

# PART ONE: INTRODUCTION

## How to use these papers

This book contains four York Notes example GCSE English Language practice test papers: there are two Paper 1s (imaginative/creative texts) and two Paper 2s (non-fiction texts). All these York Notes papers have been modelled on the ones that you will sit in your GCSE 9–1 English Language exams, whether you are studying AQA, Edexcel, Eduqas or OCR.\*

There are lots of ways these papers can support your study and revision for the GCSE 9–1 English Language exam. There is no 'right' way – choose the one or ones that suits your learning style best.

You could use them:

### 1 Alongside York Notes English Language and Literature: Revision and Exam Practice

Do you have the York Notes *Revision and Exam Practice* guide for GCSE English Language (and Literature)?

The papers in this book will allow you to try out the skills and techniques outlined in Chapters 1 to 6 of the guide. So you could:

- read a section of the guide dealing with one specific question type
- complete this question in one of the practice papers printed here.

### 2 As a stand-alone revision programme

Have you already mastered all of the skills needed for your exam?

Then you can keep your skills fresh by answering one or two questions from this book each day or week.

You could make a revision diary and allocate particular questions to particular times.

### 3 As a form of mock exam

Would you like to work under exam conditions?

You could put aside part of a day to work on a full paper in a quiet room. Set a stopwatch so that you can experience what it will be like in your real exam. If some of your friends have copies of this book then several of you could all do this together and discuss your answers afterwards.

### 4 As a combination of revision and exam practice

Would you like to do some revision and then try a mock exam?

Perhaps you could work through one set of papers slowly – question by question over a number of days – and then save the other set of papers to use as a mock nearer the exam.

\*The paper numbers and content broadly match those of AQA, Edexcel and Eduqas. OCR reverses the order of the components.

## How to use the answer sections

This book contains answer sections that will help you to understand what the examiners are looking for, and how your own responses compare against sample answers at a range of levels.

**Sample answers show the key points and ideas you could have included.**

**The marking criteria tell you what the examiners are looking for.**

**Sample responses at different levels show you the difference between Higher, Mid and Lower Level work.**

**PART TWO: YORK NOTES PRACTICE TEST ONE**

**Answers and sample responses**

**Paper 1: Section A**

**1 (140)**

Any four or more answers from the following:

- It was loud.
- It looked out from somewhere far off.
- It became louder and more urgent.
- It was relentless.
- It was an 'ignited cry' that 'leapt through the silent night'.
- A 'new sound mingled with it, a deep, muted roar'.
- It was 'frantic and jet-revving, rising and falling like the low, constant murmur of the sea'.

**2 (140)**

**Possible answers**

- Exclamation marks are used to convey a sense of urgency in the line "The found!" used Holmes.
- "Come, Watson, come!" is used because, if we are to take it as a metaphor, it suggests that Holmes is a man who is not to be taken for granted.
- There are three of these exclamation marks in the text to suggest a sense of urgency and to highlight the urgency of Holmes's analysis.
- These exclamation marks are used to suggest that Holmes is a man who is not to be taken for granted.
- The combination of the verb 'burning' with the adverb 'fiercely' suggests that Holmes is a man who is not to be taken for granted.
- A simile is used in "The found!" to suggest that Holmes is a man who is not to be taken for granted.
- The simile "burning" is used to suggest that Holmes is a man who is not to be taken for granted.
- Holmes says, "That that I was to find my hand..." and "Watson, see what colour of dust is on your hand?" He follows this up by telling Watson to "look at the dust on your hand." This comment is made by an exclamation mark to draw attention to it.
- The complex sentence which begins with the words "I hardly ever see through the gloom..." is used to suggest that Holmes is a man who is not to be taken for granted.
- The verb "burning" is used to suggest that Holmes is a man who is not to be taken for granted.

