

Year 11 Examinations

June 6th Unit 2 & June 12th Unit 3

What will be in the exam papers?

Unit 2 (2 hours).

Section A-Reading Section

Pupils will be asked a series of questions based on up to 6 short texts. Some of these will be 1 or 2 marks questions and others will be 5 or 10 marks questions. They will also be given an editing task to complete.

Section B- Writing Section.

Pupils will be asked to write **one** piece of extended writing. This could be a narrative, a description or an essay (exposition). The paper will be themed and pupils will be able to use any of the material from the reading section in the writing section should they be asked to write an essay. Pupils will also be asked to complete a proof-reading exercise.

Unit 3 (2 hours)

Section A-Reading Section

Pupils will be asked a series of questions based on up to 6 short texts. Some of these will be 1 or 2 marks questions and others will be 5 or 10 marks questions.

Section B – Writing Section

Pupils will be asked to write **two** pieces of extended writing. This could be a piece of argumentation, persuasion or an instructional piece. The paper will be themed and pupils will be able to use any of the material from the reading section in the writing section should they be asked to write an essay.

How does the examiner work out my child's grade?

Each unit in the language course is worth a specific percentage. Your son/daughter will complete 3 units in total:

Unit 1- two oracy tasks (completed with their class teacher). These are worth 10% each totalling 20% overall.

Unit 2- (as above) = 40% & **Unit 3** (as above) = 40%

What kind of questions will my child be asked in the exam?

Examples of Lower Tariff questions (those worth less than 5 marks).

Question	Example
Sequencing	<i>Identify the four things you should do before getting a dog. Sequence these.</i>
Multiple choice.	<i>From the list below, identify the correct meaning for the word 'feverishly'.</i>
Locating specific information	<i>How many pet shops sold puppies last year</i> <i>What is the percentage of the number of dogs sold in the UK last month?</i>

What does my son/daughter need to do to make sure he/she gets these questions correct?

- Avoid underestimating the question. Pupils sometimes think that these questions are easy because they are only worth between 1-3 marks. However, this is not the case. The questions require close reading and careful consideration.
- Avoid rushing and just 'guessing' what the answer is.

Examples of locating information style questions.

1. Approximately how many pet shops in the UK sell puppies? (1)
2. How many of the UK's dog population were purchased from a pet shop? (1)
3. What percentage of 'average puppies' suffer from the parvovirus?

Text A is a factsheet about puppy farming

Puppy Farming Key Statistics

- **Sales figures of puppies sold by pet shops and dealers:** although only 2% of pet shops sell puppies (around 70 UK outlets), of the current dog population of around 9 million, 16% were sold via pet shops, equating to approximately 1.5 million dogs (2014 local authority survey and Kennel Club 'Puppy Awareness Week' (PAW) survey 2014). These dogs are most likely to have been bred by 'puppy farmers'. In total 41% of people who bought a puppy in the last year did not see the puppy with its mother and 53% did not see its breeding environment, meaning those puppies are highly likely to have been bred by puppy farmers and sold by third parties (2014 Kennel Club PAW survey).
- **Health of puppies sold by puppy farmers:** 20% of puppies (four times more than the average) bought from pet shops or directly from the internet suffer from parvovirus, an often fatal disease which can cost up to £4,000 to treat (2014 Kennel Club PAW survey).

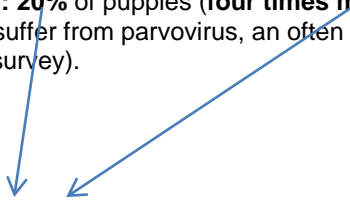
Typical response from pupils:

1. Approximately how many pet shops in the UK sell puppies? (1)
2%
2. How many of the UK's dog population were purchased from a pet shop? (1)
16%
3. What percentage of 'average puppies' suffer from the parvovirus? (1)
20%

A pupils who wrote these as their answer would receive no marks. The reason for this is:

1. Question 1 & 2 require a number and not a percentage (the words 'how many' are used and not 'the percentage').
2. For question 3, pupils needed to do a little maths to get the correct answer:

Health of puppies sold by puppy farmers: 20% of puppies (**four times more than the average**) bought from pet shops or directly from the internet suffer from parvovirus, an often fatal disease which can cost up to £4,000 to treat (2014 Kennel Club PAW survey).



