

GCSE English Language Unit 2

Reading and Writing:

Description, Narration and Exposition

Parents and Children

Resource Material

TEXT A is a letter from a Headteacher to parents.

Dear Parent / Carer,

As a new school year begins, we would like to remind all parents/carers of the importance of school attendance. Schools are being asked to make a concerted effort to raise pupil awareness of the impact that absences from school can have on their attainment and I would ask that parents/carers support us in our drive to further improve the school's attendance performance.

I have attached a table and chart illustrating the relationship between attendance and achievement at school, a copy of which is also on our web site.

The rewards for good attendance are clear: pupils are more likely to enjoy school, achieve their potential and be better prepared for adult life.

We will be updating you about your child's attendance throughout the year and we ask for your continued support in encouraging your child to attend school every day.

Yours faithfully,

Mrs Elaine Stickler

Headteacher

TEXT B is taken from a novel by Tony Parsons called 'Man and Boy'. It charts the experiences of Harry, a father trying his best to bring up his four-year-old son, Pat, alone.

Pat started school.

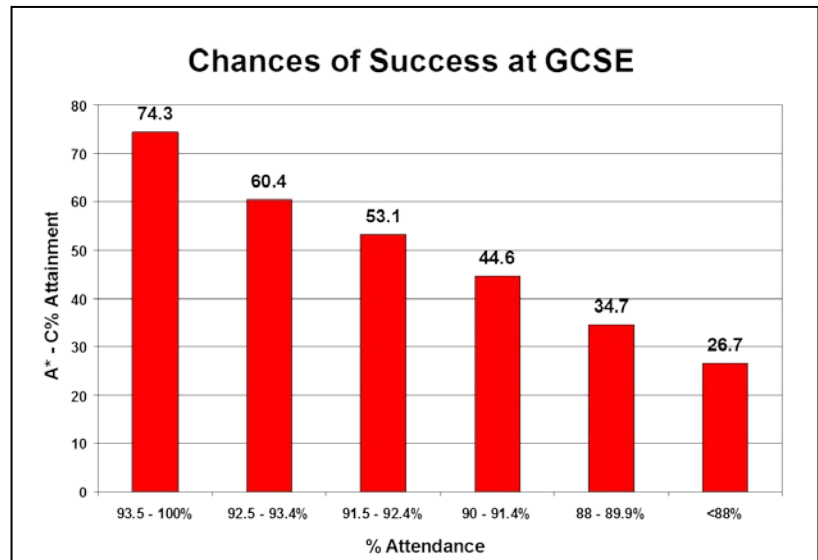
The uniform he had to wear should have made him look grown up. The grey V-necked sweater, the white shirt and the yellow tie should have made him look like a little man. But they didn't.

The formality of his school clothes only underlined the shocking newness of him. Approaching his fifth birthday, he wasn't even young yet. He was still brand new...

And now I had to let my beautiful boy go out into the world. At least until 3.30. For both of us, it felt like a lifetime.

He wasn't smiling now. At breakfast he was pale and silent in his pastiche of adult's clothing, struggling to stop his chin trembling and his bottom lip sticking out, while over the Coco Pops I kept up a running commentary about the best days of your life...

Then it was time to go.



As we drove closer to the school I was seized by a moment of panic. There were children everywhere, swarms of them all in exactly the same clothes as Pat, all heading in the same direction as us. I could lose him in here. I could lose him forever.

I took Pat's clammy hand and we joined the throng. We were just going through the gates to join them when I noticed the lace of Pat's brand new black leather shoes was undone.

'Let me get your lace for you, Pat, I said, kneeling down to tie it.

Two bigger boys rolled past, arm in arm. They leered at us. Pat smiled at them shyly.

'He can't even do his shoes up,' one of them snorted.

'No,' Pat said, 'but I can tell the time.'

They collapsed in guffaws of laughter, holding each other up for support, and reeled away repeating what Pat had said with disbelief.

