

GCSE Eduqas English Language Practice Papers

Component 2

Update v1.1, June 2022

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Contents

Thank You for Choosing ZigZag Education.....	ii
Teacher Feedback Opportunity.....	iii
Terms and Conditions of Use	iv
Teacher's Introduction.....	1
Teacher's Notes	2
Students' Introduction.....	5
Exam Papers	6
Practice Paper 1	6
Practice Paper 2	12
Practice Paper 3	19
Indicative Content.....	25
Student Friendly Mark Schemes	25
Section A.....	25
Section B.....	26
Paper 1	27
Indicative Content	27
English Component 2 Answer Guide Mat	31
Paper 2	33
Indicative Content	33
Sample Answers	37
Paper 3	45
Indicative Content	45

Teacher's Introduction

Enclosed are three sets of **Component 2 sample exam** papers. There are answers for each question and a generic mark scheme suitable for giving to students for this component.

The first two exam sets are designed as teaching papers. Both sets include indicative content as well as extra material to help student to improve their work, with exam set 1 containing an Answer Guide Mat, and exam set 2 containing sample answers with exercises. The third and final set assumes the teaching has been done, though student-friendly answers are still provided to enable students to see how they might improve.

To facilitate assessment, I have included possible targets as a focus for improvement (p. 4) – five targets for writing and five for reading. By using them – adapted to suit your specific students – you will be helping students to focus on the underlying weaknesses they should be working on consciously.

This pack is intended to be used progressively, so that the first paper in the series, CP2P1, is focused on helping students understand how to answer the questions. Eduqas does not expect long answers, but does want exact ones: students need to be specific and to do precisely as asked.

Update v1.1, June 2022

Some changes have been made to better reflect the format/style/wording of past Eduqas exam questions. These include:

- Removing 'Use both texts for A5 and A6' on p. 7, p. 13 and p. 20
- Renumbering of questions in Teachers Notes (pp. 2–4), questions (on p. 7, p. 13 and p. 20) and answers (pp. 25–47)
- Some minor formatting changes on p. 7, p. 13 and p. 20

Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

Free Updates!

Register your email address to receive any future free updates* made to this resource or other English resources your school has purchased, and details of any promotions for your subject.

* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

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Teacher's Notes

Approach:

My advice is based on my own experience; this is how I have designed the series. Use Paper 1 as a learning paper, then use Paper 2 and Paper 3 as tests.

Likewise, I would approach reading and writing separately at first, but by Paper 2 the two Section B tasks, students should know and use a wide range of persuasive

Note for approaching exam set 1:

With more **able students**, I would ask them to try the paper first, then take time to discuss. **Middle sets** could do that too, but one question at a time. For **weaker sets**, it would be better to read the text with them, getting them to annotate the text and have a strategy for working out what to notice, getting round difficult words, and a range of ways meaning is made. For work in the criteria by referring students to the answer guide on pp. 31–32. This is a summary of what each answer needs to show and gives students a copy of this out on A3. I would then copy the pages side by side on A3, giving each student a copy. A good homework task would be to ask students to create a similar mat for Component 1 and AO comments on the answer sheets as a guide. Some quick questions can be asked at the start of occasional lessons. Time spent at this stage is well worth it, so take care to have effective strategies in place.

Several possibilities are suggested in the answers for Paper 1, and it is worth giving students these when they have tried the questions. To save photocopying costs, put students between two. Alternatively, give each student the answer for **one** question based on several students' work. They can then select the best answer from the set they have. Another approach by asking students to answer each question on a separate piece of paper.

Another money saver is to have the writing mark scheme laminated to ensure it is available between two if necessary.

With the reading 'levels of response' memo, I have separated low, middle and high progression can be made – it is worth discussing this with students when they are writing answers or examining the sample answers.

Peer assessment is important because students need to see what answers look like. However, I'd advise always taking the checked work in to peruse, however clear the target at this early stage. These targets could be the five I have put on the writing, or you could adapt them as per your students' needs. The idea is that you can show students can copy the relevant target down.

Note for approaching exam paper 2:

Presuming you have followed my advice to use Paper 1 as a learning paper, then use Paper 3 as a mock exam. I would approach to Paper 2.

So, imagine if students have done this particular paper as a test, I would give them the reading section in one lesson and the writing section in a separate lesson.

