

General Certificate of Secondary Education  
Higher Tier

## GCSE English/English Language

Unit 1 Understanding and producing non-fiction texts

### Practice Examination 1

Total time allowed to complete Section A and B: 2 hours

#### Section A: Reading

Answer **all** questions.

You are advised to spend about one hour on this section.

Read **Item 1**, the newspaper article called 'Crossing a continent in adventurer's memory', by Stephen Bailey.

- 1 John Dwyer's inspiration for his ride across Canada was his friend Rob Gauntlett. What do we learn about Rob from the text?

(8 marks)

Now read **Item 2**, the article and the accompanying illustrations called, 'Her view of me as a portable breadwinner informs all our plans' by Tim Dowling.

- 2 What do the images and other presentational features add to the effect of the text?

(8 marks)

Read **Item 3**, 'The Kindness of Strangers' which is an extract from Kate Adie's autobiography.

- 3 What are the writer's thoughts and feelings about living and working in Luleå?

(8 marks)

Refer to **Item 3**, 'The Kindness of Strangers' and **either** Item 1 **or** Item 2. You are going to compare the texts, one of which you have chosen.

- 4 Compare how the writers bring their situation to life through the language used in the two texts.

(16 marks)

## Section B: Writing

Answer **both** questions in this section.

You are advised to spend about one hour on this section.  
You are advised to spend about 25 minutes on Question 6.  
You are advised to spend about 35 minutes on Question 7.

- 5** Think of a place you know well. It could be a holiday resort, a place of interest or even your local park.

Write the text for an **informative** leaflet persuading people to visit.

*(16 marks)*

- 6** Write a magazine article describing the most interesting journey you have made. **Explain** what made this journey interesting for you.

*(24 marks)*

# Crossing a continent in adventurer's memory

AS John Dwyer finally dipped his toes in the Atlantic his thoughts turned to the dead friend who inspired the ride.

The 33-year-old geography teacher from Bournemouth had just cycled 3,800 miles across Canada.

That was 47 days on the bike, five punctures and five time zones.

He went over the Rockies in 35 degrees C, camped out after seeing grizzly bears, and rode almost 100 miles without seeing any human habitation.

"The Canadian people were fantastic," said John, from Queens Park, "they would let me stay in their houses overnight, waive the cost of meals, and make donations."



**MEETING THE LOCALS:**  
A bear spotted en route

## By Stephen Bailey

stephen.bailey@bournemouthecho.co.uk

And when he reached the sea he remembered friend Rob Gauntlett.

John met Rob when he travelled with him for six months as Rob travelled from magnetic pole to magnetic pole.

Tragically Rob, once named National Geographic's Adventurer of the Year, and the youngest Briton to scale Mt Everest, died climbing in the Alps aged 21.

John rode for the Rob Gauntlett Trust and raised up to £1,500.

He said: "When I reached the end I thought I would be elated because it was a real focus during the ride.

"But my thoughts were with Rob, and all the people he had left behind, and I just felt quite pensive.

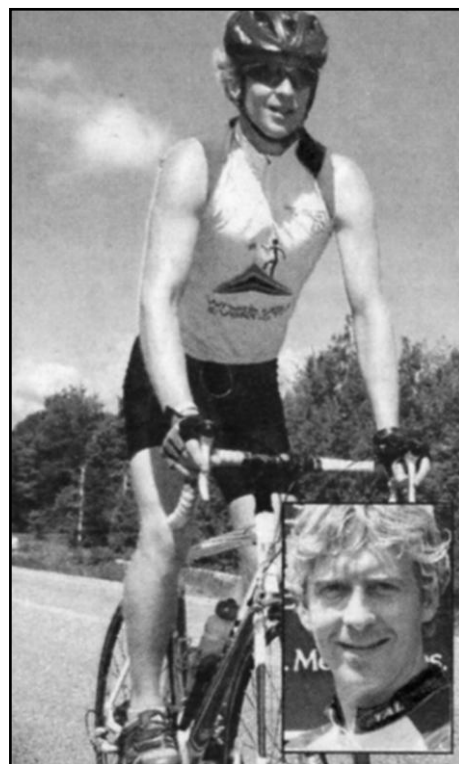
"It was a privilege to be out there in some really remote places. It was actually liberating to be away from the rat race.

"I was always looking to do adventurous things and Rob inspired me to not just think about it, but to get out there,

and make sure my dreams became a reality,"

John has now finished teaching at Talbot Heath and next week leaves home again, this time to teach three children from Surrey over two years while their parents sail around the world.

John blogged his way through his Canadian journey at [www.bournemouthecho.co.uk](http://www.bournemouthecho.co.uk) and you can still read his entries and see his photos.



**CANADIAN CHALLENGE:** John Dwyer cycling and pictured inset



# Tim Dowling

## Her view of me as a portable breadwinner informs all our plans

I need to stop being on holiday. I shouldn't complain, but I'm finding summer very stressful. Also, I have to work. 'The thing about you,' my wife says, 'is that you can work anywhere.' My wife's view of me as an essentially portable breadwinner informs all our travel plans. That's why we're back in the car after just a few days in London, heading for a cottage in a picturesque seaside town. This final leg of the summer holidays has been booked for months, but thinking about it causes a knot to form in the pit of my stomach. It just seems like an additional week in which something could go wrong – a holiday too far.

We arrive in the seaside town and are met by friends who have rented a cottage nearby. As we unpack, I give voice to several competing anxieties, about parking, about the dog, about work.

'Relax,' says my wife.

'You have to work?' our friend says.

'Don't worry,' my wife says. 'The thing about him is he can work anywhere.'

My wife goes off to see their cottage while I stay

behind to establish an Internet connection so I can start work. I try every gadget in my sack of dongles and wires. Nothing works. The air here has no Internet in it. I end up standing on a dresser while holding my laptop out of the bedroom window.

Below me, my children and the children of our friends are conducting an incredibly loud conversation, half in the cottage and half in the street, shrieking at each other through the open front door. I go downstairs to tell them to be quiet.

'This is not Naples,' I say. 'If you wish to continue to...' I stop and look at the open front door.

'Where's the dog?' I ask.

'Dunno,' the oldest one says. I step into the street. The dog never runs off – she's been standing directly behind me for the last eight years – but she's not outside and she's not inside. It's obvious to me what has happened: a whole summer of continuous geographical displacement has finally taken its toll. The dog has suffered some kind of freak-out and is now charging aimlessly through an unfamiliar seaside town.

I send the children in one direction and I go off in the other.

After a few minutes, I realise I am more or less lost myself.

Eventually I reach the crowded high street. I don't see the dog anywhere, but I immediately run into some people I know.

'Hello!' one of them says. 'You look lost.'

'I've lost my dog,' I say.

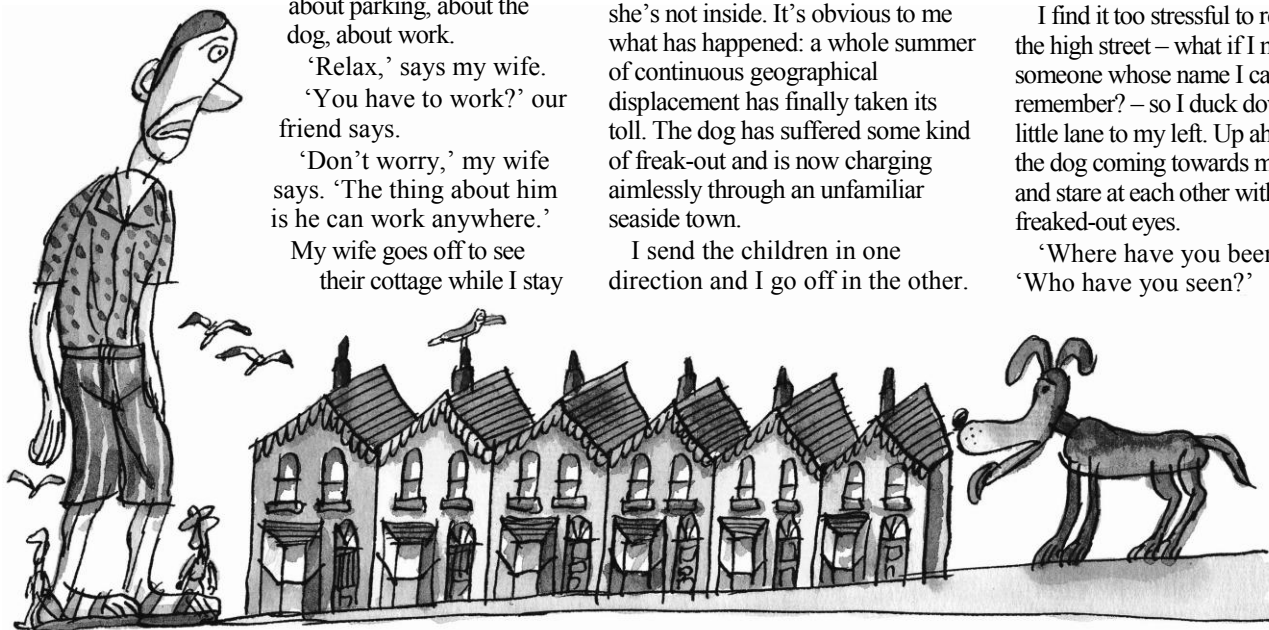
We chat for a while, but we're not really on the same wavelength.

