



GCSE English

Language paper 2

Active verbs for writing about texts. Use these in your answers to secure the best marks and vary your vocabulary.

Advises	Encourages	Introduces
Affects	Emphasises	Juxtaposes
Alludes to	Establishes	Manifests
Argues	Evokes	Narrates
Articulates	Exaggerates	Persuades
Builds	Examines	Portrays
Clarifies	Exemplifies	Presents
Confirms	Expands	Refers
Connotes	Explains	Reflects
Constructs	Explores	Relates
Conveys	Exposes	Remarks
Creates	Foreshadows	Represents
Criticises	Foretells	Reveals
Demonstrates	Highlights	Signifies
Denotes	Hints	Symbolises
Depicts	Illustrates	States
Describes	Impacts	Suggests
Determines	Implies	Supports
Displays	Indicates	Tells
	Informs	Typifies
		Underlines

Expectations,

We expect this to show off your best work. Where you are told to plan or draft you need to do so, properly so that you can learn how to improve your work. You only sit your exams once, but every practice exam before then is a chance to adapt and improve, we expect to see you responding to feedback and using all your prior learning.

Learning Objectives.

These are the learning objectives in English Language, made a little simpler. You need to remember just how important these are, every question you get asked will relate to one or more of these.

Can you see how many of them talk about the writer or audience? It is really important that when reading a text you think about what the WRITER is trying to do, what they are trying to show and share and make the AUDIENCE think or feel.

When you create your own work, the role is reversed and you need to think carefully about how you achieve your goals, what do you want people to think or feel and how will you accomplish this?

LANGUAGE

AO1: Finding clear and suggested information from text being able to pick and produce the best examples.

AO2: Write about the ways a writer uses language or structures their work to impact audiences.

AO3: Compare writers' ideas and views and talk about how these are shown across two or more texts

AO4: Evaluate texts critically and support this with appropriate quotes and references

AO5: Communicate clearly, effectively and imaginatively, being able to change the tone, structure and register for different types of writing, purposes and audiences.
Use good structure and grammar for impact.

AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Source A: Article from the Independent

Nepal earthquake: Hundreds of climbers trapped on Mount Everest in the worst disaster in the mountain's history

The only way the climbers can reach safety is via a constant convoy of helicopters

- *The Independent Online Monday 27 April 2015 15:02 BST*

5 Hundreds of climbers remain trapped on Everest as rescue teams race to mount an evacuation before supplies run out following the worst disaster in the mountain's history. The Nepalese authorities said up to 200 mountaineers were caught in camps above the site of the avalanche triggered by the
10 earthquake on 25 April which claimed at least 18 lives on the world's highest peak.



The vast ice fall which swept through base camp has cut off the descent for climbers at the four camps above, meaning the only way they can reach safety is via a constant convoy of
15 helicopters. But the thinness of the air means the aircraft can only carry up to three passengers at a time and rescuers face a race against time to remove all those trapped before rations are depleted and the risk of altitude sickness at the highest camps sets in.

Jelle Veyt, a Belgian climber who fled the avalanche which
20 struck just as he arrived at Camp One, told BBC News: "There's not enough power in the helicopters sometimes to take a lot of people at once. So there's constantly helicopters flying back and forth from camp one to base camp, taking two or three people.



25 "Once in a while they take jerry cans or gasoline. They refuel the helicopter and it goes back to camp one. This is constantly happening."

A team of 14 British Army Gurkhas attempting to become the first serving members of the famous Nepalese regiment to reach the summit of Everest were among those who were yesterday evacuated
30 back to base camp, where they began work helping those who remain at the devastated site.

In the meantime footage emerged of the moment the avalanche struck, sending millions of tonnes of snow, ice and rock cascading down the mountain and engulfing the camp at 17,500ft where up to 42 separate teams were assembled to begin the first assaults on the summit of the 2015 climbing
35 season. The film shot by German mountaineer Jost Kobusch shows him remarking to a colleague “the ground is shaking” amid nervous laughter as the camera pans across base camp. Moments later the vast rolling cloud of the avalanche hoves into view and Mr Kobusch dives for a nearby tent, telling his comrade “hold my jacket, hold my jacket” as they are engulfed. When the flow subsides, he emerges from his shelter looking for a more robust structure, saying: “Maybe in the kitchen tent... Oh no, there
40 is no kitchen tent.” At least 17 at base camp, including Nepalese sherpas, perished in the immediate impact with a further climber dying from his injuries. A further 60 were injured in the sprawling camp which will house up to 1,000 people during the climbing season.

The tragedy represents a double disaster for the climbing industry that depends on Everest by
45 threatening to devastate Nepal’s tourism industry as much as its citizens. The Everest climbing season was only just beginning after that of last year was unofficially cancelled following the deaths of 16 sherpas in another avalanche and a subsequent protest at what the guides said was the failure of the government to provide adequate insurance.

Hundreds of climbers pay an average of £30,000 each to make the pilgrimage to Everest every year,
50 representing a significant chunk of the £1bn the Nepalese economy receives each year from tourism. One tourism industry analyst said: “In the short term, Nepal is going to see its tourism fall to near zero levels.”

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Source B [Diary extract from Scott's Arctic expedition]:

At the Pole

In addition to Capt. Scott, Lieut. Bowers, and Dr. Wilson, two others, Capt. Titus Oates and Petty Officer Edgar Evans made the final push to the Pole. Conditions were appalling: temperatures plummeting to minus 45 degrees F., nearly impassable terrain, blinding blizzards, or blinding sunshine. On January 16, nearing their objective, Scott

5 *and his team make a disheartening discovery - evidence that the Norwegians have beat them to the Pole. In fact, the Norwegians had arrived four weeks earlier on December 14, 1911. Psychologically numbed by the finding, the team pushes on. We pick up Scott's journal on the following day:*

Death of the First Team Member

10 **"Saturday, February 17** - A very terrible day. Evans looked a little better after a good sleep, and declared, as he always did, that he was quite well. He started in his place on the traces, but half an hour later worked his ski shoes adrift, and had to leave the sledge. The surface was awful, the soft recently fallen snow clogging the ski and runners at every step, the sledge groaning, the sky overcast, and the land hazy. We stopped

