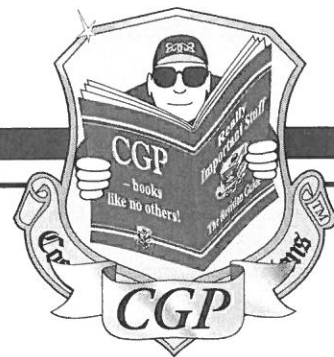


GCSE English & English Language



GCSE

WJEC English

Reading Non-Fiction Texts

Answer Book

Higher 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) novices
c) business people
- Q2 a) • Job-hunters, because it explains what kind of person is wanted for the job, which would help them decide whether to apply or not.
b) • Prospective college or university students, as it gives advice on how to decide what course to do.
- Q3 a) *E.g. one of the following:*
• People who are about to visit Turkey.
• People deciding where to go on holiday.
b) *E.g. one of the following:*
• Teachers
• People with an interest in education.
c) *E.g. one of the following:*
• Children
• Parents taking children on car trips.
- Q4 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. This will make other young people think that the jobs are being offered and done by people like them, encouraging them to apply.
• Contractions, e.g. "we've", "you've", give it an easy-going feel. This means it doesn't sound too formal, which might put younger readers off.
• First and second person make it sound chatty, friendly and direct. This makes it feel more personal, which adds to the informal tone and makes the advert more approachable for younger people.
The content of the advertisement:
• The nature of the work, e.g. "temporary" and "summer job" could appeal to young people looking for work in school / college holidays.
• 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 younger readers who will be interested in enjoying themselves as well as earning money.
• Short paragraphs, columns and bullet points break the text up, making it easier to follow, again increasing appeal 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
• a film review
• an article about the Industrial Revolution
• an instruction manual for a computer
• a charity advertisement
Texts that entertain:
• a cartoon in a newspaper
• a newspaper editorial
• an agony aunt column in a magazine
• a film review
Texts that argue or persuade:
• a newspaper editorial
• a leaflet from a political party
• a film review
• a charity advertisement
Texts that advise:
• an agony aunt column in a magazine
• a leaflet with tips on how to give up smoking
- Q3 Your answer to this question might include some of the following ideas:
• Language is very opinionated and forceful, e.g. "We must tell the council: 'enough is enough — no more tax increases'". This adds strength to the writer's argument — it feels as if she is ordering the readers to agree with her and do what she wants them to do.
• Counter-arguments are used, e.g. "we are told that 'vital improvements' will be made", before dismissing them. This makes the writer's view seem more balanced, so we are more likely to agree with her.
• Use of first person, especially the word "we", creates an impression of the writer being on the reader's side, so we are persuaded to see the argument from her perspective.
• Use of italics, e.g. "no more tax increases", emphasises the writer's key points to the reader. This makes them stick in the reader's mind.
• Rhetorical questions, e.g. "Are we really expected to believe...?", get the reader to think about the issue, and lead them to agree with the writer's argument.

Page 3 — Texts that Persuade or Argue

- Q1 a) A
b) P
c) P
d) A
- Q2 *Purpose:* to argue
Explanation: • It expresses a strong viewpoint in an emotive way.

- Q3 Here are a few of the ideas you could develop for this answer:
Presentation:
• Use of text formatting, such as bold and italics, makes key phrases (e.g. "a great family day out!") stand out. The reader will pay more attention to these phrases, so they're more likely to remember and be persuaded by them.
• Informal, easy-to-read font emphasises the idea that the aquarium is family-oriented. It will appeal to children and make them read the advert, enticing them to visit the aquarium.
• Short paragraphs make the information easy to follow, so the reader knows exactly what the text is about and isn't overwhelmed by the amount of information given.
Choice of language:
• The heading says "you'll have a whale of a time!". This is a pun as the phrase means that you will have a great time, but it also contains the word "whale" which links it to the aquarium and the sea life they keep there. This helps to create the impression that the aquarium is a fun place, making the reader want to visit.
• Alliteration, e.g. "shaken by a shark or peered at by pike", emphasises the variety of things to see and makes them sound exciting. It creates a memorable image in the reader's mind, adding to the attraction of the aquarium.
• 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 and make the aquarium seem more interesting.

