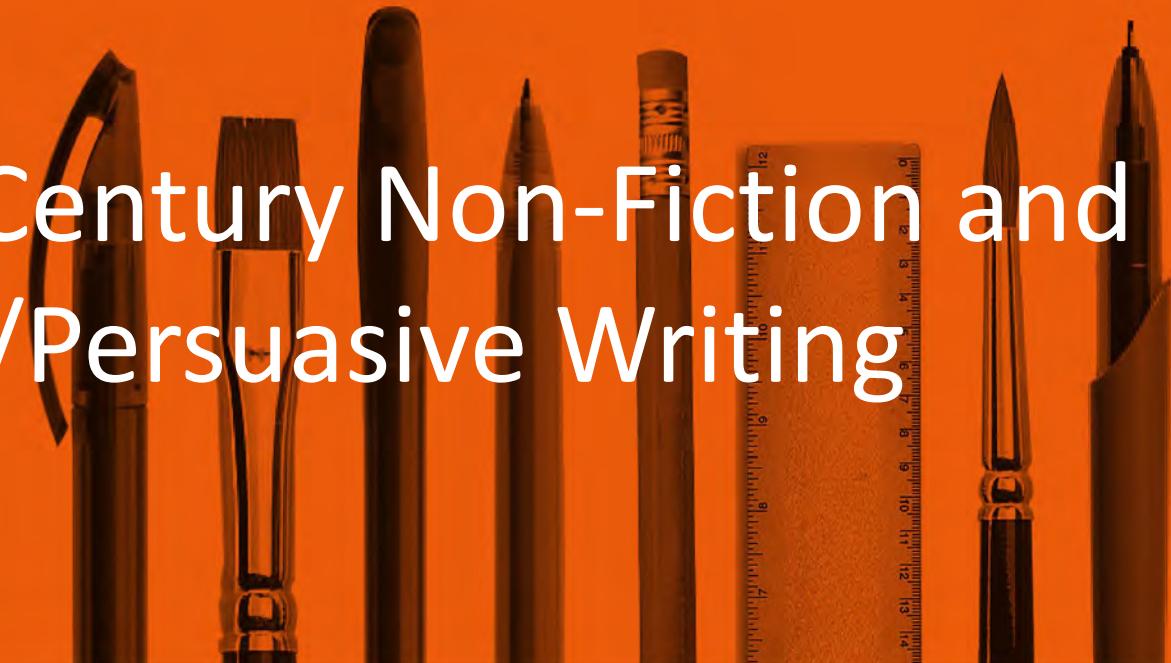


# Exam Walk-Through

## GCSE English Language

### Component 2

19<sup>th</sup> and 21<sup>st</sup> Century Non-Fiction and  
Transactional/Persuasive Writing



PRESENT

- A printed copy of the [Eduqas summer 2019 Component 2 Question Paper and Resource Material](#)
- An answer booklet / lined paper
- A pen/pencil/ruler
- **Highlighters - at least three different colours**
- A watch/timer
- Post-it notes



# What Component 2 is all about

- This paper is Component 2 19th and 21st Century Non-Fiction and Transactional/Persuasive Writing
- It assesses a number of skills including information retrieval, evaluation, synthesis, comparison and your own non-fiction writing
- The paper is made up of 2 sections. Section A assesses your reading skills and Section B assesses your writing skills
- In **Section A** you need to answer **all 6** questions (total marks 40)  
2 questions on the 21<sup>st</sup> century text, 2 questions on the 19<sup>th</sup> century text and 2 questions on BOTH texts
- In **Section B** you need to answer both writing questions (total marks 40)
- The exam lasts 2 hours
- It is worth 60% of the overall qualification



# What should I do first?

PRESENT

## 1. Read the front cover of the exam paper.

GCSE

wjec  
cbac

C700U20-1

S19-C700U20-1

eduqas

**ENGLISH LANGUAGE – Component 2**  
19th and 21st Century Non-Fiction Reading  
and Transactional/Persuasive Writing

FRIDAY, 7 JUNE 2019 – MORNING

2 hours

**ADDITIONAL MATERIALS**  
Resource Material for use with Section A.  
A WJEC pink 16-page answer booklet.

**INSTRUCTIONS TO CANDIDATES**  
Use black ink or black ball-point pen. Do not use pencil or gel pen. Do not use correction fluid.  
Answer all questions in Sections A and B.  
Write your answers in the separate answer booklet provided, following the instructions on the front of the answer booklet.  
Use both sides of the paper. Write only within the white areas of the booklet.  
Write the question number in the two boxes in the left hand margin at the start of each answer,  
e.g. **1 1**.  
Leave at least two line spaces between each answer.  
You are advised to spend your time as follows:  
Section A - about 10 minutes reading  
- about 50 minutes answering the questions  
Section B - spend 30 minutes on each question  
- about 5 minutes planning  
- about 25 minutes writing

**INFORMATION FOR CANDIDATES**  
Section A (Reading): 40 marks  
Section B (Writing): 40 marks  
The number of marks is given in brackets at the end of each question or part-question.



