



IDENTITY

Unseen Non-Fiction Preparation Pack

For GCSE OCR Paper 2

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Teacher's Introduction

Introduction to the resource

This resource has been created to supplement the learning of students in Year 10 and 11 preparing for Paper 1 of the OCR GCSE English Language exam. The pack contains eight text extracts across five differentiated worksheets, which allow students to build their confidence in analysing unseen texts. The extracts are carefully written to prepare students for each assessment objective in Paper 1: Section A. The worksheets are designed to be used in a range of classroom situations.

How to use the resource

The pack has been designed so that it can be used in a range of classroom situations by suitably qualified teachers. The introductory worksheets are useful for introducing students to analysing unseen texts, while the differentiated worksheets 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 Comprehension 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 by completing the more challenging worksheets. The worksheets could be split into classroom activity and homework activity or split between two lessons.

The worksheets are designed to take at least an hour to complete, which is useful for covering the material in a single lesson. Every worksheet at the back of the pack and can be used by teachers to prompt students to mark their own completed worksheets. The activities are designed to be adaptable to suit different classroom activities. Where an activity is suitable for pair or group work, icons have been used to signify this at the beginning of the worksheet.

Key:



Pair work



Group work

Relevance to the specification

Worksheets enable students to develop their skills in understanding the information in texts, analysing language and structure, being aware of the writers' intentions and evaluating texts critically, which will prepare students for the OCR exam under the new specification. There are exam-style practice questions on every worksheet which introduce students to the exam's requirements at an early stage for the reading section of Paper 1 and 25% of the overall marks for GCSE English Language on the OCR specification: comprehension questions (10 marks), language and structure questions (12 marks) and comparison questions (3 marks). The pack prepares students for all of these question types. There are simplified marking schemes which can be used by students to mark work of their own or their peers, or to better understand a particular mark. Specific marking schemes have been referred to in the worksheets in activities where students are encouraged to mark their own work or the work of their peers, but they can be used where appropriate.

Please note that students are likely to see texts of between 400 and 800 words in the exam. This resource contains texts that fall slightly outside of this guide (Source B from pair 4 and Source A from pair 5). This guide is not exact: one of the OCR SAMs falls under 400 words. Please also note that the question in the Skills-building Worksheet for Extract Pair 7 is combined with the preparation question as it is relevant for both.

Sensitivity in teaching this resource is important as it deals with content that may be upsetting. It is vital that the teacher checks any content carefully beforehand to judge its suitability for their students. Sensitive topics are discussed in the extracts:

- **Extract Pair 3:** mentions slavery and Source B is on the topic of murder / police brutality.
- **Extract Pair 4:** includes strict, traditional gender roles.
- **Extract Pair 5:** source A mentions homosexuality as a crime.
- **Extract Pair 6:** is on the topic of slavery/segregation and contains the term negro.
- **Extract Pair 8:** source B is on the topic of the Taliban.

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

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Support Materials

Marking Scheme 1

AO assessment grid

			Level →	0 marks	Level 1 (1 point)
			Key words →	Nothing worthy of credit	Simple explicit
Skills to demonstrate in your work	Question 1 of the exam	AO1	I have presented an informed personal response to the text		
		AO1	I have used references to the text to support my opinions		
	Question 2 of the exam	AO2	I have analysed the methods used by the author in the text		
		AO2	I have analysed the effects of the author's methods on the reader		
	Question 3 of the exam	AO3	I have compared the writers' attitudes		
		AO3	I have used references to the text to support my interpretations		
	Question 4 of the exam	AO4	I have evaluated the text critically in a way that is relevant to the question		
		AO4	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 OCR website for marking and to ensure

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Marking Scheme 2

Marking Scheme for 12-mark questions:

AO2 – Show understanding of the way the writer uses language and influence the reader in some way		
Level 4	Insightful , detailed	<ul style="list-style-type: none"> Shows impressive analysis of structural/lang used by the writer Critical and detailed evaluation of effect on Lots of examples given from the text Terminology is used precisely and extensive
Level 3	Clear, relevant	<ul style="list-style-type: none"> Shows detailed understanding of structural/features used by the writer The effect on the reader is clearly understood Some examples given from the text Terminology is used correctly
Level 2	Basic evaluation	<ul style="list-style-type: none"> Shows an understanding of some of the stru features used by the writer There is some understanding of the effect of A limited number of examples given from the Limited use of terminology, that is mostly co
Level 1	Limited evaluation	<ul style="list-style-type: none"> Shows a very restricted understanding of the structural/language features used by the wr Very little evaluation on the effect on the rea A very small number of basic examples give Very limited use of terminology, that is not a

Marking Scheme 3

Marking Scheme for 18-mark questions:

AO3 – Compare the attitudes and ideas of the writers in two		
AO4 – Use appropriate textual references to support your critical evaluation		
Level 4	Insightful , detailed	<ul style="list-style-type: none"> Critical and detailed evaluation of effect on Detailed understanding of the methods use Lots of examples given from the text Interestingly compares the writers across bo
Level 3	Clear, relevant	<ul style="list-style-type: none"> The effect on the reader is clearly understood The writers' methods are shown to be unde Some examples given from the text Successfully compares the writers across bo
Level 2	Basic evaluation	<ul style="list-style-type: none"> There is some understanding of the effect of The writers' methods are understood to a b A limited number of examples given from the Includes limited comparison of the writers a
Level 1	Limited evaluation	<ul style="list-style-type: none"> Very little evaluation of the effect on the rea The writers' methods are understood to a li A very small number of basic examples give Includes a partial comparison of the writers both texts

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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



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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 of people 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 cosmetics.

Bella talks us through some of her Favorite Things: a neon orange lipstick, mascara with two compartments; some teeth whitening strips. Her eyes glisten when she talks; you can see, spilling out of them 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 small, iridescent nail varnish is made by Chanel, a



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

Extract Pair 1: Worksheet

Pre-reading

1. How much money do you think someone should make in a year to be with your partner.

Now read Source A and Source B, and then answer the questions.

Comprehension

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

Words from the texts

phaeton
fortnight
inquire
tripod
greige
iridescent
doe-eyed

Definitions

request
a three-legged stand
two weeks
an open-top carriage
a shimmering effect of many colours
having eyes that are like a doe's
a combination of grey and white

3. Complete the exam-style comprehension questions on **Source A**.

- a) Give **two** quotations that show things that Sarah has done.

1)

.....

2)

.....

- b) Explain the way Sarah mentions the servants who work for her family.

.....

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4. Now complete the comprehension questions on **Source B**.

a) Give **two** quotations that show the features of a beauty blogger.

1)

.....

2)

.....

b) Explain how you know that Bella is a beauty blogger.

.....

.....

.....

.....

Analysing the Text

5. Complete the following language analysis activities on **Source A**. This prepare for the 12-mark practice question at the end of the worksheet.

a) Focus only on the first diary entry in **Source A**. Highlight the words you that Sarah's family are wealthy.

b) Create a word map of your highlighted words.

Go further! Try to create a shape that is somehow related to the

6. a) Think about the words you highlighted and consider the first diary mind map of the adjectives you think best describe Sarah.

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

b) Now, for each of the adjectives on your mind map, try to identify support your opinions of Sarah. Highlight these.

7. Now complete the structure-based activity on **Source A**. This will also practice question because you will need to discuss both language and the exam.

a) Tick the structure type you feel most accurately represents the structure

Problem and resolution	
Sequence	
Compare and contrast	

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- b) Discuss with your partner: Why might this structure have been chosen? Write down your thoughts below.

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8. You can now begin preparing for the 18-mark comparison question that is at the end of this worksheet.

- a) Focus on the last two paragraphs in **Source B**. Create a list of 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.

- b) Focus more closely on the following sentence from the extract: 'Bella's 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 something. Consider what 'doe-eyed' means; then consider that in the context of the extract. Is 'doe-eyed' used to compliment Bella, or do you think the writer is trying to have a different effect?

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9. 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		

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

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10. There are several main themes across both sources which are useful to develop your understanding of some of the differences between the texts.

	Source A		
	Point	Evidence and explanation	
Money			
Public appearance			
Work			

Writing an Essay

11. Focus on the first diary entry in **Source A**. How does the writer's use of structure 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

12. Focus on **both texts**. Consider the following statement: *'The wealthy characters are represented in similar ways in both texts.'*

To what extent do you agree?

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 covers the following areas:

- The attitudes of the writer
- The way this attitude is presented in the text

AO4 covers the following areas:

- A critical analysis of the text relevant to the question asked
- The methods used by the writer
- The use of appropriate references from the text

Extension task:

Reread your answer to Question 12 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 as evidence from the text.

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

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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 is never 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 circle of her friends, esteemed by her neighbours, and revered by her numerous dependents, an Empress could be no more, - and 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 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.

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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 Krawcheck⁴

Source B is an extract from a newspaper article written in 2016 by Sallie Krawcheck about 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 used to be 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, so would I. 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.

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

Extract Pair 2: Worksheet

Pre-reading

1. List three ways that you feel there is inequality between the genders. If equal, write why you feel that way.

1.
2.
3.

Now read Source A and Source B, and then answer the questions.

Comprehension

2. 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
multifarious	
reverenced	
notwithstanding	
sovereigns	
helm	
docility	
candour	
annals	

3. Now complete the exam-style comprehension questions on **Source A**

- a) Focus on lines 1–6. Write down **two** quotations that describe the

- 1)
- 2)

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- b) In your own words, explain how people felt about the woman in the text.

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4. Fill in the table with the definitions of the difficult words in **Source B**.

Source B	Definitions
democratize	
affinity	

5. Now complete the comprehension questions on **Source B**.

- a) Focus on lines 1–6. Write down **two** quotations that show what women felt about their careers.

1)

.....

2)

.....

- b) Explain **one** reason why women's careers have begun progressing.

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Analysing the Text

6. To prepare for the 6-mark practice question, write down **three** similarities between the texts.

1)

2)

3)

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7. The activity below is on the language and structure of **Source A**. This is the 12-mark practice question you will be answering at the end of this section.

a) Reread lines 13–18 in **Source A**. What is the purpose of this paragraph?

.....

.....

.....

.....

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

c) Now, for each of the points on your mind map, try to identify elements that challenge your opinions of Sarah. Highlight these.

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

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8. Now focus on **Source B**. Read the following quote from the second paragraph: *and more women are taking charge of their careers than ever before, in ways that even 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.

.....

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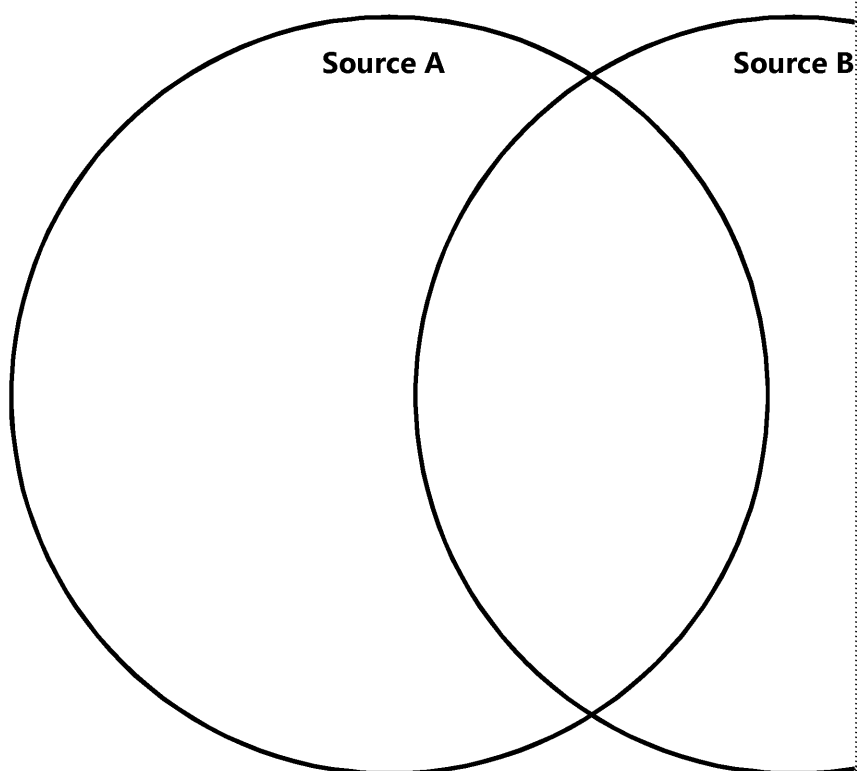
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9. a) Fill in the Venn diagram below, highlighting the way that women in **Source A** and **Source B**. Any overlap in the portrayal of women should be in the section where the circles overlap.



