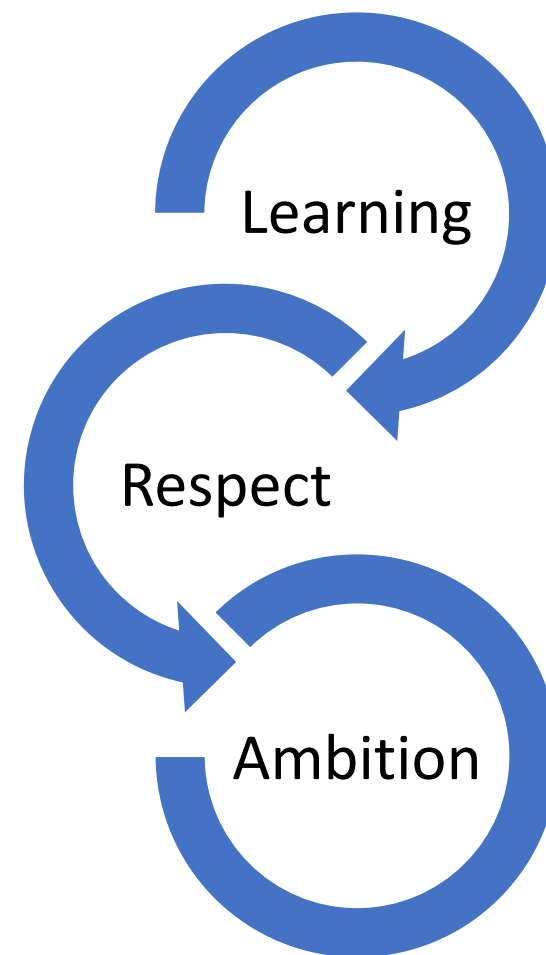




English Parent Support

Our vision for learning is....

At Croesyceiliog School, we strive to provide enriching and engaging learning opportunities, in and out of the classroom, to develop the skills, knowledge and attributes needed to lead successful lives. We learn together to become kind citizens that respect others and make positive choices. Our ambition is to ignite a passion for lifelong learning.

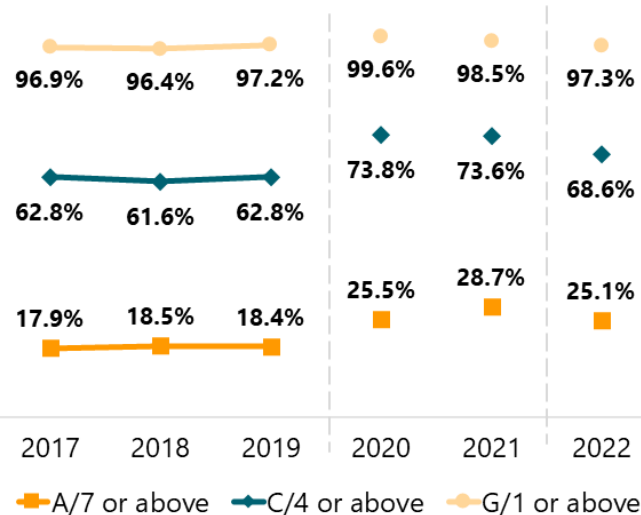




GCSE results in Wales: Summer 2022



Summer results - all learners



Total GCSE awards



Due to different awarding arrangements, figures for 2020, 2021 and 2022 are not directly comparable with each other or with previous years.

311,072 grades were awarded to **62,114** learners this summer.

This summer's grades were determined by exams for the first time since 2019.



In response to the pandemic, assessments were adapted and the grading approach changed to give results this year broadly midway between 2019 and 2021 results.

1.4% of 16-year-olds taking 3 or more GCSEs achieved all A*/9 grades.

On average, 16-year-old GCSE learners took **8.3** GCSEs this summer, compared with **8.8** in summer 2021.

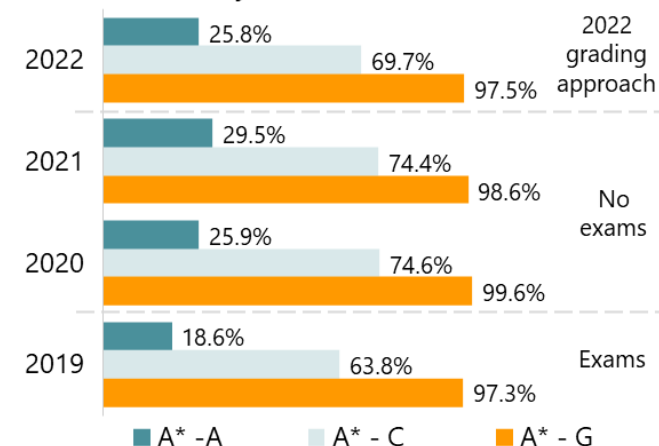
The number of grades awarded to 15-year-olds or younger increased by **4.9%** compared to 2021 and has almost doubled compared to 2019.

GCSE results by gender

		
A/7 or above	29.1%	21.0%
C/4 or above	72.1%	65.0%
G/1 or above	97.6%	97.0%

Results for 16-year-olds

A*-G GCSEs only



Sources: JCQ, Qualifications Wales



Year 10 outcomes

- ✓ 221 out of 240 students in year 10 sat their English literature GCSE:
 - 25% achieving an A*/A GCSE grade
 - 73% achieving an A*/C GCSE grade
 - 97% achieving a A*/G GCSE grade
- *(this equates to 68% of full cohort achieving A*/C grade)

Exam Walk-Through

GCSE English Language

Unit 2





- A copy of the exam paper
- A copy of the resource material
- A pen and a highlighter
- A watch



- This paper is Unit 2: Description and Exposition. It is testing reading and writing.
- The paper is made up of two sections [40 marks are allocated to each section].
- The exam lasts two hours.



1. Read the front cover of the exam paper.

ADDITIONAL MATERIALS

Resource Material.

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen. Do not use gel pen or correction fluid.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** questions in Section A and Section B1.

Select **one** title to use for your writing in Section B2.

Write your answers in the spaces provided in this booklet.

If you run out of space, use the continuation page(s) at the back of the booklet, taking care to number the question(s) correctly.

You are advised to spend your time as follows:

- | | |
|------------|--|
| Section A | - about 10 minutes reading |
| | - about 50 minutes answering the questions |
| Section B1 | - about 10 minutes |
| B2 | - about 10 minutes planning |
| | - about 40 minutes writing |

INFORMATION FOR CANDIDATES

Section A (Reading): 40 marks

Section B (Writing): 40 marks

The number of marks is given in brackets at the end of each question or part-question.



TEXT A

A1. How many three-day emergency food supplies were given by Trussell Trust foodbanks in 2017-18? [1]

A2. Which **one** of the following statements is NOT true? Tick (✓) the correct box. [1]

12,955 tonnes of food was donated by the public to Trussell Trust foodbanks in 2017-2018 ☐

119,946 emergency food supplies were provided by Trussell Trust foodbanks to people in Wales in 2017-2018 ☐

53,883 frontline professionals give foodbank vouchers to people in crisis ☐

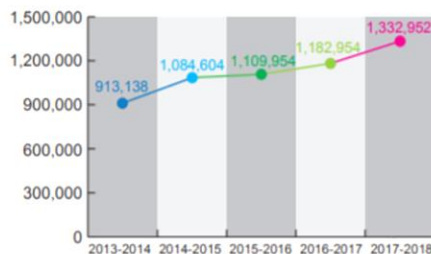
40,000 people volunteered with a Trussell Trust foodbank in 2017-2018 ☐

428 foodbanks operate within the Trussell Trust network ☐

Text A is taken from a report on the Trussell Trust foodbanks website.

The Trussell Trust has 400 foodbanks across the UK. These foodbanks provide emergency food supplies to those in need.

