



IDENTITY

Unseen Non-Fiction Preparation Pack

For GCSE Edexcel Paper 2

zigzageducation.co.uk

**POD
7150**

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

Contents

Thank You for Choosing ZigZag Education.....

Teacher Feedback Opportunity.....

Terms and Conditions of Use

Teachers’ Introduction.....

Support Materials

 Assessment-Objective Marking Grid.....

 AO1 Marking Scheme.....

 AO2 Marking Scheme.....

 AO3 Marking Scheme.....

 AO4 Marking Scheme.....

Introductory Worksheets.....

 Extract Pair 1.....

 Extract Pair 2.....

 Extract Pair 3.....

Differentiated Worksheets

 Extract Pair 4.....

 Extract Pair 5.....

 Extract Pair 6.....

 Extract Pair 7.....

 Extract Pair 8.....

Suggested Answers

 Extract Pair 1.....

 Extract Pair 2.....

 Extract Pair 3.....

 Extract Pair 4.....

 Extract Pair 5.....

 Extract Pair 6.....

 Extract Pair 7.....

 Extract Pair 8.....

INSPECTION COPY

COPYRIGHT
PROTECTED



Teachers' Introduction

Introduction to the resource

This resource has been created to supplement the learning of students in Year 10 and Year 11 as part of section of Paper 2 of the Edexcel GCSE English Language exam. The pack contains 8 introductory worksheets and 5 differentiated worksheets which allow students to analyse unseen texts. The resource has been carefully written to prepare students for each of the questions in Non-fiction and Transactional Writing, Section A: Reading. These are AO1, AO2, AO3 and AO4.

How to use the resource

The pack has been designed so that it can be used in a range of classroom situations. The introductory worksheets are useful for introducing students to analysing unseen texts. 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 Differentiated worksheets. These are differentiated worksheets which allow teachers to accommodate different levels of ability in the classroom, or alternatively enable students to increase their levels of analysis. The worksheets could be split into classroom activity and homework for Year 10 and Year 11 students.

The worksheets are designed to take at least an hour to complete, which is useful for lessons. They are, where possible, on single pages or two pages, allowing for easy photocopying. A key is included for every worksheet at the back of the pack and can be used by teachers to mark or by students struggling or for students to mark their own completed worksheets. The activities are adaptable and, in cases where an activity is suitable for pair or group work, icons are included at the beginning of the activity:

Key:



Pair work



Group work

INSPECTION COPY

COPYRIGHT
PROTECTED



Relevance to the GCSE Edexcel English Language specification

Worksheets enable students to develop their skills in understanding the information and structure, being aware of the writer’s intentions and evaluating a range of non-fiction texts critically which will prepare students for the Edexcel exam under the new specification. There are practice questions on every worksheet which introduce students to the exam’s requirements. This section of the non-fiction exam at an early stage. This is the largest single section of the exam, worth just over a third of the overall marks for GCSE English Language on the Edexcel specification. It includes comprehension questions (9 marks), language and structure questions (18 marks) and critical analysis questions (15 marks). This pack prepares students for the exam. A comparison is included in each worksheet to give students extra practice in this area. Details of where each assessment objective has been covered in the resource are given in the table below.

Worksheet	AO1 (identify/interpret)	AO1 (synthesise)	AO2	
1	✓		✓	
2	✓	✓		
3	✓			
4	✓		✓	
5	✓	✓		
6	✓		✓	
7	✓			
8	✓	✓	✓	

There are simplified marking schemes in the Support Materials which can be used by students for their own or their peers or to better understand why they have been given a particular mark. These schemes have been referred to in the worksheets in activities where students are asked to mark their own work or the work of their peers, but they can be used whenever the teacher feels it is appropriate.

Please note that the Worksheet 8 includes a whole practice paper with activities which are similar to those expected in the exam. It will take significantly longer to complete than the other worksheets but it is included to help students by allowing them to practise a full exam after completing the worksheets.

Sensitivity in teaching this resource is important as it deals with content that may be sensitive to some students. It is vital that the teacher checks any content carefully before handing it out in class. The following sensitive topics are discussed in the extracts:

Extract Pair 2: Source A mentions racist hate crimes and Source B mentions transphobia

Extract Pair 5: Both texts are on racism and Source B in particular is about slavery

Extract Pair 7: Source A includes unrealistic beauty standards

Extract Pair 8: Source B is about alcoholism and mentions parents with drinking problems

COPYRIGHT
PROTECTED



Support Materials

Assessment-Objective Marking 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 Edexcel website for marking and to ensure student

INSPECTION COPY

**COPYRIGHT
PROTECTED**



AO1 Marking Scheme

AO1 – Identify and show understanding of the information in		
Level 4	Insightful, detailed	<ul style="list-style-type: none"> Impressive identification of the information Impressively draws together information from the text to make an observation Lots of examples given from the text
Level 3	Clear, relevant	<ul style="list-style-type: none"> Detailed identification of the information in the text Draws together information from the text(s) to make an observation Some examples given from the text
Level 2	Basic evaluation	<ul style="list-style-type: none"> Shows an understanding of the information in the text Some information from the text(s) is drawn together to make an observation A limited number of examples given from the text
Level 1	Limited evaluation	<ul style="list-style-type: none"> Shows a limited understanding of the information in the text A limited number of information from the text is drawn together to make an observation A very small number of basic examples given from the text

AO2 Marking Scheme

AO2 Marking Scheme for 15-mark questions on language and structure:

AO2 – Show understanding of the way the writer uses language and structure to influence the reader in some way		
Level 4	Insightful, detailed	<ul style="list-style-type: none"> Shows impressive analysis of structural/language features used by the writer Critical and detailed evaluation of effect on reader Lots of examples given from the text Terminology is used precisely and extensively
Level 3	Clear, relevant	<ul style="list-style-type: none"> Shows detailed understanding of structural/language 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 structural/language features used by the writer There is some understanding of the effect on the reader A limited number of examples given from the text Limited use of terminology that is mostly correct
Level 1	Limited evaluation	<ul style="list-style-type: none"> Shows a very restricted understanding of the structural/language features used by the writer Very little evaluation on the effect on the reader A very small number of basic examples given from the text Very limited use of terminology that is not always correct

**COPYRIGHT
PROTECTED**



AO3 Marking Scheme

AO3 Marking Scheme for 14-mark questions on the comparison of two texts

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

AO4 Marking Scheme

AO4 Marking Scheme for 15-mark questions on the critical evaluation of a text

AO4 – Use appropriate textual references to support your critical evaluation of texts		
Level 4	Insightful, detailed	<ul style="list-style-type: none">• Critical and detailed evaluation of effect on the reader• Detailed understanding of the methods used by the writer• Lots of examples given from the text• Has a substantial response to the question asked
Level 3	Clear, relevant	<ul style="list-style-type: none">• The effect on the reader is clearly understood• The writer’s methods are shown to be understood• Some examples given from the text• Has a response relevant to the question asked
Level 2	Basic evaluation	<ul style="list-style-type: none">• There is some understanding of the effect on the reader• The writer’s methods are understood to a basic level• A limited number of examples given from the text• Has a basic response to the question asked
Level 1	Limited evaluation	<ul style="list-style-type: none">• Very little evaluation on the effect on the reader• The writer’s methods are understood to a limited level• A very small number of basic examples given from the text• Has a partial response to the question asked

INSPECTION COPY

COPYRIGHT
PROTECTED



Extract Pair 1

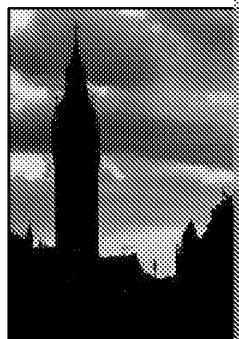
Source A: Is the British middle class an endangered

Source A is an extract from a newspaper article published by *The Guardian* about the ways that middle-class life is changing.

In some ways, middle-class life has changed for the better, I can acknowledge: more consumer pleasures, widening opportunities, rocketing salaries for some professionals, rewarding new careers for self-motivated and nimble, for people such as Ogden-Newton, a London borough where I live, which is increasingly full of middle-class people like me, earning unspectacular salaries by London standards. The ash cloud this spring left local schools half-emptied of teachers. Despite the recent financial crisis and recession, spending time abroad – something only very rich people did in my childhood – is apparently still quite normal. Yet is this modern, free-spending middle-class Good Life sustainable? The sociologist Richard Sennett, by Gunn and Bell, thinks not: “The crisis of the middle class is just beginning.”

Stephen Overell, associate director of the Work Foundation, shares that pessimism: “There is an ongoing hollowing-out of the middle-class British job market – the managers, the administrators,” he says. “The growth there has been [in this area] has been driven by the private sector in the last 10 years. With the government’s spending cuts, you can see the future of many of those managerial jobs.” For many middle-class people who hang on to their jobs, he continues, prospects are not rosy. In the middle-class workplace, employees’ autonomy and discretion have collapsed dramatically compared with 20 years ago. Software development work. There are more procedures and guidelines, more surveillance. At the top end are doing OK, but the rest feel that their work is getting worse.” Middle-class employment, you could say, is no longer like that long endured by the working class.

Of course, being middle class is about more than just your job. Many of the traditional aspects of middle-class life have acquired their own anxieties. The value of saving is being undermined by low interest rates and jumpy stock markets. Property ownership is becoming more difficult for future generations because of high house prices. The chance of a comfortable retirement is threatened by meaner public and private sector pensions. The old middle-class behaviours and values – self-restraint, deferred gratification, a degree of snobbery – have less relevance in a Britain where all classes scoff supermarket ready meals and small-talk about Britain’s Got Talent.



**COPYRIGHT
PROTECTED**



¹ Beckett, A. (2010) Is the British middle class an endangered species? *The Guardian* from: <https://www.theguardian.com/uk/2010/jul/24/middle-class-in-decline-society>

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

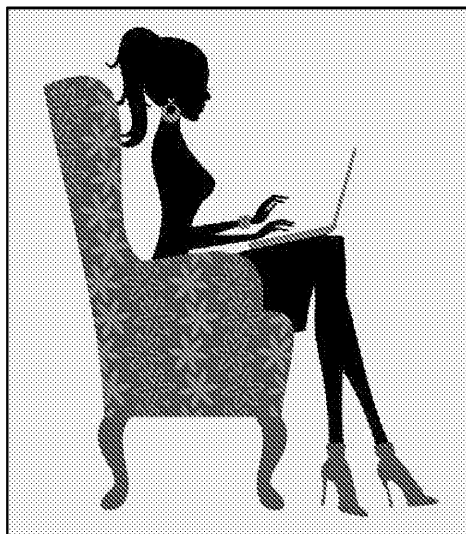
Source B is an extract from a newspaper article written in 2016. The text is about beauty bloggers and how it is common for well-known beauty bloggers to be middle class.

Bella is a beauty blogger, one of 1107 currently listed on YouTube.

A beauty blogger is somebody who writes, takes photographs or makes 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 mascara with two compartments; some teeth whitening strips. Her eyes glisten when she talks; you can see, spilling out of the video, her passion for beauty. Bella is so passionate about beauty that after you have finished watching her video, you are positive that your nails need without an iridescent greige nail varnish.

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



INSPECTION COPY

COPYRIGHT
PROTECTED



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

Extract Pair 1: Worksheet

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

Pre-reading

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

Comprehension

- 2. Match the words to their definitions to get a better understanding of some of the difficult words in Source A.

Words from Source A

nimble
recession
sociologist
pessimism
autonomy
anxieties
deferred
gratification

the act of assuming
quite
put off
someone who
a decline
achieve
the ability

AO1 practice

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

Remember: The comprehension questions in the exam are the most important out of all the exam questions and may give you the marks to move up

Focus on lines 1–4. Identify **two** ways that middle-class life has changed

- 1)
- 2)

- 4. Now complete the matching task for some of the difficult words in Source B

Words from Source B

tripod
greige
iridescent
doe-eyed

having eyes that appear
a shimmering effect
a three-legged
a combination

INSPECTION COPY

COPYRIGHT
PROTECTED



AO1 practice

5. Now complete the exam-style comprehension question on **Source B**. Focus on lines 1–4. Give **one** example of how you know Bella is a beauty blogger from the text to support your answer.

.....

.....

.....

Analysing the Text

AO2 preparation for 15-mark practice question

6. Focus on **Source B**. This activity is on language and structure which will be the focus of the 15-mark practice question at the end of this worksheet. The question you will be asked is: **language and structure gives you an impression of Bella as a beauty blogger**.
- 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 doe-eyed 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 having a different effect?

.....

.....

.....

**COPYRIGHT
PROTECTED**



- c) The price of the product Bella is promoting is included at the end of the text. Do you think this has been included here? Discuss your thoughts with your partner and write them down.

.....

.....

.....

AO3 preparation for 14-mark practice question

7. You can now begin preparing for the 14-mark comparison question you will be asked at the end of this worksheet. You will be asked to **compare the ways the texts represent the same idea** in the two texts. You will be asked to **compare the ways the texts represent the same idea** in the two texts.

- a) Fill in the table below to document some of the differences between the two texts.

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

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

.....

.....

.....

COPYRIGHT
PROTECTED



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

	Source A		Position
	Point	Evidence and explanation	
Money			
Public appearance			
Work			

INSPECTION COPY

COPYRIGHT
PROTECTED



Writing an Essay

9. Focus on **Source B**. How is language and structure used to give an impression of the blogger?

Use evidence from the text to support your ideas.

10. Compare how middle-class people are represented across **both texts**.

Use detailed evidence from both texts to support your ideas.

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

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

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

Tip: Firstly, *Techniques* are the literary devices used by the writer and can be used to support your point as much as the evidence from the text.

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

**COPYRIGHT
PROTECTED**



Extract Pair 2

Source A: Ferguson shooting: Protests spread across US

Source B is an extract from a newspaper article written in 2014. The article describes protests that developed as a result of a white policeman shooting and

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

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

There was some unrest in Ferguson itself, with police making arrests. 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 wrestler holding on to [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-standing patterns of discrimination.

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

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

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



**COPYRIGHT
PROTECTED**



³ Jolly, J (2014) *Ferguson shooting: Protests spread across US*. BBC News from: <http://www.bbc.co.uk>

Source B: Transgender rights: MPs demand end to institutional transphobia⁴

Source B is the opening section of a newspaper article written in 2016. It discusses how transgender people are treated in institutions such as work and education.

Casual everyday prejudice by doctors, teachers and the justice system against transgender people is the last bastion of acceptable institutional discrimination. Today, a landmark report has concluded.

The first-ever parliamentary inquiry into trans discrimination found “institutional transphobia” across society, undermining the careers, life chances and health of half a million people.

The House of Commons Equalities Committee called for “root-and-branch reform” of the way public institutions deal with transgender people and said the government should formulate a comprehensive strategy to address the issue within six months.

“Transgender people are today suffering the kind of discrimination that gays and lesbians decades ago,” Maria Miller, the committee’s chair, told *The Independent*.

“They are the last group of people in our society who endure overt prejudice and we need urgent root-and-branch reform of our public institutions to tackle it.”

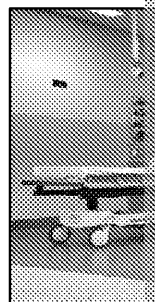
The inquiry, the first by the House of Commons Equalities Committee, was highly critical of the NHS, warning that the health service was “letting down” people with too much evidence of an approach that was “discriminatory and in breach of the Equality Act”. Witnesses told the inquiry that many GPs still treat trans as a mental health condition and some even illegally denied health care “based on the fact that they do not agree with the choices that the person has made”.

The committee also highlighted statistics showing that of 98 complaints about doctors treating transgender patients not a single one had been upheld by the Medical Council.

“It is clear from our inquiry that trans people encounter significant barriers to services due to the attitude of some clinicians when providing care,” said the committee. “The NHS is failing in its legal duty under the Equality Act in this regard.”

...

The report also highlighted problems in schools with research showing that 91 per cent of trans boys and 66 per cent of trans girls experienced harassment or bullying at school, leading to depression, isolation and a desire to leave education as early as possible.



INSPECTION COPY

**COPYRIGHT
PROTECTED**



⁴ Wright, O. (2016) *Transgender rights: MPs demand end to institutional transphobia: The Independent*. <http://www.independent.co.uk/news/uk/home-news/transgender-rights-mps-demand-end-to-institutional-transphobia-a6810881.html>

Extract Pair 2: Worksheet

Pre-reading

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

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

Comprehension

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

Words from the texts

discrimination
prejudice
transgender
bastion
comprehensive
gender dysphoria

the term for identifying the one
a group preserving
a negative opinion
the term describing with either of the main
the unfair treatment rac
thorough

AO1 practice

3. Now complete the exam-style comprehension question on **Source A**. Focus on lines 3–6. Identify **two** phrases that describe the events that took place on Monday night.

- 1)
-
- 2)
-

4. Now complete the exam-style comprehension question on **Source B**. Focus on lines 1–6. Give **one** example of how transgender people are represented. Support your answer with evidence from the text.

.....

.....

.....

.....

