**WJEC GCSE English Paper One: Reading (Higher Tier)**

**Date:** Tuesday 4th June

**Duration:** one hour

**Number of texts:** two

**Number of questions:** four

**Timings for each question:** 3 minutes reading the question and text, highlighting quotations for your answer, followed by 12 minutes writing your answer.

DON’T PANIC!



1. **Locating and retrieving information (Explain)**
2. What I need to do:
* Read the question.
* Track through the text methodically.
* Make sure you highlight a range of **short** quotations from the whole of the text which you will use in your answer.
* Begin by giving an overview of what the text is about (in case you don’t have time to finish the answer).
* Summarise the article, using the quotations you have highlighted. You will need to explain some of them. For example, what does the fact that the fox has been made into a Disney character suggest?
* Organise your answer chronologically and clearly.
* Don’t repeat yourself (i.e. don’t make a point and then use a quotation which says exactly what your point does – sometimes you can just explain what the quotation is saying, without making a point).
1. Sample questions:
* According to the text, why is smoking wrong?
* What evidence does the writer use to suggest zoos are dangerous places?
* Explain why there are problems at Blackpool.
* Explain why Charles Starmer-Smith thinks cycling is a popular and enjoyable activity.
* Explain why foxes became so popular.
* According to Adam Edwards, why have foxes become so common in towns?
1. Sample paragraph:

There are many reasons why the fox became a popular figure, such as ‘he became...cute as a Disney character.’ Because his face was splashed across film screens to small children, this would have removed the dangerous side to his character and therefore he would be associated with good.

1. Sample mark scheme:
* Give 1 mark to those who make simple comments with occasional reference to the text, or copy unselectively.
* Give 2-4 marks, according to quality, to those who make simple comments based on surface features of the text and/or show awareness of more obvious implicit meanings.
* Give 5-7 marks, according to quality, to those who reach a valid, sensible interpretation based on a range of appropriate evidence from the text.
* Give 8-10 marks, according to quality, to those who reach a detailed and well-considered interpretation based on methodical exploration of the text. These answers should be thorough and coherent.
1. **Impressions**
2. What I need to do:
* Read the question.
* Track through the text methodically.
* Make sure you highlight a range of words/phrases from the whole of the text which give different impressions, which you will use in your answer.
* Explain the impression created through the use of the words/phrases which you have highlighted. Make sure you don’t just include words without discussing the impression they create. For example, what does the word ‘breathtaking’ imply?
* Use words from the question in the answer – impression created, etc.
* Organise your answer chronologically and clearly.
* Don’t repeat yourself (i.e. don’t make a point and then use a quotation which says exactly what your point does – sometimes you can just explain what the quotation is saying, without making a point).
1. Sample questions:
* What impressions do you get of David Beckham?
* What impression do you get of McDonalds?
* What impression do you get of Spain?
* What impressions does Bill Bryson create of Manchester as a city?
* According to the Profile, what sort of person is Lewis Hamilton?
1. Sample paragraph:

The Profile describes Hamilton as being a ‘new breed of young sportman’, which immediately gives the impression that he is different to other figures in sport and behaves in a different way – the fact he is described as ‘hugely exciting’ also suggests that he is something we have never seen before and likely to be a successful person.

