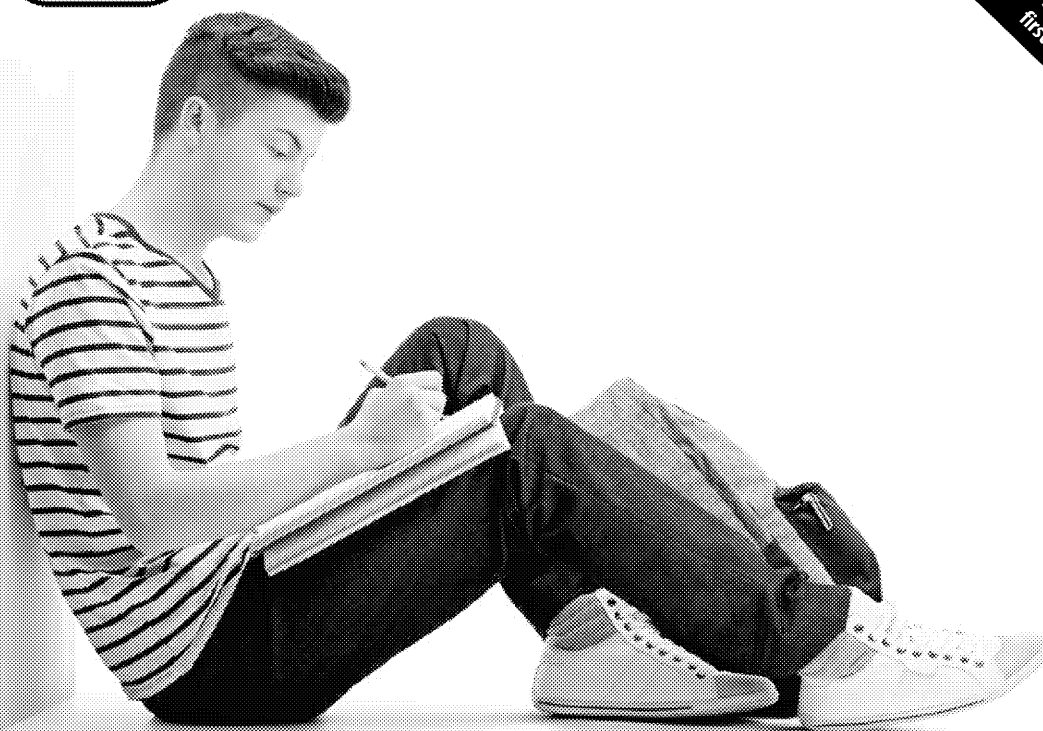


2015 specification
first exams in 2017



GCSE AQA English Language Revision and Exam Practice Pack

Paper 2: Section A

Update v1.1, 14 March 2019

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Teacher's Introduction

This pack provides revision activities to help your students prepare for Section A – Reading of Paper 2 of the AQA English Language GCSE. This is for the 2015 specification for which there are not many published resources, and this guide will prove invaluable as revision for your students on all the question types in Section A. The resource has been written by a senior examiner.

The pack starts with revision activities for each question (1–4).

Then there are four paired texts with practice questions which follow:

- Texts A: Telescopes
- Texts B: Health issues
- Texts C: Journeys to Mecca
- Texts D: Telephones

Remember!

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

Finally, there is a practice exam paper for Section A of the exam on the theme of men's fashion, which could be used for mock exam purposes.

Answers are provided for all activities as well as the practice exam.

Exam introduction

The English GCSE exam is made up of two papers, each worth 50% of the marks. This pack focuses on Paper 2 – Section A.

Paper 2 – Writers' viewpoints and perspectives, Section A: Reading (40 marks) – two linked texts

- one short-form multiple-choice question (4 marks)
- two longer-form questions (1 × 8 marks, 1 × 12 marks)
- one extended question (16 marks)

Content

The texts for the reading questions will be non-fiction and literary non-fiction texts. They will be drawn from the nineteenth century and either the twentieth or twenty-first century. In each exam series, this will depend on the time period assessed in Paper 1. (In this pack the nineteenth-century texts are all paired with texts from the twenty-first century.)

Reference grid

For ease of reference, in case you want to practise the questions by type rather than in sequence, the list below gives the page number for each question:

- Practice Questions 1: Text A (p. 12), Text B (p. 19), Text C (p. 25), Text D (p. 32), Mock (p. 40)
- Practice Questions 2: Text A (p. 12), Text B (p. 19), Text C (p. 25), Text D (p. 33), Mock (p. 40)
- Practice Questions 3: Text A (p. 13), Text B (p. 20), Text C (p. 26), Text D (p. 34), Mock (p. 40)
- Practice Questions 4: Text A (p. 14), Text B (p. 20), Text C (p. 27), Text D (p. 35), Mock (p. 40)

Update v1.1, 14th March 2019

Typographical error corrected on the following pages:

- 'Question 2 (4 marks)' corrected to 'Question 2 (8 marks)' on contents page, p. 3 and p. 12

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Question 1 (4 marks): Revision

Question 1 is a straightforward short reading comprehension, choosing four TRUE statements.

This is to comply with AO1: 'Identify and interpret explicit and implicit information and select and synthesise evidence from different texts.'

Command word:

The command word is 'choose', so you simply need to choose the four statements that are TRUE.

This is the type of question to expect:

List FOUR things about ... from lines x–x from the extract.

What are the examiners looking for?

You will need to show the examiners that you can identify and interpret **explicit** information. What does this mean in practice? It means that you will simply need to pick out the correct statements.

Examiner's tip: The eight statements should be unambiguous and easy to find within the extract. Don't spend too long on this question!

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Question 2 (8 marks): Revision

For question 2 you will need to look at the whole of both Text 1 and Text 2.

This is a summary question and you are looking at WHAT happens by looking at the texts for a particular aspect.

This complies with AO1: 'Identify and interpret explicit information and ideas' and AO2: 'Select and synthesise evidence from different texts'.

Examiner's tip: This question will always have a specific focus, and the focus will be on what happens. You will need to make connections between the texts and also be able to show some detail. In this question QUALITY is more important than QUANTITY. The examiners are looking for Detail, Development.

Common pitfalls:

- Mistaking the focus – read the question very carefully!
- Lack of detail – it is helpful here to remember PEER (Point, Example, Explain, Evaluate). You need to make inferences in detail – that is, go beyond stating the obvious and develop your own interpretation.

Revision Activity 1

Now let's look at the mark scheme for question 2. When you are reading through it, think about what you think are important.

Level	Skills descriptors
Level 4: perceptive (insightful) and detailed analysis (7–8 marks)	The candidate demonstrates perceptive synthesis (the candidate synthesises the texts). This means the candidate: <ul style="list-style-type: none"> • makes perceptive interpretations of both texts • makes well-chosen use of appropriate examples (textual detail) • shows perceptive differences between the texts • shows insightful understanding of both implicit and explicit meanings in the texts
Level 3: clear, relevant evaluation (5–6 marks)	The candidate shows clear synthesis of both texts and makes clear inferences from both texts <ul style="list-style-type: none"> • make clear inferences from both texts • choose appropriate examples and use textual detail to support their focus • make statements which show clear differences between the texts
Level 2: some understanding and explanation (3–4 marks)	The candidate shows some understanding and interpretation of both texts and attempts to: <ul style="list-style-type: none"> • show some inference from one or both texts • choose some appropriate examples from one or both texts • use statements that show some differences between the texts (one difference discussed)
Level 1: limited explanation (1–2 marks)	The candidate shows limited understanding of one or both texts <ul style="list-style-type: none"> • paraphrases rather than makes inferences • gives a limited choice of examples • makes statements that show simple differences between the texts

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Remember, Question 2 is NOT a language question.

Once you have worked out what the focus is, three important skills will be tested:

- i) Summary skills
- ii) Linking skills
- iii) Inference skills

So, firstly, how would you go about summarising a text? One way you could do this is by identifying key phrases in each text. You need to decide which bits are important. You will need to find at least two differences (plural) so you must find at least two differences to write about.

The next skill is to link the texts.

Revision Activity 2

Try to put the phrases below into the correct box.

Linking words and phrases	Inference

<i>tells us</i>	<i>however</i>	<i>this shows us</i>
<i>in contrast to</i>	<i>compared to</i>	<i>makes us think</i>

Examiner's tip: Remember to use your own words for the summary; back this up with evidence.

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Question 3 (12 marks): Revision

Question 3 complies with AO2: 'Explain, comment on and analyse how writers achieve effects and influence readers, using appropriate language and support their views.'

This question is the 'HOW?' question and will be assessing the writers' use of language

- words/phrases
- language features
- writers' techniques
- sentence forms

Examiner's tip: Writing about the EFFECT of language is the most important skill

You will be rewarded by exploring the impact and effect of individual words and phrases. The aim of this question is to show that you can select interesting language features and analyse their effect. Your choice of language examples will have a direct result on the success of your response.

Think of this as a formula: language feature + effects = higher marks

Common pitfalls:

- Do not write about the content of the passage – this is a LANGUAGE ANALYSIS question, not a content question. You are looking at the METHODS of the author
- If you comment on alliteration, remember that this is a language technique. You need to comment on the aural effect of any words you select
- When you use language terminology, don't just use the terms as labels – you need to explain how they strengthen your response.

Revision Activity 3

Now let's look at the mark scheme for question 3. When you are reading through it, highlight the points you think are important.

Level	Skills descriptors
Level 4: perceptive (insightful) and detailed analysis (10–12 marks)	The candidate demonstrates perceptive and detailed understanding of language and its effects. This means the candidate: <ul style="list-style-type: none"> • examines and evaluates the effects of how the writer uses language • makes extensive use of appropriate examples (quotations) • makes enlightened and correct use of terminology relevant to the question
Level 3: clear, relevant evaluation (7–9 marks)	The candidate shows clear understanding of language and its effects. <ul style="list-style-type: none"> • clearly analyse the effects of how the writer uses language • choose appropriate examples • use subject terminology correctly
Level 2: some understanding and explanation (4–6 marks)	The candidate shows some understanding of language and its effects. <ul style="list-style-type: none"> • write about the effect of the writer's use of language • choose some appropriate examples • use some subject terminology, mainly correctly
Level 1: limited explanation (1–3 marks)	The candidate shows limited understanding of language and its effects. <ul style="list-style-type: none"> • limited comments on the effect of language • limited examples • limited use of subject terminology, which may not always be appropriate

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Examiner's tip: It is important to remember that commenting on the effects on the question. Linguistic terminology should only be used when the meaning and effect will not gain marks for simply feature spotting.

Before we look at the mark scheme in more detail, let's revise your knowledge of

Revision Activity 4

Match each of these terms to its definition:

1. Personification	a) Spe ex des
2. Simile	b) A w ob lit in a
3. Metaphor	c) The anc
4. Imagery	d) The cha hur rus att
5. Adverb	e) A w son et
6. Rhetorical device	f) Dir inv
7. Dialogue	g) For wit us
8. Adjective	h) The to s is a
9. Negative/positive language	i) Us e.g. fail han suc
10. Noun and/or abstract noun	j) A d be
11. Semantic field	k) A n me
12. Exaggeration/hyperbole	l) A w ran

Note: not all these terms will be relevant for non-fiction texts.

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Revision Activity 5

Which terms will be most relevant for non-fiction texts?

Can you complete this table with the most relevant terms?

S	
E	
R	
E	
N	
A	

These could now be condensed into the mnemonic **SERENA**.

Using a mnemonic is optional, but it could be useful as a **checklist**, to make sure your terminology. This could lead to higher marks.

Examiner's tip: Ask yourself – has the author used any of the techniques from 'SO'?

SO – we have seen that it is important to be able to use appropriate terminology. The answer is that you need to be able to write about the **effect** on the reader (you can be helpful to remember the PEER idea (Point, Example, Explain, Refer to the text)).

This needn't be complicated; you just need to remember some simple phrases to use as examples, which can be linked to almost any mention of linguistic terminology appropriately:

For example, you could write: The *words / adjectives / nouns / semantic fields*...

... make a powerful impact
... serve to emphasise
... highlight
... make it more memorable
... make it sound believable
... make you, as a reader, feel more involved
... give authenticity to
... appeal to a specific audience, e.g. those interested in science or new discoveries
... make it more understandable
... help the reader visualise

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Question 4 (16 marks): Revision

Question 4 complies with AO4: 'Compare writers' ideas and perspectives, as conveyed, across two or more texts.'

What are the examiners looking for?

