

# **GCSE English Language Unit 3**

**Reading and Writing:**

**Argumentation, Persuasion and**

**Instructional**

**Noise**

# Teaching and Learning

## Teaching and Learning Support – Sample Assessment Materials

### Unit 3 – Noise

This resource will help teachers to guide students through the questions, exploring what the questions mean and giving suggestions as to how each question can be approached.

In the **separate Resource Material** there are six texts on the theme of ‘Noise’ labelled **Text A-F**. Read each text carefully and answer **all** the questions below that relate to each of the texts.

**Teaching Tip** - Encourage students to read any instructions which precede questions. These instructions will usually give details to help them identify the texts or suggest things they should consider.

**Teaching Tip** - It is imperative that students read ALL information in the question booklet. Some students ignore the bold information which signals which text, or section of a text they ought to use. Ignoring this information means they may base their answer on the wrong text and often limit the marks awarded.

Text A

Ask students to locate this word in the text and underline it.

Encourage students to underline keywords in questions.

1. What does the word ‘emanating’ mean?
  - a) Echoing
  - b) Originating
  - c) Beating
  - d) Whispering

[1]



**Teaching Tip** - This question tests a student’s ability to read in context. Many students will not understand the meaning of the word ‘emanating’ when they first read the question. After locating the word in the text, they need to read the sentence in which the word is contained.

*At one extreme users of public transport sometimes complain about the faint and tinny sounds emanating from the headphones or earbuds of somebody listening to a portable music player; at the other the sound of very loud music or a jet engine at close quarters, can cause permanent irreversible hearing damage.*

Some students will understand the meaning of the word simply by reading this sentence, others will need to work through each of the multiple choice options eliminating words which do not fit in the sentence. Encourage students to try and replace the tricky word with something they would use, for example, coming from.

Ask students what they are being asked to find. Explore the meaning of 'type' by asking them to suggest synonyms such as 'kind'.

This part of the question reminds them that they are still using Text A. A bold heading would tell them if the text had changed.

Ask students what is meant by 'most dangerous'.

Encourage students to check how many marks the question is worth.

2. Which type of noise, according to Text A, is the most dangerous?

[1]

**Teaching Tip** – Skimming through the passage and looking for the word dangerous or any other synonyms for danger will often help students to locate the relevant piece of information.

Synonym for danger.

Noise is measured in decibels and can be anything from *quiet but annoying to loud and harmful*. At one extreme users of public transport sometimes complain about the faint and tinny sounds emanating from the headphones or earbuds of somebody listening to a portable music player; at the other *the sound of very loud music or a jet engine at close quarters, can cause permanent irreversible hearing damage*.

These two examples both cause permanent damage – either write both or choose one.

Hearing damage is a clear danger.

The wording suggests the following sentence will include examples of both quiet and harmful noise.

Students may know the answer to this type of 'general knowledge' question but they still need to refer to the text to ensure they are right.

3. Which unit is sound measured in?

[1]

**Teaching Tip** – After working out what they are looking for, students need to skim through the passage searching for either the word 'measured' or a word to indicate measurement (this could be numerical or be associated with language linked to the word 'unit').

A one word answer would be perfectly acceptable.

Noise is measured in *decibels*

Even if students don't know what a 'decibel' is, this sentence from the text will help them work it out.

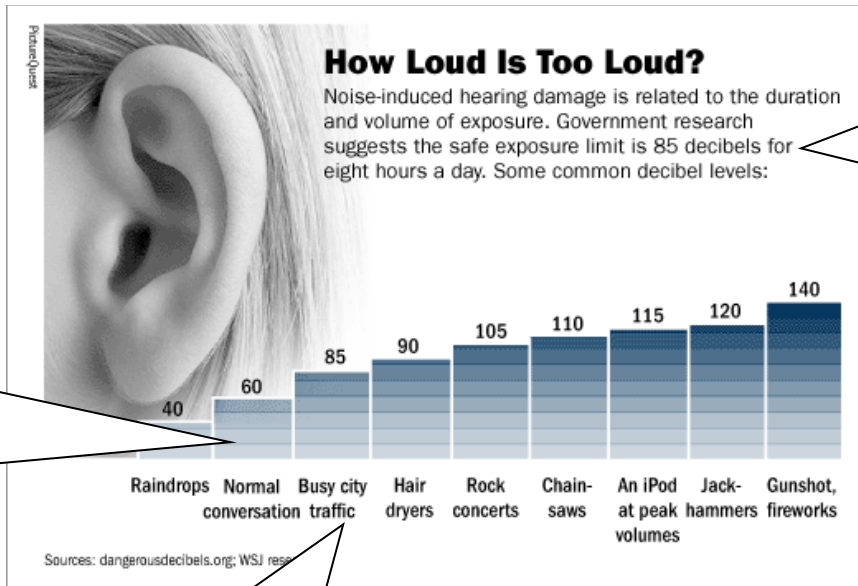
Note the change in text.

