

GCSE English Language Unit 3

Reading and Writing:

Argumentation, Persuasion and

Instructional

Noise

Resource Material

Unit 3 - Reading and Writing: Argumentation, Persuasion and Instructional

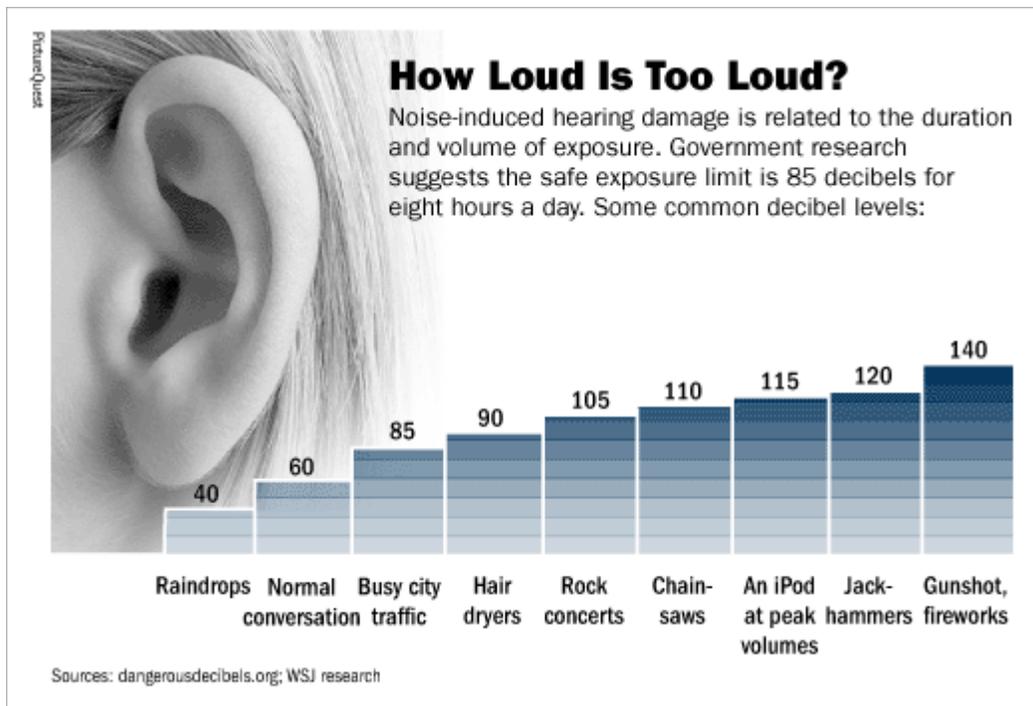
TEXT A gives a definition of noise

Noise can be defined in a number of different ways but essentially noise means any unwanted sound. Sounds, particularly loud ones, which disturb people or make it difficult to hear wanted sounds, are noise. For example, conversations of other people may be called noise by people not involved in any of them; any unwanted sound such as dogs barking, neighbours playing loud music, or a distant aircraft in quiet countryside, is called noise.

Noise is measured in decibels and can be anything from quiet but annoying to loud and harmful. At one extreme users of public transport sometimes complain about the faint and tinny sounds emanating from the headphones or earbuds of somebody listening to a portable music player; at the other the sound of very loud music or a jet engine at close quarters, can cause permanent irreversible hearing damage. This "intolerable corruption of human space" can be called noise pollution.

Wikipedia

Text B shows information about different levels of noise



<http://www.bing.com/images/search?q=reducing+noise+damage+at+work&FORM=HDRSC2#view=detail&id=0B46550F3C254A4D56D5DC12213D27424227F552&selectedIndex=9>

Text C is a series of instructions for employees who have an issue with noise at work

If you feel that the noise levels at your work are a cause for concern you should:

- Ensure you follow regulations and use protective equipment provided by your company.
- Read the company regulations that give you further advice on what to do if you have a concern.
- Take formal action. Write to your union representative and the management at your company to inform them of your concerns and ask them to take appropriate action.
- If the problems persists, speak to your line manager or health and safety officer. Tell them about your concern and make sure they document your conversation.