They're on holiday and I'm having a panic attack. As we talk, a car drives by with someone else I know in it. He waves at me.

As I walk along I begin to think that everyone looks familiar. Across the street a door opens and a woman I vaguely recognise steps out. 'What kind of town is this?' I think. Has the whole of Shepherd's Bush decamped here in order to experience substandard Wi-Fi provision? What's relaxing about that?

I find it too stressful to remain on the high street – what if I meet someone whose name I can't remember? – so I duck down a quiet little lane to my left. Up ahead I see the dog coming towards me. We stop and stare at each other with sad, freaked-out eyes.

'Where have you been?' I say. 'Who have you seen?'



*The Guardian Weekend 29 August 2009 • Illustration: Benoit Jacques*

# The Kindness of Strangers

**In this extract, Kate Adie reflects on the time she spent as a language assistant in remote Southern Lapland. Professor Mennie was the tutor responsible for placing Kate in suitable work experience as part of her degree course in Scandinavian Studies.**

Professor Mennie had eyed me keenly, and observed: You look fit, off you go, the Arctic's fascinating. So I found myself on a train heading north of Stockholm with a seventeen-hour journey ahead, a hot-water bottle and a map on the top of my luggage.

Luleå was a dot almost at the top of the Baltic, a port dominated by a gigantic iron-ore processing plant serving the mineral mountains up in the Arctic. It was modern and efficient (I'd been expecting a frontier outpost peopled with elk-eating nomads). In every respect it emulated sixties Sweden: well-lit, clean, affluent and progressive; so progressive, indeed, that my residence permit had been issued in a glamorous civic office full of contemporary furniture by an elegant middle-aged woman who just happened to be chief executive. I was goggle-eyed. This was not what I was accustomed to; where was the fusty lino-floored Town Hall, staffed by unattractive men in cheap suits?

I was to spend my year in Luleå as a language-teaching assistant, later rather grandly entering on my BBC application form the phrase the Language Assistant for Southern Lapland – entirely accurately, seeing that no one else would be mad enough to spend a winter which reached minus 47° Fahrenheit trying to stop nine-year-olds losing fingers and earlobes to frostbite in the school playground. I also had to ski to school. How romantic, my student friends wrote back to me. They should try getting up at six and realising that two feet of snow had fallen overnight – and you'd left your skis outside. Never mind being whooshed past by seven-year-olds clearly ready for the Winter Olympics and without pity for the engelska assitent skidding schoolwards like a demented crab.

by Kate Adie from *The Kindness of Strangers* (2002), published by Headline Book Publishing

General Certificate of Secondary Education  
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# GCSE English/English Language

## Unit 1 Understanding and producing non-fiction texts

### Practice Examination 1 – Mark Scheme

#### SECTION A

Read **Item 1**, the newspaper article called ‘Crossing a continent in adventurer’s memory’, by Stephen Bailey.

- 1 John Dwyer’s inspiration for his ride across Canada was his friend Rob Gauntlett.  
What do we learn about Rob from the text? (8 marks)

AO2, i English AO3, i English Language	Skills
<p><b>Mark Band 4</b> ‘perceptive’ ‘detailed’ 7–8 marks</p>	<ul style="list-style-type: none"> <li>● offers full and detailed evidence that the article is understood</li> <li>● engages with the text as an article; interprets information in a perceptive way</li> <li>● focuses on what the reader learns about Rob Gauntlett</li> <li>● offers relevant and appropriate quotation to support detailed understanding</li> <li>● makes perceptive connections between events, people and ideas in the text</li> </ul>
<p><b>Mark Band 3</b> ‘clear’ ‘relevant’ 5–6 marks</p>	<ul style="list-style-type: none"> <li>● clear evidence that the text is understood</li> <li>● engages with the text as an article</li> <li>● offers relevant and appropriate quotation</li> <li>● interprets the text and makes connections between events, people and ideas</li> </ul>
<p><b>Mark Band 2</b> ‘some’ ‘attempts’ 3–4 marks</p>	<ul style="list-style-type: none"> <li>● some evidence that the text is understood</li> <li>● attempts to engage with the text</li> <li>● offers some relevant quotation to support what has been understood</li> <li>● makes some reference to events in the text</li> </ul>
<p><b>Mark Band 1</b> ‘limited’ 1–2 marks</p>	<ul style="list-style-type: none"> <li>● limited evidence that the text is understood</li> <li>● limited information about Rob Gauntlett</li> <li>● limited engagement with the text</li> <li>● limited reference to the events or ideas in the text</li> </ul>
<p>0 marks</p>	<ul style="list-style-type: none"> <li>● nothing worthy of credit</li> </ul>



#### Examiner’s note

*The Indicative content overleaf is designed to give some idea of the content responses could include. It is not meant to be prescriptive nor will it cover the range of responses written. More able candidates will include unique content and they should be rewarded for this, provided the response meets the skills indicators.*

**Indicative content**

Candidates' responses may include consideration of:

- what Rob Gauntlett did and what happened to him
- his qualities as an inspiration to John Dwyer
- Rob's achievements

Now read **Item 2**, the article and the accompanying illustrations called, 'Her view of me as a portable breadwinner informs all our plans' by Tim Dowling.

**2** What do the images and other presentational features add to the effect of the text? (8 marks)

<p><b>Mark Band 4</b> 'perceptive' 'detailed' 7–8 marks</p>	<ul style="list-style-type: none"> <li>● evidence that the headline is fully understood</li> <li>● detailed interpretation and comment on appropriateness of the headline</li> <li>● detailed explanation and interpretation offered of what the pictures show; consideration of both photograph and illustration and their value to overall effect of the article</li> <li>● links the elements of the picture to the text with perceptive comments</li> </ul>
<p><b>Mark Band 3</b> 'clear' 'relevant' 5–6 marks</p>	<ul style="list-style-type: none"> <li>● clear evidence that the headline is understood in relation to the text</li> <li>● explanation and interpretation offered of what the pictures show</li> <li>● links the picture content and style to the content of the text with relevant comments</li> </ul>
<p><b>Mark Band 2</b> 'some' 'attempts' 3–4 marks</p>	<ul style="list-style-type: none"> <li>● some evidence that the headline text is understood</li> <li>● attempt made to relate it to whole article</li> <li>● some explanation offered of what the picture shows</li> <li>● attempts to link the pictures to the content of the text</li> </ul>
<p><b>Mark Band 1</b> 'limited' 1–2 marks</p>	<ul style="list-style-type: none"> <li>● limited evidence that the headline is understood in relation to text and pictures</li> <li>● limited engagement with the effect of the headline</li> <li>● limited explanation of what the pictures show</li> <li>● no appreciation of how the pictures link with or affect the words</li> </ul>
<p>0 marks</p>	<ul style="list-style-type: none"> <li>● nothing worthy of credit</li> </ul>

**Indicative content**

Candidates' responses may include consideration of:

- headline: comment on the variety of sizes of typeface: for instance, 'Tim Dowling' in large colourful letters compared to the title of the piece, commenting on the importance of Tim Dowling as the writer – this is a column that people read because he is the writer. Heading 'Starters' also gives impression that Tim Dowling's column is placed at the beginning of *The Guardian Weekend Supplement*
- bland photograph of Tim, with glum expression suggesting he is not enjoying his holiday; an idea reflected in the text. He looks confused and grumpy, alerting the reader to the stance he will take on what happens in his column
- cartoon-like satirical illustration where Tim's down-turned mouth and defeated body language again reflect his feelings. His blue-grey skin suggests he is unhappy, again reflecting the tone of the story
- colourful houses, gulls and sunglasses brief audience about the topic

- picture of dog reflects the text in which Tim Dowling personifies the dog in the last two sentences
- the aim of the writing which is to make the audience laugh at Tim's situation and perhaps empathise

Read **Item 3**, 'The Kindness of Strangers' which is an extract from Kate Adie's autobiography.

