GCSE ENGLISH LANGUAGE

CPD AUTUMN 2017

COMPONENT 2

ADDITIONAL ASSESSMENT MATERIALS

GCSE ENGLISH LANGUAGE

COMPONENT 2

19th and 21st Century Non-fiction Reading

and Transactional/Persuasive Writing

2 hours

ADDITIONAL MATERIALS

Resource Material for use with Section A.

A 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Answer **all** questions in Sections A and B

Write your answers in the separate answer book provided.

You are advised to spend your time as follows:

Section A - about 10 minutes reading
- about 50 minutes answering the questions

Section B spend 30 minutes on each question
- about 5 minutes planning
- about 25 minutes writing

INFORMATION FOR CANDIDATES

Section A (Reading): 40 marks

Section B (Writing): 40 marks

The number of marks is given in brackets at the end of each question or part-question.

© WJEC CBAC Ltd.

SECTION A: 40 MARKS

Answer **all** *of the following questions*

The ***separate Resource Material for use with Section A*** *is a newspaper article, 'Antarctic Adventure'.*

The extract opposite is from the diary kept by Robert Scott on his expedition to the South Pole.

Read the newspaper article, 'Antarctic Adventure' in the separate Resource Material.

A1. (a) Why did Ben Fogle think he was going to die on his journey to the South Pole? [1]

(b) How much time did the men spend skiing each day? [1]

(c) How did James Cracknell cope with the long days on the expedition? [1]

A2. How does the writer of the newspaper article try to show that Ben Fogle's expedition to the South Pole was full of danger and difficulty?

You should comment on:

- what he says
- his use of language, tone and structure [10]

To answer the following question you will need to read the extract from Robert Scott's diary on the opposite page.

A3. (a) What animals did Scott have on the expedition with him? [1]

(b) Write out the sentence that shows Scott is surprised by the weather he faced. [1]

(c) Why does Scott describe the situation in his Thursday diary entry as being 'now serious'? [1]

A4. How well do you think Scott's diary captures his feelings about his journey to the South Pole?

You should comment on:

- what his feelings are about the expedition over the three diary entries
- how well you think his diary makes his feelings clear [10]

To answer the following questions you will need to use both texts.

A5. Explain what we learn about the food Scott and Fogle took with them on their expeditions to the South Pole. [4]

A6. Both of these texts are about expeditions to the South Pole.

Compare:

- the hardships Scott and Fogle endured on their expeditions;
- how Scott and Fogle get their feelings about the hardships across to the readers. [10]

Robert Scott's Diary

Robert Scott attempted to be the first man to reach the South Pole. These extracts are from the diary he kept.

Tuesday, December 5. We awoke this morning to a raging, howling blizzard. After a minute or two in the open, one is covered from head to foot in fine powdery snow. The ponies are covered with ice and standing deep in snow, the sledges are almost covered, and there are huge drifts above the tents. We have had a thin breakfast, four biscuits with butter and some strong cocoa with sugar, and are now again in our sleeping bags. One cannot see the next tent, let alone the land. What on earth does such weather mean at this time of year? It is more than our share of ill-fortune, I think, and I doubt if any party could travel in such weather. It has blown hard all day with quite the greatest snowfall I remember. The drifts around the tents are simply huge. And yet the temperature was only just below freezing and, as a consequence, there are pools of water on everything, the tents are wet through, also the wind clothes, night boots, etc; water drips from the tent poles and door, lies on the floor-cloth, soaks the sleeping-bags, and makes everything pretty wretched. We are all very, very wet. If a cold snap follows before we have had time to dry our things, we shall be mighty uncomfortable. To raise our spirits tonight we had a supper with horsemeat and biscuits, though this was the last of the horsemeat. We now have only pemmican to eat, a mixture of dried beef and fat, but we know we must ration that too.