Question 4 invites students to investigate and explore the writers' attitudes. It is one of the other three questions, and you can choose whatever you like from both sources to discuss attitudes and methods.

You will need to be able to show that you understand both ideas and attitudes in the texts. You need to examine the writers' different methods in presenting these. You are building on the skills needed in question 2 about content and question 3 about the writers' attitudes.

The question is specifically about the attitudes OF THE WRITERS.

Examiner's tip: Be sure that you make clear comparisons between both texts, and that the point of view of the writers' methods is what really counts in this question.

Remember to include more than one point of view.

Specify the point of view of the writer as the impetus which shapes, chooses and presents the characters in the texts.

Common pitfalls:

- Writing about the attitudes of the characters in the texts rather than the writers' attitudes – so don't write about the attitudes of any characters.
- Failing to include comments on the **methods** of the writers.

Revision Activity 6

As with Question 3, before tackling specific questions, take a look at the mark scheme for significant words.

Level	Skills descriptors
Level 4: perceptive and detailed evaluation (13–16 marks)	<p>The candidate demonstrates perceptive and detailed comparison and evaluation. This means the candidate:</p> <ul style="list-style-type: none"> • compares ideas and points of view in a perceptive way • examines and evaluates in detail how the writers' methods are used • makes extensive use of appropriate examples (quotations) • produces an impressive and critical response to the different ideas and attitudes in both texts
Level 3: clear, relevant evaluation (9–12 marks)	<p>The candidate shows clear comparisons between texts and evaluates them.</p> <ul style="list-style-type: none"> • compare ideas in a clear and relevant way • show clear understanding of the writers' methods • choose appropriate examples (quotations) • make a clear and relevant response to the different ideas and attitudes
Level 2: some attempts at evaluation (5–8 marks)	<p>The candidate shows some understanding of both texts and makes some comparison.</p> <ul style="list-style-type: none"> • compare ideas and perspectives • make some comment on how the writers' methods are used • choose some appropriate examples, not necessarily from both texts • identify some different ideas and perspectives
Level 1: limited evaluation (1–4 marks)	<p>The candidate shows limited understanding but shows that they have read the texts.</p> <ul style="list-style-type: none"> • make simple cross references to ideas and attitudes • show a simple understanding of the writers' methods • choose a few examples from the texts • show some awareness of ideas and/or attitudes

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Before looking at some practice questions, complete the task below.

Revision Activity 7

Comparing texts: put the words below the grid into the correct columns.

What phrases are useful for comparing texts?	What could I compare?	What phrases could I use to write about the writers' methods?

hints at	contrasts	viewpoints	gives
the endings	metaphors	purpose	shows
language	tone	The writer tries	to
The writer uses	S/he describes	difference	an
The writer shows	humour	narrative perspective	creates
S/he extends the imagery	characters	audience	has
The beginnings/openings	creates	use of dialogue	

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Paired Texts A: Telescopes

Text 1: Telescopes on the ground may be cheaper, but Hubble shows

<https://theconversation.com/telescopes-on-the-ground-may-be-cheaper-but-hubble-shows>

1 Observatories on Earth are cheaper than telescopes in space. They are
also improving rapidly – when the European Extremely Large
Telescope starts its observations in nine years, it will be able to provide
5 images 16 times sharper than those taken by the Hubble space
telescope. But while it may seem hard to justify investment in space
telescopes, the ground-breaking discoveries made by Hubble have
taught us just how valuable they are.

Hubble, which was the world's first space-based optical observatory,
has made amazing discoveries in all aspects of astronomy, from flashes
10 of aurora on planets and moons in our solar system to the evolution of
galaxies billions of light years away.

Observations by Hubble helped determine the rate of expansion of the
universe, a winning study. We have witnessed stars being born in nurseries like the
Orion Nebula, as supernovae. Hubble has also captured a powerful jet emerging from
15 another galaxy.

These discoveries come at a price. The Hubble mission cost \$1.5 billion at
launch, and maintenance costs have also been sky-high. The eagerly-anticipated first
images were disappointingly blurry. The 2.4 m diameter mirror inside the telescope was
20 not focusing correctly. Installation of an optics system to correct this was
the first Hubble servicing mission, carried out by space shuttle astronauts over
1993. Four further servicing missions were carried out from 1997 to 2009 to
replace instruments, power and guidance systems, and each mission had associated
costs. At the end of NASA's Space Shuttle programme there has been no way to carry
out further servicing.

Space telescopes are not getting any cheaper. The successor to Hubble, the
James Webb Space Telescope, has been plagued by a number of delays and rising costs. As it prepares for
25 launch, it is estimated to cost about \$8bn to build, launch and commission.

Earth v space

One significant advantage of building on the ground is that the size of the
telescope can be larger than can be carried into space. Telescopes on our own planet have
30 made many discoveries, such as the Gemini telescope observing Jupiter's two giant
moons, and another in the planet's southern hemisphere. The Keck observatory has
observed the atmosphere of a planet orbiting another star. The European Southern
Observatory has tracked stars orbiting the black hole at the centre of our galaxy to understand
their interaction with the black hole.

35 However, ground-based telescopes aren't cheap either. Work has already
started on the Extremely Large Telescope, sited in Chile's Atacama desert, with a cost
of about 1 billion and with annual operating costs of €50m. But this is still less than
the cost of a space telescope.

When E-ELT observations start in 2024, the state-of-the-art correction for atmospheric
distortion will allow it to provide images 16 times sharper than those taken by Hubble.
40 With such advancements like this it may seem hard to justify the expense and risk of
space telescopes.

However, the simple fact is that if we choose to only observe from the ground, we
are blind to a wide variety of astronomical phenomena and potential discoveries.
The universe's most energetic events, such as gamma ray bursts,

45 The main reason for this is that the atmosphere of our planet does not
transmit all wavelengths of light. While the atmosphere lets through visible light, to which our eyes are
sensitive, it blocks out other wavelengths so we can never see it from the ground. In addition,
the atmosphere blurs the light travelling through it, causing objects to twinkle.
One major problem with ground-based telescopes is that they are subject to local weather
conditions. Clouds can ruin the chance of making any useful observations.

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Text 2: Richard A Proctor, 'The Photographic Eyes of Science' (1883)

From: *Literature and Science in the Nineteenth Century: An Anthology*.

1 With the invention of the telescope came discoveries which
at once gave an entirely new meaning to the celestial scenery.
The waves which come from each orb in space were now
5 gathered on a larger surface, yet brought, after being so
gathered, into the same visual knowledge-field, there to tell
of greater wonders than the eye of man had yet seen, or even
than it had been given to the mind of man to conceive. For
note that before such inventions as have revealed the
10 feebleness of our own unaided senses, men naturally
regarded what they saw and heard and felt as all that is;
whereas now that stars and suns outside our range of vision
have been brought into our ken, there is no limit to the range
of our conceptions. We feel that what we now know of the
15 wonders of the star depths may be as utterly insignificant
compared with what is, as is the starscape seen 10 and
estimated by the eye compared with the galaxy revealed by
the great Herschelian gauging telescopes.

Nor was it less in what it interpreted than in what it showed that the
conceptions of the universe. It showed the planets as worlds – some
20 earth – but all much vaster than the earth as she had been regarded
actually reveal the stars as suns, it taught men very plainly that the
visible universe was shown to be but the minutest corner of the real

Yet what the telescope has taught men has been really taught through
been actually seen by telescopic observers can be regarded as so much
25 And even that far wider expansion of our knowledge arising from it
attained only by a process of sampling carried on by the eye, – though
and in a sense multiplied.

Now the eye is an organ which does certain work in a certain way, with
powers and weaknesses. The telescope may increase its powers in some
30 cannot help the organ to which it is an adjunct. For instance, whether
aid the eye requires a certain time to receive and dispose of an impression
impression in less than the hundred thousandth part of a second. Though
we see a lightning flash; which certainly does not last so long. But it is
impression, so as to be ready independently to receive new impressions
35 a second. When we look at a moving body, especially at a body in motion
difficulties arising from this peculiarity of eyesight; for we find that we
separate the different impressions received during each tenth of a second
simultaneously all the time that we are looking at a swift-moving body
absolutely perfect organ, and if the mind could deal with all the sensations
40 to it, we could see a cannon ball distinctly at every point of its flight
watch separately each spoke of a wheel of a swiftly advancing railway

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Practice Question 1 (4 marks)

Activity A:1:1

Choose **four** statements below which are **true**.

- Put a tick in the box of each one you think is true.
- Choose a maximum of four statements.
- If you make a mistake, put a line through the whole box.
- If you change your mind and decide that a statement is true after all, draw a line through the box.

1. Telescopes in space are cheaper than ones on Earth. []
2. The European Extremely Large Telescope will be able to provide pictures 16 times sharper than the Hubble can. []
3. Hubble was the world's first space-based optical observatory. []
4. Astronomers have seen stars exploding as 'supernovae'. []
5. The Hubble mission cost less than one billion dollars in 1990. []
6. The mirror inside the telescope wasn't working properly. []
7. There were more than five days of spacewalks in 1993. []
8. Telescopes on the ground are not subject to weather conditions. []

Practice Question 2 (8 marks)

You need to refer to Text 1 and Text 2 for this question:

The details of the **discoveries** made by the telescopes are very different.

Use information from both texts to write a summary of the differences between them.

Activity A:2:1

1. For both passages, highlight some key phrases.
2. When you have done this, rewrite them in your own words.

Activity A:2:2

Now link the two texts together using some of the linking words from the activity.

Examiner's tip: Try to add some inferences.

Make a plan. Put the focus of the question as a heading.

Extension activity:

This sample answer deals with one text at a time. Would it be better to integrate the information into one paragraph? Why / Why not?

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Practice Question 3 (12 marks)

You now need to refer only to Text 1, lines 8–24, reproduced below.

How does the writer use language to describe the Hubble telescope?

10 Hubble, which was the world's first space-based optical observatory, has made amazing discoveries in all aspects of astronomy, from flashes of aurora on planets and moons in our solar system to the evolution of galaxies billions of light years away.

15 Observations by Hubble helped determine the rate of expansion of the universe, a winning study. We have witnessed stars being born in nurseries like the Orion Nebula, as supernovae. Hubble has also captured a powerful jet emerging from the core of another galaxy.

20 These discoveries come at a price. The Hubble mission cost \$1.5 billion and the maintenance costs have also been sky-high. The eagerly-anticipated first images were disappointingly blurry. The 2.4 m diameter mirror inside the telescope was not focusing correctly. Installation of an optics system to correct this was the first Hubble servicing mission, carried out by space shuttle astronauts over 1993. Four further servicing missions were carried out from 1997 to 2009 to repair instruments, power and guidance systems, and each mission had associated costs. At the end of NASA's Space Shuttle programme there has been no way to carry out

Examiner's tip:

- When reading through an extract such as this, highlight any language points you are commenting on, and then you could use the SERENA idea as a checklist.
- It is a good idea to bear the purpose and audience in mind, if only to summarise the effectiveness of the language choices the writer has made in writing the article (see below.)

For example, in this passage things to look for might include:

- interesting adjectives
- exaggeration
- similes
- adverbs
- *negative/positive language
- semantic field(s)

Activity A:3:1

Try to fill in the blanks of the sample answer below. The first one has been done for you.

The writer in Text 1 uses positive adjectives at the beginning to describe the Hubble (_____) study; these have the effect of (_____) (_____) . However, later on we detect some negative adjectives, such as the adjective of 'sky-high' to emphasise (_____) of the Hubble. In the 'blurry' – emphasising the disappointment when they were first seen – the telescope did not meet expectations. The mirror was ('_____'), implying that mistakes had been made to incorrect focus.

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Nouns such as ('_____') and ('_____') help the reader (_____)

The use of the pronoun ('_____') has the effect of involving the reader as part of ('we have witnessed...'). The Hubble is almost seen as a person; it 'has made amazing powerful jet'. This has the effect of (_____)

The author uses a (_____) field of 'space' vocabulary to place the Hubble is not too specialised to put off the general reader; for example, specialised knowledge such as ('_____') and ('_____') is not essential to understanding the precise measurement of the (_____) meter serves to enhance the readability authenticity and accuracy of the article.

The phrase 'stars being born in nurseries' is (_____) and brings to mind

All in all, the language choices made by the writer enhance the article and make it read for its intended non-specialist audience, its overall purpose being to justify (_____)

Extension activity: when you have completed the cloze exercise, read the essay again in front of you, decide what mark you would give it. Could it be improved in any way?

