

2015 specification
first exams in 2017

IDENTITY

Unseen Non-Fiction Preparation Pack

For GCSE AQA Paper 2

zigzageducation.co.uk

**POD
6947**

Publish your own work... Write to a brief...
Register at **publishmenow.co.uk**

Contents

Thank You for Choosing ZigZag Education.....

Teacher Feedback Opportunity.....

Terms and Conditions of Use

Teacher’s Introduction.....

Support Materials

 Marking Scheme 1.....

 Marking Scheme 2.....

Introductory Worksheets.....

 Extract Pair 1

 Extract Pair 2

 Extract Pair 3

Differentiated Worksheets

 Extract Pair 4

 Extract Pair 5

 Extract Pair 6

 Extract Pair 7

 Extract Pair 8

Suggested Answers

 Extract Pair 1

 Extract Pair 2

 Extract Pair 3

 Extract Pair 4

 Extract Pair 5

 Extract Pair 6

 Extract Pair 7

 Extract Pair 8

INSPECTION COPY

COPYRIGHT
PROTECTED



Teacher's Introduction

Introduction to the resource

This resource has been created to supplement the learning of students in Years 10 and 11. It contains a range of text extracts: three introductory text extracts and five differentiated text extracts, which are designed to build students' confidence in analysing unseen texts. The resource has been carefully written to meet the assessment objective in Paper 2: Reading. These are AO1, AO2 and AO3.

How to use the resource

The pack has been designed so that it can be used in a range of classroom situations and to develop students' abilities. The introductory texts are useful for introducing students to analysing unseen texts. The differentiated texts allow a more in-depth understanding of the texts needed for the exam.

The differentiated text resources are made up of two worksheets: Skills-building Worksheets and Exam-style Worksheets. These are differentiated worksheets which allow teachers to accommodate different levels of ability in the classroom, or alternatively enable students to increase their levels of analysis. The worksheets could be split into classroom activity and homework for Year 10 and Year 11 students.

The worksheets are designed as complete lesson plans, which is useful for covering the material in as little time as possible, on single pages or two pages, which allows for easy photocopying of the worksheets. There is a key for every worksheet at the back of the pack and can be used by teachers to prompt students who are struggling or to mark completed worksheets. The activities have been designed to be suitable for use in the classroom where an activity is suitable for pair or group work, icons have been used to signify this.

Key:



Pair work



Group work

Relevance to the specification

Worksheets enable students to develop their skills in understanding the information in texts, identifying the writer's intentions and evaluating texts critically, which will prepare students for the exam. There are practice exam questions on every worksheet which introduce the requirements at an early stage for the reading section of the exam, which is worth a total of 16 marks for GCSE English Language on the AQA specification. The exam consists of 16-mark questions and 16-mark questions. This pack prepares students for the longer-answer questions but also includes activities similar in style to the lower-mark questions. The worksheets include self-assessment schemes in the Self-assessment Materials section which can be used by students to assess their own work, or to better understand why they have been given a particular mark. The worksheets in activities where students are encouraged to mark their own work are compatible with every worksheet in the resource.

Please note that the length of texts that students are likely to see in the exam is 400 words. There are two texts in this resource that fall slightly short of 400 words (371 and 372 words) chosen because of the usefulness of the source when looking at the theme of identity.

Free Updates!

Register your email address to receive any future free updates made to this resource or other English resources you have purchased, and details of any promotions for your school.

* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

Go to zzed.uk/freeupdates

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Support Materials

Marking Scheme 1

AO3 – Be able to understand writers’ ideas and perspectives and compare them to those portrayed in another text		
Level 4	Insightful , detailed	<ul style="list-style-type: none">• Very clearly understands the ideas portrayed• Critical and detailed comparison of writers’ perspectives• Detailed understanding of the methods used by the writer• Lots of examples given from the text
Level 3	Clear, relevant	<ul style="list-style-type: none">• Clearly understands the ideas portrayed in each text• Detailed comparison of writers’ perspectives• Clear understanding of the methods used by the writer• Some examples given from the text
Level 2	Basic evaluation	<ul style="list-style-type: none">• Shows some understanding of the ideas portrayed in each text• Some comparison of writers’ perspectives• Some understanding of the methods used by the writer• A small number of examples given from the text
Level 1	Limited evaluation	<ul style="list-style-type: none">• Understands few of the ideas portrayed in each text• Very small amount / no comparison of writers’ perspectives• Basic understanding of some of the writers’ methods• Very small number of basic examples given from the text

INSPECTION COPY

COPYRIGHT
PROTECTED



Marking Scheme 2

For AO1, AO2 and AO4.

			Level →	0 marks	Level 1 (1 point)
			Key words →	Nothing worthy of credit	Simple explicit
Skills to demonstrate in your work	Question 1	AO1	I have shown my understanding of the ideas presented in the text		
		AO1	I have presented an informed personal response to the text		
		AO1	I have used references to the text to support my interpretations		
	Questions 2 and 3	AO2	I have analysed the methods used by the author in the text		
		AO2	I have analysed the effects of these methods on the reader		
		AO2	I have used appropriate subject terminology		
	Question 4	AO3	I have compared the writers' attitudes		
		AO3	I have analysed the methods used by the writer		
		AO3	I have used references to the text to support my interpretations		

Best area:

Areas to work on:

How will I improve next time?

Teachers should refer to the mark schemes given on the AQA website for marking and to ensure

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Extract Pair 1

Source A: *Leech Family Diaries*, S A E L

Source A is a selection of two diary entries written by a woman named Sarah from a reasonably wealthy family.

Wednesday, November 17th, 1852

In the morning Mrs Darley brought me home in the phaeton. Didsbury, where I had been staying for a fortnight, Harry and I accompanied us, also the servant Elizabeth who got out at St. my Father £50 which Mr Phillips had sent instead of a cheque. Mr Darley and H. A. Phillips dined at our house and left in the P.M. Thomas the man-servant fetched a load of coals from W.

Wednesday, November 24th, 1852

The servant Jane had permission to go to Manchester and return time in the evening. Another man came to inquire whether we had a gardener. Eliza wrote a letter to Mrs Darley and posted it at



INSPECTION COPY

**COPYRIGHT
PROTECTED**



¹ Woodward, R (ed.), *Sarah Ann Ellis Leech Diary 1852*, (2009, pp. 2–6) [31st May 2016] from <http://www.leechdiaries.com/diaries/Sarah-ann-1852/>

Source B: *You Don't Need to Be Middle Class to Be a Beauty Blogger, But It Helps*, L Kennedy²

Source B is an extract from a newspaper article written in 2016. The text is about beauty bloggers and how it is common for well-known beauty bloggers to be middle class.

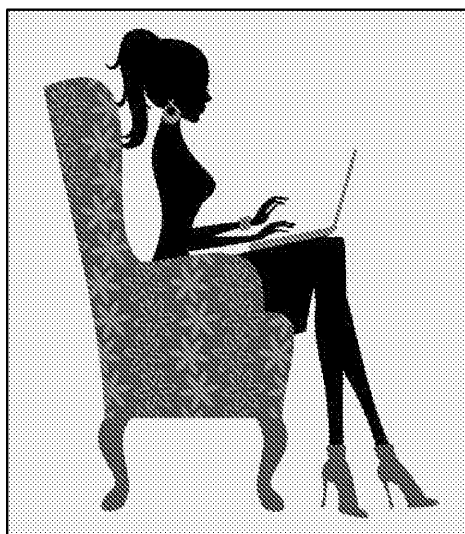
Bella sets her camera up on a tripod, making sure to position it near the window to get the most light. She checks herself in the camera's viewfinder, brushes her hair behind her ears, and takes a deep breath.

'Hello guys!' She coos out to the camera; soon to the hundreds of thousands who watch the videos that she uploads each week. Bella is a well-known beauty blogger, one of 1107 currently listed on Youtube.

A beauty blogger is somebody who writes, takes photographs and uploads videos ('vlogs') of or about anything that falls under the umbrella of beauty and cosmetics.

Bella talks us through some of her Favorite Things: a neon orange mascara with two compartments; some teeth whitening strips; her eyes glisten when she talks; you can see, spilling out of the video, her passion for beauty. Bella is so passionate about beauty that if you have finished watching her video, you are positive that your nails are without an iridescent greige nail varnish.

But for all of her doe-eyed endorsement, Bella misses something. The price. The small, iridescent nail varnish is made by Chanel, and



INSPECTION COPY

COPYRIGHT
PROTECTED



² Kennedy, L (2016) *You Don't Need to Be Middle Class to Be a Beauty Blogger, But It Helps*: Huffington Post. http://www.huffingtonpost.co.uk/louise-kennedy/beauty-blogger-class_b_9073150.html

Extract Pair 1: Worksheet

Start off by reading Source A and Source B, and then answer the questions.

Pre-reading

1. How much money do you think someone should make in a year to be able to support their family and their partner.

Comprehension

2. Match the words to their definitions to get a better understanding of some of the words in the text extracts.

Words from the texts	Definitions
phaeton	request information
fortnight	a three-legged stand
inquire	two weeks
tripod	an open-top carriage
greige	a shimmering effect where the light reflects off the surface
iridescent	having eyes that are large, often with a blue or green tint
doe-eyed	a combination of different colours

3. Fill in the gaps to create a summary of **Source A**.

letter	maid	Jane	Darley	car
two weeks	Phillips'	chef	a month	gardener

Sarah Leech was brought home by Mrs _____ after she _____ for _____. She was escorted home by _____.

They all had dinner at _____ house and then they left at _____. _____, Thomas, collected coals for them.

The following week, Sarah's family's servant, _____, was _____.

Someone asked the family if they wanted a _____ and _____ at Stretford.

INSPECTION COPY

COPYRIGHT
PROTECTED



4. Read the statements about **Source B** below and confirm whether they are true or false by ticking the boxes below.

The name of the beauty blogger that the text focuses on is Bella

She has a fan base of around just under 20,000 people who watch her

She is one of 1,107 beauty bloggers listed on YouTube currently

She is so passionate about beauty that viewers feel convinced to buy the products she reviews

She focuses mainly on cheap, high-street make-up that everyone can afford

Analysing the Text

5. a) Focus only on the first diary entry in **Source A**. Highlight the words that tell you that Sarah's family are wealthy.
- b) Create a word map of your highlighted words. Try to create a shape that represents the text.
6. a) Think about the words you highlighted and consider the first diary entry. Create a mind map of the adjectives you think best describe Sarah.

Tip: Think about the impression you get of Sarah as someone who is wealthy. Is your impression of her mostly positive or negative?

- b) Now, for each of the adjectives on your mind map, try to identify evidence from the text that supports your opinions of Sarah.
7. a) Focus on the last two paragraphs in **Source B**. Create a list of the evidence from the paragraphs that give you an impression of Bella as a beauty blogger.

Tip: You may also want to consider whether you feel the writer is giving you a positive impression of Bella, a negative impression or a little bit of both.

1.
2.
3.
4.

**COPYRIGHT
PROTECTED**



- b) Focus more closely on the following sentence from the extract: ‘But endorsement, Bella misses something out: the price.’

What connotations does ‘doe-eyed endorsement’ have?

Connotation: the way that some words cause us to think about
Consider what ‘doe-eyed’ means; then consider that in the context
Is ‘doe-eyed’ used to compliment Bella, or do you think the writer
different effect?

.....

.....

.....

8. a) It is important for you to be able to compare the sources to one another. Use the table below to document some of the differences between the sources.

	Main topic of text	Perspective the text is written in
Source A		
Source B		

- b) Make a note of any additional differences you have found in the text.

.....

.....

.....

COPYRIGHT
PROTECTED



9. There are several main themes across both sources which are useful to texts. Fill in the table below to develop your understanding of some of differences between the texts.

	Source A		Point
	Point	Evidence and explanation	
Money			
Public appearance			
Work			

INSPECTION COPY

COPYRIGHT
PROTECTED



Writing an Essay

10. Focus on the first diary entry in **Source A**. How does the writer’s language give you an impression of people who are wealthy?

AO2 covers the following areas:
• The methods used by the writer
• The effects the methods used by the writer have on the reader
• The use of appropriate subject terminology

11. Compare how people who are wealthy are represented in both **Source A** and **Source B**.

You may want to:

- compare the similarities and differences between the attitudes represented
- compare how the writers convey their attitudes
- use evidence to support your ideas

AO3 is similar to AO2, but it also covers the following areas:
• The attitudes of the writer
• The way this attitude is presented in the text

Extension task:

Reread your answer to Question 10 and add the elements to give your paragraph a structure rather than P-E-E.

To do this, follow the structure: Point, Evidence, Technique, Explanation, Relation to the Question.

Tip: Firstly, *Techniques* are the literary devices used by the writer and can be used at the same time as the evidence from the text.

Secondly, *Relation to the Question* could be added in the form of a linking sentence at the end of the paragraph, stating how the paragraph is relevant to the task you have been given.

INSPECTION COPY

COPYRIGHT
PROTECTED



Extract Pair 2

Source A: *The Feminine Soul: Its Nature and Attributes, Marriage, and Friendly Hints upon Feminine Duties*

Source A is an extract from a literary non-fiction text on women and their roles in society, published in 1857. The extract has just described a woman who did not typically 'fit' with the expectations of that time and gives an overview of the behaviour women were associated with.

Yet with all her multifarious occupations on her hands, all her business within, all her extensive dealings without, this model landlady was hurried, never behind hand: always cheerful, attentive and obliging; unassuming, grateful and polite; she was respected by her many customers, with most of whom, from their constant return to her, she was individually acquainted. Beloved by her own family, and the circle of her friends, esteemed by her neighbours, and revered by her numerous dependents, an Empress could be no more, - and if she had she been called upon to rule over an Empire, instead of a household, notwithstanding the distrust we have taken the liberty to express in our sovereigns, in general, her subjects would have had good reason to be satisfied, with her guidance of the helm of state.

Still, though women may occasionally, from peculiar circumstances, have just instanced, be initiated into the pursuits, and business of men, it will be found, almost invariably, that the right performance of their duties is mainly dependent upon the masculine councils, to which they unconsciously, submit, in the degree exactly proportioned to their sense, docility and candour.

In the same manner we see the annals of science present to us the names of many females, who have manifested their capacity for plunging, to a certain depth, into scientific pursuits; and sympathising with, or imitating, the more profound enquiries into them, of masculine minds; but it has been from that same principle of love, which leads woman so perpetually to seek conjunction with man, even in pursuits the most opposite to her own; any thing beyond this is not in the nature of her mental organization, in which an affinity with pure scientifics has no place.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



³ Strutt, E (1857) *The Feminine Soul: Its Nature and Attributes. With Thoughts upon Marriage, and Friendly Hints upon Feminine Duties*. <https://archive.org/details/femininesoulitsn00stru>

Source B: *The Best Career Advice for Women Is Talking About, S Krawcheck*⁴

Source B is an extract from a newspaper article written in 2016 by Sallie Krawcheck giving career advice from Sallie Krawcheck to other women.

There is A LOT of career advice for women these days. A lot. Negotiate from the moment you get your job offer. Get a mentor; find a sponsor; build a personal board of directors.

And more women are taking charge of their careers than ever before. That our mothers and grandmothers could never have imagined. Opportunities are only expanding. For example, starting your own business has never been more accessible, as advances in technology have driven costs down (cloud computing, anyone?) — and funding that has been becoming ever more do-able, as more angel networks and crowdfunding democratize investing.

But.

But one of the most important pieces of career advice isn't being talked about. It isn't really being talked about.

And that's to invest the money you earn. In a diversified investment portfolio. Some amount from every paycheck, like clockwork.

Ugh. I'd rather get a tooth pulled, you might be thinking. Well, yes. After all, doesn't investing involve tons of work and learning and doesn't it open you up to losing all your money??

No.

No one has ever lost all of their money investing in a diversified investment portfolio. And even if it requires some extra effort (though not as much as what we are already doing, which is kicking a** at work), here's what it can do:

It can build your wealth... not by a little, but by enough to make a real difference in your life. The numbers: if you're earning \$85,000 a year, let it grow in line with women's salary curves, saving 20 percent of your income (as personal finance experts recommend), and putting that money in a diversified investment portfolio — after 40 years, you will have saved \$1.5 million.

If you instead invest that same amount, in a diversified investment portfolio, in 40 years you'll have another \$1.5 million, or \$2 million, or more. (We calculated this using up markets and down markets, and you end up with these amounts the majority of the time.)

That's life changing.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



⁴ Krawcheck, S (2016) *The Best Career Advice for Women that No One is Talking About*: Huffington Post following website: http://www.huffingtonpost.com/sallie-krawcheck/the-best-career-advice-for-women-is-talking-about_b_10022628.html

Extract Pair 2: Worksheet

Begin by reading Source A and Source B, and then answer the questions.

Pre-reading

1. List three ways that you feel there is inequality between the genders. If they are not equal, write why you feel that way.

1.
2.
3.

Comprehension

2. Fill in the table with the definitions of some of the more difficult words in the dictionary to research the definitions you are unsure of.

Source A	Definitions
multifarious	
reverenced	
notwithstanding	
sovereigns	
helm	
docility	
candour	
annals	
Source B	Definitions
democratize	
affinity	

INSPECTION COPY

COPYRIGHT
PROTECTED



3. Fill in the table to show your understanding of **Source A** and **Source B**

Author	Type of text (domain)	Topic	Purpose of text
Source A			
Source B			

Analysing the Text

4. a) Reread the second paragraph (lines 13–18) in **Source A**. What is the

.....

.....

.....

b) Imagine you were reading this text as somebody who had little understanding of gender roles. Draw a mind map of the assumptions you would have of women after reading this text.

c) Do you think that this reflects your own opinions of gender roles?

.....

.....

.....

5. Now focus on **Source B**. Read the following quote from lines 13–18: ‘*Women are taking charge of their careers than ever before, in ways that grandmothers could never have imagined...*’

What information is communicated to us as readers in this sentence?

Tip: Think about the writer’s attitudes, the effect the writer wants to create and your impression after reading the sentence.

.....

