

# WORKBOOK ANSWERS

## WJEC 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.

### **Exam-style question answers**

Answering the questions will help you build your skills to meet the assessment objectives AO2 (reading) and AO3 (writing).

# Reading

## Unit 2, Section A and Unit 3, Section A

### Low tariff questions

#### Activity 1

**Personal** texts satisfy a reader's personal interests – this also includes texts which have a personal connection to other people, for example **diary, novel**.

**Public** texts relate to activities and concerns of society as a whole – this could include information about public events and official documents, for example **speech, fact sheet**.

**Occupational** texts refer to reading which has to be done as part of a job role. These are usually linked to immediate tasks, for example **searching for a job, fire evacuation, duty rota**.

**Educational** texts encourage learning or instruction – best summarised as 'reading to learn', for example **a guide, a textbook**.

#### Activity 2

Text A – Personal (letter)

Text B – Educational (piano tutorial)

Text C – Occupational (health and safety manual)

Text D – Public (animal welfare charity leaflet)

#### Activity 3 Multiple-choice skills

- 1 What does the word 'alleged' mean?
  - a) Suggested but not yet proved
- 2 Which word or phrase is nearest in meaning to the word 'dispensed' used in the text?
  - a) handed out
- 3 Which two of the following statements are correct?
  - b) More than 30 training events have been organised by the charity.
- 4 What is the purpose of this text?
  - b) public

## Inference and tracking

### Activity 1

Positive – dedicated determined vibrant single-minded intense obsessive fixated blinkered  
psychopathic – Negative

### Activity 2

What impressions do we get of Ronnie?	What evidence can I use to support my ideas?
He adored his mother	'especially devoted to their mother, Violet'
Bad tempered	'Ronnie was later known for his temper and willingness to fight anyone that slighted him'
Criminal	'Ronnie had taken up a broad range of criminal activities, ranging from extortion to arson'
Violent	'he was convicted of grievous bodily harm in the late 1950s'
Insane	'later diagnosed with paranoid schizophrenia'

### Activity 3 Exam Practice

Band 5 response

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

What impressions does the text give of Ronnie Kray? [5]

*We find out that Ronnie Kray loved his mother as he was 'especially devoted to their mother Violet' but that he could be bad tempered shown by his 'willingness to fight anyone that slighted him'. He was also very criminal. This is seen by the fact that he took up a 'broad range of criminal activities'. He could also be very violent 'he was convicted of grievous bodily harm in the late 1950s' and later he was 'diagnosed with paranoid schizophrenia' and 'labelled insane'. In the final paragraph the text also suggests the twins were 'generous' with people and were famous for their 'celebrity' status.*

### Activity 4

Find at least five other parts of the text which show us how the writer is thinking or feeling.

- 1 I knew someone would take care of the old dear so, without a second thought, we gave chase.
- 2 Experience told me that an armed man on the run is unpredictable and dangerous, so I was glad Keith was there with me,

- 3 then I was on my own.
- 4 becoming ever more determined to arrest him,
- 5 angry at how he had treated the old dear.
- 6 Then it struck me that I shouldn't be doing this arrest on my own; it could turn dangerous.
- 7 And all my anger was gone. All gone. All I could feel was the fear.
- 8 When I tried to speak, nothing came out.

### Activity 5

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

### Activity 6 Exam practice

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

#### Band 5 opener

*At the start of the extract the writer just wants the situation to be calm 'we were shouting at him to just calm down' as they were concerned about the woman getting shot. He then becomes scared 'I could feel the sweat on my palms' and unsure 'what to do next'. He instinctively chases after the villain 'without a second thought, we gave chase' and he feels relieved that Keith is with him as he knows the man could become very 'dangerous'...*

### Activity 7

**Explain why Roco Lapore thinks that 'prisons don't work'.**

[10]

#### Band 5 response

*The writer thinks that prisons 'don't work' because it says that it makes a lot of people 'worse'. This is shown when he gives examples of how he was 'skilled up' to make alcohol and a 'phone charger' this eventually gave him the confidence to 'hot wire' a car for a friend. The writer also suggests that prison makes people more violent as a 'lot of violence' is the norm for prisoners – this is shown by the fact he is 'smashed' over the head with a mug for just saying he was a Catholic. The fact that you are exposed to drugs also means that people get 'high' because of the boredom of prison life. Eventually he suggests that prisons just condition people to criminal life as they 'keep coming back' as it becomes very hard to return to a structure of life outside of prison.*

## Evaluate and reflect

### Activity 1

Adjective	Evidence
Nervous	my stomach was turning over
Pretended not to care	pretended everything was fine and even laughed when my friend Jenny texted me
Sleepless	I didn't sleep until way past midnight
Tired	When I woke up I felt tired but on edge
Anxious	I bit my lip and just nodded
Relieved	As soon as I stepped out of the house I felt so much better.

### Activity 2 (Exam practice)

What do you think and feel about the girl as she prepares for her first day at school? Use evidence to support your answer. [5]

#### Band 5 opener

*I think that the girl feels extremely nervous at the start of the text as her 'stomach was turning over'. However she pretends that everything is going to be 'fine' and shows how resilient she can be when she 'even laughed' at a text that a friend sent. I think that this was only her way of dealing with the issue as she then later recounts how she 'didn't sleep until way past midnight'. I believe that this all builds up into a very tired and emotional state by the morning as she says that she was 'on edge' and perhaps everything is very 'un-real' for her ...*

#### Band 3 opening

*I think that the girl feels nervous at the start of the extract as she says 'The night before I was about to start school my stomach was turning over'. She then acts as if everything is going to be alright and even laughs when her friend texts saying 'they would be having a welcoming party for me'. Later that night I think her worries come back as she has a sleepless night ...*

### Activity 3

*At the end of the extract I feel the girl feels relieved to be away from her mother and perhaps this suggests that a lot of the anxiety was actually coming from her mother. A part of her feels a little guilty at how quickly she can cut off her mother at the end.*

### Activity 4 Exam practice

What are your thoughts and feelings about Mike's situation at the start of this story? [5]

The moment that the bus moved on Mike knew he was in danger. In the dim light he saw the figures of the young men waiting under the tree. It was too late to run after the bus; it went down the dark street like an island of safety in a sea of perils. His mouth was already dry, his heart was pounding in his chest, and something within him was crying out in protest against the coming event.

His wages were in his purse; he could feel them weighing heavily against his thigh. That was what they wanted from him. Nothing else mattered to them. His wife could be made a widow, his children made fatherless. Nothing counted against that. Mercy was an unknown word to them. While he stood there uncertainly Mike heard the young men walking towards him, not only from the side where he had seen them, but from the other also. They did not speak, their intention was unspeakable. The sound of their feet came on the wind to him. They had chosen the place well, for behind him was the high wall of the convent, and the barred door that would not open before a man was dead. On the other side of the road was the wasteland, full of wire and iron and the bodies of old cars. It was his only hope, and he moved towards it; as he did so he knew from the whistle that the young men were there too. His fear was great and instant, and the smell of it went from his body to his nostrils.