It was time to leave him. Although there had been a few emotional goodbyes before he dropped out of nursery school, this time felt a bit different. This time it felt as though I were being left.

He was starting school, and by the time he left school he would be a man and I would be middle-aged. Those long days of watching Star Wars videos at home while life went on somewhere else were over. Those days had seemed empty and frustrating at time, but I missed them already. My baby was joining the world.

TEXT C is an extract from Laurie Lee's autobiography, *'Cider With Rosie'*, written about his childhood in the 1920s.

The morning came, without any warning, when my sisters surrounded me, wrapped me in scarves, tied up my bootlaces, thrust a cap on my head, and stuffed a baked potato in my pocket.

'What's this?' I said.

'You're starting school today.'

'I ain't. I'm stopping 'ome.'

'Now come on Loll. You're a big boy now.'

'I ain't.'

'You are.'

'Boo-hoo.'

They picked me up bodily, kicking and bawling, and carried me up to the road.

The playground roared like a rodeo, and the potato burned through my thigh. Old boots, ragged stockings, torn trousers and skirts went skating and skidding around me. The rabble closed in; I was encircled; grit flew in my face like shrapnel. Tall girls with frizzled hair, and huge boys with sharp elbows, began to prod me with hideous interest. They plucked at my scarves, spun me round like a top, screwed my nose, and stole my potato.

TEXT D is a news article.

Child obesity: Why do parents let their kids get fat?

By Denise Winterman BBC News Magazine

The health risks for obese children may be even greater than previously estimated, new research suggests. So why do parents let their children get fat?

Obesity experts say parents are struggling with a multitude of problems when it comes to their child's weight. They range from a lack of education about food, limited cooking skills and limited money to buy healthier food to longer working hours and marketing campaigns for junk food aimed at kids.

But the more sedentary lives children now lead is also creating huge problems. Last week a study suggested that up to 75% of junior school children preferred to stay at home than go to their nearby park.

While the problems parents face might be increasing so is evidence about the dangers of obesity. So why do they let their children get so fat?

Katy's son weighed over 23 stone (147kg) by the age of 15. She knew the reason - he ate too much and did too little exercise.

"A lot of his eating habits were out of my control," says the mother-of-two from Buckinghamshire. "He would eat too much when he was at school and then come home and eat whatever was around, even cook big meals for himself.

Some parents know they are a bigger part of the problem. Tracey says she allowed her daughter to pick up her own bad eating habits. Admitting to having a "complicated relationship" with food herself, she says she used it to bond with her daughter.