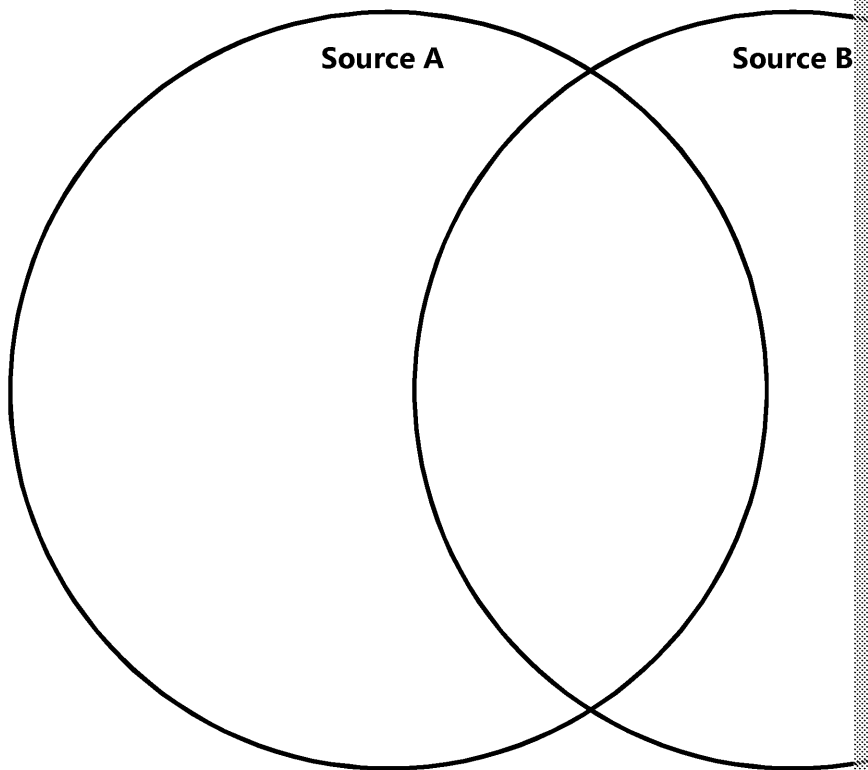
.....

.....

**COPYRIGHT
PROTECTED**



6. a) Fill in the Venn diagram below, highlighting the way that women are portrayed in **Source A** and **Source B**. Any overlap in the portrayal of women should be highlighted in the section where the circles overlap.



- b) Choose the points from the texts that you find the most revealing and put them in the table below. Your aim is to plan three paragraphs that you could use in your essay.

	1 st paragraph	2 nd paragraph
Point		
Evidence/ Technique		
Explanation / Relation to question		

COPYRIGHT
PROTECTED



Writing an Essay

- Focus on the second paragraph (lines 13–18) in **Source A**. How does the language to create an impression of women in the 1800s?
- Compare the ways in which women are represented across both **Source A** and **Source B**.

You may want to:

- compare the similarities and differences between the attitudes represented in the two sources
- compare how the writers convey their attitudes
- use evidence to support your ideas

Extension task:

Using a copy of Marking Scheme 1, read the sample answer to Question 8 (Level 1–4).

The topic of women and female gender roles is common across both Sources A and B, but the approach to the topic varies greatly.

The first text extract, Source A, communicates the idea that women are not to be independent and self-supporting. Instead, they are to rely on men and be dependent on masculine councils...’ The use of the adjective phrase ‘dependent on masculine councils’ suggests that women in the 1800s as having very little dependence. This is an outdated idea that is strongly conveyed in the text.

Source B, however, differs greatly in its representation of women. The text states ‘There is A LOT of career advice for women these days.’ The emphasis is on the reader that women have many career options and are able to be independent. This contrasts heavily with Source A’s representation of women, where they are described as ‘peculiar’.

There is a similarity across both texts, though: It is suggested that there may be made before women have fully embraced their careers if this is so. Source B states that ‘... those [career] opportunities are still expanding’, suggesting that this process is still ongoing and is not yet complete. Therefore, although Source B depicts women as being independent, it suggests that there may still be some dependence on men.

To conclude, Source A fully depicts women as being dependent on men, while Source B depicts women as being independent and making wise career choices. Both texts suggest that women have not yet fully embraced their careers, which could be out of step with the rest of the divide in society.

Level given	Reasoning (refer to marking scheme)	

COPYRIGHT
PROTECTED



Extract Pair 3

Source A: *The Horrors of the Negro Slavery Existing in our Colonies, Irrefragably Demonstrated from Official Documents Recently Presented to the House of Commons, Great Britain Parliament* Commons⁵

Source A is a letter written in 1804 where questions are answered about a slave people.

Advocate General's Letter to Lord Seaforth; dated October 23rd 1804

My Lord,

I have many apologies to make to your Lordship for not sending an answer to the several questions respecting the Negroes who have been most wantonly and inhumanly murdered. The delay has been owing to the difficulty I have met with in procuring any thing like satisfactory answers as to the last of the cases; and therefore I shall hope for your pardon and excuse.

With respect to the first; a man of the name of Halls, belonging to the 8th regiment, was returning home from his exercising duty, on the 10th of days; several Negroes were upon the road before him going to the same place, and amongst them a woman big with child. Halls was in liquor and constantly bawling out to the Negroes and abusing them, and when they did not get out of his way he would make them. On his return after them, they all got out of his reach, except this unfortunate woman who ran up to her, and, without the least provocation on her part, he deliberately stabbed her several times in the breast with his cut-throat razor. The woman, I believe, was not killed upon the spot, but died soon after. Harding, the overseer of the Society's plantation, was on his return and saw the whole transaction; he immediately secured Halls, and sent him to gaol, where he now is.

...



**COPYRIGHT
PROTECTED**



⁵ Great Britain Parliament, House of Commons (1805) *The Horrors of the Negro Slavery Existing in our Colonies, Irrefragably Demonstrated from Official Documents Recently Presented to the House of Commons*. J Hatchard from <https://archive.org/details/horrorsofnegros100grea>

Source B: *Ferguson shooting: Protests spread across US*

Source B is an extract from a newspaper article written in 2015. The article describes the protests that developed as a result of a white policeman shooting and killing a black teenager in Ferguson, Missouri.

A dozen US cities have seen new protests over the decision by a jury to acquit a white policeman who killed a black teenager in Ferguson, Missouri.

Demonstrations from New York to Seattle were largely peaceful, but rioting broke out in Oakland, California.

There was some unrest in Ferguson itself, with police making arrests. However, the town did not see destruction on the scale of Monday night.

The officer who killed Michael Brown there says he has a 'clean conscience'.

Darren Wilson, who shot the 18-year-old on 9 August, told ABC News about the struggle which preceded the shooting, he had felt 'like a [US wrestler] Hulk Hogan'.

...

A federal civil rights investigation is under way into Mr Wilson's actions, as well as a broad federal inquiry into the Ferguson police department, including patterns of discrimination.

Speaking to ABC News in his first public comments, Mr Wilson said 'I did nothing he could have done differently.'

'The reason I have a clean conscience is because I know I did what I could,' he said.

He denied witness statements that Mr Brown had put his hands on the officer. He said race had played no part in the confrontation.



INSPECTION COPY

**COPYRIGHT
PROTECTED**



⁶ Jolly, J (2014) *Ferguson shooting: Protests spread across US*. BBC News from <http://www.bbc.co.uk>

Extract Pair 3: Worksheet

Start off by reading Source A and Source B, and then answer the questions.

Pre-reading

1. Which words do you think of when you think about policemen? Discuss in pairs.

Comprehension

2. Match the words from the extracts to their definitions to get a better understanding of some more difficult words in the text.

Words from the texts

wantonly
militia
in liquor
provocation
plantation
gaol
discrimination

a place where soldiers are based
an old prison
an additional measure
the unfair treatment of people on the basis of race
the state of being drunk
action that is done without thinking or without regard for other people

3. a) Read the following statements and tick the one that accurately portrays Source A.

Statement A	
Source A is a letter from the Advocate General to Lord Seaforth, written in 1804. The writer apologises for the mistake he made in the letter that had previously been sent to Lord Seaforth and hopes that he can be forgiven. To correct the mistake made in the last letter, the Advocate General informs Lord Seaforth of a crime that had recently occurred which involved a pregnant woman provoking a drunken man which resulted in her being stabbed and later dying. The drunken man was immediately taken to jail which is where he remains.	Source A is a letter from the Advocate General to Lord Seaforth, written in 1804. The writer apologises for the mistakes that he has made in the letter that had previously been sent to Lord Seaforth. The writer details one case of a drunken man, an innocent woman and another man who was attacked. The man was not drunk enough to get on with the pregnant woman who later died. The man was immediately taken to jail.

INSPECTION COPY

COPYRIGHT
PROTECTED



- b) Fill in the gaps using the words below to create a summary of the

police force	black	white	newspaper
riots	Britain	advertisement	investigation

Source B is a _____ about the _____

The text specifically mentions a case where a _____

killed by a policeman which has caused _____. The _____

_____ but the policeman has not been charged.

Analysing the Text

4. a) Label the events in the table from 1–4 so that you get a better understanding of the structure used in **Source A**.

Writer answers the recipient's previous questions by detailing _____
Writer introduces topic of the letter _____
Writer addresses the recipient of the letter _____
Writer apologises to the recipient of the letter for the delay _____

- b) Focus on the second paragraph in **Source A**. What adverbs are used in the text? Write them below. There are two to look out for.

1)

2)

- c) Discuss with your partner. What impression does this give you about the way people were treated by a) the public and b) the authorities?

.....

.....

.....

5. a) Now reread on the first half of **Source B** (up to '... Hulk Hogan.')

- b) Which literary device has been used here? '[The policeman]... felt his way onto [US Wrestler] Hulk Hogan".'

.....

**COPYRIGHT
PROTECTED**



c) How does this use of language affect you as a reader?

Tip: Think about the impression you get of the case and the impression of the policeman.

Remember: This is to encourage you to evaluate the article. The impression is from the author.

.....

.....

.....

d) Why might the policeman benefit from causing this effect on the person he is saying that?

.....

.....

.....

e) Read the last sentence of **Source B**. Has this changed your opinion of the policeman and write your thoughts below.

.....

.....

.....

6. a) Now focus on **both sources**. Fill in the table to document the similarities and differences between the two sources. Some of the table has been completed for you.

	Topic of text	Terms used to describe people of colour	The effect on the reader
Source A			Very
Source B			So polic their the
Similar or different?			

COPYRIGHT
PROTECTED



- b) When comparing texts in an essay response, it is a good idea to focus on similarities and differences. A simple way of doing this is to give two similarities and two differences and one similarity (this depends on the sources you are comparing). Using the points in the table above, create a plan for an essay on the topic of colour across the whole of both sources.

Point (your opinion)	
<div></div>	<div></div>
<div></div>	<div></div>
Evidence from the text	
<div></div>	<div></div>
<div></div>	<div></div>
Explanation / additional comments	
<div></div>	<div></div>
<div></div>	<div></div>

Tip: Think about the way you will choose to write about these points. The way you write will make the most sense to the person marking your writing?

Writing an Essay

7. How does the writer use language to create a negative impression of the characters in paragraphs 5–8 (lines 12–20) of **Source B**?
8. How are West Indian people portrayed by the writers in the whole of **Source B**?
You may want to:
- compare the similarities and differences between the attitudes represented in the two sources
 - compare how the writers convey these attitudes
 - use evidence to support your ideas

Extension task:

Read back through your response to Question 8, imagining you are an examiner. Use Marking Scheme 1 to give your response a level from 1–4. Highlight the elements of your response that you need to remember next time to improve your writing!

COPYRIGHT
PROTECTED



Extract Pair 4

Source A: *Private Lectures on Perfect Men, Women and Children, in Happy Families*, O S Fowler⁷

Source A is an extract from a non-fiction literary text written in 1883. Gender is a key theme in the extract: especially those that define a man's purpose.

The most perfect man is he who can generate the best young

That is the most perfect of its kind which is best adapted to the purpose for which it was created – a universal definition and criterion

Begetting is an express male mission. He is therefore the most perfect man, such, who can establish the most and best life. Building and improving ships and factories, making great inventions and greater spectacles, swaying armies and nations, etc. are merely human ends, not male ends. Whatever is required to establish and consummate the life of the female, constitutes and defines a man. And all his treatment of her is governed by, and must promote, this his procreative office.

Human life, how infinitely great! Its origination, how equally magnificent, yet has not, [kept] all this transcendent glory to Himself. He summons man to be His co-worker in this, the master work of creation. An honor for which Gabriel might exultingly abandon his celestial estates, and assume our terrestrial surroundings, with their responsibilities for conferring the crowning honor on men by delegating to them the work of a work. Let all learn in what it contains, and consecrate themselves to its fulfilment.

The human mind embodies and constitutes life, and originates all feeling and desire, capacity and instinct, enjoyment and action, and reaction, even all eating, breathing, moving, etc. It is composed of all faculties, all of which the father originates; such as power to think, to remember, reckon, sing, talk, worship, etc.; which are created by him he furnished at the creative altar.

...

Man originates all else human – all great thoughts and feelings, all mechanical and other inventions, all original devices and discoveries of direct principles and fundamental laws and truths, all far-reaching plans and great undertakings and works, with all great strategic improvements, etc.; saving those exceptions made by strongly masculinized women who take after their fathers. Woman might be expected to invent at least a sewing machine; yet who did not; nor even one of its improvements. Nor less who originated any great poems... nor even composed any great songs, like the Marseillaise. Woman's creative office is rightly to receive and feed, bring forth and living up the life of her germs; and accompanying to help complete whatever else man begins, but not to originate. Man's 'help maid' is, therefore, his appropriate Scriptural Designation.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



⁷ Fowler, O S (1883) *Private Lectures on Perfect Men, Women and Children, in Happy Families*. Sharon Stone, <https://archive.org/stream/privatelectures00fowlgoog#page/n6/mode/2up>

Source B: *In Defense of Man – Praise Him As Hero and He'll Be a Regular Lion*, W Lee⁸

Source B is a newspaper article written in 1914. It discusses the idea that men's actions and the effect this has had on society.

Has modern woman set out to avenge Eve? Blaming each individual man for all of the evils of this old world, thus reversing Adam and the Bible story, seems to be orthodox feminist doctrine today. Feminists claim that woman is wronged by existing laws, which were made by man to suit man; that she is robbed of the just reward of her labor, whether she works in her home or is economically independent; that she is cheated of her authority in her children, etc.

Thus they carefully assign to man the role of the all-round villain, the opposite to the virtuous heroine. Indeed, so much have the 'evils of the woman' been discussed that we have practically deprived man of the hero he ever had.

We have recently invented a brand new way of educating children, making learning alluring and we keep pupils so busy being good that they have no time to be bad.

But just at the same time have we not fallen into a most foolish trap, making man as man by denying to him all similar opportunities and thus depriving him of uplift?

Surely it is to be deplored that while women are demanding to be treated as 'human beings' rather than as women, they have quietly snatched away his really human qualities.

Now why not permit man to retain a few of his ideals about himself? There are men who rejoice in character as the great glory of the race. That honesty and restraint and refinement and discipline are excellent accompaniments.

There are men capable of living up to the highest ideals, if only we let them have any right to any ideals at all! Such, for instance, as to be loyal as a husband and devoted as a father, and not have their devotion eternally under suspicion, and that devotion continually questioned and belittled!

Almost every woman exercises close surveillance over some man. If a woman will make her special man think himself a hero, he will take good care to be one.

That's man's favorite role!

But criticism never yet inspired a hero. It takes applause to goad an ambitious actor on to any great success.

INSPECTION COPY

COPYRIGHT
PROTECTED



⁸ Lee, W (1914) *In Defense of Man – Praise Him As Hero and He'll Be a Regular Lion*. Chicago, Illinois: <http://chroniclingamerica.loc.gov/lccn/sn83045487/1914-05-28/ed-2/seq-13/>

Extract Pair 4: Skills-building W

Start off by reading Source A and Source B, and then answer the

Comprehension

1. Match the words from each source to their definitions to get a better understanding of more difficult words in the texts.

a)

Words from Source A

criterion
begetting
transcendent
exultingly
celestial
terrestrial
stupendous

in a way s
a standard s
related
reproducing
so impre
beyond lim
related

b)

Words from Source B

avenge
orthodox
doctrine
alluring

the belie
get revenge on
going along w
attractive

2. a) Finish the sentences below to create a summary of the **Source A**.

- 1) The best men are the ones who can _____
- 2) Producing children is a male _____.
- 3) Everything that is needed to be done to create a child defines a _____
- 4) It is a huge blessing to have been given the job of _____
- 5) The _____ contributes the primal fact
- 6) The father creates all _____ and other
- 7) The only women who create these things are ones that take af
- 8) The role of women is ' _____ ' to men.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



- b) Tick True or False for each of the statements below to show your understanding of the text.

Men feel that women blame them for the evils in the world

Men are assigned the role of 'all-round villain playing opposite to virtuous heroine'

Men agree that society's focus should be on treating women as human beings

Men shouldn't be under suspicion all the time

The criticism men receive causes them to be more determined to succeed

Analysing the Text

3. Focus on the first three sections (lines 1–10) of **Source A**.

- a) Rewrite this part of the extract as though it was a post on a social media site.

Tip: Think about the way the style of writing might change and the language. Remember to include the key points of the paragraph!

- b) Discuss with your partner: if you saw something like this posted on a website or a blog, what impression would you get of the person who wrote it?

4. Now focus on **Source B**.

- a) Highlight the two examples of rhetorical questions in the text.

Remember: A rhetorical question is one that does not require an answer – instead, it forces the reader to think about a particular viewpoint.

- b) Discuss the effect you think these rhetorical questions have on you. What does the writer want to influence you to think about? Make some notes below.

.....

.....

.....

- c) Now focus on the following quotation from lines 11–12 in **Source B**: *assign to man the role of the all-round villain playing opposite to the virtuous heroine*

Which literary device is used to create an effect here? Consider the effect on the reader.

.....

5. a) Imagine that the way men are portrayed in **Source A** is the way the world sees men. Write a list of adjectives you could use to describe men based on their portrayal in the text.

1.
2.
3.
4.

**COPYRIGHT
PROTECTED**



- b) Now, in pairs, assign one person to play the man and the other can play the woman. Pretend you are out to lunch and are having a conversation about your views on men and any plans you have for the following week.

Remember: Act in the way you have described in Activity 5a!

- c) Now do the same but for **Source B**.
- d) Do you think having these views would be considered 'normal' in today's society?

.....

.....

.....

6. a) Read the statements about **both sources** and give them a score from 1 to 5, where 1 is 'strongly agree' and 5 is 'strongly disagree'. Indicate which particular attitudes about men are conveyed in the texts.

Statement
Men are portrayed in a positive way
Women are portrayed in a negative way
Men have more responsibilities than women
Society puts men at a disadvantage
Men have good intentions
Men are treated with suspicion

- b) Now, find evidence from the texts to support your answers and add it to the table below.

Statement	Source A	Source B
Men are portrayed in a positive way		
Women are portrayed in a negative way		
Men have more responsibilities than women		
Society puts men at a disadvantage		

COPYRIGHT
PROTECTED



Writing an Essay

7. Evaluate how the writer uses language to encourage the reader to think they do in paragraphs 2–6 (lines 11–27) of **Source B**.

