

- 3 Explain how the writer presents the achievements of the students taking part in the Greig City Academy sailing programme.

You should support your answer with close reference to the passage, including **brief** quotations.

(10)

The author Fretter begins by setting the scene; a young boy awarded the 'prestigious' Xany Sailor of the year trophy of 2017.

He describes the boy, Montel, as 'outstanding', which immediately begs the question from the audience - 'why?'

However although the writer focuses on Montel at the start, using a quote posted online by his teacher Holt praising him of being committed ^{afterwards} ~~due to~~ "persuaded big sailing companies to support the project", it is clear from the ~~at~~ opening that this is about all the students & the Academy.

Using facts & statistics, we find out from the article that the school ~~most~~ of that the team of 8 came from was not 'prestigious', and in fact a state school (which are largely excluded from events such as the Fretter Race) as 'over 70% of its pupils receive free school meals' & '73% are 'disadvantaged'.

This relates to the general motif of the ^{article} ~~text~~, the student beating all odds. This is further reinforced by the fact that they are 'just state school to compete in the race'.

The Fretter shows us that initially the academy teacher Holt did not expect the students to engage in the activity of being on the water, & 'made it up as we went along'.



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The aforementioned motif is again reinforced by the fact that a 'dilapidated' yacht was bought on eBay, suggesting the boys did not have it easy, yet ploughed through & set their sights higher', eventually restoring the vintage yacht the Scaramacha, used in the fastest race.

The boys are presented as being determined throughout, 'there for the challenge' not the comfort.

An interview w/ Holt shows the audience the real hardship the crew has gone through: rough weather, interpersonal skills & how to manage themselves. This is something Holt admires which resonates w/ the audience as we find that even Holt did not expect them to do so well - a nod to the motif.

Positive adjectives & verbs are used throughout, such as 'absolutely buzzing' & 'resilience', to describe the students.

w/ the teacher stating 'I will never forget' suggesting the experience ^{of sailing the vintage James Gaudin} was so meaningful it will be ingrained in the crew's memories forever.



Refer to BOTH Text One and Text Two to answer the following question.

- 7 Compare how the writers of Text One and Text Two present ideas and perspectives about after-study activities.

Support your answer with examples from **both** texts.

(15)

Although ~~both texts~~ both texts present positive perspectives ~~upon~~ about after-study activities, they do so in different ways. ~~the~~ Whilst Text ^{two} ~~one~~ ^{intends to} ~~is~~ ^{persuade} a younger audience, Text one seems to have a more formal register in order to inform an adult audience.

Both texts use questions in an attempt to enthrall the reader, ~~and~~ ~~however~~ ⁱⁿ ~~text one the~~ ^{more} question is ~~most~~ ^{conversational} informative instead of ~~persuasive~~. This is evident in the quotation, 'And they never ask, what happens if it goes spectacularly well?' The ~~question~~ ^{writer} ~~statement~~ seems to inform the reader that most people were pessimistic about the outcomes which is highlighted through the use of the negative 'never'. However, Fetter ~~then~~ contrasts this with the use of the adjective ~~spect~~ 'spectacularly' ~~giving~~ ^{transmitting} a sense of success. This foreshadows that the ~~results~~ ^{may change} the results will be different to what is expected through which the reader infers this after-study activity will actually be successful ~~and~~ ^{most}. Similarly, ~~the~~ ^{instead} Dawson uses rhetorical questions in text two to ~~convince~~ ^{instead} the reader that after-study activities are beneficial for the



reader. For example, the writer says, 'So what's in it for you?' The question mark seems to invite the reader to question what the advantages may be, but also suggests to them that the writer is about to explain the many advantages. ~~The writer through this manages to use a lot of the phrase more specifically.~~ The sentence opener 'So' immediately sets a conversational tone, making the reader writer sound friendly through this, the writer manages to ~~post~~ communicate to ~~the~~ reader that what he is about to explain ~~them~~ is all about the benefits for the reader, convincing them that after-study activities may actually be good for them.

