

LANGUAGE PAPER 2

In the exam there will be two sections:

Section A: Reading
2 non-fiction texts
4 questions

Section B: Writing
1 question

It will take **1 hour 45mins.**

AQA  **SPECIMEN MATERIAL 1**

Please write clearly in block capitals.

Centre number Candidate number

Surname _____
Forename(s) _____
Candidate signature _____

**GCSE
ENGLISH LANGUAGE
(8700)**
Paper 2 Writers' viewpoints and perspectives

Time allowed: 1 hour 45 minutes

Materials
For this paper you must have:
• Source A and Source B – which are provided as a separate insert

Instructions

- Answer all questions.
- Use black ink or black ball-point pen.
- Fill in the boxes on this page.
- You must answer the questions in the spaces provided.
- Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- You must refer to the insert booklet provided.
- You must not use a dictionary.

Information

- The marks for questions are shown in brackets.
- The maximum mark of this paper is 80.
- There are 40 marks for Section A and 40 marks for Section B.
- You are reminded of the need for good English and clear presentation in your answers.
- You will be assessed on the quality of your reading in Section A.
- You will be assessed on the quality of your writing in Section B.

Advice

- You are advised to spend about 15 minutes reading through the Source and all five questions you have to answer.
- You should make sure you leave sufficient time to check your answers.

8700/2

THERE ARE TWO SOURCES IN PAPER 2

Source A – 21st century non-fiction

Could you do your child's homework?

The Observer, Sunday 15 December 2013



Children appear increasingly weighed down by homework. But how tough can it be? Jay Rayner attempts his son Eddie's maths assignment.

A typical father son scenario

- I am staring at a finely printed sheet of paper and trying not to let the bad feelings seep in. This sheet is all my childhood Sunday-night feelings of dread come at once. It is humiliation and "could do better" and "pay attention now".
- 5 I only have myself to blame. A few months ago over dinner Eddie announced that, in English, they were experimenting with food writing. "I have to come up with metaphors. Give me a metaphor about this pizza," he said. "I don't think I should do your homework for you," I said. He raised his eyebrows. "You can't think of one, can you?" This is what happens if you feed and educate your children. They grow up, become clever and remorselessly take the mickey out of you.
- 10 He was right. I didn't. On the spot I couldn't think of a single food metaphor worth dragging out and slapping on the table. And so the memories of homework came flooding back: of long nights of carefully planned idleness ruined by the imposition of essays and work sheets, of tasks flunked, of a chilly emptiness at the thought of the way my efforts would be received by teachers. The fact is that I was not especially academic. On the results sheet, my grades lined up like a line of Pac-Men¹ doing a conga².
- 15 And so, having failed the English homework test, I decide to show a little solidarity. I will have a go at his maths homework just to get a sense of what it's like to be 14-year-old Eddie. Which is why I'm now staring at the sheet of paper. Ah yes, algebra, the merry dance of x and y . Simplify. Wrench things out of brackets. Calculate values. This, I used to be able to do. Or at least I think I used to be able to do this.
- 20 Hmm. Right. Yes. I mean... I stare at the page again, wondering whether I might be able to will a nosebleed to obscure the equations. There are three marks out of a total of 25 available here. Not getting it right would be an early setback.
- 25 The next one looks more straightforward. $a^2 \times a^2$. I'm pretty sure I remember this. Just add the powers together. Which would mean...
- There is an "expand and simplify" question, which refuses to grow or be simple. In his special mocking voice, Eddie tells me just to draw a sad face. I do as I'm told. Better than a blank. Eddie returns to his room and I press on. Some of them I can manage. I appear to know how to multiply out $3(5-2x)$. But with the next one I am firmly back in the weeds. I am so baffled that, shamelessly, I Google a maths website.
- 30 A few days later Eddie receives his marks. He got 20 out of 25, or 80%, a low score for him. Me? I've got 12 out of 25, or less than 50%. Does it need saying that my biggest miscalculation was to take on Eddie over maths? He doesn't labour the point but he's irritatingly good at it. I knock on his bedroom door. He doesn't look up from his computer screen. He is too busy killing things, while talking on Skype to his friend Theo, who is also in the game trying to kill the same things.
- 35 Finally he looks up at me from the computer. Who needs teachers to humiliate you when your son can do it so effectively?

Glossary:

Pac-Man¹ – a popular computer game in the 1980's in which the character follows the lines of a maze to collect points as it goes.

conga² – a dance in which participants follow behind a leading person in a long line.

Source B – 19th century literary non-fiction

Source B – 15th Century literary non-fiction

This Source consists of two letters. The first letter is from a young boy called Henry writing to his father. Henry is living far away from home at a boarding school. A boarding school is a school where you go to live as well as study and was a very popular way of educating boys, especially from wealthier families, in the 1800s.

