



Chestnut Grove Academy

Paper 2: Non-  
Fiction Revision  
Booklet

**Name: -**

\_\_\_\_\_

**Tutor Group: \_\_\_\_\_**

# Class Teacher: \_\_\_\_\_

## The Exam

- Part of English Language GCSE – 60%
- 2 hour paper – probably the hardest in the course.
- Reading – Questions 1-7 (1 hr 15mins)
- Writing – Choice of Question 8 or 9 (45 minutes)

### Reading – Part A

*2 unseen non-fiction texts.*

#### Text A

Question 1 – AO1 (Comprehension) – 2 marks

Question 2 – AO1 (Comprehension) – 2 marks

Question 3 – AO2 (Analysis) – 15 marks

#### Text B

Question 4 – AO1 (Comprehension) – 1 mark

Question 5 – AO1 (Comprehension) – 1 mark

Question 6 – AO4 (Evaluation) – 15 marks

#### Text A and Text B

Question 7a) – AO1 (Synthesis) – 6 marks

Question 7b) – AO3 (Comparison) – 14 marks

### Writing - Part B

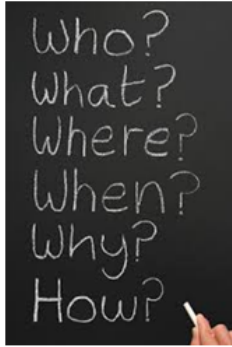
Choice of 2 questions, based on the themes and ideas of the two unseen texts.

As such, it is a good idea to do it after having completed Part A.

Assesses AO5 (meeting form, audience and purpose, structure and effect)

Assesses AO6 (Vocabulary, experimentation with sentences, spelling and grammatical accuracy)



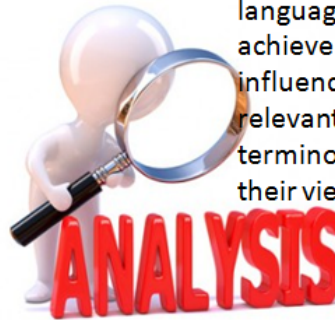


### **A01**

- Identify and interpret explicit and implicit information and ideas
- Select and synthesise evidence from different texts

### **A02**

Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views



### **A03**

Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts



### **A04**

Evaluate texts critically and support this with appropriate textual references

## **WRITING**

### **A05**

- Purpose, audience, form
- Overall structure
- Sentence structure
- Effect on reader



### **A06**

Vocabulary – range and spelling  
Punctuation – range and accuracy



# PRACTICE EXAM WITH QUESTION BREAKDOWN

Read the text below and answer Questions 1–3 on the question paper.

## TEXT 1

*Extract from 'Love Letters of the Great War', an anthology of letters written to and from soldiers during the First World War.*

*This edited letter was written by rifleman Bert Bailey to his wife Lucilla. Bert and Lucilla had married in June 1915, when he was last at home on leave. A few hours after writing this letter, Bert was killed.*

Wednesday, 27 October 1915

My Darling Wife,

Another night has passed and another morning come and I am still in the trenches and in good health. Although all day and night on Monday it rained steadily yet Tuesday (yesterday) morning broke fair and fine and we had a nice day except that underneath everything was mud and slosh. We were employed all the morning and afternoon in putting down boards along the trenches and have greatly improved it for walking... 5

Just a few words now about your last parcel. I don't often mention everything, but I do appreciate the rag you sent me, it is so very useful. The piece this week is lovely and I make a very shrewd guess that, when I am using it as a tablecloth, it was not always used for that purpose but once formed part of my lady's – 'Oh dear, oh dear, what am I saying' – nevertheless, it is grand to wrap my bread in and keep my food clean and nice. Cigarettes – don't send any more until I ask you to. Toffee, condensed milk, candles, rice and potted meat: the toffee, milk, rice and one candle have all gone. Potted meat for tea today, candle tonight if necessary. The Oxo cubes will be very nice to augment\* my soup with, no doubt. Don't send me anymore Oxo or Bovril until I ask you to, Darling, will you? The little pat of butter is always welcome, and the bread I think is an improvement on buying expensive cakes. Of course a little home-made cake is nice, but I was never a lover of cake. Please discontinue sending tea, sugar and salt for a bit, Darling, as I have plenty. Don't think I am trying to economise and stint myself because it is not that, and it all helps us, dear, doesn't it? 10 15 20

Now my little Darling, you must be patient with me won't you and don't get cross because I have been having a lot to say about the parcels. You are a pet to send them and you know you asked me to guide you as to what I most required, didn't you?

The pastry of your own make was absolutely A1, and a perfect success – and she's the little girl who said, 'Oh, I can only cook a plain dinner.' One great thing is off my mind and that is that I need never fear for my life in the future when you send me or make me pastry! 25

The weather has remained fine all the afternoon and let's hope it will be fine tonight. A cold night's bad, but a wet cold night is worse. You must not worry about me, Darling, because I am just as able to look after myself as the other chaps. So, dearest little one, just keep cheerful and enjoy yourself all you can, and wrap up now the cold is here. If you require new clothes in the way of an overcoat or mac or gloves or anything for the winter, don't let yourself go short, will you? Just take it from the cash and note it in the book as I told you, so that we can see how the cash is made up for the sake of keeping proper accounts. I'm afraid I twaddle\*\* a lot but never mind. 30 35

I remain

ever your own devoted

Bert

*augment\** – enhance

*twaddle\*\** – talk rubbish

Read the text below and answer Questions 4–7 on the question paper.

TEXT 2

Extract from 'A Girl Called Jack: 100 Delicious Budget Recipes' by Jack Monroe (2014).

Jack Monroe is a journalist, food writer and campaigner against hunger and poverty in the UK. This extract is taken from the introduction to her book, where she discusses her experience of living on a budget to feed herself and her son, who she refers to as 'Small Boy'.

I spent a year unemployed from 2011 to 2012, with a budget of around £10 per week for food for me and Small Boy. I moved from shopping online and having swanky organic fruit and vegetables delivered in a recyclable cardboard box, to living out of the orange and white livery\* of the Basics range at my local supermarket. The ardent foodie in me was utterly miserable. Cheap, processed ready meals and a lack of fruit and vegetables led to poor sleep patterns and a constantly hungry child, and for the first time in my life my skin broke out in big angry spots. Something bad was going in, and nothing good was coming out of it. 5

Things had to change. I no longer had the well-stocked kitchen of my former home, nor the 'luxury executive apartment'; I had a kitchen I couldn't so much as lie down in, with an oven, a hob and two saucepans, but I decided to dust off my apron and cook meals from scratch, as cheaply as I possibly could. I cut down on meat and dairy products, out of necessity, and fell in love with home-cooked food again. 10

The results were, and continue to be, surprising. I found that my £10 weekly budget extended to home-baked breads for breakfast, thick wholesome protein-packed soups, warming winter casseroles and curries and stews, home-made burgers and piles of fruit and vegetables. Small Boy and I are healthier, happier and still a bit soft around the edges, with three meals a day and a supply of bread and snacks as and when we want them. Cooking for one and a half people used to feel pointless and laborious; now it's quick and delightful, with minimal preparation and washing-up. All my recipes can be made easily for one hungry person, or one person and a child, or in multiples, and frozen for home-made ready meals. 15 20