**Text B**

4. Select one type of noise that is safe to listen to for 8 hours.

[1]

**Teaching Tip** – Students have been asked to give one type of noise. This question might appear simple but students have to take information from the section of the text and then apply this to the bar chart.



Raindrops and normal conversation are below 85 decibels and therefore either is safe. Students were only asked for one so should write down one of these.

Students need to read this section which tells them the safe exposure limits for noise.

They need to take the information (limit is 85 decibels) about safety and then apply it to the bar chart.

Busy city traffic is right on the limit. Although an acceptable response, there are two safer options.

5. What is the purpose of this text?

[1]

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

**Teaching Tip** – Students will be familiar with the concept of ‘purpose of a text’ as it is integral to their writing on this paper. Ask students to define what is meant by purpose to help them to unpick the question. When given a multiple choice question, some students will know the correct answer while others will need to use their reading and deduction skills to try and eliminate some of the incorrect answers.

a) Personal

A text which has been produced to satisfy an individual’s personal interests. This purpose also includes texts that connect with other people – personal letters, diaries, blogs, personal emails etc.

b) Public

A public text will relate to activities and concerns of the larger society – assuming anonymous contact with the readers – public texts, official documents, news websites.

c) Educational

A text written specifically for the purposes of instruction. Educational reading normally requires acquiring information and materials would often be assigned.

d) Occupational

This type of text is one that involves completing a task. Texts written for this purpose are often ‘to do’ or action based – for example, a job advertisement, HR policy and health and safety text.

Talk through these definitions with students. Talk about the features you would expect from the different text types. Ask them to explain what this text does with the purpose of helping them to see that it is a public text.

**Text C**

The first sentence directs candidates to the correct text.

The instruction tells candidates to sequence the information in the correct order.

6. Look at the instructions on how to deal with dangerous noise at work. Put the instructions in the order that they would be best completed. [3]

The first one has been completed for you:

- a. Ensure you follow regulations and use protective equipment provided by your company.
- b. ....
- c. ....
- d. ....

Students should always read the first one – there may be clues within the language that will help them.

Plenty of space has been allocated to answer the question. Students should write out the instructions clearly.

**Teaching Tip** – Teach students to read through the text carefully looking for words to help them to deduce the correct sequence. Students should not take any of the words out of context. For example, it would seem logical that you would read something first and then ensure you are doing what is said but when reading the full instruction it becomes clear that you need to read up on something if there is a concern. Students need to use their verbal reasoning skills to answer this question but they also need to read the question carefully.

**Text D**

Ask students to look for a definition of 'fact'. Before looking at the text, ask them to suggest the types of things that are classed as facts.

This informs students about what they need to find a fact about. They must find something that is proven and indisputable.

7. Select one fact about **hearing damage** from the article. [1]

**Teaching Tip** – To answer this question successfully, make sure students do not try to shorten the fact or they may omit key information.

This gives a specific focus so students are able to hone in on a precise section of the text.

This indicates that students need to work out what the writer intended when using this phrase.

This clarifies the precise section of the text that they need to examine.

8. What do the words **up to** mean in “**up to 28 hours a week**”?

[1]

- a. Over 28 hours
- b. Almost 28 hours
- c. 28 hours exactly
- d. 28 hours maximum



**Teaching Tip** – for these questions it is imperative that students locate the correct sentence in the text to help them to contextualize the words they are being asked to interpret. They then need to read the sentence closely to ensure they understand the full meaning of what is being said.

“Almost 14% of young people surveyed suggested they listen to music for up to 28 hours a week.”

Now ask students to work through the options eliminating the ones that definitely do not support what is being said. For example, ‘a’ can be eliminated as there is no suggestion that the students are listening for an excess of 28 hours. ‘c’ can also be eliminated as it is clear that there is no exact figure being suggested. That leaves students with only two options and they are then able to look at the minutia of the language to determine what is meant.

This is key, students should not copy out chunks of text, they must reword or paraphrase them.

Ensure all students are familiar with this word and the skills required for writing a summary.

This gives a specific focus so students are able to hone in on a precise details from the text.

9. In your own words, summarise five main reasons **why iPods are causing damage to teenagers’ hearing**.

[5]

There are five bullet points so students need to give five reasons. ‘main’ is included to remind students to summarise.