A02 covers the following areas:
• The methods used by the writer
• The effects the methods used by the writer have on the reader
• The use of appropriate subject terminology

8. Compare how the writers in **both sources** portray their attitude towards

You may want to:

- compare the similarities and differences between the attitudes represented
- compare how the writers convey these attitudes
- use evidence to support your ideas

A03 is similar to A02, but it also covers the following areas:
• The attitudes of the writer
• The way this attitude is presented in the text

INSPECTION COPY

COPYRIGHT
PROTECTED



Extract Pair 4: Taking It Further V

Start off by reading Source A and Source B, and then answer the

Comprehension

1. Fill in the table with the definitions of some of the more difficult words to research the definitions you are unsure of.

Source A	Definitions
criterion	
begetting	
transcendent	
exultingly	
celestial	
terrestrial	
stupendous	
Source B	Definitions
avenge	
orthodox	
doctrine	
alluring	

2. a) Tick True or False for each of the statements below to show your

The best men are the ones who can invent the most interesting things
Producing children is a male mission
A man's role is made up purely of actions that lead to him having children
The mother contributes the primal faculties to the human mind
It is a huge blessing for men to be given the role of reproducing by themselves

- b) For each of the statements that you ticked False, write *how* you know

.....

.....

.....

INSPECTION COPY

COPYRIGHT
PROTECTED



- c) Complete the sentences to create a summary of **Source B**.
- 1) Men feel that women blame them for all of the _____
 - 2) Men are assigned the role of 'all-round _____ virtuous heroine.'
 - 3) Society is denying men their _____ qualities.
 - 4) Men feel they are unable to live up to their highest _____ actions of women.
 - 5) Men will try to act like _____ if they are treated _____
 - 6) Men feel that _____ does not encourage them _____

Analysing the Text

3. Focus on **Source B**.
- a) Highlight the **three** literary devices in the text extract and list them
1.
 2.
 3.
- b) Fill in the table below to show your understanding of how these devices are used

Name of device	Quote

**COPYRIGHT
PROTECTED**



4. Consider the following statements and firstly decide if you think they are true or false, then find evidence from the text to support your ideas.

Source A		
Statement	True or false?	Evidence
Men are portrayed in a positive way		
Women are portrayed in a negative way		
Men have more responsibilities than women		
Society puts men at a disadvantage		
Source B		
Statement	True or false?	Evidence
Men are portrayed in a positive way		
Women are portrayed in a negative way		
Men have more responsibilities than women		
Society puts men at a disadvantage		

INSPECTION COPY

COPYRIGHT
PROTECTED



Writing an Essay

5. Evaluate how the writer uses language to encourage the reader to think about the attitudes they do in paragraphs 2–6 (lines 11–27) of **Source B**.
6. Compare how the writers in **both sources** portray their attitude towards the topic.

You may want to:

- compare the similarities and differences between the attitudes reported in the two sources
- compare how the writers convey these attitudes
- use evidence to support your ideas

Extension task:

- a) Using a copy of Marking Scheme 2, assess your responses to Questions 5 and 6.
- b) Now give yourself two points to improve on next time.
1.
2.

INSPECTION COPY

COPYRIGHT
PROTECTED



Extract Pair 5

Source A: *Report of the Committee on the Judiciary*,

Source A is an extract from a newspaper written in 1853. The article is a report on Sodomy (male homosexuality) at that time.

Report of the Committee on the Judiciary

In pursuance of an order of the House of Representatives to inquire into the truth or otherwise of 58 persons who have been punished for Sodomy by the District Courts of the island of Hawaii in the years 1851, and 1852, as set forth in the Annual Report of the Chief Justice, following the representation of the District Attorney of Hawaii to him;

The Committee hereby report, that they have been put in possession of the Governor of Hawaii, of certain quarterly reports of the District Justice during the time referred to, and that the committee, together with the District Attorney of the said island of Hawaii, have examined said quarterly reports and find nothing respecting Sodomy in them.

By the old statute, Sodomy (moe aikane) was called in Hawaii an extraordinary (moe kohole ano e) but even those words (moe aikane) are not found in those quarterly reports.

The committee do not think it is true that any have been convicted of Sodomy on the island of Hawaii, as stated in the report of the Chief Justice. He says that 41 of these convictions were at Hilo. But in the quarterly reports of the committee among the quarterly reports of the District Justice, we do not find a single conviction for that crime before those courts.

Besides, both the Governor and the Sheriff of the island of Hawaii have informed the committee that they have neither known nor heard of any person who has been convicted of Sodomy (moe aikane) on the island of Hawaii, nor has the district courts during the years 1851 and 1852.

The committee are of the opinion that the District Attorney of Hawaii made a mistake in reporting to the Chief Justice that there had been persons convicted for the crime of Sodomy on that island.

Here is a point not yet brought forward. In the report of the Chief Justice, there are certain crimes punished in the districts of Hilo as domestic violence, adultery; those are the crimes spoken in the 6th Section of Article 1 of the criminal code.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



⁹ Richardson, J et al. (1853) *Report of the Committee on the Judiciary*. Polynesian. Honolulu: Hawaii from <http://chroniclingamerica.loc.gov/lccn/sn83045487/1917-07-06/ed-1/seq-14/>

And when the committee were looking over the Reports of the
of Hilo, they found certain of these crimes had been punished
mistook them perhaps, for adultery extraordinary, (moe kolohe
is Sodomy (moe aikane) but in the Hawaiian language, adultery
(moe kolohe ano e) is a very different thing from acts pertaining
(hana ma kea no moe kolohe.)

The District Attorney of that island has told the committee that
mistook the meaning of those expressions; because he did not
District Justices of Hawaii when he prepared his report for them
but he did look at the reports of the District Justices of that island
in the hand of the Governor's Clerk as he drew materials out of
them as a Report to the Chief Justice.

(Signed) J. Richardson,
E. P. Bond,
W. B. Aka,
S. M. Kamakau,
Wm. E. Pii

**COPYRIGHT
PROTECTED**



Source B: *Characteristics of Men, Manners, Opinions, Times, etc.*
A A Cooper, Earl of Shaftesbury¹⁰

Source B is an extract from a literary non-fiction text from 1900. The extract is paragraph 1, where the writer is addressing a man named Palemon directly.

I believe, truly, you are the only well-bred man who would have taken the fancy to talk philosophy in such a circle of good company as we had round us yesterday, when we were in your coach together, in the Park. How you could reconcile the objection there to such subjects as these was unaccountable. I could only conclude, that either you had an extravagant passion for philosophy, to quit so many charms for it, or that some of the tender charms had an extravagant effect, which sent you into philosophy for relief.

In either case I pitied you; thinking it a milder fate to be, as on my own part, a more indifferent lover. 'Twas better, I told you, to have beauty and wisdom a little more moderately. 'Twas better, I engaged so cautiously as to be sure of coming off with a whole fancy as strong as ever towards all the pretty entertainments of the world. For these, methought, were things one would not give up for a fine romantic passion of one of those gentlemen who were virtuous.

The name I took to belong in the common to your lover and in the matter what the object was, whether poetry, music, philosophy. All who were enamoured anyway were in the same condition. I perceive it, I told you, by their looks, their admiration, their thoughtfulness, their waking ever and anon as out of a dream, still of one thing, and scarce minding what they said on any sad indications!

But all this warning served not to deter you. For you, Palemon, adventurous, whom danger rather animates than discourages, nothing less will satisfy you than to have our philosophical adventures recorded. All must be laid before you and summed in one corner to remain, it seems, as a monument of that unseasonable contradiction opposite to the reigning genius of gallantry and pleasure.

I must own, indeed, 'tis become fashionable in our nation to mix every company, and mix the discourses of State affairs with business and entertainment. However, 'tis certain we approve of no such philosophy, Nor do we look upon politics to be of her province related to her. So much have we moderns degraded her, and so much her chief rights.

You must allow me, Palemon, thus to bemoan philosophy... But philosophy is reduced, if morals be allowed belonging to her.

¹⁰ Cooper, A A (1900) *Characteristics of Men, Manners, Opinions, Times, etc.* G Richards from <https://archive.org/details/characteristics02shafuoft>

INSPECTION COPY

**COPYRIGHT
PROTECTED**



undeniably be hers. For to understand the manners and customs in common, 'tis necessary to study man in particular, and know as he is in himself, before we consider him in company, as he is in the State, or joined to any city or community. Nothing is more reasonable concerning man in his confederate state and national affairs, than to consider him as a citizen or commoner of the world, to trace his steps step higher, and view his end and constitution in Nature itself, rather than to seem, for some intricate or over-refined speculation.

...

One must own this, however, as a real disadvantage of our polite conversations, that by such a scrupulous nicety they lose the helps of learning and sound reason. Even the fair sex, in whom we pretend to make this condescension, may with reason despise us for aiming at their peculiar softness. 'Tis no compliment to affect their manners and be effeminate. Our sense, language, as well as our voice and person, should have something of that natural roughness by which our sex is distinguished. And when we may pretend to, 'tis more a disfigurement than any real improvement in discourse to render it thus delicate.

No work of wit can be esteemed perfect without that strength of hand which gives it body and proportions. A good piece, though it must have good muscling as well as colouring and drapery. A writing or discourse of any great moment can seem other than that when neither strong reason, nor antiquity, nor the records of natural history of man, nor anything which can be called knowledge accompany it, except perhaps in some ridiculous habit, which has the air of play and dalliance.

**COPYRIGHT
PROTECTED**



Extract Pair 5: Skills-building W

Start off by reading Source A and Source B, and then answer the

Comprehension

- 1. Highlight the difficult words in each of the texts. Discuss with your partner the meanings of the words, and then check using a dictionary.
- 2. Tick True/False for each of the statements below on both sources to show which are correct for each text.

Source A statements

The text's topic is about the crime of male homosexuality

There is a mention of 58 people being charged with this crime between 1850 and 1852

The article acknowledges that this number is the correct number of charges

The Governor and the Sheriff of Hawaii have never heard of anyone committing this crime, so this suggests that the number is incorrect

The article blames the incorrect number on a mistake resulting from the different expressions used

Source B statements

The writer describes Palemon as a well-bred man

The writer pitied Palemon for discussing philosophy with the group of women who were with because it is more socially acceptable to discuss politics

The writer and Palemon both have a passion for philosophy

Palemon is portrayed as someone who avoids danger

The writer feels the same way about openly discussing philosophy as Palemon

The writer feels that women may hate them for pretending to be superior

The writer feels that, as men, they should behave in a way that is stereotypically thought of as 'male'

Analysing the Text

- 3. a) Discuss with your partner: What is the main point in **Source A**?
- b) Highlight the instances in the text where this main point is repeated.
.....
.....

INSPECTION COPY

COPYRIGHT
PROTECTED



- c) Why do you think the main point was repeated this much? Discuss a note of your thoughts below.

.....

.....

4. a) Highlight the parts in **Source B** that give you an impression of the philosophy and the arts.
- b) Create a word map with the parts of the text you have highlighted

Tip: Try to create a shape that is related to the text in some way!

5. a) Show your understanding of the order of the paragraphs in **Source B** by numbering each statement 1–8, where 1 indicates the first paragraph.

The writer makes the conclusion that danger obviously excites Palemon, which is why he went against social norms to discuss philosophy to such a degree.

The writer acknowledges the fact that he has to 'pretend' to be more dominant over women and feels that, as men, they should behave more typically masculine.

The writer mentions his pity towards Palemon for discussing philosophy with them as they were with yesterday and declares that he may be the only 'well-bred' man that. He distances himself from Palemon by considering Palemon as a 'gentleman' who they call 'virtuous' and by saying that, excluding him from the group.

The writer asserts that it is normal to discuss politics in every conversation, but it is definitely not appropriate to do the same with philosophy.

We are introduced to the topic of the text and learn that the writer is discussing Palemon's actions.

The writer emphasises that other people are not interested in discussing philosophy.

The writer states that there should be a good balance between politics and philosophy, and never just philosophy.

The writer shows that he feels differently to Palemon in regards to discussing philosophy. He feels that it is risky to discuss philosophy with people who do not know well.

- b) Discuss with your partner: Why do you think the writer chose this order of paragraphs?

Tip: Think about why this order is a good order for the text. How does it affect the reader?

.....

.....

.....

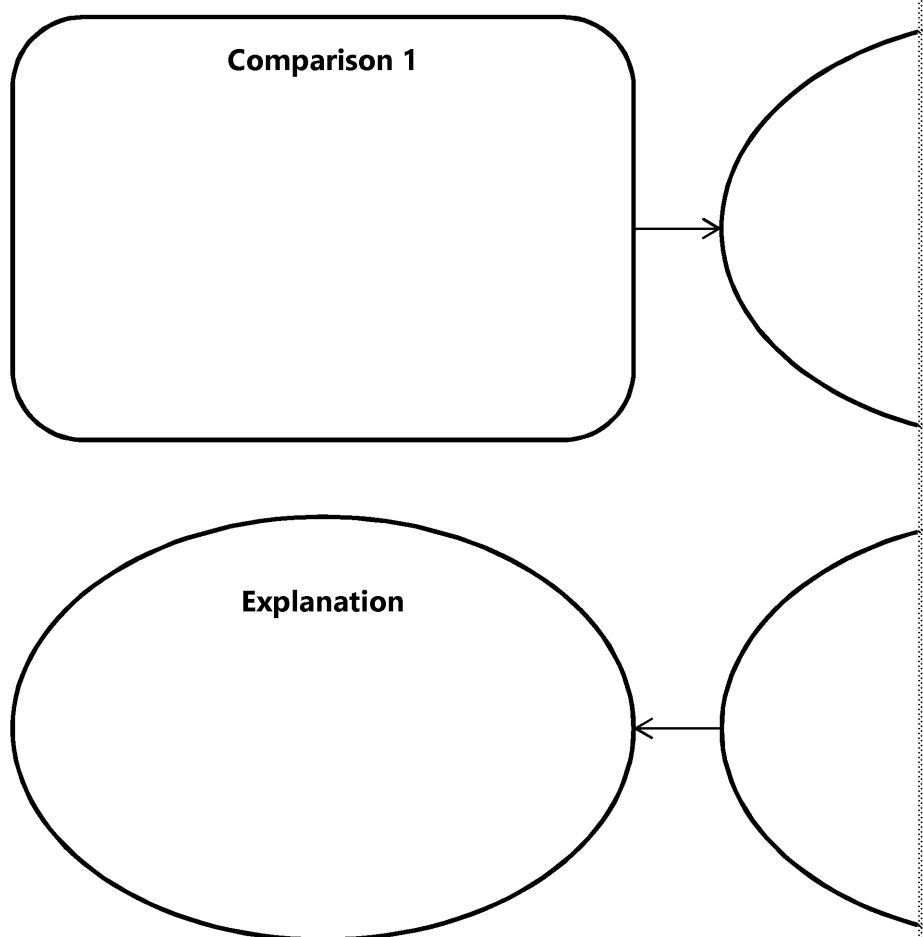
**COPYRIGHT
PROTECTED**



6. a) With your partner, assign **Source A** to one of you and **Source B** to the other. Read each text again.
 - b) Make some notes on the attitude(s) that are conveyed in relation to what is considered 'normal'.
 - c) Now, take it in turns to tell your partner the ideas you have on the texts. Be sure to listen to their ideas on the other text!
7. We are going to take the comparison of these texts a little further now. Write two paragraphs comparing the way the texts represent behaviour thought to be 'normal'.

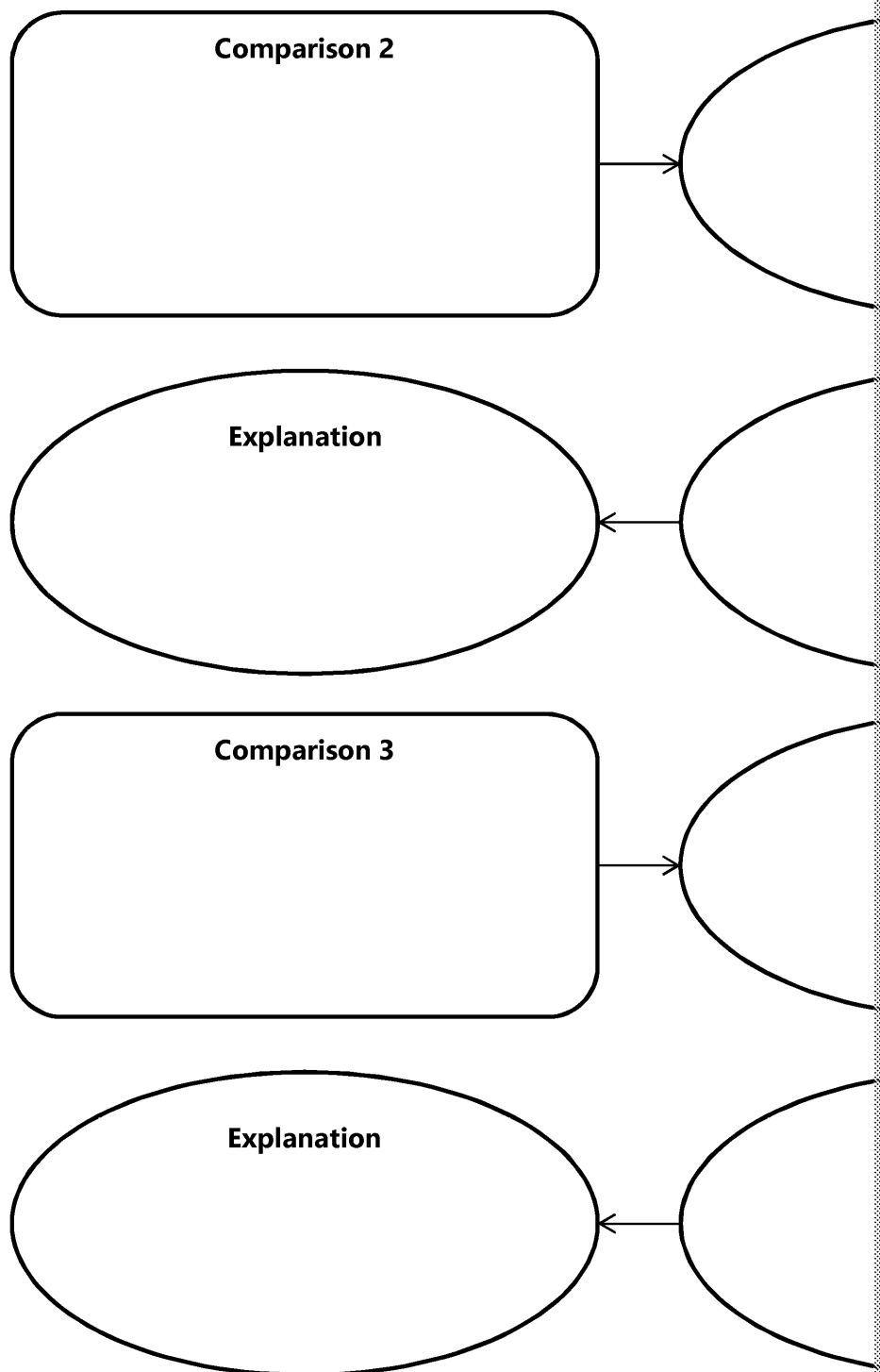
Using the attitudes you identified in Activity 5, fill in the mind maps to support your longer-answer response.

