment objectives: AO1 (finding information and evidence in texts), AO2 (language analysis), AO3 (comparing texts), AO4 (evaluating texts critically), AO5 (writing clearly, effectively and imaginatively) and AO6 (using a range of vocabulary and sentence structures, with accurate spelling and punctuation).that are used to determine the quality of an answer and the mark to be awarded.

Component 1, Section A

20th-century literature reading

Question A1: Extracting key information

Activity 1

Any five of the following:

- He was small.
- He was 'pretty old' (around seventy).
- He was polite (raises his hat and says excuse me).
- He had a (white) moustache.
- He had bushy white eyebrows.
- He had a wrinkly pink face.
- He had an umbrella.

Activity 2

Any five of the following:

- The house looked shut and dark.
- There's uneven ground.
- There are geese.
- There are geraniums.
- The room is tiny and the roof low.
- The roof is low and made of corrugated iron.
- There is a musty smell.
- when there were periods of large-scale tectonic activity in geological history
- the directions and speeds of present and past plate movements

Activity 3

Any five of the following:

- He was born in Bombay (in Dr Narlikar's Nursing Home).
- The date was 15 August 1947.
- The time was midnight.
- He was born at the moment of India's independence.
- There were gasps as he was born.
- There were fireworks and crowds outside.
- His father broke his big toe just afterwards.

Tectonic hazards become tectonic disasters

List five things we learn about the man (do not include information from the introductory sentence).

Any five of the following:

- He wasn't a tramp.
- He had four medals.
- He polished his medals.
- He spoke differently and was hard to understand.
- He carried photographs.
- He talked of battles and flying an aircraft.

Question A2: Writing about language

Activity 1

Term	Meaning in your own words	Example
noun	A naming word	chair, school, town
verb	A word to name an action or state	run, think, follow
adjective	A describing word	green, high, low
adverb	Describes how the verb is being done	slowly, thoughtfully
simile	Compares using like or as	Your room is like a pigsty!
metaphor	Compares by saying one thing is another	Your room <u>is</u> a pigsty!
personification	Uses human qualities to describe	The wind slapped me across

		the face.
alliteration	Repeated sounds at the start of words	dangerous and deadly

Activity 2

Suggested responses may include the following:

- 1 The verb 'lashed' suggests violence and perhaps anger.
- 2 The adjectives 'cracked' and 'dusty' tell us that the place was run down and in disrepair.
- 3 The adverb 'majestically' indicates that the horse is an imposing sight and very impressive.
- 4 This simile suggests that he was full of energy.
- 5 The metaphor 'heart lay in a million pieces' suggests that he is broken and devastated.
- 6 The personification of the moon makes it seem unfriendly and sinister.
- 7 The alliteration of 'bloody and battered' gives a sense of unrelenting attack.

Reward valid alternatives.

Activity 3

- 1 'great lady' – Imposing and memorable
- 2 'taller than any woman' – Unusual and sinister
- 3 'white fur up to her throat' – Wearing animal fur may suggest cruelty and/or wealth
- 4 'long straight golden wand' – Magical, fantastic
- 5 'Her face was white ... except for her very red mouth' – The white face suggests a lack of emotion and joy. The red mouth perhaps signifies danger.
- 6 'proud and cold and stern' – She sounds unkind and a little dangerous.

Reward valid alternatives.

Activity 4

What impressions does the writer create about place?

[10]

- 1 As example.
- 2 'stank like one, too'
Senses are used to describe the smell of a 'slave ship' which suggests sweat, etc.
- 3 [the stench] 'hit you'
The personification suggests that you are physically taken aback with the smell.
- 4 'too many damp, unwashed bodies'
Makes people sound almost dead and hygiene is lacking.

5 'poor light'

The place seems dim.

6 'a paraffin lamp which dangled unlawfully'

The place seems dangerous due to the careless placing of potentially dangerous items.

7 'kicked and elbowed'

It is physically rough.

Activity 5

Words and phrases that may be selected include:

- 'it was certainly warm' – Makes it seem cosy.
- 'you weren't straining your ears all the time listening for potential assailants' – It's safe.
- 'The boat rocked very gently' – sounds calming
- 'quite pleasant' – It's pleasing to be there.
- 'I dropped off almost at once' – He gets to sleep very quickly showing that the place relaxes him.
- 'dreamt I was sailing my yacht through blue, tropic waters of breathtaking clarity under a cloudless sky' – The place offers a form of escape to a paradise, albeit only in his dreams.
- terrific while it lasted – It's a place that you wish would go on and on.

Reward valid alternatives.

Activity 6

Some ideas for the table include:

Adjectives	Verbs	Adverbs	Personification
huge and white futile monstrous	fumbled dropped floundering reared slashed vanished	suddenly silently	the steel gates resisted yielded reluctantly

Activity 7

1 Good features include:

- Short, pertinent quotations
- Tracks passage and makes a number of points quickly
- Explains the effects of the evidence – how they create tension

- Appropriate style and tone
 - Uses subject terminology appropriately
- 2 The remainder of the answer might read something like this:
- The panic felt is clear through the combination of verbs, 'floundering' and 'dropped'. This creates a sense that the main character is running for his life. The tension is raised by personification of the gates: at first 'the steel gates resisted' making the reader think they will not move, but then they 'yielded reluctantly', easing the tension a little. The threat is maintained by the use of 'slashed' and the fact the bear 'vanished' suggesting that it may come back again without warning. Overall, this is a very tense, action packed piece of writing.

Extended practice

How does the writer present this house?

[5]

The presentation of this house by the writer makes it seem deeply unpleasant and spooky. It states that 'Even in the daytime' it 'looked sinister', showing that it is a place that would give you the creeps no matter what the time of day. The stone is described as 'dark' which has gloomy connotations and this is exacerbated because it is 'stained darker' from the rain. By linking this bad weather to the house, it makes it feel gloomier. There is a sense of decay and disrepair by mention of the 'broken gutters'. A sense of dullness and darkness is continued from the 'dark stone' by mention of 'grey slates' and a negative effect of 'no lightness or colour anywhere' which paints a very grim, serious picture. Even nature adds to this as the 'trees and bushes in the garden were a miserable dark green that seemed to swallow up the light'. There is an air of death around the place as the writer uses personification to make it sound like the house is a killer ('poisoned by its touch'). Finally, the adjectives 'gloomy and lifeless' are used to underline the whole effect. There is a suggestion that the house is hiding a killer as it says 'anyone could be inside peering out through the cracks' giving a sense of unease.

Question A3: Creating an impression

Activity 1

How does the writer present the daughters Kate and Jenny?

[5]

Things the characters say and do	The impression this creates of the young people
'staggering with laughter'	The verb 'staggering' suggests they are out of control.

'threw themselves upon their father'	They don't seem to have any restraint or sense of danger.
'Paleface Robert. Kill him. Scalp him.'	Aggressive. Dangerous.
'suddenly he was frightened.'	The adverb 'suddenly' suggests a shock of realisation that the young people were dangerous.
'the children had gone completely mad'	They had lost control of their senses.
'They were hurting him'	They were capable of violence.
'Jenny had seized him by the collar as if to strangle him.'	She sounds as if she is trying to kill him.
'her eyes wide and glaring, her lips curled back to show her teeth.'	She sounds like a wild animal, dangerous and out of control.

Activity 2

Language evidence	How this backs up the impression
vindictive	The adjective 'vindictive' suggests a deliberate lack of care and an unpleasant effect, as if the young people are out to do harm or get some sort of revenge.
'Her face was that of a homicidal maniac'	The metaphor tells us that she is completely out of control and compares her to a murderer.
'eyes wide and glaring'	The adjectives 'wide and glaring' suggest that she is possessed and not in control.
'battered'	This verb suggests relentless violence.
'Jumping' [on his stomach]	Lack of care and total abandonment
'violent effort'	The only way to stop them is violence.
'seized him'	He sounds like their prisoner.

Activity 3

Other possibilities may include:

- It states that ..., showing ..., is described as ...

- There is a sense of ..., This paints a ..., There is a suggestion that ...

Full answer:

The writer presents the two girls as wild and out of control. The descriptions of what they say and do add to this impression. Firstly, it states that they were 'staggering with laughter'. The verb 'staggering' suggests they are out of control and enjoying what they are doing. The writer states that they 'threw themselves upon their father' which suggests that they don't seem to have any restraint or sense of danger. So far, this may seem normal but the dialogue of 'Paleface Robert. Kill him. Scalp him' makes them sound aggressive and downright dangerous. The father, Robert, is 'suddenly' frightened and the adverb 'suddenly' suggests a shock of realisation that the young people were dangerous. The girls had 'gone completely mad' showing that they had lost control of their senses and were intent on violence ('They were hurting him'). This violence continues when 'Jenny had seized him by the collar as if to strangle him' and she sounds like a wild animal, dangerous and out of control as it describes 'her eyes wide and glaring, her lips curled back to show her teeth.' The language of the writer backs all this up too. The adjective 'vindictive' suggests a deliberate lack of care and an unpleasant effect, as if the young people are out to do harm or get some sort of revenge. The metaphor 'Her face was that of a homicidal maniac' implies that she is completely out of control and compares her to a murderer. The adjectives 'wide and glaring' to describe her eyes suggest that she is possessed and not in control. Furthermore, the violence is sustained. This verb 'battered' suggests relentless violence while 'jumping' [on his stomach] shows a lack of care and total abandonment. The only thing the father can do is use a 'violent effort' and the use of 'violent' underlines how dangerous they are. Finally, they 'seized' the father, making him sound like their prisoner. Overall, the girls are presented as wild, out of control and violent.

Activity 4

What impressions of Anwar do you get from the passage?

[5]

- 1 It is clear that there is something wrong with Anwar from the opening lines which mentions that he is not in his 'normal' bed. This makes it sound as if things are unusual from the outset. The adjectives 'frayed' and 'mouldy' are used to describe his pyjamas which gives me the impression that they are worn and tatty as well as dirty and unwashed as if he has had them on for a long time. Physical details back up the impression that Anwar is sick. The simile that his toenails 'resembled cashew nuts' is quite funny but simultaneously repulsive.
- 2 The writer uses humour again, with Anwar's mouth 'hanging open' and the panting – as he hadn't run for a bus it is clear that he is unwell. He provides details about Anwar such as 'unshaven', 'thinner', 'dry and flaking', 'yellow skin', 'his eyes were sunken' – all this shows that he is not well.