- b) Choose the points from the texts that you find the most revealing and fill in the table below. Your aim is to plan three paragraphs that you could write.

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

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Writing an Essay

10. Focus on **both texts**. Both of the people that are mainly focused on the other similarities between them, using evidence from the text.
11. Focus on lines 13–18 in **Source A**. How does the writer use language to create an impression of women in the 1800s?
12. Read the following statement on **both texts**: *‘Both texts suggest that women have limited career prospects because they are dependent on men.’*

To what extent do you agree?

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

Extension task:

Using a copy of Marking Scheme 2, read the sample answer to Question 10 at Level 1–4.

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

The first text extract, Source A, communicates the idea that women are not independent and self-supporting. Instead, they are to rely on men to support them. ‘... mainly dependent on masculine councils...’ The use of the adjective phrase ‘mainly dependent’ portrays a very little dependence. This is an outdated way of thinking but one that is still present in Source B.

Source B, however, differs greatly in its representation of women. The text presents a ‘A LOT of career advice for women these days.’ The emphasis on ‘A LOT’ contrasts with Source A’s representation of women, where it seems women who support their families are the only option.

There is a similarity across both texts, though: It is suggested that there is still a divide in regards to career opportunities for women. Source A states that ‘... those [career] opportunities are still expanding’. The use of ‘still’ suggests that the divide is still ongoing and is not yet complete. Therefore, although Source B fully portrays women as independent, it suggests that there may still be some divide in regards to career opportunities.

To conclude, Source A fully depicts women as being dependent on men, whereas Source B focuses on independence and making wise career choices. Both texts suggest that there is still a divide in regards to career opportunities, which could be out of choice or could be due to societal norms.

Level given	Reasoning (refer to marking scheme)	

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, House of Commons

Source A is a letter written in 1804 where questions are answered about a slave and Indian 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 1st of May; several Negroes were upon the road before him going to the fields, 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, 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.

...



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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 use of tear gas. 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 that during 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, and a broad federal inquiry into the Ferguson police department's long history of patterns of discrimination.

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

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

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



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

Extract Pair 3: Worksheet

Pre-reading

- Which words do you think of when you think about policemen? Discuss with your partner.

Now read Source A and Source B, and then answer the questions.

Comprehension

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

Words from the texts

wantonly
militia
in liquor
provocation
plantation
gaol
discrimination

a place of
an old
an additional m
the unfair treatment
rac
action

- Complete the exam-style comprehension questions on **Source A**.

- Write down **two** quotations that show what Halls did before running the gaol.

1)

2)

- Explain why the Advocate General apologised to Lord Seaforth.

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4. Now complete the comprehension questions on **Source B**.

a) Write down **two** quotes that describe the events that took place in

1)

.....

2)

.....

b) Explain what happened on Monday night in your own words.

.....

.....

.....

.....

Analysing the Text

5. 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 paragraph? Write them below. There are two to look out for.

1)

2)

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

.....

.....

.....

.....

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6. Now complete the structure activity on **Source B**. This will help you to complete the 12-mark practice question at the end of the worksheet.
- Label each of the eight paragraphs with their function or purpose.
 - Tick the statement that you feel most accurately summarises the effect of paragraphs 5–8 (lines 8–18).

Summary A	
The structure of paragraphs 5–8 creates a negative impression of the case as it introduces the policeman's feelings towards the case and his reasons for doing what he did. Quoted statements from the police officer are laced between facts about the case, which may bring the reader's attention to areas of contradiction.	The structure of paragraphs 5–8 creates a positive impression of the case as it introduces the policeman's feelings towards the case and his reasons for doing what he did. Quoted statements from the police officer are laced between facts about the case, which may cause the reader to see the case in a more positive light.

7. Now complete the language analysis activity on **Source B** to prepare you for the 12-mark practice question.

- Reread paragraphs 5–8 (lines 8–18). Which literary device has been used in the following sentence? *policeman]... felt "like a five-year-old holding onto [US Wrestler] Hulk Hogan's arm."*

.....

- 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. Think about the author's purpose.

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- Why might the policeman benefit from causing this effect on the reader by saying that?

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

.....

.....

.....

8. Complete the comparison activity to prepare yourself for the 18-mark question on the worksheet.

- a) 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 writer's attitude
Source A			
Source B			So poor for and
Similar or different?			

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- b) When comparing texts in an essay response, it is a good idea to find similarities and differences. A simple way of doing this is to give two similarities and one difference (this depends on the sources you are using). Using the points in the table above, create a plan for an essay on **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. Which way will make the most sense to the person marking your writing?

Writing an Essay

- How does the writer use language and structure to create a negative impression of the West Indian people as being treated as inferior in sections 5–8 (lines 8–18) of **Source B**?
- Now focus on **both texts**. Consider the following statement: *'The text presents the West Indian people as being treated as inferior.'*
To what extent do you agree?
You may want to:
 - compare the similarities and differences between the attitudes represented in the two texts
 - compare how the writers convey these attitudes
 - use evidence to support your ideas

Extension task:

Read back through your response to Question 10, imagining you are an examiner. Use the Marking Scheme 3 to give your response a level from 1–4.

Highlight the elements in the marking scheme you need to remember next time you write an essay.

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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 improvements, swaying armies and nations, etc. are merely human ends, not male ends, such. 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 the universe. 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 inventions, 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.

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⁷ Fowler, O S (1883) *Private Lectures on Perfect Men, Women and Children, in Happy Families*. Sharon <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 modern women's actions and the effect this has had on society.

Has modern woman set out to avenge Eve? Blaming each and every one of all of the evils of this old world, thus reversing Adam and the serpent, she seems to be orthodox feminist doctrine today. Feminists claim that women are wronged by existing laws, which were made by man to suit his own needs, robbed of the just reward of her labor, whether she works in a factory or is economically independent; that she is cheated of her authority and respect etc.

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

We have recently invented a brand new way of educating children, by 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 error, in making man as man by denying to him all similar opportunities and the chance 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 from man his really human qualities.

Now why not permit man to retain a few of his ideals about which he and his are men who rejoice in character as the great glory of the race? For it is that honesty and restraint and refinement and discipline are the great excellences that accompany him.

There are men capable of living up to the highest ideals, if only we would 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 any woman will make her special man think himself a hero, he will take pretty good care to be one.

That's man's favorite role!

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

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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 Worksheet

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

Comprehension

1. Match the words from **Source A** to their definitions to get a better understanding of some more difficult words in the text.

Words from Source A

criterion
begetting
transcendent
exultingly
celestial
terrestrial
stupendous

in a way shown
a standard something
related to something
reproducing to
so impressive
beyond limits
related to

2. Now complete the comprehension tasks on **Source A**.

Note: These tasks are similar to the ones you will receive in the exam.

- a) Focus on lines 1–10. Find **two** quotes showing what the ‘perfect man’ is.

- 1)
- 2)

- b) Explain how men should treat women, and why, according to the text.

.....

.....

.....

3. Now focus on **Source B** and complete a similar matching task.

Words from Source B

avenge
orthodox
feminist
doctrine
alluring

the beliefs he
get revenge on so
someone who belie
going along with
attractive bec

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4. Now complete the exam-style comprehension tasks on **Source B**.
- a) Focus on lines 1–7. Find **two** quotes that the writer uses to describe men.
- 1)
- 2)
- b) Explain how the writer feels men are affected by feminists.

.....

.....

.....

Analysing the Text

5. To prepare for the 6-mark practice question, write down **three** similar phrases from the texts.
- 1)
- 2)
- 3)

6. 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 blog.

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 social media blog, what impression would you get of the person who wrote it?
7. Now focus on **Source B**. This activity will help to prepare you for the question at the end of the worksheet on language and structure.
- 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 view.

- b) Discuss the effect you think these rhetorical questions have on you. How do they influence you to think about? Make some notes below.

.....

.....

.....

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- c) Now focus on the following quotation from the second paragraph
to man the role of the all-round villain playing opposite to the virtue

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

The literary device used is:

Its effect is:

8. Now complete the structure activity on **Source B** to help prepare you for the 12-mark practice question at the end of the worksheet.

Reorder the paragraph summaries by numbering them 1–8 to demonstrate the text's structure, and then write your ideas on why the order may help

Paragraph summary	Order	Why might
The example of children is related to the text's main topic of men		
Description of what men are capable of achieving if they could be enabled to do so		
The way men are affected is introduced		
Description of how men can be helped		
A real-life example is given about a new method of bringing up children		
The topic of the text is introduced		
The main point is emphasised again after this persuasive real-life example is used		
The text ends by stating that women have control over whether this issue is resolved and suggests that it could never be resolved unless women change their ways		

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9. a) Read the statements about **both sources** and give them a score for how much that particular attitudes about men are conveyed in the texts. You can give a score of 1 if you think that the statement has been conveyed a very small amount / not at all, and a score of 5 if you determine that it is strongly conveyed.

Statement	Source score
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		

Now use your analysis from this section of the worksheet to help you answer the exam-style practice questions!

Remember: Point, Evidence, Explanation! This is the way to clearly

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Writing an Essay

10. Focus on **both texts**. One similarity between the men in the texts is that they are portrayed in a positive way. Discuss the other similarities between the two men from the text.
11. Focus on **Source B**. Evaluate how the writer uses language and structure to encourage the reader to think the same way as they do in paragraphs 2–6 (lines 8–29).

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

12. Now focus on **both texts** and consider the following statement: 'Men are portrayed in different ways in each of the texts.'

To what extent do you agree?

You may want to:

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

A03 covers the following areas:
• The attitudes of the writer
• The way this attitude is presented in the text

A04 covers the following areas:
• A critical analysis of the text relevant to the question asked
• The methods used by the writer
• The use of appropriate references from the text

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Extract Pair 4: Taking It Further V

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

Comprehension

1. a) With a partner, try to work out the definitions of some of the more
b) Check the definitions in a dictionary. Were your guesses close? Fill in

Source A	Definitions
criterion	
begetting	
transcendent	
exultingly	
celestial	
terrestrial	
stupendous	

2. Now complete the comprehension tasks on **Source A**. These tasks are receive in the exam, so this is good practice!

- a) Focus on lines 1–10. Find **two** quotes showing what the ‘perfect m

- 1)
.....
2)
.....

- b) Explain how men should treat women, and why, according to the

.....
.....
.....
.....

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3. Now do the same for some of the difficult words in **Source B**.

Source B	Definitions
avenge	
feminist	
orthodox	
doctrine	
alluring	

4. Now complete the exam-style comprehension tasks on **Source B**.

- a) Focus on lines 1–7. Find **two** quotes that the writer uses to describe

1)

.....

2)

.....

- b) Explain how the writer feels men are affected by feminists.

.....

.....

.....

.....

Analysing the Text

5. To prepare for the 6-mark practice question, write down **three** similar to the texts.

1)

2)

3)

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6. a) Focus on the first three sections (lines 1–10) of **Source A**. Discuss the impression do you get of men from this section of the text? Write

.....

.....

.....

- b) Do you agree with the writer's opinion of men?

Yes ☐

No ☐

7. Focus on **Source B**. This activity is on the language use in one of the texts. This is the 12-mark exam-style practice question at the end of the worksheet.

- 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

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8. Now complete the structure activity on **Source B** to help prepare your 6-mark practice question at the end of the worksheet.

Reorder the paragraph summaries by numbering them 1–8 to demonstrate the text's structure, and then write your ideas on why the order may help the writer persuade.

Note that one of the paragraph summaries is missing! You need to write one and add it to the table.