Being a parent means I don't have hours to spend in the kitchen, so most of my recipes are speedy and simple. There's no tarding about, no fancy expensive ingredients, but still, when I call my friends and invite them over for dinner, I manage to fill a table and they manage to clear their plates with compliments and smiles and disbelief that I do it so cheaply. 25

I started to document my recipes on my online blog, [www.agirlcalledjack.com](http://www.agirlcalledjack.com), and soon different people were asking me every day if I would put them all into a cookbook. People emailed me to tell me how much money they were saving on their weekly shop. 30

I don't claim to be the world's greatest cook, but I can sweat an onion and sauté a mushroom with the best of them; and in an age of glossy food on our televisions watched while stabbing ready meals with a fork, there seems to be a disheartening disconnect between fantastic, nutritious food and the myth that one needs a fancy kitchen and seventy 'store cupboard essentials' to cook them with. It's simply not true. Cooking can be easy. 35

*livery\** – the brand colours of a supermarket

**Question 1 and 2 – AO1 (comprehension and retrieval of information) – 4 marks**

**SECTION A – Reading**

**Read Text 1. Then answer Questions 1–3.**

**You should spend about 1 hour 15 minutes on the WHOLE of Section A (Questions 1–7).**

**Write your answers in the spaces provided.**

- 1** From lines 11–16, identify **two** items the writer tells his wife not to send until he asks for them.

1 .....

2 .....

**(Total for Question 1 = 2 marks)**

- 2** Give **one** example from lines 22–28 of how the writer uses language to show his feelings for his new wife.

Example from the text:

(1)

How the writer uses language:

(1)

**(Total for Question 2 = 2 marks)**

**Highlight the key words in the question!**

**Short, brief answers needed – make sure you read the question carefully. Do not waste time here: if you can't find the answer, move on.**

**Section A – Reading**

Question Number	<b>AO1: Identify and interpret explicit information and ideas</b>	Mark
<b>1</b>	Accept any <b>two</b> of the following answers, based on lines 11-16: <i>Cigarettes, Oxo, Bovril.</i>	<b>(2)</b>

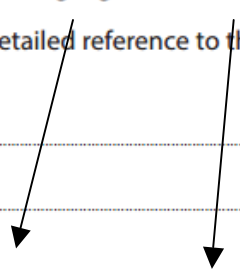
Question Number	<b>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</b>	Mark																
<b>2</b>	<p>Award 1 mark for a valid example from lines 22-28, and 1 mark for how the writer uses language. For example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Example from the text:</th> <th style="text-align: center;">How the writer uses language:</th> </tr> </thead> <tbody> <tr> <td>'Darling' (1)</td> <td>the way the writer uses a 'pet name' for his wife (1)</td> </tr> <tr> <td>'little' (1)</td> <td>the writer uses an adjective in an affectionate way (1)</td> </tr> <tr> <td>'won't you' / 'didn't you' (1)</td> <td>the writer uses (tag) questions to show he does not want to upset his wife (1)</td> </tr> <tr> <td>'You are a pet' (1)</td> <td>the writer uses an affectionate metaphor to describe his wife (1)</td> </tr> <tr> <td>'absolutely A1' (1)</td> <td>the writer uses alliteration to emphasise how much he enjoyed her cooking (1)</td> </tr> <tr> <td>'Oh, I can only cook a plain dinner.' (1)</td> <td>the writer uses speech as a medium of affectionate teasing (1)</td> </tr> <tr> <td>'I need never fear for my life' (1)</td> <td>the writer uses language to tease his wife, showing affection between them (1)</td> </tr> </tbody> </table>	Example from the text:	How the writer uses language:	'Darling' (1)	the way the writer uses a 'pet name' for his wife (1)	'little' (1)	the writer uses an adjective in an affectionate way (1)	'won't you' / 'didn't you' (1)	the writer uses (tag) questions to show he does not want to upset his wife (1)	'You are a pet' (1)	the writer uses an affectionate metaphor to describe his wife (1)	'absolutely A1' (1)	the writer uses alliteration to emphasise how much he enjoyed her cooking (1)	'Oh, I can only cook a plain dinner.' (1)	the writer uses speech as a medium of affectionate teasing (1)	'I need never fear for my life' (1)	the writer uses language to tease his wife, showing affection between them (1)	<b>(2)</b>
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### Question 3 – AO2 – ANALYSIS – 15 marks

- 3** Analyse how the writer uses language and structure to interest and engage the reader.  
Support your views with detailed reference to the text.

(15)



You **must** analyse and pick out key techniques of language AND structure.

This response should be equally weighted between language and structure. If you only talk about 1, you can achieve a maximum of 6 points.

Always use terminology and explain the effect of the reader. Alternative explanations will help get the higher grade.

Bulk does matter here – short responses will be penalised (aim for at least 4 paragraphs: 2 on language, 2 on structure)

## Question 3 Mark Scheme

Level	Mark	AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
	0	No rewardable material.
<b>Level 1</b>	1-3	<ul style="list-style-type: none"> <li>Limited comment on the text.</li> <li>Identification of the language and/or structure used to achieve effects and influence readers.</li> <li>The use of references is limited.</li> </ul>
<b>Level 2</b>	4-6	<ul style="list-style-type: none"> <li>Comment on the text.</li> <li>Comment on the language and/or structure used to achieve effects and influence readers, including use of vocabulary.</li> <li>The selection of references is valid, but not developed.</li> </ul> <p><b>NB: The mark awarded cannot progress beyond the top of Level 2 if only language OR structure has been considered.</b></p>
<b>Level 3</b>	7-9	<ul style="list-style-type: none"> <li>Explanation of the text.</li> <li>Explanation of how both language and structure are used to achieve effects and influence readers, including use of vocabulary and sentence structure.</li> <li>The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	10-12	<ul style="list-style-type: none"> <li>Exploration of the text.</li> <li>Exploration of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features.</li> <li>The selection of references is detailed, appropriate and fully supports the points being made.</li> </ul>
<b>Level 5</b>	13-15	<ul style="list-style-type: none"> <li>Analysis of the text.</li> <li>Analysis of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features.</li> <li>The selection of references is discriminating and clarifies the points being made.</li> </ul>

