

English GCSE Revision

The English GCSE is a single two-hour exam that is worth **40% of your final grade**.

You will have to answer **three** questions:

- Reading a text and summarising it into your own words;
- Reading a text and analysing the presentation and contents using the PEEE structure;
- Writing for a purpose and audience.

Both the reading and the writing questions are worth 40 marks, making the total for the paper 80.

This guide is designed to explain the key techniques and tips for each question, and give you strategies to get the maximum number of marks for each question.

There are also past exam questions to enable you to practice your skills before the test.

Look at the modelled examples, and then try to answer the following questions yourself using the marking criteria to help you.

Good luck!

Reading: Question 1

This question will require you to read an unseen text and summarise it using synonyms. This means explaining what the text is about using *your own words*.

You are being tested on your skills of:

- Selecting appropriate material;
- Distinguishing between facts and opinions;
- Following an argument;
- Reading with engagement.

In the exam you get **30 minutes** to complete this question.

The first thing you should do is read the **questions** and **text**; then number the **paragraphs**. This ensures you look in the right place for your information.

Remember – look at the number of marks next to each question. You need to spend the majority of your time on 1(d) as it is worth the most marks.

Question 1(a), (b) and (c) are worth **two** marks.

To get these marks you need to find and copy down **two** quotations. You are being tested on your ability to recognise facts.

You **need** both facts to gain the marks!

Question 1(d) is the most important part of this question. It is worth **14 marks** and should take the majority of your time.

DON'T USE PEEE!

Consider.

Tone – how the text is written
e.g. serious, informal

Audience – who it is aimed at
e.g. children, adults

Purpose – why it has been written e.g. to inform, persuade

Orang-utans: Just Hanging On



Orang-utans are our close relatives. It's easy to fall under the charming spell cast by their auburn hair and curious expression of a playful youngster – especially when the child in question is a baby orang-utan. These apes stir our emotions easily. Whether it's their alert eyes, grasping hands, or desire to be hugged, many things about them almost seem human.

That's not surprising when you think about how closely related we really are. The only animal closer to us is the African ape. But as human as they seem, orang-utans are actually wild animals perfectly suited to their forest environment. Weighing in at a good 200 pounds, an adult male orang-utan is four times as strong as an adult male human and is the largest animal to dwell in trees.

The natural habitat (or home) of the orang-utan is the tree-tops of the Southeast Asian rainforests, which are abundant with the fruit that these apes eat. When climbing on vines, orang-utans' flexible hip joints and hand-like feet make them seem to have four arms rather than two arms and two legs. Whether they live in treetops or zoos, orang-utans exhibit a high level of intelligence. Orang-utans in the wild are capable of creating and using tools; those in captivity demonstrate their ability to think and solve problems. It is no accident that the Malay name for this animal, 'orang utan' translates as 'man of the forest.'

At most, 20,000 orang-utans still exist in the wild: this is 30 to 50 per cent fewer than were estimated 10 years ago. Their future is tied to their habitat, which means their fate lies mainly in the hands of the Indonesian and Malaysian people whose land they share.

Orang-utans are not stay-at-home animals. Every day they travel through large areas of forest gathering the bark, insects and different types of fruit they eat. But increasingly, the orang-utan has had to compete for space with the logging industry. Timber is being harvested out of the orang-utan's habitat, stripping the forests.

In addition to suffering the effects of logging practices, the orang-utan's habitat has fallen victim to agricultural development. In Malaysia as forests are cleared, orang-utan's homes shrink to small clusters of trees. Here they are stranded, living in and eating from the same trees that provide farmers' livelihoods. Farmers have sometimes resorted to killing the orang-utans.

Finally, many orang-utans are victims of the illegal pet trade, which skyrocketed after a 1986 television show featured a family with an orang-utan as a pet. Demand grew quickly and poachers descended on the rainforests to grab baby orang-utans and sell them on the black market.

1.

- a) From **paragraph one** (beginning 'Orang-utans are our close relatives...'), write down **two** things that make orang-utans seem almost human. [2]
- b) From **paragraph two** (beginning 'That's not surprising...'), write down **two** facts about adult male orang-utans. [2]
- c) Give **two** possible meanings of the title '*Orang-utans: Just Hanging On*'. [2]
- d) Re-read the passage from **paragraph three** beginning 'The natural habitat...' to the end of the text.

Using your **own words as far as possible**, outline what you learn about orang-utans and the threats they face. [14]

Question One – EXPLAINED!

The first questions require you to look in specific paragraphs and find two facts. You can highlight these or write them directly into the answer booklets.

- a) From **paragraph one** (beginning ‘Orang-utans are our close relatives...’), write down **two things that make orang-utans seem almost human.** [2]

To answer this question, you could have selected any of the following facts from the first paragraph:

Orang-utans are our close relatives. It’s easy to fall under the charming spell cast by their **auburn hair** and **curious expression** of a **playful** youngster – especially when the **child** in question is a baby orang-utan. These apes stir our emotions easily. Whether it’s their **alert eyes**, **grasping hands**, or **desire to be hugged**, many things about them almost seem human.

- b) From **paragraph two** (beginning ‘That’s not surprising...’), write **down two facts about adult male orang-utans.** [2]

Again, there are several choices for this question:

That’s not surprising when you think about how closely related we really are. The only animal closer to us is the African ape. But as human as they seem, orang-utans are actually **wild animals perfectly suited to their forest environment.** **Weighing in at a good 200 pounds**, an adult male orang-utan is **four times as strong as an adult male human** and is the **largest animal to dwell in trees.**

Any two of these facts would get you the marks.

The third question needs you to use your skills of *inference*, understanding the title in the context of the article.

- c) Give **two** possible meanings of the title ‘*Orang-utans: Just Hanging On*’ [2]

The answers relate to the fact that orang-utans are **endangered** and hang on to/**live in trees**. This would gain you the two marks.

As these questions are only worth **six marks** you should try and spend no more than **five minutes** on them!

The final question is worth the most marks, 14, and should take the majority of your time. Look carefully at which paragraphs it specified – you don't need to look in the first two paragraphs!

Again, use highlighters to select the relevant information from the text.

- d) Re-read the passage from **paragraph three** beginning 'The natural habitat...' to the end of the text.

Using your **own words as far as possible**, outline what you **learn about orang-utans** and **the threats they face**.

[14]

The natural habitat (or **home**) of the orang-utan is the **tree-tops of the Southeast Asian rainforests**, which are abundant with the **fruit that these apes eat**. When climbing on vines, orang-utans' **flexible hip joints** and **hand-like feet** make them seem to have four arms rather than two arms and two legs. Whether they live in treetops or zoos, orang-utans exhibit a **high level of intelligence**. Orang-utans in the **wild are capable of creating and using tools**; those in captivity **demonstrate their ability to think and solve problems**. It is no accident that the **Malay name for this animal, 'orang utan' translates as 'man of the forest.'**

At most, **20,000 orang-utans still exist in the wild**; this is **30 to 50 per cent fewer than were estimated 10 years ago**. Their future is tied to their habitat, which **means their fate lies mainly in the hands of the Indonesian and Malaysian people whose land they share**.

Orang-utans are not stay-at-home animals. Every day they **travel through large areas of forest** gathering the **bark, insects** and different types of **fruit they eat**. But increasingly, the **orang-utan has had to compete for space with the logging industry**. Timber is being harvested out of the orang-utan's habitat, **stripping the forests**.

In addition to suffering the effects of logging practices, the orang-utan's **habitat has fallen victim to agricultural development**. In Malaysia as forests are cleared, orang-utan's homes shrink to small clusters of trees. Here they are stranded, living in and eating from the same trees that provide farmers' livelihoods. **Farmers have sometimes resorted to killing the orang-utans**.