Tip: A great way to structure a comparison is using a 2:1 ratio of similarities to differences.



**COPYRIGHT
PROTECTED**





Writing an Essay

8. How does the writer in **Source B** use structure to introduce his thoughts in lines 1–17?
9. Compare how the writers in **both sources** convey their attitudes towards people who behave in a way that was considered abnormal for that time.

You may want to:

- compare the similarities and differences between the attitudes represented
- compare how the writers convey these attitudes
- use evidence to support your ideas

Extract Pair 5: Taking It Further W

Start off by reading Source A and Source B, and then answer the questions.

Comprehension

1. Highlight the difficult words in each of the texts. Discuss with your partner the meanings of the words, and then check using a dictionary.
2. Finish the sentences to create a summary of each text.
 - a) **Source A**
 - 1) The type of text is a _____.
 - 2) The text is on the topic of _____.
 - 3) The text mentions _____ cases between 1851 and 1900.
 - 4) The text argues that this number is _____.
 - 5) The text blames the incorrect number given previously on a _____ Hawaiian expressions used.
 - b) **Source B**
 - 1) The writer described Palemon as _____.
 - 2) The writer _____ Palemon for discussing philosophy with people they were with.
 - 3) The writer and Palemon are in a _____ relationship.
 - 4) Palemon is described as someone who is animated by _____.
 - 5) The writer feels that _____ may hate them for their views on _____ to them.
 - 6) The writer feels that, as men, they should behave in a way that _____.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Analysing the Text

3. Discuss with your partner: Why do you think the main point of **Source A** is repeated more than once?

Tip: Consider the text type and how this may have an impact on the way the text is written.

4. a) Identify the purpose of each paragraph in **Source B** and write them in the table below.

Paragraph	Its purpose / the information it provides
1	
2	
3	
4	
5	
6	
7	
8	

- b) Discuss your ideas with a partner.
5. a) Now consider **both sources**. Write one or two sentences for each source about the writer's attitudes towards men who behave in a way that is considered abnormal.

Source A:
.....
.....
.....

Source B:
.....
.....
.....

INSPECTION COPY

COPYRIGHT
PROTECTED



- b) Now that you have formed an opinion on the overall attitudes in e break those opinions down into smaller, more manageable points response.

Fill in the table below to create a simple plan for three paragraphs on the topic of the writer's attitude towards men who behave in a abnormal (at the time the text was written).

Remember: Structure your comparison using a 2:1 ratio of similarities. Whether you use two similarities or two differences will depend on

	Point	Evidence/Technique
1 st point of comparison		
2 nd point of comparison		
3 rd point of comparison		

COPYRIGHT
PROTECTED



Writing an Essay

6. How does the writer in **Source B** use structure to introduce his thoughts on lines 1–17?
7. Compare how the writers in **both sources** convey their attitudes towards people who behave in a way that was considered abnormal for that time?

You may want to:

- compare the similarities and differences between the attitudes represented in the two sources
- compare how the writers convey these attitudes
- use evidence to support your ideas

Extension task:

Disclaimer: You will need access to the Internet to complete this task.

Complete the following activity on language and structure:

<http://www.bbc.co.uk/education/guides/zqpsfg8/test>

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Extract Pair 6

Source A: *Who is to blame? or, Cursory review of 'American accession to negro slavery', J G*

Source A is the opening section of a non-fiction text published in 1842, after which the writer shares his opinion on slavery and those who took part in slavery.

'If there be,' said that generous friend of America and of human rights, (chiefly known as the author of *Sandford and Merton*), – an object truly ridiculous in the universe, it is an American patriot who, in his resolutions in favour of liberty with the one hand, and with the other brandishing a whip over his affrighted slaves.' These words express the sentiment of all civilized men – except the Americans themselves – in reference to the system of negro slavery which they continue to maintain, from admitting the reproach of peculiar iniquity, boldly challenging the world to a peculiar indulgence. In their Defence to the world, they allege circumstances from which they deduce in their own favour a partial exculpation – appealing to a dire necessity that makes them the victims of devilish deeds.

In no age or country have tyrannical invaders and usurpers of power been without apologies and apologists. Tears have been shed for the rapacity of Xerxes, and disguise the ambition of Cromwell. But truth has always unmasked the hypocrite and his hypocrisy, and discredited the falsehood of the allegations on which the oppressor sought to rest his plea and iniquitous plea. Perhaps the well known fable of the wolf and the lamb rendered truer to nature, – at least to the new disclosures of the world has produced, – if the wolf were made to say to his victim, 'I destroy you; but can neither restrain nor condemn the appetite which destroys me.' That appetite as awakened in me by the power and artifice of the tyrant that once domineered over myself: and though I have exerted every effort to reject his tyranny over me, yet I feel quite unable to forego the plea against yourself which he taught me, or to overcome the prejudice which his lessons impressed on my innocent, reluctant, but true nature.

The Americans, with continual application of flattering unctiousness and ostentatious challenge of the world's admiration, plume themselves on being, of all the nations who have flourished in ancient or in modern times, the people by whom civil and political liberty has been most justly appreciated, most gallantly achieved, and most faithfully and conscientiously cultivated, preserved, and extended. To the plan uncorrupted and honest men in every other country, this American claim appears to be impeached in truth and value by the actual subsistence of negro slavery in America; and the Americans are everywhere taxed with the direct treachery to those generous principles of which they profess to be the most ardent and praiseworthy votaries.

Manifold and various are the defensive pleas by which Americans repel, elude, or extenuate the heavy charge. The citizens of the Federal Union, within those territory negro slavery has been actually abolished, protest that their conduct is not only irreproachable but deserved the praise of generous sacrifice of their private interests to universal justice and liberty: – a protestation of which I shall presently endeavour to ascertain the value.

¹¹ Grahame, J (1842) *Who is to blame? or, Cursory review of 'American apology for American accession to negro slavery'* <https://archive.org/details/whoistoblameorc00grahgoog>

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Source B: *Shall I Defy Law or Break up My Home?*

Source B is a newspaper article written in 1917. The article is about a man who learned something new about his identity and how this new knowledge has affected his life.

A man without a race!

Shunned by his white relatives, pitied by his friends, white and well-to-do Paris contractor, a white man, and his negro family a dilemma which threatens to wreck his life and break his wife's heart.

Kohler, who until a few days ago believed himself a negro, has now learned he is white. His sister and other relatives from whom he has been separated since childhood and who recently discovered his whereabouts, horrified by his marriage, engaged their addresses and refuse to communicate with him.

In the face of all, driven from his adopted race by circumstance and with no control, his marriage made illegal by the Kentucky law, avoiding the law Kohler declares he will not desert his wife and babies.

Kohler's life is like a page out of fiction.

When 8 years old and he and his sister were taken from a Cincinnati family and adopted by Nat C. Rogers family was happy. When their foster father died they went to live with his son, Roseberry Rogers, where they were accepted as members of the family.

The boy's happiness was short-lived. After the death of Roseberry Rogers he was driven from the house, told he was a negro and must associate with the blacks on the farm. He did not know what became of his sister.

Kohler was too young to investigate his parentage, and, accepting his fate, true, went to work as a farmhand and lived with the blacks on the farm.

About 12 years ago he left the farm and came to Paris, where he became a mason and later entered the contracting business. He prospered and accumulated a modest fortune.

His home was a happy one, he was a good husband and a kind father of two children, a 5-year-old boy and 11-months'-old girl.

Then out of the sky came the knowledge he was born of white parents.

The medium was a Cincinnati newspaper carrying an advertisement for information of his whereabouts. He answered and in a few days received a letter from a small town in Oklahoma. The writer was his sister.

In the correspondence which followed Kohler told her of his situation and asked her for proofs that he was really a Caucasian. The answer came with photographs of his father and mother and convinced Kohler that he was white. Letters from other relatives confirmed them.

Then Kohler wrote of his negro wife and babies. The answers brought his relatives changed their addresses and refused to have anything to do with him. 'What can I do?'

That is Kohler's problem. Kentucky laws forbid intermarriage between whites and blacks. In reality his children are fatherless.

If he leaves Paris he must give up the business he has given years to build up. If he stays he must abandon his wife and children or live outside the law.

Unwelcomed by white and blacks alike, what can Kohler do? He is a man without a race.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



¹² Montgomery, R (1917) *Shall I Defy Law or Break up My Home?* Chicago Illinois: The Day Book from <http://chroniclingamerica.loc.gov/lccn/sn83045487/1917-07-06/ed-1/seq-14/>

Extract Pair 6: Skills-building Worksheet

Start off by reading Source A and Source B, and then answer the questions.

Comprehension

1. Match the difficult parts in the text with their meanings to help yourself understand the sources a little bit more easily. The first table has been split into three parts.

a)

Words from Source A		
brandishing		desperate
sentiment		weird and
peculiar iniquity		invaders who use
		take what rights
exculpation		the act of declaring
dire		waving some
tyrannical invaders and		make great
usurpers		
palliate the rapacity (of)		
artifice		
forego		
unction		unaffected by the
gallantly		
uncorrupted		a
manifold		the use of
ardent and praiseworthy		
votaries		
repel		eager and improve
		vows to be invincible
elude		reduce the severity
extenuate		
abolished		cause some
irreproachable		a decision
protestation		perfect; un

b)

Words from Source B	
shunned	
prospered	
forbid	

INSPECTION COPY

COPYRIGHT
PROTECTED



2. Complete the gap-fill exercises below to create a summary for each of

a) **Source A:**

1842	fair	hypocritical	2016	agrees
slavery	disagrees	attract	news article	endeavour

Source A is a _____ written in _____
 _____ and is written from the perspective of someone
 with the decision to abolish slavery. The writer feels that it was _____
 claim to be concerned about human freedom while, at the same time, _____
 slave. The writer feels that, now slavery has been abolished, that now _____
 _____ blame. The writer praises the places that started
 abolishing slavery and declares that they will do their _____

b) **Source B:**

happy	black	news article	1899	loving
white	1917	interracial	law	film review

Source B is a _____ written in _____
 discovered he had _____ parents. This caused a lot of _____
 married to a _____ woman and it was against the _____
 to have an _____ marriage. This caused his whole family _____
 and meant that he could either move somewhere else where he could _____
 or he could stay in Kentucky and break the law.

Analysing the Text

3. Read lines 20–26 of **Source A**, starting with 'if the wolf...'

a) Discuss and make notes on the following questions:

a. Which literary device does this remind us of?

.....

b. What is the purpose of including this part in the text?

.....

c. Why do you think the writer chose to use a wolf as an example?

.....

**COPYRIGHT
PROTECTED**



4. Now focus on the first paragraph (lines 1–12) in **Source A**. The opening paragraph tells us a lot about the topic of the text and sometimes the overall attitude of the writer.
- a) Label each sentence from the opening paragraph with one of the functions below.
- The topic is expanded on more
 - The Americans punish discrimination and feel this excludes them
 - We are introduced to the topic
- b) Consider why the opening paragraph is structured this way. What does it tell you about the rest of the text by reading this paragraph?

.....

.....

.....

5. Now focus on **Source B**. Write a timeline of Maxie Kohler's life. The main events are listed below.
- Parts of Kohler's childhood
 - Kohler finding out this new fact about his identity
 - Kohler's family disowning him

Tip: Make up approximate dates of any events where the date is not given.

6. a) Each text is a combination of true facts and personal opinions below are some examples below from **Source A** and tick whether they are fact or opinion.

Source A statements

'... if there be an object truly ridiculous in the universe, it is an American patriot signing resolutions in favour of liberty with one hand, and with the other, brandishing a whip over his affrighted slaves.'

'In [America's] Defence to the world, they allege discriminating circumstances from which they deduce in their own favour a plea of entire moral exculpation.'

'The citizens of those States, members of the Federal Union, within whose territory negro slavery has been actually abolished, protest that *their* conduct is not only irreproachable, but deserved the praise of a generous sacrifice of their private interests...'

- b) For each of the statements, write *how* you know they are true or false.

.....

.....

.....

**COPYRIGHT
PROTECTED**



- c) Now do the same for **Source B**.

Source B statements

'Kohler, who until a few days ago believed himself a negro, has discovered he is white.'

'Kohler's life is like a page out of fiction.'

'Kentucky laws forbid intermarriage between whites and blacks.'

- d) For each of the statements, write *how* you know they are true or false.

.....

.....

.....

- e) Think about how difficult you found that task. Sometimes it is difficult to form an opinion in a text because not all opinions begin with 'I think...'. Most of the time you just *get an impression* of a writer's attitude.

Rate how difficult you found this task for each of the two sources.

Source A:	/10
Source B:	/10

7. a) Complete the table to explore some of the comparable areas of both sources. Decide whether the statement is true for each source, then see if you can find evidence to support your ideas.

Statement	Source A – evidence from text	Source B – evidence from text
The people who let discrimination against people of colour take place are criticised in the text		
The writer shows personal discrimination towards people of colour		
The writer shows sympathy or support towards people of colour		

- b) Consider the order in which you might discuss these points in an essay. Which do you think would be best on the table above.

**COPYRIGHT
PROTECTED**



Writing an Essay

8. Focus on the first paragraph (lines 1–12) of **Source A**. How does the writer introduce the text's topic to the reader and encourage them to continue?
9. Focus on the whole of both **Source A and Source B**. How does the writer convey their attitudes towards the laws that were used to discriminate on the basis of colour?

You may want to:

- compare the similarities and differences between the attitudes represented in the two sources
- compare how the writers convey these attitudes
- use evidence to support your ideas

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Extract Pair 6: Taking It Further W

Start off by reading Source A and Source B, and then answer the

Comprehension

1. Match the difficult parts in the text with their meanings. This will help you understand the text more easily.

a)

Words from Source A

brandishing
sentiment
peculiar iniquity
exculpation
dire
tyrannical invaders and usurpers
palliate the rapacity (of)
artifice
forego
unction
gallantly
uncorrupted
manifold
ardent and praiseworthy votaries
repel
elude
extenuate
abolished
irreproachable
protestation

despise
weird
invaders who take what they want
the act of declaring someone innocent
waving someone's name
make someone feel better
unaffected by the passage of time
the use of many different things
eager and impatient
vows to be better
reduce the severity of
cause someone to feel better
a person who is not guilty
perfect

b)

Words from Source B

shunned
prospered
forbid

INSPECTION COPY

COPYRIGHT
PROTECTED



2. a) Tick True/False for each of the statements below to show your understanding of the text as a whole.

Source A statements

Source A is a newspaper article

The writer disagrees with the decision to abolish slavery and thinks it should be legal

The writer feels that people who were in possession of slaves while it was legal should not feel guilty at all

The writer praises the places that started the movement of abolishing slavery

The writer promises to do their best to establish the value of abolishing slavery

Source B statements

Source B is a newspaper article

The text is about a man who found out he has white parents

The man was married to a black woman at the time and this caused controversy because interracial marriage was legal at the time

The man's life fell apart because his family disowned him

He had to decide whether to move away somewhere else where interracial marriage was legal, or break the law and remain in Kentucky

- b) For each of the statements that you ticked False, write *how* you know this.

.....

.....

.....

Analysing the Text

3. Focus on the first paragraph (lines 1–12) in **Source A**. The opening paragraph tells us a lot about the topic of the text and sometimes the overall attitude of the writer.

- a) Label each of the three sentences in the paragraph with their purpose.
- b) Discuss: What information do you receive about the rest of the text from the second paragraph? Write your thoughts below.

.....

.....

.....

4. Now focus on **Source B**. Write a timeline of Maxie Kohler's life, including information from the article.

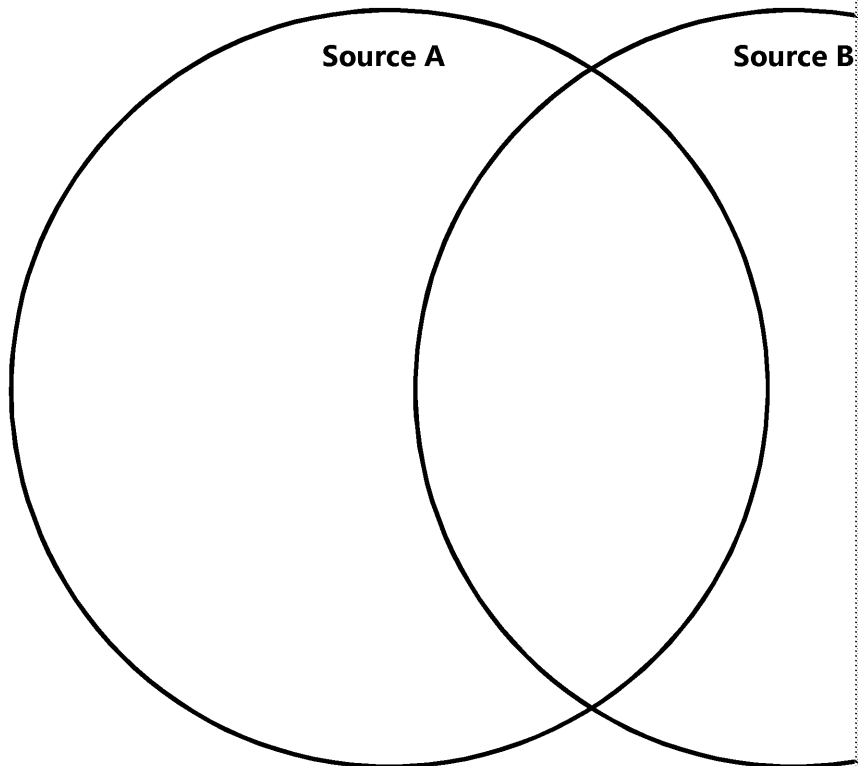
Tip: Make up the dates of any events where the date is not given!

**COPYRIGHT
PROTECTED**



5. a) Now focus on **both sources**. Complete the Venn diagram below to show some of the similarities and differences between the two texts.

Tip: Think about the writer's attitudes towards people of colour, the laws restricting people of colour, their attitudes towards the people of colour, etc.



- b) Choose three of the points you have made in the Venn diagram and write longer-answer paragraphs. You may use the table below, if you wish.

	Point	Evidence/Technique
1		
2		
3		

COPYRIGHT
PROTECTED



Writing an Essay

- 6. Focus on the first paragraph (lines 1–12) of **Source A**. How does the writer introduce the text’s topic to the reader and encourage them to continue?
- 7. Focus on the whole of both **Source A and Source B**. How does the writer convey their attitudes towards the laws that (used to) discriminate against colour?

You may want to:

- compare the similarities and differences between the attitudes represented
- compare how the writers convey these attitudes
- use evidence to support your ideas

Extension task:

Now you have analysed the structure of the opening paragraph of this text, apply your analysis to other texts.

