

# Paper 1 Section A

## Text Analysis and Comparison

**MOTOR CAR PROSECUTION AT EXETER.**

At the Exeter Police Court yesterday, Leonard Wiley, electrical engineer, of 12, Oxford-road, Exeter, was summoned for furious driving a motor-car down Forestreet on the 12th inst. -P.C. Bradford said he was on duty on Saturday afternoon near St. Olave's Church when he saw defendant pass him driving a motor-car. At that time he was driving at a moderate rate, but he increased his speed to about 10 miles an hour. This speed he kept up all the way down the hill, slackening a little when he arrived at the bottom. There were several motor vehicles about at the time. -Blanche Smith, of Alford, corroborated. -Defendant denied the offence. He estimated his speed down the hill at about six miles an hour. To prove his defence, defendant said he had speeds on his machine - four, eight, and twelve miles an hour, and he was going less than his second speed. -Theenwisson, a young lady who accompanied defendant, also denied the offence. -The Bench considered the evidence proved, and imposed a fine of 10s. and costs.



## Revision Guide

Name: \_\_\_\_\_

# Key Messages:



## Timings

Analysing and annotating your texts	10 mins
Q1	30 mins
Q2	30 mins
Q3	20 mins

## Aim for Level 4/5

- Analyse the texts using at least **TWO levels of language analysis** (eg Lexis and Semantics AND Grammar)
- Try to spot '**patterns and complexities**' across the text. Don't analyse line by line, instead try to spot multiple examples of the same technique or representation.

## How to approach these questions:

1. Read through the whole text. **Highlight anything interesting** as you go so that you can quickly come back to it.
2. Carry out a **sophisticated GAP analysis**. This will help you understand what you are looking for in your analysis.
3. Go back through the text and **annotate/ label the linguistic features** and the **meaning** the writer is trying to create through this use of language.
4. **Label the points** you are going to make and group them by framework.
5. **Start writing your response.**

# Paper 1 Section A

## What is being assessed?

This section will always be worded in the same way:

0 1	Analyse how Text A uses language to create meanings and representations.	[25 marks]
0 2	Analyse how Text B uses language to create meanings and representations.	[25 marks]
0 3	Explore the similarities and differences in the ways that Text A and Text B use language.	[20 marks]

What's being assessed in Q1 and Q2?

### A01 (10 marks)

**Apply appropriate methods of language analysis, using associated terminology and coherent written expression**

This AO rewards students' ability to carry out a text analysis. In order to analyse how the text uses language to create meanings and representations, students will need to apply appropriate methods of language analysis to demonstrate how different features of language are used within the text for this purpose (eg semantics and grammar).

Furthermore, in their response to this question, students will need to use correct and relevant terminology for the context (eg first person pronouns, tense, visual design features, semantic fields, ellipses) in order to accurately demonstrate how the text uses language to create meanings and representations.

Students will also need to use coherent written expression in their answer in order to efficiently communicate how the text uses language to create meanings and representations.

A01 Key points:

- use of linguistic frameworks to analyse the meaning in a text.
- identify and label language features (linguistic terminology).
- write in a coherent way.

**A03 (15 marks)**

**Analyse and evaluate how contextual factors and language features are associated with the construction of meaning**

Through these questions, students will be focusing on the construction of meaning, including evaluation and analysis of those language features associated with it. They need to show they understand how the language features build into patterns of meaning to create representations and interpretations. This involves the interpretation of the features identified and labelled and credited in AO1. For example, semantic fields can construct a shared perspective, ellipses can construct informality.

**A03 Key points:**

- What effect is created by the use of language?
- What meaning is constructed?
- How does this appeal to the idea reader and show the writer's position?
- What patterns emerge?

**What's being assessed in Q3?**

**A04 (20 marks)**

**Explore connections across texts, informed by linguistic concepts and methods**

By exploring the similarities and differences in the ways Text A and Text B use language, students will be exploring connections between them. They may look at similarities and differences in terms of intended audience or purpose, mode or genre, for example. Exploring these connections will require students to refer closely to linguistic concepts about variation – for example, historical variation, the different modes of the texts, and the different audiences and purposes of each text.