Practice Question 4 (16 marks)

Compare how the writers convey their different views on telescopes.

In your answer you should:

- compare the different viewpoints on telescopes
- compare the methods the writers use
- support your response with references to both texts

How would you approach a question such as this?

The following activity might be helpful...

Activity A:4:1

Draw two columns and head the columns **Text 1** and **Text 2**. Fill in each column with that you can find.

Examiner's tip: Think of purpose and audience to start off with, including content. The first box has been done for you.

Text 1: Purpose and audience	Text 2: Purpose and audience
For the general reader with an interest in space/astronomy	To entertain and inform

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Activity A:4:2:

What else could you comment on?

Activity A:4:3

Now think of the methods of the writers, but before you do this (again in columns) think of WHAT you could comment on. Can you think of at least three things? (Hint: see the Revision Activity 7, page 9.)

You might end up with a list like this:

- Beginnings
- Narrative perspective
- Language

Add two more ideas of your own:

-
-

Now put these ideas in the first column, and then add two columns for Text 1 and Text 2.

What to compare	Text 1	Text 2
The beginnings		
Narrative perspective		
Language		

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Paired Texts B: Health Issues

Text 1: Madlen Davies in partnership with *The Daily Telegraph*: 'Wake-up call for untreatable infections in England's hospitals'

Bureau of Investigative Journalism:

<https://www.thebureauinvestigates.com/stories/2018-04-27/wake-up-call-for-superbug-infections-in-englands-hospitals>

1 Highly resistant superbugs infected 36
patients in England in the last six years,
new figures show. Doctors warn these
cases of nearly untreatable infections
5 are a 'wake-up call' to the threat of
antimicrobial resistance.

The patients contracted
pan-drug-resistant infections, (those
that are resistant to all commonly 5
used available antibiotics), according to
10 figures from Public Health England
(PHE).

Professor Peter Hawkey, a public health and bacteriology expert at
Birmingham, said the cases showed that antimicrobial resistance is
15 a threat but a real one currently affecting patients in British hospitals.

'These are organisms which are resistant to most antibiotics and they
he said. 'The threat is very real. These figures are a wake-up call. The
others are taking antibiotic resistance seriously, but we need to keep

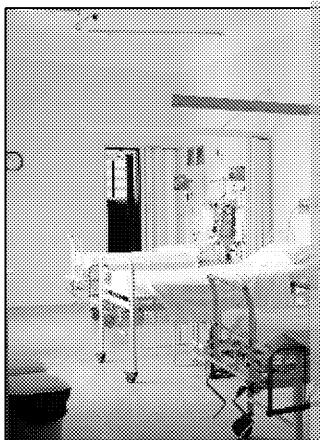
A pan-drug-resistant infection is difficult to treat but not impossible,
20 Ashworth, head of speciality and consultant intensive care medicine at
Healthcare. Doctors can give high doses of a drug, or combination of
the patient. Yet in some cases the infection cannot be cured.

'Pan-drug-resistant infections are difficult to treat, and certainly can
die, though most often they affect people who are frail with chronic
25 Ashworth said.

He added: 'The drugs we have to use are usually the rarely used ones
which also don't penetrate tissues very well. In my experience treating
infections due to highly resistant bacteria, to be successful, regimes of
30 several drugs sometimes given by multiple different routes such as
and sometimes for long periods.'

Even if the infection can be treated the bacteria are often impossible to
explained. 'We can also add conventional antibiotics at much higher
doses. When patients have had implants, such as joint replacement
removed. The big worry is spreading infection to other patients.'

35 Doctors are required to send samples of drug-resistant bacteria to
laboratory so that they can be tested for surveillance purposes. The
halve the number of bloodstream infections linked to healthcare by



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Text 2 Sir Joseph Lister, 'Illustrations of the Antiseptic System' (1867)

From: *Literature and Science in the Nineteenth Century: An Anthology*. Oxford University Press



1 Regarding fractures: An efficient antiseptic guard must be maintained
wound until sufficient time has elapsed to ensure complete consolidation.
The sanious¹ discharge which occurs at the outset will give place to
amount of pus, if the wound is dressed in such a way that the antiseptic
5 the raw surface. This discharge, due to the stimulating nature of the dressing,
anxiety to one who understands its cause; and I venture to repeat that
must on no account be induced to explore the wound and pry into it
so long as all is going well otherwise; for such a course, by admitting
may produce the most disastrous consequences in an otherwise perfect

10 But although suppuration resulting from the stimulating influence of the dressing
for anxiety, it is more convenient that it should be avoided; and this may be
by leaving the lower layers of the dressing permanently on the lining
superficial parts – a plan which, while it protects the wound against
permits the foreign body in contact with the tissues to part with it
15 become an unstimulating crust, under which complete healing by granulation
wounds of a size hitherto regarded as inconsistent with this process.

Upon these principles a really trustworthy treatment for compound fractures
established for the first time in the history of surgery. In an hospital
unusually large number of patients suffering from machinery accidents
20 were peculiarly unhealthy, my experience of compound fractures was
far indeed from satisfactory. But since the antiseptic principle has been
ordinary cases of this formidable injury been treated by my successful
unvarying success, but limbs such as I should have once condemned
gone on to complete recovery: a statement which might be suspected
25 not that it refers to proceedings in a public hospital, witnessed not only
gentlemen once my pupils, and now practitioners in Glasgow.

¹ **Sanious discharge** – the pus and blood emerging from the wound

² **Suppuration** – the process of pus forming. Pus is the substance that can ooze from a wound

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Preparatory Exercises

Vocabulary Activity 1 (Text 1)

To make it slightly less daunting, try these vocabulary exercises so that you become familiar with the terminology.

Line number	Word
4	1. Antimicrobial
5	2. Pan-drug-resistant infection
9	3. Bacteriology
14	4. Vigilance
20	5. Chronic
23	6. Tissues
25	7. Inhaled
25	8. Intravenous
27	9. Eradicate
32	10. Surveillance

a)
b)
c)
d)
e)
f)
g)
h)
i)
j)

Vocabulary Activity 2 (Text 2)

These words are not so technical. Work with a partner. How many do you know? How sure of.

Line number	Word	Definition
1	Fracture	
1	Antiseptic	
2	Consolidation	
6	Venture	
13	Superficial	
15	Unstimulating	
22	Formidable	
22	Successive	
25	Proceedings	

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Practice Question 1 (4 marks)

Activity B:1:1

Read again lines 1–18 of Text 1.

Choose four sentences below which are true.

- Put a tick in the box of each one you think is true.
- Choose a maximum of four statements.
- If you make a mistake, put a line through the whole box.
- If you change your mind and decide that a statement is true after all, draw a

Choose four statements which are true.

1. Superbugs have infected 36 patients within the last 6 years.
2. Professor Peter Hawkey maintains that antimicrobial resistance is a future threat.
3. A pan-drug-resistant infection is impossible to treat.
4. Pan-drug-resistant infections only affect people with chronic health problems.
5. To be successful in treating patients several drugs are often needed.
6. Bacteria are always impossible to eradicate completely.
7. The government's target is to halve the number of gram-negative infections by 2020.
8. Public Health England recorded 36 cases of pan-drug-resistant infections over the last 6 years.

Activity B:1:1

- i) When answering question 1, give the lines of the text where you have found the information.
- ii) If you think an answer is false, write out the correct answer.

Practice Question 2 (8 marks)

You will need to refer to both Text 1 and Text 2 for this question.

The writers of the two sources deal with different health problems. Using details from the texts, write a summary of the differences.

Activity B:2:1

Fill in the chart below and add the reference of the line where you find the information. Use a highlighter to mark the original texts.

Now think of a word that could link your two boxes.

Text 1: Health problem:
LINKING WORD(S):
Text 2: Health problem:

Activity: B:2:2

Now write a summary in continuous prose using some of the ideas above. Remember to compare and contrast the two sources, using the words that you looked at in the exercise on page 9 of the pack.

Examiner's tip: Remember to add quotations from the texts to support your comparison.

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Practice Question 3 (12 marks)

How does the writer in Text 1, use language to explain the threat of resistance to

Activity B:3:1

Think of 'SERENA' and add some quotations from the text as well as thinking of the letters if you can remember what the letters in SERENA stand for, and fill in the plan below.

Language term	Quotation/example from text	
S		
E		
R		
E		
N		
A		

Extension activity: in addition consider sentence structure. Could this be significant?

Practice Question 4 (16 marks)

You will need to refer to the whole of Text 1 and the whole of Text 2.

Compare how the writers convey their different attitudes to treating infections.

In your answer you should:

- compare their different viewpoints
- compare the methods the writers use to convey their different attitudes to treating infections
- support your response with references to both texts

Activity B:4:1

How is this question different from Q2 on summarising differences and Q3 on using

Look very carefully at the wording of question 4 – the examiners are, in fact, asking you to compare the writers' attitudes to treating infections from questions 2 and 3, and you need to be aware of this and make sure you are focusing on what the examiners are looking for.

Preparatory Task

What are the keywords in each question?

Q2

Q3

Q4

To help you answer Q4 in a detailed way you will need to pick out some main points from the texts.

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Activity B:4:2

In the chart below some key words have been suggested for you, but there are so and Text 2 columns – can you fill them in? (Ignore the Authors' methods and effects)

Text 1	Authors' methods and effects	Key word	Text 2
		Perspective	Related in the person
Highly resistant superbugs 'infected 36 patients' within the last six years		Infection	
		Treatable/untreatable	Infections are treatable if the is followed
The writer states that this should be a wake-up call, dangers have become apparent		Dangers	
		Death	Some people germs are also into the wound
Several drugs may have to be used and may have to be given both by inhalation and intravenously	The author uses experts to add authenticity to the advice given. Uses dialogue to make it more alive and authentic.	Treatment/advice	
		Healing	Unlike in Text complete healing scabbing wounds in wounds; 'It have gone on complete recovery
The government has a target to halve the number of gram-negative bloodstream infections by 2021		Targets	
		Success?	The problem infection has solved. The writer says that a real trustworthy treatment for compound from has been established for the first time in the history of

Activity B:4:3

Now write a summary in continuous prose using some of the ideas above. Remember to include and compare words that you looked at in the exercise on page 9 of the pack.

Common pitfalls:

- i) Forgetting to write about the authors' methods.
Students are generally quite good at answering the first bullet point of Q4, but often forget the second: writing about the authors' methods.
- ii) Spending too much time on the first text. Try to give each text equal weight.

Examiner's tip: Rather than have a separate section on methods, try to integrate them into your analysis. (And remember the PEER technique.)

Activity B:4:4

Bearing this in mind, go back to your plan above and add some comments about the effects in the boxes marked with chevrons (>>>).

Suggestions:

- You may use some of the 'SERENA' ideas.
- Consider the narrative viewpoint (first or third person).
- Consider the use of dialogue.

(Can you think of anything else? Look back at the revision activities for Q4 on page 9 of the pack.)

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Paired Texts C: Journeys to

Text 1 The Hajj experience: adapted from *The Guardian* 2/10/15

<https://www.theguardian.com/commentisfree/2015/oct/02/hajj-muslims>

1 With 2 million people gathered in one small city for the hajj³, some
expected. But with the 40 plus heat of Mecca, the harsh policing, the
chaotic organisation, the pressure was relentless. As the days went
5 starker contrast between the spiritual tranquillity and contentment
confines of the Grand Mosque, and the anxiety and distress caused
my arrival in Saudi Arabia, accompanying my parents on pilgrimage
me to believe that one of the richest Muslim countries in the world
facilitating the rites of hajj. Now back in the UK, I am grateful to be
10 what I witnessed. I fully understand why hundreds of people were
believe that 'God's will' can be used as an excuse.

We'd had a pleasant and spiritual warm-up in the crowded but we
Our group of UK pilgrims remained incredibly organised, my mother
my father, an asthmatic, remained mercifully unaffected by the heat.
GP⁵, I was happy and excited to be heading for Mecca.

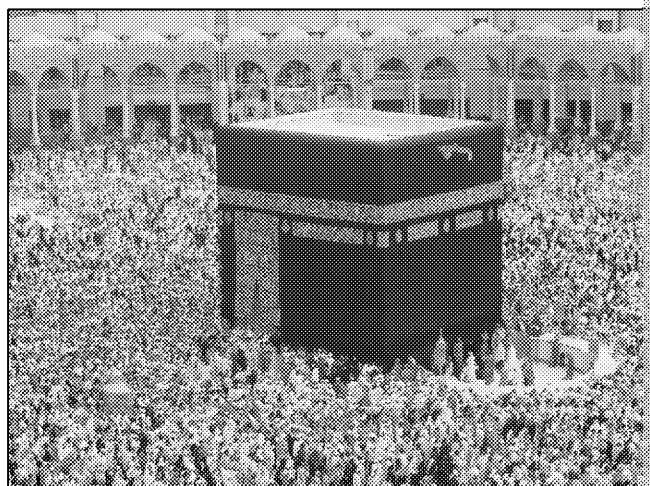
15 But the reality was a shock.

