

Grade Boosters for GCSE English *for* **AQA A**

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Contents

Introduction

Key techniques for GCSE success	1
Boosting grades in Paper 1 Section A: Reading non-fiction	17
Boosting grades in Paper 1 Section B: Writing to argue, persuade and advise	57
Practice papers	
Paper 1 Section A (Foundation)	102
Paper 1 Section B (Foundation)	107
Paper 1 Section A (Higher)	109
Paper 1 Section B (Higher)	115
Boosting grades in Paper 2 Section A: Poems from different cultures	117
Boosting grades through speaking and listening	179
Boosting grades in Paper 2 Section B: Writing to inform, explain and describe	193
Practice papers	243
Post mock checklist and target setting	249
Answers	255

Full mark schemes for practice papers can be found on the CD-ROM.

Introduction

Grade Boosters for GCSE English for AQA A is a resource file that provides practical support for teachers and students looking to raise attainment in the English examination. The materials can be dropped into existing schemes of work to target areas of weakness throughout course; or can be used post-mocks to maximise attainment in the final run up to the exam.

The focus of the material is on identifying what students struggle with at each grade boundary, and on tackling the skills and techniques needed to move from one grade to the next. The approach is active and student-centred, incorporating principles of Assessment for Learning through explicit work with Assessment Objectives, skills descriptors, sample answers and peer/self-assessment.

Content of the pack:

Key techniques This section is designed to pick out essential skills that underpin success across the English exam.

Grade Boosting sections There are four Grade Boosting sections, two for each paper of the examination, plus a section on how to maximise performance in coursework through Speaking and Listening.

Exam papers with mark schemes In this section, you will find practice exam papers at foundation and higher levels.

Post-mock checklist These check lists can be used immediately following the mock exams. They provide clear information on the particular strengths and weaknesses of your pupils, and prompt practical target-setting for the final exam.

CD-ROM You will find all the OHTs and worksheets available on CD-ROM for use with a data projector. Full AQA mark schemes along with colour copies of photographic materials from Paper 1 of the exam are also provided.

Grade Boosters for GCSE English for AQA A is written by practising English teachers who are closely involved with examination work.

Key to symbols



Assessment for Learning



Assessment Objective



Examiner's tips for boosting grades

Key techniques

Key technique 1a

All
levels

Literary terms: figurative language

Sometimes writers use figures of speech or figurative language when a comparison is made to make the writing more vivid.

Three kinds of **figurative language** are:

- 1 Simile
- 2 Metaphor
- 3 Personification.

Simile

A simile compares something to something else. It uses the word **as** or **like**.

For example:

*Reading the whole of the book was **like** a long tedious journey.*

*The trees fell **as** heavily as whales.*

Metaphor

A metaphor says something **is** something else. It helps the reader to see a picture or to experience a description.

For example:

*Nothing could **quench the flame** of his enthusiasm.*

*The mother tongue **blossoms** out of my mouth.*

Personification

Personification is a type of metaphor, where something lifeless is described as though it has life – as though it is a person.

For example:

*The slaves were imprisoned in **the bowels** of the ship.*

*We were **bullied** indoors by the sun.*

Key technique 1b

All
levels

How to write about figurative language

When writing about the use of figurative language, you have to be able to write about its effectiveness, that is, why it works well. Look at the following example:

We were bullied indoors by the sun.

1 What is being compared with what?

Answer: The sun is being compared with a bully.

2 What is a bully like?

Answer: **Strong, fierce**, shows **no mercy**, keeps on **punishing**.

3 So how does the metaphor work? Here are two possible answers:

The word 'bullied' shows how **fiercely** hot the sun was that day. It was so **strong** that they had to go into the house.

The metaphorical use of the word 'bullied' shows how they were driven out of the **punishing** heat by the **merciless strength** of the sun.



BOOST EXAMINER'S TIP

Make sure that you do not repeat the words of the original simile or metaphor in your explanation of effectiveness. Use your own words.

Activity 1 Examining metaphors

1 Read the extract below from *Cider with Rosie*, by Laurie Lee.

2 Examine the four responses to the highlighted metaphor using the 1, 2, 3 technique. Which response gives the best explanation?

The June grass, amongst which I stood, was taller than I was, and I wept. I had never been so close to grass before. It towered above me, and all around me, **each blade tattooed with tiger-skins of sunlight**.

1 The grass looked like it had been tattooed by the sun.

2 The grass had patterns on it like a tiger's coat.

3 The sun made golden patterns on the tall grass.

4 The sun patterned the tall grass around him with golden stripes. The word 'tiger' conveys the idea that he feels he's in an exotic yet frightening jungle.

Key technique 1c

All
levels

Literary terms: figurative language

Activity 2 Imagery

The extract below from the novel *Four Letters of Love* by Niall Williams contains many examples of imagery.

- 1 Study and name each of the highlighted phrases or clauses.
- 2 Choose your favourite simile, metaphor and example of personification and explain why it is so effective.

A man called Flannery was the first person to whom my father explained that he was in love, **feeling the rush of relief pouring out of him** until he was able to go home laughing, kicking his long lanky legs out in a little skip-dance **beneath the million-starred canopy of the December night**. That Friday night he asked her to marry him.

She said no. She stood back beneath the streetlamp that was shaded with a sycamore and bit her lip. **The huge leap into his life** was beyond her. Her eyes filled with tears as **she saw the heart of this tall man collapse like a skyscraper before her**.

‘I’m sorry, William,’ she said. ‘I just can’t say yes, like that.’

He stood there, **mute and hopeless as the trees**, the life draining out of him, the big shiny shoes alone keeping him upright on the world.

It was she who moved first, taking his arm and **steering them in a stiff and floundering silence** away down the street beneath the lamps and the trees. At the door to her house she leaned up and **broke a kiss** on his cold cheek, **leaving him to move like a man on stilts** down the path and out the garden gate **into the ruins of his fallen-down world**.

He did not rise for work the next day, nor the one after that. When he did finally arrive at his office, Flannery sitting across the table from him saw at once **the embedded daggers of one-way love still hanging from between my father’s ribs**. When he opened his hopeless downturned mouth, the **butterflies of love** might have escaped.

At last, when he could bring himself to write, he began without address or name with the three words that had been **flying round and round the rooftops of his mind like a madness**: I love you.

Key technique 2

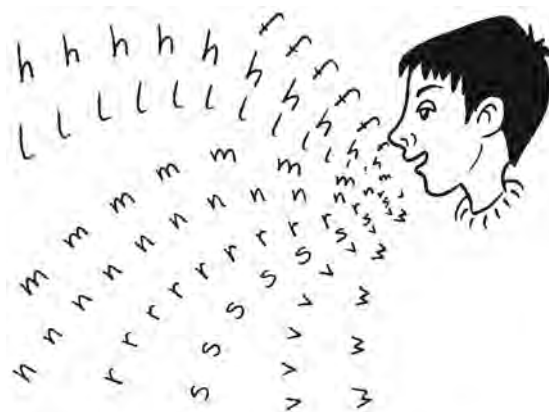
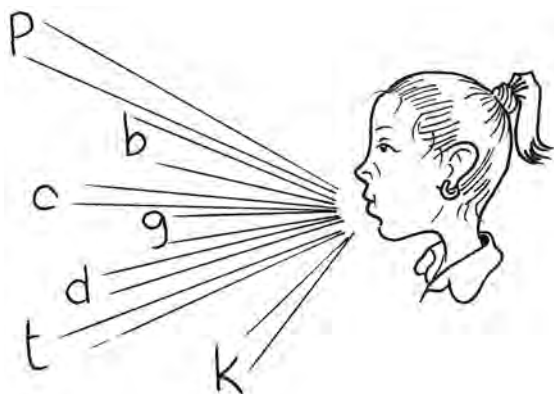
All levels

Literary terms: alliteration

When we speak, letters of the alphabet are formed by using our tongue, teeth, lips, palate and throat in different ways.

- Sometimes a sound explodes from our mouth. We call it **plosive**.
- Sometimes we can hold on to a sound for a long time. We call it **sustained**.

Writers repeat the same consonant sound to create a particular effect. The repetition of this sound is called **alliteration**.



- **c** and **g** are harsh guttural (made in the throat) sounds.
- **m** and **l** and **r** are flowing or rolling sounds.
- **f** and **h** and **w** are breathy, mysterious sounds.
- **s** is a smooth, sibilant (hissing) sound.

Activity 1 PEE

Use PEE to explain the effect of alliteration. Include a description of the repeated sound.

For example:

We left behind the long, lazy days of summer.

POINT	The sustained letter 'l' is repeated
EXAMPLE	in 'left' and 'long, lazy days',
EXPLANATION	to make the days sound slow and never-ending .

- 1 'The cold, telescopic eyes of the kestrel.'
- 2 With a partner, read each other's explanation. Is the effect explained fully with PEE and a description given of the sound repeated?

Key technique 3

All
levels

Literary terms: assonance

The repetition of a vowel sound within words close together is called **assonance**. There are five vowel sounds – a e i o u – and each vowel can be:

- **short** – map, help, kick, spot, cup
- **long** – lazy, car, meet, fight, spoon, bowl, duty.

The vowel sounds do not have to be spelled the same. All the following words, for instance, have vowel sounds that look different but sound the same

more, saw, fall, door, haul.

All night, in happiness, she hunts and flies.

Her high sharp cries

Like shining needlepoints of sound

Go out into the night.

From *Bats* by R Jarrell

The repeated ‘i’ sounds are **long, drawn-out** sounds. Therefore:

POINT Jarrell uses assonance

EXAMPLE in the repetition of the **long** ‘i’ sound,

EXPLANATION perhaps, to suggest the **drawn-out**, high-pitched noise made by the nocturnal bat.

Activity 1 Assonance

In pairs, find the assonance in the following examples and explain its effectiveness.

- 1 He picked on a boy who was shouting
And throttled him then and there
Then garrotted the girl behind him
The one with grotty hair.
- 2 The swallow of summer, she toils all the summer,
A blue-dark knot of glittering voltage,
A whiplash swimmer, a fish of the air.
- 3 I turned
Stumbling in the fever of a dream.

Key technique 4

All
levels

Literary terms: onomatopoeia

Sometimes a word suggests its own meaning in the way that we pronounce it. This is called **onomatopoeia**.

When you are responding to the use of onomatopoeia, you need to explain why the technique has been used. Knowing – and being able to spell – this long and difficult word is not as important as recognising **why** a writer has used it. Look at this example:

The use of onomatopoeia in 'When bombs smashed those mirrors,' follows a 'peaceful' description of life in pre-war Vietnam. The harsh and snappy 'a' sound in 'smashed' gives the impression of sudden, brutal attacks.

Activity 1 Onomatopoeia

Look at the following examples from some of the poems you know well. Can you explain the effect of their use of onomatopoeia?

- 1 Small round hard stones click
under my heels ... cans
trodden on, crunch
- 2 muffling muffling
his crumpled pillow waves
- 3 Imagine the drip of it
the small splash, echo
in a tin mug
- 4 When bombs smashed those mirrors
there was time only to scream
- 5 this room is breaking out
of itself, cracking through
its own walls
- 6 candy-striped glass bangles
snapped, drew blood
- 7 the howling ship of the wind
- 8 a dump of gross / feathers

Key technique 5a

All levels

Using a variety of sentence types

Activity 1 Assessing your own writing

- 1 Look at the content descriptors for the following grades. Apply these to a recent piece of your own writing and decide at which level you are currently working.
- 2 Now set yourself a target to work on in order to boost your sentences to the next grade.

E→D

Some use of complex sentences with appropriate discourse markers.

For example:

because, on the other hand.

Complex sentences have more than one clause. They use connectives like: when, as, after, while, before, although, unless, since, though, if, whether, until. The connective can be at the start or in the middle of the sentence. If it is at the start, you will need a comma.

C→B

Constructions linked clearly to discourse markers. May use rhetorical devices, first person, imperatives, modal verbs, repetition, short sentences, rhetorical questions and/or exclamations for effect.

Complex sentences have a main clause that can stand alone and a subordinate clause that cannot. When you start a sentence with a subordinate clause, it needs to be followed by a comma.

A→A*

Clear and controlled, manipulation of sentence structures for effect. May use a wide range of appropriate discourse markers linked to syntactical choice; may use syntactical variety to build rhetorical power throughout paragraphs.

Confident use of complex sentences, including the use of the conditional clause *if*. If *if* is at the start of your sentence, you will need a comma. Check your use of the past perfect tense. **For example:** *If I hadn't said that, he wouldn't have left home. Or You would have seen her if you had come earlier.*

Syntax is the grammatical relationship between words, phrases and clauses.

Rhetoric is the technique of using language effectively particularly to persuade, influence or please. It is about effect and style.

Key technique 5b

All
levels

Using a variety of sentence types

Activity 2 Identifying sentence types

- 1 Look at the following two paragraphs written about baking cakes. The first paragraph contains just two sentences. The second paragraph starts with a conditional clause, includes short sentences for effect and ends with a rhetorical question.
- 2 Identify simple, compound and complex sentences, and for each type explain the effect they have in the paragraph.

Cake baking has to be, however innocently, one of the great culinary scams: it implies effort, it implies domestic prowess; but believe me, it's easy. We've become so convinced that simple food comes out of simple cooking that we're happy to cook elaborate Tuscan suppers – which in reality demand much more than we would ever believe possible – but then baulk at baking a cake, assuming that we don't have the time for all that, that we live a life that doesn't encompass those arcane culinary arts.

If that's how you think, then you're wrong. You know how to make a cake? You mix a few basic ingredients together, stick the mixture in a tin and bake it. And when I say mix, I don't mean mix it yourself, not if you don't want to; I mean process or beat with an electric mixer. How hard can that be?

A
fL

Activity 3 From simple to compound and complex

- 1 Rewrite the following passage, using compound and complex sentences as well as simple sentences to make the writing more effective.
- 2 Explain to your partner **why** you have made particular choices.
- 3 Now use the skills descriptors on Key technique 5a to assess your writing.

I was listening to the news yesterday. A reporter said that the local shopping centre was banning the wearing of hooded tops. I am not happy about this. My mum bought me a new hooded top last week. She bought it at the shopping centre. My baby brother wears hooded tops. He's not a thug. He's only two years old. The reporter said they had banned them because there had been trouble caused by gangs of teenagers wearing 'hoodies'. The cameras could not identify the culprits if they had hoods on. Not all teenagers are thugs. It's not just teenagers who wear hooded tops. I saw an old aged pensioner wearing one. Does that make him a thug? Teenagers have rights too.

Key technique 6a

All
levels

Using discourse markers to link paragraphs

Discourse markers link your ideas to make your writing fluent and structured. Words and phrases such as **however**, **alternatively** and **on the other** hand are examples of discourse markers and allow you to connect one idea to another. How easy do you find it to use them? What grade would you give yourself for your use of discourse markers? What do you need to do to boost your grade?

Grade E

You make an attempt to organise your writing into paragraphs and use discourse markers.

For example: *The first point ... but where used, they are mechanical and obvious.*

You put them there because you thought you ought to use one but they don't always fit in with what you are writing.

Grade D

You are using discourse markers more appropriately although they are still mechanical and superimposed – they are still not coming naturally to your writing but you are getting there.

Grade C

Your discourse markers are becoming more integrated.

For example: *As a result of this ... consequently.*

You are beginning to use them to link ideas and are not just using them at the start of paragraphs.

Grade B

Your discourse markers are now coherently integrated – this is a big jump and you are now using them naturally to link your ideas and paragraphs.

Grade A

You have fluent control of discourse markers with an extensive vocabulary range – you are not just using the obvious discourse markers but developing a range of them and linking your ideas fluently.

Grade A*

Your discourse markers are integrated into the whole piece of writing seamlessly – you are completely in control of your writing and can sustain the effect throughout your work using delightful vocabulary choices.

Key technique 6b

All levels

Using discourse markers to link paragraphs

Activity 1 Using discourse markers

- 1 Add discourse markers to the following newspaper report in order to link the information it presents.
- 2 How many of the ideas and facts can you link with discourse markers? Be as inventive as you can. You are allowed to alter words slightly if it helps.

For example:

However, a designer has come up with a device that stops the user watching television until they have done enough exercise. Consequently, the gadget – nicknamed Square Eyes – fits into the insole of a shoe or trainer.

The trainers that help children kick the TV habit

As a means of discouraging children from a couch potato lifestyle, it ranks among the more bizarre solutions.

A designer has come up with a device that stops the user watching television until they have done enough exercise.

The gadget – nicknamed Square Eyes – fits into the insole of a shoe or trainer.

It tracks the number of steps taken by a child over the course of a day and transmits that information to a unit attached to a TV set.

Children are then allowed to watch a certain amount of television depending on how many steps they have taken.

The idea behind the tracker is that children are so desperate to watch their favourite programmes they will be encouraged to do the extra exercise. It has been invented by Gillian Swan, a final year design student at Brunel University in Uxbridge, West

London, for her degree show next week.

She said: 'today children are exposed to a raft of television programmes and children's channels.

'Ten years ago, children were entertained by playing games with their friends.

'Now they are cooped up in their bedrooms watching hours of television programmes.

'Square Eyes will help children to include exercise in their daily routines from an early age.'

The gadget allows children to watch a minute of TV for every 100 steps they have taken – or an hour per 6,000 steps.

When the allowed time – which is displayed on the LCD screen – has been used up, the device switches off the TV and children must then build up more 'exercise credit'.

The calculations are based on medical advice that girls

should do the equivalent of 12,000 steps a day and boys 15,000 and children should watch no more than two and a half hours of TV a day.

There are increasing concerns about child obesity, which condemns sufferers to years of ill health, including higher risk of heart disease and strokes.

Recent Department of Health statistics found that one in four children under 11 is overweight and one in seven is obese – so fat that their health is threatened.

The biggest jump in obesity was in the eight to ten age group, where the numbers have risen 50 per cent over the last decade.

On top of a couch potato lifestyle, junk food diets are blamed for the increase, with many children preferring burgers and pizzas to fruit and vegetables.

Daily Mail, 18 May 2005

Key technique 7a

All
levels

Punctuation

A03
(iii)

Use a range of sentence structures effectively with accurate punctuation and spelling.

Capital letters

- **Are used for proper nouns.** The most common error is forgetting to use capitals for all the bits of a title. Remember you need them for each important word.

For example:

Clyde Hall, Prom Committee

but see also:

Lord of the Rings.

- **Are used for the first word in a sentence.**

For example:

Details of dress hire companies are at the end of the page.

A common error is using capital letters after commas or semicolons when they are **not** needed.

- **Are used for initials, including I.** A common mistake in formal writing is to use the personal version of I you may have developed in mobile phone texting or notes to friends.

For example:

I



Boost EXAMINER'S TIP

Never, ever use mobile phone text abbreviations or spelling in your formal written English!

Key technique 7a (continued)

Full stops

- Are used at the end of a sentence.

For example:

Teenagers have many pressures on them today.

This is the main punctuation mark to signal the end of one idea and the beginning of another. Full stops slow readers down and are used to make strong points.



BOOST EXAMINER'S TIP

Remember that to get high grades you need to vary the length of your sentences.

Semicolons

- Join two or more closely related ideas. This is an excellent way of varying the length of your sentences.

For example:

Teenagers have many pressures on them today. The pressure to succeed academically is one that parents would see as important; the pressure to succeed socially is one that teenagers would see as most important.

Here the semicolon is used instead of a full stop because the ideas are linked, though a full stop would be fine.

- Separate sets of items in a list.

For example:

Pressures facing teenagers are varied; to get good GCSEs; to get a boyfriend/girlfriend; to be as slim, and as talented, as the members of the latest boy/girl band.



BOOST EXAMINER'S TIP

Using semicolons instead of full stops when your sentences are about the same thing, or using semicolons to create longer and more detailed lists, will help you to gain a B grade.

Activity 1 Semicolons

- 1 Look back at an essay you have written over the last year.
- 2 Alter some of your sentences to use semicolons. Show it to your partner.
- 3 Does the use of semicolons improve your writing?

Key technique 7b

All
levels

Colons

- **Introduce a list.**

To make a cake you will need: eggs, butter, flour and a big mixing bowl.

- **Expand on the meaning of a previous idea.**

You couldn't make a cake like this: a cake demands mathematical respect.

Activity 2 Colons

Look at the Nigella Lawson extract in Key technique 5b, page XX and highlight the times when she uses a colon. What does this add to the effectiveness of her writing?

Exclamation marks

- **Are used for emphasis.**

Look, a gift voucher from Quiksilver!

One exclamation mark shows quite a bit of excitement: use them carefully. *Look! A gift voucher from Quiksilver!* seems rather hysterical and over-excited, doesn't it?



BOOST EXAMINER'S TIP

Never, ever use more than one exclamation mark, however much you may do so in personal writing or mobile phone texting.

Question marks

- **Are used for direct questions.** Use these for rhetorical questions to engage the reader.

How difficult can that be?



BOOST EXAMINER'S TIP

A common error is to use question marks for indirect, or reported, questions.

She asked if her dinner was ready **does not** need a question mark because it is not the actual question that she asked.

Is my dinner ready? **does** need a question mark.

Key technique 7b (continued)

Commas

- Are used to separate items in a list.

Dancing, dining, gossiping and fun will all be available at the Prom.

- Are used to clarify sentences, often by separating a clause or phrase from the main sentence.

If we don't get good grades, we are told, we won't get on to the course we would like.

They are particularly useful **after those discourse markers** which improve your grade.

Firstly, I would like to argue ...

- Are used in direct speech, either before the actual speech:

Nigella said, 'I think cake baking is a scam.'

or after it:

'Not as much as the price of football strips,' Nick replied.



BOOST EXAMINER'S TIP

A very common error is to use commas in place of full stops, or even scattered randomly throughout your writing. STOP! THINK! Do you really need a comma there? The misuse of the comma will hold your grade down at C, D or below.

Apostrophes

- Are used to show possession, but not with **my, his, hers, yours, its, ours, theirs**.

My friends and I visit each other's houses. (The houses belong to each of us.)

You do not need an apostrophe anywhere else here, and certainly not on the plural of *friend*.

- Are used to show omission (a letter or letters are missed out).

For those teenagers who don't have such good support ...



BOOST EXAMINER'S TIP

Only use the apostrophe in the places mentioned above. One of the most common errors which holds down grades to D or below is sprinkling the apostrophe all over the place, wherever the candidate sees an S!

**Boosting your grade in
Paper 1 Section A
Reading non-fiction**

What's in Paper 1 Section A?

Reading non-fiction

In this paper you will read and respond to questions on two or more unseen non-fiction and media texts.

Paper 1 Section A is worth 15% of the marks, and you are advised to spend one hour on this part of the paper.

Assessment Objectives (AO) for reading non fiction

- A02 (i) **Read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.**
- A02 (ii) Distinguish between **fact** and **opinion** and **evaluate** how information is **presented**.
- A02 (iii) **Follow an argument, identifying implication and recognising inconsistencies.**
- A02 (iv) **Select material** appropriate to their **purposes, collate material from different sources** and make **cross references**.
- A02 (v) **Understand and evaluate** how writers use **linguistic, structural and presentational devices** to achieve their effects and comment on **the ways language varies and changes**.

Worksheet 1a

All
levels

Types of questions

Working with the Assessment Objectives

You can be asked four different types of question on this paper:

- 1 On **content** – to show you have understood the passage (A02(i) Read with insight and engagement; A02(ii) Distinguish between fact and opinion and evaluate how information is presented)
- 2 On **structure of the argument** – use of fact and opinion (A02(i) Read with insight and engagement; A02(iii) Follow an argument, identifying implication and recognising inconsistencies)
- 3 On **presentation** – to show an understanding of the effects of presentational devices on the reader (A02(v) Understand and evaluate presentational devices to achieve their effects)
- 4 On **language** – to show understanding of the effects of linguistic devices on the reader (A02(v) Understand and evaluate how writers use linguistic devices to achieve their effects and comment on the ways language varies and changes)

Your teacher will refresh your memory about work you have already done on these points.

Activity 1 Foundation Tier

Working with a partner, highlight the keywords in the following questions and write next to them which question type(s) from (1-4) above they are addressing:

- 1 What does the extract show you about the committee's attitude towards France's bid to hold the Olympic Games in 2012?
- 2 Select and write down four points which suggest that London's bid will succeed.
- 3 How effective are the graphics in making the exercise attractive to girls?
- 4 How does Richard Branson make hot-air ballooning exciting for the reader in his article?

Worksheet 1b

All
levels

Skills descriptors

Skills descriptors are lists of skills that the examiner is looking for in your answers. They are closely linked to the Assessment Objectives (AOs).

Activity 2 Matching skills descriptors to grade boundaries

The skills descriptors for each grade follow the same pattern for every question. Below are the skills descriptors for Paper 1 – but in the wrong order. Try to match each one to the correct grade boundary: A/A*, C/B, E/D, G/F. The bold phrases should help you.

- You should be able to see a clear progression from a simple response to a more sophisticated one.
- These skills descriptors are the same on both Foundation and Higher papers, but remember a C grade is the highest award you can receive on the Foundation paper.

Box 1

- **Structured response** which selects and comments on the author's argument
- Some of the order and language of the original retained
- **Clear attempt to engage with the task, shows understanding.**

Box 2

- Tends to paraphrase
- **Unstructured response** and largely descriptive
- Main impression that the order and language of the article has **been reproduced or retained**
- **Attempts to engage with the task.**

Box 3

- **Clear and detailed understanding** of writer's argument
- Material fully **absorbed** and **shaped** for purpose
- A **full understanding** of what is being asked
- Response is as **detailed as you could expect** from a 16 year old.

Box 4

- Little content
- Answer may be obscured by extra detail and mainly narrative
- General/descriptive comment
- **Little evidence** that the candidate has processed the text and followed the argument.

Worksheet 2a

All
levels

Identifying the main points in a text and reading with insight

A02
(i)

The first Assessment Objective (AO) for reading non-fiction requires you to **read with insight**. This means you must show the examiner that you have understood the key features of the text:

- 1 The information in the text
- 2 How the information is conveyed
- 3 Why the information is conveyed in this particular way

The text should trigger your own thoughts about the subject, about why it was written and who it was written for, and whether or not you agree with the argument.

Activity 1 Identifying the key features in a text

With a partner identify the main points in the text on page XX. You may find this method helpful:

- Read the entire text.
↓
- Identify the writer's purpose and intended audience.
↓
- Identify the key points in each paragraph.
↓
- Highlight the key points in the article and number in order of importance.
↓
- Reread the text to make sure you have not missed anything.
↓
- Write down the main points in order of priority. Be as brief and to the point as you can. (You will notice that the main point is often in the first sentence of a paragraph, but this is not always the case. There are several one-sentence paragraphs. Don't copy out the whole sentence – just the part you need.)
↓
- Decide on what your own thoughts are on the subject of the text

Do this and you will be reading with insight.

Student on US crime spree

A student is planning to carry out a crime spree by travelling across the United States and breaking weird local laws along the way.

Richard Smith, 23 will risk being arrested for falling asleep in a cheese factory in South Dakota and going whale-hunting in landlocked Utah.

He intends to break about 40 strange state and town laws as he crosses America, starting from the former prison island of Alcatraz in San Francisco Bay.

His 18,000-mile journey across the continent will

end in Hartford, Connecticut, where it is illegal to cross the road while walking on your hands.

Mr Smith from Portreath, Cornwall said: 'I am not really one of those people who likes going away and sitting by a pool. I want a purpose, and this seemed perfect.'

The inspiration for his criminal crusade came while he was playing a board game which included details of a law forbidding widows in Florida from going parachuting on Sundays. He has since discovered

that it is illegal to play cards against a Native American in Globe, Arizona; to drive around the town square in Oxford, Mississippi more than 100 times on a single occasion; to say 'Oh boy' in Jonesborough, Georgia; and to play golf in the streets of Albany, New York. He plans to challenge all those laws.

Mr Smith, a journalism student at Cornwall College, Camborne, estimates the challenge will take him eight weeks.

Daily Telegraph, 26 February 2005

Worksheet 2b

All
levels

Reading with insight



Activity 2 Self-evaluation

Some of the following questions should have crossed your mind when you read the article on Worksheet 2a.

- 1 Did you feel the article was a serious one? (Presumably it was factually accurate.)
- 2 Was it written because the information was unusual?
- 3 Was the writer trying to argue a point or was he intending to inform and entertain?
- 4 What kind of person do you think would enjoy reading this?

Tick whichever of the following points you identified:

a The purpose of the article is to inform and entertain.	
b The article is aimed at broadsheet newspaper readers who take enough of an interest in the law to be amused by its inconsistencies.	
c The central fact of the article is that a student intends to cross America for the sole purpose of breaking weird laws.	
d The article identifies the student as Richard Smith, 23.	
e A list of examples of the weird laws Mr Smith intends to infringe.	
f A quotation from Mr Smith who implies that this is his idea of a holiday.	
g Where Mr Smith got his inspiration from.	
h Further examples of strange and bizarre laws.	
l The length of time this challenge will take to complete.	

Worksheet 2c

Level:
E → C

Reading with insight

A_fL

Activity 3

Look at answers A and B. With a partner decide what grade you would give them. Refer to OHT 2.

Response A

Attempts to engage in task

Paraphrased

unstructured

The main points that the writer is reporting are that a student is going to cross America breaking as many strange laws as he can like walking across the road on his hands, falling asleep in a cheese factory and driving round the town square more than 100 times. It will take him 8 weeks. His name is Richard Smith and he is 23 years old. He is going to start at Alcatraz and break 40 laws as he crosses America. He will travel 18,000 miles and finish in Connecticut. He comes from Cornwall and this is his idea of a holiday. He got the idea from a board game.

Insert your own comments here.

Worksheet 2c continued

Answer B

In his newspaper article the writer is having a laugh with the reader about this student who is going to cross America breaking as many weird laws as possible. He'll start off falling asleep in a cheese factory and whale hunting in landlocked Utah. (No whales there then.) He is called Richard Smith, a journalism student from Cornwall who likes holidays that are strange and different. He got the idea from a board game. He is going to travel 18,000 miles breaking laws in different states and the writer identifies these in the order that his journey takes from coast to coast and it will take him 8 weeks.

Shows understanding
Identifies inconsistencies

Retains the order of main points.
Structured response

Retains some of the language and order of the main article

Your comment.



Activity 4 Peer evaluation

- 1 Work in pairs. Partner A explain to Partner B how the grade awarded was achieved for Answer A. (2 minutes)
- 2 Change over and Partner B explain to Partner A how the grade awarded was achieved for Answer B. (2 minutes)

Skills descriptors

The examiner is looking to see which of the following skills descriptors have been fulfilled:

Grade A/A* skills descriptors

- **Clear and detailed understanding** of writer's argument.
- Material fully **absorbed** and **shaped** for purpose.
- A **full understanding** of what is being asked.
- Response is as **detailed as you could expect** from a 16 year old.

Grade C/B skills descriptors

- Structured response which selects and comments on the author's argument.
- Some of the order and language of the original retained.
- **Clear attempt to engage with the task, shows understanding.**

Grade E/D skills descriptors

- Tends to paraphrase.
- Unstructured response and largely descriptive.
- Main impression that the order and language of the article has **been reproduced or retained.**
- **Attempts to engage with the task.**

Grade G/F skills descriptors

- Little content.
- Answer may be obscured by extra detail and mainly narrative.
- General/descriptive comment.
- **Little evidence** that the candidate has processed the text and followed the argument.



BOOST EXAMINER'S TIP

When there is evidence of skills descriptors from different bands, examiners apply what they call 'the best fit principle', where they apply a mark from the nearest band. This is why you need to look at all the skills descriptors in each band.

Worksheet 3a

Level:
E → C

Skills descriptors

Activity 1 Foundation tier matching skills descriptors

Look at the skills descriptors for examiners and see if you can match them to the skills descriptors simplified for students. It is important that you understand what an examiner is looking for as this will help you to boost your grade.

Examiners' skills descriptors

Grade E/D skills descriptors

- a Tends to paraphrase
- b Unstructured response and largely descriptive
- c Main impression that the order and language of the article has been reproduced and retained
- d Attempts to engage with task.

Grade C/B skills descriptors

- e Structured response which selects and comments on the author's argument
- f Some of the order and language of the original has been retained
- g Clear attempt to engage with task, shows understanding.

Skills descriptors explained for pupils

- 1 Has got the general idea of what to do but does not give a complete answer
- 2 Sometimes/mostly uses their own words to show a clear understanding of the main argument and some of the details to back it up
- 3 Picks out part of the answer but doesn't explain
- 4 Looks at the article in a step-by-step way, doesn't see it as a whole, doesn't see that the chronological order of points are not the order of importance
- 5 A clear comment on the details relevant to the question, can pick out the most important points
- 6 Knows what to do, generally good clear answers but not expressed with the precision expected for an A grade
- 7 On the right lines but doesn't make the point clearly – vague and general.

Your teacher will give you the correct answers and answer any of your questions.

Worksheet 3b

Level:
C → A*

Skills descriptors

Activity 2 Higher tier matching skills descriptors

- 1 See if you can match grade descriptors to this next answer on your own. Use the boxes and identify the features. Draw in more arrows if you feel you need to. In which grade boundary do your comments fit?
- 2 Which grade would you award for this answer? Check if you were right with your teacher.

Response C

In his article the writer for The Daily Telegraph is relishing the idea of a student going on a 'Crime Spree' across America. The main points of his article are: who - Richard Smith, a journalism student aged 23, from Cornwall; what - breaking ancient weird local laws for fun; where - on a journey of 18,000 miles across America, from Alcatraz to Connecticut. Other important points are that the student himself is rather whacky and dislikes conventional holidays. Some of the laws are so ridiculous such as the one about whale hunting in landlocked Utah as whales could not exist there!



Worksheet 4

All
levels

Assessment Objective 2 (i,ii,iv)

Let's re-examine Assessment Objective 2:

A02 (i) **Read with insight and engagement**, making **appropriate references** to texts and **developing and sustaining interpretations** of them.

A02 (ii) **Evaluate** how information is **presented**.

A02 (iv) **Select material** appropriate to their **purposes**.

These assessment objectives can be explained as follows:

- 1 Show that you have understood what you have read and that you recognise the writer's purpose and who he or she is writing for.
- 2 Use details from the texts to back up the points you feel are worth making. Make sure you have several relevant details from the text to support your answer.
- 3 Identify the main point of the whole piece of writing, and then look for any additional points. Look at the order that points are made; this means comment on the structure.
- 4 Recognise inconsistencies.

Activity 1 Reading with insight

- 1 Write an answer of your own to the question 'Identify the key features of the text *Student on US Crime Spree*. Incorporate some of the features from your own personal target band.
- 2 What are the main points that the writer is making in 'Student on US Crime Spree' in Worksheet 2a?

Remember the features that the examiner is looking for when you are answering a question on content and shape your answer to fit your own target band.

A_{FL}

Activity 2 Peer evaluation

Swap your answer from Activity 1 with a friend. See if you can guess each other's target band from your responses and then pinpoint the features precisely.

More reading with insight

LONDON TO BRIGHTON BIKE RIDE

Saddling up

THE RIDE Since it began in 1980, the London to Brighton Bike Ride has attracted more than 550,000 cyclists of all ages and is now the biggest bike ride in Europe. The British Heart Foundation's biggest fundraiser, it has raised more than £26 million for the charity.

Download entry forms for this year's event, on Sunday June 19 from www.bhf.org.uk or www.cycle-rides.co.uk/brighton.htm, or call 09068 616077. The deadline for applications is March 1.

THE KIT Both mountain and road bikes are suitable for the 56-mile road ride, and dependable-quality models start at about £250. Cycling shorts pay back their cost (from £25) in comfort. Helmets (from £35 for a good one) and eye protection (from £5) are crucial. Water bottles are a must, as is sunscreen (particularly on the back of the neck) and – this being English summer – a waterproof.

TRAINING 'The fairly young and fit can get by for this ride on a couple of hours a week for five or six weeks beforehand,' says Philip Ingham of British cycling. 'If you're less active, or older, it is worth putting together a basic training schedule for two or three months before the event to build fitness, tweak the bike and practise eating and drinking on the move, building up to include a 30-mile ride a week in the last few weeks.' Local cycling clubs can help with training plans; 1,000 clubs are listed at www.britishcycling.org.uk

DIET A one-off event like this means that you can get away without strategic eating, though a balanced diet will help. During the event bananas, dried fruit and nuts and energy and cereal bars are ideal snacks. Sports drinks boost carbohydrates and electrolytes, and you should drink 75cl to 1 litre of water an hour to prevent dehydration.

'Body and Soul Active',
The Times, 19 February 2005.

Worksheet 5a

Level:
E → C

Reading with insight

Activity 1 Foundation tier practice question

Practise writing about the content of the article 'London to Brighton Bike Ride'.

Sample questions:

- 1 What are the writer's intentions in the newspaper article?
- 2 Who is his target audience?
- 3 What effect does he intend to have on his readers?

Question 3 is the most difficult. Use the following bullet points to help you. Choose from the effects and explain why you have chosen one or more of them:

- people will know more about what is going on in the country
- to advertise The British Heart Foundation so people will donate money
- people will log on to the website
- people will enter the race and collect sponsors
- people will become fitter, take up cycling, do more exercise and improve their diet
- to increase the sales of bicycles and bike accessories.



BOOST EXAMINER'S TIP

Keep the answers to 1 and 2 clear and short. Answer 3 needs to be as detailed as you can make it, but say what you can and then stop. **DO NOT** repeat your points for effect.



Activity 2 Self-evaluation and peer evaluation

- 1 Check your answer to Activity 1 against the content skills descriptors given below. Put yourself in the examiner's place and award your answer a grade.
- 2 Swap your work with a friend and grade each other's work. Discuss your findings.

Grade C/B skills descriptors

- Structured response which selects and comments on the author's argument
- Some of the order and language of the original retained
- **Clear attempt to engage with the task, shows understanding.**

Grade E/D skills descriptors

- Tends to paraphrase
- Unstructured response and largely descriptive
- Main impression that the order and language of the article has **been reproduced or retained**
- **Attempts to engage with the task.**

Worksheet 5b

Level:
C → A*

Reading with insight

Activity 3 Higher tier practice questions

- 1 What are the writer's intentions in the newspaper article in OHT 3?
- 2 Who is his target audience?
- 3 What effect does he intend to have on his readers?

A_fL

Activity 4 Self-evaluation and peer evaluation

- 1 Check your answer to Activity 3 against the skills descriptors below. Put yourself in the examiner's place and award your answer a grade.
- 2 Swap your work with a friend and grade each other's work. Discuss your findings.

Grade A/A* skills descriptors

- **Clear and detailed understanding** of writer's argument
- Material fully **absorbed** and **shaped** for purpose
- A **full understanding** of what is being asked
- Response is as **detailed as you could expect** from a 16 year old.

Grade C/B skills descriptors

- Structured response which selects and comments on the author's argument
- Some of the order and language of the original retained
- **Clear attempt to engage with the task, shows understanding.**

Remember the skills descriptors want you to demonstrate more than just understanding of the text. You need to show:

- an understanding of purpose and audience
- be able to prioritise information according to the writer's intentions
- think about what effect the text has on you, the reader.



BOOST EXAMINER'S TIP

Content is about understanding **what** is being said and what the writer really **means**. To do this you have to show you fully understand who the writer wants to read his work (**target audience**) and what effect he/she intends to create (**purpose**).

Worksheet 6a

All
Levels

Fact and opinion

A02
(ii)

Distinguish between **fact** and **opinion** and **evaluate** how information is presented.

Activity 1 Fact-finding

- 1 Look back at the newspaper article, 'London to Brighton bike ride', from OHT 3.
- 2 List as many facts as you can from the article. Some may need rewording. You should be able to identify about seven.

A
fL

Activity 2 Self-evaluation and peer evaluation

- 1 How did you do in Activity 1? Look at the answers and see if you can explain why these are facts and not opinions.
- 2 Discuss your explanation with your partner. Is there anything you would like to add to your answer?
- 3 List as many opinions as you can find from the article. Some may need rewording.
- 4 Discuss your explanation with your partner. Is there anything you would like to add to your answer?
- 5 What kind of words can change a fact to an opinion? With your partner, see if you can identify some of those words which signpost an opinion about to emerge.

Facts and opinions are used all the time in persuasive writing. Writers often try and mix the two to persuade the reader to see something from the writer's point of view. It is a good technique to use in the writing part of this paper.

Activity 3 Higher Tier Practice question

Explain how the uses of facts and opinions would help someone intending to take part in the London to Brighton bike ride.

Activity 4 Foundation Tier Practice question

Identify three facts and explain how the writer in OHT 3 uses them to advise someone intending to take part in the London to Brighton bike ride.

Worksheet 6b

Level:
C → A*

Activity 5 Grading answers

1 Look at the following three answers. See if you can match grade descriptors for content skills on page 19 to these answers on your own. Use the boxes and identify the features. Draw in your arrows to pinpoint the features.

2 In which grade boundary do your comments fit?

Explain how the writer's use of facts and opinions would help someone intending to take part in the London to Brighton bike ride.

Response 1 [Higher Tier]

All the facts which would help persuade someone are in the first section. The writer says it began in 1980. More than 550,000 people have taken part since it began. It's the biggest bike ride in Europe and it's the biggest fund raiser for the British Heart Foundation. It has raised over £26 million. These are all facts because they contain statistics and can be proved. The opinions are about what kit you can use. Really all you need is a bicycle that works so the rest is opinion even though it contains the prices of equipment. All the sections on training and diet are opinions as well as some people are fit anyway and don't need it. It tells you what you should do but these are not facts even though they are good things to do and might help you plan better.

Grade

Worksheet 6c

Level:
C → A

Fact and opinion

Response 2 [Higher Tier]

The first facts, which would help someone intending to take part in the bike ride from London to Brighton, show that it has very good credentials. It has been an annual event since 1980. It has attracted more than 550,000 cyclists of all ages. It is the biggest bike ride in Europe and is the British Heart Foundation's biggest fund-raiser, having raised £26 million. The first section contains all these facts which aim to convince prospective entrants that it is a worthwhile and fun thing to do to raise money for charity.

The rest of the article gives advice on the best way to prepare for the ride. The only fact in these sections is '... 1,000 clubs are listed at www.britishcycling.org.uk'

Many opinions are offered about the equipment, training and diet and although the advice is probably sound, facts are not used. These opinions use words such as 'suitable', 'dependable quality', 'a good one' (helmet), 'are crucial' (eye protection), 'a must' (water and sunscreen). Advice on diet uses words like 'get away without ... strategic eating' and 'you should drink 75cl to 1 litre of water an hour'. This is all sound helpful advice which I am sure any doctor would endorse but this is still opinion.

The use of facts and opinions draws you into the article and makes you feel that you could do it because with the right clothing and preparation it does not seem too difficult.

Grade

Worksheet 6d

Level:
E → C

Fact and opinion

Answer 3 [Foundation Tier]

3 Facts

- London to Brighton Bike Ride started in 1980
- More than 550,000 cyclists have taken part in it
- It has raised more than £26 million for The British Heart Foundation

3 Opinions

- Dependable quality models start at £250
- Cycling shorts pay back their cost in comfort
- Helmets cost from £35 for a good one

These facts are true because they can be proved. The opinions are not true because you don't need to spend all that money to go on the bike ride. This might put people off because they can't afford it.

Grade

A
fL

Activity 6 Self-evaluation

- 1 Write your own version of an answer aiming at your own target grade.
- 2 Now explain to your partner why your answer reflects the grade boundary you chose.