Page 4 — Texts that Inform, Entertain or Advise

- Q1 advise
- Q2 *Meant to advise:*
• watch out
• for the adventurous
• burning hot
Meant to entertain:
• startlingly
• like you wouldn't believe
• distinctive pungency
• 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 through words like "brutally" and "mercilessly", to make the battle seem dramatic.

The Answers

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 that you have the correct tools before proceeding."
 c) "If you have financial complications, contact our advisors at the following address."
- 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 because:
 • slang is used, e.g. "narked off"
 • humour is used, e.g. "River C and Swamp D"
 • contractions are used, e.g. "It's"

Page 6 — Personal Tone and Impersonal Tone

- Q1 a) P e) I
 b) I f) P
 c) P g) P
 d) I h) I
- Q2 The tone is **impersonal** because:
 • Opinions are given indirectly, e.g. "There is a growing feeling".
 • Passive voice is used, e.g. "solutions are to be discussed".
 • Formal language is used, e.g. "individuals".
- Q3 There are plenty of points you could make for these questions, e.g.
 a) • The writer addresses the reader by her first name: "Dear Rowena", making it seem like she knows her and that she's her friend.
 • The writer uses a light-hearted, informal tone, using slang such as "down in the dumps". The reader will feel comforted because it 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.
 • The writer uses the first and second person ("I" and "you") which makes it seem as if the writer is personally giving advice directly to the reader.
 b) • The target audience is likely to have similar problems to those of Rowena, so the personal tone will help them to relate to the writer's advice.
 • Use of the first and second person makes the writing personal, creating a strong link between the reader and the writer. This means it's more likely that the reader will think the advice is relevant to them.

- The gentle, encouraging feel of the writing is likely to reassure people who are going through similar problems in their life, making them feel like they're not alone.

Section Two

Page 7 — Following an Argument

- Q1 a) "Swampy Water" shouldn't be on sale in Duncaster Primary School.
 b) • Young children might get confused and drink real swamp water by mistake.
 • The drink is unhealthy.
 • The drink is expensive.

Q2

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"

Page 8 — Evaluating an Argument

- Q1 The following should be ticked: inconsistencies, out-of-date examples, confusing explanations, factual inaccuracies
- Q2 *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 her argument.
 • The writer uses strong generalisations, e.g. "Wogan astonished everyone". The confidence of these statements makes the writer's argument more persuasive.
Suggestions for bad points:
 • The writer presents opinions as if they are facts, e.g. "The greatest television presenter of all time is Terry Wogan". This is obvious bias and undermines the writer's argument.
 • The writer doesn't back up her points with evidence. For example, when she says "He had a star quality", the writer doesn't give examples or quotes to back this up.
- Q3 Here are a few points you could write about each of the bullet points:
Examples the writer uses to persuade the reader:
 • The writer gives examples of how unpleasant the street is at the moment, e.g. litter, 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, prompting readers to question how well organised and thought-out the group is.
Language devices the writer uses:
 • The writer repeats the phrase "no one wants" three times which increases the impact of the opening statements. This highlights the unpleasant things that have been happening, and reminds readers why they should join the group.
 • The writer uses positive, inclusive phrases like "we can make it happen". This makes the reader feel involved and enthusiastic about the project, which means they'll be more likely to volunteer.
Whether the leaflet achieves its purpose:
 • The purpose of the leaflet is to persuade people to volunteer with the group. The leaflet is effective in doing this. It emphasises the need to change by describing the problems, and then says that positive changes can be made, e.g. "will make a big difference to Salem Street".

Page 9 — Facts and Opinions

- Q1 a) fact
 b) opinion
 c) 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) Facts:
 • In 1900 in the USA, life expectancy was 47 years old.
 • In 2000 in the USA, life expectancy was 77 years old.
 Opinions:
 • Old people aren't treated well nowadays, e.g. they're patronised and treated badly in care homes.
 • 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 past they were treated with respect, but now they're "treated like the waste product of society". On the other hand, he doesn't use any real, believable facts in his descriptions of how the elderly are treated. This suggests that the writer might not actually know much about the lives of old people.