Paragraph summary	Order	Why might this help persuade?
The example of children is related to the text's main topic of men		
Description of what men are capable of achieving if they could be enabled to do so		
The way men are affected is introduced		
A real-life example is given about a new method of bringing up children		
The topic of the text is introduced		
The main point is emphasised again after this persuasive real-life example is used		
The text ends by stating that women have control over whether this issue is resolved and suggests that it could never be resolved unless women change their ways		

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9. 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		

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Writing an Essay

10. Focus on **both texts**. One similarity between the men in the texts is that they are portrayed in a positive way. Discuss the other similarities between the two men from the text.
11. Evaluate how the writer uses language and structure to encourage the reader in the same way as they do in paragraphs 2–6 (lines 8–29) 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

12. Now focus on **both texts** and consider the following statement: 'Men are portrayed in different ways in each of the texts.'

To what extent do you agree?

You may want to:

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

A03 covers the following areas:

- The attitudes of the writer
- The way this attitude is presented in the text

A04 covers the following areas:

- A critical analysis of the text relevant to the question asked
- The methods used by the writer
- The use of appropriate references from the text

Extension task:

- a) Using a copy of Marking Scheme 3, assess your responses to Question 12.
- b) Now give yourself two points to improve on next time.
- 1)
- 2)

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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
on the Judiciary to examine into the truth or otherwise of 58
been punished for Sodomy by the District Courts of the island
the years 1851, and 1852, as set forth in the Annual Report
Justice, following the representation of the District Attorney
Hawaii to him;

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

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

The committee do not think it is true that any have been convicted
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 their
committee among the quarterly reports of the District Justice
find a single conviction for that crime before those courts.

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

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

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

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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/>

35 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.)

40 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
them as a Report to the Chief Justice.

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

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Source B: *Characteristics of Men, Manners, Opinions*
Cooper, Earl of Shaftesbury¹⁰

Source B is an extract from a literary non-fiction text from 1900. The extract is from 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 the fancy to talk philosophy in such a circle of good company as this was yesterday, when we were in your coach together, in the Park. I tried to reconcile the objects there to such subjects as these was unprofitable. 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 charms had an extravagant effect, which sent you into philosophy.

In either case I pitied you; thinking it a milder fate to be, as I was, 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. My fancy as strong as ever towards all the pretty entertainments of the world. For these, methought, were things one would not give up for with for a fine romantic passion of one of those gentlemen virtuosi.

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 perceived 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 accounts recorded. All must be laid before you and summed in one corner to remain, it seems, as a monument of that unseasonable curiosity opposite to the reigning genius of gallantry and pleasure.

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

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

40 You must allow me, Palemon, thus to bemoan philosophy...
philosophy is reduced, if morals be allowed belonging to her,
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
the State, or joined to any city or community. Nothing is more
reason concerning man in his confederate state and national
stands engaged to this or that society, by birth or naturalisation,
45 consider him as a citizen or commoner of the world, to trace
step higher, and view his end and constitution in Nature itself
seems, for some intricate or over-refined speculation.

...

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

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

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Extract Pair 5: Skills-building Worksheet

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

Comprehension

1. Highlight the difficult words in **Source A**. Use a dictionary to research them below.

Words	Definitions

2. Now complete the exam-style comprehension questions on **Source A**.

- a) Focus on lines 8–18. Write down **two** quotes that show thoughts of the committee.

1)

.....

2)

.....

- b) In your own words, explain what the committee's views are.

.....

.....

.....

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3. Highlight the difficult words in **Source B**. Use a dictionary to research them below.

Words	Definitions

4. Now complete the exam-style comprehension questions on **Source B**.

- a) Focus on lines 1–15. Write down **two** quotes that show how the writer is discussing philosophy the evening before.

1)

2)

- b) Explain how Palemon should have behaved, according to the writer.

.....

Analysing the Text

5. Complete the language-based activity on **Source A** below. This will help you develop the skills for the 12-mark question in the exam.

- a) Highlight the instances in the text where this main point is repeatedly repeated?

.....

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

.....

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6. Now complete the language-based activity for **Source B**. This will help you prepare for the 12-mark practice question at the end of this worksheet.
- Highlight the parts in **Source B** that give you an impression of the philosophy and the arts.
 - 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!

7. The following activity on structure will also help you to prepare for the 12-mark practice question at the end of this worksheet.

Remember: The 12-mark question in the exam is on language **and** structure. You need to discuss both!

- Show your understanding of the order of the paragraphs in **Source B** by matching each statement 1–8, where 1 indicates the first paragraph and 8 the last.

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

The writer acknowledges the fact that he has to 'pretend' to be more dominant than 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 one of the 'gentlemen who they call virtuosos' 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.

- 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?

.....

.....

.....

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8. a) With your partner, assign **Source A** to one of you and **Source B** to the other. Read the texts and discuss the attitudes in each text again.
- b) Make some notes on the attitude(s) that are conveyed in relation to what is considered 'normal'.

.....

.....

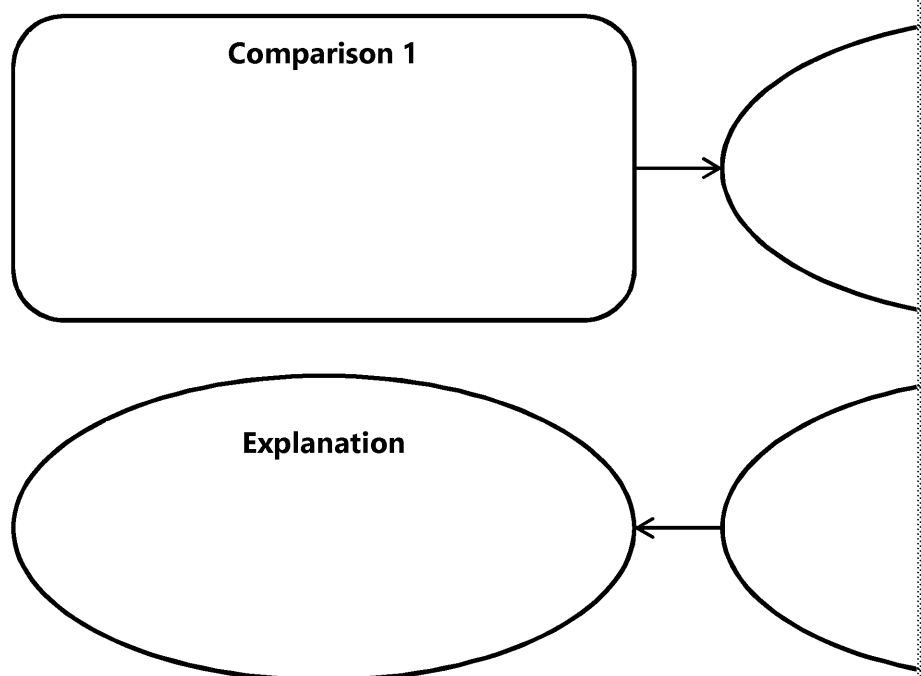
.....

- c) Now, take it in turns to tell your partner the ideas you have on the attitudes in each text. Make sure to listen to their ideas on the other text!

9. 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 abnormal**.

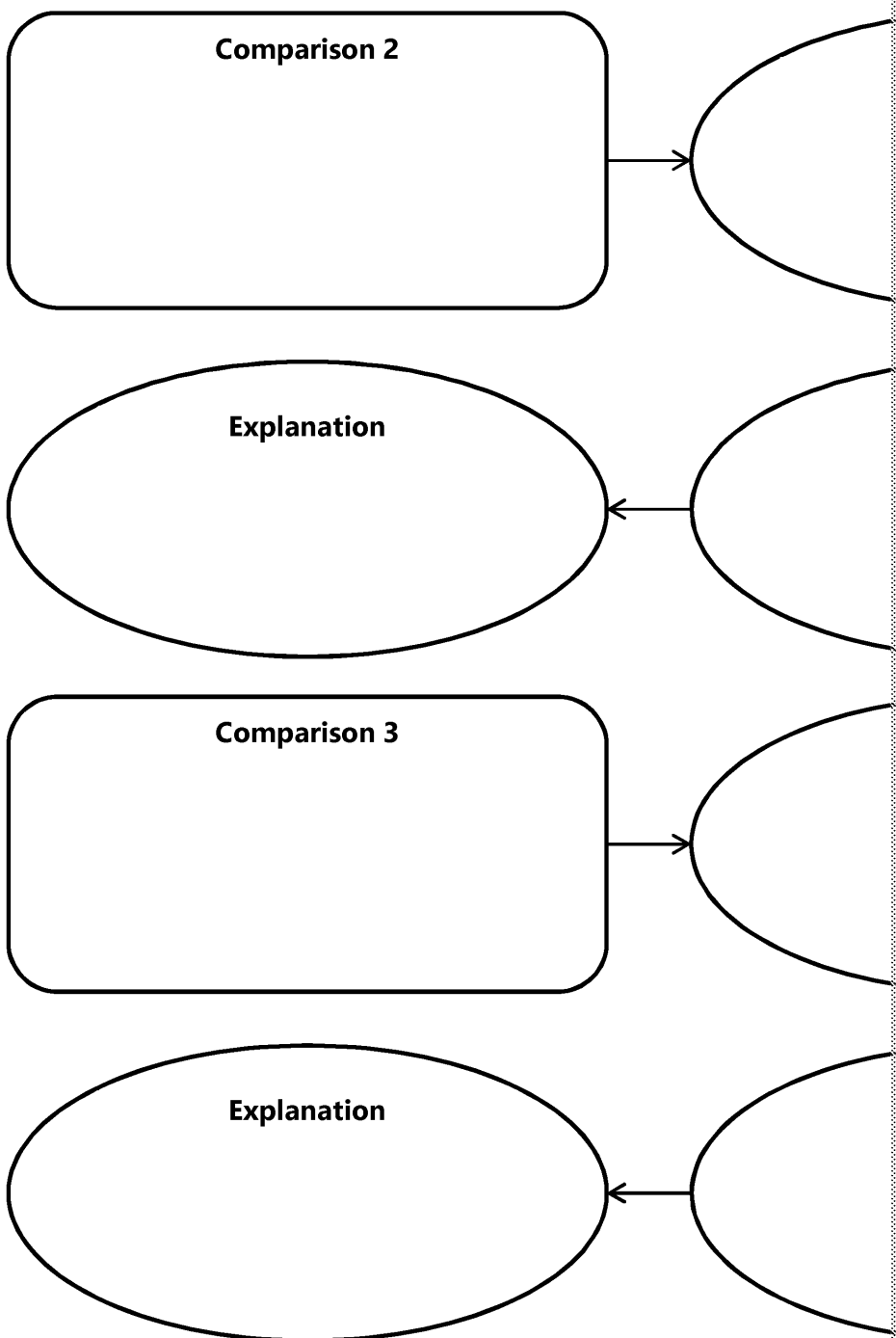
Using the attitudes you identified in Activity 8, fill in the mind maps to support your longer-answer response.

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



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Writing an Essay

10. How does the writer in **Source B** use language and structure to introduce Palemon in lines 1–10?

11. Now focus on **both sources**. 'The writers convey negative attitudes to men who behave in a way that was considered abnormal at the time.'

To what extent do you agree?

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

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Extract Pair 5: Taking It Further W

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

Comprehension

1. a) Highlight the difficult words in **Source A**. Discuss with your partner the meanings of the words.
- b) Check the definitions using a dictionary and write them below.

Words	Definitions

2. Now complete the exam-style comprehension questions on **Source A**.
 - a) Focus on lines 8–18. Write down **two** quotes that show thoughts of the committee.
 - 1)
 - 2)
 - b) In your own words, explain what the committee's views are.

.....

.....

.....

.....

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3. a) Highlight the difficult words in **Source B**. Discuss with your partner the meanings of the words.
- b) Now check the definitions using a dictionary and write them below.

Words	Definitions

- c) Now complete the exam-style comprehension questions on **Source B**.
4. a) Focus on lines 1–15. Write down **two** quotes that show how the poet is discussing philosophy the evening before.
- 1)
- 2)
- b) Explain how Palemon should have behaved, according to the writer.
-
-
-

Analysing the Text

- 5) a) Complete the language-based activity on **Source A**. This will help you answer the 12-mark question in the exam.

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

Tip: Consider the text type and how this may have an impact on the writer's purpose.

- b) Now complete the language analysis activity on **Source B**. This will help you answer for the 12-mark practice question at the end of this worksheet.

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6. a) Highlight the parts in **Source B** that give you an impression of the philosophy and the arts.
- b) Now write one or two sentences summarising your impressions of philosophy and the arts.

