



GCSE ENGLISH LANGUAGE FOR TEACHING FROM 2015

COMPONENT 2

ADDITIONAL ASSESSMENT MATERIALS

Section A: 40 MARKS

Answer **all** of the following questions

The **separate Resource Material for use with Section A** is an online newspaper article, 'A balloon ride with Bill Deedes was 'the most terrifying trip of my life'' written by David Hempleman-Adams in 2007.

The extract opposite is an extract from a book, 'The Great World of London', written by Henry Mayhew in 1857.

Read the newspaper article 'A balloon ride with Bill Deedes was 'the most terrifying trip of my life'' in the separate Resource Material.

- A1. (a) How old was Bill Deedes when Hempleman-Adams took him up in a hot-air balloon? [1]
- (b) What was Bill Deedes wearing for the hot-air balloon ride? [1]
- (c) List one other 'scary thing' that Hempleman-Adams has done in his life other than the balloon ride? [1]
- A2. How does David Hempleman-Adams show that the balloon ride with Bill Deedes was "the most terrifying trip" of his life?

You should comment on:

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

To answer the following questions you will need to read the extract opposite by Henry Mayhew.

- A3. (a) What part of the day was it when Henry Mayhew took off in the hot air balloon? [1]
- (b) List two buildings Mayhew saw during his flight. [2]
- A4. How successful do you think Henry Mayhew is in describing what it is like to fly in a hot-air balloon over London?

You should comment on:

- what he tells the readers about the experience of flying in a hot-air balloon
- how he explains the experience. [10]

You must refer to the text to support your comments

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

- A5. Using information from both texts, explain how the weather conditions can affect your experience in a hot air balloon. [4]
- A6. Both of these texts are about flying in a hot air balloon.

Compare:

- (a) how the writers feel about their experience
- (b) how the writers get across their experience to the reader. [10]

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

Hot-air ballooning was very popular during the middle of the nineteenth century, especially in London. In this extract from his book, 'The Great World of London', Henry Mayhew describes his experience of flying in a hot-air balloon over the city.

It was late in the evening (a fine autumn one; clear skies and a light westerly that would guide us across London) when the gun was fired that was the signal for the great gas-bag to be loosened from the ropes that held it down to the soil; and immediately the buoyant machine bounded, like a big ball, into the air. Or, rather let us say, the earth seemed to sink suddenly down and the people, who had been grouped about the basket, appeared to fall from a level from the eye; and instantaneously, there was seen a multitude of flat, upturned faces in the gardens below.

The moment after this, the balloon vaulted over the trees, and we saw the roadway outside the gardens stuck all over with mobs of tiny people, while the hubbub of the voices below, and the cries of "Ah bal-loon!" from the boys, rose to the ear like the sound of a distant school let loose to play.

Then, as we floated gently along below the still cloudless skies, and above the fields in a line with the Thames towards Richmond, and looked over the edge of the basket in which we were standing, the sight was the most exquisite visual delight ever experienced. The houses directly underneath us looked like tiny wooden things out of a child's box of toys, and the streets were ruts in the ground; and we could hear the hum of voices rising from every spot we passed over, faint as the buzzing of bees.

Indeed, it was the most wonderful sight to behold that vast mass of churches and hospitals, banks and prisons, palaces and workhouses, parks and squares, and courts and alleys, which make up London – all blended into one immense black spot. To look down upon the whole as the birds of the air look upon it, and see it dwindled into a mere rubbish heap. To feel yourself floating through the endless realms of space, drinking in the pure air of the skies, as you go sailing along among the stars, free as "the lark at heaven's gate".

Such is the scene we behold, and such are the thoughts that stir the brain whilst looking over London from the car of a balloon.

A balloon ride with Bill Deedes was 'the most terrifying trip of my life'



Thrill seekers: Bill Deedes and David Hempleman-Adams high over the Somerset countryside.

By David Hempleman-Adams

12:03AM BST 23 Aug 2007

David Hempleman-Adams has made dangerous journeys all over the world, but a gentle balloon flight with the late Bill Deedes turned out to be just as memorable.

