

ENG 1H

S1-5

Question 1

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- There are 40 marks for Section A and 40 marks for Section B.
- You are reminded of the need for good English and clear presentation in your answers.
- There is one insert inside this question paper. Sources 1, 2 and 3 are printed on the insert.
- You will be assessed on the quality of your reading in Section A.
- You will be assessed on the quality of your writing in Section B.

Advice

- Before you start writing, read through all six of the questions you have to answer and the three reading sources.
- You are advised to spend about one hour on Section A and about one hour on Section B.



JUN12ENG1H01

ENG1H

Section A: Reading

Answer all questions in this section.

You are advised to spend about one hour on this section.

Read **Source 1**, *Lifesaving with Class*, by Rory Stamp, from the RNLI magazine, *the lifeboat*.

- 1 What do you learn from the article about the Beach to City programme run by the RNLI? (8 marks)

The main point of RNLI is to make children aware of the dangers on the beaches, seas and the coast.

Secondly I learnt that each RNLI team is made up of a RNLI lifeguard along with a Beach supervisor.

Another thing I learnt from the article is that this programme has visited 30 schools in London.

The final thing I learnt was that the RNLI do not have an easy task they have to travel all over the country to inner cities and deliver messages to schools about the dangers on the coast along with what

some word.

info from text.

using own words to start to write





Should children do it they face this
situation.

B2 some understanding 3
an attempt to engage
attempts to make relevant references

3

Turn over ▶



Section A: Reading

Answer all questions in this section.

You are advised to spend about one hour on this section.

Read **Source 1**, *Lifesaving with Class*, by Rory Stamp, from the RNLI magazine, *the lifeboat*.

- 1 What do you learn from the article about the Beach to City programme run by the RNLI? (8 marks)

I infer from the text that the 'City programme run by the RNLI' aim to aware, teach and educate children who live away from the coast. As they may have little or no experience with the 'RNLI' and are seen to be a high-risk group.

The sessions are designed to be as memorable and fun as possible with plenty of play-acting for the primary school students.

I also understand that 'lifesaving' is an important issue and should be taken into consideration at a very young age, as anyone

some
und.

refs

inference



any age, size, shape or form
could experience the emergency
service. So its a vital lesson
in life. The text also
contains quotes from the
livesaving team, suggesting
its actually important to know
the basics, such as blow
up boats and not just
drowning.

some understanding shown
some references made
does not achieve clarity
fuller than S1

4 B2

4

Turn over ▶



Section A: Reading

Answer all questions in this section.

You are advised to spend about one hour on this section.

Read **Source 1**, *Lifesaving with Class*, by Rory Stamp, from the RNLI magazine, *the lifeboat*.

- 1 What do you learn from the article about the Beach to City programme run by the RNLI? (8 marks)

In the article, I as a ~~read~~ reader, learn that the Royal National Lifeboat Institution offers a 'inner-city' safety programme designed to teach ~~the~~ children about the dangers of the ocean and what to do in a crisis. ~~Other~~ lessons are taught too on more simple things, from remembering to wear sun cream, and the meanings of certain signs. The programme, I learnt, is called Beach to City, and is evidently more aimed at children who live further from the coast, so so when they go to the seaside they can remember the safety regulations.

It also tells me in the article that the Beach to City programme visited 30 schools in London, and also included information on the use of public rescue equipment. In my opinion,

I think it offers an amazing chance for school children to learn of the dangers (and fun activities) involved with the ocean, providing accurate and

clear
and

other
- clear
issue
eng.



professional teachings, while making it fun and
easy to learn, potentially saving lives.

clear understanding
relevant info/comment
beginning to interpret

5

B3

5

Turn over ▶



Section A: Reading

Answer all questions in this section.

You are advised to spend about one hour on this section.

Read **Source 1**, *Lifesaving with Class*, by Rory Stamp, from the RNLI magazine, *the lifeboat*.

- 1 What do you learn from the article about the Beach to City programme run by the RNLI? (8 marks)

The Beach to City programme is run by the RNLI to educate children who live in the city and away from the coast about safety on the beach but the dangers of the beach too.

An RNLI lifeguard and beach safety supervisor travel around the country to inner-city areas, to educate children. The Beach to City team have to teach children how to be safe and know the precautions; all in 40 minutes. This can be a challenging task, with so much to learn. As sessions are designed to be memorable, it has to get across by messages but also be fun too, so children will remember what they have learnt in the future!

The children have much to ~~be~~ learn: beach safety, flag system and how to identify

clear and
beg to interp



clear eng

a lifeguard. All this seems pretty easy, but many children ~~and~~ are wrong about beach safety as they think sharks are a threat, but ~~in fact~~ actually are.

used

The Beach to city programme helps the children to learn the message, but teaches the reader too. There are many misconceptions about safety at the seaside, so the article not only teaches the children, but readers too.

mention of other issue

The reader learns that some cities are at a higher risk than others, such as Birmingham and London due to the rivers & canals.

However, more cities will be added next year to educate more children and readers, to save people from the dangers of the beach.

clear understand
range of information + ideas
make connections
interprets
mentions the other issue

6

B3

6

Turn over >



Section A: Reading

Answer all questions in this section.

You are advised to spend about one hour on this section.

Read **Source 1**, *Lifesaving with Class*, by Rory Stamp, from the RNLI magazine, *the lifeboat*.

- 1 What do you learn from the article about the Beach to City programme run by the RNLI? (8 marks)

The main aim of the RNLI's Beach to City programme is to ensure the safety of children who are unaware of the dangers that the sea can pose.

The programme targets children living in cities around the UK; children of a primary school age. These children know little (or nothing) of the risks they face while holidaying by the coast. However, the Beach to City scheme aims to turn this around and educate those most at risk.

The teams that deliver these important lessons consist of a beach safety supervisor and one of RNLI's very own lifeguards; these people are experts in the

clear
and

write



field of beach safety and therefore the best choice for the job. They face problems whilst trying to deliver their message though, lectures do little to educate young children. To capture their audiences attention the team must spend their 40 minutes making their 'key beach safety messages' as interesting as possible. By including techniques such as play acting the team ensure the memorability of their message.

The children taking part in this scheme are taught vital information. They learn about the beach flags and their meanings, ~~this is a~~ ^{perceptive connections + women} ~~part~~ how to protect themselves from the sun (a very simple task which is often neglected), how to identify and find lifeguards and most importantly; how to rescue someone from the water. This particular area is focused upon by the team, as drowning doesn't specifically occur at the seaside, but also in inner-

Turn over ▶



perceptive
connections

city bodies of water such as
canals, where the children live.

In conclusion the Beach to city
programme is a very important

scheme which delivers vital

information to those most at

danger ^{from} the sea. Statistically,

children living in non-coastal

city areas have been highlighted

as a high-risk group, something

the RNLI ~~is~~ aim to change

through the use of this

scheme. ~~At this point~~ ^{currently} in time

~~there~~ there are only three

cities listed on the Beach

to City Tour but this

number is planned to rise

in the coming years. The good

work that ~~the~~ is created by

the scheme will therefore

continue to be more and

more effective.

additional
information

write

full, detailed + perceptive
comments + inference throughout
all aspects covered.