Cotherstone Academy Aug. 7. 1822

Dear Father

- 5 Our Master has arrived at Cotherstone, but I was sorry to learn he had no Letter for me nor anything else, which made me very unhappy. If you recollect, I promised that I would write you a sly Letter, which I assure you I have not forgot, and now an opportunity has come at last. I hope, my dear Father, you will not let Mr. Smith know anything about it for he would flog me if he knew it. I hope, my dear Father, you will write me a Letter as soon as you receive this, but pray don't mention anything about this in yours; only put a X at the bottom, or write to my good Friend Mr. Halmer, who is very kind to me and he will give it to me when I go to Church. He lives opposite and I assure you, my dear Father, they are the kindest Friends I have in Yorkshire and I know he will not show it to Mr. Smith for the Letters I write you are all examined before they leave the School. I am obliged to write what Mr. Smith tells us and the letters you send me are all examined by Mr. Smith before I see them, so I hope, my dear Father, you will mention nothing of this when you write.
- 10
- 15 It is now two years come October since I left you at Islington, but I hope, my dear Father, you will let me come home at Xmas that we may once more meet again alive - if God permit me to live as long.
- 20 Our bread is nearly black; it is made of the worst Barley Meal, and our Beds are stuffed with chaff³ and I assure you we are used more like Bears than Christians⁴. Believe me, my dear Father, I would rather be obliged to work all my life time than remain here another year.
- George is quite well but very unhappy.
- Your respectful son
Henry

Section A – Reading (1hr 15 mins)

Question	Marks	Focus	Method
Q1	4	What you learn/understand and	4 true or false answers to find. 8 given statements from A – H.
Q2	8	Comparison	3 x PQI (or more) No need to analyse devices. Comparison of ideas (similarities or difference) between two sources. Focus should be on interpretations/inference. Use connectives to show comparison.
Q3	12	Analysis of language	3 x PQA (or more) <i>Analysis focuses on language devices, the importance of words and sentence structures. The focus is on the effect of language on the reader.</i>
Q4	16	Comparison of methods	This question asks you to do two things: <input type="checkbox"/> Compare attitudes/ideas/perspectives <input type="checkbox"/> Analyse the writer's methods (of both language and structure) You should use PEDAL to structure your response.

Point
Evidence
Device/technique
Analysis - make inferences and evaluate the techniques used
Link to second source using a connective to compare

What's the difference between PQI, PQA and PEDAL?

PQI/PQA is a shorter, more concise way of answering the question. The point, device and quotation need not be separate and the higher marks are in the quality of the inference or analysis. The quotations can be much shorter (no more than 5 words at a time) and should be embedded into your own words to create a more fluid answer. For example...

Daphne du Maurier metaphorically describes the 'granite sky' which suggests that the weather is grey and almost heavy, as if the clouds are oppressive and the weather is a negative influence. She also describes the hills being cloaked 'in mist'. This metaphor further emphasises the ominous atmosphere and the reader is left to imagine the mysterious atmosphere surrounding the coach as you would be unable to see through the heavy mist.

PEDAL allows for a closer analysis of language devices and ensures that you are naming a device used whilst analysing its effect in detail.

Section B – Writing (1hr)

You are advised to spend about 45 minutes on question 5.

Question	Marks	Focus	Method
5	40	Writing to explain/persuade /argue/inform. ONE QUESTION given.	Use FLAP to help you plan Be careful not to just list ideas or stray into a narrative. Focus on using devices and on HOW you write your argument/piece.

Form – is the text a letter/leaflet/blog etc. and how will this influence your work?

Language – formal/informal? What language devices will you use?

Audience – Who is it aimed at and how will this influence your work?

Purpose – What are you trying to achieve? How are you going to make your you meet your goals?

**How to be successful in the Paper 2 exam:**

1. Read the exam paper in full (very quickly)
2. Make sure you have a highlighter and a black pen to write with!
3. Read the questions carefully before you read the texts – highlight any key words or devices.
4. Answer the questions in full, using these methods as a guide.

EXAM TIMINGS

HOW SHOULD I SPEND MY TIME?

The exam board suggests you spend 15 minutes reading the sources.

They then suggest 45 minutes for questions 1-4 and 45 minutes for question 5.

How should you spend each 45 minutes to maximise your marks?



READING SECTION

Add up the marks available: $4 + 8 + 12 + 16 = 40$

40 marks in 45 minutes.

Roughly, you should spend a minimum of:

- Q1 – 4 minutes
- Q2 – 8 minutes
- Q3 – 12 minutes
- Q4 – 16 minutes

READING TIME

The exam board suggests spending 15 minutes reading. This is optional. You could use this time to read both the source and the questions, or to spend an extra 5 minutes on Q4 of section 1.

Read the questions **BEFORE** you read the source so that you know what to look for. Read with a highlighter in your hand and pick out devices/words you think will be useful later.

WRITING SECTION

Spend 5 minutes planning, 35 minutes writing and 5 minutes proof reading.

Adjust this if you think you will need more time to proof read!



