

GCSE ENGLISH LANGUAGE FOR TEACHING FROM 2015

CPD AUTUMN 2017

READING - UNITS 2 & 3

GCSE English Language (Wales) Reading CPD

Aims of the session:

- To build confidence for teachers
- To share findings from Summer 2017
- To build on foundations of previous CPD sessions

Content:

- Unit 2 selected question types and answers
- Unit 3 selected question types and answers

Multiple choice

Unit 2 Sample Responses

A2. Which **one** of the following activities would NOT be included in the definition of "outdoor participation"? Tick (✓) the correct box. [1]

- | | |
|-------------------|-------------------------------------|
| canoeing | <input type="checkbox"/> |
| golf | <input checked="" type="checkbox"/> |
| snowboarding | <input type="checkbox"/> |
| artificial skiing | <input checked="" type="checkbox"/> |

A2. Which **one** of the following activities would NOT be included in the definition of "outdoor participation"? Tick (✓) the correct box. [1]

- | | |
|-------------------|-------------------------------------|
| canoeing | <input type="checkbox"/> |
| golf | <input checked="" type="checkbox"/> |
| snowboarding | <input type="checkbox"/> |
| artificial skiing | <input checked="" type="checkbox"/> |
- GOLF

A4. What does the phrase "substantial contribution" mean in this text? Tick (✓) the correct box. [1]

- | | |
|--------------------------------------|-------------------------------------|
| A kind offering | <input checked="" type="checkbox"/> |
| To be a generous person | <input type="checkbox"/> |
| To donate some money to the farmer | <input type="checkbox"/> |
| To get involved in a significant way | <input type="checkbox"/> |

A4. What does the phrase "substantial contribution" mean in this text? Tick (✓) the correct box. [1]

- | | |
|--------------------------------------|-------------------------------------|
| A kind offering | <input type="checkbox"/> |
| To be a generous person | <input type="checkbox"/> |
| To donate some money to the farmer | <input type="checkbox"/> |
| To get involved in a significant way | <input checked="" type="checkbox"/> |

Word meaning

Examples:

A5. What does the article mean when it describes North Wales as having a "reputation as the adventure capital of the UK"?
(Unit 2 2017)

A10. What does Richard Shannon mean when he says, "If it doesn't have a Fairtrade logo then we must be holding the farmer down and standing on his neck whilst we steal his coffee"?
(Unit 3 2017)

A5. What does the article mean when it describes North Wales as having a "reputation as the adventure capital of the UK"? [1]

That North Wales has the best adventure activities
across the UK.

A5. What does the article mean when it describes North Wales as having a "reputation as the adventure capital of the UK"? [1]

means north wales has a
lot of talk of there adventure parks.

Text E

A10. What does Richard Shannon mean when he says, "If it doesn't have a Fairtrade logo then we must be holding the farmer down and standing on his neck whilst we steal his coffee"? [1]

He means that the farmer is ~~always~~
always farming which causes him to have a sow
neck and that paying little for the products is like
stealing it as they only get a little back.

A10. What does Richard Shannon mean when he says, "If it doesn't have a Fairtrade logo then we must be holding the farmer down and standing on his neck whilst we steal his coffee"? [1]

People automatically assume that the absence of a
Fairtrade logo means that the producers of coffee are being
exploited.

Summarise

A summary is brief, concise piece of writing that gives the main points of what has been read.

It is a shortened version of a longer text which must be written in a candidate's own words.

A summary tests a candidate's understanding of the text they have read.