8

8

8

B4



ENG 1H

S1-5

Question 2

Information

- The marks for questions are shown in brackets.
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- You will be assessed on the quality of your writing in Section B.

Advice

- Before you start writing, read through all six of the questions you have to answer and the three reading sources.
- You are advised to spend about one hour on Section A and about one hour on Section B.



JUN12ENG1H01

ENG1H

Now read **Source 2**, the article and the picture which goes with it called, *Trapped Chilean miners: rescue drill reaches their refuge at last* by David Batty.

2

Explain how the headline and picture are effective and how they link to the text.

(8 marks)

The headline is effective as it suggests what the text is about. "Trapped Chilean miners: rescue drill reaches their refuge at last."

This ~~suggests that~~ is effective as it gives us a small understanding of what the text is about.

The picture shows celebration. "A man in a down suit celebrates with a TV reporter after a drill reaches the miners." This shows us that people are happy and overwhelmed by people coming to rescue.

The image related to the text as it shows celebration and achievement of the rescue team arriving. "prompted celebrations."

some explanation of how picture is effective

B2

(3)

attempts to link

3

Turn over ▶



0 5

Now read **Source 2**, the article and the picture which goes with it called, *Trapped Chilean miners: rescue drill reaches their refuge at last* by David Batty.

2 Explain how the headline and picture are effective and how they link to the text. (8 marks)

identification but no effect

The headline is effective because alliteration is used "rescue drill reaches their refuge..." This links to the text because it summarises the whole article: some trapped miners have been found.

generalised effect

Another reason the headline is effective is because it is bold. This will attract the readers attention and make them want to read on.

some explanation

One reason that the picture is effective is because there is a Chilean flag. This instantly tells the reader where the article is based.

The flag links to the text because of the setting - Chile, so the reader would be able to establish a link between the picture and the text.

The clown in the picture matches the happy mood of the text. Again, this will enable the reader to make a link between the picture and the text.

attempts to link

some explanation of picture's effects

4

B2

4

Turn over ▶



Now read **Source 2**, the article and the picture which goes with it called, *Trapped Chilean miners: rescue drill reaches their refuge at last* by David Batty.

2 Explain how the **headline and picture are effective** and how they **link to the text**. 15 (8 marks)

Plan

G - Article

A - New readers.

P - Inform

The first thing we notice from the article is the headline and the picture, which give us a clue as to what the article is about. The bold font and the bright colours in the picture & make them both more noticeable and they stand out. The "at last" in the title makes us think that they've been trying for a long time and this idea is reinforced from the ~~title~~ text which says its "65 days" after the collapse of the mine. ~~The~~ ~~the~~ This picture shows us a man celebrating so people might assume that ~~the~~ some or all the miners have been rescued. This could be effective as more people will read on. Furthermore the picture also highlights the pride and joy of the man and this is backed up ~~with~~ with a quote saying "This is an important ~~an~~ achievement"

gen effect

clear effect + clear link

clear effect + clear link

Turn over ▶



The use of the word "Trapped" in the headline suggests they are helpless and physically have no where to go and ~~to~~ we learn from the text that they are actually "stranded"

① ~~The picture is showing the man celebrating with a TV reporter~~

clear effects of headline + picture - focused
clear links + explanation. B3

5

could have developed points further + covered more of text.

5



Now read **Source 2**, the article and the picture which goes with it called, *Trapped Chilean miners: rescue drill reaches their refuge at last* by David Batty.

- 2 Explain how the headline and picture are effective and how they link to the text. (8 marks)

The headline is written in Bold font so the readers eye is immediately drawn to it. The first word used is 'Trapped' which creates a sense of panic and fear within people, ~~it~~ therefore making the story more dramatic and enticing the reader as it evokes emotions.

NP// 'Trapped' links to the ~~first words~~ of ~~the~~ last imagery in the last paragraph, 'underground dungeon'. The miners have been trapped in the mine against there will so it has served as their prison for the past '65 days'.

The image is of 'a man in a clown suit' hugging a reporter. This is quite an odd ~~picture~~ and situation to look at in an image so it will catch the readers attention and make them want to read on.

focus on selected words + clear effects

good selection + clear links



clear
links
+ explanation

The image suggests that the miners
'drills success' has united everyone
in celebration and that all 'nervousness
has gone'. It is said in the article
that 'now we can begin to smile'
this links with the clown as
a clown is figure that represents
humour and laughter.

clear
explanation
+ links

The headlines says that
the miners have been rescued 'at
last' which suggests they have
been trapped for a long time.
This is linked with the first line
of text as the miners have
been 'stranded since august' and the
article is being published on the
9th October.

clear links + explanation of effects
throughout, without sufficient
development for 'perception' 83

6

6



Now read **Source 2**, the article and the picture which goes with it called, *Trapped Chilean miners: rescue drill reaches their refuge at last* by David Batty.

2

Explain how the headline and picture are effective and how they link to the text.

(8 marks)

The headline is effective because it uses alliteration with the words "rescue", "reaches" and "refuge". This emphasizes the importance of rescuing the "trapped Chilean miners". This effects the reader because they want to know how the miners were saved and it is more memorable. It doesn't tell the whole story so the reader wants to carry on reading. The use of the words "at last" at the end of the headline is effective because it shows how much of a relief it is to rescue them so therefore emphasises the time they were trapped and how horrible it must have been for them. The reader then empathises with them. The headline links to the text because they mention the word "drill" in the headline but they don't expand, ~~but~~ however in the text the first sentence

gen. effect

focus on words + clear effect

Turn over ▶



0 5

clear unit
 explains how the "drill" rescued them by "boring" into an underground chamber. The headline also links to the text because they both use alliteration for emphasis on how important this "rescue" is. The text states the "rescue" was a "major milestone" explaining how lucky the miners were and how advanced the technology was to rescue them. The picture is effective because it has a blue sky and a clown, these two things are images with think of to make us happy. eg clowns make us laugh. The use of the flag in the middle with the star attracts the reader's attention because it is big, bright and bold. The flag also shows that this is a huge deal for people in Chile and will never be forgotten. The picture links to the text because the image of the clown portrays happiness and this emphasizes the line in the text that "only now can [they] begin to smile." It shows how unpleasant, terrifying and sad their ordeal was. The use of the person with the microphone in the picture links to the end of the



^{link} ~~text~~ where they "fear a medical
 onslaught will overwhelm the men". This
 is also emphasised by how overwhelming it
 is in the picture because the clown is
 wearing bright happy colours, whereas
^{percept} the reporter is bright and black, which
 could portray that the medical won't let
 the child miners forget their ordeal in the
 black/dark in the mine. Their big black/
 dark coats will be a constant reminder of
~~the mine~~ also the mine. The picture
 also links with the report because it
 shows quite a barren place so it contrasts
 with the report when it says the hillside
 is "a forest of TV antennas and motor
 homes". This emphasises how many camera
 crews there are and how out of place they
 are. They are not wanted and don't belong
 here.

detailed interpretation

perceptive comments + links. 84

appropriate references + quotations

8

8

Turn over ▶



07

ENG 1H

S1-5

Question 3

Information

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JUN12ENG1H01

ENG1H

Now read **Source 3, Saved**, which is an extract from a non-fiction book.

