

# **GCSE English Language Unit 2**

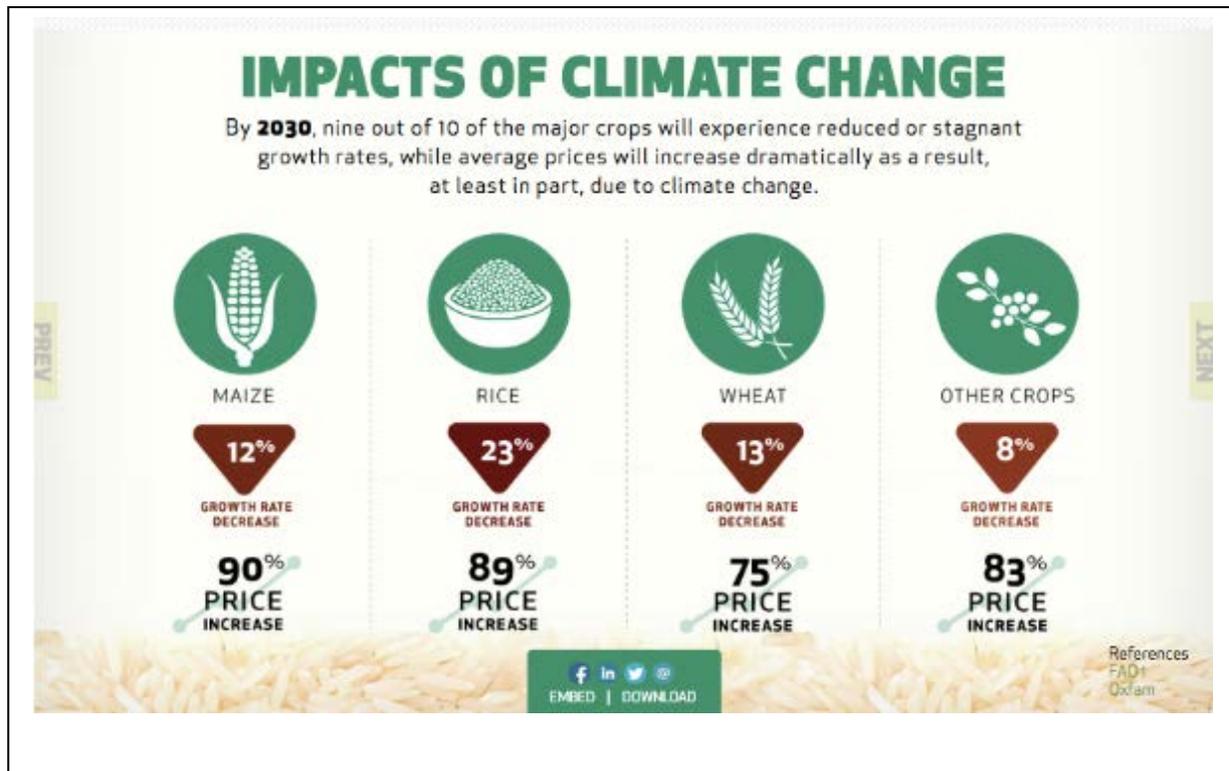
**Reading and Writing:**

**Description, Narration and Exposition**

**Farming**

# Resource Material

**Text A** is an infographic from a website, [www.farmingfirst.org](http://www.farmingfirst.org), that shows the impact climate change is expected to have on farmed crops by 2030.



*Text B* is an article from a magazine, *New Scientist*, which explains how the Alliance for a Green Revolution in Africa (AGRA) programme has worked.

## **Bill Gates's epic project transforms farming in Africa**

04 September 2014 by **Andy Coghlan**

"IT'S like having a new life," says Lucy Banda, a farmer in Mwambaso village in western Malawi. Banda is one of 1.75 million African smallholder farmers, 40 per cent of them women, enrolled in a \$180-million five-year programme run by the Alliance for a Green Revolution in Africa (AGRA). AGRA was set up in 2006 by the Bill and Melinda Gates Foundation and the Rockefeller Foundation.

