

GCSE



WJEC GCSE in
ENGLISH LANGUAGE

ACCREDITED BY WELSH GOVERNMENT

TEACHERS' GUIDE

Teaching from 2015

This Welsh Government regulated qualification is not available to centres in England.

INTRODUCTION

The WJEC GCSE English language qualification accredited by Welsh Government for first teaching from September 2015, is available to:

- All schools and colleges in Wales
- Schools and colleges in independent regions such as Northern Ireland, Isle of Man and the Channel Islands.

It will be awarded for the first time in summer 2017, using grades A* to G.

GCSE English language is a linear specification: all assessments must be taken at the end of the course, which will usually be in May or June. There will be a re-sit opportunity in November each year. All assessment components will cater for the full range of ability and will be untiered.

The specification builds on the tradition and reputation WJEC has established for clear, reliable assessment supported by straightforward, accessible guidance and administration. We have a proven track record of successfully setting 'unseen' material for analysis in external assessment and relevant and engaging writing tasks.

There will be three assessment components:

- Unit 1: Oracy (non-examination assessment);
- Unit 2: Reading and Writing (external assessment);
- Unit 3: Reading and Writing (external assessment);

Although performance against each of the three assessment objectives will be reported upon separately, reading and writing will be assessed in both external examinations.

Candidates following GCSE English language should be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study. They will develop their ability to use English as active and informed citizens and be able to speak, listen, read and write fluently, appropriately effectively and critically – for a wide range of functional and social purposes.

Candidates will be expected to respond to a wide range of written texts, including challenging and dynamic texts. They will develop the knowledge and skills required to make informed decisions about further learning opportunities and career choices.

This GCSE in English language promotes an integrated approach to oracy, reading and writing so that writing and oracy work are stimulated by reading experiences.

GCSE English language will focus primarily on the functional aspects of language. The term 'functional' here should be considered in the broad sense of providing learners with skills and abilities they need to take active and responsible roles in their communities, everyday life, the workplace and in educational settings.

The study of GCSE English language is intended to encourage progression to further, higher education, or to employment, as it covers the key skills of reading, writing and communicating.

The full set of requirements is outlined in the specification which can be accessed on the WJEC website.

In addition to this guide support is provided in the following ways;

- Specimen assessment materials
- Face-to-face CPD events
- Examiners' reports on each question paper
- Free access to past question papers and mark schemes via the secure website
- Direct access to the subject officer
- Free online resources
- Exam Results Analysis
- Online Examination Review.

AIMS OF THE TEACHERS' GUIDE

The principal aim of the Teacher's Guide is to offer support to teachers in delivery of the new WJEC GCSE English language specification and guidance as to the requirements of the qualification and the assessment process.

The guide is **not intended as a comprehensive reference**, but as support for professional teachers to develop stimulating and exciting courses tailored to the needs and skills of their own students in their particular institutions.

The guide offers assistance to teachers with regards to possible classroom activities and links to digital resources (both our own, freely available, digital materials and external sources) that will be of use and provide ideas for immersive and engaging lessons.

The guide will concentrate on those areas new to WJEC subject Specification and those subject areas where guidance has been requested most.

POSSIBLE LONG TERM COURSE PLANS

We present this course plan to help teachers in their planning. However, we must stress that there are many other ways of organising the specification content, and these suggestions should not be seen as prescriptive.

Teachers will wish to consider the needs and abilities of their students when planning GCSE courses.

We hope that the following suggestions prove a useful starting point for planning the course structure.

PLAN 1: YEAR 10		
TERM	ENGLISH LANGUAGE	ENGLISH LITERATURE
Autumn 1	Unit 2 and Unit 3: Reading <i>Continuous and non-continuous texts</i> <i>Multiple choice questions, summary and editing</i> AO2	Unit 3, Section A <i>Study Shakespeare text in preparation for NEA</i> AO1, AO2
Autumn 2	Unit 2: Writing <i>Description</i> AO3	Unit 3: Section A <i>Study Shakespeare text in preparation for NEA</i> <i>Assessment session for Shakespeare NEA</i> AO1, AO2
Spring 1	Unit 2 and Unit 3: Reading <i>Continuous and non-continuous texts</i> <i>Analysis of writer's technique and evaluation/reflection.</i> AO2	Unit 1, Section A <i>Different Cultures Prose Text</i> AO1, AO2, AO4
Spring 2	Unit 2: Writing <i>Narration</i> AO3	Unit 1, Section A <i>Different Cultures Prose Text</i> AO1, AO2, AO4
Summer 1	Unit 2 and Unit 3: Reading <i>Continuous and non-continuous texts</i> <i>Synthesis and comparison</i> AO2	Unit 3, Section B <i>Study stipulated poems for Welsh Writing in English NEA</i> AO1, AO2, AO3
Summer 2	Unit 2 Writing <i>Exposition and proof-reading</i> AO3	Unit 3, Section B <i>Study stipulated poems for Welsh Writing in English NEA</i> <i>Assessment session for Welsh Writing English NEA.</i> AO1, AO2, AO3
	Unit 1 Oracy <i>Embed skills required for Task 1 and Task 2 using SAMs and additional WG resources</i> AO1	Unit 1, Section B <i>Revise and re-visit poetry skills for Unseen poetry comparison.</i> AO1, AO2, AO3

AO = Assessment Objective

POSSIBLE LONG TERM COURSE PLANS

PLAN 1: YEAR 11		
TERM	ENGLISH LANGUAGE	ENGLISH LITERATURE
Autumn 1	Unit 3: Writing <i>Argumentation</i> AO3	Unit 2a/2b <i>Contemporary Prose or Contemporary Drama Text</i> AO1 and AO2
Autumn 2	Unit 3: Writing <i>Persuasion</i> AO3	Unit 2a/2b <i>Contemporary Prose or Contemporary Drama Text</i> AO1 and AO2
Spring 1	Unit 1: Oracy Assessment of Task 1 AO1	Unit 2a/2b <i>Literary Heritage Drama or Literary Heritage Prose Text</i> AO1, AO2, AO4
Spring 2	Unit 1: Oracy Assessment of Task 2 AO1	Unit 2a/2b <i>Literary Heritage Drama or Literary Heritage Prose Text</i> AO1, AO2, AO4
Summer 1	Unit 2: Reading and Writing <i>Preparation for the external assessment</i>	Revise set texts and practise responses to exam style questions.
Summer 2	Unit 3: Reading and Writing <i>Preparation for the external assessment</i>	Revise set texts and practise responses to exam style questions

AO = Assessment Objective

KEY ASPECTS OF THE SPECIFICATION FROM 2015

ORACY

AREA OF STUDY	DESCRIPTION
<u>Task 1 – Individual Researched Presentation – Theme 1: Wales</u>	Factors to consider and guidelines for approaching presentations based on the theme of "Wales".
<u>Task 1 – Individual Researched Presentation – Theme 2: Leisure</u>	Factors to consider and guidelines for approaching presentations based on the theme of "Leisure".
<u>Task 1 – Individual Researched Presentation – Theme 3: The World of Work</u>	Factors to consider and guidelines for approaching presentations based on the theme of "The World of Work".
<u>Task 1 – Individual Researched Presentation – Theme 4: The World of Science/Technology</u>	Factors to consider and guidelines for approaching presentations based on the theme of "The World of Science/Technology".
<u>Task 1 – Individual Researched Presentation – Theme 5: Citizenship</u>	Factors to consider and guidelines for approaching presentations based on the theme of "Citizenship".
<u>Task 2 – Responding and interacting</u>	Factors to consider and guidelines for approaching group discussions initiated by the written and/or visual stimuli provided by WJEC.

Task 1 – Individual Researched Presentation – Theme 1: Wales

Key Points:

- Task 1 has a weighting of 10% within the overall qualification.
- The important skills to teach are those of ordering the material to be used and how to use very brief notes/bullet points as an *aide memoire*. You should be mindful of the fact that these must be retained at the end of the presentations and sent with the recordings as required.
- It is important that learners are clear who their intended audience is – the language used with peers may differ from that used to address an adult audience.
- If the logistics of assessing a whole class in one session is impractical, the class could be divided into smaller groups and the assessments ranged over a longer period.
- The purpose of the learner's presentation has a bearing on the approach used – whether it is to **inform, persuade or describe**.

AMPLIFICATION FOR TEACHING



Individual Researched Presentation – Theme 1: Wales

Select the image (left) for suggested examples of activities. You will also find tasks and achievement to exemplify each Band (using "The World of Work" theme for context).

Presentations could be focused over a period of approximately two weeks, with the first week devoted to preparation under limited supervision and the second week being used for the presentations. The time limit of **5-7 minutes**, including questions, makes this feasible.

If a student performs particularly poorly, they should be given another opportunity to make a presentation at a different time and on a different topic.

Possible Presentation Ideas:

- Persuading an audience (to be decided upon) to visit your local area.
- The pros and cons of being Welsh.
- One place in Wales you should visit – promoted to someone from another part of the United Kingdom.
- Should all students and teachers be able to speak Welsh?

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

Task 1 – Individual Researched Presentation – Theme 2: Leisure

Key Points:

- Task 1 has a weighting of 10% within the overall qualification.
- The important skills to teach are those of ordering the material to be used and how to use very brief notes/bullet points as an *aide memoire*. You should be mindful of the fact that these must be retained at the end of the presentations and sent with the recordings as required.
- It is important that learners are clear who their intended audience is – the language used with peers may differ from that used to address an adult audience.
- If the logistics of assessing a whole class in one session is impractical, the class could be divided into smaller groups and the assessments ranged over a longer period.
- The purpose of the learner's presentation has a bearing on the approach used – whether it is to **inform, persuade or describe**.

AMPLIFICATION FOR TEACHING



Individual Researched Presentation – Theme 2: Leisure

Select the image (left) for suggested examples of activities. You will also find tasks and achievement to exemplify each Band (using "The World of Work" theme for context).

Presentations could be focused over a period of approximately two weeks, with the first week devoted to preparation under limited supervision and the second week being used for the presentations. The time limit of **5-7 minutes**, including questions, makes this feasible.

If a student performs particularly poorly, they should be given another opportunity to make a presentation at a different time and on a different topic.

Possible Presentation Ideas:

- Persuading your peers to take up a sport or hobby.
- Promoting your local leisure centre or activity centre for those who might not use it.
- Persuading your audience to read a particular book or play a particular game.
- Describing a holiday experience or your sporting hero/heroine.

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

Task 1 – Individual Researched Presentation – Theme 3: World of Work

Key Points:

- Task 1 has a weighting of 10% within the overall qualification.
- The important skills to teach are those of ordering the material to be used and how to use very brief notes/bullet points as an *aide memoire*. You should be mindful of the fact that these must be retained at the end of the presentations and sent with the recordings as required.
- It is important that learners are clear who their intended audience is – the language used with peers may differ from that used to address an adult audience.
- If the logistics of assessing a whole class in one session is impractical, the class could be divided into smaller groups and the assessments ranged over a longer period.
- The purpose of the learner's presentation has a bearing on the approach used – whether it is to **inform, persuade or describe**.

AMPLIFICATION FOR TEACHING



Individual Researched Presentation – Theme 3: The World of Work

Select the image (left) for suggested examples of activities. You will also find tasks and achievement to exemplify each Band (using "The World of Work" theme for context).

Presentations could be focused over a period of approximately two weeks, with the first week devoted to preparation under limited supervision and the second week being used for the presentations. The time limit of **5-7 minutes**, including questions, makes this feasible.

If a student performs particularly poorly, they should be given another opportunity to make a presentation at a different time and on a different topic.

Possible Presentation Ideas:

- The benefits of taking part in work experience..
- Ambitions for the future in work.
- My dream job.
- The value/appeal of apprenticeships.

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[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

Task 1 – Individual Researched Presentation – Theme 4: The World of Science/Technology

Key Points:

- Task 1 has a weighting of 10% within the overall qualification.
- The important skills to teach are those of ordering the material to be used and how to use very brief notes/bullet points as an *aide memoire*. You should be mindful of the fact that these must be retained at the end of the presentations and sent with the recordings as required.
- It is important that learners are clear who their intended audience is – the language used with peers may differ from that used to address an adult audience.
- If the logistics of assessing a whole class in one session is impractical, the class could be divided into smaller groups and the assessments ranged over a longer period.
- The purpose of the learner's presentation has a bearing on the approach used – whether it is to **inform, persuade or describe**.

AMPLIFICATION FOR TEACHING



Individual Researched Presentation – Theme 4: The World of Science/Technology

Select the image (left) for suggested examples of activities. You will also find tasks and achievement to exemplify each Band (using "The World of Work" theme for context).

Presentations could be focused over a period of approximately two weeks, with the first week devoted to preparation under limited supervision and the second week being used for the presentations. The time limit of **5-7 minutes**, including questions, makes this feasible.

If a student performs particularly poorly, they should be given another opportunity to make a presentation at a different time and on a different topic.

Possible Presentation Ideas:

- Why study science?
- The dangers and advantages of using social media sites.
- Will robots take over?
- The impact of popular presenters such as Brian Cox on the image of science.

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[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

Task 1 – Individual Researched Presentation – Theme 5: Citizenship

Key Points:

- Task 1 has a weighting of 10% within the overall qualification.
- The important skills to teach are those of ordering the material to be used and how to use very brief notes/bullet points as an *aide memoire*. You should be mindful of the fact that these must be retained at the end of the presentations and sent with the recordings as required.
- It is important that learners are clear who their intended audience is – the language used with peers may differ from that used to address an adult audience.
- If the logistics of assessing a whole class in one session is impractical, the class could be divided into smaller groups and the assessments ranged over a longer period.
- The purpose of the learner's presentation has a bearing on the approach used – whether it is to **inform, persuade or describe**.

AMPLIFICATION FOR TEACHING



Individual Researched Presentation – Theme 5: Citizenship

Select the image (left) for suggested examples of activities. You will also find tasks and achievement to exemplify each Band (using "The World of Work" theme for context).

Presentations could be focused over a period of approximately two weeks, with the first week devoted to preparation under limited supervision and the second week being used for the presentations. The time limit of **5-7 minutes**, including questions, makes this feasible.

If a student performs particularly poorly, they should be given another opportunity to make a presentation at a different time and on a different topic.

Possible Presentation Ideas:

- The case for votes for those aged 16?
- A speech for a 'mock' election, representing either a mainstream party or a party devised by the students.
- Should all students study citizenship?
- Should every local council have at least one member aged under 18?