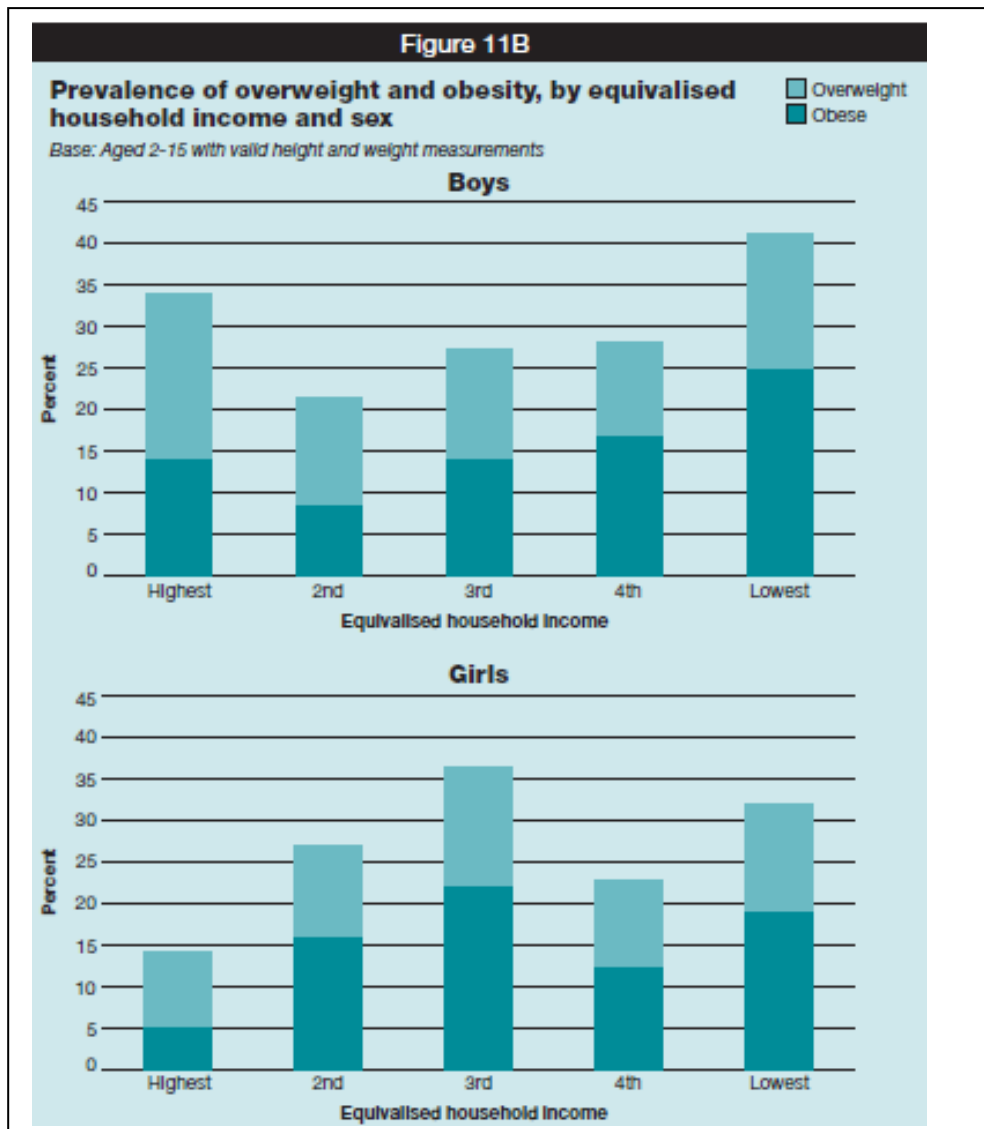
"We would snack together in the evening while watching television and treat ourselves with sweets and puddings. It was like our special time together," says the mother-of-one from Shrewsbury.

"I could see she was carrying a few extra pounds but she seemed happy. I didn't want to mention it because I didn't want her to feel negative about herself.

The daily emotional battle around food can also be fraught between a parent and a child.

From a very early age children are very good at using a "whole set of behaviours" to get what they want, say experts. It's easy to judge but nearly every parent in the land has caved in to some sort of emotion blackmail from their child. It just might not be about food.

TEXT E is a graph.



Question Paper

SECTION A (Reading): 40 marks

In the **separate Resource Material** there are five texts on the theme of 'Parents and Children' labelled **Text A-E**. Read each text carefully and answer **all** the questions below that relate to each of the texts.

Text A

1. Find and copy one thing that is a reward for good attendance. [1]
2. Which of the following statements is implied by the text? [1]
 - a) Children who have good attendance are less likely to enjoy school.
 - b) The school is supporting parents / carers to improve their child's attendance.
 - c) Children are better prepared for adult life if they have good attendance.
 - d) Pupils are aware of the impact of absences from school has.
3. According to the bar chart, what would be your percentage for succeeding in achieving grades A*-C if your attendance was 92.6%? [1]
4. According to the bar chart, what would your attendance be between if your percentage for succeeding in achieving grades A*-C was 44.6%? [1]
5. Explain the relationship between attendance and achievement. [1]
6. What is the purpose of this text? [1]
 - a) Personal
 - b) Public
 - c) Educational
 - d) Occupational

Text B

7. How does the writer show what Harry thinks and feels about Pat's first day at school? [10]
Refer to the writer's language and the techniques he uses.