Text D has been taken from a report about hearing issues.

Teenage hearing loss has increased by 30% since 2004 and by 2020 it is estimated that this will have increased by a further 10%. It is estimated that today's teenager could become deaf almost 30 years earlier than their parents. But what has caused this huge increase?

Deafness Research UK is concerned that many young people play their MP3 players too loudly and that this is causing their hearing to be damaged. They accept that music is a huge part of modern life but feel that hearing problems are increasing at an alarming rate. The 'earbud' design of earphones, which are inserted into the ear rather than just sitting on top of the pinna (the fleshy part of the ear) are also dangerous because they force the sound directly towards the eardrum.

Not only is the volume too loud for most young people but up to 1 in 3 young people don't understand that the volume of their music can cause problems. Schools and parents must educate young people on these dangers and, if necessary, remove the noise source. Some parents, according to the report, are simply not strict enough and need to take control of their teenager's listening.

Almost 14% of young people surveyed suggested they listen to music for up to 28 hours a week. Lengthy exposure to such noise will undoubtedly increase the risk of a hearing problem.

Text E is an extract from a newspaper article by John Humphrys

I present the Today programme and have become obsessed with noise. The first question strangers ask is always: "What time do you get up?" (Answer: the middle of the night.) The second is: "What time do you go to bed?" (Answer: absurdly early – long before the average 10-year-old.) And the third is: "How do you manage to sleep?"

Which is where noise comes in. Because it depends. If it is quiet, I sleep like a contented baby. If it is noisy, I sleep like a fractious baby with a particularly nasty teething problem. The difference is that if I am kept awake, I do not scream for attention but lie still, cursing all those selfish souls who think it acceptable to walk past my house at nine in the evening without lowering their voices to a whisper.

I happen to be on the extreme end of the spectrum for obvious reasons, but you, dear reader, you may be on it, too. Do you not dread the approach of Christmas with the certain knowledge that every shop you enter will welcome you with canned Christmas carols? Or the hotels who believe you cannot make it through a meal without music in the background? Even at breakfast, for God's sake! Do you not want to take a large hammer to the small jet engine your neighbour insists on using to blow away the tiny handful of leaves that have settled in his front garden, smash it into even tinier pieces and hand him a broom that would do the job in a fraction of the time (and quietly)?

Do you not nod in (silent) agreement at the result of the survey last week that asked office workers what most annoyed them about the behaviour of their colleagues and found that they put eating noisily at the top of the list by a large majority? Do you not applaud the hotel chain that has installed noise meters in its corridors that flash a warning light if people are talking too loudly and offer a refund to guests who failed to get a good night's sleep because of noise? We can even – just – forgive the company for calling them "ssshhh-o-meters".

Text F has been taken from an internet blog

Noisy neighbours: A quiet country life - not quite

A rooster can be as noisy as a lorry, reports Graham Norwood, so what are neighbours to do?

Birdsong and snorting pigs aren't the only things you hear when you wake up in the country; ask anyone with a home near a campsite or a car boot sale. Many of the loudest rural noises come not from incomers but from farmers, or at least from their land. An average British farm is nearly three times the size of one on mainland Europe, so farmers here are increasingly left with spare land, which they let out to support their annual income. Of Britain's 300,000 farms, about 50 per cent have diversified and now increase their income in different ways. A few have opted for noisy enterprises, such as motor biking or helicopter rides. Some farmers diversify with wind turbines. Even horse shows attract hundreds of vehicles and may make neighbours' lives hell. "Most of my cases involve farmers and neighbours arguing over traffic levels or noise from shooting events or music parties held in fields," says Paul Thomas, a voluntary mediator in mid-Wales.

