For the June 2019 real GCSE exams, revise and practise for the **Unit 2 exam** and **Unit 3 exam**.

What will be in the **Unit 2 exam (2 hours)**:

- A range of reading skills questions based on approximately 5 or 6 texts. 35 marks.
- Editing. 5 marks
- Proofreading. 5 marks.
- ONE writing task from a choice of two. You will choose either the narrative/descriptive task or the exposition essay task. 35 marks.

What will be in the **Unit 3 exam (2 hours)**:

- A range of reading skills questions based on approximately 5 or 6 texts. 40 marks.
- 1st writing task (argue or persuade) 20 marks.
- 2nd writing task (argue or persuade) 20 marks.

**Important note**: You MUST do BOTH writing tasks on the Unit 3 paper.
# GCSE ENGLISH LANGUAGE
## REVISION TOOLKIT

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WHAT'S THE EXAM ALL ABOUT?

UNIT 2 (2 hours) 40%

Section A (20%) – Reading (40 marks)

Understanding of at least one description, one narration and one exposition text, including continuous and non-continuous texts, assessed through a range of structured questions. (35 marks)

This section will also include an editing task focusing on understanding short texts at word, sentence and text level (5 marks)

Section B (20%) – Writing (40 marks)

One writing task to be selected from a choice of two that could be description, narration or exposition. (35 marks)

This section will also include one proofreading task focusing on writing accurately (5 marks)

Half of the marks for this section will be awarded for communication and organisation (meaning, purpose, readers and structure) and the other for writing accurately (language, grammar, punctuation and spelling).

What to look out for?

- A non-continuous text
- 5/6 reading texts in Section A
- At least 3 MCQs
- 1 synthesis question
- 1 compare question
- 1 question worth 10 marks

What the WJEC say...? Remember to prioritise high-tariff questions!
Reading Sections

In Unit 2 and Unit 3, you must answer all of the questions in Section A.

You are advised to spend your time as follows:
- about 10 minutes reading
- about 50 minutes answering the questions

Each reading section is worth 40 marks.
Question Types Checklist

☐ Location and Comprehension Questions
  ○ Simple, low tariff questions
  ○ Requires you to find information from a text
  ○ Demonstrates your understanding of meaning

☐ What questions
  ○ Tests your skill of inference (reading between the lines)
  ○ Requires you to blend quotes
  ○ Give an overview
  ○ Could be phrased as: ‘What impressions do we get of _____’; ‘What do we learn about _____’; ‘Why has _____ changed?’; ‘How does _____ feel about...?’

☐ ‘How does the writer...?’ Questions
  ○ Tests your ability to select apt quotations
  ○ Shows you understand use of writer's technique
  ○ Demonstrates that you can analyse language, punctuation, use of devices, structure etc
  ○ Requires you to move from the general to the specific
  ○ Give an overview and comment on key findings

☐ Summary Questions
  ○ Shorter version of the original
  ○ Uses your own language (no quotes)
  ○ Main points are the only things included

☐ Synthesis Questions
  ○ Requires you to collect information from two or more sources
  ○ Quotes can be used (blended into own writing) or paraphrased
  ○ 1st approach requires you to summarise what you need from each text under clear subheadings (Text A etc)
  ○ 2nd approach requires you to integrate your findings by linking up similar information from each text (e.g. We learn that driving on the road is dangerous. Text A demonstrates this ___ Text B demonstrates this ___)
  ○ Don’t forget to include information you learn from one text and not the other
  ○ NOT A COMPARISON QUESTION!

☐ Comparison Questions
  ○ You need to spot similarities and differences about a topic from two texts
  ○ You must identify which text your information comes from
  ○ Use quotes and analyse them if necessary (briefly)
  ○ Same two approaches as for a synthesis question – remember to refer back to the first text if using the subheading approach
  ○ Use subheadings to structure your answer if they are given
  ○ Give an overview of findings to show that you can move from the general to the specific
TEXT PURPOSES

PERSONAL: texts that are intended to satisfy an individual's personal interests. For example: letters, fiction, diary-style blogs

PUBLIC: texts that relate to activities and concerns of the larger society. For example: public notices, news websites

OCCUPATIONAL: related to work. For example: job advertisement in a newspaper or online

EDUCATIONAL: usually designed specifically for the purpose of instruction. For example: text books, interactive learning software.

TEXT: As a letter from a Headteacher to parents.

Dear Parents/Careers,

As the new school year begins, we would like to remind all parents/carers of the importance of school attendance. Schools are being asked to make a concerted effort to raise pupil awareness of the impact that absences from school can have on their attainment and we would ask that parents/carers support us in our drive to further improve the school’s attendance performance.

I have attached a table and chart illustrating the relationship between attendance and achievement at school, a copy of which is also on our website.

The rewards for good attendance are clear: pupils are more likely to enjoy school, achieve their potential and be better prepared for adult life.

We will be updating you about your child’s attendance throughout the year and we ask for your continued support in encouraging your child to attend school every day.

Yours faithfully,
Mrs Elaine Blackler

NO FOULING
MAXIMUM PENALTY £1000

JOB SAFETY & HEALTH PROTECTION

This document was only valid until 2023.

语文段落：这是一篇关于文本目的的文章，分为个人、公共、职业和教育四个部分。个人目的的文本包括信件、小说和日记风格的博客。公共目的的文本包括活动和更大社会关注的公共通知、新闻网站等。职业目的的文本与工作相关，例如报纸或在线的求职广告。教育目的的文本通常是专门为教学目的设计的，例如教材、互动学习软件等。

语文段落：亲爱的家长及看护人：
随着新学年的开始，我们想提醒所有的家长和看护人，学校的通知和努力提高学生的出勤率。学校被要求做一次集中努力提高学生意识。我们需要家长的支持来进一步改善学校的出勤率。

我已经附上了表格和图表，展示了出勤率与学习成绩之间的关系，一份也放在我们网站上。

良好的出勤率的回报是明显的：学生更有可能享受学校、实现他们的潜力并更好地为成人生活做准备。

我们将全年更新您关于您孩子的出勤情况，并要求您继续支持鼓励您的孩子每天上学。

此致
Mrs. Elaine Blackler

NO FOULING
MAXIMUM PENALTY £1000

JOB SAFETY & HEALTH PROTECTION

此文档仅在2023年有效。
MCQ: MULTIPLE-CHOICE QUESTIONS

What the WJEC say?
- Take care with corrections
- Use verbal reasoning skills
  - Reading in context
  - Eliminate distractors

The information refers to a 'Vinyl Revival'.
Select one definition from the list below that best defines 'Vinyl Revival'.

[1]

a) a decrease in sales of CDs
b) a small increase in record sales
c) an increase in sales of all music
d) a significant increase in record sales
The following text is about the musician Ed Sheeran and is from The Daily Mail.

'Here's a ginger kid who raps with a guitar. That's not good a start': Ed Sheeran reveals how he became one the music industry's biggest names

Last summer, his name was a more popular search term in the UK than Harry Potter or the weather. But whatever you think you know about Ed Sheeran – the 20-year-old singer with more Brit nominations this year than Adele, Coldplay or Jessie J – don't make the mistake of describing him as an overnight sensation.

'The thing people have confused about me is they think I became successful because of YouTube, Twitter and Facebook,' he says.

'They are tools that help, 100 per cent. There are websites like TuneCore where you can pay $60 and distribute your online CD all over the world via iTunes, and YouTube is a brilliant way to get yourself out there. There are definitely ways to use the Internet. But to rely on it is not a good idea.'

In fact, his is a remarkable story of a young man who set off for London at 16 to hone his talent, went to Hollywood and ended up befriending a superstar, impressed Elton John so much that the 'Rocket Man' became his mentor and last year had three top five singles, sold more than two million records and shifted over 100,000 tickets for his live shows.

Teetotal, modest and extravagant only to the extent that he celebrates his hits by splashing out on Lego kits, Sheeran is the folk star every kid would want their parents to like, and the rapper every parent would want their kids to listen to.

'I was a hard sell for the major labels,' he says of the years he struggled to make an impact. 'Here's a ginger kid who raps with a guitar. That's not a good start.'

How times have changed. It's five days on from the second of Sheeran's sell-out shows at Brixton Academy, and nearly five years since he left Thomas Mills High School, in the sleepy Suffolk town of Framlingham, bound for London with his guitar, a loop pedal used to create his own backing tracks and a head full of songs.

What item does Ed Sheeran tend to 'splash out' on?

a) Expensive cars  
   b) Lego kits  
   c) Mansions  
   d) Designer clothes

What to look out for?

- MCQs that test location of information
- MCQs that test definitions
- MCQs that test verbal reasoning

Which of the following is not true of Ed Sheeran?

a) His success has happened very quickly  
   b) He uses social media to get noticed  
   c) He left home as a teenager  
   d) He does not drink
Access, Location and Retrieval

Learners will be asked three multiple choice questions on both Units 2 and 3.

Multiple choice questions can test a range of different reading skills and students will be given between four or five possible answers to choose from.

Multiple choice questions can be used to test a number of different skills including:

1. Locating correct information

2. Deducing word meaning

3. Using verbal reasoning skills

4. Understanding of texts (in context)

5. Purpose of text
The U.S. National Soccer Team's Gender Pay Gap

Individual player pay per exhibition game
- Women: $8,156
- Men: $5,000

Bonus per win
- $1,350

Pay per game
- $2,600

Yearly pay for 20 games
- Lose all: $72,000
- Win all: $99,000
- Win all: $263,320

World Cup bonuses per player
- Third place: $20,000
- Second place: $32,500
- First place: $380,625

Source: NY Times, Federal complaint submitted to Equal Employment Opportunity Commission

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How much more money do male football players get than women for a first place bonus at the World Cup?

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Why did the N.Y. Times produce the statistics for this infographic?
How many households in the UK do not have a cat or a dog in them?

This requires you to do several things:

1. Find information relating to the number of cats and dogs in UK households.
2. Look at the statistic provided and consider how you can use it to work out the answer you are looking for.
3. Use the information to work out the answer.
French media blown away by 'magnificent' Wales fans as shocking stadium violence mars Euro 2016

The national French paper L'Equipe has paid tribute to the conduct of the 20,000-plus Welshmen in Bordeaux.

It was a weekend in which the reputation of the Welsh nation was enhanced thanks to the behaviour, personality and charm of the 20,000-plus supporters who invaded Bordeaux. The Welsh went to France with the aim of enjoying the atmosphere and sport and did just that. The past 24 hours has seen wonderful scene after wonderful scene emerge from the streets, stadium and bars of the French city that has embraced the Welsh contingent as their own. And today, the national French paper L'Equipe has paid tribute to the conduct of the Welsh army, describing them as "magnificent, numerous, noisy but peaceful".

Here's exactly what L'Equipe said... "A hymn to give you goosebumps, never-ending singing and the impression all you can see is red: the uniform of the Welsh. The show was also in the stands, yesterday at Bordeaux, where Wales beat Slovakia (2-1) in its first major tournament for 58 years. Friendly, competitive but with a focus on the game, the Welsh were well behaved and good supporters.

"After such a long wait, the fans of all ages were thirsty for victory but not only that. The Welsh are many, noisy, sometimes a little rowdy but mostly peaceful. They must tolerate drink better than others. The coach Chris Coleman and the players have all paid tribute to this extraordinary popular support, of the kind that gives you strength and an indestructible confidence. "Even with the score reached during a less controlled second half, the Dragons succeeding in snatching victory with a very ugly goal similar to those you often see on rainy Sunday afternoons on the outskirts of Newport. "If the Welsh put as much heart and purpose into it as they did against Slovakia, England can worry." Tempers flare between rival fans in the stands as Russian fans appear to charge England fans. While Welsh fans were enjoying themselves in Bordeaux, there were shocking scenes in the stadium in Marseilles as England fans appeared to be targeted by Russian supporters. UEFA today opened disciplinary proceedings against the Russia Football Union following the ugly scenes that saw fans scrambling to safety after a group of Russian supporters appeared to charge at English fans. French police used tear gas against England supporters in downtown Marseille. Charges against Russia are for crowd disturbances, racist behaviour, and setting off fireworks. A number of England fans were taken to hospital in France following a series of incidents on Saturday as violence broke out between England fans, Russians and police on the streets. Wales play England on Thursday before facing the Russians a week on Monday.

Explain why the French newspaper L'Equipe' have paid tribute to the Welsh supporters. (5)
What the WJEC say?
- Select precise evidence to make your point
- Weave evidence
- Be succinct

SAMPLE RESPONSE
L'Equipe were clearly impressed by the Welsh fans as it describes them with some positive adjectives. The newspaper describes how the Welsh supporters sang during the game and were better behaved than other fans. It also says the paper was impressed by how Wales won the match.

The response needs to quote precisely, rather than just feature-spot techniques.

Can you aim to write an improved response below?
SUMMARISE (IN YOUR OWN WORDS)

Learners should know that a summary is a brief document or statement that gives the main points of something. It is a shortened version of a longer text which is written up in the reader's own words.

1. Read through the text closely and highlight any key or main ideas.
2. Look at topic sentences as these may help summarise the information within a paragraph.
3. Look at the highlighted words and phrases and see if any of these are duplicated or can be linked together.
4. Try to combine the highlighted words/phrases into your own words.
5. Do not add any additional information/ideas or opinions.
6. If you are provided with bullet points on the exam paper, you must use them!

Truant officers stop 216 children in Cardiff - 200 with their parents

The Cardiff truancy sweep divided the city into 11 areas, including Queen Street and Cardiff Central train stations. Eighteen police officers, seven British Transport Police officers and 26 education welfare and school attendance officers took part in the operation.

Many parents excused their behaviour by saying they could not leave children alone while they do food shopping, pay important bills or drop siblings at school. One pupil was said to be ill by her mother but was dressed in thin tights and a black leather mini skirt despite the cold.

Her mum said they were in town 3.5 hours early for a doctor's appointment. "We're just having a little look around. She's got a doctor's appointment this afternoon at half past one," she said at 10am.

Sadie Olson, an education welfare officer, said the mother of one 13-year-old boy let her son miss school because he didn't want to go on a school trip. "First she said it was a teacher training day but there isn't one today then it transpired he was supposed to be on a school trip and didn't fancy going so they came out for a lunch," she said. "She was not at all apologetic. Her son didn't want to go to school so why should he bother?"

In your own words, summarise the actions of the parents in this article.

i. Most parents argued that they did not want to leave children unattended
ii. Some parents tried to mislead truancy officials
iii. Some argued that their children had medical reasons for absences
iv. Parents claimed that there were excursions at school
v. Parents refused to accept responsibility for the actions of the pupils
Summary

Shorter than the original text you're using using your own words to write the summary main points are all you need to cover
SUMMARISE (IN YOUR OWN WORDS)

The following is from an autobiography. In this extract, Jenny, who owns a sheep farm, is starting the job of shearing.

