

1 Why do the family have to carry their suitcases to the Boat House?

The pathway was too narrow for the car

(Total for Question 1 = 1 mark)

1 Why do the family have to carry their suitcases to the Boat House?

The pathway to the house was too
narrow for a car.

(Total for Question 1 = 1 mark)

1 Why do the family have to carry their suitcases to the Boat House?

they had to because the pathway to the
Boat House was too narrow

(Total for Question 1 = 1 mark)

1 Why do the family have to carry their suitcases to the Boat House?

The path to the house is too narrow to
fit a car down.

(Total for Question 1 = 1 mark)

1 Why do the family have to carry their suitcases to the Boat House?

They were moving to remote house
beside the river

(Total for Question 1 = 1 mark)

2 Look again from the start to line 18.

Give **three** words or phrases that express the writer's positive feelings on arriving at the Boat House.

1 we had fallen upon paradise

2 this is it the place

3 In my memory it hardly ever rained that season

(Total for Question 2 = 3 marks)

2 Look again from the start to line 18.

Give **three** words or phrases that express the writer's positive feelings on arriving at the Boat House.

- 1 We had fallen upon paradise.
- 2 It looked heavenly, a place to explore to run around.
- 3 Protecting us from the wilds friendly estuary.

(Total for Question 2 = 3 marks)

2 Look again from the start to line 18.

Give **three** words or phrases that express the writer's positive feelings on arriving at the Boat House.

1 "It looked heavenly".

2 "We had fallen upon paradise".

3 "A place to explore, to run around, where we would be living forever".

(Total for Question 2 = 3 marks)

2 Look again from the start to line 18.

Give **three** words or phrases that express the writer's positive feelings on arriving at the Boat House.

1 paradise

2 Heavenly

3 Friendly estuary

(Total for Question 2 = 3 marks)

2 Look again from the start to line 18.

Give **three** words or phrases that express the writer's positive feelings on arriving at the Boat House.

1. Could never thank her enough

2. Every word will be my thanks to you

3. We would go ~~down~~ yelling away down the hill

(Total for Question 2 = 3 marks)

3 In your own words, explain what we learn about the writer's mother.

The writer's mother is presented as an energetic mum ~~and~~ as she was very active throughout the story. She is seen as a lady who like having fun when going out, plus her age don't seem to bother her at all. She also seems to be full of life as she walks the dog faster than the children and this shows the age she might be dose not affect her in any way throughout the story. Also its like shes one of the children running about still climbing and exploring everywhere like she's one of her ~~ent~~ children.

(Total for Question 3 = 4 marks)



P 4 5 8 5 6 A 0 5 2 0

5

Turn over ►

3 In your own words, explain what we learn about the writer's mother.

Her mother walked very quickly - too fast for her daughter to keep up. Her mother didn't care for mably the dog very much, rarely calling him by his actual name.

She doesn't seem to wish to take in her surroundings very much, ^{as} ~~and~~ the writer ~~is~~ longs to do. Instead, her mother walks with a great deal of purpose, walking as quickly as possible to her desired destination.

She doesn't seem to like living in the moment; there is no mention of her having fun or laughing with her daughter. Instead, she takes life seriously.

(Total for Question 3 = 4 marks)



P 4 5 8 5 6 A 0 5 2 0

5

Turn over ►

3 In your own words, explain what we learn about the writer's mother.

We learn that the mother has a distaste for the family dog Mably. She never calls it by its name, referring to it as 'vile' or 'disgusting'. ~~This~~ We further gauge her dislike of the dog when she complains about it ^{walk and} 'without passion', showing she is not enjoying having to play with ~~and walk~~ the dog. This is further shown by her walking 'briskly', which means that she wishes to get the walk over with as fast as possible as she does not enjoy the dog's company.

Despite this, we learn that the mother loves her daughter and enjoys spending time with her. This shows that she isn't all bad and may even have an adventurous side because they climb over walls and barbed wire.

We also learn that the mother is stricter than the father because he ~~requests~~ gets her to ask their child to do things that must be followed - this shows the mother is not one to be disobeyed.

(Total for Question 3 = 4 marks)



P 4 5 8 5 6 A 0 5 2 0

5

Turn over ►

3 In your own words, explain what we learn about the writer's mother.

We learn that the writer's mother was a person who walked quickly, perhaps symbolic of the heavenly place at which the family visited. The pace at which she walked at, described as 'Olympic-level' can reveal the positivity in her mannerism, as she strides on. This can also allow us to learn that she doesn't let obstacles prevent her from moving forward and that she obtains responsibility through leading the way - to the point at which the writer could barely catch up. The writer states that their mother never "called him by his name" when referring to their dog, which can allow the writer to portray that the mother takes responsibility and shows less affection to the dog. The way she "strides ahead" may show that the mother is competitive by nature, and passionate in being ahead. This can be shown by the writer stating that the mother "often" takes walks. ~~The~~ Further, we see that the mother may also restrict the writer, due to her decision to strive ahead, which is shown through the writer claiming, "I longed to run down headlong, but couldn't", with this revealing the mother's dispassionate and affection lacking attitude resulted in a lack of care for her child and dog. This is also shown through the sweet shop being "ignored by mother" which also reveals that again she lacks a relationship with her child that results in the writer being limited to what they want to do.

(Total for Question 3 = 4 marks)



P 4 5 8 5 6 A 0 5 2 0

5

Turn over ►

3 In your own words, explain what we learn about the writer's mother.

The writer's mother is presented as a energetic woman, who loves to go on runs or walks ~~along~~, starting along the cliff walk, with the ~~family~~ families pet dog. However, we also learn that the writer's mother has a short temper with the dog as it is always irritating her, for example we are told the dog ('malby') is often bites the mother's ankles while she runs.