15 after about one hour, and Evans came up again, but very slowly. Half an hour later he dropped out again on the same plea. He asked Bowers to lend him a piece of string. I cautioned him to come on as quickly as he could, and he answered cheerfully as I thought. We had to push on, and the remainder of us were forced to pull very hard,

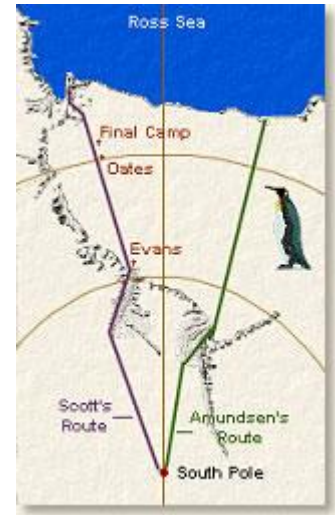
sweating heavily. Abreast the Monument Rock we stopped, and
20 seeing Evans a long way astern, I camped for lunch. There was
no alarm at first, and we prepared tea and our own meal,
consuming the latter.

After lunch, and Evans still not appearing, we looked out, to
see him still afar off. By this time we were alarmed, and all four
25 started back on ski. I was first to reach the poor man and
shocked at his appearance; he was on his knees with clothing

disarranged, hands uncovered and frostbitten, and a wild look in his eyes. Asked what
was the matter, he replied with a slow speech that he didn't know, but thought he must
have fainted. We got him on his feet, but after two or three steps he sank down again.
30 He showed every sign of complete collapse. Wilson, Bowers, and I went back for the
sledge, whilst Oates remained with him. When we returned he was practically
unconscious, and when we got him into the tent quite comatose. He died quietly at
12.30 A.M. On discussing the symptoms we think he began to get weaker just before we
reached the Pole, and that his downward path was accelerated first by the shock of his
35 frostbitten fingers, and later by falls during rough travelling on the glacier, further by his
loss of all confidence in himself. Wilson thinks it certain he must have injured his brain
by a fall.

It is a terrible thing to lose a companion in this way, but calm reflection shows that there
could not have been a better ending to the terrible anxieties of the past week. Discussion
40 of the situation at lunch yesterday shows us what a desperate pass we were in with a
sick man on our hands at such a distance from home."

45



Section A

1. Read again the first two paragraphs of source A (Lines 1-17). Choose four statements below which are true.

- A: The evacuation of Everest has been completed.
- B: Rescuers are worried supplies may run out.
- C: Climbers have found their path down the mountain blocked.
- D: The avalanche was caused by an earthquake.
- E: A Belgian climber was killed at Camp One
- F: Helicopters cannot perform efficiently at high altitude.
- G: The avalanche was caused by freak weather conditions.
- H: Rescuers have been injured trying to help climbers.

4 Marks



TOP TIPS

- Make sure you follow the line numbers they have given you in the question.
- Always read each statement carefully. A rushed reading often leads to mistakes.

2. You need to refer to **Source A** and **Source B** for this question. Use details from **both sources**. Write a summary of the different ways the tragedies affected the people involved.

8 Marks



TOP TIPS

- Focus on 2 points about each Source.
- Make sure that each point shows one thing the question wants you to show.
- Don't analyse language devices but you should SUM UP what the information shows (*e.g. when the writer describes the events as "cold" and "harrowing" he suggests that the event shocked him deeply*)
- Compare a point from each text, use phrases such as
 - In comparison...
 - Similarly in text....
 - Both texts present...
 - Equally...
- You should make clear points about each text with short, simple quotes and then clearly indicate how this shows what the question is asking you to explore. Don't analyse language, don't go off topic.

3. You now need to refer only to source B.
How does Scott use language to convey his feelings to the reader?

You should comment on the writer's choice of:

- Words and phrases - vocabulary
- Language features and techniques
- Sentence forms and structure
-

12 Marks



TOP TIPS

- Focus on 3-4 sections of the source which use interesting or engaging language. This can mean that you pick an example which uses more than one technique.
- You now need to explore how language is used to show what is asked for in the question. This question asks about feelings, so you need to make sure that when you analyse language it shows something about the feelings that the writer has.
- A good paragraph or section will normally look at more than one example of language being used, either to create similar or contrasting effects.
- A good paragraph will also ensure that the explanation clearly shows one or more ideas of how the language achieves the effect. It is not enough to simply say "the simile makes it easier to imagine", consider what words and tone is used to help.

4. For this question, you need to refer to the whole of source A and the whole of source B.

Compare how the writers have conveyed their different views and attitudes to the situations they describe?

Your answer should include:

- A comparison of different views and attitudes
- A comparison of the methods (form, language, structure) used to convey this.
- Supporting evidence in the form of quotations.

16 Marks



TOP TIPS

- Make sure you use all bullet points when exploring each text.
- You should look to make 2-3 advanced, supported points for each text.
- You need to compare: use similar language to Q2 to link ideas from each source.
- Identify what you think the writer's "viewpoint" is. This means what do they think and feel about the given topic?
- Once you have defined some of their views, support it with a range of short but relevant evidence.
- Explain how this evidence expresses their viewpoint: what has the writer done to make it evident?
- To be successful you should plan, either through annotating the text, or making brief notes

Grayrigg 'hero' driver tells of making mobile calls with broken neck

The rail crash inquest hears how an 'easy-peasy' journey turned into horror - but Ian Black put safety first as he drifted in and out of consciousness

5 Ian Black, the driver of the Virgin Pendolino 'tilting train' which [derailed at Grayrigg in 2007](#) was hailed a hero soon afterwards by the company's head, Sir Richard Branson. Black's evidence to the inquest which is now in its second day shows why.

Here are some extracts which remind you of the skill and courage which can be involved in getting us from A to B – a process which 50-year-old Black himself described as 'easy-peasy' for the first half

10 hour out of Preston, heading north to Glasgow on the evening of 24 February.