Whilst both texts intend to communicate ~~they~~ their positive ~~the~~ view of after-study activities, they both also do this by seeming convincing to the reader. In text one, the use of ~~quoted~~ quotes from real interviewees such as, 'I honestly thought there would be bits of the Fastnet Race that they really might not like', the writer is aiming to demonstrate how the text is not biased and is completely factual. This is further emphasised through the use of the word honestly. This makes the reader understand that all the positive statements about the club ~~and~~ ~~scapes~~ that they previously read are true and ~~are~~ ~~marked~~ ~~as~~ as the reader seems credible.

On the other hand, Dowden uses real examples of websites, for example, to seem more credible.



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the fact that the writer is informed about these things ~~making~~ makes him seem more convincing to the reader and persuades them to believe and take his previous advice which ~~that writer~~ will be trustworthy. Through this, the positive views of the subject are communicated successfully to the reader.

Finally, both writers ~~inform~~ make it ~~clear to~~ ~~different audiences that~~ make their positive ideas about after-study activities clear to different audiences through their use of lists. Fretter includes a quote from HOLT where he mentions all that the students have gained from the experience: 'They've gained an understanding that you have to work hard... They've had to learn interpersonal skills'. ^{Holt's} ~~the writer's~~ use of 'they' communicates a sense of distance which may ~~reflect~~ reflect how the writer is writing about a ~~less~~ younger audience but for an older audience who will also perceive the students as a 'distant' group. The use of 'interpersonal' is a more sophisticated and a less colloquial word suggesting the text was written to inform a more mature audience of the advantages of clubs, who will ^{gain} ~~make~~ a deeper understanding of the subject.

Dawshen also uses lists to ~~summarise~~ ~~when~~ ~~when~~ mentioning all the benefits of taking part in an extra-curricular club. ~~He also mentions~~ However, unlike Fretter, he does so in a way which will appeal to



an younger audience. This is evident in the quotation
'you get to explore your physical, creative, social, political
and career interests with like minded people'. The repeated
use of a comma creates a sense of rhythm making the
list seem endless and therefore highlighting the many advantages.
Moreover the use of the ^{direct address} ~~personal pronoun~~ 'you' makes
it clear ~~to the audience~~ that the text is addressing
young people themselves ~~on a personal level~~ makes it
seem personal. Through this the writer demonstrates
to the reader how after study activities should be undertaken
and encourages them to consider the many benefits.
~~In conclusion, while both texts look at the~~
~~pathways~~



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SECTION B: Reading and Writing

Answer the question in this section.

You should spend 1 hour on this section.

Use ideas from BOTH Text One and Text Two in the Extracts Booklet to answer this question.

- 8 Write a letter to your local newspaper explaining why you think there should be more opportunities for after-study activities in your local community.

You should include:

- the reasons why there are not enough activities
- the types of activities that could be offered
- the benefits of after-study activities.

Think carefully about the purpose of your letter and the audience for whom it is intended.

(30)

Dear Sir / Madam

I have been recently taking a look around our local community and there are not enough activities to do after the ~~the~~ school day. I have also asked local members and they share my opinion. There are few facilities and clubs in which kids could spend their afternoons. Most of the clubs are full and most of the facilities are occupied. Other local members are worried that their son and daughter will not be ~~be~~ able to join the sports club.

In the last few days, local members have approached to me asking for a wider variety of activities to do after the school day. The most requested activity the local community would like further on would be a



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kids club with a larger capacity than the actual. The reason for this is that many parents work till dinner time and they are not able to take care of their kids. In addition, older members have requested a chess club where they can spend their afternoons. Even though there is already a sports club after the school day, some kids complain that the range of age is really difficult to cope with, so, as a solution some teenagers are wishing to create a different club for teenagers. ~~we would also like a new sports hall which will benefit everyone due to our number of members~~
~~The local community as a whole requests~~

Creating more opportunities for after study activities for our local community will benefit all different ages and genders. Some clubs require a certain age, this means that there are people which would like ~~the~~ to belong to that club. Also, some kids have to travel in order to take part in the activity they want as the entrance fee in our local community is too high. ~~which~~

~~the~~ Furthermore, offering an extra number of after study activities will always benefit our local community. Participating in after study activities will help our students for the future. If they participate in after-study activities it will be shown on their CV for universities and for older people it will be shown in their job applications. But, this could only happen if those clubs are offered to our local community. If a



~~student of our local community~~ ^{wants to be} ~~at a football club~~ ^{sports}

A student of our local community wants to train smaller kids at a sports club. For example football, basketball or tennis, being a member of the sports club will show the depth of his commitment.