1. Sample mark scheme:
* Give 1 mark to those who make simple comments with occasional reference to the text, or copy unselectively. These answers will struggle to engage with the text and/or the question.
* Give 2-4 marks, according to quality, to those who make simple comments based on surface features of the text, and/or show awareness of more straightforward implicit meaning.
* Give 5-7 marks, according to quality, to those who select appropriate detail from the text to show clear understanding. These answers should be making inferences.
* Give 8-10 marks, according to quality, to those who select appropriate detail from the text to sustain a valid interpretation. These answers should be thorough as well as perceptive, covering a range of points accurately.
1. **Viewpoint and attitude**
2. What I need to do:
* Read the question.
* Track through the text methodically.
* Make sure you highlight a range of quotations from the whole of the text which convey the writer’s different attitudes/ viewpoints/ thoughts/ feelings, which you will use in your answer.
* When writing the answer, make sure you explain what attitude/ thought/ feeling each quotation suggests.
* Use words from the question in the answer – thinks, feels, attitude, viewpoint, etc.
* Organise your answer chronologically and clearly.
* Don’t repeat yourself (i.e. don’t make a point and then use a quotation which says exactly what your point does – sometimes you can just explain what the quotation is saying, without making a point).
1. Sample questions:
* What is the writer’s attitude towards London?
* What is the writer’s opinion of chocolate?
* What are the writer’s thoughts and feelings about fox hunting?
* What does the writer think and feel about Lewis Hamilton in this part of the article?
* What thoughts and feelings has Charles Starmer-Smith had about cycling at different stages of his life?
* What are Max Davidson’s thoughts and feelings about Old Trafford and Manchester United?
1. Sample paragraph:

The writer feels that Lewis likes not having any privacy as ‘he is going mad as he can’t escape’. This implies that despite all the perks that come with being famous, the writer believes that Lewis still likes his privacy and space away from the public.

1. Sample mark scheme:
* Give 1 mark to those who make simple comments with occasional reference to the text, or copy unselectively. These answers will struggle to engage with the text and/or the question.
* Give 2-4 marks, according to quality, to those who make simple comments based on surface features of the text, and/or show awareness of more straightforward implicit meaning.
* Give 5-7 marks, according to quality, to those who select appropriate detail from the text to show clear understanding. These answers should be making inferences.
* Give 8-10 marks, according to quality, to those who select appropriate detail from the text to sustain a valid interpretation. These answers should be thorough as well as perceptive, covering a range of points accurately.
1. **Intended audience**
2. What I need to do:
* Read the question.
* Track through the text methodically.
* Make sure you highlight a range of words/phrases/pictures if there, which indicate who the intended audience is.
* You need to discuss who the words/phrases are aimed at and why they might appeal to these audiences.
* There may be more than one target audience.
* Make sure you support your points by explaining them.
* Use words from the question in the answer – audience.
* Organise your answer chronologically and clearly.
* Don’t repeat yourself (i.e. don’t make a point and then use a quotation which says exactly what your point does – sometimes you can just explain what the quotation is saying, without making a point).
* Some audiences = teenagers, students, pensioners, a specific gender group, people with a specific interest or people of a specific age group.
1. Sample questions:
* Who is the text aimed at?
1. Sample paragraph:

The advertisement about ‘The Sage’ is aimed at adults, who either have a family or are couples. The phrase ‘leisurely stroll’ indicates that it is for people who wish to relax and enjoy their surroundings, rather than people who wish for a fast-paced holiday.

