



Bluecoat Beechdale  
Academy

—  
Belong, Believe, Achieve

Suspension Work Pack  
Year 10



# Maths



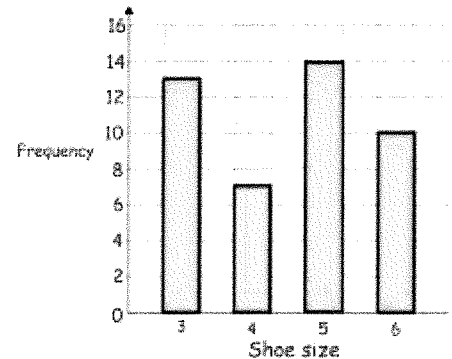


## Mean, mode, median and range

Question 1: Work out the mode for the each of the following

- (a) 5, 6, 6, 7, 8, 10                      (b) 1, 1, 1, 4, 6, 8, 12                      (c) 5, 5, 7, 7, 7, 8, 8, 9
- (d) 5, 7, 3, 5, 8, 9, 10, 2                      (e) 8, 3, 3, 4, 6, 8, 13, 3, 18                      (f) 12, 14, 15, 17, 15
- (g) 2.3, 2.6, 2.8, 2.7, 2.8, 2.7, 2.4, 2.3, 2.1, 2.3                      (h) -2, -1, 5, 8, -2, 2, -1, 9, -1, 1, 2, -1

Question 2: The bar chart shows the shoe sizes of a group of students.



- (a) How many students in total are there?
- (b) What is the modal shoe size?

Question 3: Work out the mode for the each of the following

- (a) 8, 1, 1, 7, 2, 1, 5, 9, 4, 1, 5, 5, 9, 6, 4, 3, 2, 3, 1, 1, 9, 8, 7, 3, 2, 4, 5, 1, 1, 9, 1
- (b) 8, 9, 7, 3, 4, 7, 9, 3, 4, 5, 1, 2, 2, 1, 3, 0, 0, 8, 1, 4, 7, 8, 6, 6, 3, 3, 3, 1, 3, 3, 5

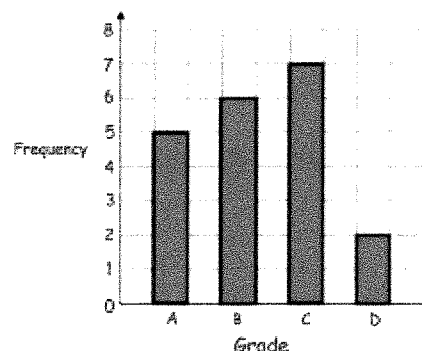
Question 4: The tally chart shows the favourite sport of the students in a class.

- (a) What is the modal sport?
- (b) How many students are in the class?
- (c) How many more students liked football than rugby?

Sport	Tally
Rugby	
Football	+++ +++
Hockey	+++ +++
Cricket	

Question 5: Mrs Green gives her class a test. The results are shown in the bar chart below.





- (a) What is the modal grade?
- (b) How many students sat the test?
- A grade C or above is a "pass."
- (c) What fraction of the students passed the test?



Question 1: Work out the median for each of the following

- (a) 5, 1, 4, 6, 8                      (b) 9, 1, 3, 6, 7, 8, 9                      (c) 6, 4, 7, 1, 3, 8, 1, 10  
(d) 7, 3, 8, 9, 6, 5                      (e) 9, 8, 6, 6, 6, 7, 1, 2, 6, 8                      (f) -4, 5, -7, -1, 2, 0, 9  
(g) 20, 30, 10, 20, 40, 50, 60, 10, 80, 30                      (h) 49, 34, 12, 10, 53, 20, 65, 34, 90, 100, 33  
(i) 6.2, 6.8, 6.6, 7.2, 6.4, 7.4, 5.8                      (j) 124, 53, 39, 230, 155, 180

Question 2: Shown are the ages and weights of 5 dogs.

					
	Fido	Lucky	Toto	Barney	Tess
Age	4	12	7	9	1
Weight	14kg	9kg	30kg	16kg	8kg

- (a) Which dog has the median age?  
(b) Which dog has the median weight?

Question 3: The height of some footballers are listed below:

1.81m, 1.78m, 1.88m, 1.79m, 1.86m, 1.85m, 1.78m, 1.93m

- (a) Work out the median height  
(b) What is the modal height?

Question 4: Write down five numbers with a median of 7

Question 5: Write down eight numbers with a median of 10

Question 6: Write down four different numbers with a median of 4.5

Question 7: Write down six different numbers with a median of 0

Question 1: Find the mean for each of the sets of data below

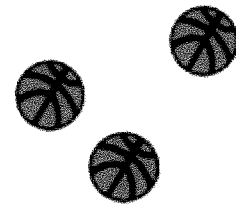
- (a) 4, 9, 7, 10, 5                      (b) 2, 8, 6, 3, 12, 7, 4                      (c) 3, 2, 1, 3, 2, 2, 1, 3, 1, 2, 3, 2, 1
- (d) 1, 8, 7, 5, 6, 4, 7, 6                      (e) 20, 30, 24, 32                      (f) 12, 8, 14, 5, 1, 3, 0, 8, 10, 11
- (g) 9, -3, -6, 5, 0                      (h) 1.4, 2.8, 2.4, 2.5, 2.8, 3.1, 1.1

Question 2: A basketball team plays 8 matches.

The number of points they score in each match are:

62, 68, 67, 79, 82, 50, 74, 62

- (a) Work out the mean number of points scored
- (b) Write down the modal number of points scored
- (c) Write down the median number of points scored



Question 3: Mr Holland gives his class a test. The results are:

34%, 44%, 75%, 21%, 98%, 86%, 71%, 76%, 63%, 55%

- (a) Work out the mean mark
- (b) Work out the median mark
- (c) How many students scored above the mean mark?

Question 5: The mean of four numbers is 10. Three of the numbers are 9, 11 and 7.  
Work out the fourth number.

Question 6: The mean of six numbers is 5. Five of the numbers are 6, 6, 5, 3 and 1.  
Work out the sixth number.

Question 7: The mean of five numbers is 8.2. Four of the numbers are 8, 10, 12 and 10.  
Work out the fifth number.

Question 1: Find the range for each of the following

- (a) 5, 9, 1, 5, 7, 4, 3      (b) 6, 7, 10, 8, 9, 9      (c) 21, 15, 19, 24, 30, 26  
(d) 210, 250, 260, 180, 240    (e) 6.2, 7.3, 8.8, 1.5, 4.1    (f) 3, 1, 2, 1, 3, 4, 5, 0, 1  
(g) -5, 1, 3, 6, -8, 1      (h) -6, -10, -2, -9      (i) 0, 7, 9, -21, 10, -4  
(j) 7, 9, -2, 13, 9, 8, 20, -8, 1    (k) -10, -6, -15, -9, -8, -7, 8, -3

Question 2: The range for a list of numbers is 7. The smallest value is 4.  
What is the largest value in the list?

Question 3: The range for a list of numbers is 8. The largest value is 13.  
What is the smallest value in the list?

Question 4: The range for a list of numbers is 1. The largest value is 4.  
What is the smallest value in the list?

Question 5: The range for a list of numbers is 27. The smallest value is 87.  
What is the largest value in the list?

Question 6: The number of points that Randalstown Rugby Club scored in eight matches are  
24, 17, 19, 35, 9, 43, 15, 30.

- (a) Work out the range of the number of points scored.  
(b) Work out the median of the number of points scored.

Question 7: The table shows the midday temperature over five days.  
Each temperature is in degrees celsius.

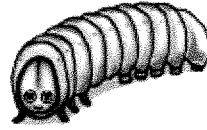
Day	Monday	Tuesday	Wednesday	Thursday	Friday
Temperature	-4	1	-6	1	-2

- (a) Work out the range of the temperatures.  
(b) Work out the mean temperature.

Question 1: The length of nine caterpillars are listed below

9cm 4cm 8cm 10cm 7cm 5cm 13cm 10cm 6cm

- (a) Find the mode
- (b) Find the median
- (c) Find the mean
- (d) Find the range



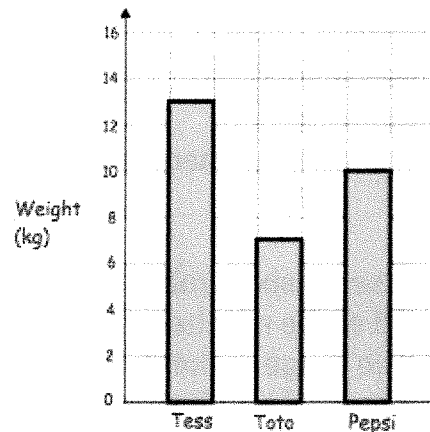
Question 2: James plays six games of darts.  
His scores are 120, 71, 80, 14, 90, 117



Should James use the mean or the median to give him the highest average score?

Question 3: Shown are the weights of 3 puppies.

- (a) Work out range of the weights
- (b) Work out the median weight
- (c) Work out the mean weight



Question 4: The amount of water in some containers are:

2 litres, 330ml, 0.08 litres, 0.7 litres, 75ml, 5000ml, 0.15 litres

- (a) Work out the median
- (b) Find the range

Question 5: The median height of 11 footballers is 1.85m.  
Only one footballer has a height of 1.85m  
How many footballers have a height under 1.85m?



Question 6: Write down seven numbers that have a range of 10 and a mean of 12.

Question 7: Write down six numbers that have a median of 8, a mean of 9 and a range of 13

Question 8: Five numbers have a range of 14.  
Four of the numbers are 20, 22, 31 and 25.  
Work out the two different possible values for the fifth number.

Question 9: Belfast Giants have played 5 matches and the mean number of goals scored is 3  
When they play the 6th match, the mean increases to 4.

How many goals were scored in the 6th match?

Question 10: James is a car salesman.  
He has a target of selling 5 cars a day from Monday to Friday.  
Over Monday to Thursday, he has sold a mean of 6 cars a day.  
How many cars must he sell on Friday to meet his target?



Question 11: A teacher surveys a group of students.  
He asks how much pocket money they receive each week. They respond

£5   £8   £4   £50   £6   £8   £7.50   £10   £8   £7

- (a) Work out the median
- (b) Work out the mean
- (c) Which average, the median or the mean, is most suitable for this data?

Question 12: A set of six numbers have a median of 9.  
All of the numbers are even.  
The range of the numbers is 8.  
The mode of the numbers is 6.

Write down a possible set of six numbers.

Question 13: Shown below are five cards which are arranged in order from smallest to largest



The range of the cards is 6.  
The median of the cards is 7.  
The mean of the cards is 8.

Work out the 4 missing numbers.

## Estimating the mean

(a)

Length	Frequency	Midpoint	
$0 < L \leq 10$	6		
$10 < L \leq 20$	7		
$20 < L \leq 30$	5		
$30 < L \leq 40$	1		
$40 < L \leq 50$	1		

(b)

Cost	Frequency	Midpoint	
$0 < c \leq 4$	2		
$4 < c \leq 8$	3		
$8 < c \leq 12$	5		
$12 < c \leq 16$	12		
$16 < c \leq 20$	3		

(c)

Length	Frequency	Midpoint	
$0 < t \leq 5$	11		
$5 < t \leq 10$	37		
$10 < t \leq 15$	43		
$15 < t \leq 20$	9		

(d)

Mass	Frequency	Midpoint	
$50 < m \leq 55$	3		
$55 < m \leq 60$	5		
$60 < m \leq 65$	10		
$65 < m \leq 70$	12		
$70 < m \leq 75$	10		

**Question 2:** Work out an estimate of the mean for each of these frequency tables.

(a)

Duration (years)	Frequency
$0 \leq d < 10$	9
$10 \leq d < 20$	13
$20 \leq d < 30$	16
$30 \leq d < 40$	2

(b)

Length (cm)	Frequency
$0 \leq L < 30$	8
$30 \leq L < 60$	43
$60 \leq L < 90$	25
$90 \leq L < 120$	4

(c)

Mass	Frequency
$20 < m \leq 25$	12
$25 < m \leq 30$	24
$30 < m \leq 35$	17
$35 < m \leq 40$	15
$40 < m \leq 45$	4

(d)

Height	Frequency
$120 < h \leq 130$	51
$130 < h \leq 140$	120
$140 < h \leq 150$	66
$150 < h \leq 160$	59
$160 < h \leq 170$	4

Question 1: Sally is raising money for charity for a fun run.  
The table below has been given to her from the website.

Sally says the average donation is £10.  
By calculating the estimated mean, decide if you agree with Sally.

Donation	Frequency
$0 < d \leq 5$	44
$5 < d \leq 10$	35
$10 < d \leq 20$	16
$20 < d \leq 50$	3
$50 < d \leq 100$	2

Question 2: Nathan delivers pizzas.  
The table below shows information about his delivery times.  
The pizza company has a promotion that if the delivery time is over 30 minutes, the customer gets their meal for free

(a) Calculate an estimate for the mean delivery time

(b) What percentage of deliveries took over 30 minutes?

Nathan's manager thinks that the promotion should be changed to 40 minutes

Delivery Time	Frequency
$0 < t \leq 10$	3
$10 < t \leq 20$	10
$20 < t \leq 30$	14
$30 < t \leq 40$	19
$40 < t \leq 50$	4

(c) Do you agree? Explain your answer.

Question 3: The manager of a small company is calculating the mean salary for his workers.  
He has calculated this to be £568,500 per year.  
Can you spot any mistakes?

Salary	Frequency	Midpoint	fx
$0 < s \leq 15000$	2	7500	15000
$15000 < s \leq 30000$	15	22500	337500
$30000 < s \leq 45000$	6	37500	2250000
$45000 < s \leq 60000$	2	52500	105000
$60000 < s \leq 100000$	2	67500	135000
			<u>2842500</u>

$$\text{Mean salary} = 2842500 \div 5 = \text{£}568500$$



## Pie charts

**Question 1:** Draw a pie chart for each set of data below

(a)

Method of Transport	Frequency
Car	8
Bus	11
Walk	12
Cycle	5

(b)

Rugby Team	Frequency
England	20
France	5
Ireland	15
Scotland	25
Wales	25

(c)

Colour	Frequency
Blue	25
Green	14
Red	21

(d)

Grade	Frequency
A	10
B	15
C	13
D	5
E	2

(e)

Make	Frequency
Ford	8
Mazda	14
Volkswagen	21
Fiat	20
Honda	9

(f)

Sport	Frequency
Cricket	7
Football	16
Gaelic Football	48
Hockey	33
Judo	4
Rugby	72

(g)

Language	Frequency
French	14
German	4
Polish	9
Spanish	3

(h)

Opinion	Frequency
Yes	3
No	11
Undecided	4

(i)

Drink	Frequency
Tea	410
Coffee	120
Fruit Juice	140
Water	50

**Question 2:** Draw a pie chart for each set of data below  
You may use a calculator.

(a)

Holiday Destination	Frequency
France	102
Ireland	78
Portugal	24
Spain	36

(b)

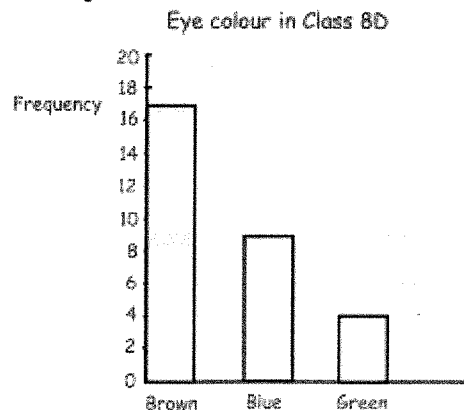
Year Group	Frequency
7	5
8	17
9	20
10	8

(c)

Meal	Frequency
Chinese	54
Indian	49
Italian	17
Thai	8

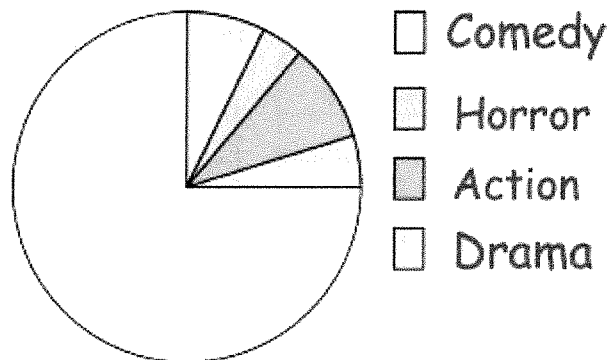
Question 1: Anne-Marie has drawn a bar chart to show the eye colours in class 8D.

- How many students are there in class 8D?
- Show this information in a pie chart.
- What fraction of the students have brown eyes?
- What fraction of the students have blue eyes?
- What fraction of the students have green eyes?



Question 2: Bill has drawn a pie chart to show his friends' favourite genre of film.

Genre	Frequency
Comedy	26
Horror	14
Action	33
Drama	17



- Can you explain to Bill what he has done wrong?
- Draw a correct pie chart for Bill.

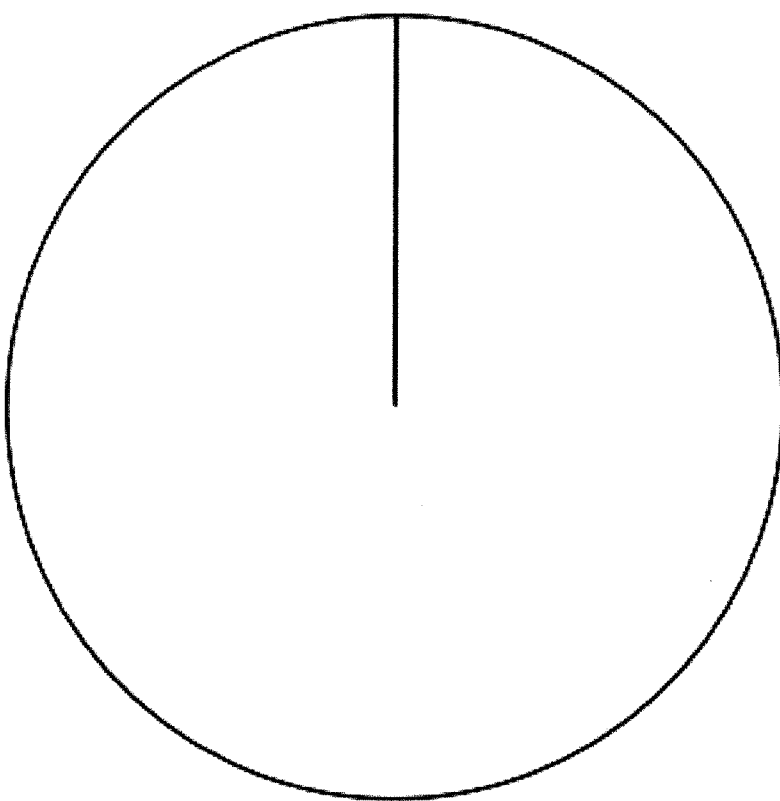
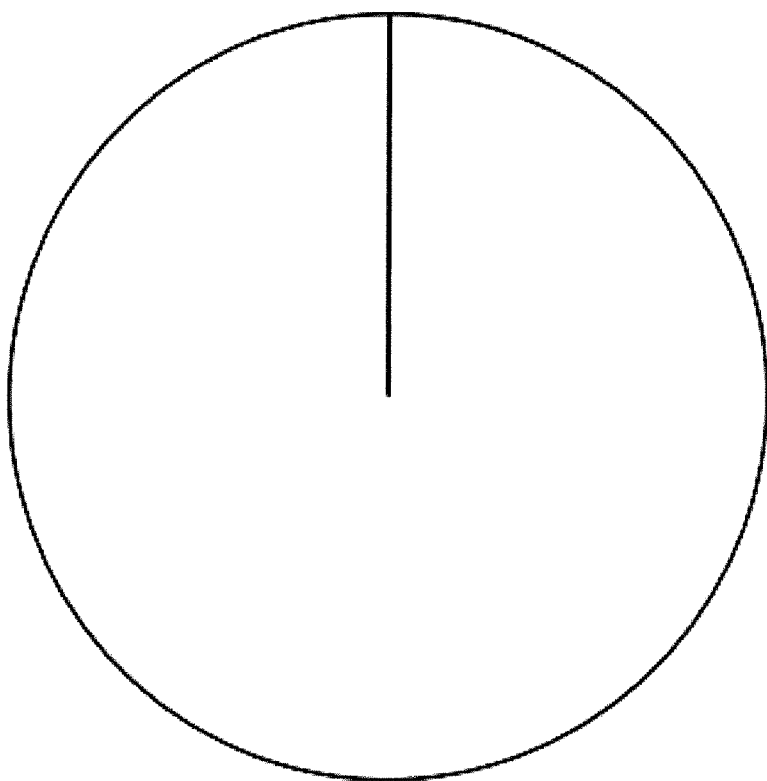
Question 3: Erin is calculating the size of each angle for a pie chart.

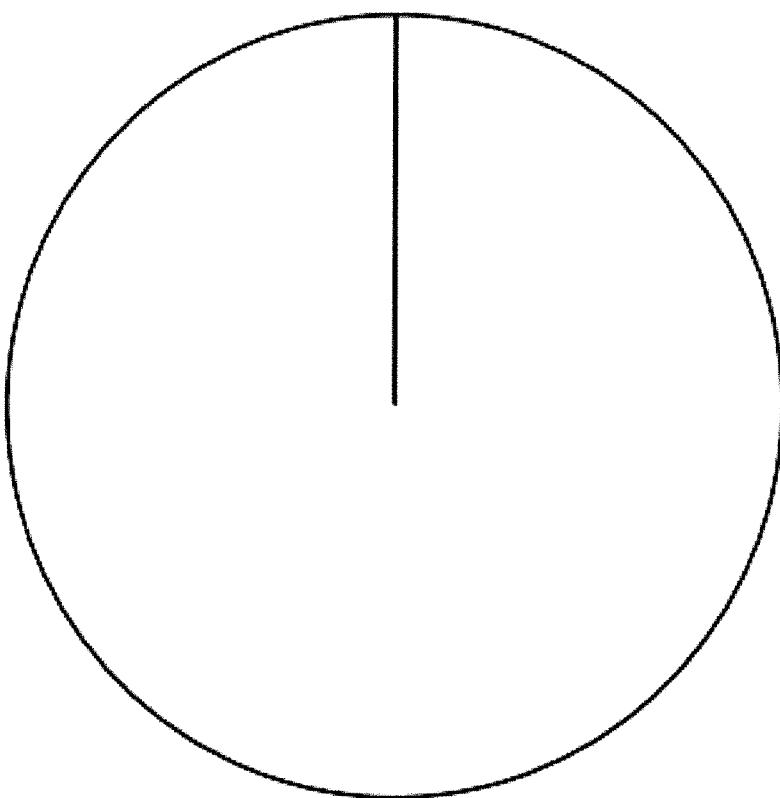
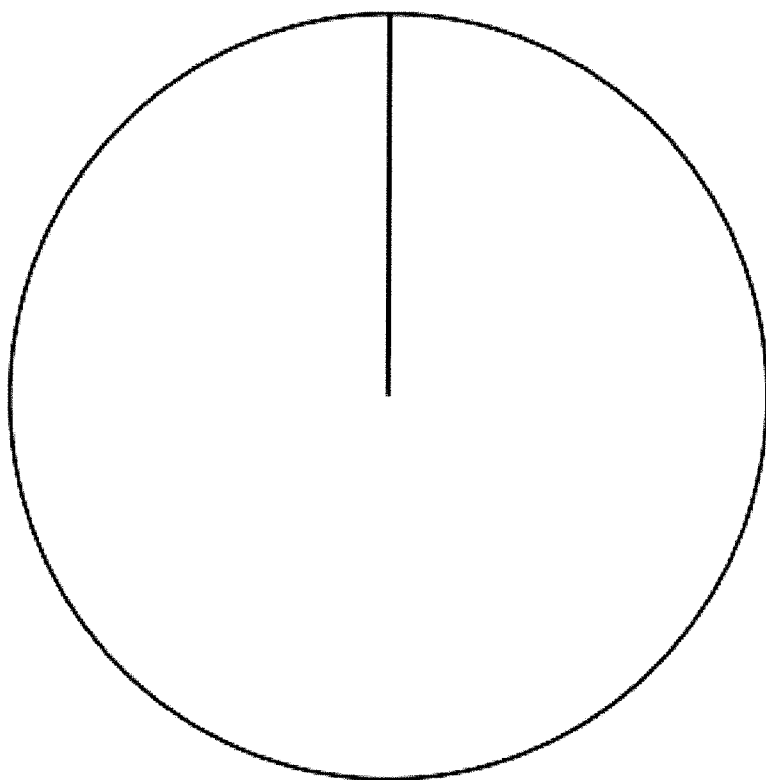
- Can you spot what Erin has done wrong?
- Calculate the correct angles
- Draw a correct pie chart for Erin

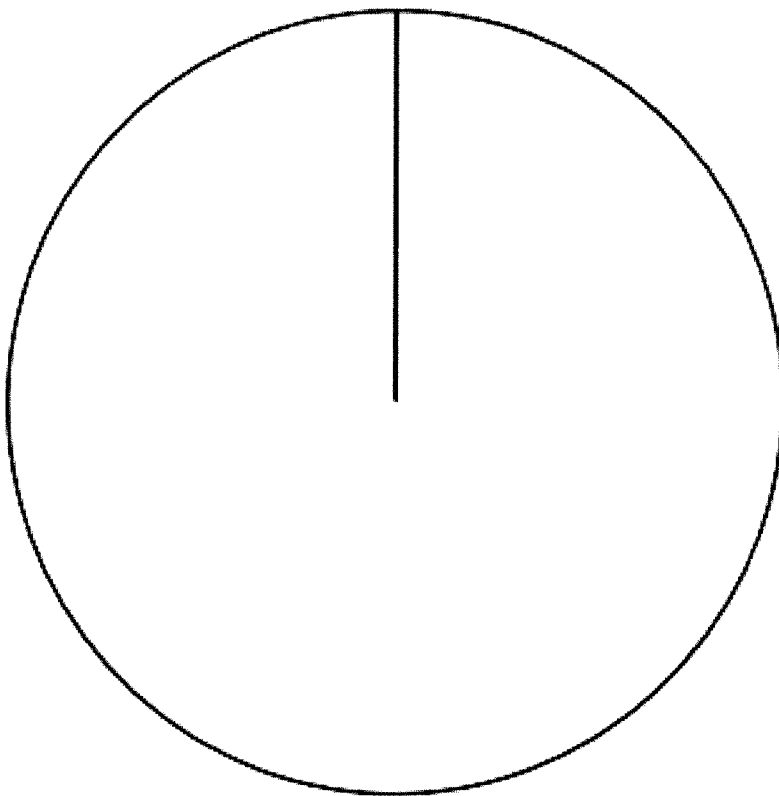
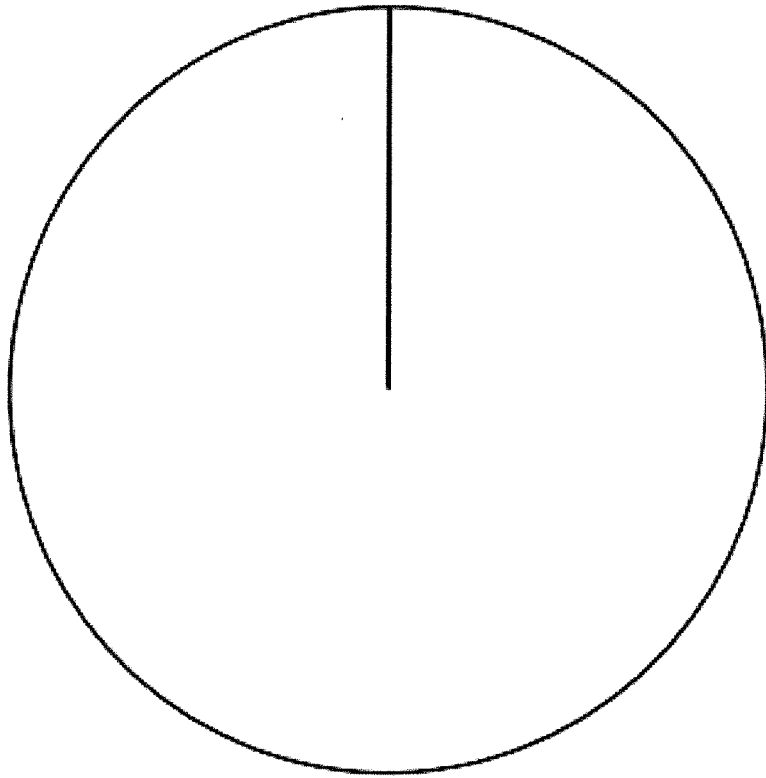
Destination	Frequency	
Employment	15	$\times 0.2 = 3^\circ$
Apprenticeship	11	$\times 0.2 = 2.2^\circ$
Further Education	40	$\times 0.2 = 8^\circ$
Gap Year	6	$\times 0.2 = 1.2^\circ$

$$15 + 11 + 40 + 6 = 72$$

$$72 \div 360 = 0.2^\circ \text{ per person}$$

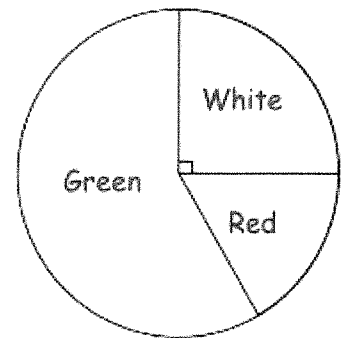






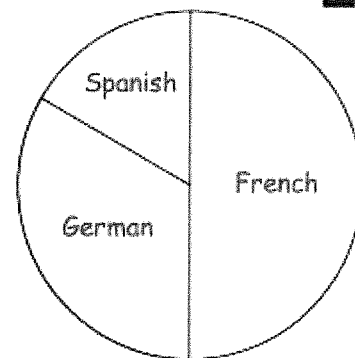
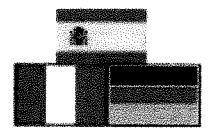
Question 1: This pie chart shows the colour of sweets in a bag.

- (a) What is the most common colour of sweet?
- (b) What is the least common colour of sweet?
- (c) What fraction of the sweets are white?



Question 2: The students in a school study one language.  
The pie chart shows the languages studied.