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

EXAMPLES OF POSSIBLE ACTIVITIES

Example Activities:

- As a preparatory activity, students could be divided into groups of between two and four and each group could be given a different theme to consider. Within a short time of approximately five minutes, they should think of as many related ideas as possible. These could then be shared with the whole group to provide ideas for the whole range of themes if desired.
- In the period before formal assessments can be made, it would be advisable for learners to be given the opportunity to take part in tasks in order to learn the appropriate techniques and to be able to evaluate their performance. This would also provide an opportunity to record students' work and moderate this within the centre, using the revised criteria.
- It is important that students are given the opportunity to learn how to make a successful presentation. This could be through viewing of exemplar standardising material or observations within their own groups. Use of clips from presentations made by politicians or other resources found on social media websites could also be helpful in showing both how - and how not - to give a successful presentation.
- It is also important that the audience is aware of how to ask pertinent questions. Closed questions are generally unhelpful. You may wish to be involved in either asking questions or in selecting learners to pose questions. It may be that if the subject of the presentation is known in advance, learners could think of possible questions beforehand. It may also be the case that questioning is not appropriate if the student is working in a very formal situation.

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

EXAMPLES OF POSSIBLE TASKS AND ACHIEVEMENT TO EXEMPLIFY EACH BAND

Examples of Possible Tasks and Achievement to Exemplify each Band (Using the Theme "The World of Work"):

Band 1

A simple, quite brief outline of the student's own work experience. Answers to questions would be simple and straightforward. Register and accuracy of language will be limited.

Band 2

A more structured outline of the student's own work experience, giving some details. Answers to questions more detailed though still straightforward. Register and accuracy of language will show some range and awareness.

Band 3

Give a more detailed account of work experience, including some comments about good and bad aspects of the experience. Some clarity and an awareness of the intended audience.

Answers to questions more thoughtful and able to convey more than one aspect. Register and accuracy of language will show more precision.

Band 4

Confidently convey aspects of the value – and disadvantages – of work experience, using some detail and showing some analysis of the experience. Adapt language to the needs of the audience. When questioned, show the ability to synthesise information and respond to more complex ideas. Register and accuracy of language will be varied and consistent.

Band 5

Show coherence in giving information and evaluating opinion concerning both the value of work experience and the potential disadvantages. Refer to aspects beyond the student's own experience. When answering questions, show ability to highlight detail and prioritise information whilst having an assured engagement with the audience.

Register and accuracy of language will show a wide range of ambitious and appropriate vocabulary wholly suited to the audience.

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[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

Task 2 – Responding and Interacting

Key Points:

- Task 2 has a weighting of 10% within the overall qualification.
- Initial stimuli should be given to learners a week before the assessments are to be made. There should be an opportunity for learners to discuss the materials and undertake additional research to support their intended arguments.
- Preparation for task 2 could take the form of research online, reading newspapers or magazines, listening to/watching news programmes or speaking to family members/other adults/peers to consolidate ideas.
- It may be that taking a particular stance on the issue – say from a particular person's viewpoint – could stimulate more discussion.
- It is important that learners have the opportunity to practise the skills of listening and responding to others' ideas as well as ensuring that their voices are heard.
- Learners are encouraged to refer to additional relevant matters, which might well have a local emphasis.

AMPLIFICATION FOR TEACHING



Responding and Interacting (Group Discussion)

Select the image (left) for suggested examples of activities. You will also find tasks and achievement to exemplify each Band (using "Crime in Wales").

WJEC will provide a choice of three sets of stimuli from September 2016. These will be refreshed annually and will take the form of written and/or visual stimuli based on current issues.

It is important that the discussion does not become a rehearsed presentation of ideas which students have planned beforehand. To this end, it may be that the teacher could intervene at some point to raise a controversial point of view.

As the teacher you are allowed, if necessary, to stimulate discussion, encourage a change of direction for the discussion, ask a learner to provide evidence to corroborate ideas or develop an argument and ensure that all learners are given an opportunity to respond.

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

PREPARATION FOR TASK 2

The initial process should involve students considering some, or all, of the points suggested along with the Stimulus Material. For example, the exemplar material on the topic of "*Crime in Wales*" suggests initial discussion on some or all of the following:

- The effects low level crimes such as anti-social behaviour, littering, graffiti, etc. have on communities.
- There should be tougher penalties for criminals, particularly for those committing serious crime.
- If people were allowed to carry guns, Wales would be a safer place to live.
- We live in a very dangerous world and therefore we should be able to take the law into our own hands.

Initial discussion could be done in pairs or small groups and the responses shared with the whole group. From these beginnings, individual learners should decide on their point of view.

You may decide to select students to work together in order to stimulate more spontaneous talk or students may decide to work within a group of their own choosing.

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

EXAMPLES OF POSSIBLE TASKS AND ACHIEVEMENT TO EXEMPLIFY EACH BAND

Using Exemplar Stimulus Material (1) – Crime in Wales

Topic: *The effects low level crimes such as anti-social behaviour, littering, graffiti, etc. have on communities.*

Band 1

Contributions are brief and simple, such as unsupported opinion about anti-social behaviour. Listens to the contributions of others in the group and make simple brief responses to them. Ask one or two simple questions. Register and accuracy of language will be limited.

Band 2

Make some specific and relevant contributions, especially at key points such as the impact on local areas where there is anti-social behaviour. Ask for explanation of points and further detail. Respond to opinions others have. Register and accuracy of language will show some range and awareness.

Band 3

Discuss the ideas in some detail, giving examples of littering or graffiti from their own experience. Introduce new ideas which move the discussion forward. Refer to detail when responding to others. Register and accuracy of language will be varied and consistent.

Band 4

Make confident and purposeful contributions, discussing in detail the reasons for anti-social behaviour and littering and the impact on communities. Challenge the views of others and ask purposeful questions. Help to sustain the discussion. Register and accuracy of language will be varied and consistent.

Band 5

Make mature and perceptive contributions, perhaps suggesting the causes of and remedies for antisocial behaviour. Listen carefully and develop the discussion through perceptive listening to others and encouraging differing views. Summarise where necessary. Register and accuracy of language will show a wide range of ambitious and appropriate vocabulary wholly suited to the audience.

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

KEY ASPECTS OF THE SPECIFICATION FROM 2015

READING

AREA OF STUDY	DESCRIPTION
<u>Low Tariff Questions</u>	Guidelines for answering multiple choice questions, with links to sample tasks and example activities.
<u>Summarising Skills</u>	Guidelines for summarising skills, with links to sample tasks and example activities.
<u>How Questions</u>	Guidelines for analysis of writers' techniques, with links to sample tasks and example activities.
<u>Impressions</u>	Guidelines for evaluating and reflecting, with links to sample tasks and example activities.
<u>Synthesis</u>	Guidelines for introducing the idea of synthesis, with links to sample tasks and example activities.
<u>Comparing Content and Ideas/Perspectives Across Texts</u>	Guidelines for comparing content and ideas/perspectives across texts, with links to sample tasks and example activities.
<u>Editing Activities</u>	Guidelines for editing activities, with links to sample tasks and example activities.

AREA OF STUDY

Lower tariff questions

- Multiple choice questions
- Explaining word meaning
- Location questions

Key Points:

- Learners will be asked a minimum of three multiple choice questions on both Units 2 and 3.
- Multiple choice questions can test a range of different reading skills and students will be given between four or five possible answers to choose from.
- Learners ought to be given plenty of opportunities to work through a range of different multiple choice question types so they are familiar with the type of distractors which may be used.
- Multiple choice questions can be used to test a number of different skills including:
 - Locating correct information
 - Deducing word meaning
 - Using verbal reasoning skills
 - Understanding of texts (in context)

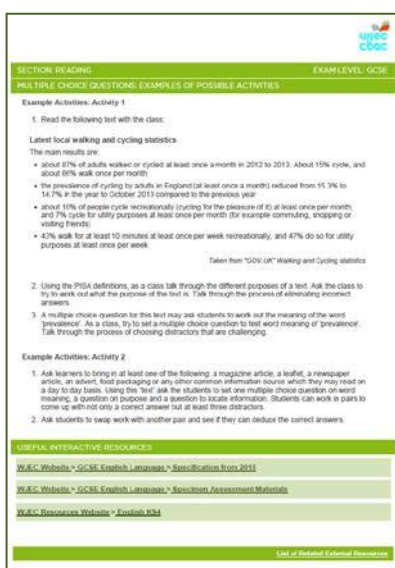
AMPLIFICATION FOR TEACHING

Multiple Choice Questions: Techniques for Answering

Select the image (left) for suggested examples of activities related to Multiple Choice Questions.

Students should always be encouraged to locate the correct text/area of a text before attempting to answer a multiple choice question. Once they have done this, if the information is contained within the text, they must, as a minimum, read the sentence in which the information can be found so they are able to contextualise what they have read and detect any possible clues that may help when answering a question.

Sometimes a student may pick up on the correct answer almost immediately and may only need to have a cursory glance at the options included as answers for the question. Sometimes students may have to work through all of the possible answering and eliminate those which are not correct.



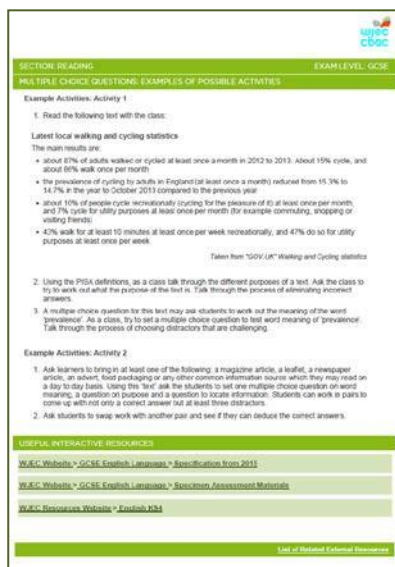
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USEFUL INTERACTIVE RESOURCES

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[WJEC > GCSE English Language > Specimen Assessment Materials](#)

Lower tariff questions



Teaching points to consider:

- Presentation of answers
 - Candidates are not always clear about which answer they have selected
 - Candidates who tick more than one box will be awarded 0
 - Candidates lose marks due to lack of clarity
- Taking care with corrections
 - If candidates need to correct an answer they must make sure their answer is clear
- Use verbal reasoning skills/reading in context
 - Verbal reasoning is the use of words to solve a problem - reading in context will help
 - Candidates can use synonyms/antonyms to help them
 - Being widely read with an extensive vocabulary is useful
 - Need to read the question and relevant section of text very closely
 - Skim reading is only helpful for locating the correct section of text for this type of question
- Elimination of distractors
 - Avoid crossing out the entire distractor
 - If uncertain, candidates should work through and discount some answers thus increasing their chance of selecting the right option

Possible Question Types:

- Only one of the following is a fact about woodlands, which one is it?
- What does the following word mean...?
- How many people have been known to travel by train at any given time in the UK?
- What is the purpose of this text?
- Which category of people walk to work most frequently?

MULTIPLE CHOICE QUESTIONS EXAMPLES OF POSSIBLE ACTIVITIES

Example Activities: Activity 1

1. Read the following text with the class:

Latest local walking and cycling statistics

The main results are:

- about 87% of adults walked or cycled at least once a month in 2012 to 2013. About 15% cycle, and about 86% walk once per month
- the prevalence of cycling by adults in England (at least once a month) reduced from 15.3% to 14.7% in the year to October 2013 compared to the previous year
- about 10% of people cycle recreationally (cycling for the pleasure of it) at least once per month, and 7% cycle for utility purposes at least once per month (for example commuting, shopping or visiting friends)
- 43% walk for at least 10 minutes at least once per week recreationally, and 47% do so for utility purposes at least once per week

Taken from "GOV.UK" Walking and Cycling statistics

2. A multiple choice question for this text may ask students to work out the meaning of the word 'prevalence'. As a class, try to set a multiple choice question to test word meaning of 'prevalence'. Talk through the process of choosing distractors that are challenging.

Example Activities: Activity 2

1. Ask learners to bring in at least one of the following: a magazine article, a leaflet, a newspaper article, an advert, food packaging or any other common information source which they may read on a day to day basis. Using this 'text' ask the students to set one multiple choice question on word meaning, a question on purpose and a question to locate information. Students can work in pairs to come up with not only a correct answer but at least three distractors.
2. Ask students to swap work with another pair and see if they can deduce the correct answers.

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

[WJEC Resources > English KS4](#)

Example Activities: Activity 2



the Power of Sleep

6 side effects of sleep deficiency

- 1 Long-term mood disorders**
Chronic sleep debt can lead to disorders such as depression and anxiety.
- 2 Sickness**
Prolonged lack of sleep can disrupt your immune system, making it harder to fend off bugs. Once you're sick, lack of sleep can make it harder to recover.
- 3 Diabetes**
Studies suggest people who sleep less than five hours a night have an increased risk of having or developing diabetes.
- 4 Infertility**
Sleep disruptions can result in trouble with conceiving.
- 5 Weight gain**
Studies show people who sleep less than seven hours a day are 30 percent more likely to be obese.
- 6 Heart disease**
Long term sleep deprivation is associated with an increased heart rate, blood pressure issues and higher levels of chemicals that are linked to inflammation.

So, how many hours should you be getting?

Age Group	Recommended Sleep (hours a day)
Newborns	16-18
Pre-school children	11-12
School-age children	10
Teens	9-10
Adults	7-8

Each year, at least **4,000 crashes** and **300 deaths** in the United Kingdom are related to **falling asleep while driving.**

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USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

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MULTIPLE CHOICE QUESTIONS EXAMPLES OF POSSIBLE ACTIVITIES

Example Activities: Activity 2 (continued)

A range of different multiple-choice questions can be asked about a text. The following are possible questions that candidates may face.

1. Which of the following definitions best explains the meaning of the phrase, ‘the power of sleep’? [1]
 - a) sleep that allows you to rest for longer
 - b) sleep is hugely beneficial
 - c) sleep can cure all health problems
 - d) sleep prevents accidents and injuries

2. Which of the following phrases about sleep deprivation and heart disease is not true? [1]
 - a) sleep deprivation can cause inflammation
 - b) sleep deprivation can increase blood pressure issues
 - c) sleep deprivation can increase your heart rate
 - d) sleep deprivation can increase hormone levels

3. The writer tells us that a lack of sleep makes it ‘harder to fend off bugs’. Which of the following phrases best describes the meaning of this phrase? [1]
 - a) to push or send away something that is unwanted
 - b) to be offended by something or someone
 - c) to attract bugs and viruses to a person
 - d) to have an effective immune system
 - e) to continually suffer from insect bites

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EXPLAINING WORD MEANING

Key points:

- Candidates are often asked to explain the meaning of a word/phrase, which has been taken from one of the texts.
- These questions require candidates to look at the specific word/phrase and write down what it means
- The word/phrase in question will usually be signposted with quotation marks which will help candidates to isolate exactly what they need to explain.
- Candidates need to understand the difference between ‘mean’ and ‘imply/suggest’ when it comes to this question type.
- If a phrase is used, candidates must consider all words in their explanation.
- While it is useful to read the sentences which surround the word/phrase to help candidates understand the context, these should not be copied down in place of an explanation.