Tips on how to produce an effective summary

- Read the text closely and highlight the main ideas
- Look at topic sentences which may summarise information from a paragraph
- Look at highlighted words/phrases. Can they be linked?
- Put your highlighted words/phrases into own words
- Never add any additional ideas or opinions
- Keep comments brief or use bullet points

A7. Summarise five reasons why, according to the text, we should support Fairtrade. [5]

Response 1

A reason why we should support Fairtrade because in the text they say “It’s about standing up for the people who produce our food” this suggests that we should buy Fairtrade products because some money goes to farmers who need it in poorer countries. Another reason is in the text he says “Before you finish eating breakfast in the morning, you’ve depended on half the world.” This suggests he’s saying that the food that we eat is from all over the world and we just rely on it. Another reason is when he says “amongst the 795 million people who are undernourished globally” which suggests the people are struggling and have no money.

Another reason why is “Fairtrade means many farmers and workers able to fulfil basic need” which suggests that people who are selling the products will get what they need with the money.

A last reason why is because it’s “environmentally friendly” which suggests that it is better than most foods.

Response 2

Firstly, one reason, according to the text, that we should support Fairtrade is that by doing so we are standing up for the people who produce our food. Secondly, another reason, according to the text, that we should support Fairtrade is that the farmers that help feed us, some of them are among the 795 million globally who are malnourished. Moreover, another reason, according to the text, that we should support Fairtrade is that it means many farmers and workers are able to fulfil a basic human need – to eat. Lastly, another reason, according to the text, we should support Fairtrade is Fairtrade gives us better tasting, environmentally-friendly food.

Response 3

- Food will be safe to consume
- Farmers will be able to provide meals for their own families
- Farmers will be empowered
- They can develop their farm and increase their yield
- Products will be tastier for us

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."

Beckham practises what he preaches, and now, freed from the daily constraints of professional training, he has become an even more hands-on father. "I've been so busy I haven't had time to sit down and think about being a retired player," he says. "It is strange not having that routine. I had the same routine for 22 years where I got up in the morning, went to training and was part of a team." While his love of playing sport and keeping fit is undiminished, Beckham seems genuinely content with his decision to be a touchline dad rather than a professional coach. "What I now enjoy is being there for my kids more. I take them to school every single morning instead of every other morning. I've been to watch a lot of football with my kids. Two of my boys are Manchester United fans, one is an Arsenal fan. Whenever there is a game I can take them to, I love taking them. But kids these days have so many different activities it's hard to find time to do anything else."

Those activities predictably still revolve around sport. His three boys are actively involved in football and Beckham causes plenty of excitement when he joins other parents at matches. So just what sort of touchline dad is David Beckham? "An involved one," he says, smiling. "I think most dads are when they watch their children play sports. As much as you want to influence things and want to help your child, it is amazing just to see them playing and happy. We are part of a culture where dads are not discouraged from saying too much on the sidelines. That's down to the coaches. I am in the background but I love the fact that they are involved in football."

Surely he offers plenty of advice away from matches? "Of course I encourage them," he says. "I tell them what they are doing wrong and what they are doing right. Similar to my dad. Kids need guidance but it is about striking a balance. When I was a kid I thought my dad was a bit harsh at times. Sometimes I needed an arm around me instead of him telling me what I did wrong but his method obviously worked. But it's hard to be as harsh with your own children as your parents were with you."

As the organised mayhem in Lee Valley Athletics Centre begins, Beckham's dad, Ted, arrives almost unnoticed and joins the parents looking down from the stands. He is smiling proudly and you have to assume that he is thinking back 30 years to the countless hours he spent with his son in Ridgeway Park. In a small but touching way, there is a lingering sense that David Beckham's life has turned full circle.

Impressions

A10 What impressions does Paul Birmingham give about kite-flying in this extract? [5]

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

Give 1 mark to those who identify and begin to comment on one or two superficial details with linked basic textual reference.

Give 2 marks to those who identify and give straightforward comments on some general impressions of kite-flying supported by straightforward textual references.

Give 3 marks to those who begin to show some understanding of the attractions of kite-flying supported by appropriate textual references. Candidates may begin to analyse the way the activity is presented.

Give 4 marks to those who make accurate comments about a range of impressions about kite-flying supported by well-selected textual references. Candidates may analyse the way the writer presents activity through language and tone.