PRESENT

2. Make sure your name, candidate number and centre number are on your answer booklet.
3. In order to answer the questions in Section A, you need to read the 19<sup>th</sup> century text and the 21<sup>st</sup> century text. Read them twice.



Read the information at the top of page 1.

***The separate Resource Material for use with Section A is a newspaper article, 'Miners Rescued from Chilean Mine' by Jeffrey Brown.***

*The extract on the opposite page is an account of a rescue that appeared in a Victorian magazine, 'The Penny Review'.*



### Read question 1.1

Read the newspaper article 'Miners Rescued from Chilean Mine' in the separate Resource Material.

- (a) What was the nickname of the rescue capsule? [1]
- (b) How did the miners let the rescuers know they were still alive? [1]
- (c) Where were the men taken once they had been brought to the surface? [1]



Assessment Objective: AO1 the ability to identify explicit information and ideas.

Suggested time for answering: 4 MINUTES

Marks available [3 marks]

Approach:

- Step 1 Read Q11 TWICE and highlight key words/commands/focus of a, b and c.
- Step 2 Scan the text for the correct answers.
- Step 3 Highlight the correct answers in the text.
- Step 4 Write one answer for (a), one answer for(b) and one answer for (c).

TOP TIPS – this is a search and find question. You just need to find three bits of information. Don't spend too long on Q1.1 but DO read the question carefully to avoid picking out the wrong information.



### Read question 1.1

Read information above the question carefully.

Read the newspaper article 'Miners Rescued from Chilean Mine' in the separate Resource Material.

- (a) What was the nickname of the rescue capsule? [1]
- (b) How did the miners let the rescuers know they were still alive? [1]
- (c) Where were the men taken once they had been brought to the surface? [1]

There are three parts to Q1.1. Answer them all.

Each part is worth 1 mark. Keep answers brief.



## How do I tackle Q1.1?

They were brought to the surface in a rescue capsule nicknamed 'Fenix 2' through a 28-inch wide escape shaft that had taken two months to drill. Scenes of jubilation erupted every time a miner arrived at the surface of the San Jose Mine.

On August 22<sup>nd</sup> the rescuers' drill finally broke through the ceiling of the miners' shelter. The miners attached a message to send back to the rescuers, letting them know they were all alive. Soon after, the rescuers began sending the miners supplies through narrow plastic tubes including food, water and medicine.

The men all recovered after undergoing exhaustive tests in Copiapo hospital. President Pinera ordered an overhaul of safety regulations in the wake of the accident.



# How do I tackle question Q1.1?

***What are the features of a successful answer?***

## REVIEW

- The text is scanned in order to select the correct information
- All three parts of the question are answered
- Answers are concise and precise

a) Fenix  ✓

b) The miners attached a message to send back to rescue  
c) copiapo hospital

# How do I tackle question Q1.1?

REVIEW

## Marking Scheme for Q1.1

(AO1 1a)

*This question tests the ability to identify explicit information.*

Award **one mark** for each correct response in (a), (b) and (c).

- (a) Fenix 2 (1)
- (b) By attaching a message to the drill (1)
- (c) Copiapo hospital (1)



PRESENT

## Read Question 1.2

How does Jeffrey Brown try to show how hard it was for the trapped miners during their 'long ordeal underground'?

You should comment on:

- what he says
- his use of language, tone and structure
- other ways he tries to show how hard it was for the trapped miners

[10]



**Assessment Objective: AO2 *the ability to explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology where appropriate.***

Suggested time for answering: 10-12 MINUTES

Marks available [10 marks]

Approach:

- Step 1** Read Q1.2 TWICE and highlight key words/commands/focus of question.
- Step 2** Re-read the passage with the question focus in mind.
- Step 3** Highlight words/phrases in the text which will help you answer the question.
- Step 4** Review what you have highlighted in light of the key words from the question.
- Step 5** Identify which pieces of information best answer the question set.
- Step 6** Write your answer using your selected information.

TOP TIPS – Track through the text methodically and select relevant evidence to support your points. Use the bullet points to help structure your response.



### Read Question 1.2

Invitation to comment on and analyse the writer's craft

How does Jeffrey Brown try to show how hard it was for the trapped miners during their 'long ordeal underground'?

You should comment on:

- what he says
- his use of language, tone and structure
- other ways he tries to show how hard it was for the trapped miners

[10]

Focus of question.  
Keep this in mind.

Use the bullet points to help you focus on what you should include in your answer.

Note this question is worth 10 marks.

# How do I tackle Q1.2?

## PRACTISE

In a flawless rescue operation, 33 miners who were trapped for more than two months deep beneath the Chilean earth were raised one by one through 600 metres of solid rock. They were brought to the surface in a rescue capsule nicknamed 'Fenix 2' through a 28-inch wide escape shaft that had taken two months to drill.

Scenes of jubilation erupted every time a miner arrived at the surface of the San Jose Mine. As they emerged into the fresh air some cried, others prayed and wrapped their arms around their wives and children.