Wednesday, December 6. Noon. Miserable, utterly miserable. The tempest continues to rage violently. The temperature is now above freezing and everything in the tent is soaking. People returning from the outside look exactly as though they had been in a heavy shower of rain. They drip pools on the floor of the tents. The snow is steadily climbing higher about walls, ponies, tents, and sledges. The ponies look utterly desolate. A hopeless feeling descends and is hard to fight off. What immense patience is needed for such occasions! At 5pm there came signs of a break at last, and now one can see the land, but the sky is still overcast and there is a lot of snow about. Tea was a little pemmican with biscuits and butter and cocoa which we drank with plenty of sugar. Outside, the wind also remains fairly strong. It is not pleasant, but if no worse in the morning we can get on at last. Tonight we went to bed still hungry but with a cup of strong tea and pemmican.

Thursday, December 7. The storm continues and the situation is now serious. One small feed remains for the ponies after today, so that we must either march tomorrow or sacrifice the animals. The storm shows no sign of dying down and it is as unpleasant as ever. I can find no sign of an end, and all of us agree that it is utterly impossible to move.

GCSE ENGLISH LANGUAGE

COMPONENT 2

19th and 21st Century Non-fiction Reading and Transactional/Persuasive Writing

Resource Material for use with Section A

© WJEC CBAC Ltd.

Antarctic Adventure

Ben Fogle tells David Harrison of a terrifying journey

IT WAS the moment when Ben Fogle thought he was going to die. The television presenter and his fellow adventurers, James Cracknell and Ed Coats, were deep into their gruelling expedition to the South Pole when they realised they had strayed on to a giant crevasse. This was a huge crack in the ice, hidden from view by a thin cover of snow and ice.

"We were walking," Fogle said, "when suddenly I heard a loud boom, then another one. I realised it was the sound of snow falling into a crevasse."

"We had been told that there were no crevasses on our route but I could feel the snow shifting beneath me.

"Crevasses can be a mile deep and I was terrified that I would be dragged down. I thought, 'I could die here'. My mouth went dry and I started to panic."

Fortunately, Fogle, 35, and his colleagues managed to calm themselves enough to navigate out of danger.

The team was one of a number competing in a race to the South Pole. They eventually finished second behind two Norwegians.

The British adventurers skied, and pulled their sledges, across 481 miles of snow and ice in 18 days, five hours and 30 minutes.

Fogle said he was "not disappointed" at losing to the Norwegians.

"I'm just delighted to have finished," he said. "I knew it would be tough but I had no idea it would take such a toll on our bodies."

He added: "It's the hardest thing I've ever done. It started with frostbite, then I burnt my lips, got blisters on my feet and had a bit of hypothermia. It all just starts to get on top of you. There were many days when I thought we were not going to finish the race."

Fogle has frostbite on his nose. "I was worried I might lose my nose," he said. "For the last 43 miles I put a hand-warmer on it and wrapped it in a bandage to try and keep it warm." Doctors at the Antarctic base have told him the frostbite will clear up in a couple of months.

The British team all suffered from blisters. Cracknell, 36, the former Olympic rowing champion, had frostbite on his fingers and pneumonia, and both he and Coats, 28, a Bristol doctor, suffered chest infections.

Bitterly cold winds pushed the temperature as low as –50°C at times and whipped the snow up to create a "white-out". Some days brought bright blue skies and lifted the temperatures to –15°C. Throughout their expedition across the vast, hostile landscape they saw no sign of wildlife.

"Not even a single bird," said Fogle. "That tells you how hostile the landscape was." The trio skied for around 16 hours a day, slept for just four hours, and spent the rest of the day eating and preparing for the next stage of the race.

They burnt up to 9,000 calories a day but consumed only 3,500, causing them all to lose the weight they had deliberately put on before the trip. They enjoyed breakfast – porridge "with lots of sugar" – and they constantly snacked on salami, chocolate, cheese and jelly babies.

Dinner was powdered food with added water. "If you ate it in England you would think it was disgusting," said Fogle. "But to us it was food from heaven." The fish pie was the favourite, but the team also liked the sweet and sour chicken, spaghetti bolognese, and spicy mince with rice.

The adventurers drank melted snow, and boiled water on a small stove to make tea and coffee. Fogle took Earl Grey tea bags "as a treat".