3 Explain some of the thoughts and feelings Parrado and Canessa have whilst searching for rescue. (8 marks)

feelings identified
sent.

Parrado and Canessa express their happiness when they discover the gorge. His face wet with tears of joy, Canessa came up behind him and he too exclaimed with happiness and delight at the sight of this blessed valley. The word blessed could imply that the two

simple comment to explain thought B1

+ feelings

2

2



Now read **Source 3**, *Saved*, which is an extract from a non-fiction book.

3

Explain some of the thoughts and feelings Parrado and Canessa have whilst searching for rescue. (8 marks)

Some of the thoughts and feelings Parrado and Canessa had were that Parrado was anxious of the rescue. "Parrado went ahead, spurred on by his curiosity to see what lay ahead of him". Parrado was anxious because he wanted rescue for him and his companions on the crashed plane.

some
comment

"Canessa could not keep up". This tells us that he tried but just couldn't continue and that he is tired. "he was tired..." suggest my previous point and he ~~is~~ is tired because he had only one nights rest after a long search for rescue for their companions.

some
eng.

Parrado was desperate to find some rescue. "his strides grew under over the snow" suggests this as he was ~~not~~ fully anticipated he ~~had~~ continues.

"You'll kill yourself": this quote tells us that Canessa had so much care and attention towards Parrado maybe because he was scared of continuing the search without him if he had died.

some engagement with text

B2 (4)

some comments to explain thoughts + feelings



0 8



Now read **Source 3**, *Saved*, which is an extract from a non-fiction book.

3

Explain some of the thoughts and feelings Parrado and Canessa have whilst searching for rescue. (8 marks)

~~In the extract 'Saved'~~

At the beginning of the extract 'saved' the feelings and thoughts of Parrado and Canessa have are quite negative, ^{and positive} Parrado drew ahead, spurred on by his ~~interest~~ curiosity to see what lay ahead at the end of the valley. Canessa could not keep up. Little of his strength had returned with the night's rest. When Parrado stopped and turned to call him to hurry, he shouted back that he was tired and could not go on. This suggests that Parrado believes strongly and that there is hope for them to stay alive and their hope is at the end of the valley, whereas Canessa believes there is no hope in them surviving and that he's thinking ~~negatively~~ pessimistically and also giving up.

At one point in the extract, both survivors experience panic, "panic



entered the hearts of both of them.

What if an impassable torrent now blocked their way? Parrado's impatience to see what lay ahead now took complete possession of him". This suggests that it's a time of now or never, and Parrado is again determined to stay alive and is fighting for ~~his~~ his life.

When Parrado finally makes it to the end of the valley, he describes the view as paradise. "The view which met his eyes was of paradise" this tells us that what ~~they~~ seen at the end of the valley is what he was hoping for and his reactions to this is positive.

~~Therefore~~ we know his reaction because it says "his face wet with tears of joy".

When Comessa arrives, the extract describes his reaction with "exclaimed with happiness and delight at the sight of this blessed valley".

This suggests that it wasn't what Comessa was expecting, but he is delighted.

B3

5

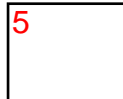
clear explanation - differentiates between 2 characters at start & then recognises similarities begins to interpret

supported by relevant quotations

Turn over ▶



09



M/Jun12/ENG1H

Now read **Source 3**, *Saved*, which is an extract from a non-fiction book.

- 3 Explain some of the thoughts and feelings Parrado and Canessa have whilst searching for rescue. (8 marks)

At the beginning of this extract, it is clear that Parrado and Canessa are feeling weakness and pain within them. ~~As~~ ~~Canessa emphasises that~~ especially in Canessa as he has 'little strength and he emphasises that he was 'tired and could not go on'. Canessa's thoughts & feeling when dealing ~~in~~ his amount of pain shows that he has the feeling of giving up due to the fact that all his pain is causing him lots of harm. It also shows that he may have ~~given~~ given up hope.

As they both walked on, the feelings seem to have changed as even though Canessa is more in pain and Parrado is more determined as he ^{was} spurred on by his curiosity, they both feel as though 'Panic entered the [ur] hearts'. ~~This~~ This imagery suggests



that they are both feeling that they are going to be in danger in some way because of the quick change in atmosphere.

Even though this sense of panic has entered their hearts, it is very clear the Parrado doesn't give up easily as his pace was 'fast' & 'quickered' whereas Canessa senses to be a little more scared than Parrado as ~~is~~ he emphasises to Parrado that 'You'll kill yourself!'. The strong language used emphasises that Canessa is feeling as though their will be a lot more danger to come than happiness & safety.

However, both Parrado & Canessa ~~both~~ change their thoughts & feelings very quickly once again. Parrado is expressed as having 'tears of joy' whereas Canessa ~~is~~ 'exclaimed with happiness and delight'. These similar ~~set~~ feelings show how they both feel as sign of relief from all the pain they have gone through. Also it is very clear that Parrado is much more emotional

relevant
quotation

support
shows change
in thoughts
& feelings



Man Canessa

clear understanding
of thoughts + feelings
clear explanations
relevant quotations
begins to interpret



B3

6

8



Now read **Source 3**, *Saved*, which is an extract from a non-fiction book.

3

Explain some of the thoughts and feelings Parrado and Canessa have whilst searching for rescue. (8 marks)

One of the first feelings ~~clear~~ seen in the extract is that of curiosity. This is evident as Parrado is "spurred on by his curiosity." This curiosity stems from his wish to see what is at the end of the valley and by extension his hope or rescue that may ~~not~~ be there. This is how hope is also displayed in the passage.

Another feeling clear in the passage is fear. This is seen ~~clear~~ in the sentence "panic entered the hearts of them." This can be seen clearly by the shortened sentence structure that has been used to emphasise their panic. Fear is also displayed in Canessa's warning "you'll kill your self." As this has been ~~shown~~ ^{said} it not only shows Canessa's fear that they can't find help but his fear for Parrado. This therefore shows his emotional attachment to Parrado.

Relief and joy can also be seen in the extract when Parrado reaches the end of the valley and finds "the garden or eden." This

relevant
quotation

clear word

perceptive
interpretation



shows his relief at finding something different to the "Snow". ~~At~~ At this point his hope is seen to be restored as he has "fear or joy". ~~But~~ a connection to faith is also made at this point due to the use of religious language and ideas. Some of these are "garden of eden" and "blessed valley". This suggests that their faith has been created or restored by the finding of the valley.

perceptive
interpretation

In the passage Parrado and Canessa are seen to have growing confidence in being saved and are emboldened by this. This can be seen in the line "they were confident now ~~that~~ they were saved." This shows the change in their thoughts caused by the valley, as only at this point did they think they might be saved.

focused on task

B4

7

perceptive interpretation + explanation

7

Turn over ▶



ENG 1H

S1-5

Question 4

Information

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Advice

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JUN12ENG1H01

ENG1H

Now you need to refer to Source 3, *Saved*, and **either** Source 1 **or** Source 2.

