

PiXL Independence:

English Language - Student Booklet

KS4

WJEC

Contents:

- I. Multiple Choice Quizzes – 10 credits each
- II. Practice Exam Questions – 30 credits per text
- III. Suggested Revision Materials – 25 credits per summary
- IV. Suggested Further Reading – 25 credits per summary

I. Multiple Choice Quizzes - 10 credits each

Round 1 – Inference and Deduction

1. What does the term 'infer' mean? Tick one.
 - a. to guess the meaning of something at random
 - b. to come to a conclusion based on reasoning from evidence
 - c. to check for errors in a piece of writing
 - d. to use your common sense to work it out

2. What does the term 'deduce' mean? Tick one.
 - a. to draw a conclusion based on reasoning and logic
 - b. to summarise the meaning of something
 - c. to look for clues
 - d. to choose between two different meanings

3. In which of these exam sections will inference and deduction be most useful? Tick as many as you think apply.
 - a. Unit 2, Section A (reading)
 - b. Unit 2, Section B (writing)
 - c. Unit 3, Section A (reading)
 - d. Unit 3, Section B (writing)

4. Read the following sentence; then use your inference and deduction skills to select the best explanation of the situation. Tick one.

Josh snorted himself awake, glanced at his watch and shot out of his seat, hurrying towards the airport departure gate.

 - a. Josh was feeling calm and relaxed
 - b. Josh was feeling sad and emotional
 - c. Josh was feeling surprised and rushed
 - d. Josh was feeling tired and upset

5. Which of the following exam questions would require you to use inference and deduction skills to produce a response? Tick all that apply.

- a. What impression do you get of Gobseck in this extract?
- b. What do you learn about Sheffield in this extract?
- c. Summarise what the writer tells us about holidays in the UK.
- d. What is the purpose of this text?

6. Read the following sentence; then use your inference and deduction skills to select the best explanation of its meaning. Tick one.

A warm breeze blew through the garden, rustling the trees in the summer air and giving lift to a pair of butterflies which frolicked above. Children played in the distance, squealing as they splashed each other in the pool.

- a. the setting is noisy and unpleasant
- b. the setting is tranquil and idyllic
- c. the setting is cold and wintry
- d. the setting is barren and ugly

7. Which of the following situations require inference? Tick all that apply.

- a. to work out the meaning of an unfamiliar word
- b. to decide how to spell a new word
- c. to work out the overall meaning of a word or phrase
- d. to work out the mood and atmosphere of an extract or text

8. Read the following extract then answer the questions which follow.

As sun started to peer through the dawn sky, workers arrived and began to assemble in their respective areas. Neon-clad warriors of the earth, headlamps shining in the dark, they were the breadwinners, the wage-makers and the pace-setters for the country. At 6 o'clock, the klaxon sounded, ringing its call to arms out loud, as tired faces mounted the elevator cages and descended down the shafts into the bowels of the earth.

What time of day does this event take place? Tick one.

- a. late afternoon
- b. early morning
- c. midnight
- d. sunset

What job are the men there to perform? Tick one.

- a. constructing houses
- b. office work and admin
- c. traffic management
- d. mining

Why are the men described as 'breadwinners' and 'wage-makers'? Tick one.

- a. they have only rations of bread to live on
- b. they have won the experience as a prize
- c. they take home their earnings to their family
- d. they are volunteers

Round 2 – Synthesis

1. What does the term 'synthesis' mean? Tick one.
 - a. to make something from man-made materials
 - b. to develop something new
 - c. to bring together different elements to form a whole
 - d. to look for similarities and differences

2. In which Sections of the exam might synthesis be useful? Tick all that apply.
 - a. Unit 2, Section A (reading)
 - b. Unit 2, Section B (writing)
 - c. Unit 3, Section A (reading)
 - d. Unit 3, Section B (writing)

3. Which of the following statements about synthesis questions are true? Tick one.
 - a. they will be based on one text
 - b. they will be based on two texts
 - c. they will be based on two or more texts
 - d. they will always be based on all the texts in the exam

4. Which of the following statements about synthesis questions are true? Tick all that apply.
 - a. you should summarise your ideas in your own words
 - b. you should aim to use quotations from all the texts
 - c. you should think of your own ideas about the subject
 - d. you should only write about what the texts tell you

5. Which of the following statements about synthesis questions are true? Tick one.
 - a. you can choose which texts to focus on
 - b. you should only focus on the texts mentioned in the question
 - c. you should focus on all of the texts in the paper to be safe
 - d. if you are stuck, ignore the texts and make up your own ideas

6. Which of the following statements about synthesis questions are true? Tick one.
- a. you should give an overall summary of one text
 - b. you should give an overall summary of all the texts
 - c. you should look for links in ideas between the texts
 - d. you should look for differences in ideas between the texts
7. Which of the following options is the best way to structure a synthesis text? Tick one.
- a. bring points from different texts together, using quotations
 - b. bring points from different texts together, using your own words
 - c. write about each text in turn, using quotations
 - d. write about each text in turn, using your own words.
8. Which of the following things should you not do in a synthesis question? Tick one.
- a. point out similarities between the texts
 - b. find links and connecting ideas between the texts
 - c. use evidence from the texts in your response
 - d. find differences between the texts
9. Which of the following groups of connectives are not likely to be used to create links between texts in a synthesis response? Tick one.
- a. also, additionally, furthermore
 - b. however, on the other hand, alternatively
 - c. similarly, in agreement, moreover
 - d. in consequence, as a result, resulting in
10. How can you practise synthesis at home? Tick one.
- a. find two texts about the same topic and write about the connections between them
 - b. find two texts about the same topic and write about the differences between them
 - c. find two texts about different topics and write about the differences between them
 - d. find two texts about different topics and analyse the way the writers use language for effect