NUMBER OF THREE-DAY EMERGENCY FOOD SUPPLIES GIVEN BY TRUSSELL TRUST FOODBANKS



OTHER STATS



428

foodbanks operate within the Trussell Trust Network



12,955

tonnes of food donated by the public in 2017-2018 to Trussell Trust foodbanks



53,883

frontline professionals such as doctors and social workers give foodbank vouchers to people in crisis

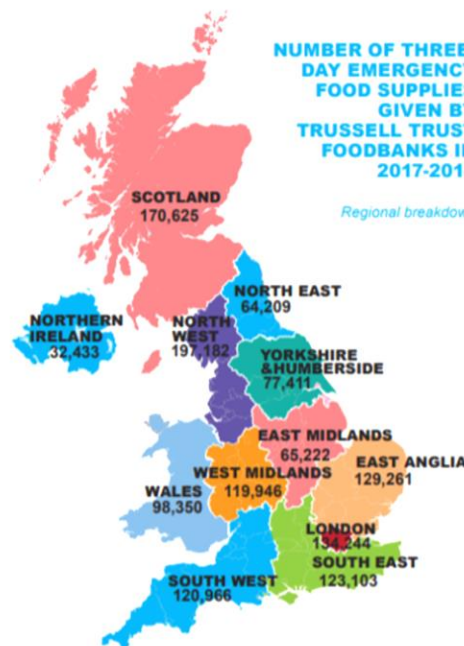


40,000

people volunteered with a Trussell Trust foodbank in 2017-2018

NUMBER OF THREE-DAY EMERGENCY FOOD SUPPLIES GIVEN BY TRUSSELL TRUST FOODBANKS IN 2017-2018

Regional breakdown



© WJEC CBAC Ltd

(3700U20-1A)

Turn over.

A3. Explain in your own words what is meant by a 'three-day emergency food supply'. [1]

A4. What does the graph show about the number of emergency food supplies provided by Trussell Trust foodbanks? [1]



Text B is adapted from a news story in a national newspaper.

‘It’s a life or death situation’: why GPs are referring patients to food banks

The icy wind outside the Height Medical Practice in Salford, Manchester is a clear sign to its practice nurse that she will be sending patients – stuck with the choice of eating or keeping warm – to the local food bank.

More than half of the practice’s 4,000 registered patients are classed by GPs as “very deprived”, with high rates of alcohol and drug problems, as well as homelessness. Increasingly, a referral to Salford Foodbank has become more crucial to their care than anything she can offer from her clinical training.

“It’s a life-and-death situation with some patients,” says the practice nurse. “Some can’t take their medication without food, so they are going without that too because they cannot afford to eat. It drives me up the wall.” She refers to a man in his 50s who has diabetes and requires insulin three times a day to be taken with food. Since he does not necessarily eat even once a day, neither does he take his medication. She is struggling to persuade him to go to the food bank. “For many people, it’s an admission of failure,” she says.

In a recent inspection, the practice was rated as outstanding, with its links with Salford Foodbank singled out for special praise. Since 2014, the practice has sent 32 patients for food parcels.

Nearby, Langworthy Medical Practice makes even more referrals to Salford Foodbank – 263 since 2014. Currently, around 45 of their patients are surviving on GP-referred food parcels.



TEXT B

A5. The article refers to some patients being classed as 'very deprived'. What does the word 'deprived' mean? **Tick (✓) the correct box.** [1]

people who have lost their jobs and have nowhere to live

☐

people who are suffering from mental or physical illness

☐

people who are privileged

☐

people who are suffering from a severe lack of basic necessities in life

☐

A6. How many patients from Langworthy Medical Practice are currently using Salford foodbank? [1]

.....



A7. How does this article make it clear that the use of a foodbank is helpful for patients at the Height Medical Practice? [5]

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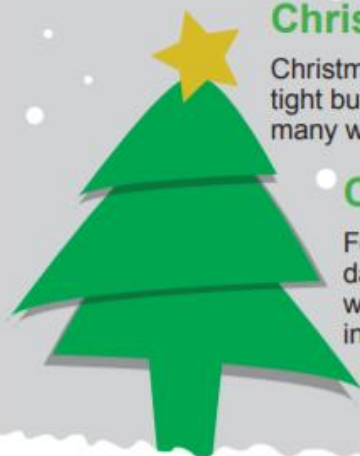
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Text C is a poster advertising a Cardiff foodbank.

Reverse Advent Calendar



Christmas Appeal

Christmas can be a difficult time for many, especially for those living on a tight budget. With increased winter fuel bills alongside the seasonal pressures many will find themselves in food crisis.

Can you help someone this year?

For 25 days, from the 6th November, please could you donate an item daily from the list below. Pop it in a box or bag and then drop it off at our warehouse in early December. We can then make up parcels for people in need – you really can make a big difference this Christmas!

- | | | |
|-------------------------|--------------------|---|
| 1. Custard | 10. £2 donation | 19. Chocolate |
| 2. £2 donation | 11. Tinned ham | 20. £1 donation |
| 3. Sponge/Christmas pud | 12. £1 donation | 21. Fruit juice |
| 4. £1 donation | 13. Gravy granules | 22. £2 donation |
| 5. Soup | 14. £2 donation | 23. Biscuits |
| 6. £2 donation | 15. Tinned veg | 24. £1 donation |
| 7. Savoury biscuits | 16. £1 donation | 25. A non perishable food item of your choice |
| 8. £1 donation | 17. Coffee | |
| 9. Crisps/nuts | 18. £2 donation | |

Thank you!

Info@cardiff.foodbank.org.uk

www.cardiff.foodbank.org.uk





TEXT C

A8. According to the poster, why might people find themselves in 'food crisis' at Christmas? [1]

A9. How does the Reverse Advent Calendar make it seem easy to help others at Christmas? [4]

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Foodbanks aren't solving problems — they can make things worse too

by Edwina Currie

The Trussell Trust says there has been an increase in people using foodbanks in the last 12 months. Of course; that's because there are more foodbanks. As anyone with any sense can grasp, if you give away something worth having, you'll have takers queuing at the door.

Foodbank usage is being connected to poverty. The figures are being used as a stick to beat the government, often by well-meaning groups who want to 'do something' to help. In reality, they may be adding to the problems that brought people to their doorstep in the first place.



Text D has been adapted from a blog.

The users of foodbanks seem to me to fall into three categories.

1. **People with long-term issues, such as addiction, alcoholism and mental illness.** These people would struggle at any time; services for them are often atrocious, with long waiting lists. When councils start using money for foodbanks instead of health programmes, I despair. Manchester, for example, is spending over £240,000 on foodbanks this year. It'd be better spent on addiction clinics.
2. **People with short-term problems, such as debt.** Foodbanks are meant to be for emergencies only, not for maintaining people in a hand-to-mouth existence. How often do the same faces reappear claiming their tin of soup, instead of confronting failure and sorting out their money problems?
3. **People who are not poor.** There are people who seem to make a choice to stay on benefits, and to get free food. Kindly food bank operators rarely have the resources to visit such people at home. One imagines they would get as incensed as I do at the well-fed dogs, the wide-screen TVs, the satellite dishes, the manicures and mobiles – and the car parked outside... Desperate? No, not all of them.

Free food increases poverty and encourages problems rather than solving them.



TEXT D

A10. Explain why Edwina Currie thinks there has been an increase in 'people using food banks in the last 12 months'. [1]

.....

.....

A11. Edwina Currie uses the phrase 'a stick to beat the government'. Explain what she means. [1]

.....

.....

A12. This blog refers to 'long-term issues'. What does this mean? **Tick (✓) the correct box.** [1]

- | | |
|---|--------------------------|
| problems that occur over an extended period of time | <input type="checkbox"/> |
| problems that occur during school time | <input type="checkbox"/> |
| problems such as addiction and alcoholism | <input type="checkbox"/> |
| problems that lead to emergencies | <input type="checkbox"/> |



A13. Look at the first paragraph of this text. What impressions does the writer give of what it is like to get into debt? [6]

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A14. Look at **Text D** and **Text E**. Compare and contrast what is said about **people** who use foodbanks. [10]

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A15. Circle the word below that best fits the gap in the sentence:

**That evening, my family and I were intending to go to a new restaurant for
..... dinner.**

me

are

our

that

[1]



A16. Tick (✓) the box of the sentence which is grammatically correct.

[1]

He did not want no more ice cream.

☐

He did not want know more ice cream.

☐

He did not want any more ice cream.

☐

He did not want many more ice cream.

☐



A17. Circle the pair of words that best fit the meaning of the sentence below: [1]

Gina had to show she had experience as a volunteer for part of her Duke of Edinburgh Award. She had no idea how much she would end up it.

required–loving

needed–enjoying

wanted–making

worked–hoping



A18. Read the text below which consists of sentences in the wrong order and show your understanding by answering the questions that follow:

1. Eventually, the shutters were lifted and the doors opened.
2. Despite this, a queue was already forming outside the local bakery.
3. It was bitterly cold on the last shopping day before Christmas.
4. Iwan joined the people waiting, rubbing his hands together for warmth.
5. The shop was welcoming as Iwan finally stepped into the warmth.

(a) Which sentence should come **third** in the text? Write the number of the sentence below.
[1]

.....

(b) Which sentence should come **fifth** in the text? Write the number of the sentence below.
[1]

.....





