

GCSE English & English Language



GCSE

WJEC English

Reading Non-Fiction Texts

For **New GCSE** courses
starting from **Sept '10**

Answer Book

Foundation Level

The Answers

A bullet point (•) before an answer means it's just a suggestion — because there's either more than one valid answer, or more than one way of correctly wording the answer.

Section One

Page 1 — The Audience

- Q1 a) adults
b) beginners
c) tourists
- Q2 a) • People who are about to visit Turkey.
• People deciding where to go on holiday.
b) • Teachers
• People with an interest in education.
c) • Children
• Parents taking children on car journeys.
- Q3 Here are a few points you could write about:
The language used:
• Slang is used, e.g. "cool", "we can sort you out", to make it sound like it's a young person talking to you.
• Informal words, e.g. "We've", "you've", give it an easy-going feel.
• The advert uses the second person ("you"), which makes it sound chatty, friendly and direct.
The content of the advert:
• The nature of the work, e.g. "temporary" and "summer job" could appeal to teenagers looking for work in school / college holidays.
• The jobs do not require experience, which most young people do not have.
The font styles and presentation used:
• Font style is informal and friendly, suggesting the jobs will be fun — this will appeal to teenage readers.
• Short paragraphs, columns and bullet points break the text up, making it easier to follow, again making it more appealing to a younger audience.
• The spiky, angled text box in the middle of the advert adds to the light-hearted tone, helping it to connect with younger readers.

Page 2 — The Purpose of the Text

- Q1 a) to persuade
b) to entertain
c) to advise
d) to inform
- Q2 *Texts that inform:*
• a cake recipe
• an article about the Industrial Revolution
• a film review
• an instruction manual for a computer

Texts that entertain:

- a cartoon in a newspaper
- a film review
- an agony aunt column in a magazine

Texts that argue or persuade:

- a charity advertisement
- a leaflet from a political party
- a film review

Texts that advise:

- an agony aunt column in a magazine
- a leaflet with tips on how to give up smoking

Page 3 — Texts that Persuade or Argue

- Q1 a) to advise
b) to persuade
- Q2 *Purpose:* To argue
Explanation: • It expresses a strong viewpoint in an emotive way, but does not suggest that the reader should do anything.
- Q3 Here are a few of the ideas you could develop for this answer:
Font size and style:
• Use of text formatting, such as bold and italics, makes key phrases stand out to persuade the reader, e.g. "a great family day out!"
• Informal, easy-to-read font emphasises the idea that the aquarium is family-oriented.
• Larger font used to make the statement "Rufford Aquarium — a great family day out!" stand out to the reader.
Language techniques:
• The pun "whale of a time" creates an impression of the aquarium being a fun place, attracting the reader.
• Alliteration, e.g. "shaken by a shark or peered at by pike", emphasises the variety of things to see and makes them sound exciting.
• Strong, positive adjectives, e.g. "fantastic", "great", make the tone of the text more persuasive.
• Rule of three used ("eyed up by an octopus, shaken by a shark or peered at by pike!") to emphasise the variety of species on display.

Page 4 — Texts that Inform, Entertain or Advise

- Q1 advise
- Q2 *Meant to advise:*
• watch out
• for the more adventurous
• distinctive aroma
Meant to entertain:
• startlingly
• like you wouldn't believe
• the fire of the burning hot curries
• colourful cuisine

- Q3 a) • This text is **informative** because it gives specific facts, such as the date and the leaders, and explains the importance of the battle.
b) • This text is **entertaining** because it uses strong, emotive adjectives such as "furious and bloody", and emphasises the violence to make the battle seem dramatic.

Page 5 — Formal Style and Informal Style

- Q1 a) "Customers are advised that we do not accept credit cards."
b) "It is essential to ensure you have the correct tools before proceeding."
- Q2 *Formal texts:* standard English, complex sentences, serious tone, impersonal style.
Informal texts: non-standard English, simple sentences, light-hearted tone, contractions, personal style, humour.
- Q3 The style is **informal**.
Suggestions for reasons (you only need to write two):
• slang is used, e.g. "narked off"
• humour is used, e.g. "River C and Swamp D"
• contractions are used, e.g. "It's"
• some of it is written in a personal style, e.g. "I was starting to get..."