The Answers

Page 10 — Generalisations and Counter-arguments

- Q1 a) and d) should be ticked.
- Q2 • A counter-argument is when a writer presents one point of view and then disagrees with it, showing why it's wrong.
- Q3 a) "the naturalism and humour of his acting are truly immortal" should be ticked.
- b) • Film critics usually dismiss Robert Mitchum as a dumb hunk of an actor.
• The work of many other 1940s movie stars now looks out-of-date and hammy.
• Mitchum's films have aged well.
- c) Here are some points you could write about:
• The writer's use of counter-argument is effective in persuading the reader that Robert Mitchum was a good actor. The writer describes the opposing viewpoint that Mitchum was a "lazy" actor and then counters this strongly with his own viewpoint that Mitchum was an actor of great "naturalism and humour". This encourages the reader to agree with the writer rather than the other critics.
• Using counter-argument is effective because it means the writer acknowledges that there are other points of view, and shows he is informed about the subject. The writer undermines the opposing points of view, for example, he uses words like "claiming" and "assume that" to describe opposing views which makes them sound inaccurate. This means that the reader is more likely to ignore them, and agree with the writer.
• The writer uses generalisations to make his opinions seem more forceful. For example, the statement "the naturalism and humour of his acting are truly immortal" is a very confident statement which might impress readers and make them more likely to agree with him.
• The writer perhaps overuses generalisations. The writing might be more effective if the writer used more examples and facts to back up the statements. For example, he gives no evidence to back up the statement "The work of many other 1940s movie stars now looks out-of-date and hammy." Some readers might be less likely to believe the writer's argument because he uses so many generalisations.

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. The text makes generalisations, e.g. it claims that all young people "adore"

playing cribbage. The writer doesn't discuss other hobbies which are popular with young people, e.g. football.

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 and describes what you can see there.

- Q3 Here are some points you could make:
• The writer uses rhetorical questions to help persuade the reader that they want to visit the resorts, e.g. "Surely this is an offer to fulfil anyone's dreams?". This makes the reader think that anyone would love to go on this holiday, so the offer seems too good an opportunity to miss.
• The writer uses repetition to emphasise the unique qualities of the resorts. The phrase "Only at Malliwest Resorts can you" is repeated three times. This makes the name of the resorts and the services they offer really stand out, so readers won't forget them.
• The writer uses hyperbole 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". This adds to the impression that a holiday at a Malliwest resort is an opportunity that readers would be foolish to miss, which makes the brochure more persuasive.

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
used to grab attention
- Q2 a) • Alliteration is used to make the headline stand out and sound exciting.
b) • A pun is used on the word "curries", making the headline amusing.
c) • Emotive words such as "outrage" and "massive" attract the reader's interest by exaggerating the details.

Page 13 — Graphics and Captions

- Q1 a) • The graphic gives details about the subject, and the caption clarifies the information it shows.
b) • The graphic and the caption aim to persuade the reader to stay at the hotel by presenting it in a positive way.
c) • The graphic presents a friendly, professional image of the candidate. The word "your" in the caption makes it appear to address the reader directly.

- 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 an impression of Montserrat being mysterious and beautiful, encouraging the reader to read the rest of the advertisement to find out more about it.
• The photographs reinforce the appeal of Montserrat, and suggest that it is diverse, with both relaxation and excitement being possible. This will appeal to lots of different readers.
• The words "idyllic", "secluded", "beautiful" and "unspoilt" in the captions add to the positive impression being given, making readers want to visit the island.

Page 14 — Text Boxes and Text Columns

- Q1 a) • The columns break up the text, making it seem easier to read by disguising the amount of text there is.
b) • The columns make the information clear and make it easier to see the savings that are available.
- Q2 a) • The text box highlights the main advantages of gym and pool use, to appeal more effectively to the reader. The text box itself is an eye-catching shape and makes the offer look more 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 of the text being informal advice written by a friend.