COMMENT  
NOT DEVELOPED

EXPLANATION  
RELEVANT

EXPLORATION  
DETAILED

ANALYSIS  
DISCRIMINATING

VOCAB  
DEVICES  
SENTENCE  
STRUCTURE

## INDICATIVE CONTENT FROM THE EXAM BOARD

Question Number	Indicative content
<b>3</b>	<p>Reward responses that analyse how the text uses language and structure to interest and engage the reader.</p> <p>Responses may include the following points about the <b>language</b> of the text:</p> <ul style="list-style-type: none"> <li>• the use of personal pronouns: repetitive use of 'I' creates a sense that the events are personal</li> <li>• the language used creates a sense of normality in that the letter starts with news and weather: 'on Monday it rained steadily yet Tuesday (yesterday) morning broke fair and fine'</li> <li>• references to time show that events are important to him and create a sense that he is missing home: 'Another night has passed and another morning come', 'all day and night on Monday', 'all the morning and afternoon'</li> <li>• positive language is used to show he is trying to remain upbeat despite the circumstances: 'good', 'fair and fine', 'we had a nice day', 'greatly improved'</li> <li>• the writer emphasises how pleased he is when he talks about what his wife has sent him: 'it is so very useful', 'The piece this week is lovely', 'it is grand', 'very nice'</li> <li>• alliteration is used to create interest: 'fair and fine'</li> <li>• use of emotive language conveys the writer's feelings and affection for his wife: 'my little Darling', 'Dearest little one'; this contrasts with his feelings about work which are implied through language like 'employed' and 'putting down boards along the trenches'</li> <li>• he uses contrasting descriptions to show he wants his wife to know he is alright, but also he does not want her to feel that he is pleased to be away: 'we had a nice day except that underneath everything was mud and slosh', 'A cold night's bad, but a wet cold night is worse. You must not worry about me, Darling'</li> <li>• colloquial language is used to show he is talking to someone he knows and is relaxed with: 'slosh', 'twaddle'.</li> </ul>
	<p>Responses may include the following points about the <b>structure</b> of the text:</p> <ul style="list-style-type: none"> <li>• the letter starts with repetition of 'another' to show how long he has been away: 'Another night has passed and another morning'</li> <li>• use of lists shows what the writer wants and does not want his wife to send: 'Toffee, condensed milk, candles, rice and potted meat'</li> <li>• the letter uses (tag) questions to show that he is engaging his wife in the letter and to try to avoid upsetting her: 'will you', 'doesn't it?', 'won't you', 'didn't you?'</li> <li>• the use of structure shows the spontaneity of his thinking: 'Potted meat for tea today, candle tonight if necessary', 'it was not always used for that purpose but once formed part of my lady's - 'Oh dear, oh dear, what am I saying''</li> <li>• the use of a variety of paragraph lengths: short paragraphs to make specific personal comments to his wife and longer paragraphs to explore the wider context for both of them</li> <li>• the letter suggests it is one of a sequence; it makes reference to the past at the start: 'I am still in the trenches', 'your last parcel'; it ends by looking to the future: 'If you require new clothes...for the winter'.</li> </ul> <p style="text-align: right;"><b>(15 marks)</b></p>

## Level 2 Response Paragraph (one of 3-4)

*The writer effectively engages the reader by beginning with “another night has passed” and in telling us that he is “still in the trenches and in good health”. This tells the reader that at that moment he is safe and engages them to read about his life in the trenches.*

This is descriptive, instead of analysis. Tips to improve this:

- Don't translate ('This tells the reader...') make sure you pick out individual words. Instead, "The use of the adjective "good" emphasises how the writer is safe..."
- - Make sure you analyse structure, as well as language!

## Level 3 Response Paragraph (one of 3-4)

*In addition, Bailey employs the use of rhetorical questions to interest and engage his reader. Many examples of rhetorical questions can be found scattered throughout the text, such as when Bailey mentions to his wife that she “shouldn't let [herself] go short, will you?” The use of the rhetorical questions draws the readers' attention. Since this letter was only meant to be read by one person, they may feel like the question is one to consider. By adding “will you?” to the end of the sentence, Bailey is also softening the comment “you shouldn't let yourself go short” and infers that it was said out of concern for his wife. Bailey's wife would have probably felt more connected to her husband, after this direct address.*

- There is good understanding of the writer's techniques, and here is a good example of how to approach analysing structure.

TIPS FOR IMPROVEMENT:

- Analyse language and structure at the same time; alternative interpretations!

## Level 5 Response

*He uses tag questions such as “didn’t you?” as a way of engaging her as one would engage someone in conversation. Clearly Bailey is trying to invite his wife to respond to him in future letters with information, perhaps about her new coat for example. The conversational tone is reinforced through the use of discourse markers such as “Now my little Darling” which almost act as if Bailey can hear his wife getting cross about his previous comments, perhaps trying to make her feel as if she is with him in his thoughts despite their geographical distance. Structurally, the fact that the writer begins and ends with comments about the weather could be seen as a dull topic of conversation but it could be interpreted that the banality of the subject could actually be engaging Mrs Bailey as it may go some way to reassuring her that her husband is safe.*

- This is a sensitive reading that deals with a discriminating range of evidence and techniques – it combines language and structure analysis with ease. It also offers an alternative interpretation!

**TIPS FOR IMPROVEMENT: Nothing! Full Marks (sustained over 4-5 paragraphs!)**

**Question 4 and 5 – AO1 (comprehension and retrieval of information) – 2 marks**

**Read Text 2. Then answer Questions 4–7.**

**Write your answers in the spaces provided.**

- 4** From lines 17–22, identify how cooking for ‘one and a half people’ has improved.

.....  
.....

**(Total for Question 4 = 1 mark)**

- 5** *Cheap, processed ready meals and a lack of fruit and vegetables led to poor sleep patterns and a constantly hungry child, and for the first time in my life my skin broke out in big angry spots.*

In this example, from lines 5–7, how does the writer use language to show how eating processed food made her feel?

.....  
.....

**(Total for Question 5 = 1 mark)**

**Highlight the key words in the question!**

**Short, brief answers needed – make sure you read the question carefully. Do not waste time here: if you can’t find the answer, move on.**

## Question 4 and 5 mark Scheme

Question Number	<b>AO1: Identify and interpret explicit information and ideas</b>	Mark
<b>4</b>	<p>Accept any reasonable answer based on lines 17-22.  <b>Quotations and candidate's own words are acceptable.</b>            For example:</p> <ul style="list-style-type: none"> <li>• 'used to feel pointless and laborious; now it's quick and delightful'</li> <li>• quicker</li> <li>• 'delightful'</li> <li>• 'minimal preparation'/ less washing-up</li> <li>• recipes can be easily made 'for one hungry person, or one person and a child, or in multiples.'</li> <li>• food can be made ahead and frozen.</li> </ul>	<b>(1)</b>
Question Number	<b>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</b>	Mark
<b>5</b>	<p>Accept any reasonable answer based on the example given.            For example:</p> <ul style="list-style-type: none"> <li>• the description of 'Cheap, processed ready meals' suggests a lack of quality or attention to quality (1)</li> <li>• negative language like 'lack of', 'poor', 'broke out' and 'angry' shows that she felt unhealthy and unhappy (1)</li> <li>• the description of her child emphasises the anxiety that she feels for her son (1)</li> <li>• the personification of the spots as 'big angry spots' shows the negative physical impact of the food on her (1).</li> </ul>	<b>(1)</b>

## Question 6 – AO4 (Evaluation) – 15 marks

6 In this extract, the writer tries to show how others are affected by her experience.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

**EVALUATION** – one of the new elements of the syllabus.

Students need to constantly refer to **how successfully** the writer has presented her ideas – they need to avoid AO1 (comprehension or explaining what happened) or AO2 (analysis of language, form and structure). It is not **how** it works; it is **how well**.

They want to see the language of **evaluation** so including the following phrases will get them marks!

- The writer successfully presents the idea that....
- This is successful because....
- This is effective because...
- The effective use of the technique XXX allows the writer to....
- This successfully achieves the purpose of the text because...
- This is particularly effective because it appeals to the reader by...