(Total for Question 3 = 4 marks)



P 4 5 8 5 6 A 0 5 2 0

5

Turn over ►

4 How does the writer try to create interest in her childhood experiences?

In your answer you should write about:

- the descriptions of the house and the landscape
- her relationship with her father
- particular words, phrases and techniques.

You may include **brief** quotations from the passage to support your answer.

(12)

The writer uses metaphors to create interest in her childhood experiences. For example "bushes and plants hung to the cliff-face like flags waving a greeting". Even though plants can't really wave, this gives a good visual image of houses landscape. Also the idea of ~~them~~ them waving a greeting is ~~odd~~ ^{unusual} and makes the experience seem more childish.

The writer uses similes to create interest in her childhood experiences. For example "balcony that ran around the cottage like a midriff". This creates interest because it a strange way to describe a house. It also seems like a comparison that a child would make which makes the memory more realistic.

The writer uses metaphors to make her childhood experiences interesting. For example "light flickering in long thin tongues". Again this is the type of reference a child would make as it is quirky and out of the ordinary. This emphasises the interest in her childhood.



The way the writer talks about her father creates interest. For example ~~the~~ "His response was all I wanted". This is a good example of her childhood experience because she is playing a game on her father almost like a little prank. Also it could mean that she craves attention from her father as he is always in ~~his~~ study.



P 4 5 8 5 6 A 0 7 2 0

7

Turn over ►

4 How does the writer try to create interest in her childhood experiences?

In your answer you should write about:

- the descriptions of the house and the landscape
- her relationship with her father
- particular words, phrases and techniques.

You may include **brief** quotations from the passage to support your answer.

(12)

The writer uses juxtaposition with "an old iron gate, a clump of ~~the~~ daisies radiated their brightness". This helps to accentuate the radiance of the daisies and interest the reader in her childhood experiences.

The writer says that "time seemed to stop" when they drove up to their house. This is unusual because it means the writer must have been mesmerised by the beauty of the landscape for her to feel as though time had stopped. This leaves the reader wanting to find out what it was that made her feel as though time stopped hence making the reader interested in the experience.

The writer uses simile to create imagery of the plants on the cliff, "like flags waving a greeting." This gives the reader an image of the landscape appearing pleasant and welcoming so are interested to read on.

The house in which they are moving to, "the Boat House" is written with capital letters showing the importance of the house to the writer. This makes the reader interested



as to why the house is so important and has been personified in this way.

The house is often referred to as "heavenly" and the writer also says "We had fallen upon paradise". The writer makes another reference to paradise by saying "we would be living forever". This ~~box~~ shows that the 'Boat House' is similar to paradise because one can live for eternity similar to the beings living in paradise. This vivid description of the house is interesting to the reader as few places on earth are described in this way.

The writer uses a metaphor, "There was sun on the water." This metaphor is perhaps describing the reflection of the sun from the water but the writer's failure to mention this makes an interesting description of the water landscape surrounding the house because the readers are led to believe there is in fact ~~sun~~ sun on the water because of the ~~for~~ previous references to 'paradise'.

The writer describes how ~~around~~ she and her mother ~~had~~ had to go to Brown's hotel to collect her father - probably because he is drunk. Her previously ~~fast~~ mother "had to slow down as usual to walk with my father," suggesting that the writer's father is someone who ~~is~~ needs to be looked after like a child. The unusual change of family dynamics where the child looks after the parent interests the reader.



P 4 5 8 5 6 A 0 7 2 0

7
Turn over ▶

The writer and her father had a distant relationship. Having arrived ~~home~~ back ^{at} their house, the father 'disappeared' into his study showing that he is neglectful and leaving her.

The writer is craving her father's attention. Even when he comes out of his study to shout at her she is happy. She ~~is~~ The writer shows how she would go to great lengths to annoy her father so that he may shout at her, "press their bicycle bells". She explains how "this response was all I wanted". This craving for attention in an unusual way interests the reader into the writer's childhood experiences.

Even when the father shouts at his daughter he wavers a "weaker finger" so minimal effort. The "battered" chair he sits on suggests he uses it a lot and is constantly neglectful of his daughter by sitting in his study all the time. The neglect interests the reader.

(Total for Question 4 = 12 marks)

TOTAL FOR SECTION A = 20 MARKS



4 How does the writer try to create interest in her childhood experiences?

In your answer you should write about:

- the descriptions of the house and the landscape
- her relationship with her father
- particular words, phrases and techniques.

You may include **brief** quotations from the passage to support your answer.

(12)

The writer trys to create interest in her childhood experiences by describing what the boat house was like. For example she said "A place to explore and run around" which means it must be a big house and must have a lot of space.

The writer decides to talk about how she went for a walk with her mother and her dog called Mambly. She said "I could only just keep up with her, an Olymic-level walker who only just avoided being classed as a runner."



the writer is telling us
that her mother is very fast
as she couldn't keep up
with her as she also had
nably biting at their heels.



7
Turn over ▶

4 How does the writer try to create interest in her childhood experiences?

In your answer you should write about:

- the descriptions of the house and the landscape
- her relationship with her father
- particular words, phrases and techniques.

You may include **brief** quotations from the passage to support your answer.

(12)

The writer creates interest in her childhood experiences through the personification of her surroundings such as "like flags waving a greeting" and "like a midriff." This makes the image of her surroundings more vivid, thus engaging the reader. Additionally, ~~this~~ the use of these similes creates a more personal feeling due to the vivid imagery which further engages the reader. Furthermore, the specific action of the bushes 'waving a greeting' creates a nice welcoming mood which makes the reader want to find out more about the area.

Further examples of vivid imagery found throughout the passage also



to create interest in the reader. This is evidenced by: "Sands below whipped into narrow ridges" and "to imagine water serpents wandering across them." This creates a sense of awe and mystery. The specific use of the word, whipped conveys the idea that the sands were perfectly put into place with the purpose of decoration and pleasure. The mentioning of the narrators imagination at that presents the majesty of the area as one can't help but sit and imagine spectacles in this beautiful landscape. This creates interest as it encapsulates the readers imagination and awe.