The Answers

- Q2 a) • Bold text is used to emphasise the most important part of the information, 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.

Page 17 — Presentation and Layout — Overview

- Q1 *There are many points you could make — these include:*
- Bullet points are used to list the different superfoods, presenting the information in small chunks so that it is easy to see where one point ends and another one starts.
 - Text columns make the text look shorter by breaking it up into short sections, rather than having one long block of text.
 - The advice about taking regular walks is placed in a box, to emphasise what action the reader can take.
 - The large, clear font makes the article appear easy to read and understand.
 - Important words are underlined to make the main points — the list of superfoods and the suggestion of a daily 30 minute walk — stand out and be more memorable.

Section Four

Page 18 — Descriptive Language

- Q1 • Language that describes something vividly, creating a picture in the reader's mind. Imagery includes metaphors and similes.
- Q2 a) • Strong adjectives like "squalid" create an unpleasant impression of the house being described.
 b) • Metaphorical descriptions such as "fiery red hair" create an impression of the youth having a striking appearance.
 c) • Similes, e.g. "as loud as ten jet engines", and adjectives, e.g. "emerald green", create a vivid impression of the intensity of the occasion.
- Q3 Here are some points you could make for these two questions:
- a) • The writer seems to find the station eerie — he says it is "ghostly".
 - He also seems to associate it with being slightly scared and uncomfortable, thinking of trains as being like "an alien invasion".
 - The writer seems fond of the station though as he wants to "take a stroll" there.
 - He seems regretful that the station is now closed and inaccessible — e.g. "unnecessary barbed wire fence".

- b) • Adjectives like "ghostly" and "forbidding" give a very effective impression of the station being mysterious and frightening. They also add to the impression that the station is abandoned and silent now — almost as if the station itself has died.
- The imagery of "thunderous roar" is effective in bringing home how loud and awesome the trains were. This contrasts sharply with the "eerie atmosphere" the station has now, giving the reader a sense of how it has changed.
- The simile "like a premonition of an alien invasion" is used to convey a sense of a strange, other-worldly feel to the scene from the past. This reinforces the idea that the noisy, busy station belongs to a different world.
- The personification of "strangling bushes" creates an impression of the railway station now being guarded aggressively and dangerously. It's also an effective way of adding to the impression of death created in the text.

Page 19 — Metaphors, Similes and Analogies

- 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".
 c) An extended comparison where the writer describes exactly how one thing is like another.
- Q2 a) simile
 b) metaphor
 c) analogy
 d) metaphor
 e) simile
- Q3 • It creates the impression that her attempts had no effect. There is a play on words with "fruitless", using the literal meaning to emphasise the idea of having no result.
- Q4 • The phrase is effective because it gives an impression of his face being completely white, showing no other features apart from how frightened he is.

Page 20 — 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 angry bird that's just been woken up.
 b) • Onomatopoeia, e.g. "thumping beats", helps the reader to imagine the different types of music, and appreciate how the music has changed.

- 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 labyrinth") to emphasise how confusing the streets are and show how easy it is to get lost in them. It also gives the reader an image of what the city must look like from above — a complicated and confusing mess of streets.
 - The simile used to describe the side streets as "like snakes winding across the desert" makes them sound unpredictable, dangerous and exotic. This adds to the description of the city, but also highlights the nature of the place and its people.
 - The descriptive phrase "pungent but irresistible" is vivid because it suggests that the smell of the food had a very strong effect on the writer.
 - Personification is used to describe the scooters, e.g. "buzzing", "swarm". Describing them like insects makes them seem unpleasant and annoying. This adds to the feeling that the writer doesn't find it a relaxing place to be.

