

GCSE English Language Unit 2

Reading and Writing:

Description, Narration and Exposition

Money

Teaching and Learning

Teaching and Learning Support – Sample Assessment Materials

Unit 2 – Money

SECTION A (Reading): 40 marks

TEXT A

1. According to the text, what is a 'payday loan'? [1]

Pupils must ensure that they note the first part of the question – “According to the text...” – rather than rely on their own knowledge. Therefore they can use words from the text.

2. Write down three things you should do before getting a payday loan, according to the text. [3]

As this is a straightforward “Find and copy...” retrieval question pupils should identify the correct parts of the text and write three separate points using the bullet points provided.

TEXT B

3. The text refers to the “correlation” between the payday loan industry and the number of calls to the charity Debt Line. Select one definition from the list below that best describes ‘correlation’. [1]

- a) The affect one thing has on another
- b) The line drawn between two things
- c) The relationship between two people
- d) The way that two things are the same
- e) The way two things are different

When the distracters used in a multiple choice question are close, pupils should think about eliminating wrong answers by thinking about the options in the context of the question provided.

4. Use the text to explain what has happened to the payday loan industry and the number of calls to Debt Line since 2007. [2]

Where the question asks pupils to explain they should give reasons or say why a certain thing has occurred. Here the pupils need to examine the relationship between the two data sets and provide an explanation as to why they are linked. Pupils who just say ‘what has happened’ have not fully addressed the ‘explain’ part of the question. Using explanatory connectives will ensure they are giving reasons (because, due to, as a result, 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

Pupils need to think carefully about the definitions of the text purposes as given by PISA. Personal text purpose would be to satisfy an individual’s personal interests, whereas Public text purpose is one that relates to activities and concerns of the larger society.

6. Which company offers the best value for money loan? Tick the correct box. [1]

- a) wonga.com
- b) Payday UK
- c) QuickQuid
- d) Payday Express
- e) Kwik Cash

Pupils will need to understand the term “value for money” in the question in order to identify the correct answer. The total repayable to wonga.com is less than the other companies but the term of the loan is nearly half as short, therefore not the best value for money, which is reinforced by the APR column. QuickQuid’s loan is the best value for money as the term is three days longer than the other companies who charge the same.

TEXT D

7. Explain how this payday loan company makes itself sound responsible and trustworthy. [5]

Again, pupils are asked here to ‘explain’ and here this is giving reasons as to how the company sounds responsible and trustworthy. Pupils will need to comment on what the company says and explain why this makes them sound responsible or trustworthy. Better candidates will be able to explore how the language or aspects of the text make the company sound responsible or trustworthy.

TEXT E

8. **In your own words**, summarise **five disadvantages** of payday loans highlighted by the text. [5]

What the pupils highlight to identify the disadvantages they choose to write about will be critical. Long explanations are not needed, just a demonstration that the disadvantages have been understood and that the pupils can express these in their own words. Therefore it is important that only key words/phrases are highlighted to help them paraphrase effectively. The more they highlight, the more they have to paraphrase.

9. Compare what Text D and Text E say about payday loans. Look for similarities and differences. [5]

In comparing, pupils will need to look closely at the points of similarity and difference in the two texts. Some may be obvious, but should not be overlooked in the pupils’ responses, whereas others will need to be interpreted as they are more subtle. Connectives like although, conversely, similarly, likewise, etc. will ensure that pupils are making direct and established comparisons between what the texts say. The remit of the question is quite broad and can be interpreted to include the loans as well as the companies who provide them.

TEXT F

10. In the last line the writer says that Gobseck had “ransacked” the world.

Select one definition from the list below that best describes the word ‘ransacked.’ [1]

- a) To store things neatly away
- b) To take advantage of a situation
- c) To spoil something that had been good
- d) To search thoroughly for valuables
- e) To have no more use for something

Pupils have to use verbal reasoning in this question. Whilst some may know the meaning of the word, the closeness of some of the distracters will necessitate a contextualised understanding from all pupils in order to identify the correct answer.