INSPECTION COPY

COPYRIGHT
PROTECTED



Analysing the Text

AO1 preparation for 6-mark practice question

5. This activity is on the similarities between the people across **both texts**. It will prepare you for the 6-mark practice question at the end of this worksheet. It will ask you to **discuss similarities between the people represented** in the texts.

- a) Fill in the table below to show your understanding of some of the people represented in each text.

Source A			
Type of people represented		Type of people represented	
Topic of the text		Topic of the text	
Purpose of the text		Purpose of the text	

- b) Find six pieces of evidence in the text to support the points above. It means it is ready for you to use when you come to write your response to the question later!

AO3 preparation for 14-mark practice question

6. Focus on **both sources**. This activity will prepare you for the 14-mark practice question at the end of the worksheet which will ask you to **compare the ways the writers represent minority groups**.

- a) For each of the statements below, determine which ones are present in the text. You can do this by putting a Tick (✓) to show which ones are in the text and a Cross (X) to show which ones are not. You could complete this task with a partner.

Statement	
The text uses literary devices to emphasise the effects that discrimination has on the minority group	
The text uses statistics to emphasise the effects that discrimination has on the minority group	
The text seems unbiased but ends with evidence against the person accused of discriminating against minority groups	
The text shows support of others, e.g. official figures or the public	

COPYRIGHT
PROTECTED



- b) Using a different colour, highlight evidence to support each of the points. This will save you time when writing your response to the question on the worksheet.

Remember: You only need to include **three** strong points in an essay. Choose the three points you feel are the most revealing about the way the writers encourage public support of minority groups.

Writing an Essay

7. **Both texts** show discrimination towards particular groups of people. Compare the attitudes between these groups of people.

Use evidence from both texts to support your ideas.

8. Compare how the writers of **both texts** encourage the public to support minority groups.

Use detailed evidence from both texts to support your ideas.

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

- a) Use the AO3 Marking Scheme to mark your response to Question 8. This will help you know you have covered so you can focus on improving other areas.

Remember: Work from the bottom and work your way up – to achieve the highest level, cover all aspects of that level.

- b) Write down the level you are working at with today's date so that you can track your improvement.

On _____ I am working at a Level _____

**COPYRIGHT
PROTECTED**



Extract Pair 3

Source A: Growing up Undiagnosed, A. Kirtland

Source A is an extract from a real-life story written by someone who grew up on the Autism Spectrum. They share some of the difficulties they experienced.

Misreading the characteristics

I didn't like to be cuddled and showed no desire to be picked up. My parents suspected that this may have been caused by the autism.

Growing up, I did not respond to physical affection or seek out physical contact. I was distressed. I lacked empathy and tended to stare a lot at people.

My parents and I made a number of visits to both doctors and specialists, hoping to get an answer for my odd behaviours but they only diagnosed me with skin and epilepsy.

Coping with mainstream school and making friends

I coped relatively well in mainstream schools and I think over the years I have learnt to modify my behaviour and learnt a lot mainly from the communications class at my last ever school, where they taught me about Asperger syndrome. It was from there that I slowly began to like myself, rather than wondering why I was indifferent.

I'm lucky compared to others as I always had a small group of friends who were always there for me regardless of my need. We are still in touch with each other, which is a good sign as they have seen it all through the highs and lows. I tried so hard to fit in with others outside my circle of friends back at high school, probably too hard.

I just wanted to let them know that I always liked them, I just put my thoughts into words back then and sometimes couldn't communicate what I said, I just came out with things without thinking.



**COPYRIGHT
PROTECTED**



⁵ Kirtland, A. (2016) *Growing up Undiagnosed*: The National Autistic Society from: <http://www.autism.org.uk/about/adult-life/stories/growing-up-undiagnosed.aspx>

Source B: How gardening helped my autistic son to blossom

Source B is an extract from a newspaper article written in 2016 by Kim Stoddart, who is on the Autism Spectrum, and how gardening has helped to blossom his son.

... I found out it's World Autism Awareness Week and I couldn't write about my fabulous autistic son and the many therapeutic benefits of gardening instead [of writing about gardening techniques].

In the few years since Arthur's diagnosis (he's nearly seven) we have been through a lot with our youngest son. We have found that (if not all) non-neurotypical children, he is happiest outside. He is a charmingly happy little boy most of the time anyway, but he needs the natural element when either walking or doing things in the open air.

Over time, the garden has become a bit like an open sensory room – better – with crunchy gravel and slate pathways that make a noise when you walk along them, tons of wildlife and many, many, many and sensory appealing details and areas to explore besides. When other people over and Arthur's had a meltdown, the garden is where he goes and he is almost instantly calmed. In the early days when getting much of a healthy nature was often tricky, a little forage in the garden was a wonder. It made the process of eating more interesting to him and that now (thankfully) he continues to eat a wide range of fruit and vegetables.



INSPECTION COPY

**COPYRIGHT
PROTECTED**



⁶ Stoddart, K. (2016) How gardening helped my autistic son to blossom: *The Guardian* from: <https://www.theguardian.com/lifeandstyle/gardening-blog/2016/apr/07/how-gardening-helped-my-autistic-son-to-blossom>

Extract Pair 3: Worksheet

Pre-reading

- 1. Discuss with a partner what you know about autism or Asperger’s syndrome.

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

Comprehension

- 2. Use a dictionary to research the definitions to some of the difficult words.

Source A	Definitions
eczema	
empathy	
epilepsy	
indifferent	

AO1 practice

- 3. Now complete the exam-style comprehension question on **Source A**. Focus on lines 1–5. Identify **two** phrases that show how Andy’s behaviour affects children (children whose brains work in the most common way).

- 1)
-
- 2)
-

- 4. Use a dictionary to research the definitions to some of the difficult words.

Source B	Definitions
therapeutic	
non-neurotypical	
sensory	
forage	

AO1 practice

- 5. Now complete the comprehension question on **Source B**. Focus on lines 4–8. Explain whether Arthur prefers to be inside or outside the text to support your thoughts.

-
-
-
-

INSPECTION COPY

COPYRIGHT
PROTECTED



Analysing the Text

AO4 preparation for 15-mark practice question

6. This activity is on the critical analysis of **Source A**, which will help you practice question at the end of this worksheet. To answer the question **how well the writer conveys the difficulties faced when on the autism spectrum**

- a) Make a list of **three** difficulties that the writer has had as someone on the autism spectrum.
- 1)
- 2)
- 3)
- b) For each of the difficulties you have identified, write down evidence to support it. This will mean you won't need to find these when writing your practice question later!

Difficulty	Evidence from the text

- c) Discuss your thoughts with a partner: How well do you think the writer conveys the difficulties to the reader? Write your thoughts below.

Tip: Think about whether you feel the text helps you to understand the autism spectrum better, as someone who may be neurotypical and when you have been done more.

.....

.....

.....

INSPECTION COPY

COPYRIGHT
PROTECTED



AO3 preparation for 14-mark practice question

7. This activity will help you to make comparisons between the two texts. for the 14-mark practice question at the end of the worksheet, which ways that autism is represented in both texts.

a) Fill in the table below to develop some points you could discuss in

	Source A	
Writer's perspective on autism		
Purpose of text		
Difficulties autism presents		
Age that autism was diagnosed		

b) Pick **three** of these points to develop further into paragraph plans each of these points to the 'Point' boxes at the top of the flow chart from the text to the middle boxes and then briefly explain the point (question asked).

Point (your opinion)

Evidence from the text

Explanation / additional comments

COPYRIGHT
PROTECTED



Writing an Essay

8. The writer of **Source A** tries to communicate the difficulties faced as s spectrum. Evaluate how well you think this is achieved.

Use evidence from the text to support your ideas.

9. Focus on **both texts**. Compare the ways that autism is represented.

Use detailed evidence from both texts to support your ideas.

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

- a) Switch your response to Question 8 with someone else who has also f Scheme to assess the response.
- b) Write down one thing you feel is done well in the essay you assessed a could focus on to improve.

You did this well:

.....

You could improve this:

.....

**COPYRIGHT
PROTECTED**



Extract Pair 4

Source A: Characteristics of Men, Manners, Opinions Cooper, Earl of Shaftesbury⁷

Source A is an extract from a literary non-fiction text from 1900. The extract is Part 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 yesterday, when we were in your coach together, in the Park. 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 my own part, a more indifferent lover. 'Twas better, I told you, to engage so cautiously as to be sure of coming off with a whole fancy as strong as ever towards all the pretty entertainments of the world. For these, methought, were things one would not give up for a fine romantic passion of one of those gentlemen who were virtuous.

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

But all this warning served not to deter you. For you, Palemon, adventurous, whom danger rather animates than discourages, nothing less will satisfy you than to have our philosophical arguments recorded. All must be laid before you and summed in one conclusion 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 every company, and mix the discourses of State affairs with philosophy, and entertainment. However, 'tis certain we approve of no philosophy, Nor do we look upon politics to be of her province related to her. So much have we moderns degraded her, and her chief rights.

⁷ Cooper, A A (1900) *Characteristics of Men, Manners, Opinions, Times, etc.* G Richards from: <https://archive.org/details/characteristicso02shafuoft>

35 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 com
in common, 'tis necessary to study man in particular, and kn
40 as he is in himself, before we consider him in company, as he
the State, or joined to any city or community. Nothing is mo
to reason concerning man in his confederate state and nation
stands engaged to this or that society, by birth or naturalisa
consider him as a citizen or commoner of the world, to trace
step higher, and view his end and constitution in Nature itse
45 seems, for some intricate or over-refined speculation.

...

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 wh
50 pretend to make this condescension, may with reason despis
laugh at us for aiming at their peculiar softness. 'Tis no com
to affect their manners and be effeminate. Our sense, langu
well as our voice and person, should have something of that
natural roughness by which our sex is distinguished. And wh
55 we may pretend to, 'tis more a disfigurement than any real
discourse to render it thus delicate.

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



**COPYRIGHT
PROTECTED**



Source B: Men adopt 'traditional views on gender roles' after becoming father for first time, study finds, E Dugan

Source B is a newspaper article written in 2015. It discusses a study that shows how men's views on male and female roles in society after having their first child.

Parenthood found to change attitude towards division of household work

Men become significantly more conservative in their attitudes towards women's roles in the home following the birth of their first child, a study shows.

A study of 1,800 new parents shows many fathers soon adopt more stereotypical views on motherhood, as well as the division of household care-giving. The shift towards traditional gender attitudes came among women on some subjects, but they also become more conservative on others.

The shift towards traditional views of the family is more pronounced among men and presents across a broader range of issues.

The findings of the Australian social scientist Janeen Baxter are reported today on the Children and Family blog.

Men and women were asked their opinions on a series of statements about parenthood before and after the birth of their first child. They rated them on a score of one to seven, where one signifies strong agreement and seven strong disagreement.

Both men and women showed less support after having children for the idea that housework and care of children should be shared equally. While on average women strongly agreed with the idea, their level of disagreement increased from 1.6 to 1.8. For men, who were less supportive of sharing the household burden, it went from 2.1 to 2.3.

After giving birth, women showed a 4 per cent increase in how much they viewed the idea that "a working mother can establish just as good a relationship with her children as a mother who does not work full-time". Men, meanwhile, were on average 0.1 per cent less supportive of the idea.

Professor Baxter, of the Institute for Social Science Research at the University of Queensland, said new fathers "became more consistently conservative in their views on gender roles".

Though her sample of parents was in Australia, Professor Baxter said her research is also relevant in Britain. "Data from other countries show similar results in many Western societies – the US, UK, New Zealand and Canada – with similar results," she said. The reasons for the shift in opinion are complex, cultural, according to Professor Baxter. "I am disinclined to

INSPECTION COPY

**COPYRIGHT
PROTECTED**



⁸ Dugan, E. (2015) Men adopt 'traditional views on gender roles' after becoming a father for first time. <http://www.independent.co.uk/news/science/men-adopt-traditional-views-on-gender-roles-time-study-finds-10417100.html>

biological explanation, because such sexist shifts do not occur particularly non-Western, societies, where care of young children is equally shared, not just between men and women but across

40 "It seems more likely that the way we organise work, parental arrangements, schools and social networks create structural barriers to involved fatherhood and also encourage the traditional social roles of women's mothering role.

45 "Whether you are male or female, you have to be very confident and persistent against overwhelming odds not to conform amid so much conflicting messaging."

Diane Elson, who chairs the Women's Budget Group and is an expert in sociology at the University of Essex, said company policies have a strong influence on parents' attitudes.

50 "You have to consider the policies of employers on working hours, full-time working and part-time working for men. There are a lot of policies that make it a whole lot harder for men to share equally in parenting."



**COPYRIGHT
PROTECTED**



© Extract reproduced with kind permission from *The Independent*

Extract Pair 4: Skills-building Words

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

Comprehension

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

START	cause someone to face something they dislike	Reconcile
Indifferent	in love with something	Enamoured
Monument	brave behaviour	Gallantry
Bemoan	a system that creates laws	Constitution
Naturalisation	forming an idea about something without having evidence	Speculation
Scrupulous	the act of treating someone in a way that highlights own superiority	Condescension
Dalliance	having traditional views and being reluctant to change these views	Conservative
Stereotypical	a heavy weight or big responsibility	Burden
Sexist	reluctant	Disinclined
Amid	describing someone who has retired but still holds their professional title	Emeritus

INSPECTION COPY

COPYRIGHT
PROTECTED



AO1 practice

2. Now complete the exam-style comprehension question on **Source A**. Focus on lines 1–15. Write down **two** quotations that show how the writer is discussing philosophy the evening before.

1)

.....

2)

.....

3. Now focus on **Source B**.

Focus on lines 3–10. Explain whether women's views change when the writer provides evidence from the text to support your answer.

.....

.....

.....

Analysing the Text**AO2 preparation for 15-mark practice question**

4. Focus on **Source A**. This activity is on language and structure which will be the 15-mark practice question at the end of this worksheet.
- Highlight the parts in **Source A** that give you an impression of the writer's views about philosophy and the arts.
 - Create a word map with the parts of the text you have highlighted that are related to the text in some way!
 - The following activity on structure will also help you to prepare for the 15-mark question.

Remember: The 15-mark question in the exam is on language and structure, not content. You need to discuss both!

Show your understanding of the order of the paragraphs in **Source A** 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. He went against social norms to discuss philosophy to such an extent.

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

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

**COPYRIGHT
PROTECTED**



The writer asserts that it is normal to discuss politics in every day life, 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 critical of Palemon's actions.
The writer emphasises that other people are not interested in discussing philosophy on philosophy.
The writer states that there should be a good balance between discussing politics and never just philosophy.
The writer shows that he feels differently to Palemon in regard to discussing philosophy. He feels that it is risky to discuss philosophy with people who don't know well.

- d) 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?

.....

.....

.....

AO3 preparation for 14-mark practice question

5. This activity will help you to prepare for the 14-mark practice question. It will require you to **compare the attitudes presented towards** traditional gender roles.

- a) Assign one of the texts to yourself and the other to a partner. Highlight any parts that give you an impression of the attitudes towards traditional gender roles.

Tip: Think about whether the gender roles in the text are traditional. Do the people in the text conform to traditional gender roles or not? How do they feel about traditional gender roles?

- b) Briefly talk your partner through the parts you highlighted (and the text they worked on!).
- c) Now work together to complete the scoring task below. Compare the attitudes and write Yes or No to show whether they are true for each of the statements.

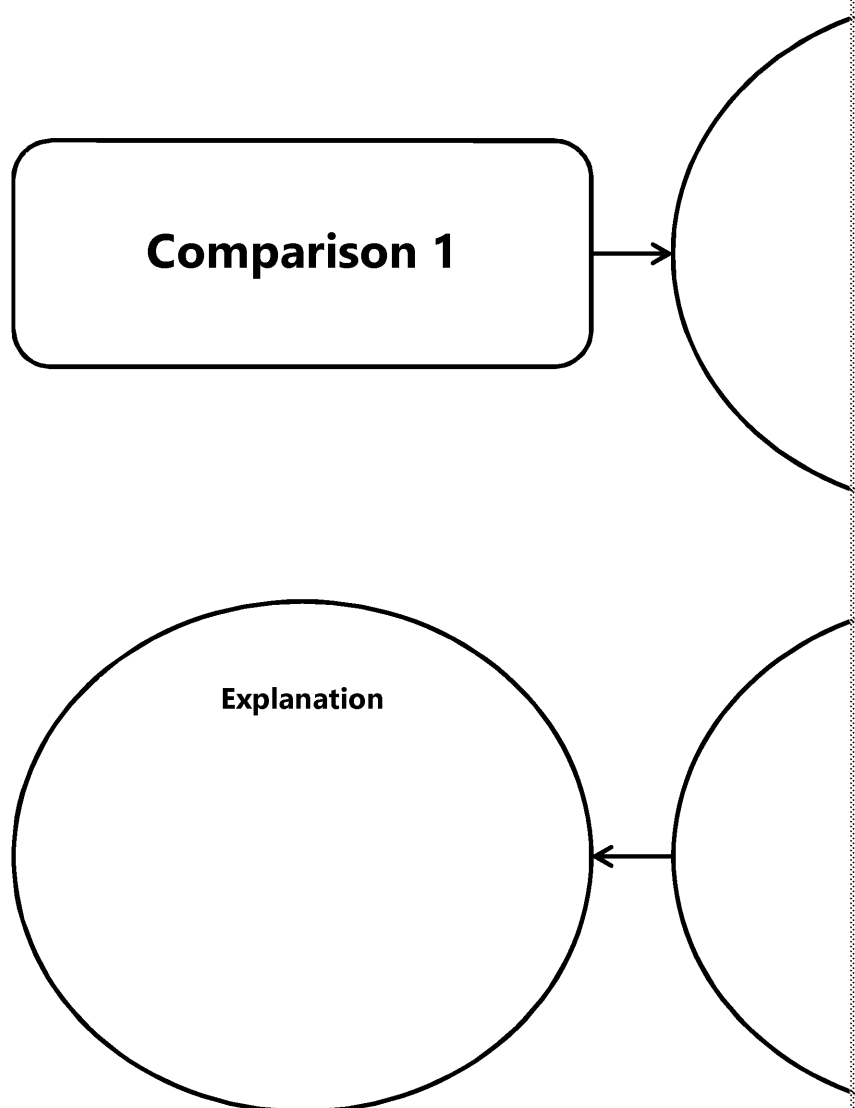
Statement	Source A: Yes/No
Traditional gender views are presented	
Views on gender roles are changing	
Only gender roles of men are discussed	

**COPYRIGHT
PROTECTED**



- d) We are going to take the comparison of these texts a little further paragraph.