Page 21 — Irony and Sarcasm

- Q1 a) satire
 b) sarcasm
 c) 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 cannot be taken seriously.
- Q3 Here are a few points you could make in an answer to this mini-essay:
- The writer uses irony (e.g. "horrendously complicated") to express the frustration he feels when dealing with call centres. The use of irony allows him to criticise the call centre, whilst keeping the reader entertained in a light-hearted way.
 - 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 and makes you sympathise with him.
 - He describes the person he spoke to as "a highly skilled telephone operative", but the description of how long the call took — "I watched night time slowly approach" — clearly gives the impression that he really thinks the opposite.

The Answers

Page 22 — Technical and Emotive Language

- Q1 a) T
b) E
c) E
- d) T
e) E
f) E
- Q2 • Rhetoric — e.g. 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.
• Hyperbole — e.g. drastically different descriptions of what the world could end up like. “filthy, barren concrete planet with nothing left” is contrasted with “green and pleasant land”, emphasising how important the decisions we make now are.
• Strong opinions — e.g. “The answer is surely obvious” — the writer argues his point of view very forcefully.
- 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 “precipitation” suggests the writer knows a lot about the subject and so can be trusted to be accurate.

Page 23 — 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 draws together the points in the body of the article and speculates on what will happen next.
c) • The **introduction**, because it introduces the topic and outlines the main points of what the article is about.

Page 24 — Writing Techniques — Overview

- Q1 There are many points you could make — these include:
- The writer uses a metaphor, “The sea is a sapphire of intense blue”, to emphasise how beautiful the islands are and to make them seem attractive to the reader.
 - The writer uses technical language and statistics, for example “thirteen larger volcanic islands” and “30,000 people live on the islands”. This is effective in informing the reader about the islands.
 - The writer uses a ‘rule of three’ to describe the wildlife on the island: “blue-footed boobies, flightless cormorants and marine iguanas”. This emphasises the variety of wildlife on the island and persuades the reader to visit.

- The writer uses a rhetorical question (“Surely the chance to see this wonderful display of flora and fauna is irresistible?”) to help persuade the reader by asking them a question it would be difficult to say “no” to.

Section Five

Page 25 — Search and Find Questions

- Q1 Answer (b) should be ticked.
Possible explanations:
- Answer (b) uses quotes from the text to support its points, unlike answer (a).
 - Answer (b) stays focused on the question, unlike answer (c) which includes irrelevant information.
- 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 26 — P.E.E.D.

- Q1 Answers (a) and (c) should be ticked.
- Q2 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: Using bullet points breaks the information up and makes it clearer and easier to read and understand.
Development: This means the reader is more likely to take in and remember the information.
 - **Point:** The writer has formatted the heading differently to the main text.
Example: The heading “West Kennet Long Barrow — The Skeleton Tomb” is in bold and a large font size.
Explanation: Formatting the heading differently makes it stand out, so that it is immediately clear what the information sheet is about.
Development: This grabs the reader’s attention and makes them want to read the article.

Page 27 — 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 they see the article.

Another example is the grey background colour of the article, which emphasises the sombre tone of the article. Muted colours like grey are associated with serious subjects.

- b) • The writer uses linguistic 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.

In addition to this, 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”, suggesting 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, making 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.

- Q3 Phrases which have been added are underlined:
- The extract from the biography argues that Orson Welles’ career was a “magnificent failure”. It points to the fact that his greatest achievement ‘Citizen Kane’ was made before the age of thirty, and that he ended his career “ignominiously” narrating adverts.
In contrast, the magazine article argues that Orson Welles was a wonderful director and actor throughout his career. It suggests that people like the “myth” of Orson Welles’ fall from grace and ignore his later achievements. It describes his “iconic” cameo in ‘The Third Man’ and his 1958 film ‘Touch of Evil’ as “neglected high points”.
Finally, the third text, the interview with Orson Welles, shows that he himself had conflicting feelings towards his career and achievements. The interviewer describes him as “fiercely proud” of his films, but also “insecure beneath the bravado”.

