

GCSE ENGLISH LANGUAGE



UNIT 2 TOOLKIT

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NAME: _____

MENTOR: _____

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)

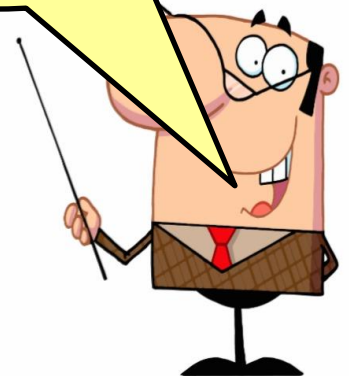
Half of the marks for this section will be awarded for communication and organisation (meaning, purpose, readers and structure) and the other for writing accurately (language, grammar, punctuation and spelling).

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!



MCQ: MULTIPLE-CHOICE QUESTIONS



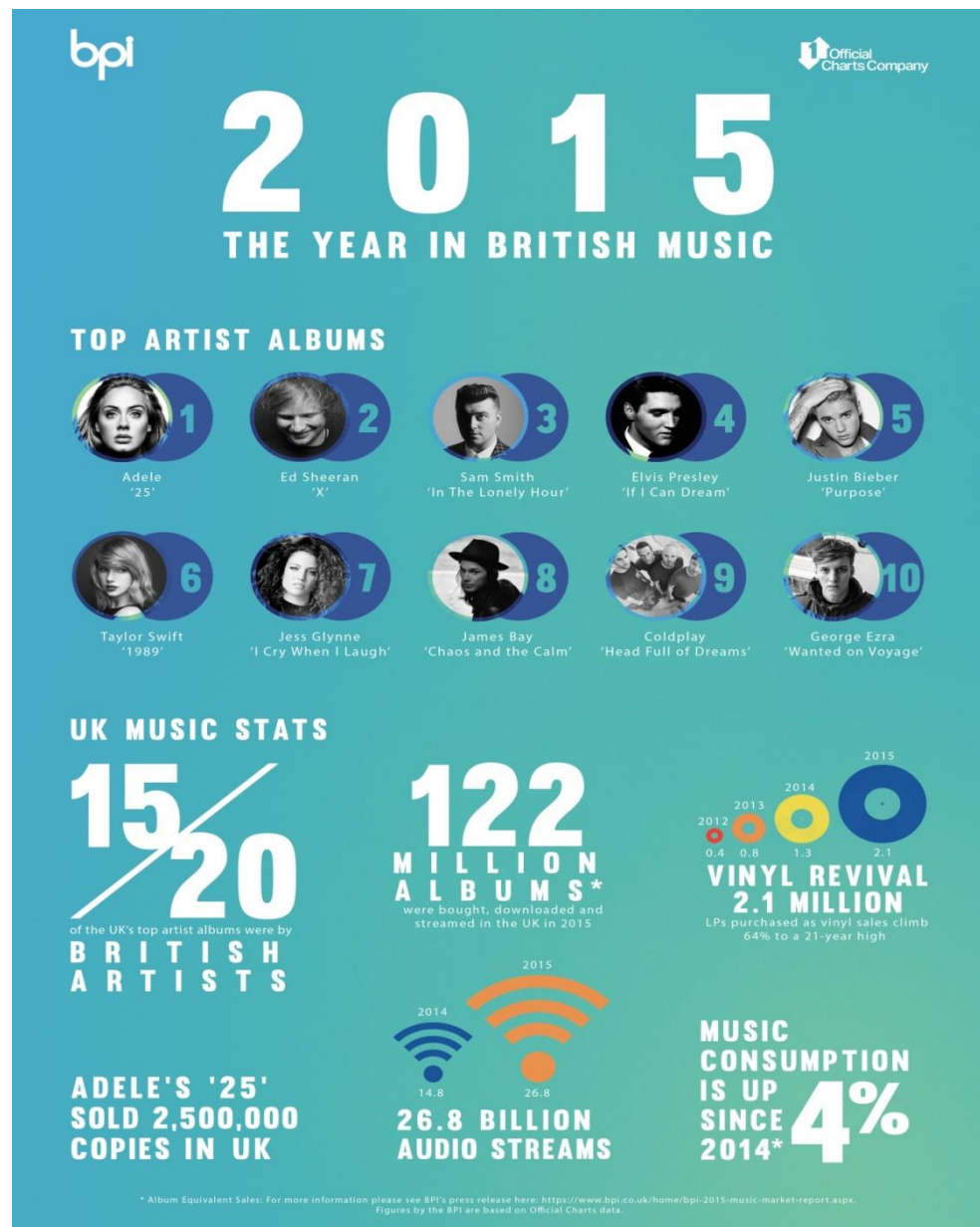
What the WJEC say?