Using one of the points you identified in Activity 5c, fill in the mind map for a paragraph.



Writing an Essay

6. How does the writer in **Source A** use language and structure to introduce the text?
- Use evidence from the text to support your ideas.

7. Compare the attitudes in **both texts** towards traditional gender roles.
- Use detailed evidence from both texts to support your ideas.

You may want to:

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

COPYRIGHT
PROTECTED



Extract Pair 4: Taking It Further W

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

Comprehension

- 1. a) Highlight the words you are unfamiliar with in **Source A**.
- b) Discuss the words you highlighted with your partner. Try to work
- c) Use a dictionary to check the definitions and create a glossary. You have the space below if you do not need it.

Word	Definition

AO1 practice

- 2. Now complete the exam-style comprehension question on **Source A**. Focus on lines 1–15. Write down **two** quotations that show how the writer is discussing philosophy the evening before.
 - 1)
 - 2)
- 3. Complete a glossary for **Source B**, the same way as you did above.

Word	Definition

INSPECTION COPY

COPYRIGHT
PROTECTED



AO1 practice

4. Now focus on **Source B**.
Focus on lines 3–10. Explain whether women’s views change when they see evidence from the text to support your answer.

.....

.....

.....

Analysing the Text

AO2 preparation for 15-mark practice question

5. Focus on **Source A**. This activity is on language and structure which will be the 15-mark practice question at the end of this worksheet.
- a) Highlight the parts in **Source A** that give you an impression of the writer’s philosophy and the arts.
- b) Now write one or two sentences summarising your impressions of the writer towards philosophy and the arts.

.....

.....

- c) Now complete the structure-based activity on **Source A** to further prepare for the 15-mark practice question at the end of this worksheet.

Identify the purpose of each paragraph in **Source A** and write them in the table below.

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

COPYRIGHT
PROTECTED



- d) Discuss your ideas with a partner. Why might the text be ordered as the thoughts below.

.....

.....

.....

.....

AO3 preparation for 14-mark practice question

6. This activity will help you to prepare for the 14-mark practice question. It will require you to **compare the attitudes presented towards tradition**.

- a) Work with a partner to complete the task below. Consider the statement Yes or No to show whether it is true for each of the texts. Then, think of other areas of comparison and fill in the table.

Statement	Source A: Yes or No
Traditional gender views are presented	

- b) Now that you have an idea of the overall attitudes in each text, think of your opinions down into smaller, more manageable points to include in your paragraphs.

Fill in the table below to create a simple plan for three paragraphs.

	Point	Evidence/Technique	
1 st point of comparison			

COPYRIGHT
PROTECTED



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

Writing an Essay

7. How does the writer in **Source A** use language and structure to intro

Use evidence from the text to support your ideas.

8. Compare the attitudes in **both texts** towards traditional gender roles.

Use detailed evidence from both texts to support your ideas.

Extension Task

Note: 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>

COPYRIGHT
PROTECTED



Extract Pair 5

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

Source A 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 as
Kohler, well-to-do Paris contractor, a white man, and his neg
today facing a dilemma which threatens to wreck his life and
heart.

Kohler, who until a few days ago believed himself a negro, he
is white. His sister and other relatives from whom he has be
since childhood and who recently discovered his whereabouts
interracial marriage, engaged their addresses and refuse to c
him.

In the face of all, driven from his adopted race by circumstan
he had no control, his marriage made illegal by the Kentucky
his own race, Kohler declares he will not desert his wife and

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

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

The boy's happiness was short-lived. After the death of Rose
was driven from the house, told he was a negro and must as
negroes on the farm. He did not know what became of his si

Kohler was too young to investigate his parentage, and, acc
statement as true, went to work as a farmhand and lived with
the farm.

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

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

Then out of the sky came the knowledge he was born of whi

INSPECTION COPY

**COPYRIGHT
PROTECTED**



⁹ 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/>

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

35 In the correspondence which followed Kohler told her of his mixed blood and asked her for proofs that he was really a Caucasian. She included photographs of his father and mother and convinced him he really was white. Letters from other relatives confirmed the same.

40 Then Kohler wrote of his negro wife and babies. The answer came. 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.

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

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



**COPYRIGHT
PROTECTED**



Source B: *A New Negro for a New Century*, B T W

Source B is an extract from a non-fiction text written in 1900. It focuses on the colour had endured up until that time through slavery.

Chapter VII.

Slavery in the Colonies.

The first African slaves were brought to the New World in the English ship "Jesus," commanded by Sir John Hawkins, under the patronage of "Good Queen Bess." Thus we find that exactly 5 years from the landing of this first cargo of two hundred and slaves at St. Domingo, our martyred President went to his God in the shackles of four million freedmen.

The demand for these slaves grew out of the fact that Spaniards exterminated the inoffensive Indians found on the islands, and necessary to have Negro slaves to cultivate the plantations.

The hearty sons of Africa not only survived the oppressive and heartless task-masters, but in time they rebelled against them. Their invincible "Black Prince," Toussaint, killed them in battle from the island. Thus, as Bancroft well says, "Hayti, the first 15 that received African Slaves, was the first to set the example of Liberty."

He also says that the sovereigns of England, especially Elizabeth, "participated in the hazard, the profits and the crimes, and by the smugglers and slave merchants."

We are horrified at this depravity, and yet history is repeating itself. England and America are to-day, with the approval of their nations, sending opium to China and rum to Africa.

As we purpose showing how slavery spread to the different colonies, we take a hasty glance at each of them, in the order of its introduction.

Virginia, 1619: – It seems to be a mooted question among historians whether the Dutch ship landed the first slaves of the thirteen colonies at Jamestown, Virginia, in 1619 or 1620. We find as much as one year as the other; but upon the whole we are inclined, with Williams and others, to favour 1619 as the correct date.

However, the first slaves that landed in what is now the United States were brought to Florida at the founding of St. Augustine in 1565, by Juan Menendez de Aviles, who entered into a compact with his son-in-law of Spain, in which he obligated himself to take with him five

INSPECTION COPY

**COPYRIGHT
PROTECTED**



¹⁰ Washington, B. T., Williams, F. B. and Wood, N. B. (1900) *A New Negro for a New Century* from: <https://archive.org/stream/newnegrofornewce00wash#page/93/mode/1up>

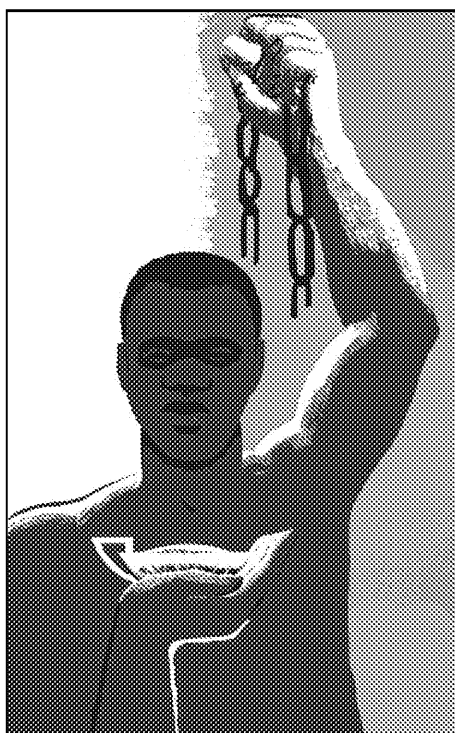
35 In Virginia, the institution of slavery grew very slowly at first
were regarded as chattels; but an act was passed in 1705 de
be real estate.

40 The slaves had no personal rights, and could not leave the place
they belonged, without a written pass from their master. If
hand against a Christian (?) or white man, he received thirty
resisted punishment, was liable to be killed with impunity, and
was guiltless in the eyes of the law. Trial by jury was denied
than five meeting together was considered felony, and punish

45 We read of slaves given in part payment to clergymen for preaching
whites, but no record of any one preaching to Negroes. A few
emancipated for meritorious services, but a law passed in 1683
to leave the colony within six months of securing their liberty.

50 New York, 1628: – Slavery was introduced at this time; but the
Dutch treated their Negro slaves with much humanity. The system
mainly patriarchal. Manumission of slaves for meritorious service
prompted by justice, was quite frequent. Under this mild system
were correspondingly happy. They married and were given
they sowed and reaped a good share of the fruits of their labour.
were no schools for them, there were no laws against their
55 instruction when their work was done.

There is not found in all history a greater contrast than is present
treatment accorded these slaves by the humane Dutch, and the
English conquerors.



**COPYRIGHT
PROTECTED**



Extract Pair 5: 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 help you to understand more difficult words in the text. One has been done for you.

Words from Source A

shunned	_____
prospered	_____
forbid	_____

AO1 practice

2. Now complete the exam-style comprehension question on **Source A**. Focus on lines 1–10. Find **two** phrases that tell us what has happened to them below.

- 1) _____

- 2) _____

3. Now complete the matching exercise for some of the difficult words in Source B. Definitions have been divided into two sections to help you.

Words from Source B

patronage	killed
cargo	a place where
martyred	
cultivate	someone with a lot of
plantation	items transported
oppressive	prepare land
sovereign	unfair
depravity	the right not to be
mooted	suggested
obligate	even
impunity	convinced
clergyman	feel like something
liberty	me
patriarchal	a male leader

INSPECTION COPY

COPYRIGHT
PROTECTED



AO1 practice

4. Now complete the exam-style comprehension question on **Source B**. Focus on lines 12–17. Give **one** example of something the slaves did and from the text to support this.

.....

.....

.....

Analysing the Text

AO1 preparation for 6-mark practice question

5. This activity will help you to prepare for the 6-mark practice question. The aim is to identify the similarities between the main people discussed.

Identify which of the features below are similarities between Maxie Koon and the slaves discussed in Source B. Tick the ones you believe are true, then support this in the texts.

Feature	Similarity ✓or×?	Evidence from Source A	Mark
Treated badly because of race			
Both have white skin			
There is a law in place that prevents freedom			
The rules change depending on where they live			
Has had education affected			

COPYRIGHT
PROTECTED



AO3 preparation for 14-mark practice question

6. This activity will develop your skills in comparing the ideas and attitudes in the two texts. This is a 14-mark practice question you will answer at the end of the worksheet. **writers have towards laws used to discriminate against people of colour**

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

Source A 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 fact or opinion. If you are unsure.

.....

.....

.....

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

Source B statements

'The first African slaves were brought to the New World in the year 1565.'

'...Spanish cruelty had exterminated the inoffensive Indians found on the islands...'

'...the sovereigns of England, especially Elizabeth and Anne, "participated in the hazard..."'

- d) For each of the statements, write *how* you know they are fact or opinion. If you are unsure.

.....

.....

.....

- e) Think about how difficult you found that task. Sometimes it is difficult to distinguish between fact and opinion in a text because not all opinions begin with 'I think'. Sometimes they seem to 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

COPYRIGHT
PROTECTED



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

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

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

.....

.....

.....

Writing an Essay

8. Focus on **both texts**. These texts are both on the topic of racism and people of colour. Discuss the similarities between Maxie Kohler and the evidence from both texts.
9. Focus on **both texts**. Compare how the writers convey their attitudes used to discriminate against people of colour.

Use detailed evidence from both texts to support your ideas.

You may want to:

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

COPYRIGHT
PROTECTED



Extract Pair 5: Taking It Further W

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
Source A (listed below).
- b) Check the definitions in a dictionary. Were your guesses close? F

Source A	Guessed definitions	D
shunned		
prospered		
forbid		

AO1 practice

2. Now complete the exam-style comprehension question on **Source A**.
Focus on lines 1–10. Find **two** phrases that tell us what has happened
them below.
- 1)
- 2)
3. Now repeat the definition task for some of the more difficult words in

Source B	Guessed definitions	D
patronage		
cultivate		
sovereign		
depravity		
mooted		
clergyman		
patriarchal		

AO1 practice

4. Now complete the exam-style comprehension question on **Source B**.
Focus on lines 12–17. Give **one** example of something the slaves did a
text to support this.
-
-
-

INSPECTION COPY

COPYRIGHT
PROTECTED



Analysing the Text

AO1 preparation for 6-mark practice question

5. The aim of this activity is to identify the similarities between the main p

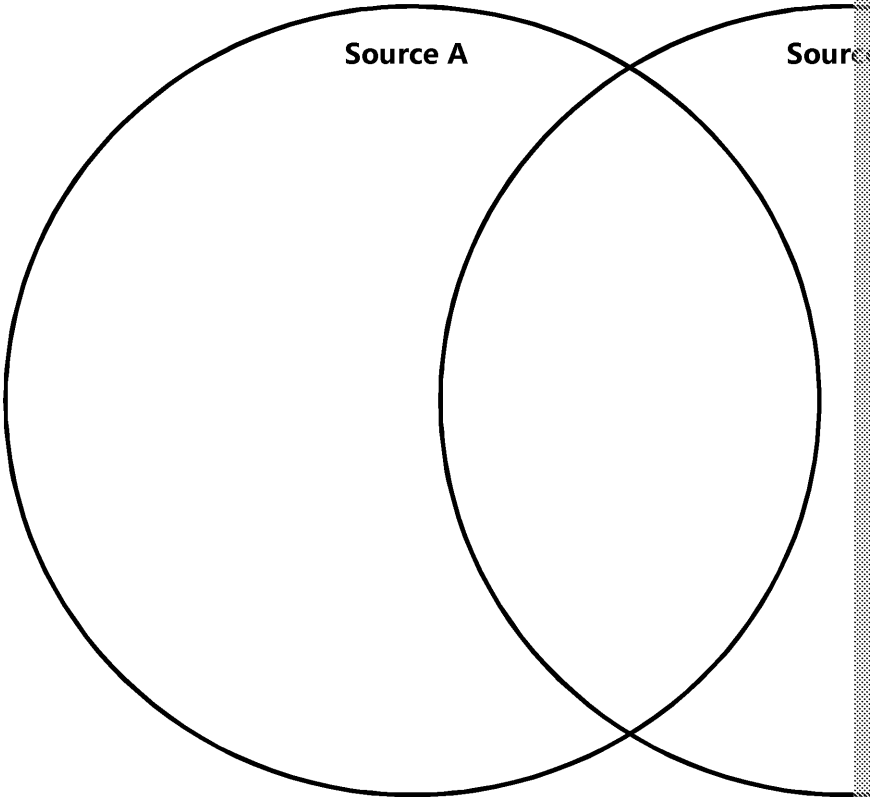
Identify **three** similarities between Maxie Kohler from Source A and the Source B, and then find evidence to support this in the texts.

Feature	Evidence from Source A	

AO3 preparation for 14-mark practice question

6. a) Focus on **both sources**. Complete the Venn diagram below to show some of the similarities and differences between the texts. They ask you to **compare how the writers convey their attitudes towards discriminate against people of colour** so keep your ideas relevant

Think about: The writers’ attitudes towards people of colour, their attitudes restricting people of colour, their attitudes towards the people who feel



INSPECTION COPY

COPYRIGHT
PROTECTED



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

	Point	Evidence/Technique	Explanation
1			
2			
3			

COPYRIGHT
PROTECTED



Writing an Essay

7. Focus on **both texts**. These texts are both on the topic of racism and people of colour.

Discuss the similarities between Maxie Kohler and the slaves, using evidence from both texts.

8. Focus on **both texts**. Compare how the writers convey their attitudes used to discriminate against people of colour.

Use detailed evidence from both texts to support your ideas.

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

Extension Task

- a) Switch your essay with someone else who has finished and assess their work using the AO3 Marking Scheme.
- b) Write down one thing you feel is done well in the essay you assessed and one thing you could focus on to improve.