The Answers

Page 28 — 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:*
- "pretentious", "leaden"
- Words and phrases which imply the writer likes Hitchcock's early films:*
- "delight", "wonderful humour"
- Words and phrases which imply the writer dislikes Hitchcock as a person:*
- "bullying", "substantial ego", "possessive attitude"
- b) • The tone of the text changes from being quite serious and impersonal, to being fairly informal. For example, the writer uses the first person ("my advice") and slang ("nerdy") in the last paragraph to give some friendly advice. Whereas before the style was more formal, using phrases such as "when looking at Hitchcock's career as a whole" which suggests that the writer is well-informed.
- c) *An example answer:*
- The writer's enthusiasm about Hitchcock's early films is similar to my own passion for John Bhasker's crime thrillers. I find them pacy and exciting, yet they always contain wonderful humour and a hidden moral. I am enthralled by these books, so I can understand how excited the writer feels about watching the films.

Page 29 — 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 personal financial advice is aimed at adult readers with some knowledge of financial jargon.
- Purpose of text:*
- Linda's problem page has the purpose of giving girls advice on personal problems.
 - The financial article gives advice which will be useful to readers in similar financial situations.
- Tone of text:*
- Linda's problem page has a friendly and chatty tone.
 - The personal financial advice article has a fairly formal, serious tone.
- Main language devices used:*
- Linda's problem page uses chatty, colloquial 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. "dependants", "contributes". It is written in the third person and refers formally to "Ms Barber" 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 quirky and informal looking.
 - 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:
- The problem page uses a quirky, informal font. This would attract young girls because it makes it seem fun and approachable. In contrast, the financial advice article uses a formal font, reinforcing its attraction to an adult audience who are looking for serious advice.
 - Both texts use boxes in a similar way. The problem page puts the reader's letter in a box, whilst the financial article puts the case study in a box. The boxes are both on the left-hand side and make the information stand out, ensuring that the reader looks at that part of the article first.
 - Linda's problem page uses colloquial language, for example "Don't worry though", which creates a friendly tone suitable for dealing with young people's problems. The financial article however uses much more formal language, for example "dependants", "contributes". This is much more suitable for giving serious advice to adults.
 - 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 paying") and uses formal names ("Ms Barber") which creates a more serious tone.

Section Six

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

Page 35 — Sample Answers — Question 1

- Answer 2: • This answer gets 3 marks out of 10 because it mentions three things you can see and do in Oxford. Some of the things the answer says, for example "Oxford is just an hour away from London", don't help to answer the question so they wouldn't get a mark.

Page 37 — Sample Answers — Question 2

Answer 1: • This answer gets 0 marks out of 10 because it doesn't answer the question at all. The comments on the pictures and the internet are general and could apply to any web page.

Answer 2: • This answer gets 8 marks out of 10 because it is detailed and thorough, and addresses all 4 bullet points. It uses short quotes really well, and explains how the different techniques persuade people to visit Oxford. However, it needs more detail and explanation about the use of captions and internet features.

Page 39 — Sample Answers — Question 3

Answer 1: • This answer gets 1 mark out of 10 because it makes a simple point showing that Bill Bryson thinks parts of Oxford are ugly and gives a basic reason why. The second part doesn't answer the question though, and has copied large sections of the text.

Answer 2: • This answer gets 10 marks out of 10 because it makes a lot of clear points, picks out relevant examples from the text and explains how they show the reader what Bryson thinks. It is detailed, clearly structured and summarises the answer with a brief conclusion.

Page 41 — Sample Answers — Question 4

Answer 1: • This answer gets 4 marks out of 10 because it makes some basic points about the attractions and the university of Oxford and it uses some quotes. Some of the points are quite brief though, so the answer needs to be a lot more detailed.

Answer 2: • This answer gets 6 marks out of 10 because it makes a number of good comparisons between the texts, and uses evidence from both texts to back up the points. It needs to make a few more points to get better marks though.

Section Seven

Page 42 — Practice Exam — Questions

- 1 Here are some points you could make in your answer:
- Tourists have left lots of "discarded rubbish", so Everest has become the world's "highest junkyard".
 - The area is "suffering under thousands of tourists' boots every year", which implies that walkers are damaging the environment.