Worksheet 7a

All
levels

Fact and opinion: the use of bias

Activity 1 Examination question

Compare the letter writers' use of facts and opinions on animal experimentation in the following letters below and on Worksheet 7b.

- The writers are responding to the news that Cambridge University's building plans for new animal research laboratories have been abandoned, due to public pressure.
- Some of the words and phrases have been highlighted to help you explain the biased standpoint of the writers.

Foundation candidates – compare Letters 1 and 2 only.

Higher candidates – compare Letters 1, 2 and 3.

Letter 1 Necessary evil

IT IS proven that animals are required in order to make some **meaningful** and **necessary** advancements in medical science. As an **animal lover**, I am extremely **torn** by the prospect of animals suffering so that I and others may live. That said, when **driven** to make the choice, I make it in favour of medical science. I believe that the animals are required for research if the human race is to survive, and that they should be used in situations where there is no alternative.

Those who have succeeded in stopping the research being effected in Cambridge, where animals would have been treated as humanely as possible, should now be prepared to face the consequences of this research moving abroad – possibly to countries where **cats and dogs are eaten** as human food and where **their mode of death is too horrific to think about**.

Furthermore it would be interesting to record how these people react when either they or somebody close to them is stricken by a disease for which there is no known cure, thanks to their lack of sense and foresight.

B.F. Orme

The Times, 6 February 2005

Worksheet 7b

All
levels

Fact and opinion: the use of bias

Letter 2 Compassionate care

IT CAN never be right to gain at the expense of another. **Human progress does not lie in finding a cure for cancer by killing 10,000 animals**; it lies in realising the cure for cancer is not worth the life of a single animal. It is our capacity to be compassionate that sets us apart from other species. Even if medical progress were made, these methods would be appalling and base.

Animal experimentation is also **unscientific** and **unreliable**. It would be far better for everyone if the money that is wasted on **cruel** and **pointless** animal experiments were spent on scientific epidemiological research whenever a new drug is produced. Non-violence is the goal of evolution, and we are still **savages** until we stop **harming** other sentient beings.

Kate Fitzgibbon, Morayshire
The Times, 6 February 2005

Letter 3 Fund research

AS SOMEONE who watched my grandfather deteriorate as Alzheimer's took him slowly away from us, I am thrilled that the Cambridge laboratory has been shelved. Precious funds should be put into innovative research techniques. Animal experimentation is a waste of time, money and millions of animal lives. The public deserves better than the false hope that these cruel experiments provide.

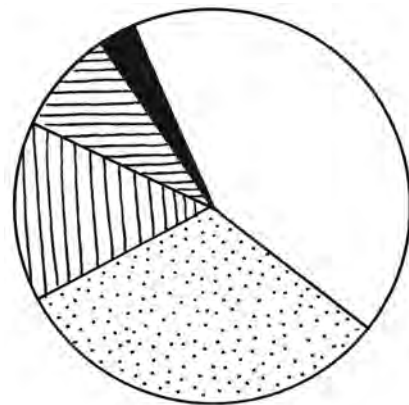
Dawn Carr
The Times, 6 February 2005

Presentation Assessment Objective 2(v)

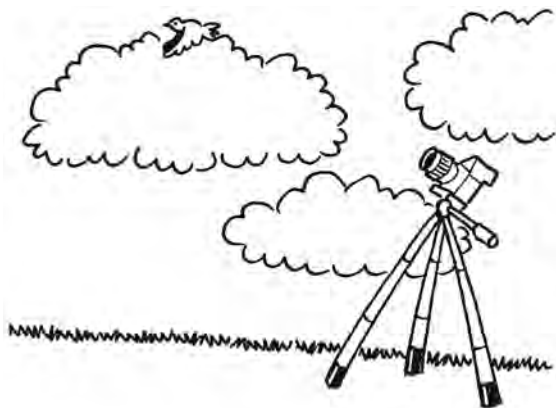
A02
(v)

Understand and evaluate how writers use presentational devices to achieve their effects.

Commonly used presentational devices



- Headlines, sub-headings
- Bold print, italics, underlining
- Logos and slogans
- Different fonts
- Size of fonts.
- Illustrations
- Charts, diagrams and graphs
- Graphics – pictures, drawings, cartoons, photos, bubbles, cameos, maps
- Banners
- Statistics.



- Use of colour
- Composition of picture
- Groupings
- Camera angle.

Writing about presentational features and their effects

First, identify the presentational features used in the writing so that you can write about them. Presentation is about how the text looks on the page. It is relatively easy to identify presentational features but this does not gain many marks. To *boost* your grade, show how effective the use of each feature is.



BOOST EXAMINER'S TIP

Examiners have commented that many candidates misread the question and include language features in the answer. Be aware of this when planning your answer.

Second, you will not gain any marks for saying the presentation is good or bad or explaining how you could do it better. To make sure you stay on task, you must think of three things:

- 1 Presentation is a device used to attract the reader.
- 2 Presentation must be aimed at the target audience.
- 3 Presentation must help to fulfil the purpose.

If you address these three points in your answer you will have access to all the marks available.

Activity 1 Presentation

Here is a list of possible points to make about the presentation of a text, but unless you relate them to the purpose and audience of the text you will not gain more marks. See if you can add to them.

- To make it more attractive.
- To give information in a more visual way.
- To emphasise an important point.
- To attract a potential reader to the text.
- To stand out more clearly.
- To show you exactly what it is.
- To show you how to get there.
- To identify a famous organisation.
- To provide information in the clearest way to complement the text.

Worksheet 8b

All
levels

Presentational features and their effects

Activity 2

1 Identify the purpose of the presentational devices in the table below.

Presentational device	Purpose
<i>Headlines and sub-headings</i>	<i>To attract a potential reader into the text</i>
<i>Bold print, italics and underlining</i>	
<i>Logos and slogans</i>	
<i>Different fonts</i>	
<i>Size of fonts</i>	
<i>Illustrations</i>	
<i>Charts, diagrams and graphs</i>	
<i>Graphics – pictures, drawings, cartoons, photos, bubbles, cameos, maps</i>	
<i>Banners</i>	
<i>Statistics</i>	
<i>Use of colour</i>	
<i>Composition of picture</i>	
<i>Groupings</i>	
<i>Camera angle, e.g. close-up, shot taken from above or below, wide angle</i>	
<i>General format and layout of the page</i>	

The best way to revise for this paper is to read any form of written communication that you can – from junk mail coming through your letterbox to brochures, leaflets, magazines, health promotions, posters, and, especially, newspapers.



Boost EXAMINER'S TIP

Remember when asked to comment on the effectiveness of language or presentation the examiner is not asking you whether or not you like something. The examiner wants to know whether you think the particular device suits the audience and fits the purpose. You must give examples and reasons. It would be very helpful to use PEE here.

All levels

Lypsy!® advertisement

comp 

win! A VIP weekend

Bag a swanky celeb-style trip for you and a mate, packed with pampering, shopping and sightseeing...

1st prize

Your winning weekend will kick off with you, your friend and a parent or guardian travelling to London. You'll be chauffeured around town in a limo and your first stop is TopShop, where your very own stylist will help you spend your £1,000 prize money on a load of cool clothes. Then you'll head off to a funky beauty bar for a glam makeover. You'll even spend the night in a plush hotel!

The next day, you'll all be whisked off to the London Eye for an awesome view over the city. Then you'll head back home - after spending 24 hours as a VIP. Phew!

You'll have Lypsy! to thank for all this. They've kept pouts perfect for years and have a great range of flavours, including Peach, Mint, Strawberry, Lemon, Cherry and Original, plus Shymer and Lypsy! Sun. With that lot, your smackers'll stay smooth no matter what you do at the weekend.



runners-up

Ten gals will receive a set of Lypsy! products, including Sun, which'll help protect your lips from winter sunshine and Shymer, which has a delish raspberry flavour.

how to enter

Remember to include a recent pic of yourself along with your snap.

We want you to send us a pic of you kissing someone! It could be you puckering up to your mum, a mate, your pet... even your fave pop poster! The photo that makes us giggle the most will nab this fantastic prize. Send your entries to Lypsy! comp 509, mizz, King's Reach Tower, Stamford St, London SE1 9LS. The closing date is November 30th 2004. Check with your folks that one of them can come with you to London on your chosen weekend.

Name:
 Mate's name:
 Your age:
 Mate's age:
 Your address:

 Home no:
 Mobile no:
 Parent's signature:

IPC Media, that's who publishes mizz, will collect your info to judge the VIP Weekend comp. But mizz may also contact you by phone, fax or email to see if you'd like to appear in another feature. Please tick here if you don't want to take part.

20p off

To the consumer: This coupon entitles you to 20p off your next purchase of any product in the Lypsy! range. Please note this offer is only available in the UK and not in Eire. This offer expires December 31st 2004.
To the retailer: Novartis Consumer Health, Wimblehurst Road, Horsham, West Sussex RH12 5AB will redeem this coupon at its face value provided that it has been taken as part payment for one of the products in the Lypsy! range and no other item. One coupon per purchase. Novartis Consumer Health reserves the right to refuse payment for any coupons that are illegible, photocopied, defaced or have not been used against a purchase of a Lypsy! product. Send to NCH Marketing Services Limited, Bangrove Road, Weldon South, Corby, Northants NN17 1MN before 31st January 2005. NCH reference number: 0674/03147. Cash redemption value 0.0001p.



9 900970 760205
 mizz 47

For detailed competition rules and regulations, visit us at www.mizz.com. We can't return any photos or stamps, so please keep a copy of anything precious. All expenses will be paid again from your journey from your home to your nearest train station.

Photography: Digital Vision, PA

Reproduced with kind permission from Novartis Consumer Health UK

Presentational features and their effects

Activity 3 Presentational devices

Study the Lypsyl® advertisement on OHT 5 and see if you can identify the following presentational devices.

- 1 Logo.
- 2 Header: colour/size/font.
- 3 Pink writing on yellow background.
- 4 Yellow writing on red background.
- 5 Cameo of the London Eye.
- 6 The arrangement and variety of colour/flavours of Lypsyl®.
- 7 Large, slanted, colour photograph of teenagers clothes shopping.
- 8 Design of the competition entry form: pink lower-case writing; writing in box; use of bold font.
- 9 20p off voucher.

Activity 4 Speaking and listening

Consider the following question:

How effectively does the Lypsyl® advertisement use presentational devices to convey its message?

- 1 Using your numbered list, **comment** on the **effectiveness** of the presentational devices.
- 2 Remember you must **identify** the **purpose** and target **audience** in order to **evaluate** the **effectiveness**.
- 3 Write your own answer to the question above.

Please note that the advertisement is in colour on the CD-ROM.

Worksheet 8d

All
levels

Presentational features and their effects

Activity 5 Self-evaluation

- 1 Take your own answer to Activity 4 on Worksheet 8c and compare it to each of the following answers.
- 2 Which one does yours most resemble?
- 3 Using your skills descriptors decide on a grade for each.

Matt's response A* grade

WIN A VIP WEEKEND. The yellow pink and orange letters will appeal immediately to teenage girls as they are bright and vibrant colours and they promise FUN! The colours in the rest of the advert are also lively particularly the splayed tubes of Lypsyl in the four different colours which symbolise different flavours.

The cameo picture of the London Eye and the big picture of they happy teenage girls buying clothes is very effective as every teenage girl will be envious of them. They will all rush out and buy a Lypsyl with their 20p off coupon so they have a chance of winning the competition.

The layout of the page is very strong. There are four clear sections. The text is broken up by pictures and coloured side-headings. The entry form with important information is printed in bold print so it stands out. The bit they don't want you to see but that has to go in for legal reasons is in a small, orange font. The money off coupon is printed pink on a yellow background which is very girly. Lypsyl has its own logo which is their trade-mark and is immediately recognisable.

I would say that the whole page feature is very stereotyped but also very effective because only girls who have this 'Barbie' view of themselves buy MIZZ in the first place.

Presentational features and their effects

Olivia's response B grade

Lypsysl are offering a 1st prize of a week in London to the winner of their competition. This is just a gimmick to advertise their product. They use lots of colourful letters of different sizes and on different coloured backgrounds to stick out. It is printed in Mizz magazine and is all orange and pink and girls will go for it. It also uses fancy fonts for headings which draw your eye toward them immediately you look.

The use of pictures is good. The London Eye in the middle looks like an eye and the big picture shows girls shopping for clothes which are the prize. The writing is next to four different coloured Lypsysl which are different fruity flavours. It is eye-catching and teenage girls would read it and buy a Lypsysl as they can relate to the girls in the picture and there is a 20p off coupon and they might win a weekend in London and loads of clothes.

Sam's response E grade

There are lots of different colours like orange and pink. It is eye-catching because the pictures are big and the colours are bright and there are two teenage girls shopping for tops. It is advertising Lypsysl and it has got a Logo which isn't very good. The different coloured Lypsysls are good because girls use it all the time.



Activity 6 Improve your grade

Imagine you are Sam's teacher and discuss the advice you would give him with your partner. Write a paragraph explaining to Sam how he could improve his grade.

Boosting your grade

Using media terminology when writing about presentation

The word **graphic** refers to the way images are created. When we look at a picture, diagram or chart we are reading signs. We read these signs so quickly we often don't realise we are reading, but we are.

Think about the messages that graphic images are giving out. Look at **shape**, **texture**, **lighting** and **camera angles** in a picture and ask what effect they are meant to have.

A picture is **composed** or created to have an effect on the 'reader'. When you are studying a graphic image try and imagine why it was chosen. Think about the body signals of the subjects in the picture. Think about what their faces, hands and positions are expressing. If you can identify and explain these things using media terminology, you should be hoping to achieve a higher grade.

Activity 1

Look through any magazines, periodicals, supplements or leaflets and write about how the writers use presentational devices to convey their messages more effectively.



Boost EXAMINER'S TIP

The key is variety. The main things to think about are: who is the piece of writing aimed at and what effect does the writer want it to have on the reader?

A_fL

Activity 2 Peer-evaluation

Choose someone you have not worked with before and ask them to assess your work from Activity 1. They should make three suggestions for improvement, while you do the same for them.

Language Assessment Objective 2(v)

A02
(v)

Understand and **evaluate** how writers use **linguistic** devices to achieve their effects and comment on **the ways language varies and changes**.

- Explain how the language addresses the target audience.
- Explain how the language fulfils the writer's purpose.
- Explain the effects the language has on the audience and how it suits the purpose.
- You must give examples and reasons – use PEE.



BOOST EXAMINER'S TIP

You would not believe how many people write in their answers, 'I thought the language was good because it was easy to understand'. Ask yourself, what is this telling the examiner about you and your reading skills?

- Writing about language and its effects on the reader is very difficult because the writer has so many techniques to choose from, and every combination of these can create a different effect.
- You must be able to identify which techniques are used, but in reality you can gain top marks for writing, in detail, about four or five of the main ones.

Skills descriptors for writing about the author's use of language

Grade A*/A skills descriptors 'detailed'

- Clear and detailed response as to how the writer shapes the reader's response, via his or her use of language
- Material fully **absorbed** and **shaped** for purpose
- A **full understanding** of what is being asked
- Response is as **detailed as you could expect** from a 16 year old.

Grade C/B skills descriptors 'clear attempt'

- Clear attempt to explain how the writer uses language
- Structured response which selects and comments on different aspects of language
- Clear attempt to engage with task.

Grade E/D skills descriptors 'attempts to engage'

- Tends to paraphrase
- Unstructured response and largely descriptive
- Some identification of the ways language is used
- **Attempts to engage with the task.**

Grade G/F skills descriptors 'little content'

- Little content
- Answer may be obscured by extra detail and mainly narrative
- General/descriptive comment
- **Little evidence** that the candidate understands different use of languages.



BOOST EXAMINER'S TIP

Where there is evidence of skills descriptors from different bands, examiners apply what they call 'the best fit principle', where they apply a mark from the nearest band.

Worksheet 9a

All
levels

Recognising linguistic devices

Writers use **linguistic devices** (language techniques) to create effect. It is useful to be able to identify these features using the correct terms – although you must always explain their effect too. Try these exercises to refresh your memory.

Activity 1

Match the terms to the correct definition in the table below.

First person	Repeating a consonant sound at the start of a group of words for effect. Common in headlines, e.g. <i>Wayne's Winter Wonderland</i> .
Second person	Using words for effect.
Third person	Making the same point or using the same words or phrases to reinforce your argument or opinion.
Alliteration	Making three closely related points in one sentence to reinforce your argument. Often used in speeches.
Assonance	Giving human characteristics to things to create effect; e.g. <i>The weather smiled on us</i> .
Rhyme	Appealing to the emotions of your reader.
Personification	Repeating a vowel sound mid-word to achieve effect. Common in headlines, e.g. <i>Blonde bombshell</i> .
Emotive writing	Using the noun or pronouns he/she/it or they . Used in writing to inform or explain to a general audience.
Repetition	'I' Used in personal writing, editorial and autobiography to argue, explain and entertain.
Groups of three	'You' Addresses an audience directly: used in writing to advise; to argue; to instruct; to advertise to a specific audience.
Diction	A polite form of writing for people you do not know well or to people in authority. Used in official letters and broadsheet newspapers.
Formal register	Using words with similar sounds. Mostly used in poetry and descriptive writing for effect, e.g. <i>The moon swam in a dark lagoon</i> .

Worksheet 9b

All
levels

Recognising linguistic devices

Activity 2

Match the terms to the correct definition.

Informal writing	Gentle humour, saying the opposite of what you really mean, a kind of sarcasm, e.g. <i>He ran at a snail's pace.</i>
Technical language	Saying the opposite of what you mean, rather harsh and destructive to a person's self-esteem, e.g. <i>Then the kindly gentleman pierced the child's red football.</i>
Scientific language	Used to give an example from your own life experience, like a little story to illustrate your point.
Anecdotal language	Often uses slang or colloquial terms. A friendly, trendy tone used in letters to friends, articles for young people, teenage magazines, e.g. <i>Watch this space for more hot treats next week.</i>
Rhetorical question	Used to impress when writing to argue or persuade, especially when referring to research or work by experts to support your points, e.g. <i>Researchers at Cambridge University ...</i>
Irony	Making something sound greater than it is in reality.
Sarcasm	To make the reader smile or let them share the writer's amusement.
Imagery	Where there can be more than one interpretation.
Imperative verbs	One that does not require an answer. Used to make your audience consider your views or to draw them into the discussion.
Exaggeration	Painting a picture in your reader's mind by using comparisons to other things, e.g. similes and metaphors – <i>He erupted with anger.</i>
Ambiguity	Used in special interest magazines, writing to inform or explain, e.g. <i>This automobile comes with ABS brakes, satellite navigation, and a rear parking sensor.</i>
Humour	Where ideas are linked closely to suggest something which is not actually stated.
Inference	Commands such as 'Look', 'Ask yourself'.



Boost EXAMINER'S TIP

Writing about language: feature spotting alone will not gain you many marks. You need to explain the **effect** they create within the piece of writing and how the audience is intended to respond.

Recognising linguistic devices

Activity 3 Audience and effect

Read the article from *The Times* newspaper and think about who it is written for and what it is designed to achieve.

Music while you homework

Next time your teenager precipitates a family row by sprawling in an armchair listening to music while doing his homework; why not try a simple experiment?

Rather than taking the heavy-handed line of ordering him to his bedroom to get on with it quietly, let him do the homework the way he wants (decibel levels permitting). You might find that his essay is more sparkling than anything he has done before.

According to research at Millfield prep school, around 20% of youngsters work best with background music. 10% excel when allowed to break up their work with short walks round the room while up to 80% can concentrate better if allowed to fiddle with a small object.

The research has prompted a school to adopt a radical new approach analysing pupils

to discover which learning styles suit them best – letting them do their work listening to music or even lying down. Sceptical parents initially regarded the move as a layabout's charter but many are now applying it at home where children are also allowed to do their work with the television on.

'I prefer to work on the floor with music on low,' confesses Sam, 13, a day-girl. 'At first my parents thought I was skiving but my teacher convinced them to look at my homework and when they saw it was okay they agreed.'

Despite harrumphing from those who still believe that children should have Latin verbs beaten into them, the innovative method is catching on. Jim Boyd, head of English at the school, tells his year 8 class to read a newspaper article and then write their own.

'You can do it any way you like,' he explains, 'provided the work gets done and your learning style doesn't impinge on anyone else's.'

The anarchy I expected does not materialise. Five youngsters settle back at their desks; four migrate to the comfy armchairs arranged in one corner of the classroom to the strains of quiet, baroque music. The other three arrange themselves comfortably on floor cushions and begin to write, leaning on their elbows. They chat occasionally and one lad takes Jim Boyd aside to fire a string of questions at him but by the end of the lesson, all have produced a lively article of their own

Boyd explains, 'The key to effective teaching is to let our pupils learn the way that suits them best, not to impose the same traditional style on everyone.'

Continued...

Worksheet 9d

All
levels

Millfield prep is among the first of British schools to adopt the method, known as Learning Styles analysis, based on research by education guru Barbara Prashnig in New Zealand. Last term, all 200 year 7 and year 8 pupils compiled a questionnaire about their study preferences: whether they preferred a warm or cool environment, bright or dim lighting, an upright or comfortable chair and whether they liked to fiddle or doodle while concentrating.

The questionnaire aimed to identify different children's styles of learning and brain processes, to provide each youngster with a personal profile of the learning method that would suit them best.

Ross, a highly analytical day-boy always asked seemingly random questions before settling

down to work. 'We felt these were delaying tactics employed to avoid actually getting on with his prep and led to some "lively" exchanges,' admits his father Alun.

'Then Jim Boyd explained that he thought this was actually Ross's learning style and he needed to know all the information, no matter how trivial it might seem to us, before he could move on.' Alun decided to address Ross's questions before homework began, rather than criticising.

'The difference at home was immediate,' he reports, and he now settles quickly to work.'

'I used to get told off for clicking my pen all the time,' admits Alice, 13, 'but I found it helped me concentrate, so instead I made a crush ball from a flour-filled balloon which helps me relax. My

current English results are the best I've had, so it definitely works.'

Hannah, 12 recalls being criticised for doodling in lessons.

'I find it hard to concentrate and listen without taking notes but now teachers accept that I'm making a list of bullet points, not doodling, and it's much easier.'

Although the system is only in its infancy in Britain, Jim Boyd would like to see parents taking heed. He says: 'The message to worried parents is "Listen to your children". If they want to do their prep lying down or listening to music, let them. Check the work and if it's good, fair enough. You might never have another row over homework.'

by Sally Jones,
The Times

Recognising linguistic devices

Activity 4 Written answers

- 1 Read the article on Worksheets 9c and 9d again and identify the audience the writer has in mind. Try to explain why you have chosen this answer by referring to three words or phrases in the text.
- 2 What do you think is the purpose of the writer (there may be several)? Explain why you think this by referring to words and phrases in the text of the article.
- 3 Use a photocopy of the article. Draw arrows, and number each of the following features:
 - 1 Use of the second person.
 - 2 Rhetorical question.
 - 3 Use of the imperative/command.
 - 4 Irony.
 - 5 Scientific language.
 - 6 Statistics.
 - 7 Emotive language.
 - 8 Anecdotal language.
 - 9 Diction.
 - 10 Sarcasm.



Activity 5 Self-evaluation

- 1 Now jot down possible reasons why the writer chose to use these linguistic features. What does he want the reader to think/feel/do?
- 2 Discuss your answers with your teacher.

Activity 6 Examination question

Read the whole article again. Practise answering the following question:

How does the writer use language to express his views on how children learn?

Worksheet 9f

All
levels

Language feature spotting

A
fL

Activity 7 Self-evaluation

Look at the following extracts from answers to Activity 6. Which one does your answer most closely resemble?

Response 1: A grade

The writer uses persuasive language to convince parents to allow their children to develop their own learning styles. In the first paragraph he opens by addressing them directly by saying, 'Next time your teenager ...' and then challenges them to take part in an experiment using a rhetorical question. His language is often polysyllabic and quite sophisticated, for example, he uses the word 'precipitates' instead of speeds up but also puts in some slang words like 'heavy handed' and 'sparkling' to engage the reader. He can also be humorous when he says '(decibels permitting)' as teenagers prefer loud music.

In order to make his point more convincing, he goes on to comment on 'research' which has been done in a scientific way, using the advice of experts and rhetoric such as 'adopt a radical new approach'. This is designed to make parents believe these findings. At the same time he does not want the readers to find the subject dull, so occasionally he uses metaphorical language such as 'layabouts' charter' and onomatopoeic words like 'harrumphing'.

Another technique which is likely to appeal to parents is anecdotal evidence where pupils at Millfield describe the way they prefer to learn. This will reassure parents that their children are normal and won't worry so much about their progress.

Worksheet 9f (continued)

Response 2: C grade

Music while your homework is a catchy headline which looks like it is written for teenagers but is really written for parents as the writer says on the first line, 'Next time your teenager ...' and then uses a rhetorical question, 'Why not try a simple experiment?' to make the parent read on as the writer wants the parent to consider different learning styles.

The language is quite commanding as it is telling parents to let their children do their own thing. The writer uses technical language like questionnaires and a lot of statistics to make the reader believe what they are saying. He calls Ross, 'a highly analytical day-boy'. Teenagers wouldn't read this because it is dull and uses words like 'prep' and 'study preferences'. This would really put them off. If you had to read it you could because the paragraphs are quite short and the information is in bite-size chunks.

Response 3: E grade

The language is hard to understand and not many people would bother to read it. The sentences are too long and complicated. He describes how teenagers like watching TV and listening to music when they do their homework. The writer says this is okay because research says it helps some children learn because they have different learning styles and parents are meant to agree because experts like teachers say it is alright. He uses scientific words like experiments which sounds clever but he uses slang words like comfy to sound a bit friendly and show he is not boring but it is about posh people and it's too long I wouldn't read it but it wasn't written for me.

Worksheet 10

All
levels

The writer's use of language

How writers adapt their language to support audience and purposes

AL
fL

Activity 1 Self-evaluation and peer evaluation

Look again at the advertisement for Lypsyl® on OHT 5.

- 1 Make a list of slang words or phrases used in the advertisement and explain why the writer chose to use language in this way.
- 2 Explain why the writer chose the phrase 'Win a VIP weekend' for the heading.
- 3 The writer has chosen to use particular words because of the way they sound. Choose three examples and explain the particular effect they create within the advertisement.
- 4 Look at your answers to questions 1, 2 and 3 above as if they were three paragraphs in answer to the following question:

How does the writer of the Lypsyl advertisement appeal to her target audience?

- 5 Grade your own or your partner's answer by referring to the skills descriptors for language on OHT 8.

**Boosting your grades in
Paper 1 Section B
Writing to argue, persuade
and advise**

What's in Paper 1 Section B?

Writing to argue, persuade and advise

- In this paper you will have a choice of three or more questions. Each question tests writing which seeks to argue, persuade or advise. The writing is usually linked to the themes and topics of the stimulus material used for Section A, the reading section.
- Section B is worth 15% of your overall grade and you should aim to spend 45 minutes on this section of the paper.
- The Assessment Objectives (AO) for writing are tested in this section and you will need to demonstrate your ability to:

AO3 (i) Communicate clearly and imaginatively, using and adapting forms for different readers and purposes.

AO3 (ii) Organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features.

AO3 (iii) Use a range of sentence structures effectively with accurate punctuation and spelling.

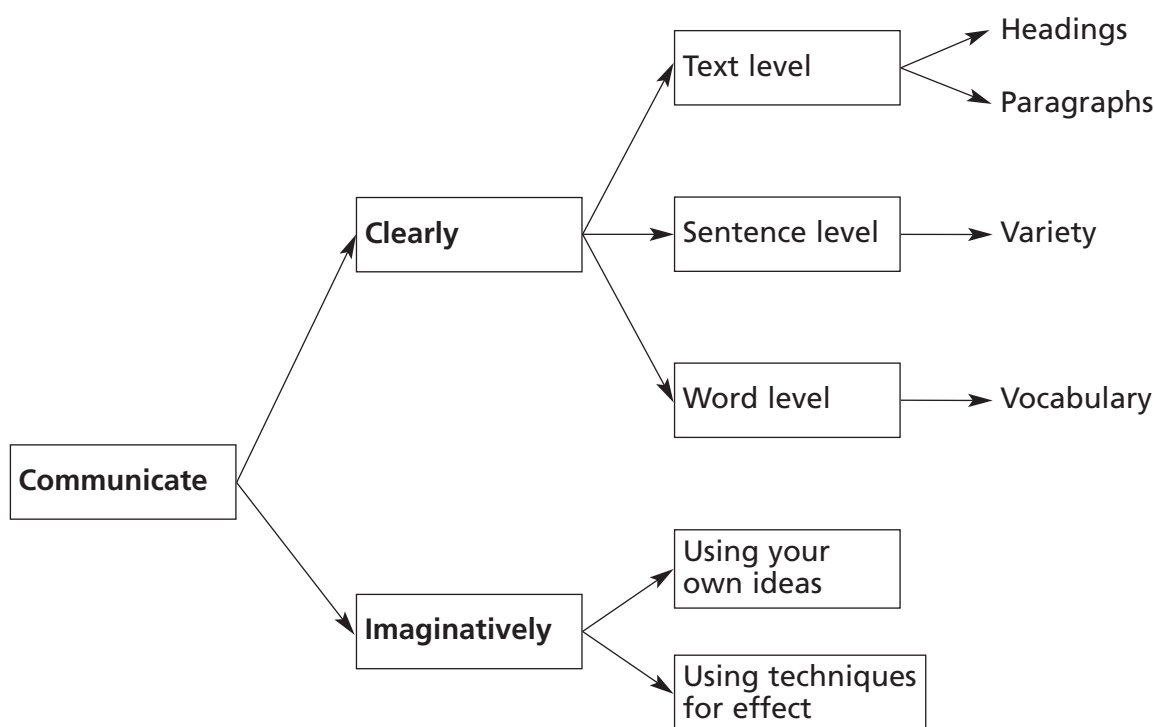
Worksheet 1a

All Levels

How the first part of AO3(i) is made up

AO3 (i)

Communicate clearly and imaginatively.



AfL

Activity 1 Self-evaluation

Apply the above assessment objective (AO3(i)) to a recent piece of your own writing.

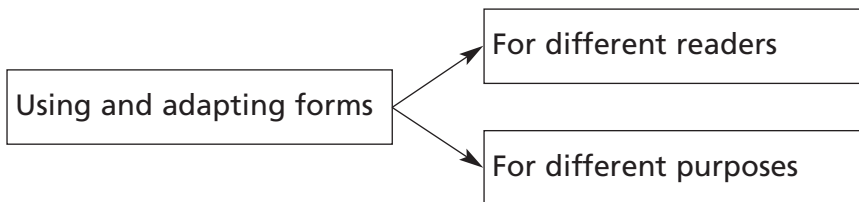
Writing clearly	Yes	No
Have I used appropriate headings i.e. for a newspaper or leaflet?		
Is my work structured and set out clearly in paragraphs?		
Have I used a variety of simple and complex sentences?		
Have I used appropriate vocabulary for the type of writing?		
Writing imaginatively		
Have I used my own ideas?		
Have I used writing techniques for effect such as rhetorical questions?		

Worksheet 1b

All
Levels

How the second part of AO3(i) is made up

A03 (ii) Using and adapting forms for different readers and purposes.



This part of the Assessment Objective (AO) requires you to make decisions about your writing before you start to write, i.e. **to plan** your writing.

As this is Paper 1 Section B, you know that the purpose of the writing will be one, or a combination, of the triplet **argue**, **persuade** and **advise**.



BOOST EXAMINER'S TIP

Always underline the keywords in the question so you understand clearly the writing task you are being asked to complete.

Activity 2 Identifying the audience

Identify and underline the audience (reader) in each of the following examination questions. (Remember that sometimes the only audience is the examiner.)

- 1 Imagine you are the headteacher of a secondary school. You are considering whether all pupils and staff in your school should take part in a compulsory exercise session every morning. Write a document to be given to staff where you **argue** the case both for and against this decision.
- 2 Write a speech for a governors' meeting where you, as a student, aim to try to **persuade** governors to change the rules about allowing mobile phones to be brought into your school or college.
- 3 Imagine you are a journalist. Write an **advice** column aimed at teenagers about the best way to prepare for job interviews.
- 4 Imagine you are a journalist. Write an article for a tabloid newspaper where you aim to **argue** the case that there is too much reality TV on our screens, and **persuade** the reader that they should be switching off these programmes.

Worksheet 2

All
Levels

Looking at AO3(ii)

A03
(ii)

Organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features.

- This Assessment Objective (AO) is about organisation and will need thinking about after you have gathered together your initial ideas as part of your planning.
- You will need to draw upon your knowledge of text features (format – newspaper article, leaflet, letter, etc.) and have a clear view of purpose and audience.

Activity 1 Matching audience to format

- 1 Match the following formats (text features) to the opening sentences below and suggest possible audiences.
- 2 For each one, explain why you would use this particular tone and language.

For example:

A letter to a friend would use an informal tone (be chatty) as this is someone you know well. It may seem like someone talking rather than writing as you would not need to use the polite formalities of writing. You could use abbreviations and get away with some slang words.

Formats

- 1 Speech
- 2 Magazine article
- 3 Letter to argue
- 4 Advice letter
- 5 Charity leaflet
- 6 Letter to a friend to give advice.

Opening sentences

- a) I don't often feel moved to put pen to paper but this is something I feel strongly about.
- b) Good afternoon. I'm Rouri and I'm here today to ...
- c) Research has shown that animal testing is very unpopular with the population. So what are we to make of this?
- d) Do you care enough to help?
- e) OK, so you've got a new puppy, but do you know what it needs and how to look after it?
- f) I know I haven't been in touch for a while but I heard your news and I just wanted to suggest a few things.

Worksheet 3

All Levels

Looking at AO3(iii)



Boost EXAMINER'S TIP

Make sure you are confident about your sentences, punctuation and spelling.

AFL

Activity 1 Self-evaluation checklist

Check that you can confidently use all of the features in the table below. If you feel sure you can, tick 'Secure'; if not, tick 'Target'.

	Example	Secure ✓	Target ✓
Sentences			
Simple	<i>I disagree with your view.</i>		
Compound	<i>I disagree with your view but I am prepared to listen.</i>		
Complex	<i>Listening to your argument, I found myself disagreeing with what you said.</i>		
Punctuation			
Commas			
Dashes/Brackets			
Apostrophes			
Quotation marks			
Semicolons/Colons			
Sentence punctuation			
Spelling			
Homophones			

Moving up a grade

AO3(i) and (ii): Communication and organisation

In order to boost your grade, you need to be aware of the skills descriptors used by the examiners to assess writing.

Grade D skills descriptors

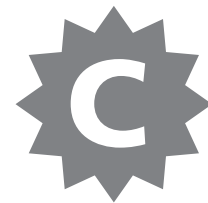
- Conscious attempt to suit the needs of purpose and audience and begins to engage reader's response.
- Clear, if mechanical, paragraphing with more conscious use of vocabulary for effect.

Grade C skills descriptors

- Clear identification with purpose and audience; begins to **sustain** reader's response.
- Evidence of structure with usually **coherent paragraphs** and clear selection of vocabulary for effect.

When writing an answer for Paper 1 Section B, you will need to demonstrate the following if you are aiming for a grade C:

- Make it clear who your audience (reader) is throughout the text.
- Show you understand features of writing by using the correct style for the purpose you have chosen.
- Make your writing interesting by using key writing techniques all the way through.
- Structure your paragraphs to include an opening and concluding paragraph.
- Link your paragraphs (and therefore your ideas) throughout your writing.
- Show that you have selected vocabulary for its effect.



Worksheet 4a

All
Levels

Essay plans

Activity 1

1 Look at the following Paper 1 Section B exam question:

Write a speech for a governors' meeting where you, as a student, aim to try to **persuade** governors to change the rules about allowing mobile phones to be brought into your school or college.

Essay plan

Paragraph 1 – Opening paragraph to catch governor's attention setting scene of quiet classroom and phone going off and reaction of teacher and pupils.

This first paragraph is important and grabs the examiner's attention as well. Use your own experience to set the scene and let the governors know that you know what you are talking about. Use the words, 'Imagine you ...' to draw your listener in. Make it clear who your reader is to hit the grade C criteria.

Paragraph 2 – Why phones not allowed in past.

This short paragraph will show that you understand the reasons phones were banned previously and will go on to present a well thought out persuasive argument. This helps to keep your writing interesting – a feature needed for a grade C.

Paragraph 3 – Phone technology moved on – can now use silent mode, no longer risk of brain damage. Phones getting smaller so easy to hide. Now a way of life so school rules out of date.

This paragraph shows you as an expert but you could also include quotations from a 'made up' expert to support your point. Make sure you don't 'talk down' to the governors. Use phrases like 'As you know ...' This shows the examiner that you are aware of your audience throughout the text.

Paragraph 4 – If phones allowed, no longer damaged in bottom of bags where they are hidden. Recent survey of pupils and parents showed 86 per cent in favour of pupils carrying phones.

You are using persuasive techniques now. Statistics add weight to your points so make some up. These are key techniques which will make your writing interesting.

Worksheet 4b

All
Levels

Essay plans

Paragraph 5 – Pupil safety of being able to contact home outweighs possibility of bullying – would governors want responsibility of pupil being in trouble and not able to phone for help?

You are using the persuasive technique of making people feel guilty – advertisers do this all the time. Keep it subtle – you don't want to sound threatening. By choosing the correct style of writing to convey your points, you will hit the grade C criteria.

Paragraph 6 – Pupil responsibility to put on silent mode and hand in during exams and tests. Individuals should be punished, not everyone.

You could include another brief anecdote here to give your speech structure.

Paragraph 7 – Concluding paragraphs summing up points and asking governors to change school policy for a trial run of a term. Be a forward thinking and leading school – more pupils will want to come here. Thank them for listening and allowing me to put forward my ideas.

Sum up briefly and think about what it is you want the governors to do – make it sound as if the school will benefit. A trial period could be a way forward. You need to be reasonable. It's no good saying, 'Do this or else ...' It is important to give your writing structure by including an opening and a conclusion if you want that grade C.

Activity 2 Planning

Produce essay plans for the following examination questions. Remember there are different ways of planning, for example, flow diagrams, spider diagrams, paragraph plans. (Planning in your head is definitely not recommended.)

- 1 Imagine you are the headteacher of a secondary school. You are considering whether all pupils and staff in your school should take part in a compulsory exercise session every morning. Write a document to be given to staff where you **argue** the case both for and against this decision.
- 2 Imagine you are a journalist. Write an **advice** column aimed at teenagers about the best way to prepare for job interviews.
- 3 Imagine you are a journalist. Write an article for a tabloid newspaper where you aim to **argue** the case that there is too much reality TV on our screens, and **persuade** the reader that they should be switching off these programmes.

Worksheet 5

Level:
D → C⁺

AO3(iii): Sentence structures, punctuation and spelling

To achieve a grade C or above, you will need to:

- use sentence forms for effect
- have generally secure spelling
- have generally secure punctuation which clarifies meaning and purpose.

A
FL

Activity 1 Self-evaluation

1 You need to check your weaknesses in this area and work on improving the areas you are not yet secure in. Use the following checklist to help you.

Self-evaluation: Am I a grade C or above writer?	Secure ✓
I can spell most difficult words correctly.	
I know most spelling rules and apply them to my own spelling.	
I can use punctuation beyond full stops and capital letters.	
I can use commas in sentences to separate the different parts.	
I can write in the first or third person.	
I can use speech punctuation accurately.	
I know how to set out and punctuate quotations.	
I know a range of words and phrases to link my paragraphs and ideas.	
I know how to use short sentences for effect.	
I can use rhetorical questions.	
I know when to make my writing and vocabulary more formal.	
I always spell words in full and avoid mobile phone text words such as 'u' for 'you'.	
I can identify and use complex sentences in my own writing.	
When I've finished writing, I always check my work for accuracy.	

2 Now set yourself three targets.

Boosting writing from grade B to grade A

AO3(i) and (ii): Communication and organisation

In order to boost your grade, you need to be aware of the skills descriptors used by the examiners to assess writing.

Grade B skills descriptors

- Form, content and style are generally matched to purpose and audience.
- Well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice.

Grade A skills descriptors

- Form, content and style are **consistently matched** to purpose and audience.
- Coherently structured with **fluently linked** sentence structures and paragraphs and evidence of **conscious crafting**.

When writing an answer for Paper 1 Section B, you will need to demonstrate the following if you are aiming for a grade A:

- Successful and convincing argument drawing on a range of sources.
- Ability to adapt tone to manipulate reader.
- A range of techniques to create emphasis such as one-sentence paragraphs.
- Techniques such as anecdote or reference to acknowledge alternative points of view.
- Consistent form, content and style throughout the piece of writing.
- Sentence structures and paragraphs fluently linked.
- Evidence of conscious crafting with an extensive vocabulary range.



Worksheet 6

Level:
B → A

Boosting writing from grade B to grade A

Activity 1

Annotate the following piece of writing in order to help the writer move it from a grade B to a grade A. Some of the areas that could be improved have been highlighted already.

Dear Mr Smith

I am writing to complain about the ban on Saturday jobs for students that this school wants to put into action.

I am completely against this idea for several reasons, **the first being that some adults moan that teenagers don't do anything constructive with their time outside of school.** If this ban goes ahead then there will be nothing constructive or worthwhile for teenagers to do.

Secondly, Saturday jobs keep teenagers off the streets where they, sometimes, cause trouble or just 'hang around' doing nothing. This town doesn't have many appropriate facilities for teenagers, therefore, a Saturday job is ideal to keep us occupied.

Having a Saturday job myself, I can definitely say that working for a few hours each weekend prepares us a little bit for a full-time job when we are older. It helps teenagers learn key skills such as communicating and working well with people who are often complete strangers to them. Skills like these are very important and to not have them when applying for a full-time job will not help.

Another point is that money means a lot to the majority of teenagers and to have a small income can limit the amount of times they go to parents to ask for money. At the age of 15, many teenagers are expected to pay for things such as clothes, books, music and sometimes even school trips so having a small income from a Saturday job helps out the parents of teenagers too.

I would be interested to know why this school thinks that Saturday jobs should be banned because, personally, I cannot see anything wrong with them.

I look forward to your reply.

Yours sincerely

Charlotte

Needs an opening sentence that grabs the reader's attention. Could use a one-sentence paragraph for effect.

She brings in an alternative point of view but doesn't develop it in detail.

Draws on her own experience but could also draw on a range of other sources, e.g. expert opinions.

Worksheet 7

All
Levels

Writing to argue: producing a coherent argument

Examiners sometimes complain that writing to argue lacks structure. In this type of writing, you need to work through your points in a logical way.



Boost EXAMINER'S TIP

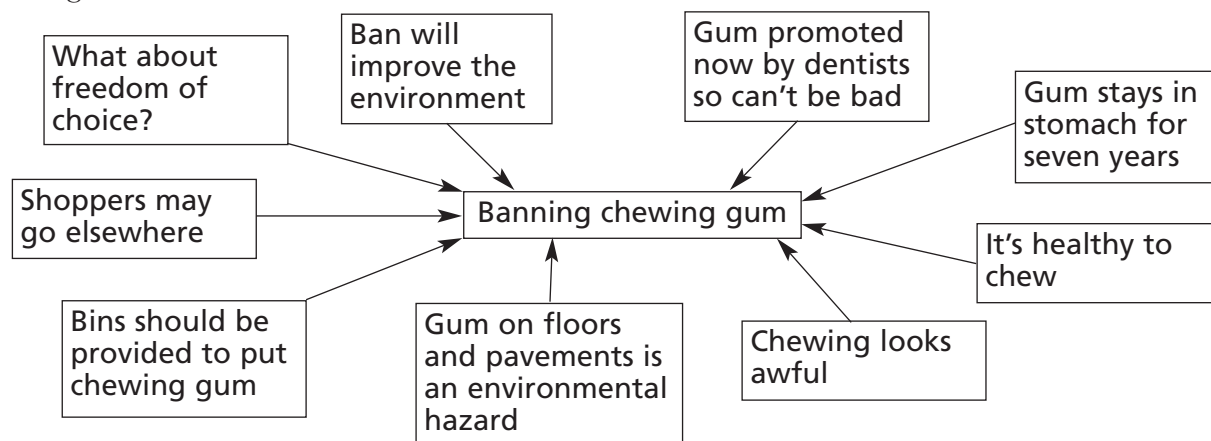
There are always two sides to an argument. Show the examiner you have thought about this by acknowledging the alternative viewpoint but focus on your own view.