When news of the mine collapse first became known, the mining company's emergency squad had tried to enter the mine but after nine hours, returned shaken and empty-handed. The Chilean government then assembled its own rescue team to bring the men out. Meanwhile, many of the families set up a tent city near the mine entrance and called it 'Camp Hope' as they waited for news of their loved ones.

The men had been buried alive in the collapsed mine 2,000 feet below ground in northern Chile. They spent 69 days mostly in a dark, small shelter – about the size of a one-room apartment – in sweltering 120°F temperatures.

The first couple of weeks were the most challenging for the trapped miners, as no one even knew whether they were alive. During this time, the miners had to survive on just two spoonfuls of tuna, half a biscuit and half a glass of milk every two days.



# How do I tackle Q1.2?

## REVIEW

In a flawless rescue operation, 33 miners who were trapped for more than two months deep beneath the Chilean earth were raised one by one through 600 metres of solid rock. They were brought to the surface in a rescue capsule nicknamed 'Fenix 2' through a 28-inch wide escape shaft that had taken two months to drill.

Scenes of jubilation erupted every time a miner arrived at the surface of the San Jose Mine. As they emerged into the fresh air some cried, others prayed and wrapped their arms around their wives and children.

When news of the mine collapse first became known, the mining company's emergency squad had tried to enter the mine but after nine hours, returned shaken and empty-handed. The Chilean government then assembled its own rescue team to bring the men out. Meanwhile, many of the families set up a tent city near the mine entrance and called it 'Camp Hope' as they waited for news of their loved ones.

The men had been buried alive in the collapsed mine 2,000 feet below ground in northern Chile. They spent 69 days mostly in a dark, small shelter – about the size of a one-room apartment – in sweltering 120°F temperatures.

The first couple of weeks were the most challenging for the trapped miners, as no one even knew whether they were alive. During this time, the miners had to survive on just two spoonfuls of tuna, half a biscuit and half a glass of milk every two days.



# How do I tackle question Q1.2?

## ***What are the features of a successful answer?***

- The text is tracked carefully
- Evidence used is precise and well-chosen
- The effect/impact of details are explored effectively
- The response remains focused on the question asked
- There are a range of points made from across the text
- There is commentary and analysis of what the writer says, and the words/phrases/structure used by the writer
- Subject terminology is used where relevant –the reader, the word ‘....’ suggests that ...., the writer .....

You don't need to look for language techniques just explain why the writer has used certain phrases/words



# What are the features of a successful answer?

## REVIEW

Structurally Brown uses the brief summary in the standfirst to suggest the suffering of the miners, using the phrase “long ordeal to suggest hardship” and stating that “No one in history had been trapped underground for so long and survived”, suggesting the extended amount of time spent suffering and emphasising how unusual an event like this was and how their hardship was unique in its prolonged nature.

Brown suggests the hardship experienced by the miners when he describes how, on emerging from the mine, “some cried, others prayed and wrapped their arms round their wives and children”. These extreme reactions are indicative of the psychological trauma sustained by the miners, emphasising the hardships they experienced.

Brown also uses facts to suggest the hardships experienced by the miners, such as the “sweltering 120°F temperatures”, the adjective “sweltering” highlighting the effects that the temperatures may have on the miners and the specific information “120° F” emphasising the hard conditions.

Brown suggests the hardships experienced by the miners when he describes the extreme rationing they used: “two spoonfuls of tuna, half a biscuit and half a glass of milk every two days”, suggesting how malnourished the miners became.

He further shows the hardships of the miners when he describes how they had to drink “filthy water”, the adjective “filthy” suggesting the poor conditions they had to endure. He goes on to tell us how the miners “feared rescuers had given up” and they “wrote farewell letters to loved ones”, highlighting the psychological hardship they experienced as they lost hope.

Brown also suggests the hardships the men had faced when he quotes President Pinera’s greeting to one of the miners: “Welcome to life”, adding his own view that, “It seemed no overstatement.” This welcome likens the experiences underground to death, emphasising hardship, supported by the short statement.

Perceptive and detailed response with effective exploration of writer’s techniques/methods.

Band 5



# How do I tackle question Q1.2?

## REVIEW

Marking Scheme for Q1.2 can be accessed [here](#).

The question is marked in bands, based on the clarity of your comments and analysis, the range of points made, and the evidence selected to support your points. The indicative content (some things candidates might pick up on) is below:

Details that candidates may explore or comment on could be:

- he begins by saying how the men behaved when they were rescued – they cried, prayed and hugged their relatives – to show their relief
- he tells us they were trapped for 69 days – the introduction tells us no-one had ever been trapped underground for so long and survived
- he tells us about the physical conditions the men had to cope with:
  - the darkness
  - the confinement in a small space
  - the heat
- the men never knew if anyone thought they might be alive
- they had to survive on very little food
- the water they drank was filthy
- after the first two weeks they thought any rescue attempt had been abandoned
- they almost gave up hope and wrote farewell letters
- they thought they might have to eat each other
- the men had breathing difficulties and lost weight
- they worked eight-hour shifts, clearing away debris from the drilling
- they had to exercise regularly
- the tone is factual, unemotional
- the writer uses a first-hand account of a miner to show the extreme hardships the men faced
- structure is chronological – paragraphs focus on specific hardships endured by the men
- reward good exploration and comment on the writer's use of language choice, facts, statistics etc. to emphasise the miners' hardships

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



## Read Question 1.3

To answer the following questions you will need to read the account in 'The Penny Review' which is on the opposite page.

