

PiXL Independence

English Language – Student Booklet

KS4

Edexcel Style, Paper 1 and 2

Contents:

- I. Multiple Choice Quizzes – 10 credits
- II. Language, Structure, Form Quizzes – 20 credits each
- III. Close Reading Quiz – 30 credits
- IV. Short Answer Questions – 10 credits for questions 1-10 and 10 credits per question for 11-20
- V. Exam Style Questions – 100 credits plus 20 bonus credits for marking your own essay
- VI. Writing Skills and Exemplar Answers – 50 and 80 credit tasks
- VII. Academic Reading – 150 credits for each 300-word response completed

I. Multiple Choice Quizzes

Exam Structure Quiz

This quiz is designed to test your knowledge of the two GCSE English Language Papers.

10 credits for completing this quiz.

1. Which topics are covered on Paper 1?
 - a. 19th Century fiction and transactional writing
 - b. 19th Century fiction and imaginative writing
 - c. non-fiction and transactional writing
 - d. non-fiction and imaginative writing

2. Which topics are covered on Paper 2?
 - a. 19th Century fiction and transactional writing
 - b. 19th Century fiction and imaginative writing
 - c. non-fiction and transactional writing
 - d. non-fiction and imaginative writing

3. How many marks are available for Q3 on Paper 1?
 - a. 3
 - b. 6
 - c. 14
 - d. 15

4. How many marks are you capped at if you only write about language or structure in Q3, Paper 1?
 - a. 2
 - b. 3
 - c. 6
 - d. 8

5. What is the focus of Q4 on Paper 1?
- a. AO1 – identify explicit information
 - b. AO2 – analysis of language and structure
 - c. AO3 – comparison
 - d. AO4 – evaluation
6. Which centuries will the non-fiction texts be from?
- a. 19th and 20th
 - b. 20th and 21st
 - c. 19th and 21st
 - d. any century
7. How many marks are available for Q3 on Paper 2?
- a. 3
 - b. 6
 - c. 14
 - d. 15
8. How many marks are you capped at if you only write about language or structure in Q3, Paper 2?
- a. 2
 - b. 3
 - c. 6
 - d. 8
9. How many marks are available for Q7a?
- a. 4
 - b. 5
 - c. 6
 - d. 7

10. How many marks are available for Q7b?

- a. 12
- b. 13
- c. 14
- d. 15

Common Spelling Mistakes Quiz

In each question, circle the CORRECT spelling.

10 credits for completing this quiz.

1. sincerely sincerely sincerley sincerlay

2. beginning beginning begginning beginning

3. succesfully successfully sucessfully sucessfully

4. necessary neccesary neccesarey necesery

5. knowledge nowlege nowledge knowledge

6. metaphore metaphor metafore metafor

7. simile similie simelie simale

8. character charecter character caracta

9. implys emplys emplies implies

10. definitely definitely definetley definitley

11. sentance	sentanse	sentense	sentence
12. langwage	language	langage	languag
13. althow	altogh	although	although
14. separate	separate	seperite	separate
15. unfortunatly	unfortunately	unffortunatly	unfortunatley
16. writen	ritten	writtan	written
17. happened	happened	happened	happenned
18. peice	peece	piece	pieice
19. effective	effective	efactive	effictive
20. across	across	acros	akross

Word Classes Quiz 1

In each of the sentences below, identify the word class of the word that has been underlined.

10 credits for completing this quiz.

1. Suddenly, the door crashed open.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

2. The room swam before his eyes.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

3. The cold was biting.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

4. She looked at me.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

5. The truth was bitter.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

6. A wolf howled in the distance.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

7. I moved as quietly as I could.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

8. Rain, heavy and ice-cold, fell from the sky.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

9. It began as any normal Sunday.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

10. The music played on.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

11. She couldn't bear to stay a minute longer.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

12. Did you see him?

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

13. Her words were spoken softly, like an angel.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

14. Beautiful, it shone with a brilliance like nothing else.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

15. It moved closer.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

16. It grew louder still.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

17. Just wait a minute.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

18. It was a peculiar thing to observe.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

19. She questioned him again.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

20. They never spoke of that moment again.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

Word Classes Quiz 2

In each of the sentences below, identify the word class of the word that has been underlined.

10 credits for completing this quiz.

1. The temperature dropped.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

2. He bit into the apple.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

3. That was the strangest thing.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

4. The sun rose, blindingly beautiful.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

5. Silently as he could, he crept closer.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

6. Her pride was always her downfall.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

7. She eyed him suspiciously.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

8. The truth was bitter.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

9. It hurt him to see her that way.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

10. A bell rang out in the distance.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

11. Slow and steady, the carriage moved forwards.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

12. It caught her by surprise.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

13. It grew quiet.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

14. The water was frozen.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

15. What are you talking about?

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

16. She tried to run faster.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

17. Then there came a loud crash.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

18. His face grew paler and paler.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

19. Don't look now.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

20. A plan had been made.

- a. Noun
- b. Pronoun
- c. Verb
- d. Adverb
- e. Adjective

Identifying Purpose, Audience and Form Quiz

For each of the following transactional writing tasks, identify the purpose, the audience and the form. Some tasks may have more than one purpose.

10 credits for completing this quiz.

1. A major sporting event being held in your local council is asking for volunteers to help during the event. You have decided to apply. Write your letter of application.

Purpose:

Audience:

Form:

2. Write a leaflet aimed at persuading young people to eat more healthily.

Purpose:

Audience:

Form:

3. A friend or relative has decided to give up work to go travelling for a year. Write a letter to him/her, giving your opinions about this decision.

Purpose:

Audience:

Form:

4. Your school/college is planning to put on a talent show to end the year with. You have been asked to give a talk to encourage student participation. Write what you would say.

