

GCSE ENGLISH LANGUAGE

COMPONENT 2 ADDITIONAL ASSESSMENT MATERIALS SET 1

SECTION A: 40 MARKS

Answer **all** of the following questions

The separate **Resource Material** for use with Section A is a newspaper article, 'Reinventing the Wheel', by Charles Starmer-Smith.

The extract opposite is an extract from a book, 'A Wheel within a Wheel' written by Frances Willard.

Read the newspaper article 'Reinventing the Wheel' in the separate Resource Material.

Q1. (a) Name one place or area where Charles Starmer-Smith has enjoyed cycling. [1]

(b) Name one cyclist Charles Starmer-Smith says has helped to increase the popularity of cycling. [1]

(c) Give one reason, according to the writer, why Britain is such a good place to cycle. [1]

Q2. How does Charles Starmer-Smith show that cycling is an enjoyable activity?

You should comment on:

- what he says;
- his use of language and tone [10]

To answer the following questions you will need to read the extract opposite by Frances Willard.

Q3. (a) How old was Frances Willard when she learned to ride a bike? [1]

(b) According to the extract, why is cycling especially good exercise? [1]

(c) Why did Frances Willard not choose horseback riding as her form of exercise? [1]

Q4. What do you think and feel about Frances Willard's experiences of learning to ride a bicycle? [10]

You should comment on:

- what she tells readers about how and why she learned to ride a bicycle;
- how she explains the experience of learning to ride.

You must refer to the text to support your comments

To answer the following questions you will need to use both texts.

Q5. Using information from both texts explain how the clothing and equipment used when cycling has changed over time. [4]

Q6. Both of these texts are about cycling.

Compare:

- (a) how the writers feel about cycling;
- (b) how they make their views clear to the reader. [10]

You must use the text to support your comments and make it clear which text you are referring to.

Towards the end of the nineteenth century, cycling became much more popular. Although it was unusual, some women also began to cycle. In her book, 'A Wheel within a Wheel', Frances Willard writes about why and how she learned to ride a bicycle.

Not a single friend encouraged me to learn to ride the bicycle except a young school-teacher who came several times with her bike and gave me lessons. But at fifty-three I was at more disadvantage than most people, for not only had I the problems that result from the unnatural style of dress, but I also suffered from a lack of exercise. Those who loved me best, and who considered themselves largely responsible for me, did not encourage me, but thought I should, "break my bones" and "spoil my future." It must be said, however, to their everlasting praise, that they raised no objection when they saw that I was firmly set to do this thing;

Many doctors are now coming to regard the bicycle as beneficial to the health of women as well as of men and I agree entirely with them. One doctor said: "As an exercise, bicycling is superior to most, if not all, other activities. It takes one into the outdoor air; it is entirely under control; can be made gentle or vigorous as one desires; is active; takes the rider away from the thoughts and cares of his daily work; and develops his attention and independence. Moreover, the exercise is well and equally distributed over almost the whole body, and no muscle is likely to be over-exercised."

Needless to say, when I was learning to ride a bicycling costume was necessary. This consisted of a skirt and blouse of tweed, with belt, rolling collar, and loose cravat, the skirt three inches from the ground; a round straw hat, and walking-shoes with gaiters. It was a simple, modest suit, to which no person of common sense could take exception.

If I am asked to explain why I learned the bicycle I should say I did it because my doctor kept telling me, "Live out of doors and take much exercise" but I have always hated walking and horseback-riding, which does promise vigorous exercise, is expensive. The bicycle meets all the conditions to keep healthy. Therefore, I learned to ride. I did it from pure natural love of adventure, and because a good many people thought I could not do it at my age. As nearly as I can make out, it took me about three months, with an average of fifteen minutes' practice daily, to learn, first, to pedal; second, to turn; third, to dismount; and fourth, to mount independently this most mysterious animal. In just three months I had made myself master of the most remarkable, ingenious and inspiring machine ever devised upon this planet.

**GCSE
C700U20-1A**

**ENGLISH LANGUAGE – Component 2
19th and 21st Century Non-Fiction Reading and Transactional/
Persuasive Writing**

RESOURCE MATERIAL FOR USE WITH SECTION A

REINVENTING THE WHEEL

Charles Starmer-Smith rediscovers a lost love.



