

GCSE English Language Unit 3

Reading and Writing:

**Argumentation, Persuasion and
Instructional**

Dogs

Teaching and Learning

SECTION A (Reading): 40 marks

This resource has been produced to guide students through the process of producing answers to the questions. Throughout this document there will be advice and guidelines to help students structure their responses and present their ideas.

In the **separate Resource Material** there are five texts on the theme of 'Dogs' labelled Text A-E. Read each text carefully and answer all the questions below that relate to each of the texts. Additional answer pages are available at the back of this paper should you require them.

After each question in the student answer booklet there will be space for them to answer (this is a crude guideline as to how much they will write). There is also additional space to avoid students having to request extra paper. If they use additional pages, talk them through how to clearly indicate this to an examiner.

There are always instructions to aid candidates before they begin the examination. Familiarise students with these instructions and encourage them to read them to read them.

TEXT A

1. Approximately how many pet shops in the UK sell puppies?

[1]

Around 70 outlets

70

Around 70

Only one line has been provided for an answer. Students do not need to write copiously here.

Any of these answers would be acceptable. The student does not need to include the information within a sentence.

The question included the word 'approximately' so the student technically does not require the word 'around'.

2. How many of the UK's dog population were purchased from a pet shop?

[1]

Again, the student has been asked a direct question 'how many'. To answer this question, they simply need to give a number.

This question requires some deduction as the students have to determine what the UK's dog population is and can then work out how many of these were purchased from a pet shop.

The mark tariff confirms that they only require one piece of information.

To answer the next question, students need to use deduction and verbal reasoning skills. Remind them of the section of text from the extract (below):

20% of puppies (four times more than the average) bought from pet shops or directly from the internet suffer from parvovirus

3. What percent of 'average puppies' suffer from parvovirus? [1]

This question is not as straightforward as the previous one. Students need to read the question carefully. They will need to work out that 'average puppies' are four times less likely to catch the disease and therefore the answer is 5% - not 20%.

Note the use of percent – a % is not required to answer the question but could be included.

Again, a single number will answer this question successfully?

TEXT B

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

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

The correct answer is 'educational' as this is an instructional text which aims to educate potential dog owners. Encourage students to think carefully before answering to avoid making mistakes (which makes it harder to work out if they answer correctly).

Students will become familiar with these different text purposes.

When sequencing information, students must locate the correct section of the text, if appropriate. Reading the sample answer will help them with this process.

5. Text B gives four suggestions of things people should do before getting a dog. Sequence these suggestions. [3]

The first one has been completed for you:

1. Ask yourself can you commit to dog ownership for at least 12 years.
2.
.....
.....

Students have been given the first one and so must not write it down again.

3.

 4.

When sequencing information, students need to include sufficient information so that it is clear to an examiner that they have the right order.

Encourage students to look at the sample here where only the first sentence has been used. They could copy this model and only write down the first sentence or key information from within the section.

TEXT C

6. **How** does the **Dog Rescue Federation** try to **persuade** you to **support** them? [10]

Part of the challenge when answering a 'how' question is unpicking exactly what is required in an answer.

Highlight the areas that are crucial to the question and encourage students to comment on these.

Coupled with the wording of the question, the space allocated to answer and the mark tariff, it is clear that there is more demand here.

Tips for answering this question:

How: this part of the question requires you to consider what is included in the text (evidence) and how it is working (method or technique)

Dog Rescue Federation: this part of the question is asking you to focus on what the organization is doing. There are no distractors in this text so students can consider everything on the information sheet.

Persuade: this part of the question requires students to consider how they are being manipulated. They are being asked to comment the writer's method and how the text makes them feel. Encourage students to talk about persuasion and how their friends or family may persuade them to behave in a certain way or do certain things. Texts are a written version of the techniques we use to manipulate people in day to day life.

Support: this part of the question is honing students in on how the text is making them get involved. Students should refer to this in their answer.

Putting it altogether:

Use sample answers (good and bad) to help students fine tune their own answers. Give examples of poor answers and ask them to improve the work. Give examples of good answers

and ask them to tell you what is successful. Ask students to highlight in different colours the **evidence**, the **explanation/link** to the question and any **method**.

Students could be given the following answer and asked to complete it.