You did this well:

You could improve this:

**COPYRIGHT
PROTECTED**



Extract Pair 6

Source A: Shall Woman Rise above The Stewpan

Source A is an extract from a newspaper article written by Robert Hitchens. The article is the role women are expected to play in society and how this limits their progress.

A very distinguished potentate, not disinclined at any time to pronounce on any subject, is reported to have made the following pronouncement: "Women should stick to three things, – children, church, and kitchen."

I seem to see America holding its sides as it hears these fates, and even dear old England is smiling gently. Germany, we doubt not, ardently agrees with the solemn utterance. As to the other nations, I do not dare to answer for the map.

Now, I suppose that we are here, men and women alike, to discuss the ideal of the worker is progress. The thinker is always endeavoring to push himself forward to a clearer, wider mind. Men wish to move on, no matter how faltering their steps may be. Why, in Heaven's name, should women remain hovering eternally over the stewpans?

I have no patience with the man who obstinately ignores the role of the woman and goes on declaring, against all evidence, that she is a domestic drudge. That women who bear children should attend to those children is certain enough. Some duties stare one in the face and are not admit of argument. It is also fairly obvious that if any woman is a believer in a religion she should not neglect her religion.

But what magical law, what strange, mysterious commandment forbids women, in man's mind, with the rolling pin and the basting needle? Why, when a woman has washed her offspring, put on the children, been to church, and cooked the dinner, should she be debarred from practising Beethoven, from writing a novel, or from working out a mathematical problem?

It is often said that no man can get into the "skin" of a woman. Women assure me – smilingly – that this is so, and I politely believe them for it. But I find it equally difficult, or impossible, to get into the minds of men who say, and apparently think, that women should stick to children, the church, and the kitchen.

...

It is extraordinary, and would be almost laughable if it were not so, that many even in these modern days of increasing liberty for women still hold the fantastic idea that the stupidest man is, in some vague, inexplicable way, cleverer than the cleverest woman. Really stupid men, I believe, think this. If you ask them why, they are apt to say wittily,

INSPECTION COPY

**COPYRIGHT
PROTECTED**



¹¹ Hitchens, R. (1909) *Shall Woman Rise above the Stewpan* from:
<http://chroniclingamerica.loc.gov/lccn/sn83045462/1909-08-08/ed-1/seq-37/>

know, – hang it all, you know! – a man's a man when all's said and done.
And there it rests.

If you proceed to argue, of course the old stock phrases are there. There has never been a female Beethoven, or Thackeray, or Chateaubriand. Perhaps not; but who is to prove a negative? To prove that there never will be? The less women with brains there are, the more chance is there of such a miracle – as the gods would surely call it – coming to pass.

I dare say many people will not agree with me but I believe that the so-called "domestic duties" are very likely to interfere with, and hinder, intellectual processes. I should think a morning spent in the kitchen, over the cookery book, at the sewing machine, giving out clothes, washing, and so forth, was but a poor preparation for the big work of the world requiring concentration, energy, and perseverance.

These domestic duties, about which men talk so lightly, and with contemptuousness, are very wearing. Ask any woman if it is not so, and she will tell it out of you. Quantities of women who are considered to be idle because they are earning no money, are really working hard and giving themselves out. But they get very little acknowledgement for it, only being "busy about the home" – doing what they are meant to do. Should they be thanked?



**COPYRIGHT
PROTECTED**



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

Source B is part of a newspaper article on gender and housework, written by Gordon.

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

My husband does the bottles. 'To be fair to me,' says Harry, 'conversation turns to the subject of dreary domestic drudgery (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 he who does the bottles.

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

Sometimes, when I am feeling particularly churlish, I let him do the bins 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 at all. During the average 10-hour period between his leaving 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 kitchen 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, in reality it is: he pulls them out on to the pavement for the council to collect and empties them every day – I do.

...

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

INSPECTION COPY

**COPYRIGHT
PROTECTED**



¹² Gordon, B (2014) *Why are women still doing most of the housework?* The Telegraph from: <http://www.telegraph.co.uk/women/womens-life/10621402/Why-are-women-still-doing-most-of-the-housework/>

Extract Pair 6: 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 so that you understand them in the text. One has been done for you.

Words from Source A

potentate
pronouncement
ardent
faltering
obstinately
basting
debarred
perseverance
contemptuous

an important
the act of reusing over other methods
the drop in strength
the act of coming determination
boldly
in a way that shows
officially forbidden

AO1 practice

2. Now complete the following exam-style comprehension question on Source A. Focus on lines 13–18. Identify **two** phrases that show what the writer is

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

3. Now complete the word matching exercise for the difficult words in Source B.

Words from Source B

dreary
drudgery
steriliser
immaculate
churlish

a machine
repetitive
rudimentary
work involved
flawless

INSPECTION COPY

COPYRIGHT
PROTECTED



AO1 practice

4. Now complete the exam-style comprehension question on **Source B**. Focus on lines 7–11. Explain how the writer feels about her husband’s and include evidence from the text to support your answer.

.....

.....

.....

Analysing the Text

AO2 preparation for 15-mark practice question

5. Focus on **Source B**. This activity is on language and structure which will be used in the 15-mark practice question at the end of this worksheet.
- a) The table below includes quotes from paragraphs 1–4 of the text in order of the way they are presented to the reader. Try to label each quote with its literary device or word effect you think it has. Some of the table has been completed for you.

Quote	Literary device or word class	
<i>‘dreary domestic drudgery’</i>	<i>Alliteration</i>	
<i>‘But’</i>		<i>To argue with her husband</i>
<i>‘But let’s...’</i>		

- b) Now complete the structure activity on paragraphs 1, 2, 3 and 4 (lines 1–11).

Reorder the paragraph summaries in the table below by labelling them in order of the way they are presented to the reader to better understand the structure of the text.

The writer quotes her husband declaring another job he does around the house. The writer invalidates this because it is not a chore that needs doing. The writer uses sarcasm to joke about and bring attention to how little her husband does to help out with the housework.
The writer states a single job that her husband does to contribute to the household. She writes that this is something he brings up every time the conversation about housework comes up and informs the reader that they have this conversation every time.
The writer acknowledges that her husband does this chore but in a way that is not helpful. She explains to the reader how little effort goes into completing the task.
The text is summarised as an introduction.

COPYRIGHT
PROTECTED



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

.....

.....

AO3 preparation for 14-mark practice question

6. This next activity will prepare you for the 14-mark practice question at the end of the text. Both writers in **both Source A and Source B** have written texts on similar topics, but with different impressions of themselves to their readers.

- a) Read the list of features below and decide whether you think each writer has each of the features. Write **Yes/No** in the first two columns. Then, in the third column, determine whether each of them is similar or different.

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

- b) 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 because she argues with her husband about housework).
- c) In your workbook, expand on **three** of these points to create a paragraph for each (one similarity and one difference, or vice versa). Find a suitable quote for each point you are making and consider how each point you make links to the **representation of the writers**.

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

Writing an Essay

7. Focus on lines 1–14 of **Source B**. What does the language and structure tell you about the writer? What does the rest of the text?

Use evidence from the text to support your ideas.

8. Compare how the writers of **both texts** portray themselves.

Use detailed evidence from both texts to support your ideas.

You may want to:

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

**COPYRIGHT
PROTECTED**



Extract Pair 6: Taking It Further W

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 difficult words in **Source A** (listed below).
- b) Check the definitions in a dictionary. Were your guesses close? Fill in the table below.

Source A	Definitions
potentate	
ardent	
obstinately	
debarred	
contemptuous	

2. Now complete the exam-style comprehension questions on **Source A**. Focus on lines 13–18. Identify **two** phrases that show what the writer

- 1)
- 2)

3. Now repeat the definition task for some of the more difficult words in **Source B**.

Source B	Definitions
dreary	
drudgery	
steriliser	
immaculate	
churlish	

4. Now complete the exam-style comprehension question on **Source B**. Focus on lines 7–11. Explain how the writer feels about her husband's and include evidence from the text to support your answer.

.....

.....

.....

INSPECTION COPY

COPYRIGHT
PROTECTED



Analysing the Text

AO2 preparation for 15-mark practice question

5. Focus on **Source B**. This activity is on language and structure which will be used in the 15-mark practice question at the end of this worksheet.
- a) The table below includes the names of literary devices, word classes and phrases which appear in paragraphs 1–4 of Source B. Fill the gaps in the table.

Literary device or word class	Quote
<i>Alliteration</i>	
	<i>‘But’</i>
<i>Colloquialism</i>	

- b) Now complete the structure activity on paragraphs 1, 2, 3 and 4 of Source B to prepare for the 15-mark practice question because it is on both language and structure.
- Label each paragraph with its purpose.

Tip: Think about why the writer has chosen to order the paragraphs in this way and the effect this has on the reader.

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

AO3 preparation for 14-mark practice question

6. This next activity will prepare you for the 14-mark practice question at the end of this worksheet. Both writers in **both Source A and Source B** have written texts on similar topics, but they give different impressions of themselves to their readers.
- a) Create a mind map for each writer highlighting their features (for example, Source A’s writer is not oppressed as a male, and Source B’s writer could be argued as being oppressed as a female). Source A’s writer is expected to do the traditional woman’s task of carrying out the domestic duties.
- b) Using **three points** from your mind maps, create an essay plan on the topic of **impression of themselves to their readers**. You may work with a partner.

Remember: You only need to include three points in your essay, so choose the most important. **Also** think about the order in which you present your points.

COPYRIGHT
PROTECTED



Writing an Essay

7. Focus on lines 1–14 of **Source B**. What does the language and structure tell you about the rest of the text?

Use evidence from the text to support your ideas.

8. Compare how the writers of **both texts** portray themselves.

Use detailed evidence from both texts to support your ideas.

Extension Task

- a) Use the AO2 Marking Scheme to mark your answer to Question 7. You must mark each of the things you covered in your response.

- b) Write down one of your writing's strong areas and an area you could work on.

I am already great at

I could work on

**COPYRIGHT
PROTECTED**



Extract Pair 7

Source A: Will the American Woman's Type of Beauty Change on Account of Her Invasion of Man's Domain?, B Von Suttner

Source A is an extract from a newspaper article written in 1900 by Bertha von Suttner about the increase in numbers of women who are doing typically 'male' jobs in the United States and how this is ruining the beauty of women.

**Women Engaging in Male Occupation Become Angular
Their Height Decreases, Their Carriage Is Bad – Americans
Cannot Hope to Retain Beauty's Championship of the World
Insisting Upon Setting the Material Achievements of Men
Standard to Which They Must Rise – Professional Women**

In the United States over 4,000,000 women are to-day coming into the different branches of science, the arts, professional and semiprofessional occupations and in every one of the thousand occupations carried on. In New York alone 90,000 women are earning their living while of the entire number one-tenth, viz, 400,000 follow men in intellectual pursuits.

There are about 25,000,000 white women in the United States and yet the palm of beauty has been accorded by the most unrepresentative and minded critics the world over, but considering that such a trade of them, over one-sixth of the total, has invaded man's domain, the question becomes pertinent: Will the American woman's beauty fade away on account of this different type in consequence?

Science says it will, and furnishes proofs of incontrovertible facts. Moreover, it invites possessors of cameras to visit those parts of the country where woman has engaged in male occupations for long periods. The evidence needed by pressing the button – the sun, chemistry, and statistics doing the rest. Everybody knows, from illustrations and photographs, the sweet-faced maid from the Spreewald (near Berlin), Tyrol and Switzerland.

Oil paintings by German masters have also acquainted us with the visaged matron from the same parts-pleasing womanliness and masculinity in the other after toiling thirty or forty years in the kitchen, stable, at the wood bench and in the mills.

Take portraits of any two South American Indian women, one of them a person of 30, the pictures will furnish evidence of a different character, but trending to the same conclusion.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



¹³ Von Suttner, B. (1900) *Will the American Woman's Type of Beauty Change on Account of Her Invasion of Man's Domain?* Republic from: <http://chroniclingamerica.loc.gov/lccn/sn84020274/1900-03-11/ed-1/seq-35>

Men and Women Much Alike.

These Indian women have been kept in the most cruel bonds and savage men since time immemorial. What ever hard work done, it falls upon them. As a result, there is scarcely a note between the sexes, men and women looking almost exactly alike.

The girl of 16 would easily pass for a young man if she wore trousers instead of skirts.

The older woman exhibits the masculine cast features to a marked degree because she has endured more drudgery, more hard work, been longer exposed to the influences of the weather, of dark and barbarous environment.

Masculine Type of American Indian Women.

A little reconnoitering in one of your American Indian reservations, similar division, or rather nondivision, or manual labour produces similar results, besides bringing the matter nearer home. Take one of these prematurely old squaws and compare her features with a male Indian above the age of 35 and 40 and the same hard features altogether the same characteristics – all tending to emphasize the masculine type – will be observed.

Charles Darwin, as well as more recent writers, scientific investigators, travellers, Ploss, Ranke, Du Chaillu and others, insists that women engaged in men's occupations, leaving the narrow precincts of the home, they become necessarily angular, and ungraceful, because they cannot develop as nature prescribes, their height decreases, their carriage wants in erectness. The lines of their face grow harsher until in the end they assume that aspect of masculinity, which is repulsive to the admirers of feminine beauty.

Time of Development.

Yet it isn't to be inferred that a girl taking to heavy labor grows masculine immediately. The authorities cited agree that these physical changes are noticeable only in ten or twenty years, or after a lifetime even in individual cases and conditions. They do come about slowly.

**COPYRIGHT
PROTECTED**

Source B: Because a Man is Good to Look At Does Not Mean He is Effeminate, T Shawn¹⁴

Source B is an extract from a newspaper article written in 1916. The text discusses the reasons why male dancers receive less approval than female dancers because dancing was seen as a female sport that was not considered masculine.

[Ted Shawn] argues that dancing is sexless and that the male dancer of a few years be received with as much popular approval as the female dancer.

By Ted Shawn: Famous Classic Dancer and Dancing Master

America demands masculinity more than art. The male dancer cannot succeed in America. Only the male possesses the required amount of masculinity faithfully to interpret the male dance.

The most perfect man is the man who is 51 per cent masculine and 49 per cent feminine. There is a fine line of distinction which must be maintained but passed only at the peril of the passer.

In turn the woman should be 49 per cent masculine and 51 per cent feminine.

The man who is all masculine is the creature who wears the most spits tobacco juice the farthest and who is the most brutal and unattractive.

On the other hand, if a man absorbs even 1 per cent too much of the feminine becomes the most hated of all God's creatures, the effeminate "sissy."

The most admired woman is the woman with masculine attributes. The woman who indulges in athletics, who is strong, pure and who is not a day of the "clinging vine," the sickly, always-ready-to-faint woman is not passed. She is no more admired. The perfect man or woman must have both femininity and masculinity.

Because a man is good to look at does not mean that he is effeminate. A man is able to display a perfect body moving in such rhythm that the eye he is entitled to dance and entitled to be judged as a man by the sense of the word.

God made man's body more beautiful than woman's. The perfect man is passive rather than virile. It is beautiful in repose and large. The woman's body is beautiful in action and its display of strength.

Every man should dance, but he should dance as a man. No woman should dance. Dancing is sexless and belongs to women no more than men.

A male dancer can be thoroughly masculine and there is even a woman who should be. But we have associated beauty as belonging solely to women so long that we consider beauty itself effeminate. Whereas beauty is as legitimate an expression for man as for woman.

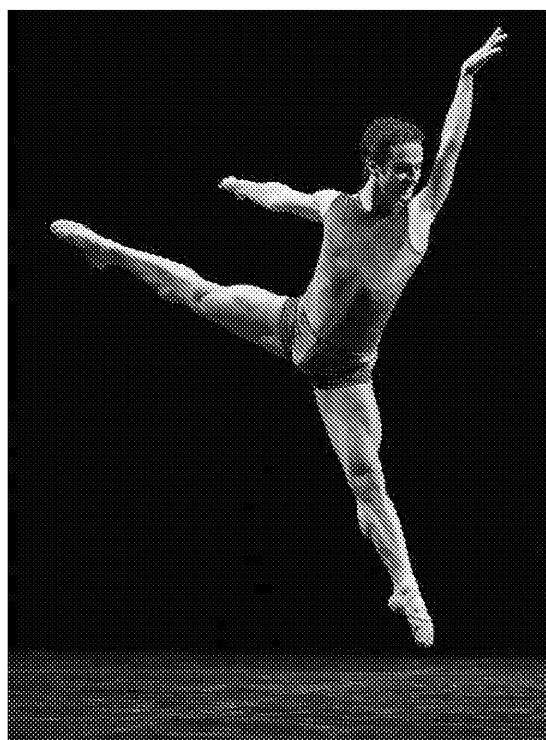
¹⁴ Shawn, T. (1916) *Because a Man is Good to Look At Does Not Mean He is Effeminate*: The Day Book, <http://chroniclingamerica.loc.gov/lccn/sn83045487/1916-09-23/ed-1/seq-14/>

35 There is an infinitely greater variety of themes available for interpretation than feminine, so why not interpret them?

