

WHAT'S THE EXAM ALL ABOUT?

UNIT 2 (2 hours) 40%

Section A (20%) - Reading (40 marks)

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

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

Section B (20%) - Writing (40 marks)

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

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

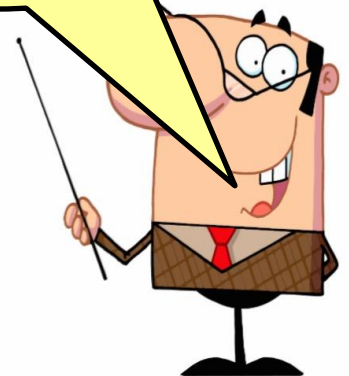
Half of the marks for this section will be awarded for communication and organisation (meaning, purpose, readers and structure) and the other for writing accurately (language, grammar, punctuation and spelling).

What to look out for?

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

What the WJEC say...?

Remember to prioritise high-tariff questions!



EXPLAIN HOW/WHY...

French media blown away by 'magnificent' Wales fans as shocking stadium violence mars Euro 2016
The national French paper L'Equipe has paid tribute to the conduct of the 20,000-plus Welshmen in Bordeaux

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



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

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

Explain why the French newspaper L'Equipe' have paid tribute to the Welsh supporters. (5)

SEQUENCING

thinking of getting a new dog?

Before you do...

1. When you have made the decision to visit a dog breeder, ask to see the puppy interacting with its mother. If you can't, it's wiser to walk away. Ideally, a puppy should not leave its mother before it is eight weeks old.
2. Once you have researched the type of dog you would like, investigate the best place to get your dog. Visit any Dogs Trust rehoming centre or ask local vets or rescue for advice.
3. If you think you can commit to long term dog ownership then research the type of dog you would like. How big will it grow? How much exercise does it need? What are the costs of having this type of dog?
4. Ask yourself can you commit to long term ownership for at least 12 years. If the answer is 'No' then think no further.

Remember, a dog is for life. Find out more at dogstrust.org.uk and don't forget to share this with anyone you know who's thinking about getting a dog!

DogsTrust

Registered Charity Numbers: 227523 & 50037843

The Dogs Trust text gives four suggestions of things people should do before getting a dog. Sequence these suggestions.

The first one has been completed for you:

1. Ask yourself can you commit to dog ownership for at least 12 years.
- 2.
- 3.
- 4.

What the WJEC say?

- One answer will be completed for candidates - make sure they don't repeat it!
 - Sequence is about chronology - not summary

COMPARE AND CONTRAST

What the WJEC say?

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

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

Pat started school.

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

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

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

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

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

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

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

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

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

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

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

He was starting school, and by the time he left school he would be a man and I would be middle-aged. Those long days of watching Star Wars videos at home while life went on somewhere else were over. Those days had seemed empty and frustrating at time, but I missed them already. My baby was joining the world.

TEXT B is an extract from Laurie Lee's autobiography, 'Cider With Rosie', written about his childhood in the 1920s.

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

'What's this?' I said.

'You're starting school today.'

'I ain't. I'm stopping 'ome.'

'Now come on Loll. You're a big boy now.'

'I ain't.'