Page 6 — Personal Tone and Impersonal Tone

- Q1 a) P
b) P
c) I
d) I
e) P
f) P
- Q2 The tone is **impersonal** because:
• Opinions are given indirectly, e.g. "There is a growing feeling".
• Formal language is used, e.g. "individuals".
- Q3 *Here are some points you could make:*
• The writer addresses the reader by her first name: "Dear Fiona", making it seem as if she knows her.
• The writer uses a light-hearted, informal tone, using slang such as "down in the dumps". This creates the impression of her being a friend giving advice.
• She uses positive words and phrases such as "you're the boss of your own life" to sound encouraging and helpful.
• She writes in the first person, e.g. "I know it's hard to believe..."

The Answers

Section Two

Page 7 — Following an Argument

- Q1 **fact:** "“For example, a right angle is 90°.”
opinion: “I strongly believe that we can win the World Cup.”
implication: “Ever since Mr Hardcastle resigned, Mrs Hardy has been in a good mood.”
rhetorical question: “Surely you don’t believe these disgusting lies?”
- Q2 a) “Swampy Water” shouldn’t be on sale in Duncaster Primary School.
 b) • Young children might get mixed up and drink real swamp water by mistake.
 • The drink is bad for your health.
 • The drink costs a lot of money.

Page 8 — Evaluating an Argument

- Q1 The following should be ticked: inconsistencies, out-of-date examples, confusing explanations, factual inaccuracies
- Q2 a) *Suggestions for good points:*
 • The writer uses a rhetorical question, “Who could fail to be charmed by him?” to persuade the reader to agree with his/her argument.
 • The writer uses strong statements, e.g. “Wogan astonished everyone”. The confident tone of these statements makes the writer’s argument more persuasive.
Suggestions for bad points:
 • The writer doesn’t back up his/her points with evidence. For example, when it says “He had a star quality”, the writer doesn’t give examples or quotes to back this up.
 • The writer makes a factual inaccuracy when he/she says Wogan first appeared on television in 1865 — television hadn’t even been invented then.
- b) *Suggestions for good points:*
 • The writer uses a quote from an expert to back up his argument.
 • The writer uses specific evidence about Stonehenge to back up his general point about stone circles.
Suggestions for bad points:
 • The writer contradicts himself. He says that the evidence is “strong”, and then later says that the evidence is “weak”.
 • The writer seems to make some quite big assumptions, e.g. that finding animal and human bones definitely means that religious rituals were carried out.

Page 9 — Evaluating an Argument

Q1

Technique	Example from text
repetition of words / phrases	• “I love” repeated
rhetorical question	• “How could anyone dislike them?”
expert opinion	• Head keeper at zoo quoted
exaggeration	• “the most fascinating, mysterious and beautiful birds in the world!”

- Q2 Here are a few points you could write for each bullet point:
Examples the writer uses to persuade the reader:
 • The writer gives examples of how unpleasant the street is at the moment, e.g. litter and noise. This reminds readers of these bad things and might make them more likely to join the group.
 • The writer gives an example of a similar community group which has improved the quality of another street. This might make readers think the group is likely to be effective.
 • On the other hand, the writer doesn’t give any examples of what the group will actually do to reduce anti-social behaviour.
Language devices the writer uses:
 • The writer repeats the phrase “No one wants” three times which increases the impact of the opening statements.
 • The writer uses positive, inclusive phrases like “we can make it happen” to make the reader feel involved and enthusiastic about the project.

Page 10 — Facts and Opinions

- Q1 a) fact
 b) opinion
- Q2 a) • Fact — because it’s been proven scientifically.
 b) • Opinion — because it’s a matter of personal taste how good Madonna’s music is.
- Q3 a) • Fact: In 1900 in the USA, life expectancy was 47 years old.
 • Fact: In 2000 in the USA, life expectancy was 77 years old.

- Opinion: Old people aren’t treated well nowadays, e.g. they’re patronised and treated badly in care homes.
 - Opinion: Old people used to be treated with more respect.
- b) • The writer seems to care about the elderly because he implies that they should be treated with more respect, e.g. he says that in the past they were treated with respect, but now they’re “treated like the waste product of society”.

Page 11 — Rhetoric and Bias

- Q1 a) ii)
 b) iii)
 c) i)
- Q2 a) I think the text is **biased** because...
 • it presents the opinion of the writer as fact, e.g. it claims that all young people “adore” playing cribbage which isn’t true.
 b) I think the text is **unbiased** because...
 • it gives facts and figures about Skara Brae, e.g. it says the village was inhabited about 5000 years ago.
- Q3 Here are some points you could make:
 • The writer uses rhetorical questions to help persuade readers to visit the resorts, e.g. “Surely this is an offer to fulfil anyone’s dreams?”
 • The writer uses repetition to emphasise the unique qualities of the resorts. The phrase “Only at Malliwest Resorts can you” is repeated three times.
 • The writer uses exaggeration to emphasise the quality of holidays provided by the resorts, for example using phrases like “holiday of a lifetime” and “make your dreams a reality”.