The perfection of the ancient Greek was due to his dancing. the education of the Greek youth. All Greek soldiers were ex
40 Sophocles, the dramatist, we are told, appeared and danced unashamed in the Stadium where the victory of Marathon was

A male dancer is now liable to be received with derisive laughter years ago it was considered quite effeminate to play the violin

Changing a popular misconception is uphill work and cannot be in a day, yet it will be accomplished and the male dancer will
45 the future, be hailed with as much, if not more, enthusiasm as the female dancer.



**COPYRIGHT
PROTECTED**



Extract Pair 7: Skills-building W

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

Comprehension

1. Use a dictionary to research the definitions to some of the difficult wo

Source A	Definitions
pursuits	
tremendous	
pertinent	
incontrovertible	
perspicuity	
hard-visaged	
toiling	
immemorial	
drudgery	
reconnoitering	
precincts	

AO1 practice

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

Focus on lines 1–5. Identify **two** phrases that show what happens to w
'male' jobs.

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

3. Now complete the definition research task for some of the difficult wo

Source B	Definitions
interpret	
distinction	
uncouth	
effeminate	
virile	
repose	
languor	
derisive	
misconception	

INSPECTION COPY

COPYRIGHT
PROTECTED



AO1 practice

4. Now complete the exam-style comprehension question on **Source B**. Explain the text’s view on why men cannot be too feminine and give evidence to support your answer.

.....

.....

.....

Analysing the Text

AO4 preparation for 15-mark practice question

5. This activity will help you practise your skills in critically evaluating texts. Complete the 15-mark practice question at the end of this worksheet, which is on page 103. **It fulfils its purpose.**
- a) Tick the purpose(s) below that you feel apply to **Source A**. For each purpose you ticked, jot down a few ideas on how a writer could fulfil these purposes in their writing.

Tip: Think about the types of language and writing methods the writer uses.

Purpose	✓?	How a writer could fulfil this purpose
Inform		
Persuade		
Describe		
Instruct		
Entertain		

- b) Now reread the text, highlighting the parts that help to fulfil its purpose(s). Write in the space below the name of the literary device used or the name of its word class.
- c) How well do you think the purpose is achieved, i.e. do you feel informed, persuaded, etc.? Rate how well you feel the text achieves its purpose(s) by giving it a mark out of 10.

/ 10

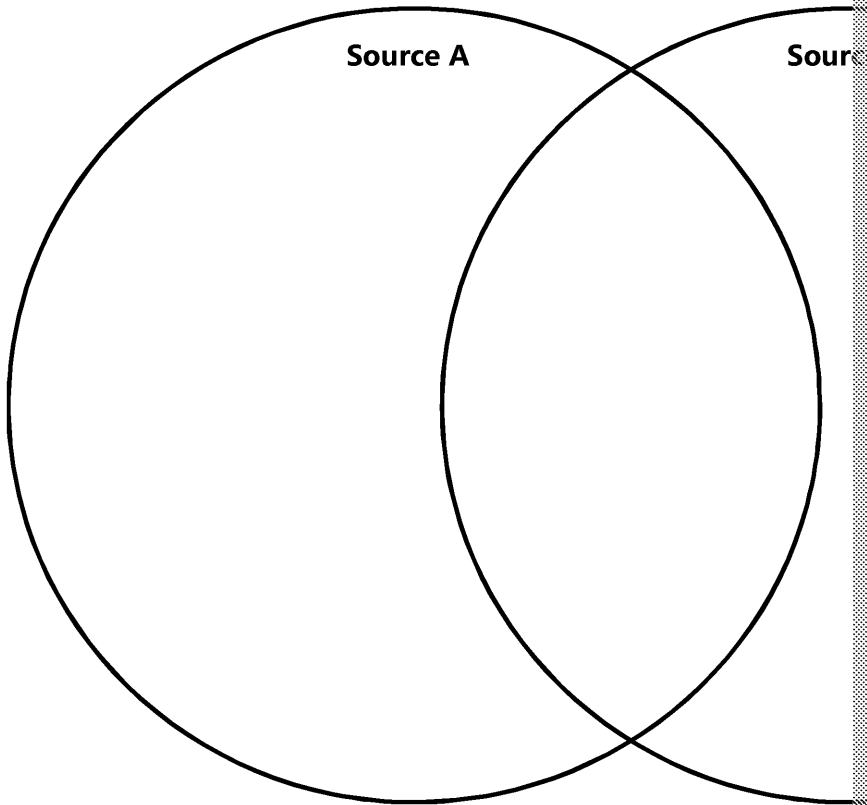
COPYRIGHT
PROTECTED



AO3 preparation for 14-mark practice question

6. This activity will help you to prepare for the 14-mark practice question. It will require you to **compare the way unfairness towards men is portrayed** in two texts.
- a) Fill in the Venn diagram below to identify the similarities and differences between the two texts in terms of the way they portray unfairness towards men.

Tip: Think about: how men are treated unfairly, the way men are portrayed, the relation to the way women are portrayed and how widespread the unfairness is.



- b) Now create a basic plan for an essay by developing the points in the table below. In the 'Point' column, write down the three points you feel are most revealing about the text and put them in the 'Evidence' column. All you need to do is find evidence from the texts to support them briefly!

	Point	Evidence
1 st point of comparison		

INSPECTION COPY

COPYRIGHT
PROTECTED



Point	Evidence	Explanation

is to persuade the reader to believe that women should avoid typically ‘male’

ou think this is achieved, using evidence from the text to support

AO4

[15 marks]

that **both texts** convey unfairness towards men.

ice from both texts to support your ideas.

milarities and differences represented
he writers convey their attitudes
o support your ideas

AO3

[14 marks]

Extract Pair 7: Taking It Further W

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
Source A (listed below).
- b) Check the definitions in a dictionary. Were your guesses close? F

Source A	Definitions
pursuits	
tremendous	
pertinent	
incontrovertible	
perspicuity	
hard-visaged	
toiling	
immemorial	
drudgery	
reconnoitering	
precincts	

AO1 practice

2. Now complete the exam-style comprehension questions on **Source A**.
Focus on lines 1–5. Identify **two** phrases that show what happens to w

- 1)
- 2)

3. Now complete the definition research task for some of the difficult wo

Source B	Definitions
interpret	
distinction	
uncouth	
effeminate	
virile	
repose	
languor	
derisive	
misconception	

INSPECTION COPY

COPYRIGHT
PROTECTED



AO1 practice

4. Now complete the exam-style comprehension question on **Source B**. Explain the text's view on why men cannot be too feminine and give evidence to support your answer.

.....

.....

.....

.....

Analysing the Text

AO4 preparation for 15-mark practice question

5. This activity will help you practise your skills in critically evaluating texts for the 15-mark practice question at the end of this worksheet, which is on **Source A**. It **fulfils its purpose**.

- a) Discuss with a partner: What do you think the purpose(s) of **Source A** are? Write down your thoughts.

.....

.....

- b) Now reread the text, highlight the parts that help to fulfil its purpose. Write down the name of the literary device used or the name of its word.

- c) How well do you think the purpose is achieved, i.e. do you feel informed, etc.? Rate how well you feel the text achieves its purpose(s) by giving evidence.

/ 10

AO3 preparation for 14-mark practice question

6. This activity will help you to prepare for the 14-mark practice question on **Source B**. It will require you to **compare the way unfairness towards men is portrayed** in the two texts.

- a) Spend time working independently or with a group to identify at least two points of comparison that you could discuss in an essay.

- 1)
- 2)
- 3)

**COPYRIGHT
PROTECTED**



b) Choose three points from the texts that you find the most revealing. Plan these in the table below. Your aim is to plan three paragraphs that you can write.

	1 st paragraph	2 nd paragraph
Point		
Evidence		
Explanation		

COPYRIGHT
PROTECTED



Writing an Essay

7. **Source A's** purpose is to persuade the reader to believe that women should not do typically 'male' jobs.

Evaluate how well you think this is achieved, using evidence from the text.

8. Compare the way that **both texts** convey unfairness towards men.

Use detailed evidence from both texts to support your ideas.

Extension Task

- a) Switch your response to Question 7 with someone else who has also finished the Scheme to assess the response.
- b) Write down one thing you feel is done well in the essay you assessed and one thing you could focus on to improve.

You did this well:

.....

You could improve this:

.....

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Extract Pair 8

Source A: In Defense of Man – Praise Him As Hero and He'll Be a Regular Lion, W Lee¹⁵

Source A is a newspaper article written in 1914. It discusses the idea that men are the heroes of society and the effect this has had on society.

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

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

We have recently invented a brand new way of educating children learning alluring and we keep pupils so busy being good that they have time to be bad.

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

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

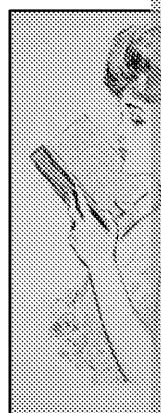
Now why not permit man to retain a few of his ideals about himself are men who rejoice in character as the great glory of the race that honesty and restraint and refinement and discipline are excellent accompaniments.

There are men capable of living up to the highest ideals, if only let them have any right to any ideals at all! Such, for instance, be loyal as a husband and devoted as a father, and not have 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.



INSPECTION COPY

**COPYRIGHT
PROTECTED**



¹⁵ 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/>

Source B: The Public Forum: The Drinking Man

Source B is a newspaper article written in 1917. The topic is on men who
they are treated by others.

The Drinking Man – One of our readers has questioned the sincerity of Arthur B. Farwell because he is a professional [sic] reformer.

Why is there always doubt in our minds about the sincerity of a man who receives compensation for his work? Don't you believe that a man who is helping society get rid of its worst enemy and is devoting his life to it is deserving of pay?

We must admit that drink has been the cause of many a man's misery. Think of the misery it brings to the innocent members of the family. We have never been taught to view with pity the drunkard who staggers through the city streets. He is ridiculed or laughed at, and not helped. When a man is under drink's control he loses all self-control and needs the help of others. Have you ever seen a man get kicked out of a saloon, a man who has probably clothed the saloonkeeper and supported his family, kept himself in rags and his own family in want?

Drink has caused him to lose his job. Without money he is kicked out of the saloonkeeper, who throws him out. A kind-hearted man who pities the man and helps him on his way. The crowd of fellow drinkers, the good man, not knowing when they would feel the same way, as they buy another drink, and tell the keeper about the man who is on the bum. "Oh! That's one of those long-nosed reformers," they say.

There have been various reasons offered to keep the saloons open. Some call the saloon the workingman's club. But what a price to pay to be a member in good standing. Some men patronize the saloon because they say it looks better than their home. The more they patronize the worse their homes look.

Don't you pity the wife or the mother of a drunkard? They are the ones who suffer the most. Have you ever witnessed the happy transformation of a man's home, who has been the victim of drink? He was a broken, a miserable being when drink was his master. His wife and children were in fear when he was about. After the transformation they call him a different name.

It is a man's duty to rid himself of this monster drink. The man who helps to get rid of drink deserves praise, not criticism. I heartily agree with Mr. Farwell. Our greatest battle is with ourselves. It is easy to fight something you hate, but awfully hard to fight that which we have grown to love so dearly. – H. E. Sheck.



INSPECTION COPY

**COPYRIGHT
PROTECTED**



¹⁶ Sheck, H. E. (1917) *The Public Forum: The Drinking Man*. The Day Book from: <http://chroniclingamerica.loc.gov/lccn/sn83045487/1917-02-28/ed-1/seq-22.pdf>

Extract Pair 8: Skills-building Worksheet

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

Comprehension

1. Match the words to their definitions to get a better understanding of some of the difficult words in **Source A**. One has been done for you,

Words from Source A

avenge
orthodox
feminist
doctrine
alluring

the beliefs held by a particular group of people
get revenge on someone
Someone who believes in the rights of women to be treated equally to men
going along with something that you do not agree with
attractive because of its appearance

AO1 practice

2. Now complete the exam-style comprehension questions on **Source A**.
- a) Focus on lines 1–7. Find **two** phrases about feminists and write them in the spaces below.

- 1)
-
- 2)
-

- b) Now focus on lines 7–10. Give **one** example of something women have achieved in the past. Support your example with evidence from the text.

.....

.....

.....

3. Now complete the word-matching activity for some of the more difficult words in **Source B**.

Words from Source B

reformer
compensation
devoting
drunkard
staggers
seldom
saloon
patronise

a payment (usually made to someone who has suffered an injury or loss)
walked
a public place associated with a particular person or group
dedicating
someone who is devoted to a particular cause or activity
.....
somebody who is not serious about something
.....

INSPECTION COPY

COPYRIGHT
PROTECTED



AO1 practice

4. Now complete the exam-style comprehension questions on **Source B**.
 - a) Focus on lines 7–14. Identify **two** phrases that describe the negative effects that people who drink a lot of alcohol receive.
 - 1)
 - 2)
 - b) Now focus on lines 15–20. Give **one** example of language use that suggests that people who drink frequently can be affected. Support your example with evidence from the text.
.....
.....
.....

Analysing the Text

AO2 preparation for 15-mark practice question

5. Now focus on **Source A**. This activity will help to prepare you for the 15-mark practice question at the end of this 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 viewpoint.

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

.....

.....

.....

- c) Now focus on the following quotation from the second paragraph of **Source A**. Assign to man the role of the all-round villain playing opposite to the hero.

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

The literary device used is:

Its effect is:

- d) Now complete the structure activity on **Source A** to help prepare you for the 15-mark practice question.

**COPYRIGHT
PROTECTED**



Reorder the paragraph summaries by numbering them 1–8 to demonstrate your understanding of the text’s structure, and then write your ideas on how the writer might help the writer portray their attitudes.

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		

AO4 preparation for 15-mark practice question

6. Now focus on **Source B**. The focus of this activity is **how the text makes its point**. This will prepare you for the second 15-mark practice question on the next worksheet.

- a) Discuss with a partner: Do you know what an inclusive pronoun is?
.....
- b) Source B uses a lot of inclusive pronouns. How does this help to make its point?
.....
.....
- c) Can you identify anything else that draws the reader into the text?
below.
.....
.....

COPYRIGHT
PROTECTED



AO1 preparation for 6-mark practice question

7. Read the statements about **both sources** and give them a score from 1 to 5, to indicate the extent that particular attitudes about men are conveyed in the texts. You will then determine that the statement has been conveyed a very small amount, or that it is strongly conveyed. This will prepare you for the 6-mark practice question worksheet.

Statement	Source A: Score 1 to 5
Men are portrayed in a positive way	
Men have good intentions	
Men are wronged in some way	

AO3 preparation for 14-mark practice question

8. Focus on **both sources**. This activity will prepare you for the 14-mark practice question of this worksheet which is on **each of the writers' attitudes and intentions**.

Fill in the table below to determine whether you feel they match your own views on the writers of each text.

Source A		
Statement	True or false?	Evidence from the text
The writer thinks positively of men		
The writer thinks negatively of women		
The writer feels that society puts men at a disadvantage		
Source B		
Statement	True or false?	Evidence from the text
The writer thinks positively of men		
The writer thinks negatively of women		
The writer feels that society puts men at a disadvantage		

COPYRIGHT
PROTECTED



Writing an Essay

9. Focus on **Source A**. How does the writer use language and structure to encourage the reader to feel the same way as they do?

Use references to the text.

10. **Source B's** writer attempts to make the reader feel involved in the text.

Evaluate how well you think this is achieved, using evidence from the text to support your ideas.

11. Focus on **both texts**. One similarity between the main people discussed in both texts is that they are both male.

Discuss the other similarities between them, using evidence from the texts to support your ideas.

12. Across **both texts**, compare how men are presented. Support your answer with evidence from the texts.

Use detailed evidence from both texts to support your ideas.

You may want to:

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

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Extract Pair 8: Taking It Further W

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
Source A (listed below).
- b) Check the definitions in a dictionary. Were your guesses close? F

Source A	Guessed definitions	D
avenge		
feminist		
orthodox		
doctrine		
alluring		

AO1 practice

2. Now complete the exam-style comprehension questions on **Source A**
- a) Focus on lines 1–7. Find **two** phrases about feminists and write th
- 1)
- 2)
- b) Now focus on lines 7–10. Give **one** example of something women
- text. Support your example with evidence from the text.

.....

.....

.....

3. Now repeat the definition task for some of the more difficult words in S

Source B	Guessed definitions	D
reformer		
compensation		
devoting		
drunkard		
staggers		
seldom		
saloon		
patronise		

INSPECTION COPY

COPYRIGHT
PROTECTED



AO1 practice

4. Now complete the exam-style comprehension questions on **Source B**
- a) Focus on lines 7–14. Identify **two** phrases that describe the negative impact that people who drink a lot of alcohol receive.
- 1)
- 2)
- b) Now focus on lines 15–20. Give **one** example of language use that suggests that people who drink frequently can be affected. Support your example with evidence from the text.
-
-
-

Analysing the Text

AO2 preparation for 15-mark practice question

5. This activity is on the use of language in **Source A** which will prepare you for the 15-mark practice question at the end of this worksheet.
- a) Highlight the **three** literary devices in the text extract and list them in the table below.
- 1)
- 2)
- 3)
- b) Fill in the table below to show your understanding of how these devices are used in the text.

