

Centre Number
Surname
Other Names
Candidate Signature

ENG 1H - S1 - January 2011

For Examiner's Use	
Examiner's Initials	
Question	Mark
1	7
2	7
3	7
4	15
5	14
6	23
TOTAL	73



General Certificate of Secondary Education
Higher Tier
January 2011

English/English Language

ENG1H

Unit 1 Understanding and producing non-fiction texts

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Monday 10 January 2011 9.00 am to 11.15 am

For this paper you must have:

- Sources 1, 2 and 3 which are provided as a loose insert inside this question paper.

Time allowed

- 2 hours and 15 minutes

Instructions

- Answer **all** questions.
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- You must refer to the insert booklet provided.
- You must **not** use a dictionary.

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.



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ENG1H

Section A: Reading

Answer all questions in this section.

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

Read **Source 1**, the online travel article called *Rafting on the Grand Canyon* by Elisabeth Hyde.

- 1 What do you learn from Elisabeth Hyde's article about where she has been and what she has been doing? (8 marks)

You learn that Elisabeth, her husband and three teenage children are going on a 13 day, 225 mile trip down the Colorado river through the ~~good~~ Grand canyon. ✓

Understanding

The first thing you learn though, IS that their guide, called Ed, gives them 10 rules which are both stay in the boat. You later learn that Elisabeth violates the rules. "We hit one rapid at the wrong angle, and the boat rose up and pretty much ejected me into the foaming madness. For the next 45 seconds, I got sucked down and spun around and finally spat up into

Lit

✓ sunlight, gasping for air." This sounds like a

Interpretation

very scary experience but you find out about Elisabeth's character and that she was more

Interpretation

excited than scared. You can also see

that the article is informal, as it says,

'pretty much', which you would not expect to

Valid?

see in a formal piece of writing. ✓



You also learn about the group on the trip, "we were a mixed group our fellow passengers ranged from our 13-year-old twin daughters to a couple in their mid 70's..." This shows that you don't have to be young to do courageous ~~trips~~ things and that the trip can be enjoyed by people of any age.

Quote

Interpretation

You find out that the people on the trip have to mix, get along and make friends with the others because when they are not on the boat they eat, sleep and bath together. This tells you that you would make close friends on the trip.

Interpretation Lit

Understanding Interpretation

You find out that the trip had made Elisabeth want to become a river guide. You don't actually find out if she is a river guide now, but you know that the trip is worthwhile and will leave you with a desire to do more things like it.

Understanding

Interpretation

Valid

Clear evidence of understanding, engages fully, perceptive interpretation. Makes lots of comments and connections.

BAND4

(6/7)

Keep the 7 for the RANGE 7

7
8

Turn over ▶



Now read **Source 2**, the article and the picture which goes with it called *Fearsome Tyrannosaurus rex Sue may have died of a sore throat* by Ian Sample.

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

The picture of a massive, towering Tyrannosaurus rex strikes you ~~as you first~~ as you first scan over the page. It seems to be towering over the people studying it's fossil and the idea of this creation ever being alive, gives you the chills.

Perceptive comment, effect

Band 4 opening

Title Device

Perceptive

LINK

Next you read the large, bold title, "Fearsome Tyrannosaurus rex SUE may of died of a sore throat". The element of silence plays a strong part in this title, along with the contradicting ideas of this dinosaur being fearsome, yet dying of something so insignificant.

Interprets

Makes Point

This links the picture to the title in the way that the dinosaur seems fearsome and reckless, yet it is propped up by a pole and is not dangerous as you would imagine at first glance and how the title suggests it was fearsome, yet was brought down to death with a cold.

Understanding shown

In the first paragraph, you are bombarded with "s" sounds in the form of



Sibilance. For instance, "Famous specimen".
The language appears to be in a formal
tone and written in third person. Device
Effective

Sub Headline

We first learn that the new study suggests
that the Tyrannosaurus rex had not been
killed in mortal combat as we would
expect the beast to be, but in the al-
most pathetic battle of an infection that
causes sore throats in pigeons. by Perceptive
mentioning that it causes sore throats
in something as small and insignificant
as a pigeon, we are shocked that the beast
was killed by something like this. Interpretation

effect

This impression is given in the subline
where ~~can~~ sample describes the Tyranno-
saurus as "the world's largest" and the
parasite as "humble", giving us that same
impression as the text. Links to text

The facts later on in the piece, giving
us the dinosaur's size only add to ~~is~~ Links
sample's sustained idea of something
so beastly to be brought down by a
common cold. This is executed well, with
exaggeration and adjectives such as violent
and scared.



