

GCSE English Language Unit 2

Reading and Writing:

Description, Narration and Exposition

Farming

Teaching and Learning

Teaching and Learning Support – Sample Assessment Materials

Unit 2 – Parents and Children

SECTION A (Reading): 40 marks

Pupils should note the marks available and allocate time accordingly.

TEXT A

1. Which crop is expected to see the **largest decrease** in **growth rates** by 2030? [1]

Straightforward retrieval questions.

Match key vocabulary in question with that in the text to focus on the correct area to find the information required. Pupils should be aware that synonyms could be used to increase the demand of a question and this would require additional verbal reasoning.

2. Which crop is expected to see the **largest price change** by 2030? [1]

3. The text refers to the “stagnant growth rates” that major crops will experience by 2030. Select one definition from the list below that best describes ‘stagnant.’ [1]

- a) Standing still
b) Sturdy
c) Steadily increasing
d) Rapidly decreasing

Multiple Choice Question – this question requires pupils to use verbal reasoning to ascertain the meaning of the word. Given the options, pupils can work this out from the context of the word in the text; the other three would not fit the meaning.

Highest tariff on this paper therefore appropriate time should be allocated.

TEXT B

4. Explain how the AGRA programme has helped farmers in Africa. [10]

Write about:

- the problems faced by African farmers;
- the effects the programme has had.

Where bullet points are provided pupils should ensure that they cover details from the text relating to them. For some pupils they will be able to integrate the two aspects here, e.g. outlining a problem and then commenting on the effect the programme has had in relation to that problem. For other pupils a more straightforward approach could be to tackle the separate bullet point discretely, writing a paragraph on each.

Explain questions require pupils to give reasons, show why something has happened or describe a process and/or cause and effects. Here the bullet points direct pupils to identify the problems and then explain how the programme has tackled these problems. Cause and effect connectives would ensure pupils are explaining their ideas: as a result, meaning that, consequently, due to, therefore, etc.

TEXT C

5. Tick the box that best describes the purpose of this text: [1]

- a) Personal use
- b) Public use
- c) Occupational use
- d) Educational use

Multiple Choice Question – this time focusing on the PISA definitions of text purpose. Pupils will need to understand these terms. There are some texts that could fit into more than one category but for examination purposes the text selected will definitely have one purpose. Pupils should always read the rubric that gives information about each text.

6. What was the loss of soil nutrients in Malawi between 2002 and 2004?
Tick the correct box. [1]

- a) Less than 30kg per hectare.
- b) Between 30kg and 60kg per hectare.
- c) Greater than 60kg per hectare.
- d) There is no data for Malawi.

Another retrieval question but this time as multiple choice. Pupils have been directed to look at data between 2002 and 2004 so they need to look at the correct part of the text as Malawi appears in both parts of the text. Pupils need to use deduction skills in working out how to translate the data and key of the diagram into the descriptions in options a), b), c), and d).

7. Which of the three countries labelled in this diagram suffered the **least** amount of loss of soil nutrients? [1]

Two more retrieval questions but these are not straightforward and require some deduction. Pupils need to be aware of how words such as least, most, increase, decrease, fewest, highest, etc. are used as they will need to analyse the information non-continuous texts present. Question 8 is very specific in the response it requires: note the key information in each question.

8. By how many **tonnes** did the **maize** yield **increase** on **AGRA farms** in Tanzania between **2011 and 2013**? [1]

9. Thinking about the information in Text B and Text C, explain how some farms in Africa have “doubled their yield”. [2]

This is a question requiring pupils to explain but also synthesise information from two different texts. Firstly, they need to understand the phrase “doubled their yield”, which may need some contextualised reading to aid meaning. Next, there is a level of detail required in this question that goes beyond retrieval of information and pupils should offer a detailed explanation of how this has come about, linking the information from both texts to form a coherent understanding of the outcomes.

TEXT D

10. What is meant when Clare writes that “the men muzzle their frustration”?
[1]

- a) The men mutter about Jenny under their breaths.
- b) The men do not say what they really think.
- c) The men feel angry towards Jenny.
- d) The men do not feel that they will get the job done.

A verbal reasoning multiple choice question. Again, through contextualised reading, pupils can work out the meaning of this expression as used in the text. Pupils will need to read on from this phrase in the text to appreciate that the men are restraining their true feelings.

11. **In your own words**, summarise **five** main reasons that make catching sheep exhausting, according to the writer. [5]

A summary question where pupils will need to demonstrate their understanding of the main points of the text and their assimilation by paraphrasing the text. Whilst bullet points are not forbidden, using them to answer such a question may restrict the pupils' responses to notes rather than full sentences. Full sentences are necessary to show the level of detail required. Pupils should practise highlighting skills and the identification of main points when reading the text as many pupils struggle to sort main ideas from peripheral ones.