- 4 You are going to compare **two** texts, one of which you have chosen. Compare the ways in which language is used for effect in the two texts. Give some examples and analyse what the effects are. (16 marks)

Saved is a story ~~not~~ which is from a non-fiction book which means that it is based on a real event, ~~which~~ which is similar to source 2, *Trapped Chilean miners*, which isn't a story but it is from an actual event. ~~which~~

In both *Saved* and *Trapped Chilean miners*, their were people's lives at risk.

Also in both ~~at~~ ~~the~~ they found hope but in ~~the~~ *Saved* it wasn't definite hope, and in *Trapped Chilean miners* the hope they found wasn't fully certain.

In *Saved* the men had to find rescue for themselves whereas in *Trapped Chilean miners* there were people supporting them and trying to rescue them with plans and equipment.

Turn over ▶



The language used in Savel is very descriptive / whereas in Trapped Chilean miners it is short & sentences with little description.

In Trapped Chilean miners the curiosity of the reader makes them want to read it, whereas in Savel the detail and description make it seem extraordinary which makes it effective and it makes the reader want to read on.

B1 (3)

aware of the need to compare + aware of the need to consider aspects but limited evidence that either text is understood
in relation to language - no real explanation of the effects of words - no words selected

3



Now you need to refer to Source 3, *Saved*, and **either** Source 1 **or** Source 2.

4

You are going to compare **two** texts, one of which you have chosen.
Compare the ways in which language is used for effect in the two texts.
Give some examples and analyse what the effects are.

(16 marks)

I will be referring to both sources 3 and 1, the sources both include a sense of danger and rescue ~~in them~~ in them although they are the antithesis of each other, ~~source three~~ source three is about getting rescue and source 1 is about how to be safe.

Source one is quite informal but ~~used~~ has a constant style of writing throughout the article. This is effective as it makes the Beach to City programme sound more fun and interesting.

gen effect -
no eg

implicit
att comp

Source two is quite formal and uses a constant style of writing throughout the article, this is effective because the ~~extract~~ extract is quite serious and could result in the have resulted in people dying.

Turn over ▶



In source 1 ~~and~~ there is dialogue which engages the reader on the article and brings the article to life in which making the article seem more real. There is also use of brackets which makes the article flow better. There is. Nearer the end of the article there is also humour - though some think the red flag for dangerous waters means there's a shark about. This interests the reader and makes the article more interesting ~~and~~ fun to read.

some
relevant
quote

gen.
effect

In source 3, there is also dialogue. "You'll kill yourself!" this is very dramatic and grasps the reader's attention. It also gives the article a sense of reality. Within this extract there is also a lot of description and good vocabulary. - green-moss, grass, rushes, gorge bushes and yellow and purple flowers. This engages the reader into the article and is used as a catalyst for the reader's imagination.

Both sources 1 and 3 use a huge variety of language techniques.



This is why they are very effective
 and draw the reader into ~~the~~ the text.
 The sources both include, varied sentence
 and paragraph lengths, exclamation marks,
 descriptive language, good vocabulary and etc.

Both sources also have facts and
 opinions in with in them which makes
 the sources more interesting. Facts
 like in source 1 "visited 30 schools" make
 the article more interesting and believable.
 This interests and engages the reader.

Overall, both sources use a variety
 of ~~language~~ linguistic devices,
 which ~~at~~ grasp the reader's attention,
 meaning they are very effective.

some understanding in relation B2
 to language.

recognition that words + phrases are
 effective but no real explanation of
 effects beyond generalisation
 attempts to compare

7

Turn over ▶

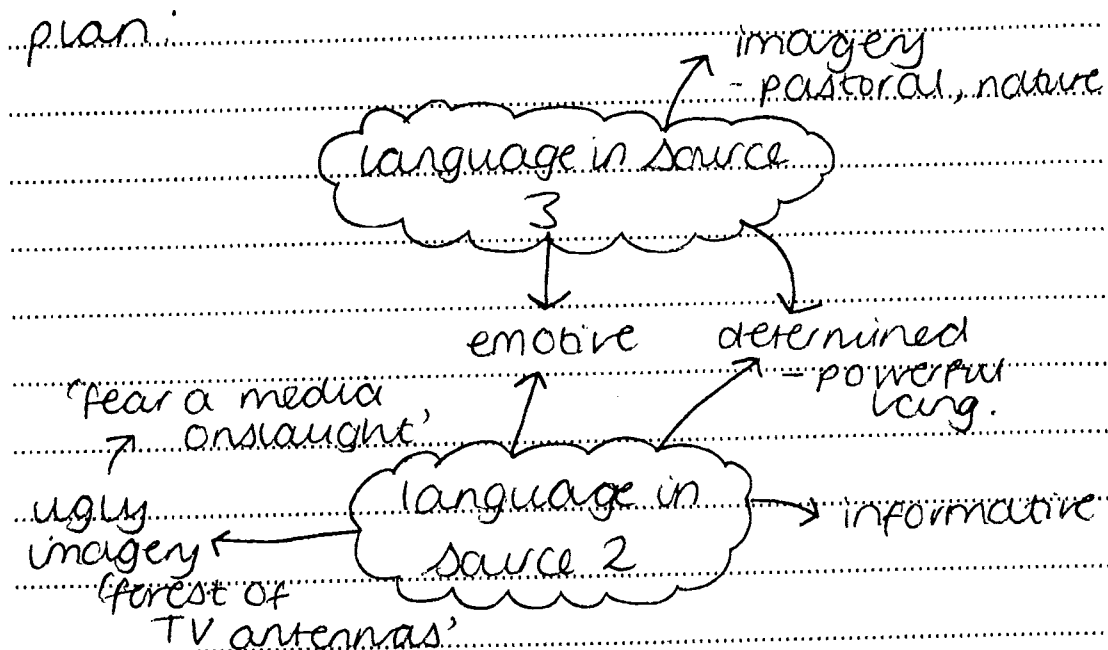


Now you need to refer to Source 3, *Saved*, and **either** Source 1 **or** Source 2.

4

You are going to compare **two** texts, one of which you have chosen.
Compare the ways in which language is used for effect in the two texts.
Give some examples and analyse what the effects are.

(16 marks)



answer:

Both articles in source 2 and source 3 use effective - ~~many~~ often contrasting - ~~language~~ language that is used for effect.

Both of the sources include emotive language which is effective for the audience as it creates empathy from the reader. The text in source 3 describes Canessa initially as rate, helpless as he had 'little strength'. This emphasised the character's vulnerability in the extract and is therefore effective.

clear effect

Turn over ▶



language. The article in Source 2 includes a quote from a trapped mines relative which explained that he had felt nervous during the time his relative was trapped. This language encourages the reader to empathise with the relative as they try to imagine how other relatives would have felt.

Also included in both of the ~~sentences~~ sources is imagery. However, the imagery used is very contrasting and therefore creates different effects. Source 2 contains negative imagery of a 'forest of TV antennas' and a 'media onslaught'. This imagery creates a pessimistic view of the media as they are portrayed as troublesome which ~~encourages~~ encourages the reader to ~~be~~ equally dislike the media. In contrast, the extract in Source 3 includes positive imagery such as 'paradise' and 'Garden of Eden'. These pastoral, natural images are effective as they allow the reader to feel ~~as~~ as relaxed as the characters in the extract.