- Take care with corrections
- Use verbal reasoning skills
 - Reading in context
- Eliminate distractors

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

[1]

- a) a decrease in sales of CDs
- b) a small increase in record sales
- c) an increase in sales of all music
- d) a significant increase in record sales



The following text is about the musician Ed Sheeran and is from The Daily Mail.

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



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

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

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

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

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

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

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

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

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

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Which of the following is **not** true of Ed Sheeran?

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

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What to look out for?

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

LOCATION, LOCATION, LOCATION SEARCH AND RETRIEVE



- What the WJEC say?**
- Questions are low-tariff
 - Acceptable to copy information from texts
 - No need for complete sentences



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

Why did the N.Y. Times produce the statistics for this infographic?

TEXT PURPOSES

<p>PERSONAL: texts that are intended to satisfy an individual's personal interests. <i>For example:</i> letters, fiction, diary-style blogs</p>	<p>PUBLIC: texts that relate to activities and concerns of the larger society. <i>For example:</i> public notices, news websites</p>	<p>OCCUPATIONAL: related to work. <i>For example:</i> job advertisement in a newspaper or online</p>	<p>EDUCATIONAL: usually designed specifically for the purpose of instruction. <i>For example:</i> text books, interactive learning software).</p>
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TEXT A is a letter from a Headteacher to parents.

Dear Parent / Carer,

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

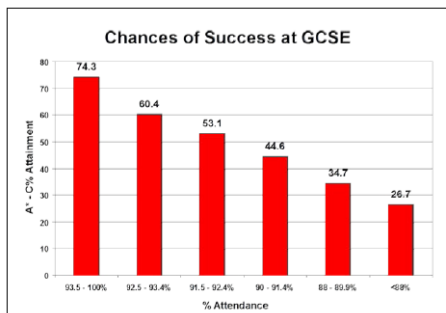
I have attached a table and chart illustrating the relationship between attendance and achievement at school, a copy of which is also on our web site.

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

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

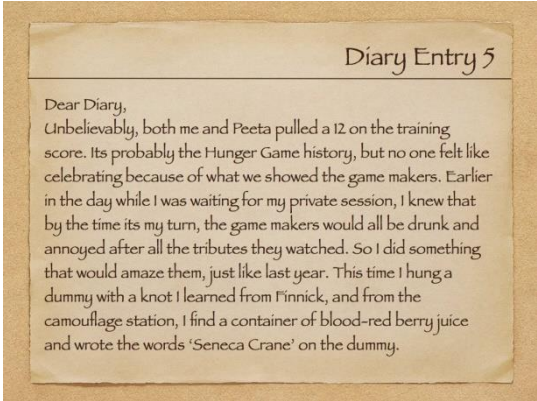
Yours faithfully,

Mrs Elaine Stickler



This text has a PUBLIC purpose as it informs a wider audience of parents at a school.

Identify the purposes of the texts below.

JOB SAFETY & HEALTH PROTECTION

The Occupational Safety and Health Act of 1970 provides job safety and health protection for workers by providing safe and healthful working conditions throughout the Nation. Provisions of the Act include the following:

- Employers:** Employers are responsible for providing a safe and healthful workplace for their employees. They must comply with OSHA standards and regulations.
- Employees:** Employees have the right to a safe and healthful workplace. They should report unsafe conditions to their supervisors or OSHA.
- Suppliers:** Suppliers of equipment and materials must ensure that their products are safe and meet OSHA standards.
- Construction:** OSHA has specific regulations for the construction industry to ensure the safety of workers on job sites.
- Citizens:** Citizens have the right to a safe and healthful environment. They can report environmental violations to OSHA.