**Lower Level:** Sometimes matched to purpose and audience. There is an attempt to use a varied vocabulary and some linguistic devices. At times the writing is clear and confident, relevant ideas with occasional variety in sentence structure. Some of the grammar and spelling is correct. For example:

**Higher Level:** Generally well matched to purpose and audience. The vocabulary is chosen for effect and includes some sophisticated word choices, using linguistic devices successfully. The writing is engaging and it contains some of clear, connected ideas. A range of sentence forms are used for effect. Grammar, punctuation and spelling (including the spelling of complex words) are all good. For example:

**Mid Level:** Generally well matched to purpose and audience. The vocabulary is chosen for effect and includes some sophisticated word choices, using linguistic devices successfully. The writing is engaging and it contains some of clear, connected ideas. A range of sentence forms are used for effect. Grammar, punctuation and spelling (including the spelling of complex words) are all good. For example:

**Paper 1: Section B**

**2 (140) (140)**

**Sample student responses**

**Lower Level:** Sometimes matched to purpose and audience. There is an attempt to use a varied vocabulary and some linguistic devices. At times the writing is clear and confident, relevant ideas with occasional variety in sentence structure. Some of the grammar and spelling is correct. For example:

**Higher Level:** Generally well matched to purpose and audience. The vocabulary is chosen for effect and includes some sophisticated word choices, using linguistic devices successfully. The writing is engaging and it contains some of clear, connected ideas. A range of sentence forms are used for effect. Grammar, punctuation and spelling (including the spelling of complex words) are all good. For example:

**Mid Level:** Generally well matched to purpose and audience. The vocabulary is chosen for effect and includes some sophisticated word choices, using linguistic devices successfully. The writing is engaging and it contains some of clear, connected ideas. A range of sentence forms are used for effect. Grammar, punctuation and spelling (including the spelling of complex words) are all good. For example:

**Sample responses at different levels show you the difference between Higher, Mid and Lower Level work.**

**PART THREE: YORK NOTES PRACTICE TEST TWO**

**Paper 1: Section B**

**2 (140) (140)**

**Sample student responses**

**Lower Level:** Sometimes matched to purpose and audience. There is an attempt to use a varied vocabulary and some linguistic devices. At times the writing is clear and confident, relevant ideas with occasional variety in sentence structure. Some of the grammar and spelling is correct. For example:

**Higher Level:** Generally well matched to purpose and audience. The vocabulary is chosen for effect and includes some sophisticated word choices, using linguistic devices successfully. The writing is engaging and it contains some of clear, connected ideas. A range of sentence forms are used for effect. Grammar, punctuation and spelling (including the spelling of complex words) are all good. For example:

**Mid Level:** Generally well matched to purpose and audience. The vocabulary is chosen for effect and includes some sophisticated word choices, using linguistic devices successfully. The writing is engaging and it contains some of clear, connected ideas. A range of sentence forms are used for effect. Grammar, punctuation and spelling (including the spelling of complex words) are all good. For example:

**Paper 2: Section B**

**6** (AO5) (AO6)

**Sample student responses**

**Lower Level:** Sometimes matched to purpose and audience. There is an attempt to use a varied vocabulary and some linguistic devices. At times the writing is clear and contains linked, relevant ideas with occasional variety in sentence structures. Some of the grammar and spelling is correct. For example:

This greeting is too informal; 'Ladies and Gentlemen' would be appropriate

Avoid using the word 'stuff' - 'items' would be a better word

'Nobody' is one word, not two

No attempt at structure, simply adds on another point

This is the wrong 'there'; it should be 'their'