### Band 5 opener

*I think that Mike is aware of the danger he is in right from the start of the extract 'Mike knew he was in danger', however it was 'too late' to run after it and so I believe he feels trapped at this point. He feels extremely scared at this point as his 'mouth was already dry' and he is battling against the violence that is to come. I think his situation is made a lot worse by the fact he has his 'wages' in his purse and this is shown when he can feel them 'weighing heavily' on him. I feel that this means that he knows he is in real danger of getting murdered and this makes him think of his family ...*

### Activity 5

Viewpoint	How might we react?
We are in danger of creating a generation of children wrapped in cotton wool	We feel that he is criticising the way children are brought up
children must be exposed to more danger	I think this is a bold statement that might shock some people
'My greatest fear is our children will grow up expecting to be looked after their whole lives.'	I think that he is emphasising that children might be doomed to failure if things don't change

### Activity 6 Exam practice

What are your thoughts and feelings about Simon Woodroffe's views on educating children? [10]

#### Band 5 opener

*I think that Simon Woodroffe is making a bold statement about the younger generation being 'wrapped in cotton wool' and he emphasises this by saying they 'must' be exposed to danger. I think this is a very emphatic statement to make that would make parents think twice about the way that we treat young people. His views also go on to attack schools for 'no longer taking pupils on challenging activities' I think this might upset some schools as they have to make sure that the safety of children is secure on trips. He then goes on to suggest that children need to be pushed 'beyond their limits' which I feel is another bold statement that emphasises his concerns about children losing their self-reliance. Even though he makes some very strong statements, I think that Simon Woodroffe has a very strong track record as has an 'OBE' and is a patron for the 'Go4It awards'.*

#### Band 3 opener

*I think that Simon Woodroffe is making strong views about young people 'we are in danger of creating a generation of children wrapped in cotton wool'. I think I agree with this statement as we are not always given exciting things to do. This is also seen when he writes that 'children must be exposed to more danger'. I also feel that he is right when he says that schools are*

*'no longer taking pupils on challenging activities like canoeing' as this can make children not used to challenging conditions as they are at home on the X-Box instead ...*

## Summarising

### Activity 1

The following paragraphs are some facts about animals and you need to sum up the main idea in your own words. The first one has been done for you – can you sum up the remaining paragraphs in your own words?

- 1 Summary: Sharks are fierce killers.
- 2 Summary: Border collies are very intelligent.
- 3 Summary Pandas consume lots of food.
- 4 Summary Turtles are very endangered.

### Activity 2

Look at the information text below on orang-utans. Each of them (except for the first one) has a missing topic sentence starter. Read each paragraph carefully and summarise the key information by writing the topic sentence starters.

- a) The orang-utan is one of humankind's closest relatives.
- b) Orang-utans spend most of their time up in the trees.
- c) Orang-utans are solitary creatures.
- d) Orang-utans are noisy animals.
- e) These amazing apes generally have long lives.
- f) Orang-utans are an endangered species.

### Activity 3 Exam practice

**Read the text below about the future of the tiger. In your own words, summarise the reasons why the tiger is becoming endangered. [5]**

- They are not valued enough by people who live near them.
- They compete with humans for food.
- They are killed by poachers to provide medicines.
- They are killed in anger by villagers as they eat crops or kill people or animals.
- The natural habitat of the tiger has shrunk.
- Climate change is also affecting numbers.

### Activity 4

Look at the two answers below. Which one is the most effective summary? Explain why in each box below.

Answer B is better as it is clearly organised into separate points and the student writes the answer in their own words. There is also a clear focus on what the question is asking.

Answer A doesn't focus on the question as well and there is wholesale copying here.

## Analysing

### Activity 1

The three questions below are not straightforward. Underline the focus of the question and think of other words that can replace the focus word in your answer – this makes sure you engage with the question! The first one has been done for you.

- How does the writer convince us that the job is rewarding?  
*pleasing, satisfying, good, worthwhile*
- How does the text make London seem like an interesting place to visit?  
*fascinating, unusual, intriguing*
- How does the writer create a tense atmosphere in the extract below?  
*suspense, nervousness, atmosphere, anxiety*

### Activity 2 Preparing your answer

**How does the writer argue for the benefits of a new military youth force? [10]**

Focus word: *benefits (advantages, positives, gains)*

All over the world, compulsory army service has gradually been dropped, but – given recent terrorist attacks – could it be time for a rethink?

Sweden and Norway have announced plans to introduce military service for both sexes: 13,000 recruits will have to be called up each year, and only 4,000 of these will be selected for service. Currently, European countries rely on volunteers, and there are few penalties for refusing to serve when asked.

In Switzerland, a national vote in 2013 revealed that 73 per cent favoured compulsory service and, in France, polls show 80 per cent of the public would like conscription to return (it ended in 2002). Recent terrorist attacks in Germany and France have placed severe strains on security services and there is a shortage of mobile military units.

In some countries, youth unemployment is so high that compulsory service has been proposed as a solution. Perhaps the UK might consider a military form of youth service which is properly funded and lasting one or two years.

At the moment, too many working-class boys are underperforming. They are lacking in motivation, confidence and social skills and, in short, many become unemployable. These young men need to learn some of the technical know-how to become future plumbers and electricians. In the meantime, they collect benefits and just fester.

A youth force might also tackle jobs that councils are finding tough to finance, like litter clearance, helping with basic tasks in the production and delivery of meals on wheels, cleaning in old people's homes, and maintaining parks and open spaces. This work needn't be demeaning. A carefully targeted youth force paid the living wage could inspire leadership, provide education and create the leaders of tomorrow.

**Activity 3 Exam practice**

Evidence	How a military youth force may be a benefit
'given recent terrorist attacks'	This tells us that a youth service could be used to fight terrorism.
'Sweden and Norway have announced plans to introduce military service'	This implies that other countries see it as a positive step.
'In Switzerland ... 73 per cent favoured compulsory service'	As above
'there is a shortage of mobile military units'	Military service would make armies more mobile and able to react to situations.
'In some countries, youth unemployment is so high'	Military service would solve unemployment issues.
'too many working-class boys ... are lacking in motivation'	This would give young working-class men more motivation and focus in their lives.
'young men need to learn some of the technical know-how'	A military service would help to train up younger men in certain skills.

**Activity 4**

How does the writer argue for the benefits of a new military youth force? [10]

**Band 5 example**

*The writer argues for the benefits of a new military youth force by suggesting that we should 'rethink' our defences because of 'recent terrorist attacks'. This is appealing to people's fears. The writer also compares the UK to other nations like 'Sweden and Norway' who have volunteers and this does not mean that they have to serve in a real army or face 'penalties'. This persuades people that this is an achievable solution. The writer also uses statistics to show the popularity of compulsory service in Europe such as '80% of the public' in France. The writer also says that it might help 'youth unemployment' and therefore this will give younger people more purpose in life. The extract also persuades people it is a good idea as it suggests that it will give working class boys more skills that are needed in society. This helps them to avoid relying on 'benefits' and festering. In addition the article suggests that conscription might give cheaper labour for council jobs and this might also seem like a resourceful solution. Finally, the article suggests that a military youth force might encourage 'leadership skills' and this implies that a whole generation will benefit by inspiring them to be the 'leaders of tomorrow'.*

**Activity 5**

Look at the following question, highlight the focus and underline at least five relevant parts of the text.

How does the writer present the rioters in the passage below? [5]

Child looters' rampage: How rioters as young as nine pillaged Manchester city centre

Manchester city centre was torn apart by looters as young as nine in the worst riots in the city for 30 years. Hundreds of youths and 'feral' children stormed through the streets smashing windows and stealing clothing, mobile phones and jewellery.

Shops and bins were set on fire as police struggled to keep up with marauding gangs in a cat-and-mouse chase across the city.

Yesterday police chiefs admitted they had been 'overwhelmed' by the scale of the disturbances and had to call on neighbouring forces to assist.

One 15-year-old masked looter said: 'They can't touch me. I'm still a kid. The police can't hit us, they can't injure us and when they arrest us they have to let us go so we don't care what we do on the streets.

'I've got phones and clothes from the raids and what is the worst they can do? Give me a caution or a curfew I won't obey.'

Another boy said: 'I'll keep doing this every day until I get caught. When I get home, I might get shouted at, but that's it. This'll be my first offence. The prisons are overcrowded – what are they going to do, give me an Asbo? I'll live with that.'

A teenage girl who raided a mobile phone store and smashed a BlackBerry on the pavement said: 'It don't mean nothing, this. We're not in it for the stuff, we're in it for the laugh.'

And a girl who claimed she left school at 13 said: 'All these rich businesses for rich people are getting a bit of payback and it's about time the ordinary poor person had a say in this country.'

Use your highlighting to complete the table below.

