

# Unit 2: Description, Narration and Exposition

## Section A: Reading (1 hour/40 marks/20%)



You only have 1 hour for this section – aim to spend roughly the same number of minutes as marks, per question.

In this section, you will be expected to understand at least one description, one narration and one exposition text, including continuous and non-continuous texts. You will be assessed by answering a range of structured questions. This section will also include an editing task focusing on understanding short texts at word, sentence and text level.

This section part of the paper involves answering some **editing** questions worth 5 marks. This will involve **circling** the words or pair of words that best fit the sentences, as well as ordering or **sequencing** some sentences.

Remember to read the sentence, substituting each word at a time to work out which word or pair are the most appropriate!

### Editing (5 marks)

In this part of the paper you will be assessed for the quality of your understanding and editing skills.

A1. What percentage of visitors have been to Australia before? [1]

These are **location/retrieval** questions and require you to locate the correct answer from the text and copy it down. They usually start with words such as, which, what, when, select and identify.

A6. Which two countries have their borders at the top of Mount Everest? [1]

Read each question carefully and consider the question type!

A2. The information refers to "demographic". Select **one** definition from the list below that best defines a 'demographic'? [1]

- a) a graph showing changes
- b) time spent away from home
- c) a way of grouping people
- d) period spent travelling



You will be asked 3 **multiple choice** questions on each paper. Make it clear which answer you are ticking, especially, if you change your mind! Apply the process of elimination to help you reach the correct answer here.

Top Tips!

A3. Explain what is meant by "peak booking period" and "peak travel period"? [2]

These questions test your **verbal reasoning** skills – the ability to locate the phrase in the text and try to **explain** what it means in the context of the text. Be specific when explaining yourself!

A4. What is meant when Bryson writes that the owners "lived on the surface of the moon" since the forest fire? [1]

This question is primarily a **locate** question and involves tracking through the text and finding the evidence. However, it also asks you to refer to language and so some **language analysis** of how attitudes are presented is required.

A5. What does Bill Bryson say about American attitudes to disasters? [5]

Refer to the language he uses in your response.

A7. How did Jon Krakauer feel when he reached the top of Mount Everest? [5]

You must use evidence from the text to support your answer.

This question is an **inference** question and requires you to use **evidence** from the text to support what you say and explain or interpret it. These questions will often include words like think/feel and ask you to infer how we know.

A9. Identify two challenges that teachers may face when organising school trips. What advice does the article give to help teachers overcome each of these challenges? [4]

**TEXT E**

Always remember to refer to the correct text!

A10. Identify **three** ways that different people see Rashid. [3]

1. ....
2. ....
3. ....

These questions are **location/retrieval** questions and require you to locate the correct answer from the text and copy it down. However, one of the questions involves two parts, so make sure you answer both.

Use **subject specific vocabulary** to help you **develop** your responses and **analyse language**. Use **connectives** to build an argument.

Look at the **sentence openers** ..... to search for clues as to the order i.e. **connectives** etc.

This question is a combination of **synthesis** and **language analysis**. Treat each text separately – it is NOT asking you to compare them. You must track through each text, using your **inference and deduction** skills to analyse the language used and its effect.

A12. How do the writers present the places of Toiyabe National Forest in Nevada and the city of Alifbay in Text B and Text E? [10]

You must refer to both texts to support your comments on the language the writers have used.

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

Carrie had a .....(1).... for cleanliness. Everyone expected the house to be spotless but her moods were harder to .....(2).....

(a) Circle the word below that best fits gap (1):  
A) disrespect B) notion C) reputation D) position [1]

(b) Circle the word below that best fits gap (2):  
A) suggest B) predict C) warrant D) explore [1]

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

I was ..... to see the old house again; yet as I stood there a growing sense of ..... crept up on me.

- (A) scared... fear
- (B) overjoyed... anxiety
- (C) pleased... happiness
- (D) horrified... generosity
- (E) embarrassed... shame

Remember to read the instructions carefully! Check that the **word** or **pair of words** fit appropriately within the sentence – they **MUST** make perfect sense!

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

1. But his eyes were failing him in the fading light.
2. Nevertheless, he could still hear like an owl, and the rustling in the hedgerow
3. As he realised the noises of the night were more human than animal, terror
4. The old man hobbled down the deserted lane, rushing as fast as he could to
5. He looked anxiously around trying to make sense of shapes in the growing

(a) Which sentence should come **first** in the text? Write the number of the sentence below. [1]

(b) Which sentence should come **fourth** in the text? Write the number of the sentence below. [1]

This question involves working out the **correct order**, so take your time and try to find clues to help you!