Furthermore, when the writer states that his eyes ‘each of them seeming to lie in a bruise’ vividly creates an impression of his dark eyes and that he has been physically battered by whatever is wrong with him. The writer links him to what is around him: ‘dirty encrusted pot with a pool of urine in it’. His reaction to the narrator’s food is that he was ‘staring at my steaming kebab as though it were a torture instrument’. This simile involves ‘torture’ which tells us exactly what Anwar is going through.

Activity 5

What impressions of Gollum do you get from the passage?

[10]

- 1 There would need to be more analysis, looking at the different effects achieved; more focus on the effect of the writer’s language choices – for example, extending the section on ‘small and slimy’; and possibly more analysis of the language that creates the effects – the verbs and so on. There should be quotations to back up the assertions such as ‘the things he does are horrible and show he’s sly.’
- 2 A better response might read something like this:

In this passage, Gollum is a horrible creature who is different from anything we might expect on earth. He lives ‘deep down’ underground, and is associated with the darkness (lives by the ‘dark water’ and is described ‘as dark as darkness’) all suggesting unpleasantness and foreboding. The adjectives ‘small’ and ‘slimy’ combine to make him seem odious and the noun ‘creature’ suggests that he is hard to classify – human or animal. There is even an enigma about who or what he is when the writer states: ‘I don’t know where he came from, nor who or what he was.’ He sounds unusual: ‘two big round pale eyes in his thin face.’ His movements are silent and he sounds sly and devious – he moves ‘quite quietly’ and ‘never a ripple did he make’.

He is linked to his environment – the lake where he lives is ‘wide and deep and deadly cold’ which underlines how dangerous he is. It states that he kills living things – ‘blind fish’ (the adjective ‘blind’ makes them sound defenceless) and he preys on goblins – again he is sly as he ‘just throttled them from behind’. The word ‘just’ makes killing them sound easy and casual, showing that Gollum has no sense of morality. Verbs such as ‘prowling’ and ‘lurking’ underline his predatory nature. Overall, he is odious in his actions and his appearance and is definitely someone/thing to be avoided!

Extended practice**What are your impressions of the grandmother?****[10]**

There is an overall impression of ageing. The writer uses verbs to show how the grandmother's body is changing. Listing is used to show that nothing escapes this process. The mouth 'bowed' forward; the brow 'sloped' back; the hair 'hovered'. All these verbs are active though and even when the grandmother's body is at rest, there is a sense of activity and movement. There is a sense of decay as she is 'fading away' and returning to nature. The metaphor of 'Tendrils grew from her eyebrows' suggests that the earth is calling her as she approaches death. 'Coarse white hairs sprouted on her lip and chin' is a fairly unattractive image of ageing. Her dresses are too big on her suggesting that she is shrinking ('the bosom hung empty and the hem swept the floor') which also suggests that she is a shadow of her former self. When the grandmother finally does move – putting her hand over her mouth, closing her eyes, laughing until her shoulders shake – we visualise her as a joyous, jovial person, full of energy and vitality.=

Question A4: Explaining language and structure

Structure**Activity 1**

Feature	Example	Effect
The opening	Deep down here by the dark water lived old Gollum	Provides a sense of introduction and perhaps mystery.
The closing	... and vanished as silently as it had come.	Provides closure but perhaps raises questions as well?
Dialogue	He shouted, 'Call her off, Kate.'	Heightens the immediacy of the emotions of the characters.
Short sentences	Not he.	Creates tension or urgency.
Questions	And the time?	Engages the reader by altering the sentence structure.
First person perspective	I chewed speedily to get rid of	Aligns the reader with a

	it.	particular point of view.
Repetition	... the room seemed tiny, tiny and very low.	Emphasises the point.
Listing	It was a house without kindness, never meant to be lived in, not a fit place for people or for love or for hope.	Underlines and emphasises a point of view.
Holding back information or hints that link to what is to come.	Out of a side street something huge and white moved suddenly into his field of vision.	Provides enigma and mystery by holding back information.

Activity 2

How does the writer build the tension in this extract?

[10]

first saw the crow, he took no notice – at first things seem normal

several crows – the threat is more than one

enormous, ragged black wings – the bird is large and sounds threatening

it rose up suddenly – there is a change in mood

then dived – sounds fast and dangerous

shining blank – sounds emotionless

came down again – repeated attack

flapping about his head – clear that it's attacking him

a sound like flat leather pieces – violent sound imagery

slapped – violent verb

largest – superlative – builds the threat

it came down for the third time – sustained attack

screech – unpleasant attacking noise

scarlet – links to danger

small glinting eyes – sounds mean and threatening

Activity 3

How does the writer build the tension in this extract?

[10]

Each point above can then be written up to make a full answer. Reward valid alternatives.

Activity 4

How does the writer present the policemen in this extract?

[10]

- 1 It starts with a factual sentence: 'Then a squad car pulled up and a short cop got out.' The word 'Then' shows that this is an interruption. The arrival of the police might suggest trouble which immediately creates a tense mood.
- 2 The policemen are referred to as the 'short' one and 'big one'. This is quite impersonal and suggests that the writer dislikes them, creating a sense of opposition.
- 3 The policeman is compared to the 'tough guys... in the movies'. This makes them sound like they are looking for trouble and that they are trying to be someone they are not.
- 4 There are many examples of aggressive dialogue, building a threatening mood. One example is the very first line spoken by the policemen: 'What are you two doing?' so there are no pleasantries. He says, 'I'm talking to you.' and 'Did you hear what I said, black boy?' which is racist and offensive. Overall, they are very aggressive and inflammatory.
- 5 'snarled' is used which sounds like an animal.
- 6 The policemen 'grabbed the ball' and 'slapped his head' which are both aggressive actions.
- 7 Example of the use of first person narrative include 'looked hard at me' and 'I gets warm'. This positions us on the side of the narrator and we see events from her point of view.
- 8 It ends with 'That really got me. The "little girl" was bad enough but that "boyfriend" was too much.' This provides a sense of anger and building resentment that the policemen have gone too far. The phrase 'too much' suggests that the girl has been pushed too far and that there will be some attempt at retaliation.

Activity 5

The answers above will form a full answer to the question:

How does the writer present the policemen in this extract?

[10]

Extended practice

How does the writer make these lines tense and dramatic?

[10]

The opening line, 'It was starting, it was starting at last!' creates immediate enigma and a sense of something big to follow. This is followed by onomatopoeia in 'There was a snap ... and a crash of breaking glass' which adds to the tension with a shock and sense of violence.

The action of 'The picture had fallen to the floor uncovering the telescreen behind it.' builds a sense of secrecy and surprise. Surveillance has obviously been used, and this is confirmed when one of the characters says, 'Now they can see us'.

The person who speaks is presented as impersonal and scary. This is done by only referring to 'the voice'. This use of a noun and definite article shows that there is no face or emotion. It uses imperatives to give commands and this develops the danger: 'Stand out in the middle of the room. Stand back to back. Clasp your hands behind your heads. Do not touch one another.'

Furthermore, the reactions of the characters build the tension: 'shaking' and teeth 'chattering' and knees 'beyond his control'. This shows the fear they are experiencing and the effect that the terror is having on their bodies.

More noises connote confusion and violence: 'trampling boots below, inside the house and outside', 'The yard seemed to be full of men', and 'confusion of angry shouts which ended in a yell of pain'.

Repetition is used to reinforce that thoughts of escape are futile:

"The house is surrounded," said Winston.

"The house is surrounded" said the voice.'

The extract ends with a finality and implication of impending death. 'You may as well say good-bye'.

Question A5: Evaluating critically

Activity 1

'It is clear that this is a dangerous situation.' How far do you agree with this statement
[10]

Possible ideas:

- *What is the text about?*

It is about a family who are in their home when the Nazis come to get them.

- *What can you infer (work out) about the characters?*

They seem like a large family and quite close as they are all in one apartment. Max seems to be the leader of the family as he steps up to open the door.

The person outside seems demanding and aggressive.

- *What are your thoughts and feelings about the events and characters?*

There is a lot of sorrow and concern about the situation Max and his family are in.

- *What is your opinion about the language used?*

The commands are imperatives and very aggressive. It is a scary tone. This contrasts with the almost factual, matter-of-fact tone of the rest of the passage.

- *What do you think about the techniques the writer uses?*

Short sentences build the tension. There is a lot of onomatopoeia to emphasise the destruction. The snatches of speech are aggressive and repetitive which makes them sound angry. The listing of the family makes it sound like a large number of people will lose their home and possibly their lives. By foreshadowing what is to come, we have hope for Max that he will survive.

Activity 2

- Embedded quotations
- Explanations of the effects of language
- Use of terminology
- Discussion of the structure
- Focus on the question ('What are your thoughts and feelings ...?')

The extract starts with the statement 'Then came November 9'. This sounds like a momentous occasion and that it is memorable. This makes me feel like something big is about to happen.

Then it mentions 'Kristallnacht. The night of broken glass.' This is something famous that is renowned for being a savage, violent night. This builds a sense of danger. This is compounded by the verb 'destroyed' which underlines how dangerous the situation is.

'Max Vandenburg's moment of escape' provides some sense of hope that the situation for Max might not be grim. This is a relief as it says that he was only 'twenty-two' which sounds young.

The situation is grim as it says 'surgically smashed'. The adverb 'surgically' ... and the onomatopoeia of 'smashed' and later 'clatter' builds the violent sounds. We realise the

number of people in the situation and in danger as the writer uses listing ('aunt, his mother, his cousins, and their children') which gives a sense of people hiding and huddling together.

The imperative command of 'Open up!' shows aggression and this is repeated (Again. 'Open up!') to emphasise the aggression. This makes me worry for the characters involved.

The short sentence, 'They couldn't move' underlines the fear and makes me feel sorry for the characters. Personification is employed in 'The wood was alive, still humming from the beating it had just been given' and this emphasises that the humans could be next.

The metaphor 'the faces naked with fear,' makes me empathise with the fear and dread that the characters are evidently experiencing. At the end of the extract the phrase, 'turned the lock, and opened the door' makes me apprehensive as we anticipate who or what is behind the door.