**A04 Key points:**

- You can use the same points identified in Q1 and Q2.
- You are looking for similarities and differences between the texts.
- You are looking at how they appeal to different audiences, are created for different purposes and how language use changes due to historical factors.

# How to approach/ analyse a text for Paper 1 Section A:

(This is not an exhaustive list of what you might find but is a good starting point.)

## Step 1: Sophisticated GAP analysis

- Mode/ Type of text?
- Purpose? What is being represented and why?
- Ideal Reader?
- Writer positioning?
- Tone?
- Register?

## Step 2: Lexis and Semantics

- Figurative language? Effect?
- Semantic fields? Is this unusual given the topic?
- Occupational lexis?
- Non-standard English?
- Dialect/ sociolect?
- Archaic language?
- Is the lexis matched to the ideal reader?

## Step 3: Grammar and Syntax

- Use of personal pronouns? Why?
- Imperative or declarative sentences? Why?
- Interrogatives?
- Tense?
- Clause order? What does it prioritise?
- Use of subordinate clauses? What effect?
- Modification? What effect?
- Active or passive voice? SVO or OVS. What effect?

## Step 4: Pragmatics or Discourse

- Implied meanings?
- Irony or sarcasm?
- How is the text structured? Eg Question/ answer format?
- Intertextuality? Would you expect a text on this topic to use this type of language? What effect does it create?

**Highlight and label the feature using your A01 linguistic terminology but also note what the EFFECT is as well (A03)**

## Question 1 and 2 Structure:

<p><b>Sophisticated GAP analysis:</b></p> <ul style="list-style-type: none"><li>-Text type</li><li>-Purpose</li><li>-Ideal reader(s)</li><li>-Writer positioning</li><li>-Tone</li><li>-Register</li></ul> <p><b>Tip 1:</b> Give <b>brief</b> examples from the text to support some of your points.</p> <p><b>Tip 2:</b> Be concise. Don't spend too long on this section at the expense of your deeper analysis.</p> <p><b>Tip 3:</b> Be tentative, unless it is explicitly clear ideal reader and writer positioning is subjective.</p> <p><b>Tip 4:</b> When discussing ideal reader <b>don't refer to age or gender</b> unless you it is deliberately and clearly aimed towards a particular group.</p>	
<p><b>Lexis and Semantics:</b></p> <p><b>Key message:</b> You are looking for 'patterns and complexities' so ideally you want multiple examples which create the same meaning or representation.</p> <p>-<b>Topic sentence</b> identifying the meaning created/ language feature used. (A01 and A03)</p> <p>-<b>Evidence from the text.</b> Identify the linguistic device (eg 'The <u>dynamic verb</u> 'spreading' is used <u>figuratively</u> to suggest.... ) (A01)</p> <p>-<b>Analyse the meaning</b> which this language creates. (A03)</p> <p>-If you can, provide <b>further evidence</b> from the text. (A01)</p> <p>-<b>Analyse the meaning.</b> (A03)</p> <p><b>(Repeat this process with as many different examples as possible)</b></p>	

**Grammar and Syntax:**

**Key message:** To achieve Level 4 on the Mark Scheme you need to use two levels of language analysis so ensure you provide some examples of grammatical features.

- Topic sentence** identifying the meaning created/ grammatical feature used. (A01 and A03)
- Evidence from the text.** Identify the grammatical feature (eg 'The use of the interrogative 'Do you understand?' creates the impression that the writer....') (A01)
- Analyse** the meaning which the grammar creates. (A03)
- If you can, provide **further evidence** from the text. (A01)
- Analyse** the meaning. (A03)

**(Repeat this process with as many different examples as possible)**

**Pragmatics/ Discourse/ Graphology (if relevant):**

You may want to **embed an analysis** using these frameworks into your other sections (eg The use of irony may feature in your analysis for a specific lexical choice)

However, you may wish to have this as a separate section. As Lexis, Semantics and Grammar are likely to be more significant in a text, **keep this section until last** (if you have time.)