Example Activities: Activity 1

Read the excerpt from ‘Britain’s appalling manners are turning me into my father’. Several word-meaning questions will follow. It is good practice to constantly use texts to explore meaning and any texts from past papers or class reading can be used. Word meaning questions can be taken from both continuous and non-continuous texts.

Text 1

Britain’s appalling manners are turning me into my father

Spitters, seat-hoggers, queue-jumpers, excessive phone-users and please and thank-you abusers: we’ve become a nation of poorly mannered and ungrateful people.

I had an unfortunate encounter with some young people last week. I was on my lunch break from work, taking my usual stroll for a sandwich, when I was approached by a couple of kids in their late teens. “Which way’s the shopping centre?” one of them asked. “Well ...” I replied, “you’ve basically got two options. There’s one back there, on your left, past the station – or else if you carry on down here and cross the road ...” I didn’t get any further. They both walked off without another word. Even a thumbs-up would have been nice.

It left me fuming. Do people not say “thank you” anymore? What happened to basic good manners? Are we now living in a society where even the most cursory token of polite appreciation is considered not worth bothering with?

And then I stopped. I’m turning into my dad, I thought. That is precisely the kind of reaction my dad would have had. It was only a thank-you. Except – maybe it wasn’t. And maybe my dad was right. It’s not just the teenagers: it’s everywhere.

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EXPLAINING WORD MEANING

When was the last time you caught a train and there wasn't someone's bag occupying a seat? How often are pregnant ladies or the elderly forced to stand, as perfectly able people enjoy a sit down? Then there are those who don't let other passengers off the train first, before barging in themselves. Those who cycle on the pavement – or drive their cars in cycle lanes. People who walk three-abreast, forcing everyone else into the road; people who don't clean up after their dogs – or who let their dogs run around in areas of the park designated "no dogs". People who sneeze without covering their mouth, who talk with their mouth full. People who drop litter. Spitters. Spitters! In some parts of the country, there are even "no spitting" signs on buses. Do we really need to ask people not to spit?

The problem is, these are not extraordinary events – and those perpetrating them are not extraordinarily bad people. Individually none of it may even seem that important, in the grand scale of things. But they collectively add up to something greater than the sum of their parts: they're all illustrations of what happens when people start to take the attitude of: I'm better than you. Your needs, concerns or welfare are of no importance to me. Screw you – I'm alright, Jack.

It's not about snobbery, and it has nothing to do with class, or breeding, or culture. It's simply about being nice. About not just thinking of ourselves all the time. And the problem is, we're getting inured to it. We've stopped noticing these everyday lapses of common civility, we've started accepting bad manners as the norm. People don't say thank-you anymore – because nobody's really expected to.

And when we do suddenly open our eyes to it we feel ... like we're turning into our dads. Well you know what? I can think of worse things. My dad would have been cross by the lack of a thank-you. He would have been outraged by seat-hoggers and train-bargers and queue-jumpers. He would have despaired over the fact that people ignore signs telling them not to let their dogs play in the children's area of the park. He would have been incredulous that we actually need to tell people not to spit in public.

As for people who talk down to shopworkers and restaurant staff – or worse, show contempt by actively ignoring them ... He would have been saddened that we'd come to such a sorry state. And on every count, he'd have been right. If turning into my dad means refusing to accept that bad manners are acceptable, then bring it on, I say. Because the alternative is far worse.

Dominic Utton

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EXPLAINING WORD MEANING

Questions:

1. What does the writer mean when he refers to ‘excessive phone-users’? [1]
2. The writer refers to ‘the most cursory token’, what does the word ‘cursory’ mean? [1]
3. The writer refers to ‘perpetrating’, explain what this means? [1]
4. What does the writer mean when he uses the phrase, ‘something greater than the sum of their parts’? Use the context of the passage to help you. [1]
5. The writer mentions that we are becoming ‘inured’ to bad manners. Explain what the word ‘inured’ means. [1]
6. From the following sentence, ‘He would have been incredulous that we actually need to tell people not to spit in public’ explain what the word ‘incredulous’ means. [1]

Example Activities: Activity 2



PERSONAL HYGIENE RULES

1. Bath or shower frequently, where possible every day.
2. Avoid undesirable habits:-
 - Spitting
 - Smoking
 - Nail biting
 - Picking nose
 - Licking fingers
 - Coughing and sneezing over food
 - Not washing hands after visiting the toilet
3. You must wash your hands:-
 - Before starting work
 - Before and after touching raw food
 - Before touching cooked food
 - After visiting the toilet
 - After touching refuse
 - After smoking or eating
4. Have all cuts and sores covered with waterproof blue dressing.
5. Do not wear jewellery other than plain wedding band.
6. Do not wear false eye lashes, finger nails or nail varnish.
7. Keep finger nails clean and short.
8. You must wear clean protective clothing that is correctly fastened and right for the job you are doing.
9. You must report all sickness to your Supervisor.
10. Keep to the above rules, your job or life could depend upon it.

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EXPLAINING WORD MEANING

Questions:

1. What is meant by the term 'hygiene'? [1]
2. The poster refers to 'undesirable habits', explain the meaning of this phrase. [1]
3. The poster refers to 'touching refuse'. In the context of the passage, what does this mean? [1]

Example Activities: Activity 3

1. Ask pupils to bring in a book, magazine, newspaper, packaging etc. of their choice. They need to select two or three words or phrases from their 'text' and can ask a partner or small group to explain what it means. Asking candidates to constantly explore the meaning of language builds their confidence for the examination.
2. In June 2018, candidates were asked to explain the meaning of the phrase, 'selfie taking has exploded'. A number of candidates were unsuccessful as their explanation simply did not do justice to the size and scale of an explosion (words such as 'big...increase...' were insufficient. In pairs, ask pupils to list five different ways to explain the word 'explosion' to ensure they capture its size and magnitude.

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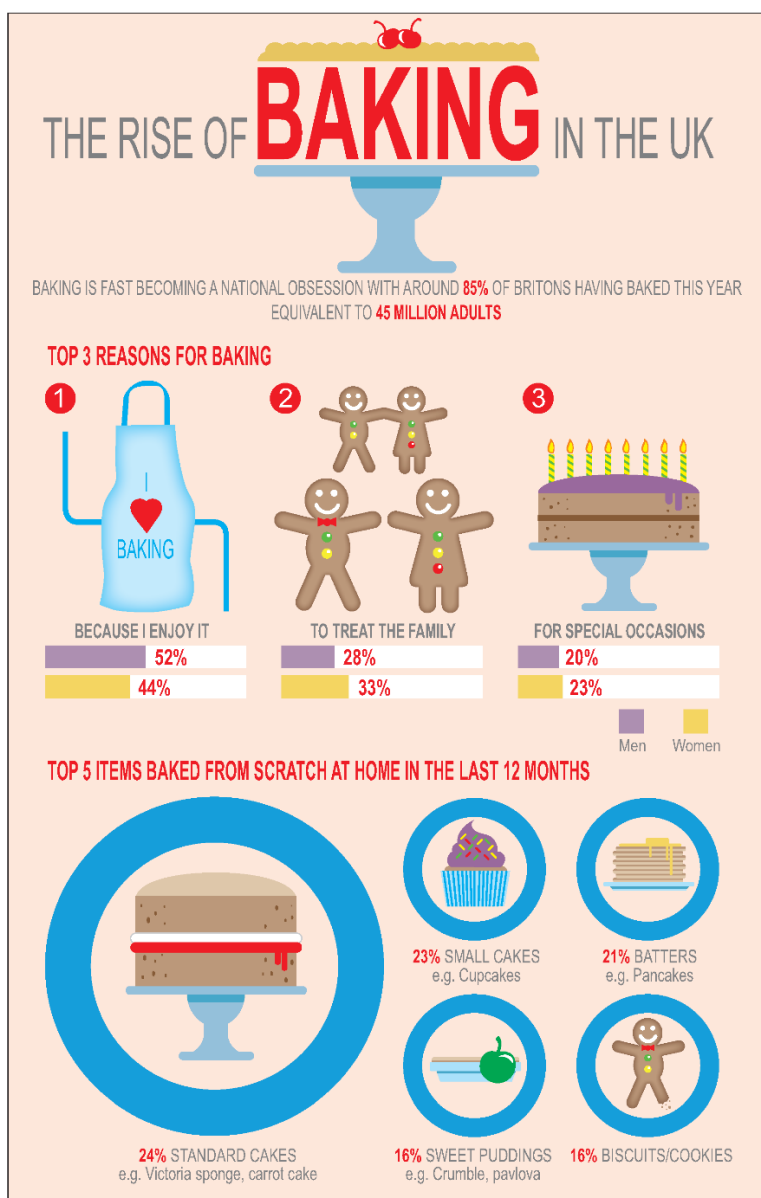
LOCATING INFORMATION

Key Points:

- Location questions require candidates to find information from a text and to write it into their answer booklet.
- Location questions do not require any additional information or explanation.
- Unless specified, it is perfectly acceptable to copy down a word or phrase from the text.
- Candidates should always ensure that they have included enough detail to fully answer the question.
- Candidates should check the mark tariff for the question as this will guide them when working out how many points to include.
- Location questions can be asked throughout the reading section as the demand of question types varies throughout.

Example Activities: Activity 1

Candidates are often given some location questions based on the first text they face in the examination. This is often a non-continuous text. Read the text carefully and answer the questions that follow:



Continued on next page

LOCATING INFORMATION

1. How many British people are said to have baked this year? [1]
2. What is the second most popular reason people give for baking? [1]
3. Write down one example of a sweet pudding and one example of a standard cake. [2]
4. What percentage of women bake for special occasions? [1]

Reading the question carefully is essential. Subtle indicators in the questions above like ‘how many’ (not percentage), ‘women’ (rather than men) and ‘second most popular reason’ require close reading and, if ignored, will result in candidates losing marks.

Example Activities: Activity 2

David Beckham: my life as a touchline dad

David Beckham is lost in his thoughts as he gazes across the indoor track at the Lee Valley Athletics Centre. He has arrived two hours early for the training session he will oversee with 170 children and, ahead of the chaos that will inevitably follow, it is a rare moment of calm before the hard work and responsibility begins. “Kids love stuff like this but, for me, it’s both challenging and personally exciting,” he says. “To be a part of this is inspiring. It’s like the feeling when you first get taken to a football match and you walk out and see the pitch.”

Days like this are an increasingly common part of Beckham’s life. After 22 years, 115 games for England and 10 league titles in four different countries, Beckham is enjoying a new chapter as a former professional footballer and is as enthusiastic as ever about sport. You do not need long in his company to understand his priorities. He speaks almost continuously of his own four children’s sporting activities but also about his wider ambition to inspire young people to lead more healthy lives. “I know how important it is to get kids to eat the right things, to drink the right things, to stay healthy, to stay fit, to get off their Xbox and into a park where they are kicking a football or running around.”

As a player, Beckham’s work ethic was arguably a bigger asset than even his famed right foot and he is approaching his work as an ambassador for Sainsbury’s Active Kids campaign with his usual tenacity. “Sport has brought me so much joy. It is a big part of my life,” he says. “I pick things like this because it is inspiring for kids when athletes from past and present turn up, talk to them and are part of their day. I remember how inspiring it was to meet players like Bobby Charlton or Bryan Robson when I was a kid.”

1. How many children attended the Lee Valley Athletics training session? [1]
2. List three things that David Beckham thinks are important for children. [3]
3. What inspired David Beckham as a child? [1]
4. Give three reasons why David Beckham is involved in children’s sport. [3]

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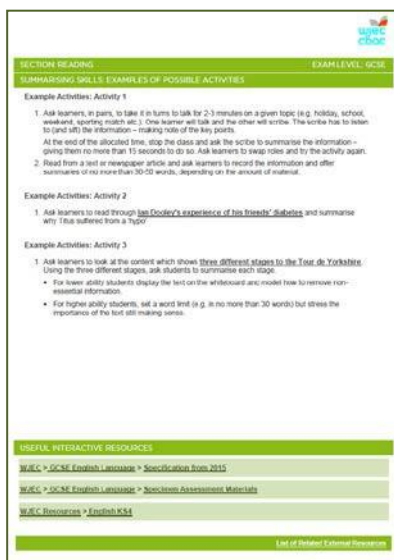
AREA OF STUDY

Summarising Skills

Key Points:

- Learners should know that a summary is a brief document or statement that gives the main points of something. It is a shortened version of a longer text which is written up in the reader’s own words.
- Summaries are an excellent way of testing learners’ understanding of what they have read.
- Summary skills are particularly useful in English as they help students with the following:
 - Understanding the main points in a text
 - Producing an overview of a text
 - Presenting information
 - Gathering information during research

AMPLIFICATION FOR TEACHING



Producing a Summary

Select the image (left) for suggested examples of activities related to summarising skills.

Sometimes a summary may ask for specific information. Students may be required to read through a text and summarise why something happened or what a person felt about an event. When producing this type of summary the key skills required are exactly the same – focusing on key information and brevity.

How to produce a summary:

- Read through the text closely and highlight any key or main ideas
- Look at topic sentences as these may help summarise the information within a paragraph
- Look at the highlighted words and phrases and see if any of these are duplicated or can be linked together
- Try to combine the highlighted words/phrases into your own words
- Do not add any additional information/ideas or opinions
- Keep notes brief or use bullet points

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SUMMARISING SKILLS EXAMPLES OF POSSIBLE ACTIVITIES

Example Activities: Activity 1

1. Ask learners, in pairs, to take it in turns to talk for 2-3 minutes on a given topic (e.g. holiday, school, weekend, sporting match etc.). One learner will talk and the other will scribe. The scribe has to listen to (and sift) the information – making note of the key points.

At the end of the allocated time, stop the class and ask the scribe to summarise the information – giving them no more than 15 seconds to do so. Ask learners to swap roles and try the activity again.

2. Read from a text or newspaper article and ask learners to record the information and offer summaries of no more than 30-50 words, depending on the amount of material.

Example Activities: Activity 2

1. Ask learners to read through [Jan Dooley's experience of his friends' diabetes](#) and summarise why Titus suffered from a 'hypo'

Example Activities: Activity 3

1. Ask learners to look at the content which shows [three different stages to the Tour de Yorkshire](#). Using the three different stages, ask students to summarise each stage.
 - For lower ability students display the text on the whiteboard and model how to remove non-essential information.
 - For higher ability students, set a word limit (e.g. in no more than 30 words) but stress the importance of the text still making sense.

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SUMMARISING SKILLS EXAMPLES OF POSSIBLE ACTIVITIES

Titus

When I was 18, I left home to go to College in Nottingham. One of the first people I met was a lad from Norwich called John Oates, who was nicknamed Titus. We had a lot of common interests and soon became good friends. Titus told me that he was Type 1 diabetic and explained to me what this meant. He told me that he had to make sure that he took insulin injections three times a day, and always had to eat at regular times. He explained that, if he did not, his blood sugar would drop and he might suffer a 'hypo'. He gave me a small bottle of Lucozade and a packet of jelly babies, and told me to always keep them with me in case he suffered a 'hypo'.