As the first four questions of the Component 2 reading section are fairly similar to those of Component 1, my main focus would be on comparison skills. This is also about knowing and using the criteria as a guide to answering questions effectively. By using the answer guide mat, and asking some quick questions about the criteria at the start of the lesson, ensure students stay mindful of the criteria and know them well by the time they are writing. Use highlighters and annotations to get students to show where they have met any given criterion. Work in to be assessed, whether by a peer or by you.

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Exam preparation:

- 1) **Timing** is vital. Develop the habit in students of moving on when time is up, and an answer seldom transfer students up a band – it is much more important to complete the paper than to have one or two perfect answers. The focus is on a checklist of points, so a shorter answer can exhibit all the criteria. No more spent on a 10-mark question, for example. Students can also do the writing quickly, gaining time for reading. Allow students to explore strategies for timed activities in class.
- 2) **Proofreading** to correct and improve is vital as a long-term strategy. SPaG marker's level of understanding at speed. To inculcate the point, get students time someone moans that they can't read the writing. Don't understand the what a difference clarity and accuracy make to a marker. Build at least five minutes given writing time. However, remember that in the exam, as long as the message is important for Section A as a whole, the choice of words and ability to show their
- 3) **Criteria** to be met **clearly and obviously**. It is worth reassuring more-able, unnatural way of writing as a set piece in any sport is compared to the way Real writers don't use lots of connectives or a plethora of adjectives, but students so need to. It is a pity, but that is the bottom line at the moment... making sure that they are presenting a range of skills to a set of criteria will help more-able through ignoring them. On the flipside, students should be encouraged to focus on detail and using specific examples, rather than trying to force their answer to fit devices. Using TAP – Text-type, Audience and Purpose – as a guide when making an approach. (GAP – Genre, Audience and Purpose, and PAL – Purpose, Audience and Language variations.)

A useful way of focusing students on the criteria is to pick one or two at a time to focus on. Ask students to highlight where they have met the criterion on their answer and to add another example.

Sample Answers

All too often students don't actually focus on sample answers; they glaze over. So errors and trying to improve the answers. Use this as a 'training' task.

It is also important that students are able to gauge realistically how good their answers are by the time the exam comes, they are habitually doing a mental edit before they

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Additional preparation:

Find, or ask students to find for homework (depending on ability), adverts, leaflets, transactional non-fiction writing – and set themselves similar questions. Charities, agents and the post office are good sources. They can find older, nineteenth-century texts, then set their own questions and answers based on these extracts. Weaker students can set one question at a time (1.1 and 1.2 can be done together), while more able students can set two. Similarly, students can set writing tasks in groups to give to other groups. Top students can write onto strips of paper to put into a 'hat' (a bag or basket is handier), then draw out a task. If there is no choice in the writing task, this will help students practise producing writing. Because there will be so many strips in the bag, the next lesson could be divided into two halves: the first lesson's writing, then choosing a different task to repeat the process, but this time the task is flagged up by the peer-assessment.

Please note, at the moment leaflets are not used in the 'real' exam, so don't spend too much time on them, but focus on the text; transactional, non-fiction writing *will* be used, and persuasive writing. A leaflet is an appealing way to assess such texts.

As teachers, spend a lot of time and energy teaching students to write PEEL/P. Some Eduqas examiners actively advise against using PEEL: *'there simply isn't time for this approach is far more productive in timed conditions.'* Do treat this on a case-by-case basis. For certain questions and when they are running out of time, PEE will suffice. The writing must have to be very clear.

Setting student targets:

The idea behind these targets is that you speed up marking by merely writing T1, T2, T3, T4, T5, either project or hand out a copy of the targets to students, who will then write their own. They are able to consciously work on meeting it in future.

Adapt these to suit your actual students.

You may like to create specific targets for Component 2, but what is actually essential remains the same in both components, except that one is creative or fictional and the other is comparative and to some degree persuasive. For weaker classes, the fewer targets the better, improvement, whereas more-able students who have the basics right would probably benefit from individualised targets.

Improve your READING:

- T1: Use subject terminology.
- T2: Compare texts more fully.
- T3: Support points with quoted evidence from the text.
- T4: Explore evidence in more detail, analysing key words.
- T5: Discuss and analyse in terms of TAP.

Improve your WRITING:

- T1: Proofread and improve SPaG.
- T2: Focus paragraphs on one idea only, beginning with a topic sentence, then develop it.
- T3: Use a wider range of persuasive devices to engage readers and make the message more effective.
- T4: Use a range of aspirational and apt vocabulary for exact effect.
- T5: Craft and shape work on several levels towards a specific conclusion and desired effect.

