

Answers for practice papers

English Language

Practice paper 1 – Fiction: Reading

Question 1

Choose four from:

- It was August.
- The day is very hot even at mid-morning
- The sun is ‘burning’.
- The sun is so hot that it ‘scorched’ Dorothy.
- The road is dusty and very hot on the surface.
- The day is ‘glorious’.

Question 2

Relevant points to explore through examples:

- The long sentences convey a sense of rush and weariness on the part of Dorothy.
- The constant use of the word ‘and’ to add detail to long sentences also contributes to the sense of weariness and haste.
- The long sentences, lengthened by the use of the word ‘and’ give the impression that Dorothy has little sympathy with the women. This impression is enhanced by the harsh descriptions: ‘bad legs’, ‘sour-smelling children’.
- The description is built around lists – of events and adjectives – that suggest that the visits are just something to be ‘got through’ in a routine way.
- Using the women’s words for tea – ‘a nice cup of tea’ – suggests that Dorothy is mocking them. This also suggests that she is unenthusiastic about the visits.

Question 3

Relevant points to explore through examples:

- For Dorothy, the work is a religious and moral mission. She doesn’t find it satisfying/doesn’t enjoy it: ‘profoundly discouraging work’.
- The work seems futile/pointless because the women don’t understand (no ‘conception’ of) what she is trying to achieve, and they give her ‘blank disbelief’ and very few repay Dorothy by going to church.
- Dorothy’s efforts and values are not appreciated by the women (‘suspicious’, ‘defensive’), especially the younger women.
- The women are dishonest or evasive (‘made excuses’, ‘shammed piety’) rather than grateful, and their own aims are not spiritual or moral, but material (they were after money) or social (‘an audience’).

Question 4

Relevant points to explore through examples:

- She is scornful and superior in her attitude. She is also pessimistic, but this is counteracted by her strong religious beliefs.

- Vocabulary is often chosen to show the women and their motives in a negative light, for example: ‘wheedle’, ‘shammed’, ‘suspicious’, ‘endless’, ‘revolting’.
- The narrative is from Dorothy’s point of view even though – technically – it is in the third person. This means we get a strong, direct sense of Dorothy and her views. She therefore comes across as bigoted (‘illiterate people’), unfeeling (‘the revolting diseases their relatives had died of’) and self-righteous (futility is the ‘weapon of the devil’).

Question 5

Relevant points to explore through examples:

- Paragraphs used to divide the episode into topics that naturally lead from one to the other. This movement between paragraphs is strengthened by the links to the previous paragraph at the starts of paragraphs four and five.
- There is a tone of scorn throughout, beginning with the implied criticism of ‘people who don’t have to work’. Another tone throughout is one of superiority on the part of Dorothy.
- Long, ‘add-on’ sentences and lists of details give a consistent style to the passage, suggesting that Dorothy’s mood and attitude never change on these visits.
- We sympathise with Dorothy because she is clearly unfulfilled and frustrated, but we also find her snobbery distasteful.
- It is engagingly written because we get such a strong sense of Dorothy’s feelings and values.

Practice paper 1 – Fiction: Writing

Question 1

a, b, c

Answer will be a personal response.

d

You could:

- Describe the picture, including the ‘mood’ of the scene.
- Describe the scene from the point of view of the cyclist.
- Describe the cyclist’s thoughts and feelings.
- Describe the cyclist’s day up to this point.
- Describe the scene from the point of view of someone watching through binoculars.

English Language

Practice paper 2 – Non-fiction: Reading

Question 1

- a 1
- b By not maintaining the escape ladders that should have been fixed to the supply shaft walls.
- c The second passage didn’t even have a ladder.

Question 2

Relevant points to explore through examples:

- Use of words that occasionally suggest that we are hearing the miners' thoughts as though we are there with them rather than just reading about the disaster afterwards: 'now', 'perhaps', etc.
- Occasional use of short sentences for dramatic effect. Sometimes sentences are not even proper, complete sentences, for example: 'An escape route'.
- Personification for dramatic effect: 'Hunger, thirst and fear closed in on them'.
- Dramatic/emotive vocabulary choices.
- Use of rhetorical devices such as repetition ('...were slim' ... 'were zero' on line 14), and a rhetorical question (lines 29–30) for dramatic effect.

Question 3

- a** We moved as quickly as possible.
- b**
- Disobeying orders
 - The effects of 'choke-damp'

Question 4

Points to explore through examples:

The account comes from a survivor who must have been very distressed by the experience but it is undramatic and factual as though the narrator is numbed by the event (or perhaps overwhelmed by being questioned in a formal inquiry). The account is neutral and does not imply any beliefs about causes and blame.

Question 5

Answers should be based on evidence in the text. For example:

- Miners should follow the instructions of their leaders.
- Children should not be employed in mines.
- Escape shafts should be properly looked after.
- Miners should be protected against gas poisoning and explosions.
- Profits should not be put ahead of safety.
- There should be plenty of emergency food and drink stored underground in case miners become trapped.
- Good leadership in an emergency.

Question 6

Relevant points to explore through examples:

- Text 1 is very dramatic in the way it is narrated. Clearly the writer wants to emphasise the dramatic elements of the story. He wants his readers to experience the vivid events alongside the miners who were trapped. He also wants to make it clear that the mining company's greed is to blame for the men's difficulty in escaping. Text 2 is narrated by a survivor who must have been very distressed by the experience but it is much less dramatic and factual as though the narrator is not trying to find dramatic value in the event. This is surprising because some of the details in the account are *more* dramatic and horrifying than those in Text 1. For example, the details about dismembered dead bodies.
- Refer throughout to the techniques and effects you analysed in Questions 2 and 3, for example: examples of style of writing, choices of sentences and vocabulary.

Practice paper 2 – Non-fiction: Writing**Question 1**

- If you argue against the statement then you must either claim that schools/colleges/workplaces are already safe and healthy enough, or that it is already taken seriously enough.
- Make sure you organise your points clearly in a series of paragraphs.
- Write clearly and in a formal style.
- Do not be overdramatic in your style or you will sound threatening rather than knowledgeable.
- Make sure you refer to specific examples of health and safety risks, safeguards and/or incidents.

English Literature

Answers will vary according to the material studied. You should refer to the English Literature mark schemes for your exam board when checking your answers.