

# **Essay Writing Skills Pack**

for AS and A Level AQA English Language

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POD 12670

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### **Teacher's Introduction**

'In a real essay, you don't take a position and defend it. You notice a door that's ajar, and you open it and walk in to see what's inside.'

Paul Graham

As Brian Sztabnik argues in the article 'In Praise of the Essay – Much Ado About Teaching' (by way of Michel de Montaigne's sixteenth-century collected *essais*), essays are much more than just nicely written analysis from a limited viewpoint. Instead, the genre offers us 'a means of developing a train of thought', to truly explore an intriguing issue. So who doesn't want to write an essay?

Nevertheless, the essay genre can be frustrating for teachers and students alike: where essay frames worked well at GCSE, they are more likely to restrict students at A Level. A further irritation of essay writing is that the contents of a higher grade essay and a lower grade essay are often remarkably similar – it's what students *do* with that information that really matters.

While students will be familiar with data-led essays from GCSE English Language, where students are supplied with two non-fiction texts and trained to comment on them, they will be less familiar with the discursive essay format, or even the hybrid data-led essay which still relies on the ability to form an argument and to shape it through the lens of the given statement and the student's wider reading: this pack takes the student step by step through the main 10 considerations in writing an essay, enabling

### Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

students to craft 'perfect paragraphs' before embarking on full, independent essays.

Fortunately, essay skills are teachable when we guide our students to build up their skills gradually through plenty of modelled writing – examples and non-examples – and when students make scaffolded attempts at their own writing. We can teach students to craft the 'perfect paragraph', but the notion of perfection is stultifying. We need them to see that writing is not a one-time event but rather a process of crossings out, arrows and asterisks. For this reason, we also teach them editing (a more judgemental, critical thinking process) and checking ('I know I often forget: did I remember to use apostrophes this time?').

Marking, which can often be live, given the brevity of the writing exercises, should likewise be incremental, part of a process, rather than a one-time event: an intro one lesson, followed by one analytical paragraph the next time, then another paragraph... Full essays should only be attempted when students have mastered crafting the perfect paragraph. In a mixed-ability class, it may be worth holding onto most students' work between classes so that we can see the piece truly develop.

Conversely, this pack can also be used for flipped learning where the teacher diagnoses specific areas for improvement in student work. The pack makes extensive use of the 2022 assessment series, including the AQA examiners' reports, which give a good insight into what they are looking for, and snippets from these are offered so that students are consciously working this advice into their responses.

To move students on from offering a bit of data analysis and a survey of wider linguistic discourses, this pack guides students across the ability range through articulating an argument, developing it, and drawing on wider reading to develop or challenge it. Good luck!

Courtney-Holt, November 2024

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https://muchadoaboutteaching.com/in-praise-of-the-essay/

### Student's Introduction

'In a real essay... You notice a door that's ajar, and you open it and walk in to see what's inside.'

Paul Graham

If you're doing English Language at A Level, the chances are that you enjoyed it and were good at it at GCSE. Perhaps you feel that prepared essay plans helped you to do really well at GCSE, and wish they still worked at A Level; maybe you're still reeling from the surprise of A Level: 'Language' study is totally different at GCSE compared with A Level. It's a never-endingly fascinating, ever-changing subject at A Level, and where teachers bring snapshots of linguistic theory and their experience of language to class, students bring intriguing new views on how we use language in the twenty-first century.

You may feel annoyed that you grind away at learning all these new terms and theories, then write about them in essays, and then your teacher tells you that you're not answering the question, and you don't know what's wrong. And those universities and apprenticeships expect such high grades...

You may wonder why we want you to write in an 'academic register'; remember that just as when you write as a journalist, you have to take on the whole persona of the journalist, maybe even pretending that you're in your late twenties, living in London or that you really, really care about the topic, for essay writing, you have to pretend to be an academic in a university: channel your inner Professor Dumbledore!

As Paul Graham argues, planning, thinking through and writing an essay is like going through a door and having a good nose around. I want you to see every essay as an intellectual adventure, not a mind scramble. So I've put together 10 lessons to help you to understand all the components of an essay. It's tempting not to take little bits of writing as seriously as a full essay, but please avoid this tendency: they're your building blocks, and if you get these stages right, your next essay will be wonderful.

I'm using the A Level AQA 2022 exam resources here, and show you how to get the best from examiners' reports, which are a helpful summary by the principal examiner of how everyone did across the country, so you can learn from what previous students did really well or not so well. Exam boards can feel very distant, but remember that lots of people who work for AQA used to be teachers; most examiners are teachers the rest of the year – maybe your teacher is one of them!

Finally, the word 'essay' comes from the French verb 'essayer', meaning 'to try or attempt', so please give this series of lessons your best shot, look carefully at your examples, and if your teacher doesn't think you're getting it quite right, try again. I know this because my sixth-form college students tell me, so I've made some resources to try to help. Your teacher will tell you that writing isn't a one-off thing; it's a process which you, as a word nerd, have to keep returning to, and editing, checking and editing.

Good luck and enjoy the crazy kaleidoscope of language variety on our course. Sometimes, when you've had lots of practice, you don't fully know what you think about an idea until you've written an essay on it. And that's when English Language becomes really fun.

# **Lesson 1: Planning**

It's tempting to skim-read the question or task, especially under timed conditions. But how do you know whether you're truly answering the question (o or topic and writing about it)? Before you even attempt to answer the question, b



This will give you time to explore the question thoroughly, so get into the habit of at this, especially where a viewpoint is offered, rather than the set questions where the

### Look at this Paper 1 Section B question from 2022:

In line with contemporary research into child language acquisition, the question acknowledges that both input and innate capacity are significant. So you need to as well.

AO1: Inp suggest claimed capacity

Child language development depends more on input than on an innate concerning to Data Set 1 in detail, and to relevant ideal or language stude evaluate this view of children's language (evelopment).

AO1: Be led by the data, but est ance your or 19 and argue duration

what can the child already do with language, and what do they still have to learn?

AO2: Wider

### Activity 1: What does 'evaluate' really mean?

- 1. Scan down from 'discuss' to 'evaluate'. Read the article in small groups or pairs
- 2. Find synonyms for 'evaluate', perhaps using www.thesaurus.com
- 3. At the top level, what else might you have to do?
- 4. Write a sentence to summarise your response to this question.

### Reminder:

**AO1:** Apply concepts and methods from integrated linguistic and literary study a terminology and coherent written expression

AO2: Analyse ways in which meanings are shape and te

[15 marks for each of the two AOs]

Students were scke's is fis data and relevant ideas from language study to evaluate and relevant ideas from language study ideas from language stud

There was lots to say on input from Meya's social support system. Though there we innatist views in the data, it was encouraging to see that students often successfully

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### Activity 2

The Examiner's Report says that although there were fewer examples of innatist views in the data, students often incorporated their own examples into their writing. With a partner, make a list of where you might find these examples.

Innatist views: the id learn language come: natural, internal abilit meaning is more sign

### **Activity 3**

The Paper 1 Examine. It is a said that 'For this question (Paper 1, Question quote with guide aescription or offered minimal close focus on specific exgeneral terminology) and theories of language development in children.