B1. *In this task you will be assessed for the quality of your **proofreading**.*

Read the following appeal.

Circle the five errors and write them correctly in the spaces below.

[5]

Our school have decided to take part in the Reverse Advent Calender appeal for our local foodbank. It is hoped that each form group will discuss this during tutor time and organise themselves to complete this task? Donations such as dried foods, tinned goods and toiletries would be gratefully recieved.

1.

2.

3.

4.

5.



B2. *In this task you will be assessed for the quality of your **writing** skills.*

20 marks are awarded for communication and organisation; 15 marks are awarded for writing accurately.

You should aim to write about 350 to 500 words.

Choose **one** of the following for your writing:

[35]

Either, (a) Describe a time when you faced a challenge.

Or, (b) Write an essay explaining why charity is important, giving clear reasons and examples.

The space below can be used to plan your work before starting your writing on the next page.

PLAN:

Exam Walk-Through

GCSE English Language

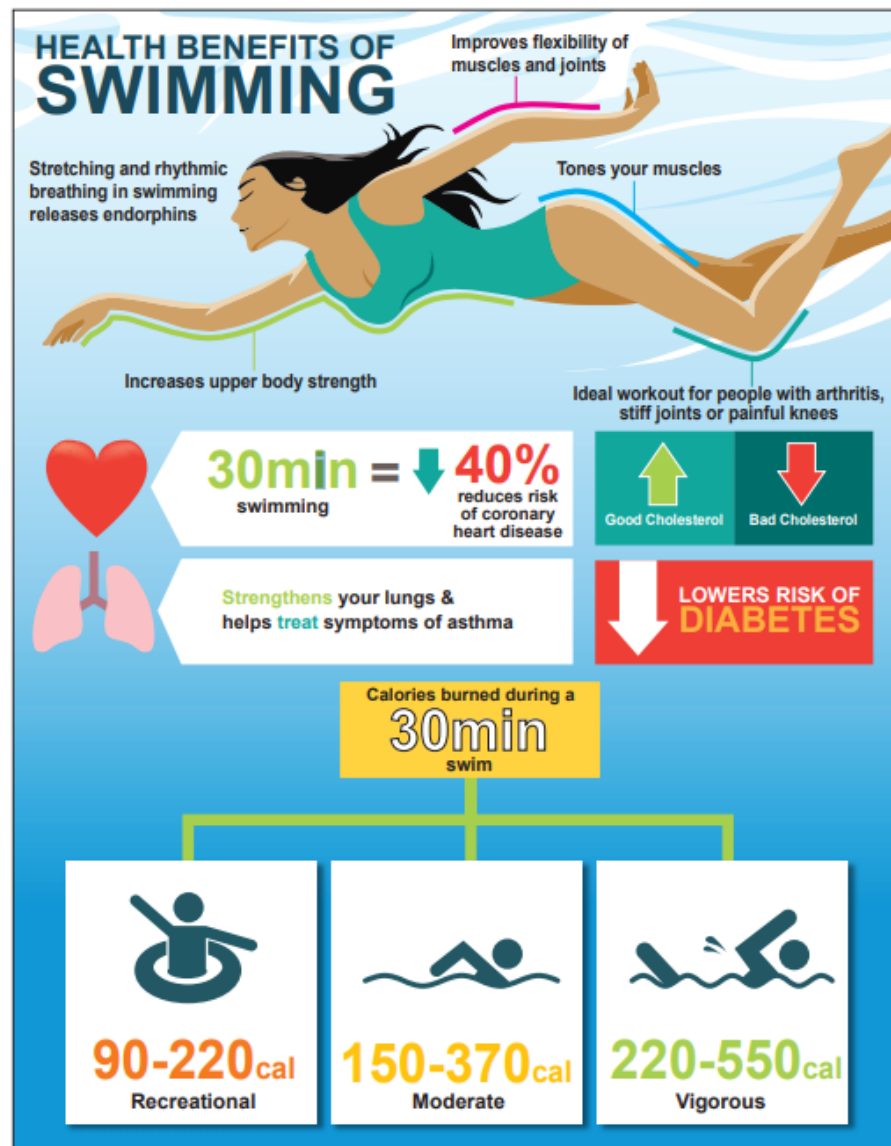
Unit 3





- This paper is Unit 3: Argumentation, Persuasion and Instructional.
- It is testing reading and writing.
- The paper is made up of two sections/fifteen questions [40 marks are allocated to each section].
- The exam lasts two hours.







A1. List **two** things that are strengthened by swimming.

[2]

1.

2.

A2. How many calories are burned during a moderate 30-minute swim?

[1]

.....



Text B is a poster taken from the Swim Safe website. This initiative was developed to help children swim outdoors safely.





A3. Text B helps children to swim safely outdoors. Put these stages into the order in which they should be completed by numbering them.

One stage has been completed for you.

[3]

Stay alert while you are swimming and call for help if you need it.

Before you start, research a safe place to swim.

Look for a safe place to enter the water. Do not dive in if you don't know how deep the water is.

Make sure you take an adult with you.



A4. In **Text B**, the writer states that swimmers should 'Stay alert while you are swimming'. What is meant by the word 'alert'? **Tick (✓) the correct box.** [1]

Stay accompanied

☐

Stay hydrated

☐

Stay attentive

☐

Stay in an upright position

☐



Text C is taken from a blog about wild swimming.



Summer is fast approaching, and as the temperature rises so does the urge to take a dip into a cool pool. Public and purpose built swimming baths are great, but more and more people are opting for a natural approach – by swimming in natural pools.

North Wales' varied and untouched landscape offers a wealth of wild swimming locations where you can enjoy sparkling clear lakes, picturesque rivers and even waterfalls. Bathing in a secluded location surrounded by nature away from the hustle and bustle of busy life – it's no wonder that this sport is on the rise.

Wild swimming expert and enthusiast Gabby Dickinson, who runs outdoor swim firm Gone Swimming, has spoken about the joy and benefits of experiencing the natural waters and recommended a few of what she considers the best spots in North Wales to enjoy a refreshing dip with nature. "Swimming in open water is great for the body but also for the mind – the cold water makes the body kick out all sorts of great feel-good hormones that are fantastic for keeping our mental health in check. I think a lot of the joy of wild swimming is finding the hidden gems. Look for all the blue blobs on the maps and go and find them. Look for bends in small rivers where there might be a pool. There's something magical about discovering and exploring all these hidden and secluded spots."

Gabby advises people to swim in a group and have one person on shore. "It's a good idea to check that you know where you are and can spell it in case you need to call for help. It's worth noting if you or anyone else has a phone signal and if not, where was the last place you had it, so you can go back to that spot and make a call. Be sure to set your phone up to text 999, so without much signal you can get help. Follow local advice and signs and remember, do not trespass – it's bad for everyone."

She also said, "Swimming as a family is great and kids' wetsuits can be fun and picked up pretty cheaply. But I would recommend even in the height of summer taking warm stuff to change into, and, of course, some cake for afterwards too."



A5. What is the name of Gabby Dickinson's outdoor swim company?

[1]

.....

A6. List **two** natural features that can be enjoyed during an outdoor swim.

[1]

1.

2.

A7. What is meant by the writer when she refers to a 'secluded location'? **Tick (✓) the correct box.**

[1]

A place that is quiet and isolated

☐

A place that is in the countryside

☐

A place that is beautiful and picturesque

☐

A place that is easy to find

☐



A8. In your own words, summarise why Gabby Dickinson enjoys wild swimming.

[5]

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Text D is taken from a website about the benefits of swimming.

Why swimming is so good for you

Swimming is unlike any other aerobic workout. First, the fact that you're submerged in water means your bones and muscles are not affected by gravity. This makes swimming the ideal exercise for people with arthritis, for whom weight-bearing exercise can be extremely painful. Research has also linked swimming with helping to lower blood pressure.

But don't be fooled by swimming, your body is working hard when you're in the pool. Water is denser than air, so moving through water puts more pressure on your limbs than out-of-water exercise.

Who wouldn't want a swimmer's body? Swimming fires up more of your body's major muscle groups than other forms of cardio exercise. If you think about running or biking, you're mostly using your lower body. Swimming engages your legs, your upper body and core. Your back benefits too. Swimming helps to improve your posture and prevent the back injuries and pain that stem from long stretches of sedentary time, especially for people who have desk-based jobs.

Swimming is linked to many of the same life-extending, heart-saving, mood-lifting benefits associated with other forms of aerobic exercise. Swimming is an inexpensive hobby, so it won't break the bank. And it's fun, which matters.