Round 3 – Summary

1. What does the word 'summarise' mean? Tick one.
 - a. give a detailed explanation of something
 - b. give a conclusion or rounding up
 - c. give a brief statement about the main points
 - d. close or finish something

2. In the exam, what would you do if asked to summarise a text? Tick one.
 - a. read the text through and then describe the main points
 - b. read the text through and then explain what it means
 - c. read the text through and then analyse the language
 - d. read the text through and then work out hidden meanings

3. When summarising a text, you should... Tick one.
 - a. use quotations to support your answer
 - b. avoid quotations and use your own words
 - c. use evidence from all the texts to support your ideas
 - d. include your own ideas about the topic

4. When summarising a text, you should... Tick all that apply.
 - a. ensure all the words you use are different to the text
 - b. ensure half the words you use are different to the text
 - c. ensure that most of the subject-specific words you use are different to the text
 - d. not worry about repeating simple words like 'and', 'of' and 'is'

5. A summary of a text should... Tick one.
 - a. use impressive language to impress the examiner
 - b. use simple, clear language and get to the point
 - c. entertain the reader with humour
 - d. focus on the finer details of the text

6. Which of the following questions require mainly summary skills? Tick all that apply.
- Read text A. Summarise the writer's opinion on fox hunting.
 - What does text B suggest about water shortages?
 - What do texts B and C tell you about gardening?
 - Read text D. How does the writer persuade you to help this charity?
7. Number the following statements, showing the order in which you would complete the process of answering a summary question.
- write up your response, using your own words
 - read the question carefully, identifying the focus of the task
 - read the text to get an overall idea of its meaning
 - annotate key words with synonyms (different words which mean the same thing)
8. Which of the following statements about summary questions are true and which are false? Label them 'T' or 'F'
- You can use quotations as long as there aren't too many
 - Your answer can use bullet points
 - You should write in full sentences and paragraphs unless you are told not to
 - You will be penalised for poor spelling and grammar
9. How do you know how many points to make? Tick all that apply.
- you don't – just keeping writing until you run out of room
 - look at the number of marks. 1 correct point = 1 mark.
 - just use all the time you have and hope for the best.
 - try to make one or two extra points than the number of marks, just in case
10. Which of the following best defines a great summary response? Tick one.
- an overview of the main points the text makes about the focus in the question, using quotations for support
 - an overview of the main points the text makes about anything, using quotations for support
 - an overview of the main points the text makes about the focus in the question, using your own words
 - an overview of the main points the text makes about anything, using your own words

Round 4 – Explain Questions

1. What does the word 'explain' mean? Tick one.
 - a. to add fresh details to an idea to make it more interesting
 - b. to make something clearer and easier to understand
 - c. to confirm the meaning of something
 - d. to disguise the meaning of something

2. Which of the following statements about explanation is true? Tick one.
 - a. you need to show the examiner that you understand the text yourself
 - b. you don't need to understand – just bullet point the main ideas
 - c. you don't need to understand – just bullet point key quotes
 - d. you need to understand it before you write your bullet points

3. Which of the following statements about explanation is true? Tick all that apply.
 - a. your explanations should be vague and general
 - b. your explanations should be specific and accurate
 - c. your explanations should be clear and thorough
 - d. your explanations should be quick and concise

4. Which of the following options best describes the number of points you should make? Tick one.
 - a. the same as the number of marks in the question
 - b. a few points. Five should do it.
 - c. make as many points as possible. Keep them short to get more in.
 - d. a wide range of detailed points about the focus in the question

5. Which of the following statements best describes the use of evidence in an explain question? Tick one.
 - a. use only your own words. Never quote from the text.
 - b. use a mixture of quotations from the focus text and your own words to explain them
 - c. list quotations from the text only
 - d. you can use quotations from all the text in the paper

6. How should you structure an explain response? Tick two.
- use bullet points to set out your answer
 - write in continuous prose and full sentences
 - write in one big block of text to make your answer quicker to read
 - start new paragraphs when appropriate to help make your answer clearer
7. Number the following stages to show the order in which they are best performed.
- write up your response, checking that your explanations are clear and accurate
 - read the question carefully, annotating it for key words and the main focus
 - annotate the text, highlighting the quotations you will use and making notes about what they mean
 - read the text carefully, looking for anything that connects to the question
8. When writing up your response, in what order should you complete these steps? Number them 1-4.
- include a quotation where possible, or paraphrase what the text says if too long
 - using your own words, explain what this means and shows us in relation to the question
 - make a point about what the text/writer does in relation to the question
 - read the whole paragraph back to yourself and check that it makes sense
9. Which of the following statements are true and which are false? Label them T or F.
- explanation means to sum up the main points of a text
 - you should not use evidence from the text in your response
 - explanation means to make something clear and easy to understand
 - your explanation should be focused on the question, not just a general conclusion
10. Which of the following questions require explanation skills? Tick all that apply.
- Explain what John Adams thinks about sports cars.
 - What does the writer think and feel about extreme sports?
 - Synthesise what texts A and B say about karate.
 - Compare texts B and C. What are their attitudes to free-diving?