Activity 1 Planning

- 1 Use the points of view expressed on the issue of chewing gum below to plan your answer to the following question. Remember you can add your own ideas.

Your local shopping centre has just banned people from chewing gum there. Write a letter to the manager of the shopping centre arguing for or against the decision.

- 2 Now write your answer. Remember to use discourse markers to introduce your paragraphs or sentences. This will help you to give your writing structure, which forms part of AO3(ii), and to make your **paragraphs coherent**, which is required for a grade C.



Discourse markers

- **Some people may think** that they look cool chewing gum but they may change their minds if they knew just how harmful chewing gum is to the environment.
- **Firstly**, lets look at the positive aspects of chewing. We have all seen advertisements where dentists have promoted the chewing of gum as a way of keeping our teeth and gums healthy.
- **On the other hand**, chewing looks awful and has no nutritional benefit to the person chewing.
- **A different view is** that as long as people are responsible about disposing of their chewed gum, the shopping centre has no right to impose a ban.

Worksheet 8

All
Levels

Avoiding an inappropriate aggressive tone



Boost EXAMINER'S TIP

- Examiners often complain that the tone in argumentative writing is too aggressive and not appropriate for the task.
- Remember your audience. The questions in Paper 1 Section B often ask you to write to someone in authority such as your headteacher, a local politician or the editor of a newspaper.
- The tone of your writing should still be formal and polite even though you are arguing a point forcefully.

When writing to argue:

Do

- acknowledge the person you are writing to
- set out your writing clearly showing that you are aware of both sides of the argument
- use a formal style of writing
- remain polite but insistent.

Don't

- jump from one idea to the next haphazardly
- use bad language
- threaten to harm, kill or get them later!

Activity 1 Getting the tone right

- 1 Look at the pupil's writing below that was considered by the examiner to be too aggressive in tone.
- 2 Rewrite this pupil's writing in a style which is polite and formal.

As a local politician, you should be aware of the suffering that is caused to animals in the name of cosmetics. I, and all of my friends, do not like what is going on in the name of beauty and demand that you do something to stop this cruelty now. How would you like to have shampoo rubbed in your eyes or be given cancer by hair dye? Perhaps you and the rest of the government would like to find out what it is like because if you don't shut down these places now you may find out if you know what I mean. You sit around all day eating and drinking whilst poor animals are being tortured. Do you think this is what the people want to see? Make sure these places are shut down immediately or you will be sorry.

Worksheet 9a

Levels:
C+

Writing to persuade

Activity 1 Persuasive techniques

Look at the following techniques and discuss why they might be used in persuasive writing.

Technique	Why?
Rhetorical questions	
Quotations from an expert	
Facts and statistics	
Humour	
Anecdote	
Irony	
Using pronouns: I, you or we	
Emotive writing	

- The techniques used by advertisers often appeal to our emotions and try to make us feel guilty, envious or make us think that by buying their product we will be happy, content or part of a group.
- You can use these types of persuasive techniques when you are **writing to persuade** to show evidence of structure in your work and a clear identification with the purpose – this is needed for a grade C and above.

Writing to persuade

Activity 2 Identifying persuasive techniques

- 1 Read the extract from a newsletter on page 73 persuading gardeners to recycle their waste and make compost.
- 2 Follow the instructions for each paragraph in order to identify the persuasive techniques that the writer has used.

a) Paragraph 1

Match the following techniques to those underlined in the first paragraph of the text.

- 1 The writer paints an image with adjectives that directly appeal to the audience (gardeners) and grab their interest. A grade C answer will begin to sustain the reader's response.
- 2 An answer made to sound attractive and what every gardener wants but is not given away at this point which makes the reader want to read on which again sustains their interest.
- 3 A rhetorical question which addresses the audience directly. This makes it clear who the audience is and hits the grade C Assessment Objective.
- 4 Words which makes the tone of the writing chatty and friendly.

b) Paragraph 2

Find and underline the following techniques in the second paragraph:

- 5 A noun phrase which describes the garden and makes it sound attractive.
- 6 A word that addresses the reader directly and so clearly identifies them.
- 7 Technical language which shows there is serious science behind the persuasive argument.

c) Paragraph 3

- 8 Find, underline and identify the techniques used in the final paragraph.

Worksheet 9b (continued)

Do you ever dream of a garden that is the envy of your neighbours? A garden packed with healthy, vibrant plants and a vegetable patch straining under the weight of a bumper crop? Well, the answer could be closer than you think and available without the need for expensive, chemical fertilisers or hours of back-breaking labour.

Composting is a completely natural process, which has been shown to improve the nutrient levels in the soil, the soil structure and its water capacity. All of these benefits contribute to better root development and a healthy flourishing garden. The other great benefit is

that making your own compost also reduces waste.

But if I'm preaching to the converted, you'll be glad to hear you're part of a growing number of gardeners who have recognised the benefits of home composting. In fact, the number of UK households composting both kitchen and garden waste has increased by 9 per cent, to nearly a quarter (23 per cent) of the population over the past seven years, and this trend looks set to continue.

Spring/Summer edition of
Recycle Now

Worksheet 10a

All
Levels

Writing to advise

Being authoritative and to the point

- In this type of writing, you are the **expert**. Assume your audience knows nothing and give them the value of your experience.
- Often you will need to write as yourself but you will still need to consider your audience and to use an appropriate style of writing.
- Offering advice requires you to use modal verbs like 'you **should**', 'you **could**', 'you **might**'.
- Use a formal tone that is friendly and keep to the point. You can use your own experiences but this is no time to include lengthy descriptions.



BOOST EXAMINER'S TIP

It may be appropriate to use organisational techniques such as bullet points for this type of question but don't forget AO3(iii) which requires you to use sentence forms effectively.

Activity 1 Identifying techniques

1 Look at the following examination question:

Write an article for a teenage magazine in which you give advice to teenagers on how to manage their money.

2 Discuss with a partner which of the following techniques you might use in your answer and think of ways in which you could use at least three of them.

- Rhetorical questions
- Sub-headings
- Bullet points
- Anecdotes
- Irony
- Formal tone
- Informal tone
- Numbered points
- First person
- Your own experience
- Statistics
- Quotation from experts
- Third person

Worksheet 10b

Levels:
C+

Writing to advise

Activity 2 Writing to advise (grade C and above)

Look at the plan and first two paragraphs of the essay below. The writer has used techniques from the list on Worksheet 10a to engage the audience (other teenagers).

1 Find and underline the following techniques in the essay:

- a A rhetorical question
- b An example of an informal style
- c Some statistics
- d A quotation from an expert
- e An example of the audience being addressed directly.

2 Look at the essay question below. Use the plan to write the next paragraph of the essay or complete the essay in full. Remember to use some of the techniques on the list from Worksheet 10a.

Write an article for a teenage magazine in which you give advice to teenagers on how to manage their money.

Planning ideas

Chatty and lively to appeal to teenagers.

Use 'us' and 'we' to show I'm in same situation.

Eye catching title and opening sentence.

Include some facts, statistics and expert quotes. (make these up)

My own experience.

Use sub-headings to organise advice into 3 paragraphs: budget, savings and income.

Conclusion to include some places to go for advice.

Hey! Where did all my money go?

No money left at the end of the month to pay your phone bill? Want to join your friends at the cinema this weekend but don't have the funds? Thought money management was something for old people? Well think again.

A study by the National Bank has revealed that Britain's teenagers are richer than ever but lack the most basic money skills. Half of us admit that we lack basic knowledge of finance. Financial advisor, Connie Smith, said that a recent investigation showed that 76% of teenagers do not understand what a direct debit is and 49% admit that they would not be confident filling in a cheque. So how can you make the most of your allowance or money from your Saturday job?

Selecting your question

You will answer just one question in Paper 1 Section B from a choice of three or four. You should aim to spend 45 minutes on this section of the paper. The paper will remind you:

- to spend five minutes planning and sequencing your material
- that about two sides of average sized handwriting should be enough
- to spend 5 minutes checking:
 - your paragraphing
 - your punctuation
 - your spelling.

You will then have about 35 minutes to write your answer but, before you do, you will have to choose your question.

- The questions will be linked to the reading materials in Section A.
- You may use information from the Section A material but you don't have to. If you do, make sure you don't just copy chunks of text.
- One question will give you a task to **argue**, one to **persuade** and one to **advise**.
- All questions are worth the same amount of marks.
- Combination question – You may be given a fourth choice in which two of the three styles of writing are combined. If you choose this question, you will need to show clearly the difference between the two styles of writing.

For example:

Write an article for a teenage magazine in which you give **advice** to teenagers on how to manage their money, and **persuade** them to set up a bank in their own school.

Write a speech to be given by you to your school's governors in which you **argue** that pupils should be rewarded for good exam results, and **persuade** them to trial a reward scheme next year.

Selecting your question

Activity 1 Identifying purpose, audience and format

- 1 When you get to Section B of the paper you should look at each question quickly and apply **PAF** (**Purpose, Audience, Format**). Ask yourself:
 - What is the Purpose of the writing/type of writing required? (To argue, to persuade, to advise or a combination?)
 - Who is the Audience? (Headteacher, teenagers, parents or other?)
 - What is the writing Format? (Letter, magazine article, leaflet or other?)
- 2 Practice using PAF with the following examination questions. Underline the key words in the questions to identify purpose, audience and format. Then list the key features needed for your answer, for example, formal, informal, type of vocabulary.
 - a) Imagine you are the headteacher of a secondary school. You are considering whether all pupils and staff in your school should take part in a compulsory exercise session every morning. Write a document to be given to staff where you **argue** the case both for and against this decision.
 - b) Write a speech for a governors' meeting where you, as a student, aim to try to **persuade** governors to change the rules about school uniform in your school or college.
 - c) Imagine you are a journalist. Write an **advice** column aimed at teenagers about the best way to prepare for job interviews.
 - d) Imagine you are a journalist. Write an article for a local newspaper where you aim to **argue** the case that teenagers get too much unfair criticism and **persuade** the reader that they should be supporting local authorities to provide more youth activity schemes.



BOOST EXAMINER'S TIP

In the exam

When selecting your question, think about the type of writing about which you are most confident and skilled. If you have been entered for the foundation tier, the questions will be the same but you will also have bullet points to help you with your planning.

Worksheet 11a

All
Levels

Key writing format 1

Formal and informal tone in letters

The letter format is a popular choice in examinations. Although it helps to know how to set out a letter, it is even more important to get the tone of the letter correct.

Activity 1 Identifying tone

Look at the following examples of letters. Do they require a formal or informal tone:

- 1 From a pupil to a headteacher.
- 2 From you to a friend.
- 3 From you to a victim of crime you have never met.
- 4 From a teenager to a local newspaper editor.
- 5 From you to a company complaining about a product.
- 6 From you to a relative in hospital.

Formal tone

- A formal tone is needed if you are writing to someone you do not know or to someone in their official capacity.
- Always start your letter by stating who you are and why you are writing.
- Write in paragraphs and link your ideas so that they follow in a logical sequence.
- Use appropriate techniques if you are writing to argue, persuade or advise.
- Select your vocabulary carefully. Use *I would appreciate it if you could find the time to telephone me ...* rather than *Give me a ring some time ...*
- In your conclusion, repeat your main point/argument etc. and then explain clearly how you would like the person to whom you are writing to respond and/or what you would like them to do.
- End your letter with a formal 'Yours sincerely' if you know their name or 'Yours faithfully' if you have started your letter 'Dear Sir' or 'Dear Madam'.

Informal tone

- Although you probably use mobile phone text words and abbreviations, the audience for this letter is the examiner and AO3(iii) is testing your spelling and punctuation.
- Start with a brief mention of something informal like *How's the cat?* Or *I'm sorry I haven't popped round for a while* before moving on to the main reason for writing.
- You can use apostrophes to shorten words and give your letter an informal tone e.g. *I've* instead of *I have* or *could've* instead of *could have*.
- Write in paragraphs and link your ideas so that they follow in a logical sequence.
- Finish your letter with a friendly *I'll be in touch soon* or *Let me know how things go* and then sign off using your first name only.

Worksheet 11b

Level:
C+

Key writing format 1

Activity 2 Using a formal tone in a letter

The local shopping centre has just banned the wearing of hooded tops (hoodies). Write a letter to the manager of the shopping centre arguing for or against the ban.

Use the framework below and apply the grade C skills descriptors to write your letter. Grade B and grade A pupils can create their own framework using alternative discourse markers.

A simple framework for your letter

Grade C skills

Use these or other appropriate discourse markers:

- Make it clear who your audience (reader) is.
- Show you understand features of writing by using the correct style for the purpose you have chosen.
- Make your writing interesting by using key writing techniques all the way through.
- Structure your paragraphs to include an opening and concluding paragraph.
- Link your paragraphs (and therefore your ideas) throughout your writing.
- Show that you have selected vocabulary for its effect.

Dear

Paragraph 1 – grab the attention of your reader and explain who you are and why you are writing.

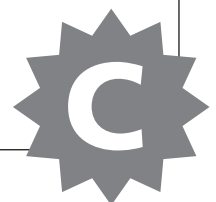
Paragraph 2 – *Firstly,*

Paragraph 3 – *Secondly,*

Paragraph 4 – *Thirdly, ... or Alternatively, ... or In comparison ...*

Paragraph 5 - *Finally, ...* Your conclusion should include what you would like your reader to do.

Yours ...



Worksheet 12a

**Level:
D+**

Key writing format 2: Shaping magazine articles

Magazine articles have a clear understanding of their target audience and are written to engage the interest of the reader by using a range of techniques. They have 'shape' which means they are clearly structured.

To achieve a grade C or above you will need to:

- Make it clear that you are writing for a specific audience through what you say, the way you say it and the words you choose.
- Give your writing structure by linking your ideas into paragraphs and paying particular attention to your first and final paragraph.
- Use short sentences for effect, anecdotes, humour, statistics and other techniques in order to add interest to your article.
- Control your style of writing throughout the article.
- Consider the layout of your article and how this will appeal to the reader.

Activity 1 Grade descriptors for writing to advise

- 1 Remind yourself of the skills descriptors for communication and organisation on OHT 2.
- 2 Use the skills descriptors below to assess the response on Worksheet 12b.
 - a Identify five examples where the skills needed for a grade C or above are achieved.
 - b Identify five areas that this pupil could improve on in order to boost their grade.

Grade C skills descriptors

- Clear identification with purpose and audience; begins to sustain reader's response.
- Evidence of structure with usually coherent paragraphs and clear selection of vocabulary for effect.

Grade B skills descriptors

- Form, content and style are generally matched to purpose and audience.
- Well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice.

Grade A skills descriptors

- Form, content and style are consistently matched to purpose and audience.
- Coherently structured with fluently linked sentence structures and paragraphs and evidence of conscious crafting.

Worksheet 12b

Level:
C+

Key writing format 2

Write an article for a careers magazine in which you give advice to students on what they should look out for.

Your Future, Your Life

Are you struggling with application forms? Are you unsure about your future, career-wise? If either of these shout 'YES' to you, then maybe you could do with a few tips and tricks of the trade.

Crossing the boundary of childhood to adulthood can prove to be very stressful for teenagers, especially when you don't have a clear vision of what's in store for you, your future, your life.

Do you know what you want out of life? There are so many options to choose from. Choose one that interests you and ask yourself 'Do I have the right qualifications or do I need to go on to further education?' If you have any doubts then do some research. OK, so everyone would rather lounge around the house than do homework but even talking to your local careers adviser (you may have one in your school), searching the net or popping down to your local library can provide you with the information you need and help you make important decisions.

When you do eventually have a clear idea, providing you have the qualifications, it's time to get out there and start looking. Let's say your situation is that you know exactly what you want to do but have no idea where to start. Get out more! Even just walking around your town can get you somewhere. Look out for advertisements in windows, get down to the job centre, look in the local newspaper, ask! Once you have found a job you like the sound of, ask for an application form and take it home.

Now think. Do you know what is required of you? There's nothing worse than getting a job that turns out to be not at all what you thought it would be. Ask questions and make sure you have the required skills and knowledge to do the job.

If you are asked to go to an interview, create a professional and mature impression by turning up on time and dressing appropriately. Smart and casual does not mean washed jeans and polished trainers. Make sure you wear something smart that you feel comfortable in. Remember, first impressions count and after all, it's your future, your life!

Worksheet 13a

Level:
D → C

Key writing format 3

Key features of news articles

News articles are different to news reports. News articles are usually found inside the newspaper and offer more than a report by presenting an argument or persuading you to take a particular point of view. This is why examiners like to set news articles as a task.

Grade D skills descriptors

- Conscious attempt to suit the needs of purpose and audience and begins to engage reader's response.
- Clear, if mechanical, paragraphing with more conscious use of vocabulary for effect.

Grade C skills descriptors

- Clear identification with purpose and audience; begins to sustain reader's response.
- Evidence of structure with usually coherent paragraphs and clear selection of vocabulary for effect.

Grade B skills descriptors

- Form, content and style are generally matched to purpose and audience.
- Well structured, starting to use paragraphs to enhance meaning and with increasing sophistication in vocabulary choice.

Grade A skills descriptors

- Form, content and style are consistently matched to purpose and audience.
- Coherently structured with fluently linked sentence structures and paragraphs and evidence of conscious crafting.

Worksheet 13b

Level:
D → C

Key writing format 3

Write a news article in which you aim to persuade your readers that all animals should be released from any form of captivity.

Pupil's response

Freedom

Readers. Are we or are we not called 'a nation of animal lovers'? Critics and foreigners think so. So why is it that 2.5 million animals were used in some sort of experiment and held in captivity?

All that information couldn't have been new to you because you hear it on the news. Animals that were tested on last year are as follows:

118915 fish
1515907 mice
15378 sheep
630541 rats
31883 rabbits
1004 monkeys
5729 beagle dogs.

And that was in one year. Just imagine the amount that has been used in your lifetime ... A lot I would think!

I'm writing this because I want all the people that are reading this to write to some sort of authority that demand that all animals be released from captivity.

The things that get done to these animals are really bad. They are injected with poisons and harmful chemicals just to see what happens. But if a human was to take some there may not be any reaction what so ever so it is

pointless these animals being subjected to something that hasn't any effect on or use to the human species. Also when all these experiments are being done two thirds of the animals will not receive any anaesthetic.

So readers ... what's it going to be? A stand against this and get these animals out of those places or do nothing and allow this to carry on and subject more and more animals to the medieval torture that they have to go through? It's up to you.

Activity 1 Boosting a grade D to a grade C

- 1 The piece of writing above was awarded a grade D. What advice would you give the writer to move it up to a grade C? Use the skills descriptors on Worksheet 13a to help you focus on what needs to be done.
- 2 Compare your ideas to the comments on Worksheet 13c and then have a go at rewriting the article in order to achieve a better grade.
- 3 Judge your own writing against the skills descriptors for grades D, C, B and A on Worksheet 13a.
- 4 Set yourself targets to work on in your own writing.

Worksheet 13c

Level:
D → C

Key writing format 3

Comments: moving from a grade D to a grade C

Comments on the piece of writing on Worksheet 13b

This pupil obviously feels strongly about the rights of animals and, although the writing attempts to meet the needs of purpose and audience, the writer fails to engage the reader or to effectively persuade them. The heading shows some awareness of format and the writing looks like a news article. The one-word sentence 'Readers' addresses the audience but doesn't identify them clearly. Both identification with purpose and audience needs to be clearer to achieve the grade C criteria.

The use of the rhetorical question 'Are we or are we not called a nation of animal lovers?' is effective and grabs the attention of the audience but unfortunately this is not sustained through the rest of the article. The final sentence 'It's up to you' again addresses the reader and leaves them with a choice but there is very little to persuade them or to explain exactly what it is they can do.

This pupil attempts to use techniques for effect but paragraphs, although there, are not coherently linked with discourse markers. The writer has tried to engage the reader by addressing them directly either by calling them 'readers' or by writing 'just imagine the amount that have been used in your lifetime ...' However, the paragraph starting 'I'm writing this because I want' appears in the middle of the article instead of at the beginning or at the end and is far too vague. What or who is 'some sort of authority'? This point has obviously not been thought through and does not sound convincing. Statistics have also been included but are in fact just a list of numbers copied from the original source material in Section A of the examination paper. It would be far more convincing to pick out one or two statistics to make a point and back these up with a quotation from an expert (made up of course).

The sentence structures and vocabulary used are generally simple 'The things that get done to these animals is really bad' and in some places too chatty 'Also when all these experiments are being done'. To get a grade C, vocabulary must be chosen carefully and used for effect.

This pupil is beginning to understand that writing needs to be shaped and to meet the needs of purpose, audience and format but there is still a lot to work on.

Worksheet 14a

All
levels

Key writing format 4

Leaflets: how to sound convincing

Activity 1 Identifying purpose and audience

Look at the leaflets below, and for each one identify the purpose and audience.



Worksheet 14b

All
levels

Key writing format 4



Boost EXAMINER'S TIP

Leaflets often contain a lot of information in a short space and so your leaflet writing should be concise (brief and to the point) and you should consider how best to present your writing in order to attract your reader's attention.

Activity 2 Applying techniques to leaflets

- 1 Look at the leaflet produced on Worksheet 14c and use the checklist on Worksheet 14d to identify the persuasive techniques that have been used in its production.
- 2 Produce your own leaflet for one of the following, making it sound as convincing as possible by using the techniques you have identified:
 - A leaflet aimed at parents asking them to donate a book to the school library.
 - A leaflet aimed at teenagers advertising the opening of a new youth club.
 - A leaflet aimed at primary school pupils advising them on how to live a fit and healthy lifestyle.
 - A leaflet persuading people to take part in a fun run to raise money for a local animal welfare home.



Boost EXAMINER'S TIP

In the exam, you can use bullet points and text boxes but don't waste time producing beautiful illustrations for your leaflet. Instead, indicate what the illustration would be by writing in a box. You do not have to set out your writing as a leaflet (unless the question tells you to) but some pupils find it easier to write leaflets if they have the format there.

Key writing format 4

How your membership helps the lifeboat service.

For 181 years the United Kingdom's lifeboat crews have been putting to sea to save lives.

And today, as in 1824, we still rely on voluntary contributions. Which is why your membership is so vital to us.

Without your help, and that of thousands like you, there wouldn't be a lifeboat service.

Counting the cost.

It costs over £300,000 per day to run the lifeboat service.

In fact, we need over 45 new members to kit out just one crew member in protective gear, because it costs more than £900 per person.

By the end of 2005 we need to build 3 all-weather Tamar class lifeboats, and 34 new boats for the inshore fleet, so we need to ensure we have enough funds in reserve to secure the RNLI's lifesaving service well into the future.

And with 233 lifeboat stations around the United Kingdom and the Republic of Ireland, the task is, quite simply, immense.

The people who never count the cost to themselves.

Selfless devotion to the service and undeniable bravery have marked out lifeboat crews throughout our history.

Their skills and courage, given voluntarily, have resulted in over 136,000 lives saved since 1824.



They are prepared to put to sea in terrifying conditions and are on call 24 hours a day, 365 days of the year.

Consider also that over a third of rescues take place in darkness and you'll begin to understand the qualities of the United Kingdom's lifeboatmen and women.

What you'll receive as a member.

Joining us means you'll receive our quarterly magazine, *the Lifeboat*. In it you'll find facts about the service, stories of recent rescues and profiles of the people involved. It also keeps you abreast of fundraising activities and the many social events organised nationwide.

You'll also receive details of the RNLI insignia (badges, flags, ties, etc) which you can buy.

Children can join Storm Force and they'll receive an exciting membership pack, Storm Force News, badges to collect, and lots more.

Most importantly, you'll also know that your membership has actively helped to support this vital service. And for this you'll receive our thanks.

Join us today.

Royal National Lifeboat Institution, West Quay Road,
Poole, Dorset BH15 1HZ.
Tel: 0845 122 6999.

Worksheet 14d

All
levels

Key writing format 4

Leaflet checklist

Activity 3 Checklist

This checklist can be used with any leaflet.

- 1 As a homework task, collect as many different leaflets as you can.
- 2 In pairs or small groups, use the checklist to analyse the techniques that have been used in producing the leaflets.
- 3 Feedback your findings to the rest of the class.

Persuasive technique	Example	Impact on reader
Rhetorical question		
Quotation from an expert		
Facts		
Opinions		
Statistics		
Humour		
Anecdote		
Irony		
Using pronouns to engage reader– you, we, us		

Worksheet 14d (continued)

Persuasive technique	Example	Impact on reader
Emotive writing to appeal to our emotions, e.g. guilt, envy, admiration		
Text boxes		
Bullet points		
Numbered points		
Sub-headings		
Alliteration		
Illustration		
Graphs		
Contact numbers/Addresses		
Web pages/Email addresses		
Other		

Worksheet 15a

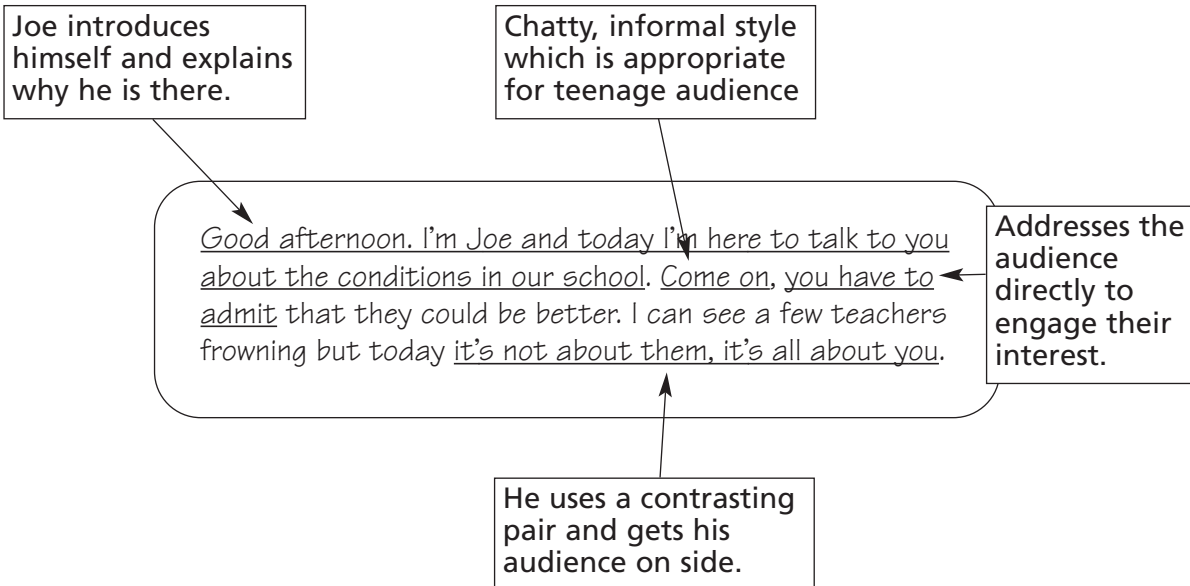
Level:
B → A

Key writing format 5

Speeches: key features and techniques

Although you are writing in an examination, speeches are meant to be spoken aloud and so you must consider this when you plan your writing and show that you understand the conventions of speech making.

Joe wrote the following introduction to a speech for an audience of GCSE school pupils. Straightaway Joe uses techniques for effect which is a skill that will put his work in the grade C and above range.



The speech on Worksheet 15b was given by 15-year-old Gemma to her class in order to persuade them to think again about giving to charity. Gemma has used some specific techniques used in speech making along with techniques used in persuasive writing.

Activity 1 Identifying techniques

Look at Gemma's speech on Worksheet 15b and answer the following questions.

- 1 Underline in red the sentences where Gemma addresses the audience directly.
- 2 Underline in blue the sentences Gemma has used for effect (short sentences, rhetorical questions).
- 3 Underline in green any factual information and statistics Gemma has used to make her points convincing.
- 4 Identify any other techniques that Gemma has used.

Worksheet 15b

All
levels

Key writing format 5

Charity Giving – is it too much?

What do you think? Without moving from your seat, take a look around. Chances are the room you're in at this very moment has luxuries you take for granted. If not, it's pretty likely that your bedroom at home does. You've probably got your own Hi-Fi, TV, DVD player and a number of other things that you say you couldn't survive without. So, imagine you're standing in your room at home and slowly visualise your possessions disappearing, one by one. The TV – gone, the playstation – gone. Dead yet? No, I didn't think so. Because you've still got a warm bed to sleep in at night and four walls around you to keep you safe. You don't have to worry about where you're going to find the money for your next meal, or how far you'll have to walk to find an empty doorway where you can spend the night.

Sadly, these are everyday problems encountered by an increasingly large amount of people currently living on the streets. It is estimated that in London alone there could be as many as 100,000 single homeless people, and a staggering percentage of these people are young adults like you and me. A recent survey showed that in just one year 141,000 young people between the ages of 16 and 25 experienced homelessness in Britain's urban districts.

But still the public refuse to give their time and money to help these people with the excuse of 'they brought it on themselves'. Do you really think that the homeless choose to live the way they do? Many of them have been left no choice but to leave their homes due to abuse and neglect. For them, living on the streets seems to be the only way out. Others unfairly argue that the money they donate will just be used to fuel drink and drug habits, which is a common misconception. These people deserve our help; they deserve to be given the chance to get their lives back on track. It is a well known fact that homelessness causes depression, and recent research shows that street dwellers are 35 times more likely to commit suicide than the average person. Living on the streets also chops your life expectancy to just 42 years of age and a large proportion of people sleeping rough die from unnatural causes.

In recent years government funding has meant that the number of people sleeping rough in major cities has fallen but there is still so much more that could be done to help. There are many organisations such as CRISIS and Shelter that campaign to help the homeless but they cannot function without help from the public. So, next time you're walking down the street and you see a figure huddled in a doorway, don't just put your head down and quickly walk past.

A handful of change, which means nothing to you, could mean the world to them.

- Gemma persuades her audience by presenting a well structured and effectively crafted piece of writing.
- Gemma uses a variety of techniques with confidence and control and matches the purpose to the audience throughout.
- This speech should get her a grade A.

Worksheet 16a

**Level:
C+**

Writing a speech to advise

Activity 1 Text for a speech

The piece of writing on Worksheet 16b was produced for an exam as a magazine article to advise.

Rewrite it as a text for a speech using the grade C and above techniques listed below.

Techniques

- Introduce yourself and explain why you are speaking to your audience or grab the attention of your audience with a rhetorical question or a short sentence for effect.
- Use a three-part list at least once (ideas grouped into three, e.g. I came, I saw, I conquered.)
- Use a contrasting pair (e.g. That's one small step for man, one giant leap for mankind.)
- Use the pronouns 'you', 'we' and 'us' to get your audience on side.
- Repeat your main message at the end and finish with another rhetorical question or state clearly what your point is. Try to leave the audience with something to remember.
- Check that your ideas are linked and that you have used discourse markers to introduce them.
- Make sure your speech is written in paragraphs and that spelling and punctuation are correct.

Worksheet 16b

Level:
C+

Writing a speech to advise

Your Future, Your Life

Are you struggling with application forms? Are you unsure about your future, career-wise? If either of these shout 'YES' to you, then maybe you could do with a few tips and tricks of the trade.

Crossing the boundary of childhood to adulthood can prove to be very stressful for teenagers, especially when you don't have a clear vision of what's in store for you, your future, your life.

Do you know what you want out of life? There are so many options to choose from. Choose one that interests you and ask yourself 'Do I have the right qualifications or do I need to go on to further education?' If you have any doubts then do some research. OK, so everyone would rather lounge around the house than do homework but even talking to your local careers adviser (you may have one in your school), searching the net or popping down to your local library can provide you with the information you need and help you make important decisions.

When you do eventually have a clear idea, providing you have the qualifications, it's time to get out there and start looking. Let's say your situation is that you know exactly what you want to do but have no idea where to start. Get out more! Even just walking around your town can get you somewhere. Look out for advertisements in windows, get down to the job centre, look in the local newspaper, ask! Once you have found a job you like the sound of, ask for an application form and take it home.

Now think. Do you know what is required of you? There's nothing worse than getting a job that turns out to be not at all what you thought it would be. Ask questions and make sure you have the required skills and knowledge to do the job.

If you are asked to go to an interview, create a professional and mature impression by turning up on time and dressing appropriately. Smart and casual does not mean washed jeans and polished trainers. Make sure you wear something smart that you feel comfortable in. Remember, first impressions count and after all it's your future, your life!

Worksheet 17

All
levels

Sounding authentic

Using facts and statistics in your answer

When writing to **argue**, **persuade** or **advise**, you can use techniques to make your work sound authentic and more convincing.



BOOST EXAMINER'S TIP

You can get information to use in Section B from the Section A reading materials, but be careful not to just copy out chunks of information. Select your information carefully and think about how you are going to present it.

- You could use quotations from experts as a way of presenting facts. Of course you will probably need to invent your expert and the organisation they represent but this is allowed in the exam. Instead of: *This could be an important step in keeping teenagers safe*, try: *Top scientist, Daniel Brown, from the British Institute, said "This is a major breakthrough in helping to keep teenagers safe"*.
- Another way of sounding convincing is to use statistics. Instead of: *Most teenagers wear trainers outside of school*, try: *95% of teenagers interviewed in a recent survey said that they wore trainers outside of school*.

Activity 1 Sounding authentic

Try making these facts sound more authentic by adding a quotation from an expert or statistics to support them:

- 1 The bark of an older redwood tree is fireproof.
- 2 The most common time for a bank robbery is Friday, between 9 and 11am.
- 3 People who are lying tend to look up and to their left.
- 4 All polar bears are left-handed.
- 5 Women end up digesting most of the lipstick they apply.
- 6 C3PO is the first character to speak in *Star Wars*.
- 7 The Atlantic Ocean is saltier than the Pacific Ocean.
- 8 Apples are actually part of the rose family.
- 9 The average human body contains enough fat to make seven bars of soap.
- 10 Over half of the world's population has never made or received a telephone call.
- 11 Female canaries cannot sing.
- 12 A species of earthworm in Australia grows up to 3 metres in length.

Worksheet 18a

Level:
D → B

Stretching your vocabulary

- Start working on improving your vocabulary early in the course.
- Remember the following **skills descriptors**:

- Grade D = Conscious use of vocabulary.
- Grade C = Clear selection of vocabulary for effect.
- Grade B = Increasing sophistication in vocabulary choice.

- To be able to select and choose your vocabulary, you will need to have a wide range to choose from. Don't be scared of using longer words. Most spelling mistakes are made on more common, shorter words.



Activity 1 Understanding skills descriptors

- 1 Match the concluding paragraphs written by students on Worksheet 18b to the skills descriptors above.
- 2 Select three of the paragraphs and use a thesaurus to boost the vocabulary up to the next grade (check the meaning of any words you are unsure of).

Worksheet 18b

Level:
D → B

Stretching your vocabulary

I think you should consider these points before banning Saturday jobs because I think what we want to spend our Saturdays doing should be up to us to decide.

Thank you for taking time out to listen to what I have to say from a teenager's point of view. I hope some of the points I have made have changed your view.

In conclusion, I would like to again say how ridiculous this idea is and to urge you to withdraw the proposal. The consequences of banning Saturday jobs would not be what anyone wants in the community.

In some ways, Saturday jobs can be viewed as essential for society. For example, there would be no one to deliver free newspapers. This would lead to job losses for journalists which in turn would lead to more problems. This scenario would be the same for many lines of work.

In conclusion, I think that a Saturday job is good for students because in some ways it is like going to school because they have to learn what to do with their money, responsibility and it makes them feel like an adult and they are growing up quickly and that is what school's about – it teaches students what to do in subjects and it watches the student grow up into a young adult.

Worksheet 18b (continued)

I think that you should consider all of what I've said and take it into consideration. If you disagree then it doesn't matter anyway because it's our lives and we'll choose how we want to live them.

From my point of view, I think that having a Saturday job is definitely an advantage to students and a help to the school. I hope you think carefully about what I have mentioned and I would appreciate it if you didn't take the idea any further as I do not think you will gain anything from it.

I hope that by reading my letter it has helped to change your views on the matter. Thank you for taking the time to hear my point of view.

I see that you don't stop sixth formers from having jobs on weekdays or weekends so I can't see why you have to make a big deal over the younger students. I really think you should reconsider your argument and I hope my letter has helped you think more clearly about it.

Please do not put the proposed ban into action. Help students to make something of themselves because, remember, after all, students are the future.

Speaking and listening opportunities

Activity 1 Key writing format 5: speeches

Option 1

Find out how successful you are as a speech writer by giving your speech to a real audience. The audience could be a small group from your class, the whole class or you could be really ambitious and give your speech in an assembly or to a group outside of school.

Use these tips to help you plan the delivery of your speech:

- Practise saying your speech aloud several times beforehand.
- Use postcard-size prompt cards with keywords on to help you remember the order of your points.
- Don't just read your speech; look up and at your audience.
- Try to stand still.
- Don't panic if you lose your place or the audience don't laugh at your joke. Just take a breath and go on.

Option 2

Coach someone else to give your speech. Listen to them read it through and discuss your speech with them (if both of you have written a speech, you could choose the best one or combine the best bits from both).

- 1 With your partner, work on the speech, rewriting parts and making improvements until you are happy with the final version.
- 2 Use the tips from Option 1 above to help your partner give the speech effectively to the rest of the class.
- 3 Afterwards, the two of you can evaluate the whole experience.

Speaking and listening opportunities

Activity 2 Role play

Carry out two role plays of two people arguing about a current issue. The first argument should show how not to win an argument by becoming angry and presenting ideas haphazardly; the second should show how to win an argument by using discourse markers to present a calm and reasoned argument leading to a final point.

Here are some extreme views to give you some ideas for topics:

- People who buy charity wristbands are being ripped off as none of the money goes to charity.
- The government shouldn't interfere with school meals. Pupils can make their own decisions about what is healthy.
- No pupils should be allowed to come to school by car.

Activity 3 Persuasive argument

- 1 In groups of four, imagine that you are the editorial board of a magazine. You have all written an article on an issue you feel strongly about and want your article included in this month's issue. There is only room for one article. Persuade the rest of the group that it should be your article that is published this month.
- 2 After you have completed the task, sit down as a group and evaluate how the meeting went:
 - Who was most persuasive and what persuasive techniques did they use?
 - How could the others have done better?

Activity 4 Persuasive argument

The governors of your school have agreed to fund the printing of one leaflet that has been produced by a pupil. Everyone in your class has produced a leaflet. The question is: which one deserves to be printed?

- 1 Work in small groups to discuss what the criteria should be for selecting the leaflet – presentation, topic or cost?
- 2 Select a leaflet from your group to put forward for selection and prepare a campaign to present to the governors.
- 3 Argue your reasons clearly and persuade the governors that your group's leaflet is the one worth printing.

Practice papers

Paper 1

PAPER 1
SECTION A READING NON-FICTION

FOUNDATION TIER

ANSWER ALL QUESTIONS IN THIS SECTION.

YOU ARE ADVISED TO SPEND ABOUT ONE HOUR ON THIS SECTION.

1 Read **Item 1** 'Anti-bullying wristband scheme backfires' by Polly Curtis, and **Item 2** 'Wear your heart on your wrist and show that you really, really care' by Nick Hume.

(a) In what ways are the two items similar and different in showing how they disapprove of wristbands? (content/following an argument)

(6 marks)

(b) In **Item 2**, how does Nick Hume use language to show his attitude towards the wearing of wristbands in this article? Explain how effective the language and the tone are in putting across his feelings to his audience.

(10 marks)

(c) **Item 1** is taken from a website. How does the presentation appeal to the target audience and reflect the purpose and content?

(4 marks)

2 Read **Item 3**, a letter to a school magazine, and study the photograph.

(a) What do you think was the purpose of using this photograph on the letter page of a school magazine in **Item 3**?

(7 marks)

(Total 27 marks)

Item 1

Anti-bullying wristband scheme backfires by Polly Curtis, educational correspondent

Pupils who have taken to wearing a blue wristband to pledge their support for a government-sponsored, anti-bullying campaign are becoming the target of bullies, campaigners said today.

The wristbands, which have been championed by David Beckham, Kelly Brook and Bono, have also become a sought after fashion item. The website Ebay is currently advertising 25 for up to £21 a go.

Julie Oakley, the founder of Bullywatch, which supports families of victims of bullying, said: Kids who wear the wristbands have become natural targets.

'There has been a lot of interest in them because they are rare, and have become valuable. They are sought after in the same way as new trainers.

'It's totally sick that something designed to help bullying could be used in this

way – it completely defeats the object.'

Michelle Elliot, director of child protection charity Kidscape, told the Daily Mirror: 'We were afraid that they would make kids wearing them a target.

'Bullies will find any excuse – but I'm disgusted something with such good intentions should end up being abused like this.'

The wristband campaign was launched by Radio 1 at the beginning of the anti-bullying week on November 21.

Launching the first Anti-Bullying week, the schools' minister, Stephen Twigg, said: 'Bullying creates misery for thousands of children and it is crucial that they know they are not alone.

'Wearing the band will give young people the opportunity to make a visible commitment that they are not prepared to tolerate bullying and will stand by their friends.'

However, school pupils were quick to spot the reality of wearing wristbands. They basically thought 'Hey! Everyone who's wearing a wristband must be scared of bullying!' So they decided to bully the people wearing wristbands. So, it's made a difference, but not a good one.'

But there was also support for the campaign. Izzy, 12, from Bath wrote: 'I think the fact that all the celebs are wearing the wristband will make a difference, because it might make people realise that it's cool not to bully.'

However, a third, Shona, 13 from Norfolk, said, 'I didn't even know it was anti-bullying week last week, and neither did the bullies in my school.'

8 December 2004,
[www.educationguardian.co.uk/
bullyingstory](http://www.educationguardian.co.uk/bullyingstory)

Item 2

Wear your heart on your wrist and show that you really, really care by Mick Hume

WITH THE market for anti-racist, anti-bullying and anti-every thing wristbands nearing saturation, I am thinking of launching a new anti-wristband wristband. It could be worn as a symbol of concern about the mass outbreak of multi-coloured elastic bands on the wrists of the Western world. Available in 'invisible' flesh tones only. Make cheques payable to Emperor's New Clothes Ltd.

Wristbands have replaced ribbons as the badge of compassion du jour. The phenomenon took off in May when Lance Armstrong, six time winner of the Tour de France, (cycle race) and Nike launched yellow 'Livestrong' wristbands to highlight testicular cancer. By October they had sold 20 million, and everybody from presidential candidates to Prince William wanted to be seen wearing them.

Now it seems that every victim-centred campaign has to have its own wristband. The most obvious ones in Britain include blue for anti-bullying (1 million issued), endorsed by

the Government, the BBC and assorted celebrities and charities, and white for the Make Poverty History campaign, from Nelson Mandela downwards.