**3** What are the writer's thoughts and feelings about living and working in Luleå? (8 marks)

AO2, i English AO3, i English Language	Skills
<b>Mark Band 4</b> 'perceptive' 'detailed' 7–8 marks	<ul style="list-style-type: none"> <li>● makes perceptive inferences from the text</li> <li>● shows a perceptive engagement with, and interpretation of, character, place and context, recognising the modern efficiency of Luleå in contrast to the old-fashioned fustiness of public buildings in Britain</li> <li>● employs appropriate quotes to support detailed understanding</li> <li>● focus on thoughts and feelings expressed in the text are detailed with perceptive comments covering the range of thoughts and feelings about people and place</li> </ul>
<b>Mark Band 3</b> 'clear' 'relevant' 5–6 marks	<ul style="list-style-type: none"> <li>● makes inferences about thoughts and feelings from the text</li> <li>● shows clear engagement with, and interpretation of, character, place and context</li> <li>● employs relevant quotes to support understanding</li> <li>● clear focus on thoughts and feelings expressed in the text</li> </ul>
<b>Mark Band 2</b> 'some' 'attempts' 3–4 marks	<ul style="list-style-type: none"> <li>● some engagement with character, place and context</li> <li>● attempts to use quotes to support understanding</li> <li>● offers some focus on thoughts and feelings in the text</li> </ul>
<b>Mark Band 1</b> 'limited' 1–2 marks	<ul style="list-style-type: none"> <li>● limited engagement with text, place or context</li> <li>● may offer copying or irrelevant quotation</li> <li>● limited reference to thoughts and feelings in the text</li> </ul>
0 marks	<ul style="list-style-type: none"> <li>● nothing worthy of credit</li> </ul>

**Indicative content**

Candidates' responses may include consideration of:

- Kate Adie's adventurous spirit and expectations; she describes Luleå as 'a dot almost at the top of the Baltic' and her most prominent possessions seem to be a hot water bottle and a map
- in some ways Luleå exceeds her expectations and she describes it as 'progressive'
- she appears self-effacing in the way she describes her role as 'trying to stop nine-year-olds losing fingers and earlobes to frostbite' but, conversely, when completing her BBC application form describes herself as 'the Language Assistant for Southern Lapland'
- Kate also laughs at her own attempts to live in this unfamiliar climate, describing how she skis 'like a demented crab'

Refer to **Item 3**, 'The Kindness of Strangers' and *either* Item 1 *or* Item 2. You are going to compare the texts, one of which you have chosen.

**4** Compare how the writers bring their situation to life through the language used in the two texts. (16 marks)



AO2, i English AO3, i English Language	Skills
<b>Mark Band 4</b> 'perceptive' 'detailed' 13–16 marks	<ul style="list-style-type: none"> <li>● offers a full and detailed understanding and interpretation of the content of the texts</li> <li>● shows a detailed and perceptive appreciation, interpretation and analysis of how the writers have used language to bring the situation to life: dialogue, active voice, context, imagery, emotive language</li> <li>● offers full, relevant quotation in support of ideas with appropriate and perceptive comments</li> <li>● focuses on comparison and cross-referencing between the texts throughout the response</li> <li>● makes links between purpose, audience and medium</li> </ul>
<b>Mark Band 3</b> 'clear' 'relevant' 9–12 marks	<ul style="list-style-type: none"> <li>● clear evidence that the language used in the texts is understood</li> <li>● shows clear appreciation and analysis of the effect of words and phrases and features such as dialogue in the different contexts,</li> <li>● offers relevant and appropriate quotations and references to support ideas</li> <li>● clear focus on comparisons and cross references between the two texts</li> </ul>
<b>Mark Band 2</b> 'some' 'attempts' 5–8 marks	<ul style="list-style-type: none"> <li>● some understanding of how language is used in the texts</li> <li>● response may be narrative or offer quotation without explanation</li> <li>● some appreciation of the effect of words and phrases in the different contexts</li> <li>● attempts to support response with usually appropriate examples</li> <li>● attempts to compare language use and make cross references</li> </ul>
<b>Mark Band 1</b> 'limited' 1–4 marks	<ul style="list-style-type: none"> <li>● limited understanding of language in either text</li> <li>● no real appreciation of the effect of words and phrases in the different contexts</li> <li>● very few examples and not well chosen nor explained</li> <li>● limited ability to compare or make cross references</li> </ul>
0 marks	<ul style="list-style-type: none"> <li>● nothing worthy of credit</li> </ul>

### Indicative content

Candidates' responses may include consideration of:

- the **differing use of language** in relation to context and purpose, e.g. Tim Dowling uses present tense whereas the other two pieces are reporting on what has happened. We can therefore identify with Tim as if we are experiencing his trauma too
- in addition, both Tim and Kate use **first person** to draw the reader closer to what is happening. It's as if they are talking directly to the reader. Stephen Bailey also wants us to empathise and uses dialogue and emotive language such as 'inspired', 'tragically' and 'Rob inspired me to not just think about it, but to get out there, and make sure my dreams became a reality.'
- 'Crossing a continent in adventurer's memory', is a positive account of John Dwyer's journey yet he faced real danger and hardship. Whereas Kate Adie is humorous about the potential hardships of her situation and, in comparison, Tim Dowling's hardships are paltry but he exaggerates to entertain
- the three writers use **anecdotes** and **examples** to contextualise and give the reader a better idea of the situation
- Kate Adie and Stephen Bailey use **facts**. For instance, John travelled 3,800 miles across five time zones, he was on the bike for 47 days. Tim Dowling is writing a column based on his opinion: 'It just seems like an additional week in which something could go wrong – a holiday too far.'

## Section B

- 5 Think of a place you know well. It could be a holiday resort, a place of interest or even your local park.

Write the text for an **informative** leaflet persuading people to visit.

(16 marks)

AO3, i, ii English AO4, i, ii English Language	Skills
<p><b>Mark Band 4</b> 'convincing' 'compelling' 8–10 marks</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>● writes in a way which shows clarity of thought and informs and persuades in a convincing and compelling way</li> <li>● engages the reader with detailed information and developed ideas, perhaps abstract concepts</li> <li>● makes and sustains the purpose, intention and objective of writing the leaflet</li> <li>● writes a persuasive leaflet, the tone of which is appropriately serious but also appeals to its audience e.g. employs emphasis, assertion, reason, emotive language</li> <li>● uses linguistic devices such as the rhetorical question, hyperbole, superlative, active verbs in an effective and appropriate way</li> <li>● uses words effectively including informative markers e.g. 'furthermore', 'in addition'</li> </ul> <p><b>Organisation of ideas</b></p> <ul style="list-style-type: none"> <li>● writes a whole text in continuous prose</li> <li>● employs paragraphs effectively to enhance meaning e.g. the one sentence paragraph</li> <li>● uses a variety of structural features, e.g. different paragraph lengths, indented sections, dialogue, bullet points, as appropriate</li> <li>● presents complex ideas in a coherent way</li> </ul>
<p><b>Mark Band 3</b> 'clarity' 'success' 5–7 marks</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>● writes in a way which shows clarity of thought and explains with success</li> <li>● engages the reader with more detailed informative and descriptive ideas</li> <li>● clearly states the purpose and intention of writing the leaflet e.g. by articulating ideas, reason, informative detail</li> <li>● writes a successful leaflet, the tone of which may be appropriately serious and which may appeal to its audience e.g. begins to employ emphasis, assertion, reason, emotive language</li> <li>● uses devices such as the rhetorical question, lists, hyperbole, superlative, active verbs as appropriate</li> <li>● uses words successfully including informative markers e.g. 'furthermore', 'moreover'</li> </ul> <p><b>Organisation of ideas</b></p> <ul style="list-style-type: none"> <li>● employs paragraphs effectively in a whole text</li> <li>● begins to use a variety of structural features e.g. different paragraph lengths, dialogue, indented sections, bullet points if appropriate</li> <li>● presents well thought-out ideas in sentences</li> </ul>