### Vocbox

moreover, furthermore, also, in addition, additionally, firstly, secondly, finally, lastly, suggests, shows, implies, illustrates, demonstrates, creates, represents, adverb, verb, noun, adjective, personification, simile, metaphor, first person, pronoun, third person, narrator, narrative perspective, pathetic fallacy, tone, mood, atmosphere

# Unit 3: Argumentation, Persuasion and Instruction

## Section A: Reading (1 hour/40 marks/20%)



You only have 1 hour for this section – aim to spend roughly the same number of minutes as marks, per question.

In this section, you will be expected to understand at least one argumentation, one persuasion and one instructional text, including continuous and non-continuous texts, assessed through a range of structured questions. The questions will include a range of multiple choice, synthesis, summary, inference, location, sequencing etc.

### Vocbox

moreover, furthermore, also, in addition, additionally, firstly, secondly, finally, lastly, suggests, shows, implies, illustrates, demonstrates, creates, represents, adverb, verb, noun, adjective, simile, metaphor, tripling, superlative, imperative, hyperbole, personal pronouns, anecdote, direct address, emotive language, facts and figures, opinion, title, heading, picture, image, illustration

*Example Response!*

Use **subject specific vocabulary** to help you **develop** your responses and **analyse language**.

- A2. Which weather event poses the most risk to a person's safety? [1]
- A3. Which form of transport poses the least risk to a person's safety? [1]
- A7. Select **two** facts from this text about engine failure. [2]
- .....
  - .....
- A5. Tick the box that best describes the purpose of this text: [1]
- a) Personal use
- b) Public use
- c) Occupational use
- d) Educational use
- A4. Put these instructions in the order that they would best be completed. The first one has been done for you: [3]
- Establish a committee to handle health and safety.
  - .....
  - .....
  - .....
- A6. In your own words, summarise **five** main reasons in this report why pupils are being taken on fewer school trips and activities. [5]
- A8. How does this text try to persuade the reader that flying is safe? [5]
- Refer to the language used by the writer to influence the reader.
- A10. How does Nicola Barry try to convince her readers that health and safety officials are "stupid and petty"? [10]
- Refer to the language and structure used by the writer in your response.
- TEXT F** ← Always remember to refer to the correct text!

These are **location/retrieval** questions and require you to locate the correct answer from the text and copy it down. They usually start with words such as, which, what, when, select and identify.

You will be asked 3 **multiple choice** questions on each paper. Make it clear which answer you are ticking, especially, if you change your mind! Apply the process of elimination to help you reach the correct answer here. At least one of these will involve deciding the purpose of the text:

**Personal** – texts which satisfy personal interests;  
**Public** – texts which relate to society as a whole;  
**Occupational** – texts associated with the workplace;  
**Educational** – texts which are used to instruct or educate.

This question is a **sequencing** question and requires that you read the text and put the instructions in the correct order.

This question is a **summarise** question. The word summarise will always appear in the question. A summary involves **locating** the key/main points and putting them in your own words. Often, you won't need to summarise the whole text but a certain aspect of the text e.g. why pupils are being taken on fewer school trips. **DO NOT** use quotes – **in your own words!**

These questions are **language analysis questions** and require the use of **inference and deduction** skills to analyse the techniques/language used by the writers. Typically, they are worded, how does the writer or how does...etc. Use **the PEE technique** here! Use connectives to develop/build your argument!

This question is a combination of a **comparison** question, which requires that you refer to the **similarities and differences** between the texts, as well as a **language analysis** question, which requires an appreciation of **techniques** used by the writers to convey their arguments/ideas/views. Use **connectives** for comparison.