Her the writers childhood games with her hardworking father also creates interest. This is evidenced by: "If it was a lucky day, Father would... shout at us, waving a weak finger." This contrast could illustrate a typical relationship



P 4 5 8 5 6 A 0 7 2 0

7
Turn over ▶

with a child and their parent. This creates some comedic effect at the ~~mis~~ misfortune of the father which makes the passage ~~even~~ more interesting. Alongside that, this type of story is commonly understood and so the story feels more personal as the reader can relate to the situation which creates interest.

(Total for Question 4 = 12 marks)

TOTAL FOR SECTION A = 20 MARKS



4 How does the writer try to create interest in her childhood experiences?

In your answer you should write about:

- the descriptions of the house and the landscape
- her relationship with her father
- particular words, phrases and techniques.

You may include **brief** quotations from the passage to support your answer.

(12)

To begin with, the writer describes her house as 'heavenly'. This metaphor shows that during her childhood she has had a completely positive view on the house that she lived in. We become interested when the writer says this because we want to hear more about the house, along with why it's so amazing. Arguably, hyperbole is used here in order to pique the interest of the reader. If the house was described as nice, we wouldn't be so interested, but since it was given such a positive description we know the writer must find the house to be extremely special to her.

Furthermore, the writer also says on the way to the house: 'The overhanging bushes and hanging plants cling to the cliff face like flags waving a greeting.' This use of a simile in the extract is used to simulate a sense of welcoming that the ^{writer} reader feels because of her new home. We as the readers find this to be uninteresting because we want to see why the reader feels so welcomed by this experience, it ultimately



encourages us to read on further.

Nevertheless, the relationship that the writer has with her father further piques our interest. For example, "Let my father sleep he was busy today and not to make noise" This quotation suggests that the writer doesn't have the best relationship with her father. We can see this where it claims he is "too busy". Someone could interpret this as the father having no interest in his daughter or what she has to say. Not to mention, the fact he asks the writer not to make any noise is a clear indication that not only do they talk little, but her father also finds her irritating. Thus, to the reader is found to be interesting as it could possibly point to a detached and strained relationship between the two, creating a sense of pathos for the writer.

Also, to further the point with the writer's father, "if it was a wacky day, father would push his battered kitchen chair back from his table and open the door to shout at us, waving a weary finger. His response was all I wanted and we would go yelling down the hall." This quotation is thought to be quite humorous in a sense. The writer clearly likes winding her father up. However, this could also be linked to the possibility that this may be the only attention that



P 4 5 8 5 6 A 0 7 2 0

7
Turn over ▶

She ultimately receives from her father and as a result
the writer does this on a regular occurrence. Overall,
although the reader is interested because they find the
scenario amusing, they we also feel pity for the
girl's relationship with her father.

(Total for Question 4 = 12 marks)

TOTAL FOR SECTION A = 20 MARKS



4 How does the writer try to create interest in her childhood experiences?

In your answer you should write about:

- the descriptions of the house and the landscape → simile hanging plants
→ semantic field of flowers
→ short sentence "paradise"
- her relationship with her father → father would push battered kitchen chair
- particular words, phrases and techniques.

You may include **brief** quotations from the passage to support your answer.

(12)

The writer creates interest in her childhood experiences through the use of imagery to describe the house and the landscape. In a compound sentence, a simile is used to describe how the plants and bushes cling to the cliff face, "like flags waving a greeting". The use of a compound sentence suggests that the writer is overwhelmed by the landscape, ~~was~~ creating an uplifted tone. The semantic field of plants and flowers in this passage is also ~~particularly sig~~ particularly significant as it ~~suggests~~ flowers have positive connotations of hope, life and beauty. Thus, the reader feels happy for the writer. Moreover, the verbs "waving" and "greeting" suggests that the family were welcomed into the area - the verb "waving" has connotations of support. ~~The~~ The reader feels excited for the writer and her family.

The writer also uses a variety of sentence structures to interest the reader when describing the house. Many lists are used to describe the facilities in the house, such as, ~~the~~ "balconies, stepped gardens, ~~a~~ a large boat shed". These lists are ~~particularly~~ particularly effective at revealing the writer's delight and excitement about the house in her childhood - she could not contain her thoughts and feelings



about the house. After a long sentence, a short and declarative sentence is used to state how, "~~[the writer] had fallen~~ We had fallen upon paradise." The collective pronoun "we" suggests that the process of moving to a new house as a child had brought her family closer together. The verb "fallen" accentuates the idea that the writer and her family were extremely delighted, whilst the comparison of the new house to "paradise" hyperbolises the beauty of the house. ~~This~~ This causes the reader to feel "more pleased for the writer, whilst ~~this the short~~ a. Nonetheless, the short, declarative sentence could cause the reader to feel jealous and envy the ~~in~~ writer as it emphasises how ~~that~~ lucky the writer was to have moved into a wonderful new house.

The relationship between the writer and her father also interests the reader as the reader expects the family to be very close (from the use of collective personal pronouns). However, the last paragraph suggests that ~~her father~~ the writer and her father were actually quite distant - the writer's father is often busy with ~~was~~ his work. Despite this, the writer describes how a "lucky day" would include her father "shouting at us, waving a weak finger" in a complex sentence. The verb "shouting" creates a negative tone, suggesting that her father was often angry and dismissive towards the writer. The verb "waving" has also been repeated, however, it ~~just~~ ^{now} ~~poses~~ contrasts with how it was initially symbolic of. At the start of the passage, the verb "waving" has ~~con~~ positive connotations of greeting, but now it has negative connotations of dismissal. ~~At~~ This causes the reader to feel slightly sorry for the writer, as the complex sentence



P 4 5 8 5 6 A 0 7 2 0

7
Turn over ▶

reflects the complexity of her relationship with her father. Nonetheless, the writer ends the passage on a positive tone as she explains how she liked getting a reaction from her father (which is why she ~~purpose~~ would purposefully try to annoy her father) evoking awe from the reader. Overall, the reader feels confused by the complexity of the writer's relationship with her father, causing the reader to feel intrigued by the writer's childhood.