What impressions?	How are these impressions created?
Young	'as young as nine'
Wild	'rampage'
Uncontrollable	'overwhelmed by the scale of disturbances'
Beyond the law	'They can't touch me'
Persistent	'I'll keep doing this'

## Activity 6 Exam practice

### Band 5 example

*The writer highlights that the rioters are very young: 'as young as nine' in the headline. The word 'rampage' also implies that they are very violent and out of control. The scale of the rioters is emphasised by the phrase 'hundreds of youths'. The youths are presented as if they know that they can't be touched by the police because of the way they are presented when they speak 'I'll keep doing this'. This would also shock the reader as they show no guilt. They are also presented as light-hearted about their actions because of the way they see their actions as a bit of a 'laugh'. One of the rioters also feels that they are completely justified by the comment they make about 'rich people' getting 'payback'.*

### Activity 7

Look at the following quotations picked from the leaflet and underline what you feel are the key words or phrases.

'you'll learn new skills, meet new people'

'you could be promoted to a senior leader'

'a career to inspire you'

'we are looking for the very best people'

'West Yorkshire Police has a strong commitment to equality'

## Activity 9 Exam practice

### Band 5 opener

*The writer tries to persuade you to take up a career with the police force by stating in the introduction that it is more 'rewarding' than other jobs. They make it sound exciting by saying that from 'day one' you will be fighting crime and that the benefit will be that the community will feel 'safer'. As well as being 'rewarding' the leaflet suggests that the career is also 'challenging' and this is exemplified by the 'new skills' you can learn and gives a hint about all the various specialist areas that you can focus on from 'roads' policing to 'firearms'. The leaflet also implies that you can gain 'promotion' in the police force ...*

### Band 3 opener

*The leaflet persuades you to join the police by using words like 'rewarding' which make it sound worthwhile and more interesting than other jobs. It also sounds like you are helping out the community as it says 'making our communities safer'. It also makes it sound quite exciting as you can 'meet new people and set out on a career path' and this is better than what you might get with other careers ...*

## Synthesising

### Activity 1

**Synthesise what facts you learn about the Ferrari F60.**

[5]

#### Band 5 answer

*We learn that the Ferrari is very expensive at '£1.5 million' and that it is extremely fast as it has a top speed of more than '200 mph'. It can also accelerate very quickly and is '1.9 seconds' faster than the previous model. We also learn it was launched in 2009.*

### Activity 2 Exam practice

**Synthesise all the advantages of working as a caretaker on a tropical island in the Bahamas.**

[10]

#### Band 5 response

*The advantages of working as a caretaker on a tropical island in the Bahamas are that you can get away from the stresses of your daily life and live in 'seclusion'. It can also give you a feeling of 'tranquillity' if you have a hectic lifestyle currently. You can experience wonderful weather and 'amazing' water sports. You can also do other active things such as local fishing in the area. It also has wonderful 'lush' scenery there and there are 'interesting walks' that you can do to unwind. As there is no need to spend money you can even save up all of your wages while you get a 'tan' and get yourself fit. The first text also adds that even though you might feel secluded you can meet people at a local bar and do some socialising there.*

## Activity 2

What are the challenges of living on a tropical island?

[5]

Can you redraft the answer in a clear and concise way, but still making at least five clear points?

### Band 5 response

*The challenges of living on a tropical island are that it can get lonely and it is 'remote' and cut off from civilisation. At times it can be very 'busy' and you always need to be 'available' so perhaps it is difficult to relax. It also mentions in Text B that 4 hours each day have to be spent monitoring the weather which might also be a drawback. There are also very few distractions as there is no 'internet, no TV' and phone lines are not reliable.*

## Comparing

### Activity 1

Bar A only	Similarities (both Bar A and Bar B)	Bar B only
Two chocolate fingers	Both contain chocolate	Only one bar
Made of biscuit	Both contain caramel	Has nougat

### Activity 2

Using the table turn your answer into two paragraphs. The first paragraph will point out similarities and the second one will point out differences.

*The two bars are made of chocolate and contain caramel.*

*Bar A is made of two fingers, and Bar B is only one bar. Bar B contains nougat and Bar A contains biscuit.*

### Activity 3

Some connectives will help you write your response. Sort these words into two columns – similarities and differences.

Signposting Similarities	Signposting Differences
both	in contrast
also	whereas
similarly	conversely
likewise	whilst
	on the other hand

## Activity 4

Both bars are made of chocolate and contain caramel.

Whilst Bar A is made of two fingers, Bar B is only one bar. In addition, Bar B contains nougat whereas Bar A contains biscuit.

## Activity 6 Exam practice

Compare what the extracts say about engineering and food development as a career choice. [10]

### Band 5 response

Both jobs sound creative and interesting. Food development is 'genuinely creative' whilst a career in engineering is also described as being more creative than working in a media agency. Both texts say that the jobs are well-paid. Engineering has a 'median' salary of £63,000 and also food development can lead to earning a six figure salary. Both texts make the careers sound varied. This is shown in Text A where it mentions all the different aspects of the job and in Text B it similarly mentions working anywhere 'in the world'.

Text A makes food development sound like an easy career to get into 'anyone with good A-levels' can get in. In contrast Text B says that the engineering degree is difficult to study for. Whilst it may be easy to get into food development there is a lot of competition for places which makes it quite tough finding that first job. Conversely, Text B implies it may be easier as there is a real 'shortage' of jobs in engineering and so if you have a degree you will probably get a job relatively easily. Text B suggests that you need to work long hours in engineering, however Text A suggests that food development is more varied in the hours that you have to do – 'the working week can vary'.

## Activities 7 and 8

Read each text on the topic of bullfighting and compare what they say about:

- the bulls and how they are treated
- the views that people have about bullfights. [10]

### Band 5 response

- Bulls and how they are treated

Both texts suggest that the bulls are a 'proud' and 'magnificent' symbol of Spanish life and their slaughter are part of a 'tradition' of Spanish culture.

Text A suggests that they are 'barbarically' slaughtered for entertainment, whilst Text B suggests 'they do not suffer much'. Text B goes on to say that they can 'be spared' their life and even go on to rear new bulls. Text A suggests that the bulls have no escape and emphasises the number of bulls – 40,000 – who die every year.

- Views that people have about bullfights

Both texts acknowledge that bullfighting is part of Spanish tradition but that people might want to see it banned.

Text A tells us that 'most foreign visitors' never want to witness a bullfight again after seeing it. Whereas Text B says this only applies to campaigners and that a lot of 'locals and tourists' see bullfighting as an 'essential' part of Spanish culture. Text B clearly states that people are 'repulsed' by this. Text A tells us that it is a 'globally recognised tradition' that is important for businesses and tourism.

**Band 2/3 response**

Both texts tells us that bullfighting is a traditional part of Spanish life but Text A tells us that they are treated 'barbarically' while Text B says they are not in much pain.

In terms of how they are viewed both texts tell us that bullfighting encourages tourism. Text A suggests that people should not view it like this but should be sickened by the killing of bulls. Text B tells us that it is a really important part of Spanish culture.

**Activity 9**

Comment 1 matches Answer A; Comment 2 matches Answer B.

**Editing****Activity 1 Exam practice**

1 Read the sentence below and then answer the questions that follow.

I felt that this was the perfect .....(1)..... for showing the wonderful .....(2)..... that we have in the school.

- a) Circle the word that best fits gap (1):  
 A) display B) venue C) holiday D) group
- b) Circle the word that best fits gap (2):  
 A) experience B) array C) talent D) skill

2 Read the sentence below and then answer the questions that follow.

Immediately, the soldiers had .....(1)..... cover when they heard the tanks .....(2)..... towards them.

- a) Circle the word that best fits gap (1):  
 A) taken B) stolen C) run D) screamed
- b) Circle the word that best fits gap (2):  
 A) marching B) retreating C) flying D) advancing

3 Read the sentence below and then answer the questions that follow.

'There's something really .....(1)..... about puppies,' she said 'but when they grow up they turn into barking, .....(2)..... beasts!'