### Question 3 Structure:

<p><b>Introduction/ Overview:</b></p> <ul style="list-style-type: none"><li>-What are the two texts <b>representing</b>?</li></ul> <p><b>Similarities and/or difference?</b></p> <ul style="list-style-type: none"><li>-What are the differences in <b>context</b> (usually the texts will be from <b>different time periods</b>)</li></ul> <p>Can you give <b>examples</b> of how the language used is different?</p> <ul style="list-style-type: none"><li>-What are the <b>differences and similarities</b> between the <b>purpose/ ideal reader/ writer positioning</b>?</li></ul>	
<p><b>Lexis and Semantics:</b></p> <ul style="list-style-type: none"><li>-Topic sentence <b>summarising</b> if the texts are <b>similar or different</b> in their <b>use of lexis and semantics</b>.</li></ul> <ul style="list-style-type: none"><li>-<b>Example</b> from Text A.</li><li>-<b>Analysis</b> of meaning.</li><li>-<b>Example</b> from Text B</li><li>-<b>Analysis</b> of meaning, <b>comparing the difference or similarities with Text A</b>.</li></ul> <p><b>Repeat this process with as many points you can make in the time.</b></p>	
<p><b>Grammar and Syntax:</b></p> <ul style="list-style-type: none"><li>-Topic sentence <b>summarising</b> if the texts are <b>similar or different</b> in their <b>use of grammar and syntax</b>.</li></ul> <ul style="list-style-type: none"><li>-<b>Example</b> from Text A.</li><li>-<b>Analysis</b> of meaning.</li><li>-<b>Example</b> from Text B</li><li>-<b>Analysis</b> of meaning, <b>comparing the difference or similarities with Text A</b>.</li></ul> <p><b>Repeat this process with as many points you can make in the time</b></p>	
<p><b>Conclusion:</b></p> <ul style="list-style-type: none"><li>-Give a final <b>(brief) overview</b> of the <b>differences or similarities</b> in the way the texts shape <b>meaning and representations</b>.</li></ul>	

## Glossary of Key Terms from AQA:

### Lexis and Semantics

At this level students describe and explore the vocabulary system of English. Students can study:

- the denotative and connotative meanings of words
- how meanings are constructed through the use of figurative language such as metaphor
- sense relationships between words through the concepts of semantic fields, synonyms, antonyms, hypernyms and hyponyms
- how individuals and groups vary vocabulary choices according to audience and purpose, and how levels of formality may vary according to these contextual factors
- how speakers may use specialist registers
- how speakers' sociolects and dialects reflect variations according to group membership and geographical region
- how variation in text design reflects variation in language use between individuals, groups, communities and nations
- how new words are formed through the process of neology, for example through blending, compounding, and the forming of acronyms, initialisms and eponyms
- how words and their meanings change over time, for example through narrowing, broadening, amelioration, pejoration, and semantic reclamation

### Key terms

This list is not exhaustive but attempts to give an indication of the terms which students are likely to encounter in their studies.

**Denotative and connotative meanings:** the literal (denotative) and associated (connotative) meanings of words.

**Figurative language:** language used in a non-literal way in order to describe something in another's terms (e.g. simile or metaphor).

**Semantic fields:** groups of words connected by a shared field of reference, eg *medicine*, *art*.

**Synonyms:** words that have equivalent meanings.

**Antonyms:** words that have contrasting meanings.

**Hypernyms:** words that label categories, eg *animal* (this category includes for example *dog*, *cat* and *rabbit*).

**Hyponyms:** words that can be included in a larger, more general category (e.g. the hyponyms *car*, *bus*, *aeroplane* as a form of the hypernym *transport*).

**Levels of formality:** vocabulary styles including slang, colloquialisms, taboo, formal and fixed levels.

**Occupational register:** a technical vocabulary associated with a particular occupation or activity.

**Sociolect:** a language style associated with a particular social group.

**Dialect:** a language style associated with a particular geographical region.

**Neology:** the process of new word formation, including the following: blends, compounds, acronyms, initialisms, eponyms.

**Semantic change:** the process of words changing meaning, including the following: narrowing, broadening, amelioration, pejoration, semantic reclamation.