Level	Mark	<b>AO4: Evaluate texts critically and support this with appropriate textual reference</b>
	0	No rewardable material.
<b>Level 1</b>	1-3	<ul style="list-style-type: none"> <li>• Description of ideas, events, themes or settings.</li> <li>• Limited assertions are offered about the text.</li> <li>• The use of references is limited.</li> </ul>
<b>Level 2</b>	4-6	<ul style="list-style-type: none"> <li>• Comment on ideas, events, themes or settings.</li> <li>• Straightforward opinions with limited judgements are offered about the text.</li> <li>• The selection of references is valid, but not developed.</li> </ul>
<b>Level 3</b>	7-9	<ul style="list-style-type: none"> <li>• Explanation of ideas, events, themes or settings.</li> <li>• Informed judgement is offered about the text.</li> <li>• The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	10-12	<ul style="list-style-type: none"> <li>• Analysis of ideas, events, themes or settings.</li> <li>• Well-informed and developed critical judgement is offered about the text.</li> <li>• The selection of references is appropriate, detailed and fully supports the points being made.</li> </ul>
<b>Level 5</b>	13-15	<ul style="list-style-type: none"> <li>• Evaluation of ideas, events, themes or settings.</li> <li>• There is a sustained and detached critical overview and judgement about the text.</li> <li>• The selection of references is apt and discriminating and is persuasive in clarifying the points being made.</li> </ul>

#### **INDICATIVE CONTENT**

**References to writer's techniques should only be credited at Level 2 and above if they support the critical judgement of the text.**

Responses may include:

- the opening of the extract indicates that the events described are from the writer's own words, showing that this is a shared personal experience
- the opening of the extract gives a narrative of her reasons for writing a book to assist in the campaign or promote her campaign to others against hunger and poverty
- she refers to her son as 'Small Boy'. The fact that she has to look after a young child on a meagre budget draws similarities with her 'small' amount of money she has to spend on food
- the effect of the 'cheap processed ready meals' is shown in physical terms which crafts the impact on others: led to a 'constantly hungry child'
- the writer's conscious crafting of the extract demonstrates the development of the theme from problem (hunger) to solution ('home-cooked food') to results that impact on 'Small Boy': 'Small Boy and I are healthier, happier and still a bit soft around the edges'
- the description of how the writer's friends are complimentary about her new found recipes shows the impact positively: 'I manage to fill a table and they manage to clear their plates with compliments and smiles and disbelief that I do it so cheaply'
- the way the writer crafts the extract to show how others can interact with her ideas is effective: users of the internet are able to follow the writer's recipes as they follow her blog on [www.agirlcalledjack.com](http://www.agirlcalledjack.com)
- the writer structures the piece to move from her difficult financial situation at the start to the positive financial effects of her blog on other people: 'People emailed me to tell me how much money they were saving on their weekly shop'
- the impact on others is ultimately seen in those who end up buying her book: 'All my recipes can be made easily for one hungry person, or one person and a child, or in multiples, and frozen for home-made ready meals'.

## Level 2 Response (of 3-4 paragraphs)

*The writer uses evidence of her friends opinions of her food for example, the phrase “with compliments and “smiles” shows how she has made them happy, therefore effecting people around due to the word “smiles”. Also the writer uses evidence from her online blog and talks about how people ask her to “put them into a cookbook”. This shows that people really enjoy her food and recipes, as they want to pay money to buy her cookbook. This shows how she has improved people’s shopping and eating experience as people approach Jack asking for cook books and “email telling how much they save”.*

- This is a low Band 2 response – secure understanding is shown and there is some analysis (the word ‘smiles’, which would be rewarded in an AO2 question) but there is **NO EVALUATION.**
- **TIP FOR IMPROVEMENT:**
- Use the word “successfully” and “effectively” throughout to make judgements on the text.

## Level 4 Response (of 3-4 paragraphs)

*The writer effectively shows how her son was affected by her experience of becoming unemployed by showing that he was “constantly hungry”, suggesting that this sudden poverty created an unpleasant situation for him. This is an effective device as many parents would empathise with the guilt and misery Jack Monroe felt as a result of her situation. This idea of the son suffering is further reinforced through the effective use of comparative adjectives in the phrase “healthier, happier” suggesting there was a time when they were neither healthy nor happy as a result of Monroe’s experience of becoming unemployed.*

- A strong evaluative paragraph – uses the language of evaluation throughout.
- It is also dealing with ‘the bigger picture’ of the text – looking at how Monroe expresses her ideas to the reader and how she builds empathy from her reader through her writing style!

## **Question 7a) – AO1 (Synthesis) – 6 marks**

**Question 7 is about Text 1 and Text 2. Answer both parts of the question.  
Refer to both texts in your answers.**

**Write your answer in the space provided.**

- 7** (a) The two texts show people taking care of others.

What similarities do Bert and Jack share in these extracts?

Use evidence from both texts to support your answer.

(6)

SYNTHESIS – An AO1 (Comprehension) Skills, not an AO3 (Comparison) Skills.

You are being asked THE SIMILARITIES ONLY – they can be very brief and straight-forward.

You then need BRIEF quotations from each text.

3 comparisons = 4

Higher quality (though still brief)/ more comparisons = 5/6

If you only talk about one text, you cannot access ANY marks.

Level	Mark	A01: Select and synthesise evidence from different texts
	0	No rewardable material.
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>Limited understanding of similarities</li> <li>Limited synthesis of the two texts</li> <li>The use of evidence is limited.</li> </ul>
<b>Level 2</b>	3-4	<ul style="list-style-type: none"> <li>Sound understanding of similarities</li> <li>Clear synthesis of the two texts</li> <li>The selection of evidence is valid but not developed and there may be an imbalance.</li> </ul>
<b>Level 3</b>	5-6	<ul style="list-style-type: none"> <li>Detailed understanding of similarities</li> <li>Detailed synthesis of the two texts</li> <li>The selection of evidence is appropriate and relevant to the points being made.</li> </ul>

Question Number	Indicative content
<b>7a</b>	<p><b>Students must draw on BOTH texts to access marks.</b></p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>both texts show that Bert and Jack are removed from the comfort of normality – Text 1 shows the writer away at war while Text 2 shows her living in a much smaller place than she was used to</li> <li>both writers have family responsibilities. Text 1 refers to a traditional early 20th century husband informing his wife what she must do; while Text 2 shows the writer having to fend for herself while looking after her son, 'Small Boy'</li> <li>both writers have to cook or eat with limited resources. In Text 1 the writer receives food parcels from his wife whereas the writer in Text 2 has to eat the 'Basics range'. In Text 1 the writer has to use a rag to keep his food clean and the writer in Text 2 only has 'a hob and two saucepans'</li> <li>Bert and Jack both explain that even with limited resources there is always a choice. In Text 1 the writer asks his wife to not send certain items. Similarly in Text 2 the writer decides to 'dust off my apron and cook meals from scratch'</li> <li>both writers hint at a positive future. Text 1 comments on 'keeping proper accounts' to check their household budget when he gets back from the war and Text 2 looks at how much healthier the writer and others have become since changing eating habits</li> <li>both writers have had to learn how to cope without luxuries: in Text 1 the writer is not at home eating fresh home-cooked pastry and in Text 2 the writer has had to do without her 'well-stocked kitchen' and 'swanky organic' food</li> <li>both writers share an enjoyment of eating. In Text 1 the writer compliments his wife on her pastry; in Text 2 it is the writer's friends who compliment her on her cooking.</li> </ul> <p style="text-align: right;"><b>(6 marks)</b></p>

## Level 2 Response (full response – 3 marks)

*In both Text 1 and 2 it says “home cooked” and “home made”. This shows whatever is made at home is a lot nice.*

*They both texts say it is about money “a budget of around £10 per week”, they have to buy everything on a budget. Text 1 says “cash is made up for the sake of keeping proper account”.*

*In text 1 it says “Oh I can only cook a plain dinner” – can only cook something. Text 2 – “No fancy experience experience ingredient” looking with simple things”.*

- 2 clear synthesis with short quotations. (this is about retrieval of information, not analysis).
- TIPS TO IMPROVE
- The 3<sup>rd</sup> bullet point is unclear.