(Total for Question 4 = 12 marks)

TOTAL FOR SECTION A = 20 MARKS



5 How does the writer try to interest the reader in the views expressed on the Greenpeace UK webpage?

You should refer closely to the passage to support your answer. You may include **brief** quotations.

(10)

~~The~~ The writer may interest the reader in the text through the use of the title. The title, "Climate change," provides information of what the text is about, however doesn't indicate how the writer views the subject. This may prompt the reader to read the text, in order to see what the writer's opinions and views are on climate change.

Images used on the webpage may also interest the reader in what the writer has to say. The image of an ice berg in the body of the text is one of the first things that any potential viewer of the webpage is drawn to. Similar to the title, the image presents no other information. This may interest the reader to see what the text is about, and what the writer thinks of the topic.

Moving onto the text itself, the writer



Starts off with a short, ~~sent~~ attention grabbing sentence. The first thing that the writer says is, "The world is warming up." ~~This presents a~~ The length of the sentence presents a sense of urgency. The statement is also fact based and being the first thing to be read. At this point, the reader may begin asking questions as to what is written next, interested to see more.

The following statistics give an urgency to the text, and a need for action. Statements like, "within 50 years, one-third of all land-based species could face extinction," are a good example of this. Although not necessarily dramatising climate change, the statistics show that it is definitely real implying something must be done. This may be presented as a wake up call to the reader, who may read on to see what can be done about climate change.

~~The writer of the text~~ Using inclusive pronouns, the writer invokes further interest in the reader. The one liner in the middle of the text says, "We're the last generation that can stop this global catastrophe and we need your



P 4 5 8 5 6 A 0 1 1 2 0

11

Turn over ►

help." By using 'we' and 'you', the writer ~~includes~~ directly includes the reader in the action surrounding the climate change controversy. ~~By being involved~~ Being involved by the writer, the reader may be more interested to see what they can do about climate change.

Lastly, large buttons at the bottom of the text would prompt the reader to take action, quite literally, against climate change. The buttons, bolded and coloured are labelled, "~~Take Action~~", "The prob", "TAKE ACTION", "The problems", and "The solutions". The reader may feel compelled to click through the buttons and fight against climate change, influenced by the sense of importance and urgency within the text of the webpage.

(Total for Question 5 = 10 marks for reading)



5 How does the writer try to interest the reader in the views expressed on the Greenpeace UK webpage?

You should refer closely to the passage to support your answer. You may include **brief** quotations.

(10)

The writer uses repetition to interest the reader. For example "catastrophic", this is repeated because it hooks the reader into wanting to find out why it is so 'catastrophic'. Also it makes the article seem more professional.

Greenpeace interest the reader by using facts and statistics. For example "150,000 people are dying every year" using these kind of statistics is sure to interest the reader because they know the danger of climate change.

Another technique they use is directing it at the reader. For example "we can stop catastrophic climate change", this attracts the reader into thinking that they are the ones that need to help. They also use 'we' and not 'you', this doesn't put too much pressure on the reader and scare them away but gives them a sense that they're part of something.

Greenpeace have also set out the webpage to interest the reader. For example they highlight all the important things in green. This gives the idea of nature and



environment. Also all the 'take action' parts are in red,
this is the colour of burning (like the sun) and promotes
urgency



- 5 How does the writer try to interest the reader in the views expressed on the Greenpeace UK webpage?

You should refer closely to the passage to support your answer. You may include **brief** quotations.

(10)

The writer trys to interest the reader by using lots of information to do with climate change. For example "Already 150,000 people are dying every year because of climate change and, within 50 years one-third of all land-based species could face extinction." It tells us what we can do to stop catastrophic climate change and also gives us a picture of what it looks like



- 5 How does the writer try to interest the reader in the views expressed on the Greenpeace UK webpage?

You should refer closely to the passage to support your answer. You may include **brief** quotations.

(10)

One way the writer tries to ~~interest~~ interest the reader in the views expressed is by statistics and facts. The writer used a statistic right at the beginning of the text when it says "Already 150,000 people are dying every year because of climate change." This is used in an attempt to shock you with the casualties climate change has caused. It draws you in straight away to make you want to ~~see~~ read on and take action which is the purpose of the text webpage. It also makes you feel involved ~~and~~ as it is not just affecting the environment but people lived as well. ~~At~~ This makes the reader feel guilty in that they are not doing anything to help.

The writer also uses alliteration to create interest. Alliteration is used when it says "catastrophic climate change." This is a negative view expressed in the text and draws you to that part of the text. "catastrophic" has connotations of disaster and global suffering which is not ~~re~~ what anyone wants. It also makes climate change seem uncontrollable and that it could have ~~dramatic~~ devastating effects.



Emotive language is also used to interest the reader when it says "We're the last generation that can stop this global catastrophe" This is direct and powerful as it makes you feel like the blame is on you and the reader must do something about this before it's too late. ~~Catastrophe~~ Catastrophe is repeated to emphasize the effect that climate change is having and will continue having until it is stopped. The writer knows that some of the readers will have children of their own which may be playing on their minds that is this the sort of world we are going to leave for our children?

In the last paragraph the writer repeats "we" many times to ~~show~~ portray a sense of community. It reminds the reader that this is not something that can be solved on your own and that we must work together as one to tackle it. It interests the reader as it ~~reminds~~ reminds them that although their have been devastating effects already, it is not too late to solve it now as if this is nothing anyone could do then the ~~re~~ reader may become uninterested.