Most disputes can be resolved if you complain directly to your neighbour and come to an agreement that is acceptable to you both. If this fails, keep a diary of problems with dates, photos and witnesses so that you have evidence which you may wish to use later.

When Catherine Parry hosts parties and wedding receptions in a barn on her family's farm, she works hard to get the neighbours onside. Each year she hosts a dozen large gatherings with up to 180 guests, but tries to ensure locals suffer minimal noise. The 15 closest residents are given wine or flowers and alerted well in advance. "We use rugs to insulate the barn, stop live bands at 10pm and make the DJs stop at midnight," Parry explains. "Cars come in and leave via a loop route so they don't pass many houses." The tactics work, says David Werrell, a gamekeeper who lives nearby. "It's all down to communication," he says. "If we know what's happening we change our plans a little that day."

If it has not been possible to settle a dispute between yourselves, professional mediators (usually with legal knowledge or psychology training) charge up to £800 for two days and will try and resolve any issues through negotiation. There are volunteer mediation services which can be used and are often free.

Finally, don't suffer in silence.

Graham Norwood

Question Paper

Unit 3
SECTION A (Reading): 40 marks

*In the **separate Resource Material** there are six texts on the theme of 'Noise' labelled **Text A-F**. Read each text carefully and answer **all** the questions below that relate to each of the texts.*

Text A

1. What does the word 'emanating' mean? [1]
- a) Echoing
 - b) Originating
 - c) Beating
 - d) Whispering

2. Which type of noise, according to Text A, is the most dangerous? [1]
-

3. Which unit is sound measured in? [1]
-

Text B

4. Select one type of noise that is safe to listen to for 8 hours. [1]
-

5. What is the purpose of this text? [1]
- a) Personal
 - b) Public
 - c) Educational
 - d) Occupational

Text C

6. Look at the instructions on how to deal with dangerous noise at work. Put the instructions in the order that they would be best completed. [3]

The first one has been completed for you:

a. Ensure you follow regulations and use protective equipment provided by your company.

b.

.....

c.

.....

d.

.....