Name of device	Quote

- c) Now complete the structure activity on **Source A** to help prepare you for the 15-mark practice question at the end of the worksheet.

Reorder the paragraph summaries by numbering them 1–8 to demonstrate your understanding of the text's structure, and then write your ideas on why the order of the paragraphs reflects the attitudes of the characters.

COPYRIGHT
PROTECTED



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

Paragraph summary	Order	Why might it be there?
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		

AO4 preparation for 15-mark practice question

6. Now focus on **Source B**. The focus of this activity is **how the text makes you feel involved**. This will prepare you for the second 15-mark practice question on the worksheet.

Using the grid below, write down **two** methods you can find in the text that make you feel involved. Give evidence from the text for each one.

Method/technique	Quotation

INSPECTION COPY

**COPYRIGHT
PROTECTED**



AO1 preparation for 6-mark practice question

7. Now focus on **both texts**. This activity will prepare you for the 6-mark question at the end of the worksheet which is on the similarities between the people in the texts.

List **two** similarities between the men represented in the texts.

- 1)
- 2)

AO3 preparation for 14-mark practice question

8. Focus on **both sources**. This activity will prepare you for the 14-mark question at the end of the worksheet which is on **each of the writers' attitudes and opinions** towards men and women.

Fill in the table below to determine whether you feel they match your own attitudes and opinions towards each text.

Source A		
Statement	True or false?	Explain your answer
The writer thinks positively of men		
The writer thinks negatively of women		
The writer feels that society puts men at a disadvantage		
Source B		
Statement	True or false?	Explain your answer
The writer thinks positively of men		
The writer thinks negatively of women		
The writer feels that society puts men at a disadvantage		

COPYRIGHT
PROTECTED



Writing an Essay

9. Focus on **Source A**. How does the writer use language and structure in the same way as they do?

Use references to the text.

10. **Source B's** writer attempts to make the reader feel involved in the text.

Evaluate how well you think this is achieved, using references to the text.

11. Focus on **both texts**. One similarity between the main people discussed is that they are both male.

Discuss the other similarities between them, using evidence from the texts to support your ideas.

12. Across **both texts**, compare how men are presented.

Use detailed evidence from both texts to support your ideas.

Extension Task

Use the Self-assessment Sheet on p. 3 to determine how well you think you have met the Assessment Objectives. Identify your strongest and weakest areas and write down what you could focus on next time!

**COPYRIGHT
PROTECTED**



Suggested Answers

Extract Pair 1

Worksheet

- Students will have differing ideas and may give unrealistically high or low numbers.
- Students should match the words from Source A to the following definitions:

Words from Source A

nimble	→	the act of assuming
recession	→	put on
sociologist	→	someone who
pessimism	→	a decline
autonomy	→	achievements
anxieties	→	the ability
deferred	→	
gratification	→	

- Students may identify two of the following ways that middle-class life has changed:
 - 'more consumer pleasures'
 - 'widening opportunities for women'
 - 'rocketing salaries'
 - 'new career paths for the self-motivated and nimble'

- Students should match the words from Source B to the following definitions:

Words from Source B

tripod	→	having eyes that are
greige	→	a shimmering effect with
iridescent	→	a three-legged
doe-eyed	→	a combination

- Students may know that Bella is a beauty blogger because a beauty blogger is someone who reviews cosmetics with the evidence 'her video' proving she makes videos which shows her reviews.
- 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 greige'
 - Students may have the following ideas in regards to the quote:
 - 'doe-eyed' has connotations of being innocent, so it may suggest that Bella is not aware of the price of the products she reviews.
 - Alternatively, 'doe-eyed' could be used to suggest that, although Bella is not aware of the price, it has been done purposely so that the viewers are not aware of the price of products even though they are very expensive.
 - Students may get the impression that Bella's reviews are more about her personal opinions than advertising products that she likes personally. It may be the case that she is paid to advertise.
 - Students may give responses similar to the following:
 - It reflects that Bella 'misses...out' the price
 - It reflects the way the price is introduced to her audience: they become convinced to buy it and **then** find out the price when they are already convinced to buy it
 This links to the previous question as it could link with the students' interpretation of the quote.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



7. a) Students may fill in the table in a similar way to the following example.

	Main topic of text	Perspective the text is written in
Source A	Changes to middle-class life	Third person
Source B	Beauty	Third person

- b) An example of another difference between the texts is that Source A shows it is an issue for middle-class people. Bella from Source B, on the other hand, is interested in what she is doing.
8. Students may fill in the table in a way similar to the following example.

Source A			
	Point	Evidence and explanation	Point
Money	Has an unsubstantial salary	Middle class have <i>'unspectacular salaries'</i> that are expected to get worse in the future as the <i>'free-spending version of the middle-class Good Life'</i> is not sustainable.	Expensive make-up products, seemingly unaware of the price of them
Public appearance	Would appear to be wealthy in public	<i>'Free-spending version of the middle-class...'</i> that are able to have <i>'Easter holidays abroad'</i> would make them appear wealthy to others	Wears expensive beauty products
Work	Employment is unstable for a decreasing salary	There is a <i>'hollowing-out of the middle ranks in the British job market...'</i> which affects the middle-class.	Reviewing products, may be earning money from this

9. Students may discuss the points from Activity 6 or any other relevant point, including:
- Bella has had to work hard for her success. She is likely to have fans online.
10. Students may discuss the points from Activity 7, or any other relevant point of comparison:
- Personal interests: Source A does not give any suggestion about the hobbies of the middle-class people. Source B tells us that Bella is interested in make-up and beauty.
 - The attitudes that each of the people represented have towards wealth: Source A shows that middle-class people are very money-focused and Source B focuses on Bella's hobby which is not money-focused.

Extension Task

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

COPYRIGHT
PROTECTED

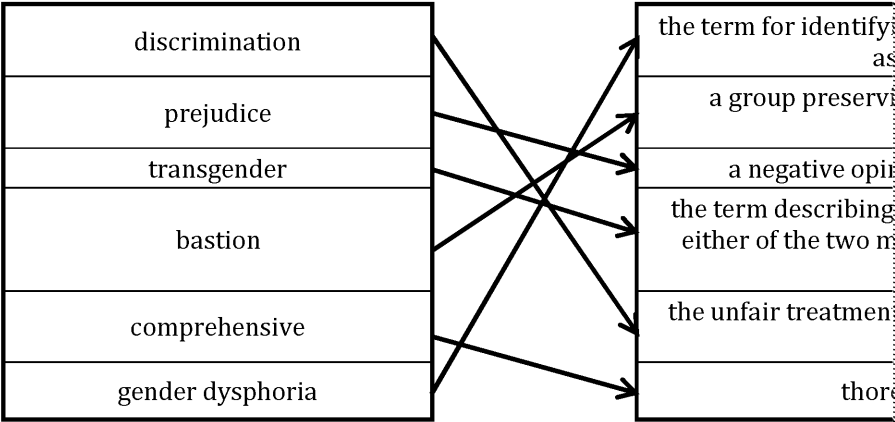


Extract Pair 2

Worksheet

- 1. Students may discuss words such as ‘powerful’, ‘intimidating’, or ‘brave’.
- 2. Students should match the words to the definitions in the following way:

Words from the texts



- 3. The two phrases students identify may include:
 - ‘There was some unrest in Ferguson’
 - ‘...with police making 44 arrests’
- 4. Students should identify that multiple areas of transgender peoples’ lives are affected *life chances and health.*
- 5. a) Students may fill in the table in a similar way to the following example. The table that is given to students on the worksheet.

Source A			
Type of people represented	Black people (minority group)	Type of people represented	Transgender people
Topic of the text	Discrimination from police officer towards black man	Topic of the text	Discrimination against transgender people
Purpose of the text	To inform public and gain support	Purpose of the text	To inform public and gain support

- b) The parts of the text students highlight may include:

Types of people represented	
Source A: ‘a black teenager’	Source B: ‘transgender people’
Topic of the text	
Source A: ‘the decision not to charge a white policeman who killed a black teenager...’	Source B: ‘Casual everyday discrimination in the justice system against transgender people’
Purpose of the text	
Source A: ‘There was some unrest in Ferguson itself...’ ‘[The police officer] denied witness statements...’	Source B: ‘The first-ever public survey on discrimination found “high levels of discrimination” ‘[Transphobia undermines] the health of over half a million people’

INSPECTION COPY

COPYRIGHT
PROTECTED



6. a) Students may have similar answers to the following example. The shaded areas are for students on the worksheet.

Statement	Source
The text uses literary devices to emphasise the effects that discrimination has on the minority group	X
The text uses statistics to emphasise the effects that discrimination has on the minority group	X
The text seems unbiased but ends with evidence against the person accused of discriminating against minority groups	✓
The text shows support of others, e.g. official figures or the public	✓

- b) The parts of the text students highlight may include:

Literary devices to emphasise effects of discrimination	
Source A: N/A	Source B: Triple emphasis on 'the careers, life chances of people.'
Statistics to emphasise effects of discrimination	
Source A: N/A	Source B: '91 per cent of trans girls experience discrimination at school...'
Appears unbiased but ends with evidence against person accused of discrimination	
Source A: "[The police officer] denied witness statements...'	Source B: N/A
Support of others	
Source A: 'A dozen US cities have seen new protests over the decision not to charge a white policeman who killed a black teenager in Ferguson, Missouri.'	Source B: 'The House of Representatives has called for "root-and-branch reform" of institutions deal with discrimination.'

7. Students may discuss the points from Activity 5 or any other similarity between the texts, including:
- Both of the groups represented have been wronged in some way
 - Both of the groups represented have been wronged by institutions.
8. Students may discuss the points from Activity 6 or any other relevant point of comparison:
- The support differs between the texts: Source A relies purely on the support of the public, while Source B shows a prominent lack of support from institutions regarding the rights of the minority group. Source B shows that there is support for the minority group represented from the government, which is made to avoid further discrimination.

Extension Task

- a) Students should use the AO3 Marking Scheme to mark their own answers to Question 6, ticking off each of the aspects they have covered in their responses.
- b) Students should write the level they are currently working at with today's date in the box below.

**COPYRIGHT
PROTECTED**



Extract Pair 3

Worksheet

1. Students may have responses similar to the following:
- It is a condition where a person’s brain works differently to most peoples

The condition is thought to affect 1 in 4 people and is more commonly found in males

People with Autism often struggle to understand social interaction
2. Students should use a dictionary to research the definitions of the more difficult words in the text.
3. The two phrases students identify that suggest that Andy’s behaviour was different to neurotypical children, and the behaviours that his behaviour may include:
- ‘I didn’t like to be cuddled...’

‘[I] showed no desire to be picked up...’

‘I did not respond to physical affection...’

‘[I did not] seek comfort when I was distressed.’

‘I lacked empathy...’

‘[I] tended to stare a lot at people.’
4. Students should use a dictionary to research the definitions of the more difficult words in the text.
5. Students should identify that Arthur prefers to be outside enjoying the garden to be in the house. The following quotation as evidence: *‘...like most (if not all) non-neurotypical children, I like to be outside.’*
6. a) Students should identify three difficulties Andy faced. The difficulties that he faced are:
- Andy has had to learn to change his behaviour to be more like people

He has put a lot of effort into fitting in with people at school.

He struggles to put his thoughts into words.

He used to find it hard to control what he said.
- b) Students should find evidence from the text to support the three difficulties. The completed table can be found below.

Difficulty	Evidence
Andy has learned to change his behaviour to be more like neurotypical people	<i>‘...over the years I have learnt to be more like other people.’</i>
Andy used to struggle to put his thoughts into words	<i>‘...I just wanted to let [my friend] know how I felt. I just couldn’t put my thoughts into words.’</i>
Andy used to find it hard to control what he said	<i>‘... [I] sometimes couldn’t control what I said. I just blurted out things without thinking.’</i>

- c) Students’ responses may vary. Students may feel that the text has helped them to understand the autism spectrum better or may feel that the text has not helped them if they have not been on the spectrum.
7. a) Students should fill in the table to compare the way each text represents autism. The completed table can be found below. The shaded area indicates content that is not in the worksheet.

	Source A	
Writer’s perspective on autism	On the autism spectrum	Has been on the spectrum
Purpose of text	To share personal story with others	To provide information
Difficulties autism presents	Had to change behaviour, tried very hard to fit in, struggled to put thoughts into words, unable to control what he said.	Has been on the spectrum since birth
Age that autism was diagnosed	Likely to be mid-teens (last school)	Young

INSPECTION COPY

COPYRIGHT
PROTECTED



- b) Students should use three of the points from the table above to develop paragraph. An example of an essay plan can be found below.

Point (your opinion)	
Writer's perspective on autism differs in each text	The purpose of each text is not the same
Evidence from the text	
Source A: Someone on the autism spectrum. Source B: Has a child on the autism spectrum.	Source A: To share personal story with others Source B: To share benefits of gardening for those on the autism spectrum
Explanation / additional comments	
Although both writers have a close link to autism, their experiences with autism are different because only Source A's writer is on the spectrum.	Both texts have an overall purpose which is to provide support to people on the autism spectrum, but they also have differing purposes which affects how autism is represented.

8. Students may discuss the points from Activity 6 or any other relevant point, including:
- Andy feels he is *'lucky'* even though we are aware of the difficulties he faces. Other people on the autism spectrum often have it worse than Andy.
 - Andy *'did not respond to physical affection'* as a child which communicates he struggled to calm him down when he was upset. This means he probably struggles with physical contact.
9. Students may discuss the points from Activity 7 or any other relevant point of comparison:
- The hobbies that each person from the text on the autism spectrum has. Andy enjoys being sociable more as he has grown up and is *'still in touch'* with friends. Source B enjoys *'walking or doing things in the open air'*, more individual activities.

Extension Task

- a) Students should switch their responses to Question 8 with someone else in the class and discuss their responses using the AO4 Marking Scheme.
- b) Students should write down one strong area in the essay their peer wrote and compare it to their own.

Extract Pair 4

Skills-building Worksheet

1. Students should match up the definitions in the following way:
- Reconcile:** cause someone to face something they dislike
 - Indifferent:** not concerned one way or the other
 - Enamoured:** in love with something
 - Monument:** a statue made to preserve the memory of an event
 - Gallantry:** brave behaviour
 - Bemoan:** express sadness and sorrow over something
 - Constitution:** a system that creates laws
 - Naturalisation:** becoming used to a society through spending lots of time there
 - Speculation:** forming an idea about something without having evidence
 - Scrupulous:** careful and meticulous about doing something right
 - Condescension:** the act of treating someone in a way that highlights own superiority
 - Dalliance:** a spontaneous, non-serious association with something
 - Conservative:** having traditional views and being reluctant to change these
 - Stereotypical:** in a way that generalises groups of people; can be offensive
 - Burden:** a heavy weight or big responsibility
 - Sexist:** treating a person differently because of their biological sex or the gender they identify as
 - Disinclined:** reluctant
 - Amid:** in the middle of something
 - Emeritus:** describing someone who has retired but still holds their professional title

**COPYRIGHT
PROTECTED**



2. Students may identify the following quotations that show how the writer feels about philosophy in public:
 - *'How you could reconcile the objects there to such subjects as these was unaccountable'*
 - *'I pitied you'*
3. Students should identify that women have been found to shift towards more traditional gender roles, *'The shift towards traditional gender attitudes can also be seen in women'*
4.
 - a) Students may highlight parts of the text including: *'indifferent lover', 'modest', 'enervated'*
 - b) Students may create a word map in the shape of a heart, a question mark or a circle
 - c) Students should reorder the paragraph summaries in the following way. The order that is given to students on the worksheet.

The writer makes the conclusion that danger obviously excites Palemon as he goes against social norms to discuss philosophy to such an extent
The writer acknowledges the fact that he has to 'pretend' to be masculine over women and feels that, as men, they should behave in a way that is more masculine
The writer mentions his pity towards Palemon for discussing philosophy with women as he was 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 who are virtuous' 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 disagreement with Palemon's actions
The writer emphasises that other people are not interested in discussions about philosophy
The writer states that there should be a good balance between politics and philosophy
The writer shows that he feels differently to Palemon in regards to openly discussing philosophy. He feels that it is risky to discuss philosophy with people they do not know

- d) 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 that 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 that discussing philosophy is appropriate to be talked about.
5.
 - a) Students should work in pairs and work on one text each, highlighting points that challenge traditional gender roles.
Students may highlight the following parts of Source A:
 - *"'Twas better, I told you, to admire beauty and wisdom a little more modestly"*
 - *'... [our conversations about philosophy] lose those masculine helps of logic and reason'*
 - *'Even the fair sex, in whose favour we pretend to make this condescension'*
 - *"'Tis no compliment to [women] to affect their manners and be effeminate"*
 - *'Our sense, language and style, as well as our voice and person, should have the same plainness and natural roughness by which our sex is distinguished.'*
 Students may highlight the following parts of Source B:
 - *'Fathers soon adopt more stereotypical views on motherhood, as well as the role of women in giving.'*
 - *'The shift towards traditional views of the family is more pronounced in the more recent years, as the family is now seen in a broader range of issues.'*
 - b) Students should discuss the parts they highlighted to give their partner an idea of what they think and what they do not work on.