If you are going to try swimming, start slowly. Try a thirty-minute session three times a week. Don't try to do too much too early and focus on proper technique. Consider finding a swimming instructor if you didn't have any swimming lessons as a child. If you're not used to swimming, it can be hard to relax in the water. Being tense may limit the sport's benefits.



A9. Explain what is meant when the writer refers to 'sedentary time'. **Tick (✓) the correct box.** [1]

Time when you are active ☐

Time when you are bored ☐

Time when you are dynamic ☐

Time when you are inactive ☐



A10. How does **Text D** try to persuade the reader that swimming is good for everyone? [8]

You must refer to the text to support your views.

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Text E is a personal account which featured in a newspaper article.

How swimming helped heal my depression

I'll never forget the summer of 2015. At the time, I was living in the south of England with my husband and our two young boys. Things felt stressful as I was juggling working as a teacher, being a mum and studying at college.

But almost overnight, my life broke down. I felt tired but I couldn't sleep, and I became terrified of doing normal household tasks. Even the washing up was overwhelming. I'd often find myself crying for no reason.

On one occasion, I was sitting in the garden, watching my sons running around, and suddenly I felt I wanted to run away. That was the moment I knew something awful was happening to me.

My husband was amazing but we agreed he had to focus on caring for our children, so I moved in with his mum for a few weeks. I didn't want the boys to see me crying all the time. They visited every day and I managed to put on a brave face when they were there, but the rest of the time I felt so terrible. I was eventually diagnosed with depression but nothing seemed to help.

Then I started seeing a therapist who helped me greatly. But the biggest difference came one day last summer, when my father drove me to the beach.

I'd always enjoyed being by the sea, especially when swimming. So that day I peeled off my jeans and T-shirt, pulled on my bathing costume and waded in up to my waist. Then I started paddling through the water and immediately I felt different – calm and energised. I swam for about 30 minutes and felt the black cloud ebbing away. That moment I decided I would try to go swimming every day.

Sometimes, especially on cloudy, windy days, it was hard to drag myself down to the beach. But I went anyway. I knew that as soon as I got in the water, I'd feel good. Over the weeks, these relaxed, invigorated feelings became more permanent. I began reading about the benefits of cold-water swimming and learnt that repeated exposure to cold water can improve responses to the stresses that trigger depression. I decided to swim through the winter months too, even though I knew the sea would be bitterly cold.

To spread awareness of how cold-water swimming can help, I set up a Facebook page inviting others with depression to join me in the sea – and was happily surprised when 28 people turned up.

Six months later, I feel like my old self again. I'm back at work – and I still swim four times a week, often with others. They feel the same as me: that the water is wonderfully calming and soothing. Swimming really helped me get my life back.



A11. What do we learn about the writer before she takes up swimming?

[5]

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A12. Explain what the writer means when she tells us that she 'felt the black cloud ebbing away'.
[1]

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A13. Look at **Text D** and **Text E**. Synthesise the benefits of swimming using information taken from these two texts. [10]

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B1. According to your PE teacher, 'Swimming is the very best form of exercise.'

You have been asked to prepare a talk for your classmates in which you give your views about swimming.

Write down what you would say.

[20]

10 marks are awarded for communication and organisation; 10 marks are awarded for writing accurately.

You should aim to write between 200-300 words.

The space below can be used to plan your work before starting on the next page.

PLAN:



B2. Write a letter to your local council persuading them to improve the leisure facilities in your area.

Write your letter.

[20]

10 marks are awarded for communication and organisation; 10 marks are awarded for writing accurately.

You should aim to write between 200-300 words.

The space below can be used to plan your work before starting on the next page.

PLAN:



1. Try to follow the timings of the paper as indicated on the front cover.
2. In Section A, read each text once before attempting to answer the questions on it.
3. Highlight the key words in the question and look at how many marks and lines are available for it.
4. In Section B, make sure they plan each writing task in before starting the response.
5. Once they have completed the exam, use any remaining time to proofread their answers. The writing responses have a combined 20 marks (25% of the paper total) for technical accuracy.



Building on success and moving forward

1. Focus on specific exam skills
2. Focus on accuracy in writing (50%)
3. Provide English Language Masterclass (Tuesday C25 with Mrs Wilkie)
4. Regular skilled assessment
5. Specific targeted in class intervention
6. Intervention teachers to revise specific skills
7. PPEs in December and Spring
8. WTM before exam
9. Breakfast session day of exam
10. Continual parental support



Carousel of lessons – 15 mins each

- Synthesis Skill – Mrs Wilkie B4
- Summary Skill – Mrs Mahoney B6
- Proof reading / Editing Skill – Mr Bunch B3
- Writing Section – Mrs Sharp B5



Reading Skills - Synthesis

English Language GCSE

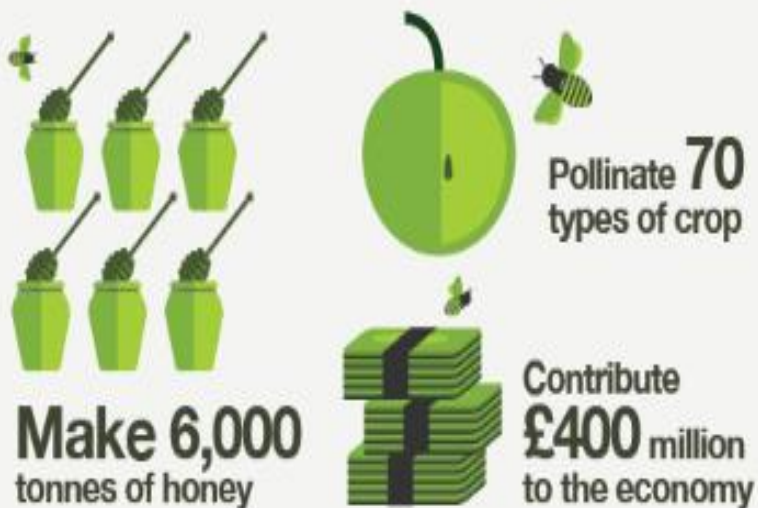
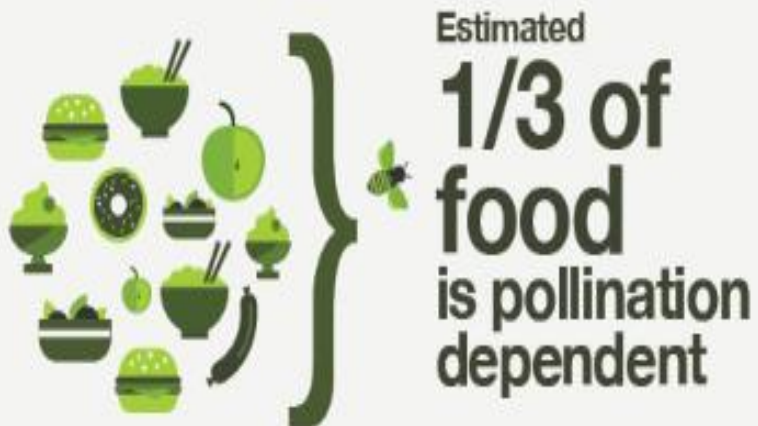
Unit 2 and 3



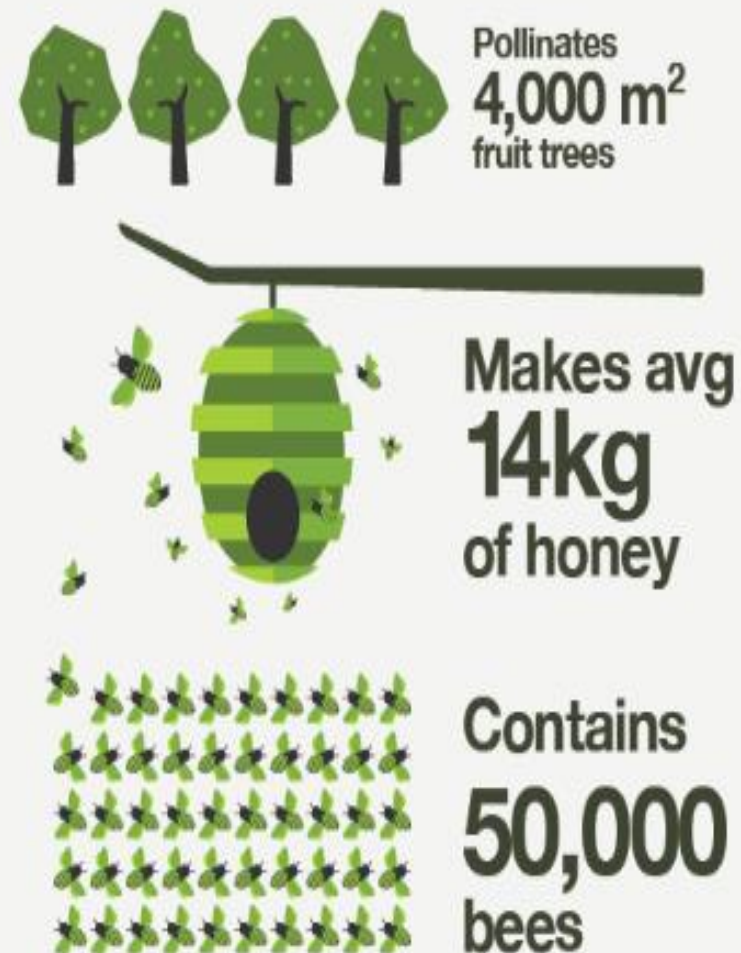
What bees do for us

What else do we now know...?