Africa's farmers have a lot of problems, but one of the biggest is poor soil. Cost and bad infrastructure have long prevented farmers from fertilising their fields, so many African countries have been losing nutrients from their soils (see map above). The AGRA project is the most concerted effort yet to fix the problem. Its soil health programme has set up 9000 dealers within 5 kilometres of farmers to sell them the supplies they need.

The first necessity is fertiliser. Thanks to the dealers, AGRA farmers now use 10 to 50 kilograms of fertiliser per hectare, and though this is just a tenth to a quarter of what farmers use in rich countries, it is still a big improvement. The result is a threefold increase in crops.

The other major problem AGRA is aiming to solve is lack of infrastructure. African smallholders are often isolated, unable to get credit or find buyers for their produce.

So AGRA is putting farmers in touch with financiers who offer credit to agents who buy produce for sale in different areas. "We're connecting [smallholders] to the entire business chain," says Jama.

Groups of 15 to 25 smallholders are also being encouraged to form collectives. AGRA has provided advice and expertise for 155 such groups in Ghana alone. They give farmers more bargaining power and allow them to jointly fund communal assets, such as secure storehouses.

The threat of climate change means smallholders must keep adapting if they are to survive and prosper, says Guei. AGRA's methods are one way to do so.

"The vision is to produce more efficiently, but to be aware that climate change is happening, and that we must use all best practices to allow farmers to adapt," says Guei.

<http://www.newscientist.com/article/mg22329853.100-bill-gatess-epic-project-transforms-farming-in-africa.html>

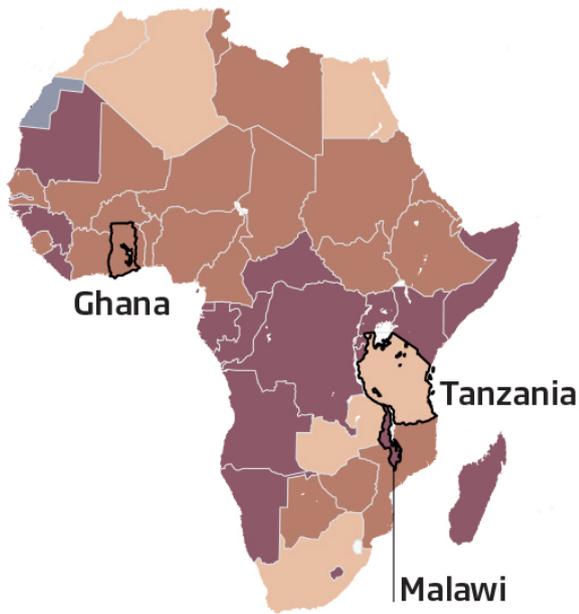
**Text C** is a diagram from a GCSE Geography textbook.

## Soil rebirth

Many countries in Africa are losing nutrients from soil. Farmers are now working to restore the soil's fertility, and they have doubled their yields as a result

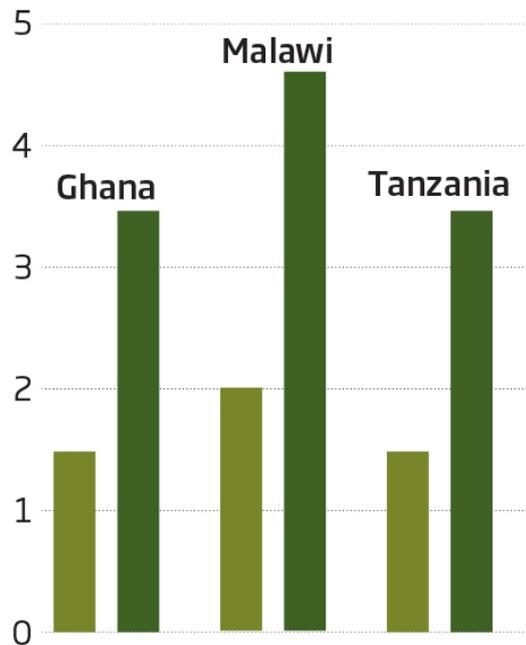
Annual losses of soil nutrients  
2002-2004 (kg/hectare)

<30 30-60 >60 No data



Maize yield on AGRA farms (tonnes/ha)