Then it suddenly wasn't easy-peasy at all. As his lead coach struck faulty points at Lambrigg 2 on the West Coast main line, after slowing from 125mph to 95mph deep in rural Cumbria, Black remembered this:

15 First I was forced into the upright position. The train leapt into the air. You do get bumps and wee noises on trains, but I knew immediately, without a shadow of a doubt, I was in big bother. The train leapt into the air and came down pretty solid.

I remember noise of the ballast, stones underneath the train, hitting really loud and hitting line-side equipment. My impression was I had veered off the line.

20 It was very quick, I had to stand up, the next recollection I don't know how I got there, I was wedged on the dashboard, between the dashboard and the window screen looking back at my seat.

He broke his neck from the impact of hitting the cab ceiling, but he didn't know that in the chaos – or much else, other than the paramount duty to let others in potential danger know. An automatic system

shuts down the line in the very rare event of major accidents and it worked on this occasion. But drivers are trained not to take that for granted.

25 Black continued:

I came around, it was obviously going down the embankment, I must have been unconscious again.

The train had settled and I could hear screaming and stuff. I knew I was badly injured, my immediate concern was I did not know the exact position. I did not know I was in a field, it was pitch black.

All systems in the cab were defunct, so while he drifted in and out of consciousness, he used his
30 mobile to call his then partner Jan, now his wife, who also worked for Virgin trains to raise the alarm
The whole thing was so unbelievable. I couldn't imagine it happened. I had a broken neck, a head injury and just all smashed up, at times Jan was saying, 'Wake up!'

The south and east Cumbria Coroner Ian Smith hinted at one of many safety recommendations expected to come from the inquest, when he asked Black if he had been wearing his seat belt. This is
35 not compulsory and the driver, who had seven years' previous experience, replied:

I would not have broke my neck, but I don't know if it's an advantage to have a seat belt. I wish I had worn one that night, but the times it would save you are so far between.

Black's cab door was badly damaged and had to be crow-barred open. He was the last of 105 people on the train to be evacuated, two-and-a-half hours after the crash. He was carried out on a spinal board
40 before being flown by helicopter to hospital where his life was saved by an emergency lung operation before treatment to his neck and spine.

The inquest continues

SOURCE B- Letter from Charles Dickens describing a train accident he survived.

My dear Mitton,

I should have written to you yesterday or the day before, if I had been quite up to writing. I am a little shaken, not by the beating and dragging of the carriage in which I was, but by
5 the hard work afterwards in getting out the dying and dead, which was most horrible.

I was in the only carriage that did not go over into the stream. It was caught upon the turn by some of the ruin of the bridge, and hung suspended and balanced in an apparently impossible manner. Two ladies were my fellow passengers; an old one, and a young one.

10 This is exactly what passed:- you may judge from it the precise length of the suspense. Suddenly we were off the rail and beating the ground as the car of a half emptied balloon might. The old lady cried out “My God!” and the young one screamed. I caught hold of them both (the old lady sat opposite, and the young one on my left) and said: “We can’t help ourselves, but we can be quiet and composed. Pray don’t cry out.” They both
15 answered quite collectedly, “Yes,” and I got out without the least notion of what had happened.

Fortunately, I got out with great caution and stood upon the step. Looking down, I saw the bridge gone and nothing below me but the line of the rail. Some people in the two other
20 compartments were madly trying to plunge out of the window, and had no idea there was an open swampy field 15 feet down below them and nothing else! The two guards (one with his face cut) were running up and down on the down side of the bridge (which was not torn up) quite wildly. I called out to them “Look at me. Do stop an instant and look at me, and tell me whether you don’t know me.” One of them answered, “We know you very

25 well, Mr Dickens.” “Then,” I said, “my good fellow for God’s sake give me your key, and
send one of those labourers here, and I’ll empty this carriage.”

We did it quite safely, by means of a plank or two and when it was done I saw all the rest
of the train except the two baggage cars down in the stream. I got into the carriage again
30 for my brandy flask, took off my travelling hat for a basin, climbed down the brickwork,
and filled my hat with water. Suddenly I came upon a staggering man covered with blood
(I think he must have been flung clean out of his carriage) with such a frightful cut across
the skull that I couldn’t bear to look at him. I poured some water over his face, and gave
him some to drink, and gave him some brandy, and laid him down on the grass, and he
35 said, “I am gone”, and died afterwards.

Then I stumbled over a lady lying on her back against a little pollard tree, with the blood
streaming over her face (which was lead colour) in a number of distinct little streams from
the head. I asked her if she could swallow a little brandy, and she just nodded, and I gave
40 her some and left her for somebody else. The next time I passed her, she was dead. No
imagination can conceive the ruin of the carriages, or the extraordinary weights under
which the people were lying, or the complications into which they were twisted up among
iron and wood, and mud and water.

45 I don’t want to be examined at the Inquests and I don’t want to write about it. It could do
no good either way, and I could only seem to speak about myself, which, of course, I
would rather not do. But in writing these scanty words of recollection, I feel the shake and
am obliged to stop.

50 Ever faithfully, Charles Dickens

Section A

4 Marks

1. Read again the first two paragraphs of source A (Lines 3-16). Choose four statements below which are true.

- A. Two carriages did not go over into the stream
- B. There were two ladies in the carriage with Dickens
- C. The young lady screamed. The old lady said “My God!”
- D. Two old ladies were in the carriage with Dickens
- E. Only one carriage did not go over into the stream
- F. The old lady screamed. The young one said “My God!”
- G. Dickens told the ladies to be quiet and calm down



TOP TIPS

- Make sure you follow the line numbers they have given you in the question.
- Look for what is inferred and what is directly said. Sometimes these questions will tick you out if you are not careful.

2. You need to refer to **Source A and Source B** for this question. Use details from **both sources**. Write a summary of what happened during both accidents.