- (a) What is the most popular language?
- (b) What is the least popular language?
- (c) What fraction of the students studied French?

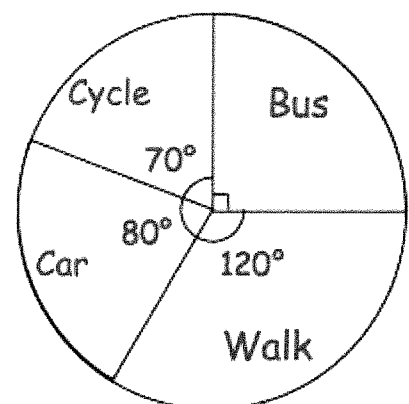


There are 300 students that attend the school.

- (d) How many students study French?

Question 3: The pie charts shows how a group of students travel to school.

- (a) What is the most common method of travel?
- (b) What is the least common method of travel?
- (c) What fraction of the students caught the bus?
- (d) What fraction of the students walked?



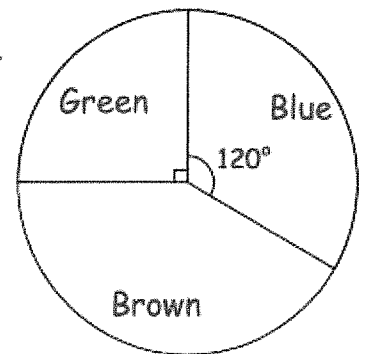
There are 36 students in the group.

- (e) How many students caught the bus?

Question 4: There are 24 students in a class.

The pie chart shows information about their eye colour.

- (a) How many students have green eyes?
- (b) How many students have blue eyes?
- (c) How many students have brown eyes?

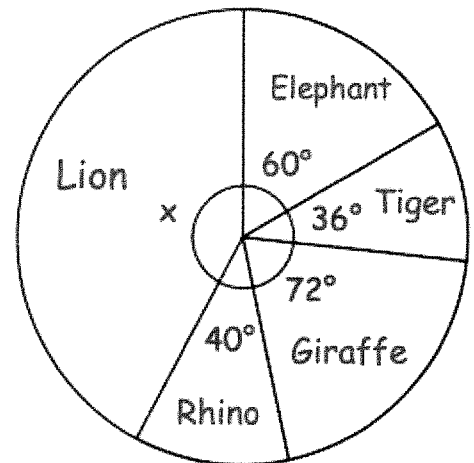


Question 5: 90 students went on a school trip to Longleaf Safari Park.

They were asked their favourite animals.

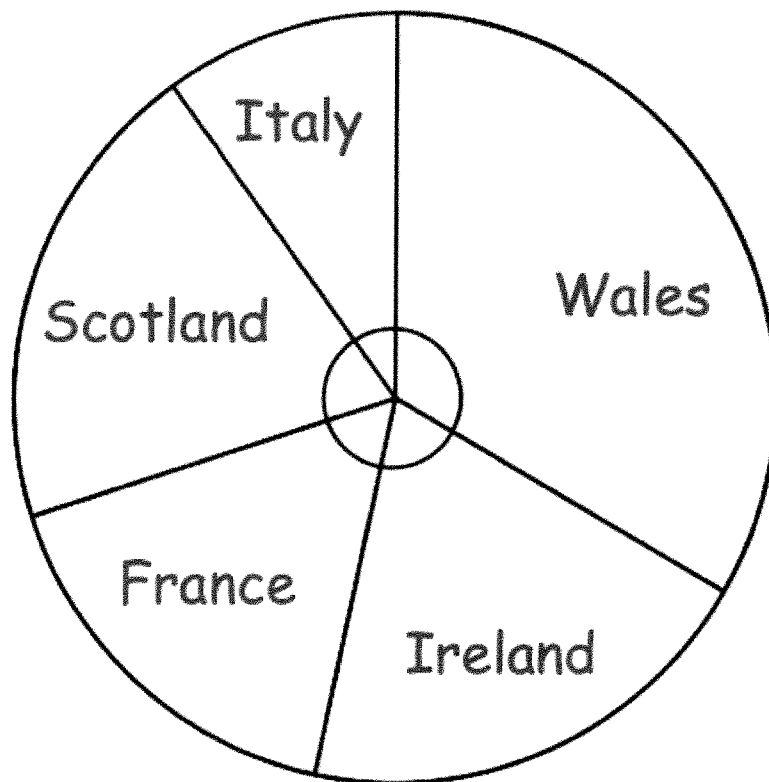
The pie chart shows the results.

- (a) What fraction of the students chose elephant?
- (b) What fraction of the students chose tiger?
- (c) What fraction of the students chose giraffe?
- (d) What fraction of the students chose rhino?
- (e) Find  $x$
- (f) How many students chose elephant?
- (g) How many students chose tiger?
- (i) How many students chose rhino?



- (h) How many students chose giraffe?
- (j) How many students chose lion?

Question 7: The pie chart below show the holiday destinations of 270 people.  
The pie chart is **drawn accurately**.

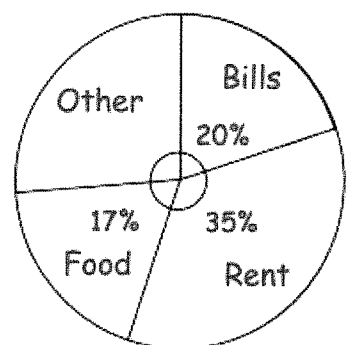


- (a) How many people are going to Wales?
- (b) How many people are going to Ireland?
- (c) How many people are going to France?
- (d) How many people are going to Scotland?
- (e) How many people are going to Italy?

Apply

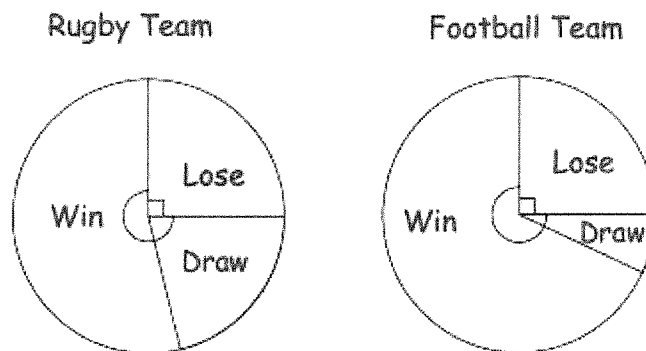
Question 1: The pie chart shows how Rosie spent her pay last month.  
She was paid £1200.

- (a) What percentage of her pay did Rosie spend on Other?
- (b) How much money did Rosie pay on Bills?
- (c) How much money did Rosie pay on Rent?





Question 2: A school has a football team and a rugby team.  
The pie charts show information about their results last season.



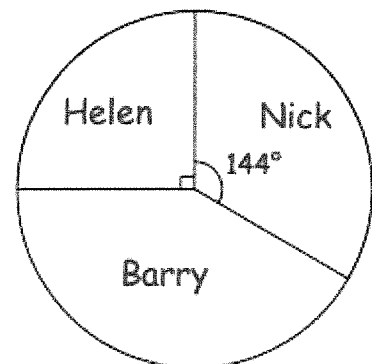
For each statement choose if they are **true**, **false** or **cannot tell**.

- (a) The rugby team and football team both lost a quarter of their matches.
- (b) The rugby team won more matches than they lost.
- (c) The football team won more matches than the rugby team.
- (d) The rugby team drew a larger proportion of their matches than the football team.
- (e) The football team played 10 games last season.

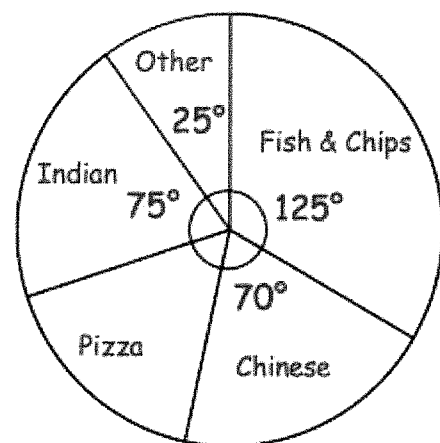
Question 3: Barry won £420 in a competition.

The pie chart shows how he shared the money with his brother, Nick, and sister, Helen.

With the money Barry kept for himself, he spent some and invested some, in the ratio 5:2.  
How much money did Barry invest?

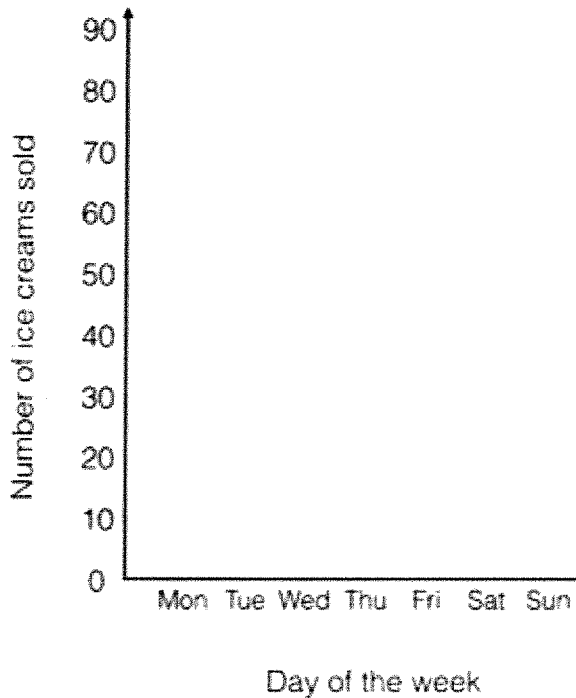


Question 4: The pie chart shows information about the visitors to restaurants in a town.  
375 people had fish and chips.  
How many people had pizza?



## Time Series

1. Plot time series graphs, on the same axes, to show the number of ice creams sold by Tim and Bob.



**This table shows the number of ice creams sold by Tim at the beach each day for a week:**

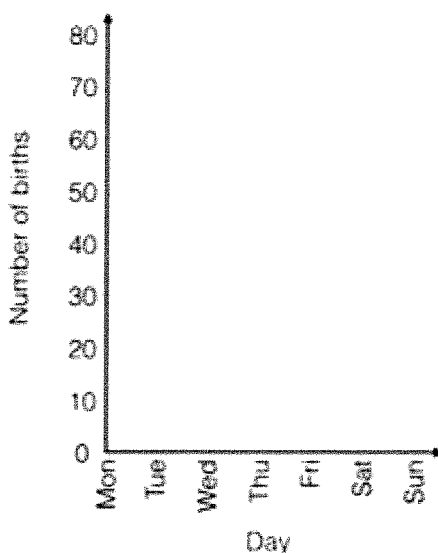
Day	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Number sold	60	12	64	7	70	84	65

**This table shows the number of ice creams sold by Bob at the other end of the beach each day:**

Day	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Number sold	50	15	67	70	75	90	71

- Plot time series graphs, on the same axes, to show the above information.
- It rained on one day that week. Which day do you think this was?
- Tim's freezer broke down one day, so he had to get it repaired. Which day do you think this was?

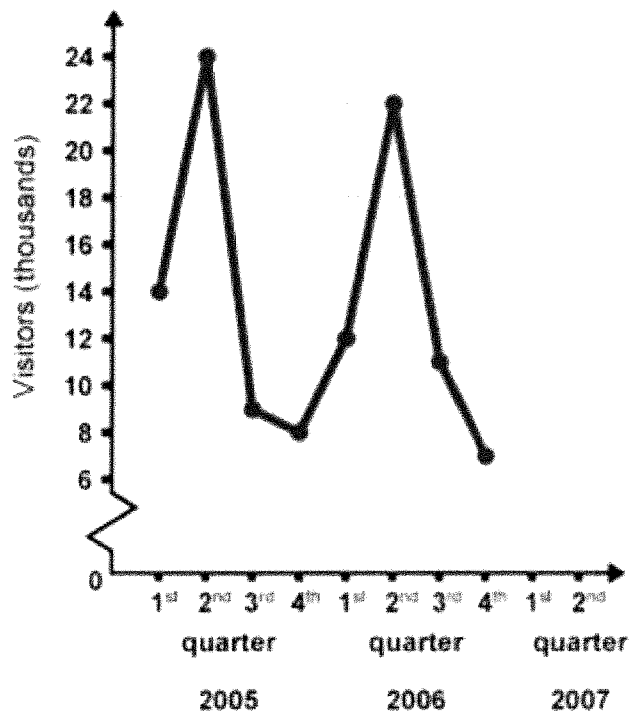
2. Plot a time series graph to show the number of births in a town each day, during a week.



Day	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Number of births	32	9	41	63	50	38	45

- Plot a time series graph, using the axis on the left, to show the above information.
- By drawing a line of best fit, state whether the number of births increased (or decreased) overall throughout the week.
- Given that the number of births increases from Wednesday to Thursday, can we comment on whether there were more births on Wednesday evening than on Wednesday morning?

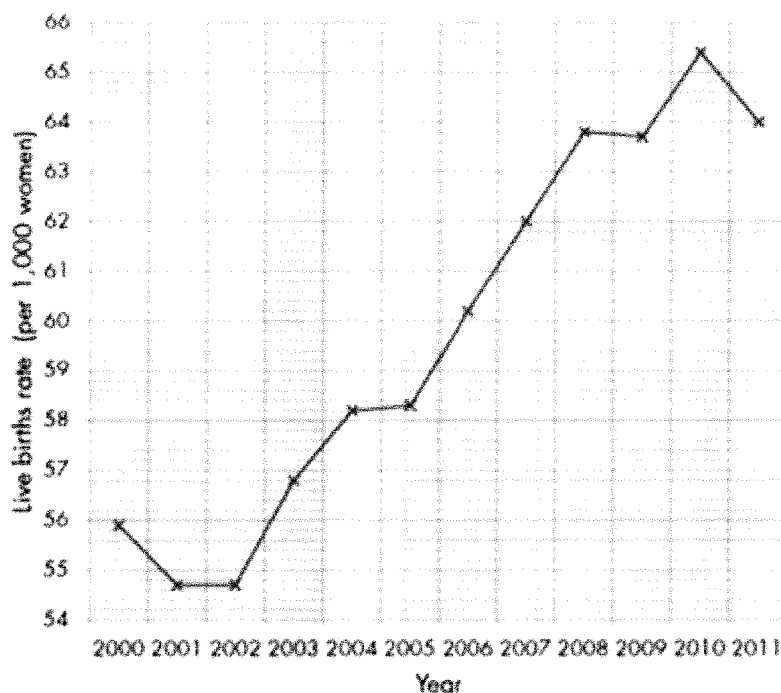
3. A mayor of a seaside town is reviewing visitor numbers, in order to determine whether to place more funding into advertisement for the town. She studies the following line graph.



- Is this a time series graph? If so, why?
- Why was tourism down for the 3<sup>rd</sup> and 4<sup>th</sup> quarters of both years?
- Similarly, why does tourism peak for the 2<sup>nd</sup> quarter of both years?
- Draw a line of best fit. Should the mayor be concerned about tourism numbers in the town?
- Is this a suitable graph to justify tourism funding for the 2018/19 calendar year?

4. Below is a line graph representing government data on the birth rate in England and Wales over 10 years.

Live birth rates (per 1,000 women) in England and Wales from 2000 to 2011



- What was the live birth rate in 2006?
- In which year was the live birth rate 63.7?
- How much did the live birth rate increase by between 2003 and 2006?
- What was the difference in birth rate between the years 2010 and 2000?
- By drawing a line of best fit, state whether the population has increased (or decreased) in England and Wales, between 2000 to 2011.

## Box plots

Question 1: Draw a box plot for each of the following.

(a)

Lowest Value	2
Lower Quartile	7
Median	9
Upper Quartile	10
Highest Value	13

(b)

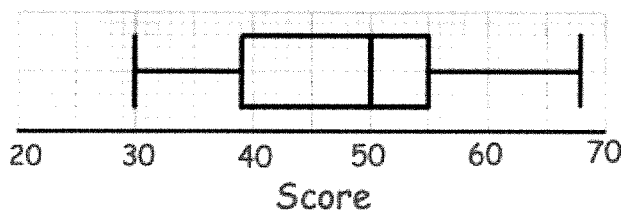
Lowest Value	23
Lower Quartile	30
Median	32
Upper Quartile	34
Highest Value	45

(c)

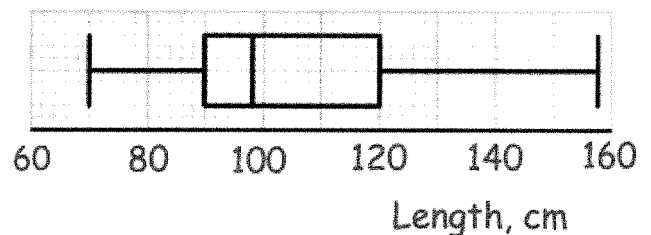
Lowest Value	60
Lower Quartile	85
Median	100
Upper Quartile	110
Highest Value	170

Question 2: For each box plot below, find the (i) median, (ii) interquartile range, (iii) range

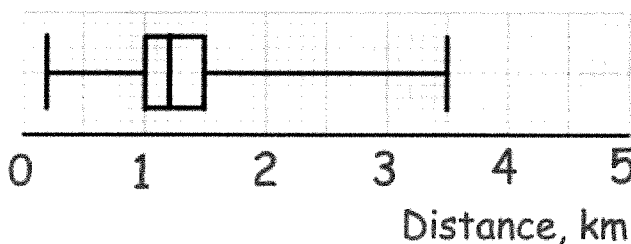
(a)



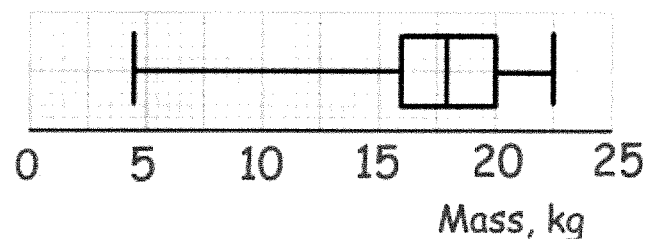
(b)



(c)



(d)



Question 3: Draw a box plot for each of the following.

(a)

Lower Quartile	3.4
Median	3.9
Upper Quartile	4.1
Highest Value	5.4
Range	3.7

(b)

Lowest Value	6
Median	14
Upper Quartile	16
Range	20
Interquartile Range	5

(c)

Lower Quartile	115
Median	135
Highest Value	160
Range	70
Interquartile Range	25

Question 4: Draw a box plot for each set of data

(a) 8, 10, 13, 14, 14, 15, 15, 16, 18, 19, 21, 22, 24, 29, 35

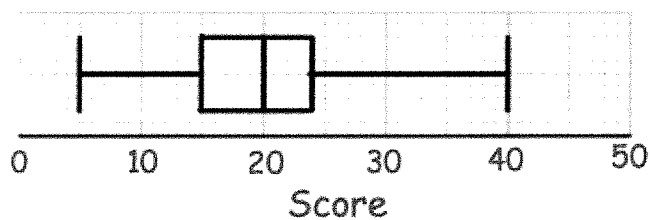
(b) 40, 80, 90, 90, 100, 120, 130

(c) 5.9, 7.3, 7.8, 8, 8.4, 8.7, 8.9, 8.9, 8.9, 9, 9, 9.1, 9.1, 9.3, 9.5, 9.6, 9.9, 10.5, 10.9

Question 5: Compare the distributions of each pair of box plots below.

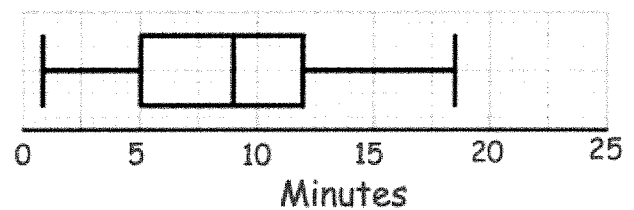
(a)

7A results

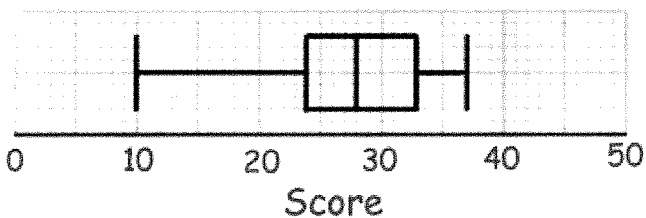


(b)

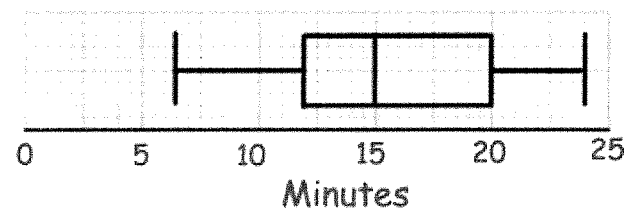
Time taken to complete puzzle - Children



7B results

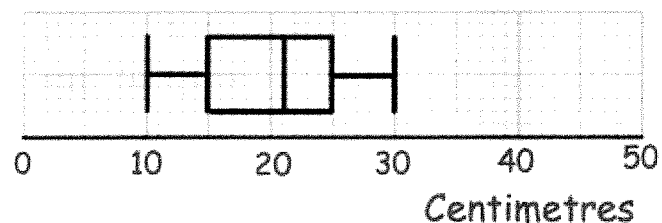


Time taken to complete puzzle - Adults



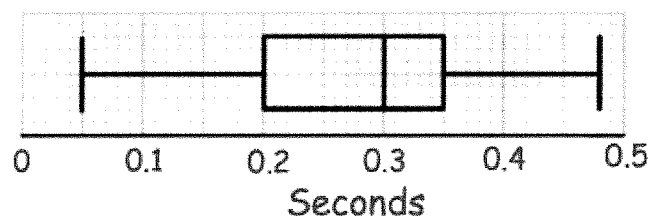
(c)

Length of red squirrels

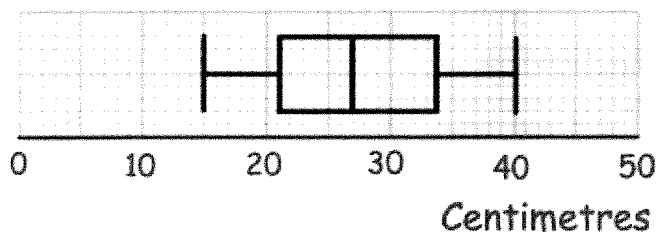


(d)

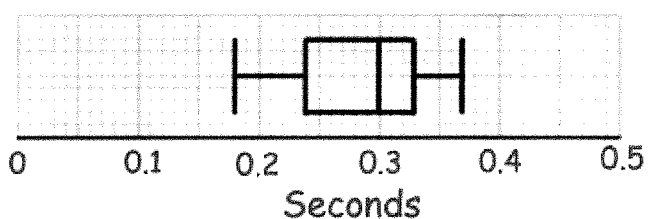
Reaction Times - Group A



Length of grey squirrels



Reaction Times - Group B



Question 1: Gareth and Wayne are two footballers.

The table shows information about the number of passes they make in each game over a season.

- Find the missing values from the table
- Using the same scale, draw box plots to represent the data.
- Compare and contrast the two box plots

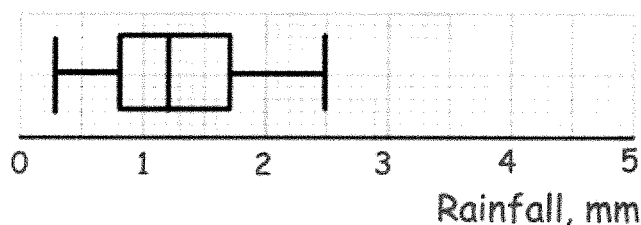
	Gareth	Wayne
Lowest Value	5	2
Lower Quartile	12	11
Median	16	19
Upper Quartile	24	
Highest Value		57
Interquartile Range		25
Range	38	

Question 2: Rosie is going on holiday to an island.

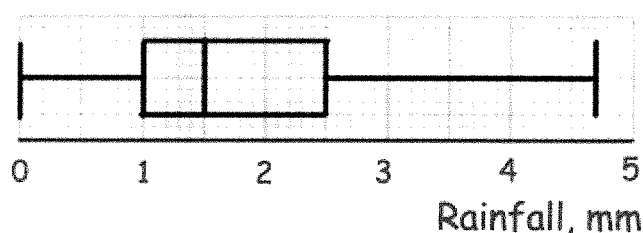
The box plots below show information about the daily average rainfall in May and June on the island.

- What was the median rainfall in May?
- What was the highest rainfall in June?
- What percentage of days in June had over 2.5mm of rain?
- What percentage of days in May had over 2.5mm of rain?
- What percentage of days in May had under 1.2mm of rain?
- When would you recommend Rosie visits the island?

Average daily rainfall: May



Average daily rainfall: June



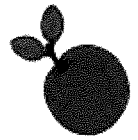
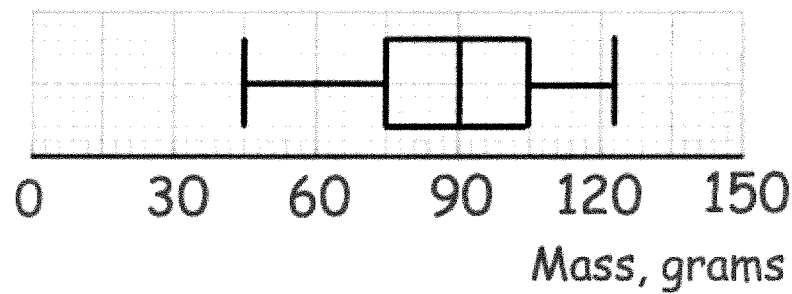
Question 3: Mr Jones is an estate agent on the Isle of Man.

He has created this table to show information about the prices of houses he has sold.

Explain how you know he has made a mistake.

Median	£375,000
Range	£235,000
Interquartile Range	£590,000

Question 4: The box plot show information about the masses of apples in a crate.



Jack is going to select apples at random from the crate.

After selecting each apple, he records its mass and returns it to the crate before picking another.

Work out the probability that:

- (a) Jack picks two apples, both under 75g
- (b) Jack picks two apples, both over 90g
- (c) Jack picks two apples, both over 105g
- (d) Jack picks two apples, one under 90g and one over 105g
- (e) Jack picks three apples, all over 105g
- (f) Jack picks three apples, two over 105g and one under 75g.

# Cumulative frequency

## Workout

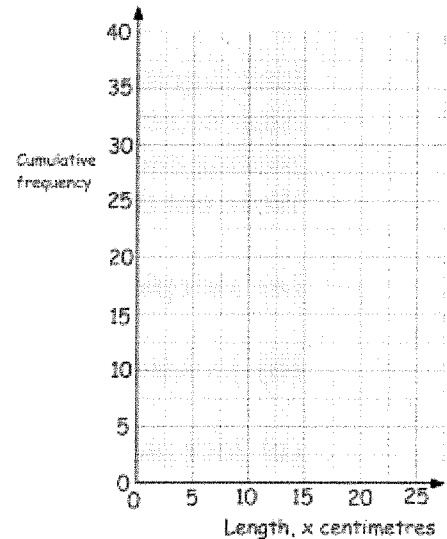
\*There are templates for each table and graph at the end of this exercise

Question 1: The table shows information about the lengths of a type of fish caught in a lake

- Complete the cumulative frequency table
- Draw a cumulative frequency graph for your table.

Length, $x$ cm	Frequency
$0 < x \leq 5$	3
$5 < x \leq 10$	10
$10 < x \leq 15$	21
$15 < x \leq 20$	4
$20 < x \leq 25$	1

Length, $x$ cm	Cumulative Frequency
$0 < x \leq 5$	
$5 < x \leq 10$	
$10 < x \leq 15$	
$15 < x \leq 20$	
$20 < x \leq 25$	

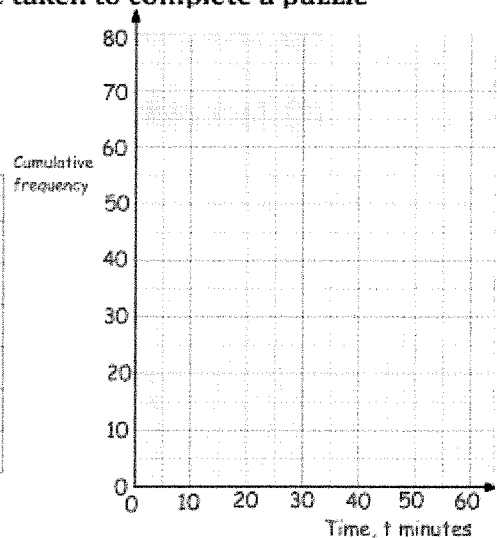


Question 2: The table shows information about the time taken to complete a puzzle

- Complete the cumulative frequency table
- Draw a cumulative frequency graph for your table.

Time, $t$ minutes	Frequency
$0 < t \leq 10$	3
$10 < t \leq 20$	11
$20 < t \leq 30$	15
$30 < t \leq 40$	27
$40 < t \leq 50$	16
$50 < t \leq 60$	8

Time, $t$ minutes	Cumulative Frequency
$0 < t \leq 10$	
$10 < t \leq 20$	
$20 < t \leq 30$	
$30 < t \leq 40$	
$40 < t \leq 50$	
$50 < t \leq 60$	

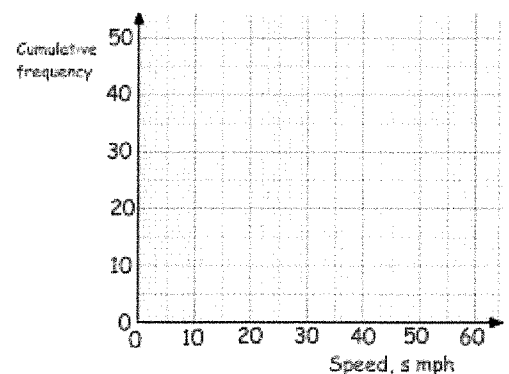


Question 3: The table shows information about the speed of vehicles on a road.

- Complete the cumulative frequency table
- Draw a cumulative frequency graph for your table.