Section Three

Page 12 — Headlines and Subheadings

- Q1 *headline:*
 - larger than the main text
 - at the top of the page
 - used to grab attention
subheading:
 - larger than the main text
 - used to split up a story
- Q2 a) • Alliteration is used to make the headline stand out and sound exciting.
 b) • A pun is used on the word “pizza” which sounds like “piece of”, making the headline amusing.
 c) • Emotive words such as “outrage” and “massive” attract the reader’s interest by exaggerating the details.

The Answers

Page 13 — Graphics and Captions

- Q1 a) • The purpose of the graph is to inform the reader about population growth. The caption tells you the information the graph shows.
b) • The photo and the caption aim to persuade the reader to stay at the hotel by presenting it in a positive way. The words confirm what the reader sees in the photo.
- Q2 Here are some of the points you could include in your answer:
• The heading "MONTSERRAT" is in a very large font, attracting the reader's attention and telling them exactly what is being advertised.
• The subheading, "The Emerald Isle of the Caribbean", creates the impression that Montserrat is as beautiful and as precious as a jewel, which would encourage the reader to read the rest of the advertisement.
• The photographs reinforce the appeal of Montserrat, and suggest that a variety of holiday activities are available.
• The words "idyllic", "secluded", "beautiful" and "unspoilt" in the captions add to the positive impression.

Page 14 — Text Boxes and Columns

- Q1 • The columns make it seem easier to read the text by breaking it up and making it seem shorter.
- Q2 a) • The text box makes the main point of the article stand out from the details of the text, to appeal more effectively to the reader. The text box itself is an eye-catching shape and makes the offer look exciting and enticing.
b) • The text boxes separate the details of the two children, emphasising that they are individual people with different stories. The boxes make the text easier to read.

Page 15 — Bullet Points and Numbered Lists

- Q1 a) • It would be hard to take in all six symptoms if they were listed in a solid piece of text. The bullet points separate the symptoms from each other, so that the information is easier to follow.
b) • The numbered list makes the order of the different stages of the recipe clear, so that it is easy to use.

Page 16 — Font Styles and Formatting

- Q1 a) • The font creates a formal impression, to match the serious nature of the subject.

- b) • The font gives a light-hearted impression, supporting the idea of having fun.
c) • The font is designed to look like handwriting, to give the impression the text is informal advice written by a friend.

- Q2 a) • Bold text is used to emphasise the most important part, i.e. the size of the pay rise.
b) • Italic text is used to separate the headings from the information about the event, making the information easier to absorb.

Section Four

Page 17 — Descriptive Language

- Q1 • Language that describes something by creating a picture, e.g. metaphors and similes.
- Q2 a) smell
b) touch
- Q3 I had five tedious hours to wait at Singapore's shiny, modern airport. While my bulging holdall rested at my tired, sandalled feet, I observed the curious surroundings. An interesting mix of travellers bustled by: excited families, overweight businessmen, dirty young backpackers. My nostrils detected the heavenly scent of fresh croissants and strong coffee wafting from the over-priced eateries. I felt a slight chill and dry mouth from the air conditioning, yet was grateful: better to be sitting in a fake, cool breeze than wilting outside under the burning sun.
- Q4 Here are some points you could make for these two questions:
a) • The writer seems to find the bridge scary — he says it is "ghostly".
• The writer seems fond of the bridge though, as he wants to "take a stroll" there.
• He seems regretful that the bridge is now closed and inaccessible — e.g. "unnecessary barbed wire fence".
b) • Adjectives like "ghostly" and "forbidding" give the impression that the bridge is mysterious and frightening.
• The imagery of "thunderous roar" is effective in bringing home how loud and awesome the trains were.
• The simile "like a warning of an alien invasion" is used to convey a sense of a strange, mysterious feel to the scene.
• The personification of "thorny bushes which try to trip you up" creates an impression of the bridge now being guarded aggressively and dangerously.