Give 5 marks to those who make accurate and perceptive comments about a wide range of impressions about kite-flying supported by convincing, well selected examples and purposeful textual references. Candidates demonstrate well-considered analysis of the way the writer presents them.

Details candidates may explore or comment on could be:

- It's a 'thrill'
- A 'kiteless childhood' is seen as 'unfulfilled'
- A kite festival is an 'awesome spectacle' / popular activity (see picture)
- Variety of unlikely/unexpected elements adorn 'the skies' ('giant octopus' / 'sharks' / 'cherubs') – some people take it very seriously
- It's exciting enough to keep the kids 'away from' less desirable activities
- Making your own kite is cheap, easy ('the kids required no help from me') and fun ('the kids loved them')
- It brings joy/happiness

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

Overview

- Tone/language is enthusiastic
- Audience appeal
- Positive

Sample Response 1

Paul Birmingham gives the impression that the kites are (awesome spectacle with giant octopus, sharks and dragons filling the skies) and that it was so good that it had kept his children from (flashing swords and ice cream sellers for a record-breaking half an hour). Paul also tells that even the (the children had their very own kites) but then disappointingly (the reason being that the kids required no help from) Paul. But (seriously what a joy from a piece of plastic, a couple of sticks, tape and string) said Paul.

Sample Response 2

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!

Sample Response 3

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'.

Editing

Careful reading of the questions and the instructions is essential.

A15. Circle the pair of words that best fit the meaning of the sentence below: [1]

Caroline felt happy for Joseph's obvious loneliness, but that did not mean she was keen to sacrifice her own sympathy to take care of him.

empathy	–	money
horror	–	house
<u>sympathy</u>	–	independence
upset	–	children
<u>happy</u>	–	potential

Proof reading

- There is likely to be a range of error types
- Test will be on written accuracy only
- Ensure correction given as well as identification of error

Emergency

Outdoor Adventures

Booking Form

Contact Information

Full Name	
Adress	
Date of Birth	
Email	
Phone	
Emergency Contact (please include name and telephone number)	
Medical Condition's	

Activities Offered

<p>Full Day Activitys Instruction and equipment hire is charged at a rate of £25 per day. This is based on groups of 10-12 students. Smaller groups will be subject to additional fees.</p>	<ul style="list-style-type: none"> • caving • rock climbing & abseiling • kayaking • gbrge walking
---	--

1. Emergency is spelt wrong
2. No such thing as gorge walking
3. All activitys should start with capital letters
4. doesn't say number / what type near phone
5. should be a comma not a full stop

Outdoor Adventures

Booking Form

Contact Information

Full Name	
Adress	
Date of Birth	
Email	
Phone	
Emergency Contact (please include name and telephone number)	
Medical Condition's	

Activities Offered

<p>Full Day Activitys Instruction and equipment hire is charged at a rate of £25 per day. This is based on groups of 10-12 students. Smaller groups will be subject to additional fees.</p>	<ul style="list-style-type: none"> • caving • rock climbing & abseiling • kayaking • gorge walking
---	--

1. Address
2. Emergency
3. condition's
4. Activities
5. Equipment

Synthesis

Synthesis is the skill of bringing together information from different sources to create a new text.

- Focus on the question is essential
- Synthesis is not comparison
- Candidates should avoid generalisations/blurring messages from texts (e.g. forcing texts into 'All of the texts say...').

A13. Using information from Text D and Text E, synthesise the feelings of the writers to the activities they describe. [10]

You must refer to both texts to support your answer.

This question tests the ability to synthesise information effectively from more than one text.

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

Give 1-2 marks to those who identify and begin to comment on some examples of the writers' feelings towards the activities.

Give 3-4 marks to those who identify and give straightforward comments on some examples of the writers' feelings towards the activities.