Reward valid alternatives.

Activity 3

'In this extract the boy is presented as someone who loves life.' How far do you agree?
[10]

1 Actions and words that show he is full of energy:

- He feels full of energy and excitement ('like a fish leaping').
- He feels cold (he dresses rapidly/his hands are numb/he can scarcely hold his shoes).
- He thinks about his parents (he imagines them turning in their beds).
- He is afraid of waking his parents (he does not put his shoes on).
- He feels a sense of superiority/looks down on them (he smiles scornfully, delight in deceit).
- He thinks he will have to hurry (morning is breaking and the stars are dimming)/feels a sense of urgency.
- He feels fit and strong and self-confident (he feels the dust between his toes and thinks he could walk a hundred miles on his feet/he could walk all day and never tire).

2 Conclusion/summary ('How far do you agree?'):

Overall, I agree with the statement that 'the boy is someone who loves life'. The use of active verbs and his enthusiasm and drive to get up early and experience the world clearly indicates this.

(There is scope for individual opinion here, but it is likely that students will agree for the reasons above. Comments could also focus on the techniques used and the fact that the writer guides you to this opinion through techniques and language used.)

Extended practice

'The writer presents Hill House as being very scary.' How far do you agree with this view?
[10]

I agree with the statement that the house sounds very foreboding and scary. 'Evil' is a strong, emotive abstract noun that is used early on to describe the 'face' of the house. Indeed, the idea of the house as a person is used all the way through the extract and this personification can be seen in 'the face of Hill House seemed awake, with a watchfulness from the blank windows'. It makes it seem that the house is watching and waiting for the next victim, 'Blank windows' evokes blank eyes, which are emotionless and often associated with murderers. Human emotions of 'arrogant and hating' also add to this impression.

Furthermore, the house seems to have free will. It is said to 'have formed itself' as if it were in control of its own destiny and that it had 'its own powerful pattern' and the human 'builders' had no control. The plosives in this description add to the power.

As well as being compared to a human, the house is said to have animal-like qualities, it: 'reared its great head back against the sky'. This makes it sound even more fearsome as if it is a huge creature preparing to attack.

Listing is used to emphasise that no one should enter the house: 'It was a house without kindness, never meant to be lived in, not a fit place for people or for love or for hope.' This use of negativity builds and underlines that the house is scary, foreboding and not to be inhabited.

Component 1, Section B

Creative prose writing

Planning

The sample plan should be simple and brief. An example is given below:

c) Write about a time when you had to speak in front of others.

Activity 1

- *Opening*

Why did I agree? Set up that this is something I really do not want to do!

- *Development of events*

Being asked to speak at old primary school. Flashback to when I was asked. Want to say no but end up saying yes. Don't want to but agree.

- *Main event*

Sitting in hall. Describe the primary hall and pupils. Feeling nervous. Get called up.

Get up to speak and drop cards.

- *Result*

Recover and carry on without them. Speech is a success.

- *Ending*

I get asked back and agree. Link to the beginning.

Openings

Activity 2

These will be very individual to story ideas but some examples are given below:

- 1 'Will you do it?' she asked.
'No way!' I established, with no room to disagree.
- 2 It was a gloomy morning. Rain swept, not downwards but across the street. Grey clouds hung ominously overhead.
- 3 The kitchen was in danger of being totally wrecked! I screamed out for help.

Endings

Activity 3

- 1 'Are you glad you came now?' she asked.
'What do you think?' I replied.
- 2 Thinking back now to when I'd initially refused the invitation, I couldn't believe the person I had become. I felt elated.
- 3 Slowly, the door opened ...

Character

Activity 4

- 1 Appearance might mention height, hair colour, eyes, weight, clothes, objects.
- 2 Personality will be affected by the job they do, their situation in life, their age, circumstances, etc.
- 3 The way they speak will be formed by where are they from, how old they are, their personality, etc.
- 4 How they behave can be shown through their body language and actions.
- 5 Consider what others think of them in terms of the first four bullet points above.

Activity 5

Character trait	Show don't tell version
Ross was tall.	Ross' head sported a permanent bruise as a result of a lifetime of bumping his head on the top of door frames.
Jenny was nervous.	Jenny's foot tapped spasmodically on the floor under the table.
Johnny was angry	Johnny went red in the face. He clenched his lips so tightly they went white.
Liz was tired	Liz yawned repeatedly as she spoke. She slurred her words and

	struggled to keep her eyelids open.
People avoided John.	As he walked down the street, anyone who recognised John would deliberately cross the road or suddenly be fascinated by an imaginary worm (or something) on the ground. In this way, John could pass by 'unnoticed'.

Narrative perspective

Activity 6

- 1 I walked up to the door. Nervously, I reached my hand out and turned the handle. The door creaked and I caught a glimpse of what was inside.
- 2 Sally walked up to the door. Nervously, she reached her hand out and turned the handle. The door creaked and Sally caught a glimpse of what was inside.
- 3 First person is more immediate in terms of point of view.

Using dialogue

Activity 7

'Hand me that spanner, quick!' shouted Mum.

'What spanner?' I shouted. 'I can't see any spanner?'

'Start looking! If I don't fix this we'll be flooded!'

'It's a bit late for that. It's up to my knees already!'

The senses

- 1 The water gurgled and spluttered as it gushed out of the pipe.
- 2 The damp freshness of the water filled the air.
- 3 The cold water quickly crept up my ankles, making me gasp in shock.

Vocabulary

Activity 9

Suggestions (many other appropriate answers):

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Ross breathed out, heavily. He really didn't want to go to this party. He knew that everyone would stare at him and he would end up standing in the corner, smiling sheepishly at people who sauntered past, keeping their heads down to avoid his gaze.

No. It wasn't worth it. He made up his mind.

'I've decided,' he announced to his surprised mother. 'I'm not going.'

Activity 10

Suggestions (many other appropriate answers):

Verb	Improved verb	Adverb
walked	sauntered	confidently
ran	sprinted	breathlessly
talked	conversed	nervously
looked	viewed	cautiously

Activity 11

And so, here I am a week later, waiting at the front of the hall (so much smaller than in my mind) sitting awkwardly on a primary school chair that is significantly too small for me.

Activity 11

1	2	3	4	5	6
e)	b)	c)	d)	f)	a)

Grammar, punctuation and spelling

Activity 13

- 1 James was nervous. He went up to the door. He slowly reached out for the door handle.
- 2 The building had windows but these had been boarded up long ago. The windows could be glimpsed behind the boards and were clearly cracked, dusty and grimy.
- 3 James, as he let his eyes grow accustomed to the darkness, desperately tried to ignore the growing queasy feeling in his stomach.

- 4 Why did he let himself be talked into coming here?
- 5 Turn and run!
- 6 The sweat trickled down his back like the water from a leaky tap.
- 7 'Is there anybody there?' he whispered.
- 8 Nervously, he turned the corner ...

Extended practice

Jodie marched up to the door. She wanted to flee. Her breathing deepened. She felt as vulnerable as a new born baby and everything inside her screamed at her to run. But she knew that wasn't an option.

The old hospital had been long abandoned and weeds grew up around the cracked concrete surrounding the building. Summoning up all her courage, she tried the door.

It wouldn't budge.

'Thank goodness!' she breathed as she prepared to walk away. Then, suddenly, there was a low creak as the door seemed to open of its own accord. Almost as if it were inviting her in. Taunting her.

'Who's there?' she yelped but then stepped forward and was suddenly a warrior stepping into battle. 'I can do this!' she thought as she crossed the threshold and went into the blackness beyond ...

Activity 14

- 1 When we got back home, the whole family was there to greet us! A huge banner had been placed across the front of the house, announcing my arrival. Aunts, uncles and cousins I barely recognised hugged and kissed me. It was all rather sickening.
- 2 He couldn't (contraction) believe his luck! The day of the exam and the alarm clock hadn't (contraction) gone off! His mother's (ownership) voice bellowed up the stairs: 'Sam! You're (contraction) going to be late!'
- 3
 - No way!
 - Are you sure?
 - How's your head this morning?
 - Stop right now!
 - Will you listen?
- 4 'Who are you?' I asked
'Don't you remember?' the woman enquired.
'I wouldn't ask if I did,' I retorted.
'It's me. I caused your accident.'

- 5 The school was deserted: the classrooms were empty of noise with half-completed work on the desks; overturned chairs where there had been a scramble to leave; and bags and coats still under desks. As he proceeded down the corridor, Joe's footsteps echoed eerily back at him announcing one thing: he was totally alone.

A recessional moraine is one of a series of ridges running across the valley upstream from the terminal moraine and marking stages in the retreat of a glacier.

Extended practice

There were children everywhere, swarming around, sitting and standing. Nearly all were dressed in variations of the same clothes: the blue and black of the school uniform. The sounds of human voices filled the air: screaming, chatting, talking, shouting. The noise from this spectacle was unbelievable.

A group of girls with brightly coloured backpacks stood in a circle, chatting animatedly. Several children sat together, but may as well have been alone; they had their heads bowed over mobile phones, as if in an act of group worship. Bigger boys with Arsenal and Manchester United tops played football aggressively in a sheltered part of the yard. The boys' uniform was nowhere to be seen. Did they even care?

I fought off the morning's tiredness and joined the throng. I could see a small, bewildered new kid, obviously nervous, milling about in the playground.

'You all right?' another child asked him and the kid nodded, before they moved off together.

Suddenly the electronic sound of the school bell rippled across the top of our heads and immediately the swathes of colour started breaking up as individuals and groups went their different ways. The day had started!

Activity 15

- 1 definitely
- 2 independent
- 3 unnecessary
- 4 embarrassing
- 5 disappear
- 6 tomorrow
- 7 argument
- 8 separate
- 9 accommodation
- 10 business
- 11 monkeys
- 12 tries

13 churches

Activity 16

- 1 There is too much butter on this toast.
- 2 Are you going to the cinema later?
- 3 Their house is the one with the two gates.
- 4 I need to collect your books tomorrow.
- 5 They're the best group of children I have ever taught.

Activity 17

Write about an occasion when someone unexpectedly comes into some money.
[40]

Most would agree Response A is the most effective.