The heat was one of the biggest tests of all, causing many to become
Yet only a few of the crowded routes had supplies of water. Some
routes were devoid of any water supplies at all.

I did not see compassion from our hosts, I did not see their concern.

20 The manners and communication skills of the stewards and police
mosque were deplorable. Their manner of aggressively shouting at
pilgrims was both needless and a cause of humiliation for those of
had ever spoken to me or my parents in this way before.

25 I am grateful to be alive after such a distressing experience - and
about the inhumane treatment of pilgrims.



³ **Hajj** – pilgrimage that Muslims make to Mecca

⁴ **Pilgrimage** – a journey made to a holy place as an act of religious devotion

⁵ **GP** – general medical practitioner

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Text 2 Richard Burton's account

'Entering the Forbidden City of Mecca, 1853', EyeWitness to History, www.eyewitnesstohistory.com

1 We dismounted to gaze at the venerable minarets and the green domes of the Prophet. The heat was dreadful, the climate dangerous, and the air fresh. Fresh carcasses strewed our way, and were covered by foul vultures, picturesque. We travelled principally at night, but the camels had to stop and step from block to block of basalt like mountaineers, which brought kept up a continual piteous moan. The simoom and pillars of sand.

5 On Saturday, the 10th of September, at one in the morning, there was a Caravan, and loud cries of 'Mecca! Mecca! Oh, the Sanctuary, the Ka'bah, praises and many wept. We reached it next morning, after ten days in the Medinah. I became the guest of the boy Mohammed, in the house of the First. First I did the circumambulation of the Haram. Early next morning we went of our Lord; and we went to the holy well Zemzem, the holy water of Ka'abah, in which is inserted the famous black stone, where they say that Allah.

10 Then I performed the seven circuits round the Ka'abah, called the tawaf. I have a way pushed for me through the immense crowd to kiss it. I put my hands and forehead upon it, I narrowly observed it, and came away with an aerolite⁶. It is curious that almost all agree upon one point, namely, that Ali Bey calls it mineralogically a 'block of volcanic basalt, whose colour is black with little crystals, pointed and straw-like, with rhombs of tile-red like velvet or charcoal, except one of its protuberances, which is red like a lava containing several small extraneous particles of a whitish aerolite'.

15 **A Second Visit**

Burton returned to Mecca about a week later and was able to actually see the Ka'bah. A crowd stood gathered round the Ka'abah, and I having no wish to go barefooted in the midday September sun. At the cry of 'Open a path for me!' would enter the House! the gazers made way. Two stout Meccans raised me in their arms, whilst a third drew me from above into the Ka'bah. I was accosted by several officials, dark-looking Meccans, of whom the blackest and plainest was a youth of the Ben Shaybah family, the true blood of the El Hejaz. He held in his hand the huge silver-gilt padlock of the Ka'abah, and presently, taking his seat upon a kind of wooden press in the left corner of the hall, he officially inquired my name, nation, and other particulars. The replies were satisfactory, and the boy Mohammed was authoritatively ordered to conduct me round the building, and to recite the prayers. I will not deny that, looking at the windowless walls, the officials at the door, and a crowd of excited fanatics below

20 ...my feelings were of the trapped-rat description,...A blunder, a hasty action, a misjudged word, a prayer or bow, not strictly the right shibboleth⁷, and my bones would have whitened the desert sand. This did not, however, prevent my carefully observing the scene during our long prayer, and making a rough plan with a pencil upon my white ihram⁸.

25 30 35 40 45



Richard Burton

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⁶ **Aerolite** – type of meteorite, stony or metallic object that is the remains of a meteoroid

⁷ **Shibboleth** – way of doing things

⁸ **Ihram** – sacred dress of Muslim pilgrims, consisting of two lengths of white cotton

Practice Question 1 (4 marks)

Read again the first part of Text 1 from lines 1–14.

Choose **four** sentences below which are true.

- Put a tick in the box of each one you think is true.
- Choose a maximum of four statements.
- If you make a mistake, put a line through the whole box.
- If you change your mind and decide that a statement is true after all, draw a line through the whole box.

1. The heat in Mecca was over 40 degrees.
2. The organisation was good.
3. It had been very peaceful in the Grand Mosque.
4. The writer was accompanying her children on the pilgrimage.
5. Thousands of people were crushed to death.
6. Both the writer's parents had some form of illness.
7. The writer's group of pilgrims came from America.
8. The writer is a medical doctor.

Activity C:1:2

When you have decided which the false answers are, write them out but change them to make them true.

Practice Question 2 (8 marks)

You now need to look at both Text 1 and Text 2.

The two visits to Mecca could hardly be more different. Use details from both sources to list the differences between the two visits.

Activity C:2:1

Complete the column for Text 2 with the differences between the writers' pilgrimages.

Text 1	Text 2
The writer went with her parents	The writer went on his own, but
She found the crowds 'aggressive'	
The pressure was 'relentless'	
She found a contrast between the crowds and the 'tranquillity' inside the Great Mosque	
She was 'horrified' by what she saw	
Hundreds of people were 'crushed' to death	
Many people became 'exhausted and dehydrated'	
It was badly organised and there was a lack of water	
She found no concern for people's 'welfare'; the manners and communication skills of the stewards and police were 'deplorable'	
She felt 'humiliated'	

Activity C:2:2

Now write a complete answer using some of the comparing words you found on page 24.

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Practice Question 3 (12 marks)

You now need to refer ONLY to Text 2. Look at lines 23–45 (the last section only)

How does Richard Burton use language to describe his visit to the sacred Kaaba in

Activity C:3:1

Burton uses adjectives very effectively in this passage. Complete the spider diagram with adjectives as you can find in the passage. (You should be able to find at least 15.)



Activity C:3:2

When you have found 10 adjectives, complete the chart below, adding the noun that has been done for you.

Adjective	Noun
1. stout	Meccans
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

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Activity C:3:3

When you have completed the chart, take a close look at the way Burton uses adjectives to describe the people. How does he use adjectives about them?

A student answered this question in the following way:

Burton doesn't use many adjectives in this passage but the ones he does use are good. The use of double adjectives such as 'bareheaded' and 'barefooted' makes the passage more interesting. He also uses alliteration. Some adjectives paint a picture, such as 'wooden' press. Some adjectives are just there, such as 'huge', 'excited' and 'long'.

Activity C:3:4

How could you improve this answer?

Examiner's tip: Include some references to the effect on the reader.

Activity C:3:5

Burton uses the phrase 'trapped-rat description'. How does he use language to convey the idea of a trapped rat?

Examiner's tip: Don't just use adjectives to exemplify your answer. Think of all the things you could bring in. Refer back to 'SERENA' to help you.

Practice Question 4 (16 marks)

You need to refer to the whole of Text 1 and the whole of Text 2 for this question.

Compare how the writers convey their different viewpoints/perspectives on their subjects.

In your answer you should:

- compare their different viewpoints
- compare the methods they use to convey their attitudes
- support your ideas with reference to both texts

Examiner's tip: For this question on comparing both texts it is useful if you can give examples of the differences. To do this it is helpful to think about purpose and audience.

Activity C:4:1

For example, can you fill in the blanks in the passage below?

Both articles are written in the [] person, giving an account of the pilgrimage.

Text 1 wants to bring about change, so it is a more [] article, where

[] account of what actually happens when the pilgrim arrives at the shrine.

When you have written an overview, it will be easier to then add more detail to sections.

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Activity C:4:2

Now complete the chart below.

Text 1: Viewpoint	Text 1: Method	
The heat was oppressive	The very high temperature is exaggerated by the use of a superlative	4
		6

Activity C:4:3

Now fill in the chart below adding a comparing word or phrase. One example has

Text 2: Viewpoint	Comparing to Text 1	Text 2: Method
The heat	Text 1 tells the reader of the consequences of the heat, whereas Text 2 describes it.	The writer uses strong adjectives

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Extension activity:

Now write out your answer to Q4. Begin with the paragraph you completed in T answer with a partner.

Paired Texts D: Telepho

Text 1 Adapted from: 'Nothing beats being in a world of your own'
9/7/18
<https://www.thetimes.co.uk/.../nothing-beats-being-in-a-world-of-your-own>

- 1 New technology takes time to find its place in culture, manners and
met with headshaking, but the more workaday the item the more do
18th century, for instance, carrying an umbrella could get you jeered
parasol, therefore despicably feminine, and was considered a weap
- 5 You guess where I am heading: to the smartphone, that amalgam of
album, map, encyclopaedia, radio, TV, diary, music box, wallet and
pockets of schoolchildren and adults across the world. Or, more ofte
30 years since the first mobiles; mostly for the better; who now mak
unchangeable arrangements to meet under the station clock? Or sits
10 it takes time for manners to civilise the new tech. Even umbrella use
medical writings list numerous eye injuries and one author mourns
being 'put in bodily fear' by the dangerous wielding of 'this odious
- Yet when it finally rains again our busiest streets will see instinctive
and tilting; we're seasoned brolly-users. More of us will be injured t
15 instrument, as pedestrians peering into smartphones crash into stre
strangers.
- Manners badly need to catch up. The rumbling irritation about the
peaked last week in Nottingham. It was the night of the Colombia-t
touring performance of *Titanic*. Two women in the front row decide
20 phones glowing, uttering a loud 'Yess!' at a goal just as the lifeboats
- Rebuked, the women grinned and argued back. Actors were furious
selfishness of those women and others like them takes your breath
mobile there's nothing rare in it. Otherwise civilised people answer
tap, tweet and instagram — at formal or friendly meals, in meetings
25 even funerals. Ignoring real companions, they vanish into a sliver of
a global noticeboard, privacies shattered. Will the old ideas of consi
reassert themselves as they did with those nimbly weaving umbrell



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Text 2 The Telephone

Anonymous

Westminster Revue (1878)

From: *Literature and Science in the Nineteenth Century: An Anthology.*

1 Of all modern inventions connected with the transmission of telegraph
devised by Mr Alexander Graham Bell, has excited the most wide-
Wherever Mr Bell appeared before the public to give an account of
researches which have led up to it, crowds have assembled to hear
5 for the telephone professes not only to convey intelligible signals
use of a battery, but to transmit in facsimile the tones of the human
be as certainly recognised when heard over a distance of a few hundred
were speaking in the room by our side. And the telephone does not
10 Scientific men have had their wonder and curiosity aroused even
public, since a scientific man appreciates the enormous difficulties
an instrument can be realised. Had any hardy speculator a few years
which should act on the principle, and be constructed in the form
would probably be considered a lunatic.

15 The effects are so marvellous; the exciting causes at first sight so extraordinary
them. For a telephonic message differs as widely from an ordinary
highly finished oil-painting differs from a page of print. In the one
black, black symbols on a white ground, the symbols being limited
again and again with mere differences of order. The painting, on the
20 variety of colour and arrangement. No sharp lines of discontinuity
contrary, the tints shade off gradually and softly into each other,
endless variety. The page of print is unintelligible without the aid
story plainly enough to anyone who has the eyes to see...

25 No skill or training is required for the effective use of the telephone
press the instrument to his ear to hear distinctly every sound trans-
For this, it is true, an effort of attention is required, and some persons
first trial with more success than others. Individuals differ in the
able to concentrate their attention on one ear, so as to be practically
around them.