Another contrast between the two sources is the style of writing. Source 2 is an article, therefore it includes informative

att.
to comp

relevant
quotation

clear
effect

clear
comp.



language whereas Source 3 is from a ~~an~~
non-fiction text and therefore includes
more appealing language as it is a fantasy.
The language in Source 2 is more informative
but is perhaps less effective than the
language in Source 3 as it involves less
description.

clear evidence ^{of understanding} in relation to language
clear explanation of effect
clear comparison in places

B3

10

10

Turn over ▶



Now you need to refer to Source 3, *Saved*, and **either** Source 1 **or** Source 2.

4

You are going to compare **two** texts, one of which you have chosen.
Compare the ways in which language is used for effect in the two texts.
Give some examples and analyse what the effects are.

(16 marks)

In both source 2 and 3, the authors use ~~sibilance~~^{alliteration} for effect. In source 2, the author uses ~~sibilance~~^{alliteration} in the headline by repeating the letter 'r' in "rescue", "reaches" and "refuge". This highlights the words to the reader as they are important and sum up the article. They stir an emotional feeling from the reader as they feel a connection to the ~~peo~~ miners and are sympathetic towards them. This is effective as it makes the reader want to continue reading to find out what happens to the miners.

Source 3 also uses ~~sibilance~~^{alliteration} when the "snow stopped". This is effective as it ~~high~~ heightens the importance of the words ~~as~~ ~~this is the~~ and shows the audience that this is the point everything changes. Before this everything was going wrong but the phrase makes the reader pause, ~~ret~~ realise a change in atmosphere and see that ~~afterwards~~ the situation will be more positive. The snow stopping symbolises this change as it portrays the ~~bad~~ fear ending.

In source 2 ~~alliteration~~ is used a metaphor is used as there is "a forest of TV antennas".

Turn over ▶



This author uses this metaphor to create a vivid image in the readers mind and make them realise how overwhelmed the families must be by the media. This creates sympathy within the reader for the families and what the miners will suffer when they get out. ~~The~~ ~~metaphor~~ the metaphor also highlights the selfishness of the rest of the world as they are just interested in the "drama" that is happening and want excitement in their own lives. It makes the reader feel slightly guilty as the media is there to supply them with knowledge which creates even more sympathy for the miners.

perceptive
comment

In source 3 a metaphor is also used to create a vivid image for the reader. ~~The view the men see~~ ~~men see the view~~ area ^{is} ~~as~~ "the Garden of Eden" which ~~is~~ portrays to the reader what a beautiful and special place it is. It also suggests that it is also a place of danger and temptation as Eve was tempted by the fruit. This is effective as it creates tension as the reader isn't sure if the place is just beautiful or if it will cause the men to get into trouble.

analysis

The authors also use different techniques to create effect. In source 2, punctuation is used. The colon in the headline separates the "trapped" miners before and how they have been "rescued" after. This shows the reader the change that has happened and how important the drilling was. Source 3 used uses a rhetorical question, asking if



A torrent will "block their way". This creates tension ^{for} ~~in~~ the reader as it makes them also question if this will be the case and makes them nervous for what will happen to the two men.

detailed understanding
 analysis of effects
 perceptive comments

14

B4

14

Turn over ▶



Now you need to refer to Source 3, *Saved*, and **either** Source 1 **or** Source 2.

4 You are going to compare **two** texts, one of which you have chosen. Compare the ways in which language is used for effect in the two texts. Give some examples and analyse what the effects are. (16 marks)

~~SCE 3~~ ~~SCE 1~~

~~Personification~~ ~~Technical~~

~~Vivid description~~ ~~Listing~~

~~Questioning~~ ~~slip / sloop / slop~~

~~Simile~~ ~~Contrasts~~ sharks / toy inflatable boats

~~Contrasts~~ ~~Listing~~ slip / sloop / slop

~~Listing~~ ~~Short sentences~~

Language is used to very different effects in the two texts (Source 1 and Source 3). Source 1 informs the reader about the "Beach to City" scheme, whereas Source 3 entertains by creating excitement. Language differences arise out of differences in audience and purpose.

Both articles use contrasting language to convey an important difference in ideas. Source 1 contrasts the preconception of "sharks" with the real danger of "toy inflatable boats". The pairing of ridiculous ideas emphasises the genuine nature of the risk presented by inflatables and the need for the education that the scheme provides. Similarly, Source 3 contrasts the "Garden of Eden" discovered with the "emaciated human beings" to convey different facets of nature and to emphasise the blessing that such beauty brings to the worn-out men.

perceptive analysis

Turn over ▶



Both texts use listing of ideas to convey ideas. Source 1 describes "slip on a T-shirt, slap on a hat, sbp on the sunscreen". This brings the pace of the RNLI's teaching and creates alliteration as part of a repetition of 'sl - p' sounds to show how much the scheme needs to teach these children as well as evoking the sound of sunscreen from a bottle. By contrast, listing in source 3 conveys the overflowing of beauty with "green-moss, grass, rushes, gorse bushes..." sibilance and a repeated "sh" sound give the newly-discovered "paradise" dynamism and vitality. ^{The list} suggests that there is too much for the men to take in.

close perceptual analysis
focus on comparison

discussion of purpose + audience relevant to language

Whereas source 1 uses technical language and statistics, source 3 uses vivid descriptions. Source 1 discusses the use of "public rescue equipment" and "incident statistics" relevant to an RNLI sea magazine reader and reinforcing the text's role in informing. These terms can be used to as the reader will understand them due to the magazine's audience. On the other hand, source 3 is aimed at evoking an image for the reader. It thus describes "a torrent of grey water" and "boulders the size of armchairs". The use of the word "torrent" conveys great ^{power} force and energy to the reader and ~~po~~ creates a vivid image in their mind. The description of boulders like armchairs allows the reader to relate to the men's situation and to understand the immensity of their struggle.

Both texts also use alliteration. Source 1 describes "plenty of play-acting" to create a sense of fun and energy as well as a faster pace to the RNLI session. Source 3 describes how the men "staggered forward off the snow and sank onto rocks by the side of the river". This could show the men's desperation to rest and feel relief, or the sibilance could be said to emphasise their weariness and weakness.

Overall, there are several similarities between language in the two texts, often



giving rise to different effects or emphasising differences in audience & purpose. There are also strong differences in language & its aims and effects.

B4

16

succinct and focussed on language

focuses on comparison

close and perceptive analysis of both texts

16

Turn over ▶



ENG 1H

S1-5

Question 5

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- There are 40 marks for Section A and 40 marks for Section B.
- You are reminded of the need for good English and clear presentation in your answers.
- There is one insert inside this question paper. Sources 1, 2 and 3 are printed on the insert.
- You will be assessed on the quality of your reading in Section A.
- You will be assessed on the quality of your writing in Section B.

Advice

- Before you start writing, read through all six of the questions you have to answer and the three reading sources.
- You are advised to spend about one hour on Section A and about one hour on Section B.



JUN12ENG1H01

ENG1H

Section B: Writing

Answer **both** questions in this section.

You are advised to spend about one hour on this section.

You are advised to spend about 25 minutes on question 5.

You are advised to spend about 35 minutes on question 6.

- 5 Write an entry for your online blog which describes a time when you felt uncertain or unsure about a situation you were in and explain how you overcame it.