- a) Circle the word that best fits gap (1):  
 A) satisfying B) mysterious C) cute D) horrendous
- b) Circle the word that best fits gap (2):  
 A) destructive B) protective C) loyal D) impressive

## Activity 2

Circle the pair of words that best fit the meaning of the sentence below. [1]

I was ..... to see my old friend again; but at the same time a growing sense of our ..... over the years hit me.

- c) pleased      separation

## Activity 3 Exam practice

Now have a go at these examples, looking carefully at key words and connectives.

- 1 I shook my head in ..... as I saw my neighbours throw their ..... over the fence – my garden was covered in litter.

- c) disbelief      rubbish

- 2 When our team scored in the dying minutes of the game we ..... loudly, although the opposing fans started to .....

- a) cheered      disperse

- 3 Happiness can be found in the ..... of places, if only one ..... to turn on the light.

- c) strangest      manages

## Activity 4

Sequencing tasks ask you to organise sentences into the right order. Put these sentences together to create a paragraph that makes sense.

- 4 A man threw a stick for his dog.  
2 When the animal returned it to the owner, the man gently took it from her mouth.  
1 He pulled back the stick and threw it again.  
5 This time the dog lost it in some bushes.  
3 She eventually gave up and returned to her owner.

## Activity 5 Exam practice

In the exam, the sequencing task will probably ask you to spot where only two lines should come as only up to 2 marks is likely to be gained. In order to do this you should sequence all the lines. See below for an example.

- 1 But here's something that surprised us:  
2 There is no question the world is wild about football.  
3 there are three times more internet searches for girls' football than for boys'.

- 4 Last year, for example, 2.1 billion people watched the opening of the World Cup.
- 5 This means that male football gets the most sponsors world-wide.
- a) Which sentence should come second in the paragraph? Write the number. 4 [1]
- b) Which sentence should come last in the paragraph? Write the number. 3 [1]

### Activity 6 Exam practice

Below is an example of an editing page from the exam. However, the student has only scored 2 marks. Can you work out where they have gone wrong and get them up to 5 marks?

Editing (5 marks)

- 1 Read the paragraph below and then answer the questions that follow.

Jo adored her pets .....(1)..... any other of her possessions. However, why they were quite so .....(2)..... was a mystery to her.

- a) Circle the word below that best fits gap (1): [1]  
 A) instead B) above C) despite D) with
- b) Circle the word below that best fits gap (2): [1]  
 A) agreeable B) warm C) cute D) unruly
- 2 Circle the pair of words that best fit the meaning of the sentence below, [1]  
 My parents had ..... for the second time this week and it was increasingly ..... that they would turn up for a third time before the week was out.  
 C) visited likely

- 3 Read the text below and show your understanding by answering the questions that follow.

- a) It was a cold day in the middle of November.
- b) The excitement built as they marched in with the rest of the crowds.
- c) Eventually a helpful steward showed them where they should be.
- d) Finding their seats in the stadium was proving difficult.
- e) Despite the weather, Robert had taken his family to their first match.
- A) Which sentence should come second in the paragraph? Write the number. 5 [1]
- B) Which sentence should come last in the paragraph? Write the number. 3 [1]

## Proofreading

### Activity 1 Exam practice

Read the following letter of application for a job at a childcare centre. Can you identify and correct five errors?

Dear mrs Evans,

I would like to apply for the position of Summer Activity Worker at Little Ladybirds.

Last year I was involved in a school project which organised reading group's for younger children. I organised weekly sessions for the partisipants and worked with the school to ensuring that the project ran smoothly.

This experience highlights my ability to work well with other people. I am extremely reliable and always punctual. My teachers have praised my responsible nature.

I have enclosed my CV with this letter.

Yours sincerly,

Jo Clark

### Activity 2

In the letter above there are a range of error types – spelling, punctuation and grammar. Can you identify the type of error in each case?

<b>Spelling</b>	partisipants, sincerly
<b>Punctuation</b>	mrs, group's
<b>Grammar</b>	to ensuring

### Activity 3

Corrected paragraph:

*One day my parents went out for a walk, taking with them their dogs. They wanted to get away from the noise of the cars and buses, so they headed towards the open fields. The trees' leaves rustled in the breeze and the sun shone down on the houses.*

### Activity 4

Corrected passage:

*As soon as I opened the door I saw it looking at me. I could have cried when I saw it raising its head slowly off the floor. Her eyes were looking all sad. I heard some low whimpers come deep from her throat. I knew it was all my fault.*

### Activity 5

Look at the examples below and use the correct version in a sentence of your choosing:

Homophone	Sentence examples
too, to, two	This is too much! I want to go to New York. I have two dogs.
there, they're, their	There it is! They're late. Where are their uniforms?
our, are	Our bus is late. They are late again!
where, wear	This is where I found it. I like to wear pyjamas at night.
hear, here	I hear a noise. Here is my tablet.
your, you're	Your foot is on my doorstep. You're finally eighteen.
buy, by	Buy me a car. I sat by a river.
allowed, aloud	Are you allowed out? I sing aloud.

## Activity 6

The following words are often mis-spelt in formal writing. Try to identify why errors are made by identifying the 'difficult' bit of the word. Try to commit these to memory.

sincerely      essential      received      committed      necessary      believe  
 would      regarding      accepted      appreciate      interesting      benefit

## Activity 7 Exam practice

Practise your technical accuracy on the following extracts – each one contains five errors. Remember to clearly identify the error and write the correction in full.

### Text A

#### Railway Station

I first saw the train station on a miserable and wet day in Cardiff. The stairs leading down were damp and dirty from people's footprints. There was chewing gum underneath a bench and an old ticket stuck to it.

The smell was unbearable. It smelt like old curry. [5]

### Text B

You're invited to join us for an evening of celebration on Saturday 15th February. We will be holding a dance raffle and auction to raise essential funds for this year's summer camp.

Last year we raised over £1,000 from the generous support of our guests. Let's see if we can beat that figure this year!

Tickets will be £3.50 on the door. Students, family and friends are welcome to come along and join the fun. We hope to see you there. [5]

### Text C

When people hear the word 'sprouts' they think of over-cooked dinners, but that doesn't have to be the case.

I'll admit they don't sound very glamorous or exciting at first – but with a little imagination you can spice up your Sunday roasts with one of the world's healthiest super foods!

Sprouts can help you lose weight by maintaining steady blood sugar levels throughout the day. The recipes overleaf can help you think again about these humble ingredients. [5]

# Writing

## Unit 2, Section B

### Narration

#### Activity 3

Who – the owners

What – the puppy

Where – their house (the door)

When – Christmas Eve

#### Activity 5

Turn paragraph into direct speech:

*I heard the phone ring and picked it up.*

*“Hello Nigel. We’ll be there in ten minutes. I hope Bowser has been behaving himself”*

*I couldn’t believe what I was hearing. The dog had dragged its muddy footprints all over the white leather furniture. And there, in the centre of the room, was a chewed up Chinese rug.*

*“I’m afraid we’re out at the moment. If you give us another half an hour we’ll be back by then.”*

*“Ah don’t worry we’ll take him out later. See you in ten!”*

#### Activity 6

Strewn all over the floor were bits of newspaper, ripped carpet and muddy footprints. Nervously, I started to think of excuses. I could see the patterns on Chinese rug all chewed up. Before leaving, they told me that they paid a bargain £5,000 for this. And in the corner lay their precious family souvenir from their great grandfather in the war. A royal tankard. But it was on the floor. And in tiny pieces.

“I’m...I’m...sorry,” I started to blubber.

#### Activity 8

Look at the following response to the ‘looking after a pet’ story. Can you correct this and write an improved version below.