Which elements do you think are included in the opening paragraph of a film? Write down your thoughts.

.....

.....

.....

INSPECTION COPY

COPYRIGHT
PROTECTED



Extract Pair 7

Source A: *Letters on the equality of the sexes, and the condition of woman* [electronic resource]: addressed to Mary S Park

Source A is a letter written by Sarah Grimke in 1837 to a friend on the topic of the place of women in society.

Letter IV

Social Intercourse of the Sexes

Andover, 7th Mo. 27th, 1837.

My dear friend, - Before I proceed with the account of that of woman has suffered in every age and country from her prote permit me to offer for your consideration, some views relative intercourse of the sexes. Nearly the whole of this intercourse apprehension, derogatory to man and women, as moral and beings. We approach each other, and mingle with each other constant pressure of a feeling that we are of different sexes regarding each other only in the light of immoral creatures, fettered by the idea which is early and industriously infused must never forget the distinction between male and female. intercourse, instead of being elevated and refined, is general excite and keep alive the lowest propensities of our nature. had tended more to destroy the true dignity of woman, than is approached by man in the character of a female. The idea sought as an intelligent and heaven-born creature, whose so refine and elevate her companion, and that she will receive to she confers, is rarely held up to her view. On the contrary, addresses himself to the weakness of woman. By flattery, by passions, he seeks access to her heart; and when he has gained affections, he uses her as the instrument of his pleasure – the temporal comfort. He furnishes himself with a housekeeper, business is in the kitchen, or the nursery. And whilst he goes enjoys the means of improvement afforded by collision of intelligent cultivated minds, his wife is condemned to draw nearly all her books, if she has time to peruse them; and if not, from her pen whilst engaged in those domestic duties, which are necessary of her lord and master.

¹³ Grimke, S (1837) *Letters on the equality of the sexes, and the condition of woman* [electronic resource] Knapp from <https://archive.org/details/lettersonequalit00grimrich>

INSPECTION COPY

**COPYRIGHT
PROTECTED**

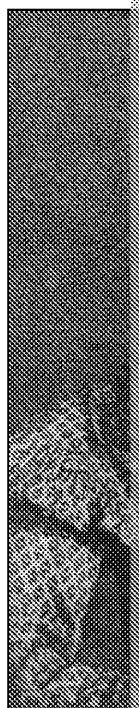


35 Surely no one who contemplates, with the
eye of a Christian philosopher, the design of
God in the creation of woman, can believe
that she is now fulfilling that design. The
40 literal translation of the word 'help-meet' is a
helper like unto himself; it is so rendered in
the Septuagint, and manifestly signifies a
companion. Now I believe it will be impossible
for woman to fill the station assigned her by
God, until her brethren mingle with her as an
equal, as a moral being; and lose, in the
45 dignity of her immoral nature, and in the fact
of her bearing like himself the image and
superscription of her God, the idea of her
being a female. The apostle beautifully
remarks, 'As many of you as have been
baptized into Christ, have put on Christ.
50 There is neither Jew nor Greek, there is
neither bond nor free, there is neither male
nor female; for ye are all one in Christ Jesus.'

...

Thine in the bounds of womanhood,

Sarah M. Grimke.



INSPECTION COPY

**COPYRIGHT
PROTECTED**



Source B: *Why are women still doing most of the housework?*

Source B is part of a newspaper article on gender and housework, written in 2014.

He thinks he does his fair share. She begs to differ. Why, asks Gordon, do women still hold the vacuum (and the baby), despite all the things they've fought for?

My husband does the bottles. 'To be fair to me,' says Harry, in a conversation that often turns to the subject of dreary domestic drudgery (and often), 'I do the bottles.'

It's true, he does. No matter how late he returns from work, he does the bottles. But let's look at what doing the bottles involves: maybe three, baby bottles, soaking them for a bit, then placing them in a steriliser for six minutes. So, if we are being really fair, it is Harry who does the bottles.

'I also do the bins,' he points out. But the bins are a once-a-week chore, usually done as I feed our daughter her dinner on a Sunday. I do the bottles and the bins. I really should give the man a chance.

Sometimes, when I am feeling particularly churlish, I let him do the housework around the house. He needs to be told this – otherwise he might not believe that our flat remains immaculate all day, while the baby sits on the sofa watching *The Real Housewives of Beverly Hills*. This is the deal: all. During the average 10-hour period between his leaving in the morning and returning at night, our small, one-and-a-half-bedroom flat is kept to the cleanliness equivalent of four seasons in one day: boxes are emptied all over the living-room; clothes are cleaned and machine-washed; cleaned once again; sweet potatoes are peeled and puréed, and then are cooked and then flung on the kitchen floor.

He sees none of this... He doesn't hear the constant whirr of the vacuum and washing-machine, and, though he says he does the bins, he doesn't do them: he pulls them out on to the pavement for the council to collect and empty them every day – I do.

...

Isn't it amazing that in the twenty-first century, when women smash through glass ceilings, they still feel obliged, shortly after, to clean up after themselves? It was the fabulous Joan Collins who remarked, just last November, that, 'We should celebrate being women and having the opportunities to do things that our mothers and grandmothers were not allowed to do. They were expected to stay at home and do the cooking and the cleaning. Though now, of course, we are expected to do the cooking and the cleaning and the working.'

INSPECTION COPY

**COPYRIGHT
PROTECTED**



¹⁴ Gordon, B (2014) *Why are women still doing most of the housework?* The Telegraph from <http://www.telegraph.co.uk/life/10621402/Why-are-women-still-doing-most-of-the-housework.html>

Extract Pair 7: Skills-building W

Start off by reading Source A and Source B, and then answer the

INSPECTION COPY

Comprehension

1. Fill in the table with the definitions of some of the more difficult words in the dictionary to research the definitions you are unsure of. One has been provided as an example. Add any additional words to the table if you wish.

Source A	Definitions
oppression	
apprehension	
derogatory	
fettered	
propensities	
Septuagint	A modified version of the Hebrew bible
manifestly	
Source B	Definitions
churlish	

2. a) Tick the correct summary of **Source A**.

<input type="checkbox"/> The text is a review written by Sarah Grimke. She discusses a film that is quite offensive and tries to persuade the readers to agree with her.
<input type="checkbox"/> The text is a letter written by Sarah Grimke to a friend of hers. She discusses the way in which women were at a disadvantage in society at the time.
<input type="checkbox"/> The text is a letter from Sarah Grimke to an ex-boyfriend. In the letter, she lists all of the things she was unhappy with in the relationship and warns him not to do it again.

- b) Write a summary of **Source B** of around three to four sentences.

.....

.....

.....

COPYRIGHT
PROTECTED



Analysing the Text

- 3. a) Highlight the words in **Source A** that the writer uses to refer to me
 - b) Think about the words you have highlighted: are they positive, negative
 - c) Create a word map using the words. Try to form a shape that is relevant
4. Now focus on paragraphs 2–4 (lines 4–14) of **Source B**.
- a) Reorder the paragraph summaries in the table below by labelling them to better understand the structure of the text.

The writer quotes her husband declaring another job he does and the writer invalidates this because it is not a chore that needs doing and uses sarcasm to joke about and bring attention to how little her husband does with the housework.
The writer states a single job that her husband does to contribute to the housework. She writes that this is something he brings up every time the housework comes up and informs the reader that they have this chore together.
The writer acknowledges that her husband does this chore but explains to the reader how little effort goes into completing it.

- b) Consider what this part of the text does. Discuss and write your thoughts.
-
-
-
5. The writers in **both Source A and Source B** are women so it may be useful to consider them. Even though they are both women, they may have different circumstances and different impressions of themselves to their readers.
- a) Read the list of features below and decide whether you think each of the writers of the sources. Write **Yes/No** in the first two columns and then determine whether each of them is similar or different.

Features	Source A writer	Source B writer
anger		
oppression		
unhappiness		
sense of humour		

INSPECTION COPY

COPYRIGHT
PROTECTED



- b) In your workbook, expand on these points to create a plan for an essay. Use a quote to support each of the points you are making and consider how they make links back to the topic of **the representation of the writers**.

Remember: Find evidence from the text to support each of your points and think about the order you would write these points (but only need three!).

Writing an Essay

6. Focus on paragraphs 2–4 (lines 4–14) of **Source B**. What does the structure tell us about the rest of the text?
7. Focus on the whole of both **Source A and Source B**. How do the writers represent themselves, as women?

You may want to:

- compare the similarities and differences represented
- compare how the writers convey their attitudes
- use evidence to support your ideas

**COPYRIGHT
PROTECTED**



Extract Pair 7: Taking It Further W

Start off by reading Source A and Source B, and then answer the questions.

Comprehension

1. Fill in the table with the definitions of some of the more difficult words in the extracts. You may want to research the definitions you are unsure of. There is space to add more.

Source A	Definitions
oppression	
apprehension	
derogatory	
fettered	
propensities	
Septuagint	
manifestly	
Source B	Definitions
churlish	

2. a) Write a short summary of Source A of around three or four sentences.

.....

.....

.....

- b) Now do the same for **Source B**.

.....

.....

.....

INSPECTION COPY

COPYRIGHT
PROTECTED



Analysing the Text

3. Read the following statements about men. Tick True/False to determine if they are from **Source A** or made up.

a)

- Women have suffered from men even though they are meant to be a woman's protector
- All women hate all men
- Men use a woman's weakness to their advantage
- Women feel as though they are treated as objects rather than as people

b) For each of the statements that you ticked False, write *how* you know this.

.....

.....

.....

c) Discuss with your partner: Do you think that the writer has a personal opinion about men? Why or why not? Write your thoughts below.

.....

.....

.....

4. Now focus on paragraphs 2–4 (lines 4–14) of **Source B**.

a) Label each paragraph with its purpose.

Tip: Think about why the writer has chosen to order the paragraphs and what effect this has on the reader!

b) Consider what this part of the text does. Discuss and write your thoughts below.

.....

.....

.....

INSPECTION COPY

COPYRIGHT
PROTECTED



5. Think about **both Source A and Source B**. We know that both of the writers may be useful to compare them. Even though they are both women, the circumstances and create different impressions of themselves to their readers.
 - a) Create a mind map for each writer highlighting their features (for example, Source A's writer feels oppressed, and Source B's writer could be argued as less oppressed as she argues with her husband about housework).
 - b) Using the points in your mind maps, create an essay plan on how the writers create an impression of themselves as women to their readers. You may want to include...

Remember: You only need to include three points in your essay, so choose the ones you could write the most about. **Also** think about the order in which you include each point!

Writing an Essay

6. Focus on paragraphs 2–4 (lines 4–14) of **Source B**. What does the structure tell us about the rest of the text?
7. Focus on the whole of both **Source A and Source B**. How do the writers create an impression of themselves as women?

You may want to:

- compare the similarities and differences represented
- compare how the writers convey their attitudes
- use evidence to support your ideas

Extension task:

Semantics refers to the meaning of language. More specifically, this task involves understanding the connotation of language, which is the way that some words make us think about other words.

An example of connotation is *eagle*. We know an eagle is a type of bird, but the word also has a positive connotation communicated. When we think of eagles, we also think *brave* and *noble*, even though these are not linked to the direct meaning of *eagle*.

Think of two of your own examples of connotation and write them below.

- 1)
- 2)

**COPYRIGHT
PROTECTED**



Extract Pair 8

Source A: *Sisters of the Spirit: Three Black Women's Autobiographies of the Nineteenth Century*, J A J Foote, et al

Source A is an extract from an autobiography written by Julie A J Foote in 1986. In the extract, the writer discusses religion and her life as a Black woman.

XX: Women in the Gospel

Thirty years ago there could scarcely a person be found, who sympathize with any one who talked of Holiness. But, in my mind I think that a body of Christian ministers would understand me more righteously. I was, however, disappointed.

It is no little thing to feel that every man's hand is against one, and against every man, as seemed to be the case with me at this precious, if Jesus but be with us. In this severe trial I had communion with God, and a clear consciousness that he heard me; yet I did not have that plenitude of the Spirit before. I realized most keenly the communion that may have existed, the keener the suffering and departure from God. Unbroken communion can only be retained by application of the blood which cleanseth.

Though I did not wish to pain any one, neither could I please myself. I was led by the Holy Spirit. I saw, as never before, that the world was liable to err, and that the only safe way was to fall on Christ. Censure and reproach fell upon me for obeying his voice. Many things weighed nothing with me, for my commission was from heaven, and my reward was with the Most High.

I could not believe that it was a short-lived impulse or spasmodic influence that impelled me to preach. I read that on the day of Pentecost was the Scripture fulfilled as found in Joel ii. 28, 29; and it certainly will not be denied that women as well as men were at that time filled With the Holy Ghost, because it is expressly stated that women were among those who continued in prayer and supplication, waiting for the fulfilment of the promise. Women and men are classed together, and if the power to preach the Gospel is short-lived and spasmodic in the case of women, it must be equally so in that of men; and if women have lost the gift of prophecy, so have men.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



¹⁵ J A J Foote, et al. (1986) *Sisters of the Spirit: Three Black Women's Autobiographies of the Nineteenth Century*. Available at: https://books.google.co.uk/books?redir_esc=y&id=inuQ6lTkWK0C&q=208#v=onepage&q&f=false

Source B: *Taliban restrict women's education* O Waraich and A Buncombe¹⁶

Thousands of young women living in a part of Pakistan once considered the destination have been prevented from going to school after an order from Taliban control of much of the area.

Fearful of violent attacks that have already seen the torching of over 180 schools in the Swat Valley, school administrators have announced that more than 900 private schools will remain closed until the security situation improves. Government officials, struggling to organise adequate protection, have appealed to schools to extend their winter holidays until at least March. The future education of around 125,000 young women is uncertain as a result of the order, said to come into effect on January 15.



In an echo of Afghanistan under the Taliban, the campaign against education is the latest phase of a brutal and swift advance led by local Taliban commander Maulana Fazlullah that has included beheading of opponents, the closure of barber shops, political kidnappings and the destruction of homes belonging to the w

Earlier this month, militants were believed to be behind attacks on the Wali of Swat, the benign autocrat who ruled the valley and now fled to Islamabad, and Hameedullah Khan, a reporter for the Dawn newspaper.

The Taliban have also introduced a parallel legal system where Sharia courts order lashes and death sentences for those seen to break their brand of Islamic law, said Shoukat Saleem, a lawyer.

'Yesterday there was a bombing of a school in Mingora, the north-western province', he added. 'No one is giving any education. Girls preparing for their exams in March have had to abandon their education. Unless the Taliban announce that the situation will be ok, no one is going to school or the risk.'

Shoukat Ali Yousafzai, the top civil administrator, said most schools were currently closed for winter holidays. 'Once they are over and security with the help of the army,' he said.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



¹⁶ Waraich, O and Buncombe, A (2009) *Taliban restrict women's education in Pakistan*. Independent from <http://www.independent.co.uk/news/world/asia/taliban-restrict-womens-education-in-pakistan>

But in a sign of worsening security in even Mingora, which [has] been beyond the reach of the Taliban, Mr Yousafzai said around 10 bodies had been discovered dumped this month. Some have been found with others carried a note warning readers not to remove the bodies until the appointed time.

Ziauddin Yousafzai, a spokesman for the Private Schools Movement Association, said: 'It will be very difficult to reopen the schools until there is no political solution of the problem...The Taliban are the rulers of Swat.'

The Swat Valley in the North West Frontier Province (NWFP) is known as the Switzerland of Pakistan and famed as a destination for honeymooners and other tourists. In the past 18 months the valley has increasingly fallen under militant control. Senior army officers say the remit remains extensive - particularly during the day - but insist that more than three-quarters of the valley is effectively outside government control.

The military says the tactics of Taliban fighters have become increasingly brutal in recent months. The number of troops has been boosted in recent months to counter the militants. Maj General Athar Abbas, a spokesman, said: 'In Swat the militants have become very ruthless. There are executions and beheadings. This is the fear and terror that has been on the part of the public,' he said.

But Muslim Khan, a Taliban spokesman, said they would not allow schools to operate until the army withdrew from the valley and a democratic government was imposed. He told the Associated Press: 'These schools are a relic of a system introduced by the British and promote obscurantism in society.'

© Extract Reproduced with kind permission of *The Independent*.

**COPYRIGHT
PROTECTED**



Extract Pair 8: Skills-building Words

Start off by reading Source A and Source B, and then answer the questions.

Comprehension

1. Split the cards between you and your partner and play a game of dominoes by matching the words to their definitions.

Start	Righteously	Acting in a way that does not cause guilt
A Christian service involving eating bread and drinking wine	Err	To do something wrong
To express criticism formally	Reproach	An expression of criticism
Role	Spasmodic	Occurring infrequently
An Islamic political movement that has caused war in Pakistan	Militant	Devoted supporters
Introduction into higher education	Finish	

INSPECTION COPY

COPYRIGHT
PROTECTED



2. a) Fill in the gaps using the words below to create a summary of **Source A**.

mistakes	children	30	short-lived	many
women	few	led	consciousness	criticised

The writer recalls back to _____ years ago when
 _____ people who were religious. The writer was
 because she felt that her case would be judged righteously, but the
 felt that every man's hand was against hers, but this gave her a clue
 that she was heard by God. She felt she was _____
 discovered that even the best people made _____
 _____ for following religion but this did not affect
 people who said that her dedication to religion was _____
 this is true of _____, then it must be true of men.

b) Now do the same for **Source B**.

schools	winter breaks	boys	news article	promises
letter	government	girls	campaign	legal

The text is a _____ about the education of _____
 _____. Pakistan has suffered attacks on _____
 which has caused _____ to be extended until at
 a _____ against female education in Pakistan as
 the destruction being caused at this time. The Taliban is responsible
 _____ and they have introduced their own _____
 Girls who are preparing for _____ education have
 preparation because being in school is not safe for them as there is
 _____ control.

COPYRIGHT
 PROTECTED



Analysing the Text

3. Reread the third paragraph (lines 14–19) of **Source A**. Rewrite this paragraph from third person instead of first person and uses more modern language.
4. Now focus on the last two paragraphs (lines 48–58) of **Source B**.
 - a) From the options below, choose which ones are actually included in the last two paragraphs. You could tick the boxes or highlight the text.

Scary truth of current situation in Pakistan	Reassurance to public that all will be alright
The choice that the Pakistan government has to make	The Taliban’s reasoning for stopping girls’ education

- b) Why do you think that this information has been included in the first paragraph? Discuss with your partner if you wish.

Tip: Think about the effect these points will have on readers and how they are typical of the type of text we are looking at here.

.....

.....

.....

5.
 - a) Read the following key words and decide whether each of them shows a similarity or a difference between **both sources**. Add them to the table below.

The way religion is portrayed

The way religion affects the female in the text

The texts are affected by religion

Similarity between the texts	Differences between the texts

COPYRIGHT
PROTECTED



- b) Now use these comparable points to develop a basic plan for a longer answer. Use the evidence from the texts to support your ideas and write an explanation of a point linking the explanation to the topic of the longer-answer question. The question you will be asked to write is on the topic of **the representation of religious women**.