Lexis and semantics	Pragmatics
Morphology and syntax	Innatist theories
Discourse structure	Social interaction theorie
Phonology	Other ideas

Some pointers from the Examiner's Report which may help you:
Some students also offered examples of case studies to show the value and Jim. While most students offered some comment about innatist views, this was

Some students mentioned innatist ideas without developing into further than refused acquisition device. Some students successfully navious difference between input challenging ideas with reference to the drift the own examples, and also considered approaches in detail. However, it is evident that students at the lower end beyond basic familiarity with his sews and found it hard to adapt points to refer to

# Activity 4 79 109 Education

### Read the 2022 Examiner's Report as a class.

Now, in pairs, make a chart, like the one below, outlining what went well and what

More successful answers	Areas

### Extension: Developing your sis natement

Add another to to mary of your response to the question at the end of Adevelop you response to the question at the end of Adevelop you response to the question at the end of Adevelop you response to the question at the end of Adevelop you response to the question at the end of Adevelop you response to the question at the end of Adevelop you response to the question at the end of Adevelop you response to the question at the end of Adevelop you response to the question at the end of Adevelop you response to the question at the end of Adevelop you response to the question at the end of Adevelop you response to the question at the end of Adevelop you response to the question at the end of Adevelop you response to the question at the end of Adevelop you response to the question at the end of Adevelop you response to the question at the end of Adevelop you response to the question at the end of Adevelop you response to the properties of the

You might begin the line with Although... Despite... In addition...

# 



## **Lesson 2: Introductions**

your reconcises tab

Your introduction is the foundation on which you build your entire essay. If it isn't strong, your building will be wonky! A really good BUGging of the question will enhance your introduction, as you'll have a super-clear undersyour own clear viewpoint.

To back to the question

### Activity 1

BUG the question below. (Even though the 'question' remains the same, the tex

Text A is an online newspaper article from *The Guardian*, published in 20

Analyse how Text A uses language to create meanings and representation

### Clues:

- Online
- The Guardian
- Language
- Meanings
- Article
- Analyse
- Create
- Reprosition

As you look at each key's a king yourself 'So what? Why is this word 'key responses, responses, and share with the class.

### What makes a good introduction? A top 10

- 1. Write a clearly defined, single, separate introductory paragraph.
- 2. There are 10 marks for AO1 and 15 marks for AO3, so your introduction should language features. (Analysis is for the body of your essay.)
- 3. Define the meaning made in the text using precisely selected adjectives, advergemember that you're a writer too.
- 4. Demonstrate that you have a clear overview of the text as a whole; don't be on a skim read because you won't be able to define the viewpoint offered.
- 5. Offer tentative language meanings aren't set in stone, and text producers/
- 6. Comment holistically on how the text reflects the time of writing or a context themes. (For example, if you or a friend are leaving home for university soon, experienced any apprehension around negotiating a second flat?)
- 7. Maintain your focus on summarising and eval of he viewpoint ('represent content at the end of the introduction)
- 8. Double-check that you have the contextual information, not just
- 9. Offer plausible, pote is ative readings if you can, to highlight your pre
- 10. Take n than five minutes it's vital that you shape a strong introduction for the ressay!

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### Activity 2

Read these statements from the 2022 Examiner's Report. Highlight the central is your own words.

'As has been the case previously, examiners noticed that those students who have the texts as a whole were far more coherent in their responses to the texts for see patterns of language across a whole text and read globalistic comments at the time of writing or contextual understanding the time state.'

'While students clearly have sense of what was required for AO1 and A questions and the discrete discr

### **Activity 3: Evaluating introductions**

In view of what you've read, decide which of the following introductions is more saddress the question more clearly. In trios, tick for successful features – perhaps with the representation offered by the writer; offer ticks in brackets for good but under where you'd remove ideas – just summaries of what the text is 'about' or repetitive you about the text. Please annotate but be able to explain your choices to the class

### Introduction 1

Text A is an online article from *The Guardian* and it's for students who are goin purpose is to inform them about how to share a kitchen at university. Althoug article is written, so it's transactional, which is to information. I know this like 'Ditch' and 'adopt'. The layout is to an article, even though it does online, and it's in standard which you don't always find online. The levand und to do the control of the layout is to an article, even though it does online, and it's in standard which you don't always find online. The levand und to do the control of the layout is to an article, even though it does not under the control of the layout is to an article, even though it does not under the control of the layout is to be a layout it is to be a layout in the layout is to be a layout it is to b

### Introduction 2

The producer of Text A opens authoritatively, with both the heading and subhmood. However, the tone is not officious or overbearing; rather, it creates a swip be helpful to new students who are about to leave home and share a flat, espectime. The terse, sometimes elliptical style is likely to be read as typical of a jour perhaps particularly online, and the ideal reader acknowledges that the journal benefit the ideal reader, promising a route to a cheerful, community-centred a otherwise be a slightly daunting new experience.

**Extension**: where you have added ( ) or via alternative expressions which higher marks.

### Extension W. V. Car own intr

Now write y in introduction to a short essay on this question on your own, u makes a good introduction? A top 10' to help you. Be sure to have this for subsequently well develop on this piece.

# 



# **Lesson 3: Register**

Less appr susta

There are three types of your own language use which you'll need to consider in

- 1. Your own choice of precise adjectives, adverbs, and abstract nouns
- 2. Meaningful use of linguistic terminology
- 3. Establishing and maintaining an academic register

Read the extract below as a class, which medicas Charlie Griffiths and her work twenty-first century in a dystoric vers of America. Her society is very strict, due extreme weather cause of the change.

# Part I Autumn

Normally, I catch the 18:00 shuttle home, which drops me off at Eighth Street at between 18:30 and 18:40, depending on disruptions, but today I knew there was asked Dr Morgan if I could leave early. I was worried the shuttle would get stalle and then who knew how long I would be delayed, and then I might be too late to I was explaining all this to Dr Morgan when he interrupted me. 'I don't need to course you have permission. Take the 17:00 shuttle.' So I thanked him and did.