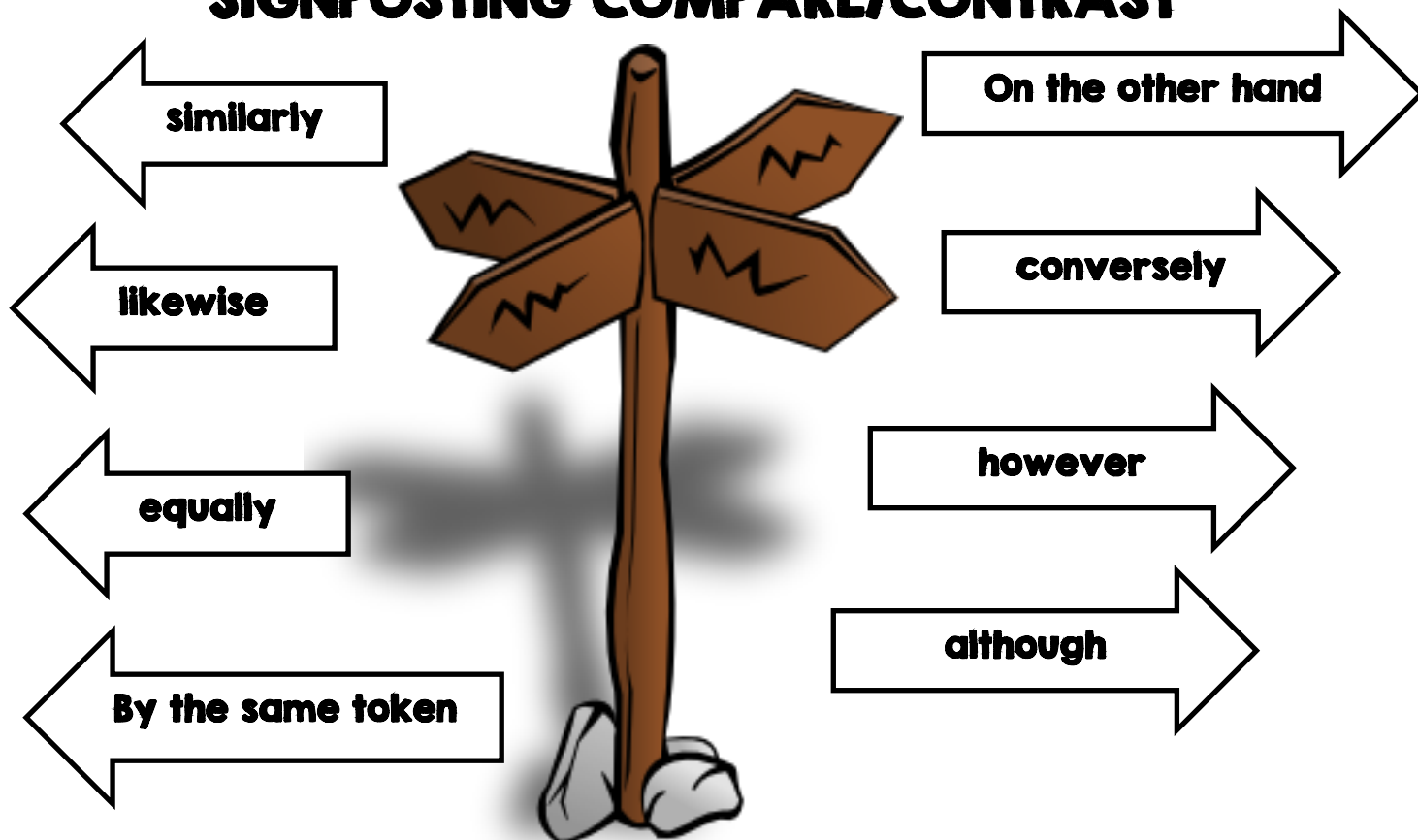
'You are.'

'Boo-hoo.'

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

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

SIGNPOSTING COMPARE/CONTRAST



Getting Started...

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

EXPOSITION

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

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

Write an **essay explaining why** money is **important to teenagers**.

Top Tips...

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

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



What the WJEC say?

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

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

Possible Titles

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

SAMPLE RESPONSE

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

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

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

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

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

To conclude money is extremely important to teenagers because it means independence which is what teenagers crave.

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

Unit 2 Writing Mark Scheme

Communicating and Organising	Mark /20	Writing Accurately	Mark /15
<ul style="list-style-type: none"> • Basic coherence • Some relevant content but uneven • Simple sequencing of ideas 	1-4	<ul style="list-style-type: none"> • Limited vocabulary • Some attempt to use punctuation • Limited command of grammar 	1-3
<ul style="list-style-type: none"> • Some coherent writing • Develops some ideas with interest • Some attempt at organisation 	5-8	<ul style="list-style-type: none"> • Some range of vocabulary • Some control of punctuation • Spelling usually accurate 	4-6
<ul style="list-style-type: none"> • Writing is mostly controlled • Clear awareness of reader • Some development of ideas 	9-12	<ul style="list-style-type: none"> • Good range of vocabulary • Some variety of sentence structure • Most spelling usually accurate 	7-9
<ul style="list-style-type: none"> • Controlled and secure writing • Engages interest with some techniques • Develops ideas with detail • Writing is clearly organised 	13-16	<ul style="list-style-type: none"> • Wide range of vocabulary • Secure command of grammar • Range of punctuation used accurately • Spelling is secure 	10-12
<ul style="list-style-type: none"> • Mature and fluent writing style • Sustains reader's interest • Confident use of techniques • Ideas convincingly developed with detail 	17-20	<ul style="list-style-type: none"> • Wide range of ambitious vocabulary • Effective variation of sentence structure • Virtually all spelling correct 	13-15
How did I do?		How did I do?	
TOTAL /35			
WHAT WENT WELL?			