Texts B and C

8. Compare the two children's first day at school. [5]

Text D

9. What does "sedentary lives" mean in the text? [1]
 - a) Lives which are sleepy.
 - b) Lives which are mostly seated.
 - c) Lives which are sometimes sludgy.
 - d) Lives which are often troublesome.
10. Explain the reasons for children becoming overweight, according to the article. [10]

Text E

11. Explain the relationship between household income and obesity in boys and girls. [3]

Editing (5 marks)

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

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

Mary loved her children(1)..... anything else. However, why they were quite so(2)..... was a mystery.

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

- A) instead
- B) beyond
- C) despite
- D) with

(b) Circle the word below that best fits gap (2): [1]

- A) agreeable
- B) warm
- C) congenial
- D) obnoxious

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

His father had for the second time since Sunday although it was that he would leave again before the week was out.

- (A) arrive ... impossible
- (B) left ... probable
- (C) visited ... possible
- (D) return ... likely
- (E) gone ... incapable

3. Read the text below and show your understanding by answering the questions that follow:

- 1) It was unseasonable weather for October.
- 2) The excitement built as they filed in with the crowds.
- 3) Eventually a steward showed them where they should be.
- 4) Finding their seats in the stadium was proving difficult.
- 5) Even so, that cold Saturday, Robert had taken his son to his first international.

(a) Which sentence should come second in the paragraph? Write the number. [1]

(b) Which sentence should come last in the paragraph? Write the number. [1]

SECTION B (Writing): 40 marks

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

Read the email below from a parent asking for the permission from the Headteacher of your school to allow a pupil to go on holiday in term time.

Identify the five errors and correct them on the email below.

[5]

Dear Headteacher,

I am emailing as I know that the school has a policy not to let children out of school during term time but I have booked a holiday for september for my son, George Jones 10Y, to visit his family in Australia.

Georges attendance in school is always very good. He only missed two days last year. It is important for us as a family to make this trip as it is my mother's 70th birthday and she haven't seen George since he were 3 years old.

Yours sinserly,

Jackie Jones

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 your first day at school.

Or,

(b) Write a brief article for an online parenting magazine describing what it is like to be a teenager in the twenty-first century.

The space below can be used to plan your work.

Mark Scheme

Section A (40 marks)

TEXT A

1. Find and copy one thing that is a reward for good attendance. [1]

This question tests the ability to use deduction skills to retrieve information.

Award **one mark** for one of the following correctly located:

- pupils are more likely to enjoy school;
- achieve their potential;
- be better prepared for adult life.

2. Which of the following statements is implied by the text? [1]

This question tests the ability to use inference to analyse information.

Award **one mark** for the correct answer:

- c) Children are better prepared for adult life if they have good attendance.

3. According to the bar chart, what would be your percentage for succeeding in achieving grades A*-C if your attendance was 92.6%? [1]

This question tests the ability to use deduction skills to retrieve information.

Award **one mark** for the correct answer: 60.4%

4. According to the bar chart, what would your attendance be between if your percentage for succeeding in achieving grades A*-C was 44.6%? [1]

This question tests the ability to use deduction skills to retrieve information.

Award **one mark** for the correct answer: 90.0%-91.4%

No mark should be awarded if the candidate fails to write the full range (e.g. "90.0" would be incorrect).

5. Explain the relationship between attendance and achievement. [1]

This question tests the ability to interpret ideas and information.

Award **one mark** to candidates who show the causal relationship between attendance and attainment, for example, if a child attends school more frequently they have more opportunities to learn. The graph shows that increased attendance results in increased success.

6. What is the purpose of this text? [1]

This question tests the ability to understand and recognise the purpose of texts.