All bees:



A colony:

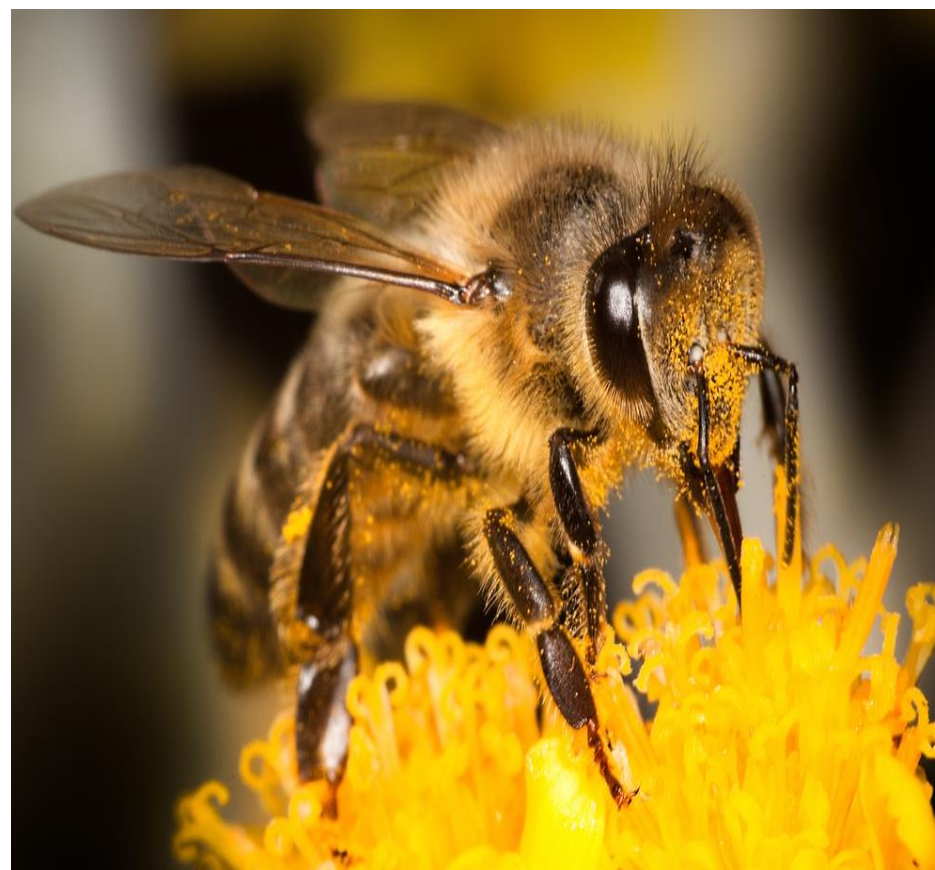




How do you know?

What reading strategies
have you used?

What reading strategies
might we use to pull texts
together and develop our
understanding?





Reading Strategies

skimming- to get the 'gist'
scanning- for key
information
inference and deduction
summarising
identifying viewpoint
Synthesis...?



Learning Objective:

- Use and develop reading skills, including **synthesis**
so that -
- we can engage with a range of new texts in preparation for the Language GCSE.



- Read the two texts that you have been given.
- Record key ideas in the graphic organiser.

TEXT A

As we all know, bees are in trouble. Around the world many types of bee are in decline, and some species have gone extinct. These declines are driven by multiple factors including loss of wildflowers from the countryside, outbreaks of disease, and exposure to the many pesticides used in modern farming. This is particularly worrying, as we need bees; they pollinate our crops and our wildflowers.

One action we can all take is to grow bee-friendly flowers in our gardens, providing bees with much-needed nectar and pollen. If every gardener did this we could turn our suburban areas into giant bee nature reserves. Buying plants for bees has proved to be very popular, and most garden centres help by providing labelling to show which plants are best for bees. The Royal Horticultural Society has a special "Perfect for pollinators" label, with a picture of a bumblebee on it. Most bee-friendly flowers are also very pretty, so planting them has the added bonus of making your garden beautiful.

Sadly, there is a problem, a hidden danger. The pretty flowers on sale in garden centres are usually grown on the continent, many of them in the Netherlands, in intensive production facilities. To keep them looking perfect they are treated with chemicals, including a class of insecticide called neonicotinoids which are very harmful to bees. These chemicals, neonics for short, are neurotoxins that attack the brains of insects and paralyse them, or at lower doses leave them dazed and confused.

Dave Goulson
Professor of Bumblebees, University of Sussex

Text B

Importance of Bees

Honey bees are part of the Hymenoptera order which includes, Bumble bees, Solitary bees, Wasps, Sawflies and Ants.

What we can learn from bees

Studying bees adds significantly to the wider education of pupils. For example:-

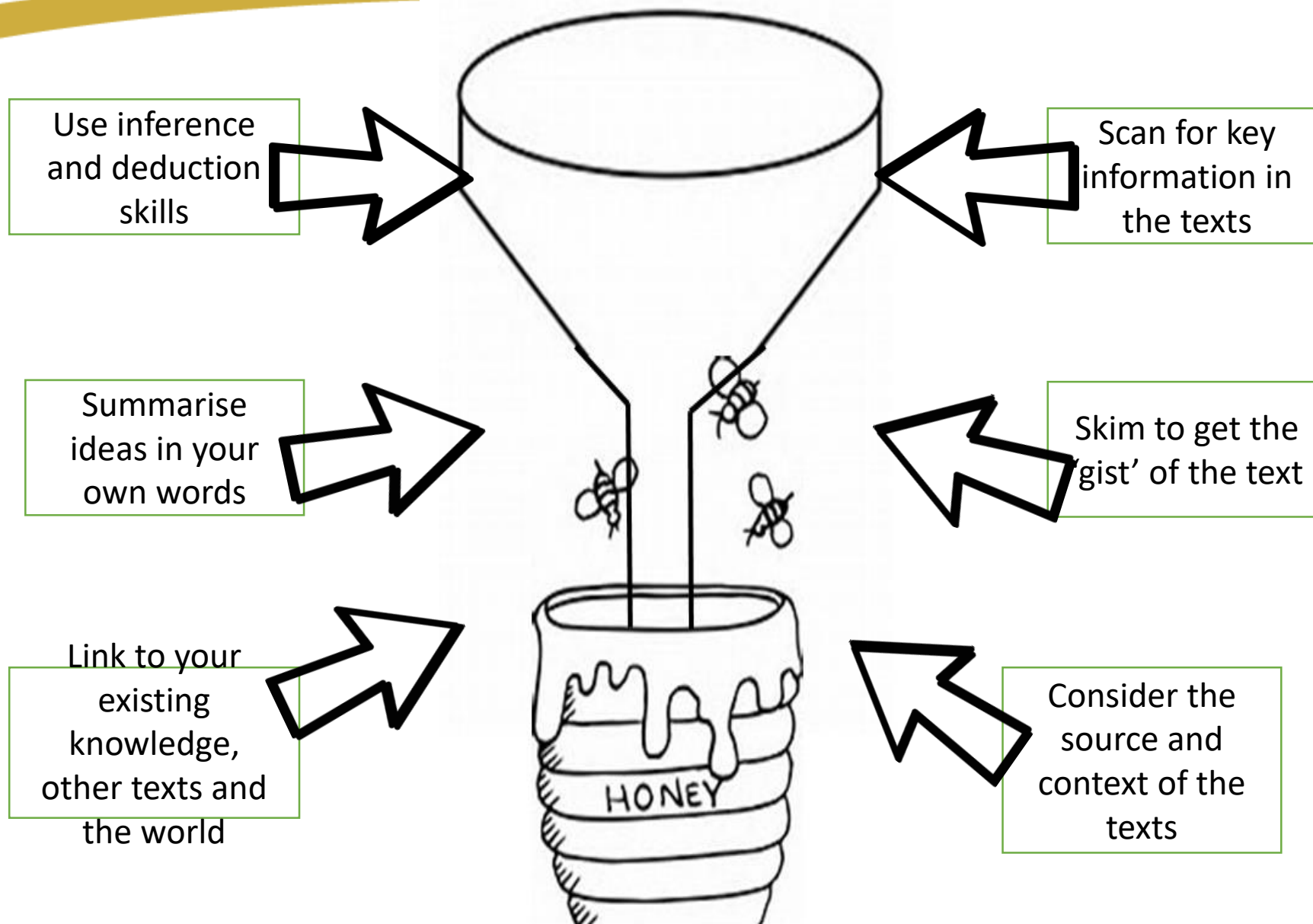
- Bees are pollinators vital to our food chain. One third of the food we eat would not be available but for bees.
- Bees, like other insects, are part of a food chain.
- The social life of the honey bee colony provides a controversial start to thinking about the structure of societies.
- The tools which have evolved on the limbs and mouthparts of bees are neat examples of adaptation and engineering.
- The harvest from honey bees of honey, pollen, wax and propolis has nutritional, craft, manufacturing, and medical applications.
- Pollination by bees is important for genetic sustainability. Genes that have evolved in other animals are important to our future, too.