**Sample Answer: 3**

Nicola Barry quotes Dr Mike Esbester (of Portsmouth University) as describing early health and safety advice as 'unintentionally hysterical'. ✓ This conveys that early Health and Safety regulations were not clear, calm warnings but rather, 'hysterical', without even intending to be. ✓ The use of the word 'unintentionally' conveys that the authorities who put these early regulations in place weren't entirely sure about what they were doing which in turn could convey that they were uninformed or 'stupid'. ✓ Barry herself comments that the 'enthusiasm' of these officials (the use of this word painting them as keen to do something completely unnecessary) renders them as looking 'petty' and 'stupid'. ✓ She further demonstrates the idea that the officials are 'petty' by giving examples of seemingly commonplace and harmless past-times like playing conkers and selling homemade cakes that have been 'outlawed' by Health and Safety officials. ✓ The nature of the activities and the use of the term 'outlawed' (which is rather extreme when discussing baked goods) illustrates and convinces the readers that these authorities are 'petty'. ✓ The fact that Barry focuses on children's activities further illustrates this idea as they seem more innocent to a reader. ✓ The description of jobsworths further illustrates the idea that Barry is trying to convey, overall. She first explains what a jobsworth is. She describes them as usually being a 'council officer' or 'parking attendant'. The use of these commonly unpopular figures as examples allows for a certain amount of contempt ✓ from the reader before Barry even describes the ways in which they are 'petty' or 'stupid'. ✓ She comments that how they earn the title 'jobsworth' is by using the line "It's more than my jobsworth, mate." This 'line' is rather trite and conveys that these officials use it merely to excuse their 'enforcing' of a 'petty' regulation. ✓ Barry cites that they usually have 'very little' authority which conveys that they enjoying using what power they do have rather than working for the safety of others. ✓

**Examiner comment:** A very full and detailed answer in which the candidate makes a wide range of textual references and closely focuses on language. Excellent control and exploration of the text. **Full marks: 10.**

| Compare         | Contrast                          |
|-----------------|-----------------------------------|
| Similarly       | Unlike                            |
| Likewise        | On the one hand/On the other hand |
| Also            | However                           |
| Both            | But                               |
| As with         | Alternatively                     |
| Like            | Although                          |
| In the same way | Whereas                           |
| Equally         | Yet                               |
|                 | In contrast                       |

# Unit 2: Description, Narration and Exposition

## Section B: Writing (1 hour, 40 marks, 20%)



In this section, you will be expected to complete one proof-reading question worth 5 marks and one writing task from a choice of two worth 35 marks. You will have an hour to complete this section, so spend your time wisely! You will either get a narrative, descriptive or expository writing task here. Where appropriate you can draw on the resource material from Section A. Examples of the different types of writing tasks can be seen below.

You only have 1 hour for this section – aim to spend roughly 5 minutes on the proof-reading question and 55 minutes on the writing task.

This section requires you to complete one **writing task** from a choice of two. You either choose a **narrative**, a **descriptive** or an **exposition** style question. The descriptive/narrative style questions **MUST** be approached in a different way to the exposition task. Have a look the sample paper below. However, the mark scheme is the same!

This writing task is a **narrative style question** and requires you to use narrative techniques. They usually ask you to **write an account of.../write about...** You might also be asked to complete a **descriptive style question** and this will include the word **describe...**

**B2.** In this section you will be assessed for the quality of your **writing skills**. 20 marks are awarded for communication and organisation; 15 marks are awarded for writing accurately.

You should aim to write about **350-500 words**. Choose **one** of the following for your writing:

- (a) Write about a memorable journey you have made
- (b) "It is really important that kids spend as much time travelling and learning as possible from a young age." (Sir Richard Branson)

Write an essay to explain the extent to which you agree with this view, giving clear reasons and examples. When using information from the texts, you will need to present it in your own words.

The space below can be used to plan your work before starting your writing on the next page. You may continue on an extra sheet of paper should you need it.

This question encourages you to use the texts in Section A to help you come up with your arguments/ideas. Don't waste an opportunity!

This **proof-reading** is the first question in Section B: Writing and requires you to read a text e.g. the email below and correct the errors in it. There will always be **5 errors** and **1 mark for every error** you spot and correct.

**Top Tips!**

Identify the **five errors** and correct them on the email below.

There will always be **5 errors** in the text! You must try to find them all!

[5] It takes **3 readings** to spot all the errors – your brain will struggle to spot homophone errors unless you read it 3 times!

[SPAM] - Verify your Lloyds Account, - Character set not allowed

Lloyds Bank [security.alert@lloyds.com]

Extra line breaks in this message were removed.

To:

Attachments: Verify.html (22 KB)

Dear Valued Customer,

We detected irregular activity on you're Lloyds Internet banking account on 07/02/2015.

For your protection, you must verify this activity before you can continue to using your account.

We will review the activity on your account with you and on verification we will remove any restriction's placed on your account.

If you choose to ignore our request, you leave us no choice but to temporaly suspend your account.

We ask that you allow at least 72 hours for the case to be investigated and we strongly recommend you verfy your account in that time.