Award **one mark** to those candidates who correctly identify:

- b) Public

No marks are to be awarded for candidates who select more than one option.

TEXT B

7. How does the writer show what Harry thinks and feels about Pat's first day at school? [10]

Refer to the writer's language and the techniques he uses.

This question tests the ability to interpret themes, meaning and ideas, refer to evidence within texts and to use inference and deduction skills to retrieve and analyse details.

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 Harry's thoughts or feelings.

Give 3-4 marks to those who identify and give straightforward comments on some examples of Harry's thoughts or feelings. These responses will simply identify some linguistic terminology/techniques.

Give 5-6 marks to those who explain how a number of different examples present Harry's thoughts or feelings, and begin to show some understanding of how language and techniques are used to achieve effects and influence the reader. These responses will begin to use relevant linguistic terminology accurately to support their comments.

Give 7-8 marks to those who make accurate comments about how a range of different examples illustrate Harry's thoughts or feelings, and begin to analyse how language and techniques are used to achieve effects and influence the reader. Linguistic terminology is used accurately to support comments effectively.

Give 9-10 marks to those who make accurate and perceptive comments about how a wide range of different examples portray Harry's thoughts or feelings, and provide detailed analysis of how language and techniques are used to achieve effects and influence the reader. Subtleties of the writer's technique are explored in relation to how the reader is influenced. Well-considered, accurate use of linguistic terminology supports comments effectively.

Details candidates may explore or comment on could be:

- Simple declarative sentence to open the extract – “Pat started school” – Harry knows this is the fact of the situation.
- Harry thinks about Pat's “shocking newness”, suggesting he does not think Pat is yet ready for school.
- Harry feels he can no longer protect Pat – “let my beautiful boy go out into the world”.
- He feels that it will be “like a lifetime” until the end of the day (hyperbole).
- Harry thinks he should try to reassure Pat about school being “the best days of your life” – but he is really trying to persuade himself that Pat will enjoy it.
- Harry is “seized by a moment of panic” – he feels worried for Pat.
- The repetition of “I could lose him” emphasises Harry's panic.
- Harry feels that this time it is “as though I were being left” , suggesting he thinks Pat will no longer need him no he is big enough for school.
- Harry thinks about the passing of time – “by the time he left school he would be a man and I would be middle-aged” – and how quickly Pat will be a man.
- Harry regrets not appreciating the time he had with Pat – “Those days had seemed empty and frustrating at time, but I missed them already”.

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

TEXT C

8. Compare the two children's first day at school. [5]

This question tests the ability to compare the presentation of content across texts, synthesise and summarise information from a range of texts and analyse and respond to texts and their subtexts, using inference and deduction and linking ideas within or across texts.

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

Give 1 mark to those who identify basic similarities and differences between the two characters.

Give 2 marks to those who identify and give a straightforward description of the similarities and differences between the two characters.

Give 3 marks to those who identify the similarities and differences between the two characters, and make some comparisons and / or contrasts about the boys' feelings.

Give 4 marks to those who make detailed comparisons and contrasts about the boys' feelings, with valid comments on the similarities and differences between the two characters.

Give 5 marks to those who make comparisons and contrasts that are sustained and detailed, showing clear understanding on the similarities and differences between the two characters.

Details candidates may explore or comment on could be:

- Both boys had to wear clothes that would ready them for school: Pat – “The uniform he had to wear”; Laurie – “my sisters surrounded me, wrapped me in scarves, tied up my bootlaces, thrust a cap on my head”.
- Whereas Pat was “pale and silent”, Laurie argues with his sisters “I ain’t.”
- Whilst Pat was quietly nervous on the drive to school, Laurie puts up a fight and had to be “carried ... up to the road”.
- Pat sticks up for himself with the older children – “but I can tell the time.” Whereas Laurie is picked on / bullied – “The rabble closed in”.
- Pat is mocked / laughed at – “reeled away repeating what Pat had said” – however, Laurie is physically bullied – “began to prod me with hideous interest... screwed my nose”.