2011 2013



SOURCE: AGRA AFRICAN AGRICULTURE STATUS REPORT 2014

**Text D** is from an autobiography. In this extract, Jenny, who owns a sheep farm, is starting the job of shearing.

Catching sheep is exhausting, even for a strong man. The animals are quick on their feet; yearlings particularly are lithe and strong. They can turn faster than a human, and they feint this way and that. When they are packed tightly and cannot escape it is merely a backbreaking question of stooping, grabbing and heaving, but as you get through them the remainder have room to duck and space to get up speed. As you tire and your concentration flags your first grab is often in vain; you follow up, but the animal you have missed once is now panicking, hurling itself over its fellows to avoid you. Doing it herself saves Jenny the cost of another helper, and allows her to catch as she prefers to, as gently as possible, with her arms around the animals, rather than digging her fingers into their wool. She hates to see sheep held like that, imagining it must be like being dragged by the hair. She tries to swallow her distress, but sometimes it blurts out. 'Under the chin, arms around her,' she cries. 'Careful – you'll hurt her!' And the men muzzle their frustration, and try to do as she asks. She works all day in the narrow race, talking to the beasts, trying to soothe them, straddling them, guiding them towards the shearers. She sticks at it, and as her strength wanes the shearers take pity, reaching over into the race as she presents each captive, and hauling them up and over the barrier. The first day is tiring but the next is a marathon: 193 ewes caught, lifted and shorn, as well as the rams, Tommy and Ron.

*Running for the Hills*, Horatio Clare

**Text E** is an extract from a novel, *The Story of an African Farm*, in which a Nigerian farmer is watching his son herding sheep.

Away, beyond the kopje\*, Waldo, his son, herded the ewes and the lambs – a small and dusty herd – powdered all over from head to foot with red sand. He wore a hat that was too large, which had sunk down to his eyes, concealing completely the silky black curls. His flock gave him little trouble. It was too hot for them to move far; they gathered around every little bush as though they hoped to find shade, and stood there motionless in clumps.

\*kopje – a small hill

*The Story of an African Farm*, Olive Schreiner

# Question Paper

**SECTION A (Reading): 40 marks**

*In the **separate Resource Material** there are five texts on the theme of 'Farming' labelled Text A-E. Read each text carefully and answer all the questions below that relate to each of the texts. Additional answer pages are available at the back of this paper should you require them.*

**TEXT A**

1. Which crop is expected to see the largest decrease in growth rates by 2030? [1]

.....

2. Which crop is expected to see the largest price change by 2030? [1]

.....

3. The text refers to the "stagnant growth rates" that major crops will experience by 2030. Select one definition from the list below that best describes 'stagnant.' [1]

- a) Standing still
- b) Sturdy
- c) Steadily increasing
- d) Rapidly decreasing

**TEXT B**

4. Explain how the AGRA programme has helped farmers in Africa. [10]

Write about:

- the problems faced by African farmers;
- the effects the programme has had.

.....

.....