I will never forget the day we decided to go into Nottingham. We were offered a lift into town but we had to go immediately, missing our dinner. We were both keen swimmers, so made an unplanned visit to the baths and raced each other in the pool for almost half an hour. We were exhausted after this and decided to relax and have a few beers. Titus said he was very hungry and kept saying that he must eat, but the only food in the pub was peanuts, which neither of us liked. He insisted we get another drink, and I was getting a little concerned that we were drinking too much.

It was then that I noticed Titus was acting strangely: he was sweating heavily and he started to shake and tremble. He went really pale and started behaving oddly. I asked him what was wrong but he told me to shut up or he would punch me. When I looked shocked he burst into tears and said he was feeling dizzy and weak. I asked him if he had taken his insulin, but he seemed confused. He had difficulty concentrating on what I was saying, he was slurring his words, and when he was looking at me he was clearly having difficulty in focusing. I finally realised that all of this unusual behaviour was because his blood sugar level was low, and he was showing the early signs and symptoms of suffering from a 'hypo'.

Fortunately I remembered what to do: I made him drink the bottle of Lucozade I had with me and insisted he ate some of the jelly babies I had also brought. I asked the barman to keep an eye on Titus while I went and bought a banana and two cheese sandwiches from the shop next door. When I returned I made sure he ate all the food and finished the drink I had bought him. In a short while he had calmed down. The palpitations he was suffering, another early sign of a 'hypo', stopped. Eventually we laughed about it and decided to go home.

I stayed friends with Titus for many years until he married and went to Australia to teach. We had many good times together, but I have never forgotten that day we went swimming and the importance of that bottle of Lucozade and those jelly babies.

Ian Dooley

USEFUL INTERACTIVE RESOURCES

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SUMMARISING SKILLS EXAMPLES OF POSSIBLE ACTIVITIES

We are proud to announce the route of the first ever Tour de Yorkshire:



Stage One

Stage One will start in seaside town of Bridlington and 174km later finish further up the coast in Scarborough. The riders, from all over the world, will pass through spectacular coastal scenery and the iconic North York Moors landscapes. From the start line in Bridlington the riders will head along the Flamborough Head Heritage Coast before turning away from the coast into the North York Moors National Park, through Dalby Forest and towards Pickering. They'll then take a spectacular journey back to the coast at Whitby, and then south to Robin Hood's Bay with the ultimate race to the finish line on the seafront at Scarborough.



Stage Two

Stage Two will see the race start outside the imposing Selby Abbey. The route takes in much of the Yorkshire Wolds, and from Selby will take the peloton towards Market Weighton, through North Newbald and on to Beverley, where they will turn north to Malton, then on to Stamford Bridge. Spectators will have the chance to see a circuit of York and organisers are hoping for a dramatic finish in the town. And as part of the legacy of the Tour de France to get more women cycling there will also be a dedicated women's event on a circuit through York on day 2, the 2nd May.



Stage Three

Stage Three will see the peloton make a return to some of the roads raced in the 2014 Yorkshire Grand Départ of the Tour de France, only with a twist; starting in Wakefield, riders will travel south to Barnsley before heading to Holmfirth where they pick up the Grand Départ route in reverse, racing to Ripponden before riding the iconic Cragg Vale – which in the Tour de France was the country's longest continual climb and now becomes the longest continual descent. The riders will then make their way to Hebden Bridge, Oxenhope and through the famous cobbled streets of Haworth, one of the most iconic images of the Tour de France in Yorkshire. After a steep climb at Goose Eye the riders will once again see Ilkley, with the famous climb up the Cow & Calf before a sprint point at Arthington and then what is expected to be a hugely popular finish line in Roundhay Park in Leeds.

Taken from the [Tour De Yorkshire](#) website

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AREA OF STUDY

How questions

Key Points:

- Learners must ensure that they constantly refer to the question to make sure they remain on task.
- Every claim made should be supported by a reference to the text/textual evidence.
- Where relevant (and to access the top bands), learners need to comment on the writer’s techniques.
- Learners should avoid using technical terminology instead of answering the question (e.g. alliteration makes me read on etc.) and commenting on short sentences.
- Learners should never allow themselves to be driven by a devices spotting approach, instead they should try to answer the question and refer to techniques that complement the points they make.
- The main hurdle to success is the failure to read the question properly. Many candidates try to answer a generic question about persuasion and this severely restricts the number of marks they can be awarded.
- Candidates can be asked ‘how’ questions on both Unit 2 and Unit 3.

AMPLIFICATION FOR TEACHING



Learners can comment on the following areas when referring to a writer’s techniques:

Content – learners should look closely at what is said (facts, figures, examples, quotations etc.) and, if they can, explain and/or comment on these.

Structure – learners should think about the way in which the writer has organised or structured their points. They should think about the ‘steps’ in the argument, do they follow a logical sequence? Does the writer present the problems and then solutions? Do they structure their points to enable the reader to see a contrast or comparison?

Language/Tone – learners should look for the key words and phrases (ensure quotations are clear but not too long) that contribute to the overall effect of the text. They should try to comment on or analyse the effect of the words/phrases they have selected while focusing on the question asked.

When focusing on tone they may examine the overall tone created by individual words or an entire section.

Method – learners should try to identify the ways in which the writer is trying to achieve effects (comparison, scare tactics, putting a positive case, painting a picture of something, using anecdotes etc.)

Pictures – learners often find it difficult to refer to pictures as they are unable to use quotations. When commenting on pictures they should say what is in them and what the effect is.

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AREA OF STUDY

Analysis of Writers' Techniques

Example Activities: Activity 1

Read the text below.

Britain's appalling manners are turning me into my father

Spitters, seat-hoggers, queue-jumpers, excessive phone-users and please and thank-you abusers: we've become a nation of poorly mannered and ungrateful people.

I had an unfortunate encounter with some young people last week. I was on my lunch break from work, taking my usual stroll for a sandwich, when I was approached by a couple of kids in their late teens. "Which way's the shopping centre?" one of them asked. "Well ..." I replied, "you've basically got two options. There's one back there, on your left, past the station – or else if you carry on down here and cross the road ..." I didn't get any further. They both walked off without another word. Even a thumbs-up would have been nice.

It left me fuming. Do people not say "thank you" anymore? What happened to basic good manners? Are we now living in a society where even the most cursory token of polite appreciation is considered not worth bothering with?

And then I stopped. I'm turning into my dad, I thought. That is precisely the kind of reaction my dad would have had. It was only a thank-you. Except – maybe it wasn't. And maybe my dad was right. It's not just the teenagers: it's everywhere.

When was the last time you caught a train and there wasn't someone's bag occupying a seat? How often are pregnant ladies or the elderly forced to stand, as perfectly able people enjoy a sit down? Then there are those who don't let other passengers off the train first, before barging in themselves. Those who cycle on the pavement – or drive their cars in cycle lanes. People who walk three-abreast, forcing everyone else into the road; people who don't clean up after their dogs – or who let their dogs run around in areas of the park designated "no dogs". People who sneeze without covering their mouth, who talk with their mouth full. People who drop litter. Spitters. Spitters! In some parts of the country, there are even "no spitting" signs on buses. Do we really need to ask people not to spit?

The problem is, these are not extraordinary events – and those perpetrating them are not extraordinarily bad people. Individually none of it may even seem that important, in the grand scale of things. But they collectively add up to something greater than the sum of their parts: they're all illustrations of what happens when people start to take the attitude of: I'm better than you. Your needs, concerns or welfare are of no importance to me. Screw you – I'm alright, Jack.

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AREA OF STUDY

Analysis of Writers' Techniques

It's not about snobbery, and it has nothing to do with class, or breeding, or culture. It's simply about being nice. About not just thinking of ourselves all the time. And the problem is, we're getting inured to it. We've stopped noticing these everyday lapses of common civility, we've started accepting bad manners as the norm. People don't say thank-you anymore – because nobody's really expected to.

And when we do suddenly open our eyes to it we feel ... like we're turning into our dads. Well you know what? I can think of worse things. My dad would have been cross by the lack of a thank-you. He would have been outraged by seat-hoggers and train-bargers and queue-jumpers. He would have despaired over the fact that people ignore signs telling them not to let their dogs play in the children's area of the park. He would have been incredulous that we actually need to tell people not to spit in public.

As for people who talk down to shopworkers and restaurant staff – or worse, show contempt by actively ignoring them ... He would have been saddened that we'd come to such a sorry state. And on every count, he'd have been right. If turning into my dad means refusing to accept that bad manners are acceptable, then bring it on, I say. Because the alternative is far worse.

Dominic Utton

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AREA OF STUDY

Analysis of Writers' Techniques

Tasks:

1. In pairs, candidates should make a list of the reasons given by Dominic Utton that persuade readers why he thinks people have 'appalling manners.' Include the reasons in a table, like the one below.

Evidence to suggest why Dominic Utton thinks people have 'appalling manners'	Why is this appalling?
Spitters, seat-hoggers, queue-jumpers, excessive phone-users	The list suggests there are multiple offences and they are all unpleasant – he is surprised we have to tell people that these are awful traits.

2. Once the table is complete, ask candidates to go through their lists and consider if any of the reasons selected use techniques to enhance the level of persuasion.
3. Ask pupils to complete the following question using the table above to help them structure their ideas.

'How does Dominic Utton persuade the reader that people have appalling manners?' [10]

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AREA OF STUDY

Analysis of Writers' Techniques

'How does Dominic Utton persuade the reader that people have appalling manners?'

Sample answer 1:

The writer lists many reasons to show us that people have bad manners. He tells us that people are very rude. The writer thinks he is becoming his dad who he agrees with. The writer also persuades us by repeating lots of different things that people do that he thinks are rude.

Commentary:

The answer above was awarded a mark of 2. Ask candidates to reflect on this mark and make a list of things that could be added or changed to improve it.

Sample answer 2:

Manners are integral to society. They cost nothing but mean such a lot to people from all walks of life. A lack of manners is often reflective of a poor upbringing. Throughout the passage, the writer employs a wide range of techniques to persuade the reader to embrace his point of view. Short sentences convey an urgency of opinion and persuade us to believe what he is saying. The use of rhetorical questions highlight that he questions the reasons behind the awful manners that are cited and can't quite believe that they exist. The writer also lists many examples of poor manner and tells us the things that disgust him....

Commentary:

The answer above may include some techniques and some impressive vocabulary, but it does not focus clearly on the question and lacks any examples or supporting evidence. Ask pupils to see where they would add examples and how they could improve.

Sample answer 3

Starting with a list of deeply unpleasant qualities, 'Spitters, seat-hoggers, queue-jumpers....' The writer immediately convinces the reader that people have appalling manners. He then follows this up with 'we've become a nation of poorly mannered and ungrateful people' to really emphasise the fact that these bad manners are like an epidemic that has invaded our nation. In the following paragraph, the short sentence 'They both walked off without another word' confirms how young people are rude and that their manners are appalling. The writer comments, 'Even a thumbs-up would have been nice' to highlight how something extremely simple would make a huge difference compared to the appalling manners we currently have. The rhetorical question, 'What happened to basic good manners?' suggests that good manners are wholly uncomplicated and yet it is appalling that we are unable to use them...

Commentary:

This answer begins well with a clear focus on the question and some well-selected evidence. The candidate mentions techniques, where relevant. Ask candidates if they can expand the answer in this style.

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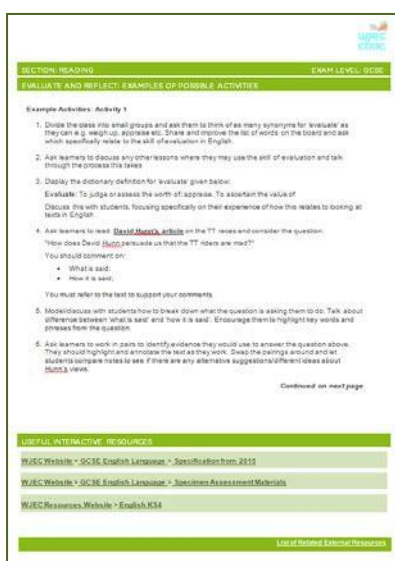
[WJEC Resources > English KS4](#)

Impressions

Key Points:

- Providing a range of valid impressions should be the aim
- Impressions must be supported by appropriate textual references
- Sensible interpretations of the text are essential – an awareness of context is helpful

AMPLIFICATION FOR TEACHING



Select the image (left) for further materials and suggested examples of activities related to impressions type questions.

Learners' responses will require a considered personal judgement, which is informed and evidenced through apt references to the text. At higher levels, responses will also require critical overview and the ability to probe the text with subtlety.

Learners should be given opportunities to consider what impression means and opportunities to investigate the way they form impressions on a regular basis.

USEFUL INTERACTIVE RESOURCES

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[WJEC Resources > English KS4](#)

EVALUATE AND REFLECT EXAMPLES OF POSSIBLE ACTIVITIES

Impressions: Examples of possible activities
Activity 1

1. Discuss with the class the meaning of the word impressions.
2. Consider other subjects or areas of life where they may need to formulate an impression of something or someone.
3. Display a definition of the word 'impression' for the class to see. Two examples are provided below:
 - 'An idea, feeling, or opinion about something or someone, especially one formed without conscious thought.' (Oxford English Dictionary Online)
 - 'Your impression of a person or thing is what you think they are like, usually after having seen or heard them. Your impression of a situation is what you think is going on.' (Collins Online Dictionary)
 Discuss how these explanations of an impression aid an understanding of what an exam answer is looking for.
4. Discuss how impressions are formed through different types of reading.
5. Ask learners to read Paul Birmingham's article on kite-flying and consider the question:
A10 What impressions does Paul Birmingham give about kite-flying in this extract? [5]
6. Model/discuss with students how to break down what the question is asking them to do. Talk about the importance of considering the mark tariff. Encourage them to highlight key words and phrases from the question.
7. Ask learners to work in pairs to identify evidence they would use to answer the question above. They should highlight and annotate the text as they work. Combine or swap pairings so that students can compare notes to see if there are any alternative impressions to consider.

USEFUL INTERACTIVE RESOURCES

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EVALUATE AND REFLECT EXAMPLES OF POSSIBLE ACTIVITIES

Activity 2

1. Ask learners to read Paul Birmingham's article on kite-flying and consider the question:
A10 What impressions does Paul Birmingham give about kite-flying in this extract? [5]
2. On the whiteboard display the following modelled response:

Response 1

The impressions that Paul gives about kite-flying is that it is an exciting thing to do if you have never done it before! Paul said "experienced the thrill of flying a kite," this gives me the impression that flying a kite for the first time exciting. I also get the impression that many people do kite-flying as Paul and his family went to a local kite festival, this shows me that kite flying is rather popular and many people do it. Also, I get the impression from Paul that kite-flying is a family activity and that it is good for children as it gets them out of the house and enjoying the outdoors!