The passengers on the 17:00 shuttle were different from the passengers on the passengers were other lab techs and scientists, even some of the principal investrecognised on the 17:00 was one of the janitors. I even remembered to wave at passed me, turning in my seat to do so, but I don't think she saw me, because she passed me, turning in my seat to do so, but I don't think she saw me, because she passed me, turning in my seat to do so, but I don't think she saw me, because she passed me, turning in my seat to do so, but I don't think she saw me, because she passed me, turning in my seat to do so, but I don't think she saw me, because she passed me, turning in my seat to do so, but I don't think she saw me, because she passed me, turning in my seat to do so, but I don't think she saw me, because she passed me, turning in my seat to do so, but I don't think she saw me, because she passed me, turning in my seat to do so, but I don't think she saw me, because she passed me, turning in my seat to do so, but I don't think she saw me, because she passed me, turning in my seat to do so, but I don't think she saw me, because she passed me, turning in my seat to do so, but I don't think she saw me, because she passed me, turning in my seat to do so, but I don't think she saw me, because she passed me, turning in my seat to do so, but I don't think she saw me, because she passed me, turning in my seat to do so, but I don't think she saw me, because she passed me, turning in my seat to do so, but I don't think she saw me, because she passed me, turning in my seat to do so, but I don't think she saw me, because she passed me, turning in my seat to do so, but I don't think she saw me, because she passed me, turning in my seat to do so, but I don't think she saw me she passed me, turning in my seat to do so, but I don't think she saw me she passed me, turning in my seat to do so, but I don't think she saw me she passed me, turning in my seat to do so, but I don't think she saw me she she passed me, turning me she she passed

### Activity 1: Selecting the best adjective to see a text

Sociable / Police

Distant / Boring

Negative / Weird

With your produced which pair of adjectives best summarises the extract and

Write down your own choice of precise adjectives, adverbs, and abstract nouns

### Meaningful use of linguistic terminology

The name of this course is A Level English Language, so you need to demonstrate pertinent use of linguistic terminology which you have learned during your A Leve

AO1 requires you to 'Apply appropriate methods of language analysis, using association written expression', and the examiners note that each question tests students' about your terminology as a toolbox to help you look at the ways in which meanings friend in maths or history would be able to define the meanings made in one of or able to explore how that meaning is made linguistically, and 'i ey wouldn't have the toolbox metaphor refers to the different tools 'o report jobs: you'd put a spanner. Similarly, you'd analyse interesting to process using ideas from the labut elsewhere in a text you might find a proportion of the process of the proces

Furthermore, in your response to this question, you will need to use correct and recontext (e.g. first-person pronouns, tense, visual design features, semantic fields, demonstrate how the text uses language to create meanings and representations coherent written expression in their answer in order to efficiently communicate he create meanings and representations.



### **Activity 2: Applying appropriate terminology**

What strikes you about this passage? Find five interesting quotations, perhaps wh give you a view into Charlie's character, and identify the language features used to

### Establishing and maintaining an academic register

We know from our study of language that all text product of new distinct audiences. On your course, you are acked to produce two distinct audiences: experts and articles/texts for intelling the or languists (bearing in mind that everyone).

### Activity 3

Read the for three texts and identify the genre, giving reasons for your response

- An academic essay
- A newspaper article
- A pod

Text A: Got rizz? Tom Holland memes propel popularity of 2023 word of the Do women twirl their hair when they're around you? Do men laugh loudly at you're particularly good at chatting people up? Then you've got rizz.

If you're unfamiliar with the word then get to know it, because 'rizz' has been if year by Oxford University Press (OUP), the world's second oldest academic pro Oxford English Dictionary.

The gen Z slang for 'style, charm or attractiveness' or 'the ability to attract a rebeat out other contenders such as 'Swiftie' (an enthusiastic fan of Taylor Swift romantic or sexual relationship) and 'prompt' (an instruction given to an artific

### Text B: Sexist Discourse<sup>3</sup>

Mills (2008, p. 11–12) suggest this is the overt sexism is now less tolerated in now often done indicated in metheless, she points out that overt sexism remains contemposed. A powerful example of this is The Everyday Sexism Probable writer Laura Bates, which asks women to share their experience take a step towards gender equality, by proving wrong those who tell women because we are equal! (The Everyday Sexism Project, 2013). By April 2013 the entries from 15 different countries, a large proportion of which are complaints. Therefore, for researchers who wish to understand and challenge how sexism discourse, be it overtly or indirectly, there remains considerable ground to cover the contemporary of the contemporary of

### Text C: Wordslut: Sexist Language + How it Shapes Us4

I don't use the word 'bitch'. And I'm aware that that's probably – no it is – extra But let me explain. You've probably heard the phrase that our words have powlanguage important? Just like most things in the world, I think the importance categories: internal, and external. Internally, words are crucial because langual heads to tell ourselves the story of who we are. Words are crucial because langual heads to tell ourselves the story of who we are. Words are crucial because langual heads to tell ourselves the story of who we are. Words are crucial because langual heads to tell ourselves the story of who we are. Words are crucial because langual heads to tell ourselves the story of who we are. Words are crucial because langual heads to tell ourselves the story of who we are. Words are crucial because langual heads to tell ourselves the story of who we are. Words are crucial because langual heads to tell ourselves the story of who we are. Words are crucial because langual heads to tell ourselves the story of who we are. Words are crucial because langual heads to tell ourselves the story of who we are. Words are crucial because langual heads to tell ourselves the story of who we are. Words are crucial because langual heads to tell ourselves the story of who we are. Words are crucial because langual heads to tell ourselves the story of who we are. Words are crucial because langual heads to tell ourselves the story of who we are. Words are crucial because langual heads to tell ourselves the story of who we are. Words are crucial because langual heads to tell ourselves the story of who we are. Words are crucial because langual heads to tell ourselves the story of who we are. Words are crucial because langual heads to tell ourselves the story of who we are. Words are crucial because langual heads to tell ourselves the story of who we are. Words are crucial because langual heads to tell ourselves the story of who we are.

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https://www.theguardian.com/society/2023/dec/04/got-rizz-tom-holland-memes-propel-popularity-of-202

<sup>3</sup> https://pure.manchester.ac.uk/ws/portalfiles/portal/33172192/FULL\_TEXT.PDF

<sup>4</sup> https://sites.libsyn.com/320558/wordslut-sexist-language-how-it-shapes-us-with-linguist-amanda-montell

### **Extension activity**

Write up your notes on To Paradise in full paragraphs and in an academic registe



- Use objective language write in the third person (with perhaps very occasion line of argument clear).
- Employ linguistic terminology.
- Use tentative language such as 'suz es appropriate and avoid sweeping Ensure that all quotations at the youngless, rather than linked to vague assemade, using very to the jectives and abstract nouns to define the exact in
- Link your evaluation of what the quotation contributes to the



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# Lesson 4: Using quotations effectively

AO3 requires students to 'analyse and evaluate how contextual factors and languate features are associated with the construction of meaning', and to do these things effectively, you need to quote judiciously from the data set or wider reading and demonstrate that you can 'analyse' and 'evaluate'.

**Analyse:** to use a range of ling. Analyse: to use a range of ling. Analyse as tools to explore the ways in word (more technical and ling.) Analyse as tools to explore the ways in word (more technical and ling.) Analyse as tools to explore the ways in word (more technical and ling.) Analyse as tools to explore the ways in word (more technical and ling.)

Evaluate 129 ke a judgement on how effective/strong these meanings are in the text provider's overall aims, and the text receiver's likely response (more c

### **Activity 1: Using quotations effectively**

When you annotate a text, have a view of what the writer's 'big picture' is before why you're making text selections – not just picking out language features for the

- 1. Read this short blogpost: **zzed.uk/12670-myth-busting**What is the 'big idea', the argument, made by the text producers?
- 2. Now find five quotations which help to develop this idea.
- Of the five text selections, find three which allow you to demonstrate your ur language methods.