Finally, many **orang-utans are victims of the illegal pet trade**, which skyrocketed after a 1986 television show featured a family with an orang-utan as a pet. Demand grew quickly and **poachers** descended on the rainforests **to grab baby orang-utans and sell them on the black market**.

Now you can organise your answer into two paragraphs – the things that you **learn** and the **threats** that the orang-utans face.

In order to get the 14 marks, you need to try and use *synonyms* to ensure that your answer is in your **own words**.

Synonyms

A synonym is a word with the same meaning as another.

E.g. tragedy, disaster, calamity

EXAMPLE:

The text explains that orang-utans live in the rainforest in Malaysia. They eat a wide range of food including fruit, insects and bark. They have hips that bend and feet that are like hands allowing them to climb trees and travel long distances. They are clever, using tools in their natural habitat and solving problems in zoos. This is why they are viewed as being men of the forest. However, there are a lot less orang-utans in the wild than there was a decade ago, with only 20,000 left.

The threats they face come from man – especially the Indonesian and Malaysian people they live with. Trees are being cut down to be used for timber and also to create farms. As orang-utans eat fruit, farmers often kill them to protect their crops. Finally, they are taken for the pet trade – baby orang-utans are illegally taken and sold.

As you can see, this answer is much shorter than the text and is clearly organised into two paragraphs. Key words/phrases like ‘*intelligence*’ have been changed e.g. ‘*clever*’ and ‘*flexible*’ for ‘*bendy*’.

This answer would achieve the top grade of 14 marks!

Grade	Marks	Description
C	12-14	<ul style="list-style-type: none">• Clear understanding of text and task• Mostly clear focus; good organisation• Consistent attempt to use own words• Good range of points clearly identified

Justin Bieber: an old person's guide

The teenage pop star has already conquered Twitter and YouTube – and you can't do anything about it

You know how every time you say, "I don't believe in fairies", a fairy dies? Well, every time you say "Who is Justin Bieber?" Justin Bieber only grows stronger.



I could begin by firing out some essential facts about this riot-causing teen singing sensation – this darling of the tween

tweetoisie – who has just announced his first world tour. I could tell you how he is Usher's protege, how his favourite colours are blue and purple, how his favourite sandwich is turkey, how he's scared of spiders, and how he stands at 5ft 3½in at the time of going to press.

But let's start with an experiment. Visit the front page of Twitter, right now, and I predict with absolute confidence that Justin Bieber will be trending. That's a helluva presumption, you might say. How can she possibly predict what's going to be trending at the precise moment I'm bored and desperate enough to read this so-called article? The trick, my ducks, is that I do it with mirrors. The fact of the matter is that Justin Bieber is *always* trending. He's the canary in the coalmine of spring/summer 2010 social networking, and if you suddenly don't see his name up there, I wish you luck with your Rapture.

My non-scientific research tells me that one half of Justin's Twitter traffic is caused by excitable tween girls cyber-fainting, while the other half is caused by people asking, "Who is Justin Bieber?". Like I say, ignorance only makes him stronger.

Nevertheless, it's reasonable for you to wonder who this mop-topped popstrel is, why he is being beamed into your world with increasing frequency, and whether you can just ignore him, or is he going to be the next Justin Timberlake, or a blast-from-the-past pick for the 2015 edition of Dancing With the Stars?

Put briefly, Justin's story is this: he is Canadian, comes from good Christian stock, and he's the first genuine YouTube sensation to cross over into mainstream pop stardom. (Unless you think Susan Boyle is a popstar, in which case, how old *are* you?) It all started with his mother posting his musical performances on the site, then they went viral. Next Usher beat out Justin Timberlake in the race to sign him, and now the 16-year-old Biebster has a platinum album, while a world tour is on the horizon. As is puberty, one assumes, though Justin's ear-melting reliance on Autotune currently renders any early signs undetectable..

Let me sell you on the legal history angle. This week, Justin's manager, Scott Braun, surrendered to police for failing to warn the star's fans about overcrowding at a shopping mall CD signing he staged in Willston Park, New York, last November, in which five people were hospitalised. State police say the minute it became clear the gig was overcrowding, they asked Braun to tweet fans telling them the gig was cancelled. But he refused, even changing Justin's account password so "he could control the event", and the abort mission instructions only appeared on the site two hours later. "By refusing to send out the cancellation Tweet and preventing others from doing so, he blatantly ignored police directives," rages the DA – and Scott now faces up to a year in jail if convicted.

Do you see, oldies? Human civilisation has just notched up the first case of a man being arrested for failure to tweet. This is Justin's world now – you're just living in it.

1.

- a) From **paragraph two** (beginning 'I could begin by firing out...'), write down **two** facts about Justin Beiber. **[2]**
- b) From **paragraph two** (beginning 'I could begin by firing out...'), write down **two** words to describe Justin Beiber's fans. **[2]**
- c) Which internet sites has Justin Beiber already conquered? **[2]**
- d) From your reading of the passage, outline the evidence the writer uses to suggest that Justin Beiber is conquering the world.

Use your **own words as far as possible**. **[14]**

World Of Warcraft 'more addictive than crack cocaine' as teenager suffers convulsions after 24-hour-long game

Adapted from an article by [Ian Sparks](#)



Highly addictive: World of Warcraft has been described by experts as the crack cocaine of the gaming world

An internet computer game has been condemned as being as addictive as cocaine after a teenager who played it twenty-four hours non-stop had convulsions.

World of Warcraft has been hugely successful in capturing the imagination of players by drawing them into a virtual universe of battles and quests. Players enjoy the open-ended story, the size of the world, the game play, the social interaction and it's fun.

However, it is at the centre of a growing problem of computer game addiction.

Many players will sit alone in their rooms for hours at a time, immersed in the lives of their fantasy character creations - or Avatars.

Massive Use

Some 11million around the globe play World of Warcraft - making it the world's most successful 'MMORPG' - massively multi-player online role-playing game.

From a recent set of survey data; the average age of the WoW player is 28.3 years old. 84% of players are male. 16% are female. Female players are significantly older, with an average age of thirty-five years, than male players who are twenty-eight on average. Most players spend 22.7 hours per week playing World of Warcraft. There are no gender differences in hours played per week. The survey concludes that WoW is popular amongst a wide demographic of players.

The 'coke' of the computer game world

However, a report from Sweden's Youth Care Foundation describes it as 'the most dangerous game on the market'. The report's author Sven Rollenhagen said: 'There is not a single case of game addiction that we have worked with in which World of Warcraft has not played a part.'

'It is the crack cocaine of the computer game world. Some will play it till they drop.'

The Swedish National Institute of Public Health has backed the report, adding: 'Computer game addiction is becoming more widespread across the world.'

Collapse

The warning comes after a Swedish boy of fifteen collapsed after playing it for twenty-four hours earlier this month. Hospital doctors diagnosed an epileptic-type seizure brought on by sleep deprivation, lack of food, and too long a stretch of concentrated game playing. He has made a full recovery. Ironically, his character in WoW was more rested than he was.

The American Academy of Pediatrics recommends no more than one to two hours per day of 'screen time'. Psychiatrist Dr Richard Graham of London's Tavistock Centre said: 'Some of my clients will discuss playing games for fourteen or sixteen hours a day at times, without breaks and without attending to their physical needs.'

'For those, the consequences are potentially severe.'

'Such prolonged gaming can produce a sort of socially withdrawn figure who may be connecting with people in the game, but is largely dropping out of education and other social opportunities.' Parents' Groups have supported the findings, warning their members to monitor their children's internet use.