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

TEXT D

9. What does “sedentary lives” mean in the text? [1]

This question tests the ability to use verbal reasoning skills, inference and deduction skills.

Award **one mark** for the correct answer:

- b) Lives which are mostly seated.

10. Explain the reasons for children becoming overweight, according to the article. [10]

This question tests the ability to synthesise and summarise information and distinguishing between facts or evidence and opinions, bias and argument.

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 one or two superficial reasons with linked basic textual reference.

Give 3-4 marks to those who identify and give some general explanations on some of the straightforward reasons by surface textual references.

Give 5-6 marks to those who begin to show some understanding of the reasons in the text supported by appropriate textual references. Candidates begin to provide clear explanations.

Give 7-8 marks to those who provide accurate explanations about a range of reasons for obesity supported by well-selected textual references. Candidates demonstrate a coherent understanding of cause and effect.

Give 9-10 marks to those who give accurate and perceptive explanations about the full range of reasons supported by convincing, well selected examples and purposeful textual references. Candidates present well-considered and articulate understanding of cause and effect.

Specific reasons candidates may choose to explain:

- a lack of education about food means children do not make healthy choices about what to eat
- limited cooking skills results in reliance on processed/convenience food
- limited money to buy healthier food as some think fruit and vegetables cost more than convenience food
- longer working hours means that working parents have less time to cook healthy meals
- because there are marketing campaigns for junk food aimed at kids this is what they would prefer
- children prefer to stay at home than go to their nearby park/did too little exercise
- some children ate too much and therefore were not burning off calories
- some children eat whatever is around/even cook big meals for themselves meaning that their parents have little control

- some children have picked up bad eating habits from their parents so when a parent has issues with eating healthily their children will too
- some parents use food to bond with their children and see it as 'special time' making it difficult for a child to refuse
- parents do not want their children to feel negative about themselves if they are overweight so do not tackle the problem
- food can be a "daily emotional battle" between parents and children resulting in strained relationships

Overview:

- a multitude of problems

TEXT E

11. Explain the relationship between household income and obesity in boys and girls.[3]

This question tests the ability to synthesise information and to evaluate the usefulness, relevance and presentation of content within texts.

Award **no marks** for responses where there is nothing worthy of credit.

Award **one mark** for candidates who make simple comments based on a superficial understanding of the information, e.g. the highest percentage of obese boys are from the lowest income families.

Award **two marks** for candidates who show an understanding of the data and demonstrate some inference in the relationship between household income and obesity, e.g. excluding the highest income households, obesity in boys increases as the income gets lower.

Award **three marks** for candidates who clearly explain a range of inferences firmly rooted in the information provided for both boys and girls, making perceptive comments and deductions, e.g. there is no direct link between income and obesity as the percentages of obesity in girls and boys are vastly variable.

Editing (5 marks)

1. Read the paragraph below and then answer the questions that follow: [2]

Mary loved her children beyond anything else yet why they were quite so obnoxious was a mystery.

(a) Award one mark for:

A) beyond

(b) Award one mark for:

B) obnoxious

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

His father had left for the second time since Sunday although it was probable that he would leave again before the week was out.

Award one mark for the correct answer B).

Options A) and D) do not contain the correct tense agreement for the sentence.

Option C) does not recognise the introduction of contrast signalled by the connective "although".

Option E) does not make sense in the context of the sentence.

3. Show your understanding of the text below by answering the questions that follow: [2]

Correct order:

- 1) It was unseasonable weather for October.
- 2) Even so, that cold Saturday, Robert had taken his son to his first international.
- 3) The excitement built as they filed in with the crowds.
- 4) Finding their seats in the stadium was proving difficult.
- 5) Eventually a steward showed them where they should be.