Give 5-6 marks to those who explain how a number of different examples present the writers' feelings towards the activities, and begin to show some understanding of implicit meaning in the text.

Give 7-8 marks to those who make accurate comments about how a range of different examples from both texts present the writers' feelings towards the activities. The answer will begin to collate details effectively.

Give 9-10 marks to those who make accurate and perceptive comments about how a wide range of different examples from both texts present the writers' feelings towards the activities. Well-considered, confident collation skills will be evident.

Details candidates may explore or comment on could be:

TEXT D	TEXT E
<ul style="list-style-type: none">• 'kite-flying' is a 'joy' – 'who knew?' unexpected pleasure and repeats 'joy' later• 'the thrill of flying a kite' excitement• tone is lively/good humoured language choices emphasise enjoyment feel good factor• 'Homemade Heaven' absolute pleasure 'a childhood without kite flying...unfulfilled'• Widespread enjoyment of activity evident at kite festival• Promotes it as an 'awesome spectacle' –variety of sights on offer/sight to behold• Good distraction for children• Inexpensive/ cheap – 'for just a couple of pounds'• He's disappointed that the 'kids required no help	<ul style="list-style-type: none">• The Mountains of My Life' suggests the activity is significant to him• He confesses to being 'fascinated' by the 'spires and crests' of the 'beautiful peak' –lays groundwork for passion for activity.• Feels awe at the skill of the climbers- 'wonder'• He feels desire to be out there with them 'envy'/'lucky people'/he would 'try to imitate them'• He would watch them 'hours on end'- 'intently' fascinated/obsessed• So engrossed by watching climbers that others noticed 'it must have touched him'• 'I couldn't think of anything I'd like more!'• He doubts whether he will be able to succeed

from' him – can't get involved • 'show them how it's done!'- opportunity to show off • Appreciates simplicity of activity	where Elia failed but his desire pushes him to try 'In spite of this, I wanted to try so much'. (Despite inappropriate • He doesn't know how he managed but he did it – enjoyment/excitement/disbelief is evident. He 'felt' himself 'at the centre of a delirious dream'- too good to be true/wish fulfilment.
This is <u>not</u> a checklist and must be marked in levels of response. Look for/reward valid alternatives.	

Response 1

The writer of Text D appears surprised by the 'joy' brought to him by kite-flying. He feels that he had been kept hidden from the benefits of it, asking 'who knew?' it could bring such joy. Bonatti from Text E however had not been so surprised by the rewards he felt at rope-climbing as he had spent much of his childhood watching with 'wonder and envy', meaning that he didn't feel as oblivious. Birmingham feels, it's a 'spectacle' and realises that it has kept his children away from 'flashing swords'. In Text E, Bonatti admits that he was 'fascinated' by the mountains and describes how he'd been watching 'intently' showing that he was absorbed by the activity. Both writers show an eagerness to participate in their activities, Birmingham feels disappointed that his kids 'loved them' and did not require any 'help from him' meaning that he could not show them 'how it's done!'. Bonatti spent a great deal of his childhood trying to 'imitate them' and his eagerness is so strong that he eventually uses his friend's 'mother's clothes line' to partake in the activity. When he is on the verge of climbing, he uses his desire to climb to take the place of his struggling friend. Birmingham feels that the activity is economical, only costing a 'couple of pounds' though he feels it is effective, despite being a 'piece of plastic'. Bonatti, however, feels it is a more professional activity, as he prepares himself through wearing a pair of enormous army boots' and he describes the climber as having 'the air of an expert'. Both writers feel they have been fulfilled through partaking in their activities. Birmingham manages to end his year of 'kitelessness' and Bonatti describes the climactic experience as being a 'delirious dream'. Both writers found their activities rewarding and Birmingham's overwhelmed by the benefits – repeating the 'joy' it has brought him.