**COPYRIGHT
PROTECTED**



- c) Students may have answers similar to the following example. The shaded area is to students on the worksheet.

Statement	Source A: Yes or No
Traditional gender views are presented	Yes
Views on gender roles are changing	No
Only gender roles of men are discussed	No

- d) An example of a paragraph plan can be found below.

Comparison 1

Point

Traditional gender views are presented in both texts

Evidence

Source A: *'... should have something of that male-feature and natural roughness*

Source B: *'Fathers soon adopt more stereotypical views...'*

Explanation

The texts present similar attitudes towards gender roles but may not necessarily. Source B's writer is discussing results in a study.

6. The points students make in their answers may include the points on language in Activities 4 and 5, and any other relevant point, including:
- The writer's language suggests that the writer feels different to Palemon in his art. 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.
7. Students may elaborate on the points from Activity 6 or any other relevant point:
- The time that each text was written. Source A is likely to have more stereotypical views because it was written in a time where people generally conformed to gender roles. Source B is likely to have more modern views because it was written in a time where people do not have to conform to traditional gender roles but are free to express themselves after having children.

Taking It Further Worksheet

- Students should identify words they are unfamiliar with from Source A and discuss their meanings. They should then check the definitions in a dictionary or glossary. Some of the more difficult words may include:
 - Reconcile
 - Enamoured
 - Monument
 - Gallantry
 - Bemoan
 - Constitution
 - Naturalisation
 - Scrupulous
 - Dalliance
- Students may identify the following quotations that show how the writer feels about his philosophy in public:
 - 'How you could reconcile the objects there to such subjects as these was unaccountable'*
 - 'I pitied you'*
- Students should create a glossary for Source B. Some of the more difficult words may include:
 - Conservative
 - Disinclined
 - Persistent
 - Conform
 - Amid
 - Emeritus
- Students should identify that women have been found to shift towards more traditional gender roles not as much as men, *'The shift towards traditional gender attitudes can also be seen in women'*.
- a) Students may highlight parts of the text including: *'indifferent lover'*, *'modern'*

**COPYRIGHT
PROTECTED**



- b) Students may summarise that the writer appears to have negative opinion and the arts openly with other people, but appreciates its *'beauty and wisdom'*.
- c) Students may identify the purpose of each paragraph similarly to the following table. The shaded area indicates content that is given to students on the worksheet.

Paragraph	Its purpose / the information it contains
1	We are introduced to the topic of the text and learn that the writer's actions
2	The writer mentions his pity towards Palemon for discussing philosophy openly with yesterday and declares that he may be the only 'wise' person who distances himself from Palemon by considering Palemon on a 'higher' level, call virtuous' and by saying that, excluding himself from the category of the typical masculine.
3	The writer emphasises that other people are not interested in philosophy.
4	The writer makes the conclusion that danger obviously exists when one went against social norms to discuss philosophy to such an extent.
5	The writer asserts that it is normal to discuss politics in everyday life, but not appropriate to do the same with philosophy.
6	The writer shows that he feels differently to Palemon in regard to discussing philosophy. He feels that it is risky to discuss philosophy with others.
7	The writer acknowledges the fact that he has to 'pretend' to be a man of dominance over women and feels that, as men, they should be more typically masculine.
8	The writer states that there should be a good balance between discussing philosophy and being a man, not just philosophy.

- d) 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 that 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 that discussing philosophy is appropriate to be talked about.

6. a) Students should fill in the table by identifying two additional areas of comparison between the texts. Whether these areas are similar or different across the texts. An example of a completed table can be found below. The shaded area indicates content that is given to students on the worksheet.

Statement	Source A: Yes or No
Traditional gender views are presented	Yes
Views on gender roles are changing	No
Only gender roles of men are discussed	No

- b) Students should create an essay plan using the points they identified in the completed table. An example of a completed table can be found below.

	Point	Evidence/Technique	Explanation
1 st point of comparison	Traditional gender views are presented in both texts	Source A: <i>'... should have something of that male-feature and natural roughness...'</i> Source B: <i>'Fathers soon adopt more stereotypical views...'</i>	The texts both present traditional gender roles.
2 nd point of comparison	Source B shows that views on gender roles are changing	<i>'... many fathers soon adopt more stereotypical views on motherhood, as well as the division of housework and care-giving.'</i>	Source B shows that views on gender roles are changing.
3 rd point of comparison	The focus of gender roles is slightly different across the texts	Source A focuses on 'masculine' male gender roles, whereas Source B focuses more on 'care and housework' which is traditionally a female role.	The texts focus on different aspects of gender roles.

**COPYRIGHT
PROTECTED**



7. The points students make in their answers may include the points on language and structure, and any other relevant point, including:
- The writer’s language suggests that the writer feels different to Palemon in his own country. 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.
8. Students may elaborate on the points from Activity 6 or any other relevant point, including:
- The time that each text was written. Source A is likely to have more stereotypical views because it was written in a time where people generally conformed to gender roles, while Source B is from a time where people do not have to conform to traditional gender roles but are free to do so after having children.

Extension task:
Students should complete the online task on language and structure.

Extract Pair 5

Skills-building worksheet

1. Students should match the boxes in the following way:

Words from Source A

shunned	
prospered	
forbid	

2. The two phrases that students identify may include the following:
- ‘*Kohler... has discovered he is white.*’
 - ‘*[Kohler’s] sister and other relatives... refuse to communicate with him.*’
3. Students should match the boxes in the following way:

Words from Source B

patronage	
cargo	
martyred	
cultivate	
plantation	
oppressive	
sovereign	
depravity	
mooted	
obligate	
impunity	
clergyman	
liberty	
patriarchal	

kill
a place w
someone with a lo
items transpo
prepare land
unf
the right not to b
suggest
ev
con
feel like something s
a male lead

4. The following is an example of an answer students may include: The slaves ‘survived’ because they endured throughout their time spent as slaves.

COPYRIGHT
PROTECTED



5. The grid that students fill in may look similar to the following. The shaded area is given to students on the worksheet.

Feature	✓?	Evidence from Source A
Treated badly because of race	✓	'... shunned by his white relatives'
Both have white skin	x	N/A
There is a law in place that prevents freedom	✓	'... his marriage made illegal by the Kentucky law'
The rules change depending on where they live	✓	'... illegal by the Kentucky law'
Has had education affected	x	N/A

6. a)

Source A statements

'Kohler, who until a few days ago believed himself a negro, has discovered white.'
'Kohler's life is like a page out of fiction.'
'Kentucky laws forbid intermarriage between whites and blacks.'

- 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 does not over the way this sentence is written and has not declared his attitude towards it.

- c)

Source B statements

'The first African slaves were brought to the New World in the year 1565.'
'... Spanish cruelty had exterminated the inoffensive Indians found on the islands.'
'... the sovereigns of England, especially Elizabeth and Anne, "participated in the crime of hazard..."'

- d) Students may identify the first statement as a fact because it uses neutral language. The second statement includes some truth (that the Spanish killed the Indians) but is not completely factual as there is some language used that is not neutral (cruelty). This is similar in the third point, which includes some information that was true (the sovereigns were involved in some way) but includes the writer's opinion on the matter.
- e) Students may feel differently about this task but are likely to have found it difficult. The phrases from Source B are fact or opinion. This is because the writer has written them in a way that reflects their personal opinion.

7. a) The table that students fill in may be similar to the following example. The table is given to students on the worksheet.

Statement	Source A – evidence from text
The people who let discrimination against people of colour take place are criticised in the text	No evidence
The writer shows personal discrimination towards people of colour	No evidence
The writer shows sympathy or support towards people of colour	'What can Kohler do? He is indeed a man without a race.'

- b) Students may choose the following order but this may vary:
- Statement 1: This is the only difference so may be logical to put this first of criticising those who discriminate against people of colour.
 - Statement 3: Some similarity between the writers
 - Statement 2: Similarity as there is no evidence to discuss for either of

8. Students may elaborate on the following similarities between the people in the texts:
- Both are treated badly due to having a specific skin colour.
 - Both are limited by laws that prevent their freedom.
 - Both could be slightly less limited by these laws if they moved somewhere else.
9. Students may include points from Activity 7 or any other relevant comparable points:
- The fact that the texts differ in that Source A focuses on one specific case where a person was discriminated against and Source B focuses on slavery as a whole.

Taking It Further Worksheet

- a) Students should discuss the words from Source A with a partner to try to work out their meanings.
 - b) Students should check the definitions in a dictionary and add them to the spreadsheet.
- The two phrases that students identify may include the following:
 - *'Kohler... has discovered he is white.'*
 - *'[Kohler's] sister and other relatives... refuse to communicate with him.'*
- Students should repeat the process they completed in Activity 1 for the words from Source B.
- The following is an example of an answer students may include: The slaves 'survived' because they endured throughout their time spent as slaves.
- The grid students fill in may be similar to the example below.

Feature	Evidence from Source A	Evidence from Source B
Treated badly because of race	<i>'... shunned by his white relatives'</i>	<i>'... criticised for his race'</i>
There is a law in place that prevents freedom	<i>'... his marriage made illegal by Kentucky law'</i>	<i>'The laws of the country made it impossible for him to marry a white woman'</i>
The rules change depending on where they live	<i>'... illegal by Kentucky law'</i>	<i>'... illegal by the laws of the state of Kentucky'</i>

- a) Under Source A, students may include:
 - The writer focuses on one case in particular.
 Under Source B, students may include:
 - The writer criticises those who took any part in slavery.
 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	Explanation
1	Neither of the writers show discrimination towards people of colour	No evidence of this in the text – all language is neutral or positive	Both writers are sympathetic to the people of colour in a way that is not overtly stated.
2	Both writers show sympathy or compassion for people of colour	Source A: <i>'What can Kohler do? He is indeed a man without a race.'</i> Source B: <i>'The hearty sons of Africa'</i>	Both writers suggest that the people of colour are not responsible for their situation.
3	The texts differ in that they have slightly different focuses	Source A focuses on one case specifically, Source B focuses on slavery as a whole	Source A is a personal account, Source B is a general statement about slavery.

COPYRIGHT
PROTECTED



7. Students may elaborate on the following similarities between the people in the text:
- Both are treated badly due to having a specific skin colour.
 - Both are limited by laws that prevent their freedom.
 - Both could be slightly less limited by these laws if they moved somewhere else.
8. Students may include points from Activity 6 or any other relevant comparable point:
- Only Source B includes any criticism towards those who discriminate against people because the text has a smaller audience and can include more opinions than a newspaper, which is more controversial.

Extension Task

- a) Students should switch their responses to Question 8 with a peer and use the A6 to evaluate their peers' work.
- b) Students should write down one strong area in the writing and one point for improvement. Areas they may wish to focus on include:
- An understanding of the methods the writer uses
 - An understanding of how these methods affect the reader
 - The use of evidence from the text

Extract Pair 6

Skills-building Worksheet

1. Students should match the words from Source A to the following definitions:

Words from Source A

potentate
pronouncement
ardent
faltering
obstinately
basting
debarred
perseverance
contemptuous

an important person
the act of reusing money in other means
the drop in strength
the act of continuing to do something until you are exhausted
boldly
in a way that shows contempt
officially forbidden

2. Students may identify the following phrases:
- 'the man who obstinately ignores the capabilities of woman...'*
 - '... [the man who] goes on declaring, against all evidence, that [women are] not equal to men'*
3. Students should match the words from Source B to the following definitions:

Words from Source B

dreary
drudgery
steriliser
immaculate
churlish

a machine that kills germs
repeated
rough
work involving a lot of effort
flawless

4. Students may identify that the writer understands that her husband does control the sterilising the baby's bottles, but she does not feel that this is a big enough task for her. *'... are being really fair, it is the steriliser that does the bottles.'*

COPYRIGHT
PROTECTED



5. a) The language analysis table that students create should be similar to the example below. It should indicate content that is given to students on the worksheet.

Quote	Literary device or word class	
'dreary domestic drudgery'	Alliteration	Emphasis
'But'	Coordinating conjunction	To argue with husband
'But let's...'	Colloquialism	To treat husband as a friend

- b) Students should number the paragraph summaries in the following way:

1 The writer quotes her husband declaring another job he does around the house which she then invalidates this because it is not a chore that needs doing often. The writer then goes on to talk about and bring attention to how little her husband does to help out with the housework.

2 The writer states a single job that her husband does to contribute to the household but then says that this is something he brings up every time the conversation of housework arises. This informs the reader that they have this conversation often.

3 The writer acknowledges that her husband does this chore but invalidates it, making the reader feel how little effort goes into completing this task.

4 The text is summarised as an introduction.

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

- To fully introduce the topic of the housework gender divide
- To clearly state her argument that women do more of the housework
- To emphasise that men feel that they do their fair share even though they don't

6. a) Students may fill in the grid in the following way:

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

- b) 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

- c) Students should choose three of the points to develop into an essay plan. They should choose a similarity and one difference, or two differences and a similarity to ensure they properly compare the two sources.

7. Students may discuss the points from Activity 5 or any other relevant point, including:

- In terms of language: The additional use of alliteration, 'bottles and bins' to describe the housework her husband does into one unit which emphasises how few tasks he does around the house.

8. Students may choose to include the following points:

- Neither of the writers appears to be angry at men.
- Both writers share a feeling of unhappiness towards men / a man in some way. In Source A, it is the writer's husband and in Source B, it is the writer's husband.
- Both writers are frustrated at men: Source A's writer is frustrated with men in general and is frustrated with her husband but acknowledges that this is a widespread issue. Source B's writer is affected by the expectation of her as a woman but Source A's writer is an observer of unfair gender roles.
- Source B's writer has a sense of humour about the situation she finds herself in, while Source A's writer does not.

**COPYRIGHT
PROTECTED**



Taking It Further Worksheet

1.
 - a) Students should discuss the words from Source A with a partner to try to work out their meaning.
 - b) Students should check the definitions in a dictionary and add them to the spreadsheet.
2. Students may identify the following phrases:
 - *'the man who obstinately ignores the capabilities of woman...'*
 - *'... [the man who] goes on declaring, against all evidence, that [women are] not really fair, it is the steriliser that does the bottles.'*
3. Students should repeat the process they completed in Activity 1 for the words from Source B.
4. Students may identify that the writer understands that her husband does contribute to the housework, but she does not feel that this is a big enough task to be considered as being really fair, it is the steriliser that does the bottles.'

5.
 - a) The language analysis table that students create should be similar to the example below. The shaded areas indicate content that is given to students on the worksheet. The shaded areas are for students to complete on the worksheet.

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

- b) The points students make about each paragraph may include the following:
 - **Paragraph 1:** The text is summarised as an introduction.
 - **Paragraph 2:** The writer states a single job that her husband does to help out with the housework. She writes that this is something he brings up every time the conversation comes up. This informs the reader that they have this conversation often.
 - **Paragraph 3:** The writer acknowledges that her husband does this chore, but she does not feel that he does enough. She tells the reader how little effort goes into completing this task.
 - **Paragraph 4:** The writer quotes her husband declaring another job he does to help out with the housework. The writer invalidates this because it is not a chore that needs doing often. She tells the reader how little attention to how little her husband does to help out with the housework.
 - c) 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
6.
 - a) The mind maps students create may include the following points:

Source A's writer:

 - Unhappy
 - Frustrated

Source B's writer:

 - Feels somewhat oppressed
 - Unhappy
 - Frustrated
 - Has a sense of humour about the situation
 - b) Students should expand the points from their mind maps into simple paragraphs. They should consider the order in which they present points. A logical order would be to present the differences between the writers first, depending on which of these the students feel is most important. Students should include an example from the text for each of the points.
7. Students may discuss the points from Activity 5 or any other relevant point, including:
 - In terms of language: The additional use of alliteration, *'bottles and bins'* to emphasise how much the husband does into one unit which emphasises how few tasks he does around the house.

**COPYRIGHT
PROTECTED**



8. Students may choose to include the following points:
- Neither of the writers appears to be angry at men.
 - Both writers share a feeling of unhappiness towards men / a man in some way general and in Source B, it is the writer's husband.
 - Both writers are frustrated at men: Source A's writer is frustrated with men in general and is frustrated with her husband but acknowledges that this is a widespread problem. Source B's writer is frustrated with her husband but acknowledges that this is a widespread problem.
 - Source B's writer is affected by the expectation of her as a woman but Source A's writer is an observer of unfair gender roles.
 - Source B's writer has a sense of humour about the situation she finds herself in but Source A's writer does not.

Extension Task

- a) Students should use the AO2 Marking Scheme to assess their responses to Questions 1 and 2. They should then discuss their responses and mark each other's work using the marking scheme they have covered on the marking scheme.
- b) Students should write down one strong writing skill they have and one area they need to develop weaker areas.