Round 5 – Evaluating and Analysing Content

1. What does the term 'evaluate' mean? Tick one.
 - a. to form an idea about the value and impact of something
 - b. to work out how much something costs
 - c. to work out how something is achieved
 - d. to draw conclusions based on evidence

2. What does the term analyse mean? Tick one.
 - a. to give an overall summary of something
 - b. to compare one thing to another
 - c. to examine something in great detail and explain it
 - d. to find the errors in something and correct them

3. In which sections of the exams are you likely to need to evaluate a text? Tick all that apply.
 - a. Unit 2, Section A (reading)
 - b. Unit 2, Section B (writing)
 - c. Unit 3, Section A (reading)
 - d. Unit 3, Section B (writing)

4. Which factors of a text do you need to consider when evaluating its content? Tick all that apply.
 - a. the main themes and ideas
 - b. the language and vocabulary
 - c. the techniques the writer has used
 - d. the writer's name and background

5. Which statement best describes the purpose of an evaluation question? Tick one.
 - a. to make ideas clearer and easier to understand
 - b. to give an overall summary of the text
 - c. to compare the text to other texts
 - d. to assess how the writer creates meaning and effects for the reader

6. Which of the following command words indicates that you need to evaluate the content? Tick one.
- a. compare
 - b. how
 - c. synthesise
 - d. summarise
7. Number the following steps to show the order in which they would best be performed during an evaluation question response.
- a. Begin your response, tracking through the text carefully
 - b. Read the question carefully, annotating key words and instructions
 - c. Read the text, highlighting key words, phrases and techniques
 - d. Read through your response to check it makes sense
8. Which of the following statements about evaluation questions are true? Tick all that apply.
- a. you should use quotations from the text to support your ideas
 - b. you should stick firmly to a point, evidence, explain structure
 - c. you should explore how the writer uses vocabulary and devices to create effects
 - d. you should simply quote and name techniques the writer has used
9. Label the following statements about evaluation questions either T for True or F for false.
- a. you can write your response in bullet points
 - b. you should aim to track through the extract in order
 - c. you should try to use short, focused quotations
 - d. you should make the same number of points as the number of marks
10. Which of the following questions rely the most on evaluation skills? Tick two.
- a. How does the writer try to persuade you to support the homeless?
 - b. What does the writer say about helicopter flights?
 - c. How does the writer create tension and excitement in this extract?
 - d. Explain what the writer tells us about the army.

Round 6 – Comparison

1. What does the term 'compare' mean? Tick one.
 - a. to study two similar things
 - b. to analyse and evaluate the similarities and differences between things
 - c. to draw together ideas that are about the same thing
 - d. to produce an overall conclusion about something

2. In which sections of the exam might you be asked to compare two texts? Tick all that apply.
 - a. Unit 2, Section A (reading)
 - b. Unit 2, Section B (writing)
 - c. Unit 3, Section A (reading)
 - d. Unit 3, Section B (writing)

3. How many texts might you be asked to compare in the exam? Tick the best fit answer.
 - a. one
 - b. two
 - c. three
 - d. two or more texts

4. The main aim of a comparison question is... Tick one.
 - a. to evaluate the presentation of content
 - b. to use inference and deduction to work out meanings
 - c. to evaluate the similarities and differences between the texts
 - d. to decide on the purpose of a text

5. In a comparison question, you should... Tick one.
 - a. use quotations only
 - b. use a mixture of quotations and your own words to explain
 - c. use your own words only
 - d. write only in bullet points

6. In order to point out similarities and differences, you should... Tick one.
 - a. write a separate section about each text
 - b. write a section about similarities and a separate section about differences
 - c. connect quotations from different texts with connectives
 - d. avoid quotes and explain the connections in your own words

7. Which of the following connectives could be used for similarities and which for differences? Label them 'S' or 'D' appropriately.
 - a. however, on the other hand, whereas
 - b. similarly, likewise, equally
 - c. in the same way, in agreement
 - d. in contrast, in opposition

8. Number the following stages to show how you should initially approach a comparison question:
 - a. Read the second text, annotating quotations that have a connection to the first text
 - b. Read the first text, annotating quotations that are relevant to the question
 - c. Use your annotation to write up each connection as a paragraph
 - d. Read the question carefully, annotating key words and instructions

9. Number the following steps to show how a comparison point should be made.
 - a. Include a connective to show if the next quote is similar or different
 - b. Embed a relevant quotation from the first text you are using
 - c. Embed a relevant quotation from the second text you are using
 - d. Explain how the quotations are similar or different

10. To achieve Band 5, you need to make comparisons that are 'sustained and detailed.' This means that...
 - a. you explore the similarities or differences in depth, analysing textual details as you go along
 - b. you ensure that your answer is very long – at least two sides of A4
 - c. you use impressive vocabulary to impress the examiner
 - d. you comment on the same number of similarities as you do differences

Round 7 – The Four Main Writing Types

1. Which of the following writing types appear in Section B of the Unit 2 exam? Tick all that apply.
 - a. description and narration
 - b. exposition
 - c. persuasion
 - d. argumentation