## Level 3 Response (high – 6 marks.)

*Both writers show that caring for others gives you a sense of responsibility. This is shown when Text 1 writes “don’t let yourself go short” and in Text 2 with “constantly hungry child”.*

*Both writers show the importance of dealing with this responsibility positively such as when Bailey cares for his wife by only talking about the weather and not the war. Similarly Monroe “dusts off [her] apron to care for her child’s needs”.*

*Both writers show that food plays a significant part in caring for others. Bailey shows that butter is “always welcome” and Monroe shows Small Boy is “healthier” as a result of her changes.*

*Both writers suggest that the best way to care for others is through home made foods. Bailey says “home made cake is nice” in comparison to “expensive” bought cakes and Monroe describes her casseroles as “warming”.*

- Short, but detailed comparisons. Secure evidence throughout.
- This is enough to gain full marks in this question.

## **Question 7b) – A03 (Comparison) – 14 marks**

(b) Compare how the writers of Text 1 and Text 2 present their ideas and perspectives about changes in their situations.

Support your answer with detailed references to the texts.

(14)

You must COMPARE both texts to access marks.

You must talk about the WRITERS' IDEAS AND PERSPECTIVES.

Read the question carefully – it's about CHANGES IN THEIR SITUATION – be specific.

Use the language of comparison (Both texts... Whilst Text 1 does this, Text 2 does that... Similarly/ In the same way/ likewise...  
Differently/ In contrast/ In comparison)

You must use a quotation for each text in each comparison.

2-3 detailed comparisons.

**Responses that are unbalanced will not be able to access Level 3 or above, where explanation of writers' ideas and perspectives is required alongside a range of comparisons between texts.**

Question Number	Indicative content
<b>7b</b>	<p>Reward responses that compare how each writer presents the changing situations.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>• both show the impact of negative changes in circumstances. In Text 1 the writer is a soldier in the trenches during WW1, whereas the writer in Text 2 has moved from affluence to poverty by being made unemployed</li> <li>• the texts have a different audience: in Text 1 the writer is speaking to a particular person i.e. his new wife, whereas the writer in Text 2 is speaking to a much wider and more diverse audience</li> <li>• both texts use a mix of formal but mainly informal language. While both extracts are on serious topics, both writers manage to create some humour or use irony</li> <li>• both texts are mainly about themselves and how they feel. Both writers use a lot of personal pronouns, especially 'I' in order to explain how isolated and lonely they feel</li> <li>• both show experiences when under pressure: of the war and having a new wife in Text 1, a change in finances and caring for a small child in Text 2</li> <li>• both talk about the impact of their situations on others. In Text 1 the writer is careful to explain without offending his wife, whereas the writer in Text 2 talks of the impact on her young son</li> <li>• both writers gave practical advice to the readers: Text 1 to his wife on how to cope with the winter and Text 2 to the readers on how to produce cheap and healthy meals</li> <li>• both show how food prepared by others can be reassuring in their situations. In Text 1 Bert is quick to compliment his wife on her pastry; similarly the writer in Text 2 is able to compliment her own efforts and relay the compliments of others as reassurance</li> <li>• both show the importance of hierarchy in a family but this contrasts given the time of the text. In Text 1 the writer is clearly the head of his traditional household being a male, whereas the writer in Text 2, a female, is head of hers</li> <li>• both texts are personal about the situation but are used in different ways - one uses the experience to reassure his wife, the other to raise interest in her book/blog.</li> </ul>

Level	Mark	A03: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
	0	No rewardable material.
<b>Level 1</b>	1-2	<ul style="list-style-type: none"> <li>The response does not compare the texts.</li> <li>Description of writers' ideas and perspectives, including theme, language and/or structure.</li> <li>The use of references is limited.</li> </ul>
<b>Level 2</b>	3-5	<ul style="list-style-type: none"> <li>The response considers obvious comparisons between the texts.</li> <li>Comment on writers' ideas and perspectives, including theme, language and/or structure.</li> <li>The selection of references is valid, but not developed.</li> </ul> <p><b>NB: The mark awarded cannot progress beyond the top of Level 2 if only ONE text has been considered in detail.</b></p>
<b>Level 3</b>	6-8	<ul style="list-style-type: none"> <li>The response considers a range of comparisons between the texts.</li> <li>Explanation of writers' ideas and perspectives including theme, language and/or structure.</li> <li>The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	9-11	<ul style="list-style-type: none"> <li>The response considers a wide range of comparisons between the texts.</li> <li>Exploration of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.</li> <li>References are balanced across both texts and fully support the points being made.</li> </ul>
<b>Level 5</b>	12-14	<ul style="list-style-type: none"> <li>The response considers a varied and comprehensive range of comparisons between the texts.</li> <li>Analysis of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.</li> <li>References are balanced across both texts, they are discriminating, and clarify the points being made.</li> </ul>

RANGE  
EXPLANATION  
RELEVANT

WIDE RANGE  
EXPLORATION  
BALANCED

VARIED  
ANALYSIS  
DISCRIMINATING



## LEVEL 4

*Monroe orders the change in chronological order where in the letter home by Bert time is almost static as such with no real development in time. Both of which are effective in presenting the ideas of the characters, for example Bert writes that the walking in the trenches has been 'greatly improved,' this shows us that Bert has a very positive outlook on his situation. Diametrically, Jack starts the piece very negatively, she writes – "the ardent foodie in me was utterly miserable", this shows the reader her true thoughts about the situation and maybe other people could have related to this.*

- A quite sophisticated comparison and clear focus on both. Good evidence.

**TIP FOR IMPROVEMENT:**

- Analyse the language as well.

## LEVEL 5

*Both Monroe and Bailey present a contrasting situation as having an impact on their emotional state. Monroe classes herself as an "ardent foodie" who clearly enjoyed expensive foods and her "executive apartment" but was forced to endure hardships as a result of her unemployment. These changes made her "utterly miserable", which effectively conveys her negative state of mind to the reader. The adverb "utterly" suggests that she was completely devoid of any happiness at that point in time. In contrast to this, Bailey's change in circumstances as a result of the war are dealt with much more positively, probably as a direct result of the text's primary audience: Mrs Bailey. He writes that they were "employed... putting down boards" suggesting that he is kept busy doing manual labour rather than fighting.*

- A detailed comparison; sophisticated evidence and detailed language analysis,

**TIP FOR IMPROVEMENT:** Sustain it over 3 paragraphs!

## PRACTICE PAPER 1: ADVENTURES

### Section A: Reading

Read the text below and answer Questions 1–3 on the question paper.