Agnes Martin
U.S. Department of Labor

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)

SUMMARISE (IN YOUR OWN WORDS)

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

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



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

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

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

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

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

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

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

SUMMARISE (IN YOUR OWN WORDS)

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

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



In your own words, summarise **five** main reasons that make catching sheep exhausting, according to the writer.

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 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

WHAT IMPRESSIONS?



What the WJEC say?

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

'Peter Pan' JM Barrie

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

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

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

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

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

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

Tink said that the shadow was in the big box. She meant the chest of drawers, and Peter jumped at the drawers, scattering their contents to the floor with both hands, as kings toss halfpence to the crowd. In a moment he had recovered his shadow, and in his delight he forgot that he had shut Tinker Bell up in the drawer. But she didn't seem to mind as she loved the new adventures in the human world.

HOW DOES THE WRITER?

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

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

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

'The Knot' by Mark Watson

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

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

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

"What's up, Dominic? Not enjoying the game?"

I shook my head wretchedly.



SYNTHESISE



What the WJEC say?

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

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

Text A: The Guardian Newspaper [theguardian](https://www.theguardian.com)

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

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

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

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

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

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

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

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

I'm late to work and when I get there Dick is already leaning against the door reading a book. He's thirty-one years old, with long, greasy black hair; he's wearing a Sonic Youth T-shirt, a black leather jacket that is trying manfully to suggest that is has seen better days, even though he only bought it a year ago, and a Walkman with a pair of ludicrously large headphones which obscure not only his ears but half his face.

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.'

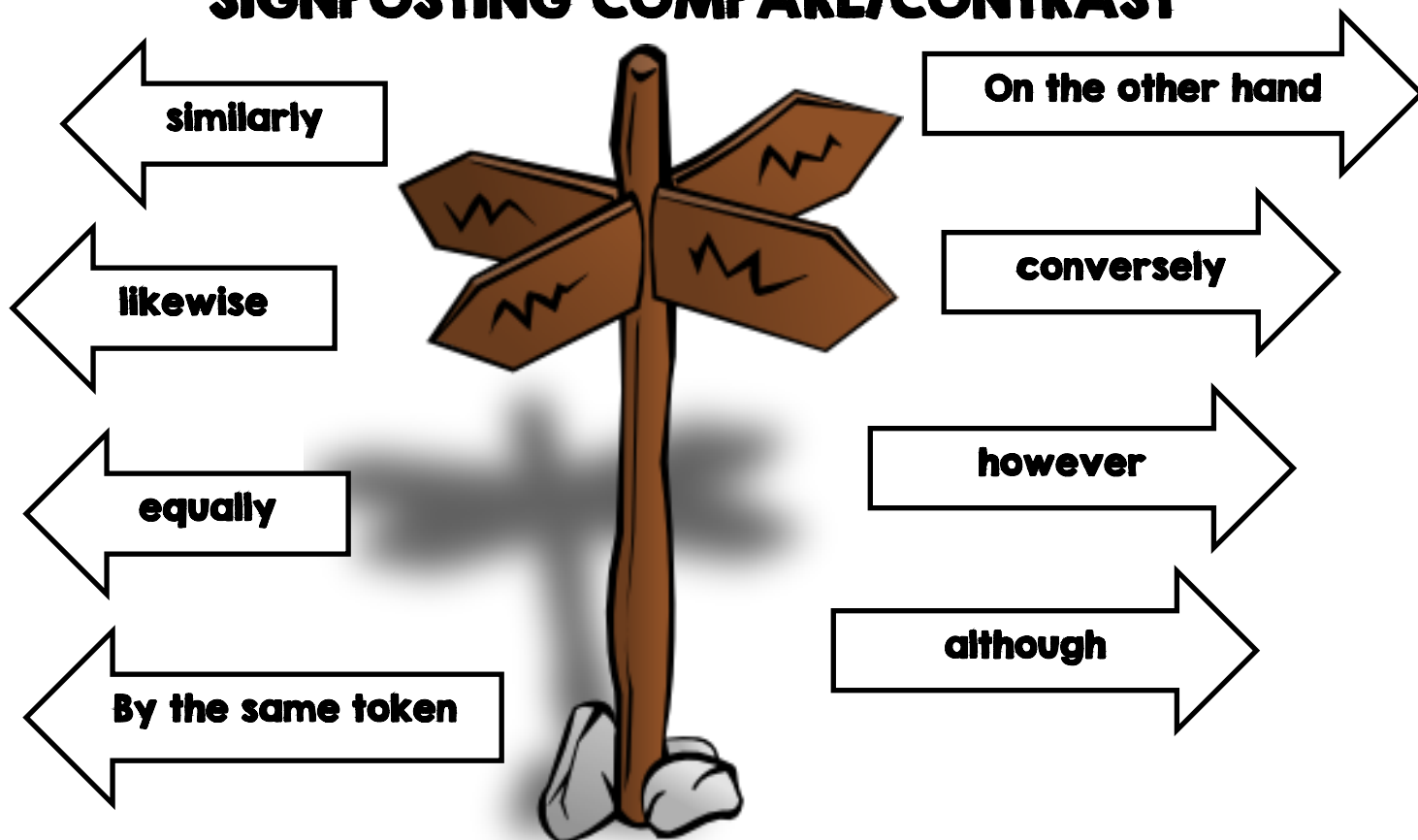
'You are.'

