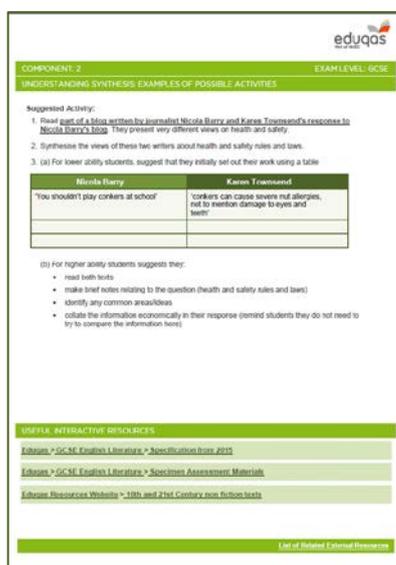


Understanding Synthesis: Reading (AO1:2)

Key Points:

- As part of the reading assessment, learners will be asked to select and synthesise evidence from different texts
- Ensure learners have opportunities for collating evidence and information from more than one text in order to help them develop the skill of synthesis
- Learners do not need to, nor should they, compare when responding to a synthesis question
- Remind learners to focus on the question throughout their answer

AMPLIFICATION FOR TEACHING



COMPONENT: 2 **EXAM LEVEL: GCSE**

UNDERSTANDING SYNTHESIS: EXAMPLES OF POSSIBLE ACTIVITIES

Suggested Activity:

1. Read *age of a lion* written by journalist Nicola Barry and Kevin Trammard's responses in Nicola Barry's blog. They present very different views on health and safety.
2. Synthesise the views of these two writers about health and safety rules and laws.
3. (a) For lower ability students, suggest that they initially set out their work using a table.

Nicola Barry	Kevin Trammard
'You shouldn't play conkers at school'	'conkers can cause severe nut allergies, not to mention damage to eyes and teeth'

(b) For higher ability students suggest they:

- read both texts
- make brief notes relating to the question (health and safety rules and laws)
- identify any common areas/ideas
- collate the information economically in their response (higher students they do not need to try to compare the information here)

USEFUL INTERACTIVE RESOURCES

[Edexcel > GCSE English Literature > Specifications from 2015](#)

[Edexcel > GCSE English Literature > Specimen Assessment Materials](#)

[Edexcel Resources Website > 19th and 21st Century non-fiction texts](#)

[List of Related External Resources](#)

Select the image (left) for texts and related activities that can be used to introduce the idea of synthesis in the classroom (two modern texts have been used in this instance, but in the exam one of these extracts would be a 19th Century text).

How to introduce the idea of synthesis:

- Get a general sense (e.g. use 'Thumbometer' or traffic light test) at the beginning of the lesson to see how many pupils already have some understanding of the concept of synthesis
- Organise groups to mix ability/skill level. Explain that the pupils are going to work out what they are expected to do when using the skills associated with synthesis
- Give learners excerpts from two texts (these should have some overlap in terms of content/theme). Ask learners to think about why the two texts have been chosen and how the texts can help them understand synthesis. Give prompts where necessary e.g.
 - Ask learners to consider the main focus of each text
 - How the main focus is presented –three points for each text
- Finish with exam type question and ask them to discuss what they think synthesis means
- Check thumbs again (or use traffic light cards)

Key definition revealed:

- Bringing material together from more than one text to create new material
- Summarising information from more than one text

ADDITIONAL RESOURCES

[Eduqas Resources > 20th Century Literature Reading Resources](#)

[Eduqas > GCSE English Language > Specimen Assessment Materials](#)

Suggested Activity:

1. Read **part of a blog written by journalist Nicola Barry and Karen Townsend's response to Nicola Barry's blog**. They present very different views on health and safety.
2. Synthesise the views of these two writers about health and safety rules and laws.
3. (a) For lower ability students, suggest that they initially set out their work using a table

Nicola Barry	Karen Townsend
'You shouldn't play conkers at school'	'conkers can cause severe nut allergies, not to mention damage to eyes and teeth'

(b) For higher ability students suggests they:

- read both texts
- make brief notes relating to the question (health and safety rules and laws)
- identify any common areas/ideas
- collate the information economically in their response (remind students they do not need to try to compare the information here)

ADDITIONAL RESOURCES

Eduqas > [GCSE English Language](#) > [Specification from 2015](#)

Eduqas > [GCSE English Language](#) > [Specimen Assessment Materials](#)

Eduqas Resources

Part of a blog written by journalist Nicola Barry.