1.

- a) From **paragraph six** (beginning 'From a recent set of...'), write down **two** facts about the average age of male and female gamers. [2]
- b) From **paragraph two** (beginning 'World of Warcraft has been...'), write down **two** opinions about why World of Warcraft is so successful. [2]
- c) From **paragraph five** (beginning 'Some 11 million...'), write down **two** facts about the game. [2]
- d) From your reading of the passage, why is World of Warcraft considered dangerous to players' health?

Use your **own words as far as possible**.

[14]

What is global warming?



While some would call global warming a theory, others would call it a proven set of facts. Opinions differ vehemently. Let us consider global warming to be both a premise that the environment of the world as we know it is slowly, but very surely increasing in overall air and water temperature, and a promise that if whatever is causing this trend is not interrupted or challenged life on earth will dynamically be affected.

The prevailing counter opinion is that all that is presently perceived to be global warming is simply the result of a normal climactic swing in the direction of increased temperature. Many proponents of this global warming ideology have definitive social and financial interests in these claims.

Global warming and climate change are aspects of our environment that cannot be easily or quickly discounted. Many factions still strongly feel that the changes our Earth is seeing are the result of a natural climatic adjustment. Regardless of our perspective the effects of global warming are a quantifiable set of environmental results that are in addition to any normal changes in climate. That is why the effects of global warming have catastrophic potential. Global warming may well be the straw that breaks the camel's back. It could turn out to be the difference between a category three hurricane and a category four. Global warming as caused by greenhouse gas emissions can lead us to a definite imbalance of nature.

The premise of global warming as an issue of debate is that industrial growth coupled with non-structured methods we as humans use to sustain ourselves has created a situation where our planet is getting progressively hotter. We have seemingly negatively affected our environment by a cycle of harmful processes that now seem to be feeding upon themselves to exponentially increase the damage to our ecosystem.

What is the most significant cause of global warming?

The primary cause of global warming is Carbon Dioxide emissions. CO₂ is being pumped into our atmosphere at an insane pace; 8 billion tons of CO₂ entered the air last year. Of

course some of this is due to natural activity such as volcanic eruptions and people breathing. But the Earth is equipped to easily absorb those into the normal regenerative process. No, the beginning of global warming was caused by fossil fuels being burned and emitting plenty of CO₂.

Currently in the world, 40% of all CO₂ emissions are caused by power plants. These are burning coal, natural gas and diesel fuel. Some power plants burn rubbish. Some burn methane made from garbage. And discounting those super green electrical generating plants designed to issue negligible pollutants, all of our power plants let loose into the atmosphere CO₂.

33% of all the CO₂ sent forth is the product of cars and trucks. Internal combustion engines burning fossil fuels...gasoline and diesel spew forth a retching amount of CO₂.

3.5% of all CO₂ emissions are released from aircraft traveling our friendly skies. Unfortunately, jets and other aircraft deliver their payload of pollutants directly into the troposphere.

The primary cause of global warming is Carbon Dioxide emissions. CO₂ is being pumped into our atmosphere at an insane pace; 8 billion tons of CO₂ entered the air last year. Of course some of this is due to natural activity such as volcanic eruptions and people breathing. But the Earth is equipped to easily absorb those into the normal regenerative process. No, the beginning of global warming was caused by fossil fuels being burned and emitting plenty of CO₂.

Adapted from: <http://globalwarming.com/2009/03/global-warming-as-a-chain-of-events/>

1.

- a) From **paragraph six** (beginning 'Currently in the world...'), write down **two** different facts about the causes of global warming. **[2]**
- b) From **paragraph one** (beginning 'While some would call...'), write down **two** opinions about global warming. **[2]**
- c) From **paragraph nine** (beginning 'The primary cause of...'), write down **two** facts about the amount and cause of CO₂ emissions. **[2]**
- d) From your reading of the passage, what are the causes and consequences of global warming?

Use your **own words as far as possible**. **[14]**

Tech Know: The dreams that bricks are made of



Warren Elsmore's model of the Forth Railway Bridge containing 11,000 bricks

Look at a Lego brick and what do you see? A studded, brightly coloured block. Perhaps you remember them from your childhood. Perhaps that brick was part of a fire engine, a race car or a bulldozer.

Some people look at Lego bricks and see great potential buried within them. In their hands Lego rises above its childhood origins and gets a chance to aspire, to be part of something great.

In Warren Elsmore's hands 11,000 Lego bricks have been fashioned into a scale model of the Forth Railway Bridge. The real thing is a marvel in all its riveted splendour and its tiny cousin, which stretches 6.5 metres, is too. Its spans have the same breath-taking arcs as the original and the similarities do not end with its looks.



Warren Elsmore's model is more than just bricks.

"The parts they had problems building on the real bridge were a problem for me too," said Mr Elsmore. In particular, he said, the point where the pylons and bridge supports meet on the base were very tricky to render in Lego.

Just as in the real bridge, some parts of the Lego model are in compression and some in tension. The structure even flexes when under load. The bridge is regularly shown off at Lego shows and some bits of it have to be replaced when Lego trains have been running across it for a few days.

"They turned to dust," said Mr Elsmore who is also chairman of the Brickish Association, the UK's club for adult fans of Lego. The model took 18 months to put together and, so

far, is the biggest model Mr Elsmore has built.

Screen dreams

Unlike the designers of the original, Mr Elsmore could turn to computers to help him draw up his plans. He used a program called LDraw which is effectively a computer-aided design package for Lego bricks.

LDraw is written and maintained by adult fans of Lego. It is kept updated so the new pieces that Lego releases are turned into virtual versions so people can use them in their models. "Lego is no longer about a 2x4 brick with studs on the top," said Chris Dee, one of the many Lego fans who helps to maintain LDraw. "There are a lot of specialised elements created for individual sets. You need to understand what physical parts exist in order to use it," he said.

"LDraw is a system of tools for virtual modelling," he said. "It includes a library of parts and a set of tools and utilities to make use of that library."

Adult fans of Lego use LDraw in different ways, said Mr Dee. Some use it as a design tool so they can work out how to build a particular model. One utility divides a building task into a series of steps just like in Lego instruction books.

"Some prefer to doodle with the physical bricks then they will use LDraw to keep what they have done and then rip it apart and try to improve it," he said. "There are also people that use it as a documentation tool after they have created a model."

But, said Mr Dee, using LDraw does not remove all the skill involved in making a Lego model. "LDraw can show you how to represent a physical entity in the parts but it cannot tell you whether it will hold together," he said. "Sometimes there is just not enough connectivity."

Art from bricks

Mr Elsmore is using LDraw to plan his next model or MOC (My Own Creation). This is far more ambitious than the Forth Bridge.

He is taking on the task of rendering in Lego, London's St Pancras station. So far, he has built the hotel at the front. Next comes the engine shed round the back. The finished model will be made of more than 100,000 bricks. Building that would be impossible without a tool such as LDraw.



Justin Ramsden used more than 3,000 Lego bricks to make the model, which features the singer's trademark beehive hairstyle and a cigarette dangling from her lips.

There are some Lego fans that use the bricks in much more artistic ways. Justin Ramsden, at 18 the youngest member of the UK's Brickish Association, is an art and design student who is using Lego as his medium.

"I've been using Lego all my life," he said. Many older Lego fans talk, he said, of a "dark age" when they put the bricks aside before returning to them later on. "I have never really had a dark age," he said. "From the start, I just got my older brother's sets and broke them up, rebuilt them to my own design."