'Boo-hoo.'

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

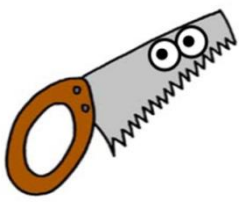
The playground roared like a rodeo, and the potato burned through my thigh. Old boots, ragged stockings, torn trousers and skirts went skating and skidding around me. The rabble closed in; I was encircled; grit flew in my face like shrapnel. Tall girls with frizzled hair, and huge boys with sharp elbows, 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

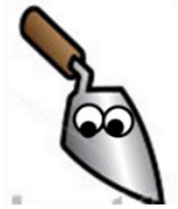


Getting Started...

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.



EDITING



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

Cloze Exercises

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

a. Circle the word below that best fits gap (1).

neighbours
campaigners
instigators
councillors

b. Circle the word below that best fits gap (2).

gratitude
praise
notoriety
applause

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

Which pair of words best fit the gaps?

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

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

Which pair of words best fit the gaps?

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



Sequencing

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

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

a. Which sentence should come second? _____

b. Which sentence should come fourth? _____

Read all of the sentences first.

Look for clues that might help you:

- Are there any proper nouns used which are replaced by pronouns in other sentences?
- Look at the tenses – do they change?
- What do the connectives tell you about the sequence?

So, what's the correct order?

5, 4, 2, 1, 3

Therefore:

a. 4

b. 1

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

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

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

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

b. Which sentence should come fifth in the text? _____



Read the sentences below. They are taken from a job rejection letter and are in the wrong order. Answer the questions that follow.

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

a. Which of these sentences should come first? _____

b. Which sentence should come fourth? _____

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

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

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

b. Which of the sentences should come fourth? _____

c. Which sentence should come fifth? _____



PROOF-READING

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

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

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

To open a bank account you usually have to fill in an application form. Read the application below which has some errors in it.

Identify the five errors and correct them.

Name:
~~James~~
James Thomas ✓

Address:
Avenue ✓
112 Wood Avenue, Newport, NP2 4PK

Contact telephone number:
0774 326 139

Reason for opening account:
For my weekly wages to be transferred from my employers account and for easy access to my money. ✓

Name:
james Thomas

Address:
112 Wood Avenue, Newport, NP2 4PK

Contact telephone number:
0774 326 139

Reason for opening account:
For my weakly wages to be transferred from my employers account and for easy access to my money.

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

ROADWORKS

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

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

Dear customer

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

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

UNIT 2 WRITING



What the WJEC say?