0 5

Now read **Source 3**, *Everest The Hard Way*, which is an extract from a non-fiction book.

- 3 Explain which parts of Pete Boardman's story of the return to Camp 6 you find tense and exciting. (8 marks)

I find the first paragraph tense as it is written using short sentences and all together is a short first opening paragraph. This helps build tension. It says he leaves his stove behind. This makes the reader curious as to why he left the stove? Was it for his friend?

Part

Perceptive and understanding

In the second paragraph it starts with 'At first we went the wrong way.' This helps confuse the reader and makes it more dramatic. Later on in the paragraph it says 'there was a momentary lessening in the blizzard'. This is exciting because it makes you think they only have a set amount of time before the blizzard starts again.

Quote and Part

Quote

Effect

Part

Quote

As they are trying to find their friend, afternoon turns into evening and it's getting dark this also makes it tense and intriguing to what will happen next.

Understanding and Interpretation



Effect

He says his friend Pertamina isn't used to moving without ropes and you wonder if he's able to carry on.

Part and effect

Later on in the text it says they And ropes. This helps keep the reader engaged by scaring them for a second then relieving them.

Tension

Effect of tension

Interpretation

It says they see ropes they recognise from the morning. The reader may think the climbers have gone in circles, however it's a sign they're heading in the right direction; again building tension.

Interpretation

They get hit by an avalanche and for a while you don't know if they'll survive. Luckily they do. Again this keeps the reader engaged then the problem is sorted, much like the problem they had with the ropes.

Connect Ideas

Throughout the whole of this article the readers scared which makes them engaged in what's happening.

Engages in detail with text, Perceptive interpretation and comments. **BAND 4**

0 7

Turn over ▶

7

8

Now you need to refer to **Source 3**, *Everest The Hard Way* and either **Source 1** or **Source 2**. You are going to compare the **two** texts, one of which you have chosen.

4 Compare the different ways in which language is used for effect in the **two** texts. Give some examples and analyse what the effects are. (16 marks)

Plan

Text 3 -



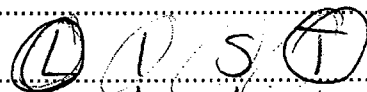
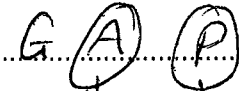
extract people interested in survival, mountaineers

to entertain inform

Specific to sport because he's professional e.g. 'Geri' Col'.
What he did, how he survived.
Paragraph plan
Serious dramatic

AP LT important

Text 1 -



article
travel readers, extreme sports enthusiasts
entertain persuade? Inform

Informal unprofessional
what she did
Picture light more humorous back
light hearted

Beginning - ~~Compare~~ First sentences + tone

Middle - ^{3 or 4} Examples of language used + how it creates effect (and why it's used - audience/purpose)

End - Contrast two, conclude

In the 3rd text 'Everest the hard way', the first sentence sets the tone of the piece straightaway. The tone is serious, tense, dramatic. Lang x 3 Lang

Similarly, the first sentence of the 1st text 'Rafting on the Grand Canyon' also sets the tone - a light hearted feel-good tone. Two completely different tones, but both established by the language used

c



In the first sentence, in source 1,
by using ~~the humor~~ in the first ^{Device}
sentence ('just two men... stay in the boat
~~and~~ stay in the boat'), the writer - Hyde -
Creates a light-hearted effect.

Quote

Quote + effect

However in the source 3, using the
short sentence 'A decision was needed',
makes Boardman's piece fast-moving
from the beginning. The word 'needed'
creates a sense of urgency, and dramatic
consequences.

Quote + effect

Language is used for effect throughout
the rest of both pieces as well. Source 1
has a more mainstream audience,
perhaps travel readers or extreme
sports enthusiasts. This means that the
language has to be approachable and
diverse, not too specific, or people won't
understand it. So Hyde uses words
like 'gear' to describe the equipment
she used, and 'a Disneyland-like
experience' so as to appeal to a
wide range of people, and not just to
people who have been, or know a lot about
me rafting.