8 Marks



TOP TIPS

- Don't forget to look at the tips from before!
- Don't analyse language devices but you should SUM UP what the information shows. *Remember this means you may have to put in place a value (negatively/positively/dramatically/humorously)*
- Use your connectives/comparatives:
 - *However, similarly, in contrast, opposed to this, equally.*

3. You now need to refer only to source B. How does Dickens use language to convey his feelings to the reader?

You should comment on the writer's choice of:

- Words and phrases - vocabulary
- Language features and techniques
- Sentence forms and structure

12 Marks



TOP TIPS

- Short quotes to support your points: don't just try and find large quotes lots of small ones which show how a language skill is used work better.
- A quality answer needs to still contain enough evidence. If you can, try and make 2-3 good comments on language from each text, not just 3 examples of the same skill.

4. For this question, you need to refer to the whole of source A and the whole of source B.

Compare how the writers convey their views and experiences.

Your answer should include:

- A comparison of different views and attitudes
- A comparison of the methods (form, language, structure) used to convey this.
- Supporting evidence in the form of quotations.
-

16 Marks



TOP TIPS

- Plan: you can use points and quotes you used earlier but remember they have to be adapted to the question. Simply copying the same point as earlier won't work, it's not correct.
- Don't assume you should just 'have a go' without planning. If you are not clear on what you want to say it will show in your work.

Section B

1. It has been said that "A true hero doesn't do it for the fame".

Write an article for a national broadsheet arguing your views about the true nature of heroism.

40 Marks

24 marks for content and organisation

16 marks for technical accuracy



TOP TIPS

- This Question is expected to take longer and cover 500+ words (2 sides +).
- You MUST plan in order to be successful in this question. You should plan 4-6 good arguments you will use and some ideas for how you will make these ideas persuasive, e.g. facts, statistics, anecdotes, alliteration, emotive language etc.
- Remember the examiner is looking for technical accuracy, so use a range of punctuation, sentence types, accurate spelling and ambitious vocabulary which is relevant.
- The task says write for a newspaper, so write in that style, professional (so accurate but not over formal) but also that connects with the audience (it needs a clear voice and purpose).

Thousands evacuated in fire

Palace blaze Emergency disrupts rehearsals for pop concert

Emergency services were called at 6.42pm after a footman reported seeing smoke billowing from the roof of the inner quadrangle of the West Terrace. The building and its grounds were immediately
5 evacuated, forcing staff, celebrities and broadcasters to flee. It is the first time the palace has been evacuated since the second world war.

The royal family was not in residence when the fire took hold. The Queen was immediately informed of the situation by aides at Windsor Castle, where she is staying.

10

Flames could be seen licking the roof as firefighters wearing breathing apparatus clambered up and tried to direct hoses towards the centre of the fire.

Twenty pumps and 100 firefighters attended the palace. The fire brigade confirmed at 8.20pm that
15 they had brought the blaze under control. It was not clear how much damage was caused by the fire and the attempts to put it out.

Steve Newman, a spokesman for London fire brigade, said four staff members who had been working on the roof when the fire broke out had been guided down. The group were meant to have been there,
20 he added. The fire started between the ballroom and the state rooms which form the heart of the working palace and are used regularly by the Queen and members of the royal family.

Brian May, guitarist with the pop group Queen, who was at the palace and had been herded to an area outside the tennis courts said: "There is an enormous crowd of extremely famous people here sitting

25 on the lawn chatting on their mobile phones. Everyone is being patient because we know things have
to be done in the right way. It feels like a Live Aid concert and everyone has left their egos at the
door."

Terry Nelson, a taxi driver who was close to the scene said: "I was driving down Buckingham Gate
30 when the first fire engines turned up. All the staff were rushing out - there was an exodus. They
seemed quite calm because I don't think they knew if it was a false alarm but then the police arrived
and said you could see flames from the palace. Then you could smell the smoke in the air."

Nick Vaughan Barrett, events organiser for today's pop concert, said that he was "very confident" that
today's pop and rock concert would go ahead.

35

"We have lost a couple of hours but we are well on schedule so we are very confident that we will
have a show tomorrow night.

"There is no reason it shouldn't go ahead. We're not using the inside of the palace at all. We are using
the gardens and we have our technical set-up down there, so I'm absolutely confident it will go ahead,

40 unless there are some flames that we don't know about.

"There will be a Dunkirk spirit in there tonight," he said. "I can't wait to get back in. It should be a
good night."

The palace later confirmed that the pop concert would go ahead.

45 A massive music auditorium with stage and stands has been constructed in the gardens and rehearsals
were continuing when the fire was spotted.

On Saturday night, more than 12,000 people attended a classical music concert in the gardens and the
same number are due to attend the pop concert tonight.

SOURCE B- Extract from Samual Pepys' diary

September 2nd 1666

(Lord's day). Some of our maids sitting up late last night to get things ready against our feast to-day, Jane called us up about three in the morning, to tell us of a great fire they saw in the City. So I rose
5 and slipped on my nightgown, and went to her window, and thought it to be on the backside of Marke-lane at the farthest; but, being unused to such fires as followed, I thought it far enough off; and so went to bed again and to sleep. About seven rose again to dress myself, and there looked out at the window, and saw the fire not so much as it was and further off. So to my closet to set things to rights after yesterday's cleaning.

10

By and by Jane comes and tells me that she hears that above 300 houses have been burned down to-night by the fire we saw, and that it is now burning down all Fish-street, by London Bridge. So I made myself ready presently, and walked to the Tower, and there got up upon one of the high places, Sir J. Robinson's little son going up with me; and there I did see the houses at that end of the
15 bridge all on fire, and an infinite great fire on this and the other side the end of the bridge; which, among other people, did trouble me for poor little Michell and our Sarah on the bridge. So down, with my heart full of trouble, to the Lieutenant of the Tower, who tells me that it begun this morning in the King's baker's house in Pudding-lane, and that it hath burned St. Magnus's Church and most part of Fish-street already.