2. Which of the following writing types appear in Section B of the Unit 3 exam? Tick all that apply.
 - a. description and narration
 - b. exposition
 - c. persuasion
 - d. argumentation

3. Narration and description are very similar types of writing. Which of the following statements relate more to description and which relate more to narration? Label them 'N' or 'D' to show your choices.
 - a. this type of writing focuses more on plot and events
 - b. this type of writing focuses more on mood and atmosphere
 - c. this type of writing focuses more on scenes and settings
 - d. this type of writing focuses more on people and characters

4. Which of the following is the best explanation of what 'exposition' means? Tick one.
 - a. to discuss both sides of an argument before suggesting one has strength over the other
 - b. to explain an idea, topic or issue clearly and in full
 - c. to convince the reader to do or think something
 - d. to entertain the reader with effects or humour

5. Which of the following is the best explanation of what 'argumentation' means? Tick one.
 - a. to discuss both sides of an argument before suggesting one has strength over the other
 - b. to explain your personal opinion or perspective on a topic or issue
 - c. to convince the reader to do or think something
 - d. to entertain the reader with effects or humour

6. Which of the following is the best explanation of what 'argumentation' means? Tick one.
- a. to discuss both sides of an argument before suggesting one has strength over the other
 - b. to explain your personal opinion or perspective on a topic or issue
 - c. to convince the reader to do or think something
 - d. to entertain the reader with effects or humour
7. When writing, is important that you plan your work to suit the purpose, audience, format and tone of the task. What do these terms mean? Label the following definitions 'P', 'A', 'F' or 'T' accordingly.
- a. the readers, listeners or recipients of your writing
 - b. the reason why you are writing – what you are aiming to achieve
 - c. the layout of the writing – how it will look on the page
 - d. the voice you create in your writing – how it sounds as you read
8. It is recommended that you plan to write five sections for success. Generally, you can think of these section as... Tick one.
- a. five equally important sections in any order
 - b. an introduction, three main paragraphs and a conclusion
 - c. your heading plus four paragraphs
 - d. your heading plus four sub-headings
9. In which of the following types of writing would you NOT use sub-headings? Tick all that apply.
- a. newspaper articles
 - b. speeches
 - c. informal letters
 - d. formal reports
10. These types of writing can be classified into fiction and non-fiction. Label the following either 'F' or 'NF' accordingly.
- a. exposition
 - b. narration and description
 - c. argumentation
 - d. persuasion

Round 8 – Sentence Structure and Punctuation

1. What proportion of the marks for Section B are allocated to accuracy? Tick one.
 - a. 20%
 - b. 30%
 - c. 40%
 - d. 50%

2. Which of the following is the best definition of a complete sentence? Tick one.
 - a. it begins with a capital letter and ends with a full stop
 - b. a collection of words put together to make a meaning
 - c. a group of words which expresses a complete thought
 - d. more than one phrase put together

3. There are three main types of sentence structure: simple, compound and complex. Which of the following best describes a simple sentence? Tick one.
 - a. a main clause which contains a subject and a verb
 - b. a short sentence without punctuation
 - c. a straight-forward idea with few details
 - d. one idea only

4. Which of the following best describes a compound sentence? Tick one.
 - a. a sentence which is surrounded by brackets
 - b. a medium length sentence
 - c. a sentence with punctuation in the middle
 - d. two independent clauses joined by a coordinating conjunction e.g. 'and'

5. Which of the following best describes a complex sentence? Tick one.
 - a. a long sentence
 - b. an independent (main) clause joined to a dependent (extra) clause with a subordinating conjunction
 - c. a sentence with difficult vocabulary
 - d. a sentence with complex punctuation e.g. semi-colons

6. The acronym 'FANBOYS' can be used to help us remember the coordinating conjunctions. What are they? One has been completed for you.

F =

A = and

N =

B =

O =

Y =

S =

7. The following three ingredients can be used to construct a complex sentence. This can be done in three different ways: subordinate clause to start, subordinate clause in the middle, subordinate clause at the end. Can you write the sentence all three ways?

- the boy went to the park
- after
- he had finished school

8. Which of the following are correct uses for the comma? Tick all that apply.

- to separate simple sentences
- to separate items in a list
- to embed additional information into the middle of a sentence
- to attach a subordinate clause to a main clause

9. Which of the following are correct uses for the semi-colon? Tick all that apply.

- to separate simple sentences which are about the same topic or idea
- instead of a comma to make the sentence more interesting
- to separate longer items in a list
- to denote dialogue or direct speech

10. There are three main types of end-sentence punctuation: the full-stop, the question mark and the exclamation mark. Label the following statements either 'F,' 'Q' or 'E' to show the correct use of each mark.

- to end a sentence containing a query or demand for information
- to end a sentence containing an interjection -- e.g. 'wow'
- to end a sentence which does not contain a demand for information or interjection

Round 9 – Using Techniques for Effect

1. Writers use a variety of techniques to help persuade their reader or argue a point. One way of remembering these is through 'AFOREST,' but what does this stand for? Complete the following. An example has been added for you.