They slept in a small three-man tent that was lightweight but able to withstand the bitter Antarctic storms.

Fogle said the team got on well with each other, and "had a laugh" in the tent. "Amazingly, there were no rows."

While Coats passed the 16-hour days listening to *Blackadder*, and Cracknell to Andrew Marr's *History of Modern Britain*, Fogle dealt with the long, freezing days by mentally "going somewhere else, thinking about places I have been on holiday". He was also cheered by a series of messages his wife Marina gave him in envelopes to be opened each day of the expedition.

Fogle said he now wanted to stay at home for a long time. "But ask me again in six months' time," he added with a chuckle.

Reproduced by permission of Telegraph Media Group Ltd. 2009

MARK SCHEME

Section A (40 marks)

Read the newspaper article 'Antarctic Adventure' in the separate Resource Material.

A1. (a) Why did Ben Fogle think he was going to die on his journey to the South Pole? [1]

(b) How much time did the men spend skiing each day? [1]

(c) How did James Cracknell cope with the long days on the expedition? [1]

(AO1 1a)

This question tests the ability to identify explicit information.

Award **one mark** for each correct response in (a), (b) and (c).

(a) He had walked on to a dangerous cravasse (1)

(b) 16 hours a day (1)

(c) He listened to Andrew Marr's 'History of the Modern Britain' (1)

A2. How does the writer of the newspaper article try to show that Ben Fogle's expedition to the South Pole was full of danger and difficulty?

You should comment on:

- **what he says;**
- **his use of language, tone and structure** **[10]**

(AO2 1a, b, c and d)

This question tests the ability to explain, comment on and analyse how writers use language and structure to achieve effect and influence readers, using subject terminology to support their views.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who identify one or two of the dangers and difficulties Fogle faced.

Give 3-4 marks to those who identify and give straightforward comments showing what was difficult and dangerous about the expedition.

Give 5-6 marks to those who explain how the examples Fogle uses show the dangers and difficulty of the expedition and begin to show how language, tone and structure are used make this clear to the reader. These responses will begin to use relevant subject terminology accurately to support their comments.

Give 7-8 marks to those who make accurate comments about how a range of different examples from the text build a convincing picture and begin to analyse how language and structure are used to influence the reader.

Give 9-10 marks to those who make accurate and perceptive comments about a wide range of different examples from Fogle's text to show the dangers and difficulties, and provide detailed analysis of how language and structure are used to achieve effects and influence readers. Accurate use of subject terminology supports comments effectively.

In addition to the points given above, other details candidates may explore or comment on:

- he begins with Ben Fogle stating he thought 'he was going to die' - a dramatic opening sentence;
- the danger is emphasised by the adjective 'giant crevasse';
- he uses lots of what Fogle tells him, adding some additional details;
- he calls the expedition 'gruelling' and says he was 'terrified' when on a crevasse;
- the details about crevasses make the reader realise the danger he was in;
- Fogle says the expedition took 'such a toll on our bodies' and 'it's the hardest thing I've ever done';
- he gives details of the ailments he suffered (frostbite, burnt lips, blistered feet, hypothermia);
- he didn't think they would actually finish the race;
- he feared he would lose his nose because of the severity of the frostbite;
- Factual details of how the other two people suffered are given;
- The writer talks about the extreme conditions (bitterly cold winds, white-outs, extremely low temperatures)
- he uses the adjectives 'vast' and 'hostile' to describe the landscape - suggesting the isolation they felt;
- the word 'hostile' is echoed by Fogle – emphasising the difficulty of the journey;
- we are told they had to ski for 16 hours every day;
- on the expedition all three of them lost weight because of how hard they had to work;
- the writer mentions the 'bitter Antarctic storms' they had to face and the 'long, freezing days';
- the tone is serious, the details factual and without exaggeration;
- Structurally there is often a statement followed by Fogle giving more details

This is <u>not</u> a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

To answer the following question you will need to read the extract from Robert Scott's diary on the opposite page.