Improved version:

*I was chasing the pet around the house and all I could see were strips of torn up paper over the new carpet. What would my parents say when they saw the mess? My friend suggested:*

*‘Why don’t you get the cleaner out? They won’t suspect a thing if we make a quick start.’*

*I shook my head – this needed more than a quick Hoover.*

*Suddenly the phone rang.*

*'We're just on our way home,' I heard them say. 'I hope the place is nice and tidy.'*

*'Don't hurry!' I replied and slammed the phone down.*

## Activity 9 Exam practice

Suggested openers:

News article format:

Yesterday, a school trip to a local zoo ended in disaster as a student from Grange school had got trapped in a lion's enclosure.

Story format:

I couldn't believe what I was looking at. My best friend was trapped 8 feet below in the lion's den. I could see his face pale with fear.

## Description

### Activity 1

If the task asks you to describe an **event** or **feeling** you can plan this in exactly the same way as for the narrative writing. If the task asks you to describe a **person**, **place** or **regular journey**, then you should give some thought about why that place or journey is important to you.

Look at the following describe tasks and spot the titles which might require a **different type of plan** than the one for the narrative task:

1. Describe a time when you felt scared.
2. Describe your daily journey to school.
3. Describe a place that is very important to you.
4. Describe on occasion when you felt you were unfairly accused of something.
5. Describe a person that has had a big influence in your life.

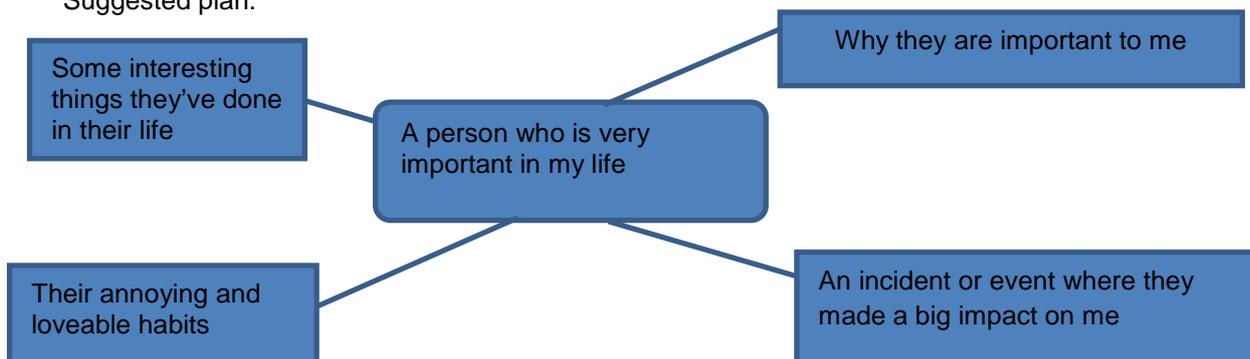
### Activity 2

Now imagine you have the following task:

**Describe a person who is very important in your life.**

**[35]**

Suggested plan:



## Varying sentence structures

### Activity 3

Create some adverb starters for these sentences.

Suggestions:

- 1 *Deliberately*, the artist stroked his brush across the canvas.
- 2 *Desperately*, I held her face close to mine.
- 3 *Like a train reaching its final destination*, the world was reaching its doom.

Improve this passage by adding two adverb or adverb phrases.

Suggestion:

*Suddenly* I woke up on the train and saw a man looking at me. He told me I had been shouting *loudly* in my sleep. I thought this was a bit rude and ignored him. He smiled at me *slyly* as if he knew something I didn't.

### Activity 4

Turn these simple sentences into a more complex sentences by using the '-ing' forms of the verbs. The first one has been done for you:

Simple sentences	Complex sentence using -ing
I ran down the street. I bumped into my neighbour.	Running down the street, I bumped into my neighbour.
I laughed at something across the road. I fell over.	Laughing at something across the road, I fell over.
I fumbled for the alarm clock. I whacked my arm on the table.	Fumbling for the alarm clock, I whacked my arm on the table.
The kite flew through the sky. It hit a pylon.	Flying through the sky, the kite hit a pylon.
The quad bike motored across the public path. It nearly knocked over some walkers.	Motoring across the public path, the quad bike nearly knocked over some walkers.



Suggested paragraph:

*Firstly, I believe that being constantly on Facebook or Snapchat is an unnecessary distraction when you are in school. Teenagers currently spend on average 4 hours a day on such social media sites and, consequently, this is affecting their ability to concentrate on what matters. Their progress in school. Moreover these distractions simply affect other students leading to a snowball effect in our schools.*

### Activity 4

Suggested paragraph:

I firmly believe that footballers earn every single penny of their wages. The average footballer will have spent about 10,000 hours perfecting their skills. Moreover, they will have sacrificed hours of their teenage lives and other potential job opportunities to risk a career in this sport of very high stakes. Why shouldn't a person who has put so much effort into this vocation not be allowed to reap the rewards of their labour over the years? In addition, they are entertaining the masses week in and week out pushing their mind and body to the maximum. We should be praising these professionals rather than jealously attacking them for their success.

### Activity 5

Look at the phrases below that might be used for an essay on social media and place them in the table where they 'belong':

<b>Using facts and evidence</b>	90% of distractions are due to ...  120,000 teenagers are using social media in school ...
<b>Referring to personal experience or anecdote</b>	My friend is always getting involve in Snapchat banter ...
<b>The views of experts or other people</b>	Educational experts have said that Facebook only ...  My grandmother claims that teenagers were happier ...
<b>Counter-argument</b>	Some people believe ...  Whilst teenagers like to have downtime on WhatsApp ...

# Writing

## Unit 3, Section B

### Argumentation

#### Activity 1

Your school is considering increasing the length of the school day so that homework, after-school clubs and revision can be attended by all students. Write a letter to the headteacher arguing for or against this proposal. [20]

Suggested ideas:

Reasons FOR increasing the school day	Reasons AGAINST increasing the school day
Improve performance in lessons	Tiredness and fatigue
Opportunities for healthy clubs	Leaving school at dark in winter
Reduce homework stress	Teachers reluctant to increase day

#### Activity 2

*Whilst some people suggest that Apps might be useful for things like calculating numbers or spellchecking, more often than not this leads to students being too reliant on this technology to answer questions in class.*

### Writing in different formats

#### Formal letters

#### Activity 4

Look at the job application letter below and identify five features that tell you this is a formal letter:

12 Affingham Terrace

Johnstown

J12 5GB

ICM Consultants

London

**EC1 5BF**

18th August 2025

Dear Mrs Kelly,

I am writing to apply for the engineering vacancy as advertised in the *Daily Post* yesterday.

I have a range of experiences and skills that are appropriate for this job including ...

I hope that this has clearly explained why I feel I am suited to this role and look forward to hearing from you.

Yours sincerely,

Herriot James

Features:

- 1 addresses
- 2 opening (Dear...)
- 3 short opening paragraph
- 4 concluding paragraph
- 5 sign-off (Yours sincerely)

**Activity 5 Exam practice**

Look at the following formal letter opening to a local MP arguing that work experience is a good thing, and spot five errors in content and layout.

5 Quickstep avenue

Brumley

BY6 3NH

Dearest Mary

I think work experience is a good idea because ...

Errors:

- 1 address (Avenue)
- 2 recipient's address missing
- 3 opening (Dearest)
- 4 'I think work experience is a good idea because ...' doesn't explain reason for writing
- 5 not signed off

**Informal letters****Activity 6**

17 Winston Avenue

London

Dearest Sue,

I hear that you are thinking of moving back to sunny Wales sometime soon. When I heard this on Facebook I was over the moon!

I remember the day when I first heard you were moving to Australia and I felt devastated. You were always my favourite aunt and I always enjoyed the times when you took me out on the horses.

The weather might not be the greatest but you'll be impressed by the way that Wales has improved over the years ...

- 1 second person 'you' [to 'you' in first line]
- 2 informal opening address [to 'Dearest']
- 3 shared experience [to 'I always enjoyed the times when you took me out on the horses.']
- 4 abbreviation [to 'you'll']
- 5 exclamation [to 'When I heard this on Facebook I was over the moon!']
- 6 informal language [to 'over the moon']
- 7 range of vocabulary [to 'impressed', 'enjoyed']

## Reports

### Activity 8

Identify four features that are typical of a report in the writing below which argues for improving IT facilities in schools.