Response 2

Overall in both texts both writers discuss how they love and enjoy their activities. To begin, in text D Paul Birmingham expresses to us how the 'spectacle' of the kites 'filling the sky' was so mesmerising to himself and his children. Similarly within text E, Walter Bonatti told us how much he fell in love with the mountains. This is shown in the text as Bonatti says "I only went by the paths, I couldn't help but be fascinated by the spires." Yet, both writers describe to us as readers how their beloved activities can face big downfalls. For example, in text D Paul Birmingham explains how the kites can get tangled-up". Likewise Bonatti tells us how dangerous rope climbing can appear to be. "My new friend seemed to struggle", "My soles are slipping!"

How does the writer...?

What to avoid:

- ☐ Being driven by technique rather than question or relevant evidence
- ☐ Not referring back to the question
- ☐ Not explaining how selected language works
- ☐ Poor use of text
- ☐ Speculation/offering of opinions
- ☐ Focusing on a very narrow section of text.
- ☐ Labouring points

A9. How does Gerardo Arias Camacho convince the reader of the benefits of Fairtrade?

[10]

Evidence	How does this convince?	Method (where relevant)

Response 1

Gerardo Arias Camacho convinces the reader of the benefits of Fairtrade by using facts this is shown when it says 'in the 1980s, the price of coffee was so low that it didn't cover the cost of production' this convinces the reader because they can see/read proof and they have something to react on.

Gerardo Arias Camacho convinces the reader by using statistics shown when he says 'we plant trees and have reduced the use of pesticides by 80% in 10 years' this makes the reader think about helping and doing something good.

Gerardo Arias Camacho convinces the reader by using a colon (:) this is shown when he says 'Fairtrade is the way trade should be: fair, responsible and sustainable' this makes the reader believe Fairtrade is good and makes them willing to act for Fairtrade.

Response 2

Camacho convinces the reader that Fairtrade is beneficial by giving us a personal account of his own experiences, using anecdotal language to tell 'the story of a coffee farmer'. As a consequence, the reader is convinced that Fairtrade is beneficial as Camacho gives evidence of its positive impact on his family and his community's lives.

At the beginning, he refers to 'the price of coffee' in 'the 1980s' to contrast the difficult times then with the times now, where Fairtrade has transformed their lives. He says he was 'forced to return to America' to make the reader feel empathy towards him, with the verb showing how he had no control over his life and that it wasn't his choice. Consequently, Camacho portrays how hard life was when 'coffee prices were still so low' and 'many farmers abandoned their land and some even left the country,' convincing the reader how beneficial it has been because he then goes on to convincing the reader that Fairtrade also has positive impacts on our environment as well as our people.

Camacho tells us it's a 'win-win business' and that it's 'open to everyone' to show that Fairtrade can benefit us all. Consequently, he comes to the conclusion that Fairtrade does 'make a difference because it allows people to 'help each other'. By telling us directly using the word 'you' Camacho convinces us the reader that it is worth us investing in Fairtrade because 'the benefits...are for everyone.'

He concludes by using the word 'I' repetitively to highlight the positive impact on his life making him 'feel competitive' and has 'a future'. He tells us we can help more people like him by simply going shopping convincing us that Fairtrade is beneficial.

Sequencing

Discuss 2 or 3 activities you have used in the classroom to teach this skill.

What problems have you encountered?

A5. Text B suggests the steps you can take to increase your support for Fairtrade. Put these steps into order by numbering each of the steps below from each section.

[3]

The first step has been completed for you:

- (a) Find out which shops stock Fairtrade or ethical products.
- (b) Encourage your friends and family to do the same.
- (c) Shop responsibly once you have found a stockist.
- (d) Sign up to the Fairtrade campaign and help your local area to become a Fairtrade town or village.

1

✓

✓

✓

A5. Text B suggests the steps you can take to increase your support for Fairtrade. Put these steps into order by numbering each of the steps below from each section.