Text D

7. Select one fact about hearing damage from the article. [1]

8. What do the words up to mean in “up to 28 hours a week”? [1]

a. Over 28 hours

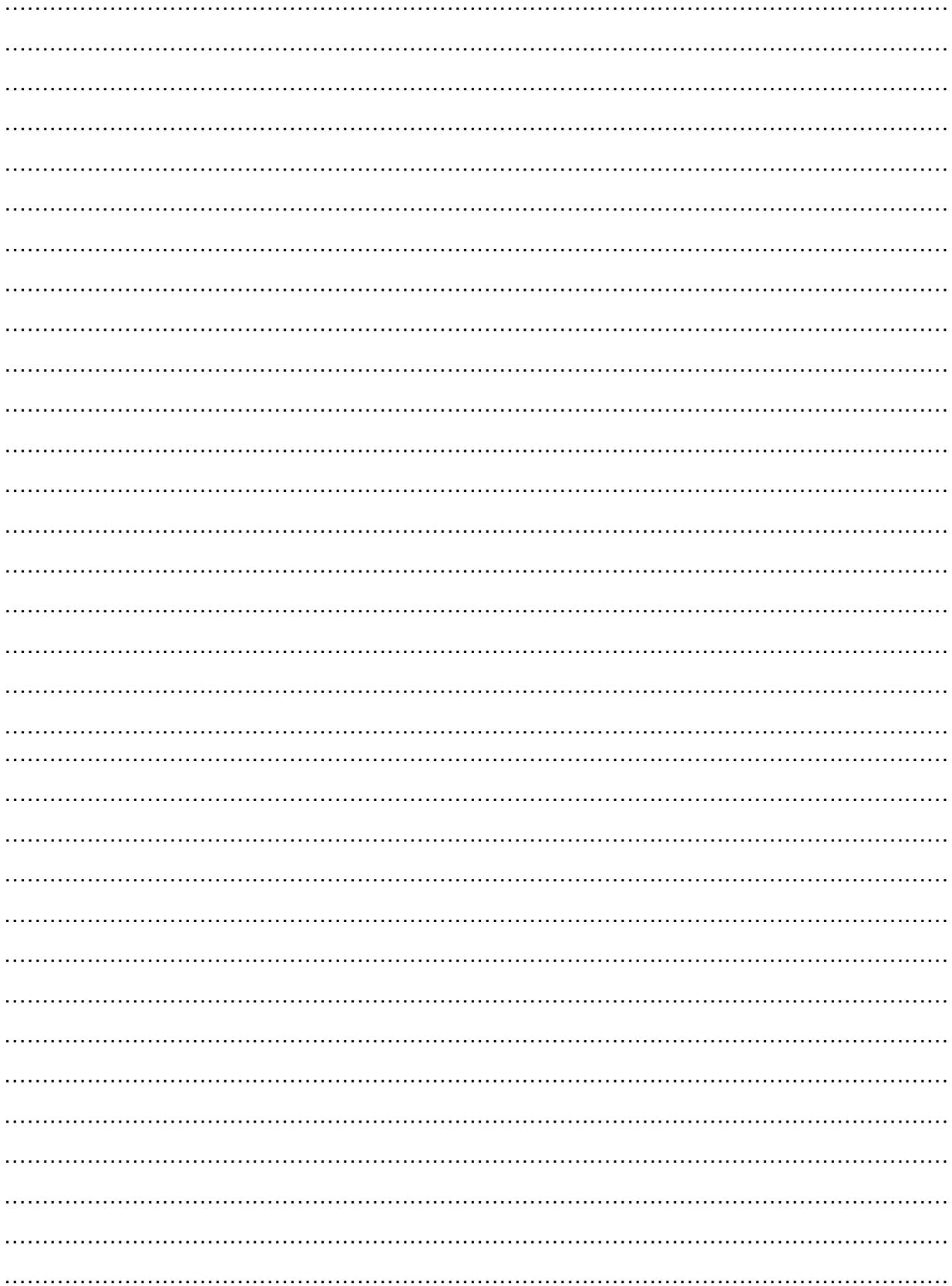
b. Almost 28 hours

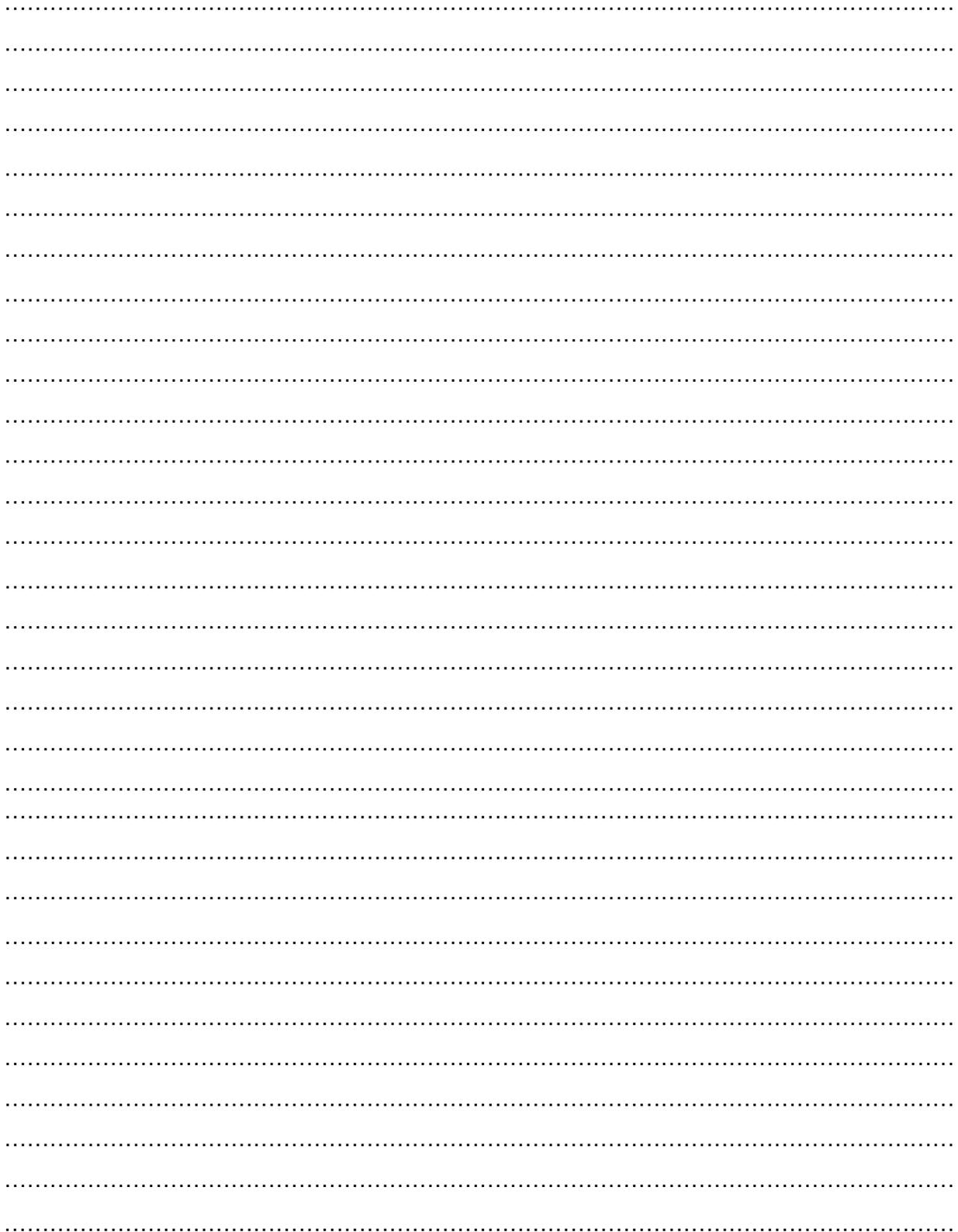
c. 28 hours exactly

d. 28 hours maximum

9. In your own words, summarise five main reasons why iPods are causing damage to teenagers' hearing. [5]

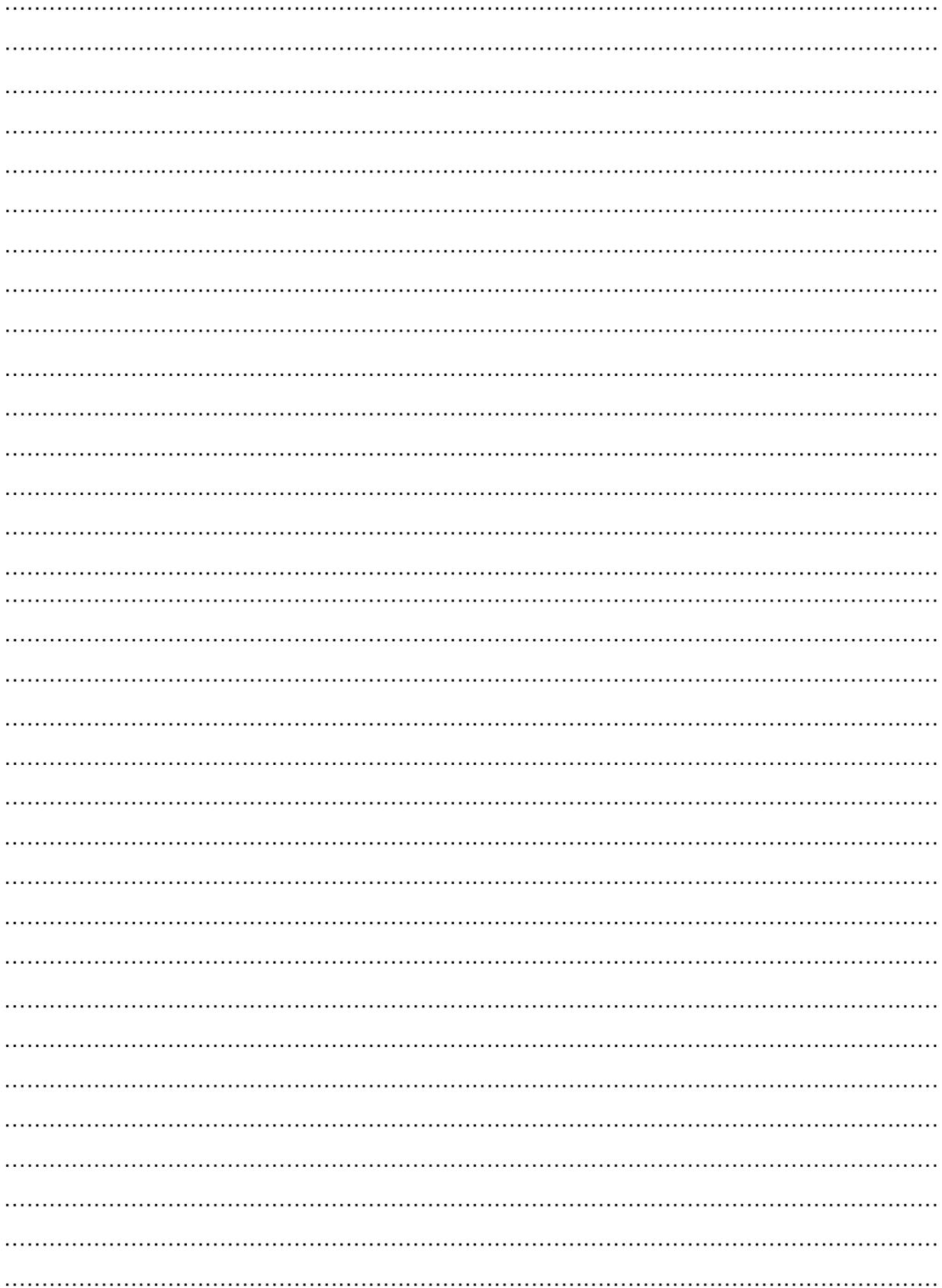
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LETTER

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Mark Scheme

Unit 3
SECTION A (Reading): 40 marks

In the **separate Resource Material** there are six texts on the theme of ‘Noise’ labelled **Text A-F**. Read each text carefully and answer **all** the questions below that relate to each of the texts.

Text A

1. What does the word ‘emanating’ mean? [1]

This question tests the ability to demonstrate verbal reasoning skills in context.

b) originating

2. Which type of noise, according to Text A, is the most dangerous? [1]

This question tests the ability to use deduction skills to retrieve information and to refer to evidence within texts.

Award **one** mark for either:

- Very loud music
- A jet engine at close quarters

3. Which unit is sound measured in? [1]

This question tests the ability to use deduction skills to retrieve information.

Award **one** mark for:

Decibels

Text B

4. Select one type of noise that is safe to listen to for 8 hours. [1]

This question tests the ability to use deduction skills to retrieve information.

Award **one** mark for either:

- Raindrops
- Normal conversation

5. What is the purpose of this text? [1]

This question tests the ability to understand and recognise the purpose of texts.

Award **one** mark for:

b) Public

Text C

6. Look at the instructions on how to deal with dangerous noise at work. Put the instructions in the order that they would be best completed. [3]
The first one has been completed for you:

This question tests the ability to demonstrate verbal reasoning skills in synthesising information.

- a. Ensure you follow regulations and use protective equipment provided by your company.

Award **one** mark for each of the following in the correct order, to a **maximum of three**.