To: Headteacher

Re: Improving IT facilities in school

Introduction

Currently the school does not have adequate IT resources for all subjects covered at GCSE. For example, a number of students are not able to complete ...

Ways to improve technology

Further use of Chrome books are needed ...

Funding

Features:

- 1 Address format (To: ...)
- 2 Re: (to explain topic)
- 3 Sub-headings
- 4 Formal writing (adequate IT resources)

**Activity 9**

- 1 Look at the following features that would be used in a report which is arguing for more compulsory PE in school. Number the features so that they are in the right order.

6	A conclusion recommending more PE and explaining the positive impact
1	A clear title which establishes audience and purpose
3	A paragraph outlining the current state of PE in school
4	A paragraph arguing that more clubs are needed
2	A brief introduction to state the purpose for the task
5	A paragraph arguing for increasing PE in school timetable

**Articles and blogs****Activity 10**

**The government is thinking of introducing compulsory education until the age of 19. Write an article or blog which argues for or against this proposal. [20]**

rhetorical question [to 'Sounds wonderful, doesn't it?']

exaggeration [to 'millions of hours']

repetition [to 'like' x2]

sarcasm [to 'in all its wisdom']

heading [to 'Education overkill']

first person plural 'us', 'we' [to 'us' and 'we']

ellipsis (...) [to ellipsis]

informal tone [to 'mind-boggling']

**Persuasion****Activity 1**

**Your school has been asked to take part in a new reality TV show. Write a letter to the school governors which persuades them that this is a good or bad idea. [20]**

1	Improve attendance
2	Improve teaching
3	Promote the school
4	Highlight successes of the school

## Activity 2

Suggested plan:

- Distractions from cameras and film crew;
- Might lead to bad publicity;
- Teachers may feel nervous and constrained by constant filming;
- Some people might 'play up' for the cameras

## Speeches

### Activity 3

In this part of the exam you might be asked to write a speech. Draw lines to match up the features that are typical of speeches:

Feature	Definition
Rhetorical question	A question that doesn't require an answer
Use of first person	Using 'I' and 'we'
Hyperbole	Exaggerated views
Repetition and tripling	Repeated words and phrases
Audience address	Welcomes the audience
Bold memorable statements	Clear sentences that people will remember
Statistics or quotes	Use of facts or opinions to support view

### Activity 4

Rhetorical question	<i>Isn't it high time we focused our energies on other things?</i>
First person	<i>I'd like to speak</i>
Repetition and tripling	<i>improve results, improve behaviour and improve how</i>
Hyperbole	<i>millions of hours</i>
Audience address	<i>Welcome all learners of</i>
Bold statements	<i>I see no link whatsoever</i>
Quotes	<i>'the clothes do not make the man'</i>

## Guides and reviews

### Activity 5

awesome  
 WJEC GCSE English Language Workbook  
 fab  
 © Gavin Browning 2018

Informal

boring  
 rubbish

	great	flat	frustrating	
<b>Positive</b>		disappointing		<b>Negative</b>
<hr/>				
	entertaining	unconvincing		Monotonous tedious
	engaging	dire		woeful
mesmerising accomplished				
		<b>Formal</b>		

## Activity 6

Write a review of a concert of school production that you have been to, for a school magazine. [20]

Suggested answer:

- Names of lead actors/actresses
- Storyline of the production
- Highlights of the show
- Reactions from audience

## Leaflets

### Activity 8

**clear headings** [to headings x3]

**second person appeal** [to 'you']

**facts** [to first and second bullets]

**imperatives** [to 'take yourself along']

**contact details** [to wft.com]

**emotive language** [to 'beat the blues and achieve your potential']

**helpful hints** [to 'Take yourself along to ...']

**bullet points** [to bullets]

# Sample exam papers

## Unit 2

### Section A (Reading): 40 marks

#### Text A

- A1 What percentage increase was seen in annual crime by December 2016?  
9% [1]
- A2 The information in the first paragraph refers to the idea that 'large volume increases' of crime are being driven by:  
b) *the way crime is logged by the police* [1]
- A3 What is meant by 'substantial falls' in burglary and robbery 'over the longer term'? [2]  
*Significant drops or much less burglary and robbery in the longer term.*

#### Text B

- A4 Put these events into chronological order based on the text:  
a) *Mark Duggan is shot by the police in London.*  
b) *Protestors become angry at the treatment of a teenage girl.*  
c) *Property is destroyed by rioters.*  
d) *Rioting then spreads to other areas of the UK.* [3]
- A5 What is meant by:  
a) 'five fatalities'  
b) 'local economies were compromised'? [2]  
a) *Five deaths*  
b) *Nearby businesses or companies were badly affected or couldn't run effectively.*

#### Text C

- A6 Identify three different negative effects of the riots in 2011. [3]
- *People were more likely to feel that their safety was threatened.*
  - *They were more likely to feel that wider British culture and society was under threat.*
  - *People were more prejudiced after the riots.*
- A7 Select two facts that suggest that the riots made people more worried about their own safety than anything else. [2]

- *Feelings of security threat increased by 10 per cent.*
- *Feelings of cultural threat increased by 5 per cent.*

## Text D

A8 Why did the police question Jacob Dowdle? [1]

*Because he hurled a custard pie at his teacher or he was questioned about common assault*

A9 How does the writer of the article make the story interesting? [5]

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

Give **1 mark** to those who identify and begin to comment on some examples of content that are interesting, but struggle to engage with the text and/or the question.

Give **2 marks** to those who identify and give straightforward comments on some examples of interesting content. These responses will simply identify some facts and/or evidence.

Give **3 marks** to those who explain how a number of different examples from the text are interesting, and begin to analyse how language and techniques are used to achieve effects and influence the reader.

Give **4 marks** to those who make accurate comments about how a range of different examples from the text are interesting, and begin to analyse how language and techniques are used to achieve effects and influence the reader. Carefully selected examples are used accurately to support comments effectively.

Give **5 marks** to those who make accurate and perceptive comments about how a wide range of different examples from the text interest the reader, and provide detailed analysis of how language and technique are used to achieve effects and influence the reader. Well-considered, accurate examples support comments effectively.

Candidates may explore:

- unusual/comic image of throwing a custard pie
- the fact that it hit his head of year
- the way the situation quickly becomes serious – police/expelled from school
- the fact it was posted on social media
- his remorse and the effect it has had on his prospects
- the fact he was 'egged' on.

General points:

- The blend of humour and seriousness make this an unusual story.

## Text E

A10 What impressions do we have of Robbie Twigg from the article? [5]

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

Give **1 mark** to those who identify and begin to comment on some aspects of Robbie's character with linked basic textual reference.

Give **2 marks** to those who identify and give straightforward comments on what Robbie is like – supported by straightforward textual references.

Give **3 marks** to those who begin to show some understanding of how language is used to describe or present Robbie's character, supported by appropriate textual references.

Give **4 marks** to those who make accurate comments on the presentation of his character and begin to analyse how language is used to achieve effects and supported by well-selected textual references.

Give **5 marks** to those who make accurate and perceptive comments on a wide range of examples about his character and provide detailed analysis of how language is used to achieve effects supported by convincing, well selected examples and purposeful textual references.

Details candidates may explore or comment on:

- His flouting of school rules – rebellious, suspended for selling chocolate and crisps to students.
- His fascination with being an entrepreneur – he got the idea for his business from the TV programme *The Apprentice*.
- His success at being a businessman – members of his family say he was making up to £200 a day at his school.
- His persistence – the budding businessman persisted in smuggling goods into the school.
- His ruthlessness in taking money from others – Robbie buys his stock from bulk discount stores and wholesalers, selling to his classmates at a higher price.

## Text D and E

A11 Compare how the teenagers are presented in both articles. [10]

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

Give **1–2 marks** to those who identify basic differences – answers may struggle to engage and fail to identify texts.