20

So I down to the water-side, and there got a boat and through bridge, and there saw a lamentable fire. Poor Michell's house, as far as the Old Swan, already burned that way, and the fire running further, that in a very little time it got as far as the Steeleyard, while I was there. Everybody endeavouring to remove their goods, and flinging into the river or bringing them into lighters that
25 layoff; poor people staying in their houses as long as till the very fire touched them, and then

running into boats, or clambering from one pair of stairs by the water-side to another. And among other things, the poor pigeons, I perceive, were loath to leave their houses, but hovered about the windows and balconies till they were, some of them burned, their wings, and fell down.

30 Having stayed, and in an hour's time seen the fire: rage every way, and nobody, to my sight, endeavouring to quench it, but to remove their goods, and leave all to the fire, and having seen it get as far as the Steele-yard, and the wind mighty high and driving it into the City; and every thing, after so long a drought, proving combustible, even the very stones of churches, and among other things the poor steeple by which pretty Mrs. ——— lives, and whereof my old school-fellow
35 Elborough is parson, taken fire in the very top, an there burned till it fell down: I to White Hall (with a gentleman with me who desired to go off from the Tower, to see the fire, in my boat); to White Hall, and there up to the Kings closet in the Chappell, where people come about me, and did give them an account dismayed them all, and word was carried in to the King. So I was called for, and did tell the King and Duke of York what I saw, and that unless his Majesty did command houses to be
40 pulled down nothing could stop the fire. They seemed much troubled, and the King commanded me to go to my Lord Mayor from him, and command him to spare no houses, but to pull down before the fire every way. The Duke of York bid me tell him that if he would have any more soldiers he shall; and so did my Lord Arlington afterwards, as a great secret.¹ Here meeting, with Captain Cocke, I in his coach, which he lent me, and Creed with me to Paul's, and there walked along Watlingstreet, as
45 well as I could, every creature coming away laden with goods to save, and here and there sick people carried away in beds. Extraordinary good goods carried in carts and on backs.

Closet- room
Lamentable- terrible
Endeavouring- trying

Flinging- throwing
Loath- reluctant to
Quench- put the fire out

Drought- dry weather
Apace- quickly

Section A

4 Marks

1. Read again the opening paragraphs of source A (Lines 1-21). Choose four statements below which are true.

- A. The palace has never been evacuated before
- B. The fire has been put out
- C. The queen has not been evacuated
- D. Lots of smoke has been visible but no flames
- E. The fire started in the middle of the palace
- F. Four people climbed up on to the roof of the palace
- G. The fire has caused thousands of pounds worth of damage
- H. Preparations for a pop concert have been disrupted

2. You need to refer to **Source A and Source B** for this question. Use details from **both sources**. Write a summary of the different fires.

8 Marks



TOP TIPS

- Consider, when being asked about differences, what these looked like, how they affected people, what happened to them and how did these events start?

3. You now need to refer only to source B. How does Pepys use language to convey his feelings about the fire?

You should comment on the writer's choice of:

- Words and phrases - vocabulary
- Language features and techniques
- Sentence forms and structure

12 Marks



TOP TIPS

- This is a deliberately challenging question. The language may not always make information about emotion explicit but you can still find clues to show if he is shocked or afraid.
- Plan first, read it, decide how he feels then find the language to back that up.

4. For this question, you need to refer to the whole of source A and the whole of source B.

Compare how the writers convey their views and attitudes to the situations.

Your answer should include:

- A comparison of different views and attitudes
- A comparison of the methods (form, language, structure) used to convey this.
- Supporting evidence in the form of quotations.

16 Marks

Section B

2. Your local fire station is due to close because of a lack of funding, instead on the site will be a new supermarket which will create new jobs and provide local shopping to residents in the area.

Write a letter to your council demonstrating your view on this by arguing for or against this proposal.

40 Marks

24 marks for content and organisation

16 marks for technical accuracy



TOP TIPS

- This requires you to make a decision. Don't rush it. There may be one argument that seems obvious, but is there a lot to say about it?
- Remember to plan, you were given tips last time on this so you can always look back at them.
- Remember your form: it is a letter. Think about what a letter involves. Some of your marks can come from things such as an address etc.
- Likewise remember your audience: the council. You should be formal but also passionate. You will not be successful by calling them idiots, after all they are the council and don't have to listen to you if you are rude.

SOURCE A- Extract Captain Slocum's Diaries

First to sail around the world alone 1895-8

Captain Slocum reached Gibraltar in early August 1895 planning to continue through the Mediterranean and the Suez Canal. However, the warnings of naval officers in Gibraltar regarding the presence of pirates and his subsequent experience changed his course. The following encounter persuaded the captain to sail westward across the Atlantic:

Pirates!

10 "Monday, August 25, the Spray sailed from Gibraltar. ...A tug belonging to her Majesty towed the sloop into the steady breeze clear of the mount, where her sails caught a violent wind, which carried her once more to the Atlantic, where it rose rapidly to a furious gale. My plan was, in going down this coast, to haul offshore, well clear of the land, which hereabouts is the home of pirates; but I had hardly accomplished this when I perceived a felucca making out of the nearest port, and finally

15 following in the wake of the Spray ...here I was, after all, evidently in the midst of pirates and thieves! I changed my course; the felucca did the same, both vessels sailing very fast, but the distance growing less and less between us. The Spray was doing nobly; she was even more than at her best, but, in spite of all I could do, she would broach now and then. She was carrying too much sail for safety. I must reef [reduce the size of the sail] or be dismasted and lose all, pirate or no

20 pirate. I must reef, even if I had to grapple with him for my life.

I was not long in reefing the mainsail and sweating it up - probably not more than fifteen minutes; but the felucca had in the meantime, so shortened the distance between us that I now saw the tuft of hair on the heads of the crew, - by which, it is said, Mohammed will pull the villains up into
25 heaven, - and they were coming on like the wind. From what I could clearly make out now, I felt them to be the sons of generations of pirates, and I saw by their movements that they were now preparing to strike a blow. The exultation on their faces, however, was changed in an instant to a look of fear and rage. Their craft, with too much sail on, broached to on the crest of a great wave. This one great sea changed the aspect of affairs suddenly as the flash of a gun. Three minutes later
30 the same wave overtook the Spray and shook her in every timber. At the same moment the sheet-strop parted, and away went the main-boom, broken short at the rigging.