Purpose:

Audience:

Form:

5. The council is planning to close down the local youth centre because it claims it isn't being used enough. A local newspaper has invited readers to give their views on this plan. Write your letter to the newspaper, giving reasons why you support or oppose this decision.

Purpose:

Audience:

Form:

6. You have read an article in a newspaper entitled 'Why can't teenagers live without their phones?', which claims that all teenagers spend too much time on their phones and have lost the ability to communicate through any other way. Write a letter to the newspaper giving your views on this article.

Purpose:

Audience:

Form:

7. The head teacher has asked you to investigate how the students feel about the canteen food. Write a report, detailing your findings.

Purpose:

Audience:

Form:

8. Write a review of a book or film of your choice, to be published in a teenage magazine.

Purpose:

Audience:

Form:

9. Your local leisure centre is looking to employ someone to help with the summer sports clubs for 5 to 11 year olds. Write a letter of application to the manager, suggesting why you would be the right person for the job.

Purpose:

Audience:

Form:

10. A teenage magazine has invited readers to write a lively article about a celebrity that they admire. Write your article.

Purpose:

Audience:

Form:

11. The local leisure centre has employed you to investigate which sports are most popular amongst students at your school. Write them a report, detailing your findings.

Purpose:

Audience:

Form:

12. You have been asked to deliver a speech to teachers at your school to give them advice about how to be greener and help protect the environment. Write your speech.

Purpose:

Audience:

Form:

13. Write an article for your school magazine which gives advice about how to live a healthier lifestyle.

Purpose:

Audience:

Form:

14. Your head teacher has decided that girls and boys should be able to play on the same teams for sports. Write a letter to the head teacher, giving your opinion on the matter.

Purpose:

Audience:

Form:

15. You have been asked to give a speech at the local retirement centre, to give advice about how to use technology to improve your life.

Purpose:

Audience:

Form:

16. Create a leaflet, aimed at families, which promotes a local attraction or day out.

Purpose:

Audience:

Form:

17. You have heard about a 'mud run' to raise money for the local children's hospital. Write a letter to a friend persuading him or her to take part with you.

Purpose:

Audience:

Form:

18. Write an article for the school magazine about recent trends in fashion, film, music or gaming.

Purpose:

Audience:

Form:

19. Your recent holiday was disastrous. Write a letter of complaint to the manager of the travel agent that you booked with, to try to claim some money back.

Purpose:

Audience:

Form:

20. Write a review of the school Christmas concert, to be published in the school magazine.

Purpose:

Audience:

Form:

II. Language, Structure and Form Quizzes

Language Terminology Quiz:

20 credits for completing this quiz.

simile	metaphor	personification	rhetorical questions
alliteration	emotive language	colloquialism	
exaggeration/hyperbole	humour	onomatopoeia	
sensory imagery	pathetic fallacy	oxymoron	fact
opinions	statistics and figures		

1. The use of nature to reflect human emotion. _____
2. The formation of a word from a sound associated with what it is named.

3. A figure of speech in which apparently contradictory terms appear in conjunction.

4. Over-the-top statements, not meant to be taken literally. _____
5. A word or phrase that is not formal and is used in ordinary conversation.

6. A view or judgement that is not necessarily based on fact. _____
7. The attribution of human characteristics to something non-human.

8. Something that is amusing or comic. _____
9. Words chosen to have greater emotional impact. _____
10. Descriptive detail which draws on one or more of the senses. _____

Part 2: Identify the language technique from the example. Use each term only once.

11. Her hands were like ice. _____

12. He ran so fast, he became the wind. _____

13. What would you do? _____

14. It was a pretty cool thing to see. _____

15. It hit the floor with a crash. _____

16. It only happens to 1 in every 500. _____

17. The walls seemed to lean in to listen. _____

18. Breathlessly, he beat it back. _____

19. It is proven to improve the quality of your life. _____

20. The smell of freshly baked bread drifted through the streets. _____

Structural Terminology Quiz:

20 credits for completing this quiz.

chronological order	flashbacks	paragraph length
order of events	point of view/perspective	withholding information
rule of three	repetition	short sentence
juxtaposition	foreshadowing	climax
exclamation mark	lists	long sentence
ellipsis		colon

1. The reoccurrence of a particular word or phrase within a text.

2. A number of connected items or names, written consecutively and separated by punctuation. _____
3. The fact of two things being placed close together with contrasting effect.

4. A list of three connected words or phrases. _____
5. The most exciting part of a narrative. _____
6. A scene in a narrative that is set in a time earlier than the main part of the story.

7. Narrative which is told in the same order as the events which took place.

8. An omission of words, often indicative by three dots. _____
9. The viewpoint from which a narrative is told, typically in first person or third person.

10. The act of maintaining mystery within a narrative by only giving certain information to the reader. _____
11. An advance hint of what is later to come in the narrative. _____
12. A punctuation mark used to precede a list, a quotation or an expansion or explanation.

Part 2: Identify the structural technique from the example. Use each term only once.

13. The rain came down, in a flurry that was cold, heavy and constant.

14. Buzz. The doorbell rang. Buzz. _____

15. Inside her head, her voice raged. But outside all was silent.

16. He was mean, cruel, petty, angry and quite frankly, not worth knowing in the first place.

17. There was nothing to do because it was just ridiculous! _____

18. Unbelievable. _____

19. As I began to panic, a million thoughts began to swirl through my head, each one more complicated and more shocking than the last until it seemed that there was no room remaining for anything else. _____

20. I had very little time: I was leaving in just two hours. _____

Writing Forms Quiz

20 credits for completing this quiz.