The Answers

- The area is being spoilt by “restaurants and internet cafes” set up for visiting tourists.
- Tourists put a “strain” on the local communities’ resources, such as electricity and water.
- There is “water and air pollution” which is partially caused by increased tourism.
- Dangerous medical equipment, such as “bloody syringes”, has been left lying around by tourists.
- Tourism provides income for “tens of thousands” of people in the region.
- Tourism to Mount Everest means the Nepalese government receives a lot of money: £50,000 from “each team of seven climbers”.

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

What it says:

- The brochure uses phrases such as “ultimate objective”, “compelling and challenging adventure” and “enormous gratification and fulfilment”. This would interest readers because it makes it sound like climbing Everest is an extremely exciting and rewarding experience.

- The brochure talks about how Adventure Peaks has helped people to set new records, such as helping the “youngest British climbers to summit” at 19 years old. This would interest readers because it is an amazing achievement for people so young.

How it says it:

- The brochure uses emotive language such as “dreams”, “allure” and “fulfilment” to capture the readers’ imagination and make them interested in the expedition.

- The itinerary uses a list to show people what they will be doing each day, and where they will be. This helps to keep the brochure interesting as it gives lots of information in a short and easy to read way.

The use of pictures:

- There are four photos showing well-equipped people climbing the mountain. They have specialist clothing, equipment and goggles which shows the reader that the expedition is serious and dangerous.

- The photo in the bottom left hand corner shows two people celebrating and it looks like they are on top of Mount Everest. This shows the reader how dramatic the scenery is as well as the enormous “fulfilment” people get by reaching the summit.

The layout of the information on the page:

- The title of the page, “Everest North Ridge Route 8848m”, is laid out on its side in big letters in a box with ragged edges. This highlights how high Mount Everest is (8848 metres), and makes the page look more interesting than if everything was laid out across the page.
- The text is set out in columns and there are blank spaces between each paragraph. This makes it look like there isn’t too much text on the page and it will be easy and quick to read. Readers won’t be put off and will be more likely to read the whole page.

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

- The brochure states that people with “previous experience on 7000m peaks or above” are more successful, so only serious and experienced climbers should consider it.

- The brochure says that you go to an “extreme altitude” and you can’t have as much “support safety” as on other guided trips. This means the holiday is only for people who are enthusiastic and committed because it’s hard and dangerous.

- Only people who have a lot of money and spare time will be able to go on this holiday, because it costs around £16,000 and takes 69 days.

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

- The company is successful: the brochure includes details of how many climbers they have led to the summit over the past few years (ten in 2006 and twelve in 2007), and refers to the company’s “continued success”.

- Adventure Peaks has “a good reputation amongst the local Sherpa community”, which suggests that they are a more caring company because they are respectful of the local people.

- They are well known, as a whole expedition was filmed for the BBC “Challenge Programme”.

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

- The travel brochure is actively encouraging people to visit Mount Everest for a “compelling and challenging adventure” as long as they are fit and experienced enough. Conversely, the internet article asks “Should Everest be closed?”, suggesting that people should not be allowed to visit the area.

- The travel brochure makes the trip to Everest that they are advertising sound exclusive and “challenging”, describing it as “an enormous undertaking with many obstacles”. In contrast, the internet article tells us that “thousands” of tourists will “at least trek to the foot of Everest”. This makes it seem as if Everest is accessible to almost anyone (“tourists”, not just “experienced mountaineers”).

- The internet article talks about the “tonnes of rubbish on Everest”, which shows that Dan McDougall thinks tourism is ruining Mount Everest. The travel brochure, on the other hand, doesn’t mention or show any of the negative effects of tourism on Mount Everest. It portrays Everest as peaceful, with its photos of sparkling snow and empty mountains.

- Although the internet article raises concerns about the number of tourists visiting Everest, it also points out the financial benefits to the local communities who “depend” on the tourists. The travel brochure talks about the importance of the local Sherpas to the expeditions, saying they have “1:1 support from our Sherpa team”, but it doesn’t mention how local communities benefit from the expeditions.

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