.....

.....

- c) Now complete the structure-based activity on **Source B** to further the 12-mark practice question at the end of this worksheet.

Remember: The 12-mark question in the exam is on language **and** content. You need to discuss **both** language **and** content!

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

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

- b) Discuss your ideas with a partner. Why might the text be ordered like this? Write your thoughts below.

.....

.....

.....

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8. This activity is comparison-based and will prepare you for the 18-mark at the end of the worksheet.

- a) Consider **both sources**. Write one or two sentences for each source about attitudes towards men who behave in a way that is considered (at the time) abnormal.

Source A:

.....

Source B:

.....

- b) Now that you have formed an opinion on the overall attitudes in each source, break those opinions down into smaller, more manageable points for your response (18 marks).

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 way that is abnormal (at the time the text was written)**.

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

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

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Writing an Essay

9. How does the writer in **Source B** use language and structure to introduce Palemon in lines 1–10?
10. Now focus on **both sources**. 'The writers convey negative attitudes to men who behave in a way that was considered abnormal at the time.'

To what extent do you agree?

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:

Disclaimer: You will need internet access to complete this task.

Complete the following activity on language and structure:

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

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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.

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

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

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

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

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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

Kohler, who until a few days ago believed himself a negro, has been found white. His sister and other relatives from whom he has been separated since childhood and who recently discovered his whereabouts, horrified at 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 home 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 adopted 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 the situation as 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 was contacted from a small town in Oklahoma. The writer was his sister.

In the correspondence which followed Kohler told her of his supposed negro identity 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. 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.

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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 **Source A** with their meanings to help you understand the text a little bit more easily. The table has been split into three parts to make it easier, as there are a lot of difficult words in this text!

Words from Source A

brandishing	desperate
sentiment	weird and
peculiar iniquity	invaders who use
exculpation	take what right
dire	the act of declaring
tyrannical invaders and usurpers	waving some
palliate the rapacity (of)	make green
artifice	
forego	
unction	unaffected by the p
gallantly	
uncorrupted	a h
manifold	the use of o
ardent and praiseworthy votaries	
repel	eager and impress
elude	vows to be invo
extenuate	reduce the severity
abolished	cause someth
irreproachable	a decla
protestation	perfect; un

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2. Now complete the exam-style comprehension questions on **Source A**.

a) Focus on lines 13–18. Give **two** quotes that show why tears have

1)

.....

2)

.....

b) Explain who the writer is calling a hypocrite, and why.

.....

.....

.....

.....

3. Match the words from **Source B** to their definitions.

Words from Source B

shunned
prospered
forbid

4. Now complete the comprehension questions on **Source B**.

a) Focus on lines 1–8. Give **two** quotes that give information about what Maxie Kohler.

1)

.....

2)

.....

b) Explain why these things have happened to Maxie Kohler.

.....

.....

.....

.....

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Analysing the Text

5. Complete the following language analysis activity to prepare you for the question you will be answering at the end of the worksheet. Read the second paragraph of **Source A**, starting with '*if the wolf...*'

Discuss and make notes on the following questions:

- a) Which literary device is this?

.....

- 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?

.....

6. Now complete the activity on structure below. Focus on the first paragraph. The opening part of a text usually tells us a lot about the topic of the text and the attitude of the writer.

- a) Label each sentence from the opening paragraph with one of the following:
- 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?

.....

.....

.....

- c) Discuss the purpose of the second paragraph (lines 13–26) with a partner. Write your thoughts below.

.....

.....

.....

7. Now focus on **Source B**. Write a timeline of Maxie Kohler's life. The main events are:
- 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.

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8. a) Each text is a combination of true facts and personal opinions below are 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

.....

.....

.....

9. a) 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.'

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

.....

.....

.....

- c) Think about how difficult you found that task. Sometimes it is difficult to find 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

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10. a) Complete the table to explore some of the comparable areas of **both texts**. For each statement, decide whether the statement is true for each source, then see if you can 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. Write your ideas in the box you think would be best on the table above.

Writing an Essay

11. Focus on lines 1–26 of **Source A**. How does the writer use language and structure to introduce the text's topic to the reader and encourage them to continue reading?
12. Read the following statement on **both texts**: 'The writers have differing attitudes towards the laws that were used to discriminate people of colour.'

To what extent do you agree?

You may want to:

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

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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 **Source A** with their meanings. This will help you understand the text more easily.

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

desperate
weird and
invaders who use take what right
the act of declaring
waving some
make green
unaffected by the p
a h
the use of o
eager and impres vows to be invo
reduce the severity
cause some
a decla
perfect; un

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2. Now complete the exam-style comprehension questions on **Source A**

a) Focus on lines 13–18. Give **two** quotes that show why tears have

1)

.....

2)

.....

b) Explain who the writer is calling a hypocrite, and why.

.....

.....

.....

.....

3. Match the words from **Source B** to their definitions.

Words from Source B

shunned
prospered
forbid

4. Now complete the comprehension questions on **Source B**.

a) Focus on lines 1–8. Give **two** quotes that give information about Kohler.

1)

.....

2)

.....

b) Explain why these things have happened to Maxie Kohler.

.....

.....

.....

.....

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Analysing the Text

5. Complete the activity on language analysis to prepare you for the 12-
language and structure at the end of the worksheet.
 - a) Try to find the metaphor in the second paragraph (lines 13–26) of
 - b) Discuss with a partner: What is the purpose of this metaphor and
chosen this metaphor specifically? Write down your thoughts below.

.....

.....

.....

.....
6. Focus on the first paragraph in **Source A**. The opening part of a text
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
paragraph? Write your thoughts below.

.....

.....

.....

.....
 - c) Discuss the purpose of the second paragraph (lines 13–26) with a
thoughts below.

.....

.....

.....

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

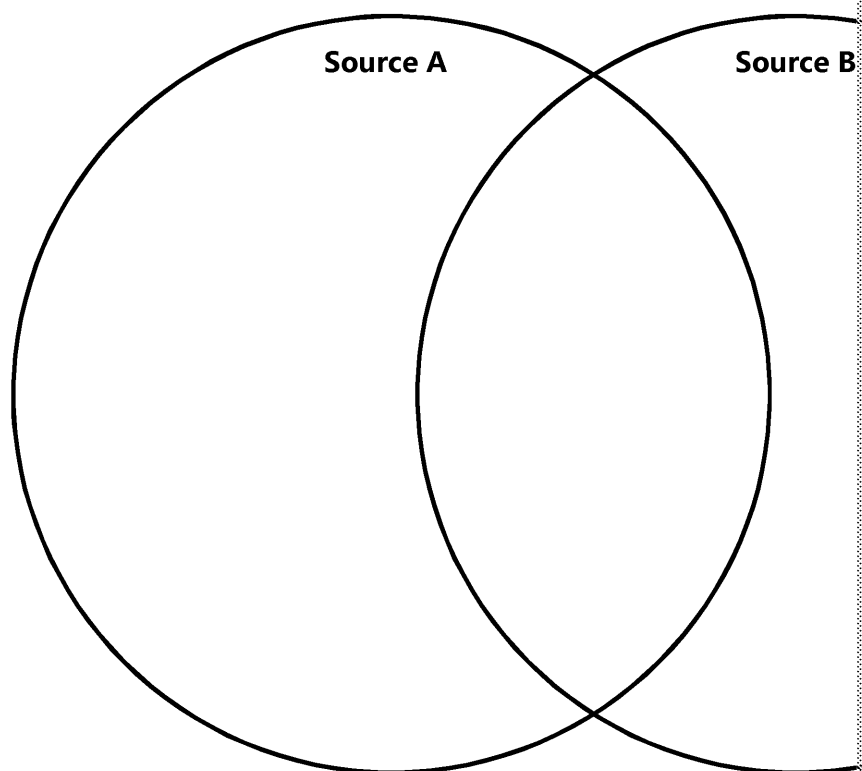
Tip: Make up the dates of any events where the date is not given!

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

Tip: Think about the writer's attitudes towards West Indian people, the laws restricting West Indian people, their attitudes towards them, 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		

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Writing an Essay

9. Focus on lines 1–26 of **Source A**. How does the writer use language to introduce the text's topic to the reader and encourage them to continue?

10. Read the following statement on **both texts**: 'The writers have differing attitudes towards the laws that were used to discriminate people of colour.'

To what extent do you agree?

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:

a) Switch your response to Question 10 with someone else in the class and assess their response.

b) Write two points for improvement.

1)

2)

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Extract Pair 7

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

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 oppression which has suffered in every age and country from her protector, man, I will, in your consideration, some views relative to the social intercourse of the sexes. The whole of this intercourse is, in my apprehension, derogatory to the moral and intellectual beings. We approach each other, and mingle under the constant pressure of a feeling that we are of different orders, regarding each other only in the light of immoral creatures, the idea of which is early and industriously infused into it, that we must maintain a distinction between male and female. Hence our intercourse, instead of being refined, is generally calculated to excite and keep alive the passions of our nature. Nothing, I believe, had tended more to destroy the truth than the fact that she is approached by man in the character of a slave, as she is sought as an intelligent and heaven-born creature, whose duty it is to refine and elevate her companion, and that she will receive the same respect which is rarely held up to her view. On the contrary, man almost always appeals to the weakness of woman. By flattery, by an appeal to her vanity, he gains access to her heart; and when he has gained her affections, he uses her as an instrument of his pleasure - the minister of his temporal comfort, as a housekeeper, whose chief business is in the kitchen, or that when he goes abroad and enjoys the means of improvement afforded by the intercourse with cultivated minds, his wife is condemned to draw nearly all her pleasure from books, if she has time to peruse them; and if not, from her meditation in those domestic duties, which are necessary for the comfort of her family.

Surely no one who contemplates, with the eye of a Christian philosopher, the God in the creation of woman, can believe that she is now fulfilling the translation of the word 'help-meet' is a helper like unto himself; it is a companion, as the Septuagint, and manifestly signifies a companion. Now I believe it is the duty of woman to fill the station assigned her by God, until her brethren are made equal, as a moral being; and lose, in the dignity of her immortal nature, 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. 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.

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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>

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

Source B is part of a newspaper article on gender and housework, written by Gordon, B (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 the fact they've fought for?

My husband does the bottles. 'To be fair to me,' says Harry, 'the conversation 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. Harry does the bottles and the bins. I really should give the man a hand.

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 not 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 mended; the oven is 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.'



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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 We

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

Comprehension

- Fill in the table with the definitions of some of the more difficult words to research the definitions you are unsure of. One has been done for you. Add more words to the table if you wish.

Source A	Definitions
oppression	
apprehension	
derogatory	
fettered	
propensities	
Septuagint	A version of the Hebrew bible used
manifestly	

- Complete the exam-style comprehension questions on **Source A**.

- Focus on lines 1–14. Write **two** quotes that show an opinion towards how people are treated.

1)

.....

2)

.....

- In your own words, explain the writer's views on the way society treats people.

.....

.....

.....

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3. Fill in the definitions table for **Source B**, using a dictionary. You may add as many as you wish.

Source B	Definitions
churlish	

4. Now complete the comprehension questions on **Source B**.
- a) Focus on lines 1–14. Write **two** quotes that show the household that the husband does.
- 1)
- 2)
- b) Explain the writer's feelings towards her husband's contribution to the household.
-
-
-
-

Analysing the Text

5. This language activity will help to develop your skills in language analysis. This is a 12-mark question you will receive in the exam.
- 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 or neutral?
- c) Create a word map using the words.

Go further! Try to form a shape that is related to the text in some way.

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6. This activity is still on language analysis but focuses on **Source B**. At the worksheet you will be answering a 12-mark practice question on the language of Source B.

The table below includes quotes from paragraphs 1–4 (lines 1–14) of the text. Try to label each quote with its literary device or word class and explain what effect it has on the reader. Some of the table has been completed for you.

Quote	Literary device or word class	
<i>'dreary domestic drudgery'</i>	Alliteration	
<i>'But'</i>		5
<i>'But let's...'</i>		
<i>'... bottles and bins'</i>		

7. Now complete the structure activity on paragraphs 1, 2, 3 and 4 of **Source B**. Prepare for the 12-mark practice question because it is on both language and structure.
- 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. She 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 job.
The writer acknowledges that her husband does this chore but explains to the reader how little effort goes into completing it.
The text is summarised.