You should aim to write no more than two and a half sides in response to this question.
(16 marks)

Blog: a regular online piece of personal writing.

~~Today~~ Yesterday I was in school with my ^{so called} 'Friends' and one of them was asking me to do something wrong. I kept on saying no but they wouldn't stop which was putting pressure on me to do it after a while of arguing with them I finally gave up and made the biggest mistake of my life.

I threw a stink bomb onto the school corridor the horrendous odour of this wretched thing combined with the fresh air almost

conscious
vibrant

Turn over ▶



as if they were playing mercy but obviously the stink bomb was stronger. Soon after this smell had disappeared someone had to take the blame so we all blamed it on an innocent boy in my class that has never done a bad thing in his life.

When I got home I thought about what had happened over and over again and realised they weren't real friends they was just using me.

communicates with some success B2 (4)
conscious attempt to suit purpose/audience

accuracy in sp. of common words
sentence demarcation not secure B2 (3)



Section B: Writing

Answer **both** questions in this section.

You are advised to spend about one hour on this section.

You are advised to spend about 25 minutes on question 5.

You are advised to spend about 35 minutes on question 6.

- 5 Write an entry for your online blog which describes a time when you felt uncertain or unsure about a situation you were in and explain how you overcame it.

You should aim to write no more than two and a half sides in response to this question.
(16 marks)

Blog: a regular online piece of personal writing.

One day there was a wedding and some of my friends had asked me to hire out 2 cars from my dad's mates company, so I did. But the one of my friends said to me he's not going to the wedding and did not want to be in the car.

This was a big problem for me because I needed everyone to pay £20 each for the cars and one person backed out which left me in a bad situation. So what I did was, I went around and asked one of my

logical sequence

Turn over ▶



older mates to take the place in the car and he had agreed to it. However, the friend who had backed out now wanted to be in the car again which left me in a situation where I didn't know what to do. I don't want to let my older friend down because he did me a favour and came into the car when I needed someone. But my friend who backed out was really close to me, this left me very unsure.

To overcome the situation, I had kept my older friend with me in the car and I had arranged a lift for my close friends. I felt good because I did not let any of them down. I think that I overcome the situation ~~very~~ perfectly.

communicates in a clear way 83

clear purpose/audience

5

mainly accurate sentence demarcation

generally accurate spelling 82

4



Section B: Writing

Answer **both** questions in this section.

You are advised to spend about one hour on this section.

You are advised to spend about 25 minutes on question 5.

You are advised to spend about 35 minutes on question 6.

- 5 Write an entry for your online blog which describes a time when you felt uncertain or unsure about a situation you were in and explain how you overcame it.

You should aim to write no more than two and a half sides in response to this question.
(16 marks)

Blog: a regular online piece of personal writing.

6 Everyone has problems with their looks but at the time I felt it was only me. Red bulging spots mounded my face like volcanoes about to explode. Legs the size of huge tree trunks bigger than anyone I'd seen before. Skin as white as a ghost washing me out and emphasising my blotchy skin. I couldn't even look in the mirror. I just wanted to cry. I'd hide behind layers of make up and baggy clothes, it wasn't the real me, not the clothes I liked or the natural glow I wanted. I was hiding behind it all, not showing the inner me. I felt disgusting: 'No one will ever go near me' I used to think when I looked at myself in my

clear
selection
of words

Turn over ▶



shapeless clothes. 'I look like a man.' Instead of going out with friends ~~and~~ and meeting new people I'd stay at home with my mum and dad - the two people who I knew would love me for what I was.

One day, however, my mum answered a call from one of my friends. She was asking if I was going out that night and mum agreed it was a good idea. I didn't go, of course. She didn't catch me going out.

The next day all my friends came around, totally unexpected. They began to show me and tell me about all their own insecurities and reassured me that I was not alone. After a long day of make-overs and a whole new wardrobe I couldn't have felt better. What a complete waste of time worrying had been. I realised I just needed to go out and live my life because you can't let the little things get to you. We all have faults. No one is perfect so we have to give up trying. Be yourself. Not who others want you to be.'

communication clear and increasingly successful.

6

B3

6

B3

5

variety of sentence forms to good effect including short sentences

5



variety of sent forms

Section B: Writing

Answer both questions in this section.

You are advised to spend about one hour on this section.

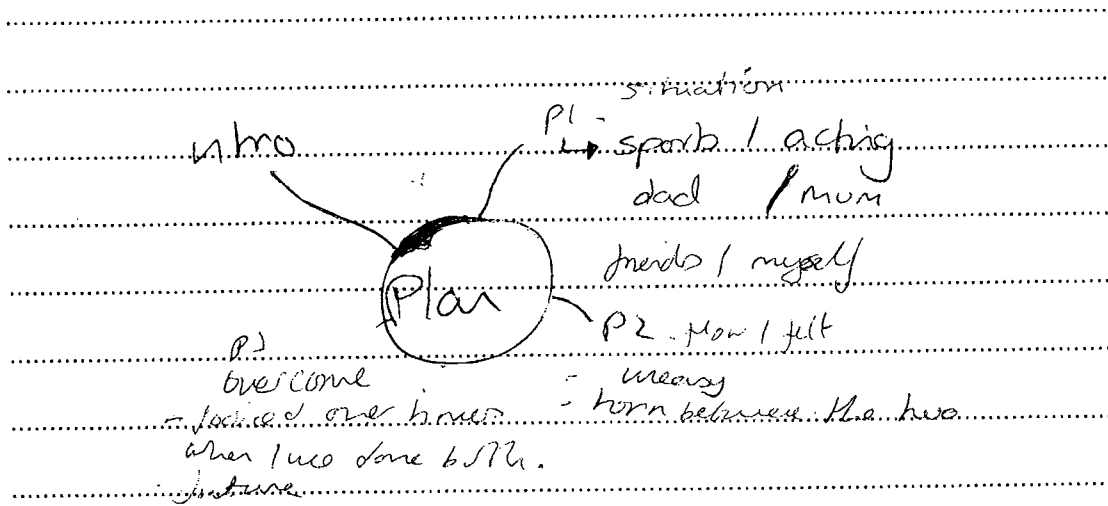
You are advised to spend about 25 minutes on question 5.

You are advised to spend about 35 minutes on question 6.

5 Write an entry for your online blog which describes a time when you felt uncertain or unsure about a situation you were in and explain how you overcame it.

You should aim to write no more than two and a half sides in response to this question. (16 marks)

Blog: a regular online piece of personal writing.



direct add to reader

To all of my followers and daily bloggers, sorry I haven't posted anything for a while, I've been dealing with the predicament and needed time to really think about what I want to do. Doesn't sound difficult does it? I just needed to realize I can't please everyone.

Turn over ▶



You see, since I was a little child, my life has had a split down the middle. A divide in my life. I have always participated in my two hobbies, since before I can remember, football and acting. Now in getting to a ~~point~~ pivotal point in my life, I need to choose which path I want and only one of them can be the victor. It's ~~not~~ ^{wasn't} that simple though, as my parents, probably like yours, have their own view of what I should do. Acting is my mum's priority for me, however my dad prefers the football. How is one meant to possibly choose? ✓

clear
reads

I felt ghostly guilt, whichever one I chose ^{would} let the other down, I felt. Guilt seems to make you gut churn inside out. Completely torn between my true passion for the arts and yearning for a football match.