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Students' Introduction

Approach:

These sample exam papers are based very closely on the sample papers provided by the examining body to teachers. It won't be worded in exactly the same way, so synonyms (words of a similar meaning) have been used, to give you an idea of what each question is testing. It is important to note that you are not learning a formula, but a **strategy**.

Simply put:

Reading: what is said, how is it said, why is it effective?

Writing: what are you saying, how are you saying it, how effective is it?

Both components have a reading section – Section A – and a writing section – Section B.

Component 2: NON-FICTION

Reading: a nineteenth-century (1900–1999) text is compared to a similarly themed text to answer questions on.

These begin with comprehension-style questions on just one text to show that you understand it, then develop into questions comparing the texts, looking at both the attitudes shown and how the writers manipulate language to achieve such effects (how each is written).

Writing: two short tasks, one of which is usually persuasive; the other usually an argument.

Again, you need firstly to get the basics right, e.g. punctuation, then to show that you can write to achieve a particular effect, e.g. using persuasive devices such as rhetorical devices, so if you are short of time, leave one unfinished to do the second one before starting the first.

Exam preparation:

- 1) **Timing** is vital. Develop the habit of moving on when time is up, as the little seconds seldom transfer you up a band – **it is much more important to answer all the paper than have one or two perfect answers**. The focus is on levels of response, so a shorter answer can exhibit all the criteria (things you get marks for).
- 2) **Proofreading** to correct and improve is vital, so self- and peer-assess answers for clarity and accuracy make a difference to a marker. Build at least five minutes of writing time.
- 3) **Criteria have to be met clearly and consistently**, try to meet one or two of the criteria, then check your work to find the others. Highlight where you have used different devices you have embedded in your writing.

I hope you enjoy reading the texts I have chosen.

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GCSE English Language

Component 2

19th and 21st Century Non-Fiction Reading and Transactional/Argument Writing
Challenge

Practice Paper 1

Name



Time allowed

2 hours

Instructions

You are advised to spend your time as follows:

Section A (Reading) 40 marks

10 minutes reading; 50 minutes answering the questions

Section B (Writing): 40 marks

30 minutes on each question; 5 minutes planning – 25 minutes writing

The number of marks is given in brackets at the end of each question or part-question.

Materials

Text 1: World Challenge handout

Text 2: Letter written by John Rennie of Walls on 10th March 1847

Set of Section A and Section B questions

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SECTION A: 40 marks

Answer *all* of the following questions.

The resource material for use with Section A is:

1. A World Challenge handout about Southern Peru, reprinted here by kind permission of the World Challenge team at <http://www.world-challenge.co.uk/>
2. A letter written by John Rannie of Walls on 10th March 1847

Read the **World Challenge** article to answer these questions:

- 11** (a) Mention a new way many Peruvian communities are trying to earn money.
(b) Name one project undertaken by a World Challenge team in 2014.
(c) Give one statistic that shows how life has improved for a majority of Peruvians.

- 12** This handout is given to encourage students to join a World Challenge project. Give three reasons for this, about what it entails.

How does the World Challenge handout persuade teenagers to join the World Challenge in Southern Peru?

In your answer, comment on:

- ✓ The type of information given to influence readers
- ✓ The use of language and tone of the article
- ✓ The way the handout is made appealing for teenagers

Remember to use subject terminology in your answer.

Read the letter written by John Rannie of Walls on 10th March 1847 to answer the following questions:

- 13** (a) What was the main objection to Rannie's son being made Inspector of the Poor?
(b) According to the letter, why is John suitable despite being young in years?
(c) Why might the people of Shetland soon be destitute?

- 14** What do you think and feel about John Rannie's explanation of his son's suitability to be a schoolmaster?

In your answer, comment on:

- ✓ What he says about the poor and the qualities needed to be an Inspector of the Poor
- ✓ How he says it

In your answer, you must refer to the text to support your ideas.

Use **both** texts in your answers to the following questions:

- 15** How have attitudes towards young adults and the poor changed over time? Use **both** texts to support your answer.