- (a) What caused the coal mine to collapse? [1]
- (b) What detail does the writer give that shows the rescue attempt never slowed or stopped? [1]
- (c) What gave the rescuers hope that the miners were still alive? [1]



# How do I tackle Question 1.3?

## PRESENT

Assessment Objective: AO1 the ability to identify explicit and implicit information and ideas

Suggested time for answering: 4 MINUTES

Marks available [3 marks]

Approach:

- Step 1** Read Q1.3 TWICE and highlight key words/commands/focus of a, b and c.
- Step 2** Scan the text for the correct answers.
- Step 3** Highlight the correct answers in the text.
- Step 4** Write one answer for (a), one answer for (b) and one answer for (c)

TOP TIPS – Practise scanning texts for key words as this will help develop this important exam skill. Don't spend too long on Q1.3 but DO read the question carefully to avoid picking out the wrong information.



### Read Question 1.3

Read information above the question carefully.

To answer the following questions you will need to read the account in 'The Penny Review' which is on the opposite page.

- (a) What caused the coal mine to collapse? [1]
- (b) What detail does the writer give that shows the rescue attempt never slowed or stopped? [1]
- (c) What gave the rescuers hope that the miners were still alive? [1]

There are three parts to Q1.3. Answer them all.

Each part is worth 1 mark. Keep answers focused but brief.



PRESENT

***What are the features of a successful answer?***

- The text is scanned in order to select the relevant information
- All three parts of the question are answered
- Answers are concise and precise



## Marking Scheme for Q1.3

*This question tests the ability to identify and interpret explicit and implicit information and ideas.*

Award **one mark** for a correct response:

- (a) The roof supports were too weak to support the heavy mass above (1)
- (b) When a man began to tire, another immediately took his place (1) **or** The work proceeded day and night (1) **or** All now was increased activity (1)
- (c) They heard a distant tapping of hammers (1) **or** the rescuers could hear voices (1) **or** heard sounds from within



PRESENT

## Read Question 1.4

“In the first three paragraphs of the account, the writer gives the impression that the accident was so serious that the trapped miners would not be found alive.”

How far do you agree with this statement?

You should comment on:

- what he says
- how he says it

[10]

*You must refer to the text to support your comments.*



# How do I tackle Q1.4?

**Assessment Objective: AO4 *This question tests the ability to evaluate texts critically and support this with appropriate textual reference.***

Suggested time for answering: 10-12 MINUTES

Marks available [10 marks]

Approach:

- Step 1** Read Q1.5 TWICE and highlight key words/commands/focus of question.
- Step 2** Skim the passage again with the statement in mind.
- Step 3** Think about the statement and whether you fully agree, fully disagree or see different sides.  
This will depend upon the nature of the text and question.
- Step 4** Once you have decided what you think about the statement, the process is the same as the other 10 mark questions, track through the text to find the best evidence to support your opinion.
- Step 5** Identify which pieces of your highlighted evidence best answer the question set.
- Step 6** Write your answer using your selected information.

**TOP TIPS** – This is the ‘evaluation question’ but remember that all this means is that you give your opinions on the given statement with relevant supporting evidence.



### Question 1.4

No language analysis needed

“In the first three paragraphs of the account, the writer gives the impression that the accident was so serious that the trapped miners would not be found alive.”

Focus of statement

How far do you agree with this statement?

Instruction to give your opinion.

You should comment on:

- what he says
- how he says it

Your opinions should be supported with evidence from the text. How has the writer shaped your opinion?

[10]

*You must refer to the text to support your comments.*



PRESENT

## ***What are the features of a successful answer?***

- The response considers the whole text
- There is a clear focus on the statement given
- Opinions are always supported with appropriate evidence from the text
- The response has a coherent stance
- There is evaluation of authorial methods and how these methods have shaped the reader's opinions
- A **range** of points are made to support opinions



# What are the features of a successful answer?

## PRACTISE

I partially agree with this statement, but it seems to me the writer always leaves some glimmers of hope that the miners are alive, to captivate his audience and intensify the drama. For example, when the mine collapses, the writer said, “all hope of escape was cut off”, which immediately creates the impression that the miners are beyond saving. It reiterates this when the “men’s lights are extinguished”, which is almost a symbolic representation of how the miners are dead. Furthermore, the writer describes “dreadful cries adding to the misery of the scene”, which creates the sense that the miners’ loved ones are expecting almost certain news of the miners’ deaths.