Catching sheep is exhausting, even for a strong man. The animals are quick on their feet; yearlings particularly are lithe and strong. They can turn faster than a human, and they feint this way and that. When they are packed tightly and cannot escape it is merely a backbreaking question of stooping, grabbing and heaving, but as you get through them the remainder have room to duck and space to get up speed. As you tire and your concentration flags your first grab is often in vain; you follow up, but the animal you have missed once is now panicking, hurling itself over its fellows to avoid you. Doing it herself saves Jenny the cost of another helper, and allows her to catch as she prefers to, as gently as possible, with her arms around the animals, rather than digging her fingers into their wool. She hates to see sheep held like that, imagining it must be like being dragged by the hair. She tries to swallow her distress, but sometimes it blurs out. 'Under the chin, arms around her,' she cries. 'Careful - you'll hurt her!' And the men muzzle their frustration, and try to do as she asks. She works all day in the narrow race, talking to the beasts, trying to soothe them, straddling them, guiding them towards the shearers. She sticks at it, and as her strength wanes the shearers take pity, reaching over into the race as she presents each captive, and hauling them up and over the barrier. The first day is tiring but the next is a marathon: 193 ewes caught, lifted and shorn, as well as the rams, Tommy and Ron.

In your own words, summarise five main reasons that make catching sheep exhausting, according to the writer.
The Dogs Trust text gives four suggestions of things people should do before getting a dog. Sequence these suggestions.

The first one has been completed for you:

1. Ask yourself can you commit to dog ownership for at least 12 years.

2.

3.

4.

What the WJEC say?

- One answer will be completed for candidates - make sure they don't repeat it!

- Sequence is about chronology - not summary
WHAT IMPRESSIONS?

What the WJEC say?

- This type of question requires analytical skill and the ability to support a point of view
- Impressions must be securely rooted in the text
- Sensible interpretations of the text required
- Need a range of valid impressions
- Impressions must cover the set text
- Work through the text chronologically
- Keep the mark tariff /answer space in mind

'Peter Pan' JM Barrie

There was another light in the room now, a thousand times brighter than the night lights, and in the time we have taken to say this, it had excitedly been in all the drawers in the nursery, looking for Peter's shadow, rummaged the wardrobe and turned every pocket inside out. It was not really a light, it made this light by flashing about so quickly, but when it came to rest for a second you saw it was a fairy, no longer than your hand, but still growing. It was a girl called Tinker Bell exquisitely gown in a skeleton leaf, cut low and square, through which her figure could be seen to the best advantage. She was slightly inclined to a plump hourglass figure.

A moment after the fairy's entrance the window was blown open by the breathing of the little stars, and Peter dropped in. He had carried Tinker Bell part of the way, and his hand was still messy with the fairy dust.

"Tinker Bell," he called softly, after making sure that the children were asleep, "Tink, where are you?"

She was in a jug for the moment giggling happily, and liking it extremely, she had never been in a jug before.

"Oh, do come out of that jug, and tell me, do you know where you put my shadow?"

The loveliest tinkles as of golden bells answered him. It is fairy language. You ordinary children can never hear it, but if you were to hear it you would know that you had heard it once before.

Tink said that the shadow was in the big box. She meant the chest of drawers, and Peter jumped at the drawers, scattering their contents to the floor with both hands, as kings toss halfpence to the crowd. In a moment he had recovered his shadow, and in his delight he forgot that he had shut Tinker Bell up in the drawer. But she didn't seem to mind as she loved the new adventures in the human world.
What impression is created of the fairy Tinker Bell in this extract? (5)
EXAM BOARD GUIDANCE AND SUPPORT

Tips:
- This type of question requires analytical skill and the ability to support a point of view.
- Impressions must be securely rooted in the text.
- Sensible interpretations of the text required.
- Need a range of valid impressions.
- Impressions must cover the set text chronologically.
- Work through the text chronologically.
- Keep the mark tariff/answer space in mind.
Text F is an extract from a novel in which a visiting client describes the main character, Gobseck, who is a money lender at a time when lending money was unpopular.

One evening I went in to see this man who had turned himself to gold; the usurer, whom his victims (his clients, as he styled them) were wont to call Daddy Gobseck, perhaps ironically, perhaps by way of antiphrasis*. He was sitting in his armchair, motionless as a statue, staring fixedly at the mantel-shelf, where he seemed to read the figures of his statements. A lamp, with a pedestal that had once been green, was burning in the room; but so far from taking colour from its smoky light, his face seemed to stand out positively paler against the background. He pointed to a chair set for me, but not a word did he say.

"What thoughts can this being have in his mind?" said I to myself. "Does he know that a God exists; does he know there are such things as feeling, woman, happiness?" I pitied him as I might have pitied a diseased creature. But, at the same time, I knew quite well that while he had millions of francs at his command, he possessed the world no less in idea—that world which he had explored, ransacked, weighed, appraised, and exploited.

Gobseck, Honore de Balzac

* The use of a word in a sense opposite to its proper meaning.

Exam question
What impressions do we get of Gobseck? Explore what the writer says about Gobseck and how he says it.  [10]
Mark scheme:


This question tests the ability to refer to evidence within texts and use inference and deduction skills to retrieve and analyse information.

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 one or two superficial details with linked basic textual reference.

Give 3-4 marks to those who identify and give straightforward comments on some general impressions of Gobseck supported by straightforward textual references.

Give 5-6 marks to those who begin to show some understanding of Gobseck's character supported by appropriate textual references. Candidates begin to analyse the way the writer presents him.

Give 7-8 marks to those who make accurate comments about a range of impressions about Gobseck's character supported by well-selected textual references. Candidates analyse the way the writer presents him through language and tone.

Give 9-10 marks to those who make accurate and perceptive comments about a wide range of impressions about Gobseck supported by convincing, well selected examples and purposeful textual references. Candidates demonstrate well-considered analysis of the way the writer presents him through language and tone.
Details candidates may explore or comment on could be:

- Gobseck is clearly very wealthy - "turned himself to gold".
- Gobseck sees his money lending as a business as he refers to "his clients".
- Although perhaps those lending money do not see themselves in a business transaction but being taken advantage of "his victims".
- Clients refer to him as "Daddy Gobseck, perhaps ironically" to suggest there is no care or love on Gobseck's part for those borrowing money.
- Gobseck seems almost lifeless "motionless as a statue" - there is something not quite human about him.
- He seems to have little pride in his home as his furniture is faded "pedestal that had once been green".
- Gobseck seems unhealthy "positively pafer"
- He initially seems rude/impolite "not a word did he say".
- The visitor questions Gobseck's religious conviction "Does he know that a God exists" perhaps intimating that his money lending is immoral.
- The visitor questions whether Gobseck has knowledge of the pleasures of life "does he know there are such things as feeling, woman, happiness" implying he seems unhappy.
- The visitor views Gobseck as "a diseased creature" - again not human, but also perhaps physically or morally ill.
- His wealth is well-known "he had millions of francs".
- Gobseck is made to sound self-serving or greedy "he had explored, ransacked, weighed, appraised, and exploited".

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.
The first phrase that conjures ideas about Gobseck is 'had turned himself to gold'. This suggests a very wealthy and rich man. This idea is continued when it later states 'he had millions of francs'. The knowledge of his wealth seems common as the writer seems sure of the fact.

The writer refers to Gobseck's 'victims' who are called by Gobseck 'his clients'. This makes it seem that Gobseck has styled his money landing into his business to further line his pockets. This idea is taken from the fact he calls those he works with 'his clients'. It is clear from the writer that he doesn't agree; he calls Gobseck's clients 'victims'. The use of the word victim suggests that Gobseck is a cruel, heartless man who bleeds those who come to him dry, like a vampire. This idea is furnished further when the writer thinks 'does he know that a God exists'. The idea that he isn't religious suggests he may not hold strong values and beliefs. It could be seen as the writer is questioning his morals and values. An immoral man would be cruel and heartless, assured.

The phrase 'a pedestal that had once been green' suggest Gobseck has no care for possessions or showing off wealth in flashy displays. If the lamp was once green then it is old and worn and has not been replaced in a substantial amount of time. Gobseck seemingly doesn't care and has allowed it to decay.

Gobseck is described as being 'motionless as a statue'. This simile suggests that he is inhumane in the fact that he is unmoving and unresponsive. This idea is agreed with later on when the writer refers to Gobseck as 'a diseased creature'. The use of these words suggest the writer sees something inhumane within Gobseck.

Gobseck also comes across as a very rude character. He points 'to a chair' instead of speaking. This is impolite; it could also suggest a man used to getting his way. The fact that he believes he can just point and, furthermore, expects to be followed, means that most people must comply and follow his orders. Gobseck expects to get his way.

The text also suggests that Gobseck is ill or at the very least does not go out much. Instead of 'taking colour' from the 'smokey light' his face seems 'to stand out positively paler against the background'. This suggests and unhealthy complexion, either from illness or from Gobseck not leaving his place of residence often.

Mark: 10

Perceptive + accurate comments. Real analytical skill. Range of ev + impressions.
HOW DOES THE WRITER?

If they are analysis questions, they are likely to be 5 or 10 marks.

Learners must ensure that they constantly refer to the question to make sure they remain on task.

- Every claim made should be supported by a reference to the text/textual evidence.
- Where relevant (and to access the top bands), learners need to comment on the writer’s techniques.
- Don’t feature spot and pick out short sentences!
- Learners should never allow themselves to be driven by device spotting approach; they should try to answer the question and refer to techniques that support the points they make.

‘The Knot’ by Mark Watson

I had been given an old, red and white scarf of Max’s and tottered along nervously behind him, amid a gang of shouting, smoking, laughing men. I had no real enthusiasm for the game, just a strong sense that if I managed to enjoy it, I would impress Max. The crowd thickened through the narrow streets leading up to the football stadium, and there were yelling programme-sellers and policemen on enormous horses. It felt as if everyone was converging on the stadium not for entertainment, but for some serious and frightening purpose. Max was showing off by talking about different players and ignoring me as best he could. Each time Dad took my arm to guide me around a new obstacle, Max sighed heavily.

When we got inside the stadium, the mass of bigger humans was even more daunting: thousands of faces packed together so tightly it was impossible to look at one and see which body it belonged to. Dad went off to join the other journalists, and though I heard him say, “Look after him,” I knew Max had no intention of doing so. Where we were standing to watch the game was jammed with limbs and bodies; behind me a boy of about sixteen was using my shoulder as a shelf to get a better view. There was a vast roar as the teams took to the field, and it swelled as the game progressed. Each surge of noise had a threatening quality; I felt as if the shouting were out of control, might sweep me physically off my feet. Max joined in hoarsely, his just-broken voice rising in confident yells. I desperately needed the toilet, but could not ask my scornful brother where to go, and would never be able to find my way back.

Eventually there was a goal, and the men all around us yelled louder than ever, rocking with delight. The crowd staggered this way and that, and as they did I lost my footing and cracked my knee on the concrete. Tears sprang into my eyes as a stranger yanked me to my feet. Max glanced across in disgust and, with a heavy sigh, beckoned me to follow him. Without taking his eyes off the game he led me up the long slope of steps to where Dad was hunched over his notebook.

“What’s up, Dominic? Not enjoying the game?”

I shook my head wretchedly.
"Come and help me with the report, then. Perhaps you shouldn't have come until you're a bit bigger." I nodded gratefully but what I really wanted was not an escape from football, but to learn the secret of enjoying it, as everyone else seemed to.

How does the writer show that Dominic (the narrator) does not enjoy his first experience of a football match? (10)

<table>
<thead>
<tr>
<th>Textual Evidence</th>
<th>How the writer shows Dominic does not enjoy his first experience of a football match?</th>
</tr>
</thead>
<tbody>
<tr>
<td>'tottered along nervously'</td>
<td>The writer seems to imply that Dominic is apprehensive prior to the match and almost reluctant to make his way to the stadium.</td>
</tr>
<tr>
<td>'I had no real enthusiasm for the game'</td>
<td></td>
</tr>
<tr>
<td>'but for some serious and frightening purpose'</td>
<td></td>
</tr>
</tbody>
</table>
Key Points:

- Learners must ensure that they constantly refer to the question to make sure they remain on task.
- Every claim made should be supported by a reference to the text/footnotes/evidence.
- Where relevant (and to access the text easily), learners need to comment on the writer's techniques.
- Learners should avoid using technical terminology instead of answering the question (e.g., alteration makes me read on etc.) and commenting on short sentences.
- Learners should never allow themselves to be driven by a devices spotting approach; instead, they should try to answer the question and refer to techniques that complement the points they make.

Learners can comment on the following areas when referring to a writer's techniques:

Content - learners should look closely at what is said (facts, figures, examples, quotations etc.) and, if they can, explain and/or comment on these.

Structure - learners should think about the way in which the writer has organised or structured their points. They should think about the 'steps' in the argument, do they follow a logical sequence? Does the writer present the problems and then solutions? Do they structure their points to enable the reader to see a contrast or comparison?

Language/Tone - learners should look for the key words and phrases (ensure quotations are clear but not too long) that contribute to the overall effect of the text. They should try to comment on or analyse the effect of the words/phrases they have selected while focusing on the question asked. When focusing on tone they may examine the overall tone created by individual words or an entire section.

Method - learners should try to identify the ways in which the writer is trying to achieve effects (comparison, scare tactics, putting on a positive case, painting a picture of something, using anecdotes etc.)

Pictures - learners often find it difficult to refer to pictures as they are unable to use quotations. When commenting on pictures they should say what is in them and what the effect is.
127,000 REASONS TO CHANGE THE LAW

That's how many stray and abandoned dogs local authorities in the UK rounded up last year. In the same period at least 11,000 perfectly innocent dogs were put to sleep for no other reason than they were not wanted.

The Dog Rescue Federation is made up entirely of voluntary dog rescue groups operating in different parts of the UK.

These groups have joined together as a federation because they all face the same problems:

- Unregulated back street breeders churning out puppies for profit.
- Unsold puppies being given away to unchecked and unsuitable homes.
- A constant flow of unwanted and abandoned dogs into pounds.
- Dog owners not spaying or neutering their dogs.
- Dogs not micro-chipped or microchip information not being kept up-to-date.
- Too many out-of-control dogs in local communities.
- Working in isolation without a voice and with no support.

DRF objectives:

- Compulsory spaying and neutering (except those dogs registered to licensed breeders).
- Compulsory microchipping of all dogs.
- Some form of dog licensing or registration.
- Work with local authorities to introduce policies that will improve dog welfare.
- Promote a more responsible attitude towards dog ownership and welfare.

Dog lovers want to help?
Please join our federation and support our aims to alleviate the terrible suffering caused by un-licensed breeding of dogs.

Now, to find out more about us visit our website:

www.dogrescuefederation.org

DOG RESCUE FEDERATION
REPRESENTING VOLUNTARY DOG RESCUERS ACROSS THE UK
Breaking down the 'How' question

TEXT C

6. How does the Dog Rescue Federation try to persuade you to support them? [10]

Tips for answering this question:

How: this part of the question requires you to consider what is included in the text (evidence) and how it is working (method or technique)

Dog Rescue Federation: this part of the question is asking you to focus on what the organization is doing. There are no distractors in this text so students can consider everything on the Information sheet.

Persuade: this part of the question requires students to consider how they are being manipulated. They are being asked to comment the writer's method and how the text makes them feel. Encourage students to talk about persuasion and how their friends or family may persuade them to behave in a certain way or do certain things. Texts are a written version of the techniques we use to manipulate people in day to day life.