1. Read the company guidelines that give you further advice on what to do if you have a concern.
2. If the problems persists, speak to your line manager or health and safety officer. Tell them about your concern and make sure they document your conversation.
3. Take formal action. Write to your union representative and the management at your company to inform them of your concerns and ask them to take appropriate action.

Text D

7. Select one fact about hearing damage from the article. [1]

This question tests the ability to distinguish between facts or evidence and opinions, bias and argument.

Award **one** mark for:

Teenage hearing loss has increased by 30% since 2004

8. What do the words up to mean in “up to 28 hours a week”? [1]

This question tests the ability to demonstrate verbal reasoning skills in context.

- c) 28 hours maximum

9. In your own words, summarise five main reasons why iPods are causing damage to teenagers' hearing. [5]

This question tests the ability to synthesise and summarise information.

Award **one** mark for each of the following summarised in the own candidate's words, to a **maximum of five**.

- many young people play their MP3 players too loudly
- the 'earbud' design of earphones force the sound directly towards the eardrum.
- 1 in 3 young people don't understand that music volume can cause problems
- some parents are simply not strict enough
- parents need to take control of their teenager's listening.
- some young people listen to music for up to 28 hours a week/lengthy exposure

Text E

10. How does John Humphrys persuade the reader that he hates noise? [10]

This question tests the ability to use inference and deduction skills to retrieve and analyse information from written texts and reflect on the ways in which texts may be interpreted.

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 some examples of content that are persuasive, but struggle to engage with the text and/or the question.

Give 3-4 marks to those who identify and give straightforward comments on some examples of persuasive content. These responses will simply identify some facts and/or evidence.

Give 5-6 marks to those who explain how a number of different examples from the text persuade, and begin to analyse how language and techniques are used to achieve effects and influence the reader. Carefully selected examples are used to support comments effectively.

Give 7-8 marks to those who make accurate comments about how a range of different examples from the text persuade, and begin to analyse how language and techniques are used achieve effects and influence the reader. Carefully selected examples are used accurately to support comments effectively.

Give 9-10 marks to those who make accurate and perceptive comments about how a wide range of different examples from the text persuade, and provide detailed analysis of how language and techniques are used to achieve effects and influence the reader, and begin to analyse how language and techniques are used achieve effects and influence the reader. Subtleties of the writer's technique are explored in relation to how the reader is influenced. Well-considered, accurate use of linguistic terminology supports comments effectively.

Details candidates may explore or comment on could be:

- The Comments on his obsession and gives details to support this
- Anecdotes about sleep (or lack of) with a range of techniques such as rhetoric
- Humorous argument 'fractious baby'
- Description of 'lie still, cursing' suggests a deep rooted anger/frustration
- Tells us he is on the 'extreme end of the spectrum' (like the reader)
- Unconventional hatred of Christmas and the carols associated with it
- Lists a range of noises that irritate him
- Extreme reaction of what he would do to resolve noise 'hammer'
- Asides all confirm his love of 'silent' 'quietly'
- Gives some solutions to noise 'noise meters'
- Shows a wide range of irritating noises that he clearly despises

Overview

- Although the tone is light-hearted the extreme reactions to noise and noise makers suggests his hatred of noise
- Gives a wealth of noises that he despises

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

Text F

11. Explain why the countryside is not quiet, according to Graham Norwood. [5]

This question tests the ability to interpret meaning and ideas in challenging writing and understand and recognise the reliability of texts.

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

Give 1 mark to those who identify and begin to comment on some examples of content that are relevant, but struggle to engage with the text and/or the question.

Give 2 marks to those who identify and give straightforward comments on some examples of relevant content. These responses will simply identify some facts and/or evidence.

Give 3 marks to those who explain a number of different examples from the text. Carefully selected examples are used to support comments effectively.

Give 4 marks to those who make accurate comments about a range of different examples from the text. Carefully selected examples are used accurately to support comments effectively.