Response A

- Details are included in the form of adjectives ('cracked, plastic seat')
- Starts a sentence with an adverb – 'Suddenly, ...'
- Short sentences (e.g. 'Wads of them.')

Response B

- Clear events taking place.
- Dialogue – 'Oh my god!'
- Imagery used in 'I thought her head would burst.'

Activity 18

Write about something unexpected happening in an ordinary visit to the supermarket.
[40]

Examiner comment 1 – Response B

Improvements: Reflect on how realistic some of the details are. Why is the supermarket dark?
Would the machine really look evil?

Examiner comment 2 – Response C

Check spelling, punctuation and grammar carefully (e.g. I seen/herd/ i).

Examiner comment 3 – Response A

The response needs to carry on the story and develop the narrative.

Extended practice

c) Write about a time when you had to speak in front of others.

Why had I agreed to this?

A week ago, it had seemed like a good idea. The day had seemed so innocuous when, out of the blue, I'd had a call from my old primary school teacher.

'We are looking for ex-pupils to speak to Year 6 in an assembly about moving up to secondary school. I just know that you'll be perfect ...' she'd purred down the phone like a well-rehearsed politician.

Somehow, instead of screaming, 'WHAT? Are you out of your mind? I'd rather remove my own bowels with a dessert spoon!', I'd heard a rather simpering and pathetically high pitched voice: 'Yes fine. Thanks for thinking of me.'

And so, here I was a week later, waiting at the front of the hall (so much smaller than in my mind) sitting awkwardly on a primary school chair that was significantly too small for me. Mrs Harris, my ex-teacher was addressing the rows of red sweatshirts, containing grubby and expectant faces. I was overwhelmed by the familiar primary school smell – a mixture of poster paint and dried mud.

My attention drifted from Mrs Harris's droning voice as I took in the crowd. I noted one freckled-face girl, carefully picking her nose. She extracted the precious cargo and proceeded to flick it at the boy in front of her. Repulsed, I looked across to the other side of the hall where two naughty-looking boys stared at me and whispered and laughed. I felt myself blush involuntarily.

With a start, I realised that Mrs Harris had stopped talking and an expectant hush had descended on the hall. There was an embarrassed cough from the back of the room.

'Jason?' Mrs Harris looked at me curiously.

I got up quickly and fumbled against the lectern. To my horror, I felt my notes (carefully crafted and numbered cards) fall in slow motion from my hand. I stared at them on the floor. At least I didn't swear.

In a split second I made a decision not to pick them up. 'I didn't need them anyway!' I said to a girl in the front row. She laughed, and others in the room followed her lead.

I cleared my throat. 'Five years ago, I was sitting where you are now. I remember only too well the nerves, excitement and above all, agonising worry of the thought of moving up to the dreaded big school ...'.

The next five minutes went by in a blur. It was a triumph. I even answered questions.

Later, Mrs Harris thanked me and invited me back to speak to Year 5. Of course, you know what I replied, don't you?

Component 2, Section A

19th- and 21st-century non-fiction reading

Question A1: Finding information

Activity 1

- 1 Staffordshire
- 2 £3.2 million
- 3 3,900

Activity 2

- 1 the Key to England
- 2 operating theatre
- 3 Admiralty Look-out

Extended practice

Examples of other questions might include:

- 1 Who is said to have added to the castle's 'mighty defences and rich history'? (*'kings, castle constables and governments'*)
- 2 Where can you purchase food and drink at the castle? (*'Tunnels tea bar' and 'the NAAFI restaurant'*)
- 3 What media can you watch at the castle? (*'Pathé news clips'*)

Question A2: Analysing language

Fact and opinion

Activity 1

- 1 He mentions a nice warm house, your air-conditioned car, your shoes, your bed, the temperate shopping mall you visit, comfort food, comfortable chairs, cushions, dimmer switches and thermostats and screens.
- 2 Diabetes, obesity, autoimmune diseases, gout, piles, stiff necks and backs, bad hearts and weak lungs

Activity 2

- 1 You feel 'brilliant afterwards' as it gives your blood vessels a workout, you experience a rush of endorphins and a clarity of mind.
- 2 You get better at controlling your temperature. The workouts strengthen your blood vessels. You will develop 'brown fat', a substance that helps you to burn ordinary white fat as fuel, and 'anti-inflammatory molecules' in your blood.
- 3 He says he feels 'almost perfect'.

Language choices

Activity 3

- 1 'fat, lazy and increasingly in ill health'
- 2 'It makes you feel great.'
Describes Hof as 'quite extraordinary'.
'makes you feel brilliant'
'It feels good.'
'good things happen to your body.'
'Carney says: "Endorphins buzz around my brain."
'I feel almost perfect.'

Structure

Activity 4

- 1 It challenges perceptions of what the reader might think so shows they will learn something. It promotes a point of view by using a commanding tone.
- 2 The comparison is not favourable. It makes it seem like Westerners should adopt at least some of the ideas proposed.
- 3 It ends with a quote and leaves you with the idea that you feel 'perfect'. It is an extremely positive word to end on.

Tone

Activity 5

- 1 Yes he promotes the book's views. He explicitly states, 'I believe he's right.'
- 2 He speaks directly to the reader ('ruins your health'); uses colloquial phrases ('Let's see'); uses questions ('So what's the answer?')
- 3 He presents opinion as fact ('But there's a problem..'); and uses short sentences ('But there's more.')

Activity 6

How does the writer support the view that getting cold regularly is good for your health? [10]

The writer supports the view that getting cold regularly is good for your health in many ways. He mentions the many comforts of modern life such as a 'nice warm house, your air-conditioned car, your shoes, your bed, the temperate shopping mall you visit, ... comfort food in comfortable chairs', 'cushions', 'dimmer switches and thermostats' and 'screens'. By listing these, he shows how lazy we have become and then goes on to connect these to the diseases that we suffer from in our modern life, such as 'diabetes, obesity, autoimmune diseases, gout, piles, stiff necks and backs, bad hearts and weak lungs.' Again, the listing and connection shows that our lifestyles are bad and that alternatives need to be found. The

comparison is not favourable. It reinforces the idea that Westerners should adopt at least some of the ideas proposed.

This is when he mentions that 'jumping into freezing water' makes you feel 'brilliant afterwards' as it gives your blood vessels a workout, gives your brain a rush of endorphins and gives you clarity of mind. This gives a clear sense of a contrast and makes the point that it is good to be uncomfortable at times.

The writer outlines the benefits that the body experiences 'If you get cold regularly': 'You get better at controlling your temperature. The workouts strengthen your blood vessels ... you will develop "brown fat", a substance that helps you to burn ordinary white fat as fuel, and "anti-inflammatory molecules" in your blood.' All these point to the health benefits that freezing water immersion brings.

When you get out of an ice bath, the article says you feel 'almost perfect' and so the writer shows the benefits by promoting how it makes you feel the best you can. In addition, the opening heading and introduction challenge the reader's perceptions and suggest that they will learn something. It promotes a point of view by using a commanding tone. The article ends with a quotation and leaves the reader with the idea that they can feel 'perfect' – an extremely positive word to end on.

The writer speaks in a friendly way to help support his views. He addresses the reader directly ('ruins your health') which shows how impassioned he feels and he actively tries to persuade with colloquial phrases ('Let's see') and questions ('So what's the answer?'). All this supports the view that this is something you need to do, as he is so persuasive. Overall, the writer backs up Carney's book and helps to promote the idea that getting cold is good for your health.

Extended practice

How does the writer, John Humphrys, show his dislike for 'text-speak'? [10]

- *What are the main arguments of this article?*

John Humphrys' article 'I h8 txt msgs; How texting is wrecking our language' argues that texting is bad for the English language. He believes that English will deteriorate if this continues.

He goes on to say how text messages are changing the language recklessly, then states that texters have begun using 'obscure ways of expressing themselves' with abbreviations. He believes there is no real way to know what an abbreviation means, using an example from his own experience. 'I had assumed LOL meant "lots of love," but now I discover it means "laugh out loud".' He also questions 'how would you know' what an abbreviation really means? He accepts that some technological changes are good (e.g. emails over letters) but believes that text speak is a step too far.

- *Why is it structured in this way?*

It is structured with a dramatic opening to grab attention. The metaphor is one of an invading army. He then builds through personal experience and humour and a series of arguments with clear points. He ends humorously with the version of the nursery rhyme and ironically with 'Tks'.

- *What effects do the language choices have on you?*

The emotive language talks of 'pillaging and raping' the language. This I consider to be ... (going too far/appropriate).

He builds his anger – I find this ... (irritating/gets me thinking)

He builds his argument – argues that abbreviations are a barrier. (I can see his point and I (do/do not) agree.

- *What sort of tone has the writer used?*

He is semi-humorous when he talks of the things that get said to him ('What century are you living in then, granddad? Need me to sharpen your quill pen for you?') and seems to be willing to accept that he is out of touch.

However, he sounds determined. ('Must be stopped.') Overall, he builds a convincing argument.

Question A3: Making sense of information

Activity 1

- 1 portico – a covered area attached or near a house
- 2 encompasses – surrounds
- 3 balustrade – decorative railings or wall on the side of a steep drop
- 4 diffused – spread around
- 5 camellias – flowers
- 6 parquet – wooden blocked flooring, arranged in a pattern

Activity 2

- 1 Reading strategies could include the following:
 - Reading in context and trying to work out the meaning
 - Breaking it down and looking to see if any part of the word is familiar and links to a word you may know
 - Having an educated guess
 - Leaving it out and seeing if the sentence still makes some sense to allow you to read on
- 2 Explicit information is information that is clearly stated with no room for confusion.
- 3 Example from the text: 'It was raining.'
- 4 Playing (and watching) billiards, eating refreshments and listening to music

Activity 3

- 1 Implicit information is something that is not directly stated but is suggested in the wording (sometimes known as 'reading between the lines').
- 2 Example from the text: The owner of the house is rich ('hundreds of servants').
- 3 There are lots to choose from, but ideas might include the following:
 - The hall is described as 'very large'.
 - She says that 'Nothing could be more grand and princely than the view'.
 - The stairs were 'splendid' with 'gorgeous crystal balustrade'.
 - 'The apartments were perfect fairyland'

Extended practice

- 1 They can go home at night and on Sundays.
- 2 5 or 6 shillings per week
- 3
 - She says there is 'much idleness and waste'
 - She says it involves 'incessant hard work at all hours of the day and sometimes of the night'.
 - She says it is (at best!) 'a kind of slavery'.