A = alliteration

F =

O =

R =

E =

S =

T =

2. The following explanations show what these techniques mean, but they have not been labelled. Add the correct letter from 'AFOREST' to show what each technique does.
 - Something that is true and can be proved =
 - A word, phrase or idea said more than once =
 - Three descriptive words grouped together =
 - Language designed to make the reader experience a certain feeling =
 - The use of numbers or figures =
 - An unproven belief =
3. Other persuasive devices include rhetorical questions, exaggeration, direct address and anecdotes. Label the following definitions with the correct term:
 - a. a demand for information designed to engage the reader
 - b. use of pronouns to speak as if personally to the reader
 - c. personal stories or recountings of events
 - d. a statement that represents something as better or worse than it really is
4. Sometimes writers help argue their point or persuade the reader by giving the opposite idea or point of view. Why is this helpful? Tick all that apply.
 - a. it gives the reader all the information they need to make their own mind up
 - b. it helps the reader see the writer's point as part of a bigger picture
 - c. it gives the writer an opportunity to prove the opposition wrong
 - d. it confuses the reader into thinking you are right

5. A conclusion is a very important part of a persuasive or argumentative text. Which of the following things are good ideas for conclusions? Tick all that apply.
- go over everything you have said again
 - add some new information to help the reader
 - call the reader to action and ask them to do something
 - make it clear why this affects everyone, not just you
6. Writers also use techniques to make fiction writing more interesting for the reader. Below are explanations of similes, metaphors, personification and onomatopoeia. Label them with the correct device.
- giving human qualities to something that it not human
 - using words that sound like their meaning
 - a descriptive comparison using 'like,' 'as' or 'than'
 - a descriptive comparison that says one things is another
7. The following are examples of the techniques listed in question 6, above. Label them with the correct technique.
- Like a baby lamb standing for the first time, he stumbled to his feet.
 - The once-docile cat was now a raging lion, tearing at the bedroom door.
 - In the corner, the stereo happily sang its tune out to the party.
 - With a deafening roar, the car finally burst into life.
8. Assonance can be used to create a gloomy or spooky feel. In fact, 'gloomy' and 'spooky' are examples of assonance, but what does it mean? Tick one.
- repeated 's' sounds
 - words that end in 'y'
 - words with extended vowel sounds
 - words that sound sad
9. Sibilance can be used to create a mysterious or relaxing atmosphere, but what is it? Tick one.
- the use of words with extended 's' sounds
 - the use of words with harsh sounds such as 't' or 'b'
 - the use of quiet words
 - the use of long words

10. When including such techniques and devices in your writing, it is most important to think about... Tick one.

- a. when you are going to use them – beginning, middle or end.
- b. how you are going to use them – in what way?
- c. why you are going to use them -- what is the intended effect?
- d. what device you will use

Round 10: Grammar – Tense, Agreement and Common Errors

1. What is the best definition of the term 'grammar?' Tick one.
 - a. the system and structure of a language and the rules that make everything work
 - b. rules about punctuation and spelling
 - c. rules about sentence structure
 - d. the building blocks of the English Language

2. Why do you think the examiners care about grammar? Tick one.
 - a. it tests how intelligent you are
 - b. it shows whether you have revised
 - c. it shows that you can create texts that make sense
 - d. it shows that you have worked hard at school

3. One common problem with grammar is subject-verb agreement. This means that the number of subjects (who or what the sentence is about) must agree with the form of verb used. Which of the following are correct? Tick all that apply.
 - a. The boys was going to the cinema.
 - b. The boys were going to the cinema
 - c. Grandad has given me some pocket money.
 - d. Grandad have given me some pocket money.

4. Another common error is when students mix up past, present and future tense. Label the following sentences with the correct tense.
 - a. I broke up for the holidays last week.
 - b. I am trying to earn some extra pocket money.
 - c. We will be going to Cyprus soon.
 - d. It is going to be very hot!

5. Sometimes, pupils change tense halfway through a sentence. Using the tense established at the start, circle the correct word to maintain the same tense throughout.
 - a. Although he had only just finished, Dave decides/decided to repaint his house.
 - b. As I turn the corner, I trip/tripped over a loose paving slab.
 - c. We will be going climbing on Saturday as long as the weather is/was good.
 - d. Fred left school aged 18 then went/go to University until he was 21.

6. In the above sentences, which is the correct tense formed?

Sentence A =

Sentence B =

Sentence C =

Sentence D =

7. Comma splicing is a problem which affects the grammatical accuracy of sentences, but what is it? Tick one.

- a. using too many commas in a sentence
- b. using commas to add a clause into the middle of sentences
- c. using commas to join sentences instead of full stops, question marks and exclamation marks
- d. using commas instead of semi-colons in a list

8. It is helpful to know the main word classes in the English Language. Which types of word are the following?

- a. doing or being words that indicate an action or state =
- b. words that name things =
- c. words that describe nouns =
- d. words that describe verbs =
- e. words used in place of nouns =
- f. words used to connect things =

9. In the Unit 2 exam, you can gain marks for accuracy in the proofreading section. What do you need to do here? Tick one.

- a. choose the best word or group of words to fit gaps in sentences
- b. find, circle and correct any errors in a short passage of text
- c. copy out a passage accurately
- d. check over your work for errors

10. In the Unit 3 exam, there is no proofreading section but there are still 20 marks available for accuracy. You can gain them in... Tick one.