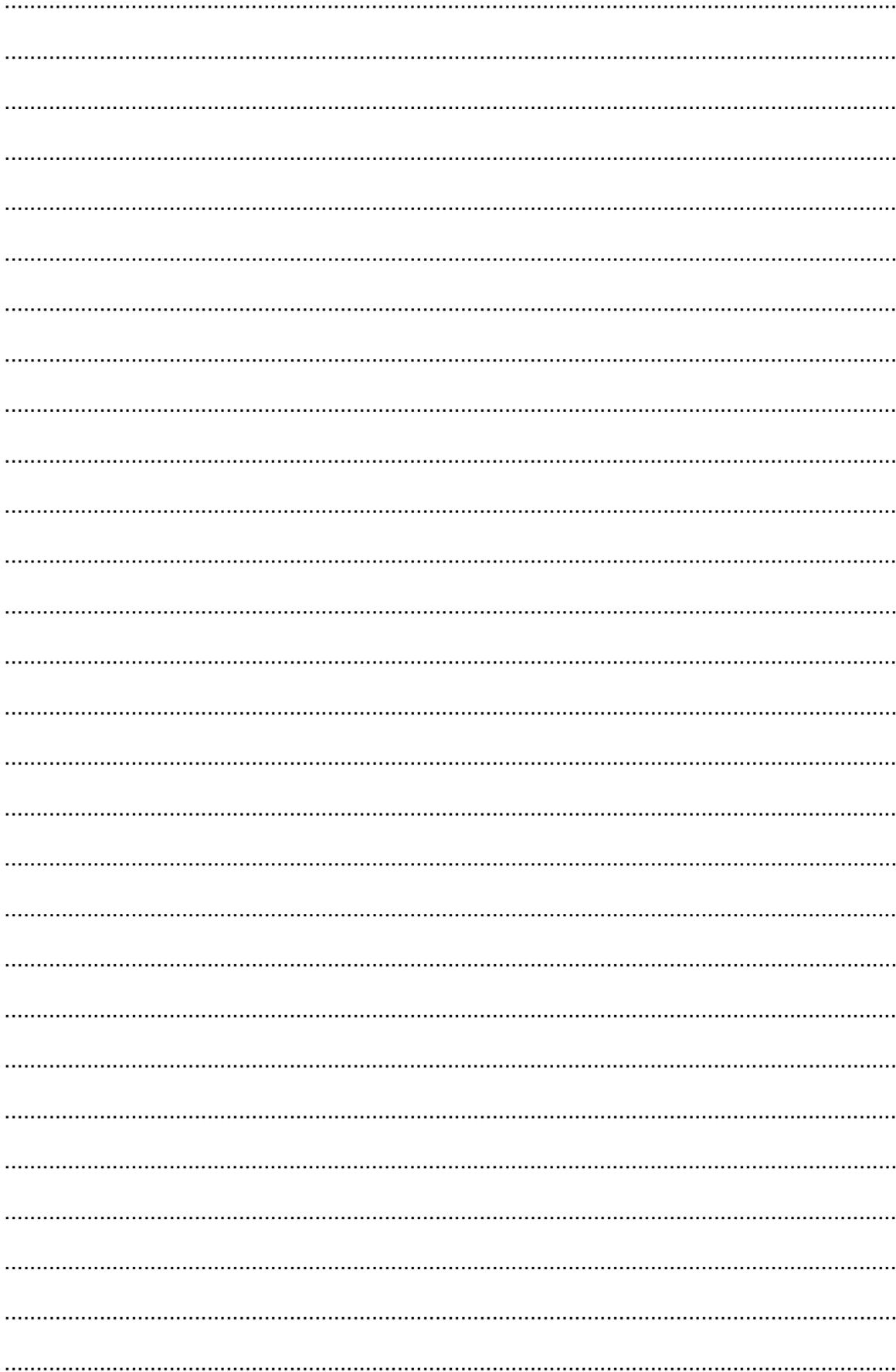
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**TEXT C**

5. Tick the box that best describes the purpose of this text: [1]

- a) Personal use
- b) Public use
- c) Occupational use
- d) Educational use

6. What was the loss of soil nutrients in Malawi between 2002 and 2004? Tick the correct box. [1]

- a) Less than 30kg per hectare.
- b) Between 30kg and 60kg per hectare.
- c) Greater than 60kg per hectare.
- d) There is no data for Malawi.

7. Which of the three countries labelled in this diagram suffered the least amount of loss of soil nutrients? [1]

.....

8. By how many tonnes did the maize yield increase on AGRA farms in Tanzania between 2011 and 2013? [1]

.....

9. Thinking about the information in Text B and Text C, explain how some farms in Africa have “doubled their yield”. [2]

.....  
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**Editing (5 marks)**

*In this part of the paper you will be assessed for the quality of your understanding and editing skills.*

1. Circle the word below that best fits the gap in the sentence below: [1]

**I shouldn't ..... made him feel so bad.**

- a) try                      b) of                      c) to                      d) have

2. Which of the following sentences is correct? Tick the box of the sentence you think is correct. [1]

- a) He was standing in the field watching the crows circle.
- b) He was stood in the field watching the crows circle.
- c) He was standing in the field watching the crows' circle.
- d) He was stood in the field watching the crows' circle.