Give **3–4 marks** to those who identify and give a straightforward description of the different presentations of teenagers.

Give **5–6 marks** to those who identify the differences and make some comparisons, commenting on how the teenagers' presentations are conveyed.

Give **7–8 marks** to those who make detailed comparisons, with valid comments on how the writers convey teenagers, in different and similar ways.

Give **9–10 marks** to those who make comparisons that are sustained and detailed, showing clear understanding of the similarities and differences in the way the writers present the teenagers.

Some areas candidates may wish to explore:

### Similarities

- Both boys have flouted rules and been punished by the school.

- Both boys feel they have been unfairly treated and feel that the punishment is unfair.

### Differences

- Jacob is an A-level student on his last day; Robbie is 12 and still has a number of years left in school.
- Jacob Dowdle shows remorse – has written letter of apology; Robbie and his parents feel that it is an over-reaction.
- Jacob's behaviour is a one-off bizarre incident on the last day; Robbie has systematically flouted school rules for a while.
- Jacob was egged on by others and foolish; Robbie is more calculating about what he has done and in control of his own actions.
- Jacob is in some ways a victim; Robbie is more resourceful and a budding entrepreneur.

### **Editing**

A12 Read the following sentence: [2]

a) Circle the word that best fits the gap (1):

B) *descended*

b) Circle the word that best fits the gap (2):

D) *relief*

[1 mark for each]

A13 Circle the pair of words that best fit the meaning of the sentence below: [1]

A) *specifically* *favourite*

A14 Read the text below which consists of sentences in the wrong order and show your understanding by answering the questions that follow.

a) Which sentence should come second in the sequence? 4 [1]

b) Which sentence should come **second** in the sentence? 5 [1]

## Section B (Writing): 40 marks

B1 In this task you will be assessed for the quality of your proofreading.

Read the extract from a letter below about Year 11 study leave. Before it goes home to parents you need to check this for errors. There are five.

Identify the five errors and correct them below. [5]

Error	Correction
arrangements	arrangements
weeks'	weeks
they're	their
normaly	normally
hours	hour's

[1 mark for each correction]

B2 In this task you will be assessed for the quality of your writing skills.

20 marks are awarded for communication and organisation; 15 marks are awarded for writing accurately.

You should aim to write about 350–500 words.

Choose one of the following for your writing:

[35]

- a) Describe a time when you were accused of doing something wrong.
- b) *'I am fed up with teenagers being stereotyped as being anti-social and rude.'*

Write an essay explaining your views on how teenagers are presented in the media.

### Mark scheme for Unit 2 responses

	Content		Accuracy
17–20 marks if ...	<ul style="list-style-type: none"> <li>• writing is mature and well-sustained</li> <li>• ideas are fully developed</li> <li>• writing is confident and suited to task</li> <li>• writing is original and creative</li> <li>• there is a clear and sophisticated shape and structure to the writing.</li> </ul>	13–15 marks if ...	<ul style="list-style-type: none"> <li>• a wide range of ambitious and well-chosen vocabulary is used precisely</li> <li>• sentence structures are varied</li> <li>• sentences are controlled and accurate</li> <li>• a range of punctuation is used confidently and accurately</li> <li>• virtually all spelling is correct</li> <li>• control of tense, agreement and grammar is totally secure.</li> </ul>
13–16 marks if ...	<ul style="list-style-type: none"> <li>• writing is well-judged writing and clearly controlled</li> <li>• writing holds the interest of the reader with techniques used</li> <li>• tone is appropriate for the task</li> <li>• writing develops ideas with convincing detail and some imagination</li> <li>• writing is purposefully structured and clearly organised.</li> </ul>	10–12 marks if ...	<ul style="list-style-type: none"> <li>• a wide range of vocabulary is used precisely</li> <li>• sentence structure is varied to achieve effects</li> <li>• control of sentences and grammar is secure</li> <li>• a range of punctuation is used accurately</li> <li>• spelling is secure</li> <li>• control of tense and agreement is secure.</li> </ul>
9–12 marks if ...	<ul style="list-style-type: none"> <li>• writing makes clear sense and is interesting</li> <li>• writing is aware of the reader and some techniques are used to suit the reader</li> <li>• tone is appropriate to task</li> <li>• ideas show development and there are some interesting effects in the writing</li> <li>• the writing is organised to give sequence and structure.</li> </ul>	7–9 marks if ...	<ul style="list-style-type: none"> <li>• a good range of vocabulary is used with some precision</li> <li>• sentence structures are varied</li> <li>• control of sentence structure and grammar is mostly secure</li> <li>• a range of punctuation is used, mostly accurately</li> <li>• most spelling, including that of irregular words, is correct</li> <li>• control of tense and agreement is mostly secure.</li> </ul>

5–8 marks if ...	<ul style="list-style-type: none"> <li>• some of the writing makes clear sense</li> <li>• some of the writing interests the reader</li> <li>• there is a clear attempt to adapt the tone to the task</li> <li>• develops some ideas with an occasional interesting effect</li> <li>• there is some organisation, some sequencing of ideas.</li> </ul>	4–6 marks if ...	<ul style="list-style-type: none"> <li>• there is some range of vocabulary</li> <li>• there is some variety of sentence structure</li> <li>• there is some control of sentence structure but grammar is incorrect at times</li> <li>• some control of punctuation</li> <li>• spelling is usually accurate</li> <li>• control of tense and agreement is secure overall but there may be some errors.</li> </ul>
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## Unit 3

### Section A (Reading): 40 marks

#### Text A

A1 Identify two pieces of evidence to show that women are treated unfairly in the workplace. [2]

- *On average men earn 10 per cent more pay per hour than women.*
- *Men earn 5 per cent more in bonuses per year than women.*
- *The lowest paid quarter of the workforce is mostly female.*

[1 mark for each up to 2 marks]

A2 What is meant by 'potential future recruits'? [1]

*People who might be employed in the future/future workers*

#### Text B

A3 Based on the infographic, which of these statements are true? [1]

- b) *Women under 30 are paid more fairly than older women*

A4 Which two age groups of women have the biggest gaps in pay? [2]

*16–17*

*50–59* [1 mark for each]

A5 Between what two ages do women earn more than men on average? [1]

*22–29*

*30–39*

(or 22–39 by itself is acceptable.)

#### Text C

A6 Identify two facts in the article. [2]

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- 20% pay gap between men and women
- women earn £5,000 a year less than men

A7 Explain why the writer thinks the pay gap is unfair. [5]

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

Give **1 mark** to those who identify and begin to comment on at least one example of relevant content. These answers may struggle to engage with the text.

Give **2 marks** to those who identify and give straightforward comments on some examples of relevant content. These responses may identify some evidence and facts.

Give **3 marks** to those who explain a number of different examples from the text. Carefully selected examples support comments.

Give **4 marks** to those who make accurate comments about a range of different examples from the text. Carefully selected examples accurately support comments.

Give **5 marks** to those who make accurate and perceptive comments on a wide range of examples from the text supported by convincing, well-selected examples and purposeful textual references.

Students may explore:

- it's absurd – the example of the sofa highlights this.
- it's bad for business generally – CBI are against it and want to set a national target
- the gap in wages is unacceptable
- people don't talk about it – it's kept quiet
- people deny it is a problem – see it as a women's issue
- the problem isn't experienced by men.

## Text D

A8 In your own words, summarise the reasons why the majority of people living in poverty around the world are women. [5]

Award 1 mark for the following summarised in the candidate's own words, up to a maximum of 5 marks:

- They have fewer resources such as money and possessions, rights and opportunities to make life-shaping decisions.
- When emergencies strike, they're the worst affected.
- Domestic violence
- Discrimination
- Lack of education

A9 What is meant by 'Men are important allies' in fighting the barriers that women face? [1]

*Men's help is **needed/essential/vital** to fight the inequality and prejudice that women face.*

## Text E

A10 How does the writer persuade the reader to sign up to the G20 report card? [10]

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 content that are persuasive, but struggle to engage with the text and/or the question.