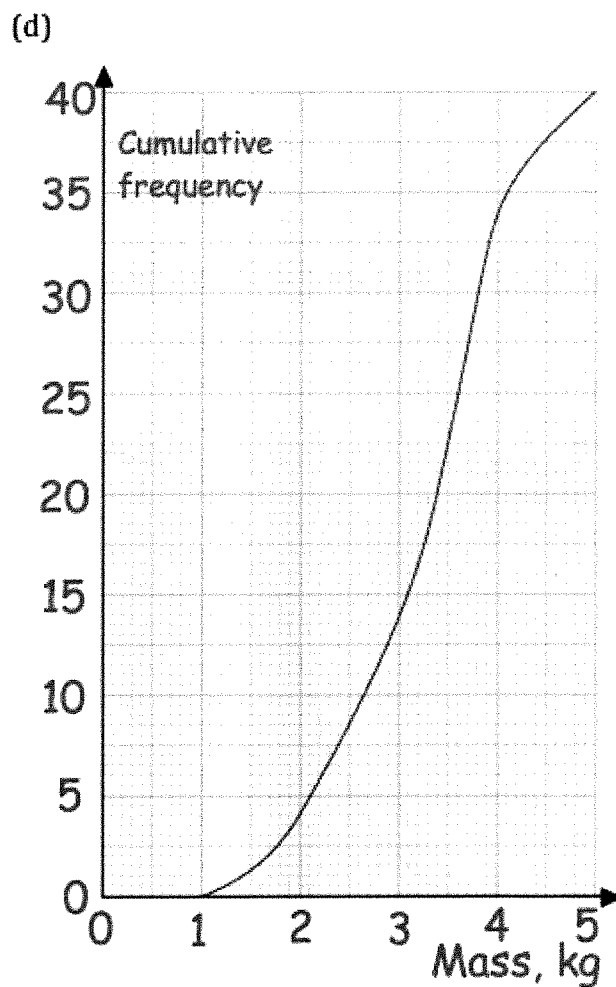
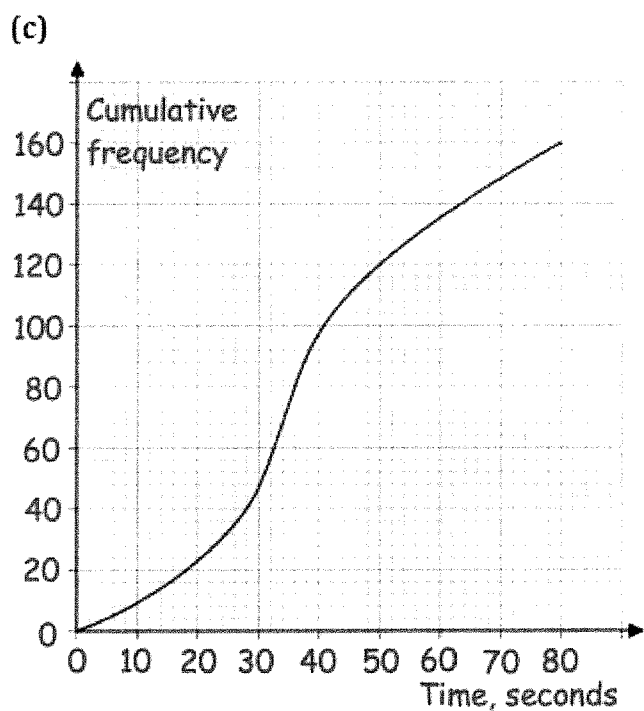
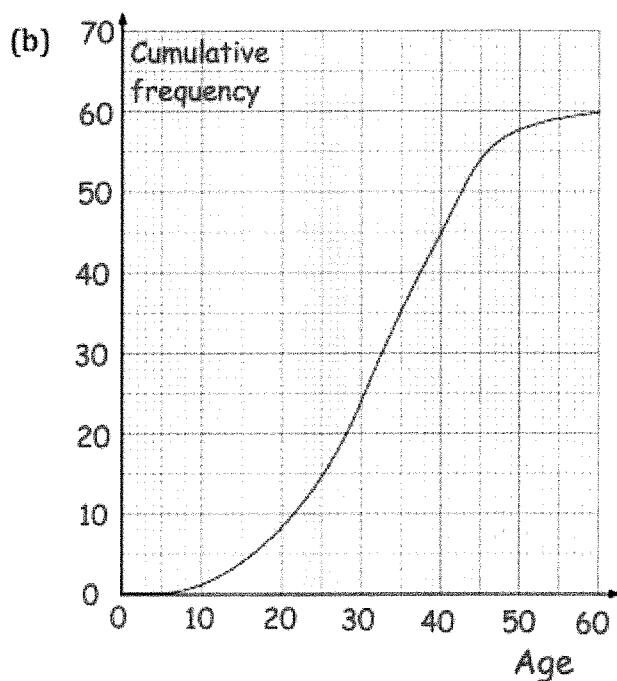
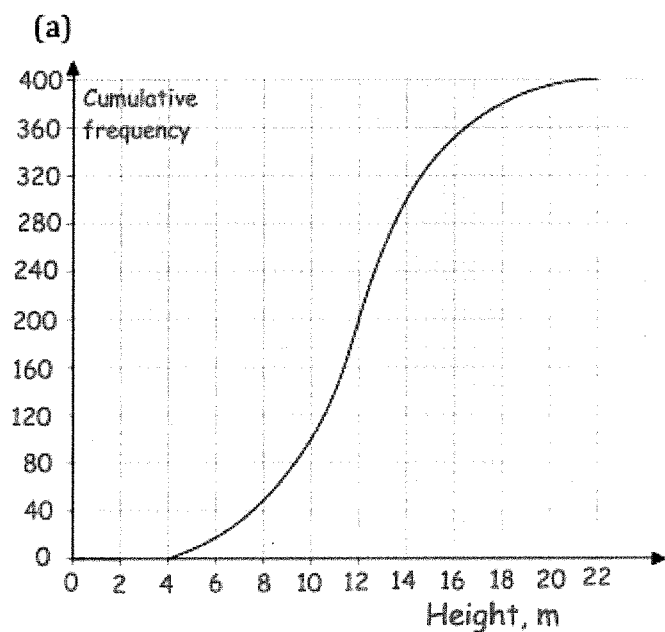
Speed, $s$ mph	Frequency
$0 < s \leq 10$	2
$10 < s \leq 20$	4
$20 < s \leq 30$	14
$30 < s \leq 40$	21
$40 < s \leq 50$	9

Speed, $s$ mph	Cumulative Frequency
$0 < s \leq 10$	
$10 < s \leq 20$	
$20 < s \leq 30$	
$30 < s \leq 40$	
$40 < s \leq 50$	





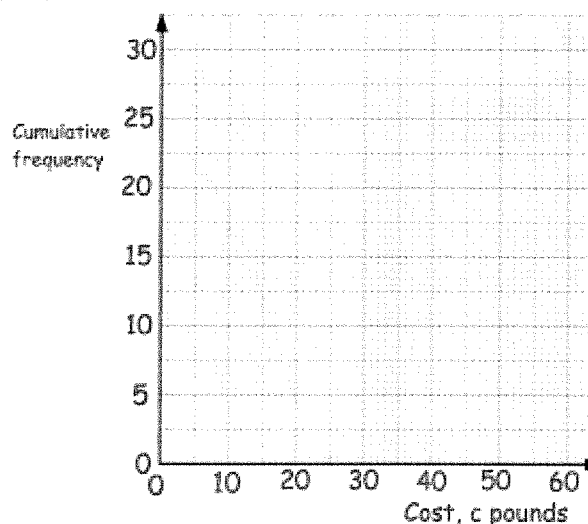
Question 4: Use each cumulative frequency graph to find an estimate for the median.



Question 5: For each table below (i) draw a cumulative frequency graph and  
(ii) use your graph to find an estimate of the median

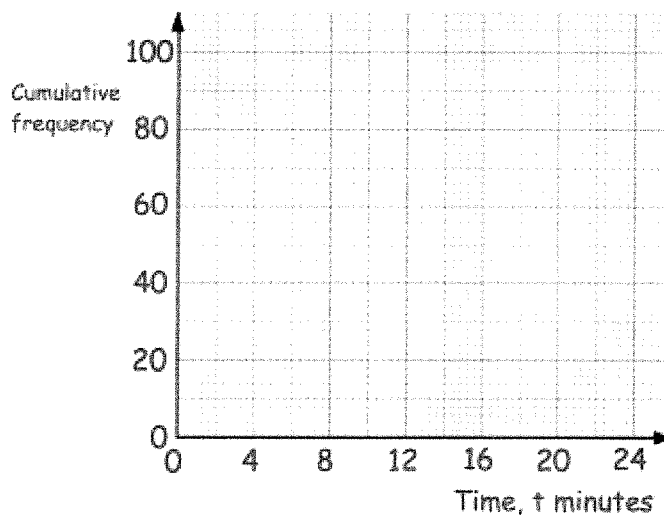
(a)

Cost, $c$ pounds	Frequency
$0 < c \leq 10$	2
$10 < c \leq 20$	7
$20 < c \leq 30$	12
$30 < c \leq 40$	6
$40 < c \leq 50$	2
$50 < c \leq 60$	1



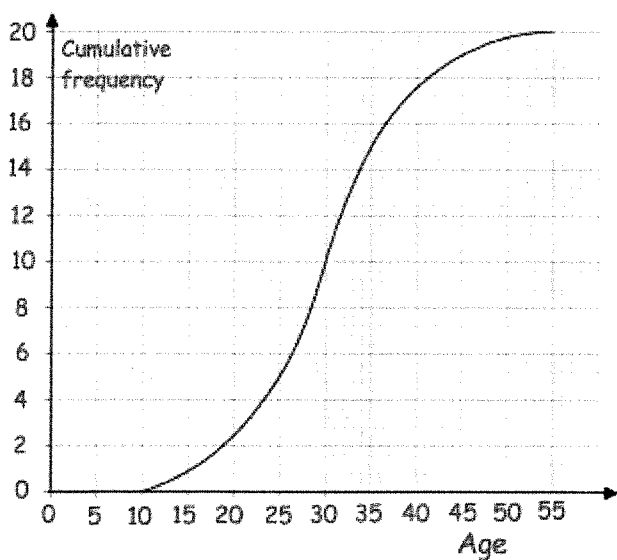
(b)

Time, $t$ minutes	Frequency
$0 < t \leq 4$	5
$4 < t \leq 8$	11
$8 < t \leq 12$	19
$12 < t \leq 16$	25
$16 < t \leq 20$	31
$20 < t \leq 24$	9

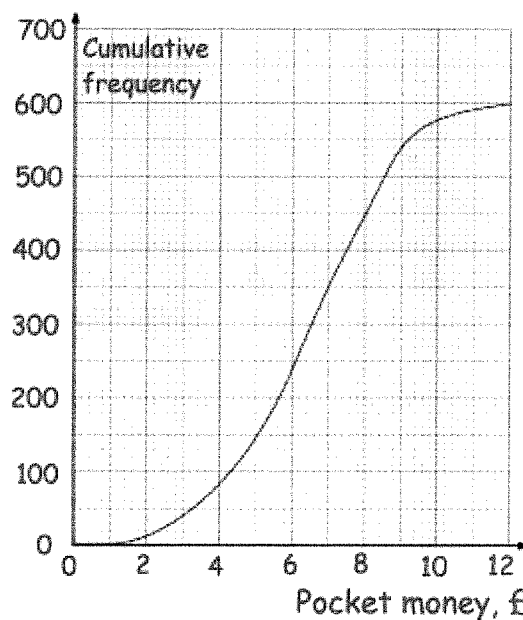


Question 6: Use each cumulative frequency graph to find the (i) lower quartile  
(ii) upper quartile  
(iii) interquartile range

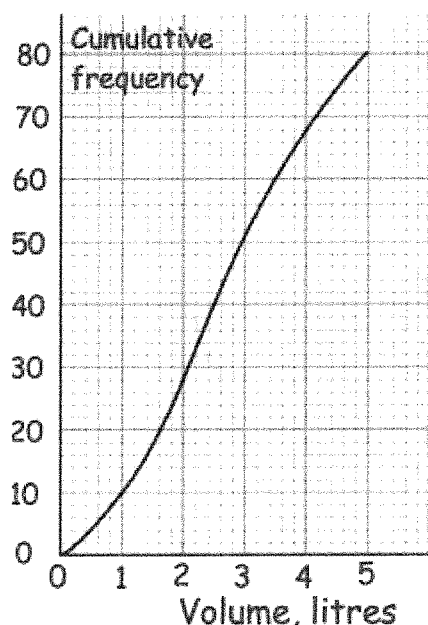
(a)



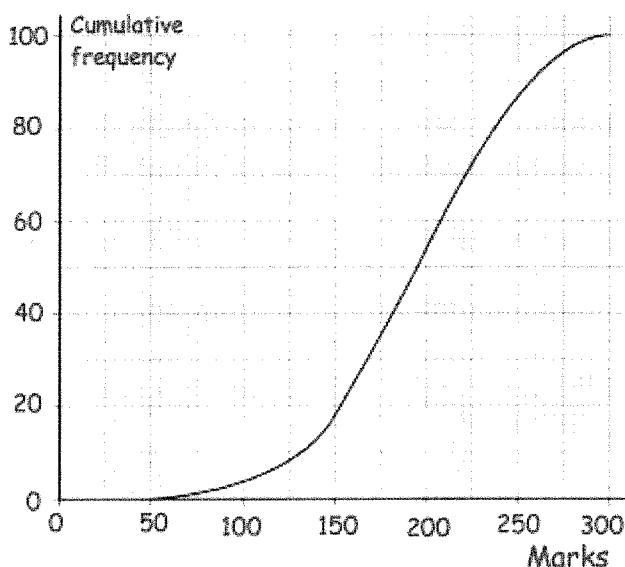
(b)



(c)

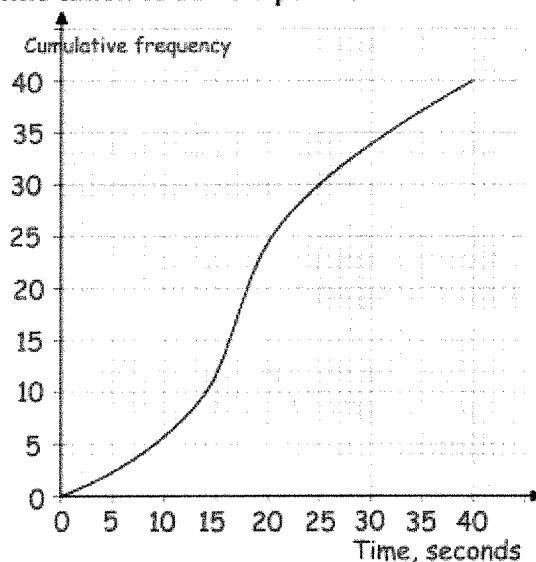


(d)



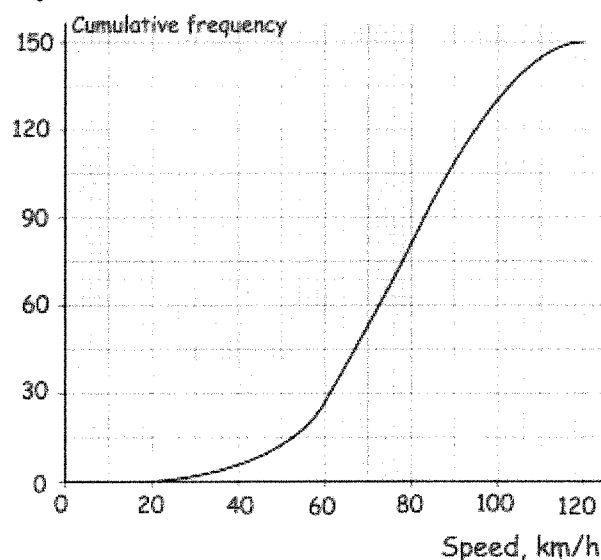
Question 7: The graph shows information about the time taken to solve a puzzle.

- (a) How many people took less than 30 seconds?
- (b) How many people took less than 10 seconds?
- (c) How many people took longer than 25 seconds?
- (d) How many people took longer than 35 seconds?
- (e) The fastest 10 people completed the puzzle in under how many seconds?
- (f) The slowest 2 people completed the puzzle in longer than how many seconds?



Question 8: The graph shows information about the speed of cars on a road.

- (a) How many cars travelled under 50km/h?
- (b) How many cars travelled over 110km/h?
- (c) 42 cars were exceeding the speed limit. What is the speed limit?
- (d) Mr Rodgers says 18% of the cars were travelling too slowly on this road. Below what speed does he feel is too slow?

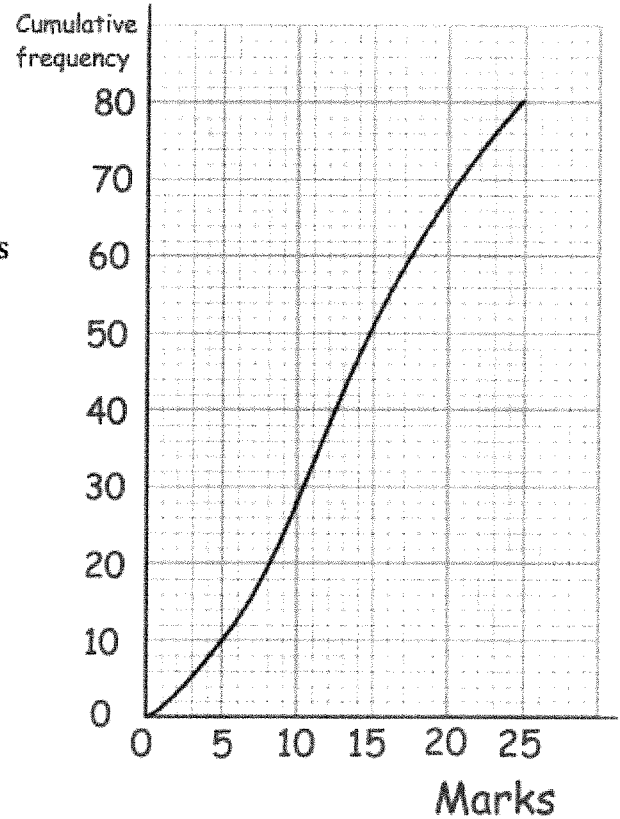


## Apply

**Question 1:** Some students complete a quiz. The cumulative frequency graph shows their results

- (a) How many students completed the quiz?
- (b) Complete the frequency table below.
- (c) What percentage of the students scored above 20 marks?

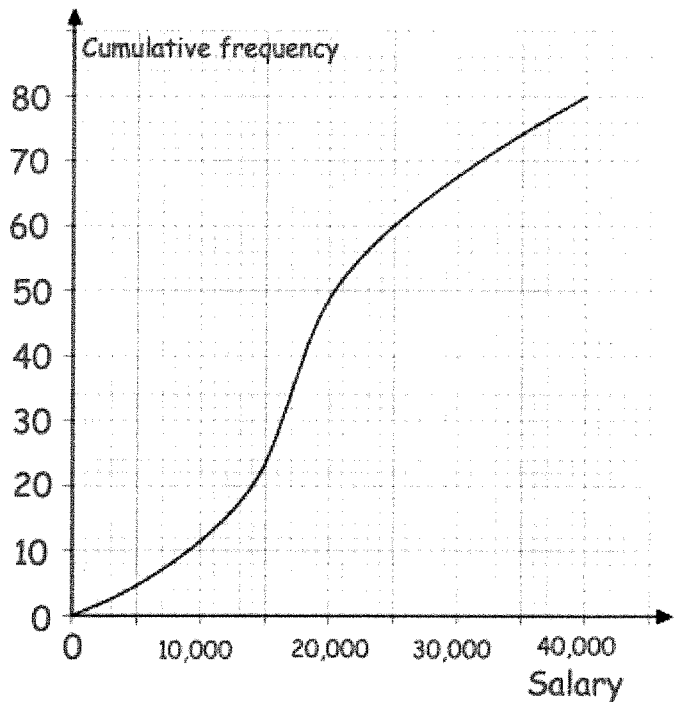
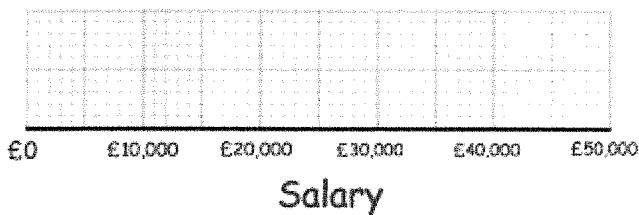
Marks	Frequency
$0 < m \leq 5$	
$5 < m \leq 10$	
$10 < m \leq 15$	
$15 < m \leq 20$	
$20 < m \leq 25$	



**Question 2:** The cumulative frequency graph below shows the salaries of 80 teachers. The lowest salary is £4,000 and the highest salary is £39,000.

A teacher is picked at random to answer a survey.

- (a) Find the probability that the teacher selected is paid less than £15,000.
- (b) Find the probability that the teacher selected is paid over £25,000.
- (c) Draw a box plot to represent the salaries.



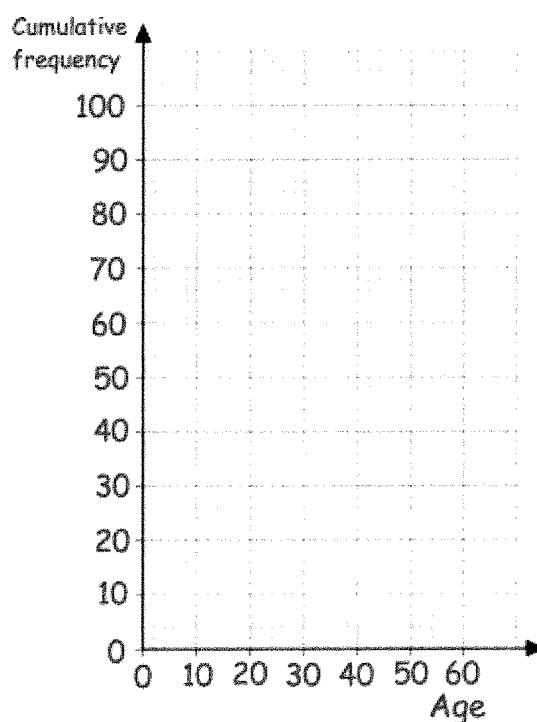
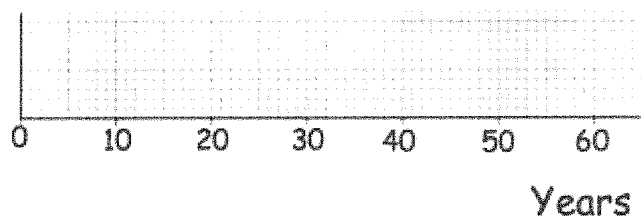
Question 3: The table shows information about the members of Abbeyville Cricket Club

Age	Frequency
$0 < A \leq 10$	2
$10 < A \leq 20$	5
$20 < A \leq 30$	19
$30 < A \leq 40$	38
$40 < A \leq 50$	25
$50 < A \leq 60$	11

The youngest member is 9 and the oldest member is 58.

- (a) Draw a cumulative frequency graph to represent this information.
- (b) Draw a box plot to represent this information

**Ages: Abbeyville Cricket Club**

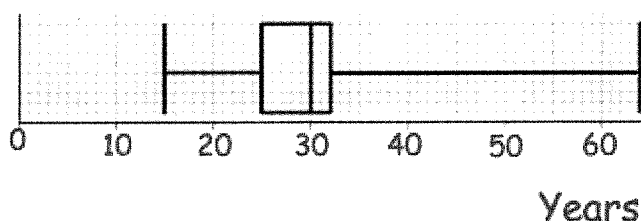


- (c) Work out the interquartile of the ages of the members of Abbeyville Cricket Club.

The box plot below shows information about Barry Town Cricket Club

**Ages: Barry Town Cricket Club**

- (d) Write down the median age of the members of Barry Town Cricket Club



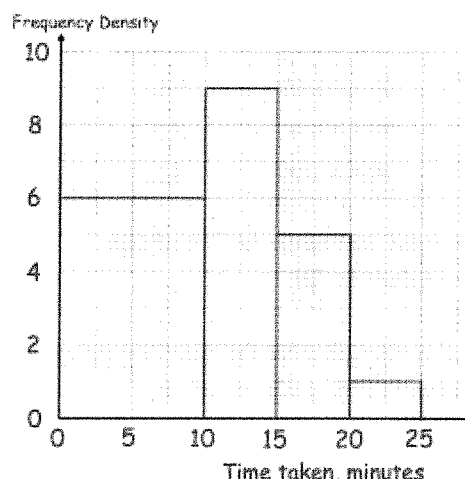
- (e) Compare the distributions of the ages of the members of Abbeyville Cricket Club to the ages of the members of Barry Town Cricket Club.

# Histograms

Question 1: The histogram shows information about the time taken to travel to school by students.

Complete the frequency table.

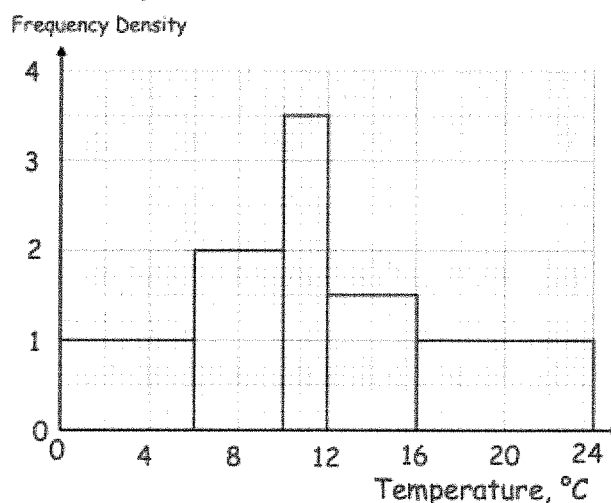
Time taken, minutes	Frequency
$0 < t \leq 10$	
$10 < t \leq 15$	
$15 < t \leq 20$	
$20 < t \leq 25$	



Question 2: The histogram shows information about the temperatures in various locations.

Complete the frequency table.

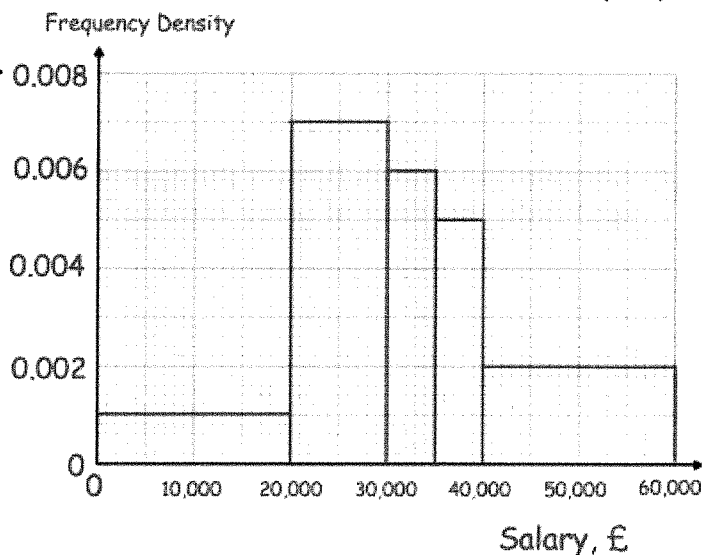
Temperature, °C	Frequency
$0 < t \leq 6$	
$6 < t \leq 10$	
$10 < t \leq 12$	
$12 < t \leq 16$	
$16 < t \leq 24$	



Question 3: The histogram shows information about the salaries of workers in a company.

Complete the frequency table.

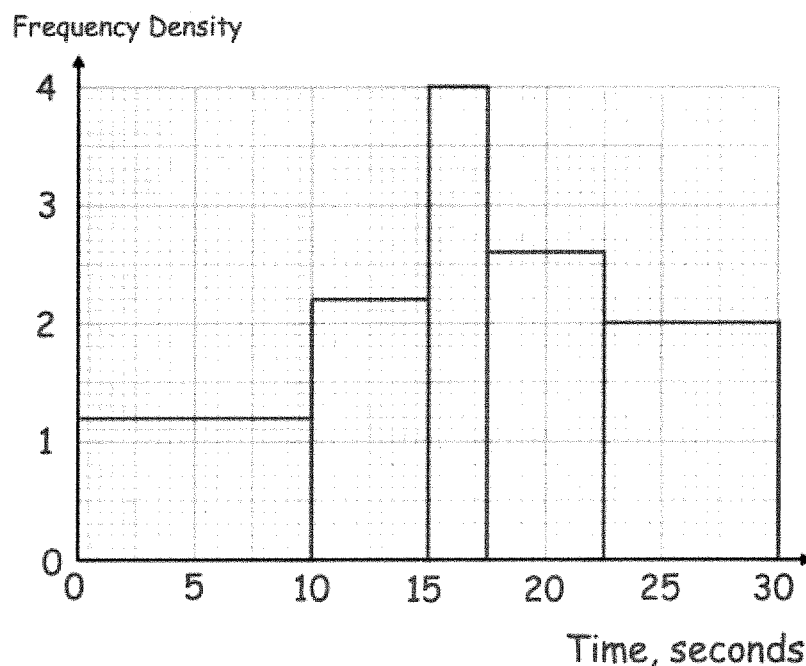
Salary, £	Frequency
$0 < s \leq 20000$	
$20000 < s \leq 30000$	
$30000 < s \leq 35000$	
$35000 < s \leq 40000$	
$40000 < s \leq 60000$	



Question 4: The histogram shows information about ages of the people who live in a village.

Complete the frequency table.

Time, seconds	Frequency
$0 < t \leq 10$	
$10 < t \leq 15$	
$15 < t \leq 17.5$	
$17.5 < t \leq 22.5$	
$22.5 < t \leq 30$	



Question 5: The histogram shows information about distances students live from a college.

(a) How many students attend the college?

(b) How many students live less than 10km from the college?

(c) How many students live between 15km and 20km from the college?

(d) Estimate how many students live more than 25km from the college.

(e) Estimate how many students live less than 5km from the college.