3. Circle the word(s) that best fit the meaning of the sentence below: [1]

**The blades were blunt ..... she could not mow the grass.**

- a) Nevertheless  
b) But  
c) Despite this  
d) Consequently

4. Read the text below which consists of sentences in the wrong order and show your understanding by answering the questions that follow:

- 1) There it was again, a slow scratching on the window.
- 2) A noise had disturbed her sleep.
- 3) Carys almost laughed when she saw a pigeon looking back at her.
- 4) Bravely, she flung open the curtains.
- 5) Carys awoke when the sky was still grey with night.

- (a) Which sentence should come **second** in the text? Write the number of the sentence below. [1]

.....

- (b) Which sentence should come **last** in the text? Write the number of the sentence below. [1]

.....

**SECTION B (Writing): 40 marks**

**B1.** *In this task you will be assessed for the quality of your proofreading.*

The Welsh Government is publishing a leaflet for primary school children about safety of farms. Read the section below.

**Identify the five errors and correct them.**

[5]

There are alot of different animals on farms; they may look tame but stay away from them. They can bite, stamp on you and may give you diseases.

You might see dogs on the farm. Some may be sheep dogs, some may be guard dogs, they might look friendly but they might not like strangers so keep away.

Farms have lots of machinery on them. All the machines make the farmers life a bit easier. You can help the farmer by not touching any machinery or going near vehicles like tractors.

**B2.** *In this section you will be assessed for the quality of your **writing** skills.*

*20 marks are awarded for communication and organisation; 15 marks are awarded for writing accurately.*

*You should aim to write about 350-500 words.*

Choose **one** of the following for your writing:

[35]

**Either,**

a) Write an account of a time when you had to look after an animal.

**Or,**

b) "Help the farmer, help the environment." (Bill Gates).

Write an essay explaining why it is important to support farmers and farming.

*The space below can be used to plan your work.*

# Mark Scheme

**Section A (40 marks)**

**TEXT A**

1. Which crop is expected to see the largest decrease in growth rates by 2030? [1]

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

Award **one mark** for the correct answer:                      Rice

2. Which crop is expected to see the largest price change by 2030? [1]

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

Award **one mark** for the correct answer:                      Maize

3. The text refers to the “stagnant growth rates” that major crops will experience by 2030. Select one definition from the list below that best describes ‘stagnant.’ [1]

- a) Standing still
- b) Sturdy
- c) Steadily increasing
- d) Rapidly decreasing

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

Award **one mark** for:

- a) Standing still

## TEXT B

4. Explain how the AGRA programme has helped farmers in Africa. [10]

Write about:

- the problems faced by African farmers;
- the effects the programme has had.

*This question tests the ability to summarise information and to interpret meaning, ideas and information in challenging writing and to refer to evidence within texts.*

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 one or two superficial actions with linked basic textual reference.

Give 3-4 marks to those who identify and give some general explanations on some of the straightforward accomplishments by surface textual references.

Give 5-6 marks to those who begin to show some understanding of what the programme has achieved supported by appropriate textual references. Candidates begin to provide clear explanations.

Give 7-8 marks to those who provide accurate explanations about a range of actions and their effects supported by well-selected textual references. Candidates demonstrate a coherent understanding of cause and effect.

Give 9-10 marks to those who give accurate and perceptive explanations about the full range of actions and their effects supported by convincing, well selected examples and purposeful textual references. Candidates present well-considered and articulate understanding of cause and effect.

Specific reasons candidates may choose to explain:

- The poor soil means little grows well. AGRA has 9000 dealers close to the farms involved in its soil health programme to provide supplies.
- Farmers have not previously used fertiliser. AGRA's dealers have meant that fertiliser is now used and has improved crop production.
- Farmers are isolated therefore remote from buyers for their crops. AGRA puts them in touch with "the entire business chain" so they have wider access to people to buy their produce.
- Farmers cannot get credit so AGRA puts them in touch with financiers who "offer credit to agents who buy produce". Consequently they will not have produce wasted.
- AGRA encourages farmers to "form collectives" who they can then advise. Collectives have greater "bargaining power" with the result that they can work together more efficiently.