	Point	Evidence
1		
2		
3		

Writing an Essay

- Focus on the final two paragraphs (lines 48–58) of **Source B**. How does this part of the text contribute to a lasting impression on the reader?
- Focus on the whole of both **Source A and Source B**. How do the writers represent religious women?

You may want to:

- compare the similarities and differences between the representations
- compare how the writers convey these representations
- use evidence to support your ideas

COPYRIGHT
PROTECTED



Extract Pair 8: Taking It Further W

Start off by reading Source A and Source B, and then answer the

Comprehension

1. Match the boxes to their definitions to get a better understanding of s words in the texts.

Words from the texts

righteously
communion
err
censure
reproach
commission
spasmodic
Taliban
militants
matriculation

to expres
an expre
a Christian service dr
acting in a way
occurn
to do s
devo
introduction
an Islamic political wa

2. a) Finish the sentences to create a summary of **Source A**.
- The writer recalls back to _____ years ago
_____ people who were religious.
 - The writer was _____ because she felt that
righteously, but this was not the case. The writer felt that every
hers, but this gave her a clear _____ that sh
 - She felt she was _____ by the Holy Spirit an
best people made _____.
 - She was _____ for following religion but th
 - She did not believe people who said that her dedication to re
_____ and feels that if this is true of _____
must be true of men too.

INSPECTION COPY

COPYRIGHT
PROTECTED



b) Now do the same for **Source B**.

- The text is a _____ about the education of _____.
- Pakistan has suffered attacks on _____ recent _____ to be extended until at least March.
- The Taliban has a _____ against female education just one part of the destruction being caused at this time.
- The Taliban is responsible for many _____ in its own _____ system.
- Girls who are preparing for _____ education are in _____ preparation because being in school is not safe for them as the _____ control.

Analysing the Text

3. Focus on the third paragraph (lines 14–19) of **Source A**.

- Highlight the superlative adjective.
- Write down three more superlative adjectives you can think of.

- 1)
- 2)
- 3)

- How is this superlative adjective different to other superlative adjectives? Partner and make a note of your thoughts below.

.....

.....

.....

4. a) Make a list of the features included in the last two paragraphs (lines 20–25). For example, the section starts with the scary reality of the situation: 'Taliban fighters have become increasingly brutal in recent months.'

-
-
-
-

**COPYRIGHT
PROTECTED**



- b) Discuss with your partner: Why might these features be included in the text? What reason might there be for this?

.....

.....

.....

5. a) Focus on **both sources**. Work together with a partner to identify the similarities and differences between **Source A and Source B**.
- b) Now expand those comparable points into the structure for an essay. The topic of the longer-answer question will be on the topic of **the representation of women**.

	Point	Evidence
1		
2		
3		

COPYRIGHT
PROTECTED



Writing an Essay

- 6. Focus on the last two paragraphs (lines 48–58) of **Source B**. How does this part of the text contribute to a lasting impression on the reader?
- 7. Focus on the whole of both **Source A and Source B**. How do the writers represent religious women?

You may want to:

- compare the similarities and differences between the representations
- compare how the writers convey these representations
- use evidence to support your ideas

Extension task:

Earlier in the worksheet, we worked on superlative adjectives and identified which words follow the same rule when being made into the superlative (good -> best, etc.).

Now we will look at another English language rule: 'i' after 'e', except after 'c' (before 'e') rule, and *ceiling* also follows the rule because it starts with [c].

List two examples of words that **do not** follow the rule.

- 1)
- 2)

INSPECTION COPY

COPYRIGHT
PROTECTED



INSPECTION COPY

**COPYRIGHT
PROTECTED**

- 

7. a) Students' lists may include the following points from Source B:

- *'Favorite Things'*
- *'deep blue eyes'*
- *'passion for beauty'*
- *'...you are positive that your life is incomplete without an iridescent green'*

b) Students may have the following ideas in regards to the quote:

- *'doe-eyed'* has connotations of being innocent, so it may suggest that Bella does not mention the price of the products she reviews.
- Alternatively, *'doe-eyed'* could be used to suggest that, although Bella does not mention the price, it has been done purposely so that the viewers are not deterred from the products even though they are very expensive.
- Students may get the impression that Bella's reviews are more about her own feelings than advertising products that she likes personally. It may be the case that Bella is paid to advertise.

Unseen Non-Fiction Preparation Pack for GCSE AQA: Identity

Page 76 of 100

8. a)

	Main topic of text	Perspective the text is written in
Source A	Family	First person
Source B	Beauty	Third person

- b) An example of another difference between the two sources is that Source A that suggests that Sarah works, whereas we know that Bella works by reviewing

9.

Source A			
	Point	Evidence and explanation	Point
Money	Has lots of money, family are wealthy	'£50' was a lot in the 1800s, 'servants' day-to-day. Money is not an issue at all for this family, which influences the way they live their lives.	Expensive make-up products, seemingly unaware of the price of them
Public appearance	Would appear to be wealthy in public	Travelling in a 'phaeton', and having servants would certainly give the impression in public that she is from a wealthy family. Even in her diary entry, we are introduced to the wealth in her life.	Wears expensive beauty products
Work	Does not appear to work, lives off her family's money	No suggestion that Sarah works. We do not know her age so we assume she lives at home off her family's money.	Reviewing products, may be earning money from this

10. The points students write about may include but are not limited to the following:

- May include evidence such as 'phaeton', 'servant', '£50' and 'man-servant'
- May draw conclusions about the wealthy such as
 - They are privileged
 - They have servants so may not be respectful of people who are poorer

11. Students should include points from Activity 8 and any other appropriate representative extracts, including:

- Personal interests: Source A does not give any suggestion about Sarah's hobbies. Bella is interested in make-up and beauty.

Extension task:

Students should ensure they have included the following in each paragraph of their essays: Technique, Explanation, Relation to question.

COPYRIGHT
PROTECTED



Extract Pair 2

1. Students may give responses surrounding any area of gender inequality such as
 - Some people being paid less for the same work
 - Some people being allowed to be shirtless in public whereas others are not
 - Some people believing that they are better at some tasks than others purely because of their gender
2. Students should use a dictionary to define the difficult terms in the text.
- 3.

Source A			
Author	Type of text (domain)	Topic	Purpose of text
Elizabeth Strutt	Literary non-fiction	Female roles	To discuss gender roles and to give women 'hints' on how to behave
Source B			
Sallie Krawcheck	Non-fiction newspaper article	Female careers	To empower women and make the most of their careers

4. a) Students may give answers including but not limited to the following:
 - Define the 'normal' way women should live their lives (to be traditional, men be more dominant)
 - To remind the reader (in the 1800s when this was standard) that a woman who did not behave like this was abnormal and that women should behave normally
- b) The mind maps students create may have points including but not limited to:
 - Men are better workers than women
 - Women have less power than men
 - Women should depend on men / let men look after them
- c) Students may give answers that reflect how independent women are, how they challenge traditional gender ideology; they may also reflect upon the traditional use of 'men' and 'women' and comment on the relationship being a heterosexual one which is traditional and relationships.
5. Students may give answers including but not limited to the following:
 - Women are becoming more empowered to take charge of their careers
 - Women are at an all-time high in regards to taking charge of their careers
 - Their mothers and grandmothers did not have the same rights

6. a) The Venn diagram students create may include the following points:

Source A:

- 'peculiar' to have a job and be able to support oneself if you are a woman
- The 'right performance' of women is when they depend on men
- Women 'perpetually' seek companionship with men and this is the only 'proper organization' is designed to function

Source B:

- Women have lots of career options and plenty of help available
- These opportunities are still expanding
- There is potential to gain money by investing a little bit each month

Both:

- Not all women are making the most of their careers

**COPYRIGHT
PROTECTED**



b)

	1 st paragraph	2 nd paragraph
Point	Source A promotes dependence on men	Source B promotes independence
Evidence/ Technique	<i>‘... mainly dependent on the masculine councils...’</i> The adjective phrase ‘mainly dependent’ shows that women have very little independence.	<i>‘There is A LOT of career advice for women these days.’</i> The emphasis on ‘A LOT’ conveys that women have a lot of career options.
Explanation / Relation to question	Women are portrayed as being mostly reliant on men, which is an outdated way of thinking but is conveyed in Source A.	Women are portrayed as being able to be independent and able to support themselves, which contrasts with Source A.

7. Students may write about points including but not limited to the following:
 - The writer’s referral to it as ‘peculiar’ when women support themselves by
 - The writer’s referral to ‘business-habits of men’ and failing to include any women, implying that they do not exist and that business habits belong only to men
 - The writer’s description of women as ‘mainly dependent’ upon men
8. Students may write about points covered in Activity 6 and any other relevant points:
 - Source A: Women ‘perpetually’ seek companionship with men and this is the ‘main function’ of the ‘organization’ is designed to function which is not explored in Source B.
 - Source A: ‘peculiar’ to have a job and be able to support oneself if you are a woman, which is not explored with Source B.
 - Source B: Women have lots of career options and plenty of help available. This is not explored in Source A.

Extension task:

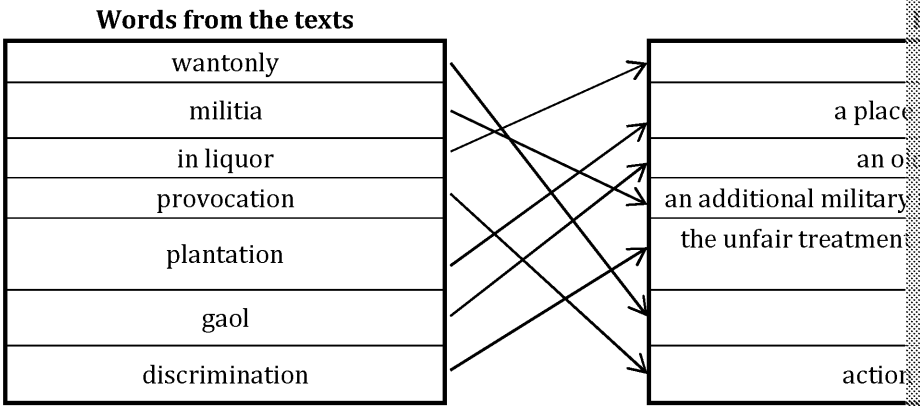
Students should use Marking Scheme 1 to mark the sample essay. They should assess the sample essay as Level 4. There is a clear understanding of the text and some examples are used; however, there are some errors to achieve the high Level 4.

COPYRIGHT
PROTECTED



Extract Pair 3

1. Students may discuss words such as ‘powerful’, ‘intimidating’, or ‘brave’.
- 2.



3. a) Students should tick Statement B.
- b) Source B is a **newspaper article** about the **police force in America**. The text describes where a **black** teenager was shot and killed by a policeman which has caused the police to be **investigated** but the policeman has not been charged.

4. a)
- | |
|--|
| Writer answers the recipient’s previous questions by detailing the facts |
| Writer introduces topic of the letter |
| Writer addresses the recipient of the letter |
| Writer apologises to the recipient of the letter for the delay in response |

- b) Students should write ‘wantonly’ and ‘inhumanly’.
- c) Students may write thoughts including but not limited to the following:
- People of colour are in danger in public because others attempt to start a riot
 - The safety of people of colour is being discussed by the authorities
 - The authorities describe the killings as ‘wantonly’ and ‘inhumanly’ so the public can feel safe
5. b) Simile
- c) Students may feel that:
- The incident could not have turned out any other way
 - The policeman is, in some ways, the victim
- d) Students may write answers including but not limited to:
- This may shift the blame from the police officer
 - The public may stop protesting
 - The policeman may avoid a prison sentence or losing his job
- e) Students may feel that their opinion *has* or *has not* changed. Some may feel that the evidence for the policeman being guilty of a hate crime, some may feel that the evidence is not clear and others may feel that they do not side completely one way or the other.

6. a)
- | | Topic of text | Terms used to describe people of colour | The |
|-----------------------|---------------|---|---------------------------------|
| Source A | Murder | ‘the Negroes’ | Very few |
| Source B | Murder | ‘black [teenager]’ | Some possible to prove and have |
| Similar or different? | Similar | Different | |

INSPECTION COPY

COPYRIGHT
PROTECTED



b) The essay plans students create may look similar to the following example

Point (your opinion)	
The terms the writers use to describe people of colour differ	The representation of the safety of people of colour shares some similarity
Evidence from the text	
Source A: <i>'the Negroes'</i> Source B: <i>'black [teenager]'</i> : the adjective 'black' is used the same way as 'white' is	Source A: killings in the streets, Source B: some issues with police but supported by community
Explanation / additional comments	
The way people of colour are referred to by the writers suggests that people of colour are less likely to be categorised by only their race in 2015. Skin colour may only have been mentioned due to the topic of the text.	There is a difference between the writers and the way they represent people of colour in relation to their communities.

7. The points students include in their answers may include but are not limited to
 - The use of simile *'felt like a five-year-old holding on to [US wrestler] Hulk Ho* policeman (not written by the writer of the article but included as part of the text)
 - *'looking for patterns of discrimination'* used to suggest to the reader that the problems with discrimination.
 - *'[The policeman] denied witness statements that Mr Brown had put his hands on the evidence to allow them to form their own opinions on the case.'*
8. Students should expand on the points developed in 6b, but may choose to include other points, including:
 - The way the authorities (government, policemen, etc.) behave towards people of colour. The authorities are unhappy about the killings that have taken place, whereas the writer is happy about his actions and feels he was *'doing his job right'*.

Extension task:

Students should self-assess their essay responses and give themselves a level with the marking scheme. They should highlight the parts in the marking scheme they did not include so that they can include them next time they write an essay response.

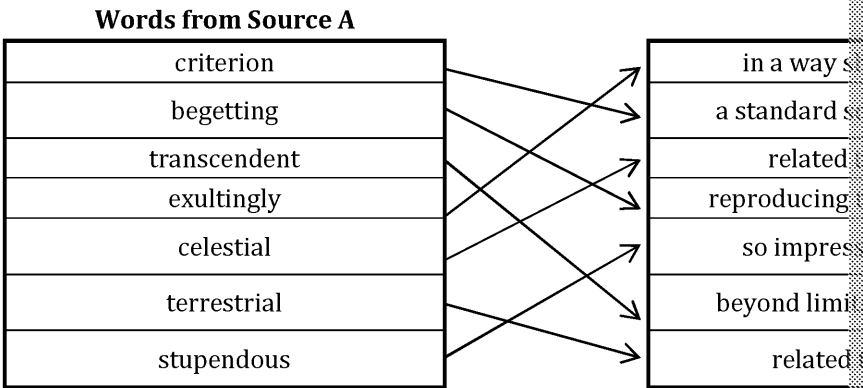
COPYRIGHT
PROTECTED



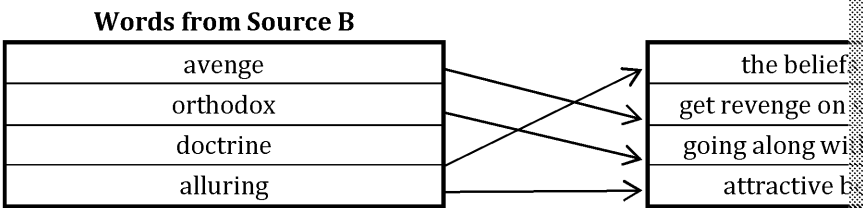
Extract Pair 4

Skills Building

1. a)



b)



2. a) 1) The best men are the ones who can **generate the best young**.
2) Producing children is a male **mission**.
3) Everything that is needed to be done to create a child defines a **man's**
4) It is a huge blessing to have been given the job of **reproduction** by God.
5) The **father** contributes the primal faculties to the human mind.
6) The father creates all **great thoughts** and other inventions.
7) The only women who create these things are ones that take after their
8) The role of women is **'help maid'** to men.

b)

Men feel that women blame them for the evils in the world
Men are assigned the role of 'all-round villain playing opposite to the virtuous woman'
Men agree that society's focus should be on treating women as human beings
Men shouldn't be under suspicion all the time
The criticism men receive causes them to be more determined to succeed

3. a) Students should use a writing style more appropriate for social media, e.g. less formal language use and should focus on the main aspects of the text in that section.
- The man's opinion that being able to have children makes them 'perfect'
 - The man's 'mission' in life to reproduce
 - The man's ability to do great things
 - The way men behave towards women is for the purpose of reproducing
- b) Students should discuss their thoughts. They may share ideas about the man's superiority over women and other men who cannot or do not have children. They may vary. They may feel that they would find it difficult to get along with this perspective. They may vary.
4. a) Students should highlight 'But just at the same time have we not fallen into a trap of man by denying to him all similar opportunities and privileges of uplift?' and 'a few of his ideals about himself?'
- b) The rhetorical questions force the reader to think about the writer's viewpoint. They feel men face in society at that time. The writer especially tries to cause a different feeling differently to them by asking 'Why not...?'
- c) Metaphor used to exaggerate the way men feel to evoke sympathy from the reader.

INSPECTION COPY

COPYRIGHT
PROTECTED



5. a) Students may give answers such as: superior, important, dominant or big-his
 - b) Students' conversations may include plans to develop new ideas or inventions, conceive children in the near future, or give updates on their existing children.
 - c) Students' conversations may include recalling recent instances of his wife/partner's actions and future plans to discuss problems with his wife/partner.
 - d) Students will have their own thoughts but may feel that this attitude towards men is not reflective of the way most people behave in today's society.
6. a) These answers are a guide only to indicate possible answers.

Statement	Source A score 1–10	Source B score 1–10
Men are portrayed in a positive way	10	
Women are portrayed in a negative way	6	
Men have more responsibilities than women	8	
Society puts men at a disadvantage	0	

b)

Statement	Source A	Source B
Men are portrayed in a positive way	<i>'[The human mind] is composed of primal features, all of which the father originates'</i>	<i>'The role of the father is to produce children'</i>
Women are portrayed in a negative way	<i>'Woman might be expected to invent at least a sewing machine; yet who did not'</i>	<i>'The role of the mother is to produce children'</i>
Men have more responsibilities than women	<i>'Begetting is an express male mission'</i>	<i>'... the mother's role is to produce children'</i>
Society puts men at a disadvantage	No evidence in the text	<i>'... the mother's role is to produce children'</i>

7. Students may consider the following points:
 - The two uses of rhetorical questions to evoke an understanding of the writer's feelings
 - The use of metaphor to exaggerate the way the writer feels men are treated
8. Students may use the points from Activity 6 and any other comparable points, including:
 - The way the men in each text feel towards fatherhood.