Annotate by ticking/underlining where the impressions are given in this response.

3. Give candidates a copy of the following response and ask them to annotate it to show where the impressions are given.

Response 2

Birmingham gives the impression that kite flying is exciting to watch because he describes the kites flying as 'an awesome spectacle' which engaged himself and his children. He also gives the impression that it is a popular activity because 'a local kite festival' was being held, and as the picture and his list of animal-style kites shows there were many kite flyers present. He also gives the impression that any kite will do – whether it's a handmade 'piece of plastic' or a more extravagant kites gives us the impression that some people take kite flying very seriously.

He also give the impression that anyone can enjoy kite flying because he is desperate to help his children and to participate in the fun. Also, he gives the impression that it's a simple activity because someone as young as three can do it without help required. On the other, kite-flying can be difficult when the strings get tangled up, suggesting that you may need an adult to help at times. He also gives the impression that kite-flying is an often ignored activity because it was on omission from his own 'kiteless childhood' and he questions 'who knew' about the 'joy of kite-flying'.

4. Feedback and discuss the differences between the two answers.

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Synthesis

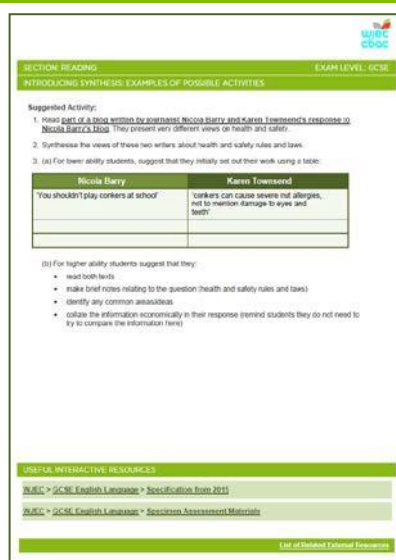
Key Points:

- Synthesis is to bring material together from more than one text to create new material.
- Consider how texts can be used for different purposes. Past papers and teaching extracts used for the previous specification can have value when preparing students for the new specification.
- Learners will be asked to synthesise from two or more texts in either Unit 2 or Unit 3.

Areas to consider:

- There is no need to compare the material they bring together in these answers

AMPLIFICATION FOR TEACHING



The screenshot shows a page titled 'SECTION: READING' and 'EXAM LEVEL: GCSE'. It features a section 'INTRODUCING SYNTHESIS: EXAMPLES OF POSSIBLE ACTIVITIES'. Under 'Suggested Activity', it lists three tasks. Task 1 involves reading two parts of a blog written by Nicola Barry and Karen Townsend. Task 2 asks students to synthesise the views of these two writers about health and safety rules and laws. Task 3 (a) asks for lower ability students to suggest that they initially set out their work using a table. Below this is a table with two columns: 'Nicola Barry' and 'Karen Townsend'. Nicola Barry's text is 'You shouldn't play conkers at school'. Karen Townsend's text is 'Conkers can cause severe nut allergies, not to mention damage to eyes and teeth'. Task 3 (b) asks for higher ability students to suggest that they: read both texts; make brief notes relating to the question (health and safety rules and laws); identify any common assumptions; collate the information economically in their response (emphasising students they do not need to try to compare the information here). At the bottom, there is a section 'USEFUL INTERACTIVE RESOURCES' with links to 'WJEC > GCSE English Language > Specification from 2015' and 'WJEC > GCSE English Language > Specimen Assessment Materials', and a link to a 'List of Related External Resources'.

Select the image (left) for texts and related activities that can be used to introduce the idea of synthesis in the classroom. The texts were included in the accredited Specimen Assessment Materials for this specification but they were used for a different question type.

How to Introduce the Idea of Synthesis:

- Get a general sense (e.g. use 'Thumbometer' or traffic light test) at the beginning of the lesson to see how many pupils already have some understanding of the concept of synthesis.
- Organise groups to mix ability/skill level. Explain that the pupils are going to work out what they are expected to do when using the skills associated with synthesis.
- Give learners excerpts from two texts (these should have some overlap in terms of content/theme). Ask learners to think about why the two texts have been chosen and how the texts can help them understand synthesis.
- Give prompts where necessary e.g.:
 - Ask learners to consider the main focus of each text.
 - How focus is presented – three points for each text.
- Finish with exam type question and ask them to discuss what they think synthesis means.
- Check thumbs again (or use traffic light cards).

USEFUL INTERACTIVE RESOURCES

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[WJEC Resources > English KS4](#)

SYNTHESIS EXAMPLES OF POSSIBLE ACTIVITIES

Activity 1:

1. Read part of a blog written by journalist Nicola Barry and Karen Townsend's response to Nicola Barry's blog. They present very different views on health and safety.
2. Synthesise the views of these two writers about health and safety rules and laws.
3. (a) For lower ability students, suggest that they initially set out their work using a table:

Nicola Barry	Karen Townsend
'You shouldn't play conkers at school'	'conkers can cause severe nut allergies, not to mention damage to eyes and teeth'

- (b) For higher ability students suggest that they:
- read both texts
 - make brief notes relating to the question (health and safety rules and laws)
 - identify any common areas/ideas
 - collate the information economically in their response (remind students they do not need to try to compare the information here)

USEFUL INTERACTIVE RESOURCES

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INTRODUCING SYNTHESIS EXAMPLES OF POSSIBLE ACTIVITIES

Part of a blog written by journalist Nicola Barry.

The problem of over-keen Health & Safety officials is nothing new. According to Dr Mike Esbester, of the University of Portsmouth, but is, in fact, a century old. He describes some of the early Health and Safety is still the name of the game. The enthusiasm of officials to protect us from life's knocks and bruises just makes them look stupid and petty. You shouldn't play conkers at school. Rugby is too tough for small boys. You name it, some idiot from Health & Safety has outlawed it. For example, in Dundee the council banned the sale of homemade cakes at a school fundraiser. If home baking isn't good enough for a school fun day how come it is good enough to eat round the kitchen table? It's difficult to comprehend the mindset of a true jobsworth. It's a term usually used to describe a council official or parking attendant; a person whose favourite line tends to be, "It's more than my job's worth to let you off, mate," while enforcing some petty regulation or other. They are always people with very little authority. In fact, being a jobsworth gives them the only power they are ever likely to enjoy in their dull little lives, which is why they relish every moment of it. How did people ever begin sticking their noses into business which did not concern them? Local authority and government employees, people who say they are public servants, who are paid with our council and income taxes, seem to think they know what is best for us. Before they invent their little rules, there is no consultation, no deliberation – just this hard and fast diktat which makes absolutely no sense to 99 per cent of the population it affects. It would be better if we just stayed indoors, didn't go anywhere or do anything. Everyone, especially schoolchildren, has to take risks. It is part and parcel of growing up.

Response to Nicola Barry's blog by Karen Townsend.

Your post makes me so sad. Yes, we can all quote some anecdote about a town hall bureaucrat who bans conkers or forbids scones, but are you aware that conkers can cause severe nut allergies, not to mention damage to eyes and teeth? We all know of some manager who just doesn't understand or have the training and is so afraid he/she will lose their job that they over-risk-assess. Replacing common-sense with what they believe the law requires. But the examples you quote do not reflect 'the law'. I was formerly employed as an HM Inspector of Health & Safety. The 'what-the-hell' attitude is what kills. The pressure from a boss to finish a job at speed results in disabled machinery guards and finally, mutilations and disability or death. Working from height can kill if the safety equipment is not supplied or adequate or the employee does not know the safe procedure. Construction sites can be lethal. I spent the first few months asking my then boss: 'But why on earth would anyone put their hand/finger/leg/body in there?' And the rest of the time learning that people do really daft things. The Dundee ban related to the potential risk of bacteria etc. in home-baked goods — not its fattening effects. The Council took their (O.T.T.) step because they were running scared of personal injury claims. Our society has become increasingly litigious – and this in turn drives increasing caution in service-provider decisions. You may as well blame the trend to litigation as rant about 'health and safety'.

USEFUL INTERACTIVE RESOURCES

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INTRODUCING SYNTHESIS EXAMPLES OF POSSIBLE ACTIVITIES

Activity 2:

1. Ask students to read Text D and E before focusing on the following question:

TEXT D is taken from the introduction to ‘John Whaite Bakes: Recipes for Every Day and Every Mood’.

I am unashamed to admit that I am a moody person. I don’t mean that I sit there constantly grumping and cursing the world, but I am not a perpetually perky person. Some days I won’t feel like getting out of bed because I battle with depression. What I have found, though, over the years, is that whether my mood is up, down or at some place in the middle, I bake. I bake because it is a comfort blanket, and because it is a form of artistic expression for me. I always joke that I was born with two left hands. I can’t paint – even drawing a circle is tricky for me – but inside of me, there is an artist screaming to get out.

Whenever I look back at the times when my whole family has been together for a celebration, there has always been a large amount of baking involved. When my granddad died, I baked. I baked because I didn’t know what else I could do to support my mum and my family. So I did the thing that Mum had done for me throughout my life when I needed comfort, I made sure she was nourished. I believe that baking is nourishment for the soul as well as the body. I find that working my way through a recipe keeps me calm.

Of course, there are also times when I bake simply because I am a greedy monster and need a slice of double chocolate cake, or something equally indulgent. It’s important that we all treat ourselves to something delicious every so often.

TEXT E is an extract taken from the novel ‘The Art of Blind Baking’ by Sarah Vaughan.

Kathleen Eaden pauses mid-way through writing her article about how to create a gingerbread house. She puts down her pen and chews her bottom lip in dissatisfaction. She is struggling to find the words to express the combination of frustration and fulfilment that accompany this most painstaking of baking tasks. She gently places her creation on the floor and stretches out in front of it. Propped up on her elbows, she peers at the house and breathes in the wonderful scent of Christmas: ginger; cinnamon; golden syrup; sugar. Orange zest. A touch of cloves. The roof tiles are dusted with sugar and if she reaches, ever so carefully, she can adjust that heart-shaped knocker that’s slipped on its still-wet icing. With one gentle tweak, the sweet shifts on its iced glue.

It’s still not perfect, however, this delight she has spent the past four hours constructing. The tiles are wonky and the windows should be better aligned. She reaches for her pen and writes: ‘Use a ruler to position your windows.’ Her lips move silently as she writes instructions for the readers of Home Magazine.

She re-reads what she has written. She’s still not captured the magic, the reason she loves making gingerbread houses even though doing so makes no earthly sense at all. Lowering herself, she squints through the gingerbread windows. Perhaps she is approaching this from the wrong perspective? Why would Susan, her six-year-old niece, love this – and what appeals to the six-year-old in her?

A gingerbread house is more than the sum of its parts: more than sweeties and gingerbread soldered with royal icing, glossy with egg white and thick with sugar. There is something fantastical about making a fairytale house...

USEFUL INTERACTIVE RESOURCES

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INTRODUCING SYNTHESIS EXAMPLES OF POSSIBLE ACTIVITIES

A13. Using information from Text D and Text E, synthesise the reasons why people bake.

[10]

2. Model/discuss with students how to break down what the question is asking them to do. Talk about the importance of considering the mark tariff. Encourage them to highlight key words and phrases from the question.
3. Ask students to work in pairs to highlight/annotate the two texts to find reasons why people bake.
4. Ask candidates to read and complete one of the following answer openings:

Answer A

Text D is about someone with depression and how they use baking to cope with it. The writer explains that he bakes because it provides a calming effect on him, shown when he says “it is a comfort blanket”.

Answer B

The writer in Text D bakes because it is part of who he is. He associates it with his past and it is something which gives him a connection with his family.

Answer C

The writer in Text E bakes because it is part of her job but this is only one of the reasons.

USEFUL INTERACTIVE RESOURCES

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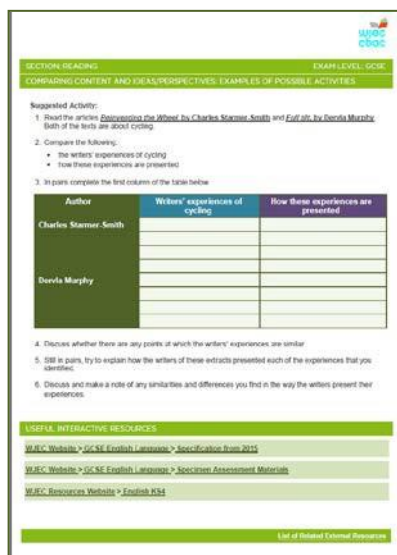
AREA OF STUDY

Comparing Content and Ideas/Perspectives Across Texts

Key Points:

- When comparing texts, it is likely that learners will be focusing on points of similarity for the most part, but it is expected that differences will be focused on where relevant.
- It is essential that learners make it clear from which text they get their information.
- Learners will be asked to compare content and ideas/perspectives across two or more texts in either Unit 2 or Unit 3.

AMPLIFICATION FOR TEACHING



SECTION: READING EXAM LEVEL: GCSE

COMPARING CONTENT AND IDEAS/PERSPECTIVES: EXAMPLES OF POSSIBLE ACTIVITIES

Suggested Activity:

1. Read the article *Experience the Wheel* by Charles Stammer-Smith and *Fall Ah!* by Doris Murphy. Both of the texts are about cycling.
2. Compare the following:
 - the writers' experiences of cycling
 - how these experiences are presented
3. In pairs complete the first column of the table below.

Author	Writers' experiences of cycling	How these experiences are presented
Charles Stammer-Smith		
Doris Murphy		

4. Discuss whether there are any points at which the writers' experiences are similar.
5. Sit in pairs, try to explain how the writers of these extracts presented each of the experiences that you identify.
6. Discuss and make a note of any similarities and differences you find in the way the writers present their experiences.

USEFUL INTERACTIVE RESOURCES

- [WJEC Website > GCSE English Language > Specification from 2015](#)
- [WJEC Website > GCSE English Language > Specimen Assessment Materials](#)
- [WJEC Resources Website > English KS4](#)

[List of Related External Resources](#)

Select the image (left) for materials and related activities that can be used to compare texts in the classroom.

How to compare texts:

- Discuss definition of 'comparison' with the class.
- Ask learners to produce their own written definitions. Allow the use of dictionaries.
- In small groups/pairs ask learners to make a short list of key vocabulary they might use when comparing texts (similarly, however, conversely etc.).
- Set homework in the previous lesson for students to bring in two visual texts that they could use for comparison work. E.g. two perfume/car/clothes advertisements. Ask learners to work in small groups to design a chart which compares key features of these advertisements and how they are presented.

They should present their findings to the whole class.