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

.....

.....

.....

8. This next activity will prepare you for the 18-mark practice question at the end of the unit. The writers in **both Source A and Source B** are women so it may be useful to consider that although 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 feature is similar or different for the writers of the sources. Write **Yes/No** in the first two columns. Then write a brief explanation of whether each of them is similar or different.

Features	Source A writer	Source B writer
Anger		
Oppression		
Unhappiness		
Sense of humour		

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 you can make links back to the topic of **the representation of the writer**.

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

Writing an Essay

9. Focus on **both texts**. One similarity between the writers is that they both use a similar structure. Discuss the other similarities between them, using evidence from the texts.

10. Focus on paragraphs 2, 3 and 4 (lines 4–14) of **Source B**. What does the structure in this section tell us about the rest of the text?

11. Consider the following statement on **both texts**: *'The writers portray the experience of women differently.'*

To what extent do you agree?

You may want to:

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

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Extract Pair 7: Taking It Further W

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

Comprehension

1. a) Discuss the words from **Source A** below with a partner to try to w
- b) Use a dictionary to research the definitions you are unsure of. Th words, if you wish.

Source A	Definitions
oppression	
apprehension	
derogatory	
fettered	
propensities	
Septuagint	
manifestly	

2. Complete the exam-style comprehension questions on **Source A**.
- a) Focus on lines 1–14. Write **two** quotes that show an opinion tow are treated.
- 1)
- 2)
- b) In your own words, explain the writer’s views on the way society t
-
-
-

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3. Now do the same for some of the difficult words in **Source B**.

Source B	Definitions
churlish	

4. Now complete the comprehension questions on **Source B**.

- a) Focus on lines 1–14. Write **two** quotes that show the household the husband does.

1)

.....

2)

.....

- b) Explain the writer's feelings towards her husband's contribution to

.....

.....

.....

Analysing the Text

5. This language activity will help to develop your skills in language analysis. This is a 12-mark question you will receive in the exam.

- a) Read the following statements about men. Tick True/False to determine if the descriptions are from **Source A** or made up.

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

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- c) Discuss with your partner: Do you think that the writer has a person in mind? Why or why not? Write your thoughts below.

.....

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6. This activity is still on language analysis but focuses on **Source B**. At the end of this worksheet you will be answering a 12-mark practice question on the language of Source B.

The table below includes the names of literary devices or word classes (lines 1–14) of Source B. Try to find examples of each of these and write them in the table.

Literary device or word class	Quote

7. Now complete the structure activity on paragraphs 1, 2, 3 and 4 (lines 1–14) of Source B. You need to prepare for the 12-mark practice question because it is on both paragraphs 1 and 2.

- a) Label each paragraph with its purpose.

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

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

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8. 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, their circumstances and create different impressions of themselves to their readers.
- 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).
 - Using the points in your mind maps, create an essay plan on how each writer creates an impression of themselves as women to their readers. You may want to consider the order in which you could write the most about. **Also** think about the order in which you could write each point!

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

Writing an Essay

9. Focus on **both texts**. One similarity between the writers is that they both use a similar structure. Discuss the other similarities between them, using evidence from the texts.
10. Focus on paragraphs 2, 3 and 4 (lines 4–14) of **Source B**. What does the structure in this section tell us about the rest of the text?
11. Consider the following statement on **both texts**: *'The writers portray their characters differently as women.'*

To what extent do you agree?

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:

Using Marking Scheme 2, assess the response you wrote to Question 10, to know the areas you need to practise.

Things I need to practise next time	Things I am confident about

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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 woman.

XX: Women in the Gospel

Julia A. J. Foote

Thirty years ago there could scarcely a person be found, who sympathize with any one who talked of Holiness. But, in my opinion, 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 the 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 only 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 the 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.

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¹⁵ J A J Foote, et al. (1986) *Sisters of the Spirit: Three Black Women's Autobiographies of the Nineteenth Century*.
https://books.google.co.uk/books?redir_esc=y&id=inuQ6ITkWK0C&q=208#v=onepage&q=208

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 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 winter holidays, have appealed to schools to extend their winter holidays until the security improves. The future education of around 125,000 young women is uncertain. The order, said to come into effect on January 15.

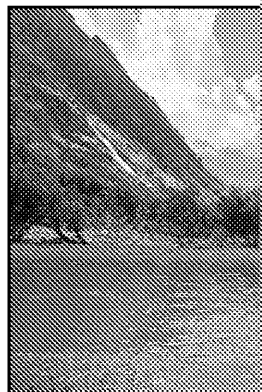
In an echo of Afghanistan under the Taliban, the campaign against girls' education is the latest phase of a brutal and swift advance against civil liberties led by local Taliban commander Maulana Fazlullah that has included the beheading of opponents, the closure of barber shops, political meetings,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

Earlier this month, militants were believed to be behind the attack on the Wali of Swat, the benign autocrat who ruled the valley until he was ousted. He 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 violate their brand of Islamic law, said Shoukat Saleem, a lawyer.

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

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



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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>

35 But in a sign of worsening security in even Mingora, which [n
been beyond the reach of the Taliban, Mr Yousafzai said arou
had been discovered dumped this month. Some have been fo
others carried a note warning readers not to remove the bod
appointed time.

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

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

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

55 But Muslim Khan, a Taliban spokesman, said they would not
schools to operate until the army withdrew from the valley a
was imposed. He told the Associated Press: 'These schools ar
under a system introduced by the British and promote obsce
in society.

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Extract Pair 8: Skills-building Words

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

Comprehension

- Split the cards between you and your partner and play a game of dominoes using the 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	Militants	Devoted supporters
Introduction into higher education	Finish	

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2. Complete the exam-style comprehension questions on **Source A**.
 - a) Focus on lines 1–14. Write down **two** quotations that show how
 - 1)
 - 2)
 - b) Explain the difficulty that Julia faced.

.....

.....

.....
3. Now complete the comprehension questions on **Source B**.
 - a) Focus on lines 1–7. Write down **two** quotations that show what has happened in Pakistan.
 - 1)
 - 2)
 - b) Explain why this has happened.

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Analysing the Text

4. Reread lines 15–20 of **Source A**. Rewrite this paragraph so that it is in first person and uses more modern language.

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5. Now focus on **Source B**. This activity is language-based and will help you answer a 12-mark practice question at the end of the worksheet.

The table below includes quotes from the last two paragraphs (lines 47-50). You can identify how each of the examples helps to **create a lasting impression** and the effect has been included to help you.

Quote	Effect
<i>'the tactics... have become increasingly brutal'</i>	Compares the way things are now using the adverb 'increasingly'
<i>'... a senior army spokesman, said: ...'</i>	
<i>'fear and terror'</i>	

6. Now complete the activity on **Source B's** structure. This will help you answer a 12-mark practice question at the end of the worksheet.

- a) From the options below, choose which ones are actually included in the text. You could tick the boxes or highlight the text.

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

- b) Why do you think that this information has been included in the text? 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.

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

<i>The way religion is portrayed</i>	<i>The way religion affects the female in the text</i>	<i>The texts are about</i>
--------------------------------------	--	----------------------------

Similarity between the texts	Differences

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

	Point	Evidence
1		
2		
3		



Writing an Essay

8. Focus on the final two paragraphs (lines 47–57) of **Source B**. How does the structure of this part of the text contribute to a lasting impression on the reader?
9. Consider the statement on **both texts**: *'The texts portray the link between women and religion in similar ways.'*

To what extent do you agree?

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

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Extract Pair 8: Taking It Further W

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

Comprehension

- Match the boxes to their definitions to get a better understanding of some words in the texts. Note: one of the definitions is missing! Work with the missing definition; use a dictionary if you need to. Then add the definitions to the texts.

Words from the texts

righteously
communion
err
censure
reproach
commission
spasmodic
Taliban
militants
matriculation

to express
an expression
acting in a way
occurred
to do
devoted
introduction
an Islamic political
view

- Complete the exam-style comprehension questions on **Source A**.
 - Focus on lines 1–14 Write down **two** quotations that show how Julie felt about her situation.

- 1)
- 2)

- Explain the difficulty that Julie faced.

.....

.....

.....

- Now complete the comprehension questions on **Source B**.
 - Focus on lines 1–7 Write down **two** quotations that show what he felt about his situation in Pakistan.

- 1)
- 2)

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- b) Explain why this has happened.

.....

.....

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.....

Analysing the Text

4. Focus on lines 15–20 of **Source A**.

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

1)

2)

3)

- c) How is this superlative adjective different to other superlative adjectives? Discuss with your partner and make a note of your thoughts below.

.....

.....

.....

.....

5. Now focus on **Source B**. This activity is language-based and will help you prepare for the 12-mark practice question at the end of the worksheet on the topic of **structure create a lasting impression on the reader**.

The table below shows quotes from the last two paragraphs (lines 47–50 and 51–54) and what they have on the reader – but the quotes are missing. See if you can find them.

Quote	Effect
<i>'the tactics... have become increasingly brutal'</i>	
<i>'... a senior army spokesman, said: ...'</i>	
<i>'fear and terror'</i>	

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6. Now complete the activity on **Source B**'s structure. This will help to prepare for the 12-mark practice question at the end of the worksheet.

a) Make a list of the features included in the final two paragraphs (like the example, the section starts with the scary reality of the situation: '*Taliban fighters have become increasingly brutal in recent months.*'

-
-
-
-

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

.....

.....

.....

7. a) Focus on **both sources**. Work together with a partner to identify comparable points 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 the Taliban in the media**.

	Point	Evidence
1		
2		
3		

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Writing an Essay

8. Focus on the final two paragraphs (lines 47–57) of **Source B**. How does the structure of this part of the text contribute to a lasting impression on the reader?
9. Consider the statement on **both texts**: *'The texts portray the link between women and religion in similar ways.'*

To what extent do you agree?

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 follow the same rule when being made into the superlative (e.g. good -> best).

Now we will look at another English language rule: '[i] after [e], except after [c]' 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)

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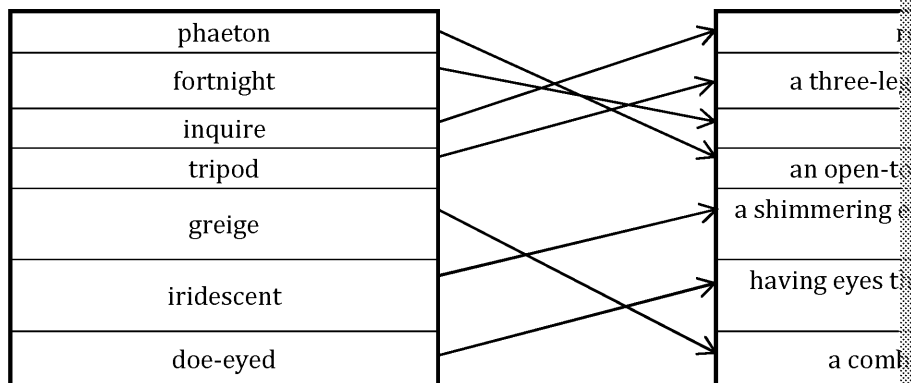
Suggested Answers

Extract Pair 1

Worksheet

- Students will have differing ideas and may give unrealistically high or low numbers.
-

Words from the texts



- Students may identify the following quotes:
 - 'Mrs Darley brought me home'
 - 'I gave my father £50 which Mr Phillips had sent'
 - Students' responses will vary, but students may give answers similar to the following:
 - Sarah speaks very matter-of-factly about the servants which suggests that she is used to the work they do for her and her family.
- Students may identify the following quotes:
 - 'A beauty blogger is somebody who writes...'
 - '... takes photographs... about anything that falls under the umbrella of beauty'
 - Students may give responses similar to the following:
 - Bella sets up a camera, which shows that she is someone who makes videos
- Students may highlight words such as 'phaeton,' 'servant,' '£50' and 'man-servant'
 - Students may create a word map in a shape/style of their choice, e.g. a pound sign
- Students' mind maps may include the following points and any other relevant points:
 - Rich: '£50' would have been worth a lot more in the 1800s.
 - Posh: 'phaeton'
 - Privileged: 'Another man came to inquire whether we were in want of a garden'

-

Problem and resolution	
Sequence	✓
Compare and contrast	

- Students should identify that this text was written in sequential (or chronological) order. Diary entries and diary entries are written in this order by default. They may identify that as we find out what Sarah does day to day, we get an understanding that her life is luxurious.
- 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'

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- 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 aware of the products even though they are very expensive.
 - Students may get the impression that Bella's reviews are more about her personal interests than advertising products that she likes personally. It may be the case that she is paid to advertise.