Taking It Further

1. Students should use a dictionary to fill in the definitions.
2. a)

The best men are the ones who can invent the most interesting things

Producing children is a male mission

A man's role is made up purely of actions that lead to him having children

The mother contributes the primal faculties to the human mind

It is a huge blessing for men to be given the role of reproducing by God
- b) Students may provide answers similar to the following:

'The best men are the ones who can invent the most interesting things': False because men are not the best young'.

'The mother contributes the primal faculties to the human mind': False because the mother contributes this.
- c)
 - 1) Men feel that women blame them for all of the **evils** in the world.
 - 2) Men are assigned the role of 'all-round **villain** playing opposite to the hero'.
 - 3) Society is denying men their **human** qualities.
 - 4) Men feel they are unable to live up to their highest **ideals** because of the way they are treated.
 - 5) Men will try to act like **heroes** if they are treated like one.
 - 6) Men feel that **criticism** does not encourage them to succeed.

COPYRIGHT
PROTECTED



3. a) Students should highlight:
- Metaphor – ‘Thus they carefully assign to man the role of the all-round virtuous heroine’
 - Rhetorical question – ‘But just at the same time have we not fallen into a most foolish method with man as man by denying to him all similar opportunities and privileges of uplift?’
 - Rhetorical question – ‘Now why not permit man to retain a few of his ideals about himself?’

b)

Name of device	Quote	
Metaphor	‘Thus they carefully assign to man the role of the all-round villain playing opposite to the virtuous heroine’	Exaggeration
Rhetorical question	‘But just at the same time have we not fallen into a most foolish method with man as man by denying to him all similar opportunities and privileges of uplift?’	Encouraging viewpoint
Rhetorical question	‘Now why not permit man to retain a few of his ideals about himself?’	‘Why not’ they may not have them to begin with

4.

Source A		
Statement	True or false?	Evidence
Men are portrayed in a positive way	True	‘[The human mind] is a most wonderful machine which is capable of doing almost anything’
Women are portrayed in a negative way	True	‘Woman might be expected to be a machine’
Men have more responsibilities than women	True	‘Begetting is a man’s job’
Society puts men at a disadvantage	False	No evidence
Source B		
Statement	True or false?	Evidence
Men are portrayed in a positive way	True	‘There are men capable of doing almost anything’
Women are portrayed in a negative way	True	‘Thus they carefully assign to man the role of the all-round villain playing opposite to the virtuous heroine’
Men have more responsibilities than women	(Mostly) false	‘... the right to be loved’
Society puts men at a disadvantage	True	‘... they have quietly suffered’

5. Students may consider the following points:
- The two uses of rhetorical questions to evoke an understanding of the writer’s attitude
 - The use of metaphor to exaggerate the way the writer feels men are treated
6. Students may use the points from Activity 4 and any other comparable points, including:
- The way the men in each text feel towards fatherhood.

Extension task:

Students should use Marking Scheme 2 to mark their answers to Questions 7 and 8 and improve next time.

**COPYRIGHT
PROTECTED**



Extract Pair 5

Skills Building

- 1. Students should discuss their thoughts on the meanings of the difficult words in the dictionary.
- 2.

Source A statements

The text’s topic is about the crime of male homosexuality
There is a mention of 58 people being charged with this crime between 1851 and 1852
The article acknowledges that this number is the correct number of charges not convictions
The Governor and the Sheriff of Hawaii have never heard of anyone convicted of this crime
so this suggests that the number is incorrect
The article blames the incorrect number on a mistake resulting from the Hawaiian language and the English expressions used

Source B statements

The writer describes Palemon as a well-bred man
The writer pitied Palemon for discussing philosophy with the group of people who were with him
with because it is more socially-acceptable to discuss politics
The writer and Palemon both have a passion for philosophy
Palemon is portrayed as someone who avoids danger
The writer feels the same way about openly discussing philosophy as Palemon
The writer feels that women may hate them for pretending to be superior to them
The writer feels that, as men, they should behave in a way that is stereotypically masculine
of as ‘male’

- 3. a) The main point of the text is that there is no record of any of the 58 cases of sodomy between 1851 and 1852, as was previously suggested (this is suggested in Source A)
b) Students should highlight the parts of Source A that indicate that there is no punishment for sodomy (there are five instances of this in the text).
c) Students may discuss that this is because it is a newspaper article which is not a legal document
- 4. a) Students may highlight parts of the text including: ‘indifferent lover’, ‘modern’, ‘enervated’
b) Students may create a word map in the shape of a heart, a question mark or a circle
- 5. a)

The writer makes the conclusion that danger obviously excites Palemon and he is against social norms to discuss philosophy to such an extent
The writer acknowledges the fact that he has to ‘pretend’ to be masculine and superior over women and feels that, as men, they should behave in a way that is more masculine
The writer mentions his pity towards Palemon for discussing philosophy with the group who were with yesterday and declares that he may be the only ‘well-bred’ man to distance himself from Palemon by considering Palemon one of ‘those gentlemen who are not interested in philosophy’ and by saying that, excluding himself from that group
The writer asserts that it is normal to discuss politics in every conversation and it is appropriate to do the same with philosophy
We are introduced to the topic of the text and learn that the writer is in discussions with Palemon
The writer emphasises that other people are not interested in discussions of philosophy
The writer states that there should be a good balance between politics and philosophy
The writer shows that he feels differently to Palemon in regards to openly discussing philosophy. He feels that it is risky to discuss philosophy with people they do not know

INSPECTION COPY

COPYRIGHT
PROTECTED



- b) Students may feel that this order is logical because it starts with an introduction about the relationship between the writer and Palemon. We then learn about Palemon's choice to discuss philosophy openly. After that, we get an insight into the writer's feelings towards philosophy and how this differs from Palemon's, and finally we learn how philosophy can cause problems in other aspects of their lives (i.e. the thought of masculinity or sexuality). The extract ends with a conclusion summing up the writer's thoughts about philosophy is appropriate to be talked about.
6. Students may feel that the attitude conveyed in **Source A** is very negative towards homosexuality, which was considered 'normal' – it is clear that being in a homosexual relationship was considered a criminal offence. This meant that these people would have had to present themselves in a way that was not considered appropriate with a criminal offence.
- Source B** is slightly different in that it conveys the message that it is okay to discuss philosophy, but only in those considered appropriate by society. The writer almost 'tells off' Palemon for being too much and causing himself to be judged by the group of people they were with at the time.
7. Similar points between both sources that students may choose to expand include:
- The attitude from both writers that the aspect of the person that is considered 'normal' (or being interested in philosophy) should be hidden away from other people.
- Contrasting points between both sources that students may choose to expand include:
- Source A is on the topic of sexuality and Source B is on the topic of passions.
 - The topic in Source A is a criminal offence, whereas the topic in Source B is a social embarrassment.
8. The points students make in their answers may be similar to the following:
- The text starts with an introduction and leads on to a portrayal of the idea of a writer and Palemon.
 - We learn about the writer's opinions regarding Palemon's choice to discuss philosophy openly.
 - We then get an insight into the writer's own feelings towards philosophy and how this differs from Palemon's.
 - We then learn about the ways in which a passion for philosophy can cause problems in other aspects of their lives (i.e. the thoughts they have towards their own masculinity or sexuality).
 - The extract ends with a conclusion summing up the writer's thoughts about philosophy being appropriate to be discussed.
9. Students may choose to use points from Activity 6 or any other relevant points, for example:
- The sources include texts of differing types and will be seen by varying numbers of people. Source A discusses the law but it is possible that some members of the public disagree with the law (from one person's perspective and, therefore, may not be representative of the attitude at that time).
 - The purpose of each text: as a result of the difference in text types, we could argue that Source A reinforces the negative attitude as a result of discussing the law and the fact that it influences a large number of people. Source B, on the other hand, documents the writer's opinions, describes the attitude but does not influence the reader's opinions regarding the law.

Taking It Further

1. Students should discuss their thoughts on the meanings of the difficult words in the glossary and dictionary.
2. a) **Source A**
- 1) The type of text is a **newspaper article**.
 - 2) The text is on the topic of **sodomy**.
 - 3) The text mentions **58** cases between 1851 and 1852.
 - 4) The text argues that this number is **incorrect**.
 - 5) The text blames the incorrect number given previously on a **misunderstanding** of the **expressions** used.
- b) **Source B**
- 1) The writer described Palemon as **well-bred**.
 - 2) The writer **pities** Palemon for discussing philosophy with the group of people.
 - 3) The writer and Palemon are in a **homosexual** relationship.
 - 4) Palemon is described as someone who is animated by **danger**.
 - 5) The writer feels that **women** may hate them for pretending to be superior.
 - 6) The writer feels that, as men, they should behave in a way that has a **manly roughness**.

**COPYRIGHT
PROTECTED**



3. Students may discuss that this is because it is a newspaper article, which is written to inform.

4.

Paragraph	Its purpose / the information it gives
1	We are introduced to the topic of the text and learn that the writer is discussing the actions of men who are considered abnormal.
2	The writer mentions his pity towards Palemon for discussing philosophy with yesterday and declares that he may be the only 'well-balanced' man who distances himself from Palemon by considering Palemon one of the 'virtuosi' and by saying that, excluding himself from that group.
3	The writer emphasises that other people are not interested in discussing philosophy.
4	The writer makes the conclusion that danger obviously excites Palemon against social norms to discuss philosophy to such an extent.
5	The writer asserts that it is normal to discuss politics in every country and it is appropriate to do the same with philosophy.
6	The writer shows that he feels differently to Palemon in regards to discussing philosophy. He feels that it is risky to discuss philosophy with people they do not know.
7	The writer acknowledges the fact that he has to 'pretend' to be interested in philosophy over women and feels that, as men, they should behave in a way that is considered normal.
8	The writer states that there should be a good balance between punishment and philosophy.

5. a) Students' answers may be similar to the following:
- Source A's** attitude is negative and tries to scare people from acting this way because they are likely to have a criminal record.
- Source B's** attitude is slightly different in the sense that the writer has the same attitude as it is not socially acceptable to discuss it in public / very often. He condemns the behaviour in public and tries to distance himself because he is aware it is socially unacceptable.

b)

	Point	Evidence/Technique	Explanation
1 st point of comparison	Writers have a similar attitude towards men who behave in a way that is considered abnormal	Source A: <i>'punished for sodomy'</i> Source B: <i>'Twas better, I told you, to admire beauty and wisdom a little more moderately'</i>	The writers have a similar attitude towards men who behave in a way that is considered abnormal. Source A uses the word 'punished' to describe the men who behave in a way that is considered abnormal. Source B uses the phrase 'Twas better, I told you, to admire beauty and wisdom a little more moderately' to describe the men who behave in a way that is considered abnormal.
2 nd point of comparison	The writers in Source A and Source B display similar treatment of those who behave differently than is considered normal	Source A: <i>'punished for sodomy'</i> Source B: personal pronouns used <i>'... one of those gentlemen whom they called virtuosi.'</i>	The writers in Source A and Source B display similar treatment of those who behave differently than is considered normal. Source A uses the phrase 'punished for sodomy' to describe the men who behave in a way that is considered abnormal. Source B uses the phrase 'one of those gentlemen whom they called virtuosi' to describe the men who behave in a way that is considered abnormal.
3 rd point of comparison	The intensity of the punishment is different in each text	Source A: <i>'... punished for Sodomy by the District Courts...'</i> Source B: <i>'Our sense, language, and style, as well as our voice and person, should have something of that male-feature and natural roughness by which our sex is distinguished.'</i>	The intensity of the punishment is different in each text. Source A uses the phrase 'punished for Sodomy by the District Courts' to describe the men who behave in a way that is considered abnormal. Source B uses the phrase 'Our sense, language, and style, as well as our voice and person, should have something of that male-feature and natural roughness by which our sex is distinguished' to describe the men who behave in a way that is considered abnormal.

COPYRIGHT
PROTECTED



6. Students may have found that the structure starts with an introduction which leads to the relationship between the writer and Palemon. We then learn about the writer's choice to discuss philosophy openly. After that, we get an insight into the writer's own feelings towards philosophy and how this differs from Palemon's, and finally we learn how their passion for philosophy causes them to discuss other aspects of their lives (i.e. the thoughts they have towards their own masculinity or sexuality). The extract ends with a conclusion summing up the writer's thoughts about when philosophy should be discussed. Students may feel this order is logical and encourages the reader to continue.
7. The answers students give may include points similar to the following:
- The text starts with an introduction and leads on to a portrayal of the ideas of the writer and Palemon.
 - We learn about the writer's opinions regarding Palemon's choice to discuss philosophy openly.
 - We then get an insight into the writer's own feelings towards philosophy and how this differs from Palemon's.
 - We then learn about the ways in which a passion for philosophy can cause a person to discuss other aspects of their lives (i.e. the thoughts they have towards their own masculinity or sexuality).
 - The extract ends with a conclusion summing up the writer's thoughts about when philosophy should be discussed.
 - The representation is blunt and consistent throughout Source A, and is introduced in Source B.

**COPYRIGHT
PROTECTED**



Extract Pair 6

Skills Building

1. a)

Words from Source A

brandishing		
sentiment		
peculiar iniquity		
exculpation		
dire		
tyrannical invaders and usurpers		
palliate the rapacity (of)		
<hr/>		
artifice		
forego		
unction		
gallantly		
uncorrupted		
Manifold		
<hr/>		
ardent and praiseworthy votaries		
repel		
elude		
extenuate		
abolished		
irreproachable		
protestation		

desperate
weird and
invaders who use power
what right
the act of declaring
waving some
make gre
unaffected by the p
a h
the use of o
eager and impressive
be involved
reduce the severity
cause some
a decla
perfect; un

b)

Words from Source B

shunned	
prospered	
forbid	

2. a) Source A is a **non-fiction text** written in **1842**. The topic of the text is **slavery** from the perspective of someone who **agrees** with the decision to abolish slavery. The text is **hypocritical** of people to claim to be concerned about human freedom while being the owner of a slave. The writer feels that, now slavery has been abolished, that the blame is on the **abolitionists**. The writer praises the places that started the movement of abolishing slavery and will do their **endeavour** to establish this value.
- b) Source B is a **news article** written in **1917**. The text is about a man who decided to have an **interracial** marriage. This caused a lot of problems because he was married to a **black** woman and he had to time to have an **interracial** marriage. This caused his whole family to **disown** him. He either move somewhere else where he could remain married to his wife or he had to break the law.

INSPECTION COPY

COPYRIGHT
PROTECTED



3.
 - a. Metaphor
 - b. It puts the situation in a different context to highlight how strange and immoral the Americans are.
 - c. A wolf is an animal of prey and is something to be afraid of, which the writer compares the Americans to.
4.
 - a) **Sentence 1:** We are introduced to the topic
Sentence 2: The topic is expanded on more
Sentence 3: The Americans punish discrimination and feel this excludes them from the rest of the world.
Sentence 4: The writer introduces the topic of the text which gives the reader an understanding of what the text is about. The topic is then expanded on more and finally, we get an understanding of the writer's attitude towards the Americans in relation to slavery. This suggests to us as readers that the rest of the text focuses on and influences us to have the same opinion as the writer.
 - b) The answers students give may vary but may be similar to the following:
 The writer introduces the topic of the text which gives the reader an understanding of what the text is about. The topic is then expanded on more and finally, we get an understanding of the writer's attitude towards the Americans in relation to slavery. This suggests to us as readers that the rest of the text focuses on and influences us to have the same opinion as the writer.
5. Students may include the following points in the following order in their timeline:
 - Kohler and his sister taken from the orphanage
 - Their foster father died
 - Kohler and his sister went to live with their foster father's son
 - Their foster father's son died
 - Driven out of his home to associate with 'other negroes' and lost contact with his family
 - Kohler worked as a farmhand and lived with 'the blacks on the farm'
 - Kohler moved to Paris and became a brick mason
 - Kohler got married and became successful at his trade
 - Kohler had children
 - Kohler found out he has a white family
 - Kohler's family disowned him for being married to a black woman
 - Kohler was told that he would have to move away if he wanted to lawfully stay in the country
 - Kohler decided he would not leave his family

6. a)

Source A statements

'... if there be an object truly ridiculous in the universe, it is an American patriot signing resolutions in favour of liberty with one hand, and with the other, brandishing a whip over his affrighted slaves.'

'In [America's] Defence to the world, they allege discriminating circumstances which they deduce in their own favour a plea of entire moral exculpation.'

'The citizens of those States, members of the Federal Union, within those territories where negro slavery has been actually abolished, protest that *their* conduct is not only irreproachable, but deserved the praise of generous sacrifice of their private interests.'

- b) Students may identify the first statement as an opinion, because although it makes a lot of sense, it is still something that someone has found 'ridiculous'.

Students may find the second statement more difficult to identify: it includes 'discriminating circumstances' and combines it with something that may be seen as a way that reflects the writer's attitude, '... from which they deduce in their own favour a plea of entire moral exculpation.'

Students may identify the last statement as a fact because it establishes the fact that slavery has been abolished.

c)

Source B statements

'Kohler, who until a few days ago believed himself a negro, has discovered he is white.'

'Kohler's life is like a page out of fiction.'

'Kentucky laws forbid intermarriage between whites and blacks.'

COPYRIGHT
PROTECTED



- d) Students may identify the first statement as a fact because it declares the situation to be true. The second statement, although probably true in some ways, is still an opinion because the writer is trying to communicate the point that the situation is so uncommon that it can be true.

The final statement is true because it states a law that is in place in Kentucky. The way this sentence is written and has not declared his attitude towards the situation.

- e) Students may feel differently about this task but are likely to have found it challenging. The parts from Source A are fact or fiction. This is because the writer often uses a way that reflects their personal opinion (see the second statement in Activity 6a).

7. a)

Statement	Source A – evidence from text	Source B – evidence from text
The people who let discrimination against people of colour take place are criticised in the text	'wolf' hypothetical metaphor	
The writer shows personal discrimination towards people of colour	No evidence	
The writer shows sympathy or support towards people of colour	'affrighted slaves' adds a human element	'What a pity'

- b) Students may choose the following order but this may vary:
- Statement 2: Texts share a similarity
 - Statement 3: Some similarity between the writers
 - Statement 1: Only the writer in Source A shows their opinion on the people of colour. This could be due to the types of text (newspaper articles need to remain neutral about the government usually)

8. The answers students give may be similar to the following:
- The writer introduces the topic of the text, which gives the reader an immediate understanding of the text.
 - The topic is then expanded on more and finally, we get an understanding of the situation of Americans in relation to slavery. This suggests to us as readers that this may be a common issue that focuses on and influences us to have the same opinion as the writer from an early stage.
9. Students may include points from Activity 6a or any other relevant comparable points:
- The fact that the texts differ in that Source A focuses on slavery as a whole and Source B focuses on a specific case where a person of colour is discriminated against.