## Grammar

At this level students describe and explore morphology (word formation) and syntax (order and structure within the larger units of phrases, clauses and sentences). Students can study:

- how free morphemes combine with affixes to show tense or number (inflectional function), or to form new words (derivational function);
- how head words in phrases are modified to form larger structures to provide more detail about people, places, objects or events;
- how elements are arranged in clauses to support meaning and to achieve different kinds of effects;
- how point of view can be grammatically realised in different ways through writers' and speakers' use of the active or passive voice;
- how English verbs show the concept of time through tense and aspect;
- how single clauses form multi-clause structures through co-ordination and subordination, and how in writing, these represent different types of sentences;
- how clauses and sentences function in different ways, for example to form statements, form questions, give commands or make exclamations;
- how the grammar of speech is not the same as that of writing.

### Key terms

This list is not exhaustive but attempts to give an indication of the terms which students are likely to encounter in their studies

**Morpheme:** the smallest grammatical unit.

**Free morpheme:** a morpheme that can stand on its own as a word.

**Affix (or bound morpheme):** a morpheme that cannot stand on its own as a word, but combines with others to create a new word.

**Phrase:** a group of words centred around a head word.

**Head word:** the central word in a phrase which gives the phrase its name (e.g. noun phrase, adjective phrase) and may be modified by other words.

**Modification:** the adding of additional words to provide more detail to a head word in a phrase either before it (pre-modification) or after it (post-modification).

**Clause:** a group of words centred around a verb, which may be either grammatically complete (main clause) or incomplete (subordinate clause).

**Active voice:** a clause where the agent (doer) of an action is the subject.

**Passive voice:** a clause where the patient (the entity affected by an action) is in the subject position, and the agent either follows or is left out.

**Tense:** how the time of an event is marked (usually through verb inflection): past, present & future\*

**Aspect:** another element of marking the time of an event, by specifying whether they are progressive (ongoing) or perfective (completed).

**Coordination:** the joining of two or more independent clauses via co-ordinating conjunctions.

Single words and longer phrases can also be co-ordinated.

**Subordination:** the joining of two or more clauses where only one is independent (the main clause) and the others dependent (subordinate clause/clauses).

**Sentence:** a larger unit of meaning, which may be formed of a single clause (simple sentence) or several clauses (compound or complex sentences). Minor sentences are sentences without a verb.

**Sentence function:** the purpose a sentence fulfils in communication: as a statement, question, command or exclamation. These are also referred to in many grammar books as (respectively): declaratives, interrogatives, imperatives and exclamatives.

**Word class:** the grammatical category into which words can be placed, including noun, adjective, verb, adverb, determiner, pronoun, preposition, conjunction.

\*Please note that there is a debate over whether or not there is a future tense in English.

## **Pragmatics**

At this level students describe and explore the implied meanings of English and how language use creates meanings in interactional contexts. Students can study:

- the implied meanings of words, utterances and speech acts in their specific contexts
- face, politeness and co-operation in language interaction
- how people draw inferences from others' language uses
- the influence of different contexts on the meanings of communicative acts
- how attitudes, values and ideologies can be signalled through language choices
- how language is used to enact and reflect relationships between people
- aspects of culturally-based routines that are founded on shared assumptions and traditions

### **Key terms**

This list is not exhaustive but attempts to give an indication of the terms which students are likely to encounter in their studies

**Implicature:** an implied meaning that has to be inferred as a result of a conversational maxim being broken.

**Inference:** the process of deriving implied meanings.

**Irony:** using language to signal an attitude other than what has been literally expressed.

**Deixis:** words that are context-bound where meaning depends on who is being referred to, where something is happening or when it is happening.

**Speech acts:** communicative acts that carry meaning beyond the words and phrases used within them, for example, apologies and promises.

**Politeness:** the awareness of others' needs to be approved of and liked (positive politeness) and/or given freedom to express their own identity and choices (negative politeness).

**Face:** the concept of how all communication relies on presenting a 'face' to listeners and audiences, and how the management of positive and negative face needs to contribute to interaction.

**Cooperative principles in conversation:** how interaction is thought to be based upon various kinds of cooperative behaviour between speakers.