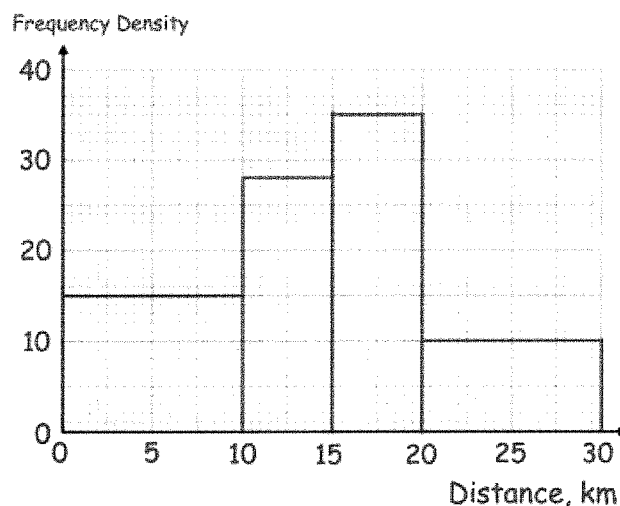
(f) Estimate how many students live between 5km and 12.5km from the college.

(g) Estimate how many students live between 12.5km and 17.5km from the college.

(h) Estimate how many students live between 10km and 14km from the college.

(i) Estimate how many students live between 8km and 16km from the college.

(j) Estimate how many students live further than 16km from the college.



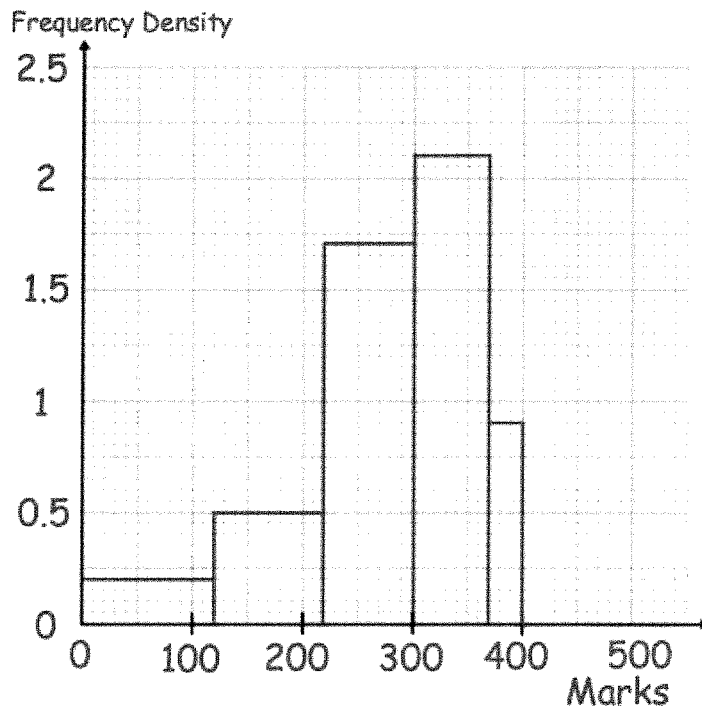
**Question 1:** An A-level course is marked out of 400 marks.

A teacher has created this histogram to represent the students' results in his college over the past 10 years.

The table shows the marks needed for each grade.

Work out an estimate of the number of students who achieved each grade.

Grade	Marks needed
A*	360
A	320
B	280
C	240
D	200
E	160
U	Below 160



**Question 2:** There are road works in Antrim, so all the buses this week were late.

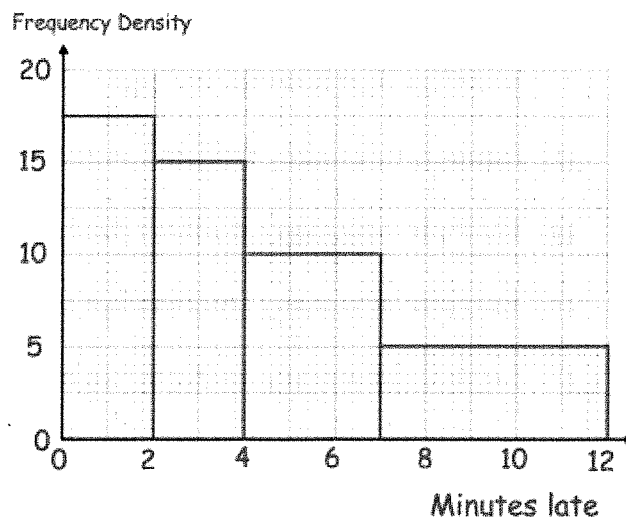
The histogram shows information about all the buses.

(a) Estimate what fraction of buses were less than 3 minutes late.

The bus company offers a full refund if the bus is more than 10 minutes late.

(b) Estimate what percentage of passengers will receive a full refund.

Give your answer to two decimal places.





Question 3: 260 people sit a driving theory test.  
Their results are shown in this histogram.

10% of the people scored less than  $x$  marks.

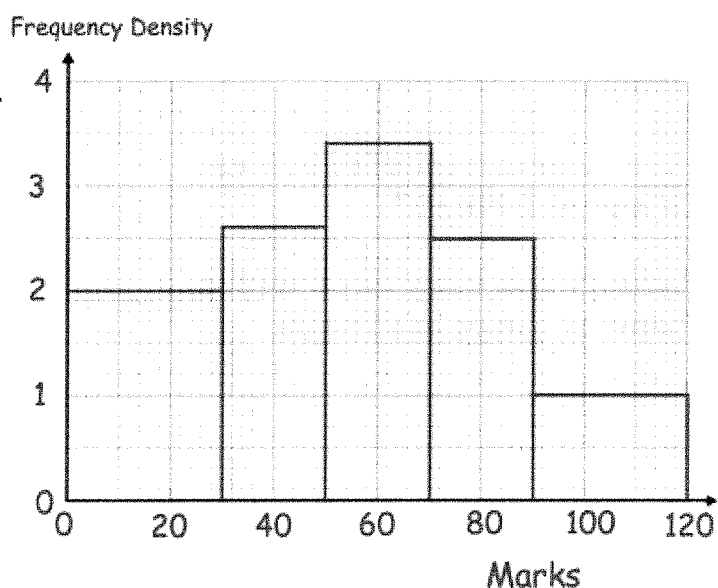
(a) Find  $x$ .

5% of people scored more than  $y$  marks.

(b) Find  $y$

70% of people scored less than  $z$  marks.

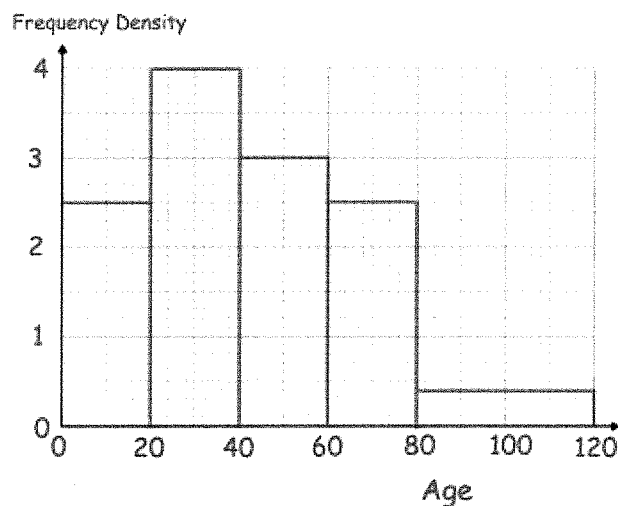
(c) Find  $z$



Question 4: The ages of the residents of a village are represented in this histogram

(a) How many people live in the village?

(b) Calculate an estimate of the mean age



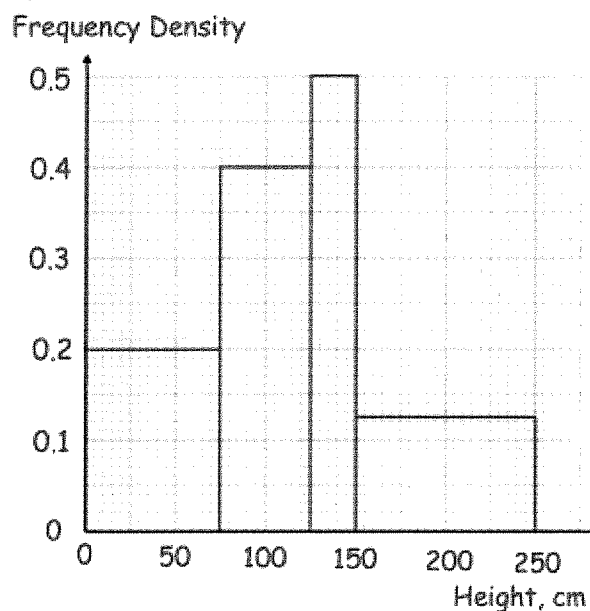
Question 5: The heights of some sunflowers are represented in the histogram.

(a) Find an estimate of the median

(b) Find an estimate of the lower quartile

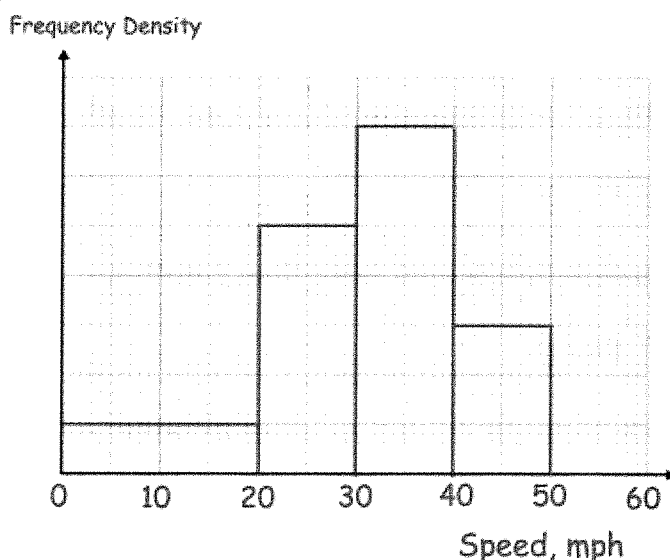
(c) Find an estimate of the upper quartile

(d) Find an estimate of the interquartile range



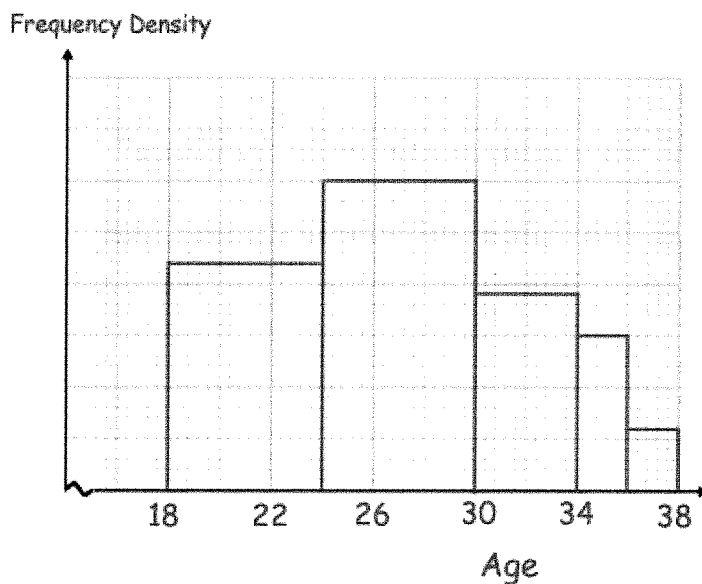
Question 6: The histogram shows the speed, in miles per hour, of cars on a road over 1 hour.  
24 cars travelled faster than 40mph.

- (a) How many cars travelled slower than 20mph?
- (b) How many cars travelled between 20mph and 40mph?
- (c) Estimate how many cars travelled between 15mph and 35mph.



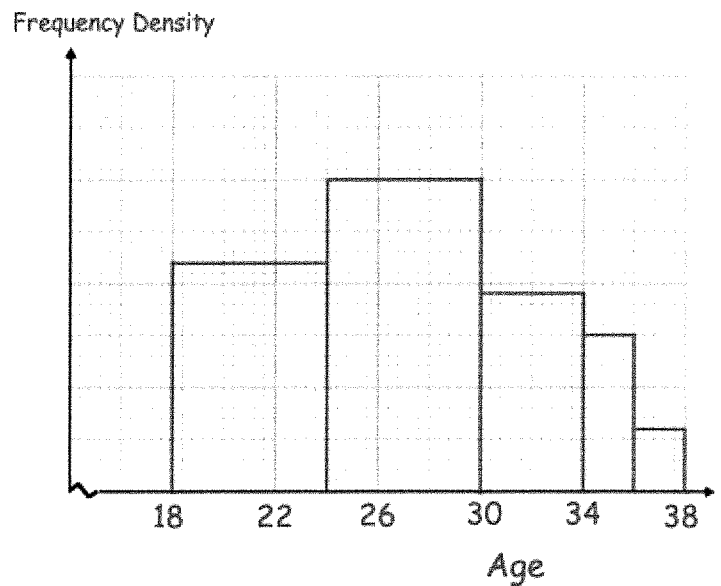
Question 7: The histogram below shows the ages of rugby players.  
There are 768 players that are under 26 years old.

Work out an estimate of how many players are over 32.



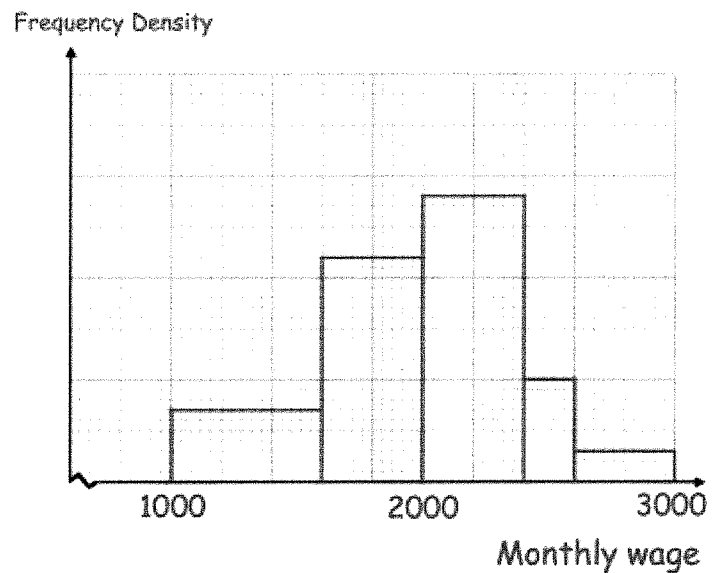
Question 7: The histogram below shows the ages of rugby players.  
There are 768 players that are under 26 years old.

Work out an estimate of how many players are over 32.



Question 8: The histogram below shows the monthly salaries of employees.  
There are 216 people who have a monthly salary of between £1800 and £2100.

Work out an estimate of how many employees have a salary of between £2300 and £2900





# Science



# Particle Model of Matter Revision Workbook

## Contents

- Density
- States of matter
- Cooling curves
- Chemical & physical change
- Internal heat energy
- Latent heat energy
- SHC
- Pressure in gases
- Calculating pressure

## Top Revision Tips

- Find a quiet place to work (no TV, Xbox, Netflix ect...)
- Use your class book, revision guides, textbooks, Doodle, BBC Bitesize, Youtube, to make revision notes, flash cards & concept maps
- Summarise information using bullet points & diagrams
- Try to revise with another student, and explain concepts to each other
- Put up posters with key points around your home
- Look at & work through past papers from [www.AQA.org.uk](http://www.AQA.org.uk)
- Take regular breaks & get enough sleep

[illegible]

**To convert  $\text{cm}^3$  to  $\text{m}^3$**   
 **$\text{cm}^3 / 100000 = \text{m}^3$**

$\text{cm}^3$	$\text{m}^3$
10	
50	
175	
550	
10000	

$$\text{Density} = \text{Mass} / \text{Volume}$$

**Example**

What is the density of a lump of metal with a mass of 100kg and a volume of 2m<sup>3</sup>?

- **Density = Mass / Volume**
- Density = 100 / 2
- Density = 50 kg/m<sup>3</sup>

What is the density of a lump of metal with a mass of 100kg and a volume of  $2\text{m}^3$ ?

- **Density = Mass / Volume**
- Density = 100 / 2
- Density = 50 kg/m<sup>2</sup>

**What is the density of a lump of metal with a mass of 35kg and a volume of 0.043m<sup>3</sup>?**

**What is the density of a lump of metal with a mass of 70kg and a volume of 0.5m<sup>3</sup>?**

**What is the density of a lump of metal with a mass of 1000kg and a volume of 15m<sup>3</sup>?**

All matter contains particles. The difference between the different states of matter is how the particles are arranged:

- in a solid - particles are tightly packed in a regular structure
- in a liquid - particles are tightly packed but free to move past each other
- in a gas - particles are spread out and move randomly

There is little difference between the density of a liquid and its corresponding solid (eg water and ice). This is because the particles are tightly packed in both states. The same number of particles in a gas spread further apart than in the liquid or solid states. The same mass takes up a bigger volume - this means the gas is less dense.

Density also depends on the material. A piece of iron with the same dimensions as a piece of aluminium will be heavier because the atoms are more closely packed. Scientists can measure how tightly packed the particles are by measuring the mass of a certain volume of the material, for example, one cubic centimetre.

- in a solid - particles are tightly packed in a regular structure
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[illegible]

- 30 cm ruler marked off in mm
- digital balance
- regular shaped objects.

**Describe how they could carry out this investigation**

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# Particle Model of Matter Revision

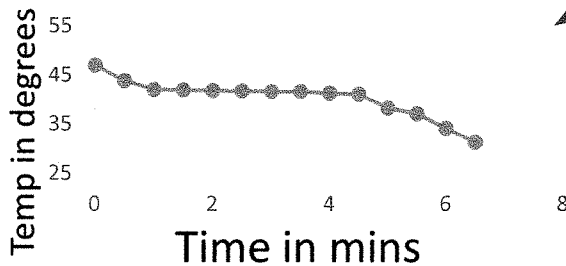


## Solids

- has a high density as the particles are very close together
- cannot be compressed as there is very little empty space between particles
- has a fixed shape as the particles are held together tightly
- cannot diffuse as the particles are not able to move
- does not exert any pressure as the particles cannot move around.

## Revision Tip Don't just read your notes

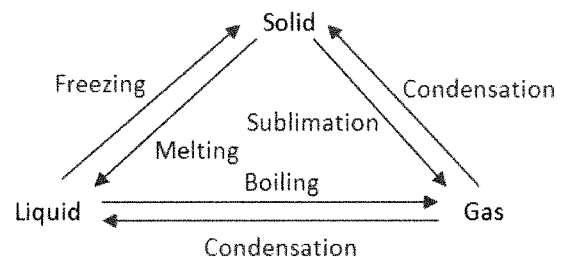
If you just read your notes you'll take in about 5% of what you are reading! You need to do something with your notes in order for them to make any difference



Describe what a cooling curve shows:

## Liquids

has a fairly high density as the particles are close together  
cannot be compressed as there is very little empty space between particles  
takes up the shape of its container as the particles can move  
can diffuse as the particles are able to change places  
can exert some pressure  
as the particles are able to move and hit the sides of the container.



Describe how one state turns into another:

## Gas

- has a low density as the particles are far apart
- can be compressed as there is space between particles
- has no fixed shape as the particles move about rapidly in all directions
- can spread out as the particles are able to move in all directions

Complete the diagrams below

Solid	Liquid	Gas

# Particle Model of Matter Revision

understand

Describe the movement of the particles of helium gas inside the balloon & it's effect on it's density

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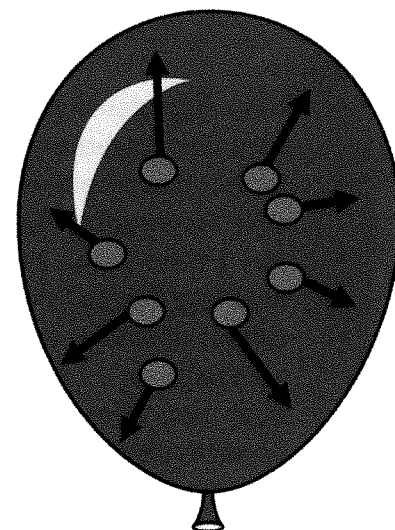
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Chemical changes occur when a substance combines with another to form a new substance, called chemical synthesis or, alternatively, chemical decomposition into two or more different substances. These processes are called chemical reactions and, in general, are not reversible except by further chemical reactions.

Highlight key words or phrases

Physical changes are changes affecting the form of a chemical substance, but not its chemical composition. Physical changes are used to separate mixtures into their component compounds, but can not usually be used to separate compounds into chemical elements or simpler compounds.

Summarise the main differences between chemical & physical changes

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Describe what temperature is:

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Describe what heat is:

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What Is the Internal Energy of a System

A system is a collection of parts that is in some way connected or works together. Systems can be a lot of things. The mechanics of a car is a system and so is the Sun. Systems are also used in thermodynamics to describe areas that allow heat to move freely. It's this latter definition that is most relevant when we're talking about internal energy. That's because internal energy is a term that is used commonly in thermodynamics. It's a way of describing all the energy contained within the particles that make up a system.

[illegible]

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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

- energy needed =  $0.5 \times 128 \times 25 = 1600$  J (1.6 kJ)

# Particle Model of Matter Revision

Highlight key words or phrases

The specific latent heat of fusion,  $l$ , of a substance is the heat needed to change a mass of 1 kg the substance from a solid at its melting point into liquid at the same temperature.

The specific latent heat of vaporisation,  $l$ , of a substance is the heat needed to change the substance from a liquid at its boiling point into vapour at the same temperature.

Specific latent heat of fusion and specific latent heat of vaporisation both have the same symbol,  $l$ , and are measured in joules per kilogram. The heat energy  $E_h$  that is needed to change a mass  $m$  of liquid from at its boiling point into vapour at the same temperature is given by the following relationship.

$$E_h = ml$$

•  $E_h$  is the heat supplied in joules

•  $m$  is the mass in kilograms of liquid changing state

•  $l$  is the specific latent heat of vaporisation measured in joules per kilogram

## Example

The heater in an electric kettle delivers 1.5 kW of power to 2 kg of water at its boiling point. The specific latent heat of vaporisation of water is  $2.26 \times 10^6 \text{ J/kg}$ . How much heat energy is delivered to the water in this time.

Heat supplied,  $E_h$

$$= \text{power} \times \text{time}$$

$$= 1.5 \times 10^3 \times 100$$

$$= 1.5 \times 10^5 \text{ J}$$

Calculate the energy transferred to the surroundings as 0.60 kg of stearic acid changed state from liquid to solid. The specific latent heat of fusion of stearic acid is  $199\,000 \text{ J/kg}$ .

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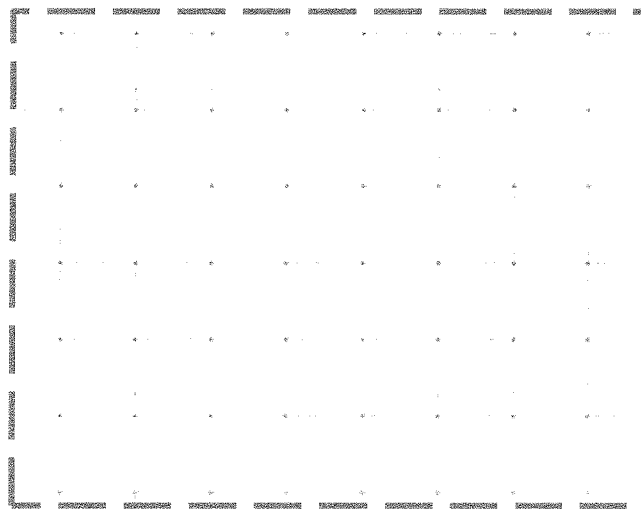
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understand

Draw a graph showing a general cooling curve of a substance



Highlight key words or phrases

In gases the particles move rapidly in all directions, frequently colliding with each other and the side of the container. With an increase in temperature, the particles gain kinetic energy and move faster. The actual average speed of the particles depends on their mass as well as the temperature – heavier particles move more slowly than lighter ones at the same temperature. The oxygen and nitrogen molecules in air at normal room temperature are moving rapidly at between 300 to 400 metres per second. Unlike collisions between macroscopic objects, collisions between particles are perfectly elastic with no loss of kinetic energy. This is very different to most other collisions where some kinetic energy is transformed into other forms such as heat and sound. It is the perfectly elastic nature of the collisions that enables the gas particles to continue rebounding after each collision with no loss of speed. Particles are still subject to gravity and hit the bottom of a container with greater force than the top, thus giving gases weight. If the vertical motion of gas molecules did not slow under gravity, the atmosphere would have long since escaped from the Earth.

# Particle Model of Matter Revision



The molecules of a gas are in constant random motion. The temperature of the gas is related to the average kinetic energy of the molecules. The higher the temperature, the greater the average kinetic energy and so the faster the average speed of the molecules.

Draw a diagram below to show the movement of particles in a gas

Describe and explain how the motion of molecules in a gas changes as the gas is heated.

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Highlight key words or phrases



The molecules are continually colliding with each other and with the walls of the container. When a molecule collides with the wall, they exert small force on the wall. The pressure exerted by the gas is due to the sum of all these collision forces. The more particles that hit the walls, the higher the pressure.

If a gas is heated up, its particles move around more quickly. They hit the walls of their container harder and more often. This increases the pressure. Sometimes the pressure gets so great that the container bursts.

Gases can be compressed, because they just take up whatever space is available to them. This is because gases consist of molecules that have too little interactions between them to stick together. They just move along until they collide, either with a wall or with each other.

Gases can be compressed because there are large empty spaces between their molecules. They can be compressed to a certain limit of volume according to its compressibility factor, gases cannot be compressed beyond their limit because the molecules of a highly compressed gas, at a certain high pressure repel each other which will cause increase in their volume.

Molecular interactions in gases are too weak (almost negligible compared to liquids and solids), and because of this the molecules are far apart from each other. and this distance between molecules can be reduced by applying external force (or pressure) i. e. compression.

Explain how blowing up a balloon too much can cause it to pop in terms of gas pressure.

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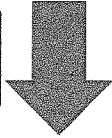
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# Particle Model of Matter Revision



Complete the 2 gas diagrams below



Uncompressed gas

Compressed gas

Explain why it is easy to compress a gas, but not solids or liquids

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$$\text{Pressure} = \text{Force} / \text{Area}$$

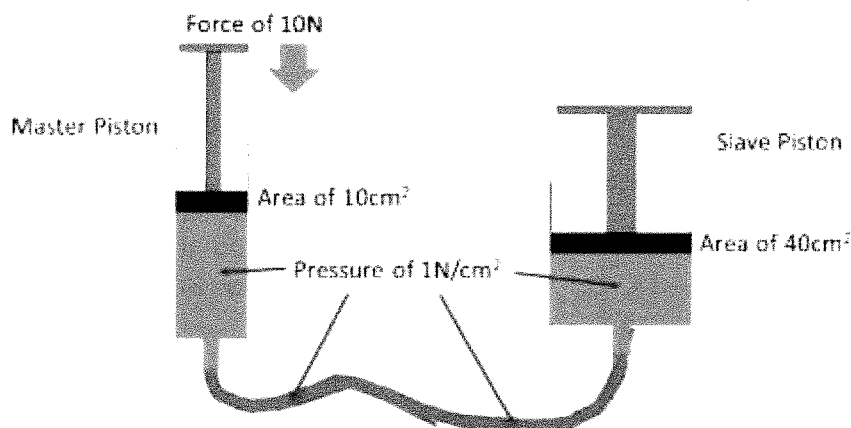
**Example**

What is the pressure when a force of 20N is applied to a 20m<sup>2</sup> area?

$$\text{Pressure} = \text{Force} / \text{Area}$$

$$\text{Pressure} = 20\text{N} / 20\text{m}^2$$

$$= 1\text{N/m}^2$$



$$\text{Force 1} / \text{Area 1} = \text{Force 2} / \text{Area 2}$$

$$\text{Pressure 1} \times \text{Volume 1} = \text{Pressure 2} \times \text{Volume 2}$$

What is the pressure when a force of 75N is applied to a 3m<sup>2</sup> area?

What is the pressure when a force of 30N is applied to a 20m<sup>2</sup> area?

What is the pressure when a force of 10N is applied to a 2m<sup>2</sup> area?

What is the pressure when a force of 45N is applied to a 5m<sup>2</sup> area?

# Infection & Response Revision Workbook

## Contents

- Communicable (infectious) diseases
- viral diseases
- bacterial diseases
- fungal diseases
- protest diseases eg. malaria
- human defence systems
- vaccination / antibiotics and painkillers / discovery and development of drugs.
- Producing and using monoclonal antibodies.
- Detection and identification of plant diseases
- plant defence responses.

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# Infection & Response Revision



## Bacteria

Bacteria are microscopic organisms. They come in many shapes and sizes, but even the largest are only 10 micrometres long - 10 millionths of a metre. Bacteria are living cells and, in favourable conditions, can multiply rapidly. Once inside the body, they release poisons or toxins that make us feel ill.

## Fungi

Larger fungi include moulds and mushrooms. Microscopic fungi can cause diseases such as athlete's foot.

Tick the features that the different microbes have

	Bacteria	Virus	Fungi
Nucleus			
Plasmid			
Cell wall			
Flagella			
Cytoplasm			
Protein coat			

## Viruses

Viruses are many times smaller than bacteria. They are among the smallest organisms known and consist of a fragment of genetic material inside a protective protein coat. Viruses can only reproduce inside host cells and they damage the cell when they do this.

Bacteria are microscopic organisms. They come in many shapes and sizes, but even the largest are only 10 micrometres long - 10 millionths of a metre.

Bacteria are living cells and, in favourable conditions, can multiply rapidly. Once inside the body, they release poisons or toxins that make us feel ill.

Gonorrhoea is a sexually transmitted infection (STI) caused by bacteria called *Neisseria gonorrhoeae* or gonococcus. Typical symptoms of gonorrhoea include a thick green or yellow discharge from the vagina or penis, pain when urinating and (in women) bleeding between periods.

Highlight key words or phrases

## Culturing microorganisms

The action of antibiotics and disinfectants can be investigated using cultures of microorganisms (populations of microorganisms that have been grown for a purpose). It is important that the cultures are uncontaminated by other microorganisms, so sterile conditions are needed:

- the Petri dishes, nutrient agar jelly and other culture media must be sterilised
- the inoculating loops used to transfer microorganisms must be sterilised (usually by passing the metal loop through a Bunsen burner flame)
- the lid of the Petri dish is sealed with sticky tape to stop microorganisms from the air getting in and contaminating the culture.