Support: this part of the question is honing students in on how the text is making them get involved. Students should refer to this in their answer.
Analysis Words

demonstrates
depicts
emphasises
enhances
establishes
explains
highlights
illustrates
implies
indicates
influences
portrays
represents
reveals
signifies
suggests
SYTHESISE

What the WJEC say?
- Synthesis is the skill of bringing together information from different sources
- Clear focus on question is key
- Synthesis does NOT require comparison
- Avoid generalisations

Synthesise what each text states about male record buyers/fans (5)

Text A: The Guardian Newspaper
So Tesco has started stocking vinyl. Let’s not get carried away just yet. It will be some months before we find obscure artists nesting next to the baps and tins of beans. A quick perusal of the current list looks more like a stock-take at Oxfam: ELO, the Eagles, Bruce Springsteen, the Rolling Stones, Bob Marley and Elvis Presley.

Admittedly, the sales of vinyl have been growing faster than any other format, though from a very low starting base (last year, it accounted for 2% of music sales, for example). In acknowledgment of this, a vinyl chart has been launched, which tells you all you need to know about whose buying vinyl in large numbers.

One look at the vinyl chart now and all you can smell is M&S cardigans and Saga Insurance claims: Led Zeppelin, Pink Floyd, Elvis Presley, Fleetwood Mac and Mumford & Sons.

The profile of the average vinyl buyer is very clear. It’s a middle-aged man, possibly bearded (OK, definitely bearded); kids have probably left home, no longer on speaking terms with wife, spare bedroom has become a shrine to his teenage love: the Floyd (their album The Endless River was the best-selling vinyl LP in 2014). Essentially it’s me.

The vinyl enthusiast likes nothing more than a stroll into town, taking in the charity shops looking for old records and then on to his local record shop. (I know women are huge fans of music, but step into any record store these days and check who’s there: it looks like an organised gathering of the socially clueless male.)

Text B is taken from the novel, ‘High Fidelity’, by Nick Hornby. It’s about a record shop owner called Rob who spends much of his time talking about music to his employees, Dick and Barry.

My shop is called Championship Vinyl. I sell punk, blues, soul and R&B. A bit of ska, some indie stuff, some sixties pop — everything for the serious record collector, as the ironically old-fashioned writing in the window says. We’re in a quiet street in Holloway, carefully placed to attract the bare minimum of walk-past punter; there’s no reason to come here at all, unless you live here, and the people that live here don’t seem terribly interested in my Stiff Little Fingers white label (twenty-five quid to you — I paid seventeen for it in 1986) or my rare copy of Blonde on Blonde.

I get by because of people who make a special effort to shop here Saturdays — young men, always young men, with John Lennon specs and leather jackets and armfuls of square carrier bags — and because of the mail order: I advertise in the back of glossy rock magazines, and get letters from young men, always young men, in Manchester and Glasgow and Ottawa, young men who seem to spend disproportionate amount of their time looking for deleted Smiths singles...They’re as close to being mad as makes no difference.

I’m late to work and when I get there Dick is already leaning against the door reading a book. He’s thirty-one years old, with long, greasy black hair; he’s wearing a Sonic Youth T-shirt, a black leather jacket that is trying manfully to suggest that is has seen better days, even though he only bought it a year ago, and a Walkman with a pair of ludicrously large headphones which obscure not only his ears but half his face.
Synthesise what each text states about male record buyers/fans (5)
Exam Question:
Look at Texts C, D and E. Synthesise what these texts say about payday loans.  

Text C is a table from a magazine that shows firms that offer payday loans make their money.

<table>
<thead>
<tr>
<th>Lender</th>
<th>Loan amount</th>
<th>Total charge for credit</th>
<th>Total repayable</th>
<th>Term of loan</th>
<th>Representative APR</th>
</tr>
</thead>
<tbody>
<tr>
<td>wonga.com</td>
<td>£100</td>
<td>£14.79</td>
<td>£114.79</td>
<td>15 days</td>
<td>4.214%</td>
</tr>
<tr>
<td>Payday UK</td>
<td>£100</td>
<td>£25</td>
<td>£125</td>
<td>28 days</td>
<td>1.737%</td>
</tr>
<tr>
<td>QuickQuid</td>
<td>£100</td>
<td>£25</td>
<td>£125</td>
<td>31 days</td>
<td>1.734%</td>
</tr>
<tr>
<td>Payday Express</td>
<td>£100</td>
<td>£25</td>
<td>£125</td>
<td>28 days</td>
<td>1.737%</td>
</tr>
<tr>
<td>KwikCash</td>
<td>£100</td>
<td>£25</td>
<td>£125</td>
<td>28 days</td>
<td>1.737%</td>
</tr>
</tbody>
</table>
As a responsible lender, we:

- Assess every application on an individual basis.
- Make sure our customer care team can't see reasons behind our decisions for your security.
- Consider many pieces of data and perform credit checks to make fast, accurate decisions.
- Assess all applications carefully, and only offer loans to people we think can afford to pay them back and have a guarantee approval.

We don't lend to everyone. You must be:

- A UK resident
- Over 18
- A bank account holder with a debit card
- A mobile phone owner

When it comes to repaying, make sure you have enough money in your account to cover your payments. We'll automatically try to collect repayments from your primary debit card or, if you've registered other cards with us, the most recently registered. Find out more about how we'll collect repayments.

If your application is approved, you will need to keep your repayment promise. We want our relationships to be based on trust, so we lay out the facts as clearly as possible. Only you can decide whether to apply or not. So if you're not sure you can afford a loan, comfortably repay on your chosen date, please get advice before making a decision.
Text E is an explanation of payday loans from an advice website.

Need some quick and easy cash? A payday loan feels easy, but this short term high cost credit can get you into an expensive nightmare – risking scarring your finances and leaving you repaying many times more than you borrowed.

Payday loans are short-term lending often used by people to tide them over (to fill the gap until payday) when they have no other option. They’re often very easy to get – some even do it on mobiles while they’re drunk which makes them feel convenient. But it’s that very ease which is the danger. If you don’t think about what you’re doing, it can be a nightmare.

The loans are typically only supposed to last for days, or maximum of a month, for amounts of up to £1,000 or so. The stated cost can be fairly low, especially when compared to unauthorised overdraft charges. But many borrowers get stung by tricks used by payday loan firms, as well as their lending decisions.

In June 2013, the entire market was referred to the Competition Commission by the Office of Fair Trading for a fuller investigation of practices used in the market, and how well the market’s working for consumers using payday loans.

While we don’t like these loans, for a small sliver of the population (not the millions who get them), they are lending of last resort which, used right, can solve a one-off hole in people’s finances. Before deciding a payday loan is for you please read our warnings here, explore every alternative, and consider your options very carefully.
SYNTHESIS MARK SCHEME

9. Look at Texts C, D and E. Synthesise what these texts say about payday loans. [5]

This question tests the ability to synthesise information effectively from more than one text, interpret themes, meaning and ideas in a text and to use inference and deduction skills to retrieve and analyse details.

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

Give 1 mark to those who identify basic information about payday loans from one or more texts.

Give 2 marks to those who identify and give a straightforward description of payday loans. These answers will begin to collate information from different sources although the response may be uneven.

Give 3 marks to those who identify some range of information on payday loans from across the texts. There may be some reliance on identifying information but these answers will begin to explain the purpose and content of each text.

Give 4 marks to those who include a number of detailed comments about payday loans. These answers will be carefully collated with a wide range of valid supporting points.

Give 5 marks to those who make a wide range of perceptive and astute comments about payday loans. These answers will combine overview and detail and will collate the material effectively. Responses will have a sustained understanding of the texts and purposeful explanations.

EJD/2017
Some areas which candidates may wish to explore could be:

Text C

- A comparison of interest rates according to lender, where Wonga differs greatly from the other four lenders in a number of categories
- The heading and name of each lender connotes money and potential profit

Text D

- Information on how one lender assesses loan applications in a thorough and secure manner
- Clear criteria provided on who qualifies for a loan and how to repay it

Text E

- A payday loan is described as an "expensive nightmare", which could end up "scarring your finances"
- Many borrowers are "stung by tricks" and the entire market was referred for investigation

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.
To summarise what texts C, D and E say about pay loans, is that payday loans are short-term and you have to repay more than what you initially borrowed. Payday loans are easily accessible and can be dangerous because of that. Text C tells us that some payday loan companies charge you more money in a shorter period of time whereas, others charge you the same amount but offer longer periods of time to repay the money. Text D shows us that payday loans are made through bank accounts and the companies like to check if you are able to repay a loan if they give you one.

Text E focuses mainly on the negatives that can come with getting a payday loan, such as how it is dangerously easy to obtain the loans by just using a mobile.

Mark: It focus on question. Range of opt details. Could be more precise.
What the WJEC say?

- Timing is really important, as a comparison question will be one of the final
- It will have a high mark tariff
- Read question carefully - what is the focus of comparison?
- Make sure both/all texts receive consideration
- Answer should be based on the text NOT on personal viewpoint
- Make it clear which text is being referred to
- Points should be supported with textual evidence

TEXT A is taken from a novel by Tony Parsons called 'Men and Boy'. It charts the experiences of Harry, a father trying his best to bring up his four-year-old son, Pat, alone.

Pat started school.

The uniform he had to wear should have made him look grown up. The grey V-necked sweater, the white shirt and the yellow tie should have made him look like a little man. But they didn't.

The formality of his school clothes only underlined the shocking newness of him. Approaching his fifth birthday, he wasn't even young yet. He was still brand new...

And now I had to let my beautiful boy go out into the world. At least until 3.30. For both of us, it felt like a lifetime.

He wasn't smiling now. At breakfast he was pale and silent in his pastiche of adult's clothing, struggling to stop his chin trembling and his bottom lip sticking out, while over the Coco Pops I kept up a running commentary about the best days of your life...

Then it was time to go. As we drove closer to the school I was seized by a moment of panic. There were children everywhere, swarms of them all in exactly the same clothes as Pat, all heading in the same direction as us. I could lose him here. I could lose him forever.

I took Pat's clammy hand and we joined the throng. We were just going through the gates to join them when I noticed the lace of Pat's brand new black leather shoes was undone.

'Let me get your lace for you, Pat, I said, kneeling down to tie it.

Two bigger boys rolled past, arm in arm. They leered at us. Pat smiled at them shyly.

'He can't even do his shoes up,' one of them snorted.

'No,' Pat said, 'but I can tell the time.'

They collapsed in guffaws of laughter, holding each other up for support, and reeled away repeating what Pat had said with disbelief. It was time to leave him. Although there had been a few emotional goodbyes before he dropped out of nursery school, this time felt a bit different. This time it felt as though I were being left.

He was starting school, and by the time he left school he would be a man and I would be middle-aged. Those long days of watching Star Wars videos at home while life went on somewhere else were over. Those days had seemed empty and frustrating at time, but I missed them already. My baby was joining the world.
TEXT B is an extract from Laurie Lee’s autobiography, ‘Cider With Rosie’, written about his childhood in the 1920s.

The morning came, without any warning, when my sisters surrounded me, wrapped me in scarves, tied up my bootlaces, thrust a cap on my head, and stuffed a baked potato in my pocket.

‘What’s this?’ I said.

‘You’re starting school today.’

‘I ain’t. I’m stopping ‘ome.’

‘Now come on Loll. You’re a big boy now.’

‘I ain’t.’

‘You are.’

‘Boo-hoo.’

They picked me up bodily, kicking and bawling, and carried me up to the road.

The playground roared like a rodeo, and the potato burned through my thigh. Old boots, ragged stockings, torn trousers and skirts went skidding and skidding around me. The rabble closed in; I was encircled; grit flew in my face like shrapnel. Tall girls with frizzled hair, and huge boys with sharp elbows, began to prod me with hideous interest. They plucked at my scarves, spun me round like a top, screwed my nose, and stole my potato.

SIGNPOSTING COMPARE/CONTRAST

similarly

On the other hand

likewise

conversely

equally

however

By the same token

although

Getting Started...

Both children seem under-prepared and shocked by the experience of starting school. In text A, Harry, the narrator describes his son, Pat’s ‘shocking newness’ which implies that he is not yet ready to start school, similarly, text B recounts how Laurie felt that ‘the morning came, without warning’ this also seems to suggest he is taken aback by the prospect of starting school.
Compare and contrast both experiences of starting school. (10)
‘Compare’ Guidance

✓ Timing is really important, as a comparison question will be one of the final questions in Section A (on one of the papers) and will have a high mark tariff.
✓ Read the question carefully – what is the focus of the comparison?
✓ Make sure both/all texts receive consideration.
✓ The answer should be based on the text and NOT on a personal viewpoint/opinion.
✓ Make it clear which text is being referred to.
✓ Points should be supported with textual evidence.
12. Texts D and E are written by new dog owners. Compare and contrast their experience of bringing a dog into their lives.
Text D - a newspaper article gives us India Knight’s views on owning a dog

I think I’m in love

This summer India Knight got a puppy. Cats are all very well, she says, but if you want to be a better person, get a dog.

It would be ridiculous to speak of dogs “having a moment”. Nevertheless, after years of cat domination, dogs are suddenly everywhere: at Ralph Lauren and Gucci (both brands now have a pet section), at John Lewis, which boasts a new pet department, in apps such as Doggity, which lists dog-friendly pubs and restaurants, and even in O2’s current ad campaign, with its strapline: Be More Dog.

Dogs are also having a moment in my house. Last June, after months of deliberation — and I really wouldn’t advise anyone to get a dog on the spur of the moment — we went to Sheffield to collect our puppy, Brodie (from a proper, Kennel Club-registered breeder. Never obtain a dog from a pet shop; google “puppy farming” if you don’t know why). It was passionate love at first, well, second — we’d picked him from the litter several weeks beforehand — sight.

I was not always a dog person, even when I had a dog before. Looking after dogs properly takes a lot of time, and it’s not necessarily time you have if you also have small children. But I’ve always been more dog than cat. All of the things that people admire in cats — their aloofness, their fickleness, the fact that they like you well enough but can basically take you or leave you — are traits I don’t find very likeable. Dogs, on the other hand, are enthusiasts. They love everything. They love walks. They love grass. They love leaves. They love sticks. They love running and jumping and eating and having naps. They are the most extraordinary life-enhancers. They’re also brilliant companions, and I say that as someone who lives with five other people. They don’t merely tolerate being stroked or petted: dog trainers will tell you that, for dogs, being patted or cuddled is even better than a delicious edible treat. They just love you and want to be happy with you. It’s extraordinarily touching. I think dogs make you a better person.
I used to laugh hysterically at people who said that having a dog was a bit like having a small child, but, actually, if you do it properly, it sort of is. A couple of months ago, my partner and I were away for the weekend, without Brodie. We were having an idyllic time, which didn't stop me from wondering out loud what Brodie was doing. "Playing, probably," my partner said, looking wistful. And then we became aghast and said: "Good grief, what have we become?" Dog people, is the answer. We are dog people, and it's a complete joy.

http://www.thesundaytimes.co.uk/sto/style/homes_and_gardens/pets/article1339234.ece
Text E is written by a new dog owner who has experienced some negative dog behaviour

How Dash the greyhound wrecked my home

Sarah, my girlfriend of two years, wanted to help me fulfil my boyhood dream to own a dog. We'd even thought of the name we'd call our dog: Dash.