Question A4: Forming opinions

Activity 1

Technique	Description	Example
Emotive language	Using words that make people feel sad, angry, upset, sympathetic or guilty	Pitiful, elderly, frail
Facts and figures	Statistics and numbers to back up what you say	Over 5 million people have signed this petition.
Personal experience	A first-hand, eye-witness account	When I came upon the scene ...
Personal pronouns	Words like 'we', 'you', 'our' and 'us' (used to make your audience think you are talking only to them)	We, as humans, need to do something.
Dramatic punctuation	Exclamation marks and ellipses	Imagine it! The horror of being taken from your family ...
Parallel structure	The same pattern of words	Who doesn't like to ski, to swim and to jump?
Comparatives	Comparing something to something else	Teachers in England earn a third less than teachers in Finland.
Superlatives	The highest degree of comparison	They are among the richest men in the world.
Imperatives	Commands or demands	We need to stop this now.

Activity 2

- 1 You show quite good understanding of what the text is about and the situation Dickens describes. There are lots of good ideas about how Dickens persuades us of this but you need to add evidence from the text to expand on how he does this. You pick out some details but need to discuss the effect of these on the reader.

- 2 I think Dickens writes emotively in order to persuade his readers that public gatherings for hangings should be banned. In those days hangings were public and big crowds would gather to watch people being hanged. He says that the crowd was 'immense' so this shows it is large. Not only this, he mentions what they are doing to paint a bad picture. He says that they are full of 'howls' so compares them to animals. He lists the goings on in the crowd and this shows the many things that he objects to. These include 'offensive and foul behaviour. Fightings, faintings, whistlings, imitations of Punch, brutal jokes, tumultuous demonstrations of indecent delight'. This makes it sound raucous and not like a serious public death.

He is obviously against this and he writes about a personal experience he has had to get his point across. He states that the crowd 'made my blood run cold' so he is obviously horrified by what he has seen. He has strong opinions about the crowd and he uses nouns such as 'thieves, low prostitutes, ruffians and vagabonds' to suggest that the crowd is full of low criminals. Finally he calls it 'general entertainment' so underlines the point that the crowd is only there to be entertained.

Overall, I think he is successful in painting a negative view of these occasions.

Extended practice

How successful is Charles Dickens in painting a negative portrayal of this part of America?

[10]

Dickens is very successful in painting a negative portrayal of this part of America.

His opening impressions of the scenery were 'not at all inspiring' so it immediately sets a poor impression. He goes on to say that things are not as good as they are meant to be. He says that 'Everything seems inadequate' so this implies that there is not one thing that is adequate! He lists to elaborate on this: 'The trees were stunted in their growth; the banks were low and flat; the settlements and log cabins fewer in number'. It is as if he is disappointed in everything.

The people do not compare favourably with others he had seen elsewhere. (They were 'more wan and wretched than any we had encountered'.)

Even nature is not on hand to help things out. He says that there is 'Nothing pleasant' and 'No songs of birds were in the air, no pleasant scents, no moving lights'. This shows that it is devoid of anything good.

A lexical set of 'changeless', 'unwinking', 'monotonous', 'wearily' and 'slowly' builds a feeling of boredom and the parallel structure and repetition of 'Hour after hour' reinforces the idea of boredom. Alliteration of the same sounds ('river rolled') and assonance adds to this feeling also.

Negative superlatives are used in the 'forlornest places we had passed were, in comparison with it, full of interest.' This shows that it is worse than the worst.

Emotive words such as 'fever', 'ague', and 'death' build the negativity even further, as do adjectives such as 'hateful' and a metaphor of 'a slimy monster hideous to behold'.

It is clear that he really cannot stand this place and he does a good job of getting this across to the reader.

Question A5: Finding information from two texts

Activity 1

- Gain patients trust ('You are required to be ... trustworthy' / 'a nurse has to gain the trust and confidence of each patient')
- See to wounds ('You are expected to become skilful: In the dressing of ... wounds' / 'Duties will usually include...treating and dressing wounds')
- Monitoring the body temperature of patients ('keeping warm, (and cool)' / 'taking readings of each patient's... temperature')
- Helping doctors and other health care professionals ('You are required to attend at operations' / 'assisting other medical staff with many tests and evaluations')

Reward other valid alternatives.

Extended practice

- It's for families ('kids are guaranteed to love it too' / 'FAMILY TOMATO SOUP')
- They both agree you need ripe, fresh tomatoes ('Packed with fresh tomatoes' / 'They should be full-grown, and quite ripe.')
- Both add sugar ('Add the sugar' / 'stir in a heaped table-spoonful of sugar')
- Both agree that the soup needs to boil ('bring to the boil' / 'The soup must boil')

Reward other valid alternatives.

Question A6: Comparing writers' ideas

Activity 1

	Text A	Text B
Any details mentioned that are similar	<p>Great Fire of London</p> <p>Jacob's Island was once a renowned slum area of London</p> <p>Talks of the past: ancient and historic</p>	<p>Great Fire of London</p> <p>Jacob's Island, a patch of ground insulated by the common sewer.</p> <p>The place is a century behind even the low and squalid districts that surround it.</p>
Any details mentioned that are different	<p>clean, sparkling buildings</p> <p>Home to the Street Festival and the Antiques Market, Bermondsey Street is a thriving and bustling hub of the area.</p> <p>So what are you waiting for?</p>	<p>The walls of the warehouses on each side of this muddy stream are green and slimy</p> <p>we saw a whole tier of doorless privies in the open road</p> <p>wretched inhabitants</p>

	...We'll see you there!	
Adjectives used	stunning amazing unique renowned thriving bustling	muddy reeking filthy
How the writers engage the audience with techniques	Opinion as fact Says what's there Personal experience Tells you to go – imperative	Opinion as fact Says what's there Personal experience
Any features of layout and structure that are similar/different	Positive opening ('enviable location...worth a visit') Lists ('bars, shops, coffee shops, art galleries and parks')	Negative opening ('Anyone who has ventured a visit') Lists ('want, squalor, rags and pestilence.')

Activity 2

Both of these texts are about Bermondsey in London. Compare what the writers say about the area and how they say it. [10]

Both of these texts are about Bermondsey in London. Text A and Text B agree about some things. For example, both mention that the Great Fire of London affected the area. They also both discuss Jacob's Island, though Text A talks of it in the past ('once a renowned slum area of London') while in Text B it is in present tense and is a 'patch of ground'. They both mention Bermondsey as having relics of the past: Text A discusses the 'ancient and historic main street' while Text B says that it is a century behind its neighbouring districts.

However, the texts also mention many details that are different. Text A paints an appealing image of 'clean, sparkling buildings', while Text B says that the walls of the warehouses are 'green and slimy', so the state of the buildings is very different.

Also, Text A talks about the attractions of Bermondsey such as the "Street Festival" and "Antiques Market", and hints at a lot more by saying it is full of life ("thriving and bustling") and the "hub of the area". It lists the things to do at the start to show how much is there. By contrast, the most noticeable things according to Text B are 'doorless privies in the open road' which is a stark contrast.

The attitudes of the residents are also clear. Text A sounds friendly by saying "We'll see you there!". Whereas Text B says anyone who lives there are 'wretched inhabitants', implying that it is an awful place to live. This change in attitudes is clear in the lexis used. Adjectives in Text A include 'stunning', 'breathtaking' and 'beautiful', whereas Text B uses 'muddy', 'reeking' and 'filthy'.

The writers engage the audience with different tones. Text A is much more informal, using personal experience, informal style ('What are you waiting for'), an imperative ('a place you need to visit') that actively encourages you to go there, while Text B actively discourages visitors with a different sort of personal experience, describing the air which 'has literally the smell of a graveyard', and warns that 'any one unaccustomed' to visiting will get sick.

Text A has a positive opening of 'definitely worth a visit...' compared to Text B's negative opening of 'Anyone who has ventured a visit ...' as if you would have to be brave even to go there. Both texts use lists, but Text A lists the tourist attractions of 'bars, shops, coffee shops, art galleries and parks' while Text B lists the many problems of the area: 'want, squalor, rags and pestilence.'

Overall, the texts are clearly divided over the portrayal of the area, with Text A suggesting a vibrant, interesting, clean place and Text B suggesting a putrid, rotten, depressing area.

Extended practice

The website promotes the Welsh language while the report damns its use.

The website says that children who study in Welsh 'do just as well, if not better' than those who use English. Furthermore, they say that using two languages creates 'versatile and creative' children. These adjectives are emotive and invite a comparison between those who study in Welsh and those who study in English. The conclusion is that those who study in Welsh are 'more intellectually advanced in other fields at four and five years old'.

The website opens by posing a rhetorical question in a positive way. It asks, 'What are the advantages of being bilingual?' whereas the report starts with an opinion presented in a very factual way: 'The Welsh language is a vast drawback to Wales'. These immediately set the tone and make their views clear to the reader.

The website backs up its point of view with statistics of 'IQ tests' and quotes the 'University of York in Canada' to promote its opinions.

The report says that Welsh is a 'manifold barrier to the ... commercial prosperity of the people' which suggests that it stops people getting on in work. In contrast, the website contradicts this, saying that 'Being fluent in both Welsh and English gives young people in Wales an enormous advantage when they enter the job market.'

The report talks about the 'evil effects' of Welsh while the website says that speaking Welsh is a 'benefit ... provided by the enjoyment of two cultures.'

There is another contrast in what is said about communication. The report says Welsh 'dissevers the people from intercourse which would greatly advance their civilization, and bars the access of improving knowledge to their minds' but the website says that it allows the speaker to 'mix and communicate with a wider variety of people, and therefore have a more diverse social life.'

Finally, because of their language, the report states that 'the mass of the Welsh people are inferior to the English in every branch of practical knowledge and skill' but the website says that pupils who receive Welsh-medium education achieve higher grades in examinations'.

Overall, the two texts are in direct contrast to each other, the website very much promoting the Welsh language and the report very anti-Welsh.

Component 2, Section B

Transactional/persuasive writing

Activity 1

- 1 Write a letter to the head teacher of your school, advising him or her on the improvements that could be made around the building.