How do we make growing microbes safe?



# Infection & Response Revision

understand

A pathogen is:

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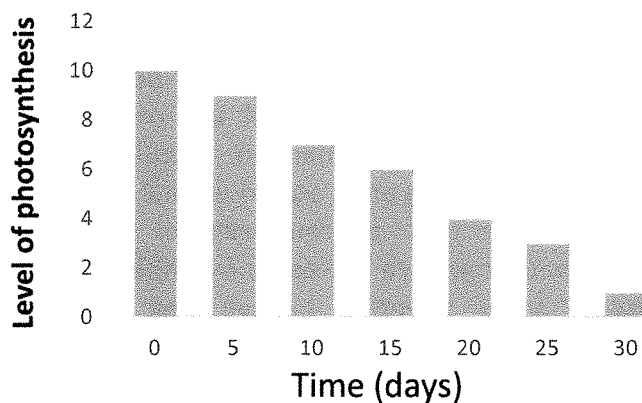
Transmission can occur in a number of important ways, as shown in the table below. Please complete it

Type	Explanation
Direct contact	
Water	
Air	
Unhygienic food preparation	
Vector	

## Tobacco mosaic virus

The tobacco mosaic virus infects tobacco and lots of other closely related species, such as tomatoes and peppers. It is transmitted by contact between plants, either naturally or through the hands of farmers. It infects the chloroplasts of plant leaves and changes their colour from green to yellow or white in a mosaic pattern. It can also make leaves crinkle or curl up. This reduces the plant's ability to **photosynthesise** and grow properly, which reduces the crop **yield** for farmers. There is no cure therefore farmers must try to reduce the infection to their crops or attempt to reduce the spread of the virus.

A Graph to Show the Rate of Photosynthesis After Infection With TMV



Highlight key words or phrases

## HIV/AIDS

HIV stands for human immunodeficiency virus. This infection is transmitted by body fluids, often during unprotected sex, but also through cuts and injecting drugs using shared needles. Immediately after infection, people often suffer mild flu-like symptoms. These pass and for a period of time infected people might not know they are infected. AIDS stands for acquired immune deficiency syndrome. Months or years after the infection of the HIV virus, it becomes active and starts to attack the patient's immune system. HIV at this point has become AIDS. There is no cure for HIV /AIDS although many scientists are trying to find one. Currently, infected people are given antiviral drugs, which can slow the development of AIDS.

Describe the effect of TMV on the level of photosynthesis & explain why

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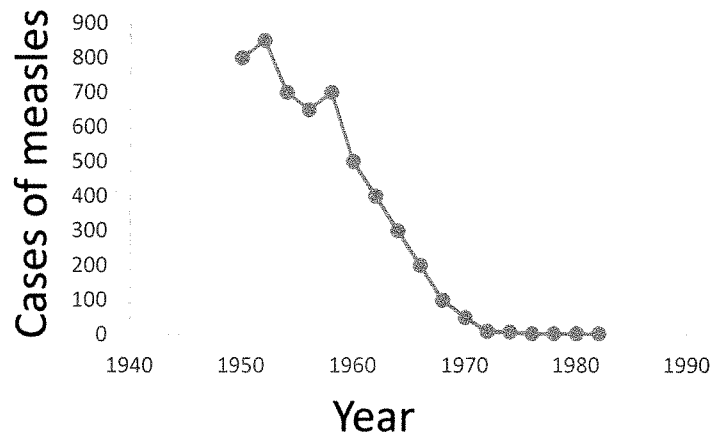
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# Infection & Response Revision

understand

## Measles

Measles is a very infectious viral disease that is often caught by young children. It is transmitted through the air in tiny droplets after an infected person sneezes. It causes a fever and skin rash. Many children in developed countries are given vaccines against measles, but sadly this is not the case throughout the world. Infection can cause more serious effects like infertility in adults who did not catch the disease as children.



Highlight key words or phrases

## Gonorrhoea

Gonorrhoea is a sexually transmitted disease (STD) caused by a bacterium. It is a common infection, especially amongst people aged 15-24.

Gonorrhoea causes a burning pain when urinating and often forms a thick yellow or green discharge from an infected person's penis or vagina. If untreated it can result in infertility. To prevent infection, people can abstain from having anal, oral or vaginal sex or use a barrier-type of contraception like a condom. Gonorrhoea is treated by antibiotics, though some scientists believe that these antibiotics may one day stop working.

Describe the trend shown in the graph and explain why

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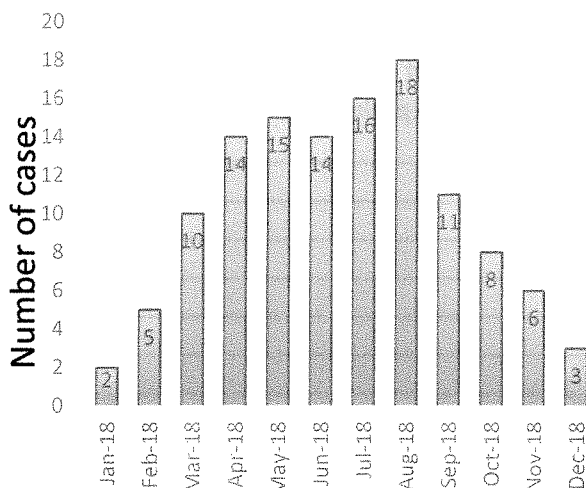
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## Salmonella

Salmonella is a genus of bacteria that causes food poisoning. This often means abdominal cramps, vomiting and diarrhoea. It is often found in unhygienic kitchens, undercooked foods such as meat, eggs and poultry, or the same foods that have not been reheated properly. To prevent the spread of salmonella in the UK, all poultry are vaccinated against it. Cooking food thoroughly, after preparing it in hygienic conditions, is the best way to avoid illness.



In what month was there the highest number of cases and using the information above suggest why?

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# Infection & Response Revision



## Malaria

Malaria is spread by mosquitos which carry the Plasmodium protist. These are often found in areas with higher temperatures like Africa, Asia, and South and Central America, but not the UK. Mosquitos suck blood containing the protists from an infected person. They pass the protist, to other people they suck blood from. The mosquitos do not become ill and are called 'vectors' because they transmit the disease.

The symptoms of malaria include a fever, sweats and chills, headaches, vomiting and diarrhoea. Of the 200 million people infected each year, up to half die from this disease. There is no vaccination for malaria. Infection can only be prevented by stopping individuals from being bitten. People sleep under mosquito nets and wear insect repellent to avoid bites. Antimalarial drugs are also taken, which treat the symptoms and can prevent infection.

Draw a flow chart showing the life cycle of a malaria protist

## Athlete's Foot

Athlete's foot is a rash caused by a fungus that is usually found between people's toes. It causes dry, red and flaky or white, wet and cracked skin. It is often found in communal areas like swimming pool changing rooms or gyms. It is transmitted by touching infected skin or surfaces that have been previous contaminated. It is treated by antifungal medication.

The transmission of pathogens can be prevented or reduced in a number of ways. A number of important methods of doing this are shown in the table below.

Method	How it works
Sterilising water	
Food hygiene	
Vaccination	
Contraception	
Personal hygiene	

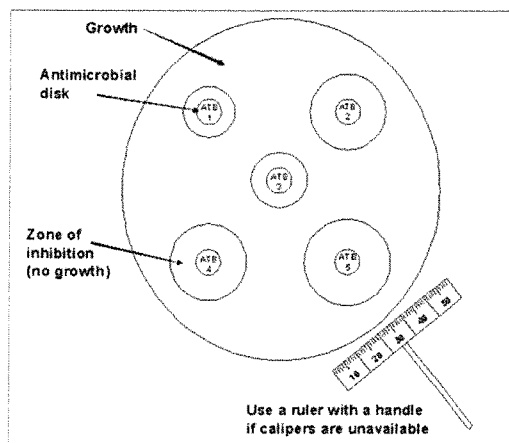
Highlight key words or phrases

## Rose black spot

Rose black spot is caused by a fungus which infects roses. It infects leaves and causes black or purple spots on the leaves. The rest of the leaves often turn yellow and can drop off the plant. This reduces that plant's ability to photosynthesise and reduces growth. It can be transmitted in air or water, as well as through direct contact by gardeners. It is treatable using fungicides and by removing and destroying infected leaves.

# Infection & Response Revision

understand



## Antibiotics

Antibiotics are substances that slow down or stop the growth of bacteria. They are commonly prescribed medicines, examples include penicillin and amoxicillin. These can be taken to cure the disease by killing the pathogen, but only cure bacterial diseases and not viral ones.

### How do antibiotics work?

Antibiotics damage the bacterial cells but do not damage the host cells. They have the ability to cure some bacterial diseases that would have previously killed many people. Since their introduction, they have had a large influence on the world's health and death rate.. Different bacteria cause different diseases. One antibiotic may only work against one type of bacteria, or a few types. This means that a range of different antibiotics is needed for the treatment of the whole range of bacterial diseases.

Key Word	Definition
Double blind trial	
Placebo	
Human trail	
Side effect	
Dosage	

## Calculating the effect of antibiotics and antiseptics

The effectiveness of the chosen antibiotic or antiseptic can be measured numerically by using the formula  $\pi r^2$

- For  $\pi$  use 3.14. This value may vary slightly in a specific question.
- Measure the diameter of the zone of inhibition and divide it by 2 eg  $10 \div 2 = 5$  mm
- Use the equation  $\pi r^2$

Radius (mm)	Area of clearance (mm <sup>2</sup> )
2	
4	
6	

## Highlight key words or phrases

**Three stages of testing drugs:** There are three main stages of testing:

- The drugs are tested using computer models and skin cells grown using human stem cells in the laboratory. This allows the efficacy and possible side effects to be tested. Many substances fail this first test of a preclinical drug trial because they damage cells or do not seem to work.
- Drugs that pass the first stage are tested on animals in the second part of a preclinical drug trial. In the UK, new medicines have to undergo these tests. But it is illegal to test cosmetics and tobacco products on animals. A typical test involves giving a known amount of the substance to the animals, then monitoring them carefully for any side-effects.
- Drugs that have passed animal tests are used in human clinical trials. They are tested on healthy volunteers to check that they are safe. The substances are then tested on people with the illness to ensure that they are safe and that they work. Low doses of the drug are used initially, and if this is safe the dosage increases until the optimum dosage is identified.

# Infection & Response Revision

understand

Innate, or nonspecific, immunity is the defense system with which you were born. It protects you against all antigens. Innate immunity involves barriers that keep harmful materials from entering your body. These barriers form the first line of defense in the immune response.

Feature	How it prevents infection
Skin	
Tears	
Stomach acid	
Mucus	

## White blood cells

White blood cells can:

- engulf pathogens and destroy them
- produce antibodies to destroy pathogens
- produce antitoxins that neutralise the toxins released by pathogens

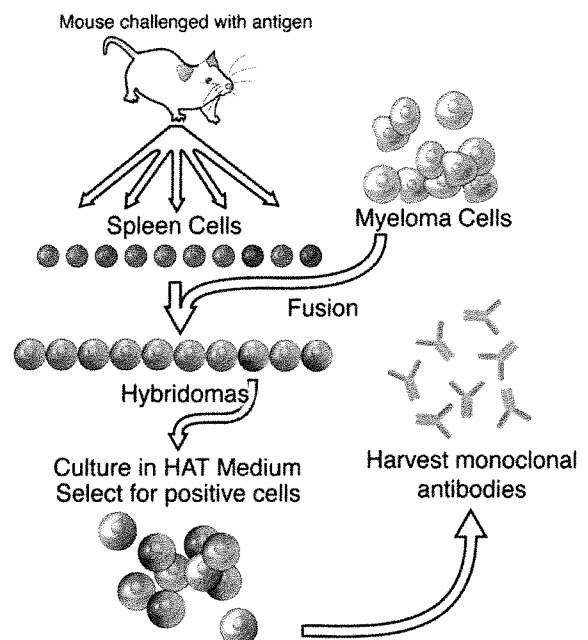
Draw a diagram showing the process of phagocytosis

## Highlight key words or phrases

'Mono' means 'one' and 'clone' means 'identical copy'. Monoclonal antibodies are identical copies of one type of antibody.

Antibodies are proteins produced by a type of white blood called lymphocytes. Pathogens have proteins on their surface called antigens. When a pathogen infects the body, the lymphocytes recognise these antigens as foreign and attack them by producing antibodies.

Antibodies bind to specific antigens on pathogens. This means that only one type of antibody will bind to a matching antigen. Scientists discovered that we could make antibodies to bind to antigens on other substances, and not just those on pathogens. Once bound, the antigens - and the substances they are found on - are merged tightly together. This makes them easier to identify and deal with.



# Infection & Response Revision

understand

Highlight key words or phrases

## Vaccination

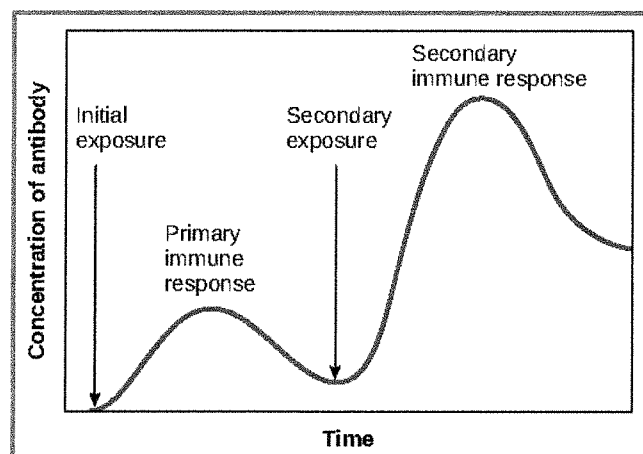
People can be immunised against a pathogen through vaccination. Different vaccines are needed for different pathogens.

Vaccination involves putting a small amount of an inactive form of a pathogen, or dead pathogen, into the body. Vaccines can contain:

- live pathogens treated to make them harmless
- harmless fragments of the pathogen
- toxins produced by pathogens
- dead pathogens

These all act as antigens. When injected into the body, they stimulate white blood cells to produce antibodies against the pathogen.

Because the vaccine contains only a weakened or harmless version of a pathogen, the vaccinated person is not in danger of developing disease - although some people may suffer a mild reaction. If the person does get infected by the pathogen later, the required lymphocytes are able to reproduce rapidly and destroy it.



Describe the differences between the primary & secondary response

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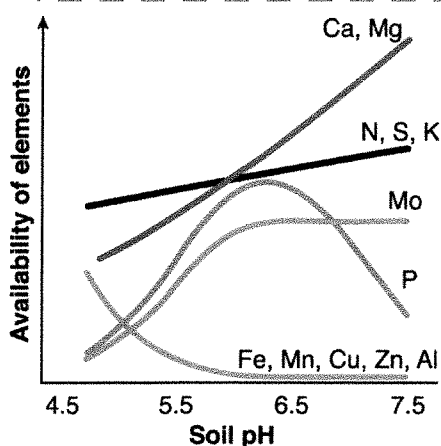
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## Plant chemical defences

Some plants such as mint and witch hazel produce antibacterial chemicals. These limit the spread of bacteria that were not stopped by physical defences. These chemical defences are now used in antiseptics for humans. Other plants, like stinging nettles, have developed poisons to stop themselves being eaten by herbivores. These do not defend plants from infection by pathogens.

## Plant physical defences

Many plants are covered with a thick bark. This is an external layer of dead cells which forms a physical barrier against infection. In this way it is very much like our skin. Beyond bark, each plant cell has a cellulose cell wall which acts as another barrier against infection. Leaves are covered with a waxy cuticle which also stops their cells from becoming infected.



Describe the effect of availability of elements & soil pH affects plant growth

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# Energy Changes Revision Workbook

## Contents

- Energy level diagrams
- Endo & exothermic reactions
- Collision theory
- Bond energy calculations
- Batteries
- Hydrogen fuel cells

## Top Revision Tips

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- Use your class book, revision guides, textbooks, Doodle, BBC Bitesize, Youtube, to make revision notes, flash cards & concept maps
- Summarise information using bullet points & diagrams
- Try to revise with another student, and explain concepts to each other
- Put up posters with key points around your home
- Look at & work through past papers from [www.AQA.org.uk](http://www.AQA.org.uk)
- Take regular breaks & get enough sleep

# Energy Changes Revision

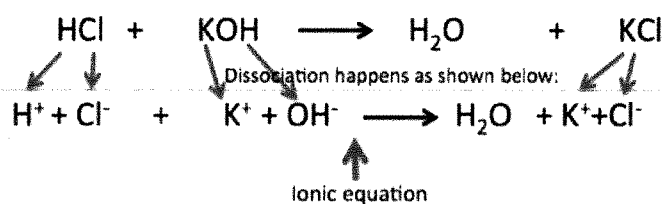


An exothermic reaction is a chemical reaction that releases energy by light or heat. It is the opposite of an endothermic reaction. Expressed in a chemical equation: reactants → products + energy.

Draw an energy level diagram showing an endothermic reaction

Draw an energy level diagram showing an exothermic reaction

The term endothermic process describes a process or reaction in which the system absorbs energy from its surroundings; usually, but not always, in the form of heat.



Highlight key words or phrases

Reacting two solutions, eg acid and alkali

1. Place the polystyrene cup inside the glass beaker to make it more stable.
2. Measure an appropriate volume of each liquid, eg 25 cm<sup>3</sup>.
3. Place one of the liquids in a polystyrene cup.
4. Record the temperature of the solution.
5. Add the second solution and record the highest or lowest temperature obtained.
6. Change your independent variable and repeat the experiment.

Key word	Definition
Reaction	
Reactants	
Products	
Energy	
Collisions	

For the practical to the left what is the Independent variable:

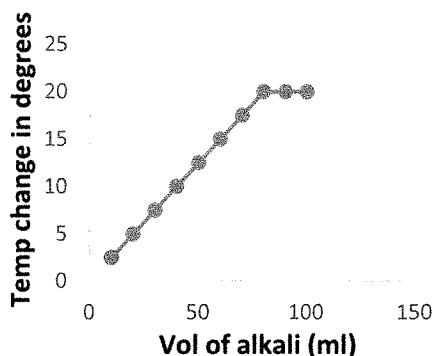
Dependent variable:

Control variables:



# Energy Changes Revision

understand



The graph to the left shows the temperature change when reacting different volumes of alkali with a set volume of acid. Describe and explain these results.

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## Highlight key words or phrases

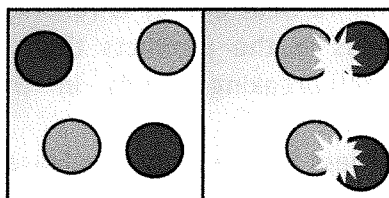
### Collision theory

Different reactions can happen at different rates. Reactions that occur slowly have a low rate of reaction. Reactions that happen quickly have a high rate of reaction. For example, rusting is a slow reaction: it has a low rate of reaction. Burning and explosions are very fast reactions: they have a high rate of reaction.

- For a chemical reaction to occur, the reactant particles must collide. But collisions with too little energy do not produce a reaction.
- The particles must have enough energy for the collision to be successful in producing a reaction.
- The rate of reaction depends on the rate of successful collisions between reactant particles. The more successful collisions there are, the faster the rate of reaction.

### Cold

- Slow movement
- Low collisions
- Little energy



### HOT

- Fast movement
- More collisions
- More energy

Produce a small mind map on the key points of collision theory:

A reaction profile includes the activation energy, which is the minimum energy needed by particles when they collide for a reaction to occur. The activation energy is shown as a 'hump' in the line, which:

- starts at the energy of the reactants
- is equal to the difference in energy between the top of the 'hump' and the reactant
- The overall change in energy in a reaction is the difference between the energy of the reactants and products

Describe in detail what the reaction profile to the left is showing:

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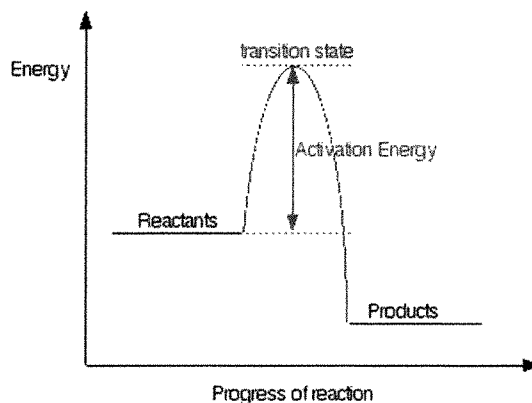
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# Energy Changes Revision



## During a chemical reaction:

- bonds in the reactants are broken
- new bonds are made in the products

The difference between the energy needed to break bonds and the energy released when new bonds are made determines the type of reaction.

### A reaction is:

exothermic if more heat energy is released in making bonds in the products than is taken in when breaking bonds in the reactants

endothermic if less heat energy is released in making bonds in the products than is taken in when breaking bonds in the reactants

Highlight key words or phrases

## Using bond energies

The energy change in a reaction can be calculated using bond energies. A bond energy is the amount of energy needed to break one mole of a particular covalent bond.

Different bonds have different bond energies. These are given when they are needed for calculations.

### To calculate an energy change for a reaction:

- add together the bond energies for all the bonds in the reactants - this is the 'energy in'
- add together the bond energies for all the bonds in the products - this is the 'energy out'
- energy change = energy in - energy out

## Bond Energy Calculation Method

1. Draw out the bonds in each of the reactants and products.
2. Calculate the energy absorbed when all of the reactant bonds are broken.
3. Calculate the energy released when all of the new bonds in the products are made.
4. Subtract the total for the new bonds from the total for the old bonds. A negative final answer means that the reaction is exothermic.

H—H	432	O—H	467
C—H	413	C = C	614
C—C	347	O = O	495
C—N	305	C = O*	745
C—O	358	N = O	607
C—F	485	N = N	418
C—Cl	339	N ≡ N	941
N—H	391	C ≡ N	891
N—N	160	C = N	615



$$2 \times (\text{H}-\text{H}) = 2 \times 436$$

$$1 \times (\text{O}=\text{O}) = 1 \times 498$$

$$\text{Total energy in} = 872 + 498 = 1370 \text{ kJ}$$

$$4 \times (\text{O}-\text{H}) = 4 \times 464$$

$$\text{Total energy out} = 1856 \text{ kJ}$$

$$\begin{aligned}
 \text{Energy change} &= 1370 - 1856 \\
 &= \mathbf{-486 \text{ kJ}} \text{ (negative value - so it is exothermic)}
 \end{aligned}$$

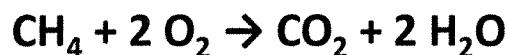
Calculate the total bond energy for the compounds in the table below

Compound	Bond energy	Compound	Bond energy
CO <sub>2</sub>		HCl	
H <sub>2</sub> O		CH <sub>4</sub>	
H <sub>2</sub>		NH <sub>3</sub>	

# Energy Changes Revision

understand

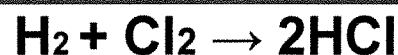
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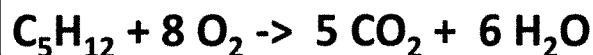
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# Energy Changes Revision

### Highlight key words or phrases

Chemical cells use chemical reactions to transfer energy by electricity. The voltage of a cell depends upon a number of factors, including what the electrodes are made from, and the substance used as the electrolyte.

A simple cell can be made by connecting two different metals in contact with an electrolyte. A number of cells can be connected in series to make a **battery**, which has a higher voltage than a single cell.

- In non-rechargeable cells, eg alkaline cells, a **voltage** is produced until one of the **reactants** is used up. When this happens, we say the battery 'goes flat'.
- In rechargeable cells and batteries, like the one used to power your mobile phone, the chemical reactions can be reversed when an **external circuit** is supplied.

If we connect different combinations of these metals to make a cell, we find that the voltage changes. In the below table, the positive electrodes and what they are made from are listed along the top and the negative electrodes along the side.

# understand

Here is a simple reactivity series:

Increasing  
reactivity

## Magnesium

## Zinc

**Copper**

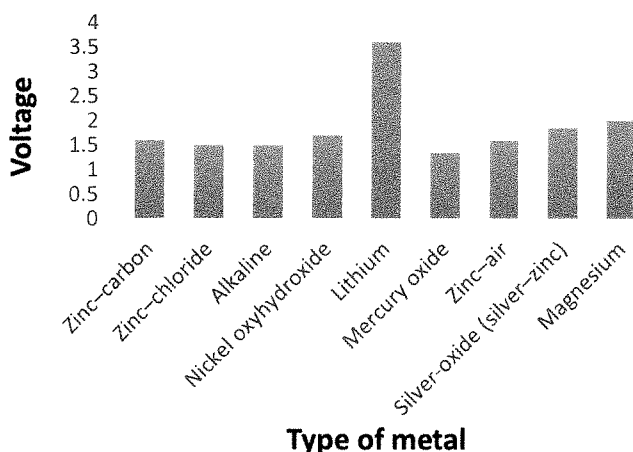
Silver

### What is the reactivity series?

Metal	Chromium	Copper	Iron	Tin	Zinc
Chromium	0.0V	x	x	x	x
Copper	1.3V	0.0V	x	x	X
Iron	0.4V	0.1V	0.0V	X	X
Tin	0.6V	0.5V	0.3V	0.0V	X
Zinc	0.1V	1V	0.3V	0.7V	0.0V

The table to the left shows the voltage produced by different combinations of metals. What will be the best 2 metals to use and why?

**Using the graph below which type of battery is best to use and why?**



The table to the left shows the voltage produced by different combinations of metals. What will be the best 2 metals to use and why?

# Energy Changes Revision

Highlight key words or phrases

understand

## Fuel cells

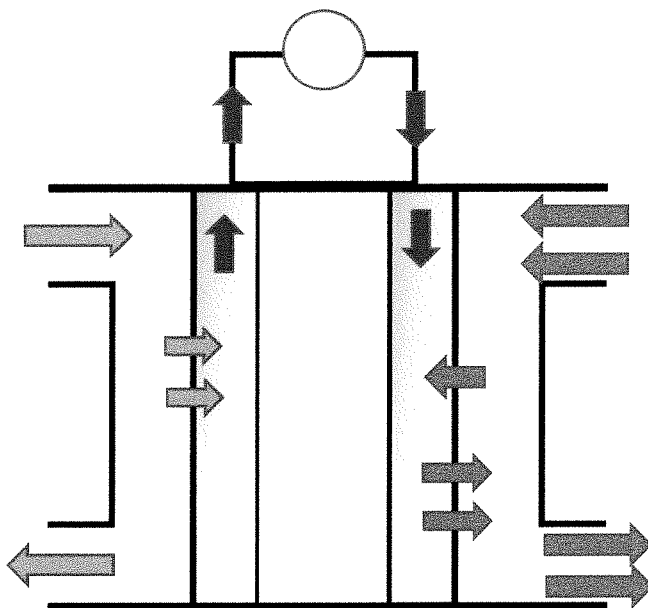
Fuel cells work in a different way than chemical cells. Fuel cells produce a voltage continuously, as long as they are supplied with:

- a constant supply of a suitable fuel
- oxygen, eg from the air

The fuel is oxidised electrochemically, rather than being burned, so the reaction takes place at a lower temperature than if it was to be burned. Energy is released as electrical energy, not thermal energy (heat).

- A fuel cell combines hydrogen and oxygen to produce electricity, heat, and water.
- Hydrogen gas from a fuel tank enters one side and oxygen from the air in the other side
- The positively charged anode pulls an electron off the hydrogen atoms
- These electrons move around the circuit towards the negatively charged cathode
- Oxygen atoms accept 2 electrons from the negative cathode
- The positively charged hydrogen ions move towards the negatively charged cathode
- The negatively charged oxygen ions move towards the positively charged anode
- Both ions move through the electrolyte where they combine and form water
- The only waste product from the hydrogen fuel cell is water
- At the cathode (negative electrode):  $\text{H}_2(\text{g}) + 2\text{e}^- \rightarrow 2\text{H}^+(\text{aq})$
- At the anode (positive electrode):  $\text{O}_2(\text{g}) + 4\text{e}^- \rightarrow 2\text{O}^{2-}(\text{g})$
- $4\text{H}^+(\text{aq}) + 2\text{O}^{2-}(\text{g}) + 4\text{e}^- \rightarrow 2\text{H}_2\text{O}(\text{g})$

Use the information above to full annotate & explain the diagram below





# English



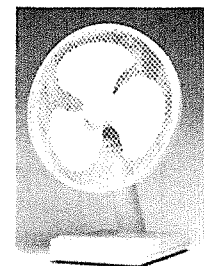


## Information and Ideas

**Q1** Read the text below.

Dani approached the roller coaster with wide eyes. She had never been a big fan of rides, but her friend Amara had offered to give £20 to charity if Dani agreed to ride the biggest roller coaster in the park — a towering steel beast with four loops and six corkscrew turns. Her stomach churned at the thought.

"You can do it, Dani," Amara said, squeezing her shoulder. "You might even enjoy it!"



*Dani kept insisting she wasn't a big fan, but the rotating blades and constant whirring suggested otherwise.*

Tick the **one** statement that is true.

- a) Dani's friend Amara loves theme park rides. ☐
- b) Dani is nervous about going on the roller coaster. ☐
- c) It was Dani's idea to get sponsored to go on the ride. ☐

**Q2** Underline the words and phrases which show that the writer has a negative view of the zoo.

Last weekend we found ourselves with nothing to do on a warm, sunny day, so we decided on a trip to the zoo. The entrance to the zoo was via a rusty iron gate that looked in serious need of repair. We went into the ticket office, only to discover that the floor was filthy; as we looked closer, we realised there was revolting leftover food scattered everywhere. Inside, the animals looked malnourished and miserable in their enclosures, which all seemed dull and empty, with precious little space for them to run around. All in all, a pretty depressing place.

**Q3** From lines 3-8 of the text below, write down **three** facts about the garden.

- 1 "If the boiler hadn't broken, we'd have enough money to go to Hawaii by now," said
- 2 Tim glumly, skirting a puddle of mud in order to peg the laundry onto the washing line.
- 3 Alex frowned and sat down heavily on the bench, which took up almost all of the
- 4 space in their tiny back garden.
- 5 "I bet it's sunny there," she said wistfully, pulling her cardigan in closer.
- 6 The wind was whistling a discordant chorus through the gaps in the fence, making
- 7 the damp grass shiver. The gnarled, stunted apple tree in the corner emitted an
- 8 ominously loud groan that made Tim jump.