This text is from an autobiography by the explorer Ranulph Fiennes. Here he explains some of the challenges of travelling in extreme conditions.

#### Text 1

For four days and nights the temperature hovered around  $-50^{\circ}$  C creating weird effects such as haloes, sun pillars, mock suns and parhelia<sup>1</sup>.

In the mornings the skidoos were difficult to start. Any wrong move or out of sequence action caused long delays. Try to engage gear too soon and the drive belt shattered  
5 into rubber fragments. Turn the ignition key a touch too hard and it snapped off the lock. Set the choke wrong and the plugs fouled up. Changing plugs at  $-50^{\circ}$  in a strong wind was a bitter chore which no one fancied.

Often the whole day could pass without a word spoken between us. Our routine was slick and included, after camping, the drill of ice-core samples at every degree of  
10 latitude, a full coded weather report by radio to the World Meteorological Organisation, and the taking of urine samples as part of our calorific intake programme.

On the 9th November we ran into our first bad field of *sastrugi*, teeth of ice cut by the wind and resembling parallel lines of concrete tanktraps. Due to the prevalence of  
15 east-west winds, these furrows were diagonal to our southerly direction of travel. The *sastrugi* were from eighteen inches to four feet high and, being perpendicular, they often impeded any advance until we axed out a through lane. The *sastrugi* buckled our springs, bogey wheels and skis. Oliver struggled to improvise repairs.

At  $80^{\circ}$  South we camped in one spot for seventeen days to allow Giles to set up a fuel dump halfway between the coast and the Pole.

For weeks our progress was painfully slow. Sledges with smashed oak spars were  
20 abandoned, frequent overturns caused minor injuries, axe-work through *sastrugi* fields progressed sometimes at a mere 800 yards in five hours, and the ever present fear of crevasses gnawed at our morale. One morning, stopping at an apparently harmless slope, Charlie stepped off his skidoo to stretch his legs and promptly disappeared up to  
25 his thighs. He was parked right over an unseen cavern, with less than two inches of snow cover between him and oblivion.

Close to  $85^{\circ}$  South, in a high *sastrugi* field, we had stopped for repairs when we heard from Ginnie that a team of South African scientists, operating at the rim of the coastal mountains near Sanae, were in trouble. One of their heavy snow tractors had plunged  
30 sixty feet down a crevasse and broken his neck and their rescue party, returning to their coastal base, became lost in the icefields. They had, by the time Ginnie contacted us, already been missing with minimal gear for five days.

35

At this point we learned that there were no rescue facilities available in the entire continent and, since the missing men were more than fifty miles from their base, they would almost certainly die. Already short of fuel and with a recurring engine start up problem, highly hazardous in Antarctica, Giles nonetheless flew over 1000 miles to search for, and eventually locate, the missing South African scientists.

### Glossary

<sup>1</sup>parhelia: bright lights either side of the sun

**Read the text below and answer Questions 4–7 on the question paper.**

*This text is from a newspaper article about the rescue of a vessel stranded in pack ice.*

### Text 2

**Thick ice thwarts efforts to rescue ship trapped in Antarctic. Chinese icebreaker unable to reach Russian vessel stranded in pack ice since Tuesday; Australian ship to reach area on Sunday.**

5

A group of tourists and scientists remain trapped aboard a ship off the coast of Antarctica on Saturday after watching a rescue vessel appear on the horizon only to grind to a halt in heavy ice.

The MV Akademik Shokalskiy has been stuck in a desolate stretch of sea ice since a heavy blizzard on Christmas Eve.

The passengers and 20-odd Russian crew members now remain in an icy limbo.

10

They are hoping a third rescue vessel, Aurora Australis, an Australian resupply ship, will be able to break through the ice. It is due to arrive on Sunday.

“We all know that there’s a possibility of this becoming quite a protracted sit and wait,” a passenger, Andrew Peacock, told AFP via satellite phone.

15

The 74 passengers, including researchers and tourists from Australia, New Zealand and Britain, thought their ordeal had finally ended on Saturday as a Chinese icebreaker, the Snow Dragon, came within sight and prepared to lead them to open water.

“There’s a lot of relief amongst the team, and there’s lots of happy faces,” an Australian scientist, Chris Turney, said on Friday in a video posted online.

20

But the Snow Dragon came no further. It stopped about six nautical miles away as the ice proved thick and its master opted — wisely, according to maritime experts — to ensure the safety of his own crew. A nearby French vessel also failed to break through the ice.

25

The Russian ship remains trapped some 100 nautical miles east of a French Antarctic station, Dumont D’Urville, and about 1,500 nautical miles south of the Australian island state of Tasmania. The vessel was two weeks into a four week voyage to follow the

path a century ago of the great explorer, Sir Douglas Mawson, whose own expedition across Antarctica went perilously close to disaster.

Professor Turney, who helped organise the voyage, said in a tweet that “everyone [is] well”.

30 He said the vessel initially became trapped in the ice pack off Antarctica just two nautical miles from open water after strong winds pushed blocks of ice into the ship’s path.

“We just wanted to let all our family and friends know there is no risk to the vessel and everyone is well,” he said in a blog post.

35 The Shokalskiy is stocked with enough fresh food for another two weeks and some dehydrated food. The crew has been running the engines for part of each day to prevent the boat’s workings being damaged by the ice.

Authorities say the passengers are not in danger and could be winched to safety by helicopter if necessary.

40 The expedition is repeating many of the original experiments conducted by Mawson, an Australian explorer, and are seeking to assess the changes in the environment over the past century. Mawson nearly died while traversing part of the continent and lost his two fellow team members before dragging a sledge 100 miles to safety; he famously survived by eating some of the dogs he brought to assist with transport.

**Read Text 1. Then answer Questions 1–3.**

**You should spend about 1 hour 15 minutes on the WHOLE of Section A (Questions 1–7).**

**1** In lines 3 to 11, identify **two** activities that the team completes every day.

1 .....

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2 .....

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..... **(Total for Question 1 = 2 marks)**

**2** Give **one** example from lines 20 to 26 of how the writer uses language to show how the environment was dangerous.

Support your example with a detailed text reference.

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..... **(Total for Question 2 = 2 marks)**

**3** Analyse how the writer uses language and structure to interest and engage readers.

Support your views with detailed reference to the text.

**(15)**

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**Read Text 2. Then answer Questions 4–6.**

**4** How far away is the ship from Tasmania?

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.....**(Total for Question 4 = 1 mark)**

**5** Give **one** example from lines 1 to 6 to show how the writer uses language to show that the passengers are in a difficult situation.

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.....**(Total for Question 5 = 1 mark)**

**6** The newspaper article attempts to engage the reader through using different details to describe the situation the ship is in.

Evaluate how successfully the writer engages the reader.

Support your views with detailed reference to the text.