1. If you are opening a letter with 'Dear Sir or Madam', how should you sign it off?
2. True or false: an article should always be laid out into columns.
3. If you are asked to write a letter to a newspaper, who should you address it to?
4. If you have been asked to write up an investigation, what form should your writing take?
5. How many addresses should be at the top of a formal letter?
6. In a letter, whose address should be in the top, right-hand corner?
7. Which form typically contains a headline?
8. What type of writing might contain some kind of rating?
9. What would you call a navigational device that is used to break down information by using dots to form a list?
10. If you are opening a letter by addressing it to a named applicant, how should you sign it off?
11. Does a speech require speech marks around the whole text?
12. Which non-writing form doesn't require you to use paragraphs?
13. True or false: all leaflets must be written in columns.
14. Would a letter to a friend or relative need to be formal or informal?
15. When writing a text book, you might divide your writing into sections, introducing the topic of each section with which navigational device?
16. True or false: a leaflet only needs minimal writing and relies more on bullet points and pictures.
17. What type of writing would contain a verdict?

18. Which type of writing might contain a summary of findings?
19. When writing a postcode into an address on a letter, what should upper or lower case be used?
20. True or false: an article should always contain a picture.

III. Close Reading Quiz

Read the attached extract and answer each of the questions below. The first ten questions require you to identify a specific quotation. In the second set of ten questions, you may use your own words or a quotation from the text.

30 credits for completing this quiz.

Extract from *Northanger Abbey* by Jane Austen (Chapter 21)

A moment's glance was enough to satisfy Catherine that her apartment was very unlike the one which Henry had endeavoured to alarm her by the description of. It was by no means unreasonably large, and contained neither tapestry nor velvet. The walls were papered, the floor was carpeted; the windows were neither less perfect nor more dim than those of the drawing-room below; the furniture, though not of the latest fashion, was handsome and comfortable, and the air of the room altogether far from uncheerful. Her heart
5 instantaneously at ease on this point, she resolved to lose no time in particular examination of anything, as she greatly dreaded disobliging the general by any delay. Her habit therefore was thrown off with all possible haste, and she was preparing to unpin the linen package,
10 which the chaise-seat had conveyed for her immediate accommodation, when her eye suddenly fell on a large high chest, standing back in a deep recess on one side of the fireplace. The sight of it made her start; and, forgetting everything else, she stood gazing on it in motionless wonder, while these thoughts crossed her:

“This is strange indeed! I did not expect such a sight as this! An immense heavy chest! What
15 can it hold? Why should it be placed here? Pushed back too, as if meant to be out of sight! I will look into it — cost me what it may, I will look into it — and directly too — by daylight. If I stay till evening my candle may go out.” She advanced and examined it closely: it was of cedar, curiously inlaid with some darker wood, and raised, about a foot from the ground, on a carved stand of the same. The lock was silver, though tarnished from age; at each end
20 were the imperfect remains of handles also of silver, broken perhaps prematurely by some strange violence; and, on the centre of the lid, was a mysterious cipher, in the same metal. Catherine bent over it intently, but without being able to distinguish anything with certainty. She could not, in whatever direction she took it, believe the last letter to be a T; and yet that
25 it should be anything else in that house was a circumstance to raise no common degree of astonishment. If not originally theirs, by what strange events could it have fallen into the Tilney family?

Her fearful curiosity was every moment growing greater; and seizing, with trembling hands, the hasp of the lock, she resolved at all hazards to satisfy herself at least as to its contents. With difficulty, for something seemed to resist her efforts, she raised the lid a few inches;
30 but at that moment a sudden knocking at the door of the room made her, starting, quit her

hold, and the lid closed with alarming violence. This ill-timed intruder was Miss Tilney's maid, sent by her mistress to be of use to Miss Morland; and though Catherine immediately dismissed her, it recalled her to the sense of what she ought to be doing, and forced her, in spite of her anxious desire to penetrate this mystery, to proceed in her dressing without
35 further delay. Her progress was not quick, for her thoughts and her eyes were still bent on the object so well calculated to interest and alarm; and though she dared not waste a moment upon a second attempt, she could not remain many paces from the chest. At length, however, having slipped one arm into her gown, her toilette seemed so nearly finished that the impatience of her curiosity might safely be indulged. One moment surely
40 might be spared; and, so desperate should be the exertion of her strength, that, unless secured by supernatural means, the lid in one moment should be thrown back. With this spirit she sprang forward, and her confidence did not deceive her. Her resolute effort threw back the lid, and gave to her astonished eyes the view of a white cotton counterpane, properly folded, reposing at one end of the chest in undisputed possession!

1. From lines 1 – 3, identify a phrase which shows that Catherine's room was simple.
2. From lines 10 - 13, identify a phrase which shows that Catherine is surprised by the sight of the chest.
3. From lines 14 – 16, identify a phrase which shows that Catherine is a curious person.
4. From lines 17 – 21, identify a phrase which shows that the chest is unusual in appearance.
5. From lines 22 – 23, identify a phrase which shows that that Catherine finds the chest mysterious.
6. From lines 24 – 26, identify a phrase which shows that the chest may not have originally belonged to the Tilney family.
7. From lines 27 – 29, identify a phrase which shows that Catherine is afraid.
8. From lines 30 – 34, identify a phrase which shows that Catherine had not requested the maid's presence.
9. From lines 35 – 37, identify a phrase which shows that Catherine is distracted by the chest.

10. From lines 39 – 44, identify a phrase that shows that Catherine is surprised by what she finds in the box.

In the following questions, you may use your own words or quotations from the text.