N COP

### Activity 2

Identify which of these pieces at writing uses the quotations as part of the features of descriptions as part of the features of descriptions are said to the features of descriptions as part of the features of descriptions are said to the descriptions are said to the features of descriptions are said to the features of descriptions are said to the features of descriptions are said to the description are sai

The writerses nouns like 'myths' and 'facts'. This tells us that they lots of the things we believe about gesture and signing are actually nare made-up stories whereas facts are true.

The writer at Speech and Language UK uses the abstract noun 'mythemisconceptions around gestures and signing are fictitious, rather that reinforced by the wholly contrasting abstract noun 'facts' making cleause the reader to change their attitudes and habits, so as to better with communication.



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### Activity 3: Varying frameworks - 'language levels'

The student writing which you read for Activity 2 focuses on word classes – i.e. (at need to vary their techniques to use concepts from other frameworks (e.g. pragm which makes use of the reader's anticipated likely response) to demonstrate their the two responses below. Which piece of student writing applies a more varied ra

### Student 1

The blogposter develops on this control to longh the use of 'Actually opening on the adverbic's ct. asy, with the exclamatory mood dem writer acknow's 's ha perhaps has shared the reader's surprise, w start as for the opening sentence ensuring that the reader save important since the caregiver is reading the blog because they are v communicative capabilities and their role in their success). This tacit the caregiver reading the text better disposed to the complete contra preconceptions about gestures and signing which is manifest in 'oppo text producer succeeds in telling the reader that they are completely face-threatening act.

### Student 2

As well as using nouns, the writer also uses lots of verbs: 'use', 'make' imperative verbs which means that they are telling the reader what can easily understand. This is helpful because " iter is writing to to help their children who have difficulti communicating.

## logether – quoting effectively from an unseen tex

s in Activity 1 and applying the principles of good analytical write Following the activities 2 and 3, analyse how text A uses language to create meanings and reprezzed.uk/12670-NDCS

**Hint**: if you need a steer, make up your own question (e.g. *How does the National* represent their support and advocacy for deaf children so forcibly?) and respond

### Extension

Practise your wider reading of academic texts and your exploration of twenty-first language acquisition by summarising the findings of Dr Gary Morgan; Johnston, D Dr Gwyneth Doherty-Sneddon; Dr Tyron Woolfe; and Dr C' Marshall's evaluation zzed.uk/12670-baby-sign

Share your summary with your class.



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# Lesson 5: Paragraphing and topic sen

Whichever essay you're writing, you will need to spend time shaping a clear thesis which you can unpick and develop throughout your writing. Depending on the expected length of your essay, you will need to have 3–4 aspects of your thesis (including antithesis and synthesis)

Thesis: your central argument which was tablish in your introduction and deve

Antithesis the poposing views / apparent contradictions. To avoid ouse tental stancing language to set out other ideas — 'It has been argued that..., ye and include an antithesis in a subordinate clause and keeping yo 'While others have opined that..., it is clear that...'

However you do it, imagine as you write the antithesis that it's a smelly sock w from you while holding your nose!

**Synthesis:** there would have been some conflict between your thesis and antit explored why the antithesis is less persuasive than your view. However, two co once (paradoxical). Explain how this can be so. Does the writer miss the contra unlikely) or is this conflict what makes the text interesting? This is the content

The Traitors is a spectacularly popular series, yet there are different ways of viewing typically positive, but it could also be viewed as irresponsible psychologically has unhealthy for viewers to watch people deceiving and using against each other centertainment, and the contestants are issue thing at straws and with unconscious who the traitors are strategically so any review is a representation of the program objective picture. Your and not oexplore how this representation is created the readers' and the program of the world and attitudes towards it.

### **Activity 1: Creating your thesis**

As you did in Lesson 4, identify the 'big idea' of Mangan's review. **zzed.uk/12670**-Summarise it in a sentence.

Swap sentences with your partner. Could you develop it? Structure your sentence as a complex sentence: Whilst..., ...

**Extension**: build in the word or concept of the paradox (*Paradoxically, ....*)

Many students remember and apply 'juxtaposition' from GCSE. Juxta contrast, such as poverty and plenty in *An Inspector Calls*, whereas of two seemingly contradictory ideas to make the reader this about the idea furt synthesise (draw together and explain why the ideas report actually in conflict) you in the essay.

### Activity 2: Filish arthesis

Now read Now read Now review again in pairs, quoting or summarising the topic senter paragraph. There are 10 paragraphs, including the subheading, so you're looking for summarising the topic senter paragraphs.

# 



### **Activity 3: Sustaining your thesis**

- 1. Select quotations from each paragraph (very likely from the topic sentence, be paragraph) which help to support your thesis about Mangan's perspective.
- 2. Now look for other quotations which perhaps contradict or are outside your important to Mangan's meaning.

### Activity 4: Developing your thesis through a con chain

The mark scheme requires vor = exo vor = ex vor = exo vor

Mangan explores the bleak view of human nature at the heart of the show ruthlessly designed to... exploit every inch of humanity's capacity for <u>suspicinguilt</u>, <u>sociopathy</u> and every other unpleasantness you can think of.' The abslist cluster together a litany of ignoble selfish, dishonest human traits, comverb 'exploit', which fronts the list to emphasise the programme's obsession 'humanity' as a whole.

Mangan returns to the unlikely paradox of viewers' peculiar obsession with flattering traits of human beings in 'evilly addictive venture', where the all premodifiers again point to the unexpected behaviour where viewers become observing fellow humans doing things which are morally wrong. Thus, the reader's interest in the unusual quirk which guides the show, entirely approxis The Traitors, with its emphasis on the human carriery for betrayal.

Evaluative topic sentences/points

Chained quotations – the second is the first

Practise selection quit which build on each other to make a unified meaning unconnected at a summary of the selection of the

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# **Lesson 6: Comparison**

two tex clearly can rev

In Latin, 'com' means with and 'pare' means equal, so in comparing two texts, you're looking for the equality between them. This 'equality' gives you can examine both texts in greater depth, the differences shedding further light on

### Activity 1

List five discourse markers which signal difference and five which signal difference



gc: عن خان discourse markers on question 3 to remind yourself to remind the examiner to give you plenty of AO4 marks! Howe all comparison in the representations of the theme in the two text

### **Activity 2: 2022 Examiner's Report**

Paper 1, question 3: Explore the similarities and differences in the ways that Text / [20 marks]

'... this was the most challenging question for many students. Where some stude questions 1 and 2, they often struggled to match that level of attainment for que due to time pressure but it was often because the links made tended to remain for around date of texts, audience or topic.'

In trios or pairs, colour-code the summaries from the Examiner's Report below un

- 1. Features of Level 3 / less successful responses
- 2. Features of Level 4 / more successful. . . nset

(You may wish to pencified in the 3 or 4 until you have feedback on this as a class that your recommendation in the same accurate.)

When you compare, you're balancing two texts against each other, and so evaluat they work against each other.