The first challenge came sooner than I thought. I'd decided she would be comfiest lying on the back seat of my Ford Ka for the journey home; but when I said 'sit' and 'lie down' she gave me a blank look and stood bolt upright, her head touching the roof. I thought she was bound to settle down once we were under way, but as I took the first left turn, I looked in the rear-view mirror and saw her slide over to the right. After a series of little prancing movements, she regained her footing. Then, when we stopped at the lights, I felt a paw on my shoulder.

For the rest of that first afternoon, it was like I had a canine shadow. If I made a cup of tea, Dash stood and watched; if I went into the lounge and sat down, she followed. Later, when Sarah and I started to make dinner, Dash stood on her hind legs with her front paws resting on the worktop, nosing the ingredients and vacuuming up scraps that dropped to the floor. When it actually came to us sitting down and eating, Dash rushed from one end of the table to other, whining. In the end Sarah and I ate standing up, wedged in a corner of the kitchen with our backs turned.

Then it was time for the real test: Dash's first night alone in her new bed. We shut her in the conservatory. 'She's got to learn, she's got to tough it out,' I said as we went upstairs to bed. But the whining was so intense, Sarah went back down again before long to check on Dash and returned shaking her head severely. 'She's really not happy — she's got these crazy eyes,' she said.
Another sleepless hour and Sarah whispered: ‘Look, we’ve got to go down before she hurts herself.’ And it was then we discovered the devastation in the conservatory. Dash was standing panting feverishly on the table. The door was scratched, the chair-backs gnawed, a plant pot smashed to pieces and an electric flex bitten in half. Dirt was strewn all over the floor. A standard lamp leant precariously against the wall. The table and chair legs were covered in a rash of tooth marks, with several chunks completely missing. The scratches on one side of the door looked like they’d been made by a sabre-toothed tiger. Or a dinosaur. It took just an instant to take all this in, as my eyes were so wide with horror and fear.

After that, Sarah did what I couldn’t (or wouldn’t). She fetched the spare duvet and went downstairs to sleep on the sofa. That first night was so awful, I was convinced we’d made a terrible mistake. But Sarah insisted I must be patient as I braced myself for the next challenge.

Daily Mail

By Andrew Dilger
12. Texts D and E are written by new dog owners. Compare and contrast their experience of bringing a dog into their lives. [10]

This question tests the ability to interpret themes, meaning, ideas and information in a range of texts and comparing and evaluating the usefulness, relevance and presentation of content.
Give 0 marks for responses where there is nothing worthy of credit.
Give 1-2 marks to those who identify basic similarities and differences in terms of the new dog owners’ experiences between the two texts.
Give 3-4 marks to those who identify and give a straightforward description of the similarities and differences between the two texts and the writers’ experiences.
Give 5-6 marks to those who identify the similarities and differences between the two texts, and make some comparisons and/or contrasts about the experiences that the two writers have had.
Give 7-8 marks to those who make detailed comparisons and contrasts about the two owners and the experiences they have had with their dogs, with valid comments on the similarities and differences between the two texts and the writers’ reactions to what they have experienced.
Give 9-10 marks to those who make comparisons and contrasts that are sustained and detailed, showing clear understanding of the similarities and differences between the two texts including the writers’ experiences, attitudes and feelings.
9/10 SAMPLE ANSWER

Texts D and E have different viewpoints on owning a dog in these texts. Text D has a positive tone to it whereas text E has a negative tone. Both have a heading. However, the tone of the headings are different. Text D states 'I think I'm in love the fact she was the abstract noun implies immediately she has had a positive experience of keeping a dog. However, text E states 'How Dash The greyhound wrecked my home'. The strong verb wrecked suggests immediately the dog has caused damaged and immediately I felt that he will have had negative experience keeping a dog. Both writers' feelings before getting a dog contrasts with how they felt after getting the dog. India Knight had owned a dog previously but was not over enthusiastic about being a dog owner. (which contrasts with her feelings after). However, for Andrew Dilger it had been a 'boyhood dream' to own a dog which suggests he had an idealised view of dog keeping and hadn't owned a dog in childhood which is different to India Knight. India had a positive experience of keeping her dog as sees it as a child. You get the sense she 'reluctantly' left the dog when she went on her weekend away. This contrasts with text E as he does want to leave the dog alone (even when he is in the house 'she's got to learn'). He feels he made a terrible mistake because of the destruction the Dash caused in his conservatory. Whereas the impression you get from Knight is she has a harmonious relationship as there is no talk of destruction (which might have happened as puppies, even good ones) chew. The language text D uses is positive 'love' 'idyllic, 'joy' to describe keeping a dog. However, the 'language' used in E is negative 'Crazy eyes', 'Scratches'... made by a sabre tooth tiger. or a dinosaur. Probably both articles use exaggeration but Text E positive words and Text D negative words.

Mark: 9 Ranges across the two texts. Valid & insightful comparisons. Texts clearly identified.
This section will include an editing task focusing on understanding short passages at word, sentence and text level. You will be required to complete an editing section worth 5 marks. It focuses on verbal reasoning skills. Verbal reasoning is, in a nutshell, thinking with words. Generally speaking, it involves thinking about text, solving word problems, following written instructions to come up with a solution, spotting letter sequences and cracking letter- and number-based codes.

Cloze Exercises

The (1) fought hard to keep the village school open. The chairman of the governors won (2) from the audience when he explained that they had won the battle.

a. Circle the word below that best fits gap (1).
neighbours
campaigners
instigators
councillors

b. Circle the word below that best fits gap (2).
gratitude
praise
notoriety
applause

Connie felt a growing __________ as the stranger drew closer. But as she spun to confront her pursuer she recognised his face and laughed in sudden __________.

Which pair of words best fit the gaps?

a. distress, terror
b. dread, relief
c. anticipation, boredom
d. happiness, relief

Owing to her __________ nature and her penchant for extreme sports, Sylvie had developed a reputation amongst her friends as a bit of a __________.

Which pair of words best fit the gaps?

a. open, diva
b. irresponsible, entrepreneur
c. reckless, daredevil
d. calm, eccentric
Sequencing

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

1. When she got to her grandma's, she found the wolf in bed.
2. As she was walking, she met a wolf who asked her where she was going.
3. A passing woodcutter saved her before the wolf could eat her.
4. She took a short-cut through the woods.
5. Little Red Riding Hood left to visit he grandma.

a. Which sentence should come second? _______

b. Which sentence should come fourth? _______

Read all of the sentences first.
Look for clues that might help you:
- Are there any proper nouns used which are replaced by pronouns in other sentences?
- Look at the tenses – do they change?
- What do the connectives tell you about the sequence?

So, what's the correct order?
5, 4, 2, 1, 3

Therefore:

a. 4
b. 1

It's worth putting them all into the correct order first, then working out what's needed to answer the question.

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

1. The introductory talk and film, which followed a delicious supper, made the pupils feel very excited about the coming week's activities.
2. At four thirty, they arrived at their destination, looking decidedly bedraggled after standing in the rain for hours while waiting for various connections on the way.
3. They could now relax, feeling confident that even if the weather remained inclement, they could enjoy all the facilities the centre had to offer.
4. On the morning of November 10th, bright and early, twenty pupils could be seen hurrying for the north-bound train, eager anticipation written all over their faces.
5. After meeting the Outdoor Pursuits centre's staff, they were taken to their rooms which were cosy and warm and they were able to change into dry clothes.

a. Which sentence should come second in the text? _______

b. Which sentence should come fifth in the text? _______
Read the sentences below. They are taken from a job rejection letter and are in the wrong order. Answer the questions that follow.

1. I regret to inform you that on this occasion your application has been unsuccessful.
2. I would like to take this opportunity to thank you for your interest in Andy's Supermarket and wish you every success in your future.
3. Thank you for your recent application for the post of Warehouse Manager at Andy's Supermarket.
4. However, we will keep your details on file and contact you should a more suitable position become available.

a. Which of these sentences should come first? __________

b. Which sentence should come fourth? __________

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

1. Suddenly, a dark shape materialized from the crowd and headed towards her. Her breath caught in her throat.
2. The room was filled with the sound of music and the movement of dancers blocked her view. She craned her neck to see over their heads.
3. She pushed through the open door and felt a twitch of anxiety as her eyes scanned the crowded room.
4. The party was already in full swing when Carrie arrived and entered the house.
5. But as she recognised the figure she sighed in relief; perhaps this night wouldn't be so terrible after all.

a. Which of the above sentences should come first? ______

b. Which of the sentences should come fourth? ______

c. Which sentence should come fifth? ______

**PROOF-READING**

In Unit 2, you will also be asked to proofread and correct a text. It will be worth five marks, so it's more than likely that there will be five mistakes to spot and correct.

**Top Tips: These are useful for checking your own writing too!**

- Look closely at prepositions – under, to, around, through, etc. – as these can be misused or confuse the sentence.
- Check for content/spelling/tenses on one read-through and punctuation on a separate read-through. Read aloud in your head.
- Read work backwards. You tend to see spelling mistakes this way.
- Create a personal checklist of things that you tend to get wrong. Your teacher's careful marking will help you.
To open a bank account you usually have to fill in an application form. Read the application below which has some errors in it.

Identify the five errors and correct them.

Name:
James Thomas
Address:
112 Wood Avenue, Newport, NP2 4PK
Contact telephone number:
0774 326 139
Reason for opening account:
For my weekly wages to be transferred from my employers account and for easy access to my money.

The following text is to be posted on a school website. Identify and correct the 5 errors. (5)

ROADWORKS

We have been informed by the Counsel that extensive road works are scheduled to take place along Llanfair Road starting on 12th October. Access to the school site will continue for safety reasons for staff and for visitors, but it will not be possible for parents to park opposite the school for the duration of the road works. I hope that this will not effect your child’s travel arrangements too seriously and I know that we can rely on your co-operation.

The following is part of a draft of letter sent to the customers of a water supply company. Identify and correct five errors in the text.

Dear customer

Our job is to provide you with the best quality water and sewerage services. Some customers in your area have experienced discoloration to the water supply. We would like to apologise if you have been effected.

We would like to reassure customers that discoloured water is unlikely to be harmful to health but we wouldn’t expect anyone to drink it when it looks unpleasant. Please be assured that we carry out regular sampling and analysis to insure your water supply meets the highest standards.
UNIT 2 WRITING

What the WJEC say?

In this section, candidates will complete one writing task from a choice of two that could be description, narration or exposition. Candidates will be required to write one piece of extended writing, drawing upon reading materials in section A where appropriate. This could include, but not be limited to, biography, memoir, travel writing, food writing, diary, story and personal essays.

You will be given a choice of two questions/tasks and you must select one of them. This is worth 35 marks (20 marks for communication and organisation; 15 marks for written accuracy).

You may wish to draw upon some of the ideas from the reading material in Section A, if you think it is appropriate. You must not copy the ideas, but use them to influence your writing in a sensible manner.

You should aim to write 350-500 words (approximately 2 sides of the answer booklet).

Don't waste time counting the words!

Suggested Timings:

- 10 minutes to complete the proofreading exercise;
- 5 minutes to plan your piece of writing;
- 35 minutes to write your response; and
- 5 minutes to check and improve your response.
Planning My Writing

- Why am I writing this?
- What do I want to achieve?
- What do I want the reader to do as a result of reading my text?

- Who am I writing this for?
- What does the reader need to know?
- How should I address the reader? Direct address or more detached?

Purpose Audience
Format Tone

- What type of text am I being asked to write?
- What would be the expected features of this kind of text?

- Should my writing be lively, serious or entertaining?
- Should I be writing formally or informally?
- What sort of language should I use?

How my writing is assessed?

<table>
<thead>
<tr>
<th>Band</th>
<th>Writing Accurately</th>
</tr>
</thead>
</table>
| 5    | ✓ A wide range of appropriately ambitious vocabulary used for effect  
|      | ✓ Effectively varied and accurate sentence structures  
|      | ✓ Confident use of accurate punctuation throughout  
|      | ✓ Secure tenses and grammar throughout |
| 4    | ✓ A wide range of appropriately ambitious vocabulary  
|      | ✓ Varied and accurate sentence structures  
|      | ✓ A range of accurate punctuation used  
|      | ✓ Accurate spellings most of the time  
|      | ✓ Secure tenses and grammar |
| 3    | ✓ A good range of appropriate vocabulary, some precision  
|      | ✓ Varied sentence structures, mostly accurate  
|      | ✓ A range of punctuation used, mostly accurate  
|      | ✓ Mostly correct spellings  
|      | ✓ Mostly secure tenses and grammar |
**DESCRIPTION**

PISA definition for descriptive writing is:

Description is the type of text where the information refers to properties of objects in space. The typical questions that descriptive texts provide an answer to are what questions. Descriptions can take several forms. Descriptions present information from the point of view of descriptive impressions of relations, qualities, and directions and space. Frequently, technical descriptions use non-continuous text formats such as diagrams and illustrations. Examples of text objects in the text type gory descriptions are a depiction of a particular place in a travelogue, a catalogue, a geographical map, and online flight schedule or a description of a feature, function or process in a technical manual.

Describe an occasion when someone unexpectedly comes into money.

**Sample Answer 1**

One day, a man went to come in with some money cause he didn’t pay me back when I borrowed him some money. So I tried to phone the man so many times. And I didn’t get an answer. Me and my mate went round to find his house and we couldn’t find it, so we asked some people if they know the man who didn’t pay back the money and all of them said ‘no’. We went back to see if the guy came to pay us back but he didn’t.

About a week later the man came in to ask if he could borrow some money, so we gave him £100 and he said that he was going on holiday and can’t pay back to price in at least a month. We said ‘ok, but you need to pay when you’re back home’. Later on this evening the man came at last so we asked him where he has been and he told me that he came earlier on and no one was here apparently. So we said that me and my mate went out to find you. And then he paid us back happily and another customer came in to say that he needs to pay back the will of borrowing money.

We asked for his name and he said ‘Jacob Howard’ and we searched him up and the name wasn’t on the computer so we searched again but I didn’t pop up. He told us that he’s been here before to ask for money. They guy came earlier to pay back and he said his name was Jacob Howard and he paid us back. So are you sure your name is Jacob Howard and he said ‘yes’ so that means you don’t need to pay us anymore.

So we have 10 minutes as left until the shop is closed and another man came in to see if he borrowed money like me a month ago and there was someone who hasn’t paid us back like a month ago and I asked him, is your name ‘Michael; Nicholas’ and he said yes so that is £200 for pay back and he didn’t have enough money to pay me back so he ran back home to get more money and came back to pay us back.