11. From lines 1-3, give one way in which the writer shows that Catherine is pleased with her new apartment.

12. From lines 2-7, give one way in which the writer shows that Catherine is relieved by the sight of her room.

13. From lines 5 – 11, give one way in which the writer shows that Catherine is in a hurry.

14. From lines 5 – 13, give one way in which the writer shows that the sight of the chest is pleasing to Catherine.

15. From lines 14 – 16, give one way in which the writer shows that the chest was not meant to be found by Catherine.

16. From lines 14 – 21, give one way in which the writer shows that the chest might have had an interesting past.

17. From lines 22 – 28, give one way in which the writer shows that Catherine suspects that the contents of the chest might be dangerous.

18. From lines 29 - 31, give one way in which the writer shows that the lid of the chest is heavy.

19. From lines 32 – 35, give one way in which the writer shows that Catherine is impatient to open the chest.

20. From lines 35 – 44, give one way in which the writer shows that Catherine is eager.

IV. Short Answer Questions

Read the attached extract and answer each of the questions below. The first ten questions require you to identify the correct answer. In the second set of ten questions, you have been given quotations in which you must analyse the use of language.

10 credits for completing questions 1-10.

10 credits each for questions 11-20.

Extract from *The Road to Little Dribbling* by Bill Bryson.

For a long time, there were two ways to become a British citizen. The first, the trickier but paradoxically much the more common method, was to find your way into a British womb and wait for nine months. The other way was to fill out some forms and swear an oath. Since 2005, however, people in the second category have additionally had to demonstrate proficiency in English and pass a knowledge test.

I was excused the language test because English is my native tongue, but no one is excused the knowledge test, and it's tough. No matter how well you think you know Britain, you don't know the things you need to know to pass the Life in Britain Knowledge Test.

You need to know, for instance, who Sake Dean Mahomet was. (He was the man who introduced shampoo to Britain. Honestly.) You need to know by what other name the 1944 Education Act is known. (The Butler Act.) You need to know when life peerages were created (1958) and in what year the maximum length of a working day for women and children was reduced to ten hours (1847). You have to be able to identify Jenson Button. (No point asking why.) You can be denied citizenship if you don't know the number of member states in the Commonwealth, who Britain's enemies in the Crimean War were, the percentages of people who describe themselves as Sikh, Muslim, Hindu or Christian, and the actual name of the Big Ben tower. (It's the Elizabeth Tower.) You even have to know a few things that aren't in fact true. If, for instance, you are asked, 'What are the two most distant points on the British mainland?' you have to say, 'Land's End and John o'Groats' even though they are not. This is one tough test.

To prepare, I ordered the full set of study guides, consisting of a shiny paperback called *Life in the United Kingdom: A Guide for New Residents* and two auxiliary volumes: an Official Study Guide, which tells you how to use the first book (essentially, start at page one and move through the following pages one at a time, in order), and a volume of Official Practice Questions and Answers, containing seventeen practice tests. Naturally, I did a couple of these before reading a word of the study guides and was horrified at how poorly I did. (When you are asked 'What are Welsh MPs called?' the answer is not 'Gareth and Dafydd mostly'.')

30 The study guide is an interesting book, nicely modest, a little vacuous at times, but with its heart in the right place. Britain, you learn, is a country that cherishes fair play, is rather good at art and literature, values good manners, and has often shown itself to be commendably inventive, especially around things that run on steam. The people are a generally decent lot who garden, go for walks in the country, eat roast beef and Yorkshire pudding on Sundays (unless they are Scottish, in which case they may go for haggis). They holiday at the seaside, 35 obey the Green Cross Code, queue patiently, vote sensibly, respect the police, venerate the monarch, and practise moderation in all things. Occasionally they go to a public house to drink two units or fewer of good English ale and to have a game of pool or skittles. (You sometimes feel that the people who wrote the guidebook should get out more.)

1. From lines 1 – 5, identify one thing someone who isn't British born must do to become a citizen.
2. From lines 6 - 8, identify a phrase which shows why Bryson didn't have to take a language test.
3. From lines 9 – 11, identify a phrase which shows why Sake Dean Mahomet was famous.
4. From lines 9 – 15, identify a reason someone might fail the test.
5. From lines 14 – 19, identify one problem with the test.
6. From lines 14 – 19, identify one example of a question that might be on the test.
7. From lines 21 - 28, identify one way in which Bryson prepared for the test.
8. From lines 29 – 38, identify one common British pastime.
9. From lines 30 – 33, identify one thing that the British are thought to be good at.
10. From lines 36 – 38, identify one thing that the British typically do at a pub.
11. *The first, the trickier but paradoxically much the more common method, was to find your way into a British womb and wait for nine months.*
In this example from lines 1-3, how does the writer use language to show that most British citizens are born British?
12. *No matter how well you think you know Britain, you don't know the things you need to know to pass the Life in Britain Knowledge Test.*
In this example from lines 7-8, how does the writer use language to show that the test is challenging?
13. *You even have to know a few things that aren't in fact true.*
In this example from lines 17-18, how does the writer use language to show that the test is unfair?
14. *You can be denied citizenship if you don't know the number of member states in the Commonwealth, who Britain's enemies in the Crimean War were, the percentages of people who describe themselves as Sikh, Muslim, Hindu or Christian, and the actual name of the Big Ben tower.*
In this example from lines 14-17, how does the writer use language to show that the test is excessive?

15. *Naturally, I did a couple of these before reading a word of the study guides and was horrified at how poorly I did.*

In this example from lines 25-26, how does the writer use language to show that he was arrogant about his ability to do well?

16. *Naturally, I did a couple of these before reading a word of the study guides and was horrified at how poorly I did.*

In this example from lines 25-26, how does the writer use language to show that the test was more challenging than he expected?

17. *The study guide is an interesting book, nicely modest, a little vacuous at times, but with its heart in the right place.*

In this example from lines 29-30, how does the writer use language to show that the book is dull?