They are supposed to be about raising awareness of good causes but it is hard to see how glimpsing somebody else's wrist furniture could raise my awareness of anything – particularly when different causes have adopted the same colour. Some critics complain that the wristbands make a fashion statement rather than a moral commitment. But this is more than a style thing.

It seems to me that the wristband wearers are making a moral statement, but one based on a fashionable self flattery. One wristband sold for the victims of the tsunami by an American retailer of girls' fashion sums up the underlying message: it bears the inscription I CARE. The wristbands may not make much difference to the world outside, but they can make you feel better about yourself inside – and provide an ersatz emotional connection with

others. If there are grownups with a wristband-shaped hole in their lives who feel they need to affirm their goodness in that way, fair enough. But leave the rest of us out of it.

Wearing your heart on your wrist is now presented as some sort of moral imperative. 'Wear a band – take a stand' commands Rio Ferdinand at the end of the television adverts for the anti-bullying wristband, as if refusing to do so meant siding with the school bullies. And who would want to take a stand for racism, breast cancer or poverty in the Third World?

The spread of wristbands is both a symptom and a symbol of our culture of conspicuous compassion ('I feel, therefore I am good'), competitive compassion ('I care more than you do') and compulsory compassion ('support this anti-bullying campaign – or else'). It is enough to make some of us feel like tearing a wristband to ribbons.

15 February 2005,
The Times Online

Item 3

Dear Editor,

I think wristbands are a great idea. All my friends have to show their support for their favourite charities. What's the harm in that?

Grown-ups are always criticising our generation and calling us 'thugs', 'louts' and 'criminals', etc. when we do something to help others we still get it wrong. We just can't win!

Of course buying a wristband won't solve the entire world's problems, we know that, but when celebrities like Nelson Mandela want to Make Poverty History the world has to stand up and listen. If it wasn't for celebrities like him and Bob Geldof nobody would know about G8 and decisions would be made without us having our say.

So come on give us a break at those who are selling fake bands on Ebay for their own profits. Just because some people abuse wristbands does not mean to say they are a bad thing. As long as the good outweighs the bad the world has to become a better place.

I urge people to stand up and be counted and show what they believe in. Don't buy fake wristbands and make sure you know how much of your money actually goes to the charity of your choice.

Darren, aged 15.



PAPER 1
SECTION B WRITING TO ARGUE, PERSUADE OR ADVISE

FOUNDATION TIER

ANSWER ONE QUESTION FROM THIS SECTION.

YOU ARE ADVISED TO SPEND ABOUT 45 MINUTES ON THIS SECTION.

You may use some of the information from **Section A** if you want to, but you do not have to do so. If you use any of the information, do **not** simply copy it.

Remember:

- spend 5 minutes planning and sequencing your material
- try to write at least two sides in your answer book
- spend 5 minutes checking:
 - your paragraphing
 - your punctuation
 - your spelling.

EITHER

3 Write an article for a magazine aimed at teenagers in which you **argue** that governments need to increase aid to Third World countries and cancel their debt.

You may choose to write about **some** or **all** of the following:

- Development in Third World countries is hampered because they have to pay huge interest on their debts
- Many people are dying of malnutrition and Aids
- Consequences of failing to act may increase terrorism in the West.

(27 marks)

OR

4 Write the text for an advertisement for a musical event in which you **persuade** teenagers to support a charity of your choice. (It can be a real charity or a cause you have invented.)

(27 marks)

OR

5 Your friends are anxious to raise money for Childline. Write a leaflet **advising** them how to go about raising money.

Remember to:

- write for young people to read
- choose to write language to advise.

OR

6 Write the text for a local radio discussion programme, where two people with opposing views argue that:

- a)** there are too many charities asking for money
- b)** people need to be given a wide range of good causes to choose from.

Aim to persuade your listeners to each point of view.

(27 marks)

PAPER 1
SECTION A READING NON-FICTION

HIGHER TIER

ANSWER ALL QUESTIONS IN THIS SECTION.
YOU ARE ADVISED TO SPEND ABOUT ONE HOUR ON THIS SECTION.

1 Read **Item 1** from the Food section of *The Times Magazine*. You are asked to distinguish between fact and opinion.

(a) Explain how the uses of fact and opinions might affect the reader's attitude to food.
(8 marks)

Now read **Item 2** 'Grub's up' from *Flipside*, a media magazine for teenagers. You are now being asked to follow an argument and to select materials appropriate to purpose.

(b) According to Jane Maltby, what are the advantages and disadvantages of eating unconventional foods?
(8 marks)

(c) How do the form and presentation of **Item 2**, the 'Grub's up' article, encourage teenagers to read it?
(4 marks)

2 Compare how the different writers use language to shape the reader's response in **Items 1 and 2**. Compare:

- what they have to say
- the language used to say it.

(7 marks)
(Total 27 marks)

Item 1

Deep-fried tarantula, anyone? by Rebecca Ley

Forget the live grubs of bush-tucker trial fame. Food writer Jerry Hopkins champions a far more challenging menu

Imagine swallowing a beating cobra's heart. Or tucking into deep-fried bull's testicles, or a bowl of stir-fried dog. Maybe the thought of grilled mice on rice turns your stomach? Not so Jerry Hopkins, who for the past 25 years has rejected his 'meat and potatoes' upbringing in the United States to try out a range of regional specialities in a number of far-flung countries. From a shot glass of warm bat's blood in a Saigon bar, to roasted water beetle washed down with beer on a Bangkok street, Hopkins has sampled things that most of us would shudder to think about, let alone put in our mouths. It's all done in the name of adventure, but he does admit that sometimes, 'I just have to open my mouth and swallow quickly.'

If you do decide to give scorpions a whirl next time you're in Singapore, Hopkins' book *Extreme Cuisine* will be indispensable. A 'guide to how

the other half lives and dines and why', it is a comprehensive overview of unusual eating around the world. The chapter headings say it all – with titles such as 'Rats and Mice', 'Guts' and 'Human Flesh', few food taboos have been left unbroken. Michael Freeman's vivid photographs leave nothing to the imagination, and there are recipes as well: camel hoof paste and mango urine lassi, anyone?

Born in New Jersey, Hopkins admits that the food he was raised on was 'pretty boring now I look back on it'. His first taste of more unusual fare came at 14 when, on a Scouts' trip away from home, he ate bison for the first time. 'It doesn't seem all that unusual now given the stuff to which I've been exposed, but at the time it seemed pretty damn exotic.' The bison experience piqued his innate curiosity and kick-started a career of trying bizarre foodstuffs whenever the

opportunity arose. 'Presented with a different culture or cuisine, I think you should just jump in and try it.'

When he began travelling the world as a journalist, Hopkins increasingly had the chance to put his experimental philosophy to the test. Alone in foreign cities, he would visit local restaurants in a quest for the outlandish. He's eaten dog in three different countries, three different ways. 'The texture really varies, depending on the age of the dog. If you've got an old dog it can be a little chewy.' He's tried deep fried scorpion in Singapore and bat's blood in Saigon. 'I've previously chickened out of drinking snake's blood in Taiwan, but several years had passed, so when the bat was offered I thought, why not? A waiter brought a live bat out in front of me and slit its throat so that the blood dripped into a glass. It tasted salty.

Continued...

Item 1 continued

Such gastronomic intrepidity has won Hopkins ardent support in some foodie circles. New York chef Tony Bourdain, well known for flavouring the bloody bits other chefs can't stomach, is impressed. Bourdain says that he owes A Cook's Tour, the book and television series in which he travels the world trying everything from poisonous blowfish to cobra's heart, to Jerry Hopkins. He describes the earlier editions of *Extreme Cuisine* (entitled *Strange Foods*) as, 'My virtual Fodor's guide to the pleasures and terrors of extreme cuisine.'

For the past ten years Hopkins has lived on a remote farm in Thailand, with ample opportunity to eat food which might seem challenging to the Western palate. His Thai wife, Lamyai, cooks traditional Thai food from 'whatever shows up'. Recently, she made a lizard stir-fry. 'This was my first experience of eating lizard chopped up finely and fried. It tasted somewhere between chicken and beef.' Insects are another favourite. 'Insects are free, so why not eat them?' As

we talk, Hopkins tells me that his wife is in the next room watching TV and snacking on a bowl of stir-fried beetles. 'She's sitting with her Thai friends and they're helping themselves, just like you would with a bowl of popcorn.' Hopkins's beetle of choice is the mangda – a water bug of about three inches in length that closely resembles a cockroach. He says they taste delicious, 'sort of nutty'.

Indeed, Hopkins insists that we will all be eating bug burgers in the future. 'I don't want to be a bore about it, but the West's addiction to beef is as inappropriate today as its addiction to petroleum. We're destroying all the rainforests in order to feed all the cattle. I can't go to a restaurant, order a steak and feel comfortable about it. There are so many other protein sources, which are more readily available. I really do think that insects are going to be a major protein resource one day.'

It isn't an appetising thought for most of us, but as Hopkins points out, that's just our cultural prejudices. After all



one man's bug is another's black pudding, haggis or roasted bone marrow at St John. Indeed, one of the things that Hopkins found most repellent on his culinary adventures was Marmite, the much-loved British staple. And although his wife Lamyai might love chopped lizard stir-fries she would never eat dog. 'What is considered repulsive in one part of the world, in another part of the world is simply considered lunch.'

The Times Magazine, 16 April 2005

Item 2

Grub's up by Jane Maltby

There is a word for the practice of eating insects. And it's not 'urghthatisosickman'. It's 'entomophagy'.

Jane Maltby has no patience with fussy eaters.

BUGS ON TOAST

Millions of people eat creepy-crawlies. Beetles, worms and larvae are just everyday sandwich fillings in many parts of the globe, because they're easy to catch or cheap to breed, and they are good for you. Grasshoppers and crickets, for example, give you way more iron than beef or fish, and water beetles have a third more protein, weight for weight than a Big Mac.

Some of them taste good too. Honey ants get stuffed full of honey by their worker ant mates, until Aborigines dig them up and bite off their bottoms.

Other edible creepy-crawlers include sweet, crunchy mealworms, the larval stage of the beetle *Tenebrio molitor*, while spiders, scorpions, locusts and ants are chewed up as a deep fried snack nearly everywhere in the world. You can fry, bake, or grill most of these bugs, or cook them in a nice stew. Mexican grasshoppers are great marinated in lemon juice and chilli. Apparently,

EATING ALIVE

Just how fresh do you like your fish? Choose one from the aquarium, watch the sushi chef slice off its flanks and enjoy, while the rest of the fish flaps away. It's supposed to be chewier than your usual *sashimi* (raw fish) because there's no time for rigor mortis to tighten and relax the muscles, giving the flesh its normal, softer texture. Other foods that are eaten while still (just) alive include the famous Australian witchetty grubs, Indonesian sago grubs, Chinese drunken shrimps, which are allowed to pickle themselves in a bowl of wine until they drown, and oysters. (The pleasure lies in the way they wriggle as they slip down your throat.)

FOOD POISONING

Fancy eating chicken cooked in blowdart poison? That's what you get if your Malaysian chef hasn't cooked his *buah heluak* properly. The seed of the Kepayang tree contains Prussic acid, and is used raw to poison weapons. Soaked for a week or two, washed and boiled, the



acid dissolves and it becomes a black, tarry, meaty delicacy. Or the last thing you'll ever eat. As could be the blowfish or *fugu*, the Japanese fish that must be prepared by licensed chefs, who are trained to cut out the poisonous internal organs. Even a small piece of tainted flesh will kill.

ROTTING FOOD

All over the world, people bury food, soak it in weird stuff, or simply let it rot. It's all a way of preserving it or making it more edible, but it stinks. Take the Icelandic *hakari*: shark meat that is traditionally buried on

Continued...

Item 2 continued

the shoreline for months until it rots, softens and leeches some of its high ammonia content. Still reeking, it is hung up to dry, pressed, sliced, served and eaten. Or Japanese *natto*, fermented soya beans, which go smelly, slimy and stringy.

Then there's Thai fish sauce *nam pla*, where tiny fish, packed in salt, are left to ferment and dissolve in the sun for months: the resulting smelly liquid forms the base for classical Thai cooking.

Or how about the great British pheasant, which is traditional prepared by being hung up by the neck until maggots have eaten through and the body drops to the ground? Enjoy!

MEAT BALLS

Lungs, feet, tails, eyes, blood and testicles are widely eaten in poorer countries where every bit of the animal has to count. Testicles are quite common foods, although they usually go by different names: bush

oysters in Australia, prairie oysters in the US, criadillas in Spain.

The kangaroo balls that Paul Burrell made such a fuss of eating in *I'm a Celebrity, Get Me Out Of Here* like all the bits of the body that make and store stuff, are better for you than ordinary meat. Protective rubbery skin outside, lots of coiled up tubes inside (to make and deliver the sperm); it's a bit like chewing a balloon full of liquorice.

Flipside, March 2005

PAPER 1
SECTION B WRITING TO ARGUE, PERSUADE OR ADVISE

HIGHER TIER

ANSWER ONE QUESTION FROM THIS SECTION.

YOU ARE ADVISED TO SPEND ABOUT 45 MINUTES ON THIS SECTION.

You may use some of the information from **Section A** if you want to, but you do not have to do so. If you use any of the information, do **not** simply copy it.

Remember:

- spend 5 minutes planning and sequencing your material
- try to write at least two sides in your answer book
- spend 5 minutes checking:
 - your paragraphing
 - your punctuation
 - your spelling.

EITHER

3 Your school or college wants to ban students from leaving the premises at lunchtime in the hope that students will eat food bought in the school canteen. Write a letter to your headteacher or Principal in which you **argue** either for or against the ban.

You may choose to write about **some** or **all** of the following:

- possible effects on pupils
- possible effects on the school meals service
- your own personal views.

(27 marks)

OR

4 Your friend is taking a gap year and plans to go travelling in the Far East. She is anxious about eating strange foods. Write a magazine article for Year 12 students in which you advise them of the precautions to take when eating away from home.

(27 marks)

OR

5 Eating habits are formed when very young. Write the text for a leaflet for parents of toddlers, **persuading** them to feed their children only fresh food.

You may choose to write about **some** or **all** of the following:

- the variety and availability of fresh ingredients
- the cost
- simple recipes
- the dangers of junk foods.

(27 marks)

OR

6 Write the text of the speech where you:

- **argue** for a ban on advertising junk food before the 9 o'clock watershed on television
- **persuade** the government that it is in their interest to maintain the health of the nation.

(27 marks)

**Boosting your grades in
Paper 2 Section A
Poems from different cultures**

Choosing poems to study

In your *AQA Anthology* you will find 16 poems, all chosen because they relate to the theme of poems from different cultures. They are divided up between Cluster 1 and Cluster 2. 15% of your English mark depends on your response to two of these poems.

Is there a choice of question?

Yes – if you have studied both clusters

No – if you have only studied one cluster.

Question 1 will name **one** of the poems in Cluster 1 and ask you to compare it to any other poem from either cluster.

Question 2 will name **one** of the poems in Cluster 2 and ask you to compare it to any other poem from either cluster.

What is the minimum number of poems you can study to be sure of knowing one of the named poems in the exam?

- Eight – all from the same cluster.

That is, either:

- all the poems from Cluster 1

or

- all the poems from Cluster 2.

To have a choice of question, then poems from both clusters must be studied. If there is only time for one cluster, then adding poems from the other cluster could still give more choices. Some suggestions:

Studying Cluster 1?	Studying Cluster 2?
Add 'Hurricane Hits England' and 'Presents from my Aunts in Pakistan' to give more links	Add 'Nothing's Changed' and 'Two Scavengers in a Truck' to increase choices

Worksheet 1

All
Levels

Understanding Assessment Objective 2(i)

What sort of things is the examiner going to ask you? There are three Assessment Objectives, which you will be tested on. Assessment Objective (AO) 2(i) states:

A02
(i)

Read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them.

So what does this actually mean? Let's break it down.

1 Read with insight and engagement:

Show you understand:

- The point of view of the poets or people in the poems.
- All the different ideas suggested by the words.



Boost EXAMINER'S TIP

This means you must demonstrate you can give a personal response – that you can empathise or connect with the poets.

2 Making appropriate references to texts:

- Show you understand what the poem is about and what the poet is saying.
- Pick out and explain the feelings, ideas and attitudes in the poem.

3 Developing and sustaining interpretations of them:

- Get really involved with the poems and what they have to say – so much so, that you start to express your own ideas about them.



Boost EXAMINER'S TIP

Think about how words and phrases can mean more than one thing. Can you explain what the ideas mean to you?

Worksheet 2

All
levels

Understanding Assessment Objective 2(iv)

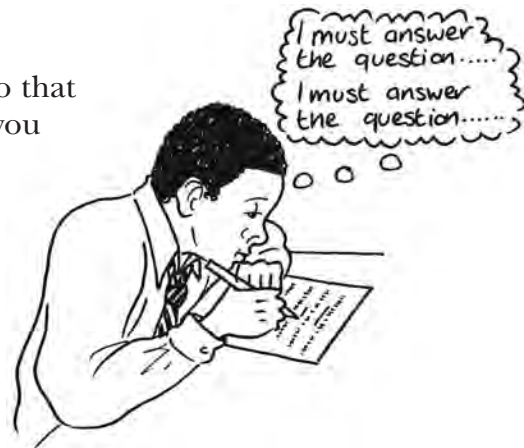
A02
(iv)

Select material appropriate to their purpose, collate material from different sources, and make cross references.

This Assessment Objective (AO) breaks down into three parts:

1 Select material appropriate to their purpose:

- Make sure you read the question carefully, so that everything in your response relates to what you are being asked.



2 Collate material from different sources:

- Gather together your ideas from two poems, ready to compare and contrast them.



3 Make cross-references:

- Make sure you compare the poems all the way through your answer.



Worksheet 3

All
levels

Understanding Assessment Objective 2(v)

A02
(v)

Understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects, and comment on ways language varies and changes.

This Assessment Objective (AO) breaksdown into three parts:

1 Understand and evaluate:

- Can you say what, in your opinion, works really well and why you think this?

2 How writers use linguistic, structural and presentational devices to achieve their effects:

- Which language techniques are used?
 - Why are certain words or phrases chosen?
 - What **effect** do they have on the reader?
- } **linguistic**
- Can you comment on the way the poem is put together, for example:
 - a Is there a connection between the beginning, middle and end?
 - b Is the poem in stanzas – or not?
 - c Why?
- } **structural**
- Can you write about the effects achieved by the layout, the punctuation, the use of capital letters, the shape on the page?
- } **presentational**

3 Comment on ways language varies and changes:

- Are you able to explain why the language differs in each poem?
- Can you explain the effect it has on you?
- Does the poet suddenly use a different language?
- Can you suggest reasons for this?

Skills descriptors

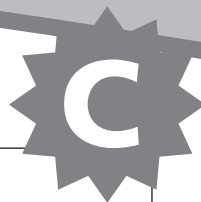
An examiner marking your work will be comparing your answer with a list of skills descriptors. Look at the list below, which describes various skills you might demonstrate in each grade when you respond to two poems from different cultures. Compare the way the descriptors change.

Grade	Skills descriptors
U	<ul style="list-style-type: none"> ● some awareness of one or more texts
G	<ul style="list-style-type: none"> ● simple comment ● reference to some detail ● awareness of some aspects of presentation
F	<ul style="list-style-type: none"> ● beginning to support some simple comment ● reference to appropriate detail ● statement on some aspects of presentation
E	<ul style="list-style-type: none"> ● extended unsupported comment ● generalisation on the text(s) as a whole ● appropriate reference and some use of quotation ● simple comment on some aspects of presentation
D	<ul style="list-style-type: none"> ● some extended and supported comment ● a range of comment supported by textual detail ● comment on the effects achieved by the writer ● awareness of feelings, attitudes and ideas
C	<ul style="list-style-type: none"> ● some cross reference ● effective use of textual detail ● awareness of writers' techniques and purpose ● understanding of feelings, attitudes and ideas
B	<ul style="list-style-type: none"> ● integrated cross reference ● effective use of textual detail ● understanding of a variety of writers' techniques ● appreciation of feelings, attitudes and ideas
A	<ul style="list-style-type: none"> ● references integrated with argument ● analysis of a variety of writers' techniques ● exploration of and empathy with writers' ideas and attitudes
A*	<ul style="list-style-type: none"> ● conceptualised response ● close textual analysis ● consistent insight and convincing/imaginative interpretation

Worksheet 4

Level:
D → C

Skills descriptors D to C



Grade D skills descriptors

- Some extended and supported comment.
- A range of comment supported by textual detail.
- Comment on the effects achieved by the writer.
- Awareness of feelings, attitudes and ideas.

Grade C skills descriptors

- Some cross reference.
- Effective use of textual detail.
- Awareness of writers' techniques and purpose.
- Understanding of feelings, attitudes and ideas.

1 Some extended and supported comment:

- This means writing about the poem showing you can understand and answer the question.

2 A range of comment supported by textual detail:

- This means backing up all the points you make by referring to what the poets say or what the poems are about. You will sometimes need to use quotation.

3 Comment on the effects achieved by the writer:

- This means you can write about the way the poets use words, shape and rhythm to get their meaning across.

4 Awareness of feelings, attitudes and ideas:

- This means that you show you know how the poets feel and why they have written the poems.

→ 1 Some cross reference:

- For Grade C you must cross reference as you compare **both** poems.

→ 2 Effective use of textual detail:

- For Grade C you have to make sure each point is backed up by reference or quotation, and that you **explain** the effect on the reader of the poets' choices of language, structure and presentation.

→ 3 Awareness of writers' techniques and purpose:

- For Grade C you have to explain **why** the poets use words, shape and rhythm – and the **effects** of these skills on the reader.

→ 4 Understanding of feelings, attitudes and ideas:

- For Grade C you must prove you can **understand** the poets' ideas by picking out particular words and phrases and suggesting how they make yourself or others feel.

Worksheet 5

Level:
D → C

Compare the first skills descriptors (grades D and C)

- Grade D – Some extended and supported comment.
- Grade C – Some cross reference.



Boost EXAMINER'S TIP

For grade C you must compare and contrast two poems – not just write about two poems.

Look carefully at these two extracts to see the difference between a C and a D grade:

Emma's response

Ferlinghetti describes the posh couple in the Mercedes and the dirty binmen in their truck who have to stop at the traffic lights, because the light's on red. He makes the couple sound elegant and the binmen sound dirty and ugly. The woman is 'casually coiffed' and the man is wearing 'a hip three-piece linen suit.' The bin men would like to be like the couple, but they know they have no chance. Ferlinghetti is saying that in America some people are rich and some people are still very poor, and it's not fair. He starts the lines in different places on the page and it sounds jerky when you read it.

Tatamkhulu Afrika returns to where he used to live to find that his town has been demolished and there's a 'brash' hotel on the derelict ground. He describes how angry Afrika is when he sees the 'guard at the gatepost'.

(Grade D)

Kobir's response

Ferlinghetti compares the 'elegant' middle-class couple in their 'elegant' Mercedes to the unattractive, tired and dirty bin-men. He describes the bin men on 'the back stoop' of their truck at the traffic lights, looking down at the couple 'as from a great distance.' This suggests there is a great gap between the lifestyles of the rich and the poor in America. Afrika is also concerned about the difference between the rich and the poor, but in 'Nothing's Changed' the rich are white and the poor people are black South Africans – 'No sign says it is, but we know where we belong.' They still feel inferior although apartheid has been abolished.

Continued

Worksheet 5 (continued)

Afrika writes in stanzas of the same length, probably because he wants to keep the shape of the poem the same, since he feels 'Nothing's Changed' in South Africa, even though the signs have been taken down. But he does separate his thoughts from the rest of the fourth stanza. It's as though he stops telling his story and describing what he can see, to express his bitterness. Ferlinghetti's lines, on the other hand, are scattered on both sides of the page, to make it look as though there's a difference between the rich people and the poor bin men. He's one of the 'beat poets' and he wants his poem to sound jerky as though it's being performed.

(Grade C)

- Emma's response writes about two poems, but doesn't compare them.
- Kobir's response does have 'some cross reference'. It compares the feelings of the two poets and the way the poems are set out on the page.
- A Grade C answer must compare two poems.
- Comparison words like 'also' and 'on the other hand' will help you compare and contrast.

Activity 1 Using comparison words

Work in pairs.

- 1 Read the following word definitions.
- 2 Spell the word correctly.
- 3 Now use the word appropriately in a sentence.

a	when in fact	w _ _ _ _ _	[7 letters]
b	not the same as	d _ _ _ _ _ _ _ _ _ _	[9, 4 letters]
c	in the same way	s _ _ _ _ _ _ _ _	[9 letters]
d	in the same way	l _ _ _ _ _ _	[8 letters]
e	instead	al _ _ _ _ _ _ _ _ _ _	[13 letters]

Worksheet 6

Level:
D → C

Compare the second skills descriptors (grades D and C)

- Grade D – A range of comment supported by textual detail.
- Grade C – Effective use of textual detail.

To boost your grade from a D to a C you must show **effective use of textual detail**. How can you make sure that you do this? You need to use the **PEE** technique:

- Point
- Example
- Explanation.

For example:

‘The bin men look down at the couple “as from a great distance”.’

This response makes a **Point**, backs it up with an **Example** (textual quotation or reference), but doesn’t make it work properly: there is no **Explanation**.

*‘The bin men look down at the couple
“as from a great distance”’*

POINT

EXAMPLE

An explanation is needed to make this ‘effective’. Perhaps:

*They are physically very close, yet there is a huge social
gap between the two groups of workers.*

EXPLANATION

Or

*The ‘scavengers’ look longingly at the rich lifestyle of the people who don’t even pay
them any attention.*

Activity 1 PEE

1 Work in pairs. Which sentences obey the **PEE** rule, and why?

2 Underline the Explanation if there is one.

- ‘Sir, laughter is bitter to the burned mouth’ is a short, direct answer. It’s polite, but snappy to show the poet’s anger that innocent people were injured and killed because the Americans dropped napalm bombs on Vietnam.
- The life of the Vietnamese people before the war is described very emotively. Leverton writes ‘peaceful clouds were reflected in the paddies.’ She uses alliteration here as well.
- Before the war the Vietnamese people loved their gardens with their ‘lanterns of stone.’ Leverton plays on the word ‘stone’ to describe how ‘their light hearts turned to stone’ when they were numbed by the hard cruelty of war.

Worksheet 7

Level:
D → C

Compare the third skills descriptors (grades D and C)

- Grade D – Comment on the effects achieved by the writer.
- Grade C – Awareness of writers' techniques and purpose.

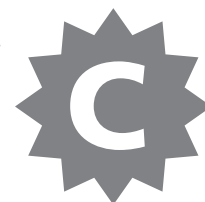
'He starts the lines in different places on the page and it sounds jerky when you read it.'

- Does Emma comment on the effects achieved by the writer? Yes.
- Does she show awareness of writer's purpose? No; this is a Grade D answer.

To raise to grade C level, Emma needs to explain both the effect on the reader and why she thinks the poet has used the technique – the poet's purpose. She could write:

He writes the lines on two sides of the page, probably to give the effect that his eyes are looking from the garbage truck to the Mercedes and back again. It sounds jerky when you read it, as though he's performing the poem like a rap, because he's one of the 'beat poets'.

- Does Emma comment now on the effects achieved by the writer? **Yes.**
- Does she also show awareness now of the writer's purpose? **Yes.**



Activity 1 Writers' purpose

Match this opening statement with an explanation of the writers' purpose.

Tom Leonard's poem 'from Unrelated Incidents' looks very long and thin on the page, probably because:

- 1 It's written in a Glaswegian dialect.
- 2 It's an unusual poem and he doesn't want to fit many words on each line.
- 3 It resembles the words on a newsreader's autocue.

Activity 2 Writers' techniques and purpose

Complete the following to show you are aware of writers' techniques and purposes:

- 1 'Night of the Scorpion' begins with 'I remember' in order to ...
- 2 The repetition of the words 'long dark deck' in 'Limbo' gives the effect of ...
- 3 The last line of 'This Room' is set apart from the rest of the poem, possibly to ...
- 4 In 'Search For My Tongue', Sujata Bhatt writes some lines in English and others in Gujarati. I think this is because ...

Worksheet 8a

Level:
D → C

Compare the fourth skills descriptors (grades D and C)

- Grade D – Awareness of feelings, attitudes and ideas.
- Grade C – Understanding of feelings, attitudes and ideas.

How do you show that you **understand** the poets' feelings, attitudes and ideas, rather than just being aware of them? You have to climb into the poets' heads – or into the heads of the people portrayed in the poems.

Read this **D grade** answer:

Ferlinghetti is saying that in America some people are rich and some people are still very poor, and it's not fair. Afrika writes that 'Nothing's Changed' even though there is no longer apartheid in South Africa ... The black people down the road eat in the 'working-man's café' and white people with money can eat at the new hotel. This makes him angry and he says he'd like to bomb the hotel.

(Awareness of feelings)

You need to explain the poet's belief that in a 'democracy' everybody should be given the same chances.

You need to explain that Afrika is angry, because he expects the black people to be treated more fairly; he would probably expect to find black and white people integrating more.



Boost EXAMINER'S TIP

To boost to C grade, explain the poets' feelings.

Worksheet 8a (continued)

Level:
D → C

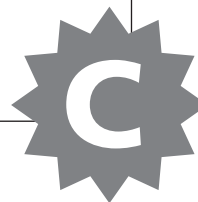
Activity 1 Understanding the poet's feelings

Complete the second part of this grade C answer:

Ferlinghetti is sarcastic when he describes the 'elegant' couple and also when he finishes his poem with the one word 'democracy'. He feels all people should be equal, yet they aren't, so he leaves this word until the very end to make his point. Afrika also writes about the inequality in South Africa, but he is [a] _____ not [b] _____ like Ferlinghetti. At the end he is so [c] _____ that he could 'bomb' the hotel where he feels black people are not welcome.

(Grade C)

Understands feelings

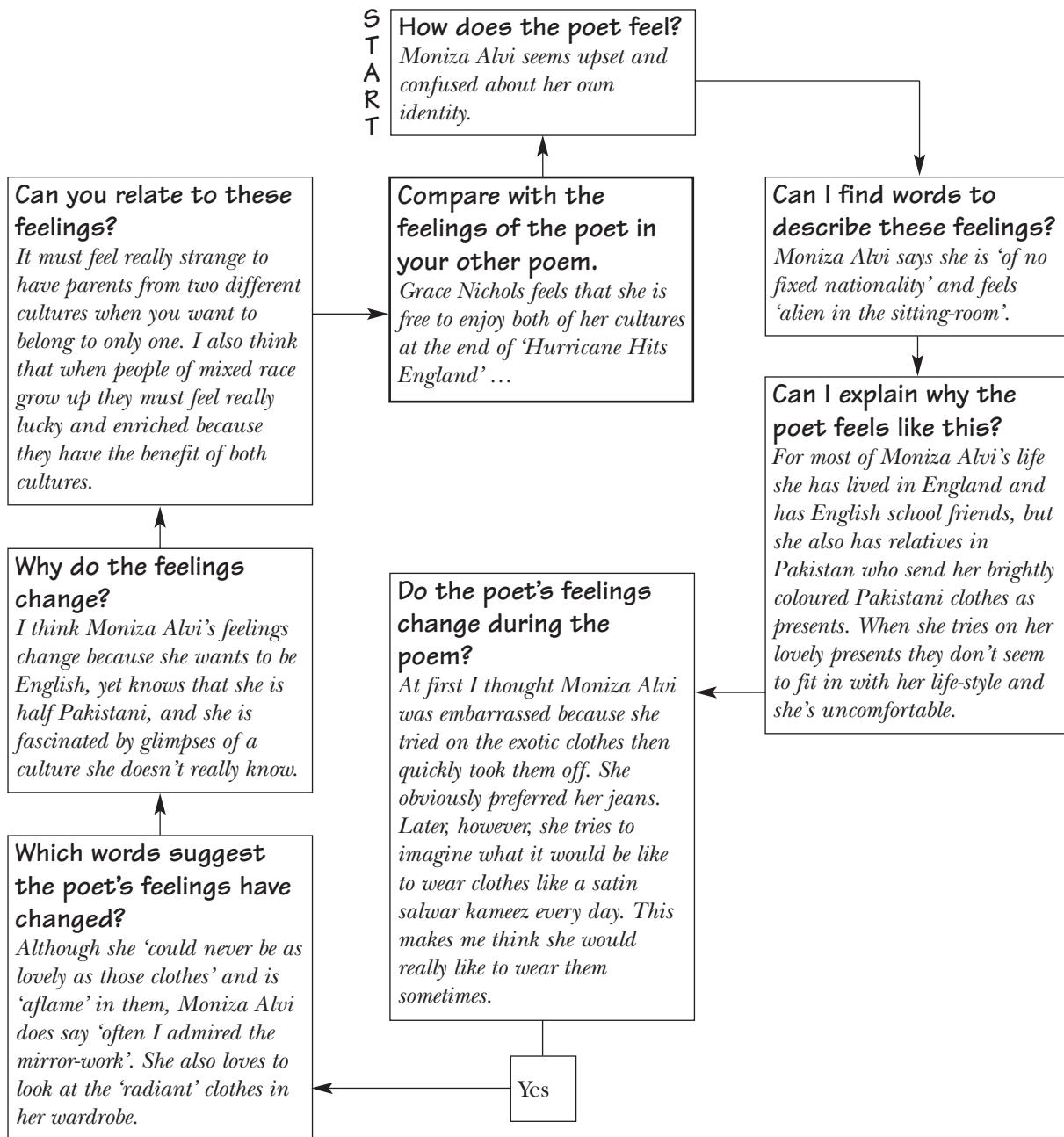


Worksheet 8b

Level:
D → C

Compare the fourth skills descriptors (grades D and C)

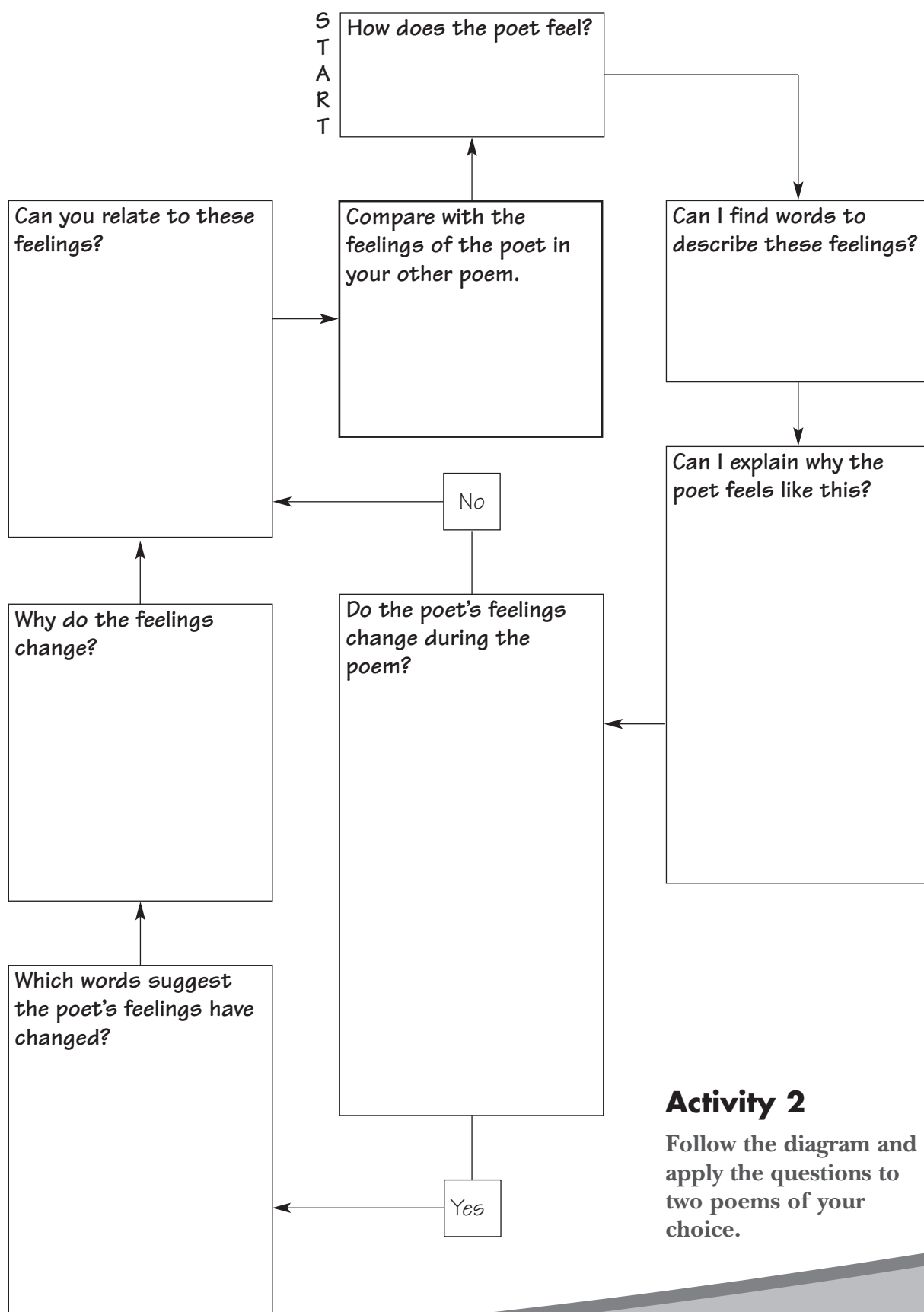
What are Moniza Alvi's feelings in 'Presents from my Aunts in Pakistan'?



Worksheet 8c

Level:
D → C

Compare the fourth skills descriptors (grades D and C)



Activity 2

Follow the diagram and apply the questions to two poems of your choice.

Worksheet 9a

Level:
D → C

Boosting grade D to C: poems from Cluster 1

Grade D skills descriptors

- Some extended and supported comment.
- A range of comment supported by textual detail.
- Comment on the effects achieved by the writer.
- Awareness of feelings, attitudes and ideas.

Grade C skills descriptors

- Some cross reference.
- Effective use of textual detail.
- Awareness of writers' techniques and purpose.
- Understanding of feelings, attitudes and ideas.

Extract from Yasmin's response

In 'Island Man' Grace Nichols describes a man who now lives in London, although he used to live on a Caribbean island. He still dreams of his beautiful island. Bright colours are used which describe the island - 'blue surf', 'emerald island', but when he begins to wake up the colour of the North Circular is grey. In 'Vultures' the poem begins with 'the greyness and drizzle of one despondent dawn.' He uses alliteration here. The poet makes the vultures seem very ugly - 'bashed-in head', 'a pebble on a stem'. They eat dead corpses and are described as having 'cold telescopic eyes'.

Grade

Awareness of feelings

Understanding of feelings

Some cross reference
Yes? No?

Comment on the effects achieved by the writer

Awareness of writer's techniques and purpose

A range of comment supported by textual detail

Effective use of textual detail

AL
fL

Activity 1

- 1 Underline the correct skills descriptor in each label box for Yasmin's answer.
- 2 What grade is this answer?

Worksheet 9a (continued)

Extract from Luke's response

Grade D skills descriptors

- Some extended and supported comment.
- A range of comment supported by textual detail.
- Comment on the effects achieved by the writer.
- Awareness of feelings, attitudes and ideas.

Grade C skills descriptors

- Some cross reference.
- Effective use of textual detail.
- Awareness of writers' techniques and purpose.
- Understanding of feelings, attitudes and ideas.

'Island Man' describes the dreams of a man who loves his Caribbean homeland. He dreams in bright colours and the descriptions of the 'emerald island' with its 'wild seabirds' and 'blue surf' contrast with the 'grey' and 'dull North Circular'. He has to wake up to 'another London day' although he doesn't want to. Grace Nichols repeats the words 'groggily, groggily', and puts the words over on the right, to show how difficult it is to wake up. She makes us feel sorry for him. It's the same at the beginning of 'Blessing', when we feel sorry for the people in the village in India who have so little water that their skin 'cracks like a pod'.

Grade

.....
.....
textual detail

Comment on the effects achieved by the writer or Awareness of writer's techniques and purpose

.....
of feelings, attitudes and ideas

Some
.....



Activity 2

- 1 Fill in the spaces in the label boxes for Luke's answer with the correct skills descriptor, or underline the correct one.
- 2 What grade is this answer?

Worksheet 9b

Level:
D → C

Boosting grade D to C: poems from Cluster 1

Extract from Jodie's response

- Grade D skills descriptors**
- Some extended and supported comment.
 - A range of comment supported by textual detail.
 - Comment on the effects achieved by the writer.
 - Awareness of feelings, attitudes and ideas.

- Grade C skills descriptors**
- Some cross reference.
 - Effective use of textual detail.
 - Awareness of writers' techniques and purpose.
 - Understanding of feelings, attitudes and ideas.

Grace Nichols in 'Island Man' and Tatamkhulu Afrika in 'Nothing's Changed' both use description to express their feelings. The sounds in Island Man's head are 'breaking and wombing' because he's still dreaming of the Caribbean where he grew up and where he would still like to be. He's still imagining the 'blue surf' of his 'emerald island' and doesn't want to wake up. The descriptions of the island sound like paradise. Afrika, on the other hand, describes District Six so that it sounds neglected - 'small round stones click under my heels.' The single syllable words make it sound as though he can't walk over the rough ground very easily and he uses lots of 'c' sounds - 'click', 'cuffs cans', 'crunch' so that the landscape sounds rough and hard.

Grade



Activity 3

Fill in the label boxes for Jodie's answer with the correct skills descriptors.

Worksheet 9c

Level:
D → C

Boosting grade D to C: poems from Cluster 1

Extract from Sam's response

Both 'Island Man' and 'Two Scavengers in a Truck' use description effectively. Island Man is about a man who used to live in the Caribbean but now has to wake up in London. He's very unhappy and can't wake up. At the end of the poem it says 'Another London Day' so we know he's in London although most of the poem describes what it's like on his island. 'Two Scavengers' is also about a city but this time it's in America. It describes an 'elegant' couple in a Mercedes who have to stop at the traffic lights behind some bin men who are described as 'grungy' and a 'gargoyle Quasimodo'. This poem uses repetition and alliteration to make the description effective.

a Awareness of feelings (but no understanding shown)

b Some cross reference

c Supported comment (but no explanation)

d Comment on writer's use of techniques (but no awareness of their effectiveness)

A₁
fL

Activity 4

- 1 In Sam's answer, highlight examples of the grade D (and one grade C) skills descriptors.
- 2 Rewrite Sam's answer as a grade C answer.

Worksheet 10a

Level:
D → C

Boosting grade D to C: poems from Cluster 2

- Grade D skills descriptors**
- Some extended and supported comment.
 - A range of comment supported by textual detail.
 - Comment on the effects achieved by the writer.
 - Awareness of feelings, attitudes and ideas.

- Grade C skills descriptors**
- Some cross reference.
 - Effective use of textual detail.
 - Awareness of writers' techniques and purpose.
 - Understanding of feelings, attitudes and ideas.

Extract from Jake's response

Grace Nichols is pleased to experience the hurricane in the South of England, because she was born in the Caribbean and remembers lots of hurricanes, so she feels at home. She says 'come to let me know/That the earth is the earth is the earth' to make the point that wherever you live, you can experience a hurricane, even though they are rare in England. She lists lots of African gods to show there are lots of different ones and asks lots of questions beginning with 'why' and 'what', because she can't understand why a hurricane has hit England. In 'Presents from my Aunts in Pakistan', Moniza Alvi doesn't know whether she is Pakistani or English. She often receives presents from Pakistan, because her aunts want her to dress like a Pakistani girl would, but she is happier in her English clothes, like 'denim and corduroy'.