Page 18 — Metaphors and Similes

- Q1 a) A comparison where the writer says that something is something else.
b) A comparison where the writer says something is similar to something else, often using the words "like" or "as".
- Q2 a) simile
b) metaphor
c) metaphor
d) simile
- Q3 • It creates the impression that Jane is really embarrassed because she is blushing a deep red colour.
- Q4 • The metaphor creates the impression that Jane wasn't interested in romance until she kissed Brad Depp.

Page 19 — Personification, Alliteration and Onomatopoeia

- Q1 a) Alliteration
b) Personification
c) Onomatopoeia
- Q2 a) • Personification, e.g. "squawked" — expresses the writer's frustration at the computer not working by making it seem like an annoying, unhelpful person.
b) • Onomatopoeia, e.g. "clickety-clickety-click" — helps the reader to imagine the noise that the woman's heels make.
c) • Alliteration, e.g. "Portsmouth's Premier Pig Farm!" — emphasises the message to make it more memorable and therefore more persuasive.
- Q3 Here are a few points you could make in an answer to this question:
• A metaphor is used ("a maze") to emphasise how confusing the streets are and show how easy it is to get lost in them.
• The simile used to describe the side streets as "like snakes winding across the desert" makes them sound unpredictable, dangerous and exotic.
• The descriptive phrase "strong but irresistible" is vivid because it suggests that the smell of the food was attractive.
• Personification is used to describe the scooters, e.g. "buzzing", "swarm". Describing them like insects makes them seem unpleasant and annoying.
• Onomatopoeia helps the reader to imagine the sounds of the vehicles, e.g. "buzzing".

The Answers

Page 20 — Irony and Sarcasm

- Q1 a) sarcasm
b) irony
- Q2 • The writer's sarcastic tone in this article makes it clear that she is strongly opposed to extending licensing hours. She is clearly being sarcastic when she suggests that drinkers will just "take up knitting instead" — this idea is deliberately ridiculous and shows that she thinks the scheme is a bad idea.
- Q3 Here are a few points you could make in an answer to this question:
- The writer uses irony (e.g. "horrendously complicated") to express the frustration he feels when dealing with call centres.
 - The writer seems to dislike the whole call centre process. He describes spending "20 thrilling minutes" listening to hold music — his ironic tone shows his frustration at how long he had to wait.
 - He says that being told there were technical problems was a "great comfort" which is clearly ironic.

Page 21 — Technical and Emotive Language

- Q1 a) T
b) E
c) E
d) E
- Q2 • Rhetorical questions such as "Do we want them to have fresh air to breathe?" try to influence the way the reader feels about the situation.
- There are exaggerated descriptions of what the world could end up like — "filthy, concrete planet with nothing left" is contrasted with "green and pleasant land", emphasising how important the decisions we make now are.
- Q3 • Figures and statistics, e.g. "between 500 and 1000mm," allow the writer to get across clear and precise information.
- Using technical terms such as "insolation" suggests the writer knows a lot about the subject and so can be trusted to be accurate.

Page 22 — Structure

- Q1 "separate paragraphs", "opinions", "specific details" and "statistics" should be circled.
- Q2 a) The **body** of the article...
• because it gives details that expand on what is in the introduction.
b) The **conclusion**...
• because it summarises the main issue of the article and speculates on what will happen next.

- c) The **introduction**...
• because it introduces the topic and outlines the main points of the article.

Section Five

Page 23 — List Questions

- Q1 Possible points include:
- The entrance gate is rusty / in need of repair.
 - The ground is covered in litter.
 - Most of the animals look underfed/miserable.
 - The enclosures are small.
 - The animals have nothing to do.
 - It's a depressing place.
- Q2 Possible phrases include:
- "Hardly any of it's original..."
 - "...it's just far too easy to make"
 - "rock music involves real instruments that need skilled musicians"
 - "hip hop's created... from recycled bits of somebody else's music"

Page 24 — P.E.E.

- Q1 Option (c) should be circled.
- Q2 Answers (a) and (c) should be ticked.
- Q3 Possible answers include:
- **Point:** The writer uses bullet points.
- Example:* The description of the types of skeleton in each chamber is broken up into bullet points.
- Explanation:* Bullet points break the information up, making it clearer and easier to read and understand.
- **Point:** The writer has formatted the heading differently from the main text.
- Example:* The heading "West Kennet Long Barrow — The Skeleton Tomb" is in bold and a large font size.
- Explanation:* A large, bold heading stands out, so it is immediately clear what the information sheet is about.