Overview:

- AGRA has given farmers a "new life".
- AGRA is helping now but also plans for the future – aware of potential threats such as climate change.

## TEXT C

5. Tick the box that best describes the purpose of this text: [1]

- a) Personal use
- b) Public use
- c) Occupational use
- d) Educational use

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

Award **one** mark for:

- d) Educational use

6. What was the loss of soil nutrients in Malawi between 2002 and 2004? Tick the correct box. [1]

- a) Less than 30kg per hectare.
- b) Between 30kg and 60kg per hectare.
- c) Greater than 60kg per hectare.
- d) There is no data for Malawi.

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

Award **one** mark for:

- c) Greater than 60kg per hectare.

7. Which of the three countries labelled in this diagram suffered the least amount of loss of soil nutrients? [1]

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

Award **one** mark for: Tanzania

8. By how many tonnes did the maize yield increase on AGRA farms in Tanzania between 2011 and 2013? [1]

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

Award **one** mark for: 2/Two (tonnes)

9. Thinking about the information in Text B and Text C, explain how some farms in Africa have “doubled their yield”. [2]

*This question tests the ability to synthesise information from a range of texts.*

- Award **one** mark for candidates who demonstrate an understanding that countries such as Malawi, Ghana and Tanzania have increased crop production as they have worked on the soil’s fertility/replacing nutrients in the soil/using fertilisers.
- Award **two** marks for candidates who clearly demonstrate appreciation the that countries such as Malawi, Ghana and Tanzania have increased crop production as they have worked on the soil’s fertility/replacing nutrients in the soil/using fertilisers, and that this has taken many years to improve the situation, requiring help from programmes such as AGRA.

**No marks** should be awarded for candidates who simply state that some farms in Africa (Malawi, Ghana and Tanzania) have increased crop production **without** linking it to work on soil fertility/nutrient replacement programmes or fail to give a reasonable explanation of what has been done to increase crop production.

#### TEXT D

10. What is meant when Clare writes that “the men muzzle their frustration”? [1]

- a) The men mutter about Jenny under their breaths.
- b) The men do not say what they really think.
- c) The men feel angry towards Jenny.
- d) The men do not feel that they will get the job done.

*This question tests the ability to interpret meaning.*

Award **one** mark for:

- a) The men do not say what they really think.

11. **In your own words**, summarise **five** main reasons that make catching sheep exhausting, according to the writer. [5]

*This question tests the ability to summarise information.*

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

- The sheep are fast and powerful (“quick on their feet”... “strong”) making them difficult to catch.
- Humans can't move as quickly as the sheep (“They can turn faster than a human”) which means the people are using more energy than the sheep.
- It is physically hard work (“backbreaking”).
- The sheep have space to run around and evade the shearers (“room to duck and space to get up speed”).
- It is a long process and requires a lot of concentration (“your concentration flags your first grab is often in vain”).
- There are so many sheep to get through (“193 ewes”).

Look for and reward valid alternatives.

Where candidates have exclusively copied chunks of the text as their response, no marks are to be awarded.

12. What impressions do you have of Jenny in this extract?

[5]

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

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

Give 1 mark to those who identify and begin to comment on one or two superficial details with linked basic textual reference.

Give 2 marks to those who identify and give straightforward comments on some general impressions of Jenny supported by straightforward textual references.

Give 3 marks to those who begin to show some understanding of Jenny's character supported by appropriate textual references. Candidates begin to analyse the way the writer presents her.

Give 4 marks to those who make accurate comments about a range of impressions about Jenny's character supported by well-selected textual references. Candidates analyse the way the writer presents her through language and tone.

Give 5 marks to those who make accurate and perceptive comments about a wide range of impressions about Jenny supported by convincing, well selected examples and purposeful textual references. Candidates demonstrate well-considered analysis of the way the writer presents her through language and tone. .

Details candidates may explore or comment on could be:

- Jenny is careful with money / not rich "saves Jenny the cost of another helper".
- She seems to care for the sheep, treating them "gently".
- Jenny empathises with the sheep "it must be like being dragged by the hair".
- She is aware that other farmers do not share her concern as she feels embarrassed/silly "tries to swallow her distress".
- Jenny cannot contain her concern for the sheep and "it blurts out".
- She is hard working "She works all day".
- Jenny is determined "She sticks at it".