The problem of over-keen Health & Safety officials is nothing new. According to Dr Mike Esbester, of the University of Portsmouth, but is, in fact, a century old. He describes some of the early Health and Safety is still the name of the game. The enthusiasm of officials to protect us from life's knocks and bruises just makes them look stupid and petty. You shouldn't play conkers at school. Rugby is too tough for small boys. You name it, some idiot from Health & Safety has outlawed it. For example, in Dundee the council banned the sale of homemade cakes at a school fundraiser. If home baking isn't good enough for a school fun day how come it is good enough to eat round the kitchen table? It's difficult to comprehend the mindset of a true jobsworth. It's a term usually used to describe a council official or parking attendant; a person whose favourite line tends to be, "It's more than my job's worth to let you off, mate," while enforcing some petty regulation or other. They are always people with very little authority. In fact, being a jobsworth gives them the only power they are ever likely to enjoy in their dull little lives, which is why they relish every moment of it. How did people ever begin sticking their noses into business which did not concern them? Local authority and government employees, people who say they are public servants, who are paid with our council and income taxes, seem to think they know what is best for us. Before they invent their little rules, there is no consultation, no deliberation – just this hard and fast diktat which makes absolutely no sense to 99 per cent of the population it affects. It would be better if we just stayed indoors, didn't go anywhere or do anything. Everyone, especially schoolchildren, has to take risks. It is part and parcel of growing up.

Response to Nicola Barry's blog by Karen Townsend.

Your post makes me so sad. Yes, we can all quote some anecdote about a town hall bureaucrat who bans conkers or forbids scones, but are you aware that conkers can cause severe nut allergies, not to mention damage to eyes and teeth? We all know of some manager who just doesn't understand or have the training and is so afraid he/she will lose their job that they over-risk-assess. Replacing common-sense with what they believe the law requires. But the examples you quote do not reflect 'the law'. I was formerly employed as an HM Inspector of Health & Safety. The 'what-the-hell' attitude is what kills. The pressure from a boss to finish a job at speed results in disabled machinery guards and finally, mutilations and disability or death. Working from height can kill if the safety equipment is not supplied or adequate or the employee does not know the safe procedure. Construction sites can be lethal. I spent the first few months asking my then boss: 'But why on earth would anyone put their hand/finger/leg/body in there?' And the rest of the time learning that people do really daft things. The Dundee ban related to the potential risk of bacteria etc. in home-baked goods—not its fattening effects. The Council took their (O.T.T.) step because they were running scared of personal injury claims. Our society has become increasingly litigious - and this in turn drives increasing caution in service-provider decisions. You may as well blame the trend to litigation as rant about 'health and safety'.

ADDITIONAL RESOURCES

Eduqas > [GCSE English Language](#) > [Specification from 2015](#)

Eduqas > [GCSE English Language](#) > [Specimen Assessment Materials](#)

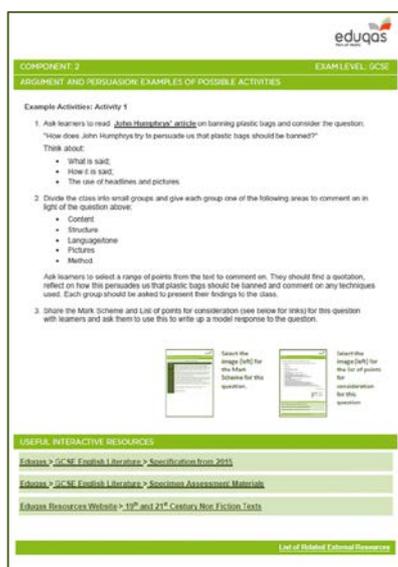
Eduqas Resources

Argument and Persuasion: Reading (AO2)

Key Points:

- As part of the reading assessment, learners may be asked to consider how writers use language and structure to develop an argument/point of view or persuade us
- Learners should comment on, explain and analyse how writers use language and structure (where appropriate), using relevant subject terminology to support their views
- Learners should track through the section of text carefully and aim for a range of points
- Remind learners to focus on the question throughout their answer

AMPLIFICATION FOR TEACHING



Select the image (left) for suggested examples of activities related to the analysis of writers' techniques.