Page 25 — Writing in Paragraphs

- Q1 All the words and phrases should be circled apart from: "In the summer" and "The writer says".
- Q2 Phrases which have been added to improve the flow of the paragraphs are underlined:
- a) • The writer uses several presentational devices to make the article more effective. One example is the headline, which is in a large, bold font. This grabs the reader's attention immediately when he or she sees the article.

Another example is the grey background colour of the article. This emphasises the serious tone of the article. Dull colours like grey are associated with serious subjects.

- b) • The writer uses language devices to make her argument more persuasive. Firstly, she uses the rhetorical question "Who would want an axe-murderer living next door?" to encourage the reader to identify with her point of view.

Secondly, the writer uses a metaphor to describe her opinion: "this situation is a slippery eel which might twist out of our grasp". This creates a vivid image of the difficulty of the situation.

- c) • The first text argues in favour of school uniforms. For example, it describes them as "a symbol of unity and school identity" which implies a traditional, positive viewpoint.

In contrast to this, the second text argues against school uniforms. It describes them as "a fashion disaster" and "an embarrassment to pupils". This suggests a very negative opinion.

- d) • The book extract is aimed at an audience of primary school children. It includes simple pictures to explain how to use a camera. This makes it easy for children to understand.

The magazine article, on the other hand, is aimed at adults who are interested in photography. It uses technical vocabulary such as "developer" and "focus" which shows it's written for photography enthusiasts.

Page 26 — Reading with Insight

- Q1 a) iv)
b) iii)
c) i)
d) ii)
- Q2 a) *Words and phrases which imply the writer dislikes Hitchcock's later films:*
• "slow", "self-satisfied"
- Words and phrases which imply the writer likes Hitchcock's early films:*
• "enjoyable", "funny"
- Words and phrases which imply the writer dislikes Hitchcock as a person:*
• "bullying", "large ego"
- b) • I really enjoy John Bhasker's crime thrillers. I find them pacy and exciting, yet they always contain wonderful humour and a hidden moral.

Page 27 — Comparing Texts

- Q1 a) Possible points to include in the table:
- Audience of text:*
- Linda's problem page is aimed at young teenage girls.

The Answers

- The financial advice is aimed at adult readers with some knowledge of financial jargon.

Purpose of text:

- Linda's problem page gives girls advice on personal problems.
- The financial article gives advice to readers about their finances.

Tone of text:

- Linda's problem page has a friendly and light-hearted tone.
- The financial advice article has a fairly formal, serious tone.

Main language devices used:

- Linda's problem page uses light-hearted language, e.g. "Don't worry though." It uses contractions ("won't") and slang ("Oops"). The text uses the writer's first name, "Linda".
- The financial article uses fairly formal vocabulary, e.g. "earning", "contributes". It is written in the third person and refers formally to "Ms Cox" rather than using her first name. Technical financial terms and figures are also used.

Main presentational devices used:

- Linda's problem page has a photo of Linda smiling. A text box is used to make the reader's letter stand out. The font is quite informal.
- The financial article uses a formal font. The details of the case study are in a text box. The text box is grey in colour. Text columns are used.

b) Points you could make include:

- Linda's problem page uses light-hearted language, for example "Don't worry though", which creates a friendly tone. The financial article however uses much more formal language, for example "earning", "contributes".
- Linda's problem page is written in the first person ("My advice is") and uses first names ("Zoe") which makes the tone seem friendly and caring. The financial advice column is written in the third person ("she's currently losing") and uses formal names ("Ms Cox"). This creates a more serious tone.
- The problem page uses an informal font because it is aimed at young girls and is intended to be fun. In contrast, the financial advice article uses a formal font because it is aimed at adults and is about a serious subject.
- Both texts use boxes to make certain points stand out. The problem page puts the reader's letter in a box. The financial article puts the case study in a box. This makes it clear to readers which bit of the articles they should read first.

Section Six

The most important part of marking the sample answers is how you explain the mark you've given. If you've put 1 mark more or less than we've put here, it doesn't matter.

Page 33 — Sample Answers —

Question 1

Answer 2: • This answer gets 6 marks out of 10 because it makes six points that answer the question. It's good that the answer has used a numbered list, but it needs to make more valid points to get top marks.

Page 35 — Sample Answers —

Question 2

Answer 1: • This answer gets 8 marks out of 10 because it makes several valid points and covers all three bullet points. The answer uses good examples from the leaflet and most of the points are explained well. However, it needs more detail and explanation for the point about the use of headlines and pictures.