20% is not correct as this represents four times the 'average puppies'. Pupils needed to find out what the 'average puppies' are. They therefore had to divide 20 by 4 which would give them the correct answer = 5%

Example of a sequencing question:

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.

.....
.....
.....

3.

.....
.....
.....

4

.....
.....
.....

Text B

thinking of getting a new dog?

Before you do...

-  When you have made the decision to visit a dog breeder, ask to see the puppy interacting with its mother. If you can't, it's wiser to walk away. Ideally, a puppy should not leave its mother before it is eight weeks old.
-  Once you have researched the type of dog you would like, investigate the best place to get your dog. Visit any Dogs Trust rehoming centre or ask local vets or rescue for advice.
-  If you think you can commit to long term dog ownership then research the type of dog you would like. How big will it grow? How much exercise will it need? What are the costs of having this type of dog?
-  Ask yourself can you commit to dog ownership for at least 12 years. If the answer is 'No' then think no further.

Remember, a dog is for life. Find out more at dogstrust.org.uk and don't forget to share this with anyone you know who's thinking about getting a dog!

 DogsTrust

Registered Charity Numbers: 227523 & SC037843

Typical response from pupils:

1. When you have made your decision, visit a dog breeder
2. Investigate the best place to get a dog
3. Research the type of dog which you would like.

A pupils who wrote these as their answer would receive no marks. The reason for this is:

1. The question requires pupils to 'sequence' which means they must write them in the correct order. So even though the right information is included in this answer, the fact that it is in the incorrect order means that no marks will be given.

Exam Tip: pupils must NEVER assume that the information which they need is already in the correct order in the text. This would be too easy!

Example of a multiple choice style question.

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

Text:

*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.*

Why pupils got this answer incorrect:

1. Not highlighting the word in the text first.
2. Not then reading the sentences which surround the word which would help them work out the definition.

The correct answer is b) excited and agitated. However, it is easy to see why pupils may have got it wrong. '**Feverishly**' could have been interpreted in any of the following ways:

Text:

*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.*

- a) unwell or ill – 'fever'
- c) exhausted or weary – the dog has just destroyed the conservatory
- d) defiant or disobedient- the dog has misbehaved.
- e) rapidly or quickly- the dog is 'panting'

Examples of Higher Tariff questions (those 5 or 10 marks).

Question	Example
How question	<i>How does the writer persuade us to donate to the charity?</i> <i>How does the writer make this text tense/exciting/dramatic?</i>
Comparison Question	<i>Compare the views of the two writers regarding fox hunting</i>
Explain	<i>Explain why so many people hate exercise.</i>
Summarise	<i>Summarise the main reasons why...</i>

Answering a 'How' question.

How does the writer persuade us to get involved in the charity?

HELP SYRIAN CHILDREN

The brutal, five-year old Syrian war has affected 80% of the country's children — **8.4 million young lives** shattered by violence, fear, displacement and death. The terrible conflict in besieged cities like Aleppo is increasing their suffering.

In response, UNICEF has helped mobilize the largest relief operation in history — providing safe water, nutrition, polio vaccinations, temporary schools and more. But these children's needs are outgrowing our resources.

Donate now to help protect Syrian children from civil war and its tragic consequences.

100% of your gift is tax deductible.

1. Please complete the form below should you wish to help our charity.

Name:

Address:

Post Code:

Bank Details



Planning an answer in your head!

This table represents the thought process which a pupil needs to go through in order to answer the question. Labelling the text itself will also help with their planning.