Many people have asked me over the years to name the scariest thing I have ever done. Well, it wasn't climbing Everest, trekking to the North and South Poles, or even freezing in a balloon over the Atlantic. It was taking a frail Bill Deedes, aged 90, up in a hot-air balloon.

I had met Bill many times when, in 2002, he asked to interview me about a balloon trip across the Atlantic that I was planning. I suggested we meet for lunch to discuss it but he said: "No need for lunch, I just want to fly in the balloon to feel the adventure. Young man, I'll be with you at 6pm on Thursday for the flight."

I took a big gulp. Naturally I wasn't going to turn down Bill Deedes, but this was a tall order. Ballooning depends entirely on the weather - I could not promise a trouble-free flight. I explained this to Bill, who said: "Don't worry, it will be OK." I knew I'd met my match.

When he arrived at the launch in Bath wearing a tweed suit, I could see immediately that he was the most dapper passenger I had ever flown. He was also the oldest. I was nervous.

As I had feared, the weather wasn't conducive for transporting anyone with strong gusts and the threat of rain. While the ground crew struggled in the wind to inflate the balloon, Bill appeared excited, if a little apprehensive.

When I lifted him into the basket I realised there was nothing of him. At that point I questioned the risk I was taking - I probably should have abandoned the flight but didn't want to disappoint him.

Fortified by prayers, I decided to continue. He wanted to go up in a balloon more than anyone I had ever taken. I prayed: "Please don't let me kill him. Please give me a stand-up landing."

At take-off my back was wet with sweat as I did my best to ensure a smooth launch. Bill, the consummate professional, got out his notepad and pencil as we flew over the countryside. I was frantically navigating the balloon, dodging in and out of the way of the photographer.

Bill asked: "Now, David, what will be the dangers of crossing the Atlantic?" I said: "Bill, can we talk when we are on the ground?" It wasn't the best time to do an interview. He replied: "Yes, of course. And what height will you be flying at?" Leave it out, Bill! He had a ready chuckle and a grin like the Cheshire Cat.

We were zipping across the tree tops at 25 knots. I warned him that our landing might be difficult but he didn't seem worried. I prayed to the wind gods. Luckily, we managed a stand-up landing and he survived to tell the tale.

Within minutes of landing, somebody thrust a glass of champagne into his hand. I said: "They've got Scotch if you prefer, Bill."

"Now you're talking," he replied.

With each gulp the colour returned to his face - it was like watching a Tom and Jerry cartoon. As for me, my knees didn't stop shaking until I'd had a few drinks.

Taking him up in the balloon may have been a risk, but it was an honour and privilege. And I'll never forget the delight on his face when we landed. A smile, a chuckle - I salute you, old soldier.

MARK SCHEME

Section A: 40 marks

Read the newspaper article '*A balloon ride with Bill Deedes was "the most terrifying trip of my life"*' in the separate Resource Material.

- A1. (a) How old was Bill Deedes when David Hempleman-Adams took him up in a hot-air balloon? [1]
- (b) What was Bill Deedes wearing for the hot-air balloon ride? [1]
- (c) List one other 'scary thing' that David Hempleman-Adams has done in his life other than the balloon ride. [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) 90 (1)
- (b) a tweed suit (1)
- (c) climbing Everest (1) **OR** trekking to the North and South Poles (1) **OR** freezing in a balloon over the Atlantic (1) **OR** a balloon trip across the Atlantic (1)

A2. How does David Hempleman-Adams show that the balloon ride with Bill Deedes was a difficult and terrifying experience?

You should comment on:

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

[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 Adams had a difficult and terrifying balloon ride experience, (e.g. he was nervous, there were gusts of wind) but struggles to engage with the text and/or the question.

Give 3-4 marks to those who identify and give straightforward comments showing on how and why Adams had a difficult and terrifying balloon ride experience, e.g. he was nervous from the start and needed to take a “big gulp” to calm himself.

Give 5-6 marks to those who explain how the examples Adams uses show his viewpoint and begin to show how language and structure are used to achieve effects and influence the reader, e.g. Adams prayed that everything would be okay, suggesting how terrified he was, even though he was experienced. 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. ‘zipping across the tree tops’ shows how dangerous the flight must have been, the verb ‘zipping’ suggesting uncontrollable speed. 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 the text to influence readers’ views, and provide detailed analysis of how language and structure are used to achieve effects and influence readers e.g. Adams immediately intrigues the reader by stating that the journey with Deedes was the ‘scariest thing I have ever done’, even compared with incredible feats such as climbing Everest and trekking to the poles. Well-considered, accurate use of subject terminology supports comments effectively.