Grade

A range of comment supported by textual detail

Effective use of textual detail

Comments on the effects achieved by the writer

Awareness of writer's techniques

Some cross reference
Yes? No?

Awareness of feelings

Understanding of feelings

Worksheet 10a (continued)

Extract from Sanjay's response

Grace Nichols begins 'Hurricane Hits England' in the third person and then suddenly changes in the second stanza to 'Talk to me Huracan'. It's as though she's suddenly been caught up in the storm and is very excited by it. She asks lots of questions to give the impression that she's trying to find out the 'sweet mystery' of the hurricane. Towards the end of the poem she seems to be brought closer to the English culture and be reunited with her past – 'O why is my heart unchained?' she asks.

Imtiaz Dharker also seems to be breaking free in 'This Room'. She describes how all the furniture is acting in a very strange way. Even the 'Pots and pans bang together / in celebration' and there is also a feeling of excitement that 'the improbable' has happened. She's escaping from a boring life!

Grade

Comment on the effects achieved by the writer

Awareness of writer's techniques

.....
..... textual detail

Some cross reference
Yes? No?

..... of feelings, attitudes, ideas



Activity 1

- 1 Underline or complete the correct D or C skills descriptor in each label box for Jake's and Sanjay's answers.
- 2 What grade is this answer?

Worksheet 10b

Level:
D → C

Boosting grade D to C: poems from Cluster 2

Extract from Helen's response

The poet in 'Hurricane Hits England' seems to be confused at the beginning of the poem about her identity. She spent some of her life in the Caribbean and now lives in England. It's the hurricane - 'sweeping back-home cousin' - which makes her realise that who you are has nothing to do with where you are living. She uses the metaphor of 'the frozen lake' to say how she felt before she realised this. Now she is free. It's as though her fears have melted like ice. She has accepted that she is who she is.

'Love After Love' is also about accepting who you are and not worrying about who you should be. 'You will love the stranger who was your self,' Derek Walcott says, and there are lots of commands like 'Eat', 'Give wine', 'Sit.' It sounds as though we are being told what to do. 'Feast on your life,' it says. Stop worrying and grumbling about it.

a

b

c

d

e

Grade

A_fL

Activity 2

- 1 Fill the label boxes for Helen's answer with the correct D or C skills descriptors.
- 2 What grade is this answer?

Worksheet 10c

Level:
D → C

Boosting grade D to C: poems from Cluster 2

Extract from Bella's response

'Talk to me Huracan,' Grace Nichols says in 'Hurricane Hits England'. She asks different African gods why they have come to England. 'Tell me why you visit / An English coast?' At the end of the poem she repeats the words 'I am' three times. She also repeats 'Talk to me' because she is wondering why the hurricane has come to England. Hurricanes are very rare in England, but the poet remembers them from when she was younger and when she lived in the Caribbean. At the end of the poem she knows that 'the earth is the earth is the earth'. She is happy that the hurricane has happened and isn't worried any more.

At the end of 'Presents from my Aunts in Pakistan' the poet is very frightened, so the endings have different feelings. Moniza Alvi is left 'staring through fretwork / at the Shalimar Gardens'. She isn't happy like Nichols.

a Some extended and supported comment

b Comment on the effects achieved by the writer

c Awareness of feelings, attitudes and ideas

d Some cross reference

A_fL

Activity 3

Highlight examples of the grade D (and one grade C) skills descriptors in Bella's answer.

A_fL

Activity 4

Rewrite Bella's answer as a grade C answer.

Worksheet 11

Level:
D → C

Writing about the content: the 'what'

- The 'content' means **what** the poem is about.
- You have to understand what the poet is saying to be able to answer any question.
- Take care that you don't take up too much time, however, explaining what the poem is about. Try to be concise.

Look at the following ideas about 'Blessing' and 'This Room'.

- 'Blessing' is set in India.
- It is set in a poor village.
- It begins with the poet explaining how there is never 'enough water'.
- Then one of the water mains bursts and everybody rushes to collect the water before it disappears into the dry ground.
- At the end the children simply enjoy the water.
- They don't worry about collecting it for later, they just enjoy it whilst they can.
- To them it's like a blessing from God.

- 'This Room' seems to be set in just one room.
- The bed and the kitchen are all in the same room.
- It begins with a suggested 'nightmare'.
- Then something 'improbable' happens and there is great celebration.
- The room is breaking out of itself in an impossible way.
- The poet seems to be gaining her own freedom and escaping from her boring life.

Consider how the above ideas can be condensed and the two poems compared.

Worksheet 11 (continued)

For example:

'Blessing' begins with an explanation that in a poor Indian village there 'never is enough water'. A burst water pipe seems like a blessing from God and all the adults rush out to collect as much as they can before it's lost in the dry ground. The children, though, just dance happily in the precious water, while they can. 'This Room' also begins with everyday misery and the feeling that life is a nightmare, all cooped up in one little room, but just as in 'Blessing,' something 'improbable' happens and the poet breaks out of her boring life and celebrates her new sense of freedom.

Can you see how you have to be concise?

Activity 1 Comparing content

- 1 Jot your ideas down about the content of two of the following poems.
- 2 Write a paragraph comparing the content – the what.
 - a 'This Room' and 'Love After Love'.
 - b 'Island Man' and 'Hurricane Hits England'.
 - c 'Two Scavengers in a Truck' and 'Nothing's Changed'.
 - d 'from Search For My Tongue' and 'from Unrelated Incidents'.
 - e 'Night of the Scorpion' and 'Limbo'.

Worksheet 12

Level:
D → C

Poets' feelings and purpose: the 'why'

What do the poets want to emphasise in their poems?

In 'Presents from my Aunts in Pakistan', Moniza Alvi explains her own feelings of confused identity and wants us to understand how she feels. In 'Two Scavengers in a Truck', Lawrence Ferlinghetti expresses his own concerns about social inequality by comparing four people waiting at a red traffic light; he perhaps wants us to question the inequality.

Activity 1 Purpose and feelings

The following two paragraphs explain the poets' feelings and purpose in 'Nothing's Changed' and 'Hurricane Hits England'. From the box at the bottom, choose words which you feel fit into the spaces.

Nothing's Changed

At the beginning of 'Nothing's Changed' Afrika seems quite [a]..... He describes the purple weeds as [b]'.....' so he would seem to have quite an open mind about District 6 where he used to live. His feelings change in stanza two with the repetition of the words 'and the' placed at the beginning of each line for emphasis. They seem to shout out his growing [c]....., when he sets eyes on the new hotel. The description 'brash with glass' makes us realise how much he [d]..... the 'whites only inn'. He has been [e]..... that relationships between blacks and whites would have changed since the abolition of apartheid, but the inequality is still there. In the last stanza his [f]..... is so great he wants to destroy the symbol of rich white people. His final words, 'Nothing's Changed', reveal his lack of [g]..... that things will ever change.

calm despises optimism indignation fury composed envies amiable resents
rage hopeful untroubled confident resentment hatred anger despair hope

Worksheet 12 (continued)

Hurricane Hits England

Grace Nichols describes the 1987 hurricane in a very surprising way in the first stanza. She uses an oxymoron, describing it as 'Fearful and reassuring'. Straight away we wonder why she can be [h]..... by a violent hurricane, when other people are anxious and [i]..... She then explains how she feels [j]..... by the storm since she has experienced such powerful weather conditions in Guyana as a child and she questions her intense feelings. She suddenly feels [k]..... and asks, in a line set apart from the rest of the stanza, 'O why is my heart unchained?' The hurricane brings her two cultures close together and, at the end, she seems full of [l]..... She also seems more [m]..... about her two cultures. The 'frozen lake' has been broken and she discovers her natural [n]..... We're at one with nature, she says, wherever we live.

excited nervous anger comforted released frightened liberated joy sure
identity determined imprisoned freed reassured hope reassured confident

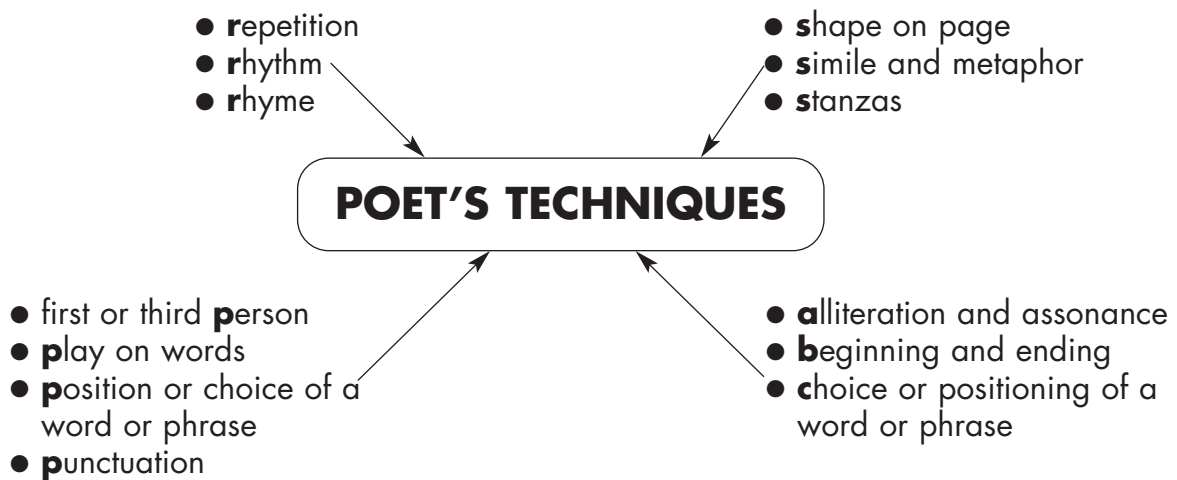
Worksheet 13

Level:
D → C

Writing about the poets' techniques: the 'how'

Writing about the **how** – that is, the techniques that the poets use – will help you to get a higher grade as long as you remember to explain why the techniques work so well.

The prompt diagram below will help you to spot the particular techniques in any poem.



Activity 1 Poetic techniques

To help you remember which techniques to look for when comparing two poems, try this memory game:

- 1 Stare at the spidergram for two minutes, trying to remember all 13 techniques.
- 2 Cover the spidergram up and try to jot down as many of the techniques as you can.
- 3 Check to see which techniques you missed.
- 4 Repeat steps 1 to 3 until you remember all 13 techniques.

Why not work in pairs? See who is the first to get all 13!



BOOST EXAMINER'S TIP

A good tip is to remember that: rrr + sss + pppp + abc
= 13 techniques to choose from!

Worksheet 14

Level:
D → C

Writing about personal response: the 'how do I feel?'

To show that your reading skills and understanding have allowed you to connect with the poems, you need to give a personal response to the poems. It's a good idea to state which poem you prefer. To do this, use four stages:

- 1 Which poem has more effect on me?
- 2 Why?
- 3 Quote a phrase or line from the poem.
- 4 How does this relate to me and my life; to my culture?

'Limbo' and 'Not My Business' both involve suffering, but the poem that has the greater impact on me is 'Not My Business'(1). It makes me realise that I shouldn't turn a blind eye to injustice even though it is the easiest thing to do(2). The repetition of 'what business of mine is it'(3) reminds me that I should speak out when I can, to support victims of crime and bullying, whether my neighbour's property is being vandalised, a friend is being bullied or somebody is being hurt by racial abuse(4).

Activity 1

1 Complete the missing sections of the following responses in pairs, using the four stages outlined above. Then exchange your completed response with that of another pair.

2 Could your response be improved?

a 'Island Man' and 'Half-Caste' both explore conflict when a person belongs to two cultures, but the poem that has the greater impact on me is 'Half-Caste'(1). I like the way that John Agard uses humour to get his serious point across(2). I particularly like his outburst 'ah rass/explain yuself' (3) because

.....(4).

b Both 'from Unrelated Incidents' and 'from Search For My Tongue' explore the way that identity is linked to the language you speak. Of the two, I had a stronger response to 'from Search For My Tongue'(1). I can really empathise with Sujata Bhatt who has to deal with two different languages(2).

..... (3).

..... (4).

c 'Nothing's Changed' and 'Two Scavengers in a Truck' both protest in different ways about social inequality, but '.....' is the one I prefer(1).

.....(2).

.....(3).

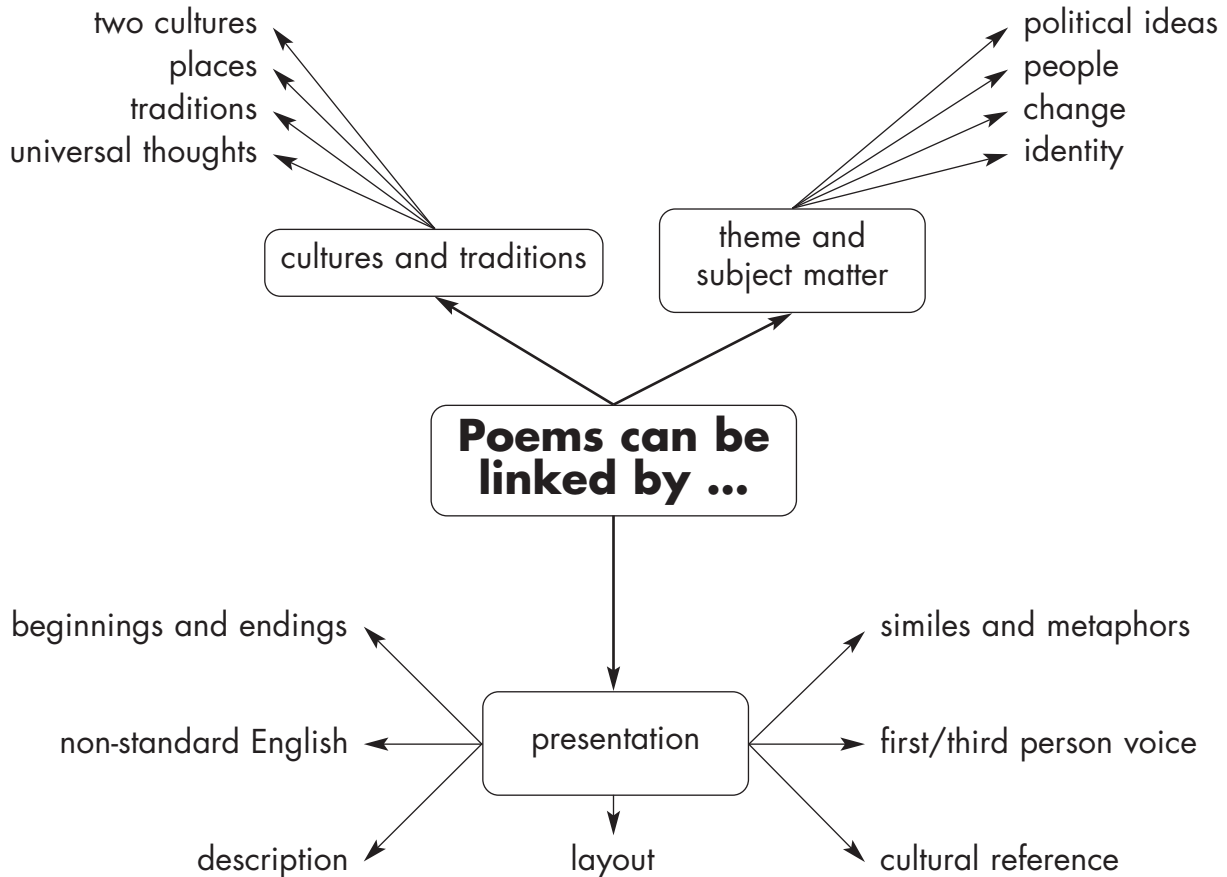
.....(4).

Worksheet 15

All Levels

Choosing poems to compare

There are numerous links between the 16 poems in the 'Poems from different cultures' part of your anthology. You can compare poems in any of the ways suggested in the spidergram below. Can you suggest other ways?



Activity 1 Group work

In small groups, look at the lists of poems in Cluster 1 and Cluster 2 at the front of your *Anthology*. Which poems would you choose in order to write about each of the 15 key aspects in the spidergram above?

If you choose 'change', for example, you could select 'Nothing's Changed', 'Island Man' and 'What Were They Like?' from Cluster 1; and 'from Search For My Tongue', 'This Room' and 'Presents from my Aunts in Pakistan' from Cluster 2.

Worksheet 16a

All
Levels

Examination-style questions: choosing a second poem

Activity 1 Choosing poems to compare

Each of the questions below names one poem. For each question, can you suggest two other poems which would make suitable comparison poems?

Theme

1 'Nothing's Changed' is a poem about political protest. Compare it with any other poem where the poet is making political comment.

Choice 1 _____ Choice 2 _____

2 In 'from Search For My Tongue' the poet struggles to maintain her cultural identity. Compare it with one other poem where identity is an issue.

Choice 1 _____ Choice 2 _____

3 'Island Man' is greatly affected by the changes in his life. Compare 'Island Man' with another poem, which also deals with the theme of change.

Choice 1 _____ Choice 2 _____

Cultures and traditions

4 In 'Presents from my Aunts in Pakistan' there is conflict between two cultures. Compare it with one other poem where the poet speaks about cultural conflict.

Choice 1 _____ Choice 2 _____

5 Compare 'This Room' with one other poem where the poet breaks free from cultural constraints.

Choice 1 _____ Choice 2 _____

6 'Two Scavengers in a Truck' has a strong sense of place. Compare it with another poem where place is important.

Choice 1 _____ Choice 2 _____

7 'What Were They Like?' describes the traditions of the Vietnamese people. Compare this poem with one other where the poet writes about the importance of the traditions of a particular culture.

Choice 1 _____ Choice 2 _____

Worksheet 16b

All
Levels

Examination-style questions: choosing a second poem

Language and presentation

8 Sometimes poets present their poems in an unusual way in order to put their ideas across to the reader. Compare 'from Unrelated Incidents' and one other poem where the poet uses this technique.

Choice 1 _____ Choice 2 _____

9 Poets sometimes use non-standard English for a particular effect, as in 'Half-Caste'. Compare 'Half-Caste' with one other poem which does this.

Choice 1 _____ Choice 2 _____

10 Compare how description is used in 'Vultures' with the use of description in another poem of your choice.

Choice 1 _____ Choice 2 _____

First person

11 The incident in 'Night of the Scorpion' is told through the eyes of a child. Compare this poem with any other which uses the first person.

Choice 1 _____ Choice 2 _____

12 The use of the first person often helps to reinforce a poet's ideas. Compare 'Hurricane in England' with another poem, which also uses the first-person technique.

Choice 1 _____ Choice 2 _____

Beginnings and endings

13 The beginning of 'Blessing' introduces the poem's theme. Find another poem that does this and compare how the poets use the beginnings of their poems to present their ideas.

Choice 1 _____ Choice 2 _____

14 Derek Walcott commands the reader in the last line of 'Love after Love' to 'Sit. Feast on your life'. Choose another poem where the poet's message is emphasised in the ending of the poem and compare the effectiveness of this technique in both poems.

Choice 1 _____ Choice 2 _____

Worksheet 17

All
Levels

Highlighting the question and planning an answer

Before you begin to plan your answer to an exam question, you need to pick out the keywords in the question. Look carefully at the question below.

Compare how the poets present their ideas about the importance of **identity** in 'Presents from my Aunts in Pakistan' and one other poem.

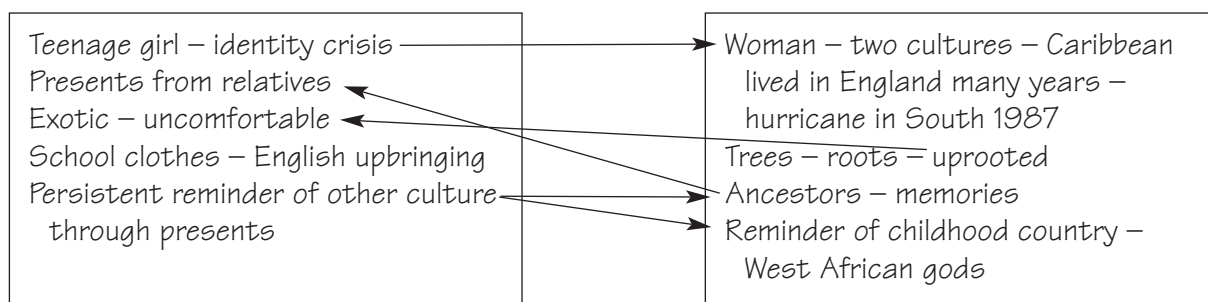
Activity 1

Jot down your ideas for the answer to the exam question. Link your ideas with arrows to make sure you are comparing throughout.

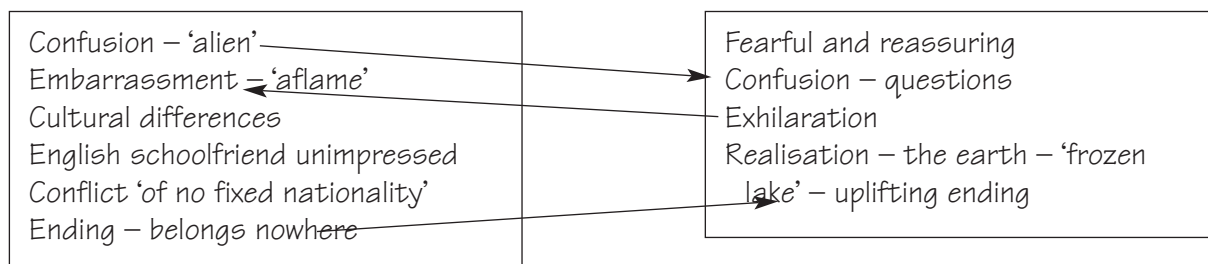
'Presents from my Aunts in Pakistan'

'Hurricane Hits England'

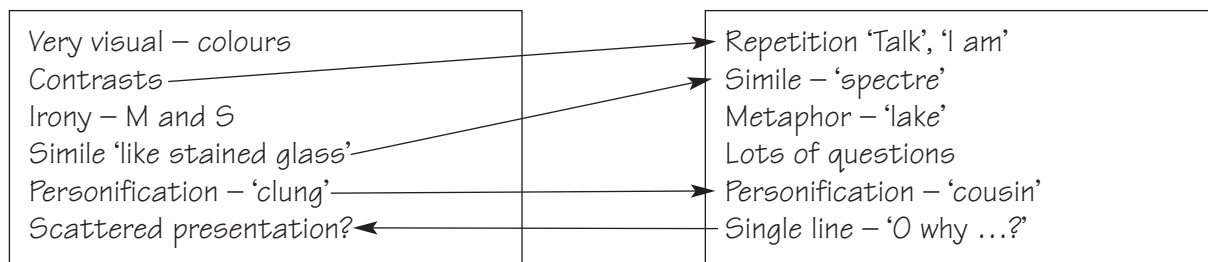
What? (content; keep this part concise)



Why? (feelings)



How? (techniques)



How? (how do I feel?)

Prefer 'Presents' – teenager, empathy, I can imagine

Worksheet 18a

All
Levels

Answering the question: making sure you compare 1

Whatever the exam question in this part of the paper, you have to compare two poems. In order to ensure that you compare all the aspects of the poems required by the question, it is a very good idea to refer to both poems within each paragraph of your answer. Use the 45 minutes you will have in the exam for this paper wisely. Try the following suggested plan.



BOOST EXAMINER'S TIP

Jot down a few comparison words at the top of your plan to make sure you use them: whereas, on the other hand, likewise, similarly, also, in contrast, however, just as, by comparison.

Plan – 10 minutes

- Highlight the question and plan your answer.
- Organise your ideas.
- Use arrows to join similar or contrasting details in the poems.

Write – 30 minutes

Use eight paragraphs, each paragraph comparing both poems:

- 1 Short introduction – use words from the question.
 - 2 **What** are the poems about? Compare their themes.
 - 3 **Why?** Compare the poets' feelings/attitudes/ideas.
 - 4 **Why?** Compare the poets' purposes.
 - 5 **How?**
 - 6 **How?**
 - 7 **How?**
- } Choose three techniques to compare:
language, presentation, structure?
- 8 **How** do I feel? Explain which poem you prefer and say why.

Check – 5 minutes

Have you written what you think you've written? Try to see it from the examiner's point of view. Check your spelling and punctuation.

Worksheet 18b

All
Levels

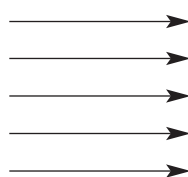
Answering the question: making sure you compare 2

- 1 Write the question out, highlighting **key words**.
- 2 Write down the side of your notes: **What? Why? How? How do I feel?**
- 3 Plan answer for ten minutes – note form only.

Poem 1

Comparisons

Poem 2



- 4 Introduction.
 - Name poems and include key words.
 - Keep it short.
- 5 Compare/contrast **what** the poems are about.
 - Use comparison words.
 - This section may be more than one paragraph.
- 6 Compare the **why**.
 - Write about poets' feelings, attitudes and ideas. Do these change?
 - You will probably need more than one paragraph for this section.
 - Comparison words?
- 7 Compare the **how**.
 - Which techniques are used and to what effect?
 - Consider language – repetition, imagery, alliteration, ambiguity.
 - Think about layout, structure, rhyme, rhythm.
 - Contrast as well as compare.
 - You will need three or four paragraphs here. Each paragraph should mention each poem.
- 8 Compare the effects that the poems have on **you**.
 - Which do you prefer and why?
 - Are you able to empathise with the poets? If not, then who do you think would?
 - Pick out effective words/phrases. One or two paragraphs.
- 9 Allow the last few minutes to read through your answer.
 - Check you have written what you meant to say – that your meaning is always clear.
 - Check that your spelling and punctuation are accurate.

Worksheet 19

Level:
C → B

Compare the skills descriptors (grades C and B)

Grade C skills descriptors

- Some cross reference.
- Effective use of textual detail.
- Awareness of writers' techniques and purposes.
- Understanding of feelings, attitudes and ideas.

Grade B skills descriptors

- Integrated cross reference.
- Effective use of textual detail.
- Understanding of a variety of writers' techniques.
- Appreciation of feelings, attitudes and ideas.

Appreciation of feelings, attitudes and ideas

How do you show that you **appreciate** the poets' ideas, rather than just understand them?

- To appreciate a poem means to understand fully its meaning or importance, to show that you understand how good it is.
- It's all about you. Show that the poet has affected how you feel.

Activity 1

1 Compare the two answers given below.

'I watched the flame feeding on my mother' describes how the **frightened** little boy watched his father set fire to his mother's toe. He explains that the father is usually a 'sceptic' who doesn't believe in religious rites, but when he has to watch his wife in agony, **he is prepared to try anything**.

Understands the feelings of the boy and his father

The little boy **must have been terrified** to have watched his 'rationalist' father actually setting fire to his mother's 'bitten toe.' **I think** that the father's untypical response was most **probably due to his extreme anxiety** in seeing his wife's suffering as she 'twisted ... groaning on a mat.'

Appreciates the feelings of the boy and his father

2 Write a paragraph showing that you appreciate the feelings, attitudes and ideas of: Grace Nichols in 'Hurricane Hits England'; The captured Africans in 'Limbo'; Imtiaz Dharker in 'This Room'.



Boost EXAMINER'S TIP

Try using clauses like 'I suppose ...', 'I think ...', 'I presume ...', 'I feel ...', '... makes me feel ...' or verbs like 'suggests', 'seems to', 'infers' or 'implies'. These will show that the poem has affected **you** and that you are thinking hard about its meaning.

Worksheet 20

Level:
C → B

Compare skills descriptors (grades C and B)

- Grade C – Some cross references.
- Grade B – Integrated cross reference.

To integrate means to make something a part of something else. Therefore, you have to combine your responses to both poems within your answer, rather than simply moving on to another poem.

A
fL

Activity 1 Integrating cross-reference

- 1) Compare the following two responses given below.
- 2) Explain to a partner the difference between ‘some cross reference’ and ‘integrated cross-referencing’.

Limbo has a chorus that is repeated throughout most of the poem – ‘limbo/limbo like me’. The repetition of these lines at the beginning of the poem makes us wonder what limbo means. Perhaps it’s a prison-type place, or a place near hell or even the West Indian dance where people try to go underneath a very low stick. We think of these meanings whenever the chorus is repeated.

Effective
cross
reference

In ‘Not My Business’ Osundare also uses a chorus at the end of each of the first three stanzas. ‘What business of mine, is it?’ he asks, to make us think that he won’t get involved with other people’s suffering, as long as he is comfortable and has plenty of ‘yam’ to eat.

Effective
cross
reference

The chorus ‘limbo/limbo like me’ is repeated twice at the start of the poem, probably to make the reader consider the different meanings of the word ‘limbo’. Are the slaves suffering so much that they are close to hell? Are they in some sort of prison? Also we think about the Limbo dance where you have to bend over backwards to get under a stick. The chorus continues to remind us of the suffering most of the way through the poem. Osundare uses a similar technique by questioning whether he should become involved when innocent people suffer torture and imprisonment. The chorus in his poem ‘What business of mine is it?’ is also repeated to stress his refusal to speak out – an ‘I’m all right Jack’ type of response. In Osundare’s poem, however, his chorus doesn’t involve personal suffering as the limbo chorus implies. In fact, it’s the opposite: he refuses to get involved in the suffering of others.

Integrated cross
reference, where
both poems are
compared together

Worksheet 21

Level:
C → B

Compare skills descriptors (grades C and B)

- Grade C – Awareness of writers’ techniques and purpose.
- Grade B – Understanding of a variety of writers’ techniques.

To show you understand a writer’s technique you need to:

- 1 Use **PEE** effectively – **P**oint, **E**xample, **E**xplanation.
- 2 Link the effect to the writer’s purpose.

In ‘Island Man’ the homesick man ‘heaves himself’ out of bed in the morning. The long vowel sound is heavy and reinforces the man’s difficulty in pulling himself out of the place where he could dream of his island paradise. Grace Nichols wants to make getting up to a grey and noisy London sound like really hard work.

Point and integrated example

Explanation

Links to writer’s purpose

You also have to write about a **variety** of writers’ techniques. The above response comments on the language – the use and effectiveness of the word ‘heaves’. To write about a variety of techniques you could also consider:

- the presentation of the poem
- the use of repetition
- onomatopoeia
- the rhythm
- the alliteration
- the use of enjambment.

Activity 1 Understanding writers’ techniques

Choose two of the techniques named above.

- 1 Explain how Grace Nichols uses them effectively – use PEE.
- 2 Link their use to the poet’s purpose.
- 3 Compare each technique to the way another poet uses the same technique.
- 4 Integrate your cross reference.

Worksheet 22

Level:
C → B

A_fL

From awareness of techniques to understanding

Activity 1 Identifying awareness and understanding

- 1 Study the following responses.
- 2 Circle either 'awareness' (grade C) or 'understanding' (grade B) in the label boxes.

In 'Blessing' Imtiaz Dharker calls the people who rush to collect the water a 'congregation'. This sounds as though the water is holy and everybody is rushing to worship the 'blessing' from God, because 'congregation' is a collective noun used to describe churchgoers.

awareness/
understanding
of writer's
technique

Imtiaz Dharker uses lots of onomatopoeia in 'Blessing' in order to give the reader some idea of the difference between a 'splash' of water 'in a tin mug' and the 'roar of tongues' when water 'crashes to the ground' from the broken pipe. The loud noise of the escaping water obviously causes great excitement among the people for whom water is so precious.

awareness/
understanding
of writer's
technique

The list of different containers makes it sound as though the excited people grab anything they can find in which to collect the precious water. Imtiaz Dharker calls their hands 'frantic' to explain how desperate the adults are to collect something that seems like a rare gift from God.

awareness/
understanding
of writer's
technique

Activity 2 Showing understanding

- 1 Continue the grade C response and turn it into a grade B response.
- 2 Now complete the following:

In 'Hurricane Hits England' Nichols separates the line 'O why is my heart unchained?' probably to tell the reader that she feels liberated by the hurricane ...

- a Explain why Nichols is delighted that she feels liberated. From what is she freed?
- b Now boost to a grade B answer: why is it important that she feels 'unchained'?
- c Compare your response with a partner.

Worksheet 23a

Level:
C → B

Boosting grade C to B: poems from both clusters

Grade C skills descriptors

- Some cross reference.
- Effective use of textual detail.
- Awareness of writers' techniques and purpose.
- Understanding of feelings, attitudes and ideas.

Grade B skills descriptors

- Integrated cross reference.
- Effective use of textual detail.
- Understanding of a variety of writers' techniques.
- Appreciation of feelings, attitudes and ideas.

Extract from Amber's response

In 'Hurricane Hits England' Grace Nichols describes the hurricane as the 'howling ship of the wind.' This metaphor makes the hurricane sound wild as it travels across the Atlantic Ocean towards the south coast of England. It's also described as a 'dark ancestral spectre/fearful and reassuring'. At first we are surprised that a hurricane can be 'reassuring' but Nichols goes on to explain how she recognises the African gods of her childhood and is comforted by them, although other people are appalled by the damage – the 'havoc' caused by the hurricane.

Moniza Alvi has mixed feelings, however, about the place of her birth. Because she is half-English she feels torn between two identities. She feels she can 'never be as lovely' as the clothes sent from Pakistan and prefers to wear English fashions like her school friends in dull colours and textures – 'denim and corduroy' – not a 'peacock-blue salwar kameez' or an 'apple-green sari.'

Grade

Awareness of writers' technique and purpose

Understanding of writer's technique

Understanding of feelings, attitudes and ideas

Appreciation of feelings, attitudes and ideas

Some cross reference

Integrated cross reference

Effective use of textual detail

Yes

No

Activity 1

- 1 Underline the correct grade C or B skills descriptor in each label box for Amber's answer.
- 2 What grade would you give this answer?

Worksheet 23a (continued)

Extract from Charlie's response

.....
of writers'
techniques

Denise Levertov structures 'What Were They like?' in two separate parts. The first stanza asks six straightforward questions about the lifestyle of the Vietnamese people before the Vietnam war and the second longer stanza tries to respond to these questions – but in a much more emotive way, so that we respond to all the answers together and feel sad and angry that innocent people have had their lives destroyed. Levertov replies that the gentle people's celebration of 'blossom' in the springtime can no longer take place, since the buds (suggesting children) are being prematurely killed. Her play on words makes me realise that things have changed and always for the worse.

.....
use of textual detail

Tatamkhulu Afrika complains in his poem, on the other hand, because 'Nothing's changed'. Despite the abolition of apartheid, black South Africans still 'know where we belong,' he writes. He's so angry about the racial inequality that he even seems to consider bombing the 'whites only inn'. Levertov also writes about bombs, but she is distressed that American bombs have destroyed such a peaceful culture.

.....
of feelings,
attitudes and ideas

.....
cross reference

Grade

Activity 2

- 1 Complete the grade C or grade B skills descriptors for Charlie's answer.
- 2 What grade would you give this answer?

Worksheet 23b

Level:
C → B

Boosting grade C to B: poems from both clusters

Extract from Lizzie's response

When Moniza Alvi says 'the presents were radiant in my wardrobe,' you can tell that she really likes the 'peacock-blue' salwar kameez and the 'apple-green sari'. But because her friend isn't interested in her Pakistani clothes, she doesn't want to wear them. She says she 'is alien in the sitting room' when she tries them on and the word 'alien' makes them sound as though they don't belong to her. She has never been to Pakistan but imagines what it must be like - 'staring through fretwork at the Shalimar Gardens'. This metaphor suggests she can only imagine what living in Pakistan would be like. She can only get a feel of the country and its culture from newspapers and presents.

Likewise, in 'from Search For My Tongue' Sujatta Bhatt thinks she has forgotten her native tongue, but still she dreams in Gujarati. Her native language reappears as she sleeps. It 'blossoms' out of her mouth and won't let the English language take over.

a

b

c

d

e
Grade

Activity 3

- 1 Fill in the label boxes for Lizzie's answer with the correct grade C or B skills descriptors (see page 156).
- 2 What grade would you give this answer?

Worksheet 23b (continued)

Extract from Jordan's response

'Vultures' questions how ugly creatures with revolting habits, such as eating 'the things in its bowel' of a 'swollen corpse' can still show affection towards each other. Achebe surprises the reader by sprinkling words like 'coiled up' next to 'charnal house' – in a place of death there is still warmth. He considers a concentration camp commandant, the person who allowed thousands of children to be murdered, and we are shocked that this man with 'fumes of human roast' still clinging to him, can love his own child enough to buy him or her sweets on his way home. We are also appalled by the dreadful treatment of the African slaves in 'Limbo', yet the fact that they survive ends the poem on an optimistic note, unlike 'Vultures' where the last two lines terrify us with the thought that 'evil' is 'lodged' in all of us.

a Appreciation of feelings, attitudes and ideas

b Understanding of a variety of writers' techniques

c Effective use of textual detail

d Integrated cross reference

e Grade

Activity 4

- 1 Highlight examples of the grade B skills descriptors given in the label boxes in Jordan's answer.
- 2 What grade would you give this answer?

Worksheet 24

Level:
B → A

Compare skills descriptors (grades B and A)

Grade B skills descriptors

- Integrated cross reference.
- Effective use of textual detail.
- **Understanding** of a variety of writers' techniques.
- **Appreciation** of feelings, attitudes and ideas.

Grade A skills descriptors

- **References integrated with argument.**
- **Analysis** of a variety of writers' techniques.
- **Exploration** of and **empathy** with writers' ideas and attitudes.

Writers' ideas and attitudes

Activity 1

What do *exploration* and *empathy* mean?

Exploration

- Searching to find.
- Examining thoroughly.

Empathy

- To enter into another's mind.
- To imagine another's experiences.

For grade A, you need:

to show by your detailed, yet concise examination and explanation that you are trying to completely understand the poets' feelings, ideas and attitudes.

One way of demonstrating that you are 'exploring' a poet's feelings is to show that you can suggest **alternative interpretations**. This is where you show you are intrigued by what is in the poet's mind, so much so that you can offer a number of suggestions for what they write.

Worksheet 24 (continued)

Level:
B → A

Study the extract in Activity 2 below from a Grade A response.

'I was aflame/I couldn't rise up out of its fire' could suggest Moniza Alvi's embarrassment when she tries on the Pakistani clothes; she feels they are too vivid compared with dull English fashionable fabrics. Alternatively, there is the metaphorical idea of the legendary phoenix rising from the ashes and recreating itself – something she is unable to do, as she feels alienated from Pakistani culture.

Activity 2

The box below provides some words and phrases which could help you to write in a way that explores the poets' ideas and attitudes.

- 1 Choose any poem where specific words or phrases suggest alternative interpretations to you.
- 2 Explain the different meanings of the poem. Some suggestions are given below. Use some of the given words to impress the examiner.
 - From Cluster 1 you could start with 'the dark deck' ('Limbo') or 'the cool couple' ('Two Scavengers in a Truck').
 - From Cluster 2 you could start with 'my bewildered lawn' ('Not My Business') or 'The blinding illumination' ('Hurricane Hits England').

perhaps possibly maybe alternatively could signify on the other hand
suggests implies gives the impression hints ironically supposedly
arguably one hypothesis ambiguity

Worksheet 25

Level:
B → A

Compare the skills descriptors (grades B and A)

- | | |
|--|---|
| <ul style="list-style-type: none">● Grade B – Integrated cross reference.● Grade B – Effective use of textual detail. | } Grade A – reference integrated with argument. |
|--|---|

When writing about poetry, you need to show your understanding by quoting words and phrases from the poems. There are different ways of doing this. Each of the following responses is an improvement on the previous one.

- 1 *Levertov describes the voices of the people of Vietnam – ‘the flight of moths in moonlight’ – as an add-on.* (Comment supported by textual detail, grade D)
- 2 *Levertov describes the light, delicate voices of the people of Vietnam – ‘the flight of moths in moonlight’ – as part of the sentence.* (Effective use of textual detail, grade C)
- 3 ***By describing the delicate voices of the people of Vietnam as ‘the flight of moths in moonlight’, Levertov ends the poem with a beautiful image of light, dancing voices which we realise have been destroyed.*** (References integrated with argument, grade A)
- 4 *The harmonious voices of a people once at peace with their gentle culture have been stilled by the violent warfare: ‘the flight of moths in moonlight’ can no longer be enjoyed; the intermittent brilliance of their song has been silenced.* (Close textual analysis, grade A*)

Activity 1

Practise using quotation effectively by choosing some of the quotations below.

- 1 ‘knees spread wide’ (‘Limbo’)
- 2 ‘screaming in the liquid sun’ (‘Blessing’)
- 3 ‘and buzzed the name of God a hundred times’ (‘Night of the Scorpion’)
- 4 ‘wia/voice lik/wanna yoo/scruff’ (‘from Unrelated Incidents’)
- 5 ‘Feast on your life’ (‘Love After Love’)
- 6 ‘I’m wondering where I’ve left my feet’ (‘This Room’)
- 7 ‘staring through fretwork/at the Shalimar Gardens’ (‘Presents from my Aunts in Pakistan’)

Worksheet 26

Level:
B → A

Comparing skills descriptors (grades B and A)

- Grade B – Understanding of a variety of writers’ techniques.
- Grade A – Analysis of a variety of writers’ techniques.

To analyse a writer’s technique you need to:

- know the poem thoroughly
- explore why the poet wrote it
- relate the feelings and ideas to the poet’s culture.

In short, you need to:

- trace the use of the technique to the reason the poet wrote the poem.

Activity 1

Read the extract below from a grade A answer. Two techniques from ‘Night of the Scorpion’ are analysed.

Ezekiel narrates his terrifying experience from an objective viewpoint. His Jewish father, usually sceptical of the Hindu religion, demonstrates irrational behaviour, even setting fire to his wife’s toe in his fear and desperation. But the young boy can only observe. ‘I watched ...I watched ...’ Ezekiel remembers, repeating his helplessness when his gentle mother suffered such agonies. Years later, the horror and confusion, suffered through ‘twenty hours’, full of chanting, ‘giant scorpion shadows’, and strange religious practices, still felt very real and must have prompted him to write the poem.

Technique

Relates to poet’s culture

Technique

Suggests why the poet wrote it

Knows the poem thoroughly

Activity 2 Analysing techniques

- 1 Choose either of the named poems below and analyse two of the techniques shown.
 - 2 Compare these techniques to those used in one other poem of your choice. Don’t forget to analyse.
- ‘Hurricane Hits England’ – simile, questions, repetition.
 - ‘Vultures’ – alliteration, ellipsis, enjambment, metaphor.

Worksheet 27

Level:
B → A

Boosting grade B to A: poems from both clusters

Activity 1

Identify and highlight the lines in the extracts below that match the skills descriptors in the label boxes. One example has been done for you.

Extract from Simon's response

Because of the red traffic light the bin men and the Mercedes couple are very close together 'for an instant.' The 'scavengers' must think they are looking down at the kind of people they usually see on TV, so attractive and well dressed. In comparison they themselves are 'grungy' and one even has a hunched back through hard physical work.

I get the impression that the bin men are 'gazing down', but the 'elegant couple' are not paying any attention to them. The wealthy professionals are not interested in two, dirty, working class people.

In a similar way Tatamkhulu Afrika criticises the way that black South Africans are still treated unequally, even though apartheid has been abolished. 'Nothing's changed' he protests on the last line to emphasise his point. The reader feels there is little hope for the future, in the same way that Ferlinghetti has no hope for 'democracy'.