When given a question on non-fiction that requires students to examine a writer's techniques there are a number of things they need to consider:

Content - learners should look closely at what is said (facts, figures, examples, quotations etc.) and, if they can, explain and/or comment on these.

Structure - learners should think about the way in which the writer has organised or structured their points. They should think about the 'steps' in the argument, do they follow a logical sequence? Does the writer present the problems and then solutions? Do they structure their points to enable the reader to see a contrast or comparison?

Language/Tone - learners should look for the key words and phrases (ensure quotations are clear but not too long) that contribute to the overall effect of the text. They should try to comment on or analyse the effect of the words/phrases they have selected while focusing on the question asked. When focusing on tone they may examine the overall tone created by individual words or an entire section.

Method - learners should try to identify the ways in which the writer is trying to achieve effects and refer to techniques to complement the points they make.

Pictures - learners often find it difficult to refer to pictures as they are unable to use quotations. When commenting on pictures they should say what is in them and what the effect is.

Things to avoid:

- Using technical terminology instead of answering the question (e.g. alliteration makes me read on, rhetorical questions make me answer, and so on)
- Meaningless comments on punctuation (e.g. there are lots of commas to increase the pace)
- Meaningless identification of short sentences and/or 'big and bold' titles/pictures

ADDITIONAL RESOURCES

[Eduqas Resources > 19th and 21st Century Non Fiction Texts](#)

[Eduqas > GCSE English Language > Specimen Assessment Materials](#)

Example Activities: Activity 1

1. Ask learners to read the [Alex Boyce article](#) on Glastonbury and consider the following question:
How does Alex Boyce try to convince his readers that they should visit Glastonbury Festival?

Think about:

- What is said
 - How it is said
 - The use of headlines and pictures
2. Divide the class into small groups and give each group one of the following areas to comment on in light of the question above:
 - Content
 - Structure
 - Language/tone
 - Pictures/headlines
 - Method

Ask learners to select a range of points from the text to comment on. They should find a quotation/evidence, reflect on how this convinces the reader to visit Glastonbury and comment on any techniques used. Each group should be asked to present their findings to the class.

3. Share the mark scheme and list of points for consideration (see below for links) for this question with learners and ask them to use this to write up a model response to the question.



Select the image (left) for the mark scheme for this question.



Select the image (left) for the list of points for consideration for this question

ADDITIONAL RESOURCES

Eduqas > [GCSE English Language](#) > [Specification from 2015](#)

Eduqas > [GCSE English Language](#) > [Specimen Assessment Materials](#)

Eduqas Resources

I still love Glastonbury. Here's why ...



I love Glastonbury Festival. It is noisy, muddy and the sanitation is poor but it is an opportunity to spend several days wandering round England's beautiful countryside, away from parents, workmates, television, mobile phone reception or childcare responsibilities, and instead spend your time dancing, drinking and generally having a party underneath the stars, with the opportunity to see the world's biggest, most exciting bill of performing arts into the bargain. To fully enjoy Glastonbury you really have to leave your cynicism at the gate (along with a DNA swab to accompany your ticket these days, but if that keeps the tent thieves at bay, I'm not complaining).

There is still no festival like it. Set in a vast field in the Somerset countryside, the festival has grown from a hippy fair with 1500 people going to the first one in 1970, to a commercial juggernaut with over 150,000 revellers taking over the place in the 21st century. The cost of admission is still quite reasonable and I'd

always thought that Glastonbury would be free of commercial advertising, with romantic little cider stalls and local farm produce being sold for dinner. As it was, I did spot one cider bus, but the rest were faceless brands that had obviously paid a lot of money to be there. A bottle of Pepsi set me back a mammoth £4 and a lot of the food was overpriced tat. £3.50 for a bacon roll, a burger for £6 and £2.50 for an ice-cream.