## Discourse

At this level students describe and explore the ways in which whole texts (written, spoken and multimodal) are constructed at a level beyond the word, phrase, clause and sentence. Students can study:

- Discourse structure: how a text is structured overall (i.e. how its parts are assembled). For example: a question and answer format; problem – solution structure; narrative structure; adjacency pairs in a spoken interaction
- How references are made within and between texts using cohesive devices and referencing
- Narrative structures in texts
- How texts are related to and contribute towards wider beliefs, ideologies and values in society – ie discourses, in the plural (see later in this glossary)

### Key terms

This list is not exhaustive but attempts to give an indication of the terms which students are likely to encounter in their studies.

**Discourse markers:** words, phrases or clauses that help to organise what we say or write (e.g. *OK, So, "As I was saying..."*).

**Adjuncts:** non-essential elements of clauses (usually adverbials) that can be omitted (e.g. *"I'll see you in the morning"*).

**Disjuncts:** sentence adverbs that work to express an attitude or stance towards material that follows (e.g. *"Frankly, I'm appalled at what she said"* or *"Sadly, not one of them survived"*).

**Narrative structures:** how events, actions and processes are sequenced when recounting a story.

**Anaphoric reference:** making reference back to something previously identified in a text (often using pronouns to refer to an already established reference point e.g. *"The woman stood by the door. She made detailed notes of what she could see"*).

**Cataphoric reference:** making reference forwards to something as yet unidentified in a text. E.g. *"It was warm. It was living. It was a rabbit."*

**Exophoric reference:** making reference to things beyond the language of a text itself (as opposed to **endophoric**, which is within the language of the text), perhaps within a speaker's immediate physical context e.g. *"Look at that"*.

**Interdiscursivity (or intertextuality):** the use of discourses from one field as part of another (e.g. the use of science discourses in the selling of beauty products, or the use of commercial discourses in education).

**Critical discourse analysis:** the use of linguistic analysis to explore and challenge the ideologies, positions and values of texts and their producers.

## Practice Papers for Paper 1 Section A:

The wording of the question will always be the same:

0   1	Analyse how Text A uses language to create meanings and representations.	[25 marks]
0   2	Analyse how Text B uses language to create meanings and representations.	[25 marks]
0   3	Explore the similarities and differences in the ways that Text A and Text B use language.	[20 marks]

There are three sets of practice papers in this revision guide. The two texts you will be given in the real exam are likely to be:

- From different time periods.
- Different text types (ie letter, article, journal, multimodal etc.)
- On the same topic.

### **Practice:**

Use the questions above to analyse these three groups of texts.

1. Text A and Text B are on the topic of ‘disasters’
2. Text A and Text B are on the topic of ‘poverty’
3. Text A and Text B are on the topic of ‘women’

1. **Text A** is an account of a survivor of a mining disaster. It was published in the Durham Advertiser 17 February 1882.

## Transcript

### NARRATIVE OF A SURVIVOR

The following is the narrative of Mr Ralph Winn, one of the rescued who is landlord of the Station Hotel, and worked as a hewer in the Harvey Sea :- I heard a report which appeared to come right to me from the direction of the shaft. I said to my marrow, "What's that?" to which he replied, "I think it'll be a shot." I said, "That's no shot," and as I spoke a boy came running up and shouted "Be sharp out-bye; there's a something happened. All the 'overcast' is blown out". We went off as hard as we could towards the shaft, other men and lads joining us. As we ran, the dust was so dense that it was like to smother us. We reached the shaft, however, and there we found the tubs all blown about, and the "way" torn up, and the timbering and brattice piled up in a heap. The first thing we saw was the dead body of a young man which we recognised as that of William Jefferson, We lifted him up and placed him by the side of the way. We then tried to get round to the other side of the shaft, but on our way we came upon the body of a man whose head had been blown off, a terribly mutilated body. One of our party succeeded in getting round, and saw a young boy's foot peeping out from beneath a tub. We all cowered about the shaft, and wondered if we should get out; it was then evident that no one but those about us could be saved. When we had waited from between half-an-hour and an hour, we saw the lights of lamps coming towards us from the direction of the Cross-cut Flat. There were about nine men in this party, and one of them, just as they came up to us, dropped down. The men got him and brought him safely to the shaft where we were. The other eight men were all very bad from after-damp, and asked for something to drink, but of course we could give them nothing. We stood about the pit for someone to come to us. No one else was found there whilst I was at the shaft bottom. These nine men told us that in the Cross-cut Flat, from which they came, all the boys were killed. When the explosion took place Jacob Soulsby, the deputy-overman in charge of that district, said, "Tell them (the boys) to wait at the 'Rest' a bit." They delivered this message, but the boys did not do so, and they were all killed by the choke-damp. The cage was broken in the shaft, but at length the slings were let down, and we were drawn to bank by thm and the "kibble." The engineman underground and I got into the slings together. He told me that when the explosion occurred he was blown away from his engine, but he did not appear to be seriously hurt. There were about thirty men and boys drawn up at the bottom of the shaft – gathered up from the various parts of the workings. None of them appeared to be much the worse, although they had all suffered more or less from choke-damp. The engineman and I came to bank in the sidings, but the kibble was afterwards let down and brought the remainder of the men to bank.