Impulsively I sprang to the jib-halyards and down-haul, and instantly downed the jib. The head-sail being off, and the helm put hard down, the sloop came in the wind with a bound. While shivering
35 there, but a moment though it was, I got the mainsail down and secured inboard, broken boom and all...The mainsail being secured, I hoisted away the jib, and, without looking round, stepped quickly to the cabin and snatched down my loaded rifle and cartridges at hand; for I made mental calculations that the pirate would by this time have recovered his course and be close aboard, and that when I saw him it would be better for me to be looking at him along the barrel of a gun. The
40 piece was at my shoulder when I peered into the mist, but there was no pirate within a mile. The wave and squall that carried away my boom dismasted the felucca outright. I perceived his thieving crew, some dozen or more of them, struggling to recover their rigging from the sea.

SOURCE B- BBC Article

MacArthur sails into record books

5 *Britain's Ellen MacArthur has completed her single-handed round-the-world voyage in record-breaking time.*

She crossed the finish line at 2229 GMT on Monday, beating the previous mark set by Francis Joyon of 72 days, 22 hours, 54 mins and 22 secs.

10 The Isle of Wight-based yachtswoman completed the 27,000-mile voyage in 71 days and under 15 hours. After achieving the record time, MacArthur said: "I feel exhausted but I'm elated to be here." She added: "It has been an unbelievable journey. "The whole voyage has been very draining, and there's a lot of things going round in my head. "But it's great that I can finally switch my brain off and relax in the company of others, which I've really missed." The 28-year-old added: "I always believed I
15 could break the record, and Francis agreed it was breakable. But I really didn't think I would do it at the first attempt. "The whole south Atlantic was terrible and it has just been one big draining event from there onwards. "When I crossed the line I felt like collapsing on the floor and just falling asleep. I was absolutely over the moon."

20 Her shore team were waiting to greet her on the navy patrol vessel HMS Severn, which will escort her B&Q trimaran into British water. MacArthur's project director Mark Turner admitted: "We thought it would be pretty hard - in fact, we thought we might have to have two or three goes at it. "I'm glad we did it the first time - I'm not sure we could deal with doing it second time. "It was hard the whole time - there were very few moments of relaxation." Turner also revealed the exhausted
25 MacArthur would be relieved by a crew who will take over sailing her B&Q trimaran into Falmouth.

MacArthur lost ground on Sunday and was only able to edge B&Q another 30 miles closer to the finish near Ushant off the French coast. However, the Derbyshire-born sailor was buoyed by stronger winds on Monday, which carried her forward on record-breaking schedule.

30

When MacArthur set sail on 28 November, she was under no illusions as to the scale of the task that lay ahead of her. Joyon's achievement in February 2004 raised the bar in round-the-world sailing.

The Frenchman smashed the previous record by a massive 20 days and it was widely believed in the sailing world that his mark would go unchallenged for several years. MacArthur chased Joyon's

35 record with a boat that is smaller, and therefore slower than his, although its lighter weight helps counterbalance that disadvantage. However, the 75ft vessel she has guided across more than 27,000 miles was specially built with this task in mind.

MacArthur has had to contend with extreme weather conditions and technical problems in her bid

40 to better Joyon. Mountainous seas, icebergs and gale force winds have threatened to capsize her boat - and she narrowly missed a collision with a whale on day 63. MacArthur burnt her arm trying to stop fumes and heat leaking into her cabin early on in the race and suffered bad bruising after scaling the mast to make repairs on the return Atlantic leg. She had lost ground since being five days up on Joyon's record when she rounded the tip of South America.

45

But before she had even finished she had already broken five records on the trip - beating Joyon's times to the Equator, the Cape of Good Hope, Cape Leeuwin in Australia, Cape Horn and back again to the Equator.

50

Section A

1. Read again the opening paragraphs of source A (First to Sail... Lines 1-19). Choose four statements below which are true.

- A. Captain Slocum was warned about the risk of Pirates.
- B. The pirates fired at the ship immediately
- C. Captain Slocum intercepts a set of pirates
- D. The trip around the world took 4 years
- E. The sail of the ship was too big to out run the pirates
- F. Captain Slocum intended to sail along the Suez Canal
- G. The felucca turns and runs away from the spray

4 Marks

2. You need to refer to **Source A and Source B** for this question. Use details from **both sources**. Write a summary of the different experiences of sailing around the world in each source.

8 Marks



TOP TIPS

- Remember to evidence your ideas. If you believe one journey was “dangerous” how is that portrayed?
- Language such as “elicits, portrays, demonstrates” are all more effective than simple saying “shows”

3. You now need to refer only to source B the article on Ellen MacArthur. How does source B use language to convey MacArthur’s experiences of sailing around the world?

You should comment on the writer’s choice of:

- Words and phrases - vocabulary
- Language features and techniques
- Sentence forms and structure

12 Marks



TOP TIPS

- Don’t be fooled, this is not just the same as question 2, remember it is all about the language. Some of your ideas or quotes may be the same as Q2 but you need to develop them by exploring how the language or structure particularly creates this impression to the audience.

4. For this question, you need to refer to the whole of source A and the whole of source B.

Compare how the writers convey their views and attitudes of sailing around the world.

Your answer should include:

- A comparison of different views and attitudes
- A comparison of the methods (form, language, structure) used to convey this.
- Supporting evidence in the form of quotations.

16 Marks



TOP TIPS

- Plan/draft and, if necessary, restart. A good answer for question 4 focusses on the views and attitudes. Identify these within the text before attempting to answer the question.
- Remember to comment on language, form and structure in addition to writer's intent and purpose.

Section B

3. It can be argued that people are getting lazier because technology makes things easier nowadays, one critic pointed out “why sail around the world when you can just go on google?”

Write an article for a blog aimed at younger people where you express your views on this area.