However commercial it has become, Glastonbury still has an atmosphere which, by Friday evening, I will be calling its 'soul' with no sense of irony. The vast majority of stalls (and acts) are still independent, there's still a sense of controlled chaos about it and, if Glastonbury did not exist, you really couldn't invent it. We'll surely never again see an enormous independent event like this grow from a family-run farmyard fête. It's a national treasure.

It's also a fantastic place for music, of absolutely every variety. Rain or shine, the opportunity to watch Leonard Cohen play on the Pyramid Stage as the sun goes down, with camp fires flickering far into the distance, as several thousand souls turn a hillside into their communal bedroom, is a prospect that makes me shiver with joy.

The bands and artists I have seen have provided experiences that will stay with me forever. Muse, Stevie Wonder, Gorillaz... have all been just magical. There are always big-

Continued on next page

ADDITIONAL RESOURCES

[Eduqas > GCSE English Language > Specification from 2015](#)

[Eduqas > GCSE English Language > Specimen Assessment Materials](#)

[Eduqas Resources](#)

I still love Glastonbury. Here's why ... (*continued*)



When I get home, I'll watch the highlights on the telly and will resist the temptation to shout at that nice Jo Whiley, having realised it's like vandalising a doll's house – briefly satisfying but ultimately pointless and really quite nasty. That's the Glastonbury effect. You should try it some time

names but the really interesting stuff is away from the main stages. The band I enjoy most is never the one I came to see. This is a huge temporary city you can lose yourself in. It's the only place you can wake up, drink hot cider, get married, join a Morris dancing troupe and then watch the Chemical Brothers. Other cool things that happened included seeing myself on the big screen at the Pyramid stage with a t-shirt wrapped around my head eating a big slab of watermelon, and visiting a tent late at night to watch a crazed woman perform with an accordion. There really is something for everyone and the festival's magic formula has become a global phenomenon. Glastonbury is still the big one, the original and the best. Appearing here is a rite of passage for all bands.

Alex Boyce

ADDITIONAL RESOURCES

Eduqas > [GCSE English Language](#) > [Specification from 2015](#)

Eduqas > [GCSE English Language](#) > [Specimen Assessment Materials](#)

Eduqas Resources

Some points candidates may explore when answering the question:

How does Alex Boyce try to convince his readers that they should visit Glastonbury Festival?

Think about:

- What is said
- How it is said
- The use of headlines and pictures

1. What is said:

- it is an opportunity to spend time in beautiful countryside
- it is an opportunity to get away from 'normal' life
- it is an opportunity to 'party'
- the 'bill of performing arts' is the biggest and most exciting in the world
- it is unique (no festival like it)
- admission is reasonable
- it has soul/great atmosphere
- it's a national treasure
- it is 'fantastic' for music
- it is music of "absolutely every variety" / every taste
- he paints a romantic image of listening to music at Glastonbury
- he 'shivers with joy' at the thought of it
- he claims the memories of musicians he has seen will 'stay forever'
- he describes a variety of musicians as 'magical'

Continued on next page



Select the image (left) for the mark scheme for this question.

ADDITIONAL RESOURCES

Eduqas > [GCSE English Language](#) > [Specification from 2015](#)

Eduqas > [GCSE English Language](#) > [Specimen Assessment Materials](#)

Eduqas Resources

1. **What is said (*continued*):**

- he suggests that you see 'big names' but also 'really interesting stuff' you did not expect
- he claims you can 'lose yourself' in this 'huge temporary city'
- he lists 'cool things' you can do (unusual, liberating things!)
- he claims there is 'something for everyone' (wide appeal)
- it has 'a magic formula' which has become 'a global phenomenon'
- it is 'the big one', 'the original' and 'the best' (it is special)
- it is a 'rite of passage' for all bands
- Glastonbury makes you nicer and calmer (you don't even shout at Jo Whaley!)
- pictures show scale, colour, enjoyment, excitement
- it is a place of memories
- it is liberating, varied, exciting

2. **Overview:**

- he relies on personal experience
- he uses facts and examples
- he paints an attractive picture of fun/freedom
- he emphasises the music
- repetition of "magic"
- direct address



Select the image (left) for the mark scheme for this question.