Give **3–4 marks** to those who identify and give straightforward comments on some examples of persuasive content. These responses will simply identify some facts and/or evidence.

Give **5–6 marks** to those who explain how a number of different examples from the text persuade, and begin to analyse how language and techniques are used to achieve effects and influence the reader.

Give **7–8 marks** to those who make accurate comments about how a range of different examples from the text persuade, and begin to analyse how language and techniques are used to achieve effects and influence the reader. Carefully selected examples are 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 the text persuade and provide detailed analysis of how language and technique 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 examples support comments effectively.

Details candidates may explore or comment on could be:

- highlights some of the ridiculous laws around the world
- 130 million girls denied an education – shocking statistic – won't reach potential
- poverty is sexist – it hits girls and women hardest; bold statements made
- education will increase life chances, for example less likely to become a child bride, experience violence or contract HIV
- it can widen the improvements, for example she could help lift her family – and her entire country – out of poverty
- the vote will help them to actually 'countdown' those not in education 'so we're asking the world to count them, one by one' – they're accountable
- the message will be delivered to leaders directly
- it'll spread the word – become more contagious.

A11 Synthesise all the ways that we can support women in poverty.  
[10]

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 the ways that we can support women in poverty.

Give **3–4 marks** to those who identify and give straightforward comments on the ways we can support women in poverty from both texts. These answers may be based on surface details.

Give **5–6 marks** to those who explain how a number of different ways we can support women in poverty and evidence this from both texts, but ideas may not be well balanced.

Give **7–8 marks** to those who make accurate comments about wide range of different ways we can support women in poverty from each of the texts.

Give **9–10 marks** to those who make accurate and perceptive comments about how a wide range of ways we can support women in poverty from both texts. The information will be effectively collated from both texts.

#### Text D

- Help women to **claim their rights**.
- Help them gain an education/improve their literacy levels.
- Support laws and systems that **guarantee better health care**.
- Taking care of women's **specific needs** in emergencies.
- Employing their skills and knowledge when disasters strike.
- Give training and resources (seeds and loans for tools).

#### Text E

- **Track** laws that discriminate against women.
- Help change **absurd/horrifying** laws and attitudes, for example laws legally permitting abuse in certain cases.
- Support new financing and policies that would help get every girl into school.
- Educate girls in the **world's poorest countries**.
- Add your name to send **G20 leaders their report card** now/urge **G20 leaders to act**.
- **Count** girls who are not receiving an education, one by one/send a **video of yourself counting** them.
- Help spread the word about **ONE** and the fight against extreme poverty.

## Section B (Writing): 40 marks

In this section you will be assessed for the quality of your writing skills.

Answer **both** B1 and B2.

- B1 Text C states, that 'the pay gap is invisible' in society. The government is considering passing a law to make pay equal for men and women in all jobs and professions (including sports such as football and rugby).

Write a letter to your local MP which argues for or against this proposal. [20]

10 marks are awarded for communication and organisation; 10 marks are awarded for writing accurately.

You should aim to write 200–300 words.

- B2 You have been asked to write a talk promoting a charity/charities of your choice in morning assembly. You need to raise awareness of the charity and make sure that the school will support any fundraising that will happen in the school.

Write your talk. [20]

10 marks are awarded for communication and organisation; 10 marks are awarded for writing accurately.

You should aim to write 200–300 words.

<b>Band</b>	<b>Communicating and organising (meaning, purpose, readers and structure)</b>	<b>Band</b>	<b>Writing accurately (language, grammar, punctuation and spelling)</b>
<b>5</b> <i>(9–10 marks)</i>	<ul style="list-style-type: none"> <li>• Mature and perceptive writing</li> <li>• Sustained and effective writing with techniques that fully engage the reader’s interest</li> <li>• Appropriate register is confidently adapted to purpose/audience</li> <li>• Ideas are convincingly developed with detail, originality and creativity</li> <li>• Secure and coherent structure; there is sophistication in the shape and structure of the writing</li> </ul>	<b>5</b> <i>(9–10 marks)</i>	<ul style="list-style-type: none"> <li>• Uses a wide range of ambitious and appropriate vocabulary confidently to create effect or convey precise meaning</li> <li>• Appropriate and effective variation of sentence structures</li> <li>• Virtually all sentence construction is controlled and accurate</li> <li>• A range of punctuation is used confidently and accurately</li> <li>• Virtually all spelling, including that of complex irregular words, is correct</li> <li>• Control of tense and agreement is totally secure</li> <li>• Very secure command of grammar</li> </ul>
<b>4</b> <i>(7–8 marks)</i>	<ul style="list-style-type: none"> <li>• Clearly controlled and well–judged writing</li> <li>• Shows secure understanding of the reader’s needs and how to hold interest with techniques used</li> <li>• Register is appropriately and consistently adapted to purpose/audience</li> <li>• Develops ideas with convincing detail and some originality and imagination</li> <li>• Writing is purposefully structured and clearly organised to give sequence and fluency</li> </ul>	<b>4</b> <i>(7–8 marks)</i>	<ul style="list-style-type: none"> <li>• Uses wide range of vocabulary with precision</li> <li>• Secure command of grammar</li> <li>• Sentence structure is varied to achieve effects</li> <li>• Control of sentence construction is secure</li> <li>• A range of punctuation is used accurately</li> <li>• Spelling, including that of irregular words, is secure</li> <li>• Control of tense and agreement is secure</li> </ul>
<b>3</b> <i>(5–6 marks)</i>	<ul style="list-style-type: none"> <li>• Writing is mostly coherent and interesting</li> <li>• Clear awareness of the reader and some techniques used to meet their needs</li> <li>• Register is mostly appropriately adapted to purpose/audience</li> <li>• Ideas show development and there are some interesting effects in the writing</li> <li>• The writing is organised to give sequence and structure</li> </ul>	<b>3</b> <i>(5–6 marks)</i>	<ul style="list-style-type: none"> <li>• Uses a good range of vocabulary with some precision</li> <li>• Mostly consistent command of grammar</li> <li>• Sentence structures are varied</li> <li>• Control of sentence construction is mostly secure</li> <li>• A range of punctuation is used, mostly accurately</li> <li>• Most spelling, including that of irregular words, is correct</li> <li>• Control of tense and agreement is mostly secure</li> </ul>
<b>2</b> <i>(3–4 marks)</i>	<ul style="list-style-type: none"> <li>• Some coherent writing</li> <li>• Some awareness how to create effect to interest the reader</li> <li>• A clear attempt to adapt register to purpose/audience</li> <li>• Develops some ideas with an occasional interesting effect</li> <li>• There is some organisation, some sequencing of ideas</li> </ul>	<b>2</b> <i>(3–4 marks)</i>	<ul style="list-style-type: none"> <li>• Uses some range of vocabulary</li> <li>• Command of grammar is inconsistent</li> <li>• There is some variety of sentence structure</li> <li>• There is some control of sentence construction</li> <li>• Some control of a range of punctuation</li> <li>• Spelling is usually accurate</li> <li>• Control of tense and agreement is generally secure</li> </ul>
<b>1</b> <i>(1–2 marks)</i>	<ul style="list-style-type: none"> <li>• Basic coherence in the writing</li> <li>• Limited awareness of the reader</li> <li>• Some attempt to adapt register to purpose/audience</li> <li>• Some relevant content but uneven</li> <li>• Basic organisation; simple sequencing of ideas</li> </ul>	<b>1</b> <i>(1–2 marks)</i>	<ul style="list-style-type: none"> <li>• Limited range of vocabulary</li> <li>• Limited range of sentence structures</li> <li>• Control of sentence construction is limited</li> <li>• There is some attempt to use to use punctuation</li> <li>• Some spelling is accurate</li> <li>• Control of tense and agreement is limited</li> <li>• Limited command of grammar</li> </ul>
<b>0 marks</b>			Nothing worthy of credi