

Unit 2: Description, Narration and Exposition

(40%) 2 hours

Section A (20%) /40

Reading (1 Hour)

- 10 mins reading, 50 mins answering.
- At least one description, one narration and one exposition with a thematic link.
- Continuous and non-continuous texts testing a range of reading skills.
- Short (cloze, multiple choice) and longer (5 mark questions and one traditional 10 mark question)
- May be a question requiring synthesis skills.
- Section A also includes an editing task at word, sentence and text level. (2.5%)

Range of reading questions:

SECTION A (Reading): 40 marks

In the **separate Resource Material** there are five texts on the theme of 'Travelling to New Places' labelled **Text A-E**. Read each text carefully and answer **all** the questions below that relate to each of the texts. Additional answer pages are available at the back of this paper should you require them.

TEXT A

A1. What percentage of visitors have been to Australia before? [1]

A2. The information refers to "demographic". Select **one** definition from the list below that best defines a 'demographic'? [1]

- a) a graph showing changes
- b) time spent away from home
- c) a way of grouping people
- d) period spent travelling



A3. Explain what is meant by "peak booking period" and "peak travel period". [2]

.....

.....

A12. How do the writers present the places of Toiyabe National Forest in Nevada and the city of Alifbay in Text B and Text E? [10]

You must refer to both texts to support your comments on the language the writers have used.

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A5. What does Bill Bryson say about American attitudes to disasters? [5]

Refer to the language he uses in your response.

.....

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Editing section - SAMs:

Editing (5 marks)

In this part of the paper you will be assessed for the quality of your understanding and editing skills.

1. Read the paragraph below and then answer the questions that follow:

Carrie had a(1)..... for cleanliness. Everyone expected the house to be spotless but her moods were harder to(2)..... .

- (a) Circle the word below that best fits gap (1):

A) disrespect B) notion C) reputation D) position

[1]

- (b) Circle the word below that best fits gap (2):

A) suggest B) predict C) warrant D) explore

[1]

2. Circle the pair of words that best fit the meaning of the sentence below:

I was to see the old house again; yet as I stood there a growing sense of crept up on me.

- (A) scared... fear
(B) overjoyed... anxiety
(C) pleased... happiness

[1]

[1]

sts of sentences in the wrong order and show your questions that follow:

him in the fading light.

ill hear like an owl, and the rustling in the hedgerow

of the night were more human than animal, terror

vn the deserted lane, rushing as fast as he could to

nd trying to make sense of shapes in the growing

ome **first** in the text? Write the number of the

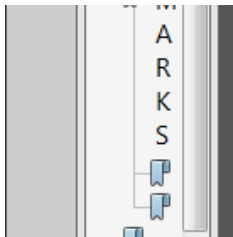
[1]

- (b) Which sentence should come **fourth** in the text? Write the number of the sentence below.

.....

[1]

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Question tips

- Low weighting= little elaboration but not always easy
- Practice scanning for location
- For multiple choice teach questions look for distractors
- Look for words in context
- 5+ questions will need to be answered as how questions
- Don't over elaborate for PEE
- “Answer the question as it is written”- highlight key words
- The 10 mark question must be given suitable time- worth 25% of reading section

Section B (20%) /40

Writing (1 Hour)

- Pupils complete a proofreading exercise worth 5 marks (2.5%) in 10 mins.
- **One** writing task completed from a choice of **two** that could be description, narration or exposition. (35 marks: 20 +15).
- Writing themes will be linked to Section A texts.

Things to consider:

- Proof reading as first task
- Wider reading to develop vocabulary exposure will help with editing tasks
- Identify and correct errors
- Look for the obvious errors- don't over complicate
- Narrative/ descriptive writing must show off a range of techniques
- Expository writing could use ideas/ evidence from reading resources