- 1) .....
- 2) .....
- 3) .....

## Information and Ideas

Now you've got the theory sorted, it's time to put it into practice with these exam-style questions.

**Q4** Read the following extract from a novel.



The doorbell rang. Someone must have answered it, because moments later I heard George's nasal tones in the hallway.

"So lovely to be here!" he cried, his voice carrying easily across the living room.

"Did you invite him?" I hissed, staring desperately at Rosa.

"I could hardly leave him out," she said coolly. "It would have been too obvious."

George entered the room. His garish purple suit and elaborate hairstyle made him stand out sharply from the other guests. "George, darling," Rosa cooed. "You made it."

"Rosa!" he said, presenting her with a bottle of cheap-looking wine. "And Pritha," he said to me with a smirk, extending a greasy hand adorned with several gaudy rings. "Good to see you."

"You too," I said, forcing a smile and letting go of his hand quickly. "Drink?"

"Oh, go on then," said George, "I'd love a nice whisky, if you have any?"

"Nothing but the best for you, George," I replied through gritted teeth.

List **four** facts from the text about George.

**Q5** Read the following extract from a review of a holiday park, then tick the **four** statements that are **true**.



You would need a fortnight to try all the activities at Lowbridge Park. From abseiling to zorbing, the park offers a mind-boggling range of activities. I was only there for a long weekend, so I had to prioritise!

I began with a pony trek. Although it drizzled the entire morning, it was a great way to explore the woodland. In the afternoon I debated between rock climbing and mountain biking. I settled on the former, primarily to stay out of the rain!

The next day, the weather was much better, so my choice fell between canoeing and sailing. I settled for a canoe and headed out on the lake, which was simply stunning early in the morning, clear, calm and blue. The good weather lasted into the afternoon, which meant that I was lucky enough to go paragliding. What an exhilarating experience!

The next morning, I decided to finish my weekend with a spot of archery. Alas, I'm no Robin Hood, but the instructor was patient and funny, and I did improve a little over the course of the morning.

- 1) The writer went mountain biking. ☐
- 2) On the second day, the writer got up early. ☐
- 3) The writer had time to try everything. ☐
- 4) The writer enjoyed the pony trek. ☐
- 5) The weather stayed sunny all weekend. ☐
- 6) You can abseil at Lowbridge Park. ☐
- 7) The writer liked the archery instructor. ☐
- 8) The writer went canoeing down a river. ☐

### List four reasons why you love studying for GCSE English — umm...

Some questions will simply ask you to find information and ideas in a text. That doesn't sound like too tough a task, but remember that sometimes you'll need to read between the lines a bit — it won't always be dead obvious, I'm afraid.



## Summarising and Linking

**Q1** Read the text below.

"We're going to be late, Rakesh," warned Rita, biting her thumbnail nervously.  
 "We'll be fine!" insisted Rakesh from the depths of his wardrobe. After a moment he emerged, triumphantly holding his favourite leather jacket aloft.  
 Rita glared pointedly at her watch, then at Rakesh, who grinned.  
 "We'll be fine," he repeated, trying on the jacket and admiring his reflection in the full-length mirror.  
 "It's bad enough that we have to go at all, and now we're going to show up late too," complained Rita. "This is all your fault. If it were up to me, we'd never have agreed to go. I hated that school."  
 "Oh, cheer up, Rita — it's a reunion, not a funeral," said Rakesh. "It'll be fun!"

Circle whether each of the following statements refers to Rakesh or Rita, then write down a quote on the dotted line to support your choice.

a) The character who is reluctant to go to the reunion. ( Rakesh / Rita )

.....

b) The character who cares most about time management. ( Rakesh / Rita )

.....

c) The more confident character in the extract. ( Rakesh / Rita )

.....

**Q2** Summarise the two views given in the text below.

Human beings have eaten meat for millions of years. Meat eaters argue that we have evolved with the ability to eat and digest meat, proving that it forms a natural part of the human diet. Furthermore, meat contains many vitamins and minerals, particularly iron, that are important for human function.

However, vegetarians argue that, biologically, we have very little in common with other species of meat-eaters. For example, we lack the ability to kill an animal and take its meat without tools. Additionally, they argue that a high consumption of red meat contributes to a range of health problems in humans, such as cardiovascular disease and some cancers.

Meat Eaters: .....

.....

Vegetarians: .....

.....

## Summarising and Linking

Paper 2, question 2 tests your summarising and linking skills — have a go at the practice questions below.

- Q3** Read the following extracts. Source A is a letter written in the 19th century, and Source B is an extract from a diary written in the 20th century.



### Source A

Dearest Caroline,

Lady Jennings and I paid a visit to the slum dwellings today, with a view to helping the children there by investing our funds in a charitable orphanage. I was simply astonished to see the extent of the poverty in which these poor orphans currently live. Of course I had heard that the conditions were unpleasant, but nothing could have prepared me for the destitution I witnessed there. We must do all we can to help these poor, unfortunate souls — it is our duty as their fellow men.

### Source B

Dear diary,

Today I've been helping out at an underfunded local orphanage, which was built for the children who lost their families in the influenza epidemic. It's been really sad to see so many children having to live in such basic conditions, although it's not really that surprising given the state of the area in general.

They need more support, but even if I had money to give, it shouldn't be my job to help them. Their government should be providing for them better.

Use details from **both** sources to write a summary of the differences between the writers in Source A and Source B.

- Q4** Read the following extracts. Source A is from a housekeeping magazine written in the 19th century, and Source B is a newspaper article that was written in the 21st century.



### Source A

The secret to our harmonious marriage lies in the willingness of my wife to be amenable to my needs.

My wife does not pester me, nor will she bore me with gossip or domestic trivialities. Instead, she will endeavour to be sweet and charming, always fulfilling my needs. If I wish to complain, she listens; if I seek quiet, she is silent. The home is her sphere, and she strives to make it a haven for me, in which I need not lift a finger.

### Source B

In the 21st century, a marriage is a partnership of equals. As both my wife and I work full time, we believe that it is essential for our domestic responsibilities to be shared evenly too. Whilst housework was once considered the domain of women, my wife spurns the idea that she should work full-time and take sole care of a home. In fact, whenever she hands me a mop or a chopping board, she reminds me sweetly that I am just as capable of cleaning and cooking as her.

Use details from **both** sources to write a summary of the differences between the behaviour of the wives.

## Summarise the similarities between a raven and a writing desk...

Luckily, you won't be given any Mad Hatter-style riddles in the exam, but comparing texts is an important skill, especially in paper 2. For top marks, you need to infer differences between the texts rather than just list a lot of surface-level facts.



## Audience and Purpose

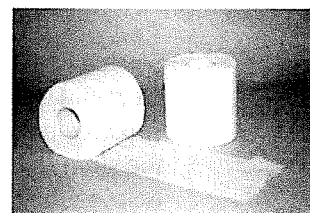
**Q1** For each sentence, circle the word which best describes its intended audience.

a) "Do you yearn for a simpler, more reliable way of managing your finances?"

**children / adults**

b) "When buying a used car, try to get as much information from the dealer as you can."

**experts / novices**



*When buying a used toilet roll — don't.*

**Q2** Draw lines to match each text to its main purpose.

a) "Shop around for the best quote — some insurers are much more expensive than others."

**To entertain**

b) "As the train moved south, first crawling, then increasing to a steady gallop, the scenery gradually changed from the flat and drab to the dramatic and beautiful."

**To persuade**

c) "Who could disagree with the fact that children should eat healthily?"

**To advise**

**Q3** Find **two** words or phrases that show this text is aimed at a younger audience, and explain how they show this.

Are you looking for a cool summer job?

We've got loads of temporary vacancies with no experience required!

All you need is some free time over the holidays, a positive attitude and plenty of energy. If you've got your own wheels that's even better!

With Spondon Summer Jobs you can:

- gain real-world work experience
- earn a few quid
- make new friends

Whatever you fancy, we can find you a job that suits you down to the ground! Interested? Fill out the application form on our website, or find us on social media.

Word or phrase: .....

Explanation: .....

.....

Word or phrase: .....

Explanation: .....

.....

## Audience and Purpose

Have a go at these exam-style questions. Keep in mind the extracts' audience and purpose as you're writing.

**Q4** Read the following extract from a leaflet about an aquarium.



### **Oxton Aquarium is a whale of a time!**

At Oxton Aquarium you can see lots of different sea creatures all in one place. You could be eyed up by an octopus, shaken by a shark or peered at by a pike! They're all here in a very special underwater world — and it's open every day in the school holidays.

Whether you come with your school, your family or your friends, you're bound to have a fantastic time.

"I've had the best day ever. Can we go round again?" — Adam Rodgers, age 9.

Oxton Aquarium is a fun and fishy day out that you'll never forget!

How does the writer use language to describe the aquarium?

**Q5** Read the following extract from a newspaper opinion piece.



Is it really that time of year again? The decorations go up and suddenly the nation is whipped up into a frenzy, convinced that the only way to survive the coming holiday is to grab a trolley and raid the supermarket. We stock up as if an apocalypse is coming, buying up vast quantities of everything from over-priced tins of chocolate right down to the last bruised parsnip.

It's time we admitted that the whole process is utterly ridiculous. Don't get me wrong, I love Christmas. I love the decorations, the merriment and, most of all, the abundance of delicious food.

But what simply must end is the

bizarre mentality that causes us to frantically race to the shops five minutes before closing time on Christmas Eve. We've all been there, haven't we? Running around like headless chickens, gripped by a sudden and deathly terror that we might not have stockpiled enough after-dinner mints to last the festivities.

Britain, we need to take a stand against festive stress. Christmas is a special time of year; it should be a time to sit back and take a break from the stresses of everyday life. So please, enjoy your holiday — and try to remember that the world won't end should you happen to forget the cranberry sauce.

How does the writer use language to describe people's preparations for Christmas?

### **I took a stand once — I needed something to put my sheet music on...**

As it turns out, it's surprisingly difficult to make a living playing the nose flute, but that's beside the point. Audience and purpose are really important in your exam, so use the questions on these pages to really nail your understanding of them.



## Informative and Entertaining Texts

**Q1** Put an **I** next to the statements that are informative, and an **E** next to the entertaining ones.

- a) "Steven Morrissey was born in Manchester on 22nd May 1959." ☐
- b) "The gig was absolute mayhem. Swathes of bodies ebbed and flowed in a sea of delirium — enjoyment and a survival instinct competed for my attention." ☐
- c) "The next event at Spark Bridge village hall is a performance by Jim Dodd and the Budgies, at 7.30 pm on December 12th." ☐

**Q2** Underline **two** words or phrases in the text below which suggest that its purpose is to entertain. Then explain why these examples suggest this on the lines below.

The woman was incredibly old. Her back was bent permanently by the sheer weight of the years she'd lived, and her skin was papery thin, revealing a labyrinth of thick blue veins that crisscrossed her trembling hands.

She spoke quietly and kindly to the lost child, then, once he had stopped crying, gently guided him to sit down on a nearby bench. As they walked, the discordant clink and clank of her jewellery sang through the air.

.....

.....

.....

**Q3** Read the text below, which is from the travel section of a newspaper.

Public bathing may not be a familiar experience to a British tourist, but the tranquillity of the beautiful Gellért Baths is enough to convert even the most apprehensive of travellers. Here, bathers luxuriate across eight thermal pools, each of a different temperature. The hottest pool (an immersive 40 degrees) soothed my sightseeing-weary muscles as well as any massage I've ever received.

a) Write down **two** facts about the Gellért Baths that you can learn from this text.

Fact 1: .....

Fact 2: .....

b) Explain how the writer has presented **one** of these facts in an engaging way.

.....

.....

## Informative and Entertaining Texts

Focus on how language is used to inform or entertain the reader as you answer these exam-style questions.

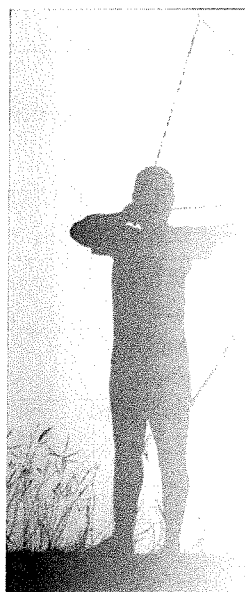
**Q4** Read the following extract from a short story.



For her thirteenth birthday, Jasmine's parents had bought her a hockey stick. The thought process behind this baffling decision was a total mystery. They should have known better than anyone that she wasn't remotely interested in sport. Wasn't it obvious? She was nearing the point of needing to be surgically removed from her game console, and she had already mastered the art of the forged sick note. Lounging on the sofa was her passion — one to which she dedicated herself with all the staunch tenacity of an Olympic athlete. Going outside with her parents, meanwhile, was more daunting than an icy trek over an arctic precipice. She wasn't at all hopeful for a sudden transformation of her sofa-bound self into a hockey-stick wielding, goal-scoring demon. Those girls terrified her. She was Jasmine the gamer, a silent lone wolf. She was not, nor would she ever be, Jasmine the whooping and cheering team-player.

How does the writer use language here to describe Jasmine's personality?

**Q5** Read the following text from a history magazine.



The Battle of Hastings was fought on October 14th 1066, on a field near Hastings in East Sussex. Led by William the Conqueror, it was the Normans' most important victory over the Anglo-Saxons.

William's army was a well-trained body of respected fighters. In contrast to Harold's army, which consisted mostly of foot soldiers, William's force had significant numbers of cavalry and archers — the cavalry sat proudly atop horses bred specially for their strength. At the helm of the Norman host stood a man with years of military experience.

Beginning at around nine o'clock in the morning, the battle was furious and bloody, and vast numbers of soldiers were brutally slain. At one stage, the English, led by King Harold II, were fooled into thinking they had won the battle, so they stormed towards their enemy, only to be mercilessly ambushed and trampled like insects.

How does the writer use language to describe the Battle of Hastings?

### Entertaining texts — I thought phones weren't allowed in the exam...

Entertaining and informing are at opposite ends of the spectrum in lots of ways, but they can also be combined. It's really important to keep an eye out for texts with multiple purposes in the exam — they're often the ticket to a good answer.





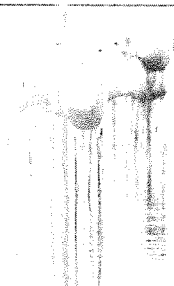
## Texts that Argue, Persuade or Advise

**Q1** Draw lines to match each statement below to its purpose.

- |  |                    |
|--|--------------------|
| a) "The barbaric practice of bear-baiting must be stopped completely and immediately."                                     | <b>To argue</b>    |
| b) "If you want to make a difference, there are many organisations you can sign up to."                                    | <b>To persuade</b> |
| c) "By joining our march and signing this petition, you will be helping to put an end to this disgraceful act of cruelty." | <b>To advise</b>   |

**Q2** Read the following text.

Flamingos are the most fascinating birds in the world. Their beguiling beauty is unrivalled in the animal kingdom. Should such beauty go unsupported? I'm starting a vital campaign to sponsor flamingos in zoos. By donating just a few pounds, you can help fund the establishment of breeding programmes for these most special of birds. The head keeper at my local zoo, Jane Sutton, says, "Flamingos really are wonderful animals. A dedicated breeding programme would be invaluable to their endurance as a species."



The table below shows the techniques used by the writer to persuade the reader. Fill in the table by picking out examples of each technique.

Technique	Example from text
rhetorical question	
opinion stated as fact	
expert opinion	
direct address to the reader	

**Q3** Choose **one** word or phrase from the text below which shows that its purpose is to advise. Then explain how it helps the writer to achieve this purpose.

It's easy to get bogged down in all the choices when you're choosing a new mobile phone, but don't worry — there are plenty of people out there to help you. You could consider going into a phone shop to chat to an expert, or check out a handy online forum.

Example: .....

Explanation: .....

.....

## Texts that Argue, Persuade or Advise

Make sure you think about how the writer uses language to argue, persuade or advise in these questions.

**Q4** Read the following extract from an advice leaflet about an election.



### It's Decision Time — But Who Do I Vote For?

Unless you've been living under a rock for the past month, you'll probably have noticed that there's an election coming up. Deciding who to vote for can be a daunting task, but it's also an important one. Luckily, there's plenty of help out there.

#### Learn the Lingo

Firstly, you need to be well-informed on the principles and policies that each party stands for. If you start to feel overwhelmed by all the political lingo in their leaflets, don't panic — have a look online, where there are plenty of websites that break it down for you.

#### Choose a Capable Candidate

It's also a good idea to look into the candidates in your constituency. They represent you in parliament, so you'll want to vote for someone who has a strong voice, and who will stand up for what your area needs.

It's true — choosing who to vote for isn't easy. However, if you take the time to do a bit of research, you will be able to make the right decision for you.

How does the writer use language to describe how to decide who to vote for?

**Q5** Read the following letter to the editor of the *Daily Muncaster* local newspaper.



Dear Sir,

I was frankly horrified to read your article about the new soft drink 'Swampy Water' being served in the tuck shop at Muncaster Primary School. This dangerous fad for drinking green, slimy water is clearly idiotic.

Firstly, young children may become confused and think it acceptable to drink real swamp water. I know from my time in the Territorial Army that this would be an ill-advised and perhaps even fatal decision. Secondly, 'Swampy Water' is packed full of unhealthy sugar and additives — how else would it acquire that lurid green tinge? Finally, the drink is eye-wateringly expensive, which means children don't have sufficient funds to purchase the normal, healthy snacks that any sane parent would endorse.

To conclude, it is my firm belief that 'Swampy Water' should be immediately removed from the tuck shop at Muncaster Primary School.

Yours faithfully,  
Gerry Bowness

How does the writer use language to describe 'Swampy Water'?

### I'm rooting for Teresa Green — her policies woodwork for us all...

Whether it's arguing, persuading or advising, a text's purpose has a big impact on the way the author writes. To get the most out of your revision, make sure you practise linking a text's purpose to the writer's use of language techniques.



## Writer's Viewpoint and Attitude

**Q1** Read these play reviews. Write down whether each attitude is **positive**, **negative** or **balanced**.

- a) This playwright's recent offerings on the London stage had established high expectations, but his latest "masterpiece" falls far short of that hype. ....
- b) I have never left a matinee performance and rushed straight to the box office to buy a ticket for that evening. Until now. ....
- c) I can't say I was dazzled, but I certainly wasn't disappointed. A pleasant evening, if not one to write home about. ....

**Q2** Draw lines to match the extracts below to the viewpoints they're expressing.

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>a) <i>"I'd be loath to send one of my own children to one, but the idea of abolishing mixed sex schools entirely is simply absurd."</i></li> <li>b) <i>"I've always considered mixed schools to be a barrier to educational progress. We should all stick with traditional segregation."</i></li> <li>c) <i>"Mixed schools are clearly superior, but parents should have a choice."</i></li> <li>d) <i>"The outdated concept of single-sex education has persisted for far too long. All education should be gender-blind."</i></li> </ul> | <ul style="list-style-type: none"> <li>i) Prefers mixed schools and thinks single-sex schools should be abolished.</li> <li>ii) Prefers mixed schools but thinks single-sex schools should still be an option.</li> <li>iii) Dislikes mixed schools but thinks they should be offered as an option.</li> <li>iv) Dislikes mixed schools and thinks all schools should be single-sex.</li> </ul> |
|---|---|

**Q3** Summarise **one** thing that these two writers agree on, and **one** thing that they disagree on. Use evidence from the text to support your answer.

**Source A** Mobile phone disruptions in lessons are a nightmare for any teacher. Surely the best way to prevent this is simply to ban them from school entirely.

**Source B** I'm not about to suggest that students should be permitted to use mobiles during lessons, but I fail to see that any harm can be caused by allowing them during lunchtimes.

The writers agree that .....

.....

.....

The writers disagree that .....

.....

.....

## Writer's Viewpoint and Attitude

- Q4** Read the following extracts. Source A is from a letter written in the 19th century, and Source B is from a newspaper article written in the 20th century.



### Source A

Dear Miss Tinsham,  
I read with concern your recent article on the new wave of art reaching British shores. With all due respect, I see it as nothing short of an abomination. It is created with a flagrant disregard for the conventions and traditions of classical art. These 'artists' seem not to have learnt from their predecessors, but instead insist on violating their canvasses with an assault of colour, which to view, in perfect honesty, is simply excruciating.

### Source B

The London art scene has rarely been so exciting. We are seeing a real influx of artists who aren't afraid to throw off the iron shackles of 'traditional art' and champion self-expression. They're rule breakers, not intimidated by the giants of the past. They're revolutionaries, constantly looking forward, never back. Only by pushing the boundaries of modern art are we going to see any progression in the medium. When art conforms, it stagnates, and these new experimenters understand that.

Compare how the writers convey their different attitudes towards art.

- Q5** Read the following extracts. Source A is an extract from a diary written in the 19th century, and Source B is from a speech written in the 21st century.



### Source A

Dear Diary —

I've had quite a day today! Daddy and I took a trip to see the new steam train, which was being exhibited in James Square. It was fascinating — a clanking, grinding steel colossus, shiny as a new penny, with a great puff of steam that emerged from its funnel and curled into the summer sky. I've never seen the like — and to think, Daddy says one day they may be able to carry people from one end of the country to the other! I for one cannot wait.

### Source B

Residents of Station Crescent! I know that you, like me, are plagued day-in, day-out with the sounds, smells and sights of the railway. Like me, many of you moved here at a time when three or four trains a day passed by, barely disturbing us at all. And like me, you've seen our area systematically invaded by a non-stop army of trains, impacting our quality of life — not to mention the price of our homes. The time has come to take a stand against the relentless growth of the railways.

Compare how the writers convey their different attitudes towards rail transport.

### Compare how the students convey their different attitudes towards exams...

"Student A seems rather miffed that she's stuck indoors revising when she could be outdoors enjoying the sunshine. In contrast, Student B is getting really stuck into his revision material... no, wait, he's just fallen asleep on top of his book."



## Literary Fiction and Literary Non-Fiction

**Q1** Each of the sentences below use a technique that is common in literary fiction. Label each sentence with the number of the technique used.

- a) The waves whispered to them; the sound of the surf seemed to say, "Come in come in". .....
- b) Somewhere in the house, glass smashed. Cate froze. There were voices downstairs. Strange voices. Someone had broken in. ....
- c) "Didn't you hear?" whispered Farah covertly. "They're going to make you break into the library." .....

1. short sentences for suspense

2. dialogue to move the plot along

3. personification to create an enticing atmosphere

**Q2** a) Read the literary fiction text below. Underline the words and phrases which suggest the narrator is angry.

As I stared at the letter, no longer absorbing the words on the page, I realised my hands were starting to shake. How dare they! After all I'd done for that family... their betrayal cut me like a knife. Without even realising it, I'd begun to tear the paper into pieces; ripping, shredding, mutilating the letter until I was left with a pile of limp paper-snowflakes. Then, just for good measure, I aimed a sharp kick at the pile, scattering it across the carpet.

b) Choose one of your answers to a) and explain how it shows that the narrator is angry.

.....

.....

**Q3** Use the words in the box to complete the following sentences about literary non-fiction.

purpose   fact   argument   biographies   dialogue   entertain

Literary non-fiction texts are based on ..... They include things like travel writing, diary entries and ..... Their ..... is often to inform the reader or to make an ....., but they also ..... They use features such as description and .....



*My autobiography is very entertaining, I promise...*

## Literary Fiction and Literary Non-Fiction

After trying these exam-style questions, tick a box below to show how well you think you've done.

**Q4** Read the following extract from a novel.



Annie went from room to room, shaking her head at the disarray. The house looked as if it had been burgled. In the living room, a bookcase had been thrown onto the floor, and paperbacks were scattered chaotically across the carpet. In the kitchen, the floor was a treacherous landscape of smashed crockery and broken glass.

Annie frowned and headed cautiously up the stairs, following the crashing sounds into the master bedroom. Lucas stood with his back to her. His hair was a frantic mess, his movements manic as he pulled every item of clothing out of his wardrobe and launched them behind him. He was muttering frenetically under his breath.

"Lucas," Annie said calmly. He span around, surprised by her presence. His wide eyes were wild, beads of sweat had appeared on his forehead and his cheeks were red.

"I can't find it," he said. "I've looked everywhere. It's lost. They'll kill me."

"Don't be ridiculous. They're not going to kick you out just because you've lost your key to the clubhouse," said Annie, her arms folded.

"What would you know about it, Annie?" said Lucas, his eyes flashing in annoyance. "They're obsessed with not letting any outsiders in. If they find out I've lost it... I'm doomed. Finished. Condemned."

How does the writer use language here to describe Annie and Lucas?

**Q5** Read the following texts about teaching. Source A is from a speech written in the 19th century. Source B is from an autobiography written in the 20th century.



### Source A

A schoolmaster must view himself always as a military officer. He must demand respect from his troops, give no ground and yield no position. If he is not thorough, poor discipline and wayward behaviour will surely ensue. When a schoolmaster allows himself to be seen as a friend, all respect is lost. Imparting a meaningful and comprehensive academic education will become impossible. A schoolmaster without control is like a dog without bite.

### Source B

As my sepia-toned school-days become steadily more indistinct, the stern face of Mr Wan remains as clear as day. Wan was a firm disciplinarian, and his strict laws meant that I spent much of my adolescent life languishing in detention. But despite the inevitable resentment I felt for him at the time, Mr Wan did give me a lasting education. Not, sadly, in his beloved Chemistry; but certainly in the priceless lesson of human decency. Though my teenage self was unable to see it, Wan listened to me.

Compare how the two writers convey their different attitudes to teaching.

### You're writing a book? What a novel idea...

There's a lot to think about when you're reading a literary fiction or non-fiction text — so many literary devices... On the plus side, that gives you lots to write about. Besides, the more you practise identifying this stuff, the less torturous it gets.



## Writing Well

**Q1** Exam answers should be written in Standard English. For each pair of sentences below, underline the sentence that is written in Standard English.

- a) When all's said and done, the writer in Source A is way more positive about breeding cats.  
Overall, the writer in Source A demonstrates a more positive attitude towards breeding cats.
- b) The writer in Source B doesn't include other people's point of view, so they're very biased.  
The writer in Source B doesn't, like, consider other people's views, so they're really biased.
- c) The writer in Source B tries to get you on side with their own sob story about cat breeding.  
The writer in Source B tries to convince the reader using an anecdote about cat breeding.

**Q2** Rewrite each sentence below so that it is in Standard English.

The metaphor "a furious battleground" suggests that the house is proper chaotic and stuff.

.....

.....

When Nazanin and Nina are talking it tells you how them characters are feeling.

.....

.....

**Q3** Fill in the blanks in the passage below using the explaining words and phrases in the box.

signifying    furthermore    emphasises    reinforce

The writer uses short sentences, which increase the pace of the text and build tension. They also help to ..... the sense of urgency, and so help the reader to imagine Sadie's panic. .... the setting adds to the suspense. The writer ..... the stormy conditions that Sadie is trapped in, ..... that she's vulnerable.

# Writing Well

**Q4** Circle the **four** words and phrases which you could use to link paragraphs in an exam answer.

Another point of view is

Secondly

metaphor

## Highlights

Conversely

Safe to say

Don't get me wrong

In addition to this

**Q5** Rewrite the following answer. Break it down into **three** paragraphs and add appropriate words or phrases to make the paragraphs link smoothly together.

The extract from the biography argues that Orson Welles' career was a "magnificent failure". It points to the fact that his greatest achievement, 'Citizen Kane', was made before the age of thirty. The magazine article argues that Orson Welles was a wonderful director and actor throughout his career. It suggests that people like the "myth" of Orson Welles' fall from grace and ignore his later achievements. The third text, the interview with Orson Welles, shows that he himself had conflicting feelings towards his career and achievements. The interviewer describes him as "fiercely proud" of his films, but also "insecure beneath the bravado".

**Writing... writing... writing — this writing well has an echo...**

Obscure 'well' jokes aside, these pages are full of useful tips for your exam answers. Here's a recap: use Standard English, include a good variety of explaining and linking words or phrases and, whatever you do, don't forget to use paragraphs.





## Spelling, Punctuation and Grammar

**Q1** Put commas and full stops where they're needed into the sentences below.

- a) I jumped out of the taxi narrowly missing a very large puddle by the kerb
- b) Keeley said she wanted a tablet a pair of shoes and some more make-up
- c) As the boat glided past its bright paint glinting in the sun I was able to see the captain saluting me his gold braid fluttering in the breeze

**Q2** Tick the boxes next to the words that are spelt correctly. Correct the words spelt incorrectly by putting brackets around each word, crossing it out neatly, and then writing the correction above.

arguement	<input type="checkbox"/>	metaphor	<input type="checkbox"/>	aliteration	<input type="checkbox"/>	figarative	<input type="checkbox"/>
neccessarily	<input type="checkbox"/>	disappear	<input type="checkbox"/>	immediately	<input type="checkbox"/>	similie	<input type="checkbox"/>
personfication	<input type="checkbox"/>	onomatopeia	<input type="checkbox"/>	decieved	<input type="checkbox"/>	occasional	<input type="checkbox"/>

**Q3** Copy the sentences below, replacing the full stops and commas with semicolons, question marks or exclamation marks where appropriate.

- a) I didn't want to go. The leaden sky threatened rain.

.....  
 .....



*As far as time-travel destinations went, the Ice Age had been a poor choice.*

- b) Have you ever wondered what it would be like to travel in time. It'd be fantastic.

.....  
 .....

- c) You can come to my party as long as you bring an expensive present, lovingly wrapped, stay until the end, which will be 2 am, clear up any spillages, and serve the drinks.

.....  
 .....  
 .....

## Spelling, Punctuation and Grammar

**Q4** Rewrite the sentences below, correcting the grammatical errors in each one.

a) There wasn't no reason to had a fire drill during the exam.

.....

b) Hannah should of eaten the sandwich before it's expiry date.

.....