Best regards,

Lloyds Bank - Internet Banking

your ✓

restrictions ✓

temporarily X

verify ✓ 4/5

**Underline** the error once you have located it and then correct it on the text! Make sure you're clear with your corrections!

There will be a range of **spelling, punctuation and grammar** errors in the text!

Get to know the **mark scheme** fully and what you are expected to do to get into **Band 5!**

Use the **quote or statement** to inspire your own views!

This writing task is an **exposition style question** and requires you to **explain and expose** your own views. Usually, it will ask you to write an **essay** but occasionally it might ask you to write an **article** etc, giving your views.

### How to approach each writing task...

| Narrative/Descriptive   | Exposition  |
|---|---|
| <ul style="list-style-type: none"> <li>✓ Write in the first person;</li> <li>✓ Aim to write 5 developed paragraphs;</li> <li>✓ Include a range of techniques e.g. simile, metaphor, alliteration, onomatopoeia, personification, pathetic fallacy etc.;</li> <li>✓ Use ambitious vocabulary, such as verbs, adverbs and adjectives;</li> <li>✓ Use a range of sentence structures i.e. start with a verb or an adverb etc.</li> <li>✓ Try to structure writing with a beginning, middle and end;</li> <li>✓ Make use of effective dialogue;</li> <li>✓ Add detail through description etc.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Write in the first person;</li> <li>✓ Use appropriate tone e.g. formal or informal;</li> <li>✓ Aim to write 4 main paragraphs with a brief introduction and conclusion;</li> <li>✓ Include a range of techniques e.g. tripling, rhetorical questions, superlatives, emotive language, hyperbole, repetition etc.</li> <li>✓ Use the resource material from Section A for examples and ideas;</li> <li>✓ Use topic sentences to introduce new arguments;</li> <li>✓ Use cause/effect/outcome to develop ideas;</li> <li>✓ Use adverbs to emphasise points e.g. surely, obviously, importantly etc.</li> </ul> |

| Band               | Communicating and organising (meaning, purpose, readers and structure)  | Band               | Writing accurately (language, grammar, punctuation and spelling)  |
|--------------------|---|--------------------|---|
| 5<br>(17-20 marks) | <ul style="list-style-type: none"> <li>• Mature and perceptive writing</li> <li>• Sustained and effective writing with techniques that fully engage the reader's interest</li> <li>• Appropriate register is confidently adapted to purpose/audience</li> <li>• Ideas are convincingly developed with detail, originality and creativity</li> <li>• Secure and coherent structure; there is sophistication in the shape and structure of the writing</li> </ul> | 5<br>(13-15 marks) | <ul style="list-style-type: none"> <li>• Use a wide range of ambitious and appropriate vocabulary confidently to create effect or convey precise meaning</li> <li>• Appropriate and effective variation of sentence structures</li> <li>• Virtually all sentence construction is controlled and accurate</li> <li>• A range of punctuation is used confidently and accurately</li> <li>• Virtually all spelling, including that of complex irregular words, is correct</li> <li>• Control of tense and agreement is totally secure</li> <li>• Very secure command of grammar</li> </ul> |

# Unit 3: Argumentation, Persuasion and Instruction

## Section B: Writing (1 hour, 40 marks, 20%)



You only have 1 hour for this section – aim to spend roughly 5 minutes planning each writing task, 20 minutes writing them and 5 minutes proof-reading each!

Think!

**Purpose** – what is the purpose of this writing task? To argue/persuade/inform/ explain/entertain etc.

**Audience** – who is the audience? Teenage, adult, head-teacher, class, friend etc.

**Language** – what language should be used? Informal or formal, lively and entertaining or serious?

**Layout** – what is the correct layout/format for your writing task? speech, informal or formal letter, leaflet, brochure, article, report, review etc.

In this section, you will be expected to complete two writing tasks worth 20 marks each. You will have 1 hour to complete the entire section and are advised to spend 30 minutes on each writing task. The tasks will either be persuasive or argumentative. You will not be asked to write an instructional piece.

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

Answer **both** B1 and B2  
You **MUST** answer both questions!

Top Tips!

Consider the **purpose, audience, language** and **layout** for each task!  
Think PALL!

**B1.** Text E states, “Rugby is too tough for small boys”. Write a speech for your class about sports, which could be considered dangerous, being part of the school curriculum. You could write in favour or against sports, for example, football, netball, rugby, hockey, skiing, athletics.

This is an **argumentative writing task** as it's asking you to **argue** in favour or against something. This can be persuasive but it could also be a balanced argument.