The writer goes on to describe how the “fate of the men...was unknown.” This gives the reader a flicker of hope and suggests there is a chance of survival, which contradicts the statement. However, the writer does use imagery by saying “without food” and “buried alive” to suggest the miners probably wouldn’t be found alive.

The third paragraph begins with a statement about ‘hope’, the abstract noun suggesting there is a chance the miners are alive, so the statement isn’t entirely true. This feeling is reiterated when the rescuers “instantly commence” the rescue attempt with “great labour and difficulty.” The fact that they start this huge job without hesitation suggests they know there is a chance of survival, and this idea is conveyed to the reader.

However, the rescuers are described as acting with “increasing desperation” as time goes on and the “hope of saving the men diminished” with every passing day, and this creates uncertainty as to the fate of the men. So, to conclude, the writer does give the impression the miners are likely to be dead in these paragraphs, but not without some images of hope.



# How do I tackle question Q1.4?

**REVIEW**

Marking Scheme for Q1.4 can be accessed [here](#).

The question is marked in bands, based on the clarity of your opinions and overall evaluation. The indicative content (some things candidates might pick up on) is below:

Details that candidates may respond to, in terms of evaluating the statement, could include:

- he explains clearly the circumstances that led to the mine collapse – the support bearings weakened by the weight above
- falling earth cut off “all hope of escape”
- the speed of the collapse meant the miners were in total darkness
- the news of the collapse: 'spread like wildfire' - explains clearly the seriousness of the accident and the impact on the community – 'thousands' rushed to the mine
- he captures the ensuing panic of the relatives as they hear of the accident – 'their dreadful cries adding to the misery of the scene'
- all work stopped immediately and other miners wanted to help in a rescue attempt
- no-one knew whether the miners might have survived – or could survive if the collapse had not already killed them – “The fate of the men ... was unknown”
- the plan to rescue them involved digging a new hole/tunnel to get to the men – this was 'the only hope of saving the men'
- it would be difficult because it meant digging through 100 yards of solid coal
- the attempt to rescue the men continued with 'increased desperation'
- hope of saving the men 'diminished with every day that passed'
- reward exploration of writer's use of language – 'only hope'; 'solid coal'; 'frantic work' etc. which emphasise the seriousness of the situation

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



## Read Question 1.5

**To answer the following questions you must use both texts.**

Using information from both texts, explain briefly in your own words what happened when news of the mining accidents became known.

[4]



# How do I tackle Q1.5?

**Assessment Objective: AO1:2** *This question tests the ability to select and synthesise evidence from different texts.*

Suggested time for answering: 5-6 MINUTES

Marks available [4 marks]

Approach:

- Step 1** Read Q1.5 TWICE and highlight key words/commands/focus of question.
- Step 2** Skim the passages again in their entirety with the focus of the question in mind.
- Step 3** Highlight two or three things from each text which will help you answer the question.
- Step 4** Review what you have highlighted in light of the key words from the question.
- Step 5** Identify which pieces of information best answer the question set.
- Step 6** Write your answer using your selected information.

**TOP TIPS** – You will need 4 pieces of relevant and clear information in order to gain full marks on this question. This could be 2 bits of evidence from both texts or one piece of evidence from one text and three from the other text. If you use evidence from only one text, you won't be able to move to Band 2.



### Read Question 1.5

**To answer the following questions you must use both texts.**

The first part of the question indicates this is a synthesis question

Note instruction to use both texts.

**Using information from both texts, explain briefly in your own words what happened when news of the mining accidents became known.**

**[4]**

This is the key focus of the question. Don't include information that isn't relevant to what happened when news of the mining accidents became known .

The question is worth 4 marks. Be precise and concise.



PRESENT

## ***What are the features of a successful answer?***

- Relevant details from each text are selected and brought together into one answer
- The focus of the question is kept in mind at all times
- The answer states clearly which text is being referred to
- The answer covers both texts
- The most straightforward way to gain 4 marks here is to provide 2 accurate details from each named text



How do I tackle question Q1.5?  
REVIEW

When the miners from the Chilean mine were found out and everyone knew about it the mining emergency squad was there to try and enter the mine. However after nine hours they were empty handed. Then the Chilean government assembled its own rescue team and many families set up tents near the mine entrance. However in the other mine the word was spread and all the nearby villages were notified and thousands were seen running to the spot including fathers, mothers, wives and children.

Good selection of detail.

4



# How do I tackle question Q1.5?

## REVIEW

Marking Scheme for Q1.5 can be accessed [here](#).

The question is marked in bands, based on the relevant evidence selected from each text.

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

Give 1 mark to those who struggle to offer a relevant detail from each of the texts / select a relevant detail from one text only.

Give 2 marks to those who select at least a relevant detail from each of the texts.

Give 3 marks to those who select relevant details from both texts.

Give 4 marks to those who synthesise and provide a good range of relevant details from both texts.