Bees are in danger of disappearing from our environment. Farming practices continue to disturb the natural habitats and forage of solitary and bumblebees at a rate which gives them little chance for re-establishment. The honey bee is under attack from the varroa mite and it is only the treatment and care provided by beekeepers that is keeping colonies alive. Most wild honey bee colonies have died out as a result of this disease.

These factors, coupled with a decline in the number of beekeepers in the UK, have prompted the production of the 'Bees in the Curriculum' Schools pack by the British Beekeepers Association (BBKA). Attitudes to bees must change and a new generation needs to be educated into the value of bees and the threats to their existence.

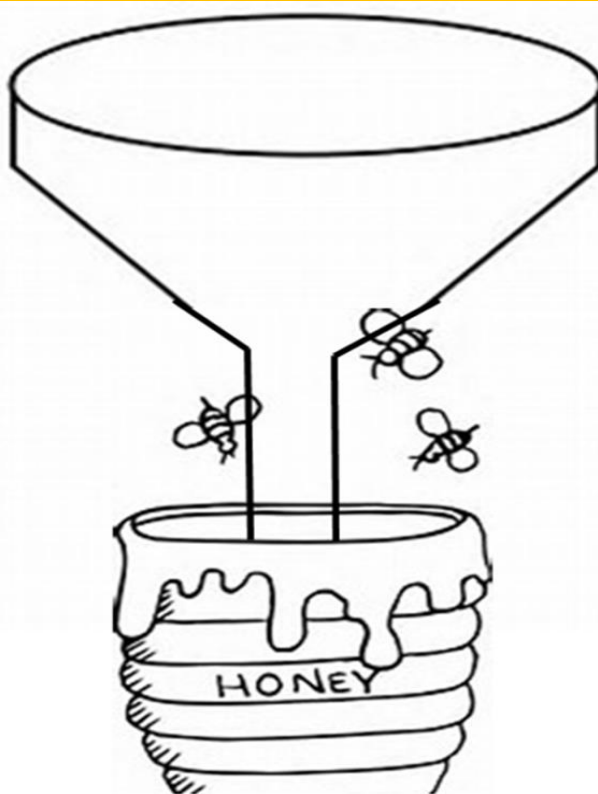
In the UK about 70 crops are dependent on, or benefit from, visits from bees. In addition, bees pollinate the flowers of many plants which become part of the feed of farm animals. The economic value of honey bees and bumble bees as pollinators of commercially grown insect pollinated crops in the UK has been estimated at over £200 million per year.







Using all the information you have gathered on your graphic organiser answer the following exam question:
Synthesise the information about bees in Text A and Text B (10 marks)





How do I structure my answer?

In Text A it says:

-
-
-
-
-

In Text B it says:

-
-
-
-
-



Reflection

How might you explain synthesis?

Write your definition of synthesis...
Share with a partner and refine.





Summary Skill



This lesson we will be focusing on...

Summarising- looking at key steps
to write a successful summary.



Key Reading Skill

Example Exam questions:

Reading paper-

NB. It will always say the word “summarise” in a summary question so there is no catch and students need to learn the rules for this skill as it often answered incorrectly by students who haven’t revised. The amount a student should write is indicated by the number of marks available.

A9. Summarise what people have done to fix their dental problems. [5]

A3. In your own words, summarise three tips that Helen offers in her final answer. [3]



How to write a successful summary.

Think about- where have you used a summary before? How confident do you feel about answering a summary question in an exam?





SUMmarise It

Shorter than the text

Use your own words

Main ideas only





Success Criteria

<u>Success criteria for summarising:</u>	<u>Common Errors:</u>
<ul style="list-style-type: none">• Must be in your own words.	<ul style="list-style-type: none">• Using words directly from the text -"quoting"
<ul style="list-style-type: none">• Only include key information.	<ul style="list-style-type: none">• Write down everything from the text.
<ul style="list-style-type: none">• Only question on the English exam paper where you can use BULLET POINTS	<ul style="list-style-type: none">• Making vague or unclear statements.



Process for successful summarising...

1. Skim the text to get a basic gist of what the text is about. (Skim and scan/rapid reading).
2. **Underline/highlight key words or details.**
3. Ignore details that are not important
4. Write in your own words in bullet points!



Key Vocabulary-
(Highlighted from the text)

Paraphrase-
(Put into your own words)

Example: 'Meets resistance'

Body will try to reduce the flow of the current.

2.

3.

4.

5.

6.



Summarise what happens when someone gets electrocuted. [5] Highlight at least five things.

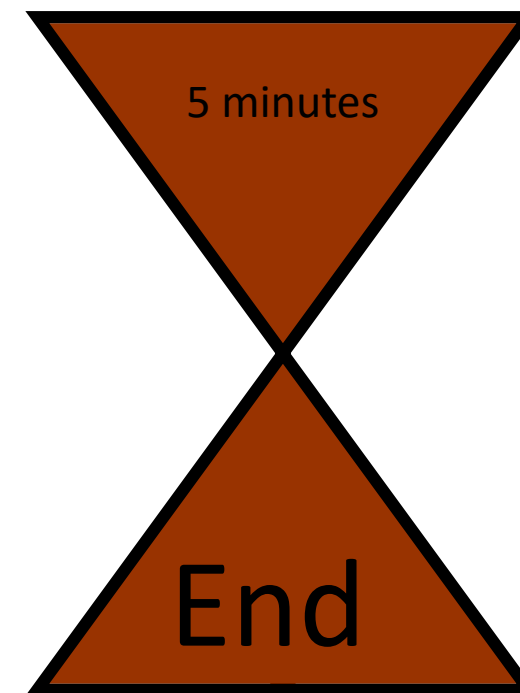
If the examiner is asking 'what happens' this suggests you should look for actions. So spotting verbs will be helpful.

As the current passes through your body, it will meet resistance in the form of your flesh (which acts the same way as a resistor in a circuit). Like a resistor, this also creates heat, which is what causes the sometimes severe burns that you can receive from an electric shock.

It's also important to remember that electrical signals are what our bodies use to send signals between our nerves including muscle fibres and neurons. This then means that our nerves will register false positives, causing our muscles to flex for instance. When you watch someone get electrocuted in a film online, usually you will see that they get thrown across the room like a rag doll. The reason for this is actually that their own muscles are throwing them that far by tensing so suddenly. This is of interest to the world of strength training, because the power generated by the muscles appears to actually be *greater* than would normally be possible through the conscious decision to tense.



Now... have a go at summarising what happens to your body when you get electrocuted.





Model Answer WWW & EBI

- Consolidate summarising skills using model answer and reflective feedback.

What went well:

WWW

Even better if:

EBI



Feedback



1. Volunteers to read your summary and WWW/EBI evaluation?
2. Fill in the 'end of lesson' box on your sheet including how confident you feel about summarising after the lesson.

Give me 5...

On your sheet -write down 5 new things you have learned about summarising.





Proof Reading Skills



PROOF-READING (31)

The following is an email from a local restaurant. There are **five** errors in the text. Find and correct them.

Thank you for sharing your recent experience on our website. We apreciate all feedback form our customers and are happy to take the oportunity to improve our service?