- 16** Both of the texts are about meeting a challenge. Compare:

- (a) **how** the writers feel about tackling poverty
- (b) **how** their views are communicated to the reader

Your comments must be supported by the texts. In your answer, make it clear

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Project Sites

As a regional underdeveloped country, Peru faces many different challenges. Due to a high level of poverty, communities are looking to find alternative means of income from agriculture or manual labour. Living in a country rich with local treasures & culture, many see tourism as the answer. We work alongside partners on projects which aim to use the potential of tourism to help maintain local income to aid in the development of community inhabitants. Improving educational facilities is a key challenge projects in Peru, as engaging local children in education is important towards improving their future in school. Finally, community-led water projects are key in a country where many rural communities have no access to water, therefore alongside in-country partners, World Challenge projects can also focus on water projects.

Community Projects Southern Peru

In 2014...

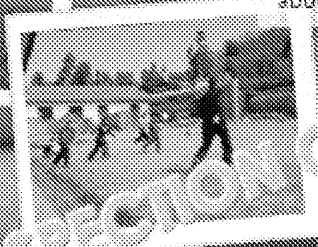
- 12 teams went to 7 project sites where they...
- Renovated a classroom and painted educational murals
- Renovated a dormitory
- Installed a water reservoir and tap
- Painted 12 murals in 4 guest rooms as part of a tourism project

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Project example



Here are two examples of the amazing Peru where your work will make a huge difference.

World Challenge are working on the construction of a dormitory for a local school to enable the girls in remote areas to have access to education. You could be assisting a local indigenous region on their local tourism projects, or helping them to develop their traditional farming practices.

Fundraising

You could try making alfajores, a traditional Peruvian treat. Ingredients are:

1 kg

1 kg

1. Sift the flour into a large bowl, beat the egg yolks & vanilla, then mix until you have a thick paste and wrap in plastic for at least an hour.
2. Preheat the oven to 180°C.
3. Flour a rolling pin and roll out the dough until it is as thin as a wafer, then use a cookie cutter and bake for 5 minutes. Remove the baking paper and bake for a further 5 minutes.
4. Bake for 5 minutes.
5. Sand the dust with a brush.

The Quality of Life on Project

Life in different communities is, like your own, fraught with challenge and the desire to make progress.

You are **guests** for a short time, in a host community. The language, daily routine, facilities and cultural sensitivities will all be different to what you are used to. Preconceived ideas will be challenged!

You will be immersed in an **incredible learning environment** where you will be encouraged to listen, learn new skills, ask questions, explore and be creative with your limited time.

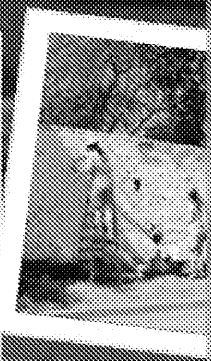
You will engage in a **local development challenge**, by participating in a project that is aimed at meeting an important community need. We hope that you will feel inspired to make a difference in your own community!

Have **fun** and create memories by putting yourself out there. Organise games, play sport, cook and sing!

What teams have done in the past...

The main type of project work that you could be getting involved with will be construction and renovation projects at a school or community facilities, which will contribute to the social and economic development of local communities.

Your day to day life on project will be a mixture of work and cultural interaction. Whether it's giving a classroom a much needed lick of paint, playing a game of football with the locals, or teaching local community members a few words of English, playing a game of football or volleyball with the locals or constructing part of a water system, your small task will go a long way in helping that community.



'One's destination is never a place, but a new way of seeing'

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Text 2: This letter, dated 10th March 1847, was written by John Rannie of Walls, in George Smith, Minister, Birse, Aberdeenshire. The postmarks show the route to concerns his son's suitability as a schoolteacher.

Revd & Dear Sir,

I received your favour of the 25th & I observe what you say respecting the probable vacant School. The only objection you seem to have to my son, is that he is a mere youth & unfit for the inspectorship of the Poor*.

That he is young I acknowledge as he was born in Dec 1826 & you may remember the believe me when I state that he is not a youth in judgement & good sense & I hesitate him possessed of discernment, prudence & solidity far above his years & I have not the competent to fill the office of Inspector of the Poor, & would not charge all its duties to

That he would be a great acquisition to the Parish & you know as your Schoolmaster I do not think I say this from any foolish fondness for a son or a father or from my own knowledge the authority of others who are more competent judges of these matters than myself to me than to suppose that I do it for you for the purpose of praising my son or taking praise for my merit there in praising & you know I can have no merit at all in the matter as it is the superior wisdom & ability he possesses.