Audience

Audience noted

Perceptive

e.g.
perceptive

c

Source 3, however, uses many more

(B4)

Turn over ▶



c

Quotes

Words specific to the sport.
 Words like the 'South Cal', or the
 'runners of ice'. The language is
 different because the audience is
 different. The audience for a source 3
 would probably be people who are
 interested in survival, mountaineering
 or extreme sports and situations. So

Quote

Lang p.t

So ~~the~~ Boardman is ~~allowed to~~
 uses more sports-specific words.

Sustained

Another example of language used
 for effect would be where Boardman
 uses the words 'it was a miracle.'
 By using these words, he makes the
 situation seem extremely

Quote

helpless, except by some unknown
 miracle worker. This creates a
 serious and ~~at~~way almost

Effects of Lang

jubilant effect, as it ~~is~~ puts the
 story in a happier light, as Boardman
 and Sherpa now have someone helping
 them.

Perceptive

Finally, source 1 uses the
 words 'white-knuckle, roller-coaster
 ride...'. These words create
 the image of her experience (and the



emotions she had, being similar to riding a roller coaster, and being so scared that you hold on until your knuckles go white.

Interpretation

Because Hyde's purpose for writing is different to Boardman's, she can use less formal and much more lighthearted language.

This explains her humourous

(of roller
coaster)

✓ analogy of ~~the~~ river rafting.

Interpretation

In conclusion, I think that in Source 3, Boardman's language is much more serious, and dramatic due to the tone of his piece,

his audience and his purpose for writing (to re-call).

Concludes

In comparison, Hyde's language is much more relaxed, and easy-going, as her tone is light-hearted and entertaining, her audience is

Comparison
made

much wider and less specific, and because her purpose is ~~to~~ not only to re-call her experience, but to entertain the reader.

Full, detailed understanding and interpretation focussed on Lang comparison in a sustained way.

Comparison sustained, Perceptive ideas about different contexts.

15

16

Turn over ▶



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 a brief article for a website of your choice telling your readers about an interesting or unusual journey or travel experience you have had. Explain why it was memorable. (16 marks)

Speeding down the River Dart

"The route is quite simple." The man at the rental told us "~~just a simple loop~~ ~~not a simple loop~~ "Just enjoy."

My family and I were on holiday in Dartmouth and this was the one thing I had been looking forward to. Renting out a boat. The day was perfect. Fluffy clouds gloated lazily across the bright blue sky. The sun beaming down on the deep blue sparkling river. Little ripples splashing against the side of the pier as a beauty of a sailing boat glided past. We were renting a small motor boat to go ~~out~~ up the river and see some of the most beautiful sights in the area; the winded arch

Effective sentences

Sentence for effect



the Royal Navy College and the many wildlife supposed to be found on the shores.

We were all on the boat safely and Dad started up the engine. Immediately the boat roared to life as we turned then sped across the water. The cool breeze blowing our hair off our faces, the spray whirring up behind us. The refreshing ~~smell~~^{smell} of salt water washed up our noses.

Develops

Evocative

Evocative
description

As we left ~~the~~ ~~boat~~ the boat rental behind, the Royal Naval College came into view. It sat majestically on a hill peeping over the tops of the luscious green trees.

"~~Here's~~ Here's a clearing" called Dad "you can see it better from here."

And you could. The ~~the~~ Union Jack blew in the wind from the roof. There were huge black + gold gates with the wording on. The building itself was a Royal Reddy-orange colour with concrete supports. There was complete silence as we moved just past the clearing each of us staring back

Develops

Turn over ▶



at it. Then just like that, it was gone.
Hidden amongst ~~green~~ a dense forest of
green broccolt trees.

"Wow" I whispered "It's also beautiful."

Memorable

Again we remained silent, just the
noise of the engine working gently
in the background.

We came to a place full of
reeds where a family of ducks were
resting. I spotted something. A brown one
sat poking his whiskers out the reeds.