So far, Mr Ramsden has not turned to tools such as LDraw. "I tend to build from eye or draw a few sketches and if I run out of bricks then I buy some or find them," he said.

He has built a model of himself, undertaken commissions from the local council and is working on a life size head of Amy Winehouse made from Lego.

The attraction for all the adult fans of Lego is its versatility. Many might dismiss it as a toy, a child's plaything. When they are told about what some are planning to build they might dismiss it and declare it impossible.

The Lego fans know better, just like the men who built the Forth Bridge.

1.

- a) From **paragraph three** (beginning 'In Warren Elsmore's hands...'), write down **two** different facts about the model of the Forth Railway Bridge. **[2]**
- b) From **paragraph three** (beginning 'In Warren Elsmore's hands...'), write down **two** opinions the writer gives about the model. **[2]**
- c) From **paragraph nineteen** (beginning 'The attraction for all the adult...'), write down **two** opinions given about Lego. **[2]**
- d) From your reading of the passage, what makes Lego '*The dreams bricks are made of*'? Use your **own words as far as possible**. **[14]**

Mark Scheme:

Grade	Marks	Description
C	12-14	<ul style="list-style-type: none">• Clear understanding of text and task• Mostly clear focus; good organisation• Consistent attempt to use own words• Good range of points clearly identified
D	11-10	<ul style="list-style-type: none">• Text and task have been understood, though there may be some unnecessary material• Generally clear focus – perhaps some blurring• Evidence of ability to express in own words• A range of points clearly identified
E	9-8	<ul style="list-style-type: none">• Task generally addressed, though there may be some irrelevant material• Some lack of focus• Own words generally used, but may be some selective lifting• General understanding of a number of points

Reading: Question 2

The focus for this question is analysing the meaning of an unseen text. You will need to analyse the **presentation** features, **information** presented and the writer's choice of **words and phrases**.

This question requires you to use **PEEE**.

This question tests your ability to:

- Read with insight and engagement;
- Making appropriate references to texts;
- Following an argument or opinion;
- Select material relevant to your purpose;
- Understand and evaluate how writers use presentational and linguistic devices.

Firstly, read the question.

Highlight or underline the **KEY WORDS** so that you understand what the examiner is expecting.

Now read the text looking for any words and phrases, facts or opinions and presentational features that answer the question.

Remember, for this question you need to analyse the text using **PEEE**.

P – *POINT*, re-word the question into a statement;

E – *EVIDENCE*, a quote from the text, or the description of a picture;

E – *EXPLAIN*, how this evidence answers the question.

E – *EXPLORE*, looking at individual words, the connotations of language, the impact on the reader, how the feature fits the writer's purpose etc.

Consider.

Tone – how the text is written
e.g. serious, informal

Audience – who it is aimed at
e.g. children, adults

Purpose – why it has been written e.g. to inform, persuade



for a living planet

**Koyah's mother has got him this far.
Now he desperately needs you.**

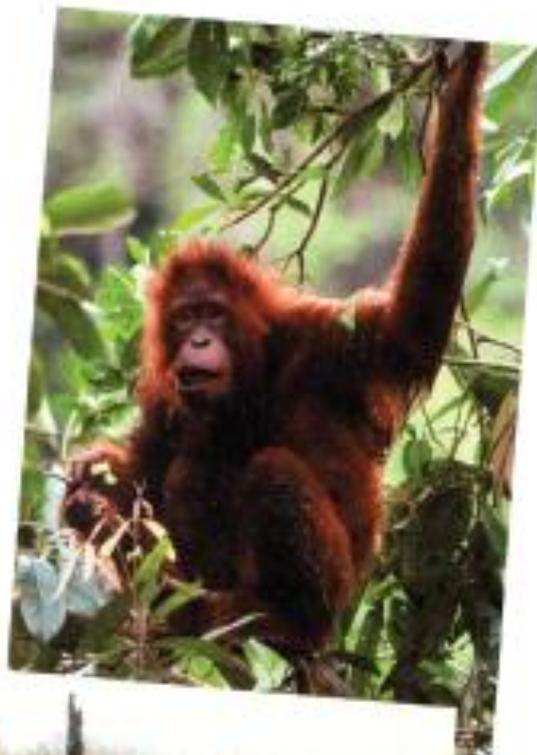
Orang-utans could be extinct within 30 years.

After millions of years on earth, orang-utan populations are now critically endangered. In fact, the species faces extinction in the next three decades if the current annual death rate increases by just 2%. And there's nothing apes like Koyah can do to stop it happening.

We have to protect them now. Once they are gone, they will be gone forever. We cannot undo the damage, but we can protect the survivors. So we are working with the local people and governments to protect the remaining orang-utans and their natural habitats.

And you can help too. By adopting Koyah for as little as £3 a month, you can help us defend his whole species from poaching, habitat destruction and forest fires.

Can the survivors rely on you?

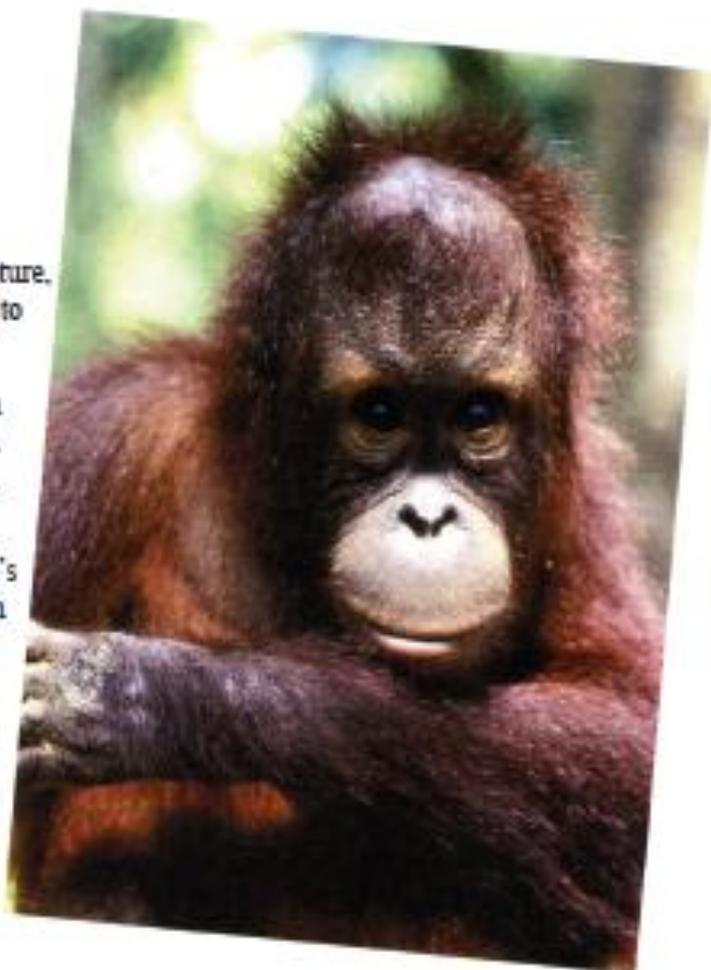


Koyah can't defend his home from destruction. But you can help.

Every day orang-utans like Koyah face the possibility of capture, starvation, being caught in a forest fire, or losing their home to deforestation.

Koyah is a baby orang-utan and is still entirely dependent on his mother, Ibu (pronounced E-boo). Ibu, meaning mother in Malay and Indonesian, is estimated to be about 20 years old.