**What the WJEC said?**

4/20 (Content and Organisation) 3/15 (Writing Accurately) TOTAL: 7/35

It does not make much sense. There was no evidence of a plan. It is very basic in terms of its vocabulary.
Sample Answer 2

PLAN
PLAYING THE LOTTERY
(1) Sent husband to choose lottery number on way home.
(2) Putting the lottery numbers on.
(3) Watching the tele, not thinking we'd won.
(4) Text message from husband.
(5) Turn to my mum and give her money for the bill she

I couldn't believe we were having this conversation. AGAIN! Mum was always at mine moaning about some bill or another - gas, water, council tax ... It was always the same conversation 'How am I going to pay it? I've tried gettin' another job, but, well, it's not...... workin' out for me. 'She had my sympathy but I was just about making ends meet.

"Mum, Mum, Dad is on the phone, he wants to know what numbers to put on the lottery" my daughter, Ava, shouted loudly from the gloomy small and tired looking hall. "A lucky dip and the normal birthday numbers." I boomed back to her.

My mind wandered.....
"Can you just check my lottery ticket for me?" I asked the girl politely not expecting to win anything. "I'm just going to get my manger. Er, I need to check something. "My mind was battered with thoughts - what WAS going on?

The manager trotted after the girl. He was a fat man with what I supposed was a fake smile. He put the ticket through again and nodded "You've won!" I've won! I've won! I've won! I thought to myself excitedly. My heart pounded as tears of joy started to form in my huge, aqua eyes (my best feature I'd always been told). My hand shook as I took the ticket back. My troubles were finally over. My mother's troubles were finally over! A Cruise to the Caribbean. A new mansion to live in. Botox. The list was endless.

Lying on the sunbed I turned to my loving husband 'Isn't life just great,' I stated. The calm and tranquility of the poshest resort in Tenerife was a dream come true. After years of struggling here I was not worrying about money. The 5* hotel stood proudly to the right. Glass doors sparkled and the classy hotel sign with its elegant font shouted 'luxury'. The clear blue sky and gentle breeze encompassed me in happiness.

"Jane, Jane. What am I going to do about the council tax? I've been threatened with court." My mother again demanded my attention.

"Oh, Mum. I don't know." My dream had just been shattered into a thousand pieces and here I was back to reality.

Later that evening as usual my hopes were raised again just before the lottery started; I always imagined winning. For those 10 minutes I was rich beyond my wildest dreams. It was a fabulous feeling that made me feel good. Ava, was sat next to me cuddled in - our Saturday night routine when John was at work (which was most Saturdays).

18........54........29..........22..........47..........1.....

Unfortunately these were not my numbers. Lady luck had escaped me once again.

Suddenly my phone beeped loudly:

[Image of phone: JANE I THINK WE'VE WON]

I replied hastily.

[Image of phone: WON WHAT?]

What the WJEC said?

16/20 (Content and Organisation)
12/15 (Writing Accurately)
TOTAL: 28/35
Some maturity; sustains interest; lively style; well planned.
It did cross my mind but I didn’t want to believe it. Could we have won the lottery?

THE LOTTERY

was the reply. Maybe we’d got 3 numbers and we’d won £10.

I smiled at mum as she handed over the cheque to the bank teller:

Please pay JOAN SUMMERS ONLY
The sum of FIFTY THOUSAND POUNDS ONLY
Signed

£50,000

Possible Titles
- Describe a familiar landscape or building exaggerating its dramatic or sinister qualities.
- Describe an occasion when someone visited the beach.
- Describe a place you are familiar with following an episode of extreme weather.
- Describe an occasion when you felt nervous.

Look at the description below. Colour code the successful use of techniques evident in the response.

tentatively, I looked around. The carnage had spread. Skyscrapers and office blocks, once roud and grand structures, crumbled meekly into the maelstrom of black dust and rubble thick gathered relentlessly at their feet. One glass panelled building on the edge of the oor ruined industrial estate bore the scars of the explosions that followed the arrival of the rater, its sleek and smooth veneer now eerily jagged and sharp. Through the glassless ames poked the luxurious furniture that had enveloped its boozy guests with warmth and omfort only hours earlier. The true cost of this day is impossible to comprehend. More han money, more than property: lives have been shattered, hopes have been stolen, and omes ransacked by Mother Nature’s scornful hand. Irony exists in the East, where theacons which cut the mountainous horizon conceal the devastation that struck Newport in the evening’s fading light. To the West, however, the view is bleak and barren. One might e forgiven for mistaking the muddy torrent for the wildest ocean, though no ocean ought xist in the rural destitute of South Wales. Upturned cars float like dented icebergs, carving heir path through the fast flowing debris, dancing and bobbing in the wake of the current.

Similes Varieties of sentence lengths BOOM adjectives

Verbs Personification
NARRATION

The PISA definition for *narrative writing* is:

Narratives present change from the point of view of subjective selection and emphasis, recording actions and events from the point of view of subjective impressions in time. Reports present change from the point of view of an objective situational frame, recording actions and events which can be verified by others. News stories intend to enable the reader to form their own independent opinion of facts and events without being influenced by the reporter's references to his own views. Examples of texts in the text type category narration are a novel, a short story, a play, a biography, a comic strip, and a newspaper report of an event.

Narratives can be written in the first or third person. First person narratives allow the reader to understand someone's thoughts and feelings, and empathise with them more easily. Third person narratives allow the reader to see everything that is happening, not just one character's version of events. However, the reader won't know a character's inner thoughts and feelings unless they share them with another character.

In the exam, you will often be asked to write about yourself: for example, a time that you felt nervous or an account of your first day at school. However, you should be prepared to write in the third person too.
Narratives always work best when they follow a structure or plan. The most commonly used structure in story-telling is the five-part plan.

1. Starts with a gripping opening.
2. Then there is the opening to a problem or the action begins to rise.
3. The narrative reaches a climax or the problem reaches a peak.
4. The action begins to fall.
5. The narrative ends with a satisfactory resolution; often the problem is solved.

Possible Titles

- Write about a time when you had an unexpected visitor.
- Write about a time you looked after a pet.
- Write an account of your first day at school.
- Write an account of a time you did something dangerous.
- The Coming Storm
- The Visitor

Narration: Memorable Journey (Boxing up the text)

Produce a version of a narrative which maps/emulates the techniques used in the effective exemplar.

<table>
<thead>
<tr>
<th>Content</th>
<th>What can I map/ emulate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The nervous tension seemed to start as soon as I woke from my slumber. This journey was going to be epic. Immense. Terrifying! Eventually I was calm enough to get my freshly ironed suit on and clutched at my briefcase</td>
<td></td>
</tr>
</tbody>
</table>


apprehensively. I tried not to snap at my mother as she nagged, clucked and fussled around me throughout my breakfast. I even ignored the fact that there were no Cheerios in the house and ate my Cornflakes in subdued silence.

3 Clambering into the back of the red Mini Cooper, I looked anxiously at the house. When would I return? Would I be a changed person? Wiser perhaps, older certainly! The ignition button was pressed and my mother reversed out of the drive with her usual lack of spatial awareness.

4 This would not be a short journey. The houses started to blur into the green of the countryside but I was not in the mood to take in the scenery. My stomach was churning at the thought of the 'first day of the rest of my life' as my parents enjoyed calling it.

5 Finally after an eternity the car pulled into the one vacant bay left. I could see the others entering the building and this should have made me feel better. It didn't. They looked so much more experienced.

6 "Right love," my mother said with a tear in her eye, "I will pick you up in two hours. Don't forget that your snacks are in your lunch box." I eyed the Bob the Builder lunch box and looked up at the sign screaming out 'Little Gems Day Nursery'. At least the journey home would be happier.
## Unit 2 Writing Mark Scheme

<table>
<thead>
<tr>
<th>Communicating and Organising</th>
<th>Mark /20</th>
<th>Writing Accurately</th>
<th>Mark /15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic coherence</td>
<td></td>
<td>Limited vocabulary</td>
<td></td>
</tr>
<tr>
<td>Some relevant content but</td>
<td></td>
<td>Some attempt to use</td>
<td></td>
</tr>
<tr>
<td>uneven</td>
<td>1-4</td>
<td>punctuation</td>
<td>1-3</td>
</tr>
<tr>
<td>Simple sequencing of ideas</td>
<td></td>
<td>Limited command of</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>grammar</td>
<td></td>
</tr>
<tr>
<td>Some coherent writing</td>
<td></td>
<td>Some range of vocabulary</td>
<td>4-6</td>
</tr>
<tr>
<td>Develops some ideas with</td>
<td>5-8</td>
<td>Some control of</td>
<td></td>
</tr>
<tr>
<td>interest</td>
<td></td>
<td>punctuation</td>
<td></td>
</tr>
<tr>
<td>Some attempt at organisation</td>
<td></td>
<td>Spelling usually accurate</td>
<td></td>
</tr>
<tr>
<td>Writing is mostly controlled</td>
<td></td>
<td>Good range of vocabulary</td>
<td>7-9</td>
</tr>
<tr>
<td>Clear awareness of reader</td>
<td>9-12</td>
<td>Some variety of sentence structure</td>
<td></td>
</tr>
<tr>
<td>Some development of ideas</td>
<td></td>
<td>Most spelling usually accurate</td>
<td></td>
</tr>
<tr>
<td>Controlled and secure writing</td>
<td></td>
<td>Wide range of vocabulary</td>
<td>10-12</td>
</tr>
<tr>
<td>Engages interest with some techniques</td>
<td></td>
<td>Secure command of grammar</td>
<td></td>
</tr>
<tr>
<td>Develops ideas with detail</td>
<td>13-16</td>
<td>Range of punctuation used accurately</td>
<td></td>
</tr>
<tr>
<td>Writing is clearly organised</td>
<td></td>
<td>Spelling is secure</td>
<td></td>
</tr>
<tr>
<td>Mature and fluent writing style</td>
<td>17-20</td>
<td>Wide range of ambitious vocabulary</td>
<td>13-15</td>
</tr>
<tr>
<td>Sustains reader's interest</td>
<td></td>
<td>Effective variation of sentence structure</td>
<td></td>
</tr>
<tr>
<td>Confident use of techniques</td>
<td></td>
<td>Virtually all spelling correct</td>
<td></td>
</tr>
<tr>
<td>Ideas convincingly developed with detail</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How did I do?**

**TOTAL /35**

**WHAT WENT WELL?**

---

![Symbol Image]
EXPOSITION

This task could be a good choice. Don't dismiss it, even if it looks challenging. Look at the example. If you look at it without the quote, it’s quite easy!

“When I was young I thought that money was the most important thing in life; now that I am old I know that it is.” (Oscar Wilde).

Write an essay explaining why money is important to teenagers.

Top Tips...

The exposition essay is an opportunity for you to give reasons or explain a process. The challenge with any of the writing tasks will be for you to sustain and develop your ideas, meaning that planning is essential. This task is open to different approaches: you could take the title as set and outline the many reasons why money is important to a teenager or you could write why it is important to some but not to others. There is no requirement to persuade or argue a point of view here, just to give your reasons articulately. You should demonstrate the quality of your ideas through well-constructed and varied points.

All of the writing tasks in Section B will be thematically linked to the reading material in Section A. When you are writing an expository text, it is essential that you use the information to help you.

What the WJEC say?

'In expository writing, candidates are expected to present reasons or explanations based on the understanding and synthesis of ideas / information gleaned from texts read and from other personal experiences.'

Finding the right tone and register for your response is an important skill. An essay will expect you to write in a formal way, with a formal tone and using Standard English. You must not respond to the task in an informal or colloquial style.
Possible Titles

- "It is really important that kids spend as much time travelling and learning as possible from a young age." (Sir Richard Branson) Write an essay to explain the extent to which you agree with this view, giving clear reasons and examples.
- "Footballers are role models for children but they behave in an irresponsible manner and youngsters are likely to copy their behaviour both on and off the pitch." Write an essay to explain the extent to which you agree with this view.
- "I really think if you have a tattoo you have to wonder about what kind of future you have ahead of you" Write an essay to explain the extent to which you agree with this view, giving clear reasons and examples.

SAMPLE RESPONSE

Oscar Wilde once said "When I was young I thought that money was the most important thing in life; now that I am old I know that it is." I agree with this statement. As a teenager, I feel that money is important and there are several reasons why.

One reason why teenagers feel that money is important is that they like to feel independent and mature. This is because teenagers are growing up and feel like they can do everything by themselves and feel empowered and inspired and so, many decide to get jobs, to earn money to be able to do things on their own. Teenagers also begin to realise that the phrase 'Money is what makes the world go around' is true because money controls everything. For example, homeless people have no home because they have no money, more than likely due to having no job. If you don't have money you can't survive in today's society.

Another reason why teenagers think money is important is that it can affect your future. University is a big step in anyone's lives, yet some people cannot attend university due to lack of funds. So many teenagers begin to save up money to pay for university, and there is no better time to do so. Helping to pay for university also makes teenagers feel independent because they've bettering their own future, which makes teenagers feel very content and pleased.

For many teenagers money means shopping, and shopping means new possessions, and new possessions to a teenager means happiness. Whenever a teenager buys something they become happy because they have a new thing to use and explore. However it often becomes even more pleasing when you're doing something with a friend. Experiencing something with a friend, to a teenager, makes the experience more enjoyable and also makes a teenager feel as though they fit in, which for a teenager is rare. Buying something with money lifts a teenagers spirits.

Money is important to teenagers because it can provide driving lessons. The main thing teenagers want to do is explore and learning to drive means that you can explore the country and that means a lot to teenagers because they feel free and independent.