Purpose	Audience	Form
Inform	Head teacher	Letter

- 2 Write a speech to be delivered to your year group, persuading them to support a charity of your choice.

Purpose	Audience	Form
Persuasive	Year group	Speech

- 3 Write a lively magazine article on the pressures of being a teenager.

Purpose	Audience	Form
Inform/entertain	Young people	Magazine article

- 4 Write a guide on what there is for visitors to see and do in your local area.

Purpose	Audience	Form
Inform	Visitors to area	Guide

Planning

Activity 2

Sample plan for 'Write a lively magazine article on the pressures of being a teenager.'

- 1 Introduction
- 2 Exam pressures/school
- 3 Peer pressure
- 4 Parents/family
- 5 Lack of money
- 6 Conclusion

Openings

Activity 3

- 1 Being a teenager in 21st century Britain is difficult.
- 2 A spokesman from a leading mental health charity said, 'Being a teenager can be one of the most stressful times of your life.'
- 3 So what's the problem?
- 4 73% of all teenagers said that exam pressure was the number one cause of stress in their lives.

Activity 4

- 1 Being a teenager in 21st century Britain is difficult, with stresses of exams, family and peers all combining to make the teenage years one of the most stressful periods of your life. So what are the causes and what can you do about them?
- 2 As if all that wasn't enough, you can't even escape when you get home. Most of us have someone there nagging us to get up or go to bed; get out of the bathroom or have a wash; get off the Xbox or do some homework ... the list is endless. Don't try explaining, it's a waste of time. All that's before your little brother or sister gets involved, complaining that you hit them, stealing your stuff or just being an annoying little ... (insert appropriate word here).

Try to do your bit to keep them sweet – do a few chores around the house; make them a cuppa every now and then ... yes, you may even have to watch that Disney film with your little sister! (You know you love 'Frozen' really!)

Writing styles

Activity 5

1

Techniques	Examples
Commands	Give now!
Rule of three	Enjoyable, educational and environmentally friendly.
Rhetorical questions	Is this right?
Direct address	You can make a difference!
Emotive words	These pitiful animals suffer a horrifying experience.
Statistics	Over 50% of women agreed.

- 2 As if all that wasn't enough, you can't even escape when you get home. Most of us have someone there nagging us to get up or go to bed; get out of the bathroom or have a wash; get off the Xbox or do some homework ... the list is endless. Don't try explaining or you are branded 'stropky'. All that's before your little brother or sister gets involved, complaining that you hit them, stealing your stuff or just being an annoying little ... (insert appropriate word here).

- 3 So, it's very clear that there's a lot of pressure and stress on teenagers today. But, the good news is it doesn't last forever and soon you'll be all grown up with a mortgage, a boring job and kids of your own. On second thoughts, maybe being a teenager is not such a bad thing after all?

Formats

Activity 6

- 1 Features of layout may include: a heading, introductory paragraph, side headings, paragraphs and a conclusion.
- 2 **Write a lively article for a teenage magazine about the benefits of a fit and healthy lifestyle.** [20]

Annotations:

Catchy heading

A SPORTING CHANCE

Introduction giving an upbeat idea of what the article is about, and who wrote it. Uses exclamations, questions and an ellipsis to create a lively tone.

2016 was a fantastic year for sport! The Olympics and Paralympics inspired a new generation to get up off their backsides and take up a sport. So, what exactly are the benefits of getting active? Jack Reynolds finds out ...

Side heading uses alliteration

Fit not fat

The health benefits of sport are well known. Burning calories by exercising helps your waistline, and you will feel lighter and healthier. So if you need to drop a clothes size, consider taking up a sport: it doesn't matter which – swimming, cycling, football or netball – they will all help you fight the flab. This is not about looking better for other people or buying into the current ridiculous, and quite frankly, dangerous trend of being size zero. It is about feeling better about yourself.

Paragraph uses colloquial style, listing, alliteration and an informative, encouraging tone.

Play a friendly

Sport is a great way to make new friends and meet new people. Being part of a team is a really bonding experience and whether you win or lose you can celebrate or commiserate together afterwards. Regular training gets you out of the house and in contact with other humans, so don't delay, get down to your local leisure centre today!

Paragraph uses positive vocabulary, personal experience and clear information. Rhyme is used to make the imperative more friendly.

- 3 The second half of the article needs to be planned. The first half covers health benefits and the social aspect of sport. Other benefits could include:
- Improving the mind as well as the body
 - Helping you work with others
 - Building your resilience and dependability

Activity 7

Your school is looking for ways to improve. The head teacher has asked you to write a report suggesting how the school could be improved. [20]

- 1 Main points to remember when laying out a report:
 - Remain factual.
 - Adopt a formal tone.
 - Use clear side headings.
 - Comment on the present situation and what needs to be done to improve.
 - Include an introduction that states who the report is written by, what it covers and who it's for.
- 2 Features that contribute to a formal tone:
 - Suitable vocabulary
 - Using facts
 - Lack of emotion
 - Clear format
- 3 Written report:

To: Council
From: The School Council
Re: Improvements to facilities for young people

The aim of this report is to evaluate facilities for young people in the local area and highlight where improvements could be made.

1 Social areas

Problem:

There are a number of parks that young people can go to but these are more for general public use. Young people tend not to go to these places, or if they do they get bored and start causing trouble.

Solution:

- Create a specific area of the park for young people. Install a skate ramp and other areas that will be used for specifically for young people.

2 Youth club

Problem:

The council-run youth club is badly attended and not well thought of. This is because its location is too far out of town and the facilities are poor.

Solution:

- Invest in new equipment for the Youth Club – new pool table, computers and gaming facilities.

- Relocate the Youth Club to the centre of town where more young people can access it.

3 Sporting facilities

Problem:

Private sporting facilities are often too expensive for young people. The council-run facilities are run down and don't provide enough variety. Young people need more than the playing field (which is often used by the local team anyway) and the swimming pool.

Solution:

- Invest in a new astroturf multi-use gaming facility that a variety of sports can be played on.
- Appoint a youth worker to start new, interesting sporting activities in the area such as water sports and five-a-side teams.

Conclusion

Overall, the lack of facilities for young people in the area creates wider problems such as graffiti and vandalism. Investment in more facilities for young people will result in less outlay in these areas. We hope that you take our findings on board and look at implementing our solutions.

Activity 8

You have discovered that your school is considering cutting a residential outdoor pursuits week for Year 11.

Write a letter to your head teacher giving your views on this idea.

[20]

(continued on next page)

The diagram shows a letter template with various parts annotated with writing components. The letter is from a student to the head teacher of St Peter's School, Stockbridge, regarding a proposal to ban outdoor pursuits.

Annotations and their corresponding parts in the letter:

- Name, position and address of the person you are writing to:** Mrs S.J. Smith, Head teacher, St Peter's School, Davison Road, Stockbridge, SA9 1DW.
- Your address:** 6 High Street, Stockbridge, England, SW1 3DW.
- Date:** 23rd November 2017.
- Formal vocabulary:** Mrs S.J. Smith, Head teacher, St Peter's School, Davison Road, Stockbridge, SA9 1DW.
- Introductory paragraph:** Dear Mrs Smith.
- Opinion as fact:** I am writing to you in relation to the proposals to ban the established residential outdoor pursuits week for Year 11. I have to say that I think this proposal is ludicrous in the extreme and very short sighted.
- Linking connectives:** Firstly, I think that this trip builds team work among students who participate. This is a quality and a skill that you wish to encourage and build in schools, yet this ideal opportunity is being squandered. When you are taking part in an activity such as abseiling, you have to rely on your team and support each other. Socially, this is a fantastic opportunity to make new friends. This is an extremely important aspect of school life that you are ignoring by cutting this trip.
- Clear paragraphs outlining arguments:** Also another important aim of the school improves fitness levels. We all know the benefits of exercise on the body and mind yet you are denying students an opportunity to stretch themselves physically and mentally.
- Tripling and repetition:** Firstly, I think that this trip builds team work among students who participate. This is a quality and a skill that you wish to encourage and build in schools, yet this ideal opportunity is being squandered. When you are taking part in an activity such as abseiling, you have to rely on your team and support each other. Socially, this is a fantastic opportunity to make new friends. This is an extremely important aspect of school life that you are ignoring by cutting this trip.
- Correct use of 'Yours sincerely' or 'Yours faithfully':** (The letter does not contain a signature, but the annotation points to the end of the letter).
- Signing off with name and position:** (The letter does not contain a signature, but the annotation points to the end of the letter).
- Correct punctuation throughout:** (The letter uses correct punctuation throughout).
- Specific examples:** (The letter provides specific examples of the benefits of the trip).
- Concluding paragraph:** (The letter does not have a formal concluding paragraph, but the annotation points to the end of the letter).
- Polite tone:** (The letter maintains a polite tone throughout).

Activity 9

- 1 When writing a speech you need to remember that it is to be spoken so include some rhetorical devices. It needs clear development and sections.
- 2 You really only need to change the beginning and end to turn the letter into a speech:

I am speaking to you today in relation to the proposals to ban the established residential outdoor pursuits week for Year 11. I have to say that I think this proposal is ludicrous in the extreme and very short sighted.

Firstly, I think that this trip builds team work amongst students who participate. This is a quality and a skill that you wish to encourage and build in schools, yet this ideal opportunity is being squandered. When you are taking part in an activity such as abseiling, you have to rely on your team and support each other. Socially, this is a

fantastic opportunity to make new friends. This is an extremely important aspect of school life that you are ignoring by cutting this trip.

Also another important aim of the school improves fitness levels. We all know the benefits of exercise on the body and mind yet you are denying students an opportunity to stretch themselves physically and mentally.

In addition it encourages students to take calculated risks. Risk taking in a controlled environment helps teens become analytical adults who can take control in any situation. Thus, the positive risk-taking this week allows helps us fulfil a need for independence, develop a separate identity, and test our limits.

Furthermore you are inhibiting career choices by not giving this opportunity to the young people in your care. Who knows what ideas might grow from this week? Only last year, Matt Williams joined the army and Hasna Begum has settled on a career as a PE teacher partly because they enjoyed this week so much.

So to conclude, I think that this decision is a mistake. I think that this decision is short sighted. Thank you for listening.