My own conversion to cycling has come late. I remember childhood holidays in France where I would pedal among the villages in search of bread and adventure, revelling in the freedom of pedal power as I sped past vineyards, forests and fields, imagining I was one of the Tour de France greats.

Then came adolescence and girls and guitars and cars. Cycling was no longer cool and the limitations of a bike, rather than its freedoms, became all too apparent. It couldn't play Pearl Jam on the stereo, with the roof down and a pretty girl in the passenger seat, like my battered silver Mini.

However, there is nothing like purchasing new gear to give you an inflated sense of your sporting prowess. Only a week ago, tackling the gentle contours of Richmond Park, I was puffing like a man on an epic ascent of some legendary alpine peak. Now, dressed in the outfit I spent a small fortune on this morning, I stride down the stairs with new purpose, ready to join the British Lycra Brotherhood. I feel streamlined and ready for anything the Alps of Surrey can throw at me.

'I want a divorce.' My wife's words stop me in my tracks. She looks both amused and horrified as I put on my helmet and fluorescent bib. 'You look like a Village People tribute act.' Deflated, I hurry past the mirror and wheel my bike out into the winter drizzle for the short journey to the North Downs.

A wave of smugness washes over me as I weave easily through the noisy commuters and choking traffic which stall everyone else's progress. One right turn towards Box Hill and suddenly...silence.

The North Downs Way, which runs from Hampshire through Surrey, awaits. The first rays of sun streak across the chalk hillside, but there's still a chill in the air. I zip up my jersey, looking enviously at the thick coats of the sheep. But I soon forget the cold. With the wind at my back I hear the hum of the tyres and the whirr of the chain. Below me a patchwork of green fields. No deadlines. No delays. For these precious moments I care for little but the verdant hills and plunging valleys – and the panoramic views my efforts have earned.

The British Lycra Brotherhood – for whom mornings, evenings, weekends and holidays are all about pedal power and for whom travel is not just about the destination but the journey there – can welcome its latest recruit. My love of cycling has come full circle.

But how has it come to this? The rise of cycling in Britain has been well documented. A string of champions on the track, from Chris Hoy to Victoria Pendleton, and now on the road, with the new Sky Team led by Bradley Wiggins, has done much to inspire a new generation of Britons on to their bikes.

Aided by an overpriced and overcrowded transport system and savings from the 'Cycle to Work' initiative, the bicycle is now seen as an answer to rising carbon emissions. But it is the escapism it gives that is the real draw. You don't need to emulate the endless wave of intrepid cyclists crossing the Americas or circumnavigating the globe to be part of this revolution.

The landscape of Britain is perfect for cycling. Across every hill and valley, country lane and woodland track, the national cycle network covers a mind-boggling 10,000 miles, and we are clocking more than a million journeys on these routes each day.

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www.britishcycling.org.uk

MARK SCHEME

Read the newspaper article `Reinventing the Wheel` in the separate Resource Material.

- Q1. (a) Name one place or area where Charles Starmer-Smith has enjoyed cycling. [1]
- (b) Name one cyclist Charles Starmer-Smith says has helped to increase the popularity of cycling. [1]
- (c) Give one reason, according to the writer, why Britain is such a good place to cycle. [1]

(AO1 1a)

This question tests the ability to identify explicit information.

Award **one mark** for each correct response in (a), (b) and (c).

- (a) France (1) **OR** Richmond Park (1) **OR** `the Alps of Surrey` (1)
OR the North Downs/Box Hill (1)
- (b) Chris Hoy (1) **OR** Victoria Pendleton (1) **OR** Bradley Wiggins (1)
- (c) `Panoramic views` (1) **OR** `the landscape is perfect` (1) **OR** the national cycle network offers 10,000 miles of cycling (1)

Q2. How does Charles Starmer-Smith show that cycling is an enjoyable activity?

