

Now read Source 2, the article and the picture which goes with it called *Up, up and away – the day that armchair travel really took off* by Valentine Low.

2 Explain how the headline and picture are effective and how they link to the text. (8 marks)

A02, iii English A03, iii English Language	Skills
Mark Band 4 'perceptive' 'detailed' 7 – 8 marks	<ul style="list-style-type: none"> • offers a detailed interpretation of the effect of the headline • presents a detailed explanation and interpretation of what the picture shows and its effect • links the picture and the headline to the text with perceptive comments • offers appropriate quotations or references to support comments
Mark Band 3 'clear' 'relevant' 5-6 marks	<ul style="list-style-type: none"> • shows clear evidence that the headline and its effects are understood • makes some clear and appropriate links between the headline and the content of the text • offers a clear explanation of the effectiveness of the picture • links the picture to the content of the text • employs relevant quotations or references
Mark Band 2 'some' 'attempts' 3-4 marks	<ul style="list-style-type: none"> • shows some evidence that the headline and its effect are understood • attempts to link the headline to the text • offers some explanation of how the picture is effective • attempts to link the picture to the content of the text
Mark Band 1 'limited' 1-2 marks	<ul style="list-style-type: none"> • offers limited or simple comments on the effect of the headlines • offers a limited or simple explanation of what the picture shows • shows limited appreciation of how the picture and headlines link with the text
Band 0	Nothing to reward
<p>Indicative content</p> <p>Candidates' responses may include:</p> <p>The headline is effective because:</p> <ul style="list-style-type: none"> • Bold, eye-catching, arresting, stands out... • 'Up, up and away' has become a much used phrase which comes from a well known song; it uses repetition; it provides a picture in the reader's mind; 'up' is the way you go in a balloon. • 'armchair travel' works like a pun here and is ironic because armchair travellers just talk about going places or watch others but don't, themselves, go 'away' anywhere, whereas Trappe has strapped his armchair to the balloons and gone 'up and away' –he is literally doing armchair travel. • 'really took off' also has a double meaning- to literally 'take off' as does an aeroplane and to become popular-at least by being in the newspapers. <p>The link with the text :</p> <ul style="list-style-type: none"> • The headline encapsulates what the text is about; Trappe has gone up, tied to the helium balloons by a chair and crossed the Channel to France; 'Up' is reflected directly by reference to the film and the story of the flight and Trappe's thoughts are explored in the text. <p>The picture is effective because:</p>	

- Colourful, eye-catching, wide view, detailed...
- It is very dramatic seeing a bunch of 'party balloons' with a man strapped underneath; the view of the coast is breathtaking and quite beautiful; the 'iconic ribbon of water' is pictured; the chair looks very small and vulnerable; it is a picture of something unusual if not unique and at the same time heroic and ridiculous.
The link with the text:
- There are numerous written references to what is in the picture – 'several dozen balloons', 'strapped himself into a chair', 'grabbing on to toy balloons'. The danger/vulnerability shown in the picture is reflected in the text: 'there are risks and we work methodically to reduce the risks'.

Now read Source 3, 'Storm at sea' which is an extract from a non-fiction book.

- 3** Explain some of the thoughts and feelings Claire Francis has during the storm.
(8 marks)

A02, i English A03, i English Language	Skills
Mark Band 4 'perceptive' 'detailed' 7 – 8 marks	<ul style="list-style-type: none"> • engages in detail with the events described in the text • offers perceptive explanations and interpretations of the thoughts and feelings expressed • employs appropriate quotations or references to support ideas
Mark Band 3 'clear' 'relevant' 5-6 marks	<ul style="list-style-type: none"> • shows a clear understanding of the events described in the text • clearly explains and begins to interpret thoughts and feelings • employs relevant quotations or references to support understanding and interpretation
Mark Band 2 'some' 'attempts' 3-4 marks	<ul style="list-style-type: none"> • shows some engagement with the text and the events described • attempts some comments to explain thoughts and feelings • offers some quotations or references to support ideas
Mark Band 1 'limited' 1-2 marks	<ul style="list-style-type: none"> • shows limited engagement with the text • offers limited or simple comments to explain thoughts and feelings • may offer copying or irrelevant quotation
Band 0	Nothing to reward
<p>Indicative content</p> <p>Candidates' responses may include the following :</p> <ul style="list-style-type: none"> • Her thoughts that the second gale was worse than the first and her un-preparedness for it; her feeling exhausted; her thoughts about dry clothes which were in fact all wet and which made her frustrated and rather depressed; her 'defying a wave to reach them' which shows her rebelling against the storm; her looking forward to 'one day when the world was dry' which takes on a kind of fantasy wish. • Her thoughts/fears about the violent noises, as if the 'mast had just broken or the hull split in two'; her ironic statement that she 'lay in a state of mental paralysis' not allowing herself to have any thoughts; her thought/understanding that the banging on the hull 'couldn't be ignored' and which must have been worrying. • Although she feels concern and some worry about what is or might be happening to the boat, she does not express fear; her tiredness/exhaustion made her feel almost numb/oblivious to what was happening. • At the end she has feelings of excitement and expectation 'at the sight of clear blue sky ahead' only to be followed by 'dismay' that it was all going to happen again. • Candidates may include their own responses to the writer's thoughts and feelings as a valid part of their 'explanation'. 	