ADDITIONAL RESOURCES

Eduqas > [GCSE English Language](#) > [Specification from 2015](#)

Eduqas > [GCSE English Language](#) > [Specimen Assessment Materials](#)

Eduqas Resources

ARGUMENT AND PERSUASION: EXAMPLES OF POSSIBLE ACTIVITIES

Here you will find the Mark Scheme for the [example Alex Boyce article](#).

MARKS	
9-10	Candidates: make accurate and perceptive comments about how a wide range of different examples from Boyce's argument convince the reader, and provide detailed analysis of how language and structure are used to achieve effects and influence the reader. Subtleties of the writer's technique are explored in relation to how the reader is influenced. Well-considered, accurate use of subject terminology supports comments effectively.
7-8	Candidates: make accurate comments about how a range of different examples from Boyce's argument convince the reader, and begin to analyse how language and structure are used to achieve effects and influence the reader. Subject terminology is used accurately to support comments effectively.
5-6	Candidates: explain how a number of different examples from Boyce's argument convince the reader, and begin to show some understanding of how language and structure are used to achieve effects and influence the reader. These responses will begin to use relevant subject terminology accurately to support their comments.
3-4	Candidates: identify and give straightforward comments on some examples of Boyce's argument. These responses will simply identify some subject terminology.
1-2	Candidates: identify and begin to comment on some examples of Boyce's argument but struggle to engage with the text and/or the question.
0	Nothing worthy of credit

COMPONENT: 2

EXAM LEVEL: GCSE

AREA OF STUDY

Comparison: Reading (AO3)

Key Points:

- As part of the reading assessment, learners will be asked to compare content and ideas/perspectives across non-fiction texts from the 19th and 21st century
- Ensure learners have opportunities for comparing content and ideas and how these are conveyed from more than one text in order to help them develop the skill of comparison
- Learners will need to consider comparison of content, ideas/perspectives as well as how these are conveyed
- Remind learners to focus on the question **throughout** their answer

AMPLIFICATION FOR TEACHING



COMPONENT: 2 **EXAM LEVEL: GCSE**

COMPARISON: EXAMPLES OF POSSIBLE ACTIVITIES

Suggested Activity:

1. Read the article *Investigating the Wheel* by Charles Kramer [here](#) and the extract *The Reign of the Bicycle*. Note of the texts are about cycling.
2. Look at the question twice with the class.
Compare the following:
 - The writers' attitudes to cycling
 - How these attitudes are presented
3. Read both texts with the whole class and ask for initial feedback.
4. Divide the class into four groups (you may wish to organise these groups according to ability with the higher ability students in Group 4):
 - Group 1 to look at the writer's attitudes in "Investigating the Wheel"
 - Group 2 to look at the writer's attitude in "The Reign of the Bicycle"
 - Group 3 to look at how the writer's attitudes are presented in "Investigating the Wheel"
 - Group 4 to look at how the writer's attitudes are presented in "The Reign of the Bicycle"
5. Each individual group should feedback on their findings. Encourage the rest of the class to make notes as they do so.
6. As a whole class produce a model response to this question.

USEFUL INTERACTIVE RESOURCES:

[Eduqas > GCSE English Literature > Specification from 2015](#)

[Eduqas > GCSE English Literature > Specimen Assessment Materials](#)

[Eduqas Resources Website > 19th and 21st Century Non-Fiction Texts](#)

[List of Related External Resources](#)

Select the image (left) for materials and related activities that can be used to compare texts in the classroom.

How to compare texts:

- It is useful to discuss the definition of comparison with learners e.g. identifying similarities and differences
- Ask learners to make a short list of key vocabulary they might use when comparing texts (similarly, however, conversely etc.)
- Set homework in the previous lesson for students to bring in two visual texts that they could use for comparison work. E.g. two perfume/car/clothes advertisements
- Ask learners to work in small groups to design a chart which compares key features of these advertisements and how they are presented
- They should present their findings to the whole class

ADDITIONAL RESOURCES

[Eduqas > GCSE English Language > Specification from 2015](#)

[Eduqas > GCSE English Language > Specimen Assessment Materials](#)

[Eduqas Resources](#)

[List of Related External Resources](#)

Suggested Activity:

1. Read the article [Reinventing the Wheel, by Charles Starmer-Smith](#) and the extract [The Reign of the Bicycle](#). Both of the texts are about cycling.
2. Look at the question below with the class:
Compare the following:
 - the writers' attitudes to cycling
 - how these attitudes are presented
3. Read both texts with the whole class and ask for initial feedback.
4. Divide the class into four groups (you may wish to organise these groups according to ability with the higher ability students in Group 4):
 - Group 1 to look at the writer's attitudes in *Reinventing the Wheel*
 - Group 2 to look at the writer's attitude in *The Reign of the Bicycle*
 - Group 3 to look at how the writer's attitudes are presented in *Reinventing the Wheel*
 - Group 4 to look at how the writer's attitudes are presented in *The Reign of the Bicycle*
5. Each individual group should feedback on their findings. Encourage the rest of the class to make notes as they do so.
6. Ask the whole class to produce a model response to this question.

ADDITIONAL RESOURCES

Eduqas > [GCSE English Language](#) > [Specification from 2015](#)

Eduqas > [GCSE English Language](#) > [Specimen Assessment Materials](#)

Eduqas Resources

REINVENTING THE WHEEL



Charles Starmer-Smith rediscovers a lost love.

My own conversion to cycling has come late. I remember childhood holidays in France where I would pedal among the villages in search of bread and adventure, revelling in the freedom of pedal power as I sped past vineyards, forests and fields, imagining I was one of the Tour de France greats.

Then came adolescence and girls and guitars and cars. Cycling was no longer cool and the limitations of a bike, rather than its freedoms, became all too apparent. It couldn't play Pearl Jam on the stereo, with the roof down and a pretty girl in the passenger seat, like my battered silver Mini.

However, there is nothing like purchasing new gear to give you an inflated sense of your sporting prowess. Only a week ago, tackling the gentle contours of Richmond Park, I was puffing like a man on an epic ascent of some legendary alpine peak. Now, dressed in the outfit I spent a small fortune on this morning, I stride down the stairs with new purpose, ready to join the British Lycra Brotherhood. I feel streamlined and ready for anything the Alps of Surrey can throw at me.

'I want a divorce.' My wife's words stop me in my tracks. She looks both amused and horrified as I put on my helmet and fluorescent bib. 'You look like a Village People tribute act.' Deflated, I hurry past the mirror and wheel my bike out into the winter drizzle for the short journey to the North Downs.

A wave of smugness washes over me as I weave easily through the noisy commuters and choking traffic which stall everyone else's progress. One right turn towards Box Hill and suddenly...silence.

The North Downs Way, which runs from Hampshire through Surrey, awaits. The first rays of sun streak across the chalk hillside, but there's still a chill in the air. I zip up my jersey, looking enviously at the thick coats of the sheep. But I soon forget the cold. With the wind at my back I hear the hum of the tyres and the whirr of the chain. Below me a patchwork of green fields. No deadlines. No delays. For these precious moments I care for little but the verdant hills and plunging valleys – and the panoramic views my efforts have earned.

The British Lycra Brotherhood – for whom mornings, evenings, weekends and holidays are all about pedal power and for whom travel is not just about the destination but the journey there – can welcome its latest recruit. My love of cycling has come full circle.

But how has it come to this? The rise of cycling in Britain has been well documented. A string of champions on the track, from Chris Hoy to Victoria Pendleton, and now on the road, with the new Sky Team led by Bradley Wiggins, has done much to inspire a new generation of Britons on to their bikes.

Aided by an overpriced and overcrowded transport system and savings from the 'Cycle to Work' initiative, the bicycle is now seen as an answer to rising carbon emissions. But it is the escapism it gives that is the real draw. You don't need to emulate the endless wave of intrepid cyclists crossing the Americas or circumnavigating the globe to be part of this revolution.

The landscape of Britain is perfect for cycling. Across every hill and valley, country lane and woodland track, the national cycle network covers a mind-boggling 10,000 miles, and we are clocking more than a million journeys on these routes each day.