<p><b>Mark Band 2</b> 'some' 'attempts' 3–4 marks</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>● writes an informative leaflet with some success</li> <li>● engages the reader by presenting information with some developing ideas</li> <li>● shows awareness of the purpose and intention of writing the leaflet e.g. by giving some information about the chosen place</li> <li>● register may vary between formal and colloquial or slang, the tone may be unvaried</li> <li>● uses devices such as the rhetorical question, lists, superlative but not always appropriately</li> <li>● uses limited vocabulary but including some informative markers</li> </ul> <p><b>Organisation of ideas</b></p> <ul style="list-style-type: none"> <li>● attempts use of paragraphs which may enhance meaning</li> <li>● some evidence of structural features e.g. short paragraphs, dialogue, bullet points or lists if appropriate</li> </ul>
<p><b>Mark Band 1</b> 'limited' 1–2 marks</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>● explains few ideas with limited success</li> <li>● engages the reader in a limited way by reference to one or two ideas e.g. makes brief reference to the task which reiterates the question</li> <li>● shows limited awareness of the purpose and intention of writing the leaflet e.g. by stating very simple or misguided ideas</li> <li>● register may vary between formal and colloquial or slang, sustaining neither</li> <li>● use of devices such as the rhetorical question and lists may not be appropriate or effective</li> <li>● limited vocabulary evident with arbitrary or little use of informative markers</li> </ul> <p><b>Organisation of ideas</b></p> <ul style="list-style-type: none"> <li>● shows evidence of erratic, if any, paragraph structure</li> <li>● shows limited variety of structural features e.g. one sentence paragraphs or linguistic devices such as rhetorical question</li> </ul>
<p>0 marks</p>	<ul style="list-style-type: none"> <li>● nothing worthy of credit</li> </ul>

<p><b>Indicative content</b></p> <p>Candidates' leaflets should be clear and focused. The leaflet should contain the conventional elements of the medium, be informative and successful in persuading the audience, the work reflecting the available 16 marks and the recommended time.</p> <p>Candidates' responses may:</p> <ul style="list-style-type: none"> <li>● show that the topic and task are understood – to inform and persuade the audience to visit a place the candidate knows well</li> <li>● give interesting information and detail such as facilities, activities, places of interest</li> <li>● develop reasons and explanation why the audience should visit</li> <li>● structure the information logically using appropriate signposts</li> <li>● include reference to location, travel, opening hours if appropriate</li> </ul>
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AO3, iii English AO4, iii English Language	Skills
<b>Mark Band 3</b> 5–6 marks	<ul style="list-style-type: none"> <li>● uses <u>complex</u> grammatical structures and punctuation with success</li> <li>● organises writing using sentence demarcation <u>accurately</u></li> <li>● employs a variety of sentence forms to good effect including short sentences</li> <li>● shows accuracy in the spelling of words from an <u>ambitious vocabulary</u></li> <li>● uses standard English appropriately</li> </ul>
<b>Mark Band 2</b> 3–4 marks	<ul style="list-style-type: none"> <li>● writes with <u>control</u> of agreement, punctuation and sentence construction</li> <li>● organises writing using sentence demarcation which is <u>mainly accurate</u></li> <li>● employs a variety of sentence forms</li> <li>● shows <u>accuracy in the spelling of words in common use</u> in an increasingly developed vocabulary</li> <li>● uses standard English appropriately</li> </ul>
<b>Mark Band 1</b> 1–2 marks	<ul style="list-style-type: none"> <li>● writes with <u>some control</u> of agreement, punctuation and sentence construction</li> <li>● organises writing using sentence demarcation which is <u>sometimes accurate</u></li> <li>● writes simple and some complex sentences</li> <li>● shows <u>accuracy in the spelling of words in common use</u></li> <li>● uses standard English</li> </ul>
0 marks	<ul style="list-style-type: none"> <li>● nothing worthy of credit</li> </ul>

**6** Write a magazine article describing the most interesting journey you have made.  
**Explain** what made this journey interesting for you. (24 marks)

AO3, iii English AO4, iii English Language	Skills
<b>Mark Band 4</b> 'convincing' 'compelling' 13–16 marks	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>● writes in a way which shows clarity of thought and explains in a convincing and compelling way</li> <li>● engages the reader with a range of detailed and developed ideas, perhaps abstract concepts</li> <li>● makes and sustains the purpose, intention and objective of writing the article e.g. by affecting the reader, evoking response</li> <li>● writes a convincing article, the tone of which is appropriately serious but also appeals to emotions e.g. employs emphasis, assertion, reason, emotive language, anecdote</li> <li>● uses linguistic devices such as the rhetorical question, hyperbole, irony, in an effective and appropriate way</li> <li>● shows control of extensive but appropriately used discursive markers e.g. 'moreover', 'furthermore', 'in addition'</li> </ul> <p><b>Organisation of ideas</b></p> <ul style="list-style-type: none"> <li>● writes a whole text in continuous prose</li> <li>● employs paragraphs effectively to enhance meaning including e.g. the one sentence paragraph</li> <li>● uses a variety of structural features e.g. different paragraph lengths, indented sections, dialogue, bullet points, sidebars, pullout quotes, sub-headings as appropriate</li> <li>● presents complex ideas in a coherent way</li> </ul>

<p><b>Mark Band 3</b> 'clarity' 'success' 9–12 marks</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>● writes in a way which shows clarity of thought and explains with success</li> <li>● engages the reader with more detailed informative and reasoned ideas</li> <li>● clearly states the purpose and intention of writing the article e.g. by articulating possible outcomes or learning</li> <li>● writes a successful article, the tone of which may be appropriately serious and yet appeal to the audience e.g. begins to employ emphasis, assertion, reason, emotive language, anecdote</li> <li>● uses devices such as the rhetorical question, lists, hyperbole as appropriate</li> <li>● uses words effectively including discursive / informative markers e.g. 'furthermore', 'moreover'</li> </ul> <p><b>Organisation of ideas</b></p> <ul style="list-style-type: none"> <li>● employs paragraphs effectively in a whole text</li> <li>● begins to use a variety of structural features e.g. different paragraph lengths, dialogue, indented sections, bullet points, sidebars if appropriate</li> <li>● presents well thought-out ideas in sentences</li> </ul>
<p><b>Mark Band 2</b> 'some' 'attempts' 5–8 marks</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>● explains with some success</li> <li>● engages the reader by presenting information with some developing ideas</li> <li>● shows awareness of the purpose and intention of writing the article e.g. by stating a number of related ideas</li> <li>● register may vary between formal and colloquial or slang, the tone may be unvaried</li> <li>● uses devices such as the rhetorical question, lists but not always appropriately</li> <li>● uses limited vocabulary but including some discursive markers</li> </ul> <p><b>Organisation of ideas</b></p> <ul style="list-style-type: none"> <li>● attempts use of paragraphs which may enhance meaning</li> <li>● some evidence of structural features e.g. short paragraphs, bullet points, dialogue if appropriate</li> </ul>
<p><b>Mark Band 1</b> 'limited' 1–4 marks</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>● argues with limited success</li> <li>● engages the reader in a limited way by reference to one or two ideas e.g. makes brief reference to the topic which reiterates the question</li> <li>● shows limited awareness of the purpose and intention of writing the article e.g. by stating very simple or misguided ideas</li> <li>● register may vary between formal and colloquial or slang, sustaining neither</li> <li>● use of devices such as the rhetorical question and lists may not be appropriate or effective</li> <li>● limited vocabulary evident with arbitrary or little use of discursive markers</li> </ul> <p><b>Organisation of ideas</b></p> <ul style="list-style-type: none"> <li>● shows evidence of erratic, if any, paragraph structure</li> <li>● shows limited variety of structural features e.g. one-sentence paragraphs, bullet points</li> </ul>
<p>0 marks</p>	<ul style="list-style-type: none"> <li>● nothing worthy of credit</li> </ul>

**Indicative content**

Candidates' articles should be expansive and developed, showing evidence of thoughtful and considered ideas, using the form with confidence explained in convincing detail and reflecting the 24 marks available.