The colour green is used widely in the webpage. It is used on the side tabs on words such as "forests" Green has connotations of nature and the natural ~~env~~



P 4 5 8 5 6 A 0 1 1 2 0

11

Turn over ►

environment which is what this organization is about. Green is also a calming colour ~~which~~. This is ironic as climate change is not something we should be calm about. Green is also used in the image of the boat at the top of the page. In this case green represents power, authority and money. ~~It also represent~~ The boat represents work in action which is everything ~~of~~ Greenpeace represents.

(Total for Question 5 = 10 marks for reading)



- 5 How does the writer try to interest the reader in the views expressed on the Greenpeace UK webpage?

You should refer closely to the passage to support your answer. You may include **brief** quotations.

(10)

The text is made to create interest ^{towards} ~~with~~ the reader, by using unusual facts ~~throughout the text~~ on climate change, the writer uses statistics to prove that the information given is true, "by 2100 the planet already 150,000 people dying every year". Text uses emotive language, when persuading the reader to help stop climate change, "we're lacking real action" makes the reader feel guilty as their not doing anything about it, and persuades them to do so. Text isn't long and doesn't tell you anything you shouldn't know, the writer wanted to keep the readers attention when using short sentences, which could ^{creat} great tension, and make them
 → seems to go straight to the point
 feel even more guilty.



The writer gives a sense of ^{urgency} ~~emphasis~~ in the text "act on them immediately", which will persuade the reader into taking what they have read into consideration.



P 4 5 8 5 6 A 0 1 1 2 0

6 Greenpeace wants the UK Government to improve the environment.

Write a letter to your government to explain what you think could be done to improve the environment in your country.

(10)

Cameron Peherdy
1, High Street
London
W10 4PA
07.06.16

David Cameron
10 Downing Street
Westminster

Dear Mr Prime Minister,

Our Country is Sinking. ~~Rising~~ ^{Rising}
Sea levels caused by the melting of polar ice is putting
low level areas of your Country at severe risk of
being submerged in the next 50 years, and what is
more, we are doing it to ourselves. We are the last
generation that can do anything about it - do you
plan to stand by watching as the sea claims the land
we depend on for food, and watch our children play on?
If not, there are three main ways I can see that can
prevent this: more efficient cars, renewable energy
and reducing wasted energy in homes and workplaces.



P 4 5 8 5 6 A 0 1 3 2 0

13

Turn over ▶

100 million tonnes

Car can be attributed with up to ~~40%~~ of the annual CO₂ pumped into the atmosphere in the UK each year. CO₂ is the main contributor to the greenhouse effect - the reason for ~~the~~ increased global temperatures and melting ^{ice} ~~the~~. This figure is plainly unacceptable. We are ~~fast~~ lagging behind our neighbours, with the Swedish and Germans at around 80 million tonnes per year. This is achieved by the use of more efficient engines, electric cars or even alternative forms of transport e.g. Cycling, all of which are not used enough in the UK. To achieve this, a solution could be to ~~raise~~ ^{raise} road tax for regular cars massively, and to introduce grants for people to buy electric cars.

It is not only ~~with~~ transport where the UK is old-fashioned however, as it is ~~is~~ clear that we are too dependant on fossil fuel. ~~Everyone~~ Everyone around us is investing billions into solar, hydroelectric and wind power, whilst we are ignorant to the possibilities of renewable energy. All of these energy sources do not contribute to the greenhouse effect, and may well save our sinking island nation.

Experts say that if each school, home and office in the country had double glazed windows, the nation would be 7% more energy efficient. At there



desperate times when we have to look after what little energy reserve we have, this energy wastage is unacceptable. I've seen it for myself in school; hundreds of single pane windows leaking valuable heat energy like an open door. Much like the electric car grants, I believe that double or even triple glazed windows ^{needs to} should be subsidised by the government if we have any hope for reducing the amount of energy we waste.

So what will it be, Mr Cameron? Send vast swathes of the country to Atlantis or provide an environment that will allow future generations to prosper? Sure, an underwater Liverpool might attract the tourists, but nobody wants to see our great cities take a dying gasp and bob their heads below the surface.

Yours Sincerely,
Cameron Peberdy

(Total for Question 6 = 10 marks for writing)

TOTAL FOR SECTION B = 20 MARKS



P 4 5 8 5 6 A 0 1 5 2 0

15

Turn over ►

6 Greenpeace wants the UK Government to improve the environment.

Write a letter to your government to explain what you think could be done to improve the environment in your country.

(10)

Matthew Pennell

43 Spital Road

CH63 4TL

7th June 2016

Dear Prime Minister,

I am writing to address the issue with the environment in our country. I am sure that you will agree that ~~our~~ the British environment is far from good enough. We need to make some big changes in order to prevent further damage to our environment.

The first point I would like to address is pollution. As ~~the~~ I'm sure you know, burning fossil fuels causes a massive amount of pollution. Most adults in this country have a car, and a large majority of those cars are powered by petrol or diesel. Cars ~~to~~ release a lot of fumes, that cause a lot of pollution, which does a lot of damage to the environment. I propose that we tackle this problem by encouraging ~~the~~ more people to buy electric cars.



P 4 5 8 5 6 A 0 1 3 2 0

13

Turn over ►

Electric cars do a lot less damage to the environment and so if more people had them, less people would be driving fuel powered cars, meaning less harmful fumes would be released. I think that we can encourage the sales of these cars by installing car charging stations at all ~~service station~~ petrol stations, and some at the side of the road on large motorways. This would mean that people wouldn't have to pay to have the charging stations installed at home, which would save them money. Doing this would also mean that people don't have to worry about losing power half way through a journey and so they would be more likely to buy an electric car rather than a harmful petrol powered car.