Tips for comparing texts:

- Always make it clear which text is being referred to
- Support all claims with evidence from the text
- Base answers on the text and the question set, NOT on personal viewpoint
- Timing is key – the question is usually at the end of the reading section but has a high mark tariff
- Make sure both/all texts receive consideration (although it is not always possible to be equal)
- Read the question carefully – what is focus of the comparison?

Compare what the writers of Text D and Text E say about what a person should do to get a healthy amount of sleep.

USEFUL INTERACTIVE RESOURCES

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AREA OF STUDY

Text D is taken from a newspaper article.

Oversleeping is dangerous

The amount of sleep you need varies during your lifetime. It depends on your age and activity level as well as health and lifestyle habits. Although sleep needs differ over time and from person to person, experts recommend that adults should sleep between seven and nine hours each night.

Why do people sleep too much?

Hypersomnia is a serious medical disorder. The condition causes people to suffer from extreme sleepiness throughout the day and then sleep for long periods of time at night. A condition called sleep apnoea causes people to stop breathing during sleep and can lead to an increased need for sleep because it disrupts the normal sleep cycle. People can sometimes stay up too late watching television which causes them to sleep for longer the next morning.

Not everyone who oversleeps has a sleep disorder. Other causes of oversleeping include the use of substances, such as alcohol and some prescription medicines. Medical conditions, such as depression or stress, can cause people to oversleep. There are also people who simply enjoy sleeping for long periods of time.

Medical problems linked to oversleeping

Diabetes. Researchers have found a link between sleep and diabetes. People who slept more than nine hours each night had a greater risk of diabetes than people who slept for seven hours a night.

Obesity. Sleeping too much could make you weigh too much. One study showed that people who slept for nine or more hours every night were 21% more likely to become obese over a six-year period even when food intake and exercise were taken into account.

Headaches. Sleeping longer than usual on a weekend or holiday can cause head pain. Researchers believe this is due to the damaging effect oversleeping has on the brain.

Back pain. Once doctors sent people with back pain straight to bed. Now they realise the health benefits of being active and recommend not sleeping more than usual, when possible.

Heart disease. In a survey of 72,000 women, those who slept more than nine hours a night were a shocking 38% more likely to have coronary heart disease than women who slept eight hours.

Get the benefits of sleep without oversleeping

Regardless of the cause of your oversleeping, practising good sleep habits will help you reap the benefits of a healthy seven to eight hours of sleep each night. Keep the same bedtimes and waking up times every day. Avoid caffeine and alcohol close to bedtime. Regular exercise and making your bedroom a comfortable environment will help you get the amount of sleep you need.

USEFUL INTERACTIVE RESOURCES

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[WJEC Resources > English KS4](#)

AREA OF STUDY

Text E is taken from a medical website.

**Laptops and phones are causing teens to lose sleep
Teenagers sleep worse if they spend more time using computers, phones and tablets, a study has found.**

Experts say there is a direct link between screen time and sleep problems in children and that guidelines need to be established – including banning TVs from bedrooms – in order to help children get the sleep they need and improve their mental well-being.

The teens were asked how much time they spend outside of school hours on their computers, smartphones, MP3 players, tablets, games consoles and in front of the television. They were asked about their sleep routines, how much sleep they needed in order to feel rested and how long it took them to get to sleep. Girls lost sleep due to spending a significant amount of time chatting online while boys lost sleep through playing games on consoles and computers (often missing out on the social side of using media devices). But almost all of the teens said they used one or more electronic devices an hour before going to bed and some acknowledged that this was making them tired and, as a result, moody.

The study revealed that if teenagers used an MP3 during the day and in the hour before bedtime there was a slight risk of taking longer than 60 minutes to get to sleep. Use of a computer or smartphone in the hour before bedtime increases this risk by a further 10%. Total daytime screen use of more than four hours was linked to an almost 50% greater risk of taking longer than 60 minutes to fall asleep. And a total of more than two hours of screen time after school was strongly linked to shorter sleep duration. Teens who used four or more devices were 26% more likely to take 60 or more minutes to fall asleep than those who used just one.

The researchers said: “The recommendations for healthy media use given to parents and adolescents need updating, and age specific guidelines regarding the quantity and timing of electronic media use should be developed. The current recommendation is not to have a TV in the bedroom. It seems, however, that PCs and mobile phones are exerting the same negative influence on quality sleep. The results confirm recommendations for restricting media use in general as it is hugely detrimental to a teenager’s sleep.”

USEFUL INTERACTIVE RESOURCES

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COMPARING CONTENT AND IDEAS/PERSPECTIVES: EXAMPLES OF POSSIBLE ACTIVITIES

Suggested Activity:

1. Read the articles [Reinventing the Wheel](#) by **Charles Starmer-Smith** and [Full tilt](#) by **Dervla Murphy**. Both of the texts are about cycling.
2. Compare the following:
 - the writers' experiences of cycling
 - how these experiences are presented
3. In pairs complete the first column of the table below:

Author	Writers' experiences of cycling	How these experiences are presented
Charles Starmer-Smith		
Dervla Murphy		

4. Discuss whether there are any points at which the writers' experiences are similar.
5. Still in pairs, try to explain how the writers of these extracts presented each of the experiences that you identified.
6. Discuss and make a note of any similarities and differences you find in the way the writers present their experiences.

USEFUL INTERACTIVE RESOURCES

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REINVENTING THE WHEEL



Charles Starmer-Smith rediscovers a lost love.

My own conversion to cycling has come late. I remember childhood holidays in France where I would pedal among the villages in search of bread and adventure, revelling in the freedom of pedal power as I sped past vineyards, forests and fields, imagining I was one of the Tour de France greats.

Then came adolescence and girls and guitars and cars. Cycling was no longer cool and the limitations of a bike, rather than its freedoms, became all too apparent. It couldn't play Pearl Jam on the stereo, with the roof down and a pretty girl in the passenger seat, like my battered silver Mini.

However, there is nothing like purchasing new gear to give you an inflated sense of your sporting prowess. Only a week ago, tackling the gentle contours of Richmond Park, I was puffing like a man on an epic ascent of some legendary alpine peak. Now, dressed in the outfit I spent a small fortune on this morning, I stride down the stairs with new purpose, ready to join the British Lycra Brotherhood. I feel streamlined and ready for anything the Alps of Surrey can throw at me.

'I want a divorce.' My wife's words stop me in my tracks. She looks both amused and horrified as I put on my helmet and fluorescent bib. 'You look like a Village People tribute act.' Deflated, I hurry past the mirror and wheel my bike out into the winter drizzle for the short journey to the North Downs.

A wave of smugness washes over me as I weave easily through the noisy commuters and choking traffic which stall everyone else's progress. One right turn towards Box Hill and suddenly...silence.

The North Downs Way, which runs from Hampshire through Surrey, awaits. The first rays of sun streak across the chalk hillside, but there's still a chill in the air. I zip up my jersey, looking enviously at the thick coats of the sheep. But I soon forget the cold. With the wind at my back I hear the hum of the tyres and the whirr of the chain. Below me a patchwork of green fields. No deadlines. No delays. For these precious moments I care for little but the verdant hills and plunging valleys – and the panoramic views my efforts have earned.

The British Lycra Brotherhood – for whom mornings, evenings, weekends and holidays are all about pedal power and for whom travel is not just about the destination but the journey there – can welcome its latest recruit. My love of cycling has come full circle.

But how has it come to this? The rise of cycling in Britain has been well documented. A string of champions on the track, from Chris Hoy to Victoria Pendleton, and now on the road, with the new Sky Team led by Bradley Wiggins, has done much to inspire a new generation of Britons on to their bikes.

Aided by an overpriced and overcrowded transport system and savings from the 'Cycle to Work' initiative, the bicycle is now seen as an answer to rising carbon emissions. But it is the escapism it gives that is the real draw. You don't need to emulate the endless wave of intrepid cyclists crossing the Americas or circumnavigating the globe to be part of this revolution.

The landscape of Britain is perfect for cycling. Across every hill and valley, country lane and woodland track, the national cycle network covers a mind-boggling 10,000 miles, and we are clocking more than a million journeys on these routes each day.

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www.britishcycling.org.uk

USEFUL INTERACTIVE RESOURCES

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Full Tilt

In this text, Dervla Murphy is cycling from Ireland to India when she encounters some extreme weather.

It was at a deceptively fine morning when I left Nova Gorica. The second class but well-kept road to the Ljubljana wound through a range of mountains, whose lower slopes accommodated tiny villages of brown-roofed, ramshackle farmhouses, and whose upper slopes, of vertical bare rock gave the valley an odd appearance, as though it had been artificially walled in from the rest of the world. Then, towards midday, as I was revelling in the still, crisp air and brilliant sunshine and scenery, a violent wind arose. This wind blew with force such as I had never previously encountered. Before I could adjust myself on the saddle to do battle with my new enemy it had lifted me right off my bike and deposited me on a heap of gravel by the wayside. None the worse, I remounted, but ten minutes later, despite my efforts to hold my bike on the road and myself on my bike, we were again separated and this time I went rolling down a fifteen-foot sloping ditch, unable to get a grip on the icy bank to check my fall. I ended up on a stream which happily was so solidly frozen that my impact produced not a crack in the ice. After crawling cautiously along the stream for some twenty yards, to find a way back up to the road and my bike, I decided that from now on walking alongside my bike was the only logical means of progress.

At the valley's end the road started to climb the mountains, sweeping up and up again, in a series of hairpin bends that each revealed a view more wild and splendid than the last. At one such bend I was actually frightened by the power of the gale; I couldn't walk against it, and for some four or five minutes I simply stood, bent over my bike, my body braced with all its strength in the effort to hold us both on the road.

Near the top of the pass, seven miles from the valley floor, things were further complicated by the reappearance of my old enemies - packed snow and black ice underfoot. On the west side of this mountain range there had been strangely little snow (although everything that could freeze had frozen) but now, going over the pass, the landscape was completely white, each contour and angle of the countryside was rounded and disguised. Then yet another blizzard started, the flakes whirling around me like a host of malicious little white demons.

By now I was exhausted from the struggle uphill against the gale and the agony of frostbitten hands and feet. My hands were too numb for me to consult the map, which in any case would probably have been ripped away by the wind or rendered illegible by the snow.

Pushing my bike slowly along the ice, I told myself that this may be for the best because if no village was marked on the map I would probably curl up on the wayside in despair.

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

[WJEC Resources > English KS4](#)

Editing Activities

Key Points:

- Learners will be required to focus on using their verbal reasoning skills to determine the correct answer(s).
- These questions require close reading skills, particularly when there are pairs of words to insert or adjust within a sentence (it may be that the first word fits but students must ensure that both are accurate).
- Learners should be given plenty of opportunities to work through editing questions.



Select the image (left) for examples of editing activities that can be given to learners.

Editing activities can be effective when used as a quick starter to a lesson as they often require very little reading (deducing the subtleties of language is the challenge for these tasks).

Editing will occur on a word level basis, a sentence level basis or a text level basis.

You can devise your own activities using the Specimen Assessment Materials (see below for link) and the examples provided to aid in this process.

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

[WJEC Resources > English KS4](#)

EDITING ACTIVITIES EXAMPLES OF POSSIBLE ACTIVITIES

Examples Activities:

1. Read the paragraph below and then answer the questions that follow:

Jenny and Alex were(1)..... to see Darren. It had been years since they had last managed to be in the same country at the same time and there was so much news for them all to(2).....

Circle the word below that best fits gap (1):

- A) dismayed B) embarrassed C) delighted D) unlikely

Circle the word below that best fits gap (2):

- A) suggest B) receive C) share D) tell

2. Circle the pair of words that best fit the meaning of the sentence below:

I could not believe that the meeting had already despite me taking everyto arrive in good time

- (A) begun position
- (B) happened. ... possibility
- (C) concluded. idea
- (D) started. ... precaution
- (E) shown.... moment

Continued on next page

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

[WJEC Resources > English KS4](#)

EDITING ACTIVITIES EXAMPLES OF POSSIBLE ACTIVITIES

Example Activities:

3. Read the text below which consists of sentences in the wrong order and show your understanding by answering the questions that follow:

1. He parked the car on his drive and stumbled inside in search of some food and comfort.
2. It had started badly with his car getting a flat tyre before he had been driving for more than ten minutes.
3. It was mid-afternoon before Brian arrived back at his cottage.
4. This resulted in him arriving late and somewhat dirty and dishevelled for the job interview he had spent the whole of the previous night preparing for.
5. It dawned on him that the whole trip had been a disaster from start to finish.

(a) Which sentence should come **second** in the text? Write the number of the sentence below.

.....

(b) Which sentence should come **fifth** in the text? Write the number of the sentence below.

.....

USEFUL INTERACTIVE RESOURCES

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[WJEC > GCSE English Language > Specimen Assessment Materials](#)

[WJEC Resources > English KS4](#)

WRITING	
AREA OF STUDY	DESCRIPTION
<u>Narrative Writing</u>	Guidelines for narrative writing, with links to sample tasks and example activities.
<u>Description Writing</u>	Guidelines for description writing, with links to sample tasks and example activities.
<u>Exposition Writing</u>	Guidelines for expository writing, with links to sample tasks and example activities.
<u>Argumentation</u>	Guidelines for argumentation, with links to sample tasks and example activities.
<u>Persuasion</u>	Guidelines for persuasion, with links to sample tasks and example activities.
<u>Proofreading</u>	Guidelines for proofreading, with links to example activities.

USEFUL INTERACTIVE RESOURCES

[**WJEC > GCSE English Language > Specification from 2015**](#)

[**WJEC > GCSE English Language > Specimen Assessment Materials**](#)

[**WJEC Resources > English KS4**](#)

SECTION: WRITING

EXAM LEVEL: GCSE

AREA OF STUDY

Narrative Writing

Key Points:

- The writing tasks for both Units 2 and 3 will be thematically linked to the material presented in the reading element of each unit.
- In the Unit 2 exam, students will be asked to produce one piece of writing from a choice of two titles. Tasks will either take the form of narrative writing, description writing or exposition writing.
- Learners should be carefully taught how to use that they have read and apply it to their own writing as and when it is helpful to do so.

AMPLIFICATION FOR TEACHING



SECTION: WRITING EXAM LEVEL: GCSE

NARRATIVE WRITING: SAMPLE TASKS AND EXAMPLES OF POSSIBLE ACTIVITIES

Sample Tasks:
The cycling club where you live held a large event last weekend with over one thousand cyclists. The event was particularly dramatic and you have decided to write a report about the day.
Write a report of the event for your local newspaper.

OR

Write a narrative with the title:
I wish I had never bought that stupid old bike...

Suggested Activity 1:

- As a whole class, produce a mind-map/jig-saw diagram on the subject of 'what makes a good narrative?' (Draw on books, film, television shows etc.)
- Use the information gained from the class discussion to draw up a list of essential ingredients for narrative writing.
- In groups of 3 or 4, choose one of the two tasks above and spend five minutes writing down initial ideas for possible plot.