Orang-utans live in the wild in only two parts of the world: a small number in Sumatra and a larger population in Koyah's home in the Heart of Borneo, but over the last 20 years much of their rainforest has been destroyed. However, our latest success, the Heart of Borneo Declaration, was agreed in January 2007 – a firm commitment to protect these 220,000 square kilometres of equatorial rainforest.



Adopt Koyah and help protect the last orang-utans from extinction.

By adopting Koyah for as little as £3 a month, you can help us give orang-utans a chance of survival.

And to help you remember your gift to Koyah, we'll give you a cuddly toy of Koyah, with an Adoption Certificate, information about Koyah and his species and a special photo of him. We'll also give you three updates a year with information about your adopted species and other work WWF is involved in. If you're looking for a present for someone really special, adopting an endangered animal could be the perfect answer.

Visit protectanorang.com



The first thing to establish is the *purpose, target audience* and *tone* of the article – this will help our analysis.

Purpose – to persuade the reader to support the WWF and to save the orang-utans by donating money.

Audience – a wide target audience, not specific to age or gender. The cuddly toy could suggest young people/children, but it would appeal to any animal lovers.

Tone – the tone is serious and formal, designed to create *empathy* with the reader to persuade us to support the charity.

Now we can look at the question. It is in two parts:

2.

a) The leaflet encourages you to support the campaign to protect orang-utans. How do the **headings** and **photographs** help to do this?
[6]

b) The leaflet encourages you to support the campaign to protect orang-utans. How does the **language** in the leaflet help to do this?

In your answer you should write about:

➤ The **information** used in the leaflet

➤ Some of the **words** and **phrases** used in the leaflet.

[14]

Remember – we have **30 minutes** to write three PEEE answers.

Question Two – EXPLAINED!

For the first part of the question we have to focus on the *pictures*, *headline* and *sub-headings*.



Close up image of a baby orang-utan, focus on the eyes. Designed to create empathy and make the baby look cute.

Also visible is the charity's logo – so the reader can recognise the brand and have trust in them.

Orang-utans could be extinct within 30 years.



The subheading features a fact suggesting that orang-utans will all be dead 'extinct' in a very short time. This again creates a sense of urgency and is emotive for the reader.

The headline includes the emotive adverb 'desperately' which has connotations of urgency and panic.

The word 'now' echoes the sense of urgency, suggesting the situation is serious and dangerous.

By naming the baby as 'Koyah' and referring to his mother, it makes the reader think he is weak, helpless and in danger.

Mark	Description
6	<ul style="list-style-type: none">• Clear and reasonably sustained analytical response• Use of well-selected detail for support
5	<ul style="list-style-type: none">• Some evidence of analytical comment• Use of some appropriate details for support
4	<ul style="list-style-type: none">• Begins to develop a response; mainly descriptive• Reference to some relevant detail

Now we've analysed the picture and headline we can write our answer using PEEE.

The headline encourages the reader to support the campaign by making us feel empathy for Koyah the baby orang-utan. "Koyah's mother has got him this far. Now he desperately needs you." This makes us feel sympathy as we know Koyah is young as his mother is mentioned. The emotive adverb 'desperately' has negative connotations of urgency and panic suggesting the situation is serious, while the word 'now' also suggests Koyah needs immediate help..

The picture also creates sympathy. It is a close up shot of Koyah's face, focussing on his eyes in the centre of the image, which make him look sad and helpless. This also appeals to the reader as he is young and cute. We can see the logo for the charity, WWF, which creates trust as it is a well known brand. The presentation creates empathy for the orang-utans and makes the reader want to donate to the charity.

This answer is a clear and sustained analysis. We have analysed the image, talking about the type of shot and the composition; and quoted the headline and analysed the connotations of a key word. The answer could be developed by writing about the sub-heading.

Remember; try to spend **ten minutes** on this part of the question as it is only worth 6 marks.

The second part of the question requires us to find information from the text. Use highlighters to select your quotes and choose the two that you think are the best.

b) The leaflet encourages you to support the campaign to protect orang-utans. How does the **language** in the leaflet help to do this?

In your answer you should write about:

➤ The **information** used in the leaflet

➤ Some of the **words** and **phrases** used in the leaflet.

[14]

Look at the extract from the text below – there are several quotes we can use for our answer:

After millions of years on earth, orang-utan populations are now critically endangered. In fact, the species faces extinction in the next three decades if the current annual death rate increases by just 2%. And there's nothing apes like Koyah can do to stop it happening.

We can now choose the quotations we want to use and analyse them using the PEEE structure.

Remember to talk about the connotations – as this text is about a serious issue, saving animals, the connotations will probably be *negative*.

EXAMPLE:

Point	The information chosen in the leaflet persuades the reader to support the charity's campaign by suggesting that the orang-utan will soon become extinct.
Evidence	"...species faces extinction in the next three decades if the current annual death rate increases by just 2%."
Explain	This is an alarming statistic that shows the reader just how quickly the orang-utan population could be killed making us feel empathy for them and wanting to do something to stop this from happening.
Explore	The statistic ' <i>increases by just 2%</i> ' is shocking because it shows that only a small change in the numbers of orang-utans could be fatal for the species. The word ' <i>just</i> ' has negative connotations of being insignificant or small, which makes the reader think we should be able to stop it happening. Similarly, the word ' <i>extinction</i> ' is alarming as it has negative connotations of death, telling the reader that all the orang-utans will be gone and that there is nothing we can do about it. This makes the leaflet encourage people to support the campaign to save the orang-utans.

You can see that the main part of this answer is the analysis of the quotation, the *explore*. This means that we are focussed on explaining how the quote affects the reader.

If a similar paragraph was written on the words and phrases, for example analysing the emotive description '*critically endangered*,' then it would score the full marks.

Grade	Mark	Description
C	12-14	A good range of points showing a secure understanding of the ways in which information and language contribute to the text's purpose . Careful supporting references and some analytical comment . Sound awareness of text and task

The Future of Video Gaming

By Michael Dolan

These days it seems almost everyone has a theory about the future of video games. Many software developers see themselves on a collision course with the film industry, with games having their own version of the Oscars. Others expect games to mimic art history by undergoing a series of graphic reinterpretations. But if you look closely, the young history of gaming seems to be following the evolution of the vehicle where games appear most — television.



The Wii has sold over 5 million consoles world-wide.

We tend to see gaming as one all-encompassing genre under a capital "G." But within that genre, many sub-classifications will rise, thrive, endure and fail. Just as reality-based fare is among the most successful television of the last decade, it's possible that the new massive, multiplayer online games will follow a similar course. It's feasible that millions of people will soon compete in a virtual world for the right to become Donald Trump's *Apprentice*. Perhaps an enterprising designer will create an educational game that rivals the social significance of *Sesame Street*. And maybe a group of prescient developers will make a game series that allows participants to see what it's like to perform in a real-life *ER*.

Because game designers are inhibited only by creativity and available technology, the potential will grow as their capability to move more polygons cheaply comes to fruition — something that the computer industry is working on every day.

Just like with television, we'll have to take the good with the bad. As more 18- to 34-year-olds check out of network television and check into gaming, marketers will go after that valuable consumer demographic. Product placement may become so abundant in games that when you play a driving game you'll see familiar landmarks: the Shell gas station on the corner, the McDonald's on Main Street, the Budweiser billboards near highway exits.

As the music industry looks for new ways to recapture its youthful audience, record labels will find even greater ways to cross-promote. Want to hear the latest Beastie Boys single? The place to hear it first could be in *Grand Theft Auto 6*.

With games' ever-growing online components, game companies will also try to create massive shared experiences online. They'll launch "must see" events in an attempt to draw millions of players online simultaneously.