To conclude money is extremely important to teenagers because it means independence which is what teenagers crave.
<table>
<thead>
<tr>
<th>Introductory paragraph. Make your aims clear here. What is the purpose of your essay? Engage your reader with some interesting evidence or a relevant fact to grab their attention.</th>
<th>Main argument - first section/paragraph. Write down your first argument - what is it? How are you going to explain and support it? Do you need to offer a concluding statement about what you have said before you move on? Can you link it to your next paragraph?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main argument - second section/paragraph. Write down your next argument - what is it? How are you going to explain and support it? Do you need to offer a concluding statement about what you have said before you move on? Can you link it to your next paragraph?</td>
<td>Main argument - third section/paragraph. Write down your next argument - what is it? How are you going to explain and support it? Do you need to offer a concluding statement about what you have said before you move on? Can you link it to your next paragraph?</td>
</tr>
<tr>
<td>Main argument - fourth section/paragraph. Write down your next argument - what is it? How are you going to explain and support it? Do you need to offer a concluding statement about what you have said before you move on? Can you link it to your next paragraph?</td>
<td>Conclusion. This your chance to make a final statement based on all that you have written. You should repeat your initial arguments (using different words if you can) then summarise the points you have put forward. End with a final statement on the topic. Try to keep your reader interested and encourage them to continue thinking about what you have discussed.</td>
</tr>
</tbody>
</table>
Unit 3 – Writing Section

- Unit 3 requires two writing tasks: 1 hour total
- Advice is 10 mins planning time, 50 writing

That means, for each piece you will have:
- 5 mins plan
- 23 mins write
- 2 min check
# Persuasive Language Features

<table>
<thead>
<tr>
<th>Feature</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Address</td>
<td>Talking directly to the reader.</td>
<td></td>
</tr>
<tr>
<td>Imperative</td>
<td>Ordering the reader to do something (verb first).</td>
<td></td>
</tr>
<tr>
<td>Comparison/Contrast</td>
<td>Suggesting a difference between 2 things or situations.</td>
<td></td>
</tr>
<tr>
<td>Superlative</td>
<td>An adjective stated in its best or strongest form.</td>
<td></td>
</tr>
<tr>
<td>Alliteration</td>
<td>Starting several words in a sentence with the same letter.</td>
<td></td>
</tr>
<tr>
<td>Personal Pronoun</td>
<td>I/you/he/she/it/we/you (plural).</td>
<td></td>
</tr>
<tr>
<td>Exaggeration</td>
<td>The deliberate representation of something in an excessive way.</td>
<td></td>
</tr>
<tr>
<td>Anecdote</td>
<td>A short personal story.</td>
<td></td>
</tr>
<tr>
<td>Rhetorical Question</td>
<td>A question in which the answer is clearly implied.</td>
<td></td>
</tr>
<tr>
<td>Flattery</td>
<td>Complimenting the reader to make him/her feel good.</td>
<td></td>
</tr>
<tr>
<td>Opinion as Fact</td>
<td>Stating an opinion so as to make it appear as truthful.</td>
<td></td>
</tr>
<tr>
<td>Repetition</td>
<td>Stating a word or phrase more than once for emphasis.</td>
<td></td>
</tr>
<tr>
<td>Emotive Language</td>
<td>Using words/phrases in order to stir an emotion in the reader.</td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td>Using numerical facts/figures.</td>
<td></td>
</tr>
<tr>
<td>Triple</td>
<td>The listing of words or phrases in a group of three for impact.</td>
<td></td>
</tr>
</tbody>
</table>
Dear Sir or Madam

I am writing to you to attempt to persuade you to write your own persuasive letter. I'm sure you will agree with me that this is an important endeavour and one which you are more than able to accomplish. Naturally, while you may wish to complete other pieces of writing at this time, I'm sure that everyone would greatly appreciate reading your opinions and insight as soon as possible and while you have the support of others around you. While any others will write similar letters of persuasion, I am confident that your letter will be most useful at persuading the reader.

I'm sure I need not remind you to clearly outline which direction you are persuading the reader in your letter. Ensuring that your letter is structured correctly is of the utmost importance, as this will form the first impression of your letter and will make it feel professional.

While I trust that you will support your letter with positive comments and include reasons for why the reader should follow your argument and way of thinking, you should also include possible counter arguments and reasons against them. You could simply include arguments just for your cause, as some poor writers often do, but this can appear wholly one-sided and I strongly commend that include some counter arguments and then dissuade the reader from views other than your own.

Finally, it is vital that you sum up your letter and use the correct sign-off phrase, such as 'Yours Sincerely,' which is used if you are writing formally to someone you have not met before.

As a highly intelligent individual, you will clearly see the logic in writing a well-structured and a superbly argued persuasive letter as I have outlined.

Yours Sincerely,

[Signature]

Ivy Asif
Poverty isn’t inevitable. It’s just plain WRONG.

About us

Oxfam is a global movement of people who share the belief that, in a world rich in resources, poverty isn't inevitable. It's an injustice which can, and must, be overcome. We are working towards a world without poverty. And we won’t rest until we get the job done.

We respond fast in emergencies, and stay to help people rebuild their lives. We work on long-term projects with communities determined to shape a better future for themselves. And we campaign for genuine, lasting, significant change.

We believe in people

It all starts with one simple fact: all human lives are of equal value and full of potential. Experience tells us with the right support and training, people can work their own way out of poverty.

We put people first

We're dedicated to building a just and safer world focusing on people's basic rights. We're passionate about ending poverty and helping to rebuild the lives affected by it. It’s an enormous undertaking but we also have people on our side - talented and committed volunteers, supporters and staff who share the same values. From life-saving emergency responses to life-changing development projects and campaigning, our amazing supporters help make all this possible. There's more vital work to be done, so get involved today.

We work better together

Collaboration is at the heart of everything we do. Oxfam work with organisations who have unique local expertise, connections and experience. Doing so not only saves us time and money, but also builds trust and respect in the communities we support. And through working together, infrastructures are established that will keep doing good work when the communities we work with are ready to go it alone.

We’re experienced

We’ve been hard at work for 70 years and we work in a massive 94 countries. But we're still always willing to learn and keep looking for new ways to make an even bigger difference. We're world experts in providing water and sanitation, and emergency response. In 2010/11 alone, generous public donations helped us reach 6.5 million people affected by conflict and disasters. We know a thing or two about long-term development and tackling the causes of poverty too! Our history speaks for itself.
We say it like it is

There are some people who never know when to keep quiet. Fortunately, quite a lot of them work for Oxfam! Whenever an issue is blatantly unfair, or secretly shoved under the carpet, we can rely on thousands of people who come together to demand - and get - results.

We're open and transparent

We're humbled by the amazing trust our supporters put in us - but we don't take it for granted. We know it matters to you that we're completely upfront about what we do and how we do it. It matters to us too. Because only by spending every single penny wisely can we be sure that we're changing the biggest number of lives.

We're optimistic

Poverty's a big nut to crack. But even the biggest problems can be cut down to size if we all chip in and chip away. With Oxfam staff, volunteers and supporters doing so much in so many countries, we don't think poverty stands much of a chance.

The impact of the work we do ...

Every water pump you help to install, every vegetable plot you help dig, every child you send to school has a powerful impact on people's lives. Take a moment to savour a few victories - and know that, with your time, effort and donations, we did this.

- When legal action by Novartis put the health of millions of people at risk, 80,000 campaigners stepped in to stop it.
- Your response to the 2010 Haiti earthquake helped us save tens of thousands of lives.
- We're world leaders in water and sanitation. In Pakistan we helped provide life-saving facilities.

... and how you can help

Campaign.

Volunteer.

Fundraise.

Oxfam. Get involved!

2 MILLION PEOPLE TRAINED IN WOMEN'S RIGHTS
780,000 PEOPLE HELPED TO GROW MORE FOOD
5,700,000 PEOPLE GIVEN ACCESS TO CLEAN WATER
6 Tips for Writing a Persuasive Speech

Adam Frankel was Special Assistant and Senior Speechwriter to President Barack Obama. Obama's former speechwriter shares tricks of the trade.

By far, the best way to learn how to write speeches is to read the great ones, from Pericles' Funeral Oration, to Dr. King's Mountaintop speech, to Faulkner's Nobel acceptance address. But if you're looking for some quick tips, here are a few things to bear in mind next time you're asked to give a speech:

1. Write like you talk. There is no First Law of Speechwriting, but if there were, it would probably be something like this: a speech is meant to be spoken, not read. That simple (and obvious) fact has a few important (and less obvious) implications. Use short words. Write short sentences. Avoid awkward constructions that might cause a speaker to stumble. Tip: Read the speech aloud as you're writing. If you do it enough, you'll start hearing the words when you type them.

2. Tell a story. I once wrote speeches for a governor whose aide told me: speechwriting is about slinging soundbites together. That approach is a recipe for writing neither good speeches nor good soundbites. Whenever we sat down to discuss a speech for the first time, President Obama would ask us: What's the story we're trying to tell? Like any good story, a speech has its own narrative arc. For the President, it's usually a slow warm-up, a substantive middle, and an inspirational end. That's his style. Tell your story in whatever way feels natural. Tip: A good story can be a lot more powerful than the most compelling facts and statistics.

3. Structure matters. It's usually harder to figure out the right structure for a speech — the order of the points to make — than the words themselves. The order of those points matters because an argument that's clear and logical is more likely to be persuasive. There is a reason that some of America's greatest speechwriters — from Lincoln to JFK's speechwriter Ted Sorensen to President Obama himself — studied the law, a profession that values the ability to make a logical argument. Tip: Lists (like this one) are one way to impose a structure on a speech.

4. Be concise. It is said that Woodrow Wilson once gave the following reply to a speaking request: "if you'd like me to speak for five minutes, I'll need a month to prepare. If you'd like me to speak for 20 minutes, I'll need two weeks. But if you'd like me to speak for an hour, I'm ready right now." As Wilson knew, it's harder to be concise than verbose. But the best way to make a point is concisely, as Churchill did when he announced during a wartime address: "The news from France is very bad." Next time you think you can't afford to cut that paragraph you love, remember: the Gettysburg Address, perhaps the greatest speech in American history, is fewer than 500 words. Tip: Challenge yourself to cut as many words as possible from each sentence without losing the line's meaning.

5. Be authentic. If you've ever given a speech, you've probably been told, "Just speak from the heart." It's not very helpful writing advice, but that doesn't mean it's wrong. Once, when we were writing President Obama's 2008 Democratic Convention address, we got stuck on a certain section of the speech. The President advised us: Think about the moment we're in, think about what the country is going through, and write something that feels true. It was a helpful reminder to stop focusing on polls and soundbites and simply say something we believed in as simply as we could. Tip: Sharing a personal story can help you find your voice and build a connection with the audience.

6. Don't just speak — say something. When Michelangelo was tasked with painting the Sistine Chapel, he considered it a thankless job. He would have much rather spent his time sculpting than painting. But he used the occasion to paint perhaps the most revered fresco in history. So, the next time you're asked to speak, don't just write a speech, write a great one. A speech's greatness has as much to do with its values as anything else. No one remembers the speeches of segregationists, though there were no doubt eloquent preachers spreading hate in the days of Jim Crow. No one remembers Hitler's speeches, though few would dispute his oratorical prowess. Of course, Hitler, like the segregationists, lost. But it's also because hope will always be more compelling than hate. It's no accident that the best-known, best-loved speech in history — the Sermon on the Mount — is an articulation of humanity's highest ideals. Tip: Before sitting down to write, get inspired by reading great speeches.

http://time.com/3664739/6-tips-for-writing-a-persuasive-speech-on-any-topic/
Some tips to bear in mind when writing a speech

- **KISS**: the golden rule of Keep It Short and Simple really does apply. Keep your sentences short, your grammar simple. Not only is this more powerful than long rambling prose, but you're more likely hold your audience's attention – and be able to actually remember what you're trying to say!

- **Rule of 3**: another golden rule. The human brain responds magically to things that come in threes. Whether it's a list of adjectives, a joke, or your main points, it's most effective if you keep it to this structure.

- **Imagery**: Metaphors, similes and description will help an audience to understand you, and keep them entertained.

- **Pronouns**: Use "we" to create a sense of unity, "them" for a common enemy, "you" if you're reaching out to your audience, and "I" / "me" if you want to take control.

- **Poetry**: Repetition, rhyme and alliteration are sound effects, used by poets and orators alike. They make a speech much more memorable. Remember to also structure pauses and parentheses into a speech. This will vary the flow of sound, helping you to hold your audience's attention.

- **Jokes**: Humour is powerful. Use it to perk up a sleepy audience, as well as a rhetorical tool. Laughter is based on people having common, shared assumptions – and can therefore be used to persuade.

- **Key words**: "Every", "improved", "natural", "pure", "tested" and "recommended" will, according to some surveys, press the right buttons and get a positive response from your listeners.
'I Have A Dream' – Martin Luther King (28th August 1963)

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languishing in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

Let us not wallow in the valley of despair, I say to you today, my friends.

And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

I have a dream today!

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of "Interposition" and "nullification" -- one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together."

This is our hope, and this is the faith that I go back to the South with.

With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.
And this will be the day -- this will be the day when all of God's children will be able to sing with new meaning:

*My country 'tis of thee, sweet land of liberty, of thee I sing.*

*Land where my fathers died, land of the Pilgrim's pride,*

*From every mountainside, let freedom ring!*

And if America is to be a great nation, this must become true.

And so let freedom ring from the prodigious hilltops of New Hampshire.

Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

Let freedom ring from the curvaceous slopes of California.

But not only that:

Let freedom ring from Stone Mountain of Georgia.

Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi.

From every mountainside, let freedom ring.

And when this happens, and when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual:

*Free at last! Free at last!*

*Thank God Almighty, we are free at last!*
Persuasive Essay: Animal Testing

Animal testing has benefited human health. People do not contract polio anymore because of a vaccine tested on animals. Advances in antibiotics, insulin, and other drugs have been made possible through research done on animals. Animal testing should continue to benefit medical research.

In order for scientists to create new drugs, they have to be able to test them. Scientists have found that many animals have similar physical processes to humans. Watching how a new drug affects an animal makes it possible to find out how new drugs might affect the human body.

The cost of animal testing makes it an affordable option. Laboratory animals are in abundance. It is easy to breed rats and other animals and to keep them in labs.

Animal testing saves human lives. It would be wrong to test new drugs on humans. How many people would die because doctors could not administer medication before compiling all the information about a new drug? When surveyed, 99% of all active doctors in the United States stated that animal research has paved the way to many medical advancements. An impressive 97% of doctors support the continuous use of animals for research.

Animal testing should be continued for medical research. It provides a safe method for drug testing that is inexpensive and easy to maintain. Doctors endorse the usage of animals for testing. It is possible that the cure for AIDS could come about through animal testing.

Argumentative Essay: Animal Testing

Medical research involving animals has dramatically improved the health of the human race. Without animal testing, the cure for polio would not exist and diabetics would suffer or die from their disease. Despite these benefits, some people believe that animals should not be used for testing medical techniques and drugs. This essay will outline the advantages of animal testing.

Animal testing allows scientists to test and create new drugs. Animals such as monkeys or rabbits have similar physical processes to humans. This allows scientists to test the effects of certain drugs. If a drug produces adverse effects in animals, it is probably unfit for human use.

Animal testing is cheap. There is a large supply of animals for medical research. Animals are easily bred and maintained safely in controlled labs. The costs of testing on humans would be extremely high.

Many people argue that animal testing is cruel. In some cases, this is true. However, it would be much more cruel to test new drugs on people or children, or to let people die because there was not enough information about a drug. Furthermore, legislation in most countries sets standards for animal treatment, and laboratories have guidelines to prevent cruelty.

Opponents of animal research also say that information from animals does not apply to humans. They point to certain commercial drugs, which have been withdrawn because of side effects in humans. While it is true that animal systems differ from human systems, there are enough similarities to apply information from animals to humans.

Animal rights campaigners claim that we don’t need new tests because we already have vast amounts of information. However, many new deadly infections appear every year and new treatments and drugs are needed to combat these deadly plagues.

Animal testing is needed in the world we live in. Our responsibility is to manage the animals in our care and balance their suffering against the good that comes from them.
What is Argumentation???

- A reasoned and logical way of presenting a position, belief or conclusion
- It takes a stand – supported by evidence – and urges people to share the writer’s insights and perspective
- It considers all viewpoints – cases for and against a subject – unlike one-sided, biased persuasion
- It makes claims based on factual evidence
- It makes counter-claims in order to consider both sides
- It uses reason and evidence to neutralise these counter-claims
- It convinces through appeal to the readers’ logical reasoning, not their emotions
Planning sheet for Argumentation writing:

Write an article on your views to the statement ‘Art plays a fundamental role in our education and should be compulsory’.