Alexander Bell makes the first Atlantic call

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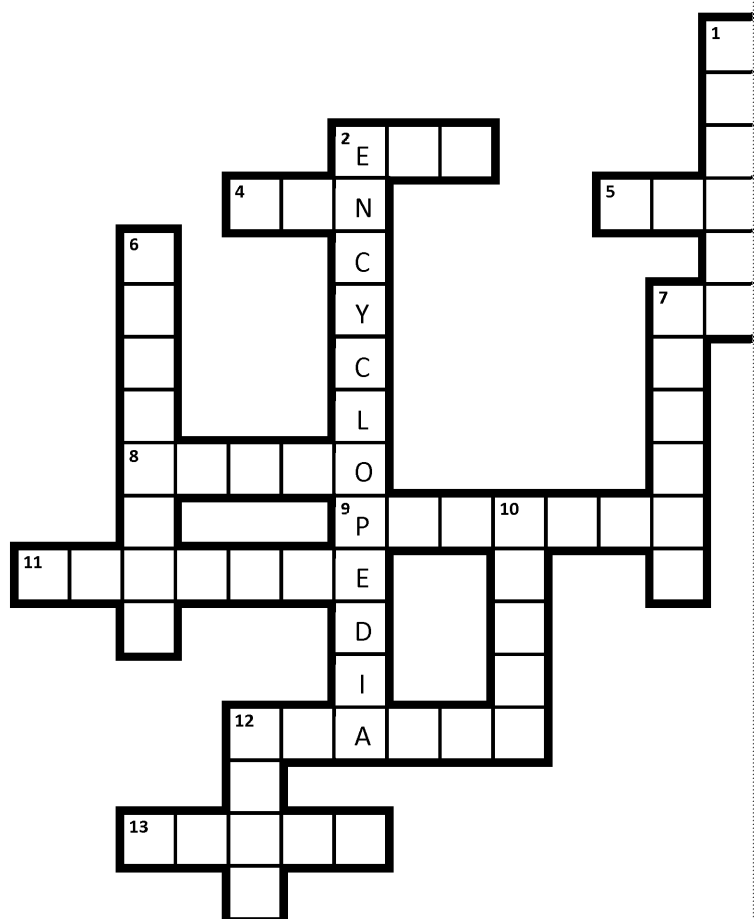
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Preparatory Exercises

Preparatory Exercise 1

Crossword for BOTH articles



Across

- 2 The part of the body the operator presses the instrument to (3)
- 4 Scientific _____ (3)
- 5 What could be heard across the telephone lines (5)
- 7 The last name of the inventor of the telephone (4)
- 8 One of the functions of the mobile phone (5)
- 9 An umbrella-like item to keep off the sun (7)
- 11 Where the performance of *Titanic* was taking place (7)
- 12 The middle name of the man who invented the telephone (6)
- 13 A prefix for phone, meaning clever (5)

Down

- 1 A word meaning 'a portable phone' (5)
- 2 One of the functions of the mobile phone (12)
- 3 An occasion when someone behaves inappropriately (4)
- 6 What could be called a 'portable phone' (5)
- 7 Another word for 'a portable phone' (5)
- 10 Another function of the mobile phone (5)
- 12 What the women called the man who invented the telephone (6)

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Preparatory Exercise 2: Vocabulary Exercise

Task 2: Match the words with their meanings.

Jeered
Parasol
Amalgam
Laborious
Evolve
Wielding
Incivility
Odious
Brolly users

Hateful
Umbrella users
Rudeness
Holding and using
A mixture or blend
Requiring consideration
To develop gradually
Made rude and mod
Like an umbrella bu

Preparatory Exercise 3

What does the writer mean when she writes the following?

- 'Sliver of plastic'
- 'Global noticeboard'

Practice Question 1 (4 marks)

Activity D:1:1

Your turn to make up the question!

With a partner, decide between you: one of you makes up four statements that are true and three statements that are false.

The first one is given to you as an example.

1.	An umbrella was considered to be a weapon in the eighteenth century.

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Practice Question 2 (8 marks)

The writers' views on how telephones have affected communication is very different.

Use details from both Text 1 and Text 2 to write a summary of the differences.

Examiner's tip: Do not lift entire phrases from the texts; use your own words and not directly from the texts.

First of all – what do you think is the keyword in the question?

Write out the keyword at the top of your plan – so you always have it in mind.

Activity D:2:1

Now complete the box below and think of some comparing words to join the two texts together.

Text 1 (Purves)		Text 2 (Purves)
Communication can be disrupted if users crash into other people or lampposts, for example	whereas in Text 2...	... communication is not disrupted because the line is fixed then it does not crash into people
The smartphone is an 'amalgam' of communicator, camera, etc.		The original telephone was a simple device
		No skill or training is needed
No operator is needed		
		The phone can only be used in one way
The smartphone needs a battery		
Privacies can be shattered		

Activity D:2:2

Now write your answer in continuous prose using some of the comparison words you have chosen.

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Practice Question 3 (12 marks)

You now need to refer only to Text 1. How does Libby Purves use language to describe manners?

Activity D:3:1

Tip – divide into two:

1. Use of umbrellas
2. Use of mobile phones

Choose some relevant phrases and then analyse them by using SERENA.

Use of umbrellas

Use of mobile phones

Activity D:3:2

Now write your answer with the following structure:

Overview: (What is the purpose of this article?)
Use of umbrellas:
Use of mobile phones:
Summary/conclusion:

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Practice Question 4 (16 marks)

Compare how the two writers convey their different attitudes to telephones.

In your answer you should:

- compare their different attitudes
- compare the methods they use to convey their attitudes
- support your ideas with references to both texts

Activity D:4:1

Overview:

Ask yourself two very basic questions:

1. Are the writers' views negative or positive?
I think you will have easily come to the conclusion that Text 1 is negative and a good starting point and will enable you to develop the difference in attitude.
2. What are the purpose and audience of each text?

When you have decided, try to complete this paragraph. You will then have an example answer.

The writers have very different _____ towards mobile phones. Text 1 is _____ while Text 2 is largely _____. The purpose and audience of the first text is _____ purpose is to _____ and the audience is _____. The purpose and audience of the second text is _____ and the audience is _____. These purposes mean that the writers use different methods to get their message across.

Activity D:4:2

Now choose from this list which **methods** you would like to examine.

The writers' use of:

- structure
- sentence length
- short sentences/phrases
- contrast
- comparisons
- imagery
- vocabulary
- semantic fields
- direct speech
- technical terms
- information
- persuasive language
- listing

Examiner's tip: Decide which methods are similar and deal with those first, then the methods that are different.

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Activity D:4:3

In the charts below, five of the most important **methods** have been considered.

In the first one, similar methods have been considered and quotations have been on the reader in the final column? (An example has been given.)

Similar methods

Attitude	Method	Text 1	Text 2
1: Critical 2: Excited	Short sentences/phrases	<i>You can only live in hope.</i>	<i>The effects are marvellous</i>
1: Sees a forerunner of the mobile phone in the use of umbrellas 2: To show superiority of telephones over telegraphic messages using oil painting vs a page of print	Comparisons Compares mobile phones to umbrellas	<i>We're seasoned brolly users</i>	<i>For a teleph message diff widely from ordinary tele message as finished oil painting differs from of print</i>

Activity D:4:4

Different methods

Now try to complete this chart on different methods with quotations from each of

Attitude	Method	Text 1	Text 2
1: To show mobiles are hazardous and rude	Listing		
1: To persuade readers of her point of view	Persuasive language		
1: Critical	Direct speech		
2: To inform and enthuse rather than persuade	Gives information on effects and how to use the telephone		

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Practice Exam Paper: Section 2

Text 1 Cardigans and anoraks won't cut it: Why there should be more men's fashion
Sadkowska, A and Townsend, K. The Conversation 2/3/18
theconversation.com/cardigans-and-anoraks-wont-cut-it-why-there-should-be-more-men-92201

- 1 Now we find ourselves nearly drawing pensions and thinking what? Why grey shoes? Is there an age when you think: 'Oh, I can't possibly be involved in some old man kit and plod about in misshapen anoraks.' I know I'm not going to.
- 5 This was how Eric – aged 60 – an interviewee in a survey of men and women when he was asked about his fashion choices.
- 10 It's been nearly two months since London Fashion Week Men, which included Craig Green, Christopher Raeburn and Astrid Andersen's collections embracing current buzz-themes of sustainability, diversity. Despite an impressive array of idiosyncratic aesthetics and characters, from travellers, cowboys, city rebels and taxi drivers, there was a notable absence of older models.
- 15 This is in stark contrast to contemporary womenswear, where references to ageing seem omnipresent – from mature models taking over the catwalks to older female consumers getting in on the fashion conversation. In 2017, I witnessed a real 'Greynaissance' of fashion.
- 20 To be fair, there was Prada's Fall show in Milan in 2012 which featured Willem Dafoe – all the other side of 50 – and more recently, as in 2017: Hamill for Rag & Bone and De Niro wearing Ermenegildo Zegna. But, despite growing interest in men's fashion in line with an ageing population, the vast majority of menswear is aimed at younger men. Campaigns for the Portuguese brand La Paz, who regularly use 67-year-old models, and look books, remain rare.
- 25 And – the considerable star power of De Niro, Oldman, Dafoe aside – older men still walking the catwalks at the age of 50. This creates an imbalance between ordinary older men and fashion.
- 30 Men and masculinity have consistently been redefined since the 1950s, from the 'metrosexual' man, followed by his 'retrosexual', 'übersexual' or 'spornosexual' counterparts. These definitions seem to apply more to younger rather than older men. As pointed out by the sociologist Julia Twigg: 'It remains the case that older men are marginalised from fashion as a cultural field.'

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Read more: Metrosexual, hipster, spornosexual: why do we keep

35 American academic Susan B. Kaiser argued that men's fashion remains
with ambivalence and anxiety' – and that stereotypical men, especially
not to actively engage with fashionable clothing. But a recently published
academics from Coventry and Nottingham Trent universities suggest
of the contemporary population of older men actively challenge the

40 The study involved a series of in-depth interviews with white, middle-aged
over the age of 50 who professed to a lifelong interest in fashion. It
that, for some men, fashion remains as important a tool of self-articulation
as when they were younger.

All grown up

45 Fashion was at the forefront of the cultural ferments of the
1960s, 1970s and 1980s and, for many men in this study,
this was closely linked to the various subcultures they were
part of in their youth such as Mods, Rockers, Punks or New
Romantics – as evidenced via continued interest in their style
50 and appearance.

Other study participants explained their passion for clothing 50 by
mature) designers such as Yohji Yamamoto (74), Paul Smith (71) or
and Jean-Paul Gaultier (65) – renowned for casting unique individual
catwalks. One interviewee, Henry, aged 54, explained his early interest
55 result of imitating the looks created by Westwood in the 70s:

*You couldn't buy Vivienne Westwood clothes where I lived [as a
teenager]. There was a shop selling punk clothing. It was quite
amateurish. So I used to make my own clothing, my own Vivienne
Westwood clothing.*

60 Now, coinciding with their transition into retirement, these
men are really indulging in fashion and fashionable clothing.
Kevin, aged 63, said that while he doesn't 'subscribe to the
idea of looking ridiculous for the sake of fashion', putting the
right clothes together helps him to feel distinctive and good
65 about himself. He added:

*I still like shopping for clothes and finding something a little bit
different. I say the happiest time in terms of wearing clothes since
the 1960s is now. I really like the clothes that I've got and I like the
way that I feel when I'm wearing them.*

70 What emerges from these interviews is a particular image of a man
age, remains interested in and responsive to fashion and its changes
identifies with what he considers to be a 'good look'. And while this
accurate only to a fraction of the current generation of older men,
listening to.

75 With the decline in the numbers of young men and the projected
aged 55 and above, retailers and brands will need to encourage participation
while the menswear sector still accounts for only a small segment
clothes, its rates of sales are growing at more than twice the speed

80 It also remains a fact that there is a significant disconnect between
audiences – but, with nearly 70% of men aged 52–70 agreeing that
reflect their age group, perhaps it's timely for the commercial fashion
making ordinary older men feel more included.

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1 With reference to the interesting article on men's dress
and the fashions for next season that appears in today's
issue of your paper, will you allow me to point out that
the costume worn now by Mr Wyndham in *London*
5 *Assurance*⁹ might be taken as the basis for a new
departure, not in the style, but in the colour of modern
evening dress? The costume in question belongs to 1840
or 1841, and its charm resides in the fact that the choice
of the colour of the coat is left to the taste and fancy and
10 inclination of the wearer. Freedom in such selection of
colour is a necessary condition of variety and
individualism of costume, and the uniform black that is
worn now, though valuable at a dinner-party, where it
serves to isolate and separate women's dresses, to frame
15 them as it were, still is dull and tedious and depressing in
itself, and makes the aspect of club-life and men's dinners
monotonous and uninteresting. The little note of
individualism that makes dress delightful can only be attained now
by the treatment of the flower one wears. This is a great pity. The colour
20 for the good taste of the wearer to decide. This would give pleasure
in a variety of colour effects in modern life.