Overview:

- Language used highlights Jenny's strength of feeling about the animals' welfare "distress", "hates".
- Jenny's interactions with the sheep show how much she cares about them: "talking to" them, "trying to soothe them", "guiding them"

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

## TEXT E

13. Compare the similarities and differences in the farming and attitudes to the animals in Text D and Text E. [5]

*This question tests the ability to compare the presentation of content across texts, synthesise and summarise information from a range of texts and analyse and respond to texts and their subtexts, using inference and deduction and linking ideas within or across texts.*

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

Give 1 mark to those who identify basic similarities and differences between the two texts.

Give 2 marks to those who identify and give a straightforward description of the similarities and differences between the two texts.

Give 3 marks to those who identify the similarities and differences between the two texts, and make some comparisons and / or contrasts about the farming methods and / or attitudes.

Give 4 marks to those who make detailed comparisons and contrasts about the animals and farmers, with valid comments on the similarities and differences between the two texts.

Give 5 marks to those who make comparisons and contrasts that are sustained and detailed, showing clear understanding on the similarities and differences between the two texts.

Details candidates may explore or comment on could be:

- Waldo's flock is "small" whereas Jenny's is large "193 ewes".
- Waldo's sheep appear dirty – "dusty herd" – but Jenny's sheep seemed well-cared for given her attitude towards them.
- Unlike Jenny, Waldo is not troubled or concerned by his sheep "gave him little trouble". Jenny, by contrast, "tries to swallow her distress".
- Jenny interacts with her sheep – "talking to the beasts" – however Waldo seems almost to not notice them with his hat "sunk down to his eyes".
- The sheep behave differently as Waldo's herd hope to "find shade" yet Jenny's flock are "panicking" and "feint this way and that".
- Jenny's sheep are "lithe" and "get up speed" however Waldo's herd are "motionless" and do not "move far".
- Despite the heat Waldo and his sheep have to endure, Jenny's farming seems more physically demanding from the extract.

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

### Editing (5 marks)

*In this part of the paper you will be assessed for the quality of your understanding and editing skills.*

1. Circle the word below that best fits the gap in the sentence below: [1]

**I shouldn't ..... made him feel so bad.**

Award **one** mark for:

d) have

2. Which of the following sentences is correct? Tick the box of the sentence you think is correct. [1]

Award **one** mark for:

a) He was standing in the field watching the crows circle.

3. Circle the word(s) that best fit the meaning of the sentence below: [1]

**The blades were blunt ..... she could not mow the grass.**

Award **one** mark for:

d) Consequently

4. Read the text below which consists of sentences in the wrong order and show your understanding by answering the questions that follow:

Correct order:

- 1) Carys awoke when the sky was still grey with night.
- 2) A noise had disturbed her sleep.
- 3) There it was again, a slow scratching on the window.
- 4) Bravely, she flung open the curtains.
- 5) Carys almost laughed when she saw a pigeon looking back at her.

Award **one** mark for each of the following correctly identified:

- (a) 2 – A noise had disturbed her sleep.
- (b) 3 – There it was again, a slow scratching on the window.

B1. Award **one** mark for each of the following errors appropriately corrected, to a **maximum of five**:

[5]

a lot

There are **alot** of different animals on farms; they may look tame but stay away from them. They can bite, stamp on you and may give you diseases.

You might see dogs on the farm. Some may be sheep dogs, some may be guard dogs, ~~they might look friendly but they~~ might not like strangers so keep away.

Farms have lots of machinery on them. All the machines ~~make the farmers~~ life a bit **easier**. You can help the farmer by not touching any machinery or going near vehicles like **tractors**.

farmer's – farmers' is incorrect due to 'life' not 'lives'.