You should comment on:

- what he says;
- his use of language and tone

[10]

(AO2 1a, b, c and d)

This question tests the ability to explain, comment on and analyse how writers use language and structure to achieve effect and influence readers, using subject terminology to support their views.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who identify and begin to comment on how and why Starmer-Smith believes cycling to be an enjoyable activity, e.g. he liked cycling in France when he was a child - but struggles to engage with the text and/or the question.

Give 3-4 marks to those who identify and give straightforward comments showing how and why Starmer-Smith believes cycling to be an enjoyable activity, e.g. he loved cycling on his holidays in France and uses the verb `revelling` to show how much he enjoyed it.

Give 5-6 marks to those who explain how the examples Starmer-Smith uses show his viewpoint and begin to show how language and structure are used to achieve effects and influence the reader. These responses will begin to use relevant subject terminology accurately to support their comments.

Give 7-8 marks to those who make accurate comments about how a range of different examples from the text build a convincing case and begin to analyse how language and structure are used to influence the reader, e.g. he moves from personal anecdote to more general reasons why cycling is enjoyable. Subject terminology is used to support comments effectively.

Give 9-10 marks to those who make accurate and perceptive comments about a wide range of different examples from Starmer-Smith's text to influence readers' views, and provide detailed analysis of how language and structure are used to achieve effects and influence readers e.g. Starmer-Smith begins by describing his attitude to cycling as a child and then shows how he re-discovered his enjoyment of cycling in adulthood, with telling examples of the delights he experiences before explaining why others would find it such an enjoyable activity. Accurate use of subject terminology supports comments effectively.

In addition to the points given above, other details candidates may explore or comment on:

- as a boy, cycling was a source of adventure;
- he could imagine he was in the Tour de France;
- as an adult, buying new gear makes him feel `ready for anything`;
- he feels an "inflated sense of his "sporting prowess";
- negotiating busy traffic as a cyclist makes him feel smug/superior;
- he enjoys the silence of cycling compared to the `noisy...and choking traffic`;
- cycling gives him a raft of delights: `precious moment`, `no deadlines`, `no delays`, `panoramic views`;
- other forms of transport can be `overpriced and overcrowded`;
- the `real draw` of cycling is the `escapism it gives`;
- Britain is perfect for cycling, with the national cycle network covering 10,000 miles;

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

To answer the following questions you will need to read the extract opposite by Frances Willard.

- Q3. (a) How old was Frances Willard when she learned to ride a bike? [1]
- (b) According to the extract, why is cycling especially good exercise? [1]
- (c) Why did Frances Willard not choose horseback riding as her form of exercise? [1]

(AO1 1a, b, c, d)

This question tests the ability to identify and interpret explicit and implicit information and ideas.

Award **one mark** for a correct response:

(a) 53

(b) The whole body is exercised (1) **OR** no muscle is likely to be over-exercised (1)

(c) It is an expensive form of exercise.

Q4. What do you think and feel about Frances Willard's experiences of learning to ride a bicycle? [10]

You should comment on:

- **what she tells readers about how and why she learned to ride a bicycle;**
- **how she explains the experience of learning to ride.**

You must refer to the text to support your comments

(AO4)

This question tests the ability to evaluate texts critically and support this with appropriate textual references.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who express a simple personal opinion with linked basic textual reference but struggle to engage with the text and/or the question, e.g. I think she was right to learn to ride a bicycle because it gave her some exercise.

Give 3-4 marks to those who give a personal opinion supported by straightforward textual references. These responses will show some interaction with Willard's views, e.g. I think she was brave to learn to ride a bicycle because she was old and people at that time thought it was a bad idea.

Give 5-6 marks to those who give an evaluation of the text supported by appropriate textual references. These responses will show some critical awareness of Willard's views e.g. I think the writer gives a good range of reasons why it was a good idea to learn to ride a bicycle.

Give 7-8 marks to those who give a critical evaluation of the text and its effects, supported by well-selected textual references. They will show critical awareness and clear engagement with Willard's experiences, e.g. I think the writer shows what a determined person she was in overcoming all the difficulties she faced and shows what can be achieved if you are determined to achieve something.