Pronouns	Comparison of	Comparison of
	contextual factors	contextual factors
provided <i>brief examples</i>	Representations or	lists used across both
to support points made	different approaches to	texts
	the given <i>theme</i>	
	Then made connections	
	between the <i>language</i>	
	choices and impact in	5.0. M
	relation to context	
not only made <i>specific</i>	considered how the	Whilst brief language
language comparisons	theme is r prices tea as	labelling is important j
(for example use of	1 ibn, give or	clear comparisons to b
superlative adjectives	in ependent and the	made, there is no AO1
both – 'la: 79 na	ways in which both	mark awarded for this
'daintiest') Education en	approaches might appear	question. So some
considered the <i>impact</i>	negatively based on the	students spent too mu
this had on the text and	way in which the texts	time focusing on preci
reader as a whole	present those scenarios	language labelling at t
		expense of comparativ
		comment.



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		/

Pronouns	Comparison of	Comparison of
Pioliodiis	contextual factors	contextual factors
More prominent [in 2022]	identifying similar	Occasionally, mis-read
was the approach <i>of</i>	representations or	of the tone in text B le
identifying similar	content and then linking	unconvincing compari
representations or	these to different	of the light-hearted
content and then linking	language points. This	ire of text A and th
these to different	worked to some de ree	very serious and forma
language points. This	but felt los on esised	nature of text B
worked to some degree	res inseto the	
but felt less synthesis	c parison question.	
as a respo 75 th	This approach sometimes	
compariso 709 tion. It	led to a text-by-text	
sometimes led to more of	approach, with the	
a text-by-text approach,	potential to then lose	
with the potential to then	sight of the comparative	
lose sight of the	aspects of the response.	
comparative aspects of		
the response.		

Share your choices as a class. Why do you think that these features of student writess effective?

### **Activity 3**

Read and annotate the two texts below, identifying five comparative points that y two texts.

Text A is an online newspaper artist of the Guardian, published in 2019 Read here: zzed.uk/12670 real k.icnen

However, with imagination, common sense, and a great deal of newspaper, a and excellent meals can be cooked without fuss even in the daintiest of lodgin is a sad fact that the better the room itself and the house in which it is found, problem tends to be. In a large squalid rooming house, where the landlord cal where the cleaning, if any, is done by an indifferent slack, then ostandards to cooking is perfectly possible. If you find the sirk if excited someone else's directly out onto the floor without fear of a scale of the whole house with you will be cursed but not evided, a canothing will look much worse whatever

But in a record to be a common fallacy among the better class of landladies that biscuits a common fallacy among the better class of landladies that biscuits a common fallacy among the better class of landladies that biscuits a common fallacy among the better class of landladies that biscuits a common fallacy among the better class of landladies that biscuits a common fallacy among the better class of landladies that biscuits a common fallacy among the better class of landladies that biscuits a common fallacy among the better class of landladies that biscuits a common fallacy among the better class of landladies that biscuits a common fallacy among the better class of landladies that biscuits a common fallacy among the better class of landladies that biscuits a common fallacy among the better class of landladies that biscuits a common fallacy among the better class of landladies that biscuits a common fallacy among the better class of landladies that biscuits a common fallacy among the better class of landladies that biscuits a common fallacy among the better class of landladies that biscuits a common fallacy among the better class of landladies that biscuits a common fallacy among the better class of landladies that biscuits a common fallacy among the better class of landladies that biscuits a common fallacy among the better class of landladies that biscuits a common fallacy among the better class of landladies that biscuits a common fallacy among the better class of landladies that biscuits a common fallacy among the better class of landladies that biscuits a common fallacy among the better class of landladies that biscuits a common fallacy among the better class of landladies that biscuits a common fallacy among the better class of landladies that biscuits a common fallacy among the better class of landladies that biscuits a common fallacy among the better class of landladies that biscuits a common fallacy among the biscuits and class of landladies and class of landladies and class of landladies and class of

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### **Activity 4: Comparing student responses**

Using your colour-coded features from the Examiner's Report, identify which stud (higher grade) and which is a Level 3 or 2 (lower grade).

### Olivia

Text A is quite serious and is written to inform. Text B is written hearted. Text A states 'Ditch the rota: have hare a student kitche imperative to show that the start in the factor of the point that it's impossible to cook whitehor was an aphora 'It is...' at the in the factor of the point that it's impossible to cook whitehor was en contradicts herself by saying that with 'imagination, great deal of newspaper' you can cook in a small area. She uses the the reader that it's true. But in Text A, the purpose is consistent becomes

### Charlie

Whilst both texts are serious in their intention of helping the reader difficulties of sharing a kitchen and to thrive, Text B takes a more hi because this is the opening to a whole book; as an article, Text A has with the reader more swiftly. Text A deploys a headline in the imper rota: how to share a student kitchen' making its informative intention the imperatives 'Ditch' and 'adopt', and the messes How to...' clearly of a manual. Yet the more collogical gistr of the initial verb 'Ditch didactic tone: the ideal aer is convinced that the text producer w than lecture as the later in the article the reader's interest may abstrac 🚮 communitarian', which is so low frequency that the re it before, providing a narrative hook, but Packham anticipates that the semantic link through the free morpheme 'commun(e)' to the h 'community', thereby achieving a narrative hook. The certainty of tri anaphora is paired with the breaking of the semantic field of the kitch point is that there isn't one) in the concrete nouns 'butter/razor/hai bowl/socks: Having acknowledged through this incongruent humour t communal living in a tight space, she then clearly indicates her shift fronted coordinating conjunction 'However...' to indicate that she will trying circumstances. The triadic structure 'imagination, common se newspaper' employs two abstract nouns to echnise the intellect and reader, and then she deviates din from this pattern with the fine "... newspaper", continuing to a monstrate her realistic grasp of the to role solutions, which is her ultimate aim in writing she mov

### Extension

Craft your own 'perfect paragraph' which could be part of a Level 5 response.

# 



## Lesson 7: Macro and micro analysis

To explore a text in a conceptualised, holistic way, you will need to view the text like a painting in a gallery. You might look at the whole picture from a distance look at how the painter created light and shadow for instance, and then step back fully, from the technical perspective as well as the approximation of the whole picture.





To think about moving from the bigger picture to detailed analysis. think of whales and bees.

The macro (meaning big) in an essay refers to the whole picture, or the whole text and the text producer's overall meanings. This is sometimes known as whole-text level analysis.

In higher-level essays, students are sixt (a) loving between detailed analysis and effectiveness of these small urabin adding to the composite meaning create

The micro ( will chis by definition small) includes short quotations and langu Ific, localised features of language create particular meanings. of how thes word-level or sentence-level analysis.

### **Rachel Rowlands**

'Rachel Rowlands lives in Manchester, England, with her husband and two cats. Sh she could get her hands on, and after earning her degree in English and Creative freelance editor while working on her own stories in her spare time. When she's playing video games and crying over romance Kdramas. Her romance novel Snow by Hodder, is being translated into multiple languages. The follow-up, Cake Off at 2025. You can find her on Instagram @racheljrowlands and at racheljrowlands.com

As an author and editor, Rachel says that she leads 'a double life (in a completely love of books into a full-time business. Amongst many of things, Rachel edits Yearbook zzed.uk/12670-writers-artists and so sharp with that she has consider editorial services. So how does she rank the bervice stand out? INSPEC





### Activity 1: Macro analysis – identifying and summarising the overall point

Read through the link **zzed.uk/12670-rachel-editorial** Discuss as a group what you is in writing, and then any subsidiary or additional purposes.