Suggested Activity 2:

Learners should complete the plan (select image left for larger version) for their chosen sample task title.

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

[List of Related External Resources](#)

Select the image (left) for sample tasks and examples of narrative writing activities that can be given to learners.

- Narrative writing presents the development of events from a personal point of view.
- This might take the form of a report, news story or personal account.
- Learners may use their own experiences (or experiences that are familiar to them) to write in conjunction with the theme of Section A.
- Teachers may find useful messages in the Principal Examiner's reports from previous examination series.

USEFUL INTERACTIVE RESOURCES

[WJEC Resources > English KS4](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

NARRATIVE WRITING SAMPLE TASKS AND EXAMPLES OF POSSIBLE ACTIVITIES

Sample Tasks:

The running club where you live held a large event last weekend with over one thousand runners. The event was particularly dramatic and you have decided to write a report about the day.

Write a report of the event for your local newspaper. OR

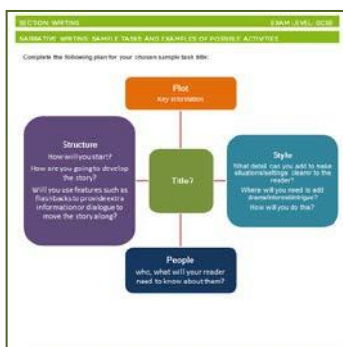
Write a narrative with the title:

I wish I had never entered that stupid race...

Activity 1:

- As a whole class, produce a mind-map/spider diagram on the subject of ‘what makes a good narrative?’ Draw on books, films, television shows etc.
- Use the information gained from the class discussion to draw up a list of essential ingredients for narrative writing.
- In groups of 3 or 4, choose one of the two tasks above and spend five minutes writing down initial ideas for possible plan.

Activity 2:



Learners should complete the plan (**select image left for larger version**) for their chosen sample task title.

Activity 3

Now plan and write a narrative based on one of the following recent examination questions:

1. Write an account of a time when you enjoyed or hated taking part in an outdoor activity.
2. Write an account of a visit to a dentist or a doctor’s surgery.

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

NARRATIVE WRITING SAMPLE TASKS AND EXAMPLES OF POSSIBLE ACTIVITIES

Complete the following plan for your chosen sample task title:



USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

SECTION: WRITING

EXAM LEVEL: GCSE

AREA OF STUDY

Description Writing

Key Points:

- The writing tasks for both Units 2 and 3 will be thematically linked to the material presented in the reading element of each unit.
- In the Unit 2 exam, students will be asked to produce one piece of writing from a choice of two titles. Tasks will either take the form of narrative writing, description writing or exposition writing.
- Learners should be carefully taught how to use what they have read and apply it to their own writing as and when it is helpful to do so.

AMPLIFICATION FOR TEACHING



The screenshot shows a page titled 'SECTION: WRITING' and 'EXAM LEVEL: GCSE'. It lists 'DESCRIPTIVE WRITING: SAMPLE TASKS AND EXAMPLES OF POSSIBLE ACTIVITIES'. Under 'Sample Tasks', it asks students to write a brief article about a difficult journey or a special place. 'Suggested Activity 1' involves reading an excerpt from 'David Copperfield' and describing a journey. 'Suggested Activity 2' asks students to describe a place they have traveled through. 'Suggested Activity 3' asks students to produce a plan for a description of a difficult journey. At the bottom, there is a section for 'USEFUL INTERACTIVE RESOURCES' with links to the WJEC specification and specimen materials.

Select the image (left) for examples of description writing activities that can be given to learners.

What is descriptive writing?

- Descriptive writing is writing about what something is like in order to help the reader form impressions. The writer will be aiming to interest and potentially influence the reader.
- Descriptive writing could take a number of different forms, some examples include: a travelogue, a diary or an article/report.
- Teachers may find useful messages in the Principal Examiner's reports from previous examination series.

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

[WJEC Resources > English KS4](#)

DESCRIPTION WRITING: SAMPLE TASKS AND EXAMPLES OF POSSIBLE ACTIVITIES

Sample Tasks:

Write a brief article describing a difficult journey that you have made.

OR

Think about a place that is special or memorable. Write a description of the place and what makes it special or memorable.

Activity 1:

Read the excerpt from **Dervla Murphy's Full Tilt**. In this text, the writer describes the journey she took with her bike through a very hostile environment. Highlight or underline the following:

1. Details that describe the area she is travelling through.
2. Effective words and phrases used to describe the weather.
3. Any words that describe Dervla's feelings about the journey.

Activity 2:

1. Ask students to plan an answer to the first question describing a difficult journey they have made. As a starting point they should:
 1. Summarise the events of the journey they want to write about
 2. Make a list of details to describe the area they have travelled through
 2. Write down any words or phrases to help them describe the weather
 3. Make a list of any feelings they want to explore with regard to the journey
2. Compare plans with a partner and make suggestions for improvements/further details.
3. Write the opening paragraph.
4. Using the whiteboard, edit one or two of the opening paragraphs as a whole class. The focus could be on providing further descriptive detail, reader engagement and/or more ambitious or effective structuring of the answer.

Activity 3:

Ask students to look at one of the following recent examination questions. They should plan and write an answer to one of these questions in timed conditions.

- a. Describe an occasion when you did something you found rewarding.
- b. Write an article for a travel magazine describing somewhere interesting that you have visited.

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

Exposition Writing

Key Points:

- The writing tasks for both Units 2 and 3 will be thematically linked to the material presented in the reading element of each unit.
- In the Unit 2 exam, students will be asked to produce one piece of writing from a choice of two titles. Tasks will either take the form of narrative writing, description writing or exposition writing.
- Learners should be carefully taught how to use what they have read and apply it to their own writing as and when it is helpful to do so.

AMPLIFICATION FOR TEACHING



Select the image (left) for examples of exposition writing activities that can be given to learners.

What is exposition writing?

- **Expository writing provides an explanation of ideas from a personal viewpoint. It attempts to explain something in a way which helps the reader to understand they are reading.**
- **This might take the form of an essay which attempts to interpret or explain something.**
- **Teachers may find useful messages in the Principal Examiner’s reports from previous examination series.**

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

[WJEC Resources > English KS4](#)

EXPOSITION WRITING: SAMPLE TASKS AND EXAMPLES OF POSSIBLE ACTIVITIES

Sample Tasks:

“Riding a bicycle is about getting back to basics. It’s good for the waistline and it’s good for the wallet, is what I’m saying.” (Phil Keoghan)

To what extent do you agree with Phil Keoghan’s comment about cycling?

OR

Write an essay in which you explore the impact that sport and/or exercise has had on your life.

Activity 1:

Do some research

1. Using a dictionary, the internet or the library, write down a clear definition for the word ‘essay’. Make notes on the features you would expect to find in an essay and how you would expect it to be structured.
2. Use the library and/or internet to find relevant information which you think may be helpful to you in responding to the following task:

“Riding a bicycle is about getting back to basics. It’s good for the waistline and it’s good for the wallet, is what I’m saying.” (Phil Keoghan)

Write an essay in which you explore the advantages and/or disadvantages of cycling.

Activity 2:

Part of an answer to the essay task in Activity 1 is reproduced below. This has been written by a student who decides to look at both the advantages and disadvantages of cycling. Such an approach must be structured carefully. Ask students to look at the example below and work out where the answer should feature:

1. more development of detail
2. more careful structure to avoid confusion

As an avid cyclist, I completely agree with Phil. Cycling is the best sport around. It gets you back to nature and is really good for you. On a typical Sunday morning I can be out on the hills enjoying the scenery whilst knowing that I have been burning calories and improving my fitness. One of the problems with this though is the state of the roads near where I live and I find myself often falling off and hurting myself due to severe potholes. Cycling is very liberating though, it gets you away from daily troubles and problems and takes your mind away from problems you might be having. However, one of the problems of cycling is the sheer expense – a decent bike can cost anywhere in excess of £500 and that’s not even thinking about the kit you need. Some of the outfits make you look pretty cool and fit though unless you’re in your forties and then you look like you should stay at home.

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

EXPOSITION WRITING: SAMPLE TASKS AND EXAMPLES OF POSSIBLE ACTIVITIES

Activity 3

A number of past questions appear in the following table.

1. In the ‘ideas’ column ask students to write down 3 or 4 clear ideas they would want to develop in an essay on these subjects.

Question	Ideas
a. “It’s essential that more people are more active, more often.” Write an essay to explain how far you agree with this view, giving clear reasons and examples.	
b. Famous chefs such as Jamie Oliver and Mary Berry have spoken publicly of the need for better food and better education about food in schools. Write an essay to explain your views on this subject, giving clear reasons and examples.	
c. You see the following in your local newspaper: ‘Young people are selfish. They should all be made to volunteer to help others.’ Write an essay to explain your views on this subject, giving clear reasons and examples.	

2. Ask students to write an answer to one of these questions in timed conditions. Give them 40 minutes to write their answer using the ideas they wrote down in the table above.

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

Activity 4

Read the following extract from a Band 5 exposition essay:

For young people, today's society is predicated on academic ability, meaning that the need for physical activity has been neglected. Subsequently teenage mental health issues have rocketed, as teens are not taking advantage of endorphins released during exercise which can be used as stress-relievers. Keeping active allows young people and those in demanding jobs to alleviate their anxiety. It provides teens with the ability to step out of the brittle cocoons of their thoughts and metamorphose and feel at ease. Research by the university of psychology in London has shown that one in three young women suffer from depression or anxiety – a statistic that has risen alongside the decline in physical education in schools; only 15% of Welsh schools fulfil the required two hours of activity each week. Rather than addressing the fluctuation of the stock market prices in America, the government should be focussing on ensuring that all young people are equipped with the resources to live more active and happy lives.

Ask students to annotate this paragraph of writing to show how it is successful.

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

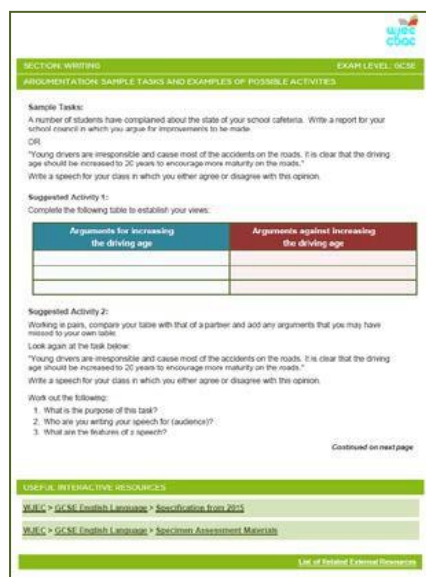
[WJEC > GCSE English Language > Specimen Assessment Materials](#)

Argumentation

Key Points:

- The writing tasks for both Units 2 and 3 will be thematically linked to the material presented in the reading element of each unit.
- In the Unit 2 exam, students will be asked to produce one piece of writing from a choice of two titles. Tasks will either take the form of narrative writing, description writing or exposition writing.
- Learners should be carefully taught how to use what they have read and apply it to their own writing as and when it is helpful to do so.

AMPLIFICATION FOR TEACHING



SECTION: WRITING EXAM LEVEL: GCSE

ARGUMENTATION: SAMPLE TASKS AND EXAMPLES OF POSSIBLE ACTIVITIES

Sample Task:
A number of students have complained about the state of your school canteen. Write a report for your school council in which you argue for improvements to be made.

OR
"Young drivers are irresponsible and cause most of the accidents on the roads. It is clear that the driving age should be increased to 20 years to encourage more maturity on the roads."
Write a speech for your class in which you either agree or disagree with this opinion.

Suggested Activity 1:
Complete the following table to establish your views:

Arguments for increasing the driving age	Arguments against increasing the driving age

Suggested Activity 2:
Working in pairs, compare your table with that of a partner and add any arguments that you may have missed to your own table.
Look again at the task below:
"Young drivers are irresponsible and cause most of the accidents on the roads. It is clear that the driving age should be increased to 20 years to encourage more maturity on the roads."
Write a speech for your class in which you either agree or disagree with this opinion.

Work out the following:

1. What is the purpose of this task?
2. Who are you writing your speech for (audience)?
3. What are the features of a speech?

Continued on next page

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

List of Related External Resources

Select the image (left) for examples of argumentation writing activities that can be given to learners.

What is Argumentation?

- Argumentation is a form of writing which presents a view of a topic.
- Learners may find themselves considering a range of viewpoints on a given topic.
- Argumentation texts can include a letter to an editor, a report or an article about a given topic.

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

[WJEC Resources > English KS4](#)

AREA OF STUDY

Argumentation

Teenagers spend too much time on their gadgets and not enough time sleeping. Write a lively article for your school or college magazine giving your views on this topic.

QUESTION B1 RESPONSE 4

ARTICLE – Teens spend too much time swiping and not enough time snoozing!

During your teenage years sleep is one of the most important things for you to be able to function. While you sleep lots of things within your body are being done so that you have time to restore.

Why should we sleep the night away?

Although you might want to go to the coolest party of the year, study really hard for an exam or even just stay up all night and watch your favourite horror movie while stalking people on twitter sleep is something that all of us value and will thank ourselves for in the morning. For teens it is recommended to sleep for 9 to 10 hours a night so that you are really able to function at your best. Being a teen myself I know how easy it is to say 'one more episode' and then realise it's 3am.

Do you want to be feeling and looking good?

Everyone wants to be the hottest at the party, but also the life and sole of it. However if the day before the party you have used an electronics device for more than four hours you are 50% more likely to take 60 minutes longer to fall asleep at night, cutting down your quality of sleep and the way you will feel the next day. Guess that means you'll be sitting in the corner watching everyone dance while still looking hot! Or WILL YOU?! It is said that lack of sleep can 'contribute to acne' meaning that you may not be looking as fineeee as you thought. After all that you may not even go or you may leave early. What a bummer!

Rethink

Before you go to bed think about how much time you have already spent on electronic devices.

Try to limit the amount of devices that you have within your room.

STOB! At the second episode and watch a bit more tomorrow!

Because in the long run it will be worth it.

COMMENTARY

This is a Band 3 response. Share the response with candidates and ask them to consider the following:

- The errors made by the candidate, can they correct them?
- Where could added detail be included to enhance the response?
- Where could vocabulary be improved?
- Could they vary the punctuation or improve some of the sentencing?

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

[WJEC Resources > English KS4](#)

AREA OF STUDY

Argumentation

QUESTION B1 – RESPONSE 6

ARTICLE – what’s more important? Snapchat streaks or sleep?

Nowadays we as teenagers are gifted with the opportunities to use technology literally whenever we want. Sure that’s great for googling the answers for your homework and looking at memes online, but when it’s causing us to lose sleep because we are “just gonna watch one more episode” is it worth it?