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

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

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

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

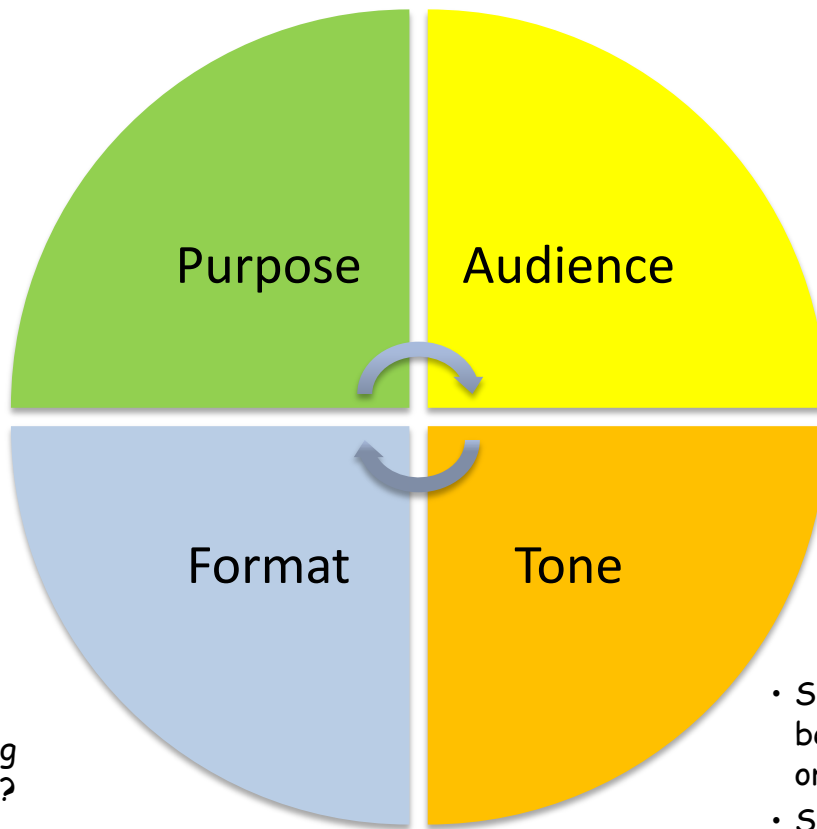
Don't waste time counting the words!

Suggested Timings:

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

Planning My Writing

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



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

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

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

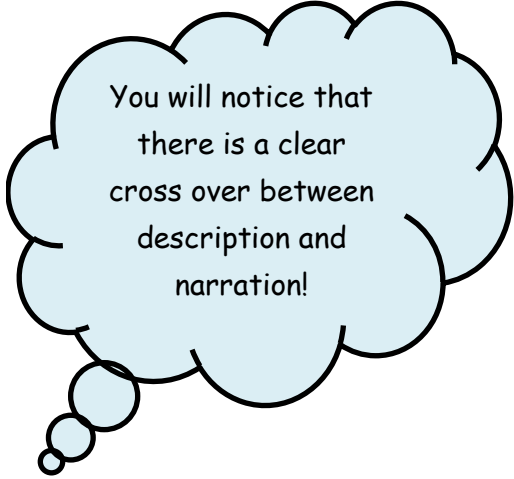
How my writing is assessed?

Band	Writing Accurately
5	<ul style="list-style-type: none"> ✓ A wide range of appropriately ambitious vocabulary used for effect ✓ Effectively varied and accurate sentence structures ✓ Confident use of accurate punctuation throughout ✓ Secure tenses and grammar throughout
4	<ul style="list-style-type: none"> ✓ A wide range of appropriately ambitious vocabulary ✓ Varied and accurate sentence structures ✓ A range of accurate punctuation used ✓ Accurate spellings most of the time ✓ Secure tenses and grammar
3	<ul style="list-style-type: none"> ✓ A good range of appropriate vocabulary, some precision ✓ Varied sentence structures, mostly accurate ✓ A range of punctuation used, mostly accurate ✓ Mostly correct spellings ✓ Mostly secure tenses and grammar

DESCRIPTION

The PISA definition for *descriptive writing* is:

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



You will notice that there is a clear cross over between description and narration!

Describe an occasion when someone unexpectedly comes into money.

Sample Answer 1

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

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

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

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



What the WJEC said?

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

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

Sample Answer 2

PLAN

PLAYING THE LOTTERY

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

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

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

My mind wandered.....