Now you need to refer to Source 3 'Storm at sea' and **either** Source 1 **or** Source 2. You are going to compare the **two** texts, one of which you have chosen.

- 4** Compare the different ways in which language is used for effect in the two texts.
Give some examples and analyse the effects. (16 marks)

A02, i, iii English A03 I, iii English Language	Skills
Mark Band 4 'perceptive' 'detailed' 13 – 16 marks	<ul style="list-style-type: none"> • offers a full and detailed understanding of the texts in relation to language • analyses how the writers have used language differently to achieve their effects • offers appropriate quotations or references in support of ideas with perceptive comments • focuses on comparison and cross-referencing between the texts
Mark Band 3 'clear' 'relevant' 9-12 marks	<ul style="list-style-type: none"> • shows clear evidence that the texts are understood in relation to language • offers clear explanations of the effect of words and phrases in the different contexts, • offers relevant quotations or references to support ideas • offers clear comparisons and cross references between the two texts
Mark Band 2 'some' 'attempts' 5-8 marks	<ul style="list-style-type: none"> • shows some evidence that the texts are understood in relation to language • shows some appreciation of the effect of words and phrases in the different contexts • attempts to support responses with usually appropriate quotations or references • attempts to compare language use and make cross references
Mark Band 1 'limited' 1-4 marks	<ul style="list-style-type: none"> • offers limited evidence that either text is understood in relation to language • offers no real appreciation of the effect of words and phrases in the different contexts • offers few examples with limited comment or analysis • shows limited ability to compare or make cross references
Band 0	Nothing to reward
<p>Indicative content</p> <p>Candidates' responses may consider some of the following examples of language use:</p> <p>Wind farms.....:</p> <ul style="list-style-type: none"> • There are examples of factual language because the piece is essentially information; places, figures and dimensions; names of people, which give authority to the writing. • There is also more vivid language: comparing the turbines 'taller than Big Ben or St. Paul's Cathedral'; describing Bodmin Moor as an 'iconic area of landscape'; the juxtaposition of 'golden plover' and 'killed' is effective; vividly descriptive phrases such as 'wild and beautiful area of countryside', 'violate what is..tranquil', 'distinct and beautiful', 'reduce..to 	

insignificance' are all evocative for the reader.

Up, up and away.....:

- Language is used to evoke place and mood – 'as the sun rose over the Kent countryside'; 'landed in a cabbage field' is humorous; 'most unexpected visitor' may be seen as understatement.
- Jonathan Trappe says much about the idea of his trip relating to 'dream' and 'fantasy' – 'wonderful fantasy of grabbing on to toy balloons and floating into open space' designed to transport the reader into his thoughts; his description of the experience as 'quiet, peaceful and beautiful' is almost mystical.

Storm at sea:

- The extract is full of descriptive, evocative and vivid language use, e.g. '...piles of wet jeans, soaking sweaters, and clammy socks', 'rush at a wave, leap off the top, and then crash down...', 'ghastly moment of silence', 'Like a dirty dishcloth I was spun rinsed and tumbled about till I should have been whiter than white'; there is also language which relates to the technicalities of sailing and which gives Claire Francis' character another dimension; then at the end there is bathos with anticipation: 'excited', 'clear sky', 'the sun came out' juxtaposed with 'dismay', 'the wind blew as strongly as ever, if not stronger'.
- Present tense, fact and opinion, device etc are valid if explained.

Candidates need to take these, and /or similar examples and effects and compare the different uses for different purposes in the contexts presented by the writers.