Now summarise in a sentence what you think Rachel's primary purpose is on this

### Extension

Introduce her secondary purpose with a considering or overshadowing her pri

### Activity 2: Micro and

In your group to contribute to your exploration of how the overall 'takeawa' in your group three quotations which help to further Rachel Rowlands' overall (through her friendly and expert persona).

### **Activity 3**

Establish the writer's bigger picture and then move to detailed analysis: macro a In the following student's writing, highlight macro analysis, micro analysis, and we

Rachel uses her website primarily to promote her new service in which she will to help aspiring writers to shape their work ready for publication. To achieve the friendly and knowledgeable online persona (her Editorial Services web page to of Rachel (thus, the reader is led to apply the first name mode of address rathe with a cup of tea, just as the reader and potential client might sit with a friend)

Rachel opens with the compound declarative and in a My approach with my kind, but honest.' By fronting the post and the use of the potentially and its green and the post-modifiers 'kin sense of her personal and a driver for the product she offers. Although 'but' may be considered and thus will value the prospect of feedbackwarmth and care) yet will also expect integrity rather than flattery from their

She develops this personal yet professional approach through the use of the corauxiliary verb 'I've' and the hyperlinks 'I've worked on over 200 books for publish I have plenty of training and credentials', utilising the conventions of online write exophoric reference to offer proof (the weblinks take the reader to a list of her of her to focus on this web page on creating her personal, conversational voice. The references to 'HarperCollins, Hachette, and Penguin Random House' draw on manticipates that the reader will have sufficient knowledge of the industry to known commercial publishing houses, with whom they will probably aspire to publish

The slightly conversational register is maintained (still ligside the image of of tea, and the implied chat with a friend) throw it is nildly colloquial verb pelliptical embedded clause 'odds are' is but intended reader at ease, a her personal experience, 'l'va part is a fit, too', which again contracts the fit auxiliary verb and, vii' is a fit antics of the past perfect verb 'experienced', sadverb 'too' patt' is a try with writers' difficulties.

# 



Her tone is empathetic, the hyphen suggesting spontaneity, but firm and profes by the confidence in the alliterative /f/ phonemes '- from completing a first draft the slush pile.' Rachel's use of the metaphorical present continuous verb 'fightin' pour' towards the end prepare us for the adjective 'hard'. Juxtaposed against th' dream project' in her description of the wider publishing industry, and the personal empayiew Rachel and her services favourably. Whilst her we' is is designed to appear and sweet (cats feature perhaps surprisingly he will be makes clear that she can be reader is expected to be part of the company of practice which understar referenced 'slush pile' is a most price of a seference to unsolicited writing, which is publisher. The worth's account of 'slush' to the reader is designed to resort to the company of the co

The tone grows stronger towards the end of the passage with the triadic structove' and 'friendly, supportive and on their side.' Like the earlier alliteration, the nouns in the first and post-modifiers in the latter instil confidence in Rachel's is needed to make a publishable manuscript and the writer-client's needs.

Overall, Rachel creates a highly personalised, implicitly unique offer: the service successful, knowledgeable and professional editor with the personal support

### **Activity 4: Editing**

Take your last essay and edit for all the points where you might join up micro analy







# Lesson 8: Developing your argument

You will know that you need to evaluate data not only using language features to analyse how you make meaning of the text, but in the light of critics (AO2) and contexts (AO3).

AO2: Demonstrate critical understanding of concerns in ເລເຍຣ໌ relevant to langu

Concepts: frameworks/r and anguage levels

Issues: d

a and language, such as standard and non-standard English

AO2 requires you to look at data through the lens of linguists and other relevant of these as differently coloured lenses: their theories allow you to view the data

For example, I may look at a characterisation of a girl as (naturally) very feminine fragile, sweet and affectionate for instance – but Judith Butler's theory of perform would shed new light on the construction of femininity as a repeated, deliberate conform to a certain stereotypical view of femininity.

However, we may see AO1 (apply appropriate methods of language analysis, using associated terminology and coherent written expression) as the AO for using term to analyse language, but we see that it's awarded in AO2 in 'relevant to language

### Activity 1: Summarising the overall aims of the

Read the following article. The 'forever' in the exists and this is what it looks like Summarise the representation of house in this article.

### ng that you demonstrate critical understanding of conce Activity 2: 1 language use

- 1. Which theorist could you apply? (Hint: what are the reader's implied views?)
- Find two quotations to which you could apply this theorist. 2.
- Write a paragraph which both analyses the representations created by the la evaluates how the data can be read a little differently in the light of it. The writer uses the metaphor 'forever home' in the title and throughout the

### Extension

For wider reading of contemporary linguistics, especially ecologuistics or ethical with Dr Arran Stibbe of the University of Gloucestersh pis de 34 – Arran Stibb (zzed.uk/12670-Stibbe). Can you also apply Stab is a ment to data from the te



what the command words ask of you before

k in detail at something methodically (in our case, applying ling Analyse: to explain the different bricks which build up a composite meaning)

**Evaluate:** to judge, gauge the significance of something, such as how effective factor is in terms of what the text producer sets out to achieve through their w



# Activity 3: Ensuring that you analyse and evaluate how contextual factors was language features to build up a meaning

AO3: Analyse and evaluate how contextual factors and language features are assomeaning. 23% of whole A Level.

The thinker Noam Chomsky suggests that sociolinguistics is autologous express more than words in a vacuum – we can't make men'ng thout drawing on content of the scientific study of the sciolinguistics (the scientific study of the sciolinguistics (the sciolinguistics (the sciolinguistics) are interchangeable because of the sciolinguistics (the sciolinguistics) are interchangeable because of the sciolinguistics (the sciolinguistics) and sociolinguistics (the sciolinguistics) and sociolinguistics (the sciolinguistics) are interchangeable because of the sciolinguistics (the sciolinguistics) and sociolinguistics (the sciolinguistics) and sociolinguistics (the sciolinguistics) and sociolinguistics (the sciolinguistics) and sociolinguistics (the sciolinguistics) are interchangeable because of the sciolinguistics (the sciolinguistics) and sociolinguistics (the sciolinguistics) are interchangeable because of the sciolinguistics (the sciolinguistics) and sociolinguistics (the sciolinguistics) are interchangeable because of the sciolinguistics (the sciolinguistics) are interchangeable because of the sciolinguistics (the sciolinguistics) are sciolinguistics.