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

- Adams begins by listing several impressive experiences (climbing Everest, trekking to South and North poles etc) but admits flying with Deedes was the most terrifying
- Adams describes Deedes as ‘frail’
- Aged 90, Deedes was the oldest passenger he’d ever flown
- Adams was frightened at the idea – ‘I took a big gulp’ / ‘I was nervous’
- Adams tried to dissuade Deedes, describing it as a ‘tall order’, warning Deedes that ballooning depended ‘entirely on the weather’ and that he could not ‘promise a trouble-free flight’
- Adams emphasises how ‘the weather wasn’t ideal’, ‘with strong gusts and the threat of rain’
- Ominous tone to Adams’ writing – creates a sense of fear for them as they set off
- Early signs were not positive, ‘ground crew struggled in the wind to inflate the balloon’
- Deedes’ carefree attitude contrasts Adams fear
- Adams is concerned by how little Deedes weighs – begins talking to himself, caught in two minds, seems confused, ‘I questioned the risk I was taking’
- Adams begins praying, he doesn’t feel in control, seems a life or death situation, needs God on his side. Quotes himself, “Please don’t let me kill him.”

- Adams has to put incredible effort into keeping the balloon under control – adjective ('wet with sweat') and adverb ('frantically navigating') illustrate the struggle
- Comic contrast between Deedes' relaxed and carefree attitude to the flight – 'Bill, the consummate professional, got out his notepad and pencil'... simile of grinning 'like the Cheshire Cat' – and Adams – makes the experience seem even more difficult for Adams
- The flight is so difficult that Adams can barely speak
- 'We were zipping across the tree tops at 25 knots'. Verb and statistic emphasise speed and danger -
- Adams is so terrified he 'prayed to the wind gods'
- 'survived to tell the tale' underlines how dangerous it was
- Afterwards he was still terrified 'my knees didn't stop shaking until I'd had a few drinks'
- Reflects upon his experience by saluting Deedes' bravery

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 Henry Mayhew.

- A3. (a) What part of the day was it when Henry Mayhew took off in the hot air balloon? [1]
(b) Give two buildings Mayhew saw during his flight. [2]

(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) late in the evening

Award one mark each for a correct response – maximum of two marks overall:

- (b) houses (1) **OR** churches (1) **OR** banks (1) **OR** prisons (1) **OR** hospitals (1) **OR** palaces (1) **OR** workhouses (1)

A4. How successful do you think Henry Mayhew is in describing what it is like to fly in a hot air balloon above London?

You should comment on:

- what he tells the readers about the experience of flying in a hot air balloon;
- how he explains the experience.

[10]

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 he sounds like he had a really good time.

Give 3-4 marks to those who give a personal opinion supported by straightforward textual references. These responses will show some appreciation for Mayhew's description, e.g. His description is very exciting, 'vaulted' seems like it was going very fast.

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 Mayhew's description e.g. I think Mayhew's seemed thrilled, the quote 'earth seemed to sink suddenly down' showing how quickly he went up.

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 Mayhew's experiences, e.g. I can feel just how excited Mayhew was by his experience, the phrase 'great gas bag' suggests he was immediately impressed by its vast size.

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 Mayhew's experiences. E.g. Mayhew is very successful in describing his experience. It's clear how exhilarated Mayhew feels when he concludes his passage commenting how it "stirs the brain", perfectly encapsulating how invigorated he felt by it.

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

- the 'great gas bag' – sounds impressed by the sight
- 'the buoyant machine bounded, like a big ball' – seemingly bumpy ride but enjoyable
- 'earth seemed to sink suddenly down' – exciting lift off
- 'vaulted over trees' – forceful ride
- Fantastic imagery of people below: 'multitude of flat, upturned faces'; 'ant-like people'; 'hubbub of voices' – conveying a sense of his altitude
- Comparative statements of London being 'most exquisite visual delight ever' and 'most wonderful sight' – compelling to the reader, conveys his amazement
- 'drinking in pure skies', 'floating in the realms', 'lark at heaven's gate – he seems immersed in the experience, in heaven
- Concluding statement – seems completely reinvigorated by experience

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

A5. Using information from both texts, explain how the weather conditions can affect your experience in a hot air balloon. [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. Adams had a threat of rain but the weather was ok for Mayhew.