Details that candidates may select, explore or respond to could be:

The Penny Review Magazine

- alarm given and news of the accident 'spread like wildfire' in the area
- thousands rushed to the spot – people crying, adding to the misery of the scene
- work stopped and workers wanted to help in the rescue attempt
- they decided to dig a hole to save the men

Newspaper article

- a special operations emergency squad tried to get into the mine – but failed
- the government assembled a rescue team
- the miners' families set up 'Camp Hope' near the mine entrance

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



## Read Question 1.6

Both of these texts give an account of a mining rescue.  
Compare:

- what the writers tell us about what happened on the **day** when the miners were rescued
- how the writers try to show the drama of the **day** of the rescues [10]

*You must use the text to support your comments and make it clear which text you are referring to.*



**Assessment Objective: AO3** *This question tests the ability to compare writers' ideas and perspectives, as well as how these are conveyed, across the two texts.*

Suggested time for answering: 10-12 MINUTES

Marks available [10 marks]

Approach:

- Step 1** Read Q1.6 TWICE and highlight key words/commands/focus of question.
- Step 2** Skim the passages again in their entirety with the focus of the question in mind.
- Step 3** Highlight evidence from each text which will help you answer the question.
- Step 4** Review what you have highlighted in light of the key words from the question.
- Step 5** Identify which pieces of information best answer the question set.
- Step 6** Write your answer using your selected information, remembering to include evidence from both texts.

TOP TIPS – Use the bullet points to help structure your response. To access higher marks you will need to look at 'how' as well as 'what'.



# Unpacking the question

## PRACTISE

Reminder that you need to refer to both texts in your answer

Both of these texts give an account of a mining rescue.

Compare:

Final Reading question will always ask you to compare the two texts

- what the writers tell us about what happened on the **day** when the miners were rescued
- how the writers try to show the drama of the **day** of the rescues [10]

Use the bullets point to help shape your answer. Compare what as well as how. Ask yourself, what is the focus of the question?

*You must use the text to support your comments and make it clear which text you are referring to.*

Link points to the correct text



PRESENT

## *What are the features of a successful answer?*

- Identify the focus of the question and makes points linked to it
- Avoid general comparisons
- Use the bullet points to shape the answer
- **Both** texts are considered, and it is clear which text is being referred to in the response
- Points are supported with appropriate textual evidence from both texts
- Comparison of content is relevant and clear
- Authorial methods are compared for access to higher bands



# How do I tackle question Q1.6?

Marking Scheme for Q1.6 can be accessed [here](#).

The question is marked in bands, based on the relevant evidence selected from each text.

## REVIEW

Details candidates may explore or comment on could be:

### **What the writers tell us of the day when the miners were rescued**

#### The Penny Review Magazine

- the rescuers heard sounds like the tapping of hammers
- later, voices could be heard and later the tunnel broke through to the miners
- a crowd assembled at the mine, waiting for news
- the miners were all found alive but in the last stages of exhaustion
- they were carried out by the rescuers, wrapped in blankets and taken home

#### Newspaper article

- the miners were brought to the surface, **one by one**, in a rescue capsule called 'Fenix 2'
- at the mine there were "scenes of jubilation"
- the rescued men cried, prayed and hugged their waiting families
- people gathered in the nearby town, waving flags and honking car horns
- the men were sent to Copiapo hospital for recovery and tests



# How do I tackle question Q1.6?

## REVIEW

### How the writers try to show the drama of the day of the rescues

#### The Penny Review Magazine

- the way hope of saving the miners increased during Sunday – writer talks of the way a 'rumour spread'
- the writer emphasises the increase in the efforts to save the men as a result of hearing sounds – 'All now was increased activity'
- the description of the outpouring of relief from the crowd - 'a joyous burst of feeling'
- the fact that the miners were 'in the very last stage of exhaustion' - the writer explains they had survived with little food or water during the week
- it is described as an "extraordinary rescue"

#### Newspaper article

- the writer describes in detail how onlookers and people in the towns were affected by the rescue – 'sobbed', 'hugged each other', chanted 'Chile' over and over, waved flags etc.
- the Chilean President greeted the miners, saying 'Welcome to life', emphasising their freedom
- he includes the emotional words of the last man out
- the second photograph shows the emotion of those involved in the rescue

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



# Example Answer Q1.6?

Both the 'Penny Review' and the Chilean mining article finish with the miners being rescued. This creates a sense of drama as the rest of the texts build up tension and anticipation for their rescue. However, in the Chilean article the day of the rescue is also mentioned at the beginning: the "scenes of jubilation erupted" as the miners were rescued. This dramatic verb 'erupted' portrays the excitement and intense relief from the crowd of family and onlookers as the rescued miners "cried", "prayed" and "wrapped their arms around their wives and children", creating a sense of drama. In the 'Penny Review', the writer does not use the reaction of the crowd after the rescue to create drama but instead builds up the description of the "increased activity" before the rescue and leading to it. The writer creates drama by creating a new sense of hope for the people digging to the trapped miners.