Another issue that damages our environment is littering. I think that the easiest solution to this problem is also the simplest and most obvious - install more public bins. If there is always a bin nearby, people will be less likely to drop ~~litter~~ litter on the floor. Furthermore, if anyone is caught littering purposefully, I believe they should be fined a substantial



amount of money. Although it may only be a bit of litter, but by fining people who do it, ~~they~~ we will be preventing it from happening again to avoid the fine.

Please take my ideas into consideration, but more importantly, please take action and save our environment.

Yours faithfully,

Matthew Parnell

(Total for Question 6 = 10 marks for writing)

TOTAL FOR SECTION B = 20 MARKS



P 4 5 8 5 6 A 0 1 5 2 0

15

Turn over ►

6 Greenpeace wants the UK Government to improve the environment.

Write a letter to your government to explain what you think could be done to improve the environment in your country.

(10)

Shrewsbury Arms,
36 - 38 Cloughton Firs,
Oxton,
Wirral,
CH43 5TA

Mr David Cameron,
Prime Minister,
10 Downing Street,
London
(Post Code)

7th June 2016

Dear Mr Cameron,

I am writing this letter as I feel I have some extremely valid points to make on how to improve the environment in our country.

Firstly, I believe starting ~~small~~ to implement small changes across the country would be most prudent. A larger focus on recycling up and down our nation would be very good as very simple tactics that the everyday person could perform would be very effective. Whether that is a ^{local} reward system for those who recycle or even just an advertisement campaign that spreads word of this



P 4 5 8 5 6 A 0 1 3 2 0

13

Turn over ▶

push towards the environmental protection. A lack of recycling is the root of all of our issues as this throw-away culture of ours forces new products to be constantly manufactured to replace ones we use up and thus the message of 'reduce, reuse, recycle' should be spread.

Another, more expensive, tactic would also be very helpful - the implementation of more eco-friendly and reliable power sources. The burning of fossil fuels is the reason for all of this and if we could reduce our dependency on them, replacing them with wind farms or solar batteries or solar panels we could destroy nip the problem in the bud.

An increase in fuel taxation, if combined with making electric cars more affordable, would also be very effective. By deterring people from using petrol and diesel and replacing it with an environmentally friendly option, we can reduce our emissions and help prevent this growing catastrophe. Although this would not be appealing to the public, the gesture of lowering the cost of electric vehicles may soothe their anger, and especially if you engage the idea that it would be cheaper in the long-term.

Thank you so very much for reading this letter and I do hope you take this into



consideration in the future, - with this catastrophe brewing, I hope you act quickly.

Yours sincerely,

Jay Karlsen

(Total for Question 6 = 10 marks for writing)

TOTAL FOR SECTION B = 20 MARKS



- 6 Greenpeace wants the UK Government to improve the environment.

Write a letter to your government to explain what you think could be done to improve the environment in your country.

(10)

Dear local government,

I am writing to inform you about the improvements on the environment which should be made in the UK.

As a woman living in the UK, I feel as it is my responsibility to speak up, as I feel that the government seems to ignore and avoid the fact, improvements need to be made, regarding the environment.

One major problem, seems to be pollution, I feel ^{that} like drivers are mostly responsible for this, as most car owners overuse their car for example, when car owners drive instead of walk to a nearby place, which causes the gas from the car to go into our pollution. In order to stop this from



P 4 5 8 5 6 A 0 1 3 2 0

13

Turn over ▶

happening I ~~ff~~ feel that drivers
should be ~~ff~~ well educated, as
well as made aware of the impacts
these things can have on our environ-
ment.



6 Greenpeace wants the UK Government to improve the environment.

Write a letter to your government to explain what you think could be done to improve the environment in your country.

(10)

their
address

Dear
my
address

Dear Sir, Madam,

I am writing to you today to inform you about the threat posed to our island nation by climate change. When considering this threat, you must ask yourself a question; ~~that question~~ do you want to lose your livelihood, your home or your family to the all consuming embrace of a rapidly rising ocean?

Climate change is causing global temperatures to rapidly increase at an unprecedented rate. This is causing land based ice sheets, such as those in Greenland and Antarctica, to melt and pour billions of gallons of fresh water into our oceans. ~~This is having the effect~~ Furthermore, climate change is distorting global weather patterns which creates ~~great~~ anomalous weather conditions around the globe.

The effects climate change will have on our small island home are unimaginably destructive. Forget fantasies of a hotter than ever



P 4 5 8 5 6 A 0 1 3 2 0

13

Turn over ▶

average summer; rising sea levels will swallow thousands upon thousands of acres of low-lying land, destroying millions of homes and sweeping away the livelihoods of at least 40% of the country. Additionally break weather, such as the floods in ~~some~~ Somerset and Yorkshire ~~over~~ that have occurred in recent years, will become the new normal and may do billions of pounds worth of damage to our economy over the next two to three decades.

However, with the investment of government funds, the damage to our economy, our homes and our jobs can be abated. Climate change is caused by greenhouse gases such as Carbon Dioxide, which are released from the internal combustion engines in cars and from the burning of fossil fuels in power plants ~~around~~ around the country. If the government were to create more influential incentives for the development of renewable power sources and the usage of electric cars, then greenhouse gas emissions could fall by up to 91% over the next decade. Additionally an investment in safeguarding our sovereign lands from natural disasters may be vital at this stage. Basic flood defences in low-lying regions and river basins could protect millions of ~~people~~ ~~citizens~~ taxpayers for decades.

In conclusion, I do not believe this government can afford to overlook the consequences of ignoring this threat. If you do not take immediate, decisive action, the situation will be infinitely worse for our children and for their children. Can we really do that to them?

Yours faithfully,

A concerned individual.



SECTION C: Writing

You should spend about 45 minutes on this section.

7 'Not all schools prepare young people for living in the real world.'

Explain your views on this statement.

You may choose to write about:

- what subject(s) you think should be taught
- the importance of other school activities
- any other ideas that you may have.