This paragraph attempts to sum up the main points in conclusion

*Hello Council,*  
*I am here to tell you my ideas about sorting out our town so that it looks better.*  
*Firstly, you need to sort out the piles of rubbish around the edges of the sports ground. I go there every week and I've seen all kinds of stuff dumped there. For a start, there are two shopping trolleys, a fridge and a dirty, torn mattress. My first idea is to get a van up there and ask the football club to help you clear away all these items. I am in one of the teams and I could ask my friends to help you out.*  
*The second issue is that the beach looks like a tip. No body picks up their fish and chip wrappers and there are empty cans floating in the sea. Could you get a team of people down there to pick litter up each night? If you put up out an advert, I am sure some people would volunteer. It would be great if the beach looked nice again and it would bring in more visitors.*  
*Those new-style toilets in the middle of town are another issue [I mean the new ones that look at bit like the Tardis]. They have been ruined already because all the doors have been damaged and sprayed with swear words.*  
*I have another point about the same toilets. I think they need checking out because last week my Gran went into one and got stuck in there. We couldn't get her out so we kicked the doors [which made them look even worse]. Gran was in there for over half an hour crying so all sorts of people tried to get her out and there woz a lot more damage to the door.*  
*I think that you need to get the locking systems checked out so nobody else needs to kick there way in or out. Once this locking system is sorted, then repair the doors and remove the graffiti at the same time. Maybe whoever wrote the rude graffiti was cross because they couldn't get into a loo or out of it.*  
*So, I suggest you clear the sports ground, pick up litter on the beach and check and repair the toilet doors. I reckon these three things will make a big difference as people visit all these places often.*  
*Do you have any questions?*

Some attempt to establish structure

The word 'nice' is simplistic and best avoided; 'attractive' could be used instead

Incorrect spelling of 'was'

'I reckon' is too informal; 'I suggest' would be better

**Mid Level:** Generally well matched to purpose and audience. The vocabulary is chosen for effect and includes some sophisticated word choices, using linguistic devices successfully. The writing is engaging and it contains a range of clear, connected ideas. A variety of sentence forms are used for effect. Grammar, punctuation and spelling (including the spelling of complex words) are all good. For example:

This opening is matched to the purpose of the task

The use of 'The first problem' in the previous paragraph and 'The second problem' here helps to provide a clear structure for this piece

Once again the argument is clearly indicated

Informal/colloquial; it would be better to say 'unpleasant'

The word 'pretty' is used again here; it would be better to use more sophisticated vocabulary

*Ladies and Gentlemen,*  
*I have come to speak to you today about various problems in our local environment and I have also got some suggestions about how you can deal with them.*  
*The first problem I have noticed is graffiti. This has got worse over the last few years. The pictures on the walls outside the town hall are particularly offensive. If you don't control this problem soon, it is going to get worse and I think that teenagers are probably responsible. My solution is to provide a huge graffiti wall in a less public area and to invite creative teenagers to display their work there. You could even bring in an art instructor to give them ideas and show them how to use spray paints.*  
*The second problem is dog mess. My mother gets furious when I tread it into the hall carpet on the bottom of my shoes but I can't help it. There is so much of it on the pavements that it is almost impossible not to step in something. This problem is really disgusting and you must find a way to sort it out. Why don't you try doubling the number of dog bins in the town because it seems that every second person has a dog? I realise this will cost lots of money but if there is less mess then there will be less tension between those who have dogs and those who don't.*  
*Thirdly, could you fence off a few of the green areas? While they open directly onto the road, most parents are afraid to let their younger children play there. Fences would also make them look neater. Perhaps you could plant some pretty flowers around the edges. We could even enter Britain in Bloom - wouldn't that be great?*  
*Finally, there are all sorts of nasty bits of litter floating in the lake in the park. The other day I saw a swan with a plastic bag tangled in its feet. Luckily, it managed to shake it off but it could happen again. Somebody needs to take a boat out onto the lake and clear the mess up. Perhaps you could also put up a notice to remind people that rubbish can be harmful to water birds. I would be happy to go out in a boat with a couple of my friends and fish out the litter.*  
*I know that most of the problems have been caused by thoughtless people, and that you have to clear up after them, but these changes could really improve the environment.*  
*I am happy to help and I would certainly like to try out the new graffiti wall, if you get one. I believe that this city can be pretty and clean again. Let's work together to make it happen.*

By presenting a problem and then a solution, the student shows that he or she is clearly answering the question

Use of anecdote

Aim for a more formal alternative, e.g. 'attractive'

Uses a personal anecdote

Good call to action at the end; more sophisticated vocabulary could be used throughout