Another important point in Mr Wyndham's very graceful and elegant
decorative values of buttons is recognised. At present we all have
buttons on our evening coats, and by always keeping them black and
25 the rest of the costume we prevent them being in any way beautiful. They
should be made beautiful, otherwise it has no reason for existing and
the production of servants' liveries is almost entirely due to the buttons.

Two other points may be noticed. The first is that the use of a frill
and the tediousness of a flat polished surface of stiff linen – breaks it up very
30 English shirts are too monotonous. In France shirts are made much
more interesting. The second point is the beauty and utility of the cloaks in which
Bourchier make their appearance. They are dark in colour, as, on the
service should be. Their folds are ample, picturesque and comfortable.
Their linings are delightful and fanciful. Their capes give warmth and so
35 make the lines of the cloaks richer and more complex. A cloak is a garment
which can be put on, or thrown off, far more easily. A cloak is warmer, at least
than a coat, one, if there is a chill wind. We must wear cloaks with lovely linings
if they are to be of any use. They are incomplete.

The coats, then, of next season, will be an exquisite colour-note, and
40 have a psychological value. It will emphasise the seriousness and thoughtfulness
of the man. One will be able to discern a man's views of life by the colour he selects.
The colour will be symbolic. It will be part of the wonderful symbolic movement
of the age. The imagination will concentrate itself on the waistcoat. Waistcoats will
be made to admire poetry or not. That will be very valuable. How the change
45 will be difficult to see. In Paris the Duc de Morny has altered the colour of his
waistcoat. Nothing but a resolution on the subject passed solely by the
House of Commons will do with us. Surely there are some amongst our legislators
who are taking a serious interest in serious things?

⁹ A comedy by D Boucicault. The first production was in 1841.

Q1. Read Text 1 from lines 1 to 69.

Choose **four** sentences below which are true.

- Put a tick in the box of each one you think is true.
- Choose a maximum of four statements.
- If you make a mistake, put a line through the whole box.
- If you change your mind and decide that a statement is true after box.

- A. At London Fashion Week Men there were only young male models.
- B. Recently, more older men are to be seen on the catwalks.
- C. The vast majority of menswear is aimed at older men.
- D. The brand La Paz is Spanish.
- E. According to Julia Twig, older men aren't interested in fashion.
- F. A recent study involved men under the age of 50.
- G. Kevin likes shopping for clothes that are a little bit different.
- H. The rates of sale of fashion for older men are declining.

Q2. The psychological value of clothes for men is very different in the two texts.
Use details from both texts to write a summary of the differences between the two texts.
(Hint: focus is on the **psychological value** of clothes.)

Q3. You now need to refer only to Text 2 from lines 28–48.
How does the writer use language to write about clothes?

Q4. You need to refer to the whole of Text 1 and the whole of Text 2.
Compare how the writers convey their different attitudes to men's fashion.

In your answer you should:

- compare their different attitudes
- compare the methods the writers use to convey their different attitudes
- support your answer with references to both texts

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Teacher's Notes and Indicative

Revision Activities

Revision Activity 1

Students should come up with their own suggestions, but important words/phrases: *perceptive synthesis, perceptive interpretations, use of appropriate examples, show relationships between the texts*

Revision Activity 2

Linking words and phrases	Inference words and phrases
<i>however</i>	<i>tells us</i>
<i>in contrast to</i>	<i>this shows us</i>
<i>just as</i>	<i>makes us think</i>
<i>compared to</i>	<i>implies that</i>

Revision Activity 3

Students should come up with their own suggestions, but important words/phrases: *perceptive and detailed, appropriate examples, correct use of terminology relating to*

Revision Activity 4

- 1=d
- 2=c
- 3=b
- 4=h
- 5=l
- 6=g
- 7=f
- 8=j
- 9=i
- 10=k
- 11=a
- 12=e

Revision Activity 5

Terms most useful for non-fiction texts: Semantic field, Exaggeration, Rhetorical questions, Negative/positive language, Adjectives, Adverbs

S = Semantic field

E = Expert opinion(s)

R = Rhetorical questions

E = Exaggeration

N = Nouns (e.g. use of *dynamic* nouns)

A = Adjectives and Adverbs

Revision Activity 6

Students should come up with their own suggestions, but important words/phrases: *detailed comparisons, how the writers' methods are used, appropriate examples, critical response.*

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Revision Activity 7

What phrases are useful for comparing texts?	What could I compare?	What phrases could I use to write about the writers' methods?
Unlike Better The other... ... (writer/article/text) Whereas But However Is similar to...	Viewpoints Language Structure The endings Purpose Metaphors Attitude Tone Narrative perspective The beginnings/openings Characters Audiences Use of dialogue	The writer uses S/he describes The writer shows The writer tries S/he extends the impact Creates Uses humour

Paired Texts A

Activity A:1:1

True answers are 2, 3, 4 and 6

Activity A:2:1(1)

Text 1: Telescopes on the ground may be cheaper, but Hubble shows why they are worth the cost.

- ... has made amazing discoveries in all aspects of astronomy, from flashes of light from our solar system to the evolution of galaxies billions of light years away.
- ... the rate of expansion of the universe in a Nobel prize-winning study.
- We have witnessed stars being born
- ... powerful jet emerging from a black hole at the centre of another galaxy.
- such as the Gemini telescope observing Jupiter's two giant red spots brushing across the southern hemisphere. The Keck observatory has detected water vapour in the atmosphere of another star. The European Southern Observatory telescopes tracked stars on the edge of our galaxy to understand the formation of the stars and their interaction with the gas and dust in the centre of our galaxy.

Activity A:2:1(2)

Activity requires a personal response

Extension activity: this requires some discussion, but it is generally accepted that the more balance and will lead to higher marks.

Text 2: The Photographic Eyes of Science

Relevant extract: Students should decide what to highlight. Suggestions are below.

- ... gave an entirely new meaning to the celestial scenery.
- whereas now that stars and suns outside our range of vision have been brought into the range of our conceptions.
- galaxy revealed...
- It showed the planets as worlds – some greater, some less, than our earth – but all of them as worlds.
- If it did not actually reveal the stars as suns, it taught men very plainly that the visible universe was shown to be but the minutest corner of the real universe.

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Activity A:2:2

Sample answer

The student deals with the first text in detail before moving on to the second text. This method is recommended for question 2.

Good use of linking phrase.

Heading: Discoveries made by telescopes

Text 1 writes about the Hubble discoveries, mentioning 'flashes of a' 'moons in our solar system' and the 'evolution of galaxies'. The article that Hubble observations helped 'determine the expansion of the universe' able to see the birth and development of stars. In addition a 'powerful jet' seen emerging from a black hole at the centre of another galaxy.

The Hubble telescope is not the only telescope mentioned in Text 1 – telescopes on the ground. The Gemini telescope saw Jupiter's two gas giants 'brushing past one another' in the planet's southern hemisphere. The astronomers were able to track stars 'orbiting the black hole at the centre of our galaxy'.

In contrast, the second text only names one specific telescope and writes in more general terms. Its discoveries include being able to see 'greater than the eye of man had yet seen'. The writer expands this by saying that now 'things outside our range of vision have been brought into our ken'. However, it also mentions the 'Herschelian gauging telescope', which revealed a new world. This text is more philosophical than Text 1 in the way the writer compares 'widening men's conceptions of our universe' and then back to some extent when he writes that it taught us that stars are suns.

Activity A:3:1

Sample answer for gap fill

Note: the answer below can be used for analysis: examiner's comments have the

Good choice of adjectives, showing a detailed reading of the text.

Good use of linguistic terminology.

Perceptive analysis of the effect.

Another good use of subject terminology.

Good phrase to explain effects.

A good conclusion to the answer, giving an overall view.

The writer in Text 1 uses positive adjectives at the beginning to describe the telescope, such as the 'first space-based' observatory, 'amazing' discovery, 'Prize-winning' study; these have the effect of emphasising the marvel of the Hubble. However, later on we detect some negativity coming through with the 'high' to emphasise the astronomical cost of the Hubble. In addition, the 'blurred' were 'blurry' – emphasising the disappointment when they were first seen. The telescope was not living up to its expectations. The mirror was 'slightly off' that mistakes had been made along the way, leading to incorrect focus.

Nouns such as 'flashes' and 'powerful jet' help the reader visualise the discoveries of the telescope. The use of the pronoun 'we' has the effect of involving the reader in the worldwide community as in 'we have witnessed...'. The Hubble is personified; it 'has made amazing discoveries' and 'captured a powerful jet' – the effect of making much more of an impact on the reader, thinking of it as a friend or member of the family.

The author uses a semantic field of 'space' vocabulary to place the Hubble in context but the vocabulary is not too specialised to put off the general reader. The specialised knowledge of the meaning of words such as 'nebula' and 'galaxy' is essential to understanding the general gist of the article. The precise use of the diameter meter serves to enhance the reader's perception of the accuracy of the article.

The phrase 'stars being born in nurseries' is highly figurative and brings a sense of wonder to the reader.

All in all, the language choices made by the writer enhance the article, making it an enjoyable and informative read for its intended non-specialist audience. The purpose being to justify the cost of the Hubble.

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Activity A:4:1

Text 1: Purpose and audience	Text 2: Purpose and audience
<i>For the general reader with an interest in space/astronomy</i>	<i>To entertain and inform</i>
<i>To inform, full of lots of specific detail, names, measurements, costs, etc.</i>	<i>More generalised, non-specific, where the Herschelians are the focus</i>
<i>To make an argument justifying cost of Hubble</i>	<i>To express the marvels of the invention</i>
<i>Appealing to the general reader</i>	<i>More elevated vocabulary, sophisticated, educated, nineteenth-century intellectual</i>
	<i>More philosophical – at the end, to be a minute corner of the universe, man is insignificant in the scheme of things</i>

Activity A:4:2

Suggestions: *the ending, the whole text structure, tone, use of dialogue, audience*

Activity A:4:3

What to compare	Text 1	Text 2
The beginnings	<i>The writer sets out the gist of the article in the first, very short sentence 'Observatories on Earth are cheaper than telescopes in space'</i>	<i>Text 2 in the first sentence mentions the telescope and new media</i>
Narrative perspective	<i>Both texts use the third person</i>	
Language	<i>Both texts use the inclusive pronoun 'we'</i> <i>Appeals to the general reader with hyperbolic adjectives, e.g. 'amazing', 'sky-high'</i> <i>Also – refer back to the language work done in response to Q3</i>	<i>Text 2 appeals to a more educated audience, its Latin/Greek approach</i> <i>Uses more sophisticated vocabulary, Latin/Greek, 'conceive'</i>
Other ideas could include structure and endings and any use of dialogue, if applicable		

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Paired Texts B

These two texts require a higher-level reading ability. However, a knowledge of the vocabulary is needed to answer the questions.

Vocabulary Activity 1

1g, 2j, 3i, 4f, 5h, 6e, 7b, 8d, 9c, 10a,

Vocabulary Activity 2

Fracture	a break
Antiseptic	preventing growth of disease-causing microorganisms, very clean
Consolidation	making something more effective / stronger
Venture	a new activity
Superficial	existing on the surface
Unstimulating	not arousing interest or enthusiasm
Formidable	extremely difficult
Successive	following on
Proceedings	a series of activities

Activity B:1:1

The four correct answers are 1, 5, 7 and 8

Correct answers for the false statements:

- Professor Peter Hawkey maintains that antimicrobial resistance is a current, not a future, threat.
- A pan-drug-resistant infection is difficult, but not impossible, to treat.
- Pan-drug-resistant infections often (not *only*) affect people with chronic health problems.
- Bacteria are often (not *always*) impossible to eradicate completely.

Activity B:2:1

Sample answer

Text 1: Health problem:

There is a threat to patients in that superbugs, which are highly resistant to antibiotics, have infected 36 patients in England last year. Doctors say that this is a wake-up call that something urgently needs to be done.

It is a real, current threat and Professor Peter Hawkey states that the problem is currently affecting patients in British hospitals.

The problem in dealing with this situation is that doctors have to use powerful, often toxic antibiotics which don't penetrate tissues very well.

A useful linking phrase.

In contrast to the problem in Text 1, the problem in Text 2 has largely been solved, according to the author. The problem was with fractures from, for example, car accidents, and many people did not recover. The problem had been to get into the wound to explore wounds, disturbing the antiseptic guard. When they did that, bacteria entered the wound. Complete healing was found to happen if the crust was left undisturbed.

Teacher note: Once students have been given this model answer, they should be encouraged to use quotations from the text in relevant places. For practice they should add quotations from paragraph 1 'wake-up call'.