<table>
<thead>
<tr>
<th>Introductory paragraph – make clear your topic and viewpoint here – what is the message of your article? Engage your reader with some interesting evidence or a relevant fact to grab their attention. KEEP IT SHORT!</th>
</tr>
</thead>
<tbody>
<tr>
<td>If.........If.........and if........, then why ........? Only last week...................... (Your name) asks:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIRST Main argument. Write down your first argument – what is it? How are you going to explain and support it? Do you need to offer a concluding statement about what you have said before you move on? Can you link it to your next paragraph?</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOPIC SENTENCE? Key point? Explanation needed?</td>
</tr>
<tr>
<td>EVIDENCE? Facts? Anecdotes? Personal / eye witness accounts?</td>
</tr>
<tr>
<td>Build argument?</td>
</tr>
<tr>
<td>Consequences of this?</td>
</tr>
<tr>
<td>Devices I will use in this paragraph?</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Main argument – second section/paragraph. Write down your next argument – what is it? How are you going to explain and support it? Do you need to offer a concluding statement about what you have said before you move on? Can you link it to your next paragraph?</th>
</tr>
</thead>
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<thead>
<tr>
<th>HOWEVER...Counter argument. Write down your counter argument – what is it? Why might some people think this? Can you dismiss the counter argument with a stronger point?</th>
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</thead>
<tbody>
<tr>
<td>EXAMPLE STRUCTURE</td>
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<tr>
<td>Of course, some of you will argue that....... And I agree. It is important to....... However, isn’t it more important to....... Isn’t the whole concept of comprehensive education that we have the opportunity to.......? Not all subjects should be studied for the sole purpose of a C grade or above on that GCSE certificate, you know.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Conclusion – this is your chance to make a final statement based on all that you have written. You should repeat your initial arguments (using different words) then summarize in a concise and lively way the arguments you have put forward. End with a final statement on the topic – try to keep your reader interested and encourage them to continue thinking about what you have discussed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambitious Vocabulary I will use in my writing:</td>
</tr>
</tbody>
</table>

You could offer advice for a solution.

Whilst education should ........it should never.........and if subjects that make us feel ......as human beings are being eradicated, then maybe it’s time that we.......
Argument Paragraphs

- **T** – **TOPIC SENTENCE** – Clear statement that makes your view and topic clear

- **E** – Examples, evidence, expert opinion – use texts studied

- **A** – Analyse or reflect on the examples used, identifying causes, roots of issues and return to main ARGUMENT

- **C** – Consequences – What does all of this mean for ...? Apply your theory to the exam question and predict the outcomes or consequences.

Have a counter argument... write this as a separate paragraph

- **H** – HOWEVER – Consider why others may think differently on the topic - Why might they think this? Is this a valid opinion for you? Why not? Can you dismiss this with a solid response?
Example Argument Paragraph – A*

When you compare Art and what its many benefits are with other subjects – RS, French, Welsh Bac – it seems absurd, ludicrous – that there is even such a debate over its place on our timetable. Art provides a sanctuary from the pressure of school life. Recent studies show that art has the ability to reduce symptoms of mental illness and can even help heal cancer sufferers, such is the power of its therapeutic benefits. What do other subjects really do for our wellbeing, apart from ‘educate’ us? They don’t offer a solution to stress; they don’t give an outlet to the nation’s anxiety-ridden youth; they do nothing more valuable than force us into hours upon hours of stressful revision, cramming and rote-learning. If we deprive students of a holistic education, then we will undoubtedly breed a generation of , incapable of ...

Of course, some people may argue that education is important. And it is. But think of the many other attributes, qualities and experiences, both cultural and creative, that future employers may value just as much if not more than your C grade in Geography. What’s more, studying Art gives you an appreciation of visual communication – considered an asset for employees in the E-Media professions. So there.
## B1 and B2 Assessment Criteria

### Communicating and organising

**Band 5**
- Mature and perceptive writing
- Sustained and effective writing with techniques that fully engage the reader's interest
- Appropriate register is confidently adapted to purpose/audience
- Ideas are convincingly developed with detail, originality and creativity
- Secure and coherent structure; there is sophistication in the shape and structure of the writing

**Band 4**
- Clearly controlled and well-judged writing
- Shows secure understanding of the reader's needs and how to hold interest with techniques used
- Register is appropriately and consistently adapted to purpose/audience
- Develops ideas with convincing detail and some originality and imagination
- Writing is purposefully structured and clearly organised to give sequence and fluency

**Band 3**
- Writing is mostly coherent and interesting
- Clear awareness of the reader and some techniques used to meet their needs
- Register is mostly appropriately adapted to purpose/audience
- Ideas show development and there are some interesting effects in the writing
- The writing is organised to give sequence and structure

**Band 2**
- Some coherent writing
- Some awareness how to create effect to interest the reader
- A clear attempt to adapt register to purpose/audience
- Develops some ideas with an occasional interesting effect
- There is some organisation, some sequencing of ideas

**Band 1**
- Basic coherence in the writing
- Limited awareness of the reader
- Some attempt to adapt register to purpose/audience
- Some relevant content but uneven
- Basic organisation; simple sequencing of ideas

### Writing accurately

**Band 5**
- Use a wide range of ambitious and appropriate vocabulary confidently to create effect or convey precise meaning
- Appropriate and effective variation of sentence structures
- Virtually all sentence construction is controlled and accurate
- A range of punctuation is used confidently and accurately
- Virtually all spelling, including that of complex irregular words, is correct
- Control of tense and agreement is totally secure
- Very secure command of grammar

**Band 4**
- Use wide range of vocabulary with precision
- Secure command of grammar
- Sentence structure is varied to achieve effects
- Control of sentence construction is secure
- A range of punctuation is used accurately
- Spelling, including that of irregular words, is secure
- Control of tense and agreement is secure

**Band 3**
- Use a good range of vocabulary with some precision
- Mostly consistent command of grammar
- Sentence structures are varied
- Control of sentence construction is mostly secure
- Most spelling, including that of irregular words, is correct
- Control of tense and agreement is mostly secure

**Band 2**
- Use some range of vocabulary
- Command of grammar is inconsistent
- There is some variety of sentence structure
- There is some control of sentence construction
- Some control of a range of punctuation
- Spelling is usually accurate
- Control of tense and agreement is generally secure

**Band 1**
- Limited range of vocabulary
- Limited range of sentence structures
- Control of sentence construction is limited
- There is some attempt to use punctuation
- Some spelling is accurate
- Control of tense and agreement is limited
- Limited command of grammar

Nothing worthy of credit.
The Internet is the best invention in the world

The internet is the greatest technological revolution of the 20th century. It has opened up many opportunities that would have never happened in the pre-internet era. 48,750,000 people have access to the internet in the United Kingdom. As this number grows so do the endless opportunities that will occur. In this argument I intend to explain to you why the majority of people agree that internet is the best invention in the world.

Before the internet, talking to friends meant that you had to either meet up with them or call them. Letters that you sent could take weeks to arrive to other countries and talking to family in other parts of the world was expensive or even impossible. Now, however with the invention of the World Wide Web, the world has become smaller and easier to navigate. Family and friends can instantly talk to each other on Msn or through other services like Skype, a video calling network that is most importantly instant and free. Letters can be sent via email in a matter of seconds to people in other countries. You can arrange things in minutes without physically talking to people. You can share memories on social networking sites with family and friends who are in other countries, for example, weddings that families and friends haven’t been able to attend. In the past we would never have been able to see our loved ones’ special occasion but now we can. In June 2008 over 132 million people visited Facebook, which shows the potential of social networking sites. Would you rather ring someone or talk to someone for free on the internet for as long as you want instantly?

Opportunities on the internet for business have grown greatly over the last decade. New sites such as eBay, Amazon and Wal-Mart have made it easy and accessible for everyone to buy products that may not have been available in high street shops. Small and family businesses have benefited as the internet opens up nationwide opportunities. What would you rather do, wait in the rain for a bus to go into your local town or sit in your nice warm comfortable chair and shop on your computer? The online bidding marketplace, eBay, gives the consumer the chance to look at lots of different products from
around the world. Shopping around the world means that new trends and fashion ideas can be broadcast globally. 'eBay' gives the user choice on which item to buy, where from and for what price. It gives people the opportunity to start selling things online and can even become a permanent job which in the current recession can be of a great help. Small business websites can reach wider audiences through relevance searches on Google and banner advertisements. Twenty first century society demands long working hours, and hard working people. This means that people no longer have time to go out and shop, until the internet appeared. People can shop online at whatever time, what they want, the exact brand and pricing that suits them. Without leaving your house you can buy yourself a new car, a holiday to Malaga, a new iPod, a packet of chewing gum, a football or even a new house!

The educational values of the internet have only just been realised in the early 21st century. It creates a fun, peaceful environment for people to revise and learn new things. It combines games with educational aspects for younger children. It also helps children who have come from other countries and don't speak English, to, in a couple of months speak it fluently and are able to understand fully what English speaking people are talking about. It gives students at GCSE, A and degree level opportunities to revise things. For example; I used a website called mymaths, a revision site, and achieved an A grade in my GCSE examination. Without this I would have only got a C. Young children benefit from this too as well as their parents as they can learn in their free time when they would have been watching TV or not doing anything at all.

Some people would say that the internet is a bad thing as inappropriate sites teach people to do illegal or un-natural things. This is outrageous as ISP's are working together to monitor and shut down websites that promote illegal and immoral things and inappropriate searches. Undercover agents intercept paedophile networks and monitor terrorist activist websites to ensure the safety of the nation's young and vulnerable inhabitants.
"Serious health issues such as obesity can occur with using the internet on a regular basis." I think that this statement. This is only the case if the person also eats unhealthily and doesn't engage in any form of exercise. It does not just depend on the internet and computers as most people are healthy and active who use the internet. For example I use the internet every day, and I am not obese and unhealthy. I still manage to maintain a healthy lifestyle whilst socialising and researching on the internet.

As our world evolves and becomes more artificial by the second, the internet becomes even more vital. The internet has almost become the artery of the world, sever the artery and everything will suffer.
1. Put the addresses in the correct places
2. Include the date
3. Start with the correct salutation ‘Dear Mr Collins’ and sign-off ‘Yours sincerely’
4. Use a four paragraph structure with introduction, your complaint, what you would like the head to do about it and a polite ending
5. Use connectives at the start of each paragraph
6. Write in a formal, polite manner
7. Use powerful, emotive words to get your point across
8. Use rhetorical questions and lists of three
9. Don’t use contractions (shortened words like ‘don’t’)
10. Don’t use too many exclamations

See if you can find these ten features in the following example...

A Formal Letter to the Head Teacher or Other Unfamiliar Adult (eg. council)

17 White Hart Wood
Sevenoaks
Kent TN13 1RR
Dear Mr Collins,

I am writing to you in order to complain about the amount of tests we have to sit each term here at Uplands. I think it’s horrific!

The most important reason I think for getting rid of most of our tests is because they take up valuable lesson time. In English we have two tests a term every term. That makes twelve tests in total! Often we then go straight on to something else and don’t even know if we’ve got good grades or not. If it’s twelve tests then that could’ve been 12 lessons instead which I am sure you agree would be a lot of time we could have spent learning instead. Especially in key stage 4 I think it makes much more sense too do just one exam at the end of every other term. This would help us prepare better for our actual GCSE exam and let us know what grades we are getting.

Another reason why I would like you to consider giving us less tests is the amount of stress they cause. I know that sometimes you have to have a bit of stress in order to motivate you to do better, but my example above was only for English. Imagine doing that many tests times eleven...because that’s how many different subjects we learn! Who wants to cause people stress when no good comes out of it?

Some people might argue that we need tests to see how well we are doing, but I don’t think that works in reality. Once we’ve finished our test we get our scores back then move on to something new. Also, if the stress is making us do less well because of all the worry and not being able to prepare properly, what use are the scores anyway?

Ultimately, I understand that some tests are necessary (even though I wish they weren’t) but all I’m asking you is to consider lowering the amount. That way we will be less stressed and more likely to do better! I will be coming to the next meeting you have with the student council and I look forward to hearing your views on my ideas then.

Thank you for reading my letter.

Yours sincerely,

Bob Scribbles.

Have a go at one of these:

The headteacher/principal of your school/college has proposed that all students should take part in a camping and outdoor activities week every year.

Write a letter to him/her giving your views on this proposal. [20]

A local school has decided to allow girls to play in football and cricket teams alongside boys.
Top ten tips for a letter of application

1. Put the addresses in the correct places
2. Include the date
3. Start with the correct salutation ‘Dear Sir/Madam’ and sign-off ‘Yours faithfully’
4. Use connectives at the start of each paragraph
5. Write in a formal, polite manner
6. Use positive adjectives to describe yourself
7. Start your first paragraph by referring to the job you are applying for and the advert that you saw advertising it
8. Use a four paragraph structure with introduction, your experience, your personal qualities and polite ending requesting an application pack
9. Don’t use contractions (shortened words like ‘don’t’)
10. Write accurately to make a good impression!

See if you can find these ten features in the following example...

A Letter of Application

Miss Louisa Smith,
15 Fortuna Avenue,
Ms. Pearson
Summer Camp Coordinator,
Bewel water,
Wadhurst
TN5 6AB

26th November 2012

Dear Ms. Pearson,

I am interested in the position of extra summer staff, as listed on your website. I am currently in Year 11 at Uplands College and am looking for an exciting job for the summer before I begin at sixth form. I have some experience of working with younger children as I babysit regularly and also buddy one of the Year 7 forms every week in my school, so I would be eager to contribute my skills to your company.

Most recently, I have been helping an eleven year old girl, who is struggling with reading: I listen to her read each week and help her with the words she doesn't understand. Supporting people who are younger than me is certainly a rewarding experience, and I would love to continue with this type of work in the summer.

Furthermore, I have experience working with adults as I have a part-time job at Sainsbury’s. My responsibilities include operating the tills, as well as dealing with customers’ questions. Consequently, I have developed a strong sense of patience and awareness about how to interact with the general public, two skills that will be important in this position. During my time at work, I am part of a team of adults, working closely with a team manager and my colleagues. This experience has taught me how to be cooperative and responsible.

In addition to working with students in the year 7 tutor group, I have taught horse-riding lessons and barn safety to children at my local stables. Through this experience, I have developed an understanding of how to help children to follow instructions and have fun, while staying safe.

Last but not least, I love outdoor activities and regularly participate in several clubs including horse riding, swimming, and tennis. I also have experience of canoeing and rock-climbing. Although I might need some training in the activities you offer, I can assure you that I will bring plenty of enthusiasm.

The position sounds like a wonderful opportunity that I am eager to be involved in. I absolutely love working with children, and also have a passion for activities, so it’s certainly a job I would be very excited to have. Thank you so much for your consideration. I look forward to hearing from you.

Yours sincerely,
Louisa Smith

Have a go at this one:
An Informal Letter to a Friend or Relative

Top ten tips for an informal letter

1. Include your address in the top right
2. Employ a light-hearted, chatty tone but still write accurately!
3. Ensure you have four or five clear paragraphs
4. Use informal connectives (linking words)
5. Use one or two exclamation marks
6. Use contractions (shortened words like ‘don’t’)
7. Employ humour
8. Link your opening and ending
9. Use short, punchy sentences
10. Use rhetorical questions

See if you can find these ten features in the following example...
Dear Sal,

I was absolutely amazed when Jack told me you’ve applied to run in the London Marathon next year! I mean, it’s an amazing challenge, what with the course being 26 MILES and all, but have you really thought it through?