**Write your speech.**

[20]

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

You should aim to write between **200-300 words**.

You are not expected to write so much in these writing tasks!

**B2.** You have a friend who is scared of flying and you would like him/her to travel abroad on holiday with you. Write a letter to your friend trying to persuade them to travel abroad with you by aeroplane.

This is a **persuasive writing task** as it's asking you to **persuade** someone to your **point-of-view!**

**Write your letter.**

[20]

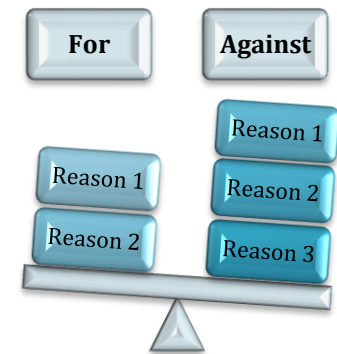
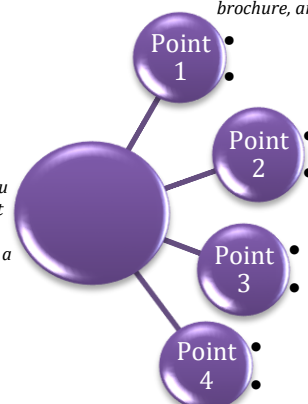
10 marks are awarded for communication and organisation; 10 marks are awarded for writing accurately.

You should aim to write between **200-300 words**.

Aim to write a short intro and conclusion with **3 developed paragraphs** in the middle!

Use a range of techniques in your writing!

Get to know the **mark scheme** fully and what you are expected to do to get into **Band 5!**



### How to approach each writing task...

| Argumentative   | Persuasive   |
|---|--|
| <ul style="list-style-type: none"> <li>✓ Aim to write a short introduction and conclusion with 3 developed paragraphs in the main body;</li> <li>✓ Use a range of techniques to present your argument/s;</li> <li>✓ Use examples and evidence to support what you say;</li> <li>✓ Use topic sentences to introduce what the paragraph is about;</li> <li>✓ Use adverbs to emphasise your points e.g. surely, obviously, importantly;</li> <li>✓ Use connectives to structure your response e.g. firstly, secondly, moreover, also, furthermore etc.</li> <li>✓ Acknowledge the other side of the argument using connectives such as alternatively, on the other hand, some might argue etc.</li> <li>✓ Use a range of ambitious vocabulary;</li> <li>✓ Include a range of punctuation e.g. parenthesis, semi-colons etc.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Aim to write a short introduction and conclusion with 3 developed paragraphs in the main body;</li> <li>✓ Use a range of techniques to persuade the reader to your point-of-view;</li> <li>✓ Use evidence and examples to support what you say;</li> <li>✓ Use topic sentences to introduce what the paragraph is about;</li> <li>✓ Use adverbs to emphasise your points e.g. surely, obviously, importantly;</li> <li>✓ Use a range of ambitious vocabulary;</li> <li>✓ Include a range of punctuation e.g. parenthesis, semi-colons etc.;</li> <li>✓ Include a range of sentence structures.</li> </ul> |

- A**lliteration
- F**acts and figures
- O**pinion
- R**hetorical questions/Repetition
- E**motive language/Exaggeration
- S**uperlatives
- T**ripling

| Band              | Communicating and organising (meaning, purpose, readers and structure)  | Band              | Writing accurately (language, grammar, punctuation and spelling)  |
|-------------------|---|-------------------|---|
| 5<br>(9-10 marks) | <ul style="list-style-type: none"> <li>• Mature and perceptive writing</li> <li>• Sustained and effective writing with techniques that fully engage the reader's interest</li> <li>• Appropriate register is confidently adapted to purpose/audience</li> <li>• Ideas are convincingly developed with detail, originality and creativity</li> <li>• Secure and coherent structure; there is sophistication in the shape and structure of the writing</li> </ul> | 5<br>(9-10 marks) | <ul style="list-style-type: none"> <li>• Use a wide range of ambitious and appropriate vocabulary confidently to create effect or convey precise meaning</li> <li>• Appropriate and effective variation of sentence structures</li> <li>• Virtually all sentence construction is controlled and accurate</li> <li>• A range of punctuation is used confidently and accurately</li> <li>• Virtually all spelling, including that of complex irregular words, is correct</li> <li>• Control of tense and agreement is totally secure</li> <li>• Very secure command of grammar</li> </ul> |