<p><b>Glossary</b>  <b>Hewer</b> – Coal Cutter  <b>Outbye</b> – towards the shaft  <b>Shot</b> – explosion  <b>Marrow</b> – mate or friend</p>	<p><b>Overcast</b> – roof of the mine  <b>Cowered</b> – crouch down nervously  <b>After damp / Choke Damp</b> – carbonic acid gas which made breathing difficult. It can kill.  <b>Kibble</b> – wooden tub</p>
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1. **Text B** is an extract from a leaflet 'What to do in an emergency at Sellafield' from 2016. Sellafield is a Nuclear Power plant.

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## WHAT TO DO IN AN EMERGENCY

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# What you may need to do

## Shelter

Sheltering can dramatically reduce the levels of radiation you could be exposed to. Therefore do not hesitate in making your way indoors if notified to do so. This could be in your own home, or in the nearest building. See page 7 for step by step advice about what to do.

## Evacuate

You may be advised to evacuate your home but you must remain in shelter until told to do so. If evacuation is implemented go directly to a Reception Centre. See page 7 for step by step advice about what to do. Evacuation is most likely to affect those people living/working immediately adjacent to the site.

## Follow Advice on Food and Water Restrictions

Appropriate action will be taken by the relevant authorities to prevent the sale of contaminated foodstuffs to the public. Advice will also be given concerning the safety of drinking water supplies. See Page 9 for further advice.

## End of the Emergency

Information concerning the end of the emergency will be broadcast on local radio.

## Shelter

- Close all doors and windows and switch off ventilation fans, air conditioning and heating systems. Put out open fires.
- Quickly check your neighbours have been warned and then immediately go indoors and stay there.
- Stay tuned to your local radio station  
BBC Radio Cumbria on 104.1 MHz FM, 206m (1458KHz) MW  
or CFM on 103.4 MHz FM.
- If your children are at school during an emergency, you will naturally want to collect them as soon as possible; however, it may not be safe to do so. They will be looked after as a priority group either at the school or evacuated to a safe place where they will be looked after by the school staff and those responding to the emergency. Please listen to local radio for advice and details of the arrangements that have been made.
- You will be told by the Police on local radio when it is safe to go outside again.

## Evacuate

- If the Police advise you to evacuate from the area they will direct you to a Reception Centre, such as a local school, where you can stay until the emergency is over. The Police will tell you where the Reception Centre is.
- Use your own transport if possible and go directly to the Reception Centre. If travelling by car, keep all windows closed and turn off the heater and ventilation.
- If you have space in your vehicle, please take any neighbours who don't have their own transport.
- If you do not have transport, the Police may ask you to walk to an assembly point from where a bus will take you to a Reception Centre.

2. **Text A** was written by Henry Mayhew for the Morning Chronicle. This is an extract from his article entitled 'A VISIT TO THE CHOLERA DISTRICTS OF BERMONDSEY' published in 1849.

