

**International GCSE
English Language B
Question 7 exemplars
2019**

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 the word 'so' 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 ~~their~~ 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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Both writers compare their views on after-study activities in different ways. The first text focuses on a specific activity and gives examples of the achievements that have been recognized through the certain activity of sailing. On the other hand, the second text aims to persuade the reader to join an after-study activity, while not being specific to a certain activity but instead stating the importance and benefits of joining a club to the reader.

By stating ~~about~~ the achievements of this certain sailing academy and giving anecdotes of how the activity works, the writer shows the perspective of the third person. The writer is not writing about themselves but instead stating facts with statistics about other people. The ~~text~~ first text idolises the idea of achieving excellence through the activity of sailing by working hard to achieve ~~as~~ goal. This can be seen in the exposition where it is stated that "Montel Fagan-Jordan" has been awarded "Young Sailor of the Year 2017" thanks to his involvement in the Garry City Academy sailing programme. An award he may have not been able to achieve without their involvement.



The second text is written in a second person format to present the writer's ideas ^{and perspectives about} ~~about~~ ~~then~~ after-study programmes as a whole. This text is more informal and allows the reader to think for themselves. A major contrast from ~~text~~ text one is the use of rhetorical questions that text two has so many of. ~~the~~ This device helps persuade the reader instead of only informing them. ~~the~~ This text is also broken down into different sections by subheadings of questions such as "what are the benefits of after-study activities?", "How do I find the right activity for me?", "How do I get involved?" and "What if I take on too much?". The second text ~~also~~ also uses emotive language to appeal to readers as it shows an understanding ~~as~~ by recognizing that "so many choices can be overwhelming" but this assures the audience that after-study activities can be "a fun way to challenge yourself".

Some main differences between the two text are that the first text is filled with quotes, while the second text has none. The tone of text one is more descriptive as it ~~set~~ has a setting while the second text only offers advice. The first text has a direct focus on the Greig City Academy sailing programme and the second text does not mention a specific programme but instead addresses programmes as a whole. This makes text two appeal to people around the world and not only inform about one place.



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Both texts present after study activities in a positive light, they both go into depth about the positive aspects of the activities, but both have their own separate focus for example in text one the ~~writer~~ writer has focused more often than not on one particular student "Montez Fagen-Jordan" and how amazing his personal achievement was having "Been awarded the prestigious young sailor of the year 2017 trophy." where as in text two the writer has a vast audience trying to appeal to any student that could be interested in doing anything by listing a large number of possible activities "Basketball, baseball, athletics, tennis, volleyball and soccer" That is the writers way of trying to show there is something for everyone.

The two writers also have very similar views on some aspects of their retrospective articles for example in text one the use of rhetorical questions to emphasise the positives that can be gained by saying "What happens if it goes spectacularly well" This is the-



- writer's way of trying to make the audience forget the negative side of things and focus on what you can achieve. In text two the writer uses a very similar rhetorical question "So what's in it for you" this again, just like in text one, makes the reader only look at the positives and what you can achieve or get out of the opportunity rather than focusing on what could go wrong.

In both texts they talk about the money side of the after school clubs. With this aspect of the texts they differ significantly by the fact in text one the writer states "All of the money for this, none of it comes from the schools it's all money they've raised through talks." This shows a whole other achievement in its own the writer explains the effort, hard work ~~that~~ the students put in as "the boys did a sequence of maybe 40-50 ~~that~~ talks to sailing clubs and suppliers" and with this it really emphasises the commitment made by the students. In text two the writer is extremely vague about the financial side of the activities and doesn't offer a lot of information at all only giving a few possible questions you might want to ask such as "Do you have to pay to join?" and "How much?" The ~~writer~~ writer also says



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"You may be required to help raise money." But
doesn't offer any other information on how you
may be required to help.