It is my prayer to God that He would grant him grace to keep & guide him & enable his endowments, but my object is to assure you that you need have no fear of his youth would in most cases be a sufficient objection to holding the office of Inspector of the there are many youths possessed of literary talents & acquirements who notwithstanding office.

After what you have stated, it is needless for me to say anything more than that I would refer you to your Schoolmaster, as there is no minister of my acquaintance whose value & worth I would be more friendly and useful to a young man than yourself, both as regards principle & example & I state not this out of flattery but from my own firm conviction & real belief.

I am sure you would give him your vote & Support were there any prospect of success appointing of a Schoolmaster is left almost entirely to the Minister of the Parish, as he as any writer can have. I think I mentioned to you that my son would obtain ample

Especially from Prof. Scott with whom I had a conversation about him when I was last
my son John was an honour and a credit to me and his present employer Mr Micklejohn
testimony to his abilities and success in teaching and his happy method of instructing.

You wished that I had given you some information respecting the state of Shetland. As represented in the newspapers, although there is much poverty and want throughout this I may say is the case every year as there is but too much laziness and imprudence. A great calamity in this country because the potatoes furnish at least two thirds of their food. In this Parish with a population of 367 there are no potatoes and the inhabitants will have scarcely any crops.

I state with truth that at this date through out the most part are without pot
their sole dependence is on the fishing which is seldom the weather at this season for
supplies come from the sea and this will very soon be great destitution.

We have 1200 lbs of butter among the clergy and merchants in this place for the destitute to L9 11s.6d. We expect a supply of meal down which is greatly needed as there is room to enlarge.

With best respects to your sisters and yourself, in which Mrs R. joins,

I am Revd and Dear Sir Yrs Truly
John Rannie.

* It seems that part of the schoolmaster's job would be to evaluate the situation of those whether they qualified for food from the parish.

** Papastour is a small island off Shetland.

GCSE Eduqas English Language Practice Papers: Component 2

Page 10 of 47

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SECTION B: 40 marks

Answer both Question 2.1 and Question 2.2.

In the following section you will be assessed for the quality of your writing. You must consider carefully the audience and purpose of your text.

Marks: 12 marks are awarded for communication and organisation. 8 marks are awarded for vocabulary, sentence structure, punctuation and spelling.

Each piece should be around 300–400 words long.

2.1 You have been given an opportunity to raise money to help flood victims in your area.

Write a speech for an assembly to encourage as many students to get involved.

You could include:

- ✓ Ideas for fundraising
- ✓ Reasons why other students should help

2.2 Your head teacher has suggested forming links with a school overseas.

Your school magazine would like you to share your views on how and why the school is interested in getting involved.

Write an enthusiastic article for the magazine, giving your suggestions with reasons.

Remember to plan out your work before writing! Draw a single neat line through your work when you are finished. Do not write on the lines below your answer.

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Preview of Questions Ends Here

This is a limited inspection copy. Sample of questions ends here to avoid students previewing questions before they are set. See contents page for details of the rest of the resource.

Paper 3

Indicative Content

Answers to Component 2 Section A:

This question tests the ability to find and choose explicit information. (AO1 1a)

Give one mark for each correct answer.

1.1 This question tests the ability to find and choose explicit information. (AO1 1a)

- (a) heartsease; red clover
- (b) Colonel Newman
- (c) field mice [Accept 'mice'.]

1.2 This question tests the ability to explain, comment on and analyse how writers to achieve their purpose and influence readers, using subject terminology to support their analysis. (AO2 1a)

The points below are not a checklist, and the question must be marked in levels.

Both prompts must be covered, but not necessarily in equal measure, and not necessarily in that order – use your judgement and accept any valid response.

- *The arguments he presents:*
 - Bees, especially 'humble-bees/bumblebees, are vital in the fertilisation of heartsease and red clover: these plants don't set seed if bees don't.
 - He explains why it is unlikely that moths pollinate these plants: they are nocturnal.
 - He shows how interrelated the ecology is: the number of cats controls the number of mice, which control the number of bumblebees, and the bumblebees influence the number of heartsease and red clover.
 - He shows how if bumblebees became rare, the clover would disappear.
 - Using the example of the forests in America, he illustrates 'survival of the fittest' and 'war'.
 - The last section of the extract illustrates how species modify and adapt to their environment for their own advantage, using as an example the difference between hive bees and solitary bees, which benefit from red clover.
 - So there are three stages in the argument, each showing how one species is affected by them.
- *How his use of language and the tone of the article make us believe him:*
 - 'I find from experiments' shows he has gathered evidence, and he mentions that many seeds were produced, so we believe him. He has counted them exactly, so the number would be very small.
 - He gives the Latin names of the plants, which suggests he knows what he is talking about.
 - He quotes an expert, Colonel Newman, who has studied the bees (and the moths).
 - Darwin uses sophisticated vocabulary, implying he is addressing educated people.
 - He uses 'I' and 'we' as if he is discussing observations with the reader.