©Telegraph Media Group Ltd 2010
www.britishcycling.org.uk

ADDITIONAL RESOURCES

[Eduqas > GCSE English Language > Specification from 2015](#)

[Eduqas > GCSE English Language > Specimen Assessment Materials](#)

[Eduqas Resources](#)

[List of Related External Resources](#)

The Reign of the Bicycle

It is said to be a conservative estimate by competent authorities that during the year now closing a quarter of a million bicycles have been sold in this country, and that the number of riders approaches a million.

Observers of the phenomenon are wondering whether it is merely a passing whim, or whether it has come to stay; whether those who have taken it up will continue it after the novelty has worn off, or whether they will drop it for the next new fad that shall come along. There are many reasons for thinking that its stay will be permanent. Undoubtedly many of those who take it up because of its vogue will tire of it after a while, but these will not constitute a large proportion of the whole number. The great body of riders find in the bicycle a new pleasure in life, a means for seeing more of the world, a source of better health through open-air exercise, a bond of comradeship, a method of rapid locomotion either for business or pleasure, and many other enjoyments and advantages which they will not relinquish. The bicycle has, in fact, become a necessary part of modern life, and could not be abandoned without turning the social progress of the world backward. Few who have used it for a tour through the country would think for a moment of giving it up and returning to pedestrianism instead. Aside from the exhilarating joy of riding, which every bicycle devotee will assure you is the nearest approach to flying at present possible to man, there is the opportunity of seeing a constantly changing landscape.

The bicycle-rider journeys, too, virtually unencumbered with luggage; for the weight of his kit, which would be constantly growing more and more perceptible were it strapped upon his back while he was walking, has no appreciable effect upon the speed of the wheel or the amount of energy required to propel it. The rider slips past farm and cottage, through woods and along the banks of streams, with almost the ease and freedom of a bird. At the same time he travels with wonderful cheapness, covering double and even treble the number of miles a day that a horse could regularly travel, and doing it all without a dollar of expense for food or shelter for his beast of burden. The bicycle is indeed the great leveller. It puts the poor man on a level with the rich, enabling him to sing the song of the open road as freely as the millionaire, and to widen his knowledge by visiting the regions near to or far from his home, observing how other men live. He could not afford a railway journey and sojourn in these places, and he could not walk through them without tiring sufficiently to destroy in a measure the pleasure which he sought. But he can ride through twenty, thirty, fifty, even seventy miles of country in a day without serious fatigue, and with no expense save his board and lodging.

Taken from 'Topics of the Time: The Growth of Civil-Service Reform' published in 'The Century': Vol 49, issue 2 Dec 1894

USEFUL INTERACTIVE RESOURCES

[Eduqas](#) > [GCSE English Language](#) > [Specification from 2015](#)

[Eduqas](#) > [GCSE English Language](#) > [Specimen Assessment Materials](#)

[Eduqas Resources](#)

COMPONENT: 2

EXAM LEVEL: GCSE

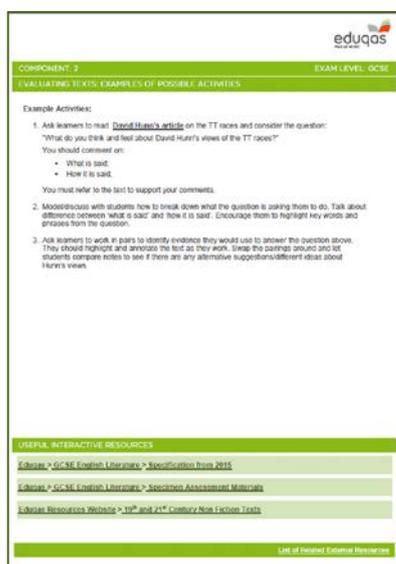
AREA OF STUDY

Evaluating Texts: Reading (AO4)

Key Points:

- As part of the reading assessment, learners will be asked to critically evaluate a non-fiction text. This may be the 19th century or 21st century text.
- Remind learners to focus on the question **throughout** their answer
- Any personal judgement should be supported by appropriate textual references. Opinions should always be supported, even at the lowest level.

AMPLIFICATION FOR TEACHING



Select the image (left) for further materials and suggested examples of activities related to evaluation type questions.

Learners' responses to evaluation questions will require a considered personal judgement, which is informed and evidenced through apt references to the text. At higher levels, responses will also require a degree of critical overview and summation.