Sales of Rockstar's *Grand Theft Auto IV* have generated over \$500 million.

The makeover craze that continues to inhabit cable television may lead to players creating virtual models of their homes. For a fee, professionals might come into their virtual world and remake it, giving the player ideas for their real-world home. Or perhaps you'll be able to participate in an online amateur talent contest where the winner becomes an overnight sensation like *American Idol*.

The future of gaming will not be all that different than the future of any other form of entertainment. As the masses of players determine what they want to get out of gaming, large corporations will throw their money and workforce into providing it.



Developers are hoping to re-make games like Wipeout in full 3d with motion sensor technology.

Occasionally, there will be a game or two that breaks the mould — a *Citizen Kane* or a *Sgt. Pepper's Lonely Hearts Club Band* — something that changes the way we look at the genre. But that genre is a big one, with many different people executing many different artistic visions and agendas in an effort to reach a mass audience.

Some will be genius. Others will be reprehensible. The key to the future of gaming will be for parents to understand and appreciate those distinctions and to not champion games based on one educational tour-de-force or condemn games entirely based on a

violent first-person shooter.

The average age of the gamer is rapidly approaching 30. As people in their 30s and 40s continue to play video games into their senior years, the genres of games will expand to accommodate those audiences and their discretionary income. To predict the future of video games, just "Follow the money."

2.

a) The text explores how video games have changed. How do the **headings** and **photographs** help to do this? **[6]**

b) How does the writer explore the future of video gaming?

In your answer you should write about:

- The **information** used in the leaflet
- Some of the **words** and **phrases** used in the leaflet. **[14]**

Going Ga-Ga

Fans see Lady Gaga as a breaker of taboos, but America's foremost cultural critic argues Gaga is a copycat who has seduced the internet generation.

With six No. 1 hits in the last year, Lady Gaga is the biggest pop star in the world. By definition, a pop star is manufactured—rock stars weren't, at least not until well into the seventies, and that may be part of why rock became pop—and in some ways she has benefited from a very traditional star-making model.

Several different people have claimed credit for discovering Gaga, 24, shaping her, naming her, making her who she is: and Gaga, of course, takes the credit herself. "I went through a great deal of creative and artistic revelation, learning, and marination to become who I am," she explains. "Tiny little lie? I wanted to become the artist I am today, and it took years."



Lady Ga Ga- a copycat?

Lady Gaga is the first major star of the digital age. "The planet's biggest pop phenomenon." "The most famous woman in the world." "The new Madonna."

But Gaga has borrowed so heavily from Madonna (as in her latest video, Alejandro) that it must be asked, at what point does homage become theft? But the main point is that the young Madonna was on fire.

Generation Gaga doesn't identify with powerful vocal styles because their own voices have atrophied: they communicate mutely via a constant stream of atomised, telegraphic text messages. Gaga's flat affect doesn't bother them because they're not attuned to facial expressions. They don't notice her awkwardness because they've abandoned body language in daily interactions. Gaga's fans are marooned in a global technocracy of fancy gadgets but emotional poverty.



A fashion icon?

Borderlines have blurred too between public and private: reality-TV shows multiply; cell-phone conversations blare everywhere; secrets are heedlessly blabbed on Facebook and Twitter.

At a time when you wouldn't recognize the faces of the people who make most of the music we listen to Gaga is however, visually iconic; in an age of Twitter, the remoteness she has cultivated since her first moment in the spotlight has made

her an even bigger star. It seems she is riveting in any language, with lyrics that compose on their own. As a pop star—she’s effortlessly global.

2.

a) The writer has a negative opinion of Lady Gaga. How do the **headings** and **photographs** help to create this? [6]

b) How does the writer communicate her negative opinion of Lady Gaga?

In your answer you should write about:

- The **information** used in the leaflet
- Some of the **words** and **phrases** used in the leaflet. [14]



Consider.

Tone - how the text is written
e.g. serious, informal

Audience - who it is aimed at
e.g. children, adults

Purpose - why it has been written e.g. to inform, persuade

Global warming sees polar bears stranded on melting ice

By BILL MOULAND

They cling precariously to the top of what is left of the ice floe, their fragile grip the perfect symbol of the tragedy of global warming.

Captured on film by Canadian environmentalists, the pair of polar bears look stranded on chunks of broken ice. Although the magnificent creatures are well adapted to the water, and can swim scores of miles to solid land, the distance is getting ever greater as the Arctic ice diminishes.

"Swimming 100 miles is not a big deal for a polar bear, especially a fat one," said Dr Ian Stirling of the Canadian Wildlife Service. "They just kind of float along and kick. But as the ice gets farther out from shore because of warming, it's a longer swim that costs more energy and makes them more vulnerable."



Polar Bears stranded on melting ice

The plight of the bears was highlighted as the prospect of a gloomy future emerged from leaks of the most comprehensive report into global warming yet undertaken, which is to be published on Friday.

Concluding that it is "highly likely" that mankind is to blame for climate change, it talks of more droughts, torrential rains, shrinking Arctic ice and glaciers, and rising sea levels for the next century. And it warns that the effects of a build-up of greenhouse gases in the atmosphere will last far longer.

Studies of polar bears have revealed that not only have their numbers declined by nearly one quarter in just 20 years to around 25,000 but so has their physique. The bears can be 10ft tall and 1700lbs in weight, using their body fat to keep them alive when the temperatures plummet in the harshest part of their winter to minus 45C.

But the scientists have observed that in the struggle for survival, the bears - and females especially - are now much thinner. Scientists believe that four bears which recently drowned off the coast of Alaska had simply been unable to

cope with a violent storm.

Dr Stirling says that the phenomenon of a female giving birth to triplets is now part of history with usually only single cubs recorded. Soon, he says, the species may be extinct. Usually at this time of year, polar bears would be sheltering with their young in the dens they carve for themselves in mountain slopes near the shoreline or in snowdrifts on the sea ice. But global warming, which has raised the temperature in the Canadian Arctic by 4C in the last 50 years, means their habitat is inexorably disappearing.

In Hudson Bay where the ice melts completely in summer, scientists have noted that it is now happening three weeks earlier than normal.

This is having a catastrophic effect on the bears which hunt seals over the winter and spring before coming ashore where they rely on their build-up of body fat to survive and feed their cubs.

Reports are now being received of polar bears, perfectly equipped for Arctic survival with two coats of insulating fur and a four inch layer of blubber, scavenging for scraps in rubbish tips and camp sites.

Scientists say the survival of polar bears may rely on special conservation areas, but even that seems a forlorn hope with a United Nations report expected to say that sea levels will carry on rising for over 1,000 years even if greenhouse gases can be curbed.

The report from the UN's Intergovernmental Panel on Climate Change draws on the work of 2,500 researchers from more than 130 nations and is the most comprehensive overview of climate change for guiding policy-makers. It will say that global warming was "very likely" caused by human activity, delegates to a climate change conference said.

Dozens of scientists and bureaucrats have been editing the new report in closed-door meetings in Paris. Their report, which must be unanimously approved, is to be released today.

Two participants, speaking on condition of anonymity because the meetings are confidential, said the group approved the term "very likely" in yesterday's sessions. That means they agree that there is a 90 percent chance that global warming is caused by humans.

The last report, in 2001, said global warming was "likely" caused by human activity. There had been speculation that the participants might try to change the wording this time to "virtually certain," which means a 99 percent chance.

<http://www.dailymail.co.uk/news/article-433170/Global-warming-sees-polar-bears-stranded-melting-ice.html>

2.

a) The writer suggests global warming is having a negative impact on the polar bears. How do the **headings** and **photographs** help to create this? **[6]**

b) How does the writer persuade the reader that global warming is endangering the polar bears?