18. *The people are a generally decent lot who garden, go for walks in the country, eat roast beef and Yorkshire pudding on Sundays (unless they are Scottish, in which case they may go for haggis).*

In this example from lines 32-34, how does the writer use language to show that he thinks most British people are pleasant?

19. *The people are a generally decent lot who garden, go for walks in the country, eat roast beef and Yorkshire pudding on Sundays (unless they are Scottish, in which case they may go for haggis).*

In this example from lines 32-34, how does the writer use language to suggest that the Scottish are separate from the rest of the 'British'?

20. *Occasionally they go to a public house to drink two units or fewer of good English ale and to have a game of pool or skittles. (You sometimes feel that the people who wrote the guidebook should get out more.)*

In this example from lines 36-38, how does the writer use language to suggest that the contents of the guide book might not be accurate?

V. Exam Style Questions

Use the knowledge that you have accumulated to inform your writing of these tasks. Q1 and 2 require you to use the extract taken from Mark Twain's *Huckleberry Finn*. Q3 will require you to use the extract from Steinbeck's letter about Christmas. For Q4 you will need Julia Sweeney's *Guardian* article on 'How to survive family Christmas' and Q5 requires both the letter from Steinbeck and the article from Sweeney. These texts can be found from page 41 – 45. Once you have completed the essay download the mark scheme and see if you can grade it.

100 credits for each essay completed, plus 20 bonus credits for marking your own essay using the mark scheme.

1. Using the first two paragraphs, how does the writer use language and structure to show the narrator's frustration?
Support your views with detailed reference to the text.
2. In this extract, there is an attempt to show that different people hold different values. Evaluate how successfully this is achieved.
Support your views with detailed reference to the text.
3. Analyse how the writer uses language and structure to interest and engage the reader. Support your views with detailed reference to the text.
4. Sweeney attempts to engage the reader through her description of a family Christmas. Evaluate how successfully this is achieved.
5. Compare how Steinbeck and Sweeney present their ideas and perspectives about Christmas.
Support your answer with detailed reference to the text.
6. Write about a time you, or someone you know, was surprised by something.
Your response could be real or imagined.
7. Write about a time you, or someone you know, had to work hard at something.
Your response could be real or imagined.

8. You have decided to nominate a friend or relative for a community award, in recognition of the work they have done.

Write a letter to the local council, explaining why your friend or relative should win.

In your letter you could:

- give some background information about your friend or relative
- give the reasons you are nominating them
- explain how they have helped the community

as well as any ideas you might have.

9. Your school has been granted some money to spend on improving the school site. You have been asked to give a speech, presenting your ideas to the school council.

Write this speech.

In your speech you could:

- highlight what you see as the current problems with the school site
- describe what you would like to see the money spent on
- explain how your ideas will benefit the members of the school community

as well as any other ideas you might have.

10. Your local newspaper has published an article about how the local park is to be converted to a block of office buildings.

Write a letter to the newspaper giving your views.

In your letter, you could include:

- your views on whether or not the park is important within the local community
- your views about what might happen without the park
- your views on the choice to replace it with an office block

as well as any other ideas you might have.

The Adventures of Huckleberry Finn: Mark Twain

In this extract, Huckleberry Finn talks about his time living with the Widow Douglas and her sister.

The widow she cried over me, and called me a poor lost lamb, and she called me a lot of other names, too, but she never meant no harm by it. She put me in them new clothes again, and I couldn't do nothing but sweat and sweat, and feel all cramped up. Well, then, the old thing commenced again. The widow rung a bell for supper, and you had to come to time. When you got to the table you couldn't go right to eating, but you had to wait for the widow to tuck down her head and grumble a little over the victuals, though there warn't really anything the matter with them. That is, nothing only everything was cooked by itself. In a barrel of odds and ends it is different; things get mixed up, and the juice kind of swaps around, and the things go better.

After supper she got out her book and learned me about Moses and the Bulrushers; and I was in a sweat to find out all about him; but by-and-by she let it out that Moses had been dead a considerable long time; so then I didn't care no more about him; because I don't take no stock in dead people.

Pretty soon I wanted to smoke, and asked the widow to let me. But she wouldn't. She said it was a mean practice and wasn't clean, and I must try to not do it any more. That is just the way with some people. They get down on a thing when they don't know nothing about it. Here she was a bothering about Moses, which was no kin to her, and no use to anybody, being gone, you see, yet finding a power of fault with me for doing a thing that had some good in it. And she took snuff too; of course that was all right, because she done it herself.

Her sister, Miss Watson, a tolerable slim old maid, with goggles on, had just come to live with her, and took a set at me now, with a spelling-book. She worked me middling hard for about an hour, and then the widow made her ease up. I couldn't stood it much longer. Then for an hour it was deadly dull, and I was fidgety. Miss Watson would say, 'Don't put your feet up there, Huckleberry'; and 'don't scrunch up like that, Huckleberry – set up straight'; and pretty soon she would say, 'Don't gap and stretch like that, Huckleberry – why don't you try to behave?' Then she told me all about the bad place, and I said I wished I was there. She got mad, then, but I didn't mean no harm. All I wanted was to go somewheres; all I wanted was a change, I warn't particular. She said it was wicked to say what I said; said she wouldn't say it for the whole world; she was going to live so as to go to the good place. Well, I couldn't see no advantage in going where she was going, so I made up my mind I wouldn't try for it. But I never said so, because it would only make trouble, and wouldn't do no good.

America is like that second kind of Christmas

In November of 1959, as a shocked American public were hit with the news that a number of their favourite quiz shows had in fact been rigged for some time, author John Steinbeck wrote the following letter to his friend, politician Adlai Stevenson, and spoke of his concern at such a morally bankrupt turn of events occurring in his increasingly gluttonous country.