(20)

I think school is just important because everyone should learn they need to learn new things, different stuff. I know there is a lot of people out there that don't like school. To be honest I never liked school but there was some days I didn't come in and there was days I did come in but half of the time I had no choice to come in. School is really important you learn new stuff that you didn't know about if you want to have a job when you get older. You have money you need to come into school to the GCSE's you want for when you grow up to get a job.



I think every young person in this world should be in a school, because no person that isn't in school isn't learning anything. A school is a proper place to be in to learn. When a student don't want to come into school the teachers help you and your parents out to sort something else out if you don't want to come into school, teachers ask for a home tutor in my opinion I don't think home tutor helps anyone you're not learning as much as you think you are. I think outside activities help when I was younger, I used to play a girls basketball team and I used to do swimming. It was really good because I used to enjoy doing it after school. When it came to a day when I had basketball I used to go into school really happy and I enjoyed my day. I think that outside activities are good for some people.



P 4 5 8 5 6 A 0 1 7 2 0

17

Turn over ▶

I think teachers should ask students what they would like to learn because it will make students learn more and be more interested at things. When I ~~went~~ came to a higher school they had loads of different subjects that I have never learnt about before but I really do think teachers should ask there students what would ~~be~~ they like to learn.



SECTION C: Writing

You should spend about 45 minutes on this section.

7 'Not all schools prepare young people for living in the real world.'

Explain your views on this statement.

You may choose to write about:

- what subject(s) you think should be taught
- the importance of other school activities
- any other ideas that you may have.

pay bills

- ~~how to do taxes~~
- ~~mortgaging a house~~
- ~~saving money correctly~~
- ~~life hacks~~
- ~~maths + english~~
- trial period
- (20) try and manage your own money for a week

As a teenager myself, I hear many people complain about ~~the~~ school, and how it is not helping us prepare for the real world. And I personally agree with them.

One big thing that has been said is about bills. As young adults who are soon going to be on their own in the real world, we feel we need to be given some useful information. I am currently 16 years of age, and I do not know how to pay bills. Don't get me wrong, I don't really need to right now, but the point still stands. I feel that before we leave school we should be taught all about paying



bills, so when we are older, we do not drown in the mountain of debt brought upon us by the government.

Another thing that I feel is important to know, is how to correctly save money. Now, this may sound a bit silly, but I mean it. We need to be taught to balance essentials and luxuries and not go around buying trampolines instead of milk. Teenagers these days do not know how to cope on their own, they are too dependent on their families to provide for them.

Something that could be essential for us to know are 'life hacks'. Teaching us different ways to reuse things to save money ^{providing} or different places to buy things that are cheaper. Ideas that could be included are; chewing gum when cutting onions, ^{or} use old mason jars as flower pots. These could help save people the struggle of finding enough money to buy things.



P 4 5 8 5 6 A 0 1 7 2 0

17

Turn over ▶

One thing that agree with school on, is the importance of Maths and English. These subjects are essential in life, no matter what you are planning on doing. Maths for example, even if you plan on being a writer you would need Maths to be ~~abe~~ able to know how much money you could make ~~and~~ or how many pages you have written. English is ~~is~~ the most important subject as it helps you to communicate with other people and get your point across in different situations.

I believe that the only way to know for sure if someone is ready to be on their own, 'in the real world' is to have a trial period. ~~There~~ There should be a week~~er~~ where a teenager is given a certain amount of money, and a list of things adults do and if they can do it, they are ready for ~~the~~ adulthood. And if they can't, well... There is always a spare room in ^{their} mum and dad's house. However, the teenagers are in their own little apartment away from their



family, who they are only allowed
call for one problem.

This would allow people to get a
taste of the real world to see if they
are ready or not.

However, despite the flaws, school has
taught us something very important.

How to interact with other people.

While in school we ~~had~~ have met
people who we ~~like~~ like and people

who we don't. What we have learnt
is to keep any rude opinions to ~~our~~
ourselves ^{at least} and just be civil. This is

helpful, as through life we will meet
people who will annoy us, but we
know not to do anything. And
that could help us ~~get~~ keep our jobs,
and not commit a terrible crime.



P 4 5 8 5 6 A 0 1 9 2 0

G -
A - Young people

↑ humorous!

SECTION C: Writing

You should spend about 45 minutes on this section.

↳ only 'paradise'

↓ anecdote
First impression

7 'Not all schools prepare young people for living in the real world.'

Explain your views on this statement.

You may choose to write about:

- what subject(s) you think should be taught - mortgages, pension schemes
- the importance of other school activities - sport, debating → social anxiety
- any other ideas that you may have.

(20)

Well, here I am. Sitting in an exam hall.

Officially, I have left the paradise that was my torment for 5 ~~of~~ glorious years. Yet, do I feel prepared for what is to follow, for living in the... (deep breath) real world?

Absolutely not.

There

When I first entered the battered doors of Cardinal Newman, with peeling red paint that had been relevant perhaps ten years prior, I'll admit it I was in awe. Naturally, not of the building. No. ~~I~~ I was finally about to learn what it meant to be an adult. Dreams of finally being able to understand daunting terms such as 'mortgages', 'pensions' and 'taxes' were about swimming



around in my head, I was dizzy with excitement. You can understand my shock, therefore, of leaving year seven just as confused as as a fish plucked out the ocean. Why did my school feel it was necessary to repeatedly teach the same lesson in PSHK - no drugs, no smoking, no alcohol. I knew this! ~~The~~ Granted, there were those who didn't, but I am certain they did after the ~~for~~ fourth, perhaps fifth time! The school certainly took pride in its theme of monotonous lessons, as every year I was stuck in shock.

If, and I feel I must, stand up for the school children across England, it is now, in this flurry of anger. Teach us! Please! Goodness gracious knows ~~that~~ how I will survive in the perilous, treacherous land that is also called the 'real world'.