Grade B

Effective use of technical detail

a Appreciation of feelings, attitudes and ideas

b Understanding of a variety of writers' techniques.

c Integrated cross reference

Worksheet 27 (continued)

Extract from Ella's response

The physical description of the garbagemen immediately compares them unfavourably to the 'hip' couple in their 'elegant open Mercedes'. Ferlinghetti's repetition of the word 'elegant' suggests a sarcastic tone when describing such a 'cool couple'. Once again he plays on the word 'cool' to suggest not only a fashionable pair of professionals, but also to compare their comfort to the hot and sweaty bin men. Alternatively, the reader visualises the couple ignoring the 'grungy' pair, looking down enviously, on a lifestyle that they know they could never have.

Ferlinghetti seems to scoff at the whole idea of American 'democracy'. Using the oxymoron 'small gulf' he implies that the physical distance between rich and poor may appear small at the traffic lights, but in reality it's impossible to cross. Likewise, Afrika had expected that since the abolition of apartheid, the social gap between black and white in 'District Six' would have diminished, yet he protests angrily that 'Nothing's changed'. Both poets recognise the huge difference between poverty and privilege.

Grade A

d Analysis of a variety of writers' techniques

e Exploration of and empathy with writers' ideas and attitudes

f References integrated with argument

Worksheet 28a

Level:
D → B

Boosting grade D to B: pupil responses

Activity 1

Study the following three answers, all written by Ben (see Worksheets 28b and 28c as well). After each answer, Ben studied the skills descriptors with his teacher in order to boost his grade. In three attempts his grade rose from D to B.

'Island Man' dreams of the past. Compare 'Island Man' with any other poem where the past is important.

Ben's grade D response

'Island Man' and 'Nothing's Changed' are both poems where the past is very important. In 'Island Man' the past is full of happy thoughts and the present is 'grey' and 'dull.' 'Nothing's Changed' though is about apartheid in South Africa and Afrika is saying that racism is still an issue although the signs have been taken down, just like it was in the past, so for him, neither the past nor the present are full of good thoughts like island man's dreams. 'Island Man' and 'Nothing's Changed' both have quite a sad tone to them. In 'Island Man' it says 'He always comes back groggily, groggily'.

This makes the reader realise that Island Man is not happy, because he doesn't want to be in London. In 'Nothing's Changed' Afrika writes about the 'Anger of my eyes'. This gives the poem a sad tone but also quite an angry tone because he is still aware that blacks are not treated equally.

Both poems end on a sad short sentence. In 'Island Man' it's 'Another London Day' and this makes you feel sorry for Island Man because he wants to be on that sunny island in his dreams but he can't be and he has to get up to

Extended and supported comment

Some cross reference

Awareness of feelings, attitudes and ideas

Comments on the effects achieved by the writer

Worksheet 28a (continued)

another boring London day. In 'Nothing's Changed' the last sentence is the title of the poem. This also makes you feel sorry for him but it is also a way to sum up the whole poem in just two words, because the poem is about how nothing's changed in South Africa.

More awareness of ideas

Neither of the poems has any rhyming in them or heavy rhythm.

'Nothing's Changed' has punctuation which makes pauses and it also causes it to be read more slowly. This gives the reader chance to notice what Afrika is saying and thinking and lets them form their own opinions, like in the two lines:

Comments on the effects achieved by the writer

No sign says it is:

But we know where we belong

Some cross reference

'Island Man' does not have any punctuation. This keeps the smooth rhythm and it helps the dream of his sunny island to fade away and him to come back to reality slowly, instead of it being sharp and sudden.

Awareness of writers' technique and purpose (Grade C skills descriptor)

So both 'Island Man' and 'Nothing's Changed' have influences and ideas of the past in them and both of them end sadly.

- Ben's first answer (above) does remember to compare the two poems all the way through, but the skills descriptors are all grade D, except one grade C, so overall it is only a grade D response.

Activity 2 Writing about effects

Look at the bold sentence in Ben's answer. It is just a simple unsupported comment on the poets' techniques. Continue the paragraph to explain why the poets have chosen to write in free verse and the effects of these choices on the reader.

Worksheet 28b

Level:
D → B

Boosting grade D to B: pupil responses

'Island Man' dreams of the past. Compare 'Island Man' with any other poem where the past is important.

Ben's grade C response

'Island Man' and 'Nothing's Changed' are both poems where the past is very important. In 'Island Man' the past is full of happy memories like waking up 'to the sound of blue surf'. This makes the reader think that island man used to enjoy waking up in the morning, but now he doesn't since he comes back to a 'surge of wheels' and a 'North Circular roar' which is the sound of busy London traffic and this makes him unhappy because he is not where he wants to be. In contrast to this, 'Nothing's Changed' is about Afrika walking through what used to be District Six before apartheid was abolished. As he does this he is angry to see a 'whites only inn' and to see that racism is still an issue, just as it was when apartheid rules existed. So his past brings back unhappy memories.

'Island Man' and 'Nothing's Changed' both have quite a sad tone to them. In 'Island Man' it says 'He always comes back groggily groggily'. This makes the reader realise that Island Man can't wake up because the words 'groggily groggily' are pushed over to the right hand side as if he is trying to push them away because he doesn't want to leave his 'emerald island'. Similarly, 'Nothing's Changed' repeats the word 'and' at the start of lines 12–15 to build up the tension from a calm beginning and show that he is growing more and more annoyed – 'And my hands/And the skin about my bones'. This shows that he is angry and the word 'anger' in 'anger of my eyes' follows 'And the' at the beginning of the other lines. It is like the climax of his rage at the end of the stanza.

Both poems end with a sad short sentence. 'Island Man' ends on 'Another London day' that makes you feel sorry for him because he really wants to be on that sunny island in his dreams but instead he has to wake up in noisy London. 'Nothing's Changed' ends on the words 'Nothing's changed', but unlike Island Man, these words have an angry tone. They sum up the whole poem, because nothing has changed since apartheid was abolished and black people still feel inferior to the whites – 'It's in the bone'. Bones stay with you forever, so black people must think that racial prejudice will stay with them forever and they have to live with it.

Effective use of textual detail, combined with some cross reference

Awareness of writers' techniques and purposes

More cross reference

Understanding and comparison of poets' feelings

Effective use of textual detail (Grade B skills descriptor)

Worksheet 28b (continued)

Both poets use free verse that lets them express their feelings without having to concentrate on rhyming. I think it also lets you read it without having to pause or stress the rhyming word at the end of each line. 'Nothing's Changed' has some punctuation to cause pauses and make you read the poem more slowly e.g.,

*'No sign says it is:
but we know where we belong.'*

This gives you the chance to realise what Afrika is saying as though he's speaking aloud to you and you can form your own opinions. 'Island Man', on the other hand, has no punctuation. This helps the dream of his sunny island to slowly fade away and for him to drift back into painful reality, instead of his waking up being sharp and sudden.

Further cross reference of techniques

Appreciation of feelings (Grade B skills descriptor)



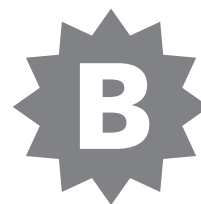
Boost EXAMINER'S TIP

Overall, Ben's second response would gain a high grade C. A further paragraph dealing with a clear explanation of personal response would have improved this.

Activity 2 Personal response

Try writing your own personal response. You could begin:

The poem that makes the greater impression on me is ...



Worksheet 28c

Level:
D → B

Boosting grade D to B: pupil responses

'Island Man' dreams of the past. Compare 'Island Man' with any other poem where the past is important.

Ben's grade B response

'Island Man' and 'Nothing's Changed' are both poems where the past is important. In his sleep, Island Man is able to enjoy the delights of the Caribbean island where he used to live. He dreams of 'the sound of blue surf' on his 'small emerald island' and is very reluctant to wake up to the roar of busy traffic on the 'North Circular.' When Tatamkhulu Afrika returns to 'District Six' where he used to live, his feelings change as he realises that all that is left of his township are 'seeding grasses', people's discarded rubbish and a 'new, up-market, haute cuisine ... whites only inn.' He doesn't feel that the present is any better than the past, whereas Island Man would prefer to remain in his past.

Afrika's growing unease spreads through him in stanza two, building up with the repetition of 'And the ...' changing into 'Anger' on the last line. He has just realised that the ground he is walking across used to be his home and now it is just wasteland surrounding a new 'brash' hotel. Grace Nichols also uses repetition to explain how Island Man feels. 'He always comes back groggily, groggily' gives the impression that he would rather stay asleep and dream of his past. The two words 'groggily' 'groggily' are pushed across to the far right to make it seem really difficult to pull himself out of his dream. Afrika also separates the two lines:

'No sign says it is:
but we know where we belong'

as though he stops describing the expensive looking hotel to explain his thoughts to the reader. He says that although apartheid no longer exists, the South African black population still feel inferior to the whites. 'It's in the bone' – Just as our bones will always be a part of us, so racial prejudice will continue in people's minds.

Appreciation of feelings, attitudes and ideas

Integrated cross reference

Exploration of and empathy with writers' ideas and attitudes

Understanding of a variety of writers' techniques

Effective use of textual detail

Worksheet 28c (continued)

Both poems end with a short statement. Island Man wakes up to 'Another London day' and I feel sorry for him since every day seems to be the same. Nothing changes for Afrika either and he states it at the end in two angry words – 'Nothing's Changed.' I can share his anger and feel sorry for the black population. Afrika is prepared to smash the 'glass' of the rich man's hotel.

The word 'glass' is used four times and could be a metaphor for the way of life that black people can see, but can't have. Island Man also has an effective metaphor – 'pillow waves' which comfort him when he dreams of his past. There is no punctuation in 'Island Man'. This helps the dream of his sunny island to fade away slowly as he drifts back into dull London.

Punctuation would have made his waking up more sharp and sudden. On the other hand, 'Nothing's Changed' does use punctuation: 'crushed ice white glass,/linen falls,/the single rose.' The commas make the reader pause as the restaurant of the new hotel is described in detail and we can imagine Afrika staring through the window.

I prefer 'Nothing's Changed'. I think Afrika speaks out against racial prejudice and injustice in his own way by writing this poem. He states his view in an angry way, which shocks me because I didn't realise that black South Africans still feel they are treated in an inferior way to the whites.

Appreciation of feelings, attitudes and ideas

Understanding of a variety of writers' techniques

Continuing cross reference

Clear explanation of own response

- Ben's third answer would now gain a grade B with these grade B skills descriptors and his explanation of personal response.

There is only one grade A skills descriptor in Ben's grade B answer. Can you identify it?

Worksheet 29a

Level:
B → A*

Boosting grade B to A*: pupil responses

Activity 1

Study the following three answers, all written by Ashley (see Worksheets 29b and 29c as well). After each answer she studied the skills descriptors with her teacher in order to boost her grade. In three attempts her grade rose from B to A*.

Compare 'What Were They Like?' with one other poem in which the poet protests strongly about the past.

Ashley's grade B response

'What Were They Like?' and 'Limbo' both protest strongly about the past. 'Limbo' is a poem about the slave-trading ships and how the captives felt after being taken from their homeland into the darkness, whereas 'What Were They Like?' is about the Vietnam war and how all the natives felt when terrified and abused by the war. It is written from the viewpoint of somebody asking questions as if the Vietnamese culture had been destroyed.

Both poets seem bitter about the way the people were treated: 'Sir, laughter is bitter to the burned mouth.' The short, snappy answer makes it sound sarcastic. This sense of sarcasm is also found in 'Limbo': 'the dumb gods are raising me.' These 'dumb gods' could be the African gods who didn't help the Africans during their time in slavery. In 'Limbo' there also seems to be a feeling of suppressed anger, just as in 'What Were They Like?' Both poets resent what has happened in the past – whether it is the suffering of the Africans or the Vietnamese. In 'Limbo' towards the end of the poem, the frustration and anger seem to change into joy as the sea journey ends. In 'What Were They Like?' there is a change of attitude to regret for what has happened. The last line says: 'Who can say? It is silent now.' The poet wants us to share that sense of regret for what shouldn't have happened.

There is a strong sense of rhythm in 'Limbo', created by the repetition of the word 'limbo'. This is also helped by the repeated letter 'd', a sharp plosive sound, emphasising how the ship couldn't be stopped. Levertov's poem repeats the letter 'b' to make the remark more bitter – as if it's being spat out.

Appreciation of feelings and attitudes combined with effective use of textual detail and integrated cross reference

Some understanding of a variety of writers' techniques, but rather fragmented comment

Worksheet 29a (continued)

The structures of both poems are completely different. I think one was written to be performed and the other to be read. 'Limbo' is in free verse with lots of choruses; 'What Were They Like?' uses two stanzas with a question and answer structure, to make you think more about the questions before you read the answers. Both poems use a great deal of imagery, suggesting both poets want us to see what happened clearly, e.g. 'the flight of moths in moon light' represents the soft gentle language of the Vietnamese.

I prefer 'Limbo' because I hate the idea of being forced to do something against my wishes, which I can't stop. I think this is shown in the constant rhythm of 'Limbo/Limbo like me,' but I still can't imagine how terrifying an experience like that could be. Similarly, 'What Were They Like?' suggests such terrible effects of war, that I can't really image them.

Comments on imagery undeveloped

Own response shows appreciation of feelings, attitudes and ideas

- This answer meets all the grade B skills descriptors. Ashley seems to know the poems well and appreciates the poets' feelings and ideas. She now needs to study the grade A skills descriptors.

Activity 2 Understanding imagery

Rewrite the fifth paragraph of Ashley's answer to show understanding of the imagery in both poems.

Worksheet 29b

Level:
B → A*

Boosting grade B to A*: pupil response

Compare 'What Were They Like?' with one other poem in which the poet protests strongly about the past.

Ashley's grade A answer

'What Were They Like?' and 'Limbo' both protest strongly about the past. 'Limbo' describes how the captured Africans suffered on the journey from their homeland to an alien culture in America; 'What were they Like?' compares the beautiful, artistic Vietnamese culture to one destroyed by years of destructive warfare. **Brathwaite seems to tell the story of the Africans' struggle for survival with a sense of pride that his ancestors survived, whereas Levertov writes her poem in the fear that what she describes could happen, unless the USA pull out of the conflict.**

Both poets express their bitterness and anger at the way human beings were treated. The sharp snappy response: 'Sir, laughter is bitter to the burned mouth,' also has a **sarcastic undertone.** Levertov emphasises her hatred of the continuing war by repeating the plosive letter 'b' and demonstrating the fear of the Vietnamese people and their suffering from the horrific effects of napalm. **She is trying to shame her readers and stop the American bombardment of innocent civilians.** The repeated word 'Sir', suggests a gentle politeness in contrast to the rudeness of invading soldiers. **This bitterness and anger** is also seen in 'Limbo.' The repetition of 'd' in 'long dark deck' emphasises the never-ending journey across the Atlantic where the captives suffered a miserable existence with no idea what was ahead of them. 'Stick is the whip' describes the violence through the assonance, continuing the strong rhythm of the limbo dance. 'What Were They like?' on the other hand, has a gentle conversational rhythm for the moving responses.

The tone of the poems changes towards the end of each poem. 'Up/up/up/and the music is saving me' has a **joyous feeling of release,** perhaps from the hull of the ship; perhaps from slavery. The attitude changes also at the end of 'What Were they Like?' **Levertov's suppressed anger, combined with sadness,** ends with the line, 'Who can say? It is silent now.' These last dramatic words are full of regret and try to convince us that the Vietnam war is unjust.

Exploration of and empathy with writers' ideas and attitudes

References integrated with argument

Analysis of a variety of writers' techniques

Worksheet 29b (continued)

The structure of both poems is also completely different. 'Limbo' seems to be a performance poem, telling the story of the middle passage from the moment the captives step on to the ship to the stepping off weeks later 'on the burning ground'. The repetition of the chorus 'limbo/limbo like me' suggests continual suffering and the long thin lines look like the 'limbo stick' used for the beatings. 'What Were They Like?', however, uses a question and answer format, with a short six-question first stanza and a longer second stanza where the responses are of different lengths, perhaps to suggest there is no easy answer. Stanza five is longer than the others and extremely moving, before the last regretful response. Unlike 'Limbo' I think it is better read quietly to yourself.

'Limbo' had a great effect on me. I shudder at the thought of being tortured and forced into a way of life I know nothing about, as the captured Africans were in the past. The lines which scared me the most were 'knees spread wide/and the water is hiding me'. The ambiguity there appals me, not only of the rape of a woman, but also of a whole nation, humiliated by another nation. The unbelievable horrors depicted in 'What Were They Like?' may not have happened, however, since the USA withdrew eventually from the war in Vietnam.

Final paragraph shows strong personal empathy and relates back to the question, building on ideas in first paragraph

- This answer contains all the grade A skills descriptors. Ashley is now working at grade A level.

Worksheet 29c

Level:
B → A*

Boosting grade B to A*: pupil responses

Compare 'What Were They Like?' with one other poem in which the poet protests strongly about the past.

Ashley's grade A* response

'Limbo' and 'What Were They Like?' both focus strongly on the past. Their poets, however, have different reasons for this: whilst Brathwaite recreates the suffering of his African ancestors, captured and transported to America by a terrifying sea journey, Levertov protests at the continuing involvement of America in the Vietnam war, predicting a future where the peaceful, artistic culture of the Vietnamese people is forever 'silent.'

Both express their anger at the way human beings are exploited for the benefits of Western greed. 'Limbo' is most effective when performed, spitting out its continuing chorus of 'limbo/limbo like me' to reinforce the ambiguous state of being on the borders of hell; imprisoned in the hull when 'the silence is over me'; or dancing to the rhythm of the African drums at a present day Caribbean tourist resort. Long lines, suggesting the 'limbo stick' used for the beatings, stretch out across the page. In contrast, 'What Were They Like?' is clearly separated into two stanzas to contrast Vietnam before and after the war. The question and answer format, where the questions precede the answers, allows the combined responses to shock the reader as Levertov plays on words to highlight the terrible effects of war: children killed; napalm burnings; the peasants' gentle lifestyle 'smashed'; and the beauty of song silenced. Unlike 'Limbo' this is a poem to be read silently, to absorb the effects of brutality on a polite people who still preface passionless direct questions with 'Sir'.

The tone of each poem changes towards the end: 'What Were They Like?' ends with a strong feeling of regret that little remains of a people whose singing 'resembled/the flight of moths in moonlight.' This is such a poignant simile, suggesting the delicate beauty of singing voices, which soon vanish. 'It is silent now', Levertov whispers regretfully, desperate to convince us that there's still time for the USA to withdraw from the conflict. Brathwaite, on the other hand, puts hope back at the end. 'The drummers are praising me', has a sense of being born again for the slaves, whether in a new country,

Worksheet 29c (continued)

with the 'dumb gods' no longer silent, or metaphorically, perhaps, with the abolition of slavery. The 'burning ground' of new life contrasts with the 'charred' Vietnamese bones, no longer used for pleasant ornament.

Both poems made me question inhumane cruelties committed in the past, whether for trade or territory, but the line 'knees spread wide' affected me greatly, with its metaphorical suggestion not only of personal rape, but also of the humiliation of a whole nation. The horrors depicted in 'What Were They Like?' may really have happened, but Vietnam thankfully still retains its pride and its culture – as Brathwaite's ancestors did, despite their degrading experiences.

A* consistent insight and convincing, imaginative interpretation

A* conceptualised response (lots of thoughtful ideas throughout)

A* close textual analysis

A* rigorous comparison

- This answer fully meets all the grade A* skills descriptors. Ashley is now working at grade A* level.

Boosting your coursework grade: Speaking and listening

Boosting your grade through speaking and listening

- The Poems from Different Cultures paper is worth 15% of your exam mark.
- Each piece of English coursework is worth 5% of your exam mark.
- Your Speaking and Listening paper is worth 20% of your exam mark – that's the same percentage as all four pieces of coursework!

It is therefore very important that you practise the skills required to gain a high mark in the three Speaking and Listening components:

- 1 To discuss, argue, persuade.
 - 2 To explore, analyse, imagine.
 - 3 To explain, describe, narrate.
- You also have to work as part of a pair or group – **group interaction**.
 - You have to give a presentation on your own – **individual extended contribution**.
 - You have to adopt a dramatic role – **drama-focused activity**.

Speaking and Listening tasks, based on Poems from Different Cultures, will meet specific requirements while helping to develop your appreciation of the poems.

Discuss, argue, persuade

Grade D skills descriptors

- Take an active part in the discussion – stay involved.
- Listen to others' opinions and join in.
- Put forward your ideas using suitable words.

Grade C skills descriptors

- **Take an important part in the discussion** – have some effect on where the discussion leads; introduce ideas; make your points heard.
- **Show you are listening to the ideas of others** – respond to their ideas; comment on their opinions; explain why you agree or disagree.
- **Persuade people to understand your point of view** – back up what you say.

Drama-focused activities

Stay in role:

- Get into the character's head.
- Express the character's ideas.
- Show you understand how the character feels in the poem.
- And keep it interesting all the way through.

Worksheet 1a

Level:
D → C

Discuss, argue, persuade: Drama-focused activities

Activity 1

Your Aunt Jamila (the narrator's aunt in 'Presents from my Aunts in Pakistan') has written to say that she is coming over from Pakistan to visit your family. Your parents tell you that she will be staying at your house and that they'd like her to stay in your bedroom. There is to be a family party and they'd like you to wear the silk sari she sent you for your birthday.

Improvise the family discussion about Aunt Jamila's visit. (Groups of 3 or 4)

Activity 2

Imagine you are Tatamkhulu Afrika who wrote 'Nothing's Changed'. You are visiting the now derelict area that used to be District Six. You drop into the 'working man's café' and recognise a friend whom you haven't seen for a long time. He or she tells you that they are now working up at the new hotel. Using the poem 'Nothing's Changed' for your ideas, discuss your feelings about what has happened to District Six. Do you both feel the same about the new hotel?

Activity 3

Choose any three of the following characters and improvise the following scenario. The scene takes place in Manchester Airport booking hall. The people named below are hoping to catch a flight to London, from where they will take connections to their own destinations. Unfortunately, due to a baggage handlers' strike, seats are limited. There is only one London flight and only two seats remain. Who can convince the airport book-in staff that he or she should have the seat?

- **Aunt Jamila** ('Presents from my Aunts in Pakistan') is returning to Lahore, Pakistan, after a holiday with her relatives in England. She does speak some English, but her niece has come to the airport with her in case she needs any help.
- **Tatamkhulu Afrika** ('Nothing's Changed') is waiting for a plane to Cape Town, South Africa. He has spent a month touring English schools, talking about living in South Africa since apartheid was abolished in 1989.
- **Island Man** is returning to the Caribbean for a holiday. It's the first time since he left it so many years ago.
- **Grace Nichols** ('Hurricane Hits England') is returning to Guyana in the Caribbean for a school reunion. She has made her home in England now, but looks forward to meeting friends she hasn't seen for many years.
- **John Agard** ('Half-Caste') has already been waiting at the airport for ten hours, due to the strike. He tries to diffuse the situation with humour, but his patience is wearing thin.
- **Edward Kamau Brathwaite** ('Limbo') is booked to give a performance of his poetry at an open-air 'Music and Verse' festival in Barbados. He has a complete set of drums with him and is taking up a considerable amount of space in the queue.

Worksheet 1b

Level:
D → C

Discuss, argue, persuade: Group interaction activity

Activity 1 Who's worse?

When Chinua Achebe ('Vultures') wanted to give an example of inhuman cruelty, he chose the Commandant of Belsen concentration camp. Yet, even this monster, he says, was able to show tenderness towards his own child.

- 1 Do you think there could have been a loving side to any of the notorious criminals listed on Worksheet 1c?
- 2 Which do you feel is or was the most evil?
- 3 Use the boxes on Worksheet 1c to build a pyramid of crimes. Decide which notorious murderer you want to put on the top as the most wicked, which two will go in the middle, and which three will go on the bottom row. This is a very challenging task and obviously there is no right or wrong answer.
 - Discuss in groups of three or four.
 - Argue your opinions.
 - Persuade the others to listen and understand your ideas.



BOOST EXAMINER'S TIP

To get people to see your point of view clearly:

- use emotive language – ruthless, insensitive, deluded, deranged, egotist?
- stress and repeat key words/phrases
- use rhetorical questions – 'But did he really ...?', 'Can we honestly ...?'
- check the palette of persuasive words/phrases in the Key Techniques section
- exaggerate but keep it believable!
- use pronouns (I, we, you) – a direct approach to get others on your side
- stress facts and statistics to prove you know what you're talking about.

Worksheet 1c

Level:
D → C

Discuss, argue, persuade

Cards for group interaction activity

Doctor Harold Shipman

English serial killer. Believed to have murdered 265 women who were between the ages of 49 and 81. Made unexpected afternoon visits to his patients and gave them lethal doses of morphine (1970–98). Hanged himself in prison in 2004.

King Herod the Great

Elected King of Judea by the Romans in 37 BC. Hearing that a Christ child, a new baby King of the Jews had been born, he ordered all the babies under the age of two in the Bethlehem area to be slaughtered. He was so jealous of his wife that he had her executed along with three of his own sons.

Ian Huntley

Accused of murdering two ten-year-old friends, Holly Wells and Jessica Chapman in England in August 2002. Huntley, a secondary school caretaker, invited the girls into his house and murdered them. Holly and Jessica knew Huntley's girlfriend as she was a teaching assistant at their primary school.

Thomas Hamilton

Aged 43, a disgraced former scout master. Obsessed with small boys. Having been turned down as a voluntary worker at Dunblane primary school in Scotland, he forced his way into the school gym in March 1996. He shot dead 16 small children and their teacher, and injured 12 more before shooting himself.

Jack the Ripper

A serial killer who murdered at least five, probably eight, prostitutes in the East End of London in 1888. He cut the throats of his victims, then mutilated their bodies. He is believed to have had medical knowledge and to have been skilled with a knife.

James Earl Ray

A small-time thief and open racist who shot dead Martin Luther King on 4 April 1968 as Dr King was about to give a speech from a hotel balcony in Memphis, Tennessee. The 39-year-old Nobel Peace Prize winner, Dr King, was a black civil rights leader who campaigned against social injustice and believed in non-violent protest.

Worksheet 2a

Level:
D → C

Explore, analyse, imagine

Compare the grade D and grade C skills descriptors:

Grade D skills descriptors

- Be able to explain the main ideas.
- Show some understanding of less obvious ideas.
- Show that you can work things out, come to your own conclusions and understand people's feelings/ideas.

Grade C skills descriptors

- Be able to organise your ideas.
- Show that you can respond with understanding to new and challenging ideas.
- Choose appropriate words carefully, when expressing your own ideas and responding to others' opinions.

Drama-focused, group interaction or individual extended contribution

Activity 1

The scenario is a television or radio chat show. Two or three of the poets are guests on a popular chat show. Any selection of poets can be chosen according to the poems being compared. Another pupil or the teacher can be the host. (Use Worksheet 2b for grade boosting answers.) Some suggestions are given below.

Poets with political concerns

- Niyi Osundare ('Not My Business')
- Tatamkhulu Afrika ('Nothing's Changed')
- Lawrence Ferlinghetti ('Two Scavengers in a Truck')

Poets who protest

- Denise Levertov ('What Were They Like?')
- John Agard ('Half-Caste')
- Tom Leonard ('from Unrelated Incidents')

Poets who place great importance on identity

- Sujata Bhatt ('from Search For My Tongue')
- Moniza Alvi ('Presents from my Aunts in Pakistan')
- Grace Nichols ('Hurricane Hits England')

Worksheet 2b

Level:
D → C

Explore, analyse, imagine

Planning page

Explore

- Speak your thoughts aloud.
- Ask questions aloud.
- Express your point of view and say why you think that.
- Respond to the ideas of others; show how you can change your own opinion.

- Do you think that ...?
- If ... then why not ...?
- Why does he or she say ...?
- Why do you think that ...?
- Is there a reason for ...?
- What do we know about ...?

Analyse

- Use the language and ideas of the poems to back up your suggestions.
- Are you able to empathise or agree with the ideas and feelings of the poets?
- Are you able to vary your own views, according to the challenging ideas of others?

- He or she could mean that ...
- It's the words/phrase ... that suggest ...
- Does he or she really mean ...?
- Could there be a connection between ...?
- Just looking at the first line ...
- The last line ...

Imagine

- Use the ideas and feelings of the poems to form your own ideas.
- Can you suggest what is inside the poets' heads? What do you think they are saying? Could they have more than one meaning or idea at a time?
- Don't be afraid to make sensible guesses by questioning and reasoning.

- I think ... because ...
- Perhaps ...
- On the other hand ...
- Supposing that ...
- Maybe ...
- If ...
- What do you think of this idea?

Worksheet 2c

Level:
D → C

Explore, analyse, imagine

Hot-seating: individual extended contribution or drama-focused

Activity 1 Hot-seating

One pupil sits on the 'hot' seat and assumes the persona of a chosen poet. Others choose a variety of questions to allow the pupil in the hot seat to answer in role – exploring, analysing and imagining.

Preparing for the hot seat

Ask yourself how you would answer the following questions:

Questions which explore

- Why did you write this poem?
- Have your feelings changed since you wrote this poem?
- Why do you write in free verse?
- Have you read the other 'Poems from Different Cultures'? If so, which do you like and why?

Questions which analyse

- What made you begin your poem with this line ...?
- Why did you select these particular words ...?
- Were you trying to create a definite effect by ...?
- Is there a reason why your poem is this shape?
- Which is your favourite line and why?
- This line really confuses me ... What were you trying to say?

Questions which imagine

- Would you change the poem in any way?
 - How do you feel about thousands of GCSE English students studying your poem?
 - If you could meet one of the other poets whom would you choose?
 - What kind of photograph would you choose to accompany your poem?
- Jot down some notes to develop your ideas about the poem you have chosen. You could use a mind map or a spidergram.

Explain, describe, narrate

Grade D skills descriptors

- Use a range of suitable vocabulary.
- Give an ordered account of an event or events and describe what happened and your feelings in some detail.
- Answer questions clearly in some detail.

Grade C skills descriptors

- Use a range of suitable vocabulary and show you can **vary** the ways you express yourself.
- Show you have planned your presentation by its **clear structure** all the way through.
- Answer questions, using **relevant, helpful and interesting detail**.

Techniques to explain, describe, narrate

Use **noun phrases** to liven up your descriptions and to make your explanations more interesting:

I like his/her voice:

- his deep, velvety voice
- his crackling but sexy voice
- his raucous delivery
- her angry protesting voice
- her unaccompanied simple lyrics
- her sensitive, unusual interpretation.

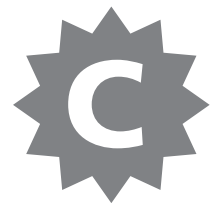
Noun phrases involve your listeners in your feelings:

This photograph:

- This faded, nostalgic photograph ...
- This could-be-any-day family photograph ...
- This hauntingly sad photograph ...
- This emotive photograph.

Extend the idea:

- This much-loved photograph, crumpled at the corners and yellow with age.



Level:
D → C

Explain, describe, narrate

To help you to explain effectively, try using **connectives**:

- These are words or phrases that help us to connect our ideas together.
- They give more information or even change the argument:

in fact
with hindsight
on the whole
of course
after all
at least
remarkably
definitely
for all that
without doubt
importantly
certainly

because
so that
in order that
although
even though
unless
provided that
assuming that
even if

also
therefore
consequently
furthermore
moreover
as a result
likewise

however
otherwise
nevertheless
instead
unless
on the other
hand
alternatively

Connectives to show time will help you when talking about the order of events:

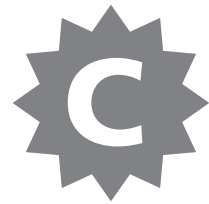
once
earlier
before
previously

during
when
while
until

next
later
after

eventually
finally
since

whenever
now
currently



Worksheet 3a

Level:
D → C

Explain, describe, narrate

Drama-focused or individual extended contribution

Activity 1 Slavery

- 1 Read the extract below. You have survived the terrifying sea journey from Africa and have been sold as a slave to the owner of an American tobacco plantation.
- 2 **Explain** the horrors of your journey to another longer-serving slave; **describe** your fears and emotions; **narrate** all that has happened to you since you were captured near your home village.

Africans were often treated like cattle during the crossing. On the slave ships, people were stuffed between decks in spaces too low for standing. The heat was often unbearable, and the air nearly unbreathable. Women were often used sexually. Men were often chained in pairs, shackled wrist to wrist or ankle to ankle. People were crowded together, usually forced to lie on their backs with their heads between the legs of others. This meant they often had to lie in each other's faeces, urine, and, in the case of dysentery, even blood. In such cramped quarters, diseases such as smallpox and yellow fever spread like wildfire. The diseased were sometimes thrown overboard to prevent wholesale epidemics. Because a small crew had to control so many, cruel measures such as iron muzzles and whippings were used to control slaves.

Activity 2 The identity box

In pairs choose one of the following: Tatamkhulu Afrika ('Nothing's Changed'), Moniza Alvi ('Presents from my Aunts in Pakistan') or Island Man ('Island Man')

Decide who will be the interviewer and who will be the poet or character. The poet/character chooses five items to put into a box that sums up how he or she feels about himself or herself. Decide which item you would keep, to remind you of your past, your present, and possibly your hopes for the future.

Select from:

- 1 CD
- 1 film
- 1 book
- 1 article of clothing
- 1 photograph
- 1 luxury item.

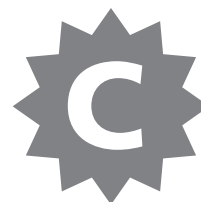
Worksheet 3b

Level:
D → C

Explain, describe, narrate

Activity 3 TV Interview

- 1 Imagine you are one of the poets or personas below. You are being interviewed for an evening news programme.
- 2 **Narrate** what happened, **describe** in detail and **explain** how you felt.
 - a The narrator in 'Not My Business' has been released from prison. He or she is interviewed about missing people in the area.
 - b Grace Nichols is interviewed in 1987 after the hurricane which caused so much damage in the south of England.
 - c Island Man is stopped on his way to work and asked for his opinions on the busy London traffic.
 - d Nissim Ezekiel is a student at Bombay university. There has been an increase in the number of scorpions in the area. He is questioned about his experience with a scorpion when he was a child.



Worksheet 3c

Level:
D → C

Explain, describe, narrate

Planning page

The identity box

Description of task

Make notes to EXPLAIN WHY you made your choices:

CD – useful words/phrases, including noun phrases

Film

Book

Item of clothing

Photograph

Luxury item

Connectives

Time connectives

**Boosting your grades in
Paper 2 Section B
Writing to inform, explain or
describe**

Worksheet 1a

All
Levels

Purpose and audience

A03
(i)

Communicate clearly and imaginatively, using and adapting forms for different readers and purposes.

Every piece of writing has a **purpose** and a target **audience**: Before you begin an essay, be sure you know what its purpose and audience are. Make the content (**what** you say) and style (**how** you say it) fit in with these. There are three purposes you may be asked to write for in Paper 2 Section B:

- 1 To **inform** – telling the reader about something or someone. This involves putting information across clearly.
- 2 To **explain** – giving the answers to the questions ‘how?’ and ‘why?’ about something. This helps the reader to understand an idea, a point of view or a situation.
- 3 To **describe** – painting a picture with words. This means putting across in an imaginative way what something or someone is like.

Activity 1 Identifying purpose

Worksheet 1b gives ten exam questions for Paper 2 Section B. Identify the purpose(s) of the questions – inform, explain or describe – by underlining one or more keywords in each.

Activity 2 Identifying audience

Identify the audience for each question on Worksheet 1b by putting the question number next to the correct audience or audiences in the table below.

Year 9		your best friend		Year 11		parents of pre-school children	
the head teacher		the producer of <i>Big Brother</i>		the examiner		a Hollywood agent	
teachers		the Prime Minister		Davina McCall		people interested in education	
your neighbour		parents of school-age children		the man from the corner shop		your parents	
the mayor		TV makeover show producers		Ant and Dec		parents of grown-up children	

Worksheet 1b

All
Levels

Purpose and audience

Exam questions for Paper 2 Section B

- 1 You are organising your school Prom. Write a leaflet informing Year 11 about the arrangements.
- 2 Choose a teacher who has taught you during your time at school. Write an informative article about him or her for a section in *The Times Educational Supplement* called 'My Best Teacher'.
- 3 Many people have developed skills that others do not have. Write about one of your skills, explaining how other people could develop it and why they should try it.
- 4 Schools often organise school visits. Write a letter to parents, informing them about a school trip and about its educational value.
- 5 Write a leaflet to go out to Year 9s with their option choices booklet in which you explain how to manage GCSE study successfully.
- 6 There are many pressures on teenagers today. Explain what you think the main pressures are and how they affect your life and the lives of teenagers you know.
- 7 Think about your favourite place. Describe it so that someone who has never seen it can see why it is so important to you.
- 8 You are applying to take part in a TV makeover show. Describe **either** yourself **or** your bedroom to persuade the producers of the show that you need a makeover.
- 9 First impressions can sometimes be wrong. Describe your first impressions of a person or place and then go on to explain how your opinion has changed.
- 10 Someone you know very well is applying to take part in the TV show 'Big Brother' and has asked you to write to the producer in support of his or her application. Describe him or her carefully, explaining why their qualities would make them a successful contestant.



Boost EXAMINER'S TIP

You will not always be given a specific audience. Sometimes the examiner will be your only audience, in which case you must not be over familiar or informal: 'Dear Examiner' notes and comments are not usually appreciated by busy examiners marking a lot of scripts!

Worksheet 2a

All
Levels

Planning

A03
(ii)

Organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features.



Boost EXAMINER'S TIP

A recent examiner's report commented that few candidates did any **planning** or **checking**. Doing both can **move you up by a whole grade!**

Whatever type of exam essay you choose, remember three words (OCC):

- 1 **Organise** – plan your work and organise it.
- 2 **Communicate** – put across your ideas clearly.
- 3 **Check** that your work is accurate.

The examiner will want to see that you **organise** your ideas well, **communicate** them clearly and **check** your writing carefully.

Finding and organising your ideas

Having good ideas is part of the planning process and can really boost your grade.

You may not be an expert but you know a lot about things you are interested in. You can also use what you have learned from other people, from the TV or the internet. For example, you may never have decorated a room, but if you have watched makeover shows on TV, you could probably write informatively about home improvement!

Activity 1 Finding and ordering ideas

- 1 Working with a partner, write down everything you know about how to decorate or refurbish a room. Think about paint, wallpaper, furniture, accessories, storage, etc.
- 2 Choose which pieces of information from question 1 are most likely to help inform a teenager about how to give their room a makeover. List them from 'most helpful' (1) to 'least helpful' (5). If you have written a lot of information down, use keywords (for example, 'Walls', 'Furniture') for the list.
- 3 Number your ideas in the order in which the teenager would need to do them: painting the walls before fitting a new carpet, for example. This logical order will form a plan for this essay:

Write an article for a teenage magazine informing the readers how they could transform their room.

Worksheet 2b

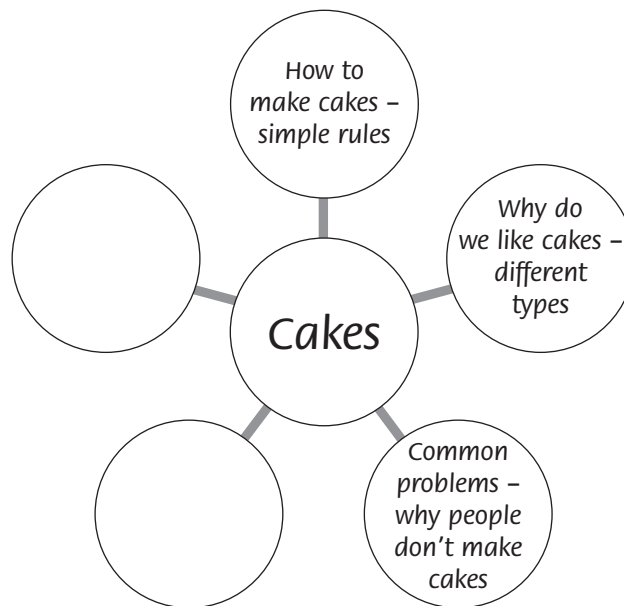
All
Levels

Planning

How to turn your information into a plan

Planning can be done in several different ways:

1 A diagram, such as a spidergram or mind map:



2 A line of linked ideas:

Cakes → why don't people make them? → what are the problems? → how to make a cake → simple rules for cake making → the importance of cakes/why we like them → different types.

3 A paragraph plan:

Paragraph 1: Cakes – why don't people make them? What are the problems?

Paragraph 2: Simple rules for cake making.

Paragraph 3: Cakes are important to us because ...

Paragraph 4: Different types of cakes for different occasions.

Worksheet 2c

All
Levels

Planning

Activity 2 Writing a plan/peer evaluation

1 Follow one of the above methods to write a plan for the following informative essay:

*Write an article for a teenage magazine **informing** the readers how they could transform their rooms.*

- 2 a Write down as much as you can about your town/village: size, types of housing, shops, transport, the people who live there, leisure facilities – anything interesting.
- b Compare your notes with a partner.
- c Decide which pieces of information are the most interesting.
- d Organise the information into a logical order and write a plan for the following informative essay.

Write an introduction to an unofficial guide to your town or village informing visitors or people moving in what it is really like.

Activity 3 The five Ws and H

- 1 In pairs, look at each plan from Activity 2 of Worksheet 2b and decide where the five Ws and H appear and label them: Who? What? Where? When? Why? and How?
- 2 If one of the Ws or H is missing from your plan, decide where you could include it.
- 3 Check that your plans show clearly the audience for your writing:
 - a teenagers who want to change their bedrooms.
 - b visitors/people moving into your town
- 4 Check that your plans show clearly the purpose for your writing:
 - a Informing about the different ways in which a bedroom can be transformed.
 - b Informing about the reality – warts and all – of your town/village

Activity 4 Planning styles/peer evaluation

Try out different planning styles for at least two of the questions on Worksheet 1b. Then discuss with a partner which worked best for you.

Worksheet 3a

Level:
D → C

Writing to inform

- Informative writing needs to be relevant, clear, honest and unbiased. That is, you should try to consider all aspects of the topic you are informing readers about.
- Remember the five Ws and H: *Who? What? Where? When? Why?* and *How?* You can still follow this formula but remember while you are obviously giving information, it needs:
 - to be **selected** carefully
 - to be **detailed**
 - to be **relevant**.

Grade D skills descriptors

- Your writing must suit the needs of the purpose and audience. You will focus on the subject and include some information and detail.
- Your writing will be in paragraphs and include some effective vocabulary. You will sequence your information logically and will sound enthusiastic about or interested in your subject by the words you choose.

Grade C skills descriptors

- Your writing needs to be clearly directed to the appropriate audience and have a clear purpose, so that the reader is interested. You will cover a range of aspects of the subject, choosing interesting details or examples; you may address the reader directly.
- Your writing will be structured, with linked paragraphs and some effective vocabulary. Your paragraphs may vary in length and you might use discourse markers (e.g. Firstly, Finally) to link them.

Activity 1 Grade C or D?

1 Look at the two extracts on Worksheet 3b. They show answers to this question:

You are organising your school Prom. Write a leaflet informing Year 11 about the arrangements.

2 Which extract is the C and which is the D grade? Highlight the elements from each grade's skills descriptors (D and C) that you find in the answers.

Worksheet 3b

Level:
D → C

Writing to inform

Alice's response

Plan

Paragraph 1: Who I am. When it is.

Paragraph 2: Where it is. What time. What to do?

Paragraph 3: Why you should go. How to book.

Paragraph 4: Transport arrangements.

Paragraph 5: Rules for behaviour.