1.3 This question tests the ability to find and understand explicit and implicit information. (AO2 1b)

Award one mark for a correct response – use your judgement and accept any valid response.

- (a) Wild flower meadows are disappearing; 97% have been lost over the past 50 years.
- (b) Send £15 to get a Bee Saver Kit. [Also accept 'plant wildflowers'.]
- (c) A Bee Cause folder; a guide to saving bees in your back garden; British wildflower identification guide; a garden planner.

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1.4 This question tests the ability to evaluate texts critically and support this with

The points below are not a checklist, and the question must be marked in level

Both prompts must be covered, but not necessarily in equal measure, and not – use your judgement and accept any valid response.

Possible content:

- What the leaflet says about plight of bees:
 - Wild flower meadows are disappearing; habitats / nest areas are
 - Twenty species have become extinct; a quarter of our bees are on
 - We need bees because 75% of food crops are pollinated by bees
 - the job bees do in pollinating food crops the food chain is under
 - The balance of the environment in our parks and countryside is at
- What it says the public can do about it:
 - Donate £1 to get a Bee Saver Kit; give a Bee Saver Kit to someone else
 - Sow wild flower seeds; create suitable nesting sites.
- The way the leaflet is presented:
 - It is presented as a letter from a bee to a 'human friend of bees', with
 - coming from the bee's mouth; 'a very sweet thank you' alludes to bees.
 - Key bits of information are underlined for emphasis.
 - Special pleas such as 'Will you help save us?' and 'give £15' are in a
 - bee has added a personal note and a PS.
 - Key information is also written in bold, so that even if you just glance
 - will catch your eye.
 - Pictures are framed in hexagonal shapes that look like the cells in a
 - Emotive phrases such as 'for your children and mine' place response
 - 'devastating', 'dying' and 'vital' are some of the emotive words used
 - important issue.
 - The contents of the Bee Saver Kit are listed so that it seems you get
 - to give.

1.5 This question tests the ability to select and blend evidence from different texts

The points below are not a checklist, and the question must be marked in level

Possible content:

- **1859** – field mice were the bumblebee's main enemy, but in most places
- cats.
- Naturalists were keen to observe and describe how nature worked and
- everything, and so came to appreciate the bees' role in the ecology of an
- **Present day** – human beings have destroyed 97% of the bees' natural
- habitats with a quarter of the world's on the endangered list.
- Environmental groups such as Friends of the Earth use scientific information
- to help bees by influencing the changing environment for good, to better
- value the role bees play, which is similar to what Darwin was doing, but
- in our mind.

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1.6 This question tests the ability to compare writers' ideas and perspectives, as expressed, across the two texts. (AO3)

The points below are not a checklist, and the question must be marked in line with the board's generic mark scheme.

Both prompts must be covered, but not necessarily in equal measure, and not necessarily in that order – use your judgement and accept any valid response.

How the writers stress the importance of bees to the environment		
<i>The Origin of Species</i>	Similarities	
Describes experiments, e.g. seeds produced when bees fertilise and not when they don't; 'not one' seed is produced without bees, whereas normally several thousand seeds are produced – an overwhelming difference	Both texts are about the importance of maintaining ecological balance, especially with regard to bees	Give wild spec poll would on b
Quotes a specific expert, Colonel Newman	Use statistics; give examples	... be read info
	Mention destruction of bee habitat and the effects on the environment of bee extinction	
How their views are communicated to the reader		
Appeals to educated naturalists	Both speak directly and personally to the reader – 'I', 'we'	App care
'I find from experiments' – exploratory approach		'The info pers
Real focus is on a bigger issue: how species evolve through incremental adaptations to each other		Und colo info
Formal, sophisticated language, long and detailed paragraphs		Info bee para
Informative		Pers

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Preview of Answers Ends Here

This is a limited inspection copy. Sample of answers ends here to stop students looking up answers to their assessments. See contents page for details of the rest of the resource.