Evidence	How it persuades?
' brutal war'	This gives the impression that the war has shown no mercy and that it is unforgiving. This makes us feel sorry for the children which have been affected by this.
' 80% of the country's children...'	This gives us the impression that almost all children have been affected. This persuades us because it is a large problem which needs sorting.
' shattered by violence...'	This gives the impression through the word 'shattered' suggests that children's lives are not what they should be. Instead, they have been destroyed.
'UNICEF has helped mobilize the largest '	This makes UNICEF sound like the saviour. We want to also be part of such a rescue operation.

Exam Tip: Pupils need to identify what aspects of the charity leaflet make them want to get involved in the charity **and explain why!** This is the key to gaining as many marks as possible.

Why pupils lose marks on 'how' questions:

1. They do not use the exact quote they write it out in their own words or without the quotation marks around it. This is what the examiners call 'paraphrasing'
2. Pupils pick out (and include) all the quote which help to persuade but they fail to say how it persuades (the comments made in the second column of the table).

Answering a summarising question

1. Summarise the challenges faced by Andrew Dilger when he first became a dog owner.

Text E is written by a new dog owner who has experienced some negative dog behaviour

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.

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.

Daily Mail By Andrew Dilger

Exam Tip: pupils are to find the information in the text relevant to the question (in this sense it is the challenged faced). They are then to write these in their **own words** (summarise) and not just simple copy the sentences from the text. An example of the thought process which pupils need to go through is below:

Challenge faced (words in the text)	In our own words.
my Ford Ka for the journey home saw her slide over to the right	The dog failed to settle down in the car despite being told what to do.
I had a canine shadow	She follows him everywhere
Dash stood on her hind legs with her front paws resting on the worktop, nosing the ingredient	She is badly behaved when they are trying to prepare a meal.
But the whining was so intense, the devastation in the conservatory.	They could not sleep because of the dog who wouldn't settle. The dog wrecked the conservatory.
She fetched the spare duvet and went downstairs to sleep on the sofa.	Sarah could not sleep upstairs because of the dog.

Answering an explain question

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

Text D - a newspaper article gives us India Knight's views on owning a dog

I think I'm in love

This summer India Knight got a puppy. Cats are all very well, she says, but if you want to be a better person, get a dog

It would be ridiculous to speak of dogs "having a moment". Nevertheless, after years of cat domination, dogs are suddenly everywhere: at Ralph Lauren and Gucci (both brands now have a pet section), at John Lewis, which boasts a new pet department, in apps such as Doggity, which lists dog-friendly pubs and restaurants, and even in O2's current ad campaign, with its strapline: Be More Dog.

Dogs are also having a moment in my house. Last June, after months of deliberation — and I really wouldn't advise anyone to get a dog on the spur of the moment — we went to Sheffield to collect our puppy, Brodie (from a proper, Kennel Club-registered breeder. Never obtain a dog from a pet shop; google "puppy farming" if you don't know why). It was passionate love at first, well, second — we'd picked him from the litter several weeks beforehand — sight.

I was not always a dog person, even when I had a dog before. Looking after dogs properly takes a lot of time, and it's not necessarily time you have if you also have small children. But I've always been more dog than cat. All of the things that people admire in **cats** — **their aloofness, their fickleness**, the fact that they like you well enough but can basically take you or leave you — are **traits I don't find very likeable. Dogs, on the other hand, are enthusiasts.** They love everything. They love walks. They love grass. They love leaves. They love sticks. They love running and jumping and eating and having naps. They are the **most extraordinary life-enhancers.** They're also **brilliant companions**, and I say that as someone who lives with five other people. They don't merely tolerate being stroked or petted: dog trainers will tell you that, for dogs, being patted or cuddled is even better than a delicious edible treat. They just love you and want to be happy with you. It's extraordinarily touching. **I think dogs make you a better person.**

I used to laugh hysterically at people who said that having a dog was a bit like having a small child, but, actually, if you do it properly, it sort of is. A couple of months ago, my partner and I were away for the weekend, without Brodie. We were having an idyllic time, which **didn't stop me from wondering out loud what Brodie was doing.** "Playing, probably," my partner said, looking wistful. And then we became aghast and said: "Good grief, what have we become?" Dog people, is the answer. We are dog people, and **it's a complete joy.**