9. 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 suggests that Sarah works, whereas we know that Bella works by reviewing products.

10.

	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 the products
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

11. The points students write about may include but are not limited to the following. In terms of language:

- 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

In terms of structure:

- The sequential order of the text that matches the text type (diary entry). Because we know that Sarah does day to day, we get an understanding that her life is luxurious and expensive.

12. 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, whereas Source B suggests that 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.

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Extract Pair 2

Worksheet

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
2. Students should use a dictionary to define the difficult words in the text.
3. a) Students may identify the following quotations:
 - *'always cheerful, attentive and obliging'*
 - *'she was respected by her many hundreds of customers'*b) Students should identify that people felt positively about the woman and her business because she worked hard and was successful at running the inn.
4. Students should use a dictionary to define the difficult words in the text.
5. a) Students may identify the following quotations:
 - *'Negotiate from the moment you get your job offer'*
 - *'Get a mentor'*b) Students' answers may be similar to the following:
 - Women's careers have begun progressing because there are advances in technology that it is easier than ever to start a business because the costs are low
6. Students should identify the following differences between the people of main focus:
 - They are both women
 - They both know a lot about business
 - They are both successful
7. a) Students may give answers including but not limited to the following:
 - Define the 'normal' way women should live their lives (to be traditional where men be more dominant)
 - To remind the reader (in the 1800s when this was standard) that a woman's behavior was abnormal and that women should behave normally
 - To contrast with the first paragraph where a woman is portrayed as successfulb) 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 themc) Students may identify the following elements of the text to support the points:
 - Men are better workers than women: *'business-habits of men'*
 - Women have less power than men: *'... women may occasionally, from passion, enter into the pursuits... of men'*
 - Women should depend on men / let men look after them: *'... the right of women is dependent on the masculine councils...'*d) Students may give answers that reflect how independent women are, how they challenge the 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.
8. 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

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9. 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 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

b)

	1 st paragraph	2 nd paragraph	
Point	Source A promotes dependence on men	Source B promotes independence	1
Evidence/ Technique	'... mainly dependent on the masculine councils...' The adjective phrase 'mainly dependent' shows that women have very little independence.	'There is A LOT of career advice for women these days.' The emphasis on 'A LOT' conveys that women have a lot of career options.	2
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.	3

10. Students should discuss the points they identified in Activity 6:

- They are both women
- They both know a lot about business
- They are both successful

11. 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 working
- 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

12. 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 only 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 with Source B.
- Source B: Women have lots of career options and plenty of help available. This

Extension task:

Students should use Marking Scheme 2 to mark the sample essay on Question 10. The high Level 3 to low Level 4. There is a clear understanding of the text and some examples the criteria are met to achieve the high Level 4.

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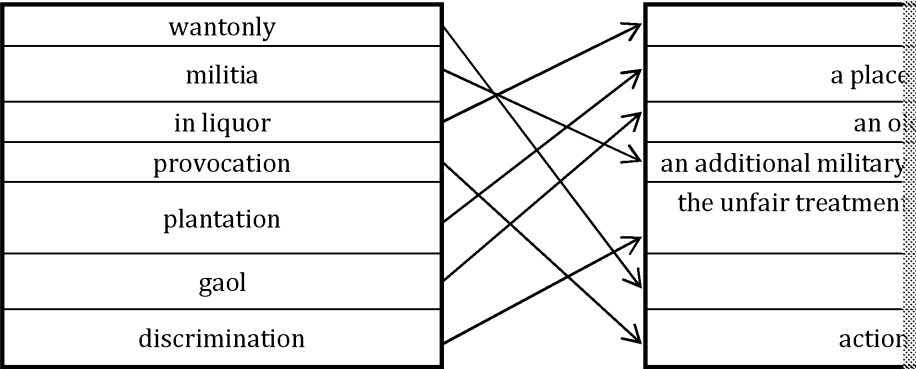


Extract Pair 3

Worksheet

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

Words from the texts



3. a) Students may write down the following quotations:
- ‘[Halls was] constantly bawling out to the Negroes...’
 - ‘[Halls was] abusing them’
- b) Students’ responses will vary but should be similar to the following: The Ad Seaforth because he did not reply to him sooner. This is because he strugg information’ on the most recent cases.
4. a) Students may write down the following quotations:
- ‘There was some unrest in Ferguson’
 - ‘... with police making 44 arrests’
- b) Students’ responses will vary but should be similar to the following: On Mo killed a black teenager because he felt his life was in danger. The policeman discrimination.
5. a)
- | |
|---|
| Writer answers the recipient’s previous questions by detailing the first ca |
| 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 reply |
- 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 sta
 - The safety of people of colour is being discussed by the authorities
 - The authorities describe the killings as ‘wantonly’ and ‘inhumanly’ so t safety
6. a) Students may label the paragraphs in Source B in the following way:
- Paragraph 1:** Summary of article
- Paragraph 2:** Background information to describe the situation that led to
- Paragraph 3:** Introduction to the location where the shooting took place
- Paragraph 4:** Introduction to the policeman who shot the black teenager a
- Paragraph 5:** Introduction to the policeman’s name and his reasoning for s
- Paragraph 6:** Introducing facts about the case; introducing that there is an
- Paragraph 7:** Elaboration on why the policeman feels he is innocent
- Paragraph 8:** Introduction to an inconsistency in the policeman’s story
- b) Students’ responses will vary. Both of the summaries are valid responses to this activity has the aim of encouraging students to form an opinion.
7. a) Simile
- b) Students may feel that:
- The incident could not have turned out any other way
 - The policeman is, in some ways, the victim

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- c) 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
- d) Students may feel that their opinion *has* or *has not* changed. Some may feel evidence for the policeman being guilty of a hate crime, some may feel that and others may feel that they do not side completely one way or the other.

8. a)

	Topic of text	Terms used to describe people of colour	
Source A	Murder	'the Negroes'	Ver
Source B	Murder	'black [teenager]'	Some are at head
Similar or different?	Similar	Different	

- 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: 'the Negroes' Source B: 'black [teenager]': 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.

9. The points students include in their answers may include but are not limited to
- In terms of language:**

- The use of simile '*felt like a five-year-old holding on to [US wrestler] Hulk Hogan*'
- '*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 hand*' evidence to allow them to form their own opinions on the case.

In terms of structure:

- Students could discuss their points from Activity 6a and evaluate their thoughts on the text, i.e. whether they agree with Summary A or Summary B in Activity 6b,

10. Students should expand on the points developed in Activity 6b, but may choose appropriate points, including:

- The way the authorities (government, policemen, etc.) behave towards people of colour. Authorities are unhappy about the killings that have taken place, whereas the policeman is happy with 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 these the next time they write an essay response.

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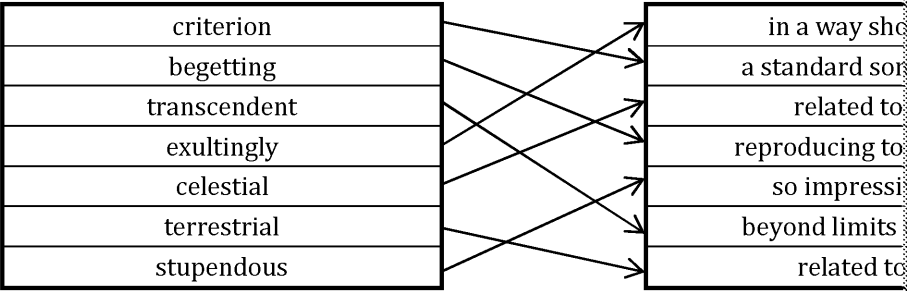


Extract Pair 4

Skills-building worksheet

1.

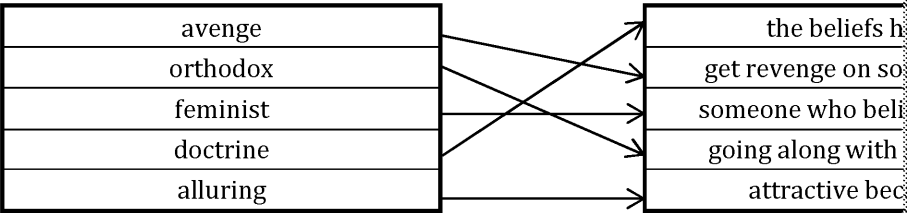
Words from Source A



2. a) Students should identify the following quotes from **Source A**:
- *'he who can generate the best young'*
 - *'[he] who can establish the most and best life'*
- b) The text suggests that men should treat women in a way that allows them to have children. This is because men need women to be able to have children, so that they can reproduce.

3.

Words from Source B



4. a) Students may identify the following quotes from **Source B**:
- *'Feminists claim that woman is wronged by existing laws'*
 - *'[Feminists are] robbed of the just reward of [their] labour'*
- b) The text suggests that men are portrayed as *'villain[s]'* in comparison to women who are portrayed as *'virtuous heroine[s]'*. As a result of this, men are deprived of their rights.
5. The similarities students may identify between the men portrayed in both texts are:
- Men are portrayed in a positive way
 - Men are portrayed as being superior to women
 - Men are portrayed as having more responsibilities than women
6. a) Students should use a writing style more appropriate for social media, e.g. informal 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 men's superiority over women and other men who cannot or do not have children. Their views may vary. They may feel that they would find it difficult to get along with this perspective. Their views may vary.
7. a) Students should highlight *'But just at the same time have we not fallen into a 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 the reader to feel differently to them by asking *'Why not...?'*
- c) The literary device used is **metaphor**. It is used to exaggerate the way men are portrayed to the reader.

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8. Students should order the paragraphs and write why they think each part of the

Paragraph summary	Order	Why might
The example of children is related to the text's main topic of men	4	To give reader different attitudes this makes
Description of what men are capable of achieving if they could be enabled to do so	7	Emphasises the emphasises how are to
The way men are affected is introduced	2	To introduce are affected
Description of how men can be helped	6	The reader is likely (if they are given real
A real-life example is given about a new method of bringing up children	3	The mention of
The topic of the text is introduced	1	The use of rhetorical thinking
The main point is emphasised again after this persuasive real-life example is used	5	To influence reader of the text and view
The text ends by stating that women have control over whether this issue is resolved and suggests that it could never be resolved unless women change their ways	8	To put pressure they act and to

9. a) These answers are a guide only to indicate possible answers.

Statement	Source A score
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
Men have good intentions	3
Men are treated with suspicion	0

b)

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

10. The similarities students may identify between the men portrayed in both texts

- Men are portrayed in a positive way
- Men are portrayed as being superior to women
- Men are portrayed as having more responsibilities than women

11. Students may consider the following points:

- The two uses of rhetorical questions to evoke an understanding of the writer
- The use of metaphor to exaggerate the way the writer feels men are treated
- The structure of the main points in the text and how these are persuasive, involving children and then comparing this to men to portray women as hypocrites

12. Students may use the points from Activity 8 and any other comparable points, including

- The way the men in each text feel towards fatherhood.