24 marks for content and organisation

16 marks for technical accuracy

40 Marks



TOP TIPS

- Build up a list of reasons to support your point and think about how you would defend it when others challenge you.
- Plan, Draft, Do, Review. The goal of this is to learn and develop. It is better to go for 2 pages of high quality as opposed to 4 pages of average.
- Remember your audience. Younger people will not like to be talked down to or patronised on serious issues, however you still want to make sure your piece addresses them and their unique interests.

SOURCE A- Diary Entry

Leaving Home for the "Promised Land", 1894

In 1894 Mary Antin was a thirteen-year-old Jewish girl living with her family in the "Jewish Pale" of the Russian Empire. Jews within the Empire were required to live in this area that stretched from the Baltic Sea to the Black Sea and encompassed portions of the present-day states of Poland, Lithuania, Belarus, Ukraine and Moldova. Conditions were harsh and the population poverty-stricken. Mary and her family lived on the edge of starvation

5 *in the town of Polotzk north of Minsk in the modern state of Belarus.*

Mary's father had emigrated to Boston in 1892 in search of a better life. A year and a half after his departure, the family received a letter from him that contained tickets that would transport them to America - to what Mary described as the "Promised Land."

10 Before sunset the news was all over Polotzk that Hannah Hayye had received a steamer ticket for America. Then they began to come. Friends and foes, distant relatives and new acquaintances, young and old, wise and foolish, debtors and creditors, and mere neighbors, - from every quarter of the city, from both sides of the Dvina, from over the Polota, from nowhere, - a steady stream of them poured into our street, both day and night, till the hour of our departure. And my mother gave audience. Her faded kerchief halfway off her head,

15 her black ringlets straying, her apron often at her eyes, she received her guests in a rainbow of smiles and tears.

. . . The weeks skipped, the days took wing, an hour was a flash of thought; so brimful of events was the interval before our departure. And no one was more alive than I to the multiple significance of the daily

20 drama. My mother, full of grief at the parting from home and family and all things dear, anxious about the journey, uncertain about the future, but ready, as ever, to take up what new burdens awaited her; my sister, one with our mother in every hope and apprehension; my brother, rejoicing in his sudden release from heder; [religious education classes] and the little sister, vaguely excited by mysteries afoot; the uncles and aunts and devoted neighbors, sad and solemn over their coming loss; and my father away over in Boston, eager and

25 anxious about us in Polotzk, - an American citizen impatient to start his children on American careers, - I knew the minds of everyone of these, and I lived their days and nights with them after an apish fashion of my own.

But at bottom I was aloof from them all. What made me silent and big-eyed was the sense of being in the midst of a tremendous adventure. From morning till night I was all attention. I must credit myself with some

30 pang of parting; I certainly felt the thrill of expectation; but keener than these was my delight in the progress of the great adventure. It was delightful just to be myself. I rejoiced, with the younger children, during the weeks of packing and preparation, in the relaxation of discipline and the general demoralization of our daily life. It was pleasant to be petted and spoiled by favorite cousins and stuffed with belated sweets by unfavorable ones. It was distinctly interesting to catch my mother weeping in corner cupboards over precious rubbish that

35 could by no means be carried to America. . .

The last night in Polotzk we slept at my uncle's house, having disposed of all our belongings, to the last three legged stool, except such as we were taking with us. I could go straight to the room where I slept with my aunt that night. if I were suddenly set down in Polotzk. But I did not really sleep. Excitement kept me awake, and my aunt snored hideously. In the morning I was going away from Polotzk, forever and ever. I was going on a
40 wonderful journey. I was going to America. How could I sleep?

. . . Half of Polotzk was at my uncle's gate in the morning, to conduct us to the railway station, and the other half was already there before we arrived.

The procession resembled both a funeral and a triumph. The women wept over us, reminding us eloquently of
45 the perils of the sea, of the bewilderment of a foreign land, of the torments of homesickness that awaited us. They bewailed my mother's lot, who had to tear herself away from blood relations to go among strangers; who had to face gendarmes, ticket agents, and sailors, unprotected by a masculine escort; who had to care for four young children in the confusion of travel, and very likely feed them trefah [food that is considered unfit because it is not prepared according to Jewish dietary law] or see them starve on the way. Or they praised her
50 for a brave pilgrim, and expressed confidence in her ability to cope with gendarmes and ticket agents, and blessed her with every other word, and all but carried her in their arms.

At the station the procession disbanded and became a mob. My uncle and my tall cousins did their best to protect us, but we wanderers were almost torn to pieces. They did get us into a car at last, but the riot on the
55 station platform continued unquelled. When the warning bell rang out, it was drowned in a confounding babel of voices, - fragments of the oft-repeated messages, admonitions, lamentations, blessings, farewells. 'Don't forget!' - 'Take care of - 'Keep your tickets' - 'Moshele - newspapers I 'Garlick is best!' 'Happy journey!' 'God help you!' 'Good-bye! Good-bye!' 'Remember - .

60 The last I saw of Polotzk was an agitated mass of people, waving colored handkerchiefs and other frantic bits of calico, madly gesticulating, falling on each other's necks, gone wild altogether. Then the station became invisible, and the shining tracks spun out from sky to sky. I was in the middle of the great, great world, and the longest road was mine.

65

70

SOURCE B- Personal Account

I am a Syrian Refugee

75 The door leading into the crumbling stone structure barely lived up to its name.

Warped by wind and time, the hinges groaned in protest as the dilapidated wood panel swung open to reveal a tiny shadowed room. A man was sprawled out on a single threadbare mattress with several sleeping children draped like limp towels around him. His eyes, little beams in the surrounding gray, motioned us to come in, while his arms remained pinned to his sides under the slumbering bundles.

Our small aid convoy sat on the cool cement floor, carefully shuffling parcels and belongings into unoccupied corners. The man's wife leaned in the archway behind us, while another child rested against her, wide-eyed and curious by the strangers in her home. When he saw we were settled, he began to speak in a low whisper. His words formed slowly, deliberately . . . his eyes fixed on some invisible object that seemed far away. My name is Fadi. My family and I ran from our home in Syria, and now we are here. We are refugees . . . we are refugees, and we can never go back. Fadi paused and exhaled deeply, glancing down at the sleeping children. He clenched his jaw tightly, trying to suppress the pangs of grief that threatened to contort his expression.