Both articles describe the rescue day with a similar tone of amazement and admiration but also relief. The 'Penny Review' mentions how, on the morning of the rescue day, "a rumour spread" that the men were alive. This creates a build up of anticipation for the reader as the noun 'rumour' creates a sense of uncertainty. In the Chile article the onlookers' emotions are also described. There is a greater sense of relief in the Chile article as "onlookers sobbed" as they were overwhelmed by the day of the rescue. This intense emotion creates drama for the day, especially as the president of the country, President Pinera, is at the mine to greet the men. Furthermore, the pride is felt by the country as in the nearby town the people celebrated and chanted, "Chile! Chile! Chile!" which suggests they feel a huge sense of relief. The writer uses this to capture a sense of the drama of the day. In this way, both articles use tension/emotion to create a sense of drama for the day.



# What should I do next?

## Read Section B

### SECTION B: 40 marks

Answer Question **2** **1** and Question **2** **2**.

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

*For each question, 12 marks are awarded for communication and organisation; 8 marks are awarded for vocabulary, sentence structure, punctuation and spelling.*

*Think about the purpose and audience for your writing.*

*You should aim to write about 300-400 words for each task.*

**2** **1**

Write a review for a teenage magazine of a book, film or TV programme/series you have enjoyed in the last year and why it might appeal to others of your age.

**Write your review.**

[20]

**2** **2**

Your headteacher has decided that there should not be an end of year celebration such as a school prom or party. The headteacher believes it would just be an excuse for students to show off in an expensive way.

**Write a letter** to your headteacher giving your opinion on this.

[20]



## How do I tackle Section B?

Assessment Objectives:

**AO5:** Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audience. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

**AO6:** Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Suggested time for answering: 60 minutes (30 minutes per task)

Marks available 40 marks (20 marks per task)



# How do I tackle question 2.1?

Approach:

- Step 1** Read the instructions carefully and note that for each task 12 marks are awarded for communication and organisation and 8 marks are awarded for vocabulary, sentence structure, spelling and punctuation.
- Step 2** Read question 2.1 and highlight key words.
- Step 3** Make a plan e.g. audience, tone, points to include, final summary. Ask yourself, what are the characteristics of review writing?
- Step 4** Think about the structure of your writing and the order in which you will present the content/detail.
- Step 5** Write your review keeping the audience in mind at all times.
- Step 6** Proofread your writing.

**TOP TIPS** –Begin with a general overview that briefly covers the scope of the book, film or TV programme (whichever you have chosen) and then offer some details about a particular episode or about the central characters. What are the best bits? Are there weaknesses? The order of your writing is important so take time to plan.



# Unpacking the question

Format  
and  
purpose of  
task

Audience

Write a review for a teenage magazine of a book, film or TV programme/series you have enjoyed in the last year and why it might appeal to others of your age.

Choose one  
and stick to it

Can use your own personal experience to help you structure your writing?



# How do I tackle question 2.1?

## ***What are the features of a successful answer?***

- Clear understanding of the audience (teenagers in this instance) and purpose
- Right tone is adopted for the purpose and audience and writing refers to the audience where appropriate
- A range of specific details are included which relate clearly to the task set e.g. some plot details to pique the interest of the reader without spoilers
- Sustained piece with a good mix of detail and commentary
- Logical sequence of paragraphs/information
- Overall control of spelling, punctuation and grammar
- Accurate use of vocabulary suited to the task/audience



# What should I do next?

## Read question 2.2

### SECTION B: 40 marks

Answer Question **2 1** and Question **2 2**.

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

*For each question, 12 marks are awarded for communication and organisation; 8 marks are awarded for vocabulary, sentence structure, punctuation and spelling.*

*Think about the purpose and audience for your writing.*

*You should aim to write about 300-400 words for each task.*

**2 1**

Write a review for a teenage magazine of a book, film or TV programme/series you have enjoyed in the last year and why it might appeal to others of your age.

**Write your review.**

[20]

**2 2**

Your headteacher has decided that there should not be an end of year celebration such as a school prom or party. The headteacher believes it would just be an excuse for students to show off in an expensive way.

**Write a letter** to your headteacher giving your opinion on this.

[20]



# How do I tackle question 2.2?

Approach:

- Step 1** Read question 2.2 and highlight key words.
- Step 2** Remind yourself of the format and key characteristics of a formal letter.
- Step 3** Make a plan e.g. topic sentences, opinions to include.
- Step 4** Think about the structure of your writing and the order in which you will present the content/detail.
- Step 5** Write your letter keeping the audience and purpose in mind at all times.
- Step 6** Proofread your writing.

**TOP TIPS** –Development of ideas/opinions should be at the heart of your writing.

Paragraphing is important to establish an idea (through the topic sentence) which is then developed through that paragraph e.g. with anecdotes, examples, evidence, suggestions. One approach is to have three main ideas/opinions forming the basis of three main body paragraphs. The order of your writing is important so take time to plan.