- a. Section A and B
- b. One writing task in Section B
- c. Both writing tasks in Section B
- d. Section A only

II. Exam-Style Questions

This is not a mock-exam or a PPE and should not be considered so. There are only three texts to read and the questions have been created to test various different skills, listed above each question. Some questions draw on more than one skill in order to provide a correct response. Read Texts, A, B and C below and then answer the questions that follow.

30 credits per section

Text A *John Vidal, 2013 – The Guardian*

Deadly e-waste dumped in poor nations, says United Nations

Millions of computers and other electronic devices are creating a mountain of dangerous e-waste that is being dumped illegally in developing countries, the United Nations (UN) has warned. The global amount of electronic waste is expected to grow by 33% in the next four years, according to the UN. Last year, nearly 50 million tonnes of e-waste was produced worldwide – or about 7kg for every person on the planet. These are electronic goods made up of hundreds of different materials and containing poisonous substances. An old-style computer monitor can contain up to 3kg of lead, for example. The UN is concerned that e-waste, which even includes electric toothbrushes, is now the world's fastest growing type of waste. China generated 11.1 million tonnes last year. In Europe, Germany throws away the most e-waste in total, but Britain is now the world's seventh highest producer of e-waste, discarding 1.37 million tonnes. In 2010, the USA threw away 258 million electronic products such as computers, TVs and mobile phones. Only 36% was recycled. Only 12 million mobile phones were collected for recycling in 2011 even though 120 million were bought. Meanwhile, newer phone models are racing on to the market leaving old ones likely to end up in rubbish dumps. Most phones contain precious metals including gold. The circuit board can also contain valuable materials such as copper and zinc, yet only 10% of mobile phones are dismantled and re-used. The failure to recycle is also leading to shortages of rare minerals to make new electronic equipment. Much of this e-waste is being sent to Africa or Asia illegally and some of the poorest countries are now in danger of becoming the world's rubbish dumps. Working on this waste in these countries usually occurs in huge open rubbish dumps. This causes significant environmental pollution as deadly materials seep out into the environment, contaminating land, water and the air. In addition, products such as old fridges are often dismantled in unsafe conditions. Those who work at these sites suffer frequent bouts of illness, and many workers have suffered liver damage. There are also increased reports of cancers and lung disease for local workers.

'This is not a good place to live': inside Ghana's dump for electronic waste

Agbo is Ghana's vast dumping site for electronic waste. In this bleak landscape, young people scavenge for scrap metal amid the smoke from plastics fires. The health risks are obvious – but the money is too good to ignore. The appliances at Agbo are dismantled for their tiny nuggets of precious metals such as copper. Old video players, cassette recorders, sewing machines and computers lie randomly on large mounds in the dump, which stretches as far as the eye can see. "Electric waste comes here from all over the world – but especially from Europe," says Karim, 29, who has been salvaging, buying and selling at the dump for 10 years. "We get a lot of health problems here. Many workers here have died from cancers but we manage, because we need the money." Last week, the United Nations warned that the global amount of such rubbish is set to grow by 33% over the next four years. Much of it will be dumped in sites such as those in Agbo, poisoning the land with lead, mercury, and other dangerous materials. Agbo seems chaotic in places, but there is an order to the large, desolate, rubbish-strewn site. At one side, boys and young men gather in groups, picking their way through piles of old hard drives, untangling wires, and breaking up old air-conditioning units. Abdoulaye, 19, and a group of other teenage boys sit under flimsy shelters on the upturned cases of old PC monitors, working at a pile of e-waste with chisels and pliers and by hand. The boys are surrounded by rows of rusty chest freezers, each with a heavy padlock. Inside them, they store what they have collected – piles of copper and aluminium – until the metal is bought by traders. "I came here five years ago," said Abdoulaye. "I make between 50p and £1.30 each day, and each month I send £13 back to my family in the north. I would like to go back home, but my family needs the money, so I stay. We get many problems here. Sometimes I have to go to the hospital when I have breathing problems. It's not good for us." Deeper into the heart of Agbo, huge plumes of foul-smelling smoke rise up from three large fires, where the dismantled items are burned to remove traces of plastic, leaving the metal behind. The fumes are head-pounding, but the men, women and children weaving in and out of the fires don't seem to notice. The death rate for babies is high here.

Roles are divided at Agbo. Women and girls wander the sprawling site, selling peeled oranges, water and cooked food. Many have tiny babies wrapped in cloth tied tightly to their backs, all inhaling the poisonous fumes. There are special jobs for children, who trawl the site with magnets tied on to the end of a piece of string, picking up any tiny scraps of metal such as tin left behind in the dirt. In the centre of the dump, a clearing has been turned into a football pitch, and two teams are in the middle of a game. Agbo is not just a site for trading, burning and dumping electrical waste; it's also home to thousands of people, who carry on their lives and raise their children in the midst of its filth and fumes. Families live in the shacks dotted throughout the central area of the dump. "This is not a good place to live. But we don't want the people in Europe and all those places to stop sending the waste," said Karim. "This is a business centre, and we are using the money we make here to help our families to have a better life."

Text C Christina Bonnington, *Gear*, 2014, in <https://www.wired.com/2014/12/product-design-and-recycling/>

Our waste problem is ridiculous, and gadget makers aren't helping.