A3. (a) What animals did Scott have on the expedition with him? [1]

(b) Write out the sentence that shows Scott is surprised by the weather he faced. [1]

(c) Why does Scott describe the situation in his Thursday diary as being 'now serious'? [1]

(AO1 1a, b, c, d)

This question tests the ability to identify and interpret explicit and implicit information and ideas.

Award **one mark** for a correct response:

(a) Ponies (1)

(b) 'What on earth does such weather mean at this time of year' (1)

(c) They have very little food for the animals (1) **or** they may have to kill them (1) **or** they are still not able to move because of the weather (1)

A4. How well do you think Scott's diary captures his feelings about his journey to the South Pole?

You should comment on:

- **what his feelings are about the expedition over the three diary entries;**
- **how well you think his diary makes his feelings clear. [10]**

(AO4)

This question tests the ability to evaluate texts critically and support this with appropriate textual references.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who express a simple personal opinion with linked basic textual reference but struggle to engage with the text and/or the question.

Give 3-4 marks to those who give a personal opinion supported by straightforward textual references. These responses will show some interaction with Scott's comments.

Give 5-6 marks to those who give an evaluation of the text supported by appropriate textual references. These responses will show some critical awareness of Scott's comments

Give 7-8 marks to those who give a critical evaluation of the text and its effects, supported by well-selected textual references. They will show critical awareness and clear engagement with Scott's experiences

Give 9-10 marks to those who give a persuasive evaluation of the text and its effects, supported by convincing, well-selected examples and purposeful textual references. These responses will show engagement and involvement, where candidates take an overview to make perceptive comments on Scott's experiences.

In addition to the points given above, other details candidates may explore or respond to:

- the way Scott builds a picture of the situation with lots of telling details;
- the way Scott's frustration at being unable to move from their tents is conveyed – his question about the weather suggests how unusual it is (in the Tuesday entry);
- how the increasingly serious situation is conveyed effectively, often through minor or simple sentences ;
- Scott's choice of language to convey his feelings ('utterly desolate', 'hopeless feeling' etc);
- the increasing sense that Scott himself believes there will be no improvement in their circumstances.

This is <u>not</u> a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

To answer the following questions you will need to use both texts.

A5. Explain what we learn about the food Scott and Fogle took with them on their expeditions to the South Pole. [4]

(AO1 2a and b)

This question tests the ability to select and synthesise evidence from different texts.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1 mark to those who offer at least a little detail from both texts.

Give 2 marks to those who select a range of relevant material from both texts.

Give 3 marks to those who synthesise with some understanding a range of relevant detail from both texts.

Give 4 marks to those who synthesise with clear understanding and provide an overview drawn from a range of relevant detail from both texts

Some possible points candidates may select and/or comment on:

- Scott had to eat pemmican, biscuits, horsemeat and they drank cocoa or tea;
- Fogle had porridge, snacked on salami, chocolate etc and had powdered food with water – fish pie, sweet and sour chicken, spaghetti, mince and rice. They drank tea and coffee and even had Earl Grey tea bags as a treat;
- Scott describes one meal as 'thin' and talks of rations running out;
- Fogle has lots of food, which they enjoyed – food from heaven';
- Scott's team have little choice in what they eat – often the same, but Fogle's team have lots of variety.

This is <u>not</u> a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

A6. Both of these texts are about expeditions to the South Pole.

Compare:

- **the hardships Scott and Fogle endured on their expeditions;**
- **how Scott and Fogle get their feelings about the hardships across to their readers.**

[10]

You must use the text to support your comments and make it clear which text you are referring to.

(AO3)

This question tests the ability to compare writers' ideas and perspectives, as well as how these are conveyed, across the two texts.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who identify basic similarities and/or differences.

Give 3-4 marks to those who identify and give a straightforward description of some of the main similarities and differences.

Give 5-6 marks to those who identify similarities and differences and make some comparisons, commenting on how they are conveyed.

Give 7-8 marks to those who make detailed comparisons, with valid comments on how they are conveyed.

Give 9-10 marks to those who make comparisons that are sustained and detailed, showing clear understanding of how they are conveyed.