(Source: America and Americans and Selected Nonfiction; Image: John Steinbeck, via.)

New York

1959

Guy Fawkes Day

Dear Adlai,

Back from Camelot, and, reading the papers, not at all sure it was wise. Two first impressions. First, a creeping, all pervading nerve-gas of immorality which starts in the nursery and does not stop before it reaches the highest offices both corporate and governmental. Two, a nervous restlessness, a hunger, a thirst, a yearning for something unknown—perhaps morality. Then there's the violence, cruelty and hypocrisy symptomatic of a people which has too much, and last, the surly ill-temper which only shows up in humans when they are frightened.

Adlai, do you remember two kinds of Christmases? There is one kind in a house where there is little and a present represents not only love but sacrifice. The one single package is opened with a kind of slow wonder, almost reverence. Once I gave my youngest boy, who loves all living things, a dwarf, peach-faced parrot for Christmas. He removed the paper and then retreated a little shyly and looked at the little bird for a long time. And finally he said in a whisper, "Now who would have ever thought that I would have a peach-faced parrot?"

Then there is the other kind of Christmas with present piled high, the gifts of guilty parents as bribes because they have nothing else to give. The wrappings are ripped off and the presents thrown down and at the end the child says—"Is that all?" Well, it seems to me that America now is like that second kind of Christmas. Having too many THINGS they spend their hours and money on the couch searching for a soul. A strange species we are. We can stand anything God and nature can throw at us save only plenty. If I wanted to destroy a nation, I would give it too much and would have it on its knees, miserable, greedy and sick. And then I think of our "Daily" in Somerset, who served your lunch. She made a teddy bear with her own hands for our grandchild. Made it out of an old bath towel dyed brown and it is beautiful. She said, "Sometimes when I have a bit of rabbit fur, they come out lovelier." Now there is a *present*. And that obviously male teddy bear is going to be called for all time MIZ Hicks.

When I left Bruton, I checked out with Officer 'Arris, the lone policeman who kept the peace in five villages, unarmed and on a bicycle. He had been very kind to us and I took him a bottle of Bourbon whiskey. But I felt it necessary to say—"It's a touch of Christmas cheer, officer, and you can't consider it a bribe because I don't want anything and I am going away..." He blushed and said, "Thank you, sir, but there was no need." To which I replied—"If there had been, I would not have brought it."

Mainly, Adlai, I am troubled by the cynical immorality of my country. I do not think it can survive on this basis and unless some kind of catastrophe strikes us, we are lost. But by our very attitudes we are drawing catastrophe to ourselves. What we have beaten in nature, we cannot conquer in ourselves.

Someone has to reinspect our system and that soon. We can't expect to raise our children to be good and honorable men when the city, the state, the government, the corporations all offer higher rewards for chicanery and deceit than probity and truth. On all levels it is rigged, Adlai. Maybe nothing can be done about it, but I am stupid enough and naively hopeful enough to want to try. How about you?

Yours,

John

Extract from 'How to survive family Christmas'

by Julia Sweeney

Friday 23 December 2011 23.00 GMT First published on Friday 23 December 2011
23.00 GMT in the guardianonline

How to survive the holidays with your family? Pretend they're dead. It may sound harsh, but it's actually an exercise in appreciation. The holidays can be a battlefield, and strategies are useful. Personally, my Christmases weren't all terrible. Especially at first.

Up to age 12 or thereabouts, I cannot remember anything that wasn't just perfect. In Spokane, where I grew up (in the north-west of the US), we all trudged through snow over to my grandmother's house for Christmas dinner. My grandmother, Henrietta Valentine Ryan Sweeney, lived with her daughter, my maiden Aunt Barbara, in a small, traditional house with leaded windows and dark wood beams, and they appeared to have been cooking together for days before the big event. Dinner featured a big ham, or a turkey, and I think one year she even cooked a goose. There were always lots of interesting side dishes and old-fashioned food, like a tomato and shrimp aspic. The fancy Wedgwood china was out, along with the special Christmas tablecloth and the Waterford crystal glasses that had a tint of red in the stem. Candles flickered and a fire roared in the hearth. You get the picture.

At dinner it was important to be funny or, failing that, at least interesting. Of course, there was a lot of drinking. And, even though several members of my family became (or even were at the time) severely alcoholic, including Aunt Barbara, I do not remember any... scenes. No one passed out and no one's words got garbled. I don't remember anyone acting inappropriately or even any tension. We kids would play tiddlywinks or checkers on the living room floor after dinner, the fire nearly singeing us. My father fell asleep on the sofa. Henrietta and Barbara insisted on cleaning up. It was dreamy.

Writing this now, it seems impossible this could have been so perfect. There must have been some inkling of what was to come. Some idea that Aunt Barbara would one day lie dead of the drink, at 56, in the middle of that dining room, only to be found later by my mother and father. There must have been some indication that my father was drinking much too much and that my brother, Bill, who's only 18 months younger than me, would begin his own descent into alcoholism and drug use.

But perhaps that's the over-thinking me, looking for dark clues when really we were just typical people, with common tendencies, some of which would kill us, as they did lots of people. Perhaps our Christmases really were as happy as I remember them.

Was it my own puberty that switched on the light? Because my memories were yellow and warm, and suddenly they are infused with a wincing fluorescence. The cinematographer has

changed. The camera movements are jerky. We're not in a languid film any more, we're in a harsh documentary, with erratic and extreme close-ups.