A bold statement ‘127,000 reasons to change the law’ is an intriguing start as readers question what the numerical information relates to and why it has been linked to something legal. Once readers hone in on the picture of puppies in a rubbish bin (suggesting they have been cruelly discarded) they not only understand the title but pity the vulnerable animals which persuades us to support any law to safeguard them...

TEXT D

7. What does India Knight mean when she says that dogs are, “having a moment”? [1]

Three lines were allocated to answer this one mark question – students do not need to fill them.

Students need to ensure they are focused on meaning when they answer the question and explaining the significance or connotations of the phrase.

This requires reading in context. Students must be encouraged to find the phrase within the text.

“Having a moment” has two colloquial definitions:

- To have a quick rest
- For something to be en vogue or fashionable

Model to students how prior knowledge could give them an incorrect answer if they were to answer without reading in context (they could choose the first bullet).

If students are uncertain, there is no harm in using a couple of synonyms to convey what they mean.

E.g. “having a moment” means that something is really popular, or trendy so she means that dogs are in fashion.

The question asked why “dogs” were “having a moment” so it is essential to link the answer to dogs.

8. Explain why India Knight has become a 'dog person'.

[5]

Talk to students about what this means 'clear to someone by describing it in more detail or revealing relevant facts'. Ask them what is required when explaining something.

A combination of evidence and brief subtle explanations (often to link the ideas) is the best approach here.

When preparing to answer ask students to find the facts/reasons in the text and then consider how this information can be put together and what additional information they need to ensure they have explained.

When planning an answer to this question it is worth sharing the mark scheme. Talk through the indicative content (the things they could include):

- *She has bought a new dog and loves it, she tells us it was 'passionate love...'*
- *She does not like the traits associated with cats*
- *She likes dog traits, 'They love everything. They love walks. They love grass' etc*
- *She tells us they are, 'They are the most extraordinary life-enhancers'*
- *She thinks dogs are brilliant companions'*
- *She thinks 'dogs make you a better person'*
- *She misses her dog when she is away from it*
- *She tells us, 'We are dog people, and it's a complete joy'*

Then talk through the Bands which accompany the question.

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

Give 1 mark to those who **identify some examples** of content that are relevant, but struggle to engage with the text and/or the question.

Give 2 marks to those who **identify and give straightforward comments** on **some** examples of relevant content. These responses will simply identify some facts and/or evidence.

Give 3 marks to those who **explain** a different examples from the text. **Carefully selected examples** are used to support comments effectively.

Give 4 marks to those who make **accurate comments** about a **range of different examples** from the text. Carefully selected examples are used accurately to support comments effectively.

Give 5 marks to those who make **accurate and perceptive** comments about a **wide range of different examples** from the text. Well-considered examples support comments effectively.

Talk through what these phrases mean. E.g. 'Some' will probably mean 'not enough'.

Ask students if they can use the indicative content and their understanding of the Bands to construct a 4/5 mark answer.

Again, reading in context is essential here. Some of the answers are fairly similar and could be applied – talk through the process of eliminating information once they have understood the context of the sentence/section.

9. India Knight tells us that her partner is “looking wistful” what does this suggest? [1]

- a) looking wise
- b) looking distressed
- c) looking thoughtful
- d) looking worried
- e) looking despondent

Students have five different options here. They will be given 4/5 in the examination for all multiple choice questions.

Remind students about the importance of clear answers. If they do make a mistake it might be worth drawing out 5 boxes and adding the correct answer.

TEXT E

10. Explain what is meant by the word ‘feverishly’ in paragraph 5. [1]

- a) unwell or ill
- b) excited or agitated
- c) exhausted or weary
- d) defiant or disobedient
- e) rapidly or quickly

If a multiple choice question has pairs of words that are not both identical, make sure that both options could be assumed for the word meaning.

Like the previous question, stress the importance of reading in context. All of these statements could apply to a dog but given the context of what he has done, what has happened to him and the fact that he has been destructive his feverish panting is due to either excitement or agitation. .

11. Summarise the challenges faced by Andrew Dilger when he first became a dog owner [5]

Check mark tariff- five summaries are required here.

During their GCSE course, students should be given plenty of opportunity to read and summarise. Here they are asked to summarise challenges and should focus closely on the difficulties or problems.

Check understanding of summary. It is a shortened version and does not require direct copying. Answers should be in their own words like an overview.

Sometimes candidates will be given bullet points, here they are not – they can add their own if they wish. .