Candidates' responses may:

- show that the topic and task are understood; that the article should deal with the idea of describing an interesting journey the candidate has made and explaining how it was interesting
- demonstrate the use of appropriate conventions used with confidence: e.g. title, strapline, lead, by-line, pull-out quotes, text boxes
- recognise that the topic is linked to the Reading sources, Items 1 and 3
- provide effective description and personal commentary about the journey, including thoughtful reflections such as how the journey has affected them personally or other travellers
- develop characters and setting through descriptive detail; the writer's thoughts and feelings; dialogue
- conclude the article emphatically and, for higher marks, with flair – perhaps linking the conclusion back to the lead and strapline

AO3, iii English AO4, iii English Language	Skills
<p><b>Mark Band 3</b> 6–8 marks</p>	<ul style="list-style-type: none"> <li>● uses <u>complex</u> grammatical structures and punctuation with success</li> <li>● organises writing using sentence demarcation <u>accurately</u></li> <li>● employs a variety of sentence forms to good effect including short sentences</li> <li>● shows accuracy in the spelling of words from an <u>ambitious vocabulary</u></li> <li>● uses standard English appropriately</li> </ul>
<p><b>Mark Band 2</b> 3–5 marks</p>	<ul style="list-style-type: none"> <li>● writes with <u>control</u> of agreement, punctuation and sentence construction</li> <li>● organises writing using sentence demarcation which is <u>mainly accurate</u></li> <li>● employs a variety of sentence forms</li> <li>● shows <u>accuracy in the spelling of words in common use</u> in an increasingly developed vocabulary</li> <li>● uses standard English appropriately</li> </ul>
<p><b>Mark Band 1</b> 1–2 marks</p>	<ul style="list-style-type: none"> <li>● writes with <u>some control</u> of agreement, punctuation and sentence construction</li> <li>● organises writing using sentence demarcation which is <u>sometimes accurate</u></li> <li>● writes simple and <u>some complex sentences</u></li> <li>● shows accuracy in the spelling of words in common use</li> <li>● uses standard English</li> </ul>
<p>0 marks</p>	<ul style="list-style-type: none"> <li>● nothing worthy of credit</li> </ul>

## General Certificate of Secondary Education Higher Tier

# GCSE English/English Language

## Unit 1 Understanding and producing non-fiction texts

### Practice Examination 1 – Sample responses

#### How to use these sample responses

The aim in providing the following sample responses is to show the kind of progression required to move from a Grade E/D to a Grade C and the standard required of a Grade A.

Annotations around the sample responses and an Examiner's comment indicate what is needed to make this improvement.

The Examiner's comment expresses marks that might be awarded both in terms of Mark Band and Grade. While it is not advisable to tie Mark Bands exactly to Grades, we can estimate that they correlate roughly as follows:

Mark Band 4 = Grade A–A\*  
Mark Band 3 = Grade C–B  
Mark Band 2 = Grade E–D  
Mark Band 1 = Grade G–F

PLEASE NOTE: THESE CORRELATIONS  
ARE ESTIMATES FOR GUIDANCE ONLY,  
GRADE/BAND CORRELATIONS MAY  
VARY FROM YEAR TO YEAR.

It may also help to consider these features of responses at different grades when assessing the responses below and your own students' work.

You may wish to share these responses and ask students to assess the grades for themselves using either the Marking grids for Reading and Writing on pages 10–11 or the Student Reading and Writing checklists on pages 8–9.

## Section A: Reading

Read **Item 1**, the newspaper article called ‘Crossing a continent in adventurer’s memory’, by Stephen Bailey.

- 1 John Dwyer’s inspiration for his ride across Canada was his friend Rob Gauntlett. What do we learn about Rob from the text? (8 marks)

### Grade D/E response (Mark Band 2)

<p>John Dwyer cycled across Canada and when he reached the sea he remembered friend Rob Gauntlett. Tragically Rob named national geographics Adventurer of the Year and the youngest Briton to scale Mt everest died climbing in the Alps aged 21. He had gone from pole to pole and there was a trust set up about him</p>	<p>Lifted from text, as is the next sentence</p>
	<p>Poor technical accuracy in spelling and punctuation</p>



### Examiner’s comment

*This candidate has lifted whole chunks from the text. However, they are relevant and thereby indicate an understanding of the question. Summarising or giving an overview of this information would contribute to moving this response into Mark Band 3, in addition to making inferences such as commenting on Rob’s adventurous spirit or how much he achieved for such a young man.*

### Grade C response (Mark Band 3)

<p>Rob had done an amazing amount for someone so young. People reading the article would be inspired by the fact that he was the youngest Briton to scale Mount Everest. He was admired by many because he had lots of friends and supporters, supporters who set up a trust for him. We learn about all the fantastic achievements such as travelling from pole to pole. Rob’s spirit lives on in that John has completed his ride across Canada in aid of Rob’s memory. Rob died climbing the Alps.</p>	<p>Focuses on the question, providing a sound overview of Rob’s achievements</p>
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### Examiner’s comment

*This response provides both retrieved information and inference, making connections between Rob’s achievements and how others perceived him. Although the candidate does not list everything we learn about Rob, the response makes valid inferences and the last comment is perceptive. The candidate has summarised the text showing good understanding. The lack of quotation is counterbalanced by accurate paraphrasing and very close reference to the text.*



**Grade A response (Mark Band 4)**

Rob was an inspiring person who encouraged people to live their dream just as he did. Although he only lived 21 years he packed several outstanding achievements into that short lifespan. His adventures were daring and often dangerous, an inspiration to us all. Not only was he once named National Geographic's Adventurer of the Year, he was also the youngest Briton to scale Mt Everest. But he died on another adventure - climbing in the Alps - when only 21. He had many friends, one of whom was John Dwyer. One of Rob's adventures was travelling from magnetic pole to magnetic pole, a journey that took 6 months

Clear understanding and interpretation of article

Makes perceptive connections between events



**Examiner's comment**

*A full and detailed response that retrieves information, links and interprets it.*

Now read **Item 2**, the article and the accompanying illustrations called, 'Her view of me as a portable breadwinner informs all our plans' by Tim Dowling.

**2** What do the images and other presentational features add to the effect of the text? (8 marks)

**Grade E response (Mark Band 2)**

There is a small photo of Tim at the top next to his name. They have used huge letters for his name so that you know this is Tim Dowling. At the bottom there is a cartoon picture of Tim looking for his dog. Tim is not happy in this picture which is what he tells us in the text so the picture is just right. The dog is there too, and they both look really silly, as if they were drawn for children, because they are bigger than the houses. Perhaps they are more important than the houses because the article is all about them.

Misses important point: this is a column and is identified by the personality writing it rather than by its subject. Candidate recognises this is important without saying why

Clear understanding and interpretation of article



**Examiner's comment**


*Mainly a narrative response but with some interpretation which becomes more sophisticated towards the end as the presentational features are linked to the content of the text. To move into Mark Band 3 the candidate could explain more clearly how the features have an effect on the reader and add analysis to some of the very general points made.*

**Grade C (Mark Band 3)**

This is a light-hearted column in 'The Guardian Weekend'. Tim Dowling is in huge letters because the column is all about him and his family. The reader wants to read about him. The presentation shows the tone of this column is humorous. The cartoon image shows bright, colourful seaside houses which should make a happy atmosphere but we can see that Tim looks very grumpy. The cartoon picture alerts the reader to what the text is going to be about and also the effect of the text. We know that Tim is going to be in a situation and make fun of himself. We expect to have a laugh at him.