12. What impressions do you have of Jenny in this extract? [5]

An inference/analysis question with opportunities to explore the writer's craft in the presentation of character. Pupils will not only have to find examples of Jenny's character but also provide comment on what these things tell the reader about her in order to formulate an impression. Pupils should be aiming to support each of the impressions they have of Jenny by appropriate selection of textual detail.

TEXT E

13. Compare the similarities and differences in the farming and attitudes to the animals in Text D and Text E. [5]

A compare question that also requires pupils to draw contrasts as indicated by the direction to explore “similarities and differences”. There are two aspects of the texts pupils can focus on, farming and attitudes to animals. There are some obvious points of similarity/difference that pupils should not ignore in their responses but there are also those that require more detailed exploration. Pupils' responses would benefit from signalling the comparisons or contrasts they are making by use of connectives: whereas, however, unlike, similarly, likewise, but, also, in the same way, etc.

Editing (5 marks)

In this part of the paper you will be assessed for the quality of your understanding and editing skills.

1. Circle the word below that best fits the gap in the sentence below: [1]

I shouldn't made him feel so bad.

- a) try b) of c) to d) have

Pupils need to know the appropriate auxiliary verb to be used in such sentences.

2. Which of the following sentences is correct? Tick the box of the sentence you think is correct. [1]

- a) He was standing in the field watching the crows circle.
b) He was stood in the field watching the crows circle.
c) He was standing in the field watching the crows' circle.
d) He was stood in the field watching the crows' circle.

There are subtle differences in the distracters that pupils will need to read carefully.

3. Circle the word(s) that best fit the meaning of the sentence below: [1]

The blades were blunt. she could not mow the grass.

- a) Nevertheless
b) But
c) Despite this
d) Consequently

Only the connective "consequently" suggests the causal relationship between the two sentences. Pupils will need to understand how connectives affect meaning.

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

- 1) There **it** was **again**, a slow scratching on the window.
- 2) A noise had disturbed her sleep.
- 3) Carys almost laughed when she saw a pigeon looking back at her.
- 4) Bravely, she flung open the curtains.
- 5) Carys **awoke** when the sky was still grey with night.

Sequencing relies on an understanding of the linear narrative of the text so pupils should practise looking at verbs, temporal connectives and events that indicate sequential order.

- (a) Which sentence should come **second** in the text? Write the number of the sentence below. [1]
- (b) Which sentence should come **last** in the text? Write the number of the sentence below. [1]

SECTION B (Writing): 40 marks

B1. *In this task you will be assessed for the quality of your proofreading.*

The Welsh Government is publishing a leaflet for primary school children about safety of farms. Read the section below.

Identify the five errors and correct them.

[5]

Errors to be identified and *corrected* in this part of the examination could be spelling, punctuation or grammar. Pupils should practise such exercises and be familiar with rules for spelling, punctuation and grammar. The proofreading exercise may not always take this form; an alternative could be selecting the correct options from a list.

There are alot of different animals on farms; they may look tame but stay away from them. They can bite, stamp on you and may give you diseases.

You might see dogs on the farm. Some may be sheep dogs, some may be guard dogs, they might look friendly but they might not like strangers so keep away.

Farms have lots of machinery on them. All the machines make the farmers life a bit easier. You can help the farmer by not touching any machinery or going near vehicles like tracters.

B2. *In this section you will be assessed for the quality of your **writing** skills.*

20 marks are awarded for communication and organisation; 15 marks are awarded for writing accurately.

You should aim to write about 350-500 words.

Choose **one** of the following for your writing: [35]

Either, a) Write an account of a time when you had to look after an animal.

This is an account, which could be a narrative story, recount, or take a different format that could be appropriate for this type of writing, such as a magazine article or blog. However, as a narrative, the writing should have the following characteristics regardless of format: When/what sequence; character behaviour; subjective point of view; selection and emphasis of details; and recording actions and events. The pupils are not directed to a particular style so, for example, humour, plausible exaggeration or factual would be appropriate

Or, b) "Help the farmer, help the environment." (Bill Gates).

Write an essay explaining why it is important to support farmers and farming.

Pupils are asked to write an essay explaining the reasons why this is an important issue. An essay is a formal piece of objective writing (there will be plenty of opportunities for subjective opinion writing in Unit 3). Ideas should be reasoned and logical. The purpose is to focus on the reasons for supporting agriculture, and also possibly the links with the environment as suggested in the quotation, not to argue a particular point of view or to persuade the reader. Pupils can use some of the ideas from the texts in Section A to develop in their essay, or any of their own. It is vital that pupils plan their responses so as not to run out of ideas or be repetitive.

The space below can be used to plan your work.