(a) Sentence 5 – one mark

(b) Sentence 3 – one mark

Section B Assessment Criteria

B1. Award **one** mark for each of the following errors appropriately corrected, to a **maximum of five**:

[5]

Dear Headteacher,

I am emailing as I know that the school has a policy not to let children out of school during term time ~~but~~

September

I have booked a holiday for september for my son, George Jones 10Y, to visit his family in Australia.

George's

Georges attendance in school is always very good.

He only missed two days last year. It is important

for us as a family to make this trip as it is my mother's 70th birthday and she haven't ~~seen~~

hasn't

was

~~George since he~~ were 3 years old.

sincerely

Yours sinserly,

Jackie Jones

Band	Communicating and organising	Band	Writing accurately
5 <i>(17-20 marks)</i>	<ul style="list-style-type: none"> • Mature and perceptive writing • Sustained and effective writing with techniques that fully engage the reader's interest • Appropriate register is confidently adapted to purpose/audience • Ideas are convincingly developed with detail, originality and creativity • Secure and coherent structure; there is sophistication in the shape and structure of the writing 	5 <i>(13-15 marks)</i>	<ul style="list-style-type: none"> • Use a wide range of ambitious and appropriate vocabulary confidently to create effect or convey precise meaning • Appropriate and effective variation of sentence structures • Virtually all sentence construction is controlled and accurate • A range of punctuation is used confidently and accurately • Virtually all spelling, including that of complex irregular words, is correct • Control of tense and agreement is totally secure • Very secure command of grammar
4 <i>(13-16 marks)</i>	<ul style="list-style-type: none"> • Clearly controlled and well-judged writing • Shows secure understanding of the reader's needs and how to hold interest with techniques used • Register is appropriately and consistently adapted to purpose/audience • Develops ideas with convincing detail and some originality and imagination • Writing is purposefully structured and clearly organised to give sequence and fluency 	4 <i>(10-12 marks)</i>	<ul style="list-style-type: none"> • Use wide range of vocabulary with precision • Secure command of grammar • Sentence structure is varied to achieve effects • Control of sentence construction is secure • A range of punctuation is used accurately • Spelling, including that of irregular words, is secure • Control of tense and agreement is secure
3 <i>(9-12 marks)</i>	<ul style="list-style-type: none"> • Writing is mostly coherent and interesting • Clear awareness of the reader and some techniques used to meet their needs • Register is mostly appropriately adapted to purpose/audience • Ideas show development and there are some interesting effects in the writing • The writing is organised to give sequence and structure 	3 <i>(7-9 marks)</i>	<ul style="list-style-type: none"> • Use a good range of vocabulary with some precision • Mostly consistent command of grammar • Sentence structures are varied • Control of sentence construction is mostly secure • A range of punctuation is used, mostly accurately • Most spelling, including that of irregular words, is correct • Control of tense and agreement is mostly secure
2 <i>(5-8 marks)</i>	<ul style="list-style-type: none"> • Some coherent writing • Some awareness how to create effect to interest the reader • A clear attempt to adapt register to purpose/audience • Develops some ideas with an occasional interesting effect • There is some organisation, some sequencing of ideas 	2 <i>(4-6 marks)</i>	<ul style="list-style-type: none"> • Use some range of vocabulary • Command of grammar is inconsistent • There is some variety of sentence structure • There is some control of sentence construction • Some control of a range of punctuation • Spelling is usually accurate • Control of tense and agreement is generally secure
1 <i>(1-4 marks)</i>	<ul style="list-style-type: none"> • Basic coherence in the writing • Limited awareness of the reader • Some attempt to adapt register to purpose/audience • Some relevant content but uneven • Basic organisation; simple sequencing of ideas 	1 <i>(1-3 marks)</i>	<ul style="list-style-type: none"> • Limited range of vocabulary • Limited range of sentence structures • Control of sentence construction is limited • There is some attempt to use to use punctuation • Some spelling is accurate • Control of tense and agreement is limited • Limited command of grammar
0 marks	Nothing worthy of credit		