*Displays understanding of this type of writing*

*Identifies purpose*

 **Examiner's comment**  
*This response shows a clear understanding of the intended effects of some presentational features and links these to the purpose and content of the text. Although light on references to presentational features, the candidate has interpreted some of the features and has a clear idea of the form.*

**Grade A response (Mark Band 4)**

Tim Dowling is not very happy being a 'portable breadwinner' and this can be seen from both the inset picture and the illustration. Although he's dressed in garish holiday clothes in the cartoon, his facial expression and body language suggest sadness and defeat. This fits perfectly with the text in which he moans about being on holiday and trying to work. The cartoon images are playful giving the reader a humorous caricature of Tim and the dog in a stereotypical seaside setting reminiscent of old-fashioned seaside postcards.

The image of the seaside houses and the gulls tell the reader that Tim is at a holiday destination. The coloured houses set a happy-go-lucky tone, quite at odds with Tim Dowling's perception of this as 'a holiday too far' and his miserable facial expression. Tim and the dog shown in the foreground staring at each other illustrates the last paragraph: 'we stop and stare at each other with sad, freaked-out eyes'.

Throughout the text Tim feels sorry for himself and things all seem to work against him. He seems to be blaming his wife for his inability to get on and write. This is suggested by the title: 'her view of me as a portable breadwinner informs all our plans.' However, he looks just as gloomy in the close-up portrait, with his crossed arms shutting the audience out, his hangdog eyes and bland shirt and background.

The huge dual coloured type 'Tim Dowling' highlights that Tim is the attraction for this writing. It is a column giving Tim's personal view on life and that is why people want to read it.

*Good detailed point on how images match the mood of the writing*

*Valid observation but could go further to say how the reader might interpret this*

*Perceptive comment*

*Makes central point that this is a weekly column – and that presentational features highlight this*



### Examiner's comment

*There are some detailed observations and interpretation of the images and other presentational features and the candidate has recognised inconsistencies such as Tim trying to blame his wife for his misery when he seems to look consistently miserable.*

Read **Item 3**, 'The Kindness of Strangers' which is an extract from Kate Adie's autobiography.

**3** What are the writer's thoughts and feelings about living and working in Luleå? (8 marks)

#### Grade E response (Mark Band 2)

She's only going because her professor told her to. She was not impressed with Lulea because she calls it a 'dot' which is not very impressive. Her friends thought it was romantic but she just thought it was too cold. She says 'no one else would be mad enough to spend a winter which reached minus 47 Fahrenheit.' She thinks it is 'modern and efficient' though and she was 'goggle-eyed' that there were not any 'unattractive men in cheap suits' which is what she was used to where she came from. There was also lots of contemporary furniture and there weren't any 'elk-eating nomads'.

*Points seem to be randomly made, with no real linking or structure*



### Examiner's comment

*This candidate shows some understanding and engagement with the text. There is a great deal of detail, much of which is relevant, but the response gives the impression that the candidate is just mentioning the next thing they notice, without any thought to organising the material to make it coherent. To achieve Mark Band 3, this candidate would need to focus in a more structured way on Kate's thoughts and feelings, explaining and justifying their comments.*

#### Grade C response (Mark Band 3)

Kate makes it sound as if her professor pushed her into going to Lulea when she says: 'I found myself on a train heading north ..' It's as if she's going by accident but it is part of her degree course. She obviously feels the place is going to be very isolated (she calls it 'a dot' on the map) and very cold, since she takes a hot water bottle. The journey of 17 hours suggests it is a long way away. She sounds pleasantly surprised by its modern efficiency compared to her view of it as a 'frontier outpost'. I think Kate feels that Lulea is very different from what she's used to. She compares the fusty offices of her home Town Hall to the glamorous offices of Lulea. She could even be feeling homesick because, although her friends think travelling to work on skis romantic, she feels the reality is not because it is so unfamiliar to her.

*Valid interpretation supported by close reference to the text*



### Examiner's comment

*This candidate, although picking up on some of the same points as the previous one, has interpreted the content of Kate's text and made relevant suggestions about her thoughts and feelings in a more structured way. The candidate supports her points with good use of integrated quotations or close reference to the text.*

#### Grade A response (Mark Band 4)

<p>Kate is expecting it to be cold and isolated. She gives the significant detail that 'Lulea was a dot almost on the top of the Baltic' which sounds distant and unattractive. Similarly, mention of the 'iron-ore processing plant' makes us think that she is dreading the trip. You get the feeling though that this does not worry her. She packs her map and hot-water bottle giving the impression she is a practical person. However, she does think it will be backward and old-fashioned and is surprised when it turns out to be 'modern and efficient'. She describes herself as 'goggle-eyed' at the glamour of the office and the elegant woman who deals with her permit. Although this might be something like 'the end of the earth', it is, she thinks, much better than the 'fusty lino-floored Town Hall' that it seems she is more used to. She seems very impressed.</p>	<p><i>Perceptive comment supported by further explanation in the next sentence and appropriate reference to text</i></p>
<p>She feels rather out of place in that she does not ski very well and has difficulty dealing with a lifestyle that is different to what she's used to. When the local kids whiz by her on their skis she feels silly and clumsy, describing herself ski-ing 'like a demented crab.'</p>	<p><i>Writer's thoughts identified and summarised well</i></p>
<p>She seems very impressed.</p>	<p><i>A perceptive comment which could have been explored further</i></p>
<p>She feels rather out of place in that she does not ski very well and has difficulty dealing with a lifestyle that is different to what she's used to. When the local kids whiz by her on their skis she feels silly and clumsy, describing herself ski-ing 'like a demented crab.'</p>	<p><i>Great use of integrated quotation</i></p>



### Examiner's comment

*This is a succinct and well focused answer. The candidate gives some valid and perceptive interpretation. However, to gain more marks, they might have taken their exploration of Kate's thoughts further in the first paragraph by showing some of them were quite patronising.*

Refer to **Item 3**, 'The Kindness of Strangers' and **either** Item 1 **or** Item 2. You are going to compare the texts, one of which you have chosen.

**4** Compare how the writers bring their situation to life through the language used in the two texts. (16 marks)

**Grade D response** (Mark Band 2): text choices Item 1 and Item 3.

<p>The language in the Bournemouth Echo news story is quite straightforward and gives both fact and opinion. The facts help you to realise the distance travelled and the opinion makes it more believable. Kate Adie's writing is all opinion. She brings her situation to life by</p>	<p><i>Misses an opportunity to give examples of fact and opinion</i></p>
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using words such as 'whooshed' and goggle-eyed. This helps the reader imagine what it was like for her in this strange place in the middle of nowhere. The tone of Kate's piece is informal and funny – when she talks about expecting 'elk-eating nomads'. This tells us about Kate's view of Lulea. She uses a lot of description to inform us what it was like for her. Such as 'skidding schoolwards like a demented crab.' In comparison, the Echo article brings the situation to life by giving lots of factual detail and Kate Adie brings her situation to life by using description.

*Perceptive comment supported by further explanation in the next sentence and appropriate reference to text*



### Examiner's comment

*The brevity in the coverage of both texts is a key issue here. The candidate is clearly more confident when dealing with Kate Adie's text but would need to cover the Bournemouth Echo article in more detail. The candidate has mentioned fact and opinion with one reference to distance travelled and so we can assume they recognise a fact. They understand the effects of fact and opinion but would need to explore and give more detailed examples to move to Mark Band 3. This response also lacks examples to support points.*

**Grade C response (Mark Band 3):** text choices: Item 1 and Item 3.

The 'Bournemouth Echo' article gives you a lot of information about the journey across Canada. It is fairly factual and objective, giving the reader details of the miles travelled, and the zones covered. However, to bring the situation to life, the writer uses quotations such as: 'my thoughts were with Rob, and all the people he had left behind.' This makes the audience empathise with John, losing a dear friend. The writer also creates a good visual picture when talking of John who 'dipped his toes in the Atlantic' after his long journey. 'Dipped' makes it seem quite delicate, as if he was a bit shy to be there. There is also a 'rule of three' starting 'When he went over the Rockies', which makes it all sound as if there was a lot going on.