Comma splicing – needs to be a full stop.

easier

tractors

Band	Communicating and organising	Band	Writing accurately
5 <i>(17-20 marks)</i>	<ul style="list-style-type: none"> <li>• Mature and perceptive writing</li> <li>• Sustained and effective writing with techniques that fully engage the reader's interest</li> <li>• Appropriate register is confidently adapted to purpose/audience</li> <li>• Ideas are convincingly developed with detail, originality and creativity</li> <li>• Secure and coherent structure; there is sophistication in the shape and structure of the writing</li> </ul>	5 <i>(13-15 marks)</i>	<ul style="list-style-type: none"> <li>• Use a wide range of ambitious and appropriate vocabulary confidently to create effect or convey precise meaning</li> <li>• Appropriate and effective variation of sentence structures</li> <li>• Virtually all sentence construction is controlled and accurate</li> <li>• A range of punctuation is used confidently and accurately</li> <li>• Virtually all spelling, including that of complex irregular words, is correct</li> <li>• Control of tense and agreement is totally secure</li> <li>• Very secure command of grammar</li> </ul>
4 <i>(13-16 marks)</i>	<ul style="list-style-type: none"> <li>• Clearly controlled and well-judged writing</li> <li>• Shows secure understanding of the reader's needs and how to hold interest with techniques used</li> <li>• Register is appropriately and consistently adapted to purpose/audience</li> <li>• Develops ideas with convincing detail and some originality and imagination</li> <li>• Writing is purposefully structured and clearly organised to give sequence and fluency</li> </ul>	4 <i>(10-12 marks)</i>	<ul style="list-style-type: none"> <li>• Use wide range of vocabulary with precision</li> <li>• Secure command of grammar</li> <li>• Sentence structure is varied to achieve effects</li> <li>• Control of sentence construction is secure</li> <li>• A range of punctuation is used accurately</li> <li>• Spelling, including that of irregular words, is secure</li> <li>• Control of tense and agreement is secure</li> </ul>
3 <i>(9-12 marks)</i>	<ul style="list-style-type: none"> <li>• Writing is mostly coherent and interesting</li> <li>• Clear awareness of the reader and some techniques used to meet their needs</li> <li>• Register is mostly appropriately adapted to purpose/audience</li> <li>• Ideas show development and there are some interesting effects in the writing</li> <li>• The writing is organised to give sequence and structure</li> </ul>	3 <i>(7-9 marks)</i>	<ul style="list-style-type: none"> <li>• Use a good range of vocabulary with some precision</li> <li>• Mostly consistent command of grammar</li> <li>• Sentence structures are varied</li> <li>• Control of sentence construction is mostly secure</li> <li>• A range of punctuation is used, mostly accurately</li> <li>• Most spelling, including that of irregular words, is correct</li> <li>• Control of tense and agreement is mostly secure</li> </ul>
2 <i>(5-8 marks)</i>	<ul style="list-style-type: none"> <li>• Some coherent writing</li> <li>• Some awareness how to create effect to interest the reader</li> <li>• A clear attempt to adapt register to purpose/audience</li> <li>• Develops some ideas with an occasional interesting effect</li> <li>• There is some organisation, some sequencing of ideas</li> </ul>	2 <i>(4-6 marks)</i>	<ul style="list-style-type: none"> <li>• Use some range of vocabulary</li> <li>• Command of grammar is inconsistent</li> <li>• There is some variety of sentence structure</li> <li>• There is some control of sentence construction</li> <li>• Some control of a range of punctuation</li> <li>• Spelling is usually accurate</li> <li>• Control of tense and agreement is generally secure</li> </ul>
1 <i>(1-4 marks)</i>	<ul style="list-style-type: none"> <li>• Basic coherence in the writing</li> <li>• Limited awareness of the reader</li> <li>• Some attempt to adapt register to purpose/audience</li> <li>• Some relevant content but uneven</li> <li>• Basic organisation; simple sequencing of ideas</li> </ul>	1 <i>(1-3 marks)</i>	<ul style="list-style-type: none"> <li>• Limited range of vocabulary</li> <li>• Limited range of sentence structures</li> <li>• Control of sentence construction is limited</li> <li>• There is some attempt to use to use punctuation</li> <li>• Some spelling is accurate</li> <li>• Control of tense and agreement is limited</li> <li>• Limited command of grammar</li> </ul>
0 marks	Nothing worthy of credit		