With this ic the context of production (writing/the writer/text producer) are (reading/the writer/text receiver) plays almost as great a role in making meaning in mind, read the following article: zzed.uk/12670-rightmove

 Which contextual feature(s) could you apply? In a small group, spidergram yo phrase 'Find your happy -'



- 2. Find two quotations to which you could apply this contextual feature.
- 3. Rightmove identifies fully with this marketing strates to sell houses by claim fulfilled life, placing this article on their website. In the end quoting Rightmove evaluate how this contextual feature to but to the meaning being made write about them in an analysis at a praph.
- 4. Write presentations created by the lar evaluation the data can be read a little differently in the light of it.

  The near neologous imperative phrase 'Find your happy' forcefully implies the

### 'contextual factors and language features'



Language features always go hand in hand with critical and contexts. Avoid writing about language features without contextual or critical



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# **Lesson 9: Redrafting**

Lesson for whe Learn h system argume

Tip!

There is often very little difference between a top grade essay and a middle grade essay in terms of content; it's

what the students do with the details, how they thread them into their argument. Another aspect which makes all the difference is proofred. It's crucial to underedrafting EVERY time: your essay is not the experience.

It's also important to make sur 1 rat 5 Lahere to standard English and a formal these are conventions of 3 ge e and you will be marked on this as part of AO1 language ar 199 u. 15 Associated terminology and coherent written expression

There are two steps to proofreading your work: checking and editing.

**Checking** is a more technical process, in which you can distinguish between (prescripspelling accurate? Have you used apostrophes according to the formal conventions

### Activity 1

Individually, use this list to check your most recent piece of writing.

### Check for:

- **1** Capitalisation of proper nouns: including last names (*Dr April Baker-Bell*) at *Assassin's Blade*), and at the start of sentences.
- Punctuation (1): have you punctuated the end in since with a full stop given a run-on sentence? (If you struggle with the look out for subject determiner words. It may well to have need a full stop before them.)
- Punctuation (2): checking for samples to show possession and omission, the bound more than a so on the end of a noun to pluralise it.

It's c 10 es ! e apostrophe when it is the contracted form of It is, not who deter education e.g. The cat licked its paws.

- 4 Punctuation (3): Check that you haven't punctuated a subordinate clause at Look out for subordinating conjunctions, e.g. although, whilst, despite, if an they are a subordinate clause and that the sentence also contains a main clause.
- **Spelling (1):** check for (near) homophones, e.g. there/their/they're; except/then/than; were/where.
- 6 | Spelling (2): check your spelling against the exam paper, especially for write
- **Spelling (3):** know your own likely spelling errors and look out for them. Cor are *definate* for *definite*, or splitting the -ly suffix, e.g. *broadley for broadly, personalisation* for *synthetic personalisation*...
- 8 Paragraphing: new idea, new paragraph (though you may well thread ideas as well, and start a new paragraph in a way which echaes the last).
- **Tense consistency:** do you maintain writing in the sesent tense, which is go suitable for discussing a text or an issuanth his with you now? (When discuss, you may switch to the second in a when you evaluate contextual factor
- 10 Your personal errors



# 



### Activity 2: Checking

Individually, help these three students by checking their writing for accuracy. Circle potential improvements.

### Lauren

Although Slim Shady songs are not designed to be to! seriously. One song Marshall's daughter Hailie. The song being 'M and all id. This song is a way to the message that he'll be a good fortlar er and be the complete opposite was to him. This contracts the way his mother influenced his behaviour or The birth of his like such in made him realise he had his own family that he had now instantial on the past, on the bad examples his parents were. 'Da like such inveal the differences between Marshall and his father; he shows he daughter and didn't want her to go through what he had experienced.

### Reece

The second song I have decided to look at is called 'love die young' by Eric N song seems although that he is in a one sided love relationship and seems scoto happen, scared to lose his significant other. Throughout the lyrics, it seem for reassurance that the love will not die and that he won't be left alone.

### Holly

In the transcript it outlines the modern feature of a casm or repetitive jok person noun phrase 'freddie's dyslexing ine this isn't funny but can be consucrasm, which is a social of it, on-standard speaking people. Katies id a dialectal feature of these colloquial traits by using the discourse marker 'right' as middle of conversation to show a structure of change, this is a typical so has also used hedge to use the phrase 'kind of' whereby it deliberately weake softens the force of what is being said to simplify it, this is often used in dial is known to be 'offended by everything' therefore language adaptation is impagree with language change.



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### **Activity 3: Editing**

Help the students (Activity 2) by advising them on what to look out for in editing that you have adhered to rules, step two is editing.

**Editing** is more of an artistic judgement or evaluation. Use this checklist for your

### Edit for:

- 1 Is your argument made cleant caset?
- 2 Do you manage to a range argument by returning to it 3–6 times in the
- Do your reader by the hand (metaphorically!) and lead them throus discourse markers are helpful here or leave them to figure out the direct argument by themselves more than you'd intended?
- 4 Do you include your major ideas about how a text works and demonstrate look at language from a range of angles (AO2 and AO3)?
- **5** Do you maintain a formal register? (Or do you slip into colloquialism?)
- 6 Is your writing impersonal? Some contemporary academics say that it's diffi your own thesis without using 'l' sometimes, but ensure that you use the thin general.
- 7 Do you write tentatively (cautiously), clearly offering your own view whilst other views?
- 8 Is your writing succinct? Could you offer the same ideas in \( \frac{1}{2} \) or \( \frac{1}{2} \) the number
- 9 Do you move between micro and macro analysis frequently? (Lesson 7 will with this.)
- What is it that you forget to do? Add it (again) fer no check for it once me

Tip!

 $\epsilon$  ) such as Reading and Portsmouth use the academic writh Formal

<sup>®</sup> Objective

- Cautious
- Succinct
- Impersonal

### **Activity 4: Academic register**

In pairs, decide which of the following extracts is written in an academic register,

At the start of the writing, Alexander gets everyone really excited about the galloudly. He also pauses loads to get the excitement up because Lindsay and Lamoney if they get the answers right. And that's how had der (who is also off really fun show.

Firstly, Pc ss cander Armstrong uses language to build up tension with the tants. For example, he places emphatic stress on the temporal emphasis and the contestants' moment has come. Furthermore, he also use helps the contestants and the viewers to appreciate the great sum of money a strengthening the tension.

# 



## **Lesson 10: Conclusions**

The purpose of a conclusion is to summarise the main points of your essay.

It is your last opportunity to bring together what you have been saying, and to maunderstanding of the topic, very clear to your examiner.

For this reason, it is a crucial component of your casa a caits importance should

### A conclusion must always

- Highlight the key as a rusually about the text producer's key purposes a their to be ichounted in the essay.
- Summa gradien ur answer to the essay question, in a line. It should be consisted the introduction.
- Return to the essay question / essay task to show that it has been answered.
- Reinforce the purposes of the text producer.

### A conclusion should never

- Introduce new information, ideas or topics that have not been discussed in the
- If you're using a laptop, you could copy and paste the introduction at the end include a conclusion and something which you can edit to more closely summeaning offered in the analytical body of the essay.
- Avoid quoting in the conclusion, as this is supposed to be a summary of YOUF an analysis of the writer's craft at this stage.