Chances are high that you'll be getting or giving new electronics this holiday season: an iPhone upgrade for mom perhaps, or maybe a new Windows 8 Ultrabook. Device upgrades have become increasingly frequent for many of us. Unfortunately, too many people give virtually no thought to what becomes of all these discarded gadgets.

And neither are most device manufacturers.

Some 41.5 million tons of electronic waste was generated in 2011, and that number is expected to rise to 93.5 million by 2016, according to the research firm MarketsandMarkets. Right now, 70 to 80 percent of all that old gadgetry goes straight to landfills.

Oh sure, many companies have green initiatives. Apple in particular has made notable, documented efforts to reduce its carbon footprint, powering a majority of its retail stores and data centers with renewable energy, developing more efficient packaging design, and designing products that use less power than their predecessors. But if your products are going to be tossed out in a year, none of that is particularly brag-worthy. That's a tremendous amount of wasted resources.

In the past, computers were designed to be relatively easy to disassemble, like HP's towers and older versions of the Mac Mini. You could swap out dead parts and batteries, add more memory if it got sluggish, even replace a motherboard. But in the mid-2000s, things started to change. Apple introduced the ultra-thin, ultra-light MacBook Air and the industry enthusiastically followed with heaping helpings of devices that, while slim, were very difficult to repair due to the construction compromises required to achieve that svelte profile. Smartphones and tablets followed with an even faster purchasing and chucking cycle.

As mobile gadgets exploded we became a culture that abandoned its gear regularly, on a massive scale. It's an epic environmental and economic problem not simply because people aren't properly recycling their old devices, but because many devices are all but impossible to recycle efficiently.

Questions

Text A – ‘Deadly e-waste dumped in poor nations, says United Nations’

Skill: Retrieval / Explanation

A1. What does the term “e-waste” mean?

(1)

Skill: Scanning

A2. Which one of the following objects is NOT listed as a producer of e-waste? Tick the correct line.

(1)

- Computer monitors —
- Toothbrushes —
- Vacuum Cleaners —
- Mobile phones —

Skill: Inference / Explanation

A3. What do you think is meant by “significant environmental pollution” and “deadly materials”?

(2)

Skill: Retrieval

A4. Which country generated 11.1 million tonnes of e-waste?

(1)

Skill: Inference / Explanation

A5. What does the article mean when it describes some of the world’s poorest countries as becoming “the world’s rubbish dumps?”

(1)

Skill: Retrieval / Explanation

A6. Identify two of the problems caused by e-waste and in your own words explain why they are dangerous.

(4)

Turn over

Text B – ‘This is not a good place to live’

Skill: Inference

A7. The article says that Agbo “seems chaotic in places”. What does this mean? (1)

- The area is very tidy. _____
- There is little organisation to the waste _____
- The area is untidy _____
- The area smells _____

Skill: Retrieval / Explanation

A8. Identify two dangers that living on the site pose to human health. What does the article suggest are the causes of these dangers?

(4)

Point 1: _____

Causes: _____

Point 2: _____

Causes: _____

Text C – ‘Our waste problem is ridiculous, and gadget makers aren’t helping.’

Skill: Retrieval

A11. Which two older gadgets were easy to disassemble and repair?

(1)

Skill: Retrieval

A12. Identify **three** things that we discover from the opening paragraph have contributed to an increase in electronic waste.

(3)

1. _____

2. _____

3. _____

Skill: Inference

A13. The writer refers to the “svelte profile” of modern electronics. Select **one** explanation from the list below which best describes what he means.

(1)

- They are flimsy and delicate _____
- They are slender and elegant _____
- They are used for social media _____
- They are expensive to buy _____

Skill: Summary

A14. Summarise what the article tells us about people’s attitudes towards electronic waste.

(5)

Skill: Synthesis

A15. Texts A, B and C are about e-waste. What do the writers suggest are the problems associated with e-waste and how do they present their arguments? You should make it clear from which text you get your information.

(5)

Section B – Writing: Argumentation and Persuasion

B1. Texts A, B and C are about electronic waste. Your local council is concerned about the amount of electronic waste being dumped in public areas, at the sides of roads and at public landfill sites. They are introducing heavy fines for anyone who disposes of electronic waste without recycling it.

You feel very strongly about this and decide to write a report for your local council about the issue.

Write your report.

(20)

B2. Text B is about a place that is not likely to attract tourists.

Write a lively article for a travel website, giving a review of a place you have visited recently. Try to persuade your readers that the destination is one worth visiting. Write your review.

(20)

B – Writing: Description and Narration

B3. Write an account of a time when you took part in a community or charity event.

(35)

B4. Describe a situation when you were forced to visit a place you did not want to go.

(35)

Section B – Writing: Exposition

B5: *“The greatest danger to our planet is the belief that someone else will save it.” (Robert Swan)*

Write an essay explaining why it is important for everyone to do their bit to help save the environment.

(35)

III. Revision Resources

Read each of the articles below and summarise the key points in a bullet point format. You should aim for between 5 – 10 significant points from each article.