11. What impressions do we get of Gobseck? Explore what the writer says about Gobseck and how he says it. [10]

Here pupils will need to analyse the way that the character of Gobseck is presented, as indicated by the word “impressions”. We learn much about character through the way a writer describes his or her appearance, movement, behaviour and what they say (and how it is said). There is a lot that can be said about Gobseck in this extract, especially as he is being described through the eyes of another character. How another character feels about him would be a valid response. Selecting key words or phrases (3-4 words) then commenting on what impression the words create would be a sensible approach. Pupils do not need to follow formulaic responses (e.g. Point, Evidence, Explanation) but should simply ensure that all of their impression are supported by well-selected words from the text.

Editing (5 marks)

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

Money was at the of all of his problems.

- a) cause b) reason c) blame d) root

Only "root" fits the grammatical construction of this sentence. Pupils could experiment with how the sentence would need to change for the other three options to work.

2. Read the sentences below and then answer the questions that follow:

She was (1)..... waiting for the bank to open.(2)..... she paid in the money today she knew her rent would be late and her landlady would kick her out.

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

- (A) reluctantly (B) casually (C) happily (D) nervously

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

- (A) Unless (B) However (C) When (D) Firstly

Here pupils need to have read the whole text in order to correctly identify (1). Without understanding the seriousness of the situation expressed in the second sentence, any of the options would be valid. However, with that understanding, only "nervously" is appropriate in this context. The correct option for (2) relies on the pupils' appreciation of causality, that if the money is not paid in then the woman will be evicted. Only "Unless" signifies the consequence or effect of this happening.

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

- 1) Curious, he bent down to pick it up.
- 2) Now the question was what should he do with it?
- 3) Lloyd trundled down the street to meet his friends in the usual spot.
- 4) On closer inspection it turned out to be a roll of £50 notes.
- 5) His eyes caught sight of a small bundle on the ground.

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

[1]

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

In the sequencing of events, pupils will need to understand a linear narrative and make decisions based on what they consider to be the sensible order of events. Pronouns are often used anaphorically so it could be worth looking for where a proper noun has been used and then replaced by pronouns to gauge sequence. Here, there is also a set order of actions; some events could not happen before others have taken place. Some students may find practising with story boards helpful in preparation.

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

To open a bank account you usually have to fill in an application form. Read the application below which has some errors in it.

Identify the five errors and correct them.

[5]

Name:

james Thomas

Address:

112 Wood Avenew, Newport, NP2 4PK

Contact telephone number:

0774 326 139

Reason for opening account:

For my weakly wages to be transfered from my employers account and for easy access to my money.

This task has some realism for young people. There is not much text for pupils to read but they have to ensure that they are correcting the mistakes accurately. For example, there is only one account relating to “employers” therefore James Thomas cannot have more than one employer. The apostrophe would have to come after the final ‘r’ – “my employer’s account”.

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) Describe an occasion when someone unexpectedly comes into some money.

The critical word for pupils here is 'describe', meaning that an account or narrative is not required. The focus therefore should be on the scene itself and the reactions of those involved. How or why he or she comes into the money is not important (although could be mentioned as part of the scene setting). When describing, pupils should ensure that they are writing in complete, varied sentences as there is the eternal danger of the verbless sentence or dangling participle.

Or,

b) "When I was young I thought that money was the most important thing in life; now that I am old I know that it is." (Oscar Wilde).

Write an essay explaining why money is important to teenagers.

The exposition essay is an opportunity for pupils to give reasons or explain a process. The challenge with any of the writing tasks will be for pupils to sustain and develop their ideas, meaning that planning is essential. This task is open to different approaches: pupils could take the title as set and outline the many reasons why money is important to a teenager or conversely they could write why it is important to some but not to others. There is no requirement to persuade or argue a point of view here, just to give their reasons articulately. Pupils should demonstrate the quality of their ideas through well-constructed and varied points.

The space below can be used to plan your work.