After I became a teenager, we had our holiday meals at our house. It seemed impossible for my parents to get the entire meal on the table all at once. We'd have some cooked corn, then half an hour later the ham would be done, then 45 minutes later, when we were already watching TV, the bread would be ready, along with some green beans.

Presents became a problem. There were five kids and I'm sure it was hard to keep the gifts straight. Things seemed to be bought on sale throughout the year and thrown into the back of closets, then hastily wrapped, and often there weren't names on them, so it was unclear to whom they were to be given. One of us kids would get 20 presents and another would get nothing. Other times my mother would scurry into the living room and toss a wrapped gift at one of us, which would turn out to be a mug from the kitchen. "At least it's something!" my mother would chirp, smiling frantically.

VI. Writing Skills and Exemplar Answers

Each of the articles below gives advice about how to be an effective writer. Read each article and give a ten-point summary of the key features.

50 credits for each ten-point summary completed.

1. 20 common grammar mistakes and how to avoid them
<https://litreactor.com/columns/20-common-grammar-mistakes-that-almost-everyone-gets-wrong>
2. Pinker's guide to the grammar rules it's okay to break (sometimes!)
<https://www.theguardian.com/books/2014/aug/15/steven-pinker-10-grammar-rules-break>
3. Writing revision
<http://www.bbc.co.uk/education/guides/zy722hv/revision>
4. Short Story Tips: 10 ways to improve your creative writing
<https://jerz.setonhill.edu/writing/creative1/shortstory/>
5. So you want to be a writer...
<https://www.theguardian.com/books/2014/mar/14/creative-writing-courses-advice-students>
6. A summary of the 2017 Edexcel English Language Examiner Report
<https://alwayslearning.blog/2017/09/02/edexcel-examiner-report-language-summary/>
7. Debra Myhill analysis of 2014 GCSE English Language scripts
http://qualifications.pearson.com/content/dam/pdf/GCSE/English%20Language/2015/teaching-and-learning-materials/GCSE_English_Language_2014_script_analysis_Debra_Myhill_-_summary.pdf

Exemplar Answers

The hyperlinks below each take you to some exemplar answers given out by the exam board. Use these documents to help you identify the features of a high scoring answer. Use the boxes below each hyperlink to guide you in how to achieve this. The page numbers are in reference to the numbers printed on each page, which are not necessarily the same as the numbers on the PDF reader.

80 credits for each response.

Paper 1 exemplar answers (from the sample assessment material)

<http://qualifications.pearson.com/content/dam/pdf/GCSE/English%20Language/2015/teaching-and-learning-materials/GCSE-language-2015-paper-1-exemplars.pdf>

1. Read the response by Candidate A to Q3 on page 6 and the commentary beneath it. Now read the response by Candidate D on page 8 and the commentary. What does D do, that A isn't doing? What features does the commentary of D identify as successful?
2. Read the response by Candidate B to Q4 on page 10 and the commentary beneath it. Now read the response by Candidate C on page 12 and the commentary. What does C do, that B isn't doing? What features does the commentary of C identify as successful?
3. Read the response by Candidate B to the writing tasks on page 20 and the commentary beneath it. What features has the examiner identified as needing improvement?
4. Now read the response by Candidate C starting on page 29 and the commentary. What features has the examiner identified as successful?

Paper 2 exemplar answers (from the sample assessment material)

<http://qualifications.pearson.com/content/dam/pdf/GCSE/English%20Language/2015/teaching-and-learning-materials/GCSE-language-2015-paper-2-exemplars-updated.pdf>

1. Read the response by Candidate B to Q3 on page 6 and the commentary beneath it. Now read the response by Candidate E on page 9 and the commentary. What does E do, that B isn't doing? What features does the commentary of D identify as successful?
2. Read the response by Candidate B to Q4 on page 18 and the commentary beneath it. Now read the response by Candidate E on page 21 and the commentary. What does E do, that B isn't doing? What features does the commentary of E identify as successful?
3. Read the response by Candidate B to Q7a on page 29 and the commentary beneath it. Now read the response by Candidate D starting on page 30 and the commentary. What does D do, that B isn't doing? What features does the commentary of D identify as successful?
4. Read the response by Candidate A to the writing tasks starting on page 36 and the commentary beneath it. What features has the examiner identified as needing improvement?
5. Now read the response by Candidate C starting on page 40 and the commentary. What features has the examiner identified as successful?

Paper 2 exemplar answers (specimen paper 2 set 2)

<http://qualifications.pearson.com/content/dam/pdf/GCSE/English%20Language/2015/teaching-and-learning-materials/Paper-2-script-exemplar.pdf>

1. Read the response to Q3 on page 4, followed by the 'marker comment and mark' on the next page. Using the marker's comments, summarise what this candidate has done well and what they might have done to improve.
2. Read the response to Q4 on page 7, followed by the 'marker comment and mark' on the next page. Using the marker's comments, summarise what this candidate has done well and what they might have done to improve.
3. Read the response to Q7b on page 10, followed by the 'marker comment and mark' on page 12. Using the marker's comments, summarise what this candidate has done well and what they might have done to improve.
4. Read the response to the writing section starting on page 13, followed by the 'marker comment and mark' on page 15. Using the marker's comments, summarise what this candidate has done well to achieve full marks.

VII. Academic Articles

Read each of the academic texts below and write a 300-word response to the 'Task Question' for each academic article. The page numbers refer to the numbers printed on each page, which are not necessarily the same as the numbers on the PDF reader.

150 credits for each 300-word response completed.