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Taking It Further worksheet

1. a) Students should try to work out the definitions to the given words by discussing them with a partner.
b) Students should then check the definitions in a dictionary and add them to their glossary.
2. a) Students should identify the following quotes from **Source A**:
 - *'he who can generate the best young'*
 - *'[he] who can establish the most and best life'*
 b) The text suggests that men should treat women in a way that allows them to have children. This is because men need women to be able to have children, so they are essential to the continuation of the race.
3. Students should try to work out the definitions by discussing them with a partner and then check them in a dictionary to check their answers.
4. a) Students may identify the following quotes from **Source B**:
 - *'Feminists claim that woman is wronged by existing laws'*
 - *'[Feminists are] robbed of the just reward of [their] labour'*
 b) The text suggests that men are portrayed as *'villain[s]'* in comparison to women who are portrayed as *'virtuous heroine[s]'*. As a result of this, men are deprived of their rights.
5. The similarities students may identify between the men portrayed in both texts are:
 - Men are portrayed in a positive way
 - Men are portrayed as being superior to women
 - Men are portrayed as having more responsibilities than women
6. a) Students should discuss their thoughts. They may share ideas about the men's attitudes and superiority over women and other men who cannot or do not have children. Their responses may vary. They may feel that they would find it difficult to get along with this person. Their responses may vary.
b) This question is subjective so the responses students give will vary.
7. a) Students should highlight:
 - Metaphor – *'Thus they carefully assign to man the role of the all-round villain playing opposite to the 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	<i>'Thus they carefully assign to man the role of the all-round villain playing opposite to the virtuous heroine'</i>	Example
Rhetorical question	<i>'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?'</i>	Example with denial
Rhetorical question	<i>'Now why not permit man to retain a few of his ideals about himself?'</i>	'Why not' with emphasis

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8. Students should order the paragraphs and write why they think each part of the text is important. They should identify the sixth point as the one that is missing. This has been shown in the table below.

Paragraph summary	Order	Why might it be important?
The example of children is related to the text's main topic of men	4	To give readers a different attitude towards men
Description of what men are capable of achieving if they could be enabled to do so	7	Emphasises the importance of men's contribution to society
The way men are affected is introduced	2	To introduce the topic of men's problems
Description of how men can be helped	6	The reader is likely to be sympathetic (if they are good) and realistic
A real-life example is given about a new method of bringing up children	3	The mention of a real-life example makes the text more convincing
The topic of the text is introduced	1	The use of rhetorical devices to engage the reader's thinking
The main point is emphasised again after this persuasive real-life example is used	5	To influence readers' opinions on the text and encourage them to view men in a different light
The text ends by stating that women have control over whether this issue is resolved and suggests that it could never be resolved unless women change their ways	8	To put pressure on women to act and to encourage them to change their ways

- 9.

Source A		
Statement	True or false?	Evidence
Men are portrayed in a positive way	True	'[The human mind] is capable of great things which the world is not yet ready to accept'
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 duty'
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 great things'
Women are portrayed in a negative way	True	'Thus they carefully assign the villain playing opposite to the hero'
Men have more responsibilities than women	(Mostly) false	'... the right to be loyal as a man'
Society puts men at a disadvantage	True	'... they have quietly snatched the power from the hands of the women'

10. The similarities students may identify between the men portrayed in both texts are:
- Men are portrayed in a positive way
 - Men are portrayed as being superior to women
 - Men are portrayed as having more responsibilities than women

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11. 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
 - The structure of the main points in the text and how these are persuasive, especially the comparison of women involving children and then comparing this to men to portray women as hypocrites
12. Students may use the points from Activity 8 and any other comparable points, including:
- The way the men in each text feel towards fatherhood.

Extension task:

Students should use Marking Scheme 3 to mark their answers to Question 12 and give feedback to the class next time.

They could focus on:

- Use of subject terminology
- Use of P-E-E structure.
- Evidence from the text

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Extract Pair 5

Skills-building worksheet

- Students should use a dictionary to research the definitions of some of the difficult words and add these to the table.
- Students could give the following quotes:
 - 'The committee...have examined said quarterly reports and find nothing'*
 - 'The committee do not think it is true that any have been convicted of Sodomy'*
 - Students' responses will vary, but should include the view that they do not think they should have been convicted of sodomy.
- Students should discuss their thoughts on the meanings of the difficult words in the dictionary.
- Students could give the following quotes:
 - 'How you could reconcile the objects there to such subjects as these was not to be expected'*
 - 'I pitied you'*
 - Students' responses may include the following points:
 - Palemon should *'admire beauty and wisdom a little more moderately'*.
 - Palemon should be cautious about who he discusses philosophy and to what extent.
- 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 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).
- Students may highlight parts of the text including: *'indifferent lover'*, *'moderate'*, *'enervated'*.
 - Students may create a word map in the shape of a heart, a question mark or a cloud.
- | |
|---|
| 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 over women and feels that, as men, they should behave in a way that is masculine. |
| The writer mentions his pity towards Palemon for discussing philosophy as if he were with yesterday and declares that he may be the only 'well-bred' man who distances himself from Palemon by considering Palemon one of 'those gentlemen of the virtuosi', 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. |
| The writer emphasises that other people are not interested in discussions. |
| The writer states that there should be a good balance between politics and just 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. |

- 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 views towards philosophy and how this differs from Palemon's, and finally we learn how discussing 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 why discussing philosophy is appropriate to be talked about.

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8. Students may feel that the attitude conveyed in **Source A** is very negative towards those 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 by society.

Source B is slightly different in that it conveys the message that it is okay to discuss sexuality, but only in those considered appropriate by society. The writer almost 'tells off' himself for being so much and causing himself to be judged by the group of people they were with.

9. Similar points between both sources that students may choose to develop 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 develop include:

- Source A is on the topic of sexuality and Source B is on the topic of passion.
 - The topic in Source A is a criminal offence, whereas the topic in Source B is a personal embarrassment.
10. The points students make in their answers may include the points on structure and analysis of the language use, including:
- The writer's language suggests that the writer feels different to Palemon in the arts. He describes himself as an '*indifferent lover*' and feels that these things are not his, which shows that he disagrees with the way Palemon chose to discuss these things.
11. Students may choose to use points from Activity 6 or any other relevant points, including:
- 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 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 say 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 attitude but does not influence the reader's opinions regarding the law.

Taking it Further worksheet

- a) Students should identify the words in Source A that they are unsure of and discuss them with a partner. Words that students may be unfamiliar with include *pertaining*.
 - b) Students should then check the definitions in a dictionary and add them to their glossary.
- a) Students could give the following quotes:
 - '*The committee... examined said quarterly reports and find nothing responsible*'
 - '*The committee do not think it is true that any have been convicted of Sodomy*'
 - b) Students' responses will vary, but should include the view that they do not agree with those who have been convicted of sodomy.
- a) Students should identify the words in Source B that they are unsure of and discuss them with a partner. Words that students may be unfamiliar with include *virtuosi, enamoured, monument, gallantry, bemoan, constitutions, naturalistic, antiquity* and *dalliance*.
 - b) Students should then check the definitions in a dictionary and add them to their glossary.
- a) Students could give the following quotes:
 - '*How you could reconcile the objects there to such subjects as these was*'
 - '*I pitied you*'
 - b) Students' responses may include the following points:
 - Palemon should '*admire beauty and wisdom a little more moderately*'.
 - Palemon should be cautious about who he discusses philosophy and the arts with.
- Students may discuss that this is because it is a newspaper article, which is written to inform and persuade.
- a) Students may highlight parts of the text including: '*indifferent lover*', '*moderately*' and '*enervated*'.
 - b) Students may summarise that the writer appears to have a negative opinion of the law and the arts openly with other people, but appreciates its '*beauty and wisdom*'.

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7. a)

Paragraph	Its purpose / the information it
1	We are introduced to the topic of the text and learn that the actions
2	The writer mentions his pity towards Palemon for discussing were with yesterday and declares that he may be the only 'w distances himself from Palemon by considering Palemon on call virtuosì' and by saying that, excluding himself from that
3	The writer emphasises that other people are not interested philosophy
4	The writer makes the conclusion that danger obviously exci went against social norms to discuss philosophy to such an e
5	The writer asserts that it is normal to discuss politics in ever not appropriate to do the same with philosophy
6	The writer shows that he feels differently to Palemon in rega philosophy. He feels that it is risky to discuss philosophy wi
7	The writer acknowledges the fact that he has to 'pretend' to dominance over women and feels that, as men, they should b typically masculine.
8	The writer states that there should be a good balance betwe never just philosophy.

- 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 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 how philosophy is appropriate to be talked about.

8. a) Students may feel that the attitude conveyed in **Source A** is very negative towards homosexuality as it is considered 'normal' – it is clear that being in a homosexual relationship was not considered appropriate by society at that time. This meant that these people would have had to present themselves as straight to avoid being charged with a criminal offence.

Source B is slightly different in that it conveys the message that it is okay to discuss homosexuality in those contexts but only in those considered appropriate by society. The writer acknowledges that discussing it too much and causing himself to be judged by the group of people is not appropriate.

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 in both sources have a similar attitude towards men who behave in a way that is considered abnormal. Source A uses the phrase 'punished for sodomy' which is a criminal offence. Source B uses the phrase 'Twas better, I told you, to admire beauty and wisdom a little more moderately' which suggests that the writer is more accepting of 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 virtuosì.'</i>	The writers in both sources display similar treatment of those who behave differently than is considered normal. Source A uses the phrase 'punished for sodomy' which is a criminal offence. Source B uses personal pronouns to refer to the group of people who behave differently than is considered normal, suggesting that the writer is more accepting of them.
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' which suggests a severe punishment. 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' which suggests a more subtle punishment.

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9. The points students make in their answers may include the points on structure and analysis of the language use, including:
- The writer's language suggests that the writer feels different to Palemon in the arts. He describes himself as an '*indifferent lover*' and feels that these things which shows that he disagrees with the way Palemon chose to discuss these things.
10. Students may choose to use points from Activity 6 or any other relevant points, including:
- 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 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 attitude but does not influence the reader's opinions regarding the law.

Extension task:

Students should complete the online task on language and structure.

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Extract Pair 6

Skills-building Worksheet

1.

Words from Source A

brandishing		desper
sentiment		weird a
peculiar iniquity		invaders who use p
exculpation		what ri
dire		the act of declarin
tyrannical invaders and usurpers		waving some
palliate the rapacity (of)		make gre
artifice		
forego		unaffected by the
unction		
gallantly		a b
uncorrupted		the use of c
Manifold		
ardent and praiseworthy votaries		eager and impressiv
repel		be invol
elude		reduce the severit
extenuate		
abolished		cause some
irreproachable		a dec
protestation		perfect; u

2. a) Students may identify the following quotes:
- ‘... to palliate the rapacity of Xerxes’
 - ‘... disguise the ambition of Cromwell’
- b) Students should identify that the text is referring to people who, at the time, were free but who also owned a slave. This is because owning a slave is acting against the rights of someone else.

3.

Words from Source B

shunned		
prospered		
forbid		

4. a) Students may identify the following quotes:
- ‘Shunned by his white relatives’
 - ‘... pitied by his friends’
- b) Students should identify that this has happened because Maxie Kohler has fallen in love with a white man, which was against what he thought. The attitudes towards interracial marriages were negative and unhappy with his relationship with his wife.
5. a. Fable
- 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 writers use to show how the Americans are afraid of the Negroes.

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6. 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 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.
 c) Students should discuss the purpose of the second paragraph with their partner and write down a response similar to the following:
- It includes a general statement about how there are always some people who behave badly, which is related to the way he feels about Americans who are slaves.
 - It compares these people to wolves to put emphasis on the negative and dangerous behaviour.
 - Overall, the paragraph emphasises the negative qualities of the people.

7. 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

8. a)

Source A statements

'... if there be an object truly ridiculous in the universe, it is an American politician 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 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 the public to private interests...'

- b) Students may identify the first statement as an opinion, because although it may not make 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 the phrase *discriminating circumstances* and combines it with something that may be a fact, '... 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.

9. a)

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.'

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- b) Students may identify the first statement as a fact because it declares the situation. The second statement, although probably true in some ways, is still an opinion. 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 writer over the way this sentence is written and has not declared his attitude towards the situation.
- c) 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).

10. a)

Statement	Source A – 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

- 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 past. This could be due to the types of text (newspaper articles need to remain objective, the government usually)

11. The answers students give may be similar to the following:

In terms of language:

- The use of metaphor to compare the people who kept slaves to an animal or a machine.

In terms of structure:

- 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 writer's opinion on Americans in relation to slavery. This suggests to us as readers that this material focuses on and influences us to have the same opinion as the writer from a personal perspective.

12. 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, while Source B focuses on a specific case where a person of colour is discriminated against.