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

The manager trotted after the girl. He was a fat man with what I supposed was a fake smile. He put the ticket through again and nodded "You've won!" I've won! I've won! I've won! I

thought to myself excitedly My heart pounded as tears of joy started to form in my huge, aqua eyes (my best feature I'd always been told). My hand shook as I took the ticket back. my troubles were finally over. My mother's troubles were finally over! A cruise to the Caribbean. A new mansion to live in. Botox. The list was endless.

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

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

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

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

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

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

Suddenly my phone beeped loudly:

JANE I THINK WEVE WON

I replied hastily.

WON WHAT?

What the WJEC said?

16/20 (Content and Organisation)

12/15 (Writing Accurately)

TOTAL: 28/35

Some maturity; sustains interest; lively style; well planned.

It did cross my mind but I didn't want to believe it. Could we have won the lottery?

THE LOTTERY

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

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

Please pay JOAN SUMMERS ONLY The sum of FIFTY THOUSAND POUNDS ONLY Signed _____	£50,000
---	---------

Possible Titles

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

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



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

Similes

Variety of sentence lengths

BOOM adjectives

Verbs

Personification

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.

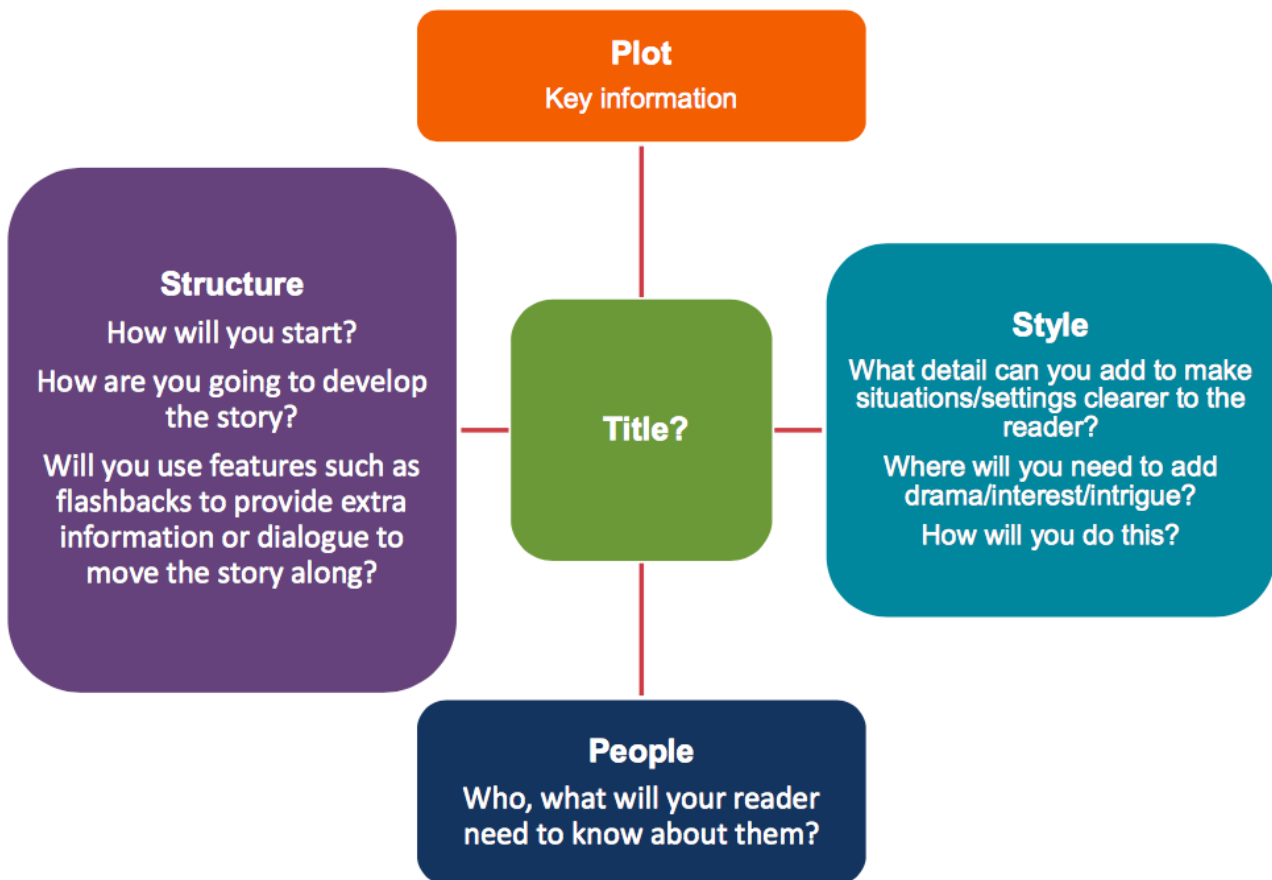
To conclude money is extremely important to teenagers because it means independence which is what teenagers crave.