In your answer you should write about:

- The **information** used in the leaflet
- Some of the **words** and **phrases** used in the leaflet.

[14]



May's Lego house faces demolition

A two-storey Lego house created by Top Gear and Toy Stories presenter James May faces demolition after plans for Legoland to buy it fell through.

The house will be demolished on Tuesday if a new owner cannot be found in time.

It will cost about £50,000 to dismantle and reassemble. Top Gear's website has set up a Facebook page in an attempt to find a buyer.

Legoland now say it is too expensive for them to move it. The house was made for BBC Two series Toy Stories. The house was built by about 1,000 volunteers and currently stands in Denbies Wine Estate in Dorking, Surrey - but now the vineyard needs the land back to harvest its grapes.



James May had the help of over 1,000 volunteers to help build the house

The house was made to be life-size with a staircase, toilet and shower, all made out of Lego. The presenter James May lived in it for a few days after it was completed.

More than three million bricks were delivered to the site last week in order to build the house; but people were asked to take any unwanted Lego with them.

Life-size Spitfire

The Legoland theme park is in Windsor, Berkshire.

"Knocking it down is just wrong on every level. It's a really lovely thing - it would break the hearts of the 1,000 people who worked like dogs to build it," May told the Mail on Sunday.

Martin Williams, sales and marketing director of Legoland Windsor, explained to the BBC why they could not proceed with the deal. "We are so disappointed that we are unable to take this amazing Lego construction.



The house even includes its own Lego cat called Fuser

We have looked at various options but unfortunately due to the costs and logistics of moving and re-building the house at Legoland, we are unable to proceed with this project."

James May's Toy Stories takes a look back at the some of the UK's best loved toys and each week the presenter faces a new challenge.

Tasks so far have included constructing the Lego house and attempting to build a full-size model Spitfire.

2.

a) The writer suggests that the Lego house should not be demolished. How do the **headings** and **photographs** help to do this? [6]

b) How does the writer persuade the reader that James May's Lego house should not be demolished?

In your answer you should write about:

- The **information** used in the leaflet
- Some of the **words** and **phrases** used in the leaflet. [14]

Grade	Mark	Description
C	12-14	A good range of points showing a secure understanding of the ways in which information and language contribute to the text's purpose . Careful supporting references and some analytical comment . Sound awareness of text and task
D	10-11	A range of points showing a sound understanding of the ways in which information and language contribute to the text's purpose . Appropriate supporting references and an attempt at an analytical approach . Task is not finished .
E	9-8	Easier information points together show some understanding of the text's purpose . Comments tend to be descriptive rather than analytical, and references may not be clear . Some focus on the task.
F	7-6	Points likely to concentrate on simpler information and basic language features. With minimal or no textual evidence in support. A little evidence that the task has been understood .

Writing for a Purpose and Audience

The final part of the paper tests your ability to write for a purpose and audience. It is important to remember that for this question you are also tested on your *spelling, punctuation* and *grammar*.

The first thing to do is choose which question you are going to answer. You only have to complete **one!**

Either:

3. 'Everybody should support at least one charity.'

Write your views.

[40]

Or

4. A magazine has a regular feature entitled 'If I ruled the world...' in which writers put forward their own ideas about how to make life better.

Write your own article for the magazine.

You could write about:

- Who you want to make life better for;
- What you want to do;
- Why you think it matters.

[40]

Question **3** is asking your opinion, and for your writing to be *persuasive*. There is no specified form or layout, and you can write about anything you like.

Question **4** is also asking for an opinion, but you are *describing* your actions and ideas. For this question, you have to write a magazine article – meaning you'll need headlines and subheadings.

Planning:

Once you have chosen your task, you can think about what to include in your answer.

Try using the **idea drop** method of planning. This allows you to organise your ideas to give your answer cohesion.

1. First mindmap everything you can think of on the topic;
2. Then link those ideas into similar paragraphs;
3. Finally, decide what order you will write them in.

For example:



Here you can see I have three main ideas to talk about:

- The range of charities to choose from (yellow);
- How easy/cheap it is to help (pink);
- How it makes you feel (blue).

Once you have planned you can start writing. However, there are several things to be aware of to try and make your answer as good as possible.

Sentence structures:

Vary your sentence lengths and structures to make your writing more interesting and engaging for the reader. A combination of long and short sentences can build tension/suspense.

There are three types of sentence:

Simple	The shortest type of sentence. This can be as short as one word, but often contains a <i>subject</i> , <i>verb</i> and <i>object/adverbial</i> . The cat sat on the mat.
Compound	Two simple sentence linked together with a <i>connective</i> like 'and' or 'but'. The cat sat on the mat but the dog lounged by the door.
Complex	A longer, more detailed, sentence that gives extra information to the reader through the use of a <i>subordinate clause</i> (information that can't make sense on its own). This is usually shown by the use of a comma, or a subordinating conjunction like <i>because</i> . The cat sat on the mat because the dog had grabbed the chair.

In your writing, use a range of sentence lengths and structures to show the examiner the control you have over your answer, and, simply make it more interesting!

Paragraphs:

You have to write in paragraphs in order to reach your target grade!

Remember, TiPToP!

TiPToP

Time – when you talk about a different *time* e.g. from the morning to the afternoon, or later on you need to change paragraphs.

Place – if you change the place you are describing e.g. from home to school then change paragraph.

Topic – if you talk about something new on your plan, change paragraph.

Person – if you change speaker in a conversation then you also change paragraph.

You can also change your paragraph for **effect**.



Time



Place



Topic



Person

TiPToP

Punctuation:

You need to check your punctuation to ensure that you are communicating clearly to the reader.

Use a wide range of punctuation to make your answer engaging.

Name	Explanation
Full stop	. Used to show the end of a sentence
Comma	, Shows a brief pause in a sentence and to separate items in a list
Capital letter	A Used at the start of sentence and for proper nouns (names like John, The Sun)
Question mark	? Indicates a question being asked
Exclamation mark	! Ends a dramatic sentence
Apostrophe	' Used either to show: <i>Contraction</i> – replacing missing letters in shortened words e.g. didn't (did not) <i>Possession</i> – that an item belongs to someone. Before the 's' for a single person, after the 's' for multiple. <i>Gary's cat.</i> (single) <i>The pupils' cat.</i> (plural)
Semi-colon	; Used to separate two sentences that are related.
Colon	: Goes before an explanation or a list.
Ellipsis	... Creates suspense and tension, also shows that something has been missed out
Speech marks	“ ” Shows speech
Dash	- Separates extra information from the main clause of a sentence
Brackets	() Used to separate extra information

Use a range of punctuation in your answer to clearly demarcate your sentences.

SPAMROD is a mnemonic that helps us to remember how to write descriptively.

Simile—a comparison using the words *like* or *as* e.g. *My brother eats like a pig*

Personification—giving an object human characteristics e.g. *The alarm clock screamed.*

Alliteration—repeating the same *sound* at the start of words e.g. *Dangerous Danny Davis dodges death!*

Metaphor—a powerful comparison saying something *is* something else e.g. *My brother is a pig*

Repetition—repeating the same word or idea for emphasis e.g. *Education, education, education!*

Onomatopoeia—a word that sounds like noise it describes e.g. *With a loud **squelch**, the pancake **splatted** on the floor.*

Descriptive words based on the five senses—words that appeal to what we *see, hear, taste, smell and touch*. E.g. *It's really **bright** outside today. The birds **sing** in the trees, and I can **feel** the wind on my face.*

AFOREST is a mnemonic that helps us to remember how to write persuasively.