Give 2 marks to those who select a range of relevant material from both texts, e.g. Adams' balloon flight had the 'threat of rain' and 'strong gusts' whereas Mayhew flew in clear skies with a 'light westerly breeze'

Give 3 marks to those who synthesise with some understanding a range of relevant detail from both texts, e.g. During Adams' flight he had to face 'strong gusts' and rain which made the flight very difficult to control and stressful. In contrast, Mayhew had the most wonderful time, with clear skies and a 'light westerly breeze' meaning he saw all of London.

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. Adams suffers very difficult weather conditions throughout his flight with Deedes meaning he cannot enjoy the experience at all, to the point where he fears for their lives. The 'strong gusts' meant that he was flying 'frantically' and even prayed to God for help. In contrast, the weather was perfectly 'clear' for Mayhew, who loved every moment of his balloon flight, taking in the most 'exquisite visual delight ever experienced'.

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

Hempleman-Adams had a difficult and frightening experience due to weather:

- the weather 'wasn't conducive for transporting anyone' when he set off with Bill Deedes – 'strong gusts and the threat of rain'
- the poor weather meant the 'ground crew struggled in the wind to inflate the balloon'
- Deedes was a 'little apprehensive' due to the winds
- Adams was affected by the poor weather so much that he felt the need to pray 'to the wind gods'
- Adams had to 'frantically' navigate the balloon – it was a clear struggle because of the weather
- The wind was so strong they 'were zipping across the tree tops at 25 knots'

Mayhew had a wonderful balloon ride due to the calm conditions:

- 'a fine autumn' evening with 'clear skies and a light westerly [wind]' that guided them across London – perfect conditions
- the balloon 'floated' due to calm weather
- 'still cloudless skies' allowed Mayhew to view for miles around
- clear skies allowed them to float through 'endless realms of space' and enjoy the 'pure air of the skies'

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

A6. Both of these texts are about flying in a hot air balloon.

Compare:

(c) how the writers feel about their experience

(d) how the writers get across their experience to the reader.

[10]

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

(A03)

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. Mayhew loves his hot-air balloon ride but it is clear Adams has an awful time.

Give 3-4 marks to those who identify and give a straightforward description of some of the main similarities and differences, e.g. Adams is very clear that it was a difficult and tiring experience, describing how his back was 'wet with sweat' at lift off'. In contrast, Mayhew is very relaxed in his take off and takes in the view of all the faces below.

Give 5-6 marks to those who identify similarities and differences and make some comparisons, commenting on how they are conveyed, e.g. Adams' description makes the flight seem like a dangerous experience, the phrase 'zipping across tree tops' seems like they may crash at any moment. However, Mayhew's flight experience seems very peaceful and safe, although he does comment on how the balloon 'vaulted over the trees' but it doesn't bother Mayhew.

Give 7-8 marks to those who make detailed comparisons, with valid comments on how they are conveyed, e.g. Adams' description captures the horror of his flight with Deedes, the simile 'shaking like a leaf' shows his nerves and lack of control of both his body and the balloon. In stark contrast, Mayhew clearly loves 'drinking in the pure air of the skies' whilst calmly 'sailing along among the stars', a phrase that sums up the calm nature of his experience.

Give 9-10 marks to those who make comparisons that are sustained and detailed, showing clear understanding of how they are conveyed e.g. the writers clearly felt contrasting emotions during their flying experiences. Adams had a horrifying experience flying in the hot-air balloon as demonstrated by the simile 'shaking like a leaf' which suggests he was so shaken by the experience he had lost control of himself, a real contrast to the consummate pilot he should have been. However, Mayhew experienced pure joy whilst flying in the hot-air balloon, the simile 'free as the lark at heaven's gate' suggesting he almost feels in a state of ecstasy through the flight.