Paragraph 6: Photographer.

Paragraph 7: Conclusion.

My name is Alice Smith and I am on the Year 11 Prom Committee for Langley Mill School. The prom is going to be held on 11 May and we would like YOU to be there!

The Prom is being held at the very luxurious and posh hotel, Clyde Hall. It starts at 7 p.m. A buffet meal is served at 8.30 p.m. and dancing then continues until midnight.

This will be the last chance for all of Year 11 to see each other before exams start, so you really should try to come. Lots of us are hiring amazing ball gowns and stylish stretch limos. It is a unique opportunity to dress up like a film star and have your photo taken. If you want to go to the Prom, you should bring the money to the Prom Committee office during morning break.

Darren's response

Plan

5xWs + H -> direct appeal to boys -> direct appeal to girls-> teachers/rules/behaviour -> transport -> photographer

Year 11 are holding their leavers' Prom at the historic and beautiful Holby Castle on 15 May at 7 p.m. Are you going to be there ... or are you going to be square?

Boys: you need to be dressed smartly – no trainers or hoodies – get your parents to hire a suit for you if you don't have one. Some James Bond wannabes are hiring tuxedos.

Girls: you probably don't need an excuse to dress up, but you can hire a ball gown if you don't have one. All of you can fulfil your Barbie Princess fantasies for one night only. Details of formal dress hire companies are at the end of the page.

Worksheet 3c

Level:
D → C

Writing to inform

Alice's response

Plan

Paragraph 1: Who I am. When it is.

Paragraph 2: Where it is. What time. What to do?

Paragraph 3: Why you should go. How to book.

Paragraph 4: Transport arrangements.

Paragraph 5: Rules for behaviour.

Paragraph 6: Photographer.

Paragraph 7: Conclusion.

[1] Alice's plan follows Who? What? Where? When? Why? and How?

[2] The conclusion needs to be interesting after fairly boring arrangements and rules – has Alice thought about this?

[4] Good attempt to involve the reader by using 'you', capital letters for emphasis and exclamation mark for enthusiasm

[3] Rather a boring opening

My name is [3] Alice Smith and I am on the Year 11 Prom Committee for Langley Mill School. The prom is going to be held on 11 May and we would like YOU to be there![4]

[5] Effective vocabulary

The Prom is being held at the very luxurious [5] and posh [6] hotel, Clyde Hall.

[6] Less effective vocabulary

It starts at 7pm. A buffet meal is served at 8.30pm and dancing then continues until midnight. [7]

Are Year 11 being given enough information about the food – what about vegetarian options?

[8] Good use of 'you' again

This will be the last chance for all of Year 11 to see each other before exams start, so you [8] really should try to come. Lots of us are hiring amazing ball gowns and stylish stretch limos. [9] It is a unique opportunity [10]

[10] Effective vocabulary

to dress up like a film star and have your photo taken. If you want to go to the Prom, you should bring the money to the Prom Committee office during morning break.

[9] Alice is enthusiastic about her subject but are the boys going to be interested in ball gowns? And can everyone afford stretch limos? She is forgetting some of her audience

Worksheet 3c (continued)

Darren's response

Plan

5xWs + H -> direct appeal to boys -> direct appeal to girls -> [2]
 teachers/rules/behaviour -> transport -> photographer[3]

[1] Darren is attempting to do more than simply sequence his ideas through five Ws and H

[2] Addressing the audience directly is a C grade feature. Unlike Alice, he's thinking about all his audience, though she used the pronoun YOU

[3] Has he thought of a conclusion?

[4] The opening topic sentence contains nearly all the relevant information

Year 11 are holding their leavers' Prom at the historic and beautiful Holby Castle on 15 May at 7 p.m. [4] Are you going to be there... or are you going to be square? [5]

Boys: you need to be dressed smartly - no trainers or hoodies - get your parents to hire a suit for you if you don't have one. [6] Some

James Bond wannabes are hiring tuxedos.

[7] Girls: you probably don't need an excuse to dress up, but you can hire a ball gown if you don't have one. All of you can fulfil your Barbie Princess fantasies [8] : [9] for one night only.

Details of formal dress hire companies are at the end of the page. [10]

[5] The first paragraph is compact and grabs attention. Using techniques such as rhetorical questions is a B grade feature

[6] The Year 11 audience is being addressed directly. Darren is informing them of the need for formal dress, but in an informal way; he is aware that 16 year olds don't necessarily like getting dressed up

[7] An interesting detail or example

[8] Hope he doesn't mean the boys

[10] The purpose of the leaflet is to inform - and Darren is including relevant details

[9] Darren uses the colon to balance ideas effectively here; he also uses it to introduce ideas in the 3rd and 5th sentences

Worksheet 3d

Level:
D → B

Writing to inform

Comment on Alice's response

Alice uses some effective vocabulary and tries to involve the reader. If she did this consistently throughout the essay and made sure her paragraphs were linked, she might reach a C grade. She sequences her ideas logically by following the five Ws and H format in her plan. Notice that her first two paragraphs are rather simple and short. The third paragraph covers clothes and transport but also how to pay, and no specific details are given about any of this – she's been carried away with her thoughts about dressing like a pop star!

Comment on Darren's response

Darren is fulfilling many of the C grade skills descriptors. He is also beginning to anticipate and respond to potential audience response which is a B grade feature. He is using a range of approaches to provide variety – rhetorical questions, colons to introduce an idea, topic sentence, colons to balance an idea, humour, informal language – which is also a B grade feature. You could argue that 'Be there, or be square' and 'for one night only' are rather clichéd – but so are proms!

AL

Activity 2 Boosting the grade D to C to B

- 1 Either complete Alice's answer from Worksheet 3b, making sure she would get a C grade or complete Darren's answer, trying to turn it into a B grade.
- 2 Swap your essay with a partner and ask them to annotate or highlight your answer, showing where they find the grade features.

B grade skills descriptors

- Your writing needs to match the purpose of the task and the needs of the audience. It needs to be detailed, well developed, with examples to support points. You will know how the audience is likely to respond and will use a variety of techniques to keep them interested.
- Your writing will be well structured, with a range of paragraphs coherently linked (linked so that it is clear how the ideas in each one run on from the previous one) and you will use some sophisticated vocabulary (correctly and appropriately – not just big words for the sake of it).

Activity 3 Finding grade B features

- 1 Look at Meeta's complete answer on Worksheet 3e to the question:
You are organising your school Prom. Write a leaflet informing Year 11 about the arrangements.
- 2 Highlight where you find grade B skills descriptor features.

Worksheet 3e

Level:
D → B

Writing to inform

Meeta's answer

Plan

Leaflet – layout? Headline? Tag line? 5xWs + H. 'How' should have something to fill in/do? Deal with objections – especially boys and non Barbie girls, naff music etc.

Personal – I'm going! Last time we'll see each other.

CLASS OF 2005: A NIGHT TO REMEMBER

Are you in Year 11? Are you leaving Lumley School this summer?

Then you are invited to attend the Class of 2005 Farewell Prom at Langhirst Castle on Wednesday 29 June at 7.00 p.m.

DANCING, DINING AND DRINKING

To allow everyone to arrive in style and spend some time taking photographs and admiring the beautiful setting of the Castle, the disco will not start until 7.30 p.m., but it will last until midnight.

A buffet will be served at 8.30 p.m.; an extensive range of hot and cold food, vegetarian and special diet options will be included. Soft drinks (only!) will be available from the bar.

TO HELP YOU REMEMBER THE NIGHT FOR EVER

A professional photographer will be based in a room beside the ballroom throughout the night to take full colour photographs of you and your date, you and your mates or even you and your favourite teacher! You can inspect the photographs as proofs before you commit yourself to buy them.

CINDERELLA-STYLE TRANSFORMATIONS

Formal dress is required for everyone who attends – even teaching staff. This means dresses for girls, suits for boys; tuxedos and ball gowns, though popular, are not compulsory! Dress-hire firms in the town are listed on the accompanying leaflet.

Travel to Langhirst Castle is by luxury coach, leaving the school gates at 6.45 p.m. If you want to hire a stretch limo to arrive in true film-star style, I suggest you club together with some friends as they don't come cheap – and are rather large! Again, a list of local hire companies is on the leaflet.

'BUT IT'S NOT FOR ME'

'I don't have a suit!'/ 'I don't have a dress!'

Worksheet 3e (continued)

Boys could hire a tuxedo or suit for the evening, or what about buying a new suit? You will need one for job and college interviews and you could also wear it for any cousins' weddings which are coming up. Girls' dresses do not have to be flamboyant or elaborate ball gowns; a 'little black dress' would be fine.

'I don't have a date!'

You do not have to arrive with one specific person; most people go to the Prom in groups of friends. People from your form and teaching groups will be there, so there will be plenty of company. Teachers will also dance with you if you dare.

'I don't like disco music!'

Part of the fun of this sort of occasion is laughing at other people's terrible taste in music; another part of the fun is the mad rush to the dance floor when something good is played. I think for one night it shouldn't be a problem to give up listening to Linkin' Park or whatever. This might be the last time some of us see each other!

HOW DO I BOOK A PLACE?

Come along to Mrs Cameron's office at break or lunchtime and a member of the Prom Committee will give you a form and details of payment dates and amounts.

Worksheet 3f

Level:
XXX

Writing to inform

Meeta's response

Plan

[1] Leaflet – layout? Headline? Tag line? 5xWs + H.[1]
'How' should have something to fill in/do? Deal with objections[2] – especially boys and non Barbie girls, naff music etc. [1] Personal – I'm going! Last time we'll [1] see each other.

CLASS OF 2005: A NIGHT TO REMEMBER[3]
Are you in Year 11? Are you leaving Lumley School this summer? Then you are invited to attend the Class of 2005 Farewell Prom at Langhirst Castle on Wednesday 29 June at 7.00 p.m.[4]

DANCING, DINING AND DRINKING
To allow everyone to arrive in style and spend some time taking photographs and admiring the beautiful setting of the Castle, the disco will not start until 7.30 p.m., but it will last until midnight.[5] A buffet will be served at 8.30 p.m.; an extensive range of hot and cold food, vegetarian and special diet options will be included. Soft drinks (only!)[6] will be available from the bar.

TO HELP YOU REMEMBER THE NIGHT FOR EVER
A professional photographer will be based in a room beside the ballroom throughout the night to take full colour photographs of you and your date, you and your mates[7] or even you and your favourite teacher! You can inspect the photographs as proofs before you commit yourself to buy them.[8]

CINDERELLA-STYLE TRANSFORMATIONS[9]
Formal dress is required for everyone who attends – even teaching staff. This means dresses for girls,

[1] Meeta has picked out key words/ideas from the question and underlined them: the fact that it's a leaflet, to inform; that the audience is Year 11; that it's personal – 'you' are organising it

[2] She has remembered that anticipating the audience's response (dealing with objections) is a key B grade feature

[3] Headlines heading each paragraph suggest that this is a leaflet

[4] Who? What? Where? When? in the first paragraph; Why? in the second to last paragraph. What? and When? – and sometimes Where? – continue in each of the other paragraphs. Can you identify them?

[5] Variety of sentence structure and punctuation – a B grade feature

[6] Anticipating and responding to potential Year 11 response – 'Will we be able to buy drinks?' – in an amusing way

[7] 'you and your date' and 'you and your mates' contrasts/balances and rhymes, which creates humour

[8] There are lots of detailed examples in this piece – a shame that there is no further detail about where and when you can obtain photo proofs

[9] Information about dress codes and transport linked by the headline, so the two topics can be covered in the same paragraph

Worksheet 3f (continued)

suits for boys; tuxedos and ball gowns, though popular, are not compulsory![10] Dress-hire firms in the town are listed on the accompanying[10] leaflet. Travel to Langhirst Castle is by luxury coach, leaving the school gates at 6.45 p.m. If you want to hire a stretch limo to arrive in true film-star style, I suggest you club together with some friends as they don't come cheap – and are rather large! Again, a list of local hire companies is on the leaflet.

[10] Some sophisticated vocabulary

'BUT IT'S NOT FOR ME'[11]

'I don't have a suit!'/ 'I don't have a dress!'

Boys could hire a tuxedo or suit for the evening, or what about buying a new suit? You will need one for job and college interviews and you could also wear it for any cousins' weddings which are coming up. Girls' dresses do not have to be flamboyant[10] or elaborate[10] ball gowns; a 'little black dress' would be fine.[12]

[11] Meeta is anticipating her audience's response, as she planned, and is varying her paragraphs – this one is longer

'I don't have a date!'

You do not have to arrive with one specific person;[12] most people go to the Prom in groups of friends. People from your form and teaching groups will be there, so there will be plenty of [13] company. Teachers will also dance with you if you dare.

[12] Variety of punctuation, including the semicolon

'I don't like disco music!'

Part of the fun of this sort of occasion is laughing at other people's terrible taste in music; another part of the fun is the mad rush to the dance floor when something good is played. I think for one night it shouldn't be a problem to give up listening to Linkin' Park or whatever.[13] This might be the last time some of us see each other!

[13] Could Meeta use some more sophisticated vocabulary here?

HOW DO I BOOK A PLACE?[14]

Come along to Mrs Cameron's office at break or lunchtime and a member of the Prom Committee will give you a form and details of payment dates and amounts.[15]

[14] Rhetorical questions to engage the reader at the beginning and the end of the leaflet

[15] Is the ending the best it could be? Think of an extra final sentence



Boost EXAMINER'S TIP

It's not usually a good idea to set out an answer as an actual leaflet – folded or in columns – because you will waste your time thinking about how to squash your writing into the space, rather than thinking about what you are writing!

Worksheet 4a

Level:
D → B

Writing to explain

Writing needs to be clear and honest, but can be:

- Subjective – a point of view which may not necessarily be shared by other people.
- Personal – something specific to your life, which you can write about.
- Biased – more than just a personal point of view; deliberately presenting one point of view without considering whether other views might have some merit.
- Objective – considering all points of view equally.
- Factual – presenting information that can be proved or supported by evidence.
- Balanced – looking at all of the angles surrounding a topic.

Grade D skills descriptors

- Your writing must suit the needs of the purpose and audience. You will focus on the subject and give a range of explanations with some details.
- Your writing will be in paragraphs and will include some effective vocabulary. Your paragraphs will usually mark a shift in focus from one explanation to another or from one example to another.

Grade B skills descriptors

- The form (type of writing it is), content (what it is about) and style (the way it is written) of your essay will be clearly matched to purpose and audience. You will have a clear outline for your explanation, with examples to support it.
- Your writing will be well structured, using a range of devices, for example, emotive language, anecdotes, varied vocabulary to make your explanation convincing.

Grade C skills descriptors

- Your writing needs to be clearly directed to the appropriate audience and have a clear purpose, so that the reader is interested.
- Your explanation will cover a range of aspects of the subject. You may use the first person consistently.
- Your writing will be structured, with linked paragraphs and quite a bit of effective vocabulary. Your paragraphs will be linked by content or language and you may use discourse markers (for example, Finally, In addition) to improve your organisation.

Worksheet 4b

Level:
D → B

Writing to explain

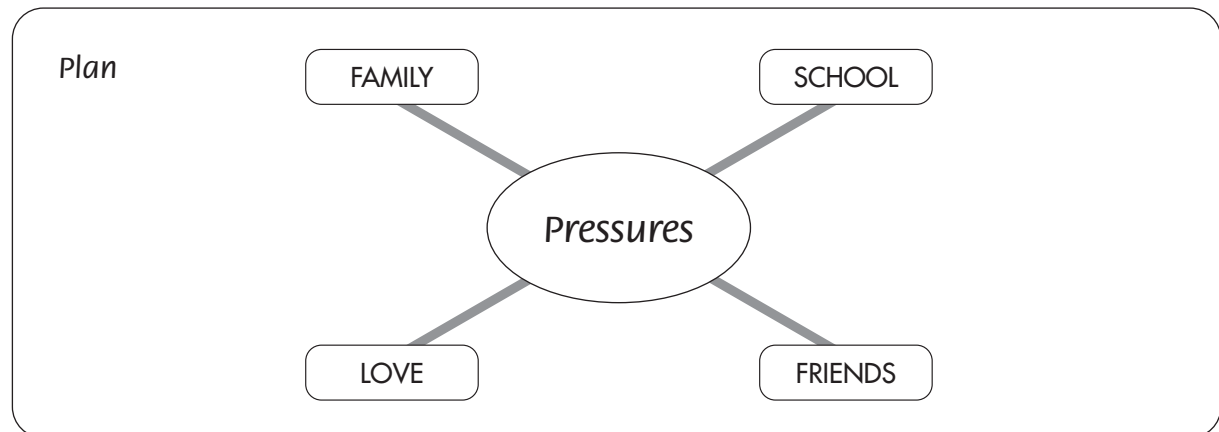
Activity 1 Spot the grade features

1 Look at the following three extracts (on this worksheet and Worksheet 4c) taken from answers to this question:

There are many pressures on teenagers today. Explain what you think the main pressures are and how they affect your life and the lives of teenagers you know.

2 Which features of each grade skills descriptors can you spot in the extracts?

Jamie's response



There are many pressures on teenagers today and I am going to talk about a few of them.

All of us are working incredibly hard with our GCSEs at the moment, which puts us under tremendous pressure. Teachers should talk to each other before setting us coursework. Some nights I have five subjects to do and other nights I don't have any, which is a pressure.

Another pressure some teenagers might feel is the family. Some parents don't understand that we need to have some freedom and try to control their lives. My mam and dad are cool, though.

Worksheet 4b (continued)

Helen's response

Plan

Pressures: work/school/home/family

My friends

Me

Support: friends/love/fun/fashion/family

Other teenagers

Like most teenagers I suffer from a lot of pressure at times. The pressure to do well at school. The pressure to earn money. The pressure to be accepted and to fit in. However, I also have a lot of support to help me deal with those pressures.

Firstly and most importantly for me, and most 15- or 16-year-olds, is the pressure to succeed at GCSE. If we don't get good grades, we are told, we won't get on to the course or career route that we'd like. So the rest of our lives could be ruined.

Fortunately, there is a lot of support available to us. I have used learning mentors and study support time at school when I have been stuck. My form teacher has also been very supportive and understanding. For those teenagers who don't have such good support at school, there are plenty of websites and advice pages to use.

Secondly, there is the pressure to succeed in our social life. Being popular and having lots of friends and a boy/girl friend is most teenagers' dream. Unfortunately, that is not always the reality.

Worksheet 4c

Level:
D → B

Writing to explain

Jasminder's response

Plan

- (i) e.g. of stereotypical stressed teenager
- (ii) the reality
- (iii) my friends
- (iv) myself
- (v) what teenagers need to help them – from teachers, parents, government

Josie walked into the classroom and groaned. Her coursework for Mrs Brown was still on her desk at home. She might have remembered it if only she hadn't spent breakfast time arguing with her mother over her 10 p.m. 'curfew'. As she slipped into her seat, Tiffany Cameron muttered, 'Where'd'ya get ya shoes, Josephine, Poundland?' Josie looked away and caught Jamie Smith looking at her. Was he laughing at her, or smiling? Face burning with embarrassment, she put her head on the desk.

Josie is a stereotypical stressed teenager. She is under pressure from school, her parents, her classmates and her own feelings. But are all teenagers like that?

The teenage years run from 13 to 19 and the average gameboy playing 13 year old has little in common with a lager drinking 19 year old. I am going to focus on explaining the pressures faced by 15 and 16 year olds, since that is what I know most about.

Yes, I do feel under pressure sometimes with coursework. You'd think teachers would talk to each other in the staff room wouldn't you? Well, if they do, it's not about how much coursework they're setting 10W. The number of times I've had six pieces of coursework to finish for the same deadline is amazing.

Then there will be weekends when I don't have anything urgent to do. It makes it hard to plan for a social life.

The typical teenager, the newspapers tell us, hangs around shopping centres at night, wearing a hoodie and drinking cans of alcohol. Yes, some of my year group do that, I think. Though it's probably because they have nowhere else to go. My friends and I visit each other's homes and listen to music and talk. Sometimes we go and see a film, or go shopping, or out for a meal.

Going out is expensive, though, so we all have some sort of part-time job. I babysit for my neighbour at teatime, before she gets back from work. My friends also do babysitting or have paper rounds or Saturday jobs in shops. Managing the time needed for our jobs, our school work and our social life is hard, but I suppose it's good preparation for adult life.

Worksheet 4d

Level:
D → C → B

Writing to explain

Jamie's response

Plan

```
graph TD; Pressures((Pressures)) --- FAMILY(FAMILY); Pressures --- SCHOOL(SCHOOL); Pressures --- LOVE(LOVE); Pressures --- FRIENDS(FRIENDS);
```

There are many pressures on teenagers today [1] and I am going to talk about a few of them. [2]

All of us are working incredibly hard with our GCSEs at the moment, which puts us under tremendous [3] pressure. Teachers should talk to each other before setting us coursework. Some nights I have five subjects to do and other nights I don't have any, which is a pressure. [4]

Another pressure some teenagers might feel [5] is the family. Some parents don't understand that we need to have some freedom and try to control their [6] lives. My mam and dad are cool, [7] though.

[3] Some effective vocabulary here

[4] Jamie is keeping the focus on 'pressure' but should he think of another word?

[7] It's fine to use a little colloquial language in a personal/subjective piece of writing, but what exactly does Jamie mean? Would 'relaxed', 'tolerant' or 'easy-going' be better?

[6] After using the first person consistently, Jamie forgets now

[1] This opening sentence is not very exciting. Avoid simply restating the question

[2] Jamie's plan covers a range of pressures and the next two paragraphs deal with one each – school then family

[5] Now he is writing about other teenagers as well as himself, which is answering the question

Worksheet 4d (continued)

Helen's response

[1] Helen's plan shows a clear sense of purpose, not just considering 'pressures' but also explaining how teenagers could be given 'support'

Plan

Pressures: work/school/home/family

Me My friends Other teenagers[1]

Support: friends/love/fun/fashion/family

[3] Using repetition of short sentences is effective – variety of devices is a grade B feature.

[2] A more personal, interesting opening sentence than Jamie's

Like most teenagers I suffer from a lot of pressure at times.[2] The pressure to do well at school. The pressure to earn money. The pressure to be accepted and to fit in.[3] However, [4] I also have a lot of support to help me deal with those pressures.

[4] Discourse markers like this show that the explanation is being organised

Firstly[5] and most importantly [5] for me, and most fifteen or sixteen year olds, is the pressure to succeed at GCSE. If we don't get good grades, we are told, we won't get on to the course or career route that we'd like. So the rest of our lives could be ruined.[6]

[5] Organisational discourse markers

Fortunately,[5] there is a lot of support available to us.[7] I have used learning mentors and study support time at school when I have been stuck. My form teacher has also been very supportive and understanding.

[7] Helen is using the first person consistently – a grade C feature – moving confidently between 'I' and 'we'.

For those teenagers who don't have such good support at school, there are plenty of web sites and advice pages to use.

Secondly,[5] there is the pressure to succeed in our social life.[8] Being popular and having lots of friends and a boy/girl friend is most teenagers' dream.[6] Unfortunately, [5] that is not always the reality.

[6] Emotive language used effectively – useful in a subjective, personal piece. Again, this variety of language is a grade B feature

[8] Paragraphs are linked by 'Firstly', 'Secondly' but there is also structured repetition of the keyword 'pressure'

Worksheet 4e

Level:
D → B

Writing to explain

Jasminder's response

Plan
(i) e.g. of stereotypical stressed teenager (ii) the reality (iii) my friends (iv) myself (v) what teenagers need to help them – from teachers, parents, government [1]
Josie walked into the classroom and groaned. Her coursework for Mrs Brown was still on her desk at home. She might have remembered it if only she hadn't spent breakfast time arguing with her mother over her 10 p.m. 'curfew'. As she slipped into her seat, Tiffany Cameron muttered, 'Where'd'ya get ya shoes, *Josephine, Poundland?*' Josie looked away and caught Jamie Smith looking at her. Was he laughing at her, or smiling? Face burning with embarrassment, she put her head on the desk. [2]

[2] Using an anecdote or a story – it doesn't have to be true – is a good way to illustrate your point. Perhaps it would have worked better in the present tense

[1] Plan is a clear outline – ideas for examples of pressure and moving on to explain what needs

[3] Short sentence for impact
Josie is a stereotypical, stressed, [4]. [3] She is under pressure from school, her parents, her classmates and her own feelings. But are all teenagers like that? [5]

[4] Use of alliteration to emphasise a key phrase

[5] Rhetorical question to involve the reader
The teenage years run from 13 to 19 and the average gameboy playing 13 year old has little in common with a lager drinking 19 year old. [6] I am going to focus on explaining the pressures faced by 15 and 16 year olds, since that is what I know most about.

[6] Jasminder is coming up with her own purpose for writing, narrowing down the focus from 'teenagers' in general to the specific 15/16 year olds – subtlety of purpose is an grade A feature.

[7] Jasminder is answering readers' questions before they ask them – 'anticipating and responding to potential audience response' is a grade B feature.
Yes, I do feel under pressure sometimes with coursework. [7] You'd think teachers would talk to each other in the staff room wouldn't you? [8] Well, if they do, it's not about how much coursework they're setting 10W. [9] The number of times I've had six pieces of coursework to finish for the same deadline is amazing. Then there will be weekends when I don't have anything urgent to do. It makes it hard to plan for a social life. [10]

[8] Rhetorical question to involve the reader

[9] Personal anecdote and emotive language

[10] Coherent link to the next paragraph (a grade B feature) – the topic is mentioned in the last sentence, picked up in the first sentence of the next paragraph

Worksheet 4e (continued)

[11] Jasminde is maintaining her focus on explaining stereotypical ideas about teenagers then challenging them – this ability to manipulate the reader's response is a grade A feature

The typical teenager, the newspapers tell us, hangs around shopping centres at night, wearing a hoodie and drinking cans of alcohol. [11] Yes, some of my year group do that, I think. Though it's probably because they have nowhere else to go. My friends and I visit each other's homes and listen to music and talk. Sometimes we go and see a film, or go shopping, or out for a meal. [10]

Going out is expensive, though, so we all have some sort of part time job. I baby sit for my neighbour at teatime, before she gets back from work. My friends also do babysitting or have paper rounds or Saturday jobs in shops. [12] Managing the time needed for our jobs, our school work and our social life is hard, [13] but I suppose it's good preparation for adult life.

[12] It looks as if she is going off the subject

[13] Here she comes back to the idea of pressure

Worksheet 4f

Level:
D → B

Writing to explain

A_fL

Activity 2 C→B grade boost

With a partner, continue Jamie's and Helen's answers from Worksheet 4b, trying to make sure they gain a good C and a good B grade.

A_fL

Activity 3 B→A grade boost

Redraft Jasminde's answer from Worksheet 4d, trying to improve it.

!

Boost EXAMINER'S TIP

No one ever sits down in an exam and writes a perfect grade C answer – there are usually elements of D and B in there too! You need to have a clear idea of which features you should aim for to get the grade you want for your own writing.

Worksheet 5a

Level:
D → C

Writing to describe

Descriptive writing can be much more subjective and personal or an objective than informative or explanatory writing.

- You could use the five senses: sight, smell, touch, taste, hearing.
- You could be like a camera: zoom in for close detail, wide shot to take in the whole thing, look from an odd angle.
- You could use figurative language such as similes and metaphors, as well as those describing words, adjectives and adverbs.
- For a top grade, be original and use these techniques to achieve an effect.

Grade D skills descriptors

- Your writing must suit the needs of the purpose and audience.
- You will focus on the subject and include a range of description, using details.
- Your writing will be in paragraphs and include some effective vocabulary.
- You will sequence your information logically, using paragraphs usually focusing on different aspects of the description.
- You will be showing enthusiasm for what you are writing about by the vocabulary you use.

Grade C skills descriptors

- Your writing needs to be clearly directed to the appropriate audience and have a clear purpose, so that the reader is interested.
- Your description will cover a range of aspects, for example, colour, atmosphere, senses.
- Your writing will be structured, with linked paragraphs and with effective vocabulary – especially important when you are trying to ‘paint a picture with words’.

Activity 1 Description

1 Look at the first attempt by Ash (on Worksheet 5b) at answering the following question:

Think about your favourite place. Describe it so that someone who has never seen it can understand why it is important to you.

2 In pairs, consider: How could it be made better (it is a grade D response)? Try to write your own improved version.

3 Look at the beginning of Ash’s second attempt on Worksheet 5b. Highlight or underline where you can find grade C skills descriptor features.

4 How could Ash make his grade C answer (his second attempt) on Worksheet 5b even better? Write down some ideas.

Worksheet 5b

Level:
D → C

Writing to describe

Ash's response (first attempt)

Plan – my favourite place – the Green Hills Shopping Centre – types of shops – the food court – the cinema – the arcades – the fair

My favourite place is the Green Hills Shopping Centre. I like it because there is an amazing variety of things to do there. You can spend all day there and not get bored.

When you first enter Green Hills, the first thing that strikes you is the space. The ceilings are very high and full of glass, so it is very light. There are plenty of shops on two levels, ground and first floor. My mates and I always go to the Games Workshop and spend hours there talking about and trying new gaming stuff. I also like the Gadget Shop which is full of weird and wonderful new inventions.

The food court has many different types of food available. There is a pizza and pasta place, a baked potato stall, a burger bar and – my favourite – a Chinese all-you-can-eat buffet. You buy your food and then sit down in a great big space full of tables. This means that friends and families can all eat something different if they want to. There is an enormous mural of green hills to look at while you eat.

Ash's response (second attempt)

Plan – follow same order of topics, but write as if I'm spending a day there, and include the five senses (see, hear, taste, touch, smell)

When you first enter Green Hills Shopping Centre, the first thing which strikes you is the space. Light floods in from the enormous windows in the ceilings, so even on a winter's day you do not feel closed in. The roof is high and the aisles are wide, which adds to the spaciousness.

There is a wide variety of shops on two levels. My favourite is the Games Workshop. It is small, but crammed full of great games and gaming accessories. The manager always lets me and my friends stay there for ages talking and gaming. The Gadget Shop is full of weird and wonderful inventions and I love going there. The assistants are usually demonstrating something really pointless like a flying pig! After all the gaming and laughing, I'm hungry.

As you approach the food court you can smell food from all over the world, tomato and herbs, baking potatoes, sizzling burgers and onions. The exotic smell of the Chinese all-you-can-eat buffet is what attracts me. My friends and I buy our different meals – pasta, pizza, potato, burger, chow mein – and sit down together. The brightly painted mural of Green Hills looks down on us.

Worksheet 6a

Level:
B → A*

Descriptive writing using the 'camera' technique

The 'camera' technique is where you try to describe something as if you are a camera:

- zoom in for close detail,
- wide angle view to take in the whole thing,
- look from an odd angle.

Grade B skills descriptors

- The form, content and style of your writing will be clearly matched to purpose and audience.
- Your writing will be detailed and well developed.
- Your writing will be well structured, using a range of devices and a wide vocabulary.

Grade A skills descriptors

- The form, content and style of your writing will be consistently matched to purpose and audience.
- Your writing will have a wide range of interesting description.
- Your writing will be coherently structured and fluent, using an extensive vocabulary.

Grade A* skills descriptors

- The form, content and style of your writing will be assuredly matched to purpose and audience.
- Your writing will be distinctive and consistently effective, with a strong personal style.
- Your writing will be controlled, well crafted, with highly effective vocabulary choices.

AL
fL

Activity 1 B→A→A* grade boost

Both candidates on Worksheets 6b and 6c are answering the same question:

Think about your favourite place. Describe it so that someone who has never seen it can understand why it is important to you.

- 1 a** Where is Samantha giving us a 'wide angle' view of the scene? Where is she going in to 'close up'? What other techniques does she use?

b From what 'angles' does Amraj describe his favourite place?
- 2** In pairs, annotate both essays on Worksheets 6b and 6c showing where you find grade B, A and A* skills descriptor features.
- 3** Redraft Samantha's essay, correcting the errors already identified and looking particularly at improving paragraph four.

Worksheet 6b

Level:
B → A → A*

Descriptive writing using the 'camera' technique

Samantha's response

Plan: Northumberland Street, whole thing, crowds, bustle – > flower stall –> Burger Bar, view through window, close up on mates – > focus on window display in fave clothes shop – > end with us going in!

The hustle, bustle and busyness of Northumberland Street on a Saturday: I feel great! It's 11.30 and the crowds are building up. Gangs of grannies with tartan shopping trolleys parade up and down, complaining loudly about teenagers 'pushing' them. The two tribes, Chavas and Goths, each stay in their own groups. Chavas outside City Sports, Goths outside Dexy's Discs. I walk past them both.

A brilliant sunburst of yellow catches my eye. It's a sunflower. I move closer to Annie's Flower Stall. The bright cerise carnations with their green ferns look artificial, but the sunflowers nodding their huge heads remind me of the school trip to France ... 'Howay, pet! Are ye buyin' them or not?' I shake my head and decide to come back and buy some for mam later. The gorgeous scent of lilies follows me up the street, soon to be replaced by the delicious aroma of frying onions.

I press my nose against the window of the burger bar. It's heaving, as usual. Small children with their boxed meal and free plastic toy at every table. As I go in I am deafened by their shrieks and crying. Then I spot Hayley's bright blonde hair and Balvinder's long black ponytail bent over something at a table. They are fascinated by something – I wonder what?

I creep up behind them. (With all of the racket the children are making, I don't need to be very quiet!) On the table is an envelope. That's what has their attention.

'Boo!' They both jump, and then laugh. Hayley waves the envelope under my nose, 'Look gift vouchers for Quiksilver! My Uncle Dave finally remembered my birthday.' As if we are one person, we move to the door.

Outside, Northumberland Street buzzes. We elbow our way through the crowds. At last we're outside our temple: Quiksilver. Pink trainers, dayglo socks, ripped jeans and retro T-shirts adorn the mannequins. The air swishes and the sound of the crowds recedes as we swing through the cool glass doors.



Boost EXAMINER'S TIP

Samantha and Amraj both write in the present tense which can be very effective in descriptive writing, but does need careful checking – it is hard to maintain it consistently.

Worksheet 6c

Level:
B → A → A*

Descriptive writing using the 'camera' technique

Amraj's response

Plan

Beale Bay from 2 POV: 1. lying on sand with eyes shut, 2. from the waves looking towards beach. Include all five senses, some conversation?

A trickle of sweat is running from my cheek towards my ear, but I'm too stunned by the heat to brush it away. The midday sun is directing all its force on to my face. I keep my eyes shut and watch the spots dancing behind my eyelids. The sand feels soft under my head but I can feel gritty grains under the collar of my wetsuit.

Faint and far away, the buzz of jet skis sounds. No one uses them on Beale Bay; this is a proper surfers' beach! I can hear my little sister and her irritating friends pottering about at the water's edge. Their high pitched voices sound excited about something – probably a bit of seaweed or a dead crab. I try to block out the sound. Sleep.

A freezing cold torrent of water suddenly splashes over my face. It's salty. I look up and see my mate Sean's cheeky grin. He's borrowed my sister's bucket, filled it with sea water and carted it all the way up the beach to throw on me. He must really want me to wake up!

'Come on, loser! We're missing some excellent waves!'

We grab our boards and race each other down towards the surf. The splash through the first breakers is exhilarating. We yell at each other but can't hear what we're saying. It doesn't matter.

From my board I look towards the beach. The sand is white enough to be in the Caribbean. The holiday cottages cluster behind the shingle. I can see the hills behind the village. As usual the green is dotted with white – sheep. The blue sky does not have its usual dots of white today – it's completely clear. On days like today, Beale Bay is my favourite place on earth.

Worksheet 6d

Level:
B → A → A*

Descriptive writing using the 'camera' technique

Samantha's response

Plan: Northumberland Street, whole thing, crowds, bustle
→ flower stall → Burger Bar, view through window, close
up on mates → focus on window display in fave clothes
shop → end with us going in! [1]

The hustle, bustle and busyness of Northumberland Street on a Saturday: I feel great! It's 11.30 and the crowds are building up. Gangs of grannies [2] with tartan shopping trolleys parade up and down, complaining loudly about teenagers 'pushing' them. The two tribes, Chavas and Goths, each stay in their own groups. Chavas outside City Sports, Goths outside Dexy's Discs. I walk past them both.

A brilliant sunburst of yellow catches my eye. [3] It's a sunflower. I move closer to Annie's Flower Stall. The bright cerise [4] carnations with their green ferns look artificial, but the sunflowers nodding their huge heads remind me of the school trip to France... [5] 'Howay, pet! Are ye buyin' them or not?' I shake my head and decide to come back and buy some for mam later. The gorgeous [4] scent of lilies follows me up the street, soon to be replaced by the delicious aroma [6] of frying onions.

I press my nose [6] against the window of the burger bar. It's heaving, [7] as usual. Small children with their boxed meal and free plastic toy [8] at every table. [9]

As I go in I am deafened by their shrieks and crying. Then I spot Hayley's bright blonde hair and Balvinder's long black ponytail bent over something at a table. [10] They are fascinated by something – I wonder what?

[3] Sense of sight

[4] Sam has a wide vocabulary (grade B), but is it extensive (grade A) or highly effective (grade A*)? Suggest some better words

[6] Sense of smell. Sense of touch. Using the senses as well as the camera technique – evidence of conscious crafting is a grade A feature

[7] Colloquial word for 'busy' used here. Does it work? Geordie dialect works better in the flower seller's speech – in narration it's best to stick to Standard English

[10] Using 'table' twice – would another word be better?

[9] Wide angle view

[1] Camera technique of wide angle, close up, point of view, close up is planned for

[2] Oxymoron and alliteration for exaggeration – using humour fittingly and in context – a grade A* feature.

[5] She is varying her sentences – manipulation of sentence structures for effect is a grade A feature

[8] This sentence needs a verb here. Think of a good one

Worksheet 6d (continued)

I creep up behind them. (With all of the racket the children are making, I don't need to be very quiet!) On the table is an envelope. [11] That's what has their attention.

'Boo!' They both jump, and then laugh. Hayley waves the envelope under my nose, 'Look [12] gift vouchers for Quiksilver! My Uncle Dave finally remembered my birthday.' As if we are one person, [13] we move to the door.

Outside, Northumberland Street buzzes. We elbow our way through the crowds. At last we're outside our temple: Quiksilver. [14] Pink trainers, dayglo socks, ripped jeans and retro T shirts adorn the mannequins. The air swishes [15] and the sound of the crowds recedes as we swing through the cool glass doors.

[11] Moving in for a close up now

[12] Punctuation mark needed here. What would you use?

[13] Metaphor – fluent control of a range of devices is a grade A feature

[14] Use of exaggeration for effect, and colon to balance the ideas

[15] Onomatopoeia and alliteration to create a sound effect

Samantha shows a range of grade A and A* skills descriptor features and would gain a good A grade; her writing is not consistently effective enough for a grade A*.

Worksheet 6e

Level:
B → A → A*

Descriptive writing using the 'camera' technique

Amraj's answer

[2] Immediate focus on the senses

[3] What is going on? First sentence makes us wonder!

[4] 'Feel' used twice. An alternative word?

[6] A strong personal style

[7] Variety of sentence structures

[9] Effective vocabulary choice (grade A*)

[10] A different point of view

[12] Would 'beyond' be better? Shingle is flat!

[13] Making an inventive link between two images of 'dots of white' – sheep and clouds. Does it quite work?

[1] Amraj is planning to use a range of methods – camera and senses – to convey atmosphere. Range of techniques is a grade A feature

[5] Alliteration well integrated into the description

[8] Focus on the senses maintained – touch and taste

[11] Metaphor – as if the cottages are alive

[14] A decisive ending!

Plan

Beale Bay from 2 POV: 1. lying on sand with eyes shut
2. from the waves looking towards beach. Include all five senses, some conversation? [1]

A trickle of sweat is running [2] from my cheek towards my ear, but I'm too stunned by the heat[2] to brush it away.[3] The mid day sun is directing all its force on to my face. I keep my eyes shut and watch the spots dancing behind my eyelids. The sand feels soft under my head [3] but I can feel [4] gritty grains [5] under the collar of my wetsuit.

Faint and far [5] away, the buzz of jet skis sounds. No one uses them on Beale Bay; this is a proper surfers' beach! I can hear my little sister and her irritating friends [6] pottering about at the water's edge. Their high pitched voices sound excited about something – probably a bit of seaweed or a dead crab. I try to block out the sound. Sleep.[7]

A freezing cold [8] torrent of water suddenly splashes over my face. It's salty.[8] I look up and see my mate Sean's cheeky grin. He's borrowed my sister's bucket, filled it with sea water and carted it all the way up the beach to throw on me. He must really want me to wake up!

'Come on, loser! We're missing some excellent waves!'

We grab our boards and race each other down towards the surf. The splash through the first breakers is exhilarating.[9] We yell at each other but can't hear what we're saying. It doesn't matter.

From my board I look towards the beach.[10] The sand is white enough to be in the Caribbean. The holiday cottages cluster [11] behind [12] the shingle. I can see the hills behind the village. As usual the green is dotted with white – sheep. The blue sky does not have its usual dots of white [13] today – it's completely clear. On days like today, Beale Bay is my favourite place on earth.[14]

Writing to inform and explain

Activity 1 Analysing an article

1 Read the informative article '13-year-olds win award for "Fabulous Fiction" website'. Highlight or underline:

- a Who the audience is.
- b Who the article is about.
- c What they have done.
- d Where they have done it.
- e When they did it.
- f Why they did it.
- g How they did it.
- h What they are going to do next.

13-year-olds win award for 'Fabulous Fiction' website

Teachers and parents who are struggling to persuade teenage boys to pick up books could do worse than look to the example of two 13-year-old boys who have created an award-winning website aimed at inspiring young people to read.

Bilal Mohammad and Imran Khan are the winners of WEBIT, a national website design competition sponsored by Channel 4. They describe their champion website, Fabulous Fiction, as 'the ideal way to get into reading'.

'My inspiration was my friend, Imran, who was working on the site with me and actually hates reading fiction,' said Bilal. 'After spending two weeks coming up with useless ideas that were either boring or not unique, it suddenly clicked – why not try making a site that would make people like him more interested in actually reading books?'

The result is a lively, user-friendly site imbued with a refreshing tinge of tongue-in-cheek humour. It

divides fiction into genres – action, sport, magic, fantasy – and provides author profiles within each of the sections, from Lemony Snicket to JRR Tolkien, along with suggested reads. There is also a message board and the space for users to post reviews of favourite books.

According to Bilal, the whole site took around two months to build from scratch, from the initial idea to the evaluation stage.

'I wrote the descriptions of the authors and books while Imran worked on the site layout and the design and graphics. I then finalised the layout and design and added finishing touches and he checked the descriptions from the point of view of a website viewer,' said Bilal. He now aims to add more authors to the site's archive, while Imran is tackling the publicity side.

And has the website worked its magic on Imran? 'Yes, definitely,' said Bilal, 'he became very attached to the sports series listed on the site.'

All Levels

Writing to inform and explain

13-year-olds win award for ‘Fabulous Fiction’ website

[h] Audience

Teachers and parents [8] who are struggling to persuade teenage boys to pick up books could do worse than look to the example of two 13-year-old boys [1] who have created an award-winning website [2] aimed at inspiring young people to read.

[a] Who?

two 13-year-old boys [1] who have created an award-winning website [2] aimed at inspiring young people to read.

[b] What?

an award-winning website [2] aimed at inspiring young people to read.

[c] Where? (An occasion rather than a place)

Bilal Mohammad and Imran Khan [1] are the winners of WEBIT, a national website design competition sponsored by Channel 4. [3] They describe their champion website, Fabulous Fiction, as ‘the ideal way to get into reading’.