In addition, we ~~would~~ would also like to begin an athletics programme, where we will begin training students on their specific goals and furthermore persuade them to compete at higher levels, where they would need to fundraise money by giving talks to athletics teams and professional coaches, this will show the level of their commitment in order to triumph and improve constantly over time.

In conclusion, we would like an improvement of our local community facilities and clubs, this will benefit our students which will have higher chances of studying at recognised universities, fathers and mothers which will be able to work knowing that their children are being taken care of by professionals, older people which can enjoy their afternoons outside rather than staying home without making new friends neither having a nice time and finally we could be able to train students to become professional athletes our local community would be pleased if all of our petitions would ~~be~~ taken in consideration.



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Yours faithfully,

SECTION C: Writing

Answer ONE question from this section.

You should spend 1 hour on your chosen question.

Do not re-tell events from Text One or Text Two in the Extracts Booklet.

Write approximately 400 words on one of the following:

EITHER

- 9 'You have to work hard to get what you want.' To what extent do you agree with this?

(Total for Question 9 = 30 marks)

OR

- 10 Write a story (true or imaginary) entitled 'The Prize'.

(Total for Question 10 = 30 marks)

OR

- 11 Describe a time when you learnt something new.

(Total for Question 11 = 30 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 9 ☒ Question 10 ☒ Question 11 ☒

~~Escalade à Piccard~~

① Climax → I'm at the top → sweat/adrenaline/scared of heights

'Don't look down! Otherwise you'll fall!' Clara had just shouted up to me. The sharpness of her voice was resonating in my brain. You'll fall, you'll fall, you'll fall... I could feel my skin humidifying. A small droplet rolled down my forehead, the salt stung the pimple I had popped in the changing room a few moments earlier. I wished more than anything to ^{be} back there instead of



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~~was~~ all alone up here. As I ~~was~~ gripped harder the clutches, my palms kept slipping off more easily. Time panned. It felt like eternity, each second ~~was~~ a light year. My knuckles were as white as the bones which ~~seemed~~ of my hands which seemed to be able to pierce my skin at any moment.

"Come on Thea, you're almost there!"

I look^{ed}~~up~~ up - usually such an effortless movement, but right then, my tense neck pulled my elephant-head up with difficulty. I could already feel the sore muscles I would have ~~that night~~ afterwards. The gold bell was just a few meters above me: with my arm extended I would reach it. But letting go of one of the clutches was not a possibility.

I tried to recall what I had learned in the previous lessons. When I think back to it, I had progressed ~~at~~ an exceptional speed. Just a month ago, wall-climbing was something I couldn't have done ~~in~~ in my wildest dreams! ~~And~~ Yet, I ~~was~~ was here, glued to this wall, unable to move, five meters from the ground.

Goose bumps swarmed all over my ~~body~~ body and I felt the adrenaline kick in. Phrases from my instructor resurfaced in my flooded brain - my fear of heights had overflowed the tiny thinking space in my head with emotions and sensations that ~~was~~ kept swishing and whirling in all directions. "Look straight at the wall, Thea,



or you'll lose your neck." Sweet. "Bend your legs, your extension will be easier." Adrenaline. "Stay focused and I know you'll be able to do it" Energy.

My eyes closed and I took a deep breath. The flood had ^{dried up.} ~~now disappeared.~~ and I was unstoppable.

I bent my legs, pushed from the 3 small clutches which had been supporting my weight all this time and thrust upward toward the bell. I was a spaceship soaring to the moon. Ting! As the sound of the ringing bell reached my ears, my exhausted body let go of all of its muscles and I fell back into the secure-belt that was there in case of a fall.

~~Thanks to the rope,~~ Clara let me down gently,* In the air, while I was descending, a huge weight was taken away from my stomach. Rewarded was what I felt.

* Thanks to a rope that allowed me to ~~the~~ sink back to the ground. To reality.



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