Give 9-10 marks to those who give a persuasive evaluation of the text and its effects, supported by convincing, well-selected examples and purposeful textual references. These responses will show engagement and involvement, where candidates take an overview to make perceptive comments on Willard's experiences.

In addition to the points given above, other details candidates may explore or respond to:

- the attitude from those around her that Willard faced when she decided to learn to ride a bicycle;
- what she learned about the benefits of cycling;
- how Willard's determination to succeed is shown through her account;
- how Willard shows her sense of achievement as well as her enjoyment of cycling.

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

To answer the following questions you will need to use both texts.

Q5. Using information from both texts explain how the clothing and equipment used when cycling has changed over time. [4]

(AO1 2a and b)

This question tests the ability to select and synthesise evidence from different texts.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1 mark to those who make some selection of relevant detail from both texts, e.g Willard cycled in a skirt and a round straw hat and Starmer-Smith had a lycra outfit and a cycle helmet.

Give 2 marks to those who select a range of relevant detail from both texts, e.g. Willard cycled in a skirt and a round straw hat and Starmer-Smith explains that cycle clothing includes lycra gear, and equipment like a fluorescent bib and helmet for safety.

Give 3 marks to those who synthesise with some understanding a range of relevant detail from both texts, e.g. In Willard's days, women cyclists used everyday clothing such as normal long skirts that were worn at the time, along with tweed blouses, loose cravat and walking shoes with gaiters. Nowadays, Starmer-Smith shows that cyclists use bright lycra cycling clothing and things like a safety helmet and fluorescent bib, so clothing has changed from `modest` to `bright`.

Give 4 marks to those who synthesise with clear understanding and provide an overview drawn from a range of relevant detail from both texts, e.g. In Willard's day, cycling clothing had to be `simple` and `modest` and an adaptation of normal clothing but in contrast, Starmer-Smith wears expensive, bright clothing bought especially for cycling that is expensive and marks you out as a serious cyclist. Nowadays, cycle clothing is positively eye-catching.

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.

Q6. Both of these texts are about cycling.

Compare:

- (a) how the writers feel about cycling;**
- (b) how they make their views clear to the reader.**

[10]

You must use the text to support your comments and make it clear which text you are referring to.

This question tests the ability to compare writers' ideas and perspectives, as well as how these are conveyed, across the two texts.

Give 0 marks for responses where there is nothing worthy of credit.

Give 1-2 marks to those who identify basic similarities and/or differences, e.g. both of them think that cycling is good.

Give 3-4 marks to those who identify and give a straightforward description of some of the main similarities and differences, e.g. both of them think that cycling is good but Willard writes about the benefits of exercise whilst Starmer-Smith writes about the sense of escape cycling provides.

Give 5-6 marks to those who identify similarities and differences and make some comparisons, commenting on how they are conveyed, e.g. both of the writers write about their experiences of cycling, Willard explaining how she learned to ride and Starmer-Smith recounting some of the rides he has particularly enjoyed. He writes humorously about becoming part of the `British Lycra Brotherhood` whereas Willard makes it clear that women's cycling clothing was modest and simple

Give 7-8 marks to those who make detailed comparisons, with valid comments on how they are conveyed, e.g. Starmer-Smith's account of his ride on the North Downs captures his enjoyment with the use of minor sentences to emphasis precisely and economically why he loves cycling: "No deadlines. No delays", and his use of adjectives captures his delight at the sights he sees: "verdant hills and plunging valleys" whereas Willard is more matter-of-fact in the way she describes how she learned to ride over a period of three months, identifying precisely each stage of her progress as a series of achievements: "first, to pedal; second, to turn ..."

Give 9-10 marks to those who make comparisons that are sustained and detailed, showing clear understanding of how they are conveyed, e.g. Both writers emphasise the joys of cycling: Starmer-Smith using personal anecdote but structuring his response to conclude with the benefits to all potential cyclists, and Willard taking the reader on a journey that begins with the desire to learn to ride, despite the negative comments of those around her to concluding by using superlatives to mastering what she calls "the most remarkable, ingenious and inspiring machine ever devised upon this planet.

This is not a checklist and the question must be marked in levels of response. Look for and reward valid alternatives.