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Taking It Further Worksheet

1. a)

Words from Source A

brandishing		desper
sentiment		weird a
peculiar iniquity		invaders who use p
exculpation		what ri
dire		the act of declarin
tyrannical invaders and usurpers		waving some
palliate the rapacity (of)		make gre
artifice		
forego		
unction		unaffected by the
gallantly		
uncorrupted		a b
Manifold		the use of c
ardent and praiseworthy votaries		
repel		eager and impressiv
elude		be invol
extenuate		reduce the severit
abolished		
irreproachable		cause some
protestation		a dec
		perfect; u

2. a) Students may identify the following quotes:
- ‘... to palliate the rapacity of Xerxes’
 - ‘... disguise the ambition of Cromwell’
- c) Students should identify that the text is referring to people who, at the time, were free people but also owned a slave. This is because owning a slave is actively encouraged in the text.

3.

Words from Source B

shunned		
prospered		
forbid		

4. a) Students may identify the following quotes:
- ‘Shunned by his white relatives’
 - ‘... pitied by his friends’
- b) Students should identify that this has happened because Maxie Kohler has been forced to do what he thought. The attitudes towards interracial marriages were negative and he was unhappy with his relationship with his wife.
5. a) Students should highlight ‘... if the wolf were made to say to his victim...’
- b) Students should discuss this metaphor with a partner. They may feel that it is a different context to highlight how strange and immoral it seems. They may also discuss the metaphor because a wolf is an animal of prey and is something to be afraid of. The reader will relate to the Americans who kept slaves.

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6. 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 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.
c) Students should discuss the purpose of the second paragraph with their partner and discuss the following:
- It includes a general statement about how there are always some people who behave badly, which is related to the way he feels about Americans who are slaves.
 - It compares these people to wolves to put emphasis on the negative and dangerous behaviour.
 - Overall, the paragraph emphasises the negative qualities of the people.
7. 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
8. 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
- b)

	Point	Evidence/Technique	
1	Neither of the writers show discrimination towards people of colour	No evidence of this in the text - all language is neutral	Both writers show sympathy or compassion for people of colour
2	Both writers show sympathy or compassion for people of colour	Source A: 'affrighted slaves' adds a human element Source B: 'What can Kohler do? He is truly a man without a race.'	Source A focuses on slavery as a whole, Source B focuses on one case specifically
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	

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9. The answers students give may be similar to the following:
- In terms of language:
- The use of metaphor to compare the people who kept slaves to an animal or object.
- In terms of structure:
- 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 writer's opinion on Americans in relation to slavery. This suggests to us as readers that this material focuses on and influences us to have the same opinion as the writer from an early stage.
10. Students may include points from Activity 5b or any other relevant comparable text.
- Source A's writer criticises people who let discrimination against people of colour continue. The writer does not.

Extension task:

Students should use Marking Scheme 3 to assess a response to Question 9 written by a peer. They should then give feedback on the response, focusing on two points for improvement.

Students should comment on:

- Lack of literary terms where applicable
- Lack of word classes
- Areas where the P-E-E structure is not followed
- Lack of introduction or conclusion
- Lack of linking sentences
- General errors in spelling/grammar

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Extract Pair 7

Skills-building Worksheet

- Students should use a dictionary to fill in the definitions of the words they are using. Space available for students to add in more words if necessary. Other words that include *temporal*, *condemned* and *brethren*.
- Students may write the following quotes:
 - '[We] mingle with each other under the constant pressure of a feeling that nothing, I believe, had tended more to destroy the true dignity of women.'*
 - Students may summarise the writer's views by including the following points:
 - The writer feels women are not treated in a fair way.
 - The writer feels that women are always reminded that they are considered inferior.
- Students should use a dictionary to fill in the definitions of the words they are using. Space available for students to add in more words if necessary. Other words that include *steriliser* and *immaculate*.
- Students may give the following quotes:
 - 'My husband does the bottles.'*
 - '[He] also [does] the bins.'*
 - Students may summarise the writer's feelings towards her husband's contribution including the following points:
 - The writer feels that her husband does not do his fair share of the housework.
 - The writer feels that her husband does not understand that some tasks are never complete, and the tasks he completes are the easiest and quickest to do.
- 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'*
 - The parts of the text referring to men are mainly negative.
 - The word maps students create may be in the shape of a man or a sad face, or a woman.
- The language analysis table that students create should be similar to the following:

Quote	Literary device or word class
<i>'dreary domestic drudgery'</i>	Alliteration
<i>'But'</i>	Coordinating conjunction
<i>'But let's...'</i>	Colloquialism
<i>'... bottles and bins'</i>	Alliteration

- The writer quotes her husband declaring another job he does around the house and then invalidates this because it is not a chore that needs doing often. The writer then makes a joke about and bring attention to how little her husband does to help with the housework.

The writer states a single job that her husband does to contribute to the housework and then invalidates that this is something he brings up every time the conversation of housework. The writer informs the reader that they have this conversation every time they talk about housework.

The writer acknowledges that her husband does this chore but invalidates it by saying the reader how little effort goes into completing this chore.

The text is summarised.

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- 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

8. 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 (difference)
- Sense of humour (difference)

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.

9. Students may discuss the following similarities between the writers:

- They are both women
- They both feel oppressed
- They both feel unhappy

10. Students may choose to include the following points:

In terms of language:

- The use of alliteration and other aspects of language, including coordinating conjunctions to create emphasis and treat the reader as a friend.

In terms of structure:

- **Paragraph 1:** The writer states a single job that her husband does to control her. She writes that this is something he brings up every time the conversation of her husband with the reader that they have this conversation often.
- **Paragraph 2:** The writer acknowledges that her husband does this chore but she tells the reader how little effort goes into completing this task.
- **Paragraph 3:** The writer quotes her husband declaring another job he does to control her. She invalidates this because it is not a chore that needs doing often. The writer then tells 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 evidence
- To emphasise that men feel that they do their fair share even though they do not

11. 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.

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Taking It Further Worksheet

1. a) Students should try to work out the definitions with a partner.
b) Students should use a dictionary to fill in the definitions of the words they have. There is a space available for students to add in more words if necessary. Other words to include *temporal*, *condemned* and *brethren*.
2. a) Students may write the following quotes:
 - *'[We] mingle with each other under the constant pressure of a feeling that nothing, I believe, had tended more to destroy the true dignity of women.'*
 b) Students may summarise the writer's views by including the following points:
 - The writer feels women are not treated in a fair way.
 - The writer feels that women are always reminded that they are considered inferior.
3. a) Students should try to work out the definitions with a partner.
b) Students should use a dictionary to fill in the definitions of the words they have. There is a space available for students to add in more words if necessary. Other words to include *steriliser* and *immaculate*.
4. a) Students may give the following quotes:
 - *'My husband does the bottles.'*
 - *'[He] also [does] the bins.'*
 b) Students may summarise the writer's feelings towards her husband's contribution to the household including the following points:
 - The writer feels that her husband does not do his fair share of the housework.
 - The writer feels that her husband does not understand that some tasks are more difficult to complete, and the tasks he completes are the easiest and quickest to do.
5. 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 because not all women hate all men.
- c) Students may have differing opinions. Some may feel that the writer of *Southern Comfort* is biased against men and others may feel that the writer simply dislikes the system that is not equal.
6. Students may have ideas similar to the following:

Literary device or word class	Quote	
Alliteration	<i>'dreary domestic drudgery'</i>	Emphasis
Coordinating conjunction	<i>'But'</i>	To argue that her husband does not do his fair share of the housework
Colloquialism	<i>'But let's...'</i>	To treat the reader as if they are part of the conversation
Alliteration	<i>'... bottles and bins'</i>	To combine the two tasks of washing bottles and emptying bins

7. 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 with what she writes that this is something he brings up every time the conversation of her husband with the reader that they have this conversation often.

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

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

- 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

8. 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 and consider the order in which they present points: They may use the following order:

- 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.

9. Students may discuss the following similarities between the writers:

- They are both women
- They both feel oppressed
- They both feel unhappy

10. Students may choose to include the following points:

In terms of language:

- The use of alliteration and other aspects of language including coordinating conjunctions to create emphasis and treat the reader as a friend.

In terms of structure:

- **Paragraph 1:** The writer states a single job that her husband does to control her and writes 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 then tells the reader how little effort goes into completing this task.
- **Paragraph 3:** The writer quotes her husband declaring another job he does to help out with the housework and invalidates this because it is not a chore that needs doing often. The writer then tells 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 evidence from the text
- To emphasise that men feel that they do their fair share even though they do not

11. 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 men in 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 use Marking Scheme 2 to assess their responses to Question 10. They should consider:

- The use of literary terms
- The use of evidence from the text
- The effect of the language and structure on the reader

Extract Pair 8

Skills-building Worksheet

- 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
- Students may give the following quotations:
 - 'I had constant access to God'*
 - '[I had] a clear consciousness that he heard me'*
 - Students should identify that the difficulty Julia faced was that she was treated as a female. She felt as though 'every man's hand' was against hers.
- Students may give the following quotations:
 - '... the torching of over 180 schools'*
 - 'more than 900 private schools will remain closed until the security situation improves'*
 - Students should interpret that the reason for this attack on the schools in Pakistan was against education for females and has been led by the Taliban.
- 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.
- The effects that students identify may be similar to the following:

Quote	Effect
<i>'the tactics... have become increasingly brutal'</i>	Compares the way things are now with the past using the adverb 'increasingly'
<i>'... a senior army spokesman, said: ...'</i>	Including an official figure creates the impression of authority and influences the reader to trust and accept the information
<i>'fear and terror'</i>	Including negative emotions determines the tone of the article and emphasises the severity of the situation

- 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
 - 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

- | Similarities between the texts | Differences between the texts |
|--|---|
| The text shows that men and women are affected differently by religion | The text shows that the Taliban's actions are justified in their eyes |
| | The way religion is portrayed is different |

b)

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	Point	Evidence
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> '
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> '
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> '

8. Students may discuss the following points:

In terms of structure:

- 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

In terms of language:

- The use of the adverb '*increasingly*' to compare the situation now with
- The inclusion of an official figure.
- The inclusion of negative emotions emphasises how negative the situation

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

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

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Taking it Further worksheet

- Students should identify 'communion' as having a missing definition in this activity partner to try to work out the definition of *communion*, checking in a dictionary and add this definition to the space so they can complete the activity.

Words from the texts	Definitions
righteously	to express
communion*	an expression
err	A Christian service involving
censure	acting in a way that
reproach	occurring
commission	to do something
spasmodic	devoted
Taliban	
militants	introduction
matriculation	an Islamic political movement

- Students may give the following quotations:
 - 'I had constant access to God'
 - '[I had] a clear consciousness that he heard me'
 - Students should identify that the difficulty Julia faced was that she was treated as a female. She felt as though 'every man's hand' was against hers.
- Students may give the following quotations:
 - '... the torching of over 180 schools'
 - 'more than 900 private schools will remain closed until the security situation improves'
 - Students should interpret that the reason for this attack on the schools in Pakistan is against education for females and has been led by the Taliban.
- Students should highlight 'best'.
 - Examples of other superlative adjectives include:
 - Prettiest
 - Biggest
 - Driest
 - Students may note that 'best' is different because it does not follow the same pattern. Examples of superlative adjective end in -est. In the case of words ending in -y, the y is changed to an [i] before -est is added. This should make 'best' *goodest*, which is not correct.
- The quotes that students identify may be similar to the following:

Quote	Effect
'the tactics... have become increasingly brutal'	Compares the way things are now to the way they were in the past using the adverb 'increasingly'
'... a senior army spokesman, said: ...'	Including an official figure creates authority and influences the reader to trust the information
'fear and terror'	Including negative emotions draws attention to the situation and takes away from the article and the situation

- 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
 - 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

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7. 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 following:

	Point	Evidence	Explanation
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>	Levelling out
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>	Religion is good in Source A, religion is bad in Source B
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>	Although from a religious perspective, Source A is positive, Source B is negative. The Taliban are restricting the education of the female

8. Students may discuss the following points:
- In terms of structure:
- 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
- In terms of language:
- The use of the adverb *'increasingly'* to compare the situation now with what it was before
 - The inclusion of an official figure.
 - The inclusion of negative emotions emphasises how negative the situation is
9. Students may include the points from the tables in Activity 5b and any other relevant points 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 mentioned. The information that we are given as readers is the fact that the Taliban are causing the restriction of the female's education, 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 attitude towards religion may be entirely different.

Extension task:

Students may give examples such as:

- Weird
- Beige

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