Kate Adie though uses different language to the Echo. She uses words like 'goggle-eyed' and 'whoosh' to create a picture and for an informal friendly tone. 'Whooshed' is also onomatopoeia so we get the sound of the skis going by. She also uses the local words like 'engelska assitent' so you know she's in a foreign country. The Echo article is more serious and gives information whereas Kate Adie is humorous, especially when she compares her ski-ing ability to that of the children, using a simile to say she looks like 'a demented crab' so we can picture her zig-zagging crazily all over the place.

*Candidate does not have the skills to identify all the devices used but has recognised that Kate uses more imagery to bring the situation to life*

*Offers a direct comparison*



## Examiner's comment

*This response covers most of the descriptors for Mark Band 3. The candidate has understood the question and has shown evidence that the language is understood, often giving pertinent examples. To gain more marks, the response needs a clear focus on comparisons and a clearer explanation in places of the effects of language choices.*

### Grade A (Mark Band 4): text choices Item 1 and Item 3.

In 'Crossing a continent...' Stephen Bailey brings the story to life in the first sentence by saying 'dipped his toes'. The audience can imagine doing this but they're also wondering why he's doing this. The writer then tells us that it was a dead friend who inspired John to 'cross a continent'. The alliteration makes it sound 'critical' or crucial (with the 'c' sound). The writer also uses tripling in the next paragraph when he tells us that John 'was 47 days on the bike, five punctures and five time zones', to emphasise the hardships he suffered.

The writer uses dialogue that gives the reader information about how John feels: 'when I reached the end I thought I would be elated...' combined with emotive language such as 'inspired' and 'tragically'. Although the writer of the piece wants to remain objective, these devices are used to manipulate the audience into feeling that, not only was Rob an inspiration, his inspiration and achievements live on in John.

The tone of the article is serious since we are talking about the memory of a young man who died.

In contrast, Kate's autobiographical writing is quite humorous. She talks about her tutor looking at her and saying: 'you look fit, off you go, the Arctic's fascinating,' as if she had no choice. She makes the most of the hardships of her situation in an entertaining way such as the cold and her job 'trying to stop nine-year-olds losing fingers and earlobes to frostbite ...' This is the language of adventure and polar exploration. Whereas Kate makes these hardships humorous through her perception of the situation, Stephen Bailey's intention is to emphasise the inspirational qualities of John's trip.

Kate uses onomatopoeia to bring her situation to life when she says, 'being whooshed past ...'.

As journalists, both Stephen Bailey and Kate Adie are adept at manipulating language for effect. Each paragraph is linked into the next. For instance, 'when he reached the sea he remembered friend Rob Gauntlet.'

John met Rob when ...' However, while Kate uses a mixture of sentence lengths, including very short sentences such as: 'I was goggle-eyed' to emphasise her reaction, Stephen Bailey tends to use longer sentences with clauses, such as: 'Tragically Rob, once named National Geographic's Adventurer of the Year, and the

*Clear focus on the question with an explanation of the effect on audience plus the integrated quotation*

*Clear understanding of linguistic devices and how the writer has used tripling to effect*

*Clear comparison, type of writing and its effect identified*

youngest Briton to scale Mt Everest, died climbing in the Alps aged 21.' The Echo journalist wants to emphasise Rob's achievements.

Kate's voice is very evident in this extract: not only is it in the first person, bringing the audience closer to the action, but it is very much her point of view: 'I'd been expecting a frontier outpost peopled with elk-eating nomads,' she says. The tone is very conversational 'and you'd left your skis outside' brings the reader directly into the situation. At the same time, 'frontier outpost' makes it seem very dangerous and 'other-worldly', whilst 'elk-eating nomads' sound bizarre.

She is deliberately self-deprecating when she talks about her job as if it were merely babysitting and later enters the job title 'rather grandly' on her BBC application. Her intention is to entertain, whereas the article about John Dwyer is intended to inform and perhaps even make us think about our own mortality.

Overall, Kate Adie is more playful and original in her use of language such as saying: 'no one else would be mad enough ...' whereas, because of the constraints of the content and form of the newspaper article, Stephen Bailey is more limited in his use of language and tone.



### Examiner's comment

*This candidate offers clear comparison and evidence that language is understood. The analysis is perceptive in places. To gain higher marks this would need more detail and focus: at times the response is not about the language, but rather about the feelings or impressions the text creates.*

## Section B: Writing

5 Think of a place you know well. It could be a holiday resort, a place of interest or even your local park.

Write the text for an **informative** leaflet persuading people to visit.

(16 marks)

### Grade D response (Mark Band 2)

Looe

Looe is a great place to visit and I'm sure you will enjoy it.

There are many things to do:

- Visit the tea gardens and have a Cornish tea.
- Walk the South Coast walk.
- Play on the slot machines.
- Visit the RNLI lifeboat shop.
- Take a boat to the island.
- Sit on the quay and catch crabs.

Wouldn't you like to come and visit a place with all these wonderful activities?

Addresses the reader directly

Uses imperatives to introduce the activities on offer in Looe

“I bring my family to Looe every year. It’s the best place for families with its beautiful bay and sandy beach.” Mr Tibbing, Leicester

COME AND VISIT LOOE TODAY!  
YOUR VERY WELCOME

You can get to Looe by train or its an easy drive from Liskeard. There is a huge car park over the bridge.



### Examiner’s comment

*Brevity and the bullet-pointed presentation in this response are key factors. Some brief information is presented and there is engagement of the reader through the use of the imperative, the the positive quotation from Mr Tibbing (a frequent visitor to Looe) and the rhetorical question. This candidate has understood the task and written a leaflet with some success.*

### Grade C response (Mark Band 3)

Come and visit Looe. There are plenty of things you can do. The sandy beach is great for kids. We also have kayaks for hire and there is a sailing club. The sea is superb and there is so much to do whether you are five or fifty. It’s wonderful for families and for nature lovers too.

Looe is one place where you can view nature and birdwatch or you could take the South coast walk to Tolland Bay. There is a lovely café there where you can put your feet up and have a coffee. It’s all part of a holiday you will never forget...

‘I love going to Looe in Cornwall. My family have been coming here for years. I like to sit on the harbour and fish.’ Mrs Smith, Birmingham

‘We adore it. If there’s anywhere better in the world, I’ll eat my hat. Even though it says ‘Kiss Me Quick on it.’ Mr Giles, Wendover

Guesthouses and hotels are easy to find and there are caravan sights very close and it’s so easy to get to places like the Eden project which is only about 45 minutes away. Or you could go to Bodmin jail and see what it was like to be locked up!

Visit us soon. [www.visitlooe.co.uk](http://www.visitlooe.co.uk)  
This is the place to be!

Purpose identified immediately

Slips out of appropriate voice

Offers some information which is superficial and disjointed

Uses “recommendation” – a good persuasive tool

Humour used to engage reader

Tries to cover a range of things on offer, such as activities, accommodation, places of interest





### Examiner's comment

*This has the makings of a successful response. Through the use of the imperative and the recommendation tool, the candidate shows understanding of the task and is persuasive. With its direct address to the audience and chirpy, friendly tone, the response continues to persuade. The quotations are integrated well and there is some informative detail about activities for visitors. Language could have been used more effectively to gain more marks; vocabulary is relatively straightforward in many places, for example 'lovely cafe' and 'it's so easy'.*