<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>

NARRATION

The PISA definition for *narrative writing* is:

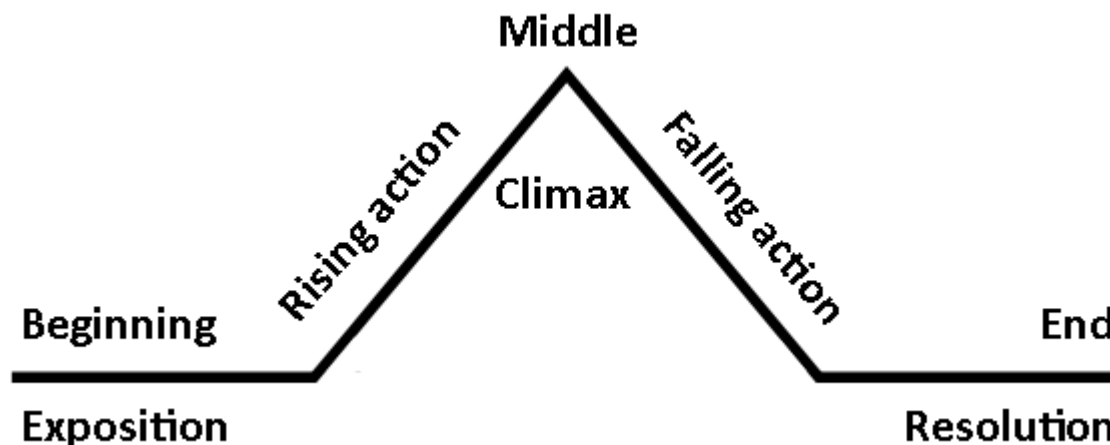
Narratives present change from the point of view of subjective selection and emphasis, recording actions and events from the point of view of subjective impressions in time. Reports present change from the point of view of an objective situational frame, recording actions and events which can be verified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



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

In the exam, you will often be asked to write about yourself: for example, a time that you felt nervous or an account of your first day at school. However, you should be prepared to write in the third person too.

Narratives always work best when they follow a structure or plan. The most commonly used structure in story-telling is the five-part plan.



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

Possible Titles

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

Narration: Memorable Journey (Boxing up the text)

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

	Content	What can I magpie/ emulate?
1	The nervous tension seemed to start as soon as I woke from my slumber. This journey was going to be epic. Immense. Terrifying!	
2	Eventually I was calm enough to get my freshly ironed suit on and clutched at my briefcase	

	<p>apprehensively. I tried not to snap at my mother as she nagged, clucked and fussed around me throughout my breakfast. I even ignored the fact that there were no Cheerios in the house and ate my Cornflakes in subdued silence.</p>	
3	<p>Clambering into the back of the red Mini Cooper, I looked anxiously at the house. When would I return? Would I be a changed person? Wiser perhaps, older certainly! The ignition button was pressed and my mother reversed out of the drive with her usual lack of spatial awareness.</p>	
4	<p>This would not be a short journey. The houses started to blur into the green of the countryside but I was not in the mood to take in the scenery. My stomach was churning at the thought of the 'first day of the rest of my life' as my parents enjoyed calling it.</p>	
5	<p>Finally after an eternity the car pulled into the one vacant bay left. I could see the others entering the building and this should have made me feel better. It didn't. They looked so much more experienced.</p>	
6	<p>"Right love," my mother said with a tear in her eye, "I will pick you up in two hours. Don't forget that your snacks are in your lunch box." I eyed the Bob the Builder lunch box and looked up at the sign screaming out 'Little Gems Day Nursery'. At least the journey home would be happier.</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?			