Activity 10

When writing a leaflet, you need to remember:

- Clear sections
- A title
- Slogan
- Side headings
- Paragraph of writing on each section, perhaps with some bullet points to reinforce key information
- Normally persuasive and lively (this will depend on the purpose and audience)

Grammar, punctuation and spelling

Activity 11

- 1 don't
- 2 lose
- 3 should have
- 4 allowed
- 5 students
- 6 to
- 7 short sighted
- 8 to
- 9 calendar
- 10 Next year. (full stop)

Extended practice

- 1 Write a formal letter to the head teacher of your college/school, giving your views on the importance of school activities outside the classroom.
[20]

Purpose:	Audience:	Form:
Persuade	Head teacher	Formal letter

2 Write a lively magazine article for the school magazine on the importance of exercise and a healthy lifestyle. [20]

Purpose:	Audience:	Form:
Inform	Students in school	Magazine article

3 Write a report to the head teacher from the school council outlining ways that your school can become more eco-friendly. [20]

Purpose:	Audience:	Form:
Inform	Head teacher	Report

4 Write a speech to be delivered to your year group's assembly, persuading them to join a club or team in school. [20]

Purpose:	Audience:	Form:
Persuade	Students	Speech

5 Write a leaflet or information sheet for younger students in your school about what they can expect when they start GCSEs and how to cope with the stress. [20]

Purpose:	Audience:	Form:
Inform	Younger students	Leaflet/information sheet

6 'Young people today are lazy, mindless, ignorant yobs.' Write a letter to the local newspaper in response to this statement that appear in a recent edition. [20]

Purpose:	Audience:	Form:
Persuade	Editor/readers of the newspaper	Formal letter

7 Write a review of a film, television programme or event for the school magazine. [20]

Purpose:	Audience:	Form:
Opinion	Students	Review article

8 Write a guide to your local area, outlining to tourist what there is to see and do. [20]

Purpose:	Audience:	Form:
Inform	Tourists	Guide article

Examples of each type of writing are given throughout these tasks.

Sample exam papers

Component 1, Section A: 20th-century literature reading and creative prose writing (1 hour 45 minutes)

Section A: 40 marks

1.1 List five things you learn about the car journey in these lines. **[5]**

This question tests the ability to read and understand texts and select material appropriate to purpose.

Award 1 mark for each of the following, to a **maximum of 5 marks**.

- It was a mystery journey.
- The twins dressed for the journey.
- The car was borrowed.
- There was a dog (a terrier) in the back seat.
- The dog nips at Lewis's sleeve.
- They drove through Rhulen.
- They drove up some stumpy hills.
- They drive past a sign for Bryn-Draenog.
- The hills become less rocky.
- The oak trees become larger.
- There were half-timbered manors painted black and white.
- They got stuck behind a delivery van in Kington High Street.
- They pass fields of Hereford cattle.
- They pass big red-brick country houses.
- They turn off the main road and over bumpy tarmac.

Reward valid alternatives.

No mark should be awarded for unabridged quotation of whole sentences.

1.2 What impressions does the writer create of Benjamin and Lewis in these lines? **[10]**

(AO2 1a, c and d)

This question tests the ability to explain, comment on and analyse how writers use language to achieve effect and influence readers, using subject terminology to support their views.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1–2 marks to those who identify and begin to comment on some aspects of what Lewis and Benjamin are like.

Give 3–4 marks to those who identify and give straightforward comments on Lewis and

Benjamin's actions and personality. These responses will simply identify some subject terminology.

Give 5–6 marks to those who explain what Lewis and Benjamin are like and begin to show some understanding of how language is used to achieve effects and influence the reader. These responses will begin to use relevant subject terminology accurately to support their comments.

Give 7–8 marks to those who make accurate comments about Lewis and Benjamin and begin to analyse how language and tone are used to achieve effects and influence the reader. Subject terminology is used accurately to support comments effectively.

Give 9–10 marks to those who make accurate and perceptive comments on a wide range of examples about Lewis and Benjamin and provide detailed analysis of how language and tone are used to achieve effects and influence the reader. Subtleties of the writer's technique are explored in relation to how the reader is influenced. Well-considered, accurate use of subject terminology supports comments effectively.

Details candidates may explore or comment on could be:

- Lewis immediately announces the arrival at the aerodrome which shows his enthusiasm.
- Lewis is out of the car before it had 'scarcely stopped moving'.
- Lewis seems to hang on the pilot's words saying 'Aye aye' with enthusiasm. This is a comical effect as he thinks 'that was what you said to a pilot' which betrays his naivety.
- Lewis 'greedily examined the notice-board'. The adverb is used to show how eager he is and how much he is relishing the experience.
- Benjamin seems frightened by the idea.
- Benjamin looks 'frail and old'.
- Benjamin's 'lower lip was trembling'.
- Benjamin says, 'No, no I'd never go in a plane.' The repetition underlines his adamancy that he will not fly.
- Benjamin thinks the dog is warning him not to go.
- Benjamin is physically affected: he 'feels dizzy and has to sit down'.
- Benjamin almost drops the pen.
- Benjamin is only aware he's signed afterwards which suggests that he is in a daze.

Overview:

- There is a huge contrast between Lewis's excitement and Benjamin's terror.
- Lewis seems to come alive at the prospect.
- Benjamin seems diminished and physically weaker.

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

1.3 How does the writer show Benjamin's fear in these lines?

[5]

This question tests the ability to read and understand texts and select material appropriate to purpose, and to develop and sustain interpretations of writers' ideas and perspectives.

0 marks: nothing worthy of credit.

Give 1 mark to those who struggle to engage with the text and/or question.

Give 2 marks, according to quality, to those who copy unselectively, make unsupported assertions or make some simple comments with occasional references to the text.

Give 3 marks, according to quality, to those who make some simple comments with some appropriate selection of detail from the text to support these comments.

Give 4–5 marks, according to quality, to those who give a range of valid impressions based on appropriate references to the text. Better answers will explore these impressions and make sensible inferences/overview.

Details candidates may explore or comment on could be:

- Benjamin stood 'forlornly' which suggests he is lost and abandoned, not knowing what to do.
- He thinks of all the crashes in Lewis's scrapbook, showing that he is concentrating on the negative.
- He is shocked when he sees that a bird has made a dent in the plane. His response of 'Oh!' underlines that he can't speak due to his obvious terror.
- His 'face fell even further' when time to board. The pre-modifier 'even' suggests that it was already fallen to begin with! The fricatives create an unsettling sound to underline this.
- He sits in the back seat, suggesting that he wants to hide away and see as little as possible.
- The adjectives 'trapped' and 'miserable' describe his feelings.
- He 'makes a hiccough in fear' at the pilot's joke about passing out.
- He keeps his eyes closed through take off and ascent to 1,500 feet, suggesting he's blocking out the experience.

1.4 How does the writer show the joy and wonder of the flight in these lines? **[10]**

(AO2 1a, b, c and d)

This question tests the ability to explain, comment on and analyse how writers use language and structure to achieve effect and influence readers, using subject terminology to support their views.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1–2 marks to those who identify and begin to comment on some examples of the wonder of the flight in this part of the text, e.g. some of the things they see.

Give 3–4 marks to those who identify and give straightforward comments on some examples of joy and wonder. These responses will simply identify some subject terminology.

Give 5–6 marks to those who explain how a number of different examples create joy and wonder, and begin to show some understanding of how language and the organisation of events are used to achieve effects and influence the reader. These responses will begin to use relevant subject terminology accurately to support their comments.

Give 7–8 marks to those who make accurate comments about how a range of different examples create joy and wonder, and begin to analyse how language and the organisation of events are used to achieve effects and influence the reader. Subject terminology is used accurately to support comments effectively.

Give 9–10 marks to those who make accurate and perceptive comments about how a wide range of different examples create joy and wonder, and provide detailed analysis of how language and the organisation of events are used to achieve effects and influence the reader. Subtleties of the writer's technique are explored in relation to how the reader is influenced. Well-considered, accurate use of subject terminology supports comments effectively.

Details candidates may explore or comment on could be:

- Details about how the different perspectives give a sense of wonder
- The use of nature to emphasise the wonders from the aeroplane (e.g. a field of mustard in flower)
- Dynamic verbs such as 'flashed in the sun'
- Reversed metaphors to show the different perspective, e.g. 'The stream of white dust was a farmer fertilising a field.'
- The wonder of Benjamin's thoughts – 'the black car looked a bit like a beetle'
- Benjamin relaxes compared to his original fear which shows a sense of joy.
- The almost cinematic effect of the ponies scattering as the plane's shadow passes overhead
- The use of colour and light, e.g. in 'blue green and black green in the varied light' to describe the scenery
- Verbs such as 'veered' make it sound exciting.
- The threat of crashing but then easing off into the valley builds a sense of wonder.
- Lewis's cry of 'Look!' shows the thrill of seeing the farm.
- The picking out of recognisable people and sights in their farm
- Lots of exclamation marks
- Benjamin was now 'definitely enjoying himself' which is a total contrast to his earlier feelings.

Overview

- A sense of the new perspective on the area
- Descriptive details and passages, especially the use of colour
- Some dialogue
- Exclamatory tone
- Benjamin's change of attitude

1.5 'This was a brilliant birthday present for the twins.' How far do you agree with this view? **[10]**

This question tests the ability to evaluate texts critically and support this with appropriate textual references.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1–2 marks to those who express a simple personal opinion with linked basic textual reference, e.g. 'It was a nice surprise for the brothers to go up in the plane.'

Give 3–4 marks to those who give a personal opinion supported by straightforward textual references. These responses will show limited interaction with the text, e.g. 'I don't agree as I felt sorry for Benjamin as the writer shows that he wasn't looking forward to flying as it says he "shrivelled".'

Give 5–6 marks to those who give an evaluation of the text and its effects, supported by appropriate textual references. These responses will show some critical awareness of the

text, e.g. 'Even though it is a difficult experience for Benjamin and I feel some sympathy for him, he ends up enjoying it. Also, as a contrast, Lewis very much enjoys.'

Give 7–8 marks to those who give a critical evaluation of the text and its effects, supported by well-selected textual references. They will show critical awareness and clear engagement with the text, e.g. 'The present is an excellent one for the brothers. The writer presents the gift as an intriguing surprise for the brothers as it mentions it is a "mystery tour"'. While there is undoubted sympathy for Benjamin, the reader also feels pleased that he goes through with the flight.'