1. Sample mark scheme:
* Give 1 mark to those who make simple comments with occasional reference to the text, or copy unselectively. These answers will struggle to engage with the question and/or the text.
* Give 2-4 marks, according to quality, to those who make simple comments based on surface features of the text and/or show awareness of more obvious implicit meanings. These answers may be thin or tending to be unselective in their choice of textual material.
* Give 5-7 marks, according to quality, to those who make valid comments based on a selection of appropriate detail from the text. These answers will probably rely on spotting factual content. Better answers may show some awareness of language, although they may rely on spotting key words and phrases.
* Give 8-10 marks, according to quality, to those who explore the text in detail and make valid comments/inferences. The best answers should combine specific detail with overview and show understanding of the language.
1. **Analysis of persuasive techniques**
2. What I need to do:
* Read the question.
* Track through the text methodically.
* Make sure you highlight a range of words/phrases from the whole of the text which are persuasive, which you will use in your answer.
* If you know which persuasive devices they are or how the words work, make notes down the side of your text, which will help you with your answer.
* Explain why you think each word has been used and why it would persuade/encourage/interest/etc. the reader.
* Use words from the question in the answer – persuade/ encourage/ interest/ sell, etc.
* You may wish to consider: structure, headline/title, content, tone, pictures, presentation, the writer’s approach and language.
* Organise your answer chronologically and clearly.
* Don’t repeat yourself (i.e. don’t make a point and then use a quotation which says exactly what your point does – sometimes you can just explain what the quotation is saying, without making a point).
1. Sample questions:
* How does the writer try to encourage/interest/argue?
* How does this text try to persuade/sell/influence/show?
* How does Paul Scott show Lewis Hamilton’s reactions to fame and success?
* How does Deborah Moggach try to prove that ‘anyone with any sense’ cycles in London?
* How does Adam Edwards try to turn his readers against foxes? You should track through the article and think about: what he says; how he says it.
* How does Professor Stephen Harris try to prove that the urban fox has found ‘a place in our hearts’? Track through the text and think about: what he says; how he says it.
* How does Max Davidson try to prove that Manchester is ‘a perfect place for a city break’? Think about: what he says; how he says it.
1. Sample paragraph:

Paul Lewis’ article indicates that Lewis Hamilton seems to be enjoying his fame and success and success, having ‘developed a taste for the good life’. The phrase ‘good life’ has been used to highlight the fact that since Lewis has become famous, only the best will do. He has quickly adapted to his fame and fortune.

1. Sample mark scheme:
* Give 1 mark to those who make simple comments with occasional reference to the text, or copy unselectively. These answers will struggle to engage with the question and/or the text.
* Give 2-4 marks, according to quality, to those who make simple comments based on surface features of the text and/or show awareness of more obvious implicit meanings/persuasive methods. These answers may be thin or tending to be unselective in their choice of textual material.
* Give 5-7 marks, according to quality, to those who make valid comments based on a selection of appropriate detail from the text. These answers will probably rely on spotting factual content. Better answers may show some awareness of persuasive method and/or language, although they may rely on spotting key words and phrases.
* Give 8-10 marks, according to quality, to those who explore the text in detail and make valid comments/inferences. The best answers should combine specific detail with overview and show understanding of persuasive methods and/or language.
1. **Comparison and evaluation of texts**
2. What I need to do:
* Read the question.
* Track through the texts methodically.
* Highlight evidence in both texts which is linked to the question. For example, find information about Lewis Hamilton’s family.
* You may be asked to compare them (cross-reference) or you may be asked to write two separate paragraphs – make sure you do what the question asks.
* Make a point and support this with a piece of evidence.
* If it gives you bullet points to consider, write a paragraph on each bullet point.
* Use words from the question in the answer – text one, text two.
* Don’t repeat yourself (i.e. don’t make a point and then use a quotation which says exactly what your point does – sometimes you can just explain what the quotation is saying, without making a point).
1. Sample questions:
* Compare and contrast these texts.
* Using information from both texts, explain why fox hunting has been banned.
* What do you learn about Lewis Hamilton’s family from these texts? Organise your answer into two paragraphs, using the following headings: a) what I learn from the Profile. B) What I learn from the article.
* Compare and contrast what these two texts say about the problems and disadvantages of cycling. Organise your answer into two paragraphs, using the following headings: Charles Starmer-Smith, Deborah Moggach.
* Compare and contrast what these two texts say about the urban fox. Organise your answer under the following headings: the threat foxes are to humans; the threat foxes are to other animals.
* Compare and contrast what Bill Bryson and Max Davidson think about Manchester. Organise your answer into three paragraphs using the following headings: the weather; the restaurants; the people.
1. Sample paragraph:

**What I learn from the profile**

I learn that Lewis Hamilton comes from an ‘ordinary background’ which shows that he has not had any extra privileges. His dad moved to the U.K. when he was 3 years old and worked for British Rail. I learn that Lewis has a brother called Nicholas who suffers from cerebral palsy. Lewis' mum and dad separated when he was two years old and his dad raised the two boys alone - encouraging Lewis to take up and enjoy sporting driving.