The inhabitants themselves show in their faces the poisonous influence of the mephitic air they breathe. Either their skins are white, like parchment, telling of the impaired digestion, the languid circulation, and the coldness of the skin peculiar to persons suffering from chronic poisoning, or else their cheeks are flushed hectically, and their eyes are glassy, showing the wasting fever and general decline of the bodily functions. The brown, earthlike complexion of some, and their sunk eyes, with the dark areol~ round them, tell you that the sulphuretted hydrogen of the atmosphere in which they live has been absorbed into the blood; while others are remarkable for the watery eye exhibiting the increased secretion of tears so peculiar to those who are exposed to the exhalations of hydrosulphate of ammonia.

Scarcely a girl that has not suffusion and soreness of the eyes, so that you would almost fancy she had been swallowing small doses of arsenic; while it is evident from the irritation and discharge from the mucous membranes of the nose and eyes for which all the children are distinguished, that the poor emaciated things are suffering from continual inhalation of the vapour of carbonate of ammonia and other deleterious gases.

Nor was this to be wondered at, when the whole air reeked with the stench of rotting animal and vegetable matter: for the experiment of Professor Donovan has shown that a rabbit, with only its body enclosed in a bladder filled with sulphuretted hydrogen, and allowed to breathe freely, will die in ten minutes. Thénard also has proved that one eight hundredth part of this gas in the atmosphere is sufficient to destroy a dog, and one two hundred and fiftieth will kill a horse; while Mr. Taylor, in his book on poisons, assures us that the men who were engaged in excavating the Thames Tunnel suffered severely during the work from the presence of this gas in the atmosphere in which they were obliged to labour. "The air, as well as the water which trickled through the roof," he tells us, "was found to contain sulphuretted hydrogen. This was probably derived from the action of the iron pyrites in the clay. By respiring this atmosphere the strongest and most robust men were, in the course of a few months, reduced to a state of extreme exhaustion and died. They became emaciated, and fell into a state of low fever, accompanied with delirium. In one case which I saw," he adds, "the face of the man was pale, the lips of a violet hue, the eyes sunk and dark all round, and the whole muscular system flabby and emaciated." To give the reader some idea as to the extent with which the air in Jacob's Island is charged with this most deadly compound, it will be sufficient to say that a silver spoon of which we caught sight in one of the least wretched dwellings was positively chocolate-coloured by the action of the sulphur on the metal.

2. **Text B** is a webpage on the charity UNICEF's webpage. (Accessed 2017)

## Donate and keep a child safe

What you're about to do could change a child's life forever.

Whether you decide to make a one-off donation or pledge a monthly gift, we promise that the donation you make to Unicef today will be used to help keep a child safe.

Thousands of children die every day from diseases that are easy to prevent. Between them, diseases like malaria, cholera and typhoid claim the lives of millions of children every year. Yet a £55 donation from you today could help us train a health worker so they can help provide children and their mothers with life-saving care, such as nutritional advice, anti-malarial mosquito nets and vitamin supplements, to keep them safe from disease. The donation you make today could help save a child's life.



## Why make a monthly donation?

As a children's charity, we work with families, communities and governments in over 190 countries to tackle the root causes, as well as the symptoms, of problems directly affecting children. Our work is to deliver long-term aid that creates lasting change for children as well as addressing children's immediate needs.

When you set up a regular donation to Unicef you become part of that long-term work to keep the world's most vulnerable children safe. For example, by donating £16 each month, you could help Unicef equip health workers with vaccine cold boxes to make sure that the life-saving vaccines against diseases like polio, whooping cough and measles are kept cool enough to remain effective. This means that children in even the most remote places can be safe from disease.

Alternatively, a monthly donation of £25 from you could provide all the equipment and medicine that a midwife needs to deliver more than 12 babies safely, giving both mother and child the best start.

## Why Unicef?

Unicef makes sure more of the world's children are fed, vaccinated, educated and protected than any other organisation. We have done more to influence laws, policies and customs to help protect children than any other charity. We get things done. And we're not going to stop until the world is a safe place for all our children.

# £25

**A MONTHLY DONATION OF £25 CAN GIVE A MIDWIFE EVERYTHING THEY NEED TO DELIVER 12 BABIES SAFELY**

# 190

**WITH YOUR HELP, WE WORK TO PROTECT CHILDREN AND THEIR RIGHTS IN OVER 190 COUNTRIES**

3. **Text A** is an extract from a speech delivered by Elizabeth Cady Stanton's in 1848 to the Seneca Falls Woman's Rights Convention.