Everyone experiences difficult situations in their life. This is mine. I ^{had to} ~~must~~ knock down the conscience of my mind and make a side splitting choice. I've been

show
sent
for effect

Section B: Writing

Answer **both** questions in this section.

You are advised to spend about one hour on this section.

You are advised to spend about 25 minutes on question 5.

You are advised to spend about 35 minutes on question 6.

- 5 Write an entry for your online blog which describes a time when you felt uncertain or unsure about a situation you were in and explain how you overcame it.

You should aim to write no more than two and a half sides in response to this question.
(16 marks)

Blog: a regular online piece of personal writing.

It was Alton towers again, oh no!
I hated rides and everyone knew it. Whether
it's rollercoasters, waltzers or the teacups
I despised it all with a passion. But
this time I was year 9, and felt utterly
embarrassed. Early get-up to watch my
friends on rides. Great!

Early bright light burnt through my windows
and lit up my psychedelic green and purple
walls as I battered my alarm clock
into a submissive silence. This year
I'm going on a ride! I drilled into
my head, I knew I wouldn't.

Turn over ▶



The coach was a tin full of sardines - vacuum packed in. Time flowed slow like honey off a silver spoon and children laughing and rattling away filled the air. I was queasy. 'Finally going on the rides eh Jamie?' My heart skipped a beat!

*conce
caption*
Zooming past fields of green with hopeless sheep in them, dreading the experience. The coach pulls to a halt on the superheated melt black tarmac. Baking sun and blistering wind didn't impede anyone, as a torrent of hyperactive school kids flooded into the park. Queuing was immense. Not the queue the experience. My eyes grew, pupils expanded. Matthews voice seemed distant, it was all too real. My hands were at this point dripping with sweat.

I grew more aware of the experience as I neared the ride, and I was shaking. I ~~don't~~ don't know how I sat in the seat, but I did. In some trance,



I allowed them to strap me in.

Here we go!

structured
+ developed

As the ride started, it seemed too slow.
~~and~~ No one was screaming. But then we
 hit the drop... I was holding on for dear
 life. Out of my control. All I saw was
 a blur of a queue and euphoria took over.
 At the end of the ride everyone staggered
 down the blue ~~car~~ carpet and out of the
 way of the ride.

I never have found my sanity again,
 as every time we go to Alton Towers I am
 fighting to be first!

+ compelling
 convincing communication
 structured + developed

10

B4

10

complex grammatical structures B3
 variety of sentence forms

6

6

Turn over ▶



ENG 1H

S1-5

Question 6

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- There are 40 marks for Section A and 40 marks for Section B.
- You are reminded of the need for good English and clear presentation in your answers.
- There is one insert inside this question paper. Sources 1, 2 and 3 are printed on the insert.
- You will be assessed on the quality of your reading in Section A.
- You will be assessed on the quality of your writing in Section B.

Advice

- Before you start writing, read through all six of the questions you have to answer and the three reading sources.
- You are advised to spend about one hour on Section A and about one hour on Section B.



JUN12ENG1H01

ENG1H

6 It has been said that: 'People who save lives or help improve the lives of others are the true role models of today.'

Write an article for a newspaper in which you argue your view about what makes a good role model. (24 marks)

Today I'm going to write the
views of people who save
people, whether they are or not
role models in people eyes.

simple
device

What are role models firstly? ✓
Someone who you believe made or makes
a difference. Some people believe people
believe, who save others people
lives are role models because of the fact
they made a difference ~~on the~~ because
they saved someone life that no one
can repay them therefore they are role
models. Difference ~~the~~ making
a difference may not only be the
way ~~of~~ the person who saved someone
life helped ^{they} ~~they~~ had the ability to
care enough and help someone
save a mother from losing their child
a person from losing their family
therefore people give ~~the~~ them
such high ^{status} ~~features~~ by doing
right ~~doing~~ and helping someone

Turn over ▶



Should be what every person should
do. People who save someone's life
demonstrate that

Others believe if someone
saves someone's life it may not be
because of care but because of
their job therefore not demonstrating
a good example. Some say people
only save people for attention people saying
how amazing role model they are which
can't be true if not for the right
reason demonstrating a good act but
not for a good reason. Many is not and
should not ~~person~~ be given attention.
Some say:

device of interviewee Helen ~~and~~ age 32 says 'I believe
that people who save people's lives are
people with compassion therefore should be
seen as role models. They made a ^{difference} ~~difference~~
people disagreed with Helen saying
it doesn't make a compassionate person
if you save someone as others agreed
with her saying why else would you
if you're not a caring person ~~as~~ they
could've just left them.

Both arguments are relevant



Everyone has an opinion of what
 a role model should be, if that includes
 people who saved people's life or
 not there is not right or wrong.
 Opinion is an opinion as though everyone
 has one. We should understand
 understanding both arguments is a
 helpful recommendation before deciding
 a choice or choosing an opinion,

communicates with some success. B2

aware of purpose/audience

consistent register

5

5

accuracy in spelling common words B2

'best fit'

3

3

Turn over ▶



6

It has been said that: 'People who save lives or help improve the lives of others are the true role models of today.'

Write an article for a newspaper in which you argue your view about what makes a good role model. (24 marks)

ROLE MODELS

Image
of Doctor,
Police man
and fireman

These are the
role models of
today.

simple
decision
for some
effect

Who do you look at for inspiration? Who are role models? It has been said that: 'people who save lives or help improve the lives of others are the true role models of today' I believe this is true because these people such as: doctors, nurses, charity workers, ~~police~~, fireman etc. give up a lot of time and effort to save many peoples lives a day. Over 100,000 people in the UK are saved each ~~day~~ ^{month} by these people who are real heroes.

But let's think about it, these people do save lives and improve them, but what about everyday life? Your boss might give you a pay rise, that's improving your life, what about if you won the

Turn over ▶



lottery? Unlikely, but possible and that definitely will improve your life! So... Who are the role models of today? Visit our website for more information and share your thoughts and opinions of role models. Search www.thedailychapman.com/rolemodels. ~~What makes~~

In my opinion, a good role model is someone who inspires you, does good things for people, saving lives etc, and people you can look up to and think "I want to be like him/her". What do you think?

B2 (7)

communicates some ideas with success, stronger on ~~an~~ engagement than ideas, conscious attempt to suit purpose/audience

generally secure sp. + punct

7

(5)

5



6 It has been said that: 'People who save lives or help improve the lives of others are the true role models of today.'

Write an article for a newspaper in which you argue your view about what makes a good role model. (24 marks)

plan ~~task~~

p1 - Intro

p2 - surgeons

p3 - councilors

p4 - teachers

p5 - conclusion.

What makes a good role model?

In my eyes a role model is "someone who teaches you things that ~~no~~ no one else could.

Someone who is willing to risk their own lives for others, and someone who makes mistakes and learns from them.

Organ donors.

Have you ever thought of organ donors as role models?

Well I think they are given less credit than they deserve.