Some possible points candidates may select and/or comment on:

The hardships

Scott

- howling blizzards and very strong winds
- snow piling up on everything with huge drifts
- temperatures only around freezing, with water everywhere, making everything wet and soaking;
- lack of food for both humans and animals;
- they cannot move out of their tents.

Fogle

- very low temperatures;
- storms and white-outs;
- physical hardships – frostbite, blisters, pneumonia, chest infections etc;
- long days of skiing – around 16 hours a day – and only four hours a day of sleep.

How the feelings are conveyed

Scott

- the day by day diary builds up his sense of hopelessness;
- gives some detailed description of the conditions;
- he records his frustrations and his concerns about the situation with stark frankness;
- his account is direct/immediate.

Fogle

- use of an author (David Harrison) – with lots of quotations from Fogle;
- his interview gives details of the situations he faced and what his feelings were at the time;
- his interview gives additional details to the facts being reported;
- the expedition is reflected on after the event.

This is <u>not</u> a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

	Communication and organisation *12 marks*	**Vocabulary, sentence structure, spelling and punctuation** *8 marks*
Band 5	**11-12 marks** • shows sophisticated understanding of the purpose and format of the task • shows sustained awareness of the reader / intended audience • appropriate register is confidently adapted to purpose / audience • content is ambitious, pertinent and sophisticated • ideas are convincingly developed and supported by a range of relevant details • there is sophistication in the shape and structure of the writing • communication has ambition and sophistication	**8 marks** • there is appropriate and effective variation of sentence structures • virtually all sentence construction is controlled and accurate • a range of punctuation is used confidently and accurately • virtually all spelling, including that of complex irregular words, is correct • control of tense and agreement is totally secure • a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning
Band 4	**8-10 marks** • shows consistent understanding of the purpose and format of the task • shows secure awareness of the reader/intended audience • register is appropriately and consistently adapted to purpose/audience • content is well-judged and detailed • ideas are organised and coherently developed with supporting detail • there is clear shape and structure in the writing (paragraphs are used effectively to give sequence and organisation) • communication has clarity, fluency and some ambition	**6-7 marks** • sentence structure is varied to achieve particular effects • control of sentence construction is secure • a range of punctuation is used accurately • spelling, including that of irregular words, is secure • control of tense and agreement is secure • vocabulary is ambitious and used with precision
Band 3	**5-7 marks** • shows clear understanding of the purpose and format of the task • shows clear awareness of the reader / intended audience • register is appropriately adapted to purpose / audience • content is developed and appropriate reasons are given in support of opinions / ideas • ideas are organised into coherent arguments • there is some shape and structure in the writing (paragraphs are used to give sequence and organisation) • communication has clarity and fluency	**4-5 marks** • there is variety in sentence structure • control of sentence construction is mostly secure • a range of punctuation is used, mostly accurately • most spelling, including that of irregular words, is correct • control of tense and agreement is mostly secure • vocabulary is beginning to develop and is used with some precision
Band 2	**3-4 marks** • shows some awareness of the purpose and format of the task • shows awareness of the reader / intended audience • a clear attempt to adapt register to purpose / audience • some reasons are given in support of opinions and ideas • limited development of ideas • some sequencing of ideas into paragraphs (structure / direction may be uncertain) • communication has some clarity and fluency	**2-3 marks** • some variety of sentence structure • there is some control of sentence construction • some control of a range of punctuation • the spelling is usually accurate • control of tense and agreement is generally secure • there is some range of vocabulary
Band 1	**1-2 marks** • basic awareness of the purpose and format of the task • some basic awareness of the reader / intended audience • some attempt to adapt register to purpose / audience (e.g. degree of formality) • some relevant content despite uneven coverage of the topic • content may be thin and brief • simple sequencing of ideas (paragraphs may be used to show obvious divisions or group ideas into some order) • there is some basic clarity but communication of meaning is limited	**1 mark** • limited range of sentence structure • control of sentence construction is limited • there is some attempt to use punctuation • some spelling is accurate • control of tense and agreement is limited • limited range of vocabulary
	0 marks: nothing worthy of credit	0 marks: nothing worthy of credit

© WJEC CBAC Ltd.