However, there are other aspects I strongly feel are lacking in most schools. In a survey I took online, around 86% of British schoolchildren feel there is too much emphasis on academic achievement and no appreciation of other, 'less important' school activities. It is a well known fact



P 4 5 8 5 6 A 0 1 7 2 0

that over the last five years, issues of social anxiety are becoming more apparent within teenagers. How can this be tackled? To avoid a meltdown, as large as that in the ice age, of teenagers with social anxiety entering the real world, let us fix it early on. In school.

Extra-curricular activities were the zenith of my high school experience. However, it grieves me that for those with social anxiety, it is the nadir. Surely these people deserve to be just as prepared for the real world as any child? Confidence-building activities such as drama, debate club and dance will almost certainly have an astounding impact. They not only encourage young people to stand in the limelight, but to be able to have a form of expressing themselves. This confidence in their own abilities will propel them into a fantastic position to fight the horrors of day to day life.

Overall, I think am not attempting to criticise every school. Merely, I am an



Activist for those who need schools to help. Khan



SECTION C: Writing

You should spend about 45 minutes on this section.

7 'Not all schools prepare young people for living in the real world.'

Explain your views on this statement.

You may choose to write about:

- what subject(s) you think should be taught
- the importance of other school activities
- any other ideas that you may have.

(20)

This statement gives me a number of thoughts feelings and ideas that I may want to write about as my views. Firstly, it's true that certain subjects which should be taught in school are not there such as taxes, driving a car, how to handle bills, etc. These should be in some form of curriculum to be taught to students in order for a better future for them.

However, important subjects like English, math,



SECTION C: Writing

You should spend about 45 minutes on this section.

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Explain your views on this statement.

You may choose to write about:

- what subject(s) you think should be taught
- the importance of other school activities
- any other ideas that you may have.

(20)

Indisputably this statement is correct. Nowadays people leave school unprepared and uneducated for their future life. Many do not know what a mortgage is; others cannot name the current prime minister and the vast majority have no idea where to continue in life.

Firstly, with the countless facts that students are required to regurgitate it is hardly surprising they do not know how to switch on an oven. Modern day schools are the utmost effective at teaching pupils the dates of every civil war, crusade and monarchs coronation - yet only 16% of students who study history use it as a in their later life. It is pointless. A better alternative would be to increase the number of practical lessons that take place within schools. For example: cookery. At least then students could learn



the basics of a healthy diet and once they emerge into the 'real world', would not be create a pandemonium every day outside the local fish and chip shop. In turn, they would be able to cook a meal for their family. This - I believe - is an essential life skill people require for the future!

Entering ^{exam rooms} ~~classrooms~~, I see no reason why students should be made to sit two hour papers in rows like an army training set up. Schools would be better off taking subjects off the agenda that are not beneficial to students, to replace them with some lessons on life skills. English, Maths and Science are an essential for gaining employment other than in McDonalds-~~land~~ and -yes- I agree pupils should be able to study a handful of other subjects that they wish. But is a GCSE in Health and Social Care really going to benefit you in later life? No. This is time that could be spent on learning the fundamentals ~~of~~ components of a bank account (many teenagers have them but do not know how to use them). This would ensure pupils do not get into debt from the



P 4 5 8 5 6 A 0 1 7 2 0

17

Turn over ▶

likes of loan sharks that are ubiquitous to every street, town and city.

Another reason why schools do not prepare young people for living in the real world is due to the lack of physical activity they are receiving. A Recently, a report from the Office for National Statistics (ONS) shows that young people up to ~~aged~~ ~~eighteen~~ should be getting at least 120 minutes of exercise per day.

Currently 23% of 12-18 year olds are receiving this dosage. And who do I blaim for that?

Students take part in 60 minutes of physical education per week: some schools offer 120 minutes. However this is the amount of exercise needed per day, not per week.

My suggestion would be to have more lunch time and afterschool sports sessions (perhaps even in the morning). I am sure that drama could be reinforced to get pupils moving on their feet, not to mention the introduction of swimming lessons. Otherwise ~~pop~~ young people are venturing out into the real world not knowing the definition of staying fit and healthy.



Penultimately, I constantly find myself wondering how schools ~~pro~~ expect pupils to be successful for the real world with the current curriculum that is taught. To this day I maintain that I have not come ~~across~~ ~~any~~ ~~across~~ across any use of trigonometry, ~~text~~ textiles or tangents. Never am I going to walk into a job app interview and be given a job because I can quote that the area of a triangle is ' $\frac{1}{2}ab\sin C$ '. Nor will the beautiful bag I ~~skit~~ sewed in year 8, laden with sparkly sequins and mauve patterns, help me when I need to ~~work~~ pay my household electricity bills. Don't ~~g~~ be mistaken, I think maths is an essential ~~lifexat~~ skill in life. But by that I mean addition and the likes of compound interest that we might actually use in later life: not vectors, simultaneous equations and algebraic fractions.

Lastly to prepare students better for the real world, I think we should grant students some freedom whilst school uniforms make pupils look smart, presentable



P 4 5 8 5 6 A 0 1 9 2 0

19

Turn over ►

and part of a community, they ~~do~~
repudiate individuality. ~~Looking at~~ Looking
around a school, ~~you'd~~ ~~to~~ you would
think the next world war was about to
take place with an army of clones
dressed in ~~ties~~ shirts, skirts and sweaters.
Instead, the dress code should be formal
to reflect the ~~to~~ future working
environment but not limiting. ~~After all,~~
~~personally,~~ ~~I see~~ Personally, I see no
harm in a pair of pretty pink earrings or
a spotty hairband that wears your personality
in its fabric design.

(Total for Question 7 = 20 marks for writing)

TOTAL FOR SECTION C = 20 MARKS
TOTAL FOR PAPER = 60 MARKS

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