#### Grade A response (low Mark Band 4)

<p>MOUNT WASHINGTON: UNBEATABLE AND BEST</p>	<p><i>Opening grabs reader's interest</i></p>
<p>One of the world's greatest mountain ranges with the greatest average snowfall in the northern hemisphere! Here at Mount Washington, we have ski-ing for all levels... and when you're not ski-ing, there are just so many other things to do: whether you are having the time of your life dog-sledding, tobogganning or snowshoeing, you're just certain to have a fantastic and memorable experience.</p>	<p><i>Tripling (list of three) used to persuade</i></p>
<p>Because we're located in the picturesque Comox Valley, 100 km from Nanaimo on Vancouver Island, there are plenty of things to do at sea level too.</p>	<p><i>Aiming for impact</i></p>
<p>What can we offer?</p>	<p><i>Introduces a range of features</i></p>
<p>Hit the piste... There is a variety of runs to suit all levels of skier or boarder, plus top of the range equipment and expert tuition from the Mount Washington shop...</p>	<p><i>Imaginative structure</i></p>
<p>With a lift up... There are three gondolars to whisk you up 2000 metres above sea level and you can then thrill to your rush down the mountain... Or go summer meandering... If, instead, you choose to come to Mount Washington in the summer, you will have just as much fun – why not hire a mountain bike and explore the trails? You'll have miles and miles of sun-soaked tracks to choose from...</p>	<p><i>Spelling error but this is not a common word. The leaflet is largely accurate technically and includes ambitious vocabulary spelt correctly, e.g. picturesque</i></p>
<p>Or do you love wildlife..?</p>	<p><i>Rhetorical question</i></p>
<p>Look out for the bald eagles and bears and the second rarest animal in the world – the marmot. Follow the paradise Meadow trail around the lake to the top of the world and then picnic... Food is important... Enjoy a hot chocolate or a three-course lunch in the Horseshoe Diner overlooking the Beaufort Mountains and the Comox Glacier. Stunning!</p>	<p><i>Enthusiasm maintained</i></p>
<p>This is sure to prove the best holiday experience of your life. This is Canada at its best!! For more information, see <a href="http://www.mountwashington.ca">www.mountwashington.ca</a> or call 0800 339 4757.</p>	

 **Examiner's comment**

*A clear and successful leaflet which is both persuasive and informative and hits criteria for Mark Band 4. It evokes genuine enthusiasm for the place: details such as 'marmot' and picnicking 'on top of the world' capture the imagination. The structure works well, signposting the reader through the information, and though the ideas are not well developed, this is often a feature of such texts in real life.*

- 6 Write a magazine article describing the most interesting journey you have made. Explain what made this journey interesting for you. (24 marks)

**Grade D response** (Mark Band 2/3 borderline)

<p>Getting to Paris</p> <p>The most interesting journeys are when you have never been somewhere before and the time my grandparents took me to Paris was really the best. We went on the Eurostar train and it was so fast you couldn't see anything out of the window. One minute you were in Kent and the next in Paris I felt. My granddad was in the war and he told us a story about it on the way which was very interesting but so sad. He was a prisoner and he told us about escaping from a camp. The French people were very good to him and his friends and so we felt we would have a good time in Paris. He had a terrible time.</p> <p>Grandma played Nintendo games with us and we had a picnic on the train with pink cup cakes. It was funny. Then when we got to Paris we got lost on the metro but we eventually found our hotel. Our room was so small and granddad said he'd had better in the war in the POW camp. We went to see the Mona Lisa but it was disappointing it's a tiny picture and its got a screen in front of it and you can't get near it because there are so many people. Sometimes the journey to a place is more interesting than when you get there especially when you go with my granddad.</p>	<p>Title shows that candidate is aware that this is a magazine article</p>
	<p>First sentence is interesting and relevant – it could have made a good strapline</p>
	<p>Mentions the interesting anecdote but does not give any detail</p>
	<p>Should explain how was it funny</p>
	<p>Small technical errors in punctuation and spelling</p>
<p>Good concluding sentence but it would have been more convincing if the article had more detail about the journey</p>	

 **Examiner's comment**

*The candidate has shown some awareness of the task in the title, introduction and conclusion. The 'angle' – that sometimes the journey is more interesting than the destination – is highly appropriate. However, the execution of the article is not successful in some aspects. The candidate has missed out the important anecdotes and arguably, the audience is not engaged. The response also lacks the use of effective linguistic devices and paragraphing. It shows a limited range of punctuation and some common errors.*

## Grade C response (Mark Band 3)

Paris here we come

Sometimes the most interesting journeys are when you are travelling into the unknown. And, journeys with my grandparents are always the best.

Flying across country to Paris on the Eurostar train was memorable and so fast you couldn't see anything out of the window. One minute we were sitting very excited in St Pancras and the next in Paris.

Our journey was made memorable by my granddad's story about being a prisoner of war and escaping from a camp. Imagine, the last time he was in France, he was fleeing for his life. The French people were very good to him and this resulted in us feeling very warm towards the French, before we'd even stepped off the train. Grandad's fellow escapees weren't as lucky as him. They all died trying to escape. Even after all these years I could tell this upset him. He went very quiet. But, with great timing, Grandma got out her famous picnic basket.

She knew the sight of her cup cakes would cheer him up. But her icing had gone wrong and they were pink instead of white. Do you think Grandad would let that lie? No – we had to suffer a rant on Grandma's cooking for a full 20 minutes.

Arriving in Paris we got lost on the metro and when we eventually found the hotel our room was so small that granddad said he'd had better in the POW camp.

Mona Lisa was our first stop but, to be honest, I found her a little disappointing. Her tiny picture has a screen in front of it and you can't get near it because there are so many tourists.

Nevertheless, that journey to Paris is one I will always remember. Grandad had never before mentioned his experience of being a POW and he never spoke of it again. I feel privileged to have a Grandad who is both brave and modest.

*Hooks the reader immediately*

*Uses imperative successfully to engage reader's interest in the anecdote which follows*



### Examiner's comment

*A successful personal feature article that follows the conventions of the form: an engaging title and logical, rounded structure. It concludes successfully and gives detailed information on feelings, context and events. Paragraphs are employed successfully and the feature is clear and fluent. However, it lacks the flair, originality and manipulative use of language needed to boost it to Mark Band 4.*

## Grade A\* response (Mark Band 4)

Travelling with Gramps – a journey through time

Some see the journey to a destination as a necessary evil, others an adventure. Seamus Curran explains how his journey to Paris had a more lasting impact than the visit itself.

*Title and strapline both interesting and appropriate. They hook the reader immediately*

The glass-filled brick arches of the St Pancras Eurostar train terminal are like a cross between a trendy restaurant and platform 9 3/4 in the Harry Potter novels. This promised to be a journey through space and time.

Once settled in your clean, comfy seat, it's just like any other train journey – unless, of course, you're travelling with my Gran and Gramps.

Gran is the famed baker in our family and she had done us proud, as usual. Within 40 minutes she had produced a wicker hamper with chicken, egg and cress sandwiches and pink iced cup cakes. 'Why pink?' asked Gramps. 'I know the French are known for their leftie tendencies, but ...pink? I can't see myself eating pink, Doreen ... I mean, couldn't you have gone the whole socialist hog with red?' Anticipating one of Gramps' rants about to start, Gran shut him up with: 'If you don't want them, the kids'll eat 'em.' And that shut him up – until we hit France.

Being on French soil brought back memories and he told us about the last time he had travelled through France on his escape from a POW camp during the Second World War.

'We slept in sheds and barns, ate raw vegetables from the fields and we didn't wash for 14 days.'

'Bet you'd have been glad of a pink cup cake then,' said Gran. I know Gran wasn't making light of his story, she just didn't want us to feel too sad.

On the run, Gramps and his three mates were taken in by a French farmer who was helping them to get back to England. Being a farmer himself, Gramps had asked if he could have a tour of the farm. Gramps is like that, always interested in everything. But while they were out tramping the fields, the German soldiers arrived at the farm and took Gramps' friends away. He never saw them again.

Of course, I'd learned about the Second World War in school but Gramps' story brought to life for me the reality. All those wonderful lives, friends, husbands, wives, sons and daughters – gone. These weren't just people in a textbook but friends that Gramps had lived with, laughed with and no doubt got into lots of trouble with.

We loved Paris, but it's the journey there I remember most. I'll never forget the joy of our anticipation alongside Gramps' sad story of a reality I hope none of us ever have to experience.

Useful and amusing description

Complex sentence introducing the concept that travelling with Gramps might be more interesting than the average journey

Dialogue is humorous and tells the reader about the character

The anecdote made the journey memorable for the writer. Good use of the short sentence at the end of the paragraph

Moving ending that rounds the article and relates directly back to the strapline



**Examiner's comment**

The response follows the conventions of a personal feature article with appropriate title, strapline and the 'angle' – juxtaposing the two journeys. With the clear links, use of dialogue and humour, this is a fluent and engaging response. The humorous tone is cleverly handled in that it does not detract from the seriousness of the anecdote. Paragraphs, language and punctuation are used throughout to enhance meaning. An excellent response.