A member of our team leaned forward, extending his hand in reassurance. "Tell us. Tell us what happened there." Without looking up, Fadi continued. I saw what was happening to my friends and neighbors . . . the torture, the beatings, the slaughter. Their women were raped. Their children were ripped from their arms and forced to stand on the frontlines of the fighting. I became angry . . . so I decided to fight back. I fought because I didn't know what else to do. No one else could save us, so I fought to protect my family, my home. One day, a grenade exploded in the street where I

was, wounding me badly. My wife begged me to leave with her and the children, to cross the desert into Jordan. I knew that because of my involvement in the fighting, I could never show my face in Syria again. I would never be able to get a job. My home would be burned to the ground. My family would be murdered. I would be tortured and killed. We had no choice but to run.

We left in the night so that no one would see us. We could only carry a few things, and the children could not move as quickly as we needed them to. We rested in abandoned buildings and alleyways. For days and days we walked from town to town. Many kind people shared the only food they had with us, but we were still very hungry.

Sounds from guns and artillery could constantly be heard in the distance. Our children were scared and begged to be held. Right before we crossed the border, we rested in a town that had just been demolished by bombs and fighting. There was misery everywhere. Women were screaming, holding the bodies of dead children in their arms and wandering through the streets. Then we saw three little children—two girls and a boy—crying alone in the road. Fadi’s brimming eyes motioned to the children on either side of him. These children.

It’s been said that scars tell us a story of where we’ve been, but it’s the wounds that tell us where we are. For the millions of refugees, like Fadi, who are pouring across the Syrian border every day, the wounds are real, and they are urgent.

120

Section A

1. Read again the opening of source A (Lines 18-35). Choose four statements below which are true.

- A. Her Mother was anxious about leaving their home.
- B. Her Mother was not ready to leave home.
- C. Mary was excited about the adventure.
- D. Mary was spoilt by her family before she left home.
- E. The run up to leaving the family was long and dull.
- F. Her mother was sad to leave her belongings.
- G. Mary did not want to leave home.
- H. Mary's father was helping her pack her belongings.

4 Marks

2. You need to refer to **Source A and Source B** for this question. Use details from **both sources**. Write a summary of the different experiences the authors had when emigrating.

8 Marks



TOP TIPS

- Remember you can look at connections as well as differences, there may be similarities in what happened yet the emotions involved can be different.
- Check back to the start and use the active verbs when writing her, you need to ensure you show the examiner your full potential.

3. You now need to refer only to source B. How does 'Fadi' use language to express his desperation to flee Syria? You should comment on the writer's choice of:
- Words and phrases - vocabulary
 - Language features and techniques
 - Sentence forms and structure

12 Marks



TOP TIPS

- Before looking for language techniques you should identify the powerful moments within the text which show this desperation. You will find it easier to talk about the language in those areas.

4. For this question, you need to refer to the whole of source A and the whole of source B.

Compare how the writers convey their different views and experiences on fleeing their country.

Your answer should include:

- A comparison of different views and attitudes
- A comparison of the methods (form, language, structure) used to convey this.
- Supporting evidence in the form of quotations.

16 Marks



TOP TIPS

- Plan, do review.
- Look back at previous questions, there may be important ideas you can bring forward.
- Don't forget quotations can and should be short and concise. Use what is relevant only.

Section B

5. "We all have a duty to help those in need"

Write a letter to an influential person, perhaps a celebrity, politician or business leader, persuading them to support a charity of your choice.

24 marks for content and organisation

16 marks for technical accuracy

40 Marks



TOP TIPS

- Don't just assume that because you have some freedom of who you are writing to you can forget to write with ambitious and powerful language.
- Remember you can make things up here. If you don't know a charity, invent one. But don't get confused, the objective is to demonstrate your persuasive writing, not your imagination.

HOW THE WRITER CREATES:

LANGUAGE:

Language will be the words the writer chooses and the imagery that supports this. If in doubt you should always be able to pick out a key word and explore the impact of its meaning on the text.

- ◆ The writer uses imagery within...
- ◆ The key word carries connotations of...
- ◆ Words such as and suggest
- ◆ Language is used to link with
- ◆ By using the powerful/dynamic
- ◆ Juxtaposing terms such as

Imagery – Simile, Metaphor, Personification
Juxtaposition and Contrast
Symbolism and motifs
Emotive/Abstract/Strong Adjectives
Dynamic/Powerful Verbs and Adverbs
Repetition

STRUCTURE:

Structure will be sentence types and the overall order of the text. You will need to comment on how the writer changes these as the text continues. Draw attention to how they structure to inform or show action.

- ◆ The opening of the text creates....
- ◆ Repeating ideas of can suggest
- ◆ The use of Tautology/Parallelism could
- ◆ Using punctuation to create could
- ◆ Contrasting the opening with
- ◆ Shifting focus between creates....

Perspective Change/Shift of focus
Sentence type and structure
Place and Setting, Narrative structure
Repetition
Introductions of characters/developments
Patterning, Tautology, Parallelisms
Openina. Middle. Endina

STONE/VIEWPOINT:

What does the writer's language and structure show us about how they think or feel about a topic or character. Don't just repeat what language or structure shows the audience, but remember to talk about WHY the writer may want to show them in that way.

- ◆ The writer presents as being
- ◆ The author demonstrates
- ◆ The author is dismissive of
- ◆ By creating a negative/positive
- ◆ Through using language the author implies....
- ◆ By introducing the author indicates....

Absurd, Aggressive, Aggrieved, Ambivalent
Amused, Nostalgic, Appreciative, Assertive
Bitter, Cautionary, Celebratory, Compassionate
Condescending, Confused, Critical, Cynical
Defensive, Detached, Diplomatic, Disapproving
Empathetic, Encouraging, Enthusiastic, Humour
Impartial, Impassioned, Incensed, Informative
Inspirational, Intense, Intimate, Ironic, Joyful