### Three sample sentence stems

- In conclusion, Text ? uses ad lines to... to...
- On the other hand the resents Italy as... similarly to Text? but portrays it
- (Un)lik 1997, and generally presents travel as... and... to...

### Recap on thesis, antithesis and creating a synthesis

You create a thesis in your introduction which you could then return to in your mathe end of each paragraph.

### Activity 1

Look again at the brief essay on how an editor, Rachel, promotes her editorial servezed.uk/12670-rachel-editorial How does the student offer a conclusion which co

Rachel uses her website primarily to promote her new service in which she will to help aspiring writers to shape their work ready for publication. To achieve the friendly and knowledgeable online persona (her Edita in ervices web page to of Rachel (thus, the reader is led to apply the first in mode of address rather with a cup of tea, just as the reader and it initial client might sit with a friend.

Rachel opens with the declarative sentence 'My approach with my kind, but st. I but ing the possessive determiner 'My', she foreground and the potentially contrasting semantics of the post-modifiers 'kin sense of her personal qualities as a driver for the product she offers. Although 'but' may imply contradiction, the aspiring writer is likely to have felt the trep writing and opening it to criticism (and thus will value the prospect of feedbac warmth and care) yet will also expect integrity rather than flattery from their

# 



She develops this personal yet professional approach through the use of the corauxiliary verb 'l've' and the hyperlinks 'l've worked on over 200 books for publish I have plenty of training and credentials', utilising the conventions of online write exophoric reference to offer proof (the weblinks take the reader to a list of her of her to focus on this webpage on creating her personal, conversational voice. The to 'HarperCollins, Hachette, and Penguin Random House' draw on members' rethe reader will have sufficient knowledge of the indust. So know that these are publishing houses, with whom they will probat of a high 20 publish, with her help

The slightly conversational is noted in a friend) through the mildly colloquial verb p elliptical documents of the past perience, 'I've experienced it, too', which again contracts the nauxiliary verb and, with the semantics of the past perfect verb 'experienced', sadverb 'too') total empathy with writers' difficulties.

Her tone is empathetic, the hyphen suggesting spontaneity, but firm and profes by the confidence in the alliterative /f/ phonemes '- from completing a first draft the slush pile.' Rachel's use of the metaphorical present continuous verb 'fightin' pour' towards the end prepare us for the adjective 'hard'. Juxtaposed against th' dream project' in her description of the wider publishing industry, and the persoauthor's work, she asserts both her professional knowledge and personal empatiview Rachel and her services favourably. Whilst her website is designed to appear and sweet (cats feature perhaps surprisingly heavily) she makes clear that she knowledge is expected to be part of the community of practice which understar referenced 'slush pile' is a metaphorical reference to unsolicited writing, which is publisher. The worthless implications of 'slush' to the start of the conclusion that Rachel's services are to the conclusion that Rachel's services are to

The tone grows stronger to for the end of the passage with the triadic structure and 'friend' to tive and on their side.' Like the earlier alliteration, the nouns in the latter instill confidence in Rachel's is needed as a publishable manuscript and the writer-client's needs.

Overall, Rachel creates a highly personalised, implicitly unique offer: the service successful, knowledgeable and professional editor with the personal support

### Activity 2

Identify where the student offers macro analysis / mini-conclusions in the course coheres with the ideas in the conclusion.

Rachel uses her website primarily to promote her new service in which she will to help aspiring writers to shape their work ready for publication. To achieve the friendly and knowledgeable online persona, with the reader will already to personalise her product.



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### **Activity 3**

Using the definitions below, identify the ingredients for a thesis, an antithesis and **zzed.uk/12670-rachel-editorial** and the student's essay. Then write out a sentence for each element in their essay.

Thesis: the basic or core argument of your essay. This poly involve the and their contextual considerations which in fluence their decisions in writing.

Antithesis: this is an opposing which hessayist, you need to be careful that contradicting yourself of the stems such as Whilst it is clearly the text produwould see to you to maintain your thesis as the priority argument.

**Synthesi** stogether the two views, so as to iron out the contradiction are in fact complement each other. It's difficult to balance this, but the synthesis we end of the essay and possibly not until the conclusion.

### **Activity 4**

Take a recent essay of your own and give it to your partner. Using today's work on introduction, conclusion and macro analysis (mini-conclusions in the course of the ensure that their work is firmly in Level 4 or 5. Do they offer thesis, antithesis and elements for them.

### Extension

Craft a sentence which synthesises any contrasting if we had you set out (perhamination such as whilst) in your introduction





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### Answers

### **Lesson 1: Planning**

### **Activity 1**

- Group reading
- 2. Judge, weigh up, appraise, determine
- Critiquing/challenging models; even challenging the e o o or assumptions of the Individual response example: Whilst the giver danse o tainly supports the view the strongly supported by her caregiver, with a championed by Chomsky's theory of suggests that children also have and the capacity to learn to speak standard English Non-example: The data so st that Meya's mum is helping her to learn English theory. So in in it is more important than innate capacity.

### **Activity 2**

- Examples from data sets which you remember from class (you'll need to revise your
- Data which you have collected from young children's interactions
- The findings of contemporary academic linguists, such as Catherine Laing, Chris Cox zzed.uk/12670-york-toolkit

### **Activity 3**

Lexis and	Word classes, particularly nouns	Pragmatics	Turn-taking; Politer
semantics	and noun phrases		some students, add
	Semantic patterns		social use of langua
Morphology	Utterance structures	Innatist	Language Acquisiti
and syntax	Patterning of sentence moods	theories	Universal Grammar
			Wug test
Discourse	Difficult to apply to child language	Social	Child-directed spee
structure	development	int/ _ \ _n	repeated questioni
		the is	The More Knowled
			The Zone of Proxim
			Acquisition Suppor
			Bruner, Vygotsky, S
Phonology	pe bosody and phonology	Other	Examples of case st
	09 09	ideas	for example Genie

### **Activity 4**

	More successful answers		Areas
•	Integrated examination of the data with consideration of theories around input and innatist theories (though more around input)	•	There were often ler that were unnecessa the key theories in is
•	Made good use of the data to elaborate on CDS and the way in which Meya's grandmother exemplified this form of language	•	beneficial for studen question and data. Students sometimes
•	Recognised the limitations of theories on either side of the debate and pragmatically asserted that elements of both perspectives might be convincing with reasons why		to support the innat exploration of the da described as a virtuc an example of elision
•	Brought in specific own examples to exemplify over- generalisation which could support innatist the ries (often the use of regular suffixes to ir 'b'), ast tense verbs like 'runned')		Referring to the child does not often add v response to the que- what the theoretical
•	Identified patterns ir is the case (particularly from the grace) the data as a whole	•	to the particular per Language labelling w
•	Explo importance of play in development of languation erring to Garvey and identifying how this might also be a key factor for encouraging language development		'y' on 'buzzy' is not a students referred to understanding of the

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### Extension

Possible choices are: Although... / Despite... / In addition...

Preview of Answers Ends Here
This is a limited inspection copy. Sample of answers ends here to stop students looking up answers to their assessments. See contents page for details of the rest of the resource.