In paragraph 2: He said that the threat is 'not a hypothetical or future threat but a real one that is currently affecting patients in British hospitals'.

In paragraph 3: 'limbs such as I should have once condemned without hesitation to amputation have recovered.'

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Activity B:3:1

Language term	Quotation/example from text	
S = Semantic field	Many examples of medical vocabulary, e.g. <i>antibiotics, drug-resistant, antimicrobial</i> Also warlike vocabulary: <i>warn, resistance, threat, wake-up call</i>	Places lot of fact it It is no for the Like in war
E = Exaggeration	<i>Wake-up call, a real threat, not just bug but superbug, certainly contribute to causing people to die.</i>	Emph threat
R = Rhetorical devices	None	None
E = Expert opinion	Quotations from Professor Peter Hawkes and Dr Simon Ashworth, two specialists in the field, plus Chief Medical Officer	Lends the t
N = Nouns	Forceful negative nouns: <i>threat, infections, worry, vigilance</i>	Impr
A = Adjectives/adverbs	Adjectives: <i>chronic, highly resistant, difficult, frail, untreatable, not hypothetical</i> Adverbs: <i>rarely used, seriously</i>	Add to
S = Sentence structure	Short sentences: <i>These figures are a wake-up call.</i>	Inter to se

Activity B:4:1

Q4 is asking you to look at the WHOLE of BOTH texts.

Preparatory Task

For this example, Q2 is asking you to look at the different **problems** presented in the **language** used in Text 1 and Q4 is about **treatment**. The distinctions can be a bound to be some overlap. However, try not to repeat ideas that you have already

Activity B:4:2

Text 1	Authors' methods and effects	Key word	Text 2
Third-person narrative. Impersonal, detached.	Third-person perspective makes this a clinically detached, impersonal article, except where direct speech is used.	Perspective	Related in the person
Highly resistant superbugs 'infected 36 patients' within the last six years	Gives exact statistics	Infection	If wounds were infected by germs, people might die: 'Most disastrous consequences'
Infections are nearly untreatable; they are resistant to all commonly available antibiotics		Treatable/untreatable	Infections are treatable if the advice is followed

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Text 1	Authors' methods and effects	Key word	Text 2	Authors' methods and effects
	Use of warlike terminology	Dangers	It is implied that a wake-up call was heeded and that it was discovered that an antiseptic guard should be kept over the opening of the wound	
	By using the threat of death, the dangers are emphasised	Death	Some people died if germs were allowed into the wound	The author points out the tragic consequences caused by lack of knowledge
	The author uses experts to add authenticity to the advice given. Uses dialogue to make it more alive and authentic.	Treatment/ advice	Recommended treatment consists of leaving the lower layers of the dressing permanently on the limb and changing 'only its superficial parts'	
		Healing	Unlike in Text 1, complete healing by scabbing would occur in wounds; 'limbs ... have gone on to complete recovery'	
	The author uses the aim of the government, showing that the government is concerned for all its citizens	Targets	No government targets are mentioned	
		Success?	The problem of infection has been solved. The writer says that a really trustworthy treatment for compound fractures has been established for the first time in the history of surgery.	The author shows that he is pleased with himself and the work of his colleagues. The use of the first person throughout the text makes this seem a very personal success story.

Paired Texts C

Practice Question 1

The four correct statements are 1, 3, 5 and 7

Activity C:1:2

The correct answers are 1,3,6,8. The corrected incorrect sentences should now read

2. The organisation was chaotic
4. The writer was accompanied by her parents
5. Hundreds of people were crushed to death
7. The writer's group of people came from the UK

Activity C:2:1

Text 1	
The writer went with her parents	The writer went on his guides, in particular the
She found the crowds 'aggressive'	His account is much more actually happens at Me kissing the Kaaba
The pressure was 'relentless'	He was literally carried onlookers
She found a contrast between the crowds and the 'tranquillity' inside the Great Mosque	He was accosted by several particulars about him,
She was 'horrified' by what she saw	Describes the Kaaba and
Hundreds of people were 'crushed' to death	Felt like a 'trapped rat'
Many people became 'exhausted and dehydrated'	
It was badly organised and there was a lack of water	
She found no concern for people's 'welfare'; the manners and communication skills of the stewards and police were 'deplorable'	
She felt 'humiliated'	

Activity C:3:1

bareheaded, barefooted, misjudged, hasty, windowless, excited, dark-looking, huge, September, wooden, long, desert

Activity C:3:2

Answers could include the following:

Adjective	Noun
1. stout	Meccans
2. bareheaded	I (the writer)
3. barefooted	I (the writer)
4. midday	sun
5. September	sun
6. dark-looking	Meccans
7. huge	padlock
8. silver-gilt	padlock
9. wooden	press
10. windowless	walls
11. excited	fanatics
12. trapped-rat	description
13. hasty	action
14. misjudged	word
15. desert	sand
16. long	prayer

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Activity C:3:4

Burton doesn't use many adjectives in this passage but the ones he does use are very effective. The use of double adjectives such as 'bareheaded' and 'barefooted' makes the passage more vivid. The use of alliteration. Some adjectives paint a picture, such as 'wooden' press. Some adjectives are used for emphasis, 'huge', 'excited' and 'long'.

Examiner's comment:

This is a very weak attempt at an answer. However SOME language features are identified and comments about their effects. It would, therefore, get a level 2 grade mark, but at this level. Students should be encouraged to discuss why it is so weak; for example:

There is extensive use of adjectives, so the first statement is incorrect. 'Interesting' is a better word would be 'effective' – and then the student should go on to explain why. For example, the use of alliteration in double adjectives 'bareheaded' and 'barefooted' has a negative impact. Burton uses the technique of double adjectives quite often in this passage. In 'September sun', he has turned a noun 'September' into an adjective and the effect is to make his account. This makes it more vivid and realistic for the reader. It is fine to say 'trapped head' but there are much better adjectives to choose as examples, e.g. 'trapped' immediately puts rather a sinister image in front of the reader. 'Windowless walls' gives the image of entrapment, and a much stronger way of expressing it than, for example, 'without windows'. The writer's use of adjectives makes his writing quite flowery and is not as entertaining; for example, 'desert' sand is not really necessary, neither is 'long' prayer, making this a very vivid piece of writing, enabling the Victorian reader to almost feel like Burton – which is the effect he wanted to create.

Activity C:3:5

Burton conveys the impression of being a trapped rat by using adjectives such as 'windowless walls', giving the image of being trapped in a prison. He clearly shows he was quite wrong by using the strong noun 'blunder' and the adjectives 'hasty' and 'misjudged'. It is easy to bow and pray in the wrong way, thereby giving himself away as a foreigner. An effective way of saying he could die by using a euphemism for death: 'my bones will rot in the sand'. The use of a list helps to build tension, so that the reader identifies with his excitement too: 'A blunder, a hasty action, a misjudged word, a prayer or bow...' 'carefully' to describe the way he observed the scene, and he surreptitiously makes himself invisible gives the reader the impression that he is a spy who could easily be found out. As the first westerner to see the Kaaba. The use of the Arabic word 'ihram' makes the account more credible and believable.

Examiner's comment:

Apart from adjectives, the other language features explored here are nouns, use of adverbs, use of specific terminology (Kaaba, ihram). The effects are also well dealt with.

Activity C:4:2

Both articles are written in the first person, giving an account of the pilgrimage to Mecca. Text 1 wants to bring about change, so it is a more persuasive article, whereas Text 2 is a more factual account of what actually happens when the pilgrim arrives at the Kaaba.

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Activity C:4:2

Text 1: Viewpoint	Text 1: Method
The heat was oppressive	The very high temperature is exaggerated by the use of a superlative
Disillusionment with the Hajj	Negative adjectives She felt ignorant; her preconceptions that it would be well organised were overturned, use of conjunction 'but'
That the Hajj is dangerous	Dramatic language: hundreds had died in the crush; she was horrified and scared, use of word 'shock'
The heat was oppressive	She gives the approximate (very high) temperature
That the authorities are uncaring	Repetition of phrase 'I did not' and use of a single-sentence paragraph to emphasise
That Muslims should protest	Persuasive language, exhortation

Activity C:4:3

Text 2: Viewpoint	Comparing to Text 1	Text 2: Method
The heat	Text 1 tells the reader of the consequences of the heat, whereas Text 2 describes it.	The writer uses strong adjectives
Purpose to inform and entertain	rather than persuade	Reads like a story – use of direct speech
Detailed descriptions	Much more detailed	Use of proper names, some Arabic Extensive use of adjectives to give visual clues
The heat	Text 1 gives consequences of the heat, whereas Text 2 describes it	Uses strong adjectives
Excited	unlike writer of Text 1	Use of exclamation marks
Fearful	Afraid for his own safety, as in Text 1, but more for being found out than for the conditions	Use of the power of three to build suspense
The physical nature of the Ka'abah	No mention of this in Text 1	Very precise details given Use of similes Use of colours
Information gathering	Gathering of specific information more important than in Text 1	Shows reader that observation and reporting are important

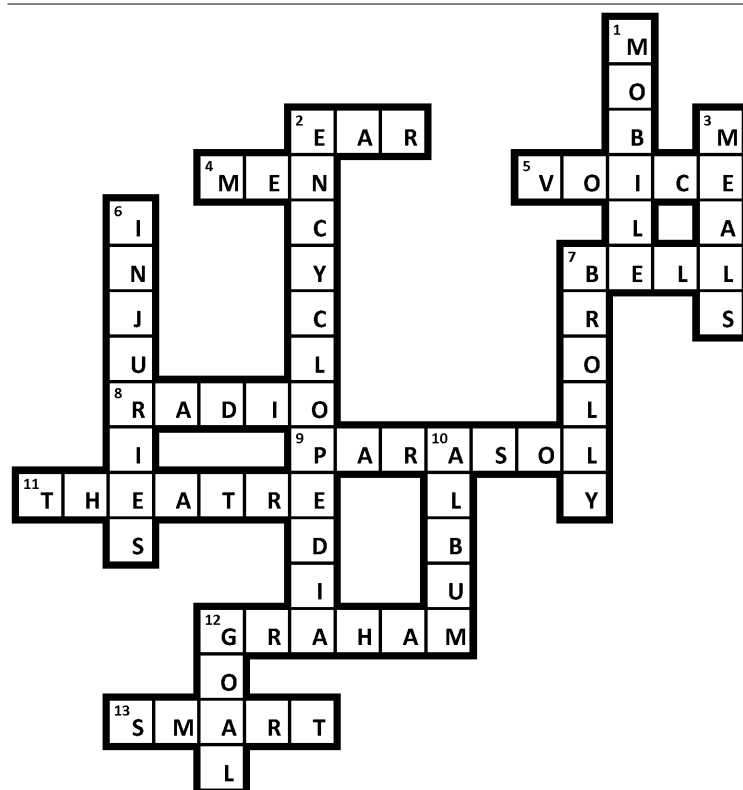
Teacher note: Extension activity: when students have completed their answer to the mark scheme and explore whether they have included everything in the top

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Paired Texts D

Preparatory Exercise 1



Preparatory Exercise 2: Vocabulary Exercise

Jeered	Made rude and mocking remarks
Parasol	Like an umbrella but gives protection from the sun
Amalgam	A mixture or blend
Laborious	Requiring considerable time and effort
Evolve	To develop gradually
Wielding	Holding and using
Incivility	Rudeness
Odious	Hateful
Brolly users	Umbrella users

Preparatory exercise 3

- Sliver of plastic – a very thin mobile phone – able to be put in a pocket easily
- Global notice board – anything posted on social media can be instantly seen

Activity D:1: 1

Suggested answers

1. An umbrella was considered to be a weapon in the eighteenth century.
2. Mobile phones have been in existence for less than 30 years.
3. The mobile phone can be a combination of many things, including radio and television.
4. In Victorian times people suffered eye injuries from umbrellas.
5. Nowadays people will lift and tilt their umbrellas to avoid hurting people.
6. People went to the theatre in Nottingham to watch the Colombia–England match.
7. Men in the front row were checking out the football score.
8. People seldom use their phones at mealtimes.

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Activity D:2:1

Keyword: COMMUNICATION.