**(15)**

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(Total for Question 6 = 15 marks)



**Question 7 is about Text 1 and Text 2. Answer both parts of the question.  
Refer to both texts in your answer.**

**7a** The two texts show different people experiencing dangerous situations.

What similarities do both texts show about the dangers in polar regions?

Use evidence from both texts to support your answer.

(6)

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### Section B: Transactional Writing

Answer ONE question. You should spend about 45 minutes on this section.

#### EITHER

**\*8** Write a letter to apply for a position as a team member on an expedition to an interesting country.

In your letter you could:

- explain why you are interested in going on the expedition
- describe the experience and skills that would make you a good team member
- explain what you hope to achieve from going on the expedition

as well as any other ideas you might have.

*\*Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

**(Total for Question 8 = 40 marks)**

#### OR

**\*9** Write an article for a local newspaper entitled 'My future ambitions'.

In your article you could:

- explain what you hope to achieve in the future
- explain why these ambitions are important to you
- discuss people you admire who have followed their ambitions.

*\*Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

**(Total for Question 9 = 40 marks)**

## PRACTICE PAPER 2:

### Section A: Reading

Read the text below and answer Questions 1–3 on the question paper.

*This text, from a non-fiction book by travel writer Bill Bryson, discusses some of the habits and attitudes the British have towards queuing.*

#### Text 1

5 So let's talk about something heartening. Let's talk about John Fallows. One day in 1987 Fallows was standing at a window in a London bank waiting to be served when a would-be robber named Douglas Bath stepped in front of him, brandished a handgun and demanded money from the cashier. Outraged, Fallows told Bath to 'bugger off' to the back of the line and wait his turn, to the presumed approving nods of the others in the queue. Unprepared for this turn of events, Bath meekly departed from the bank empty handed and was arrested a short distance away.

10 I bring this up here to make the point that if there is one golden quality that characterizes the British it is an innate sense of good manners and you defy it at your peril. Deference and a quiet consideration for others are such a fundamental part of British life, in fact, that few conversations could even start without them. Almost any encounter with a stranger begins with the words 'I'm terribly sorry but' followed by requests of some sort – 'could you tell me the way to Brighton,' 'help me find a shirt my size,' 'get your steamer trunk off my foot.' And when you've fulfilled their request, 15 they invariably offer a hesitant, apologetic smile and say sorry again, begging forgiveness for taking up your time or carelessly leaving their foot where your steamer trunk clearly needed to go. I just love that.

20 As if to illustrate my point, when I checked out of the Caledonian late the next morning, I arrived to find a woman ahead of me wearing a helpless look and saying to the receptionist: 'I'm terribly sorry but I can't seem to get the television in my room to work.' She had come all the way downstairs, you understand, to apologize to *them* for their TV not working. My heart swelled with feelings of warmth and fondness for this strange and unfathomable country.

25 And it is all done so instinctively, that's the other thing. I remember when I was still new to the country arriving at a railway station one day to find that just the two of the dozen or so tickets windows were open. (For the benefit of foreign readers, I should explain that as a rule in Britain no matter how many windows there are in a bank or post office or rail station, only two of them will be open, except at very bust times, when just one will be open.) Both ticket windows were occupied. Now, in other 30 countries one of two things would have happened. Either there would be a crush of customers at each window, all demanding simultaneous attention, or else there would be two slow-moving lines, each full of gloomy people convinced that the other line was moving faster.

35

Here in Britain, however, the waiting customers had spontaneously come up with a much more sensible and ingenious arrangement. They had formed a single line a few feet back from both windows. When either position became vacant, the customer at the head of the line would shuffle forward a space. It was a wonderfully fair and democratic approach and the remarkable thing was that no one had commanded it or even suggested it. It just happened.

**Read the text below and answer Questions 4–7 on the question paper.**

*This text, from a magazine article by journalist John Morrish, enquires whether queueing is becoming a thing of the past.*

**Text 2**

You may not have met Terry Green, but you will certainly have heard his voice. Green is the man who says, in the enthusiastic up-and-down cadence of a game show host, 'Cashier number three, please'.

Green and a colleague invented 'electronic call forward' in the late 1980s, and he can still be heard 30 million times a month in 8,000 locations around the UK. But queuing may be on its way out, as, indeed, may the whole 'first come, first served' idea. On the one hand, technology promises to transform the way we wait for goods and services, especially if we buy online as opposed to in a bricks and mortar shop. On the other hand, paying to 'jump the queue' is becoming ever more acceptable.

Britain is particularly associated with the queue. The Hungarian humorist George Mikes, writing just after the Second World War, when queuing was at its peak, described it as 'the national passion of an otherwise dispassionate race'. We know the unwritten rules of queuing: you may not push in, but you may leave the queue momentarily and return to your original place; a close family member may join you; in long, immobile queues, you can leave an inanimate place-holder, for instance a bag, and come back later. The rules are far from universal. The Chinese and Indians have tried to teach queuing to their citizens, without obvious success, and foreign students arriving in Britain have been handed leaflets telling them how it works. It would not be worth even attempting to teach an Italian to queue in sporting, UK style.

Queues are an integral part of business. If your business produces goods or services that it cannot immediately supply, you will have a queue forming. The mathematics of customer flow is called 'queuing theory', and it is not for the faint-hearted. It began in 1909 with a paper about how to handle high volumes of traffic in the Copenhagen telephone exchange.

Richard Larson, professor of engineering systems at MIT, is the world expert in the subject and is known as 'Dr Queue'. His interest in the psychology of queuing, as well as the maths, began, he says, when some bright spark decided to put mirrors in lobbies to ameliorate conditions for people waiting for lifts. Instead of feeling 'momentarily, involuntarily imprisoned in their life', they combed their hair, adjusted their ties, and checked out each other's reflections. In the US today, half of the people in

**Section A: Reading**

**Read Text 1. Then answer Questions 1–3.**

**You should spend about 1 hour 15 minutes on the WHOLE of Section A (Questions 1–7).**

**1** In the first paragraph identify **two** pieces of information about the bank robber.

1.....  
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2.....  
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**(Total for Question 1 = 2 marks)**

**2** Give **one** example from lines 1 to 17 of how the writer uses language to show how Bryson admires the attitudes of people in Britain.

Support your example with a detailed text reference.

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**(Total for Question 2 = 2 marks)**

**3** Analyse how the writer uses language and structure to interest and engage readers.

Support your views with detailed reference to the text.

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Ruled lines for writing.

**(Total for Question 3 = 15 marks)**





..... (Total for Question 6 = 15 marks)





### Section B: Transactional Writing

Answer ONE question. You should spend about 45 minutes on this section.

#### EITHER

**\*8** A local newspaper has published a letter complaining that 'young people today have no understanding of manners'. Write a letter in response to this explaining your views.

In your letter you could:

- state whether you agree with the letter
  - describe your experience of young people's manners and behaviour
  - explain examples of where you have experienced good and poor manners
- as well as any other ideas you might have.

*\*Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

**(Total for Question 8 = 40 marks)**

#### OR

**\*9** Write a letter to a busy shop applying for the position of a Saturday Assistant.

In your letter you could:

- state why you are interested in the position
  - describe your experiences and skills that would make you suitable for the post
  - explain the difference you could make to the shop at busy times
- as well as any other ideas you might have.