Learners should be given opportunities to consider what evaluation means e.g. to judge or assess the worth of; to appraise.

The following are question types that may introduce the need for evaluation skills:

- What do you think and feel about a subject?
- What do you think and feel about a writer's views?
- What does the writer think about ...? How far do you agree with him?

ADDITIONAL RESOURCES

Eduqas > [GCSE English Language](#) > [Specification from 2015](#)

Eduqas > [GCSE English Language](#) > [Specimen Assessment Materials](#)

Eduqas Resources

[List of Related External Resources](#)

Example Activities:

1. Ask learners to read [David Hunn's article](#) on the TT races and consider the question:

"What do you think and feel about David Hunn's views of the TT races?"

You should comment on:

- What is said
- How it is said

You must refer to the text to support your comments.

2. Model/discuss with students how to break down what the question is asking them to do. Talk about the difference between 'what is said' and 'how it is said'. Encourage them to highlight key words and phrases from the question.
3. Ask learners to work in pairs to identify evidence they would use to answer the question above. They should highlight and annotate the text as they work. Swap the pairings around and let students compare notes to see if there are any alternative suggestions/different ideas about Hunn's views.

ADDITIONAL RESOURCES

Eduqas > [GCSE English Language](#) > [Specification from 2015](#)

Eduqas > [GCSE English Language](#) > [Specimen Assessment Materials](#)

Eduqas Resources

IT'S A MAD, MAD WORLD

Welcome to Mad Sunday on the Isle of Man. Yesterday was the serious Formula 1 stuff, but today is for the crazy amateurs. They will be at it soon after dawn and the TT circuit will, as usual, be ridden by any wildcat on two wheels who fancies his chances of surviving an encounter with the bumps and banks, the poles and pillars of these 38 twisting miles. No fairground switchback is more erratic, no wall of death more deadly. And many of the riders will, in their wild enthusiasm, try to hurl themselves around it at 120 mph, even 150 mph on the straights - whatever they can force out of their powerful machines. The authorities do their best to reduce the numbers indulging in this chaos by staging alternative entertainments, but they will not dissuade the determined. There was even a serious suggestion this year that a speed limit be imposed, but such interference was dismissed. Nothing on the motorcycling calendar so excites the real enthusiast as these two weeks on the Isle of Man, which calls itself the road racing capital of the world. The nine races have attracted 540 entries from 19 nations, but that is only the magnet. The iron filings fill the ferry from Lancashire for days on end. Last year the outrageously expensive boats carried 11,500 bikes, 2,700 cars and 30,000 passengers. That doubles the population, and hoteliers, who struggle to keep their heads above water through the rest of the year, rub their hands, air the beds, whack up the prices and tolerate being overrun by black leather and gleaming metal.

This is the oldest racing circuit in the world. The first TT race was in 1907 when the fastest lap speed was less than 43 mph. Steve Hislop, this year's favourite, averaged more than 123 mph – close to the record – on a practice lap on Monday. Last year, Mark Farmer rode his Yamaha to the eighth fastest lap in history on the Thursday afternoon. But by Thursday evening he was dead, ending a bright career in a horrific crash at Bedstead Corner.

A local journalist believes that more than 170 have died on the Isle of Man since the races began. There were 10 last year, including spectators, the blame for which is shared between organisers, the riders, and those who dangle perilously close to the action. Crashes are too frequent to count, and this year there were six in the first practice on Monday. The local hospital is on emergency alert, served by a helicopter at the course that brings in at least 20 serious injuries each year. Death is discreetly parcelled away and statistics are not kept, they say.

“Dangerous? Yes, it's very dangerous,” says Steve Hislop, who travels at close to 200 mph on some sections of the course. “At that speed your eyeballs are jumping about in their sockets and you can see a dozen of everything. Anyone who says he isn't glad when it's over is telling lies. But it is still the biggest challenge of the lot, to man and machine. And it's the only event in the UK with decent prize money.”

David Hunn

ADDITIONAL RESOURCES

[Eduqas > GCSE English Language > Specification from 2015](#)

[Eduqas > GCSE English Language > Specimen Assessment Materials](#)

[Eduqas Resources](#)