As one of our most loyel customers, we are pleased to offer you a voucher for £5 off your next meal with us. To redeem, simply print out the voucher below and bring it with you on your next visit.

We hope to see you very soon.



PROOF-READING (34)

Read the following passage. Find and correct the errors. There are **eight**.

Landowner's are being consulted this week as part of an initiative to return the once native species of Eurasian Lynxes to the wild's of Wales.

Some farming groups are concerned about the project. Their worried about the affect of a large predator living near their livestock, though they have been reassured that they will be paid in full for any lost animals. There is also some concern from residents in the proposed area's.

If you would like to get involve with the debate then email us via the link below with you're opinions.



PROOF-READING (35)

Read the following text and check the punctuation carefully. Add the missing punctuation and correct any errors that you spot.

Suzy shivered in the cold as she, waited outside the house. Her arms lightly covered in a soft wrap stung in the biting wind. Her foot tapped with impatience.

He wasn't coming. She tutted in irritation and turned to try the door. It swung open creaking a little and revealed a steep, staircase.

As she started to climb the stairs Suzy thought she heard a noise from the rooms above. She froze and listened for a moment but the house remained silent and dark.

Tense with fear she continued up



PROOF-READING (36)

Read the text below that is advertising a play in the theatre.
There are **five** errors. Identify the five errors and correct them.

The Boy in the Striped Pyjamas

Wednesday 15 – Saturday 18 April
The Lowry, Salford Quays

'Intimate and epic'
- The Times Online

'Performances across the board are exeptional'
- Brittish Theatre Guide

Based on the best-selling novel by John Boyne, *The Boy in the Striped Pyjamas* is a heart-renching tale of an unlikely friendship between two boys.

Set during World War II, the story is seen through the inocent eyes of Bruno, the eight-year-old son of the commandant at a concentration camp, whose forbidden friendship with a Jewish boy on the other side of the camp fence has startling and devastating consequences.

Brought to you by *The Children's Touring Partnership* who have previously produced *Swallows and Amazons* and *Goodnight Mister Tom*, this world premiere of *The Boy in the Striped Pyjamas* on stage, promises to be a deeply moving and thought provoking production.



PROOF-READING (31)

Answers

Thank you for sharing your recent experience on our website. We **appreciate** all feedback **from** our customers and are happy to take the **opportunity** to improve our service.

As one of our most **loyal** customers, we are pleased to offer you a voucher for £5 off your next meal with us. To redeem, simply print out the voucher below and bring it with you on your next visit.

We hope to see you very soon.



PROOF-READING (34)

Answers

Landowners are being consulted this week as part of an initiative to return the once native species of Eurasian **Lynx** to the **wilds** of Wales.

Some farming groups are concerned about the project. **They're** worried about the **effect** of a large predator living near their livestock, though they have been reassured that they will be paid in full for any lost animals. There is also some concern from residents in the proposed **areas**.

If you would like to get **involved** with the debate then email us via the link below with **your** opinions.



PROOF-READING (35)

Answers

Suzy shivered in the cold as she waited outside the house. Her arms, lightly covered in a soft wrap, stung in the biting wind. Her foot tapped with impatience.

He wasn't coming. She tutted in irritation and turned to try the door. It swung open, creaking a little, and revealed a steep staircase.

As she started to climb the stairs, Suzy thought she heard a noise from the rooms above. She froze and listened for a moment but the house remained silent and dark.

Tense with fear, she continued up.



PROOF-READING (36)

Answers

The Boy in the Striped Pyjamas

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Based on the best-selling novel by John Boyne, *The Boy in the Striped Pyjamas* is a heart-wrenching tale of an unlikely friendship between two boys.

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Editing Skill



EDITING (2)

Read the sentences below. They are taken from a job rejection letter and are in the wrong order. Answer the questions that follow.

- A. I regret to inform you that on this occasion your application has been unsuccessful.
- B. I would like to take this opportunity to thank you for your interest in Andy's Supermarket and wish you every success in your future.
- C. Thank you for your recent application for the post of Warehouse Manager at Andy's Supermarket.
- D. However, we will keep your details on file and contact you should a more suitable position become available.

1. Which of these sentences should come first? Circle the correct answer.

- A.
- B.
- C.
- D.

2. Which sentence should come fourth? Circle the correct answer.

- A.
- B.
- C.
- D.

3. Which of the following is an acceptable way to begin this letter? (Tick one box.)

- | | |
|----------------------|--------------------------|
| a. Dear Mr. Jenkins, | <input type="checkbox"/> |
| b. Bob, | <input type="checkbox"/> |
| c. Hello, | <input type="checkbox"/> |
| d. Hey there! | <input type="checkbox"/> |

4. Which of the following pairs of words would best fit the below sentence? (Tick one box.)

"The _____ of applicants for this position was very _____."

- | | | |
|------------|-----------|--------------------------|
| a. status | excellent | <input type="checkbox"/> |
| b. quality | high | <input type="checkbox"/> |
| c. number | various | <input type="checkbox"/> |
| d. quality | complex | <input type="checkbox"/> |



EDITING (3)

The paragraph below is part of a campaign advertising jobs at a new fast food outlet. Read the text and select the appropriate words to fill the gaps.

Be part of the action at Marco's

Marco's is __ (1) __ fast and we are looking for new members to join our team. We are opening a __ (2) __ new venue in your area and you have the opportunity to be part of the buzz. We are looking for dynamic and motivated people to share in our success. If you are between 16 and 19 and want to know more, come to the __ (3) __ Event on 14th October.

1. a. changing
 b. flourishing
 c. extending
 d. growing
 e. increasing

2. a. amazing
 b. sensational
 c. startling
 d. astounding
 e. dramatic

3. a. Recruitment
 b. Staffing
 c. Interview
 d. Selection
 e. Training



EDITING (2)

Answers

Correct order:

Thank you for your recent application for the post of Warehouse Manager at Andy's Supermarket.

I regret to inform you that on this occasion your application has been unsuccessful.

However, we will keep your details on file and contact you should a more suitable position become available.

I would like to take this opportunity to thank you for your interest in Andy's Supermarket and wish you every success in your future.

1. Which of these sentences should come first?

C

2. Which sentence should come fourth?

B

3. Which of the following is an acceptable way to begin this letter?

- a. **Dear Mr. Jenkins,**
- b. Bob,
- c. Hello,
- d. Hey there!

4. Which of the following pairs of words would best fit the below sentence?

"The _____ of applicants for this position was very _____."

- | | |
|-------------------|-------------|
| a. status | excellent |
| b. quality | high |
| c. number | various |
| d. quality | complex |



EDITING (3)

Answers

Be part of the action at Marco's

Marco's is **growing** fast and we are looking for new members to join our team. We are opening a **sensational** new venue in your area and you have the opportunity to be part of the buzz. We are looking for dynamic and motivated people to share in our success. If you are between 16 and 19 and want to know more, come to the **Recruitment** Event on 14th October.

1.
 - a. changing
 - b. flourishing
 - c. extending
 - d. growing**
 - e. increasing

2.
 - a. amazing
 - b. sensational**
 - c. startling
 - d. astounding
 - e. dramatic

3.
 - a. Recruitment**
 - b. Staffing
 - c. Interview
 - d. Selection
 - e. Training