**Q5** Rewrite the passage below, correcting the **nine** spelling, punctuation and grammar mistakes.

As he stepped out of the exam hall on that tuesday morning, Rashid breathed an enormous sigh of relief. He wouldn't need to do no more practice papers, and his days of revision and stress were finished. He could of shouted with joy. It was over, and hopefully it had been worth it. He felt the scientific equations evaporates from his mind like morning dew. As Rashid checked his phone, it's screen buzzing with notifications, he was overcome by the nowledge that his life was now his. He weren't sure exactly what it would bring, but that was part of the excitement

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

### **I brought a wand to my first spelling lesson — it was all a bit of a let-down...**

It was also the day my hopes of becoming a wizard were cruelly dashed... Oh, life's harsh lessons. Here's another one — poor spelling, punctuation and grammar will cost you marks in the writing questions. Make sure you know your stuff.



## 19th-Century Texts

**Q1** Read the following passage, then answer the questions below.

Each year, the two families reunite for an agreeable gathering, at which games and cards are played, lively discussions had and much happiness felt by all involved. As the head of the Spears family, Sir Edward frequently begins the proceedings with a short speech, after which his younger brother (whose daughter Catherine, due to her poor health, is often absent from proceedings) proposes a game of cards or croquet to begin the day. The Withers family are historically the victors in games of a physical bent, but owing to an untimely case of influenza on the part of young Albert Withers, the Spears family this year emerged triumphant in all games played.

**a)** How are Catherine and Sir Edward related?

.....

**b)** Which family won the croquet game this year and why?

.....

**c)** Write down a word or phrase from the text which shows that the families enjoy being together.

.....

**Q2** Read each of these 19th-century texts, then summarise the writers' viewpoints on the themes below.

As a gentleman, I find myself honour-bound to bring this matter to your attention. Young ladies of elevated standing, such as Miss Elizabeth, should not be seen walking alone with young men such as Tom Heygate. I think only of her best interests when I warn you of the scandal that could arise from your daughter's association with a mere farmhand.

**a)** Social class

.....

.....

An oppressive silence fills the vast rooms of this house of late: now that my dear Ernest is gone away, they suffer heartily from the absence of his joyful laughter. Regardless, I have done what is necessary, for at school he will learn all that he needs to succeed in life — for that, his foolish mother's heart will learn to endure the ache.

**b)** Sending children away to boarding school

.....

.....

## 19th-Century Texts

Q3 Read the following extract from a letter written in the 19th century.



Dearest Sophia,

I hope you know that, as your doting and loving mother, I only ever wish for your good. I do not write to you to chastise, but to beseech you to consider your future. When I heard from your sister that you have been involved in these ghastly 'votes for women' campaigns in London, I came over in a terrible swoon. My darling, a respectable young lady of your age and social standing should not be getting involved in this sort of common and, I daresay, dangerous display. I implore you, for your safety and your reputation, to stay away from these unpleasant protests. If you were, heaven forbid, to be arrested and disgraced, how do you imagine we would ever persuade a young man to marry you? And if you will not consider yourself, at least consider your poor mother. How do you imagine I would survive the shock?

When I told young Mr Greaves he was deeply concerned, and hoped you would soon be home and away from the perils of the city. He remains, for his part, a very handsome and respectable bachelor. He has recently been promoted at the bank, and I know he would be delighted to receive a note of congratulations from you.

How does the writer use language to describe her daughter's behaviour?

Q4 Read the following extract from a speech written in the 19th century.



Friends and colleagues, I must first describe my sincerest gratitude for your attendance here today; it is the greatest honour to welcome so many intellectuals into my humble home. Knowing you all to be wise and influential persons, I have asked you here in the hope that we will concur on an issue of great importance.

Gentlemen, you cannot fail to have perceived the overwhelming number of illiterate and uneducated children amongst the poor in our fair city — for when Mother and Father must work in the factories from the break of day until the skies turn dark, who will spare a moment to teach poor Tommy his ABCs? And, lacking this simple knowledge, how can poor Tommy hope to liberate himself from the poverty and crime by which he is surrounded? In ignoring the plight of these small children, we condemn them to a life of hunger and want.

My esteemed friends, the solution to these problems is but a simple one — we must turn our attentions to establishing a unified system of education in this country. I move that we petition our national Parliament to pass a law that will make mandatory a basic education in reading and writing for all young children, be they rich or poor.

This may well be a long fight. Indeed, it may be a difficult fight; but our cause is just and for the greater good of all — and so we must, with all our hearts, persevere.

How does the writer use language to describe the issues facing the poor?

**After a difficult fight with this section, we've persevered to the end...**

Yep, you read that right — this page marks the end of Section 2. Don't feel too disappointed though, as there are still four more lovely sections of questions after this one. Up next: a handy dandy section about structure and language.



## Tone, Style and Register

**Q1** Draw a line to match each sentence to the word that best describes its tone.

- |   |                    |
|---|--------------------|
| a) Forcing captive animals to perform tricks in zoos and circuses is a repulsive and shameful practice that must not be tolerated!          | <b>sentimental</b> |
| b) Investigators have recently confirmed that DNA found at the scene of the burglary matches that of suspect Fergus Maybach.                | <b>detached</b>    |
| c) I had a riot helping out at the birthday party! Who would've guessed that kids were the perfect audience for my magic tricks?            | <b>angry</b>       |
| d) As he stared across the bay where they had first met, he remembered vividly the tinkle of her laughter and the floral scent of her hair. | <b>upbeat</b>      |

**Q2** For each pair of sentences below, underline the sentence written in a formal register.

- a) "Sorry! We don't take credit cards."  
"Customers are advised that we do not accept credit cards."
- b) "It is essential to ensure you have the correct tools before proceeding."  
"Check you've got the proper kit to hand before you go any further."
- c) "Rising debts? We've got the info you need to sort your finances out."  
"If you have financial complications, contact our trained advisors."



*If Ama knew about one thing, it was style.*

**Q3** The text below is taken from a travel journal. Write down **three** pieces of evidence from the text that show it has a conversational style.

At this point I was starting to get a tad — how shall I put it? — cheesed off. It's one thing being patient, accepting the fact that things don't always go to plan and that now and then delays just happen. It's quite another to be told, after paying good money for a ticket to Town A, that for no good reason you're taking a little detour through Village B, River C and Swamp D. I was finding it more and more difficult to follow what I had figured was the local way of dealing with difficulties — smiling and pretending to find the grim industrial scenery interesting. It wasn't.

- 1) .....
- 2) .....
- 3) .....

## Tone, Style and Register

Now have a go at these exam-style questions — try to write about tone, style and register in your answers.

**Q4** Read the following extract from a short story.



Konrad Kaminski whistled as he ambled along the lane, twirling his umbrella acrobatically as he went. Occasionally he played a game with himself, tossing the umbrella lightly in the air and catching it again without breaking his stride.

It had been raining, but now the sun had burst through and was shining triumphantly. The puddles on the road glittered like molten silver, and the grass fields on either side offered up a heady scent of warm, wet earth. Everything radiated spring and promised summer.

It was hard to tell if Konrad Kaminski was absorbing this positivity, or if he too was emitting it. Either way, his pink cheeks and sparkling eyes would have told a passer-by that here was a man for whom anything was possible. And indeed, had this been suggested to him, Konrad Kaminski would have agreed wholeheartedly. For here he was, a reasonably young man in robust health, who had just come into a small fortune, and who had all the necessary intelligence and requisite enthusiasm to make that small fortune into a very large one.

How does the writer use language here to convey Konrad's emotions?

**Q5** Read the following extract from an adventure holiday brochure.



If you're up to your neck in revision, the promise of a long summer holiday might be the only thing keeping you going. For most students, the dream will be of lazy days spent with mates, maybe playing video games, or getting a bit of a tan down the park. There's nothing wrong with wanting a break. You've earned it. But here at Adventure Action, we can give you the chance to do something unforgettable with your summer.

If you're aged 15 to 18, you could spend four weeks on one of our incredible adventure and conservation programmes at breathtaking locations around the world. You could trek through dense rainforest in Peru to help build primary schools in isolated villages. You could take a flight over ancient glaciers to volunteer at a remote bear sanctuary in Alaska. Or you could earn a scuba-diving certificate whilst working in a marine biology lab in The Bahamas. Our programmes are tailored to give you a fantastic experience, where you can bag loads of new skills and be a part of something important.

**Adventure beyond the usual this summer. Apply to Adventure Action today.**

How does the writer use language to describe Adventure Action programmes?

### That's the problem with my jokes — they always lower the tone...

When you're reading a text, remember that its tone, style and register have all been carefully chosen by the writer in order to have the maximum impact on the reader. Nothing in a text is random. Unlike platypuses. They're very random.



## Figurative Language

**Q1** Write 'S' next to the similes and 'M' next to the metaphors below.

- a) She was a fraying cable of tension and anger, which could snap at any moment. ....
- b) The glassy eye of the lake watched us in silent judgement. ....
- c) Like a flock of tired ducks, we clustered around our teacher,  
who had brought us snacks to keep us going on the journey. ....
- d) His eyes were hot coals, burning fiercely at the vision he saw before him. ....

**Q2** Use the words in the box to complete the following sentence about personification.

animals      vivid      person      imagery

Personification describes something as if it is a ..... It uses memorable ..... to create a ..... description that brings a non-human object to life. Personification is often used to describe ..... or abstract ideas.

**Q3** Read the texts below. How does the use of personification in the second text make it more effective?

*The water ran from the tap, into the sink and down the drain.*

*The water spluttered indignantly from the tap into the sink, then groaned its way down the drain.*

.....  
.....

**Q4** What impression of the sky is the writer trying to create with the extended metaphor below?

*The night sky was a scarf of inky silk, embroidered with stars. It wrapped itself around the landscape tenderly, softly draping the hills and trees with darkness.*

.....  
.....  
.....

## Figurative Language

Time for some more exam-style questions — try to write about figurative language in these answers.

**Q5** Read the following extract from a leaflet about health.



### Driving towards a healthier you

In many ways, the human body is a top-of-the-range sports car. It's powerful and capable, but it needs regular fuel and maintenance. That means eating nutritious meals, exercising regularly and getting lots of fresh air.

It's not always easy to make time for your health and wellbeing, though. Sometimes taking care of yourself can be an uphill struggle — it's hard to prioritise fresh air and exercise when you've got a colossal pile of homework breathing down your neck. And fresh air is a lovely idea until there's a thunderstorm throwing a tantrum outside your window! But these things are important — after all, this is the only body you're ever going to have.

Start by trying to find the fun in keeping healthy. It's surprisingly easy to forget you're exercising when you're dancing like a possessed chimpanzee to your favourite songs, or running helter-skelter down a big hill in the countryside.

Most importantly, take pride in your body: if you're striving to be happy and healthy, that is something to celebrate. Regardless of shape or size, your body is priceless — and that's more than you can say for a luxury sports car, isn't it?

How does the writer language to convey their views on health and wellbeing?

**Q6** Read the following extract from a piece of fiction.



The landscape was dull steel. The sea was grey, the sky was grey, the mountains that watched us from the distant horizon were grey. And we were grey too. Our meagre rations of bread and nameless slop had left us sallow-faced, with dark rings under our eyes. We huddled together nervously, like mice in a cage. A thin layer of snow carpeted the tundra already. It was only September; there would be plenty more snow to come. The wind whipped vindictively at our cheeks and we shivered.

The soldiers were smoking by the hut, casting sideways glances at us once in a while, to make sure that we weren't doing anything foolish, like trying to escape. Eventually they trampled on their cigarettes and marched over to us — wolves in military uniform, coming to snarl at lambs.

"There's work to do!" the officer in charge barked, clapping his gloved hands and then gesturing to the crates we'd unloaded. "Come on! Get a move on!" He fired his orders like cannon balls, and we dispersed frantically to do as he said. "If they're not all unpacked by nightfall, no one eats."

How does the writer use language here to describe the prisoners' experiences?

### Sometimes, revising is like banging your head against a brick wall...

Get the differences between similes, metaphors, extended metaphors and personification clear in your mind. Once you know what you're looking for, they become far easier to spot — but remember to comment on how they affect the reader.





## Words and Phrases

**Q1** Write the words in the box into the correct columns in the table.

Adjectives	Adverbs
threatening	

threatening	phenomenal
boastfully	contemptuous
lovely	bitterly
tragically	devotedly

**Q2** What does the verb 'sneered' suggest in this sentence?

*"Congratulations, Madge," Orla sneered.*

.....

.....

**Q3** How does the writer's choice of verbs create a different impression in each of the sentences below?

*"Just go," she whispered.*

*"Just go," she spat.*

.....

.....

.....

**Q4** How does the author use words and phrases to influence the reader in the sentence below?

*As my dear friend, I am sure you will understand my decision.*

.....

.....

.....

.....

## Words and Phrases

If you're hot on the trail of some exam-style practice, then look no further than the juicy questions below. Think about how specific words and phrases are used in the texts, and analyse their effect in your answers.

**Q5** Read the following extract from a short story.



The wind rose suddenly. It was a bitter wind, a stinging wind, a wind that drowned all thoughts in a roaring cacophony of noise and fury. It was a tempest that barged across the barren, open moorland and threw itself against the stoic stone walls of the cottage. We didn't know when there would be an end to its howling or its persistent, unruly attempts to gain entry into our little home.

We fought back the best we knew how. We had already nailed boards against the window shutters to stop them being wrenched open by the gusts; now we rolled up old rags and laid them against the gaps in the door frames to resist the draughts. Still it savaged us.

"It can't get much worse, can it?" I asked Father, raising my voice above the roar of the enemy outside. His eyebrows drew together sternly.

"We're just going to have to sit it out," he said. "We don't have any alternative."

How does the writer use language here to describe the weather?

**Q6** Read the following extract from a piece of fiction.



She raised an eyebrow at him icily. Her mouth was a stern, straight line. It did not twitch.

"Please," he pleaded, "it was a mistake. It won't happen again."

Her silence was stone cold. He began to wring his hands fretfully. He could feel the sweat prickling like needles on the back of his neck. The seconds crawled by excruciatingly as he waited for her to say something, anything. He briefly considered speaking, but was too fearful of aggravating her further.

"Evidently," she said at last, "you can no longer be trusted." The only emotion in her voice was disdain.

His breath caught painfully in his chest; he knew the worst was coming.

"I have no use for people I cannot trust," she continued. "You are dismissed. Leave now. Resign your post. Never let me see your face again. Understood?"

Trembling, he managed a clumsy nod.

"Good. Now get out."

He turned and, dragging his feet like a condemned man, left the room.

How does the writer use language here to describe the two characters?

### Words have power — sadly, not the same kind of power as Superman...

Examiners love to see a really specific, detailed analysis of a particular word or phrase. So, when you're choosing your examples, pick carefully — choose quotations that have lots of interesting, meaty techniques and vocabulary to write about.



## Alliteration and Onomatopoeia

- Q1** For each extract, circle the technique being used.  
Then explain **one** effect that the technique creates.

- a) "Without warning, a bunch of brightly coloured bullfinches burst swiftly from the undergrowth."

**Alliteration / onomatopoeia**

.....

.....

.....

- b) "The buzz and chatter of the students ruined the tranquillity of the scene."

**Alliteration / onomatopoeia**

.....

.....

- c) "Bag a Bargain at Brigson's — Portsmouth's Premier Pig Farm!"

**Alliteration / onomatopoeia**

.....

.....

- Q2** Underline **one** example of onomatopoeia and **one** example of alliteration in this advert, then explain their effect on the reader on the lines below.

### A Call for Heroic Hikers!

Are you a fearsome fell-runner? Or maybe you just enjoy long strolls through the hills? Whatever your ability, we want you to sign up for our 40-mile Wilderness Walk, taking place in the mountainous forest above Tennerton. You could raise lots of money for charities in the local area, all while enjoying the whoosh of wind in your hair and the relaxing chirps of the vibrant local bird life. To answer the cry of the hills and get involved, visit the council's website.



Effect of onomatopoeia: .....

.....

Effect of alliteration: .....

.....

## Alliteration and Onomatopoeia

Try to focus on the writers' use of alliteration and onomatopoeia in the exam-style questions below.

**Q3** Read the following extract from a short story.



It was dark in the forest, and eerily close. Even small sounds were amplified into threatening noises. They heard the sinister creaking of the branches; the furtive rustle of leaves; the cracking of a twig that set their hearts racing. And every time they looked behind them, they were sure the scene had changed. Had that fallen log been there before? Had they really not seen that stream? It was as if the forest was playing tricks on them — purposefully trying to daze and disconcert them. Shadows seemed to shift, skipping about the forest floor, delighted at the predicament of the lost wanderers.

Suddenly they heard a shrill screech. It pierced their ears painfully and stopped them dead. The noise rang out again and they squinted upwards to see a large but haggard owl perching on a branch, staring down threateningly. It was guarding the path ahead.

How does the writer use language here to describe the forest?

**Q4** Read the following extract from a piece of travel writing.



The streets of Kuala Lumpur are a labyrinth of lost lanes, back-streets, dead-ends and alleys, which twist and turn and double back on themselves, constantly trying to bewilder the unaccustomed traveller. An apparently infinite series of haphazard side streets break out from the main street of the Chinatown area, like snakes winding across the desert. On every corner hang the pungent but irresistible smells of food stalls offering a cornucopia of exotic cuisines. Heavy trucks rumble past impatiently, whilst thousands of scooters whine and buzz like a swarm of bees, honking horns and hurling out exhaust fumes that stubbornly stagnate in the desperately hot air. The heat is relentless. Even standing still in the shade I can feel the sweat gathering on my forehead.

In search of a bit of peace from the incessant heat and choking fumes, I make my way to the city centre park. Here, neat, well-trodden paths wind their way through lush lime-green lawns. On every side of the park, glimmering steel skyscrapers tower into the sky, peering down at the people walking below. It's like being surrounded by a giant metal rainforest, thronging with life.

How does the writer use language to describe Kuala Lumpur?

### The workbook eyed me scoldingly, nagging me to get on with revision...

Whenever you're looking at a piece of descriptive writing, whether it's from a work of fiction or non-fiction, you're bound to find a few examples of these literary devices. Some, like onomatopoeia, you probably use yourself without even noticing.



## Irony and Sarcasm

- Q1** Use the words in the box to complete the following passage about irony and sarcasm.

offence    intended    humour    opposite    cruel    context
---

Irony is when a piece of writing says the ..... of its ..... meaning.

The reader can tell that the writer is being ironic because of the ..... Irony is

often used to add ..... to a text. Sarcasm, on the other hand, is intended to cause

..... It uses irony with a ..... tone to make fun of someone or something.

- Q2** Tick which of the extracts below is sarcastic, then give an example and explanation to support your answer underneath.

Kiet is a responsible lad with a keen sense of innovation. He's not afraid to embrace change, and he takes action where necessary without needing constant support. He can be forgetful at times, but overall he looks to be a worthy addition to the company.	<input type="checkbox"/>
--	--------------------------

Oh yeah, Kiet is a brilliant secretary — I especially appreciate the way he keeps forgetting to bring a pen and steals mine instead. And he's reorganised our files into a brand new system, which only he can understand — that's really made our lives easier.	<input type="checkbox"/>
--	--------------------------

.....

.....

.....

- Q3** How does the writer use irony to show the characters' attitudes in the extract below?

"You're so lucky to have made it as an actor," Gemma sighed. "You're well-paid, you travel the world, you meet all the celebrities..." Maya smiled. "It's a trial, that's for sure." "Oh yes, you clearly suffer for your art!" Gemma laughed.
---

.....

.....

.....

.....

## Irony and Sarcasm

Now try these exam-style questions — think about how the writers use irony and sarcasm in these extracts.

**Q4** Read the following extract from an opinion column in a newspaper.



### SATISFACTION GUARANTEED!

— by Ishani Chopra

The other day I had to phone up my insurance company with the horrendously complicated problem of changing my address. After spending twenty thrilling minutes on hold, listening to a variety of boy bands performing their classic hits, I finally got through to the man on whom my lofty ambition rested — Brendan.

However, there was a slight hitch. It seems that, for such a highly skilled

telephone operative as young Brendan, a task which may appear simple to us mere mortals must in fact be performed with studious precision. Fortunately, his professionalism shone through as he kept me informed that some “technical stuff had gone weird”. This was obviously of great comfort to me, as I watched night-time slowly approach and began to revise my plans for what was left of the week.

How does the writer use language to describe their experience?

**Q5** Read the following extract from a piece of fiction.



“Have a good time at Kirsty’s!” Hafsa’s father called from the car, as he dropped her off at my house.

“Oh, we’ll have a great time,” she said, but rolled her eyes at me as soon as her dad pulled away. It really was going to be a fun-filled night; we had maths homework, physics homework and French homework to do for the next day. Coming up to exams, it seemed like the fun never stopped.

We settled down on my bedroom floor with a bowl of popcorn for sustenance. Hafsa opened up the maths textbook and read aloud.

“Find the coordinates of the minimum point of the graphs of each of the following equations.”

I groaned.

“Fantastic,” Hafsa said, “a nice easy one to start one with. Thanks Miss Hayward, you’re a real friend to students.”

“Compassionate and fashionable,” I said with a smirk. “Did you see what she was wearing today?”

“What, that medieval blouse thing? Very on trend.” We both laughed.

How does the writer use language here to describe Hafsa and Kirsty?

### Sarcasm — some say it’s the lowest form of wit...

Remember that irony is less condescending than sarcasm. Because sarcasm tends to be nasty, it says as much about the person using it as the person or thing it’s directed towards — something to bear in mind when you’re analysing texts.



## Rhetoric and Bias

**Q1** Draw lines to match each sentence to its technique.

- |  |                    |
|--|--------------------|
| a) Nothing is more disgusting than a mouldy sandwich.  | <b>antithesis</b>  |
| b) The sandwich, which had been in the fridge for at least a fortnight, was disgustingly mouldy. | <b>parenthesis</b> |
| c) Far from the sandwich heaven I'd been hoping for, I found myself in sandwich hell.            | <b>hyperbole</b>   |

**Q2** Underline **one** rhetorical technique in this passage. Then, on the lines below, name the technique and explain the effect on the reader.

Who has not felt outraged at the injustice of the world when viewing images of child poverty? We live in a world where millions of children must battle with hunger, thirst and poor sanitation every day. Your donation, if you can find it in your heart to give one, will truly change these children's lives for the better.

Technique: .....

Effect: .....

.....

.....

**Q3** Explain why the following text is biased. Use evidence from the text to support your answer.

By far the best hobby for young people is the card game "cribbage". All young people from the ages of eight to eighteen adore playing cribbage. It's easy to learn, doesn't need much equipment and provides hours of fun.

.....

.....

.....

.....

## Rhetoric and Bias

Time for some exam-style questions — keep a look out for rhetorical devices and bias in these extracts.

**Q4** Read the following extract from a travel brochure.



Everyone daydreams. When you're stuck in the office — dealing with tricky customers, struggling with spreadsheets, drinking tepid tea — have you ever dreamt of turning your back on the daily drudge and escaping on a luxury break? Well, look no further than Malliwest Holidays — offering the best range of exclusive package holidays for the discerning traveller.

Perhaps your perfect escape features breathtaking Arctic scenery? If so, let us take you on an adventure to Iceland. Here you can be astounded by the otherworldly Northern Lights; you can luxuriate in the world-famous volcanic hot springs; and you can embark on one of our expertly guided whale watching tours.

Or perhaps your idea of adventure is a five-star African safari? Malliwest's safari camps in Kenya offer accommodation in lavish tent complexes, with stunning views over the national park and the services of expert wildlife rangers, who will bring you face to face with animals such as lions, zebra and gazelle.

And if relaxation is what you need, then rest assured that our top-end, all-inclusive beach resorts will satisfy your every desire. From private, white, sandy beaches to stunning infinity pools; from complimentary cocktails to Michelin-starred dining facilities; from award-winning spas to no-expenses-spared suites; your every wish will be catered for by our dedicated, professional staff.

We can't wait to welcome you on your well-deserved break.

How does the writer use language to describe the luxury breaks?

**Q5** Read the following extracts. Source A is from a letter written in the 19th century, and Source B is from a review posted on a travel website in the 21st century.



### Source A

Dear Jane,

I have arrived at my lodgings in Ware. They are satisfactory, if not impressive — the room must once have been decorated in good taste, but alas, it is the good taste of a bygone age. Nevertheless, the room is clean, tidy and of a good size. As I had expected, the mattress was not of the standard I am accustomed to (nor, for that matter, was the limited refreshment offered by the kitchens), but for a short stay, it will suffice.

### Source B

The room smelt like its window hadn't been opened for about a century. The wallpaper was peeling. The carpet was a battlefield between all sorts of suspicious stains. Given the state of the rest of the room, I doubted that the 'fresh' bedding was clean, but it was the mattress that really drew my attention — it was like something from a Victorian prison cell, barely a few inches thick.

Compare how the two writers convey their different attitudes to their rooms.

### Homework is the worst thing ever — students swear that's not hyperbole...

When I tell you that learning this stuff is really important, I'm not exaggerating. Understanding bias and the rhetorical devices on these pages will really help you to write specific (and impressive) analysis about texts. Sounds good to me.





## Descriptive Language

- Q1** Use the words in the box to complete the following sentences about descriptive writing.

agree    engaging    build    contrasting

Descriptive writing makes a text ..... for the reader.

A writer can ..... an overall description throughout a text, by using sentences with ..... descriptions or descriptions that ..... with each other.



*There was sand. And more sand. That's all I've got.*

- Q2** Find an example in the extract below of each of the following descriptive techniques.

The air smelt of scorched grass. I could feel the blistering sun burning into my skin as I trudged slowly through the prickly, dry vegetation, my heavy load cutting cruel lines into my drooping shoulders. In the distance, the air shimmered in waves with the heat. I felt as if I were underwater, constantly being pulled back by the tidal drag of the temperature, every step an effort, every breath a trial.

Descriptive adjectives: .....

Describing different senses: .....

Descriptive verbs: .....

Imagery: .....

- Q3** Circle which extract is the better example of descriptive writing and explain your answer using examples from the text.

i) *My first football match was great. The sights and sounds were amazing.*

ii) *I remember my first football match so clearly: the sound of the fans as loud as ten jet engines; the emerald green pitch; and the buzzing, electric atmosphere. I'll never forget it.*

I think extract i) / ii) is the most descriptive because .....

.....

.....

.....

## Descriptive Language

For these exam-style questions, think about how the writers use descriptive language to influence the reader.

**Q4** Read the following extract from a novel.



He decided to visit the old railway station down the road from where he grew up. It was abandoned now, but the smell of diesel still clung to the walls. It was eerily quiet. The only sounds were the ghostly creaking of the rusted platform signs, and the rustle of litter as the wind blew it across the warped tracks. He wandered down a desolate platform towards the old footbridge. The grey, rusty girders seemed to sag under the weight of memories.

Once, this station had been a bustling interchange; commuters in smart suits had skipped on and off trains, newspapers nestled smartly under their arms, sleek briefcases clutched in their hands. Conductors in their pressed uniforms, with shining brass buttons and gleaming silver whistles, had seen each train off on its journey with a congratulatory wave. He remembered the thundering noise of an approaching train echoing down the track like the roar of some terrific beast; the clatter of footfalls on the steel steps as people hurried to make their connections.

Now there was no one — just him, paying his respects like a visitor to a grave.

How does the writer use language here to describe the railway station?

**Q5** Read the following extract from a short story.



"Howard, you made it!" Jiang beamed, ushering me through the doors of his mansion. "Come in, come in — you don't want to miss a minute of this party; I promise you, it's my best yet!"

He hastened me through the marble hallway towards the ballroom. I could already hear the thumping of music and the hum of voices. As the golden doors were opened, the noise hit me like a wave. The room was thronged with hundreds of guests, and they were all joking, laughing, making introductions. Their voices wove together into a single, undulating buzz of talk. Beyond their voices was the exuberant playing of the live band; drums and saxophones adding bass and melody to the already throbbing noise. There were other sounds too — the clinking of glasses, the occasional popping of champagne corks followed by cheers.

And the colours! The men were all in tuxedos, cutting sharp lines of white and black, while the women were shimmering in silks of every colour — emerald and scarlet, gold and violet, cobalt and cerise. Lights glittered from the chandeliers, sparkling on the women's jewellery and the martini glasses and the silverware. The ballroom had become a never-ending kaleidoscope of wealth.

A student said, "This part of the story is very exciting. I feel like I'm at the party with Howard."

To what extent do you agree with this statement?

**I'll describe myself — good looking, smells of roses, voice like an angel...**

A great description really makes a piece of writing. In your exam, try to comment on the effect of specific techniques — like similes, metaphors and descriptive words and phrases — as well as the overall impression that the description creates.



## Other Language Techniques

**Q1** Draw lines to match each definition to its technique.

- |  |                    |
|--|--------------------|
| a) A statement that contradicts itself.                              | <b>oxymoron</b>    |
| b) The most extreme form of an adjective or adverb.                  | <b>paradox</b>     |
| c) Words with similar vowel sounds but different consonants.         | <b>superlative</b> |
| d) When two opposing ideas are brought together in a word or phrase. | <b>assonance</b>   |

**Q2** Read the following extract.

The clouds raced across the moody sky as Harry frantically packed his sparse belongings in an act of organised chaos. He seethed silently. He had been convinced that they were true believers in the resistance: that they were his ticket to fighting the regime. He had been no better than an unsuspecting rat, tempted into a trap which was about to snap shut. He had no place to go, but he knew this was his only chance to escape. Opening the door, he scanned the street, then slipped away. The most perilous time of his life had begun.

Fill in the table with an example from the extract of each language technique.

Technique	Example from text
pathetic fallacy	
sibilance	
oxymoron	

**Q3** For each extract, circle the technique being used.  
Then explain **one** effect that the technique creates.

- a) "It was the toughest conversation he had ever had." **oxymoron / superlative**

.....

.....

- b) "An eagle swiftly swooped and soared through the sky." **sibilance / pathetic fallacy**

.....

.....

- c) "The wolf howled loudly and proudly." **assonance / sibilance**

.....

.....

## Other Language Techniques

Now it's time to test your exam skills. When you answer these exam-style questions, think particularly about the language techniques you've covered on the previous page.

**Q4** Read the following extract from a letter written in the 19th century.



Dearest parents,

I write to inform you that I have arrived in the city. Words can scarcely convey the sights, sounds and smells of this place, yet I shall endeavour to describe this world that is so different from the country.