Give 5 marks to those who make accurate and perceptive comments about a wide range of different examples from the text. Well-considered examples support comments effectively.

Details candidates may explore or comment on could be:

- Titles clearly indicates that the country is not quiet
- Opens with an unexpected list of natural sounds that create noise
- Tells us that farmers are noisy
- Tells us about farmers diversifying with some noisy activities
- Gives statistics to suggest the huge number of farmers who are involved in noisy activities
- Gives a range of noisy pastimes that we would expect to be quiet ('horse shows')
- Introduces the 'disputes' to suggest that noise is a real/genuine problem
- Catherine Parry – range of noisy activities and what she has to do to appease neighbours

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

12. Both **Texts E and F** are about noise. What do the writers suggest people should do to resolve noise issues and how do they present their arguments? [10]

You should make it clear from which text you get your information.

This question tests the ability to synthesise information effectively from more than one text, interpret themes, meaning and ideas in a text and to use inference and deduction skills to retrieve and analyse details.

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 some examples of what people can do to resolve noise issues.

Give 3-4 marks to those who identify and give straightforward comments on some examples of what people can do to resolve noise issues. These responses will simply identify some linguistic terminology/techniques.

Give 5-6 marks to those who explain how a number of different examples create a solution to noise issues, and begin to show some understanding of how language and techniques are used to achieve effects and influence the reader. These responses will begin to use relevant linguistic terminology accurately to support their comments.

Give 7-8 marks to those who make accurate comments about how a range of different examples create solutions, and begin to analyse how language and techniques are used to achieve effects and influence the reader. Linguistic terminology is used accurately to support comments effectively.

Give 9-10 marks to those who make accurate and perceptive comments about how a wide range of different examples create a comprehensive range of solutions, and provide detailed analysis of how language and techniques are used to achieve effects and influence the reader. Subtleties of the writer's technique are explored in relation to how the reader is influenced. Well-considered, accurate use of linguistic terminology supports comments effectively.

Details candidates may explore or comment on could be:

- Norwood:
 - complain directly to your neighbour
 - keep a diary of problems to use as evidence
 - communicate with people if you are going to be noisy/give people advance warning
 - be considerate (insulate with rugs, stop music early/ plan routes for cars/ give gifts)
 - use professional mediators or voluntary mediators (which are often free)
 - consult CAB
- Humphrys:
 - take action against noise
 - ask for a refund in hotels if sleep is disturbed
 - noise meters
 - take extreme action against noisemakers
- Evidence for arguments Graham Norwood – cites a range of professional bodies and people whereas Humphrys uses personal anecdote
- Differing tone – Norwood is factual/reasonable Humphrys incredulous and humorous
- Language content – Norwood is measured and factual Humphrys is dramatic
- Sense of audience – Norwood takes on an advisory approach Humphrys assumes the reader will agree with him and share his views

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

SECTION B (Writing): 40 marks

*In this section you will be assessed for the quality of your **writing** skills.*

Answer **both** B1 and B2

B1. Text F informs the reader about the potential dangers of listening to music on an iPod. The teachers at your school are concerned about the use of iPods and other technologies at school. The school have decided to ban all phones, personal computers, iPods and laptops. You feel very strongly about this proposal and have decided to write a report for your head teacher giving your views about the ban.

Write your report. [20]

10 marks are awarded for communication and organisation; 10 marks are awarded for writing accurately.

You should aim to write between 200-300 words.

The space below can be used to plan your work before starting on the next page. You may continue on an extra sheet of paper should you need it.

B2. There are plans to hold a music festival in your local area. Many local residents are concerned about the noise and disruption that this will cause.

Write a letter to your local newspaper giving your views on this proposal.

Write your letter. [20]

10 marks are awarded for communication and organisation; 10 marks are awarded for writing accurately.

You should aim to write between 200-300 words.

The space below can be used to plan your work before starting on the next page. You may continue on an extra sheet of paper should you need it.