Extract Pair 7

Skills-building Worksheet

- Students should use a dictionary to research the definitions of the given words for the task.
- Students may identify the following phrases from Source A:
 - 'Women... Become Angular and Ungraceful'
 - '[Women's] Height Decreases'
 - '[Women's] Carriage Is Bad'
- Students should use a dictionary to research the definitions of the given words for the task.
- Students should identify that men who are thought to be 'too feminine' receive negative reactions. Source A says: *'... if a man absorbs even 1 per cent too much femininity he becomes the most hated of creatures.'*
- a) The table students fill in may be similar to the following example. The sheet is given to students on the worksheet.

Purpose	✓?	How a writer could achieve this
Inform	✓	Include facts
Persuade	✓	Use rhetorical questions, use triple emphasis (or triple repetition) and use statistical evidence to support claims
Describe	×	N/A
Instruct	×	N/A
Entertain	✓	Write about an interesting or relevant topic that resonates with the audience

- b) Parts of the text that students highlight may include the following:
- Triple emphasis / tripartite list: *'... Become **Angular and Ungraceful**, **Height Decreases** and **Carriage Is Bad**...'*
 - Rhetorical question: *'Will the American woman's beauty fade or change [to them doing 'male' jobs]?''*
 - Scientific fact (although this is not evidenced): *'Science says [women's beauty is fading]...'*
 - Triple emphasis / tripartite list: *'The older woman... has endured **more** **has been longer exposed to the influences**...'*
 - Triple emphasis / tripartite list: *'The older woman... has been longer exposed to **weather**, **of danger** and **of a barbarous environment**.'*
- c) Students' answers to this activity are likely to vary because it depends on their response to the text.
6. a) Students may include the following points in their Venn diagrams:
- Under Source A:**
- Issue of unfairness is that women may be becoming less attractive.
 - The issue affects everyone who is attracted to women (although this text is only about men).

**COPYRIGHT
PROTECTED**



Under Source B:

- Issue of unfairness is that men – especially more masculine men – are not allowed to take part in dance as people who are more feminine.
- The issue affects men who are interested in dance but may also be applied to those thought of as feminine.

Under both:

- Both texts convey an unfairness towards men in some way
- Women are put down in some way to express the unfairness towards men

- b) The essay plans students create may be similar to the following example. Students should identify three points that they feel are the most revealing.

	Point	Evidence
1st point of comparison	The issue of unfairness is different in each text	Source A: Women may be becoming less attractive, ' <i>... which is almost repulsive to the admirers of feminine beauty.</i> ' Source B: Men are not given the same freedom to be dancers as people who are more feminine, ' <i>... we have associated beauty as longing solely to women [for] so long...</i> '
2nd point of comparison	The number of people who are affected by the issues are different	Source A's issue affects ' <i>admirers of feminine beauty</i> ' whereas Source B's issue affects ' <i>the male dancer.</i> '
3rd point of comparison	Both texts put women down in some way to express the unfairness towards men	Source A: ' <i>The lines of their face grow harder and harder until in the end they assume that aspect of masculinity, which is almost repulsive...</i> ' Source B: ' <i>God made man's body more beautiful than woman's.</i> '

7. Students should discuss the points from Activity 5b and any other relevant points from the text.
- Evidence showing the text has a purpose of informing its audience: '*In the U.S. women...*'
 - Evidence showing the text has a purpose of entertaining: the text type is a comedy sketch.

These additional points are unlikely to be favoured by an examiner unless they are supported by detailing how the text **persuades** its audience, as this is what the question asked for. However, they could be used in the case that a student feels that the text is not completely persuasive and has other purposes that are just as prominent or more prominent.

8. Students may discuss the points from Activity 6b or any other relevant and comparative points from the texts.
- Source A was written by a woman who is affected by the expectations of women. Similarly, Source B is written by a man who has been subject to unfairness.
 - Although the writers of both texts are affected by an unfairness of some kind, they are in favour of the unfairness: she herself is female but reinforces the attitude that women are beautiful.

Taking It Further Worksheet

- a) Students should discuss the words from Source A with a partner to try to work out their meanings.
 - b) Students should check the definitions in a dictionary and add them to the spreadsheet.
- Students may identify the following phrases from Source A:
 - 'Women... Become Angular and Ungraceful'
 - '[Women's] Height Decreases'
 - '[Women's] Carriage Is Bad'
- Students should repeat the process they completed in Activity 1 for the words from Source B.

**COPYRIGHT
PROTECTED**



4. Students should identify that men who are thought to be 'too feminine' receive negative responses, as in Source B: *'... if a man absorbs even 1 per cent too much femininity he becomes the most hated of all men.'*
5.
 - a) Students may identify the following purposes of Source A:
 - Inform
 - Persuade
 - Entertain
 - b) Parts of the text that students highlight may include the following:
 - Triple emphasis/tripartite list: *'... Become **Angular and Ungraceful**, **The Carriage Is Bad**...'*
 - Rhetorical question: *'Will the American woman's beauty fade or change [to them doing 'male' jobs]?''*
 - Scientific fact (although this is not evidenced): *'Science says [women's beauty is fading]'*
 - Triple emphasis/tripartite list: *'The older woman... has endured **more** **weather**, of **danger** and of a **barbarous environment**.'*
 - Triple emphasis/tripartite list: *'The older woman... has been longer exposed to **weather**, of **danger** and of a **barbarous environment**.'*
 - c) Students' answers to this activity are likely to vary because it depends on the response to the text.
6.
 - a) The three points of comparison students give may include:
 - Difference: The issue of unfairness is different in each text. Source A's issue is becoming less attractive as a result of doing 'male' jobs and Source B's issue is not being given the same freedom as women to be dancers.
 - Difference: The issue of unfairness affects different people in each text. Source A's issue affects people who are attracted to women (which is exclusive of other genders as the text is written for a heterosexual audience) whereas Source B's issue affects a smaller number of people as it only affects men who are dancers – but may also be relevant to other men who are attracted to women.
 - Similarity: Both texts seem to put women down in some way in order to encourage men to be dancers.
 - b) The essay plans students create may be similar to the following example. See the table for three points that they feel are the most revealing.

	Point	Evidence
1 st paragraph	The issue of unfairness is different in each text	Source A: Women may be becoming less attractive, <i>'... which is almost repulsive to the admirers of feminine beauty.'</i> Source B: Men are not given the same freedom to be dancers as people who are more feminine, <i>'... we have associated beauty as longing solely to women [for] so long...'</i>
2 nd paragraph	The number of people who are affected by the issues are different	Source A's issue affects 'admirers of feminine beauty' whereas Source B's issue affects 'the male dancer.'
3 rd paragraph	Both texts put women down in some way to express the unfairness towards men	Source A: <i>'The lines of their face grow harder and harder until in the end they assume that aspect of masculinity, which is almost repulsive...'</i> Source B: <i>'God made man's body more beautiful than woman's.'</i>

7. Students should discuss the points from Activity 5b and any other relevant points from the texts.
 - Evidence showing the text has a purpose of informing its audience: *'In the U.S. women...'*
 - Evidence showing the text has a purpose of entertaining; the text type is a magazine article.

These additional points are unlikely to be favoured by an examiner unless they detailing how the text **persuades** its audience, as this is what the question asked could be used in the case that a student feels that the text is not completely persuasive purposes that are just as prominent or more prominent.

8. Students may discuss the points from Activity 6b or any other relevant and compare
 - Source A was written by a woman who is affected by the expectations of women. Similarly, Source B is written by a man who has been subject to unfairness.
 - Although the writers of both texts are affected by an unfairness of some kind, in favour of the unfairness: she herself is female but reinforces the attitude that men are beautiful.

Extension Task

- a) Students should switch their responses to Question 8 with someone else in the class and mark the AO4 Marking Scheme.
- b) Students should write down one strong area in the essay their peer wrote and compare it to their own.

Extract Pair 8

Skills-building Worksheet

1. Students should match the words in the following way:

Words from Source A

avenge	→	the beliefs he
orthodox	→	get revenge on someone who believes
feminist	→	going along with
doctrine	→	attractive because
alluring	→	

2. a) The two phrases that students identify may include the following:
 - *'Feminists claim that woman is wronged by existing laws...'*
 - *'... [feminists are] robbed of the just reward of [their] labor...'*
 - *'... [feminists are] cheated of [their] authority over [their] children, etc.'*
- b) Students may identify that women demonise men by *'carefully [assigning] the villain playing opposite to the virtuous heroine.'*

3. Students should match the words in the following way:

Words from Source B

reformer	→	a payment (usually of money) that has suffered
compensation	→	wait
devoting	→	a public place assigned
drunkard	→	dedicating
staggers	→	someone who is often
seldom	→	
saloon	→	somebody who
patronise	→	

4. a) The two phrases that students identify may include the following:
 - *'We have never been taught to view with pity the drunkard...'*
 - *'He is ridiculed or laughed at...'*
 - *'He is... seldom helped.'*
 - b) Students may identify that men who drink a lot of alcohol can *'lose [their jobs]'*
5. a) Students should highlight the rhetorical questions *'But just at the same time, the foolish method with man as man by denying to him all similar opportunities, why not permit man to retain a few of his ideals about himself?'*
 - b) The rhetorical questions force the reader to think about the writer's viewpoint on how 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...?'*

COPYRIGHT
PROTECTED



- c) The literary device used is a **metaphor**. Its effect is to exaggerate the way the reader.
- d) Students should order the paragraphs and write why they think each part. The shaded area indicates content that is given on the worksheet.

Paragraph summary	Order	Why might it
The example of children is related to the text's main topic of men	4	To give readers the in different attitudes to makes them hypocriti
Description of what men are capable of achieving if they could be enabled to do so	7	Emphasises the benef emphasises how unfair deprive men this way
The way men are affected is introduced	2	To introduce the writ affected by women in
Description of how men can be helped	6	The reader is likely to they are going to be) s steps to improve.
A real-life example is given about a new method of bringing up children	3	The mention of childr readers.
The topic of the text is introduced	1	The use of rhetorical about the topic of the
The main point is emphasised again after this persuasive real-life example is used	5	To influence readers to text and encourage the the writer.
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 we and to encourage the

6. a) Students may identify that inclusive pronouns:
- Are a type of pronoun: pronouns are words that replace nouns.
 - Include more than one person when they are used.
 - Examples of inclusive pronouns are *we, our, us*.
- b) Students may feel that the use of inclusive pronouns helps to draw the reader the impression that the writer is aware of their presence as a reader and is them. It is also a type of synthetic personalisation (where a text acts as though influences the reader to agree with the writer.
- c) Students may identify that rhetorical questions are also used to draw the reader that rhetorical questions cause the reader to answer questions asked subtly influence or effect.
7. These answers are a guide only to indicate possible answers.

Statement	Source A: Score 1–10
Men are portrayed in a positive way	9
Men have good intentions	9
Men are wronged in some way	10

8. Students may fill in the grid in the following way:

Source A		
Statement	True or false?	Ev
The writer thinks positively of men	True	<i>'There are men cape</i>
The writer thinks negatively of women	True	<i>'Thus they carefully round villain playin</i>
The writer feels that society puts men at a disadvantage	True	<i>'... they have quietly human qualities'</i>

COPYRIGHT
PROTECTED



Source B		
Statement	True or false?	Evidence from text
The writer thinks positively of men	Unclear either way	The text discusses 'praise' men who t
The writer thinks negatively of women	False	No evidence in the
The writer feels that society puts men at a disadvantage	True	'The man who help not criticism.'

9. Students may discuss points from Activity 5 or any other relevant point, including:
 - 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, involving children and then comparing this to men to portray women as hypocrites
10. Students may discuss points from Activity 6 or any other relevant point, including:
 - The use of inclusive pronouns *our* and *we* throughout the text
 - The use of rhetorical questions throughout the text, e.g. *'Don't you pity the wife or the mother of a drunkard?'*
 - Any evidence that suggests that the writer is **not** trying to involve the reader, e.g. the rhetorical question *'Don't you pity the wife or the mother of a drunkard?'* is intimidating to the reader which could cause them to become defensive to the writer's point of view
11. Students may discuss points from Activity 7 or any other relevant point, including:
 - They are both people who have had wrong done to them in some way.
 - They are both people who deserve more praise than they are given.
12. Students may consider the points from Activity 9 or any other relevant and compare the two texts:
 - Both of the writers appear to empathise with the struggles men face.
 - The way the men in each text approach fatherhood differs. In Source A, men are portrayed as 'devoted' fathers, whereas in Source B, men are portrayed as behaving in a way that is *'[hide] with fear'*.

Taking it Further Worksheet

1.
 - a) Students should discuss the words from Source A with a partner to try to work out their meanings
 - b) Students should check the definitions in a dictionary and add them to the spreadsheet
2.
 - a) The two phrases that students identify may include the following:
 - *'Feminists claim that woman is wronged by existing laws...'*
 - *'... [feminists are] robbed of the just reward of [their] labor...'*
 - *'... [feminists are] cheated of [their] authority over [their] children, etc.'*
 - b) Students may identify that women demonise men by *'carefully [assigning] the role of the villain playing opposite to the virtuous heroine.'*
3. Students should repeat the process they completed in Activity 1 for the words from Source B
4.
 - a) The two phrases that students identify may include the following:
 - *'We have never been taught to view with pity the drunkard...'*
 - *'He is ridiculed or laughed at...'*
 - *'He is... seldom helped.'*
 - b) Students may identify that men who drink a lot of alcohol can *'lose [their jobs]'*
5.
 - a) Students should highlight:
 - Metaphor – *'Thus they carefully assign to man the role of the all-round virtuous heroine'*
 - Rhetorical question – *'But just at the same time have we not fallen into the trap of denying to him all similar opportunities and privileges of uplift?'*
 - Rhetorical question – *'Now why not permit man to retain a few of his idiosyncrasies?'*

**COPYRIGHT
PROTECTED**



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>	Exaggerate
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>	Encourage viewpoint
Rhetorical question	<i>'Now why not permit man to retain a few of his ideals about himself?'</i>	'Why not they may them to

c) Students should order the paragraphs and write why they think each part of the They should identify the 6th point as the one that is missing. This is in bold below content that is given on the worksheet.

Paragraph summary	Order	Why might
The example of children is related to the text's main topic of men	4	To give readers the different attitude makes them hypo
Description of what men are capable of achieving if they could be enabled to do so	7	Emphasises the b emphasises how to deprive men th
The way men are affected is introduced	2	To introduce the affected by wome
Description of how men can be helped	6	The reader is like (if they are going realistic steps to
A real-life example is given about a new method of bringing up children	3	The mention of cl of the readers.
The topic of the text is introduced	1	The use of rhetor thinking about th
The main point is emphasised again after this persuasive real-life example is used	5	To influence read the text and enco viewpoint as the
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 c act and to encour

6. Students may give answers similar to the following:

Method/technique	Quotation
Inclusive pronouns	<i>'We must admit that drink has been the caus</i>
Rhetorical questions	<i>'Don't you pity the wife or the mother of a dr</i>

7. The two similarities students give may include the following:

- They are both people who have had wrong done to them in some way.
- They are both people who deserve more praise than they are given.

COPYRIGHT
PROTECTED



8. Students may fill in the grid in the following way:

Source A		
Statement	True or false?	Evidence
The writer thinks positively of men	True	<i>'There are men capable of great ideals'</i>
The writer thinks negatively of women	True	<i>'Thus they carefully round villain playing the victim'</i>
The writer feels that society puts men at a disadvantage	True	<i>'... they have quietly human qualities'</i>
Source B		
Statement	True or false?	Evidence
The writer thinks positively of men	Unclear either way	The text discusses <i>'praise'</i> men who <i>'help'</i> women
The writer thinks negatively of women	False	No evidence in the text
The writer feels that society puts men at a disadvantage	True	<i>'The man who helps women is not criticism.'</i>

9. Students may discuss points from Activity 5 or any other relevant point, including:
- 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, involving children and then comparing this to men to portray women as hypocrites
10. Students may discuss points from Activity 6 or any other relevant point, including:
- The use of inclusive pronouns *our* and *we* throughout the text
 - The use of rhetorical questions throughout the text, e.g. *'Don't you pity the wife or the mother of a delinquent?'*
 - Any evidence that suggests that the writer is **not** trying to involve the reader, e.g. the rhetorical question *'Don't you pity the wife or the mother of a delinquent?'* is intimidating to the reader which could cause them to become defensive to the writer's argument
11. Students may discuss points from Activity 7 or any other relevant point, including:
- They are both people who have had wrong done to them in some way.
 - They are both people who deserve more praise than they are given.
12. Students may discuss points from Activity 8 or any other relevant point, including:
- Both of the writers appear to empathise with the struggles men face.
 - The way the men in each text approach fatherhood differs. In Source A, men are portrayed as *'devoted'* fathers, whereas in Source B, men are portrayed as behaving in a way that is *'[hide] with fear'*.

Extension Task

Students should use Assessment Objective Marking Grid on p. 3 to assess their skills against the Assessment Objectives. They should write down their strongest and weakest areas so that they know what to focus on when writing responses to essay questions in the future.

INSPECTION COPY

COPYRIGHT
PROTECTED