I know it’s six months away and, no doubt, you have a full training programme organised, but it is still a massive undertaking. I speak as someone who has known you a long time. I have shared thousands of big Macs with you; been to hundreds of gigs and parties with you; slobbed on the sofa in front of hundreds of trashy movies with you; so I am wondering just how you will get through the next few months without any of that… Are you really prepared to eat healthily? Can you go out running through the coming winter? Will you choose a gym session instead of ‘X Factor’? Maybe there’s a side to you I haven’t seen because you don’t seem to be the obvious candidate for such a demanding challenge. I know you know this and that I’m only saying it because I know and love you.

On a more serious note, did you know that quite a lot of runners develop health problems during or after running 26 miles? Apart from the odd actual heart attack, there are pulled muscles and tendons, broken limbs and breathing problems. I’m not being dramatic but every year there are many injuries and I’m guessing that the less fit you are, the more likely you are to have a problem. Please look into all this thoroughly before you make your final decision.

OK, now I’ve got all my insults and worries off my chest, here’s the positive bit. If you do manage a training programme, get fit and complete the run, I will be the first to bow down at your feet in admiration. It will be an awesome achievement and one I can’t even imagine doing myself. I have heard that the support you get on the day makes all the difference – people cheering for you as you run past. So… I will be there, Sal, shouting my loudest to help carry you across that finishing line.

Let me know when you start training and I’ll bring along the Lucozade.

Love,

Jo
A Lively Article

Top ten tips for a lively article

1. Include a bold and catchy headline
2. Employ a light-hearted, chatty tone but still write accurately! You could imagine you are someone else and write from their perspective (a teacher for example)
3. Ensure you have four or five clear sections
4. Use informal connectives (linking words)
5. Use rhetorical questions, lists of three and pronouns like ‘we’, ‘our’, ‘us’ and ‘you’
6. Use one or two exclamation marks
7. Use contractions (shortened words like ‘don’t’)
8. Employ humour
9. Link your opening and ending
10. Use short, punchy sentences

See if you can find these ten features in the following example...
A Lively Article

Write a lively article for your school or college magazine with the title: 'How to Survive Your GCSE Exam Year'.

Write your article.

To be honest, I’m surprised you’re even reading this article. Are you sure you don’t have some revision to do? A controlled assessment to prepare for? A target to meet? To be honest, sometimes, I feel that targets, assessments, revision and exams are swallowing me up like a terrifying tsunami. I seem to have an endless list of things I should be doing.

So, how do you cope with all this?

The best advice I can give you is to listen in lessons. I mean, really listen. If you listen carefully to the teachers’ advice and you make sure you understand everything the first time around, revision is a lot easier. Revision should just be going over all of the things you have already learnt, so you need to make sure you understand it in the first place. When you don’t understand something, ask a teacher, a parent or a friend, or look it up on the internet when you get home.

My second piece of advice is to get yourself organised. I know that we all groan when our form tutors tell us to “Make a revision timetable,” but, it really does help. I know it might sound geeky, but I feel really good when I can tick things off on my to-do list. A timetable also helps when you’re planning your homework. For example, if you’ve got a History controlled assessment tomorrow, you want to be revising History, not finishing off a piece of homework for Maths.

Furthermore, I know some people in my class aren’t going to bed until midnight because they are still revising or preparing for controlled assessments. It’s really important to rest and relax, so make sure you plan time to do the things you enjoy, like seeing friends or doing your hobbies.

So, how do you survive your GCSE exam year? Get yourself organised, pay attention and remember to relax.
A Persuasive Leaflet

Top ten tips for a persuasive leaflet

1. Include a bold and catchy title
2. Use sub-headings to organise your information
3. Ensure you have four or five clear sections
4. Use bullet points for one section but also include paragraphs
5. Use rhetorical questions, lists of three and pronouns like ‘we’ and ‘you’
6. Use one or two exclamation marks
7. Use contractions (shortened words like ‘don’t’)
8. Use direct instructions (imperatives)
9. Link your opening and ending
10. Use short, punchy sentences

See if you can find these ten features in the following example...
A Persuasive Leaflet

B1. Your school or college is running a campaign during its ‘Healthy Eating’ week to persuade students to buy and eat more fruit. It has asked you to produce a leaflet that will be given out in the dining hall.

Write your leaflet. [20]

ARE YOU A COUCH POTATO?

When you arrive home from school or work do you immediately flop down on the settee and reach for the remote control?

Do you reach for the biscuit barrel or the packet of crisps in the kitchen because you’re starving hungry?

Maybe you’re living the life of a couch potato.

Today many people live busy lives but don’t always take time to exercise or eat healthily. Adults drive themselves to work and their children to school. Does that sound like you? We eat masses of junk food and consume too many calories as well.

HOW CAN YOU CHANGE?

Little changes could make all the difference.

- Swapping junk food for home cooked meals with five-a-day veggies or fruit might be a start. There are loads of cheap, easy to prepare recipes available on-line these days often recommended by celebrity chefs like Jamie Oliver who helped reform school dinners. Why not have a piece of fruit or yoghurt for pudding instead of brownies and ice cream?
- When it comes to exercise, you might ditch the car or bus and walk part of the journey if you can. If that’s not possible, take the dog for an extra long walk or join a local fitness club. Every 20 minutes of exercise adds to your life expectancy.

DON’T DO IT ALONE!

Why not encourage all the family to join together to make life healthy? Cook interesting meals together; have physical family exercise like going swimming together; going on long walks together.

Think up a reward system of treats (not the edible kind!) like going to the cinema when you succeed in losing some weight or clocking up the exercise minutes. Promise some new clothes or games for the younger members of the family or a night out for the adults.

Whatever you do, get up off that couch and move!
A Leaflet Raising Awareness

Top ten tips for an informative leaflet

1. Include a clear title
2. Use sub-headings to organise your information
3. Ensure you have four or five clear sections
4. Write as if you are an expert
5. Use bullet points for one section but also include paragraphs
6. Use rhetorical questions, lists of three and pronouns like ‘we’ and ‘you’
7. Use some contractions (shortened words like ‘don’t’)
8. Use direct instructions (imperatives)
9. Link your opening and ending
10. Use short, punchy sentences

See if you can find these ten features in the following example...
A leaflet Raising Awareness

B1. The head teacher of your school has asked you to write a leaflet entitled ‘Staying Safe on the Internet.’ You should outline the dangers of using the internet and ways to avoid these dangers.

Write your leaflet.

Staying Safe on the Internet

Can’t live without Facebook and MSN? Love reading celebrity blogs? How would you do your homework without researching on the internet? There are so many benefits to using the internet, but an equal number of dangers. Do you know how to stay safe on the internet?

Beware of the information you give about yourself

Don’t give out any personal information online as people may use it to contact you when you don’t want them to.

Unless you have an adult’s permission, never give out:

- Your real name or your friends’ names
- Your home, school or email address
- Your home or mobile phone numbers
- A photo of yourself
- Your parents’ bank or credit card details

Stranger Danger

Don’t arrange to meet anyone you’ve met online, no matter how well you think you know them, without your parent’s permission. Remember that meeting someone you’ve only been in touch with online can be dangerous as they may have been lying about who they are and how old they are. Of course this works both ways. You also always need to tell the truth. Claiming to be 18 when you are only 14 could lead to tricky situations.

Privacy

Don’t let the ghost of internet past come back to haunt you. Remember that what you post on the internet may seem funny and amusing at the time, but a few weeks down the line you may wish to forget about “that photo”. Let’s be honest, some things are best kept private.

Beware what you download

If there is one thing to avoid it’s a cross parent whose computer now has a virus because you decided to download something dodgy. No one in this situation is a winner. You are probably grounded and you can’t even use the computer to share the misery with your friends.

Remember the internet is great, but only if you stay safe whilst using it.

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A Speech

Top ten tips for a speech

1. Ensure you include an engaging opening, perhaps by asking direct questions to the audience
2. Use connectives to make the links between your sections clear
3. Ensure you have four or five clear paragraphs – just because it is a speech, doesn’t mean you should write in one big block!
4. Consider counter arguments
5. Defeat counter arguments
6. Use facts and statistics (make them up)
7. Use rhetorical questions, lists of three and pronouns like ‘we’ and ‘you’
8. Use contractions (shortened words like ‘don’t’) if your audience is familiar to you
9. Link your opening and ending (perhaps by answering the questions you posed in your opening)
10. Use short, punchy sentences

See if you can find these ten features in the following example...
A Speech

You have to give a talk to your class with the title “CCTV in schools: what do you think?”

Write what you would say.

I’d like to begin by asking you a question: how would you feel if you came into school tomorrow and discovered that CCTV cameras had been installed all over the school? You’re probably sitting there thinking, “That’ll never happen!” Well, listen carefully because we recently found out that two hundred schools across England have already put CCTV cameras in their corridors, playgrounds, canteens and even in toilets and changing rooms.

Before we all start shouting about our rights, I have to admit that I can understand some of the reasons why teachers might want to have CCTV.

Firstly, I know that sometimes children get bullied in school and maybe that is the most positive reason to have CCTV, especially in places where the teachers don’t go, such as the toilets. I remember, when I was in Year 7, I felt really nervous about going into the toilets because you never knew who would be in there. Nothing ever happened to me, but I did hear about a few people being called names by older students when they went to the loo. Teachers want to protect students and make sure that we feel safe and CCTV could be one way of achieving that.

In addition - and I personally think this is the most persuasive reason to have CCTV in schools – CCTV might prevent people from stealing. One of the worst things that happened to me and my friends was when someone (we still don’t know who) sneaked into the changing rooms while my class was playing football on the fields and stole anything valuable they could find: mobile phones, wallets and iPods were all taken. My mum couldn’t believe there was no way of finding out who was responsible. If there had been a camera, it would have been easy to track down the criminal.

On the other hand, there is the issue of our privacy. We are just kids and generally, people behave well and do what they are supposed to do, so I don’t really feel like we need CCTV everywhere. After all, if someone wants to bully, or steal or truant, I guess they will just find another place to do it because no school will be able to have cameras that cover every single area and any decent thief will simply chuck a jumper over the camera before they start searching through our belongings.

So, while I can see the reasons for CCTV, I have to conclude that there are more important things schools could spend their money on. What do you think?
A Guide to a Place

Top ten tips for a guidebook entry

1. Make it interesting, lively and entertaining
2. Begin with the general information about location and history
3. Ensure you have four clear paragraphs- write an introduction, two main paragraphs weighing up positives and negatives and a recommendation (You will enjoy this place if...)
4. Use connectives to make the links between your sections clear
5. Use some good descriptive words
6. Use contractions (shortened words like ‘don’t’)
7. Use words like ‘Whilst...’ and ‘Although’ to balance good and bad
8. Use facts and statistics (make them up)
9. Link your opening and ending
10. Use short, punchy sentences

See if you can find these ten features in the following example...
A Guide to a Place

B2. The Rough Guide is a guide-book for tourists which prides itself on giving frank and honest opinions about places, both the positive and the negative.

Write an entry about a place you know well for The Rough Guide, including details the tourist board would like visitors to see, but also providing an insider's view of any less attractive features.

Once a popular spa resort, Royal Tunbridge Wells lies 30 miles south of London in Kent. You can explore the beautiful architecture of The Pantiles and wander round the independent shops, cafés and restaurants. Unless you're prepared to return on a summer evening for the Jazz Festival, The Pantiles can seem quiet. The High Street boasts boutiques and jewellery shops, but you can also find second-hand bookshops and cafés.

Since it is hilly, expect a long walk up along the High Street, past the railway station. At the top of the hill is the modern shopping centre with all the usual chain-stores. Next to the indoor shopping centre is a pedestrian street where people can sit outside at a café. While there are lots of restaurants, some are expensive.

On a less positive note, the town, outside the Pantiles, is much like any other, with the normal selection of chain stores, £1 stores and sports shops. The out-of-town shopping centre is one to be avoided and traffic can be a real headache around rush hour. For cheap parking, use one of the supermarkets and walk into the centre. Just don't forget to buy something in store or you may find yourself clamped! Parking in the centre is almost impossible and we would advise not even to try during business hours.

The train takes 50 minutes to London, so you can visit Royal Tunbridge Wells in a day. Alternatively, you could drive into the gorgeous countryside to see the traditional oast-houses and find a pub for lunch.
A Review

Top ten tips for a review

1. Include a bold and catchy headline
2. Employ a light-hearted, chatty tone but still write accurately! Write as if you are an expert on the topic
3. Ensure you have four or five clear sections: basic information, plot synopsis (what happens in the film/book in present tense), good points, bad points, is it worth seeing/reading etc.
4. Use connectives at the start of each paragraph (linking words)
5. Use rhetorical questions, lists of three and pronouns like ‘we’, ‘our’, ‘us’ and ‘you’
6. Use lots of adjectives to describe the film eg. Fast-paced, action packed chase scenes...
7. Use contractions (shortened words like ‘don’t’)
8. Employ humour
9. Link your opening and ending
10. Use short, punchy sentences

See if you can find these ten features in the following example...
A Review

Write a review of a film, CD or book you have bought recently.

Adapting *The Hunger Games* for the big screen was never going to be easy. The popular novels are full of sci-fi details like human/dog hybrids, burning dresses and genetically modified wasps. Thankfully, though, instead of going for endless CGI graphics, the director has chosen a more intelligent approach and it really works! The first movie in *The Hunger Games* trilogy has something to please everyone: a good love story, great action sequences and a more intelligent story-line than your average teen-action movie.

What's the plot?

It's the near future. The world we know has been destroyed by war and the government now rule by fear. People live in districts, where they are forced to provide for the wealthy people of the capital. Every year, the districts must send a tribute to take part in a reality TV show. The twist with this particular show is that the contestants are children and these children must fight to the death! Katniss, the heroine of the books, is a poor and lonely girl, who has lost her father and whose mother is paralysed with grief. She finds an escape beyond the fences of District 12, where she hunts deer with her bow and arrows. When the Games come around, who should get picked? Well, not Katniss actually, but her sister Primrose. Knowing her little sister wouldn’t stand a chance, Katniss steps in to save the day.

Is it any good?

As far as teen action films go, this is a very watchable one. Unlike *Twilight*, *The Hunger Games* is subtle and isn’t packed with too much action. The acting, too, leaves R-Patz and K-Stew in the shade. Another good thing is that the CGI isn’t overdone and the director doesn’t rely on music to build tension. There is, however, plenty to keep sci-fi fans happy with all sorts of imaginative creatures, lethal weapons and some gory deaths.

On a less positive note, some of the supporting performances are weak and clichéd. Haymitch, played by Woody Harleson, becomes rather annoying after the first few minutes. Fans of action, might find the opening half-hour slow and laborious and some younger fans may find the violence frightening although it is never too graphic.

Should I go and see it?

All in all, if you enjoyed the novels, you will enjoy the film; however, fans of non-stop, blood and guts action beware: you might find *The Hunger Games* a little slow and wordy.

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