I should feel exceedingly diffident to appear before you at this time, having never before spoken in public, were I not nerved by a sense of right and duty, did I not feel the time had fully come for the question of woman's wrongs to be laid before the public, did I not believe that woman herself must do this work; for woman alone can understand the height, the depth, the length, and the breadth of her own degradation. Man can not speak for her....

Among the many important questions which have been brought before the public, there is none that more vitally affects the whole human family than that which is technically called Woman's Rights. Every allusion to the degraded and inferior position occupied by women all over the world has been met by scorn and abuse. From the man of highest mental cultivation to the most degraded wretch who staggers in the streets do we meet ridicule, and coarse jests, freely bestowed upon those who dare assert that woman stands by the side of man, his equal, placed here by her God, to enjoy with him the beautiful earth, which is her home as it is his, having the same sense of right and wrong, and looking to the same Being for guidance and support. So long has man exercised tyranny over her, injurious to himself and numbing to his faculties, that few can nerve themselves to meet the storm; and so long has the chain been about her that she knows not there is a remedy....

... In every country and clime does man assume the responsibility of marking out the path for her to tread. In every country does he regard her as a being inferior to himself, and one whom he is to guide and control. From the Arabian Kerek, whose wife is obliged to steal from her husband to supply the necessities of life; from the Mahometan who forbids pigs, dogs, women and other impure animals, to enter a Mosque, and does not allow a fool, madman or woman to proclaim the hour of prayer; from the German who complacently smokes his meerschaum, while his wife, yoked with the ox, draws the plough through its furrow; from the delectable carpet-knight, who thinks an inferior style of conversation adapted to woman; to the legislator, who considers her incapable of saying what laws shall govern her, is the same feeling manifested....

3. **Text B** is a webpage from the charity Oxfam's website explaining a scheme they fund to support women into employment. (Accessed 2017)

## Improving women's access to work and wages

**Women face a double burden of poverty and discrimination. They continue to be paid less than men for the same work and often struggle to find work that fits around other responsibilities. Oxfam is working with employers and policy makers to develop ways of measuring what is 'decent work': so people in the lower end of the jobs market, especially women, can enjoy more flexible, better paid work that gives them more security and allows them to take control of their lives and put food on the table.**

We are also working with women who want to get a foothold in the job market, running an employability programme in Oxfam shops where women are offered mentoring, the chance to gain qualifications and wider support to develop job skills and confidence.

### Future skills

Oxfam is supporting women from diverse communities to volunteer in our shops to enable them to increase their chances of securing decent employment in the future. The volunteers become part of a supportive team in which they can build their confidence and make progress in their lives. The aim is for the volunteers to leave the project with a variety of impressive and transferable skills that they can use in the next stage of their life: whatever that may be. The scheme aims to improve their skills in retail and leadership, it gives them much more than just work experience.

Each volunteer is matched with an independent mentor who provides personalised support alongside the volunteering. Together the volunteers and mentors come up with goals that are both realistic and ambitious, and will help them to get as much as possible from the experience.

Some of the women we are working with lived isolated lives before joining the project and both the women and shop managers have described how the women have really flourished in the shop setting.

Jo Fells manages a shop taking part in the project:

“This programme has been really empowering for the four women I've worked with, and for the rest of the volunteers too. They've gained so much confidence and learned so much, so quickly. The women are role models, they inspire my other volunteers to try new things and request training in new skills”



Kiran, of one the volunteers on the scheme, describes her experience:

“I have been unemployed for over 5 years - it is a long time. I have skills but I did not believe in myself anymore. You start losing faith in yourself and you start believing that you are not worth very much. Now, a year later, I train other volunteers, I operate the till in the Oxfam shop, I manage the floor of the shop, deal with difficult customers and manage the stock. I'd love to run my own shop one day. Now I know I can do it. It is thanks to Oxfam I feel valuable, stronger and determined. Whatever I will decide to do in the future - I know now that I can do it.”