I don’t know about, but Snapchat is my thing. Instagram and Twitter are great don’t get me wrong, but there is something about the streaks and the Bitmojis that I love. As soon as I get home from school, I’m on Snapchat talking to my friends until way into the night. Teenagers are advised to get around 8-10 hours of sleep a night, but on some days I won’t turn my phone off until 2 in the morning. “I’ll catch up on sleep tomorrow” we all say to ourselves over and over, but unfortunately it is impossible to catch up on sleep. I’m waking up in the mornings questioning what year it is, so exhausted I can barely keep my eyes open in school let alone take in what I’m being taught. I know I should just turn my phone off and sleep – my grades are more important to me than updating my status and the only way I can prove that is by shutting down my devices and rolling over.

I know I’m not alone in the fact that I love Netflix ‘Sherlock’, ‘Riverdale’, ‘Stranger Things’: you name it and I’ve seen it. Admittedly though. I tend to watch these in bed (meaning I only ever watch them in bed) and although it’s crazy comfortable, I know it’s going to make it harder for me to sleep. Especially when I watch one (or eight) episodes of something before trying to sleep. Doing this is causing my brain to think “time to watch ‘The Big Bang Theory’” every time I get into bed, making it so much harder for me to sleep. Also, watching these shows before bed, or using my computer in general, is actually making me more awake. The blue light from the screen increases brain activity, again making it impossible to sleep.

On Friday nights, instead of going out partying until I’m crying at a plant pot, I’m the kind of person to stay in and go on my phone/laptop. After binge watching Jack Whitehall’s show, I’m met with the opportunity of a lie in the next morning (which of course I’m going to take come on!) But it turns out that sleeping in until 11am is actually a really, really bad idea as it can lead to serious medical issues. Issues that, personally, I’d like to avoid getting as much as possible. Although it may be laughable for me to suggest getting up at the same time you would for school, maybe just try and leave the toasty pit that is your bed by about 9am – unless of course you want the increased risk of heart disease.

In my opinion, we as teenagers are spending too much time scrolling through Instagram and watching another Buzzfed video. We should be using this time to sleep! We all complain about being tired all the time anyway! Sleep is so important to function as a normal human being (and lets be honest, we all love our beds) so we need to start getting in to sleeping patterns and choosing to read a book before bed rather than texting our friends. It’s really much easier than it sounds.

COMMENTARY

This is a Band 5 response. Share the response with candidates and ask them to consider the following:

- Write down three features of the writing that you think are worthy of a Band 5 mark
- Make a list of the vocabulary that is effective
- Can you think of any ideas that could be further developed?
- List three things that appeal to you about this writing

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

[WJEC Resources > English KS4](#)

ARGUMENTATION: SIMPLE TASKS AND EXAMPLES OF POSSIBLE ACTIVITIES

Sample Tasks:

A number of students have complained about the state of your school cafeteria. Write a report for your school council in which you argue for improvements to be made.

OR

“Young drivers are irresponsible and cause most of the accidents on the roads. It is clear that the driving age should be increased to 20 years to encourage more maturity on the roads.”

Write a speech for your class in which you either agree or disagree with this opinion.

Suggested Activity 1:

Complete the following table to establish your views:

Arguments for increasing the driving age	Arguments against increasing the driving age

Suggested Activity 2:

Working in pairs, compare your table with that of a partner and add any arguments that you may have missed to your own table.

Look again at the task below:

“Young drivers are irresponsible and cause most of the accidents on the roads. It is clear that the driving age should be increased to 20 years to encourage more maturity on the roads.”

Write a speech for your class in which you either agree or disagree with this opinion.

Work out the following:

1. What is the purpose of this task?
2. Who are you writing your speech for (audience)?
3. What are the features of a speech?

Continued on next page

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

Sample Task:

"Young drivers are irresponsible and cause most of the accidents on the roads. It is clear that the driving age should be increased to 20 years to encourage more maturity on the roads."

Write a speech for your class in which you either agree or disagree with this opinion.

Suggested Activity 3:

- Decide whether you are going to argue for or against raising the driving age. Look at your list of arguments and rank them in order of priority.
- Using this list, write a paragraph for each of the points made. This will provide you with the basis of your speech.
- Cut up the separate paragraphs and sequence the work in different orders to work out which is the most effective way to present your argument.
- Finally, consider how you will link your arguments together to provide fluency and cohesion in your speech.

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

SECTION: WRITING

EXAM LEVEL: GCSE

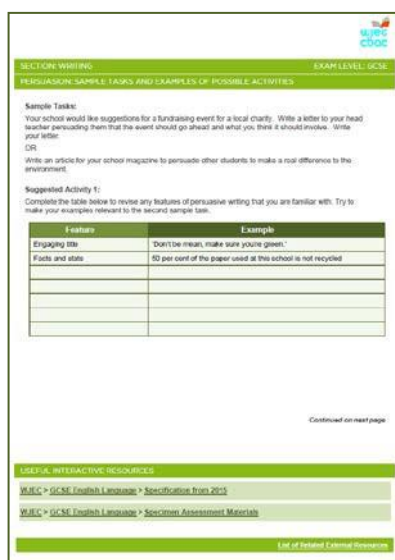
AREA OF STUDY

Persuasion

Key Points:

- The writing tasks for both Units 2 and 3 will be thematically linked to the material presented in the reading element of each unit.
- In the Unit 2 exam, students will be asked to produce one piece of writing from a choice of two titles. Tasks will either take the form of narrative writing, description writing or exposition writing.
- Learners should be carefully taught how to use what they have read and apply it to their own writing as and when it is helpful to do so.

AMPLIFICATION FOR TEACHING



The screenshot shows a resource page titled 'SECTION: WRITING' and 'EXAM LEVEL: GCSE'. It includes 'PERSUASION SAMPLE TASKS AND EXAMPLES OF POSSIBLE ACTIVITIES'. The page contains 'Sample Tasks' with two options: writing a letter to a head teacher and writing an article for a school magazine. It also has a 'Suggested Activity 1!' section with a table for identifying persuasive writing features.

Features	Example
Engaging title	"Don't be mean, make sure you're given."
Facts and stats	90 per cent of the paper used at this school is not recycled.

Below the table, it says 'Continued on next page'. At the bottom, there are links for 'USEFUL INTERACTIVE RESOURCES' including 'WJEC > GCSE English Language > Specification from 2015' and 'WJEC > GCSE English Language > Specimen Assessment Materials'.

Select the image (left) for sample tasks and examples of persuasive writing activities that can be given to learners.

What is Persuasion?

- Persuasion is a form of writing which aims to convince a reader of the writer's viewpoint.
- Persuasion may be emotive, subjective and will seek to influence a reader's judgement.
- Persuasive texts can include a speech to a given audience, a letter of protest or a review of a book or film.

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

[WJEC Resources > English KS4](#)

PERSUASION: SAMPLE TASKS AND EXAMPLES OF POSSIBLE ACTIVITIES

Sample Tasks:

Your school would like suggestions for a fundraising event for a local charity. Write a letter to your head teacher persuading them that the event should go ahead and what you think it should involve. Write your letter.

OR

Write an article for your school magazine to persuade other students to make a real difference to the environment.

Suggested Activity 1:

Complete the table below to revise any features of persuasive writing that you are familiar with. Try to make your examples relevant to the second sample task.

Feature	Example
Engaging title	'Don't be mean, make sure you're green.'
Facts and stats	50 per cent of the paper used at this school is not recycled

Continued on next page

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

PERSUASION SAMPLE TASKS AND EXAMPLES OF POSSIBLE ACTIVITIES

Sample Tasks:

Your school would like suggestions for a fundraising event for a local charity. Write a letter to your head teacher persuading them that the event should go ahead and what you think it should involve. Write your letter.

OR

Write an article for your school magazine to persuade other students to make a real difference to the environment.

Suggested Activity 2:

The following has been taken from a student answer to the second sample task. In pairs, discuss how you would improve this.

1. Does this article persuade you?
2. Is the purpose of the article made clear?
3. Does the writer show clear awareness of the topic?
4. The student has used information from the Reading source material. Has this been done sensibly?

We all need to banish plastic bags and must recycle more...

Plastic bags are ruining our world. In our country alone, we use a staggering 13 billion plastic bags every year. We use them once, or perhaps twice – when we line our kitchen bins with them. The vast majority are simply thrown away. I have found them stuck in the trees and bushes of your local park, blown across the playground of your local school and clogging the gutters of your local High Street, or shoved into landfill sites. This must stop. We are all guilty of this and need to take better care of our world.

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

PERSUASION

One of the reading texts mentions that regular exercise is important. Write a leaflet to persuade young people that it is important to be active.

QUESTION B2 – RESPONSE 3

LEAFLET: Keep Fit!

How often do you work out?

If you answered those questions and they relate to you then why don't you sign up for our gym today. Regular exercise will not only make you feel and look good but will help you within other aspects of your life!

Finding the true balance in life is everything and exercise plays a huge part within that balance. Research in Cardiff shows that 60% of teens that starting going to the gym said they feel less stressed about school and a lot better about themselves.

I guarantee that if you come along you will notice the improvements.

Image of a teenager working out at the gym smiling.

- Cathy (15) at the gym enjoying a regular workout before spin class!

What can you do?

- spin class
- cycle class
- zumba
- dance (a range)
- swimming
- tennis
- badminton

we offer all of the above facilities and more so grab a friend and come along!

Exercise can also be a time/form of relaxasion where you can gather your thoughts and clear your mind.

COMMENTARY

This is a Band 2 response. Share the response with candidates and ask them to consider the following:

- What is the main weakness of this piece of writing?
- This candidate did not plan their work. Write a plan that you think would help them to include more detail
- Write a clearer and more focused introduction for this piece of writing
- If you were told to include a section about 'Exercising at home', what would you include?

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

[WJEC Resources > English KS4](#)

PERSUASION

QUESTION B2 – RESPONSE 6

LEAFLET: The importance of Exercising

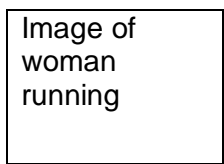
Young people nowadays are either one of two extremes. Either they go to the gym several times a week and constantly seek out the healthiest option, or they never set foot in a gym. Staying active is incredibly important in recent years due to the introduction of more technology and processed food that stops people from caring about staying in shape, but it also has other benefits.

Exercising and Sleep

Tiredness is an issue that almost every young person today experiences whether it's caused by the use of technology or a disjointed sleeping pattern, many of us struggle to fall asleep. Lack of sleep causes a massive issue as it leads to people losing concentration which can have disastrous effects of grades, and even causing deaths by people falling asleep while driving. One way of very easily tackling this problem is by exercising regularly. Physical activity wears you out, making it much easier to fall asleep and making it possible to sleep for longer. As such a big problem, don't you think it's worth a couple of sit ups to get eight hours sleep?

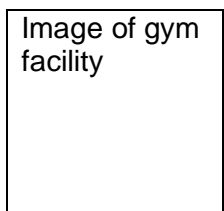
The Obvious of Exercising

Exercising is of course a method that many people use to stay in shape and remain healthy with obesity numbers increasing incredibly rapidly, regular exercise is an easy way to ensure that your body stays fit. Although gym memberships are very rarely cheap, going for runs and doing simple workouts at home are free and simple to complete while still making sure your body is reaching its potential.



The Depression Generation

In recent years, more and more young people are coming forward about their problems with mental health such as struggling to cope with anxiety and depression. Exercise has been proven to release powerful chemicals in your body that cause you to feel happier. Although not a permanent solution, regular exercise ensures that you get these endorphines released into your system more often and it has been proven to noticeably benefit people's mental health.



Go Forth Into the Gym

It is clear that exercising regularly and staying active does have its benefits. Admittedly, exercise often leads to sore muscles and putting some strain on your body but in this sense the pros do outweigh the cons. No one can force you to exercise, but the positive impact that it has on many problems that young people like you face speaks volumes.

COMMENTARY

This is a Band 4 response. Share the response with candidates and ask them to consider the following:

- What could this candidate do to further improve their already engaging piece of writing?
- Go through the writing and jot down any errors or missing words
- How does the candidate try to appeal to a reader?

Proofreading

Key Points:

- The writing tasks for both Units 2 and 3 will be thematically linked to the material presented in the reading element of each unit.
- In the Unit 2 exam, students will be asked to produce one piece of writing from a choice of two titles. Tasks will either take the form of narrative writing, description writing or exposition writing.
- Learners should be carefully taught how to use what they have read and apply it to their own writing as and when it is helpful to do so.

AMPLIFICATION FOR TEACHING



Select the image (left) for examples of proofreading activities that can be given to learners.

Proofreading

- In the exam students will be required to find and correct **five** errors within a piece of text.
- Learners must ensure that they clearly indicate any errors **and** also amend them accurately.
- Learners should use online tools (such as the ones suggested in the '*List of Related External Resources*' found below) to assess grammar skills and areas for improvement.

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)

[WJEC Resources > English KS4](#)

Suggested Activity 1:

Ask learners to proofread the following letter and make any necessary corrections:

The Gazette
14 Main Street
Swansea
SW1 9BD

13th of Feb 2015

Dear The Gazette,

I am writing to you today regarding the building about to take place on the youngsters playing fields. They are constructing a new branch of a supermarket chain to be built on the playing fields which are regularly used, with great pleasure, by the youngsters of the area.

I am writing on behalf of all the outraged youngsters which take the playing fields for granted. I think it is absurd that they could even think of replacing our community spirit with yet another supermarket. The playing fields provide the youngsters in our local area hours of happiness, if that is all taken away from them on behalf of a new supermarket being opened, what will these youngsters do with themselves?

This could affect the whole community and not just the youngsters. The playing fields are their to provide the youngsters with something fun but yet harmless, if this was taken away from them, many of them may resort to other ways of entertaining themselves which may not always be so peaceful

None of the community see the point in having a new supermarket, we definately already have enough. Myself and many other comunity members are deeply outraged by the construction about to take place. It is the only playing field in the village, and without it the youngsters are no longer occupied and no longer have a chance to have fun. Because it is the only sport feature in the village, and its the only way of keeping the youngsters healthy and provides a friendly place to 'hang out.' The whole community will be deeply upset if the decision was confirmed to go ahead.

yours sincerely,

Huw Jones

Continued on next page

PROOFREADING: SAMPLE TASKS AND EXAMPLES OF POSSIBLE ACTIVITIES

Suggested Activity 2:

Ask learners to look at the following notice and work out how to make their corrections clear to an examiner.

How will they present their answers clearly?

Congratulasion

You have sucessfully completed level five of the game and may now proseed to level 6. Its now in youre best interests to reboot your computer in order to synchronise the settings.

Thank you.

USEFUL INTERACTIVE RESOURCES

[WJEC > GCSE English Language > Specification from 2015](#)

[WJEC > GCSE English Language > Specimen Assessment Materials](#)