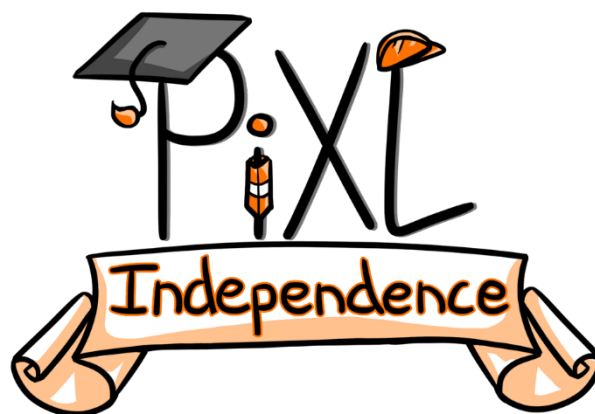
25 credits for each summary completed

1. *BBC Bitesize – WJEC English Language*
<https://www.bbc.co.uk/education/examspecs/ztjmv4j>
2. *WJEC Specimen Assessment Materials*
[http://www.wjec.co.uk/qualifications/english/r-english-language-gcse-wales/WJEC%20GCSE%20English%20Language%20SAMS%20\(24-10-14\)%20-%20Branded.pdf?language_id=1](http://www.wjec.co.uk/qualifications/english/r-english-language-gcse-wales/WJEC%20GCSE%20English%20Language%20SAMS%20(24-10-14)%20-%20Branded.pdf?language_id=1)
3. *My Revision Notes: WJEC GCSE English Language (WJEC GCSE My Revision Notes)* by Victoria Peers
https://www.amazon.co.uk/My-Revision-Notes-English-Language/dp/147186829X/ref=sr_1_6?ie=UTF8&qid=1501164982&sr=8-6&keywords=wjec+english+language+revision+guide+wales
4. *Revise WJEC GCSE English Language for Wales Workbook*, by Natalie Simpson
https://www.amazon.co.uk/d/cka/Revise-WJEC-GCSE-English-Language-Wales-Workbook/0198408382/ref=sr_1_7?ie=UTF8&qid=1501164982&sr=8-7&keywords=wjec+english+language+revision+guide+wales
5. S-cool revision guides: reading non-fiction, writing to argue, persuade, instruct, writing to describe.
<http://www.s-cool.co.uk/gcse/english>
6. Shmoop: Grammar
<http://www.shmoop.com/grammar/>
7. BBC Bitesize: Grammar
<http://www.bbc.co.uk/education/topics/z2b2tyc>
8. 101 GCSE Spellings
<http://www.gcse.com/english/spellings.htm>
9. B Grade Spellings
http://www.geoffbarton.co.uk/files/student-resources/English_GCSE_Masterclass/GB-65-Intermediate-spellings.pdf
10. Printable grammar posters for your bedroom wall
<https://visual.ly/blog/grammar-spelling-infographics/>

IV. Articles, Books and Further Reading

As with section iii, summarise the key points in a bullet point format for 25 credits each.

1. *How to Survive the Exam Season*, Nell Frizell
<https://www.theguardian.com/commentisfree/2015/may/05/how-to-survive-exam-season-gcse-a-level>
2. *Last Minute Revision Tips for GCSE English*, by Kitty Harris
<http://www.telegraph.co.uk/education/secondaryeducation/11547057/Last-minute-revision-tips-for-GCSE-English.html>
3. *Eats, Shoots and Leaves*, Lynne Truss. (A funny guide to punctuation)
https://www.amazon.co.uk/Eats-Shoots-Leaves-Lynne-Truss/dp/0007329067/ref=sr_1_1?ie=UTF8&qid=1501166546&sr=8-1&keywords=eats+shoots+and+leaves
4. *Let's Eat Grandma! A Life-Saving Guide to Grammar and Punctuation*, Karina Law
https://www.amazon.co.uk/d/Books/Lets-Grandma-Life-Saving-Guide-Grammar-Punctuation/1445142015/ref=sr_1_4?s=books&ie=UTF8&qid=1501166569&sr=1-4&keywords=grammar+for+kids
5. *My Grammar and I*, Caroline Taggart and J. A. Wines
https://www.amazon.co.uk/My-Grammar-Should-That-Old-School/dp/1843176572/ref=sr_1_1?s=books&ie=UTF8&qid=1501166687&sr=1-1&keywords=my+grammar+and+i
6. *My Grammar and I – Activity Book*, Daniel Smith
https://www.amazon.co.uk/My-Grammar-I-Activity-Book/dp/1782435808/ref=sr_1_1?s=books&ie=UTF8&qid=1501166727&sr=1-1&keywords=my+grammar+and+i+activity+book
7. *Creative Writing for Teens*, Amanda J Harrington
https://www.amazon.co.uk/Creative-Writing-Teens-Kids-Book-ebook/dp/B00LK0YGSQ/ref=sr_1_4?s=books&ie=UTF8&qid=1501166749&sr=1-4&keywords=creative+writing+for+teenagers
8. *Adventures in Blogsville: A Creative Writing Guide for Teens*, Margaret Andrews
https://www.amazon.co.uk/Adventures-Blogville-Creative-Writing-Guide/dp/1500725781/ref=sr_1_1?s=books&ie=UTF8&qid=1501166749&sr=1-1&keywords=creative+writing+for+teenagers
9. *Writing Tips for Teens*, Booktrust
<http://www.booktrust.org.uk/books/teenagers/writing-tips/>
10. *5 Nonfiction Writing Techniques That Will Keep Readers Turning Pages*, Alexander Limburg
<https://thewritelife.com/nonfiction-writing-techniques/>



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