Text 1 (Purves)		Text 2
Communication can be disrupted if users crash into other people or lampposts, for example	Whereas in Text 2...	... communication is not likely to be interrupted as the line is fixed there is no likelihood of bumping into people
The smartphone is an 'amalgam' of communicator, camera, etc.	On the other hand...	The original telephone just transmits the human voice
You would need to be quite skilled to learn how to use all the different functions	But text 2 says...	No skill or training is required to communicate
No operator is needed	In contrast...	Communication has to go through an operator
Phones can be answered anywhere	However...	The phone can only be answered in a fixed position
The smartphone needs a battery	Unlike the original phone...	No battery is needed
Privacies can be shattered	Whereas...	The original telephone has a single use and is not on the time

Activity D:3:1

Suggested answers

Use of umbrellas

- Could be used as weapons and could injure people
- Key adjectives: *dangerous, bodily fear, odious*, but this has changed – people *watchful* when using umbrellas

Use of mobile phones

- People will crash into strangers in the street
- Manners badly need to catch up
- Rumbling irritation
- Incivility
- Grinned and argued back
- Selfishness
- Ignoring
- Vanish into a sliver of plastic
- Privacies shattered
- Old ideas of consideration and manners

Key adjectives: *rumbling*

Strong nouns: *irritation, incivility, selfishness*

Evocative/exaggerated verbs: *crash, vanish, shattered*

Imagery: *sliver of plastic*

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Activity D:3:2

Sample answer

A good overview can lift a student's answer into a higher mark band.

Overview:

Libby Purves uses strong language to get across her message that mobile phones are responsible for bad manners and it will need time for us to learn how to use them in a responsible way.

Paragraph 1:

Use of umbrellas:

When the author writes about how we have learnt how to use umbrellas in a threatening way, she compares the past to the present. She uses strong adjectives as 'dangerous' and 'odious' and the phrase 'bodily fear' to describe the situation that was in the past. This contrasts with the adjectives 'polite' and 'watchful' used in writing about the present, showing that good manners have been learnt.

Perceptive comment on the effect of different adjectives.

Paragraph 2:

Use of mobile phones:

When writing about the use of mobile phones, strong nouns are used such as 'incivility' and 'selfishness', which are all negative and reinforce her point about how mobile phones are ignoring good manners. In a similar manner she uses strong and exaggerated verbs, such as 'crash', 'vanish' and 'shattered'. Her use of the phrase 'sliver of plastic' makes the phone sound like an insignificant item, yet she argues it is capable of causing bad manners. To involve the reader she uses a rhetorical question at the end: 'Will the old ideas of consideration and manners survive as they did with those nimbly weaving umbrellas?' This makes the reader think about whether this could happen and, in fact, that it *should* happen. The phrase 'nimbly weaving' with its interesting choice of words – the adverb 'nimbly' and the verb 'weaving' – make us think of the crowds on the pavement as if they were a thread that we have to negotiate as if with a needle and thread. The extract ends with a dramatic sentence: 'We can only live in hope'. This succinctly sums up the author's view on the future.

Good use of linguistic terminology, coupled with the effects of these verbs on the reader.

A whole phrase dealt with in detail.

A good conclusion, with some pointers towards the future: a perceptive comment.

Summary/Conclusion:

We have seen that the writer has used strong, dramatic language to get across, making this a very effective article; it will make the readers think about the use of mobile phones and may, in fact, bring about increased awareness and a change in behaviour.

Good use of coupled nouns.

Teacher note: Additional activity

This model answer could be shown to the students, and then, with the mark scheme, decide which band they would place it in.

Practice Question 4

Activity D:4:1

Missing words: *attitudes, negative, positive, change people's behaviour, mobile phones, inform, people interested in new inventions*

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Activity D:4:3

Suggested answers for the **effect** on the reader

Attitude	Method	Text 1	Text 2
1: Critical 2: Excited	Short sentences/phrases	<i>You can only live in hope.</i>	<i>The effects are marvellous;</i>
1: Sees a forerunner of the mobile phone in the use of umbrellas 2: To show superiority of telephones over telegraphic messages using oil painting vs a page of print	Comparisons Compares mobile phones to umbrellas	<i>We're seasoned brolly users</i>	<i>For a telephone message differs as widely from ordinary telegraphic message as a highly finished painting differs from a page of print</i>

Activity D:4:4

Attitude	Method	Text 1	Text 2
1: To show mobiles are hazardous and rude	Listing	<i>That amalgam of communicator...</i> <i>At formal or friendly meals, in meetings, etc.</i>	
1: To persuade readers of her point of view	Persuasive language	<i>Manners badly need to catch up</i>	
1: Critical	Direct speech	<i>'Yess!'</i>	
2: To inform and enthuse rather than persuade	Gives information on effects and how to use the telephone		<i>No skill or talent is required... The operator is merely to press the instrument to his ear</i>

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Mock Paper Questions

Question 1

The four correct answers are A, B, E and G

Question 2

Model answer:

In Text 1 older men are seen as not interested in fashion – according to Julia Twigg, ‘older men are largely disengaged from fashion as a cultural field’ – whereas Oscar Wilde sees the colour of clothes, as giving pleasure. The colour of the coat ‘would give pleasure’ and bright-coloured linings are ‘delightful’ and ‘We must wear cloaks with lovely linings, though incomplete.’ There is also a touch of irony here – would men really feel incomplete without lovely linings?

Wilde sees colour as having a great ‘psychological value’ which serves to emphasise the other side of a man’s character. A man’s view of life will be able to be ascertained ‘by the colour of his clothes’. This is in contrast to Text 1, where colour is not mentioned at all and fashion is not seen as delightful by the majority of older men. It is more likely to cause them anxiety according to *Cultural Studies*: men’s fashion remains ‘a space that is fraught with ambivalence’ and there is no feeling of anxiety or uncertainty. He is much more positive about clothes being pleasurable.

However Text 1 does go on to say that this idea is now being challenged and that fashion is important as a ‘tool of self-articulation and self-validation’ in the same way. This is more like the psychological value of clothes as seen by Oscar Wilde. Some men, like Kevin, see clothing, and Kevin, for example, sees clothes as helping him ‘to feel distinctive and individual’ – Wilde’s comments on individuality and expression of character.

Examiner’s comments:

There is enough here to put this answer in the top band. The interpretations of both texts are particularly in the last paragraph. There is a good balance in each analysis and a good use of linking/contrasting phrases are used, e.g. ‘in contrast to’, ‘much more like’, ‘echoing’.

The answer is closely related to the question, seen by the references to ‘psychological value’.

The examples are all well chosen and appropriate, and there are many of them. The analysis is clear and well structured.

There is excellent understanding of both implicit and explicit meanings, seen for example in the first paragraph: *There is also a touch of irony here – would men really feel incomplete without lovely linings?* Again in the last sentence of the final paragraph: *Some men, like Kevin, see clothing, and Kevin, for example, sees clothes as helping him ‘to feel distinctive and individual’ – Wilde’s comments on individuality and expression of character.*

Question 3

Model answer:

The writer firstly describes a frill on a shirt as preventing the ‘tediousness’ of a flat surface. The adjectives ‘flat’, ‘polished’ and ‘stiff’ give the idea of something very formal and the adjective ‘monotonous’ to describe modern English evening shirts he implies that describing the folds of cloaks, he uses some very vivid adjectives: ‘ample, picturesque’. The adjectives he uses are ‘richer’ and ‘complex’, with the intensifier ‘more’ in front of ‘complex’ to create an image of the luxuriousness of cloaks; the adjective ‘comforting’ also gives us the idea of a comfort blanket for a baby – wrapped around the person inside.

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He uses personification when he writes 'Their capes give warmth and suggest dignified cloaks have their own personality. The language throughout the text is almost exclusively masculine. He writes 'the English dislike individualism' – here he is criticising the English, coming from a male perspective. He uses a short sentence to ram home his point: 'The colour of the coat will be symbolic'.

The writer extols the virtues of cloaks throughout the passage and exhorts the reader to follow his advice. The pronoun 'We': 'We must wear cloaks with lovely linings'. He uses 'we' to include the reader, making it more likely to follow his advice. Another way he includes the reader and makes the text more engaging is the use of a rhetorical question: 'Surely there are some amongst our legislators who take a serious interest in serious things?' The repetition of the word 'serious' makes it more memorable. The question that we begin to think – is he really serious? Can legislators influence fashion? And the whole tone of the letter is ironic. He is treating fashion as a very serious matter, which is quite frivolous. This is one way Wilde entertains his readers and makes the text more memorable.

Examiner's comments:

This is a very strong, detailed answer, with lots of well-chosen quotations. The student evaluates the effects of how the writer uses language with extensive and appropriate evidence. There is particularly good use of terminology, e.g. adjectives, intensifier, personification, subject pronoun 'we', rhetorical question, repetition.

What marks this question out particularly, though, is how the student has explored the writer's use of language. Some of the comments are highly individual and would be rewarded by the examiner. For example is: *the adjective 'comforting' also gives us the idea that cloaks can be like a warm blanket wrapped around the person inside.* Students should be encouraged to give their own examples of language they don't overdo it!

Irony is difficult to spot, and is unlikely to be included in a GCSE paper, but here it is clearly present. The student who then goes on to make an appropriate comment about it, as seen in the last paragraph, is a perceptive answer. It would be placed in the top mark band and would be likely to achieve a high mark.

Question 4

The writers of Text 1 have a very clear purpose – namely why there should be more men in fashion, whereas Text 2's purpose is mainly to entertain with some witty, ironic, comments. The audience is general, not for a specific age group, but clearly the audience is those who can afford to buy expensive upper classes, in the time for which it was written, nineteenth-century England.

In contrast to Text 2, it is interesting to note that in Text 1 the writers' attitude to men in fashion is static. They acknowledge the fact that some older men are now challenging the status quo of men in fashion.

The writers' attitudes to the characters in the two texts differ considerably. In Text 1, the writer admires their approach to fashion by using lots of positive adjectives, e.g. the 'beauty and utility' of Mr Wyndham and the 'beauty and utility' of both men's cloaks. The writers' attitudes are much more generalised: 'White, middle-class, heterosexual men over the age of 50 indulging in fashion and fashionable clothing'.

The authors of both texts use humour to make their writing more entertaining. For example, in Text 1, the writer uses sarcasm: 'Now we find ourselves nearly drawing our pensions and thinking what a waste of money on and grey shoes?' In the second text Oscar Wilde makes the observation that 'A man can admire poetry or not.' The effect is to make the reader feel that this is not just a serious matter, but absurd.

Another linguistic device both writers use to illustrate their attitude to fashion is the use of rhetorical questions. The effect being to make the reader question his own views and, perhaps, be persuaded to change his mind. In Text 1 the authors use a rhetorical question in a subheading: 'Metrosexual, hipster, or just a man?'

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keep redefining men? This has the effect of making the subheading stand out and makes it more likely that the reader will do just that. In the Wilde letter the rhetorical end, when he asks the reader: 'Surely there are some amongst our legislators who have no interest in serious things?'

One other obvious difference in the two texts is that Text 2 makes many references to reinforce his notion that colour helps to define fashion – and this fits his desire to appear as an expert. For example 'bright-coloured linings'; 'The coats, then, of next season, will be an excellent example to discern a man's views by the colour he selects'. However, in Text 1 it is only a passing emphasis – the writers do this to emphasise older men have been inclined to wear grey is the colour of ageing. They quote, for example, a pensioner questioning why young men wear bright colours. They use a cleverly made-up word 'Greynaissance' to emphasise the contrasting attitudes to fashion as opposed to that of older men. The colour grey is brought to the attention of the reader when referring to the 'Grey Fox blogspot'.

The writer of Text 2 refers to several men in his letter, e.g. Mr Wyndham and Mr. ... tone here, whereas the writers of Text 1 use quotations from older men, using the text much less formal. This not only helps to bring the text alive but it also creates a sense of authority.

Short sentences are used in Text 2, e.g. 'This is a great pity', which adds impact to the text. This is a device not apparent in Text 1.

Examiner's comments:

This is a highly detailed and effective answer. The comments are highly perceptive and show a deep understanding of nineteenth-century England. (Bound to be a hit with examiners!)

With an eye on the question, the student focuses very clearly on the *methods* of writing. The answer examples the writers' use of humour, sarcasm and linguistic devices.

There are extensive and detailed quotations, and the effects are explored in some detail. For example, in the paragraph: *They quote, for example, a pensioner questioning whether to put on 'a bright-coloured lining' or 'a made-up word 'Greynaissance' to emphasise the contrasting attitudes to older men. That of older men.'* There are many more examples.

Finally, the synthesis or blending of the two texts is more than competent and the different points are brought together in the same paragraph. Good comparing phrases are used, e.g. *in contrast to*. All in all, this answer clearly is an 'impressive and critical answer to the different texts'. It would be firmly placed in the top band.

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