As quick as a flash he turned and dived
beneath the surface. I mimed to everyone
to be quiet as Dad turned off the

engine. We sat there for a few moments
before. Yes! The other popped his head up

cautiously. We didn't ^{move} move a muscle. ✓

And then it swam swiftly, ~~past~~ ^{past} the front
of the boat before climbing out of the water
shaking itself and leaping off between the

Choice of piece

trees. My mouth hung open. What
great luck. The man had told us

that otters were rare at this time
of year, and we had seen one. ✓

Unfortunately, it was time to head
back as the town came into view



again we noticed some sea cadets training
in minifuse wooden boats with sails.

We waved at them. They waved back.

We were travelling faster now
and we made it back to the port, within
time.

The trip was the most memorable
experience of the holiday. The sheer beauty
of the place and seeing the rare Otter
had left us stunned with amazement.

Sustained engagement, Convincing. Varied sentences, dialect used for effect. Evocative languages.
Accurate, effective sentence structure. (14)



6

Your school or college is inviting entries for a writing competition. The topic is "Dangerous sports activities and pastimes are selfish, often put others at risk and should be discouraged."

Write your entry arguing **for** or **against** this view.

(24 marks)

Extreme Sports is the definition for a ~~the~~ decidedly dangerous, fast-paced, ~~extreme~~ ~~factor~~ sport; with the extremities of this activity heightened to provide maximum enjoyment. ✓ ✓

Engages

In an 'Extreme Sport' people jump off cliffs, down cliffs, out of aeroplanes ~~without~~ or without a bungee jump rope attached - all voluntarily! ✓

Why? To experience something. To feel adrenaline pumping round their body, or to feel weightless and powerful. ✓

Rhet

So afterwards they can try and fail to describe how brilliant it was. ✓✓

Clear idea
(convincing)

Yes it is dangerous and sometimes people can get hurt.



but if, ~~it's~~ worth having it's in the words of Cheryl Cole, 'it's worth having, it's worth fighting for.' Taking a risk is half the whole experience of the event - feeling like your life is in someone else's hands, or ^{that} your body is at the mercy of Nature - this completes the memory of it all.

Quote
Engages
Audience

Admittedly that is why it is Extreme sports but it's ~~not~~ absurd that it's 'dangerous to the people around you'. It's your choice whether you want to do it. Your choice whether you want to jump. ~~Enough~~ Your choice completely, no-one else's. If you want to do it, do it. Don't hide away for the rest of your life saying 'I'll do it tomorrow' - opportunities are given to you for a reason.

abstract ideas

P.O.V

Rhet

Persuasive

Extreme sports, can keep you in an extreme healthy state as well. By pushing your body to the limits,

Develops

Turn over ▶



you can gain muscles you never
~~the~~ thought were there. ✓

Of course you have to train to certain
extent for most or all extreme
Sports, but that is not unexpected
of course. Also you'll need a good
dose of common sense, and a drive
to do s**it** - relatively in equal
amounts most people think. ✓

70% percent of people that take
part in extreme sports are more
likely to live longer. 70%! Does
anyone not want to extreme sports
now? ✓

If you take all these points into
consideration, the fact that some
people vehemently discourage
these activities from taking place
seems almost stupid. Obviously,
family or friends might have the
right to be worried for your
Safety, but even they don't have
the right to choose what you do
and don't do! (taking into account

Cliche
Develops

Stats

Stats

Audience

(vocals)

Reasoning

Reasoning



that ~~was~~ nearly ^{all} extreme sports do not permit people under ~~18~~, 18, # so you know if you're under 18 I'm not talking about ^{you} (unfortunately.) ✓

Develops, Balanced,
Manipulates

The origin of the term ~~the~~ 'Extreme Sports' was first used ~~by~~ by Ben Richardson, an adrenaline junkie in his late 20's who jumped off a cliff without a ~~parachute~~ parachute into the sea below. ✓✓

Refreshing
ideas

This radical action started the revolution that drove sport as a culture to find new ways to reach new goals. ✓

Ben Richardson's ~~quote~~ was quoted in so many newspapers there was ~~a~~ enough to create a 500 page book, but his famous line is still used today. "Take life as your own, it was given to you ~~for~~ for a reason." ✓

concludes well

Compelling writing, Lively, Develop, Reassure

Presents on Argument, Controlled and Effective

(23)

Turn over ▶