One is immediately struck by the number of people in the metropolis. The streets are rivers of humankind, flowing hither and thither, continuously fed by smaller streams pouring from alleyways and sporadic trickles from dwellings and businesses.

Silence is a stranger to this world. The air is filled with incessant human chatter and the thunderous roar of carts and wagons. Why, I already long for the soothing cacophony of the seabirds squalling on the beach at home.

The bleak streets teem with the most unpleasant odours: noxious gases which ooze out of overflowing sewers. The air is laced with acrid soot that belches from the innumerable chimneys of the factories which provide employment for the less well-to-do of the populace.

How does the writer use language to describe the city?

**Q5** Read the following extract from a short story.



All night, I've struggled to get any satisfactory sleep. After hours of willing my mind to empty, I pick up my phone and squint at the bright screen to read the time — 4:15.

Dawn is already breaking and the soft, uncertain light that wavers around the curtains trickles over my wedding dress, encased in a cover, waiting patiently to be worn.

My mind is a swirl of emotions. A wedding day is an odd mingling of fear and joy. Excitement for the future is tinged with stress about the next few hours, which have been years in the planning. The pressure to make the day perfect sometimes makes it feel like I'm on a military mission rather than walking down the aisle.

The excitement of family and friends has carried me like a wave, surging ceaselessly to the shore, but now the time has finally come. The wave must break.

The road travelled to this point has not always been smooth. There have been bumps, twists and turns, detours and more than a few dead-ends. Yet as I gaze out of my bedroom window, watching the sky's blue hue strengthen and the yellow disc of the sun rise hopefully over the horizon, I can finally see my destination. I am ready.

How does the writer use language here to describe the narrator's emotions?

### I think these language techniques are absolutely super(lative)...

It's useful to think about the likely effects of each language technique as you're revising, but remember there is no standard effect that always applies. Always think about the specific effect of the technique in the text you're analysing.



## Narrative Viewpoint

**Q1** Use the words in the box to complete the following sentences about narrative viewpoint.

first-person    detached    perspective    third-person    personal

The narrative viewpoint is the narrator's ..... on the text. A ..... narrator is not one of the characters, so they describe the characters using words like 'he' and 'she'. This type of narration is more ....., as it is separate from the characters.

A ..... narrator will tell the story using words such as 'I' and 'me'. This creates a very ..... link between the reader and the narrator.

**Q2** For each extract below, write whether it uses a first-, second- or third-person narrator.

- a) The detective couldn't help but admire the thieves' handiwork. ....
- b) We crouched behind the sofa, trembling with fear. ....
- c) "I don't remember," she said, but a memory was stirring in her mind. ....
- d) You hurry down the dark street, heart thudding, head spinning. ....
- e) "You have to run," I whispered urgently, "they'll be here soon." ....

**Q3** Explain why using a first-person narrator is effective in the extract below. Use evidence from the text to back up your answer.

They told me I was in safe hands. They told me I wouldn't feel a thing. And I knew I should believe them. But lying there on the operating table, with the nurses and doctors swarming around my head in their clinical white uniforms, like scientists around a lab rat, all I could feel was terror. One of them grinned at me reassuringly, and I pasted a smile on my face in return, but inside I felt as if someone had filled my gut with ice, and I could feel a cold sweat breaking out on my palms.

.....

.....

.....

.....

## Narrative Viewpoint

As you tackle these exam-style questions, consider how the writer has used their chosen narrative viewpoint.

**Q4** Read the following extract from a piece of fiction.



It is very late and the train is quiet. There are only four passengers in the carriage. The first is a young man in a smart but cheaply-made suit. He has just been to his first job interview and is nervously and repeatedly checking his mobile phone. The second passenger is a middle-aged woman with greying hair. She is propped up against a window, fast asleep. She has three jobs at the moment, and together they just about pay the bills, but she spends her life in a constant state of exhaustion. The final two passengers are a retired couple, who have just been to visit their young grandchildren. The woman is feeling glad that she and her husband live over an hour away, and aren't asked to babysit more often. She had forgotten how exhausting babies were. Her husband had been thinking something similar, but is now wondering if the weather will be good enough for a round of golf tomorrow. None of the passengers in the carriage are aware that a murder has been committed on their train, and that by the time they pull in at their destination, they will all be suspects.

A student said, "The writer shows the characters' inner thoughts. I can sympathise with them."  
To what extent do you agree with this statement?

**Q5** Read the following extract from a short story.



I'm not a hero. I just did what I had been trained to do. Any other air-raid warden would have done exactly the same. The air-raid sirens had already sounded, and most people were already tucked away in shelters. But my wife was good pals with Mrs White, so I knew she was in bed with a chest infection, and had planned to stay there if the sirens sounded. We'd had countless air-raid warnings, and very few bombs, so you can understand why a poorly woman with three kiddies might decide to chance it in her own home for a night, can't you? Then I heard them. Bombs dropping. They were ground-shaking booms, distant at first, but then closer. My heart was in my throat, I can tell you. There was a haze of orange firelight in the sky. I stood in a doorway, not knowing where the next one would hit. It came down right ahead of me. The explosion threw me back against the door, and my ears started ringing as glass from blown-out windows rained down into the street. I could see the flames, and I knew that they were coming from near Mrs White's house. I ran there as best I could, though I was still pretty shaky. When I got there, I saw that her neighbour's house had been completely destroyed by the bomb. Gone, just like that. Hers was still standing, but in a real bad way. I could see it was filling up with smoke. But I knew there were kids in there, so I didn't think twice. "Buck up, Harry," I thought, and I ran in to see if I could help them.

A student said, "This part of the story shows Harry is humble and modest. I admire his courage."  
To what extent do you agree with this statement?

### I know why they call it the first person — because I'm number one...

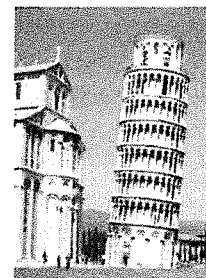
Alas, identifying if a text uses the first, second or third person is usually the easy part of the exam. The harder part is trying to understand *why* the author has chosen a particular viewpoint — you'll need to write about the effect that it has.



## Structure — Whole Texts

**Q1** Draw lines to match each structural technique with its definition.

- |                              |  |
|------------------------------|--|
| a) <b>Cinematic writing</b>  | i) When the point of view of a text moves between different characters and/or locations. |
| b) <b>Non-linear writing</b> | ii) Writing where the text is written as if the reader is watching a film.               |
| c) <b>Perspective shifts</b> | iii) Writing that tells the events of a story in chronological order.                    |
| d) <b>Linear writing</b>     | iv) Writing that tells the events of a story in a non-chronological order.               |



*Proof that structure is important.*

**Q2** Read the extract below.

It was one of those frosty winter mornings. The sky was a clear forget-me-not blue, and the grass stood rigid and silver with frost. Robins chirped proudly as they flittered in and out of the glittering bramble bushes. The kitchen sang with the smell of hot, buttered toast and fried bacon. A large, red pot of tea sat on the kitchen table, steam curling from its spout.

Cross out the incorrect word from each pair of bold words.

- a) This extract opens with **description** / **dialogue**.
- b) This means that the reader's focus is initially on the **setting** / **characters**.
- c) It moves the reader's attention from **outside** / **inside** to **outside** / **inside**.

**Q3** Read the extract below and then complete the passage using words from the box.

I put the hot chocolate in front of Alice, and waited for her to finish crying. She wiped her eyes with a tissue and looked up at me blearily.

"I'll tell you what happened," she said, and took a breath. "It all started last week, when Robyn and I came out of the cinema. We bumped into Hayley and Dan, and we all decided to go for lunch together, to that new burrito bar that's opened in town..."

overarching    embedded    frame    story    context

This is an example of a ..... narrative — there is an ..... story that contains another ..... within it. This type of narrative allows writers to give ..... about the ..... narrative.

## Structure — Whole Texts

**Q4** For each extract, circle the structural technique being used. Then explain **one** effect that the structural technique creates.

- a) "As he watched her car disappear, an image suddenly flashed into his mind of squealing brakes and crunching metal. He shook his head — why would he imagine the worst?"

**foreshadowing / juxtaposition**

.....  
 .....

- b) "The swamp stretched for miles, a tangle of weeds, roots and putrid green water. Suddenly, a long, scaled log bobbed to the surface. The alligator blinked slowly, its black pupil dilating."

**perspective shifts / cinematic writing**

.....  
 .....

- c) "Sandi looked at the evidence. If it wasn't Ellie and it wasn't Simon, then who had killed Michael? Suddenly, a cough came from behind her. She turned to face the killer..."

**cliffhanger / structural instability**

.....  
 .....

**Q5** Give **one** effect a flashback could have in a narrative, and explain your answer.

.....  
 .....  
 .....

**Q6** Explain why the juxtaposition of light and dark is effective in the extract below.

Bonnie sighed in relief as she stepped out of the brightly lit supermarket into the dark evening. Out here in the moonless night, away from the artificial lights, she felt free.

.....  
 .....  
 .....





## Structure — Whole Texts

- Q7** Read the following extract from the opening of a short story, then answer the questions below.

*"Move."*

The single word sears itself into my brain. Frozen limbs jerk to life as I heave myself off the snow-covered ground and break into a shambling run. They are here.

*Pop. Pop. Pop.* Three flares soar overhead in quick succession, illuminating the distant ridge and the outskirts of the rocks where I'd been lying moments before. Harsh red light grasps at the icy landscape, tearing secrets from its grip. I hurry on into the ancient trees enveloping the clearing. I can't be seen — not yet.

Crouched out of sight, I remember how I used to play hide-and-seek in this forest with my friends. I'd hide, cloaked in shadows, trembling with laughter... now I tremble with fear. I try to shake the thought from my mind. It is a cruel reminder of a childhood cut short: of when we lived without fear or struggle. But that's all in the past. Now we fight to survive.

- a)** Summarise the overall structure of the extract.

.....

.....

- b)** The extract starts with some dialogue. What is the effect of this? Why do you think it happens then?

.....

.....

.....

- c)** How does the focus of the text change in the third paragraph? Why do you think the writer does this here?

.....

.....

.....

- d)** A flashback is used at the end of the extract. What effect does this have?

.....

.....

.....

## Structure — Whole Texts

Give these exam-style questions a go — look out for the structural features covered on the last few pages.

- Q8** This is the ending to a short story. Joan is eighty-six years old, and one of the nurses from her care home has volunteered to take her to the beach.



They arrived shortly before lunchtime. The seagulls squawked noisily overhead, swooping and circling, bright as doves against the blue sky. The nurse pushed the wheelchair down the boardwalk. Looking out over the sand and the grey-green sea, Joan was transfixed.

The first time she had been to the beach was as a little girl, shortly before the war broke out. It had been a hot day. The beach was full of people sprawled on multicoloured deck chairs and picnic blankets, lending the scene a carnival feel. She remembered the smell of the water as she raced into the sea for the first time. She remembered the feeling of damp sand between her fingers and toes, and how the sea salt had dried into tiny crystals on her skin. Her mother had packed a picnic of hard-boiled eggs and potato salad. It had been the best day of her life so far, and as her father had bundled her into a towel, tired and sun-soaked, ready to go home, she had already been looking forward to the next visit.

Now Joan watched the children race delightedly across the sand like she had done. Her nurse bought her fish and chips for lunch. Joan bought sticks of rock for her great-grandchildren. As the sun was going down, and they headed back to the car, Joan looked back over her shoulder. She knew there wouldn't be a next visit — but she didn't mind. She had seen the sea again.

How has the writer structured the text to interest you as a reader?

- Q9** Read the following extract from the opening of a short story.



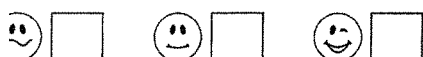
The noise was deafening. In the village hall, a children's party was in full swing. Pop music blared through the speakers. There was screeching and laughing and the mad rush of running footsteps rocketing from one side of the room to the other as games were played. Rainbow-coloured balloons and shimmering banners hung from the ceiling. A generous pile of presents in bright wrapping paper stood in one corner. The remnants of a buffet lurked in another — half-eaten sausage rolls and sweet wrappers mingled among dirty paper plates. And there, sitting cross-legged underneath the buffet table, was a little boy with enormous, mournful brown eyes.

Like the other kids at the party, the boy was dressed in his best clothes: shiny white trainers, and jeans without holes in the knees. He was chewing his bottom lip, his hands folded neatly in his lap, watching the other children play. It wasn't that the boy didn't want to join in — he did, more than anything else. But the other kids called him names, and ran away from him. The boy knew why they avoided him. The problem was that he simply wasn't like the other kids. He wasn't like the other kids at all.

How has the writer structured the text to interest you as a reader?

### This workbook is structured so that you ace your exams...

Both fiction and non-fiction texts are structured for maximum effect. Non-fiction is often structured to make its content clear, or to have a persuasive effect. Fiction can be structured to engage the reader in its events, settings or characters.



## Sentence Forms

**Q1** Label each sentence below as either simple, compound or complex.

- a) Gazing longingly out to sea, the sailor dreamed of adventure. ....
- b) I waited for an hour, but he never arrived. ....
- c) She listened in shock to the news on the radio. ....
- d) He never imagined that people could live in such poverty. ....
- e) The sun rose reluctantly, casting sombre shadows across the fields. ....
- f) Night was closing in fast, so we needed to find the path soon. ....

**Q2** The four sentences below say a similar thing in different ways.

- a) *Bullying in schools is a serious problem.*      c) *Haven't you had enough of bullying?*
- b) *Stop bullying today.*      d) *How awful bullying is!*

For each sentence, identify the type of sentence using the options in the box, then explain why a writer might have chosen each one. The first answer has been done for you.

statement	exclamation
question	command

a) Sentence type: statement

Using a clear statement makes the writer sound serious and objective. The writer might have  
chosen to use a statement to emphasise that bullying is a serious topic.

b) Sentence type: .....

.....  
 .....

c) Sentence type: .....

.....  
 .....

d) Sentence type: .....

.....  
 .....

## Sentence Forms

Now you've covered different sentence forms, have a go at these longer questions to put your knowledge to good use. Focus your answers on the effect of sentence forms to really practice what you've learnt.



**Q3** Read the following extract from a piece of fiction.

The theatre hummed with expectant conversation as the spectators began to fill the stalls. The red velvet seats and gentle golden lighting gave the impression of being caught in the centre of a giant ruby. There was a magical feeling, as if everyone knew they were going to witness something spectacular that night, and eyes kept flickering over to the theatre drapes, wondering when the show would begin.

Backstage, biting his fingernails down to the nail-bed, was the one they were all waiting for. Mikhail had been told by everyone he met that he was the greatest tenor of all time. Conductors had shed a tear when he sang, audiences had wept openly. But that never stopped him from feeling sick with nerves before a performance. What if his voice faltered? What if he forgot the words? What if he disappointed them all? How catastrophic this performance will be!

"Sixty seconds to curtain," the stage manager called to him. Mikhail took a deep breath. His palms were damp with sweat. His legs felt like jelly. He didn't know if he was ready for this.

How does the writer use language here to describe Mikhail's emotions?



**Q4** Read the following extract from a piece of fiction.

The shot rang out. Olga powered off the blocks. The sound of the stadium had faded now, and only one thing mattered: putting one foot in front of the other, faster than she had ever done before. This was her race. She was born for this! Her blood pounded in her ears as she sprinted round the track.

In the distance, the finish line was approaching. There were still two runners ahead of her. Faster! Olga urged herself on. Her legs burned. Her lungs screamed. But she was gaining on them. She overtook one. Still faster! At the last second, she overtook the final competitor and her foot came down first, landing triumphantly over the white line.

Olga slowed to a halt, and doubled over with her hands on her knees as she gasped for breath. Wiping the sweat from her eyes, she looked up again at the stadium, and nearly cried with joy. Thousands and thousands of people were on their feet, cheering; they were waving flags and calling her name, smiles reaching from ear to ear. She could hardly believe it. All the months of hard training had paid off and she had achieved her lifelong dream: she had won a gold medal at the Olympics.

How does the writer use language here to describe the race?

**"And your sentence shall be — two hours of revision! Mwah ha ha..."**

Sentences might seem easy enough, but they're fundamental to a piece of writing. It's worth taking the time to perfect your skills at analysing them closely. Ask yourself *why* the sentence has been written like it has, and think about its effects.



## Writing with Purpose

- Q1** Put each of the following writing techniques into the appropriate column of the table, depending on whether they're more common in informative or persuasive writing.

<div style="display: flex; justify-content: space-around; padding: 5px;"> <span>an impersonal tone</span> <span>rhetorical questions</span> <span>technical terms</span> <span>emotive language</span> </div>	
Informative writing	Persuasive writing



*The leader of the 'no to school uniforms' campaign was a formidable opponent.*

- Q2** Complete this brief plan to show how you would structure a speech arguing in favour of school uniforms.

Introduction: *Clearly outline the main points of the argument.* .....

1) .....

2) .....

3) .....

Conclusion: .....

- Q3** Rewrite the informative text below so that it persuades the reader to visit the church.

### Lyttlewich Church

Situated in the rural village of Lyttlewich, Howtonshire, Lyttlewich Church is one of the oldest churches in the country: some parts of the church were built in 984 AD. The church receives thousands of visitors a year, and is particularly renowned for its artwork, which has recently been restored.

.....

.....

.....

.....

.....

## Writing with Purpose

If you've mastered those short questions, here are some exam-style questions to have a crack at. Think about how you should adapt your writing to fit its purpose when writing your answers.

**Q4** Answer the exam-style question below.



One of your classmates has said: "I think going to bed early is a waste of time. The later you stay up, the more time you have to play video games."

Write a speech for your class in which you argue for or against this statement.

**Q5** Answer the exam-style question below.



"Young people need to learn how to express themselves. Creative subjects such as Art and Drama should be compulsory for all students aged 5-16."

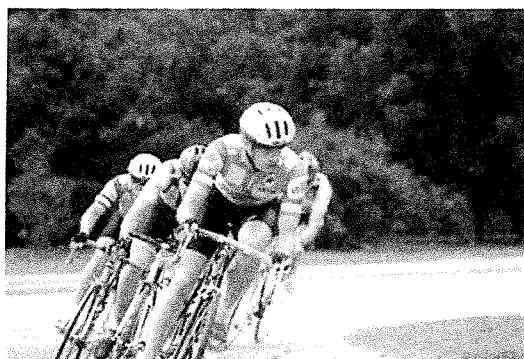
Write a speech for your school governors in which you argue your point of view on this statement.

**Q6** Answer the exam-style question below.



You are going to enter a creative writing competition. Your entry will be judged by a panel of professional authors.

Write a story about cycling as suggested by this picture:



### Purr, puss... there's a joke in there somewhere...

It's really important to keep your purpose in mind when you're answering question 5 in each paper. As part of your exam preparation, make sure you practise spotting the purpose in this type of question, then adapting your writing to match it.



## Writing for an Audience

**Q1** Rewrite each sentence below so that it's appropriate for an audience who have no expertise on the subject.

- a) "Fertilisers provide phosphorus and potassium, which are essential for plant growth."

*Fertilisers provide nutrients that are essential for plant growth.* .....

- b) "The ossicle bones in the ear (the malleus, incus and stapes) are some of the smallest in the human skeleton."

.....

- c) "Roman legionaries used javelins and throwing-darts to defeat their enemies."

.....

**Q2** Write down a good opening sentence for each of the texts below. Make sure it's suitable for the audience given in the question.

- a) An article for a teenage magazine, in which you say that schools should spend more time teaching students how to manage their money.

.....  
.....

- b) Instructions for a primary school student to teach them how to bake a cake.

.....  
.....

**Q3** The extract below is from a letter written to a familiar audience. Rewrite it on the lines below as if you were writing to a local newspaper.

The quality of the fresh fruit in the shops around here is ridiculous — I couldn't find a decent apple anywhere!

.....  
.....  
.....

## Writing for an Audience

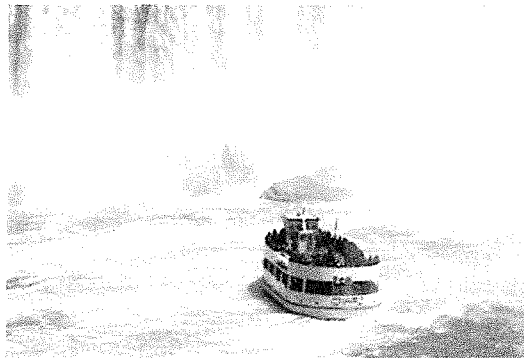
Know your audience... think carefully about who you're writing for when answering these exam-style questions.

**Q4** Answer the exam-style question below.



You want to write a story for a creative writing competition at your school. The story will be published in an anthology.

Write a short story about a boat as suggested by this picture:



**Q5** Answer the exam-style question below.



"Young people are often unaware of the dangers they face when crossing roads. It is absolutely crucial that we teach young people to be aware of this danger."

Write a speech for your year group in which you argue your opinion on this statement.

**Q6** Answer the exam-style question below.



You have been asked to write a piece for a storytelling event at your local library. Your writing will be read aloud to the audience.

Write a story about somebody who goes camping.

### I hypnotise my audience to keep their attention...

You are feeling sleepy... very sleepy... and on the count of three, you'll be able to answer every question in this book with great ease... Ah, if only it were that simple. Sadly, the only way to get the hang of writing questions is to practise. Lots.



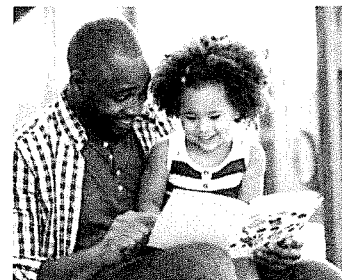


## Writing Stories

- Q1** Use the words in the box to complete the following sentences about how to begin a story.

attention   middle   clichés   character   engage   direct

Stories need to immediately ..... the reader. This is often achieved by starting a story in the ..... of the action or by introducing an unusual ..... Stories can also use ..... address to grab the reader's ..... — but they need to avoid .....



*By the sixteenth read-through, Clara's favourite story was starting to grate on Ron.*

- Q2** Imagine you are going to write a short story about somebody who's lost in a forest.

a) What narrative viewpoint would you use? Give a reason for your answer.

.....  
 .....

b) Write down two descriptive adjectives you could use, and explain their effect.

.....  
 .....

c) Write down a simile you could use.

.....

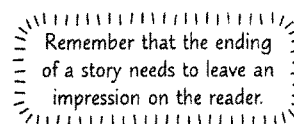
- Q3** Write the closing sentences for each of the stories below.

a) A story about a spaceship that crashes on an alien planet.

.....  
 .....

b) A story set on a desert island.

.....  
 .....



## Writing Stories

Time to put all that short practice... into practice. Here are some exam-style questions to sink your teeth into.

**Q4** Answer the exam-style question below.



You want to submit a piece of creative writing to be published in your local newspaper. The paper's editor will decide which submissions to publish.

Write a short story that is set in your local area.

**Q5** Answer the exam-style question below.



You are going to enter a writing competition at your local zoo. Your entry will be judged by a panel of people your age.

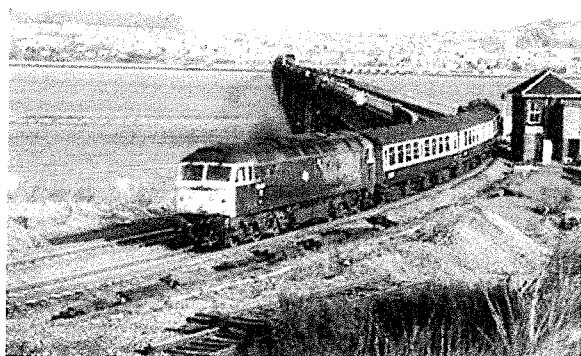
Write a story with the title 'The Missing Penguin'.

**Q6** Answer the exam-style question below.



You are going to submit a story to an anthology aimed at people who have an interest in travel.

Write a short story about a train as suggested by this picture:



### Are you sitting comfortably? Then I'll begin...

Don't underestimate paper 1, question 5 — it's tempting to think it's less important than questions 1-4, but it's worth as many marks as all of the reading questions put together. Use your imagination to write something that really stands out.



## Writing Descriptions

**Q1** Write a description to match each of the following requirements.

a) Use personification to describe an old car.

.....

b) Use a metaphor to describe an urban landscape.

.....

c) Use a simile to describe the feeling of embarrassment.

.....

**Q2** Write a descriptive sentence about a busy leisure centre based on each of the following senses.

a) sight

.....

b) sound

.....

c) touch

.....

d) smell and / or taste

.....

**Q3** You have been asked to write a description of a family member. In the box below, draw a spider diagram showing your ideas for things you might include.

You could  
include some of  
the techniques  
on this page.

## Writing Descriptions

Don't close your descriptive language bag o' tricks yet... these exam-style questions are just waiting to be lit up by your vocabulary. Have a go, then tick a box at the bottom of the page to show how you got on.

**Q4** Answer the exam-style question below.

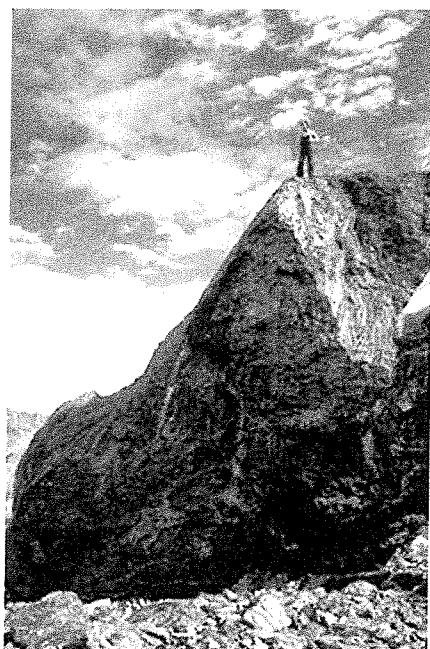
You want to submit a piece of creative writing to a website which publishes fiction by young writers.

Write a description of a young child.

**Q5** Answer the exam-style question below.

You are going to enter a writing competition run by your school newspaper. The competition is being judged by your head teacher.

Write a description suggested by this picture:



### Describe and conquer — that doesn't sound quite right somehow...

For a really interesting, vivid description, you need to show the reader what's going on instead of just telling them. E.g. instead of writing "Ajay was excited", you could write: "Ajay's eyes were bright, and his stance was upright and eager."



## Writing Newspaper Articles

**Q1** Read the exam question and then answer the questions below.

"Students should be allowed time off for all religious holidays, not just Christmas and Easter."  
Write an article for your school newspaper giving your point of view on this statement.

a) What is the purpose and who are the audience in this question?

**Purpose:** ..... **Audience:** .....

b) Write a rhetorical question which you could use in this article.

.....

c) Make up a believable fact or statistic which you could include.

.....

d) Write a short sentence for your article which contains some emotive language.

.....

**Q2** Read the question below, then write a good opening sentence on the lines underneath.

"The human race is not doing enough to protect the planet's endangered species."  
Write a broadsheet newspaper article explaining your point of view on this statement.

.....

.....

**Q3** Read the sentences below, then rewrite them so that they're suitable for an opinion column in a broadsheet newspaper.

a) "Doctors have warned of the problems the nation faces if the number of smokers in this country does not decrease."

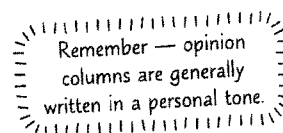
*No-one likes being lectured, but the doctors' warnings are clear — we can't carry on like this.*.....

b) "The government have today announced a policy that will see unsupervised children banned from public places."

.....

c) "Temperatures soared across the country this weekend in an unprecedented heat wave."

.....



## Writing Newspaper Articles

**Q4** Read the following extract from a broadsheet newspaper article.



### CRISIS FOR CLASSICAL MUSIC

A report released today by the RBMS (Royal British Music Society) claims that up to 50% of young people in Britain have never listened to a piece of classical music. A further 24% say that they have heard a piece of classical music, but 'would not choose' to listen to the genre.

The report, which was commissioned by the Society in response to a decline in attendance at many live concerts, has

provoked concern amongst the musical fraternity, with many claiming that classical music could meet an untimely end if further action is not taken.

Luigi Piccolo, head of the world-renowned Royston Philharmonic Orchestra, said: "Over the next fifty years or so, we're going to become completely irrelevant. It's time to start appealing to a wider audience."

Write an opinion column to be published alongside this article, in which you explain your point of view on the report.

**Q5** Answer the exam-style question below.



"Active hobbies, such as sports, are falling by the wayside because of the popularity of tablets and smartphones. Being constantly glued to screens is bad for our nation's health."

Write an article for a broadsheet newspaper advising people on the best way to stay fit and healthy.



*Carl's attempt to combine screen-time and ski-time didn't end well.*

**Q6** Answer the exam-style question below.



"Going on a big holiday every year is a waste of money. People should make the most of the life they have at home instead of trying to find excitement elsewhere."

Write an article for a broadsheet newspaper in which you argue the case for or against this statement.

### I fell asleep whilst reading that — must have been a snooze-paper...

Hopefully you're now feeling suitably in-the-know about writing newspaper articles. Don't forget that there are different types of newspaper writing, though — read the question carefully, and adapt your tone, language and style to match.



## Writing Leaflets

**Q1** Use the words in the box to complete the following sentences about writing leaflets.

bullet points      title      subheadings      imperatives      information      tone

You should start your leaflet with a clear ..... that will catch the reader's attention. You can organise the ..... in your leaflet by using interesting ..... Your leaflet will be easier to read if you use ..... to break up the information for the reader. You can give instructional leaflets a confident ..... by using .....

**Q2** Read the exam-style question below, then write a suitable opening on the dotted lines.

"Fast-food chains make it difficult for independent restaurants to make any money. They should be banned."

Write the text for a leaflet in which you argue your point of view on this statement.

.....

.....

.....

.....

*Now it's time to really test out your leaflet-writing skills — have a go this exam-style question.*

**Q3** Answer the exam-style question below.



Your friend has said, "Learning a foreign language at school is pointless. You never get to use it outside the classroom, and you forget it as soon as you leave school."

Write the text for a leaflet in which you advise students choosing their GCSE options to study a foreign language.

**This page is important — make sure you don't leaf it out...**

Leaflets usually contain lots of information, so you need to think carefully about how you organise them. To avoid your audience nodding off, the content needs to be interesting and laid out in a clear way to catch and hold the reader's attention.