Answer 2: • This answer gets 1 mark out of 10 because it makes one point that attempts to answer the question. A lot of the leaflet has been copied out and the point about the headline hasn't been explained. Also, the last sentence doesn't help to answer the question.

Page 37 — Sample Answers —

Question 3

Answer 1: • This answer gets 2 marks out of 10 because it makes some valid points but it doesn't give examples or explain the points very well.

Answer 2: • This answer gets 10 marks out of 10 because it makes several detailed points, backed up with relevant evidence from the article. It also clearly explains how the evidence used shows that the rescuers could be called heroes.

Page 39 — Sample Answers —

Question 4

Answer 1: • This answer gets 7 marks out of 10 because it makes some valid points about the dangers of mountain and hill walking, and backs them up with evidence from both articles. It needs to make more points though, and explain each one more clearly.

Answer 2: • This answer gets 0 marks out of 10 because it doesn't make any points that explain why mountain and hill walking can be dangerous.

Section Seven

Page 40 — Practice Exam —

Questions

- Here are some answers you could give:
 - freshwater turtles
 - jellyfish
 - giant octopus
 - seahorses
 - stingrays
 - moray eels
 - clownfish
 - sharks
- a) The aquarium opens at 10am.
 - b) It is free for children under 3.
 - c) It is closed on Christmas day.
 - d) There are three stages in the life-cycle of the jellyfish.
 - e) • You get unlimited free entry for a year.
 - There are special member events and privileges if you are in the club.
- Here are some points you could make in your answer:

What the leaflet says:

 - The leaflet lists lots of different organisms they have at the aquarium: "seahorses, tropical sharks, stingrays, giant octopus". This emphasises the variety of sea creatures they have, which persuades people to visit because there is so much to see.
 - One of the panels has the words "family fun every day" near the top. This shows readers that the aquarium is a good place to visit for people of all ages, so families won't be put off by thinking it isn't suitable for everyone.

How it says it:

 - The writer uses alliteration by saying "Fascinating feeding displays" and "brilliant Blue Reef birthday bash". This attracts the readers' attention to these events and makes them sound interesting. The events will stick in the readers' memory, so they'll be more likely to come to them.
 - The leaflet describes what there is at the aquarium using adjectives such as "pulsating" (to describe jellyfish), "amazing" (for pufferfish) and "incredible" to describe the views in the underwater tunnel. This persuades people to visit because it makes the aquarium sound exciting and interesting.

The use of pictures:

 - The pictures show children getting really close to, and touching, the sea creatures. This reinforces the text, which says you can "Enjoy close encounters" and makes the reader want to visit the aquarium so they can see the creatures up close too.

The Answers

- There are lots of close-up pictures of strange creatures that people may never have seen in real life before, which will encourage them to visit the aquarium in order to see new things.

4 *Here are some points you could make in your answer:*

- Tim McReary liked the fact that there was "plenty to see" in the "forty displays" at the aquarium, as it kept him (and his family) "entertained".

- He enjoyed learning more "about the creatures that live in UK waters". This is because he was able to use his "new knowledge" when "rock pooling later in the week".

- He describes the feeding sessions as a "highlight" because they were "fascinating". He mostly enjoyed watching the seahorses though, because he liked to watch their "gentle, calming movements".

- He enjoyed learning about the "important conservation work" that the aquarium does, as he felt "great" to be supporting a good cause while having a "fun family day out".

- The writer enjoyed his visit to the café, saying it has "lovely ocean views" and a good selection of food.

5 *Here are some points you could make in your answer:*

The leaflet:

- There is a wide range of "entertaining talks and feeding displays" for visitors to enjoy. They can also experience "hands-on encounters" in the "meet the creatures sessions".

- Visitors can learn about the work the aquarium does to help sea creatures in the wild, such as the "rescue, rehabilitation and release" of marine turtles.

- There are special events like "Pirates' Weekend" and "Shark Week", and you can even have a birthday party at the aquarium.

The article:

- The article also mentions the "feeding sessions" which take place "every hour". Unlike the leaflet though, it goes into detail about the "Rockpool Encounter", where children can "handle crabs, starfish and sea cucumbers".

- Blue Reef Aquarium has "knowledgeable members of staff" who teach visitors about all the conservation work they do at the aquarium. Readers learn this from Tim McReary who describes a "very interesting talk" he went to.

- The article tells us that the aquarium has a café and a gift shop. This means that as well as looking at the sea creatures, visitors can have a meal or go shopping.