Model the process of highlighting to create a summary:

How Dash the greyhound wrecked my home

Sarah, my girlfriend of two years, wanted to help me fulfil my boyhood dream to own a dog. We'd even thought of the name we'd call our dog: Dash.

Topic sentences help summary skills.

The **first challenge** came sooner than I thought. I'd decided she would be comfiest lying on the back seat of my Ford Ka for the journey home; but when I said 'sit' and 'lie down' she gave me a **blank look** and stood bolt upright, her head touching the roof. I thought she was bound to settle down once we were under way, but as I took the first left turn, I looked in the rear-view mirror and saw her **slide over** to the right. After a series of little prancing movements, she regained her footing. Then, when we stopped at the lights, I felt a **paw on my shoulder**.

For the rest of that first afternoon, it was like I had a **canine shadow**. If I made a cup of tea, Dash stood and watched; if I went into the lounge and sat down, she followed. Later, when Sarah and I started to make dinner, Dash stood on her hind legs with her front paws resting on the worktop, **nosing the ingredients** and vacuuming up scraps that dropped to the floor. When it actually came to us sitting down and eating, **Dash rushed** from one end of the table to other, **whining**. In the end Sarah and I **ate standing up**, wedged in a corner of the kitchen with our **backs turned**.

Then it was time for the real test: Dash's first night alone in her new bed. We shut her in the conservatory. 'She's got to learn, she's got to tough it out,' I said as we went upstairs to bed. But the **whining was so intense**, Sarah went back down again before long to check on Dash and **returned shaking her head** severely. 'She's really not happy — she's got these **crazy eyes**,' she said.

Another **sleepless hour** and Sarah whispered: 'Look, we've got to go down before she hurts herself.' And it was then we **discovered the devastation** in the conservatory. Dash was standing panting feverishly on the table. The door was scratched, the chair-backs gnawed, a **plant pot smashed** to pieces and an electric flex bitten in half. Dirt was strewn all over the floor. A standard lamp leant precariously against the wall. The table and chair legs were covered in a rash of tooth marks, with several chunks completely missing. The scratches on one side of the door looked like they'd been made by a sabre-toothed tiger. Or a dinosaur. It took just an instant to take all this in, as my eyes were so wide with horror and fear.

After that, Sarah did what I couldn't (or wouldn't). She fetched the spare duvet and went downstairs to **sleep on the sofa**. That first night was so **awful**, I was convinced we'd made a terrible mistake. But Sarah insisted I must be patient as I braced myself for the next challenge.

After modelling how to highlight key information ask students if they can step back and produce an overview of each key section or episode.

12. Texts D and E are written by new dog owners. Compare and contrast their experience of bringing a dog into their lives. [10]

Two texts are being used here – make students aware that they must make these texts clear in their answers. i.e. Text D says... or Dilger suggests....

Students need to look for the similarities and differences in the two texts. These two texts are polar opposites but they must make this clear.

Spotting the different experiences they have had by finding evidence alone is insufficient. To compare their experiences students must probe/explore what it was like for each dog owner.

Encourage students to use the following table to help them collate their ideas:

India Knight		Andrew Dilger		
Experience	Evidence	Experience	Evidence	Differences

SECTION B (Writing): 40 marks

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

Answer **both** B1 and B2

B1. ‘Dogs are dirty, destructive creatures and should not be kept as pets’.

You see the above statement in a local newspaper and feel very strongly about the writer’s views. Write a letter to your local newspaper in which you give your own views about dogs.

Write your letter.

[20]

The quotation taken from the newspaper is deliberately contentious. This is aimed to evoke a strong reaction from the reader.

Check the format of the task. This is a formal letter so check students are aware of the requirement of this type.

Linking to the quotation,

Two texts are being used here – make students aware that they must make these texts clear in their answers. i.e. Text D

B2. Text D was an article written about India Knight about her love of dogs. Write a leaflet about a hobby or interest which you feel passionately about. Try to persuade your readers that your hobby or interest is one worth trying.

Write your leaflet.

[20]

Although this task is linked to India Knight’s text, there is much more scope for students to divert from the topic of dogs.

Students need to produce a leaflet for this task. Remind students of the features in this type of text. Ask them to plan a structure for their response.

The ‘passionately’ suggests a level of intensity about that hobby or interest. This passion should come across in an answer.

A persuasive element is required in this piece of writing. Ensure students are familiar with the style/tone/features of persuasive writing.