An example of the thought process which pupils need to go through is below:

Evidence from the text	How I will explain it so that it answers the question
traits I don't find very likeable	She dislikes the fact the cats are 'users'. She doesn't find dogs like this. They are more loyal.
are enthusiasts	Dogs love everything which they. Do which makes them a pleasure to be around.
most extraordinary life-enhancers	Unlike anything else, dogs really improve the quality of your life.
brilliant companions	You can't get a better friend than a dog.
I think dogs make you a better person.	Dogs improve upon the person you already are.
wondering out loud what Brodie was doing	She misses her dog which shows she is close to him.
it's a complete joy.	It is the most positive experience owning a dog.

Reasons why pupils may lose marks on this question:

- 1. Not include the actual quote and just writing it in 'their own' words. Unlike a summarising question, pupils need to include quotations in their answer and then explain them in their own words. Here, the examiner is testing their understanding of what they have read.**

Recap:

Question type	How they are similar	How they are different
Summarise & explain	Pupils need to highlight the information in the text which they need for the answer.	For summarising, pupils do not include the quotes. They write out the quotes which they have highlighted in their answer. For 'explain' pupils need to include the quotation in their answer AND then explain what it means.

Writing Section Unit 2 Section B:

Recap: narrative, description or exposition (essay)

Narrative/Descriptive Writing

What does my son/daughter need to do to be able to score high marks on this type of writing?

- Ambitious vocab (adjectives & verbs)
- Similes, metaphors and personification.
- Accurate spelling
- Secure sentence structures
- Varied sentence structures
- Make the writing engaging and interesting to read
- Thoughts and feelings
- Detail & originality.

How can I help my child improve their skills in these areas?

1. Make a list of between 10-15 spellings each week and text your child.
2. Create a bank of examples of similes, metaphors and personification (help sheet attached).
3. Using a thesaurus, help your child find alternatives for 'everyday' words (**synonyms help sheet** attached).
4. Experiment with different **sentence structures** and **different ways of opening sentences** (help sheet attached).

Exposition writing

What does my son/daughter need to do to be able to score high marks on this type of writing?

- Ambitious vocab (adjectives & verbs)
- Accurate spelling
- Secure sentence structures
- Varied sentence structures
- Make the writing engaging and interesting to read
- Thoughts and feelings
- Detail & originality.

Your son/daughter has been given a detailed plan outlining exactly how to structure an essay. At home, you could help them plan, using this essay plan for the following example titles:

'Social media destroys self-esteem and leads to depression in young people'. Discuss.

'16 year olds are too immature to vote.' Discuss.

'Rugby is a dangerous sport and women should not play.' Discuss.

Helping your child plan:

Research the topic first, gathering information, statistics and facts/ quotes by famous people. Once this is done, these ideas can then be allocated to the different sections of the essay plan.

Qualifying:

Although
Unless
Except if
Yet
As long as
Apart from
Despite

Comparing:

Equally
Similarly
In the same way
Likewise
Like
As with
In that respect

Sequencing:

Firstly
Secondly
Lastly
Next
Then
Finally
Meanwhile

Additional:

And
Also
As well as
Moreover
Too
In addition
Additionally
Furthermore

Signposts For Listing

Several Points:

Firstly
To start with
To begin with
My first point
Secondly
Next
Furthermore
In addition
Thirdly
Adding to this
Further to this
Moreover
Finally
On top of this
According to
One could also
consider
Finally
To end with
To finish
Lastly
To sum up
In conclusion

ALTERNATIVE ESSAY TERMS

Emphasising:

Above all
In particular
Especially
Significantly
Indeed
Notably
Obviously
Clearly

Contrasting:

Whereas
Alternatively
Instead of
Otherwise unlike
On the other hand
In other respects
On the contrary

Illustrating:

For example
Including
Such as
For instance
As revealed by
In the case of
These include
As exemplified by

Above is a list of key words which your child could use in their essay writing to gain marks.