[3]

The first step has been completed for you:

- (a) Find out which shops stock Fairtrade or ethical products.
- (b) Encourage your friends and family to do the same.
- (c) Shop responsibly once you have found a stockist.
- (d) Sign up to the Fairtrade campaign and help your local area to become a Fairtrade town or village.

1

3

4

2

Compare

Tips

- Make it clear which text is being referred to
- Support claims with evidence
- Base answer on the text NOT on personal viewpoint
- Timing key – will often be a later question but with a high mark tariff
- Make sure both/all texts receive consideration
- Read question carefully – what is focus of comparison?

A12. Compare what the writers TEXT D and TEXT E say about the effects of Fairtrade on the farmers and workers who work for Fairtrade groups. [10]

You must make it clear from which text you get your information.

In text D, implies that Fairtrade is helping out their country, environment and children "We spend... plant." All the money the produce goes to what needs it most. They use facts and figures to convince the reader that they are telling the truth "Reduced... 10 years." This also shows research. They imply that they have made a lot of money "We could

Response 1

Text D is a story about a coffee farmer who had his life changed, positively because of Fairtrade whilst Text E is about companies and 'coffee lovers' turning their backs on Fairtrade because Fairtrade has done some poor actions towards everyone especially farmers.

In Text D there was a coffee farmer who goes by the name 'Gerardo Arias Camacho' and he struggled to make money and support his family, but all that changed when he became Fairtrade-certified, on the other hand in text E there is a coffee shop called 'Workshop Coffee' and at the start they struggled to keep customers and gain any profit but over time things got worse, especially when Fairtrade come in.

By the same token both texts are discussing how Fairtrade changed their coffee shop and themselves, but apart from that, text D is positive and text E is negative, also text D may or may not be true neither could text E because there is evidence showing they could be real.

Response 2

In Text D, which is based on a farmer's personal experiences in Costa Rica, Camacho tells us that Fairtrade has a positive effect on the farmers and workers. In contrast, to this, in Text E, the writer is writing from the consumer/retailers' point of view and 'questions the fairness of Fairtrade' because he/she says that despite the 'system' aiding 'social projects' it 'can't ensure' that the benefits 'are spread'. Therefore Text E, implies that Fairtrade may not actually have a positive effect on all the farmers and workers.

In comparison, Camacho tells us that the 'benefits' of Fairtrade are 'for everyone' and benefits the 'community as a whole'. On the other hand, he owns his farm and has a high status in the community as a member of 'CODCAFE' therefore his views may not reflect the effects on Fairtrade on all farmers/workers. For example, Text E gives us an example of a 'poor use of the Fairtrade payment' where it only had a positive effect on the 'senior managers' as the 'modern toilets' built 'were only used' by them.

Both pieces say that Fairtrade helps to guarantee 'prices' and fund 'social projects' – e.g. Camacho lists how the money has had a positive effect on 'education', infrastructure, and the environment. But, Text E has 'doubts' and suggests that some of Fairtrade's effects may be negative, partly because retail is falling and therefore it's making less money. Also, it says that 'Fairtrade doesn't provide farmers with any greater guarantee of future income'. In comparison, Camacho believes that Fairtrade has given him 'a future' and he can 'make a living growing coffee.'

Yet Text E, also suggests that the conditions of Fairtrade farmers/workers are 'worse' than those in non-Fairtrade areas. On the other hand, without examples we cannot understand whether this is because the non-Fairtrade areas need the help less and maybe the Fairtrade areas were even worse before. As a consequence, both texts imply that Fairtrade can improve the 'fairness of trade' but Text E also believes 'free trade' can be fair.

In comparison, Camacho disagrees with 'free trade' and believes all the effects of Fairtrade are positive because it has had a massive impact on his own life in Costa Rica. In comparison, Text E does not have as much evidence on the effects of Fairtrade because it is not based on personal experience, but unlike Text D, it implies that the effects aren't all positive as the trade may not actually be 'fair'.