**What I learn from the article**

I also learned that Lewis' dad was a former worker for British Rail and took on three jobs to support his sons. He separated from Lewis' mum when Lewis was two and Lewis lived with his mum until he was ten and he chose to live with his dad when she remarried. I also learn that it was his dad who nurtured his talent and took him all over to compete. The relationship between Lewis and his mum is not as good as that with his dad and is described as ‘strained’.

1. Sample mark scheme:
* Give 1 mark to those who make simple comments with occasional reference to the text, or copy unselectively. These answers will struggle to engage with the question and/or the text.
* Give 2-4 marks, according to quality, to those who make simple comments based on surface features of the text and/or show awareness of more straightforward implicit meanings. These answers may be thin or tending to be unselective in their choice of textual material.
* Give 5-7 marks, according to quality, to those who see a range of valid points and organise the answer clearly and appropriately.
* Give 8-10 marks, according to quality, to those who see a wide range of valid points and organise the answer clearly and appropriately.

**Words to use instead of show:**

* Implies
* Suggests
* Infers
* Deduce
* Highlights
* Illustrates
* Conveys
* Indicates
* Displays
* Emphasises
* Portrays
* Establishes
* Presents
* Proves
* Exhibits
* Reinforces
* Explains
* Reveals
* Exposes
* Symbolises
* Hints
* Illuminates
* Unveils
* Introduces

**Presentational devices:**

* Positive statements:
	+ *It’s a* ***fantastic*** *idea!*
* Facts and statistics:
	+ ***72%*** *of people questioned disagreed.*
* Superlatives:
	+ *The* ***worst*** *financial crisis in history.*
* Repetition (rule of 3):
	+ *It was* ***unhygienic****,* ***unhealthy*** *and* ***inhabitable.***
* Exaggeration:
	+ *Super storm Sandy was* ***like the Apocalypse****.*
* Imperatives:
	+ ***Pick*** *up the phone and* ***donate*** *£3 a month.*
* Urgency:
	+ *If we don’t* ***act now****, it will be* ***too late.***
* Strong adjectives:
	+ *It was an* ***appalling*** *situation.*
* Alliteration:
	+ ***B****arack* ***b****affles voters by* ***b****eating Romney.*
* Personal pronouns:
	+ ***You*** *are all responsible.*
* Rhetorical question:
	+ ***How would you feel if you had to wear school uniform?***
* Opinion as fact:
	+ ***It’s a fact*** *that we are a nation of unhealthy eaters.*
* Powerful verbs:
	+ *You will* ***adore*** *our product!*
* Minimal effort, maximum reward:
	+ *For* ***just £2*** *a month,* ***you could*** *provide water for a small village.*
* Antithesis:
	+ ***You could*** *have chips,* ***but*** *a healthier option would be salad.*
* Short sentence:
	+ ***Try it now.***
* Simile:
	+ *Usain Bolt is* ***as fast as a cheetah.***
* Flattery:
	+ *This decision should be easy as* ***you’re a good judge of character.***
* Emotive language:
	+ *Each year 2000 children* ***perish*** *due to dirty water.*
* Anecdote:
	+ ***When I was at school, I was given a detention for not completing homework.***
* Generalisation:
	+ ***British children eat too much junk food.***

**How can a text persuade?**

* **Structure** – think about the order of the information – is it helpful and how?
* **Headline/ title** – has the writer used any of the following: puns, questions, direct appeal (we/you). It is only persuasive if the words/phrases are effective.
* **Content** – look out for facts, opinions, examples, statistics and think about how they make you feel – this is the actual information included.
* **Tone** – look at the way something is written – the tone might be abusive, sarcastic, calm, emotional, etc.
* **Pictures** – these can add visual support to the text. You have to look at them closely and be very specific here, for example: ‘the picture of ... persuades me because...’.
* **Presentation** – look at the overall way in which the information is set out – ask yourself whether the appearance of the article persuades you – if so, how does it look professional? Does it use logos?
* **The writer’s approach to the topic** – you have to work out the writer’s views and how they try to influence the reader to feel the same.
* **Language** - find key words and phrases used by the writer and think about the effect they have.