*\*Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

**(Total for Question 9 = 40 marks)**

## **PRACTICE PAPER 3: SPIDERS**

### **Section A: Reading**

**Read the text below and answer Questions 1–3 on the question paper.**

*Author Clive James writes in his memoirs about his life in Australia – including the spiders.*

#### **Text 1**

Two of the worst Australian spiders are the funnel-web and the trap-door. One is even more lethal than the other but I can't remember which. It doesn't matter, because either can put a child in peril of its life. The funnel-web is a ping-pong ball in a fox-fur. It inhabits a miniature missile silo in the ground, from which it emerges in a savage arc, ready to sink its mandibles into anything that breathes. The trap door spider is a really a funnel-web plus cunning, since it conceals the mouth of its silo with a tiny coal-hole door. Both kinds of spider can leap an incredible distance. A wood-pile might contain hundreds of each kind. If you even suspected the presence of either species in your garden you were supposed to report immediately to the responsible authorities.

After the war an English immigrant lady became famous when she was discovered gaily swatting funnel-webs with a broom as they came flying at her in squadrons. Any one of them, if it had got close enough even to spit at her, would have put her in bed for a year.

I somehow managed to avoid meeting trap-door spiders or funnel-webs. Quite often I came face to face with a harmless relative, which Auntie Dot called a tarantula and I called a triantelope. Actually it was just a common garden spider called the huntsman, whose idea of a big thrill was to suck a wasp. The huntsman wove big vertical webs which I used regularly to walk into when heading tentatively down the back path to the lavatory after dark. Getting mixed up in the web, to which I knew the triantelope must be at some point attached, was a frightening sensation which I attempted to forestall by inching forward very slowly, with one hand held out. It didn't help.

But the real horror among spiders was more likely to be encountered in the lavatory itself. This was the red-back. The red-back is mainly black, with a scarlet stripe down where its spine would be if it was a vertebrate. Looking like a neatly rigged and painted single-seater that might once have been flown by von Richthofen, the red-back had enough poison in it to immobilize a horse. It had the awkward habit, in unsewered areas like ours, of lurking under the lavatory seat. If a red-back bit you on the behind you were left with the problem of where to put the tourniquet and not long to think about it. Nor could you ask anyone to suck out the poison, unless you knew them very well indeed. I saw plenty of red-backs and actually got bitten by one, luckily not on the behind. I think it was a red-back. Certainly I told my mother it was. Once again the site of the wound was my right foot, which by this time must have been looking as if it belonged to Philoctetes. My mother knelt, sucked and spat. We were both frightened but she was not too frightened to act.

Read the text below and answer Questions 4–7 on the question paper.

*Kathy Marks, an Australian-based journalist, writes about the dangers of funnel-web spiders as they invade Sydney. The headline of her article reads 'Killer funnel-web spiders invade Sydney: Several residents already bitten by the plagues of poisonous arachnid.'*

## Text 2

**Forget sharks and crocodiles: the real menace at this time of year, at least for suburban Sydneysiders, is a backyard spider whose bite can kill you in the space of two hours.**

5 Insect experts have warned that the city is being invaded by funnel-webs, considered one of the world's most aggressive and poisonous spiders. A reptile park north of Sydney where people can drop off captured specimens, and where they are milked of their venom to make antidote, has received more than 40 males in recent weeks. Males are deadlier than females.

10 A lengthy dry period, followed by unseasonable downpours and high humidity over the Christmas break, is blamed for the plague. "We've had a long spell of very warm weather combined with rain," said Mary Rayner, general manager of the Australian Reptile Park. "They are starting to come in thick and fast."

15 The Blue Mountains, west of Sydney, has also reported unusually large numbers of the feared arachnids this summer. Rex Gilroy, who runs a dangerous spiders hotline in the area, told the Sydney Morning Herald: "I think climate change might have something to do with it. This season there's more moisture and coolness, and the spiders have been able to breed up... [The numbers] are definitely up from the previous year, and I think it's not going to get any better."

20 Several people, including a 12-year-old boy in the Blue Mountains, have already been bitten this summer, but not fatally.

Unlike most spiders, which scuttle away when disturbed, funnel-webs – which can grow to up to two inches long – may rear up and bare their fangs. They make burrows in moist, dark places, such as garden sheds, outdoor laundries and shrubberies.

25 Ms Rayner warned parents to keep a careful eye on young children. "People should always shake their shoes, never leave washing on the ground or out overnight, and really be careful around laundries and other dark, damp places," she said. "It's important that [parents are] very vigilant about children's clothing and shoes, and where they play."

30 Last year, a two-year-old boy had to be flown to hospital after being bitten by a funnel-web which had crawled into his gumboot. He displayed the classic symptoms, including vomiting, convulsions and breathlessness, but recovered after being given the anti-venom.

Thirteen people, including seven children, have died from funnel-web bites over the past 100 years, but none since 1981, when an antidote was developed. Still, the

35 | experts warn, it pays to be cautious. One species, the paperbark funnel-web, has a bite  
so lethal that one victim required 17 ampoules of anti-venom.

40 | The spiders are most active in the breeding season, which is normally in February, but  
weather conditions such as those seen recently can bring them out earlier. Found  
mainly in eastern Australia, they are said to be able to leap 18 inches, and their fangs  
can penetrate soft shoes and fingernails



**Section A: Reading**

**Read Text 1. Then answer Questions 1–3.**

**You should spend about 1 hour 15 minutes on the WHOLE of Section A (Questions 1–7).**

**1** In the first paragraph, identify **two** dangerous spiders found in Australia.

1 .....

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2 .....

..... **(Total for Question 1 = 2 marks)**

**2** Give one example from the first paragraph of how the writer uses language to show that these spiders are dangerous.

Support your example with a detailed text reference.

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..... **(Total for Question 2 = 2 marks)**

**3** Analyse how the writer uses language and structure to interest and engage readers.

Support your views with detailed reference to the text.

**(15)**

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**Read Text 2. Then answer Questions 4–6.**

**4** How many people have died from funnel-web spider bites over the last 100 years?

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..... **(Total for Question 4 = 1 mark)**

**5** Give **one** example from the first two paragraphs to show how the writer of the article uses language to show how dangerous funnel-web spiders are.

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..... **(Total for Question 5 = 1 mark)**

**6** The writer of the article attempts to engage the reader through her description of funnel-web spider incidents.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

**(15)**

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**Section B: Transactional Writing**

**Answer ONE question. You should spend about 45 minutes on this section.**

**EITHER**

**\*8** Your school is arranging a trip to Australia. Write a leaflet giving information about some of the dangers found in wildlife in Australia.

You could write about:

- the different types of dangerous wildlife found in Australia
- what students should do if they come across any dangerous spiders
- what students can do to avoid being bitten by spiders

as well as any other ideas you might have.

*\*Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

**(Total for Question 8 = 40 marks)**

**OR**

**\*9** Write a letter to a local wildlife centre applying for a Saturday job in the gift shop or working with the animals.

In the letter you could:

- state why you are interested in the post
- describe the experiences and skills that would make you a good candidate
- explain why you think you are well suited to the post

as well as any other ideas you might have.

*\*Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

**(Total for Question 9 = 40 marks)**