Alliteration—repeating the same *sound* at the start of words e.g. *Marvellous Molly moved mountains!*

Facts— something that is true and can be proved with evidence e.g. *Mayfield School is eighty years old.*

Opinions—what you think or feel about something e.g. *I think it's brilliant that we look so smart in our uniform.*

Repetition—repeating the same word or idea for emphasis e.g. *Education, education, education!*

Emotive language—words and phrases designed to make the reader feel a particular way e.g. *It was shocking to witness such an appalling tragedy.*

Statistic—numerical evidence to support your ideas e.g. *98% of pupils had a shower this morning.*

Triples—lists of three words or ideas linked to the same topic e.g. *I thought the goal was exciting, skilful and legendary!*

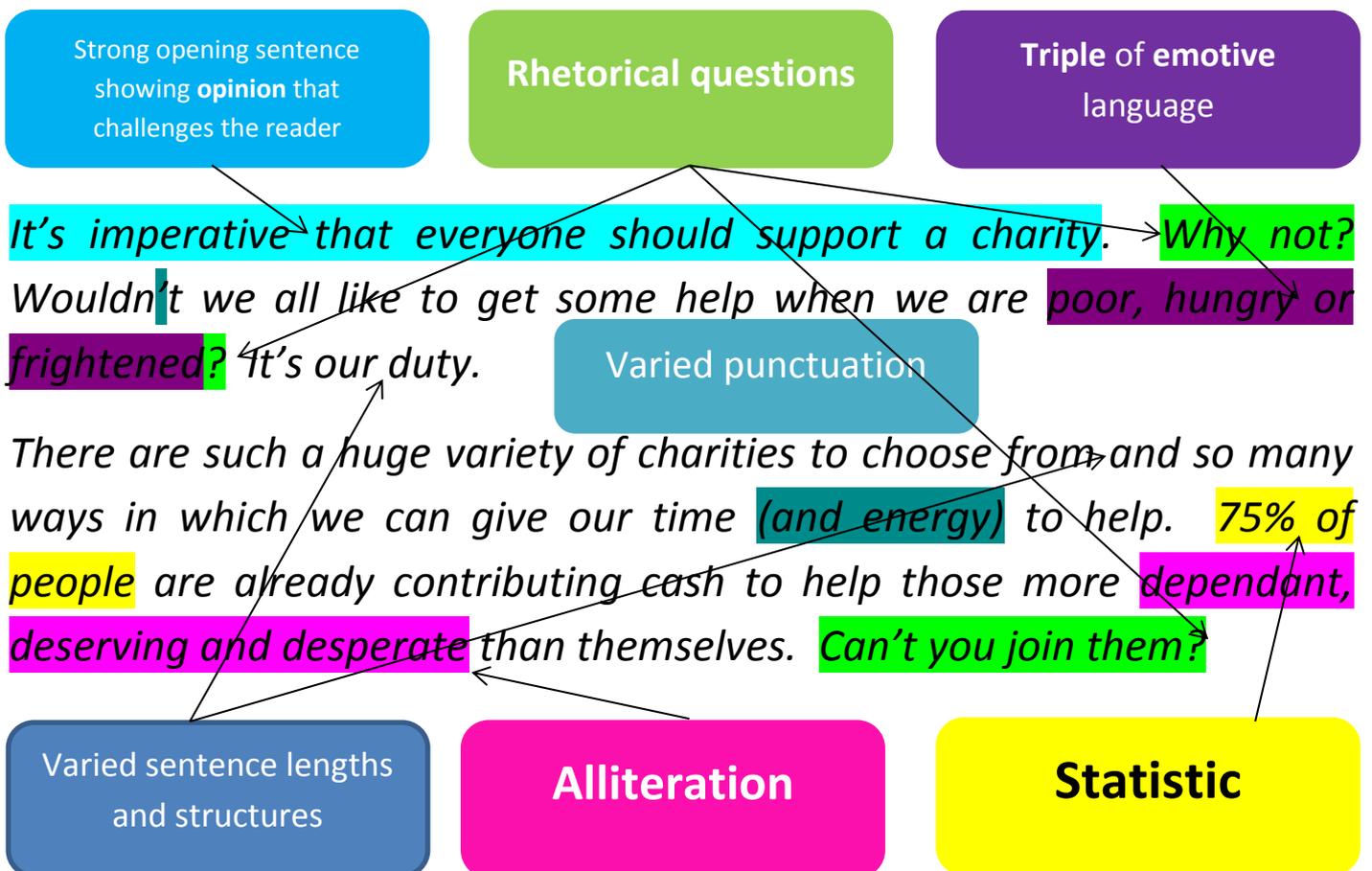
EXAMPLE:

Looking at the opening paragraph of an answer below. Consider why this is an effective opening. What techniques has the writer used to engage the reader?

It's imperative that everyone should support a charity. Why not? Wouldn't we all like to get some help when we are poor, hungry or frightened? It's our duty.

There are such a huge variety of charities to choose from and so many ways in which we can give our time (and energy) to help. 75% of people are already contributing cash to help those more dependant, deserving and desperate than themselves. Can't you join them?

As this is a persuasive text, the writer is using **AFOREST** in order to challenge the reader and convince them to agree.



Now try and plan and write your answer to the following questions:

3 You have been asked to write a magazine article aimed at parents.

The topic of the article is *How social networking has transformed young people's lives in the 21st Century*.

Write the text of your article. [40]

4 Describe a friend you admire, and explain why you admire him or her. [40]

3 Describe a time when things didn't go as planned, and explain how you felt.

You could write about a holiday, a journey, a special occasion, or any other suitable topic. [40]

4 'Young people nowadays can't think for themselves.'

Write the words of a **speech** to your class, giving your views. [40]

Remember, ensure you decide if the question is asking you to **persuade** or **describe**!

Complete your idea drop plan, and use the features of SPAMROD or AFOREST.

You **ARE** marked on spelling, so ensure you check your work carefully for errors!

Writing questions mark scheme:

Content		Spelling, Punctuation, Grammar	
Grade/ Mark	Description	Grade/ Mark	Description
C 24-27	<p><i>In this band your writing shows:</i></p> <ul style="list-style-type: none"> • Control of the material; • Ambition with vocabulary; • You understood the task; • You can adapt the form and style of your writing; • Has an effective structure – a focussed and clear opening, events and ideas developed clearly with an appropriate ending; • Uses paragraphs with variation. 	C 13-12	<p><i>In this band your writing shows:</i></p> <ul style="list-style-type: none"> • Uses a range of sentence structures – including simple, compound and complex; • Secure spelling of regular words; • Uses a wide range of punctuation accurately.
D 20-23	<ul style="list-style-type: none"> • General control of the answer; • Shows understanding of the task; • Some evidence of adapting form and style of writing; • Some variety/ambition with vocabulary; • Structured – a focussed opening, clear development and planned ending; • Uses paragraphs 	D 10-11	<ul style="list-style-type: none"> • Uses a range of sentence structures; • Spells most words correctly; • Uses a wide range of punctuation with some errors e.g. semi-colons and speech.
E 16-19	<ul style="list-style-type: none"> • Not always in control of the answer, but trying to be ambitious; • Some understanding of the task; • Less ambitious vocabulary; • Structured with a beginning, middle and end; • Uses paragraphs; • Too short or unfinished. 	E 8-9	<ul style="list-style-type: none"> • Uses sentence structures but reliant on complex or compound; • Spelling errors with longer complex words; • Homophone spelling mistakes e.g. <i>their, there and they're</i> etc. • Uses punctuation with errors.