Give 9–10 marks to those who give a persuasive evaluation of the text and its effects, supported by convincing, well-selected examples and purposeful textual references. These responses will show engagement and involvement, where candidates take an overview to make accurate and perceptive comments on the text, e.g. 'The writer conveys a sense of contrast between the reactions to the present, however Benjamin is finally won over by the experience.'

Areas/ideas that could be explored include:

- It's very memorable.
- It's a kind, thoughtful surprise.
- It builds the anticipation.
- The brothers dress up – know it is special.
- Even the travel in a car is special.
- Lewis obviously loves the thought of the flight.
- Despite his initial reservations, Benjamin ends up enjoying himself.
- Dialogue shows that Benjamin challenges himself (e.g. 'I'll never go in a plane' ... but does).
- The pilot is friendly and welcoming – makes it a good experience.
- Lewis is learning by watching the pilot.
- The use of humour makes it a good experience – teases Benjamin.
- The details of the speed and altitude show what an amazing experience it was.
- The details of the flight make it sound special.
- They get a different perspective on life – seeing their farm from the air.
- Lewis gets to fly a plane.
- The figure of 80 in the air reflects their life.
- Both end up having had a unique experience.

Section B: 40 marks

Creative prose writing task.

[40]

Please refer to the online mark scheme downloadable from the Eduqas website:

<http://www.eduqas.co.uk/qualifications/english-language/gcse/wjec-eduqas-gcse-english-language-sams-100914.pdf>

Component 1, Section B mark scheme is available on pages 22–22.

Component 2, Section A: 19th- and 21st-century non-fiction reading and transactional/persuasive writing (2 hours)

Section A: 40 marks

1.1 *This question tests the ability to identify explicit information.*

Award **1 mark** for **each** correct response.

- a) What date did Ellen send the email that starts this extract of the autobiography
[1]

Give 1 mark for **29.12.04** (written in any form).

- b) How fast were the gusts of wind that Ellen was battling? [1]

Give 1 mark for **over 45 knots**.

- c) How much charge did Ellen manage to get into the batteries? [1]

Give 1 mark for **about 70%**.

1.2 How does Ellen MacArthur's autobiography create a sense of tension for the reader?

You should comment on:

- what she says
- her use of language, tone and structure. [10]

(AO2 1a, b, c and d)

This question tests the ability to explain, comment on and analyse how writers use language and structure to achieve effect and influence readers, using subject terminology to support their views.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1–2 marks to those who identify and begin to comment on some examples of tension.

Give 3–4 marks to those who identify and give straightforward comments on some examples of tension. These responses will simply identify some subject terminology.

Give 5–6 marks to those who explain how a number of different examples from MacArthur's autobiography create tension, and begin to show some understanding of how language and structure are used to achieve effects and influence the reader. These responses will begin to use relevant subject terminology accurately to support their comments.

Give 7–8 marks to those who make accurate comments about how a range of different examples from MacArthur's autobiography create tension, and begin to analyse how language and structure are used to achieve effects and influence the reader. Subject

terminology is used accurately to support comments effectively.

Give 9–10 marks to those who make accurate and perceptive comments about how a wide range of different examples from MacArthur's autobiography create tension, and provide detailed analysis of how language and structure are used to achieve effects and influence the reader. Subtleties of the writer's technique are explored in relation to how the reader is influenced. Well-considered, accurate use of subject terminology supports comments effectively.

Areas that candidates may explore or comment on could include:

- The email entry gives a first person account from the time and notes the hardships that Ellen has already endured ('Changed clothes twice in the past 10 hours', etc.).
- Describes it as a 'hard slog'.
- Tension builds – saying that there is a 'storm brewing' that would 'hit us hard'. Compares it to the last 'Xmas storm' and says that this will be 'worse'.
- Statistics mention the speed of the wind.
- Uses a colloquial phrase to describe the sea as 'pretty damn nasty'.
- Adverb 'constantly' emphasises there is no let up.
- Adjective, 'Dangerous'
- Simile of 'like a knife through butter'
- Metaphor of being on 'red alert'
- Non-stop night
- Wave 'full frontal' completely winded me
- Precarious nature of the technology (batteries/generator)
- Raw power of the sea
- Total turmoil
- Wilderness

Overview

- Email – first person
- Factual tone – not exaggerated
- Imagery and lexis combine

1.3 (AO1 1a, b, c and d). *This question tests the ability to identify and interpret explicit and implicit information and ideas.*

- a) What month is Joshua Slocum writing about in this extract? **[1]**

Give 1 mark for **June**.

- b) Look at the second paragraph. What two physical challenges does Slocum have to perform because of the storm? **[2]**

Give **1 mark** for a correct response, **to a maximum of 2**:

- He has to retrieve the jib and jibstay from the sea.
- Climbs the mast.
- Fixes the sail.

1.4 What do you think and feel about Slocum's account of being at sea and the way he expresses these views?

You should comment on:

- what he says
 - how he says it.
- You must refer to the text in your comments.

[10]

This question tests the ability to evaluate texts critically and support this with appropriate textual references.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1–2 marks to those who express a simple personal opinion with linked basic textual reference but struggle to engage with the text and/or the question.

Give 3–4 marks to those who give a personal opinion supported by straightforward textual references. These responses will show limited interaction with Slocum's account.

Give 5–6 marks to those who give an evaluation of the text and its effects, supported by appropriate textual references. These responses will show some critical awareness of Slocum's account.

Give 7–8 marks to those who give a critical evaluation of the text and its effects, supported by well-selected textual references. They will show critical awareness and clear engagement with Slocum's account.

Give 9–10 marks to those who give a persuasive evaluation of the text and its effects, supported by convincing, well-selected examples and purposeful textual references. These responses will show engagement and involvement, where candidates take an overview to make accurate and perceptive comments on Slocum's account.

Areas for evaluation:

- Factual statements (e.g. 'The 19th June was fine, but on the morning of the 20th another gale was blowing') are combined with literary devices ('She was jumping like a porpoise over the uneasy waves.')
- Concern at the danger he is in: 'the jibstay broke at the masthead, and fell, jib and all, into the sea.'
- The hard physical work he endures: 'gather it in on the first wave that rolled up, before it was torn or trailed'
- First person account, written almost as a conversation with himself: 'I might complete the voyage, I thought, without the aid of a doctor. Yes, my health was still good, and I could skip about the decks in a lively manner.'
- Rhetorical questions create drama and doubt (e.g. '... but could I climb?')
- Lots of jargon around technical sailing language (e.g. 'the stay set taut from the masthead, for I had spare blocks and rope on board with which to rig it, and the jib, with a reef in it, was soon pulling again for home.')
- Sense of his emotions: 'I was at last tired, tired ...'
- There is a sense of his isolation and being alone: 'I had not seen a vessel for days and days'.
- Weather is frightening and dramatic: (e.g. 'hailstones were pelting the Spray, and lightning was pouring down from the clouds, not in flashes alone, but in almost continuous streams.')
- There is no let-up in the work: 'day and night I worked the sloop'.
- Emotive language: 'lightning that wrecked buildings and sent trees flying about in splinters; even ships at docks had parted their moorings and smashed into other ships, doing great damage.'

- Sense of scale: 'In the midst of the gale I could do no more than look on, for what is a man in a storm like this? I had seen one electric storm on the voyage, off the coast of Madagascar, but it was unlike this one.'
- Dramatic: 'Here the lightning kept on longer, and thunderbolts fell in the sea all about.'

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

- 1.5** According to these two writers, how does the power of the storms physically test the sailors? **[4]**

This question tests the ability to select and synthesise evidence from different texts.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1 mark to those who make some selection of relevant detail from both texts.

Give 2 marks to those who select a range of relevant detail from both texts.

Give 3 marks to those who synthesise with some understanding a range of relevant detail from both texts.

Give 4 marks to those who synthesise with clear understanding and provide an overview drawn from a range of relevant detail from both texts.

Details candidates may explore or comment on could be:

- Both have to deal with their ship's technical difficulties, e.g. the sails.
- Both have to tackle nature.
- Both have to work continuously.
- Ellen lacks sleep and endures tiredness.

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

- 1.6** Both of these texts are about facing storms while on solo sailing journeys around the world. Compare:

- what the writers say are the challenges and emotions of these journeys
 - how the writers get across the effects of these challenges.
- You must use the text to support your comments and make it clear which text you are referring to. **[10]**

Give 0 marks for responses where there is nothing worthy of credit.

Give 1–2 marks to those who identify basic similarities and / or differences, e.g. both of them find it hard to face storms.

Give 3–4 marks to those who identify and give a straightforward description of some of the main similarities and differences.

Give 5–6 marks to those who identify similarities and differences and make some

comparisons, commenting on how they are conveyed.

Give 7–8 marks to those who make detailed comparisons, with valid comments on how they are conveyed.

Give 9–10 marks to those who make comparisons that are sustained and detailed, showing clear understanding of how they are conveyed.

Details candidates may explore or comment on could include:

- Both are first person accounts with strong anecdotal / specifics based on experience, though MacArthur's email entry gives a contrast with the autobiography written later.
- Tone (MacArthur tends to be factual / earnest compared with Slocum's more rhetorical; dramatic style)
- Both mention the physical hardships and endurance.
- Both build a sense of the tension.
- Both use facts and figures (MacArthur gives wind speed / Slocum position).
- Language content (degrees of formality / informality)
- Sense of audience (effect on language choices)
- Both mention the raw power of the sea.
- Both have a sense of emotion and tiredness.
- Both have a sense of isolation and being alone.
- The weather is frightening in both and dramatic.
- Both convey the continual nature of the work.
- Both have a sense of powerlessness against the forces of nature.

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

Section B: 40 marks

2.1 Write a letter to the head teacher giving your view **[20]**

2.2 Write a lively page of a travel guide that aims to persuade young people to visit your town, city or area. **[20]**

Please refer to the online mark scheme downloadable from the Eduqas website:

<http://www.eduqas.co.uk/qualifications/english-language/gcse/wjec-eduqas-gcse-english-language-sams-100914.pdf>

Component 2, Section B mark scheme is available on pages 31–32.