Writing Accuracy/ Planning for Section B



UNIT 2

Band	Communicating and organising (meaning, purpose, readers and structure)	Band	Writing accurately (language, grammar, punctuation and spelling)
5 (17-20 marks)	<ul style="list-style-type: none"> Mature and perceptive writing Sustained and effective writing with techniques that fully engage the reader's interest Appropriate register is confidently adapted to purpose/audience Ideas are convincingly developed with detail, originality and creativity Secure and coherent structure; there is sophistication in the shape and structure of the writing 	5 (13-15 marks)	<ul style="list-style-type: none"> Use a wide range of ambitious and appropriate vocabulary confidently to create effect or convey precise meaning Appropriate and effective variation of sentence structures Virtually all sentence construction is controlled and accurate A range of punctuation is used confidently and accurately Virtually all spelling, including that of complex irregular words, is correct Control of tense and agreement is totally secure Very secure command of grammar
4 (13-16 marks)	<ul style="list-style-type: none"> Clearly controlled and well-judged writing Shows secure understanding of the reader's needs and how to hold interest with techniques used Register is appropriately and consistently adapted to purpose/audience Develops ideas with convincing detail and some originality and imagination Writing is purposefully structured and clearly organised to give sequence and fluency 	4 (10-12 marks)	<ul style="list-style-type: none"> Use wide range of vocabulary with precision Secure command of grammar Sentence structure is varied to achieve effects Control of sentence construction is secure A range of punctuation is used accurately Spelling, including that of irregular words, is secure Control of tense and agreement is secure
3 (9-12 marks)	<ul style="list-style-type: none"> Writing is mostly coherent and interesting Clear awareness of the reader and some techniques used to meet their needs Register is mostly appropriately adapted to purpose/audience Ideas show development and there are some interesting effects in the writing The writing is organised to give sequence and structure 	3 (7-9 marks)	<ul style="list-style-type: none"> Use a good range of vocabulary with some precision Mostly consistent command of grammar Sentence structures are varied Control of sentence construction is mostly secure A range of punctuation is used, mostly accurately Most spelling, including that of irregular words, is correct Control of tense and agreement is mostly secure
2 (5-8 marks)	<ul style="list-style-type: none"> Some coherent writing Some awareness how to create effect to interest the reader A clear attempt to adapt register to purpose/audience Develops some ideas with an occasional interesting effect There is some organisation, some sequencing of ideas 	2 (4-6 marks)	<ul style="list-style-type: none"> Use some range of vocabulary Command of grammar is inconsistent There is some variety of sentence structure There is some control of sentence construction Some control of a range of punctuation Spelling is usually accurate Control of tense and agreement is generally secure
1 (1-4 marks)	<ul style="list-style-type: none"> Basic coherence in the writing Limited awareness of the reader Some attempt to adapt register to purpose/audience Some relevant content but uneven Basic organisation; simple sequencing of ideas 	1 (1-3 marks)	<ul style="list-style-type: none"> Limited range of vocabulary Limited range of sentence structures Control of sentence construction is limited There is some attempt to use to use punctuation Some spelling is accurate Control of tense and agreement is limited Limited command of grammar
0 marks	Nothing worthy of credit		

In expository writing, candidates are expected to present reasons or explanations based on the understanding and synthesis of ideas/information gleaned from text read and from other personal experiences



B1 and B2 Assessment Criteria

Band	Communicating and organising (meaning, purpose, readers and structure)	Band	Writing accurately (language, grammar, punctuation and spelling)
5 (9-10 marks)	<ul style="list-style-type: none"> Mature and perceptive writing Sustained and effective writing with techniques that fully engage the reader's interest Appropriate register is confidently adapted to purpose/audience Ideas are convincingly developed with detail, originality and creativity Secure and coherent structure; there is sophistication in the shape and structure of the writing 	5 (9-10 marks)	<ul style="list-style-type: none"> Use a wide range of ambitious and appropriate vocabulary confidently to create effect or convey precise meaning Appropriate and effective variation of sentence structures Virtually all sentence construction is controlled and accurate A range of punctuation is used confidently and accurately Virtually all spelling, including that of complex irregular words, is correct Control of tense and agreement is totally secure Very secure command of grammar
4 (7-8 marks)	<ul style="list-style-type: none"> Clearly controlled and well-judged writing Shows secure understanding of the reader's needs and how to hold interest with techniques used Register is appropriately and consistently adapted to purpose/audience Develops ideas with convincing detail and some originality and imagination Writing is purposefully structured and clearly organised to give sequence and fluency 	4 (7-8 marks)	<ul style="list-style-type: none"> Use wide range of vocabulary with precision Secure command of grammar Sentence structure is varied to achieve effects Control of sentence construction is secure A range of punctuation is used accurately Spelling, including that of irregular words, is secure Control of tense and agreement is secure
3 (5-6 marks)	<ul style="list-style-type: none"> Writing is mostly coherent and interesting Clear awareness of the reader and some techniques used to meet their needs Register is mostly appropriately adapted to purpose/audience Ideas show development and there are some interesting effects in the writing The writing is organised to give sequence and structure 	3 (5-6 marks)	<ul style="list-style-type: none"> Use a good range of vocabulary with some precision Mostly consistent command of grammar Sentence structures are varied Control of sentence construction is mostly secure A range of punctuation is used, mostly accurately Most spelling, including that of irregular words, is correct Control of tense and agreement is mostly secure
2 (3-4 marks)	<ul style="list-style-type: none"> Some coherent writing Some awareness of how to create effects to interest the reader A clear attempt to adapt register to purpose/audience Develops some ideas with an occasional interesting effect There is some organisation, some sequencing of ideas 	2 (3-4 marks)	<ul style="list-style-type: none"> Use some range of vocabulary Command of grammar is inconsistent There is some variety of sentence structure There is some control of sentence construction Some control of a range of punctuation Spelling is usually accurate Control of tense and agreement is generally secure
1 (1-2 marks)	<ul style="list-style-type: none"> Basic coherence in the writing Limited awareness of the reader Some attempt to adapt register to purpose/audience Some relevant content but uneven Basic organisation; simple sequencing of ideas 	1 (1-2 marks)	<ul style="list-style-type: none"> Limited range of vocabulary Limited range of sentence structures Control of sentence construction is limited There is some attempt to use punctuation Some spelling is accurate Control of tense and agreement is limited Limited command of grammar
0 marks	Nothing worthy of credit		



APPEAL TO REASON

Most people believe themselves to be reasonable, so appealing to a person's sense of reason is the most effective means of convincing them to change their way of thinking ('If we don't do this... then...').

APPEAL TO CHARACTER

We all share certain common ideas of what is just and fair! Appealing your audience's sense of what is right and fair can be a powerful persuasive device, e.g. 'Like you, I share a sense of horror and repulsion at what is happening...'.

APPEAL TO EMOTIONS

Persuasion often succeeds by the careful and considered use of emotion - especially showing how passionate you feel for your point of view.



DAFOREST (*persuasive techniques*)

Direct mode of address

Alliteration/**A**neecdote

Facts/**F**lattery

Opinion

Rhetorical questions

Repetition

Emotive language

Statistics

Triplets



Purpose

Audience

Format

Tone

Use **PAFT** to help
you analyse
articles and text.



Purpose

- to inform
- to entertain
- to persuade
- to instruct
- to describe
- to review



Audience

Look at the examples.

Think:

Who is it aimed at?

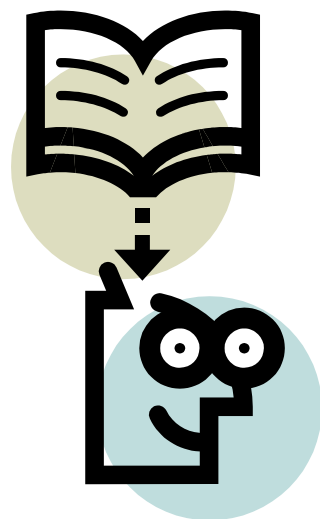
Who would read it?



Format

This is where we look at:

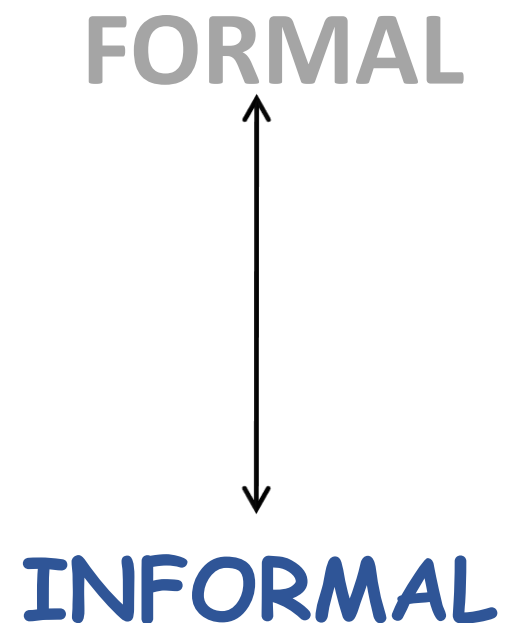
- **Structure**
- **Layout**
- **Images**





Tone

One way to identify tone is to look at it on a scale:

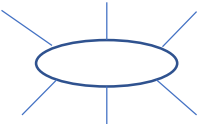




Four Square Planning (*Non-fiction writing*)

Stage 1

Mind map ideas surrounding topic, issue or question.

	D1 _____ _____ * * *
D3 _____ _____ * * *	D2 _____ _____ * * *

Stage 2

Underline the three best ideas you think you could write the most about.

Stage 3

Copy your three ideas into the headings of D1, D2 and D3.

Stage 4

Expand each idea into two/three bullet points.



SUCCESS CRITERIA

- **Accurate writing**
- **Varied vocabulary**
- **Varied punctuation**
- **Range of devices to engage**
- **Clear PAFT**



Any questions please ask or email:

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For latest English information follow: @MrsDEngCroesy