1. *Why Mystery and Detective Fiction was a Natural Outgrowth of the Victorian Period*, Sharon J. Kobritz

Publisher: The University of Maine DigitalCommons@UMaine

http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0ahUKEwiE_6K7hcHWAhXIJ8AKHa8QCxsQFggmMAA&url=http%3A%2F%2Fdigitalcommons.library.umaine.edu%2Fcgi%2Fviewcontent.cgi%3Farticle%3D1498%26context%3Ddetd&usg=AFQjCNFUvfosjbDvNiVmVNi1Pdv_vzVwaQ

Read Chapter 1 – Victorian Culture (starting page 1)

What were the key features of Victorian culture and how might they have influenced the popular genres?

You might include:

- comments on attitudes to science and religion
- the influence of British pride and the reign of Queen Victoria
- attitudes to death
- the impact of crime
- the influence of the class system
- the impact of newspapers

2. *Why Mystery and Detective Fiction was a Natural Outgrowth of the Victorian Period*,
Sharon J. Kobritz

Publisher: The University of Maine DigitalCommons@UMaine

http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0ahUKEwiE_6K7hcHWAhXIJ8AKHa8QCxsQFggmMAA&url=http%3A%2F%2Fdigitalcommons.library.umaine.edu%2Fcgi%2Fviewcontent.cgi%3Farticle%3D1498%26context%3Detd&usg=AFQjCNFUvfosjbDvNiVmVNi1Pdv_vzVwaQ

Read Chapter 2 – Victorian Literature (starting page 13)

Write summary of the changing trends in Victorian Literature

You might include:

- The growth of the printing press
- The rise of the Penny Dreadfuls
- The rise of sensation novels
- The rise of mystery and detective fiction
- The rise of novels about social responsibility

Who the popular writers of the time were

3. *Why Mystery and Detective Fiction was a Natural Outgrowth of the Victorian Period*,
Sharon J. Kobritz

Publisher: The University of Maine DigitalCommons@UMaine

http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0ahUKEwiE_6K7hcHWAhXIJ8AKHa8QCxsQFggmMAA&url=http%3A%2F%2Fdigitalcommons.library.umaine.edu%2Fcgi%2Fviewcontent.cgi%3Farticle%3D1498%26context%3Detd&usg=AFQjCNFUvfosjbDvNiVmVNi1Pdv_vzVwaQ

Read Chapter 3 – Mystery and Detective Fiction as a Natural Outgrowth of the Victorian Period (starting page 24)

What does Stockwin say made Wilkie Collins such a successful writer?

You might include:

- which novels of Collins were successful
- the type of novels Collins was famous for writing
- the features of these novels that made them popular
- why Collins was popular with women
- Collins' use of puzzles and mystery
- Collins' use of settings

4. *Women in Literature in the 19th Century: British Women Writers*, Elaine Showalter
Publisher: encyclopedia.com
<http://www.encyclopedia.com/social-sciences/encyclopedias-almanacs-transcripts-and-maps/womens-literature-19th-century-british-women-writers>
What were the challenges of being a female writer in the 19th century?

5. *Slums and Slumming in Late-Victorian London*, Dr Andrzej Diniejko
Publisher: The Victorian Web
<http://www.victorianweb.org/history/slums.html>
Use the hyperlink to write a summary of what living conditions were like in the slums of London.

6. *Gothic Fiction Tells Us the Truth About Our Divided Nature*, Alison Milbank
Publisher: The Guardian Online
<https://www.theguardian.com/commentisfree/2011/nov/27/gothic-fiction-divided-selves>

Read the article and identify what the common themes of gothic literature are. Then either:

Write a short story, using one of more of the themes you have identified

or

Apply your knowledge of these themes to a novel you have read in class or at home (for example, *Dracula* or *A Christmas Carol*) and explain why your chosen story can be identified as belonging to the gothic genre.

7. *Ghost stories: Why the Victorians Were So Spookily Good at Them*, Kira Cochrane
Publisher: The Guardian Online
<https://www.theguardian.com/books/2013/dec/23/ghost-stories-victorians-spookily-good>

What were the features of Victorian ghost stories that made them so successful and how do these ideas apply to a text that you have read?

These texts might include: *Dracula*, *Frankenstein*, *A Christmas Carol*, *The Woman in Black*

8. Why We All Love a Victorian Murder, James McCreet

Publisher: The Guardian Online

<https://www.theguardian.com/commentisfree/2011/may/15/true-crime-victorian-fiction>

With reference to McCreet's article, write a short essay arguing whether modern crime fiction or Victorian fiction is better.

9. The Country House and the English Novel, Blake Morrison

Publisher: The Guardian Online

<https://www.theguardian.com/books/2011/jun/11/country-house-novels-blake-morrison>

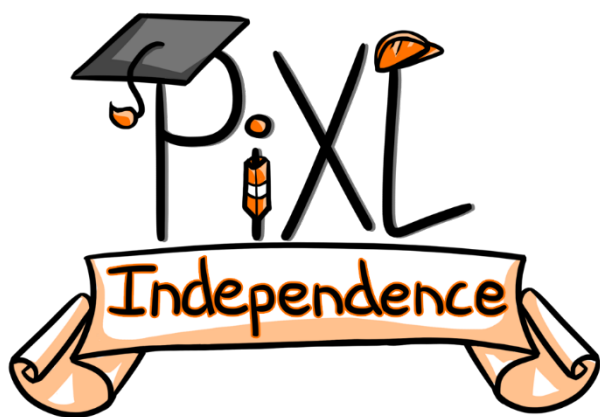
With reference to Morrison's article, write a short essay arguing that a country home is the ideal setting for any 19th Century novel.

10. Victorian Novels Helped us to Evolve into Better People, Say Psychologists, Ian Sample

Publisher: The Guardian Online

<https://www.theguardian.com/science/2009/jan/14/victorian-novels-evolution-altruism>

With reference to Sample's article, write a short essay giving your opinion on whether or not Victorian novels helped to improve society.



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