They are willing to risk their lives and put themselves at danger to help others; so that

some
devices
for effect

Turn over ▶



clear
eng
people who are less unfortunate can have a ~~better~~ life risk free ~~like~~ and not have to worry about doing certain things. selfless. That's what organ donors are.

Or what about teachers? Teenagers to days complain about how boring they are or can't be bothered listening in lessons but, have they ever actually thought how hard it is for them? Teachers spend hours a day telling you everything you need to know so that you can succeed in life ~~and get~~ and get a good job with the right education and knowledge and teenagers can't even be bothered to listen.

~~put~~ The police. one of the most important role models in my eyes. Thousands of crimes take place every day and the police do what they can to try and stop these from happening again. They put a stop to crimes and even



risk their lives for you get,
 so they get a thank you?
~~These~~ You may see your favourite
 singer/ footballer as your role model
 but its about time we all took
 into account the hard work of
 the real-life role models we see
 everyday.

clear communication
 range of material

10

B3

10

generally secure sp + punct B2

5

5

Turn over ▶



6

It has been said that: 'People who save lives or help improve the lives of others are the true role models of today.'

Write an article for a newspaper in which you argue your view about what makes a good role model. (24 marks)

1. celebrities
drugs
alcohol
crimes

2. models
sport
car,
art

3. firemen

4. soldiers

5.

clear
devices

Britney Spears, Eminem, Rihanna, why are these people the role models of today? What have they done to be classed as a hero? What about the people saving lives and fighting for our country - why are they not recognised?

Celebrities, splashed over every magazine cover, shown on every television screen, broadcasted on every radio station - why? Because they can sing? A survey was taken and it revealed that over 65% of primary school children wanted to be famous when they're older. This shouldn't be the ~~case~~ case, children should not want to aspire to be people who are taking drugs, getting drunk regularly and are breaking the law. The only reason they think of these people as role models is because they have grown up in a society where being famous is the target for everyone.

detailed
+
developed



This may be a good thing. However, I don't think that famous should mean people who can sing and act. Others should be recognised for their talents too.

The typical teenage girl role models are - of course - the models that they see in magazines and on catwalks. However, their role models shouldn't be people who are miserable because of constant criticism and who have to starve themselves just to keep their career. If teenage girls are looking up to these people as good role models then they are going to start copying what these models are doing which can put their lives and health at serious risk.

structured
+ developed

I think that an example of a good role model is a fireman. Every day they are putting their own lives at risk in order to save other people's lives. They have their own families and homes, yet they put all of that at risk as they are selfless people who want to help the world they live in with good deeds. Imagine if - for example - Justin Bieber was to save somebody from a burning



house. This would be all over the news, magazines, newspapers, radios and he would get so much praise for it. However, there are people doing this every day and they never get recognised for it. It just doesn't seem fair.

* Then there are soldiers. They - again - put their lives at risk and literally throw themselves into danger for our country. Why is that this amazing achievement isn't broadcasted on television and in magazines instead of 'Katie Price and Peter Andre - divorced!'

* Think about your role model. What have they actually done to make themselves so special to ~~as~~ you? Have they saved lives? Have they put their own lives at risk for somebody else? Or perhaps they have just got to number one with their new single. Think carefully about who you aspire to be, are they really worth it?

* My personal role model is my Grandma. She may never have jumped into a burning

Turn over ▶



building or ~~fight~~ fought for our country-
but she has been such a hero to me. She
has been through so much in her life and
yet is able to laugh, smile and have fun
every day. If I can be like that when I'm
older then I know that my life has been
a success- and that is why she is my
role model.

convincing communication B4

structured + developed

13

13

variety of sentence forms B3

organised with accurate sentence

demarcation

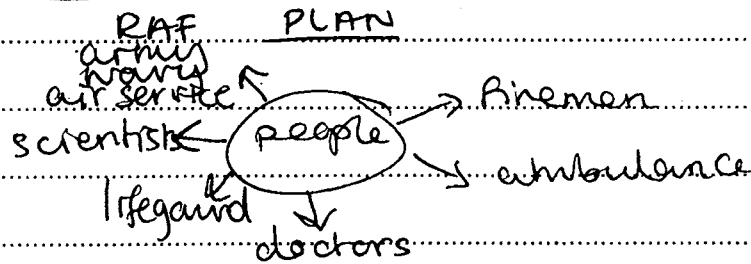
6

6



6 It has been said that: 'People who save lives or help improve the lives of others are the true role models of today.'

Write an article for a newspaper in which you argue your view about what makes a good role model. (24 marks)



CA → their jobs, obligation, they choose to and get paid

choice to take job, risk lives for others, volunteers (lifeguard)

P1) Intro - argument - PQ - what a role model is

P2) list of jobs that are role models

P3) so many celebrities and false people (plastic surgery etc)

P4) Stats - lives lost by rescuers - expert quote

P5) final, agree completely

punchline - live lives to save lives - any better role model please ~~there~~ ... be my guest ✓

I agree completely that people who save lives or help improve the lives of others are the true role models of today. A role model should be someone to look up to. Someone who has all the qualities of goodness, compassion, love and strength. Wouldn't you agree?

In our society today, we are surrounded by unsung heroes! People who spend their days helping and saving, ~~and~~ improving our ^{days, weeks, months, years,} ~~own~~ ^{own}. Our TV's are

Turn over ▶



20
1001

littered with celebrities and emaciated models who live their lives, being famous for simply being famous. The "celebs" receive billions of pounds for tanning and wearing the latest swimwear while courageous young men and women receive a modest wage for choking on smoke to carry us from a burning building, racing through the streets to shock a heart of someone's mother, father, brother back into action. Fire men and women, doctors, nurses, lifeguards, scientists, and emergency rescue services to day and night to keep the human race, well... running.

Some people may say that it is their job to save our lives, it is no ~~brave~~ ^{brave} thing to quench a fire for money.

However, you must see that it was their choice of job. The money had nothing to do with it! Had these savants wanted millions they would never have come ^{anywhere} near their current employment.

like I mentioned above, we are constantly bombarded with celebrities, blockbusters, the next fashionable thing to wear! Photo shopped faces plastered on bill boards. These are no role models. There is ^{complex details} no substance to them. No goodness. Just plastic and glitter! Unfortunately, our youth of today have grown up with these ideals. They suffer lies and media brain-washing while the true role models are left in the gutter!



A survey completed by the department of social care and health, found that 15% of lives lost in emergency situations are those of the rescuer themselves. Firemen caught in a blast, lifeguards drowned in unruly seas, the list goes on. An expert on the ~~rescue~~ emergency services Dr. Johanna Spence told me "our everyday supermen and women are being barely recognised, our society has left them behind ~~and~~ and while they save life after life. More money is spent on an episode of East Enders than in their annual budget for ambulances! ~~Does~~ Sometimes, I feel I am the only one who cares anymore."

This is why I agree completely. The work of saving and improving others lives is completely selfless! They live their lives, to save our lives! These are the kind of role models ~~we~~ ^{we} need. No ~~glitter~~ sparkles or B plastic just simple grit, determination and overwhelming compassion for other people. If ~~the~~ you think there is any better role model, please... be my guest!

Convincing and compelling - B4

fulfils all B4

16

16

uses complex gram structures B3

7

7

Turn over ▶