**Comparative words:**

**Similar:**

* like
* similar
* as
* same
* in the same way
* both
* have in common
* the same as
* similarly
* as well as

**Different:**

* although
* yet
* whereas
* however
* but
* while
* differ
* instead
* unlike
* on the contrary
* contrary to
* on the other hand
* the reverse

**Examiners’ Report**

**Unit 1 (Reading)**

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| * Most of the candidates seemed to be interested enough and most of them certainly wrote a lot.
 |
| * It was, however, disappointing that a number of scripts were incomplete.
 |
| * A worrying number addressed the wrong text and it is difficult to understand why.
 |

Question One

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| * The wording of this question was different but it was an attempt to achieve clarity for the candidates and to encourage them to grasp the personality of Lewis Hamilton.
 |
| * The best answers were a successful blend of textual details and inferences and showed that they had got the measure of the character.
 |
| * There was plenty of material here and the most impressive answers were organised and coherent.
 |
| * Some handled the text clumsily but the best answers had fluency and cohesion.
 |
| * Very few candidates failed to make at least some progress with this question and most got off to a good start which gave them some confidence.
 |

Question Two

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| * This question required exploration of one page of the longer text and most candidates made progress here simply by tracking through and identifying the key elements of the content and language which Paul Scott used to convey his rather unflattering presentation of Lewis Hamilton’s rise to fame and fortune.
 |
| * Those candidates who could organise this material into a coherent, cohesive response scored well and the very best answers also had some appreciation of the writer’s method and the way he painted a picture of a young man who seemed to love the trappings of fame and fortune and the material possessions they bring.
 |
| * The detail in the text relentlessly exposed how Lewis Hamilton had been changed by his success and the language choices and tone reinforced the portrait.
 |
| * Those who saw Hamilton’s reactions to fame and success and could use textual evidence for support did well enough here but the best answers were those which explored the tone and language.
 |
| * The key to real success here was to focus on Paul Scott rather than just Lewis Hamilton.
 |

Question Three

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| * This question invited a personal response to the character of Lewis Hamilton and there was plenty to admire, or even envy, and also perhaps some less appealing aspects of his personality.
 |
| * Some of the better candidates grasped the structure of the article as a whole and registered how their initial sense of a selfish young man who was motivated simply by money was changed by what they were now reading.
 |
| * There was more understanding and even sympathy for Lewis Hamilton on display here and I was impressed by the sensitivity and subtlety of some of the responses.
 |
| * The weaker answers ignored the element of personal response in the question and tended to just repeat what they had learned in this section of the text.
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Question Four

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| * This question involved looking at both texts but the instructions to the candidates were very clear and should have provided a structure for their answers.
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| * The bullet points attempted to give shape and organisation to the task and I believe that they have changed things for the better.
 |
| * That said, some candidates still ignore the instructions on the paper, and indeed sometimes the question, in favour of the chaotic jumble which was so common in the past.
 |
| * As I have said in recent reports, this question does not usually require a lengthy answer but it does require clear thinking and some conceptual grasp of two texts.
 |
| * It was important to be selective and thorough and to sustain the focus on the question but this really was not a particularly difficult task.
 |
| * However, precision was important here and some answers were disappointing.
 |
| * Far too many simply ignored the ‘family’ of the question and wrote about Hamilton, often providing a second response to Question 1.
 |
| * This question was an opportunity to score well and, although a worrying number misread the question and focused on Lewis himself, many took the opportunity to produce their strongest answer.
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