COPYRIGHT
PROTECTED



Taking It Further

1. a)

Words from Source A

brandishing		
sentiment		
peculiar iniquity		
exculpation		
dire		
tyrannical invaders and usurpers		
palliate the rapacity (of)		
artifice		
forego		
unction		
gallantly		
uncorrupted		
Manifold		
ardent and praiseworthy votaries		
repel		
elude		
extenuate		
abolished		
irreproachable		
protestation		

desper
weird
invaders who use p
what right
the act of declarin
waving some
make gr
unaffected by the
a
the use of o
eager and impressiv
be involve
reduce the severi
cause some
a deci
perfect; u

b)

Words from Source B

shunned	
prospered	
forbid	

2. a)

Source A statements

- Source A is a newspaper article
- The writer disagrees with the decision to abolish slavery and thinks it should be kept
- The writer feels that people who were in possession of slaves while it was legal should feel guilty at all
- The writer praises the places that started the movement of abolishing slavery
- The writer promises to do their best to establish the value of abolishing slavery

Source B statements

- Source B is a newspaper article
- The text is about a man who found out he has white parents
- The man was married to a black woman at the time and this caused problems
- Interracial marriage was legal at the time
- The man's life fell apart because his family disowned him
- He had to decide whether to move away somewhere else where interracial marriage was legal, or break the law and remain in Kentucky

- b)
- Statement 1: Source A is a non-fiction text.
- Statement 2: The whole text is based on the writer's opinion that slavery was wrong
- Statement 3: The writer does the opposite of this and condemns them.
- Statement 9: The text states that interracial marriage was illegal in Kentucky

COPYRIGHT
PROTECTED



3. a) Sentence 1: We are introduced to the topic
Sentence 2: The topic is expanded on more
Sentence 3: The Americans punish discrimination and feel this excludes them
b) The writer introduces the topic of the text, which gives the reader an immediate understanding of the text. The topic is then expanded on more and finally, we get an understanding of the Americans in relation to slavery. This suggests to us as readers that the rest of the text focuses on and influences us to have the same opinion as the writer.
4. Students may include the following points in the following order in their timeline:
 - Kohler and his sister taken from the orphanage
 - Their foster father died
 - Kohler and his sister went to live with their foster father's son
 - Their foster father's son died
 - Driven out of his home to associate with 'other negroes' and lost contact with his family
 - Kohler worked as a farmhand and lived with 'the blacks on the farm'
 - Kohler moved to Paris and became a brick mason
 - Kohler got married and became successful at his trade
 - Kohler had children
 - Kohler found out he has a white family
 - Kohler's family disowned him for being married to a black woman
 - Kohler was told that he would have to move away if he wanted to lawfully marry
 - Kohler decided he would not leave his family
5. a) Under Source A, students may include:
 - The writer criticises those who took any part in slavery
 Under Source B, students may include:
 - The writer focuses on a specific case
 In the middle of the Venn diagram, students may include:
 - The writer shows no personal discrimination against people of colour
 - The writer shows sympathy or support for people of colour

	Point	Evidence/Technique	Explanation
1	Neither of the writers show discrimination towards people of colour	No evidence of this in the text – all language is neutral	Both writers are neutral in a way
2	Both writers show sympathy or compassion for people of colour	Source A: ' <i>affrighted slaves</i> ' adds a human element Source B: ' <i>What can Kohler do? He is truly a man without a race.</i> '	Both writers suggest sympathy for the people of colour
3	The texts differ in that they have slightly different focuses	Source A focuses on slavery as a whole, Source B focuses on one case specifically	Source A is a general account of slavery, Source B is a specific case study for the audience

6. Students' answers may include similar points to the following:
 - The writer introduces the topic of the text, which gives the reader an immediate understanding of the text.
 - The topic is then expanded on more and finally, we get an understanding of the Americans in relation to slavery. This suggests to us as readers that this may be the focus of the text. The rest of the text focuses on and influences us to have the same opinion as the writer from an early stage.
7. Students may include points from Activity 5b or any other relevant comparable points.
 - Source A's writer criticises people who let discrimination against people of colour happen. Source B's writer does not.

Extension task:

The opening paragraph of a film review may include:

- Information about the director
- Information about the actors in the film
- A brief overview of the plot

**COPYRIGHT
PROTECTED**



Extract Pair 7

Skills Building

1. Students should use a dictionary to fill in the definitions of the words they are unfamiliar with. There is space available for students to add in more words if necessary.

2. a)

The text is a review written by Sarah Grimke. She discusses a film that women's rights activists made and tries to persuade the readers to agree with her point of view.
The text is a letter written by Sarah Grimke to a friend of hers. She discusses the situation of women which women were at a disadvantage in society at the time it was written.
The text is a letter from Sarah Grimke to an ex-boyfriend. In the letter, she discusses the things she was unhappy with in the relationship and wants him to apologise.

b) The summary students write may be similar to the following:
Source B is a newspaper article written by Bryony Gordon. She writes about the struggle to become more equal to men, they are still doing most of the housework. She describes her own life; for example, *'He doesn't empty [the bins] every day - I do.'*

3. a) Students may highlight parts in the text such as:
- *'suffered... from her protector'*
 - *'... almost always addresses himself to the weakness of woman'*
 - *'... he uses her as the instrument of his pleasure'*
 - *'He furnishes himself with a housekeeper'*
- b) The parts of the text referring to men are mainly negative.
- c) The word maps students create may be in the shape of a man or a sad face, etc.

4. a)

The writer quotes her husband declaring another job he does around the house and invalidates this because it is not a chore that needs doing often. The writer wants to draw attention to how little her husband does to help out with the housework.
The writer states a single job that her husband does to contribute to the housework and that this is something he brings up every time the conversation of housework arises. This informs the reader that they have this conversation often.
The writer acknowledges that her husband does this chore but invalidates it, making the reader feel how little effort goes into completing this task.

- b) Students may feel that this part of the text has the following purpose:
- To fully introduce the topic of the housework gender divide
 - To clearly state her argument that women do more of the housework
 - To emphasise that men feel that they do their fair share even though they don't
- fair share

5. a)

Features	Source A writer	Source B writer
anger	Yes	No
oppression	Yes	A small amount
unhappiness	Yes	Yes
sense of humour	No	Yes

- b) Students may use the following order for their essay plans:
- Unhappiness (similarity)
 - Oppression (slight similarity)
 - Anger
 - Sense of humour

This order is a logical one because it focuses on the similarities and then the differences (the finer details). This order begins with strong similarity and progresses to a less similar point between the texts.

Students should include an example from the text for each of their points.

INSPECTION COPY

COPYRIGHT
PROTECTED



6. Students may choose to include the following points:
- **Paragraph 1:** The writer states a single job that her husband does to contrast that this is something he brings up every time the conversation of housework with the reader that they have this conversation often.
 - **Paragraph 2:** The writer acknowledges that her husband does this chore but the reader how little effort goes into completing this task.
 - **Paragraph 3:** The writer quotes her husband declaring another job he does to invalidate this because it is not a chore that needs doing often. The writer also shows how little her husband does to help out with the housework.

Students may feel that this part of the text has the following purpose:

- To fully introduce the topic of the housework gender divide
 - To clearly state her argument that women do more of the housework, using evidence
 - To emphasise that men feel that they do their fair share even though they are not
7. Students may choose to include the following points:
- Both writers share a feeling of unhappiness towards men / a man in some way general and in Source B, it is the writer's husband.
 - Both writers feel disadvantaged in some way for being a woman. In Source A, that women are not treated as people and in Source B, the writer is expected to do housework which was traditionally thought of as a woman's job. The level of disadvantage is case though, as Source B's writer feels able to argue with her husband over it.
 - Source A's writer feels anger towards men, whereas this does not seem to be the case in Source B.
 - Source B's writer has a sense of humour about the situation she finds herself in, whereas Source A's writer does not.

Taking It Further

1. Students should use a dictionary to fill in the definitions of the words they are unfamiliar with. There is space available for students to add in more words if necessary.
2. The summaries students write for each source may be similar to the following:
 - a) Source A is a letter written by Sarah Grimke to a friend of hers. She discusses the disadvantage in society at the time the letter was written. One of the words she thought of as 'housekeepers'.
 - b) Source B is a newspaper article written by Bryony Gordon. She writes about how women become more equal to men, they are still doing most of the housework. She gives an example of her life; for example, 'He doesn't empty [the bins] every day - I do.'
3.
 - a)

Women have suffered from men even though they are meant to be a woman's equal

All women hate all men

Men use a woman's weakness to their advantage

Women are treated as instruments of a man's pleasure rather than as people
 - b) Students may explain that the false statement 'all women hate all men' is false anywhere that this is the case.
 - c) Students may have differing opinions. Some may feel that the writer of Source A is angry at men and others may feel that the writer simply dislikes the system that is not equal.
4.
 - a) The points students make about each paragraph may include the following:

Paragraph 1: The writer states a single job that her husband does to contrast that this is something he brings up every time the conversation of housework with the reader that they have this conversation often.

Paragraph 2: The writer acknowledges that her husband does this chore but the reader how little effort goes into completing this task.

Paragraph 3: The writer quotes her husband declaring another job he does to invalidate this because it is not a chore that needs doing often. The writer also shows how little her husband does to help out with the housework.

**COPYRIGHT
PROTECTED**



- b) Students may feel that this part of the text has the following purpose:
- To fully introduce the topic of the housework gender divide
 - To clearly state her argument that women do more of the housework
 - To emphasise that men feel that they do their fair share even though they do not

5. a) The mind maps students create may include the following points:

Source A's writer:

- Angry
- Feels very oppressed
- Unhappy

Source B's writer:

- Feels slightly oppressed
- Unhappy
- Has a sense of humour about the situation

- b) Students should expand the points from their mind maps into simple paragraphs. Consider the order in which they present points: They may use the following:

- Unhappiness (similarity)
- Oppression (slight similarity)
- Anger
- Sense of humour

This order is a logical one because it focuses on the similarities and then the differences (which could also be fine). This order begins with strong similarity and progresses to a clear difference between the texts.

Students should include an example from the text for each of their points.

6. Students may choose to include the following points:

- **Paragraph 1:** The writer states a single job that her husband does to contrast with the idea that this is something he brings up every time the conversation of housework arises, making the reader that they have this conversation often.
- **Paragraph 2:** The writer acknowledges that her husband does this chore but then makes the reader how little effort goes into completing this task.
- **Paragraph 3:** The writer quotes her husband declaring another job he does to contrast with the idea that this is something he brings up every time the conversation of housework arises, making the reader that they have this conversation often. The writer then makes the reader how little her husband does to help out with the housework.

Students may feel that this part of the text has the following purpose:

- To fully introduce the topic of the housework gender divide
- To clearly state her argument that women do more of the housework, using the example of her husband
- To emphasise that men feel that they do their fair share even though they do not

7. Students may choose to include the following points:

- Both writers share a feeling of unhappiness towards men / a man in some way. In Source A, it is general and in Source B, it is the writer's husband.
- Both writers feel disadvantaged in some way for being a woman. In Source A, it is that women are not treated as people and in Source B, the writer is expected to do housework which was traditionally thought of as a woman's job. The level of disadvantage is different though, as Source B's writer feels able to argue with her husband over it.
- Source A's writer feels anger towards men, whereas this does not seem to be the case in Source B.
- Source B's writer has a sense of humour about the situation she finds herself in, whereas Source A's writer does not.

Extension task:

Students should write down two of their own examples of connotation. Examples include:

- *Home* has connotations of security, comfort and family
- *Youthful* has connotations of being lively and carefree

**COPYRIGHT
PROTECTED**



Extract Pair 8

Skills Building

1. Students should match up the following definitions:
- Righteously: Acting in a way that does not cause guilt
 - Communion: A Christian service involving eating bread and drinking wine
 - Err: To do something wrong
 - Censure: To express criticism formally
 - Reproach: An expression of criticism
 - Commission: Role
 - Spasmodic: Occurring infrequently
 - Taliban: An Islamic political movement that has caused war in Pakistan
 - Militants: Devoted supporters
 - Matriculation: Introduction into higher education
2. a) The writer recalls back to **30** years ago when there were **few** people who were **disappointed** because she felt that her case would be judged righteously, but the writer felt that every man's hand was against hers, but this gave her a clear hearing by God. She felt she was **led** by the Holy Spirit and discovered that even **mistakes**. She was **criticised** for following religion but this did not affect her. She said that her dedication to religion was **short-lived** and feels that if this is true of men too.
- b) The text is a **news article** about the education of **girls** in **Pakistan**. Pakistan recently which has caused **winter breaks** to be extended until at least March against female education in Pakistan and this is just one part of the destruction. Taliban is responsible for many **attacks** and they have introduced their own. Those preparing for **higher** education have had to give up their preparation because of them as there is a lack of **government** control.
3. The points students should state in their paragraphs include:
- The writer tried not to cause any harm to others, but did not actively try to please God.
 - She found that the best people make mistakes and to avoid being affected by religion, even though this was criticised by people in society at the time.
 - She did not care about the opinions of other people because she felt her role would be rewarded for her dedication to religion in the future.
4. a) The features included in the final two paragraphs of Source A are:
- Scary truth about current situation in Pakistan
 - Outcome of attacks
 - The Taliban's plans for the near future
 - The choice that the Pakistan government has to make
 - The Taliban's reasoning for stopping girls' education
- b) The reasons students give for these features being included in the section are:
- To summarise the article
 - To create a lasting impression on the readers

5. a)

Similarities between the texts	Differences
The text shows that men and women are affected differently by religion	The way religion is practiced
	The way religion is viewed

INSPECTION COPY

COPYRIGHT
PROTECTED



b)

	Point	Evidence	Exp
1	One similarity: Women and men are portrayed as being affected differently by religion across both texts	Source A: ‘... if the power to preach the gospel is short-lived in the case of women, it must be equally so in that of men’ Source B: ‘... the campaign against female education’	Leve wri be
2	Difference 1: Religion is portrayed differently in each text	Source A: ‘... my commission was from heaven, and my reward was with the Most High.’ Source B: ‘... an order from Taliban forced [has] seized control of most of the area.’	Reli g the por
3	Difference 2: The way the female in the text is affected by religion	Source A: ‘... the only best way was to fall on Christ, even though censure and reproach fell upon me for obeying his voice.’ Source B: ‘Girls preparing for their matriculation exams in March have had to abandon their education.’	A su the she ha sche

6. Students may discuss the following points on the structure of the text. The features included in the final two paragraphs of Source A are:
- Scary truth about current situation in Pakistan
 - Outcome of attacks
 - The Taliban’s plans for the near future
 - The choice that the Pakistan government has to make
 - The Taliban’s reasoning for stopping girls’ education
- These features have the function of:
- Summarising the article
 - Creating a lasting impression on the readers
7. Students may include the points from the tables in Activity 5b and any other relevant information including:
- The attitude towards religion portrayed by the female in the text, e.g. the female in Source A has a positive attitude towards religion as she is dedicating her life to serving God for this. The attitude of the female in Source B towards religion has not been stated. The information that we are given as readers is the fact that the Taliban are causing harm to women, however, since the Taliban are often thought of as an extremist group and in line with Pakistan’s views, we may interpret that their feelings towards this are negative. The attitude towards religion may be entirely different.

Taking It Further

1.

Words from the texts		
righteously	→	to express
communion	→	an experience
err	→	a Christian service in
censure	→	acting in a way
reproach	→	occurs
commission	→	to do
spasmodic	→	devotion
Taliban	→	introduction
militants	→	an Islamic political movement
matriculation	→	

COPYRIGHT
PROTECTED



2. a)
 - The writer recalls back to **30** years ago when there were **few** people w
 - The writer was **disappointed** because she felt that her case would be not the case.
 - The writer felt that every man's hand was against hers, but this gave h was heard by God.
 - She felt she was **led** by the Holy Spirit and discovered that even the be
 - She was **criticised** for following religion but this did not affect her.
 - She did not believe people who said that her dedication to religion was is true of **women**, then it must be true of men too.
- b)
 - The text is a **news article** about the education of **girls** in **Pakistan**.
 - Pakistan has suffered attacks on **schools** recently which has caused w at least March.
 - The Taliban has a **campaign** against female education in Pakistan and destruction being caused at this time.
 - The Taliban is responsible for many **attacks** and they have introduced
 - Girls who are preparing for **higher** education have had to give up their school is not safe for them as there is a lack of **government** control.
3. a) Students should highlight 'best'.
- b) Examples of other superlative adjectives include:
 - Prettiest
 - Biggest
 - Driest
- c) Students may note that 'best' is different because it does not follow the same examples of superlative adjective end in -est. In the case of words ending in changed to an [i] before -est is added. This should make 'best' *goodest*, whi
4. a) The features included in the final two paragraphs of Source A are:
 - Scary truth about current situation in Pakistan
 - Outcome of attacks
 - The Taliban's plans for the near future
 - The choice that the Pakistan government has to make
 - The Taliban's reasoning for stopping girls' education
- b) The reasons students give for these features being included in the section a
 - To summarise the article
 - To create a lasting impression on the readers
5. a) Comparable points include:
 - The way the text portrays men and women to be affected by religion
 - The way religion is portrayed
 - The way religion affects the female in the text
- b) The tables that students complete will vary but may be similar to the follow

	Point	Evidence	Exp
1	One similarity: Women and men are portrayed as being affected differently by religion across both texts	Source A: ' <i>... if the power to preach the gospel is short-lived in the case of women, it must be equally so in that of men</i> ' Source B: ' <i>... the campaign against female education</i> '	Lev wi be
2	Difference 1: Religion is portrayed differently in each text	Source A: ' <i>... my commission was from heaven, and my reward was with the Most High.</i> ' Source B: ' <i>... an order from Taliban forced [has] seized control of most of the area.</i> '	Reli g tho port
3	Difference 2: The way the female in the text is affected by religion	Source A: ' <i>... the only best way was to fall on Christ, even though censure and reproach fell upon me for obeying his voice.</i> ' Source B: ' <i>Girls preparing for their matriculation exams in March have had to abandon their education.</i> '	A su the she ha scho

COPYRIGHT
PROTECTED



6. Students may discuss the following points on the structure of the text.

The features included in the final two paragraphs of Source A are:

- Scary truth about current situation in Pakistan
- Outcome of attacks
- The Taliban's plans for the near future
- The choice that the Pakistan government has to make
- The Taliban's reasoning for stopping girls' education

These features have the function of:

- Summarising the article
- Creating a lasting impression on the readers

7. Students may include the points from the tables in Activity 5b and any other relevant information including:

- The attitude towards religion portrayed by the female in the text, e.g. the female has a positive attitude towards religion as she is dedicating her life to serving God for this. The attitude of the female in Source B towards religion has not been mentioned. The information that we are given as readers is the fact that the Taliban are causing fear, however, since the Taliban are often thought of as an extremist group and in line with Pakistan's views, we may interpret that their feelings towards this are negative. The female's religion may be entirely different.

Extension task:

Students may give examples such as:

- Weird
- Beige

**COPYRIGHT
PROTECTED**