# Unpacking the question

Your headteacher has decided that there should not be an end of year celebration such as a school prom or party. The headteacher believes it would just be an excuse to show off in an expensive way.

Format of your writing

**Write a letter** to your **headteacher** giving your opinion on this.

Purpose of your writing

Context is given for you to respond to

Audience



# How do I tackle question 2.2?

## ***What are the features of a successful answer?***

- Clear understanding of the audience (headteacher in this instance) and purpose
- Right tone is adopted for the purpose and audience and writing refers to the audience where appropriate
- A range of specific details are included which relate clearly to the task set e.g. 3 or 4 clear and developed reasons why having a prom is a good idea
- Sustained piece with a clear line of argument
- Logical sequence of paragraphs
- Overall control of spelling, punctuation and grammar
- Accurate use of vocabulary suited to the task/audience



# Features of High and Low Level Responses

## High Band



## Low Band



There is a clear understanding of the purpose of the task

A number of opinions are given but with limited development

There are no paragraphs to structure ideas

The line of argument is difficult to follow

Punctuation and spelling are mostly accurate

Vocabulary used is appropriate to the task/audience

Basic punctuation such as full stops not always used correctly

Effective structure and organisation of ideas/information/opinions

# How do I tackle Section B?

The Marking Scheme for both Section B questions can be accessed [here](#). The question is marked in bands.

Transactional / Persuasive Writing		
	Communication and organisation 12 marks	Vocabulary, sentence structure, spelling and punctuation 8 marks
Band 5	<p>11-12 marks</p> <ul style="list-style-type: none"> <li>shows sophisticated understanding of the purpose and format of the task</li> <li>shows sustained awareness of the reader / intended audience</li> <li>appropriate register is confidently adapted to purpose / audience</li> <li>content is ambitious, pertinent and sophisticated</li> <li>ideas are convincingly developed and supported by a range of relevant details</li> <li>there is sophistication in the shape and structure of the writing</li> <li>communication has ambition and sophistication</li> </ul>	<p>8 marks</p> <ul style="list-style-type: none"> <li>there is appropriate and effective variation of sentence structures</li> <li>virtually all sentence construction is controlled and accurate</li> <li>a range of punctuation is used confidently and accurately</li> <li>virtually all spelling, including that of complex irregular words, is correct</li> <li>control of tense and agreement is totally secure</li> <li>a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning</li> </ul>
Band 4	<p>8-10 marks</p> <ul style="list-style-type: none"> <li>shows consistent understanding of the purpose and format of the task</li> <li>shows secure awareness of the reader/intended audience</li> <li>register is appropriately and consistently adapted to purpose/audience</li> <li>content is well-judged and detailed</li> <li>ideas are organised and coherently developed with supporting detail</li> <li>there is clear shape and structure in the writing (paragraphs are used effectively to give sequence and organisation)</li> <li>communication has clarity, fluency and some ambition</li> </ul>	<p>6-7 marks</p> <ul style="list-style-type: none"> <li>sentence structure is varied to achieve particular effects</li> <li>control of sentence construction is secure</li> <li>a range of punctuation is used accurately</li> <li>spelling, including that of irregular words, is secure</li> <li>control of tense and agreement is secure</li> <li>vocabulary is ambitious and used with precision</li> </ul>
Band 3	<p>5-7 marks</p> <ul style="list-style-type: none"> <li>shows clear understanding of the purpose and format of the task</li> <li>shows clear awareness of the reader / intended audience</li> <li>register is appropriately adapted to purpose / audience</li> <li>content is developed and appropriate reasons are given in support of opinions / ideas</li> <li>Ideas are organised into coherent arguments</li> <li>there is some shape and structure in the writing (paragraphs are used to give sequence and organisation)</li> <li>communication has clarity and fluency</li> </ul>	<p>4-5 marks</p> <ul style="list-style-type: none"> <li>there is variety in sentence structure</li> <li>control of sentence construction is mostly secure</li> <li>a range of punctuation is used, mostly accurately</li> <li>most spelling, including that of irregular words, is correct</li> <li>control of tense and agreement is mostly secure</li> <li>vocabulary is beginning to develop and is used with some precision</li> </ul>

Find marked example responses on our [Eduqas OER website](#).



# TOP TIPS SUMMARY

1. Try to follow the timings of the paper as indicated on the front cover.
2. In Section A, read the passages TWICE before attempting to answer questions on them.
3. Read each question TWICE and highlight the key words/focus in the question.
4. Note how many marks each question is worth.
5. For Q1.1-1.4, make sure you are answering on the correct text.
6. For Q1.5 and Q1.6 make sure you refer to both texts in your answers.
7. In Section B, think carefully about the audience and purpose for each of the tasks.
8. Plan your writing before starting your writing responses and make sure your information is sequenced appropriately.
9. Ensure you leave enough time at the end of the exam to proofread your writing responses.
10. Answer all the questions in the paper to maximise your chances.



# Any Questions?

Do you have any further questions about the format of the exam?

If so, write them on a post-it note and stick it to the front of your paper to give to your teacher.