**Teaching Tip** – develop summary skills with the class. Complete timed and word limit activities. Highlight sections of texts that are important and see who can use the fewest words to rewrite them.

A good summary definition can be found at:

<http://www.grammarbank.com/writing-summaries.html>

**Text E**

This signals that an explanation will be required in order to answer the question.

Students need to focus on **how** they know he hates noise and how he gets his message across.

Students must remain focused on this aspect of the question. The purpose of the question is **not** to dispute whether or not he hates noise but to understand how we know that he does.

10. How does John Humphrys persuade the reader that he hates noise?

[10]

Humphrys is the writer of the text so students need to focus on what he does (method) or writes to help them answer the question.

Check mark tariff to help students calculate how long to dedicate to answering the question.

**Teaching Tip** – in exam preparation lessons, break down this question into two distinct skills:

- Find or highlight evidence/quotes that confirm he hates noise (what he says)
- Look back through the text again and annotate where Humphrys uses any techniques/method when he tells us that he hates noise.

Once students have located the things that he says, and where relevant, the techniques or methods he uses to help him get his message across then they can begin to answer the question.

There are three steps to writing up this type of response but they do not necessarily need to be written in the following order:

- Link to the question
- Support ideas with evidence
- Give relevant techniques or methods (making sure they are linked to the question/evidence)

**Text F**

This signals that an explanation will be required in order to answer the question.

The focus is on Graham Norwood so ignore points from any other 'expert' (if relevant).

11. Explain why the countryside is not quiet, according to Graham Norwood?

[5]

Many people imagine the countryside to be quiet and peaceful – this question asks us to explain how Norwood convinces us it is noisy.

Check mark tariff to help students calculate how long to dedicate to answering the question.



**Teaching Tip** – this question is worth 5 marks. Students need to be mindful of this (for example, in comparison to the previous question. Ask students to go through paragraph one and highlight the noises that are found in the countryside, then ask them to annotate the passage with reasons as to why this evidence shows the countryside is not quiet.

12. Both **Texts E and F** are about noise. What do the writers suggest people should do to resolve noise issues and how do they present their arguments?

**You should make it clear from which text you get your information.** [10]

Callouts:

- Ask students to explore what is meant by 'resolve'.
- This signposts which texts students need to use for their answer.
- This simply reminds students of the topic they have been studying.
- This is the stem of the question, they are being asked to find information on a given area. Ensure students are familiar with what this entails
- This section focuses on the techniques used by the writers.
- Mark tariff will help students calculate how long to spend on their answer.

**Teaching Tip** – this type of question requires close reading so students understand what they are being asked to do and how to present their answer. Break this question down into steps for students to follow to ensure their answer is clear and focused.

**SECTION B (Writing): 40 marks**

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

Answer **both B1 and B2**

Unlike Unit 2 (paper 1), students must complete both

You can refer to this in your writing.

The section in blue contextualizes your task by giving background information.

Gives an action that has been introduced and impacts students.

**B1.**

**Text D** informs the reader about the potential dangers of listening to music on an iPod. The teachers at your school are concerned about the use of iPods and other technologies at school. The school have decided to ban all phones, personal computers, iPods and laptops. You feel very strongly about this proposal and have decided to write a report for your head teacher giving your views about the ban.

Make it clear what you feel about this proposal. You should give a range of views.

This is the format for the task. What features does a report have?

This is the audience for the task. Students will need to think about suitable tone and language.

You have not been told whether you support or disagree – choose which you feel most passionately about.

**Write your report.**

[20]

*10 marks are awarded for communication and organisation; 10 marks are awarded for writing accurately.*

*You should aim to write between **200-300 words**.*

Roughly one to one and a half sides of A4 depending on writing size.

The space below can be used to **plan** your work before starting on the next page. You may continue on an extra sheet of paper should you need it.

Planning is not assessed but should be used to help student organize their thoughts and structure their ideas.

This indicates what students need to write about – the proposed music festival and specifically the noise and disturbances that this will cause.

**B2.** There are plans to hold a music festival in your local area. Many local residents are concerned about the noise and disruption that this will cause.

Write a letter to your local newspaper giving your views on this proposal.

This is the audience for the task. Students will need to think about suitable tone and language.

Students are required to write persuasively. Students need to include a range of persuasive features in their work.

This writing must be totally rooted in the school. All persuasive details must be linked to the school.

**Write your letter.**

[20]

*10 marks are awarded for communication and organisation; 10 marks are awarded for writing accurately.*

*You should aim to write between 200-300 words.*

The space below can be used to plan your work before starting on the next page. You may continue on an extra sheet of paper should you need it.