[d] When?

‘My inspiration was my friend, Imran, who was working on the site with me and actually hates reading fiction,’ said Bilal. ‘After spending two weeks coming up with useless ideas that were either boring or not unique, it suddenly clicked – why not try making a site that would make people like him more interested in actually reading books?’ [5]

[e] Why?

why not try making a site that would make people like him more interested in actually reading books?’ [5]

[f] How?

The result is a lively, user-friendly site imbued with a refreshing tinge of tongue-in-cheek humour. It divides fiction into genres – action, sport, magic, fantasy – and provides

[g] What next?

The result is a lively, user-friendly site imbued with a refreshing tinge of tongue-in-cheek humour. It divides fiction into genres – action, sport, magic, fantasy – and provides

author profiles within each of the sections, from Lemony Snicket to JRR Tolkien, along with suggested reads. There is also a message board and the space for users to post reviews of favourite books.

According to Bilal, the whole site took around two months to build from scratch, from the initial idea to the evaluation stage [4].

‘I wrote the descriptions of the authors and books while Imran worked on the site layout and the design and graphics. I then finalised the layout and design and added finishing touches and he checked the descriptions from the point of view of a website viewer,’ [f] said Bilal. He now aims to add more authors to the site’s archive, while Imran is tackling the publicity side. [7]

And has the website worked its magic on Imran? ‘Yes, definitely,’ said Bilal, ‘he became very attached to the sports series listed on the site.’

Michelle Pauli,
Guardian Unlimited,
10 May 2005

Worksheet 7c

Level:
All

Writing to inform and explain

A03
(i)

Communicate clearly and imaginatively, using and adapting forms for different readers and purposes.

Activity 2

- 1 Who do you think is the intended audience for the article on Worksheet 7a? (Look at the opening line.)
 - 2 Which paragraph gives the most information about the website and its purpose? Highlight it.
- Engaging the audience – notice how teachers and parents who might see themselves as ‘struggling’ to persuade boys to read are invited in to the article on Worksheet 7a immediately.
 - Using adjectives – in the article on Worksheet 7a, the writer comments on the website, calling it ‘lively’, ‘user-friendly’, ‘refreshing’.



Boost EXAMINER'S TIP

Informative writing does not have to be completely objective – you can reveal your attitude to the topic by the adjectives you use. For example, you would probably want to show what you think of your ‘Best Teacher’ if you were writing about him or her.

Activity 3 Beginning an informative essay

With a partner, write the first three sentences of an answer to this question:

Choose a teacher who has taught you during your time at school. Write an informative article about him or her for a section in *The Times Educational Supplement* called ‘My Best Teacher’.

Checklist

- Have you engaged your audience?
- Is your purpose clear?
- What is your attitude to the person you are describing?

Worksheet 7d

All
Levels

Writing to inform and explain



Boost EXAMINER'S TIP

If you are writing an informative article, why not include some direct speech? You do not actually have to interview someone, which would be difficult in an exam! Just make it up!

A_fL

Activity 4 Continuing an informative essay

With your partner, continue to write an answer to the 'My Best Teacher' question from Activity 3 on Worksheet 7c. Use adjectives and direct speech.

A_fL

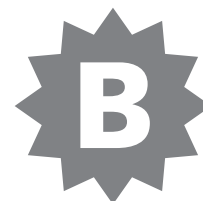
Activity 5 Self-assessment

Look at your finished answer from Activity 4 above. Highlight where you have used the five Ws. If you haven't used them all, then redraft.

- Beginning – the article on Worksheet 7a begins with a headline which stresses the main point: the young age of the boys and their achievement. You can do the same with a title. If you begin your writing well, the reader is more likely to read on.

Activity 6 C→B grade boost peer evaluation

- 1 Swap your 'My Best Teacher' article from Activity 4 above with another pair.
- 2 Try to improve the article you have been given by using some of the following grade B skills descriptor techniques:
 - Use examples to support points.
 - Use a range of devices such as rhetorical questions, bullet points, questions and answers, anecdotes.
 - Link paragraphs logically.
 - Use discourse markers, for example, Firstly, Usually.
 - Begin and end forcefully.
 - Make it absolutely clear that this is an article – not a letter, story or description!



Worksheet 8

All
Levels

Beginnings

When you are writing you need to grab or 'hook' the reader's attention. Which of the following openings is more interesting? Why?

There are many ways to decorate a room.

How many different 'looks' can one room have? Fifty? One hundred? The possibilities are endless: the choice is yours.

In the second example, the opening question is made even more interesting by the subsequent suggestions of answers. The colon (:) in the fourth sentence balances two key ideas and makes clear that the article is going to inform the reader about many ways to decorate so that he or she can then choose what to do.

Activity 1 Opening sentences

1 In pairs, look back at some opening paragraphs you've written. Compare your opening paragraphs. Which was the most likely to make the reader want to read on? Why?

You can also make an impact or grab attention by exaggerating, or trying to shock the reader. Read the following opening sentence written by Nigella Lawson.

Cake baking has to be, however innocently, one of the great culinary scams.

Cake baking has to be, however innocently, one of the great culinary scams: it implies effort, it implies domestic prowess; but believe me, it's easy.

This opening sentence also makes the reader feel that Nigella is addressing them personally – 'believe me' – and informally – 'it's easy'.

- The first sentence also makes clear what the writing is about – cake making – and what the purpose of the writing is – to explain how easy it is to bake a cake.

Activity 2 Be arresting

Look again at the opening paragraphs you looked at in Activity 1. Add some exaggeration or shock tactics. Anticipating or manipulating the response of the audience is a grade B→A feature.

Worksheet 9a

All
Levels

Writing to explain

A five-paragraph plan

A03
(i)

Organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features.

On Worksheet 9b, Nigella Lawson follows quite a simple paragraph plan for 'writing to explain':

- 1 Make the main point.
- 2 Explain more simply.
- 3 Deal with difficulties.
- 4 What the reader needs to do – how.
- 5 Why the reader should do it.

Activity 1 Spot the parts

On Worksheet 9b, label and number the five parts of the plan.

Activity 2 Using the five-paragraph plan

- 1 Look at this question:

Many people have developed skills that others do not have. Write about one of your skills, explaining how other people could develop it and why they should try it.

- 2 Using the five-paragraph plan, write an essay which explains about your particular skill or talent. Try to use some of the techniques Nigella Lawson uses.

Checklist

- Surprising or startling statements. (B/A)
- Involving the reader – we, I, you (C/B/A)
- Strong personal style (A/A*)
- Rhetorical questions (B/A)
- Sophisticated punctuation, especially colons and semicolons to balance ideas (B/A)
- Devices such as alliteration, repetition, exaggeration (C/B/A)
- Extensive and effective vocabulary (B/A)

A
FL

Activity 3 Peer evaluation

Show your partner the essay you have written for Activity 2. Let them try to underline or highlight the features you have used.

Writing to explain

CAKES

Cake baking has to be, however innocently, one of the great culinary scams: it implies effort, it implies domestic prowess; but believe me, it's easy. We've become so convinced that simple food comes out of simple cooking that we're happy to cook elaborate Tuscan suppers – which in reality demand much more than we would ever believe possible – but then baulk at baking a cake, assuming that we don't have the time for all that, that we live a life that doesn't encompass those arcane culinary arts.

If that's how you think, then you're wrong. You know how to make a cake? You mix a few basic ingredients together, stick the mixture in a tin and bake it. And when I say mix, I don't mean mix it yourself, not if you don't want to: I mean process or beat with an electric mixer. How hard can that be?

Too much reassurance can, I know, be troubling in itself. If it's so easy to bake a cake, why is it that you can't? Be honest: I imagine the answer is that you don't often try, or haven't for years. Not all cakes come out perfectly or even the same each time, and not all cakes are equally easy to bake, but if you follow any one of the recipes below, you can be sure it will work. Of course there are always variants in cooking, some more controllable than others, but baking is somewhat different: it's chemistry first, poetry second. That's partly why I came to it late. When you're making a stew, well, you can go your own way, follow instinct, taste, convenience; you couldn't make a cake like this: a cake demands mathematical respect.

Some rules extend beyond the confines of the individual texts. You must remember three basic things: the first is that all the ingredients should be at room temperature when you start; the second is that the oven should be at the required temperature when you put the filled tin in; finally, that tin should be of the dimension specified. (If I'm honest, you can get away with some deviation here, but not too much – and anyway, why make things harder for yourself?)

I've said it's easy to make a cake, but this doesn't convey the depth of achievement you feel on making one. There's something about seeing such elemental change, that flour, butter, eggs, sugar could become this – and more, that you've brought it about – that's so satisfying. Such simple pleasures are not to be underestimated.

How to be a Domestic Goddess, Nigella Lawson, 2000, pp.2–3

All Levels

Writing to explain

CAKES

[1] Shock opening

[3] Involving the reader by using first person plural – ‘we’

[5] Extensive vocabulary range and effective vocabulary choices are grade A/A* features

[7] Talks directly to the reader ‘you’ – matching style assuredly to purpose and audience is a grade A* feature

[9] Explaining how to bake

[10] Anticipating (grade B) and manipulating (grade A) readers’ responses

[2] Using colons, semicolons to balance ideas. Sophisticated punctuation is a grade A feature

[6] Alliteration of b – ‘crafting’ of writing is a grade A/A* feature.

[4] Involves the reader by using ‘I’ and being honest – strong personal style is a grade A* feature

[8] Rhetorical questions – used for irony/ humour – a grade A* feature

[1] Cake baking has to be, however innocently, one of the great culinary scams: [2] it implies effort, it implies domestic prowess; but believe me, [4] it’s easy. We’ve[3] become so convinced that simple food comes out of simple cooking that we’re[3] happy to cook elaborate Tuscan suppers [5] – which in reality demand much more than we[3] would ever believe possible – but then baulk at baking[6] a cake, assuming that we[3] don’t have the time for all that, that we[3] live a life that doesn’t encompass those arcane culinary arts[5].

If that’s how you[7] think, then you’re[7] wrong. You[7] know how to make a cake? You[7] mix a few basic ingredients together, stick the mixture in a tin and bake it. [9] And when I[4] say mix, I don’t mean mix it yourself, not if you don’t want to: I mean process or beat with an electric mixer. How hard can that be?[8]

Too much reassurance can, I know, be troubling in itself. If it’s so easy to bake a cake, why is it that you can’t?[10] Be honest: I[4] imagine the answer is that you don’t often try, or haven’t for years. Not all cakes come out perfectly or even the same each time, and not all cakes are equally easy to bake,[10] but if you follow any one of the recipes below, you can be sure it will work. Of course there are always variants in cooking[10], some more controllable than others, but baking is somewhat different: it’s chemistry first, poetry second.[2] That’s partly why I[4] came to it late. When you’re making a stew, well, you can go your own way, follow instinct, taste, convenience; you couldn’t make a cake like this: a cake demands mathematical respect.[2]

Some rules extend beyond the confines of the individual texts. You must remember three basic things: the first is that all the ingredients should be at room temperature when you start; the second is

Worksheet 9c (continued)

that the oven should be at the required temperature when you put the filled tin in; finally, that tin should be of the dimension specified.[9] (If I'm honest, [4]you can get away with some deviation here, but not too much – and anyway, why make things harder for yourself?[8])

[11]
Explaining
why you
should bake

→ I've said it's easy to make a cake, but this doesn't convey the depth of achievement you feel on making one.[11] There's something about seeing such elemental change, that flour, butter, eggs, sugar could become this – and more, that you've brought it about – that's so satisfying. Such simple pleasures are not to be underestimated.

How to be a Domestic Goddess, Nigella Lawson,
2000, pp.2–3

Worksheet 10a

All
Levels

Planning within paragraphs

A03
(ii)

Organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features.

On Worksheet 10c, Nick Hornby describes the sorts of football he has played and now plays, explaining why it has been so important to him. He organises his ideas within quite long paragraphs.



Boost EXAMINER'S TIP

Organising your ideas within, as well as between, paragraphs can boost your grade.

Nick Hornby's first paragraph

- First sentence: **topic sentence** stating the purpose of the writing (his football playing) with a **personal aside** separated by dashes in the middle.
- Second sentence: **long sentence** outlining the types of playing when young, **three different elements separated by semicolons**: school and street; sister in back garden; Sundays in the playing field.
- Third sentence: **shorter sentence** mentioning two more types of playing as a teenager and at college, **two elements linked by 'and'**.
- Fourth sentence: **longer sentence** mentioning three more types of playing as an adult, **three elements linked by 'and'**.
- Fifth sentence: **summarising sentence** about how long he has been playing and how long he would like to continue playing, **two elements linked by 'and'**.

Activity 1 Writing a paragraph

1 Follow the bullets above to write a long paragraph on this question:

Describe your first impressions of a person or place.

A03
(ii)

2 Make sure you use some of Nick Hornby's techniques too. He uses a variety of linguistic and structural features.

- Repetition of words or phrases for effect.
- Personal comments or asides using dashes.
- Adjectives and adverbs for effect.
- Humour?
- Piling up of descriptions balanced by semicolons.
- Introducing main ideas with a colon.

Planning within paragraphs

Nick Hornby's second paragraph

- First sentence: **links back to end of first paragraph** from playing to the position he plays in, **short opening statement** followed by **semicolon** then **longer statement** qualifying and undermining it 'or rather', 'and not only', 'I still, privately', showing doubt about his ability.
- Second sentence: **basic statement** followed by **asides, separated by commas**.
- Third sentence: **short basic statement** introducing the **main idea** followed by a **colon** which introduces a range of things the football team manages to do.
- Fourth sentence: **long sentence** outlining the physical state of some of the team, **three different elements** introduced by **comparatives** and linked by **semicolons**.
- Fifth sentence: **long sentence** again with a pattern of **three elements separated by semicolons** – all about injuries he has suffered and how he has physically declined – again using **asides**, the first separated by **commas**, the second by **brackets**.
- Sixth sentence: **shorter sentence** describing his physical state at **the end** of a game – which ends the passage nicely.

Activity 2 Writing a paragraph

- 1 Follow the sentence by sentence guide above to write a long paragraph on the second half of the question:

Describe your first impressions of a person or place and then go on to explain how they have changed.

- 2 Use some of Nick Hornby's techniques too.



Boost EXAMINER'S TIP

Longer paragraphs, which are coherently organised within themselves, can get you good marks in the exam. But do not simply lump lots of different material together!

Planning within paragraphs

Playing friends v other friends

I started playing football seriously – that is to say, I started to care about what I was doing, rather than simply going through the motions to appease a schoolteacher – at the same time as I started watching. There were the games at school with the tennis ball, and the games in the street with a punctured plastic ball, two- or three-a-side; there were the games with my sister in the back garden, games up to ten in which she received a nine-goal start and threatened to go indoors if I scored; there were games with the local aspirant goalkeeper in the nearby playing fields after The Big Match on a Sunday afternoon, where we would re-enact high-scoring League games and I would provide live commentary at the same time. I played five-a-side in the local sports centre before I went to university, and second- or third-team football at college. I played for the staff team when I was teaching in Cambridge, and a mixed game twice a week with friends during the summer, and for the last six or seven years, all the football enthusiasts I know have been gathering on a five-a-side court in West London once a week. So I have been playing for two-thirds of my life, and I would like to play throughout as many of the three or four decades remaining to me as possible.

I'm a striker; or rather, I am not a goalkeeper, defender or midfield player, and not only can I remember without difficulty some of the goals I scored five or ten or fifteen years ago, I still, privately, take great pleasure in doing so... I'm no good at football, needless to say, although happily that is also true of the friends I play with. We are just good enough to make it worthwhile: every week one of us scores a blinding goal, a scorching right-foot volley or a side-foot into a corner that caps a mazy run through a bewildered opposition defence, and we think about it secretly and guiltily (this is not what grown men should dream about) until the next time. Some of us have no hair on the tops of our heads, although this, we remind each other, has never been a handicap to Ray Wilkins, or that brilliant Sampdoria winger whose name escapes me; many of us are a few pounds overweight; most of us are in our mid-thirties. And even though there is an unspoken agreement that we don't tackle very hard, a relief for those of us who never could, I have noticed in the last couple of years that I wake up on Thursday mornings almost paralysed by stiffening joints, pulled hamstrings and sore Achilles tendons; my knee is swollen and puffy for the next two days, a legacy of the medial ligament torn in a game ten years ago (the subsequent exploratory operation was the closest I ever got to being a real footballer); whatever pace I had has been eroded by my advancing years and my self-abusive lifestyle. By the end of our sixty minutes I am bright red with exertion, and my Arsenal replica away shirt (old model) and shorts are sopping wet.

Fever Pitch Nick Hornby

All Levels

Planning within paragraphs

[1] Links playing and watching – the purpose of this piece is given immediately. The rest of the book is about watching football; this section has a different focus

[4] Use of semicolon to separate linked ideas – the variety of football games he played – in a long sentence. Verbal patterning to control sentence variety within paragraphs is a grade A/A* feature

[8] Humour – confident statement undermined by what comes next

Playing friends v other friends

I started playing[1] football seriously – that is to say, I started to care about what I was doing, rather than simply going through the motions to appease a schoolteacher[2] – at the same time as I started watching[1]. There were the games at school with the tennis ball, and the games in the street with a punctured plastic ball, two- or three-a-side; there were the games[3] with my sister in the back garden, games up to ten in which she received a nine-goal start and threatened to go indoors if I scored; [4] there were games with the local aspirant goalkeeper in the nearby playing fields after *The Big Match* on a Sunday afternoon, where we would re-enact high-scoring League games and I would provide live commentary at the same time. I played five-a-side in the local sports centre before I went to university, and second- or third-team football at college.[5] I played[6] for the staff team when I was teaching in Cambridge, and a mixed game twice a week with friends during the summer, and for the last six or seven years, all the football enthusiasts I know have been gathering on a five-a-side court in West London once a week. So I have been playing for two-thirds of my life, and I would like to play throughout as many of the three or four decades remaining to me as possible.[7]

I'm a striker; [8] or rather, I am not a goalkeeper, defender or midfielder[8], and not only can I remember without difficulty some of the goals I scored five or ten or fifteen years ago, I still, privately, take great pleasure in doing so... I'm no good at football[9], needless to say, although

[9] Humour – undermines his own ability and also that of his friends. Using satire/irony/humour is a grade A/A* feature

[2] An 'aside' comment makes it more personal

[3] Repetition of the phrase 'There were the games' for effect

[5] Shorter sentence now for variety – using sentence forms for effect is a grade C/B/A feature.

[6] Repetition of 'I played' for effect

[7] This first paragraph is organised chronologically

Worksheet 10d (continued)

[10] Colon introduces main idea, the talent (or lack of it) of the team, which is then developed. A grade A/A* feature is colons and semicolons used correctly when appropriate

[11] Adjectives used for effect (grade C/B feature)

[13] Using comparatives – some/many/most – for effect (grade C/B/A/A*)

[14] A personal 'aside' for humour again

[9] Humour – undermines his own ability and also that of his friends. Using satire/irony/humour is a grade A/A* feature

[12] Adverbs used for effect (grade C/B feature)

[15] Piling up of details of his injuries, linked and separated by semicolons

[16] Ends on an amusing image of himself

happily that is also true of the friends I play with [9]. We are just good enough to make it worthwhile; [10]every week one of us scores a blinding[11]goal, a scorching[11] right-foot volley or a side-foot into a corner that caps a mazy[11] run through a bewildered[11] opposition defence, and we think about it secretly[12] and guiltily[12] (this is not what grown men should dream about) until the next time. Some of us[13] have no hair on the tops of our heads, although this, we remind each other, has never been a handicap to Ray Wilkins, or that brilliant Sampdoria winger whose name escapes me; many of us[13] are a few pounds overweight; most of us[13] are in our mid-thirties. And even though there is an unspoken agreement that we don't tackle very hard, a relief for those of us who never could[14], I have noticed in the last couple of years that I wake up on Thursday mornings almost paralysed by stiffening joints, pulled hamstrings and sore Achilles tendons; [15] my knee is swollen and puffy for the next two days, a legacy of the medial ligament torn in a game ten years ago (the subsequent exploratory operation was the closest I ever got to being a real footballer); [15] whatever pace I had has been eroded by my advancing years and my self-abusive lifestyle. By the end of our sixty minutes I am bright red with exertion, and my Arsenal replica away shirt (old model) and shorts are sopping wet. [16]

Fever Pitch, Nick Hornby, 1992, pp.242–4

Worksheet 11a

All
Levels

Checking and proofreading work

- Remember: OCC – Organise, Communicate and Check!

Activity 1 Proofreading

- 1 Look at the unchecked first versions of candidates' work below and on Worksheets 11b and 11c.
- 2 Proofread the work carefully and add corrections where needed.



BOOST EXAMINER'S TIP

There's no need to check and correct your plan – it's just a guide to help YOU!

Alice's response

My name is Alice Smith and I am on the Year 11 Prom Committee for Langley Mill school, The prom is going to be held on 11 May and we would like U to be there! The Prom is being held at the very luxurious and posh hotel, Clyde Hall. It starts at 7 p.m. A buffez meal is served at 8.30 p.m. and dancing then continues until midnight. This will be the last chance for all of Year 11 to see each other before exams start, so you really should try to come. Lots of us are hiring amazing ball gowns and stylish streetch limos, it is a uneeq oppotunity to dress up like a film star and have your photo taken. If you want to go to the Prom, you should bring the money to the Prom Committee office during morning break.

Worksheet 11a (continued)

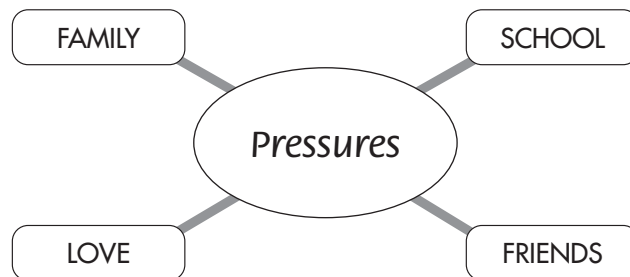
Darren's response

Year 11 are holding their leavers Prom at the historique and beautiful Holby Castle on 15 May at 7 p.m. Are you going to be there... or are you going to be square? Boys: you need to be dressed smartly - no trainers or hoodies - get your parents to hire a suit for you if you dont have one. Some James Bond wannabes are hiring Tuxedos. Girls: you probably dont need an excuse to dress up, but you can hire a ball gown if you don't have one. All of you can forfil your Barbie Princess fantasies for one night only. Details of formal dress hire companies are at the end of the page.

Checking and proofreading work

Jamie's response

Plan



There are many pressures on teenagers today and I am going to talk about a few of them.

All of us are working incredibly hard with our GcSEs at the moment, which puts us under tremendous presure. Teachers should talk to each other before setting us coursework. Some nights I have 5 subjects to do and other nights I dont have any, which is a pressure.

Another pressure some teenagers might feel is the family. Some parents don't understand that we need to have some freedom and try to control their lives. My mam and dad are cool, though.

Worksheet 11b

Level:
All

Helen's response

Plan

Pressures: work/school/home/family

My friends

Me

Support: friends/love/fun/fashion/family

Other teenagers.

Like most teenagers I suffer from a lot of pressure at times. The pressure to do well at school. The pressure to earn money. The pressure to be accepted and to fit in. However, I also have a lot of support to help me deal with those pressures.

Firstly and most importantly for me, and most 15 or sixteen year olds, is the pressure to succeed at GCSE. If we don't get good grades, we are told, we won't get on to the course or career route that we'd like. So the rest of our lives could be ruined. Fortunately, there is a lot of support available to us, I have used learning mentors and study support time at school when I have been stuck, My form teacher has also been very supportive and understanding. For those teenagers who don't have such good support at school, there are plenty of web sites and advice pages to use.

Secondly, there is the pressure to succeed in our social life. Being popular and having lots of friends and a boy/girl friend is most teenagers' dream.

Unfortunately, that is not always the reality.

Worksheet 11c

Level:
All

Checking and proofreading work

Jasminder's response

Plan:

i) e.g. of stereotypical stressed teenager ii) the reality iii) my friends iv) myself v) what teenagers need to help them – from teachers, parents, government

Josie walked into the classroom and groaned. Her coursework for Mrs Brown was still on her desk at home, she might have remembered it if only she hadn't spent breakfast time arguing with her mother over her 10 p.m. 'curfew'. As she slipped into her seat, Tiffany Cameron muttered, 'Where'd ya get ya shoes, Josephine, Poundland?' Josie looked away and caught Jamie Smith looking at her. Was he laughing at her, or smiling. Face burning with embarrassment she put her head on the desk.

Josie is a stereotypical stressed teenager, She is under pressure from school, her parents, her classmates and her own feelings. But are all teenagers like that?

The teenage years run from 13 to 19 and the average gameboy playing thirteen year old has little in common with a lager drinking nineteen year old. I am going to focus on explaining the pressures faced by fifteen and sixteen year olds, since that is what I know most about.

Yes, I do feel under pressure sometimes with coursework. You'd think teachers would talk to each other in the staff room wouldn't you? Well, if they do, it's not about how much coursework their setting 10W. The number of times I've had 6 pieces of coursework to finish for the same deadline is amazing. Then there will be weekends when I don't have anything urgent to do. It makes it hard to plan for a social life.

The typical teenager, the newspapers tell us, hangs around shopping centres at night, wearing a hoodie and drinking cans of alcohol. Yes, some of my year group do that, I think. Though it's probably because they have nowhere else to go. My friends and I visit each others homes and listen to music and talk. Sometimes we go and see a film, or go shopping, or out for a meal.

Going out is expensive, though, so we all have some sort of part time job. I babysit for my neighbour at teatime, before she gets back from work. My friends also do babysitting or have paper rounds or Saturday jobs in shops. Managing the time needed for our jobs, our school work and our social life is hard, but I suppose it's good preparation for adult life.

Practice papers

Paper 2

PAPER 2
SECTION A POEMS FROM DIFFERENT CULTURES

FOUNDATION TIER
CHOOSE ONE QUESTION ONLY.

YOU ARE ADVISED TO SPEND ABOUT 45 MINUTES ON THIS SECTION.

EITHER

- 1** Compare the ways that poets deal with the idea of change in ‘*What Were They Like?*’ and **one** other poem of your choice from the *Poems from Different Cultures*.

Write about:

- what the changes are
- the poets’ feelings about change
- how the poets use language to show their feelings
- how the poets use layout to show their ideas and feelings.

OR

- 2** Compare the ways poets use the first person to get their ideas and feelings across by comparing ‘*Not My Business*’ and **one** other poem written in the first person from *Poems from Different Cultures*.

Compare:

- the effects achieved by writing in the first person
- how the poets express their feelings in the language and layout of the poems
- your own response to the poems.

PAPER 2
SECTION A POEMS FROM DIFFERENT CULTURES

HIGHER TIER

CHOOSE **ONE** QUESTION ONLY.

YOU ARE ADVISED TO SPEND ABOUT 45 MINUTES ON THIS SECTION.

- 1 Compare the ways that poets deal with the idea of change in *What Were They Like?* and **one** other poem from *Poems from Different Cultures*.
- 2 Compare how poets use the first person to express their ideas, attitudes and feelings in '*Not My Business*' and **one** other poem from *Poems from Different Cultures*?

PAPER 2
SECTION B WRITING TO INFORM, EXPLAIN OR DESCRIBE

FOUNDATION TIER

ANSWER **ONE** QUESTION FROM THIS SECTION.
YOU ARE ADVISED TO SPEND ABOUT 45 MINUTES ON THIS SECTION.

EITHER

- 3** Choose a teacher who has taught you during your time at school. Write an **informative** article about him or her for a section in *The Times Educational Supplement* called 'My Best Teacher'.

Remember to:

- choose a teacher you remember a lot about
- write an article for a paper which focuses on teachers, pupils and teaching and learning
- use language suitable for teachers and other people interested in education to read.

(27 marks)

OR

- 4** Write a leaflet to go out to Year 9s with their option choices booklet in which you **explain** how to manage GCSE study successfully.

Remember to:

- choose some suitable examples to support your points
- use language suitable for explaining.

(27 marks)

EITHER

- 5** You are applying to take part in a TV makeover show. **Describe** *either* yourself *or* your bedroom to convince the producers of the show that you *need* a makeover.

Remember to:

- describe the parts of your room or yourself which really need improving
- describe what your room or yourself might be like after the makeover
- use language suitable for describing.

(27 marks)

OR

- 6** First impressions can sometimes be wrong. **Describe** your first impressions of a person or a place and then go on to **explain** why your impressions have changed.

Remember to:

- write about a person or place you know quite well
- describe what you thought at first, using language suitable for describing
- explain how and why your thoughts about the person or place have changed, using language suitable for describing.

(27 marks)

PAPER 2
SECTION B WRITING TO INFORM, EXPLAIN OR DESCRIBE

HIGHER TIER

ANSWER **ONE** QUESTION FROM THIS SECTION.

YOU ARE ADVISED TO SPEND ABOUT 45 MINUTES ON THIS SECTION.

EITHER

- 3** Choose a teacher who has taught you during your time at school. Write an informative article about him or her for a section in *The Times Educational Supplement* called 'My Best Teacher'. (27 marks)

OR

- 4** Write a leaflet to go out to Year 9s with their option choices booklet in which you **explain** how to manage GCSE study successfully. (27 marks)

EITHER

- 5** You are applying to take part in a TV makeover show. Describe *either* yourself or your bedroom to convince the producers of the show that you need a makeover. (27 marks)

OR

- 6** First impressions can sometimes be wrong. **Describe** your first impressions of a person or place and then go on to **explain** how your thoughts have changed. (27 marks)

Post-mock exam checklists and target setting

Checklists for boosting your grade

Post-mock exam checklists



Checklist for Paper 1 Section A

Tick the appropriate box for each statement. Be honest with yourself.

	Yes	No	Not sure
I highlighted/underlined the keywords like 'content', 'structure', 'presentation', or 'language' in each question.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I read both/all the items at least twice before I started writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I identified purpose and audience in each item.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I tailored my answers to the number of marks allocated to each question.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I numbered my answers clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I linked my paragraphs and used discourse markers in the longer answers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I identified language and presentational features and explained their effect by referring to audience and purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I showed a good range of vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I used the right techniques for the task e.g. Question 1a(i)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I listed my points and didn't write long paragraphs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I planned my time so that I took no more than an hour on Section A of this paper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I spent five minutes at the end checking through my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How did you do? Look down the No boxes. To **boost** your grade the next time you need to try to change each No into a Yes.

Tick the box below which best reflects your feelings about your mark for this part of the examination (Paper 1 Section A). Write down three targets that you need to work on to improve your grade.

Target setting	<input checked="" type="checkbox"/>
I am disappointed but I know how to boost my grade next time.	<input type="checkbox"/>
I am pleased and know how to boost my grade next time.	<input type="checkbox"/>
I am very pleased and will continue to practise all the above skills.	<input type="checkbox"/>

My targets for the exam are:

Post-mock exam checklists



Checklist for Paper 1 Section B

Tick the appropriate box for each statement. Be honest with yourself.

	Yes	No	Not sure
I highlighted/underlined the keywords in the question.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I planned my answer before I started to write.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wrote my answer in the right style for the purpose and audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I structured my writing into paragraphs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I linked my paragraphs and used discourse markers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I used sentence structures for effect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I showed a good range of vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I used the right techniques for the task, e.g. rhetorical questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My spelling was accurate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I used a range of punctuation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I spent five minutes at the end checking through my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How did you do? Look down the No boxes. To **boost** your grade the next time you do a 'Writing to **argue**, **persuade** and **advise**' question, you need to try to change each No into a Yes.

Tick the box below which best reflects your feelings about your mark for this part of the examination (Paper 1 Section B). Write down the targets (up to three) that you need to work on to improve your grade.

Target setting



I am disappointed but I know how to boost my grade next time.

I am pleased and know how to boost my grade next time.

I am very pleased and will continue to practise all the above skills.

My targets for the exam are:

Post-mock exam checklists



Checklist for Paper 2 Section A

Tick the appropriate box for each statement. Be honest with yourself.

	Yes	No	Not sure
I highlighted/underlined the key words in the question.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I planned my answer carefully before starting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I made sure I compared/contrasted both poems in my plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I started a new paragraph for each new idea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I cross-referenced the two poems in each paragraph.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I used PEE to support what I said.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I compared the content of the two poems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I compared the poets' feelings/ideas in both poems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I compared the structure of both poems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I compared the layout/presentation of both poems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I compared the language of both poems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I remembered to say which poem I preferred and why.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I integrated my quotation into my comments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I showed empathy with the poets' feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I suggested alternative interpretations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I allowed five minutes at the end to check through my answer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How did you do? Look down the No boxes. To **boost** your grade the next time you do a 'Poetry from different cultures' question, you need to try to change each No into Yes. To gain a grade A, you need to be able to tick all the Yes boxes.

Tick the box below which best reflects your feelings about your mark for this part of the examination (Paper 2 Section A). Write down the targets (up to three) that you need to work on to improve your grade.

Target setting



I am disappointed but I know how to boost my grade next time.

I am pleased and know how to boost my grade next time.

I am very pleased and will continue to practise all the above skills.

My targets for the exam are:

Post-mock exam checklists



Checklist for Paper 2 Section B

Tick the appropriate box for each statement. Be honest with yourself.

	Yes	No	Not sure
I highlighted/underlined the words in the question that told me the purpose of the writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I highlighted/underlined the words in the question which told me the audience for the writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I organised my ideas into a plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I used the right style for the purpose and audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I structured my answer into paragraphs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I linked my paragraphs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I used discourse markers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I used sentence structures for effect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I used a good range of vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My spelling was accurate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I used a range of punctuation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I spent 5 minutes at the end checking through my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How did you do? Look down the No boxes. To **boost** your grade the next time you do a 'Writing to **inform, explain, describe**' question, you need to try to change each No into a Yes.

Tick the box which best reflects your feelings about your mark for this part of the exam (Paper 2 Section B). Write down the targets (up to three) that you need to work on to improve your grade.

Target setting



I am disappointed but I know how to boost my grade next time.

I am pleased and know how to boost my grade next time.

I am very pleased and will continue to practise all the above skills

My targets for the exam are:

Answers

Paper 1 Section A Page 3

- Worksheet 1b** Activity 2: Box 1 C/B; Box 2 E/D; Box 3 A*/A; Box 4 G/F.
- Worksheet 2c** Activity 3: Answer A was awarded a D grade and answer B was awarded a C grade.
- Worksheet 3a** Activity 1: E/D: a3; b7; c4; d1. C/B: e5; f2; g6.
- Worksheet 3b** Activity 2: The following answers can go in any of the boxes: Information in order of importance, not in order of presentation; Complete understanding of writer's argument; Clear and detailed understanding of what is being asked; Has absorbed the meaning completely; An overall shaped answer, which explains clearly in detail. The answer was awarded an A*. The examiner considered the candidate to have absorbed the information and shaped it to answer the question in sufficient detail.
- Worksheet 6a** Activity 1 question 2: The London to Brighton Bike Ride began in 1980; It has attracted more than 550,000 cyclists of all ages; It is now the biggest bike ride in Europe; It is the British Heart Foundation's biggest fundraiser; It has raised more than £26 million for the charity; Entry forms for this year's event are on the website; It is taking place on Sunday 19 June; The deadline for applications is 1 March.
Activity 2 question 3: Answers to questions identifying an opinion are many and varied. So long as a statement cannot be proven it is an opinion. Some statements can be part fact and part opinion. Opinions contain the types of words and phrases that are seen as value judgements. Modal verbs, adjectives and their comparative and superlative forms.
- Worksheet 6b** Activity 5 question 2: Answer 1 – B grade; Answer 2 – A grade; Answer 3 – C grade.
- Worksheet 8b** Activity 2 question 1: Headlines, sub-headings/Banners – To attract a potential reader into the text; Bold print, italics and underlining – To emphasise an important point; Logos and slogans – To identify a famous organisation; Illustrations – To show you exactly what it is; Charts, diagrams and graphs/Use of colour – To give information in a more visual way; Different fonts/Size of fonts – To stand out more clearly; Composition of picture/Groupings/Camera angle – To complement the text; Graphics – pictures, drawings, cartoons, photos, bubbles, cameos, – To make it more attractive; Maps – To show you how to get there; Statistics – To provide information in the clearest way.
- Worksheet 9a** Activity 1

First person	'I' Used in personal writing, editorial and autobiography to argue, explain and entertain.
Second person	'You' Addresses an audience directly: used in writing to advise; to argue; to instruct; to advertise to a specific audience.
Third person	Using the noun or pronouns he/she/it or they . Used in writing to inform or explain to a general audience.
Alliteration	Repeating a consonant sound at the start of words for effect. Common in headlines, e.g. <i>Wayne's Winter Wonderland</i> .
Assonance	Repeating a vowel sound mid-word to achieve effect. Common in headlines, e.g. <i>Blonde bombshell</i> .

Rhyme	Using words with similar sounds. Mostly used in poetry and descriptive writing for effect, e.g. <i>The moon swam in a dark lagoon.</i>
Personification	Giving human characteristics to things to create effect, e.g. <i>The weather smiled on us.</i>
Emotive writing	Appealing to the emotions of your reader.
Repetition	Making the same point or using the same words or phrases to reinforce your argument or opinion.
Groups of three	Making three closely related points in one sentence to reinforce your argument. Often used in speeches.
Diction	Using words for effect.
Formal register	A polite form of writing for people you do not know well or to people in authority. Used in official letters, broadsheet newspapers.

Worksheet 9b Activity 2

Informal writing	Often uses slang or colloquial terms. A friendly, trendy tone used in letters to friends, articles for young people, teenage magazines, e.g. <i>Watch this space for more hot treats next week.</i>
Technical language	Used in special interest magazines, writing to inform or explain, e.g. <i>This automobile comes with ABS brakes, satellite navigation, and a rear parking sensor.</i>
Scientific language	Used to impress when writing to argue or persuade, especially when referring to research or work by experts to support your points, e.g. <i>Researchers at Cambridge University ...</i>
Anecdotal language	Used to give an example from your own life experience, like a little story to illustrate your point.
Rhetorical question	One that does not require an answer. Used to make your audience consider your views or to draw them into the discussion.
Irony	Gentle humour, saying the opposite of what you really mean, a kind of sarcasm, e.g. <i>He ran at a snail's pace.</i>
Sarcasm	Saying the opposite of what you mean, rather harsh and destructive to a person's self-esteem, e.g. <i>Then the kindly gentleman pierced the child's red football.</i>
Imagery	Painting a picture in your reader's mind by using comparisons to other things, e.g. similes and metaphors – <i>He erupted with anger.</i>
Imperative verbs	Commands such as 'Look', 'Ask yourself'.
Exaggeration	Making something sound greater than it is in reality.
Ambiguity	Where there can be more than one interpretation.
Humour	To make the reader smile or let them share the writer's amusement.
Inference	Where ideas are linked closely to suggest something which is not actually stated.

Paper 1 Section B

Do you ever dream of a garden that is the envy of your neighbours?(3) A garden packed with healthy, vibrant plants and a vegetable patch straining under the weight of a bumper crop?(1) Well,(4) the answer could be closer than you think and available without the need for expensive, chemical fertilisers or hours of back-breaking labour.(2)

Composting is a completely natural process, which has been shown to improve the nutrient levels in the soil, the soil structure and its water capacity.(7) All of these benefits contribute to better root development and a

healthy flourishing garden.(5) The other great benefit is that making your(6) own compost also reduces waste.

But if I'm preaching to the converted, you'll be glad to hear you're part of a growing number of gardeners who have recognised the benefits of home composting. In fact, the number of UK households composting both kitchen and garden waste has increased by 9 per cent, to nearly a quarter (23 per cent) of the population over the past seven years, and this trend looks set to continue.

Paper 2 Section A

Answers

- Worksheet 6** Activity 1: 1a no; b yes; c no; d yes.
- Worksheet 7** Activity 1: 3.
- Worksheet 8a** Activity 1a angry or annoyed or provoked; b fascinated or concerned; c furious or incensed or enraged.
- Worksheet 9a** Activity 1: 1 awareness of feelings; a range of comment supported by textual detail; comment on the effects achieved by the writer; no – cross reference not sufficiently clear – 'also' would have made it 'some cross reference'. 2 grade D. Activity 2: 1 effective use of textual detail; awareness of writer's techniques and purpose; understanding of feelings, attitudes and ideas; some cross reference; Grade C.
- Worksheet 9b** Activity 3: some cross reference; effective use of textual detail; understanding of feelings, attitudes and ideas; awareness of writer's techniques and purpose; grade C. Activity 4: 1 a 'He's very unhappy'; b 'Two Scavengers' is also about a city; c 'It describes ...' 'gargoyle Quasimodo'; d last sentence.
- Worksheet 10a** Activity 1: Jake's response: 1 a range of comment supported by textual detail; comments on the effects achieved by the writer; no cross reference; awareness of feelings. 2 grade D. Sanjay's response: awareness of writer's techniques and purpose; effective use of textual detail; some cross reference; understanding of feelings, attitudes and ideas; grade C.
- Worksheet 10b** Activity 2: an understanding of feelings, attitudes and ideas; b awareness of writer's techniques and purpose; c some cross reference; d effective use of textual detail; grade C. Activity 3: a from beginning to 'English Coast'; b 'At the end of the poem ... England'; c 'At the end of the poem ... like Nichols'; d some cross reference.

- Worksheet 23a** Activity 1: awareness of writers' techniques; understanding of feelings, attitudes and ideas; some cross reference; effective use of textual detail; grade C. Activity 2: understanding of a variety of writers' techniques; effective use of textual detail; appreciation of feelings, attitudes and ideas; integrated cross reference; grade B.
- Worksheet 23b** Activity 3: an understanding of feelings, attitudes and ideas; b awareness of writers' techniques and purpose; c some cross reference; d effective use of textual detail; e grade C.
Activity 4a: first sentence: 'we are shocked that ... all of us.'; b 'Achebe surprises the reader ... warmth'; 'yet the fact ... all of us.'; c throughout the response; d second paragraph.; e grade B.
- Worksheet 27** Activity 1: Simon's response: a 'I get the impression ... democracy.'; b 'Nothing's changed ... point.'; c second paragraph. Ella's response: d 'Ferlinghetti's repetition ... never have'; 'Using the oxymoron ... to cross.'; e throughout the response; f throughout the response.

Paper 2 Section B

- Worksheet 1a** Activity 1: inform; 2 inform; 3 explain; 4 inform; 5 explain; 6 explain; 7 describe; 8 describe, persuade; 9 describe, explain; 10 describe, explaining. Activity 2 1 Year 11; 2 People interested in education; 3 The examiner; 4 Parents of school age children; 5 Year 9; 6 Your parents; 7 The examiner; 8 TV makeover show producers; 9 The examiner; 10 Davina McCall
- Worksheet 3b** Activity 1: Both Alice and Darren show some C grade features. Alice mostly shows D grade features and Darren shows some B grade features. Alice would gain a good D grade and Darren a good C grade.
- Worksheet 4b** Activity 2: Jamie: D with some C, overall a low C; Helen: C with some B, overall a low B; Jasminde: B with some A, overall a low A.
- Worksheet 9a** Activity 1: 1 makes Nigella's main point about cake making 'it's easy' by shocking, surprising and involving the reader in her very personal approach. 2 explains the basics and still involves the reader, telling 'you' what to do. 3 deals with common problems people have with cake making, anticipates objections from readers and deals with them. 4 explains what the reader will need to do to bake a cake. 5 explains why cake baking is such a 'satisfying' thing to do.