Synonyms Help Sheet:

Word	Alternative 1	Alternative 2
Angry		
Happy		
Beautiful		
Afraid		
Scary		
Ugly		
Run-down/broken		

Task

Create an opening paragraph for a narrative/description using as many of the alternative words as possible. Award yourself a point for every time you include one of these words in your work.

Sentence Structures Help Sheet

Simple, compound and complex sentences.

A simple sentence (otherwise called a main clause) has a **subject** and a *verb*.

Examples:

The **tiger** growled.

The **kettle** boiled.

The little **girl** sprinted

A compound sentence is like adding together two sentences with a conjunction in the middle: **but, and, for, so, nor, yet, or**. Examples:

James ran quickly. Zoe won the race.

=

James ran quickly **but** Zoe won the race.

I want to be good at football. I practise my skills every day.

=

I want to be good at football, **so** I practise my skills every day.

A compound sentence can also be made up using a **semi-colon** instead of a conjunction. (Remember, a compound sentence is made when two **main clauses** are joined together.) Example:

It was sunny. I put on my sunglasses.

=

It was sunny; I put on my sunglasses.

A complex sentence is formed when you join a main clause and a subordinate clause. The *subordinate clause* is the part that wouldn't make sense on its own. The **main clause** is the main part of the sentence and would make sense on its own. The **subordinate clause** can go at the beginning, the middle, or the end of the sentence. If the subordinate clause goes after the main clause, it doesn't always need a comma. Examples:

Although I was scared, I carefully crossed the bridge.

Snow started to fall *after the rain stopped.*

The **puppy**, *tired of walking*, **started to whine.**

Identify what type of sentences the following are, by circling the correct sentence type.

1. When the bell rang, the children quickly lined up.

Simple Compound Complex

2. Jack scored a goal; it was offside.

Simple Compound Complex

3. I don't like apples but I do like bananas.

Simple Compound Complex

4. The door swung open.

Simple Compound Complex

5. I wanted to be the best at piano so I practised every day.

Simple Compound Complex

6. Though he was tired, the sprinter ran over the finish line.

Simple Compound Complex

7. Miss White, who teaches at the local school, is a good singer.

Simple Compound Complex

8. I screamed.

Simple Compound Complex

9. I got my hair cut last night; it looks awful!

Simple Compound Complex

10. Singing to herself as she went, Janey skipped down the street.

Simple Compound Complex

11. David, who had an awful cold, and a terribly sore throat, decided not to take part in the singing contest.

Simple Compound Complex

Write a paragraph (it can be about anything) that includes at least 1 simple sentence, at least 1 compound sentence, and at least 1 complex sentence.

Underline and label the different types of sentences in the following extract.

He heard the riding crop whistle through the air and felt his horse jerk as Fiona whipped it hard on the rear. The horse whinnied and leapt forward. Alex was thrown backwards, almost off the saddle. Digging in with his legs he just managed to cling on, but the top half of his body was at a crazy angle, the reins tearing into the horse's mouth. Fiona laughed. Alex was aware only of the wind rushing past him, the thick blackness spinning round his face and the horse's hooves striking heavily on the gravel as the animal careered forward. Dust blew into his eyes, blinding him. He thought he was going to fall.

What do you think the effect of using a variety of sentence types is? Use examples from the extract to help you explain in detail.

Different sentence openings:

ED

Worried
Exhausted
Terrified
Witnessed
Excited
Embarrassed
Alarmed
Trapped
Humiliated
Tempted
Angered

-ING

Running
Jumping
Sprinting
Washing
Smiling
Beating
Having
Climbing
Drawing
Practising
Talking

-LY

Slowly
Nervously
Cautiously
Carefully
Eventually
Hurriedly
Wildly
Excitedly
Athletically
Neatly
Loudly

These are lists of words which can be used to start sentences and make them more interesting. The key think here is to not OVERUSE them. You can even blend these words together:

Climbing authentically, I decided.....

Task 1:

Try and blend as many of these words as you can together.

Task 2:

Write two sentences for EACH of the different sentence opening (x2 using 'ed' words, x2 using 'ing' etc).