QUESTION 1

4 marks =
4 minutes

- Read again the first part of Source A from lines 1 to 15.
- Choose four statements below which are TRUE.
- Shade the boxes of the ones that you think are true
- Choose a maximum of four statements.



Could you do your child's homework?

The Observer, Sunday 15 December 2013



A typical father son scenario

Children appear increasingly weighed down by homework. But how tough can it be? Jay Rayner attempts his son Eddie's maths assignment.

I am staring at a finely printed sheet of paper and trying not to let the bad feelings seep in. This sheet is all my childhood Sunday-night feelings of dread come at once. It is humiliation and "could do better" and "pay attention now".

5 I only have myself to blame. A few months ago over dinner Eddie announced that, in English, they were experimenting with food writing. "I have to come up with metaphors. Give me a metaphor about this pizza," he said. "I don't think I should do your homework for you," I said. He raised his eyebrows. "You can't think of one, can you? This is what happens if you feed and educate your children. They grow up, become clever and remorselessly take the mickey out of you.

10 He was right. I didn't. On the spot I couldn't think of a single food metaphor worth dragging out and slapping on the table. And so the memories of homework came flooding back: of long nights of carefully planned idleness ruined by the imposition of essays and work sheets, of tasks flunked, of a chilly emptiness at the thought of the way my efforts would be received by teachers. The fact is that I was not especially academic. On the results sheet, my grades lined up like a line of Pac-Man¹ doing a conga².

15 And so, having failed the English homework test, I decide to show a little solidarity. I will have a go at his maths homework, just to get a sense of what it's like to be 14-year-old Eddie. Which is why I'm now staring at the sheet of paper. Ah yes, algebra, the merry dance of x and y . Simplify. Wrench things out of brackets. Calculate values. This, I used to be able to do. Or at least I think I used to be able to do this.

20 Hmm. Right. Yes. I mean... I stare at the page again, wondering whether I might be able to will a nosebleed to obscure the equations. There are three marks out of a total of 25 available here. Not getting it right would be an early setback.

25 The next one looks more straightforward. $a^2 \times a^2$. I'm pretty sure I remember this. Just add the powers together. Which would mean...

30 There is an "expand and simplify" question, which refuses to grow or be simple. In his special mocking voice, Eddie tells me just to draw a sad face. I do as I'm told. Better that than a blank. Eddie returns to his room and I press on. Some of them I can manage. I appear to know how to multiply out 3 (5-2x). But with the next one I am firmly back in the weeds. I am so baffled that, shamelessly, I Google a maths website.

35 A few days later Eddie receives his marks. He got 20 out of 25, or 80%, a low score for him. Me? I've got 12 out of 25, or less than 50%. Does it need saying that my biggest miscalculation was to take on Eddie over maths? He doesn't labour the point but he's irritatingly good at it. I knock on his bedroom door. He doesn't look up from his computer screen. He is too busy killing things, while talking on Skype to his friend Theo, who is also in the game trying to kill the same things.

Finally he looks up at me from the computer. Who needs teachers to humiliate you when your son can do it so effectively?

Glossary:

Pac-Man¹ – a popular computer game in the 1980's in which the character follows the lines of a maze to collect points as it goes.

conga² – a dance in which participants follow behind a leading person in a long line.

Advice:

Shade the box – make sure it is clear which box you have chosen.

ONLY shade 4 statements.

Think carefully before you shade in order to avoid mistakes/confusion.

0 1

Read again the first part of **Source A** from **lines 1 to 15**.

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

- Shade the boxes of the ones that you think are true.
- Choose a maximum of four statements.

[4 marks]

- A Jay Rayner has good memories of his time in school.
- B Jay Rayner was happy to help his son with his homework.
- C As a boy, Jay Rayner worried about handing in his homework on Monday mornings.
- D Jay Rayner could not think of a food metaphor to help his son.
- E Jay Rayner was very able in school.
- F As a boy, Jay Rayner did not enjoy doing homework.
- G Jay Rayner looked forward to receiving feedback from his teachers.
- H Jay Rayner makes a joke to cover up his own real exam results.

This question only assesses AO1

AO1

Identify and interpret explicit and implicit information and ideas

Select and synthesise evidence from texts

Read again the first part of **Source A** from **lines 1 to 15**.

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

- **Shade** the boxes of the ones that you think are true.
- Choose a **maximum of four** statements.



Read the question carefully and **highlight the key words**. What does it specifically want from you?

[4 marks]

- A Jay Rayner has good memories of his time in school.
- B Jay Rayner was happy to help his son with his homework.
- C As a boy, Jay Rayner worried about handing in his homework on Monday mornings.
- D Jay Rayner could not think of a food metaphor to help his son.
- E Jay Rayner was very able in school.
- F As a boy, Jay Rayner did not enjoy doing homework.
- G Jay Rayner looked forward to receiving feedback from his teachers.
- H Jay Rayner makes a joke to cover up his own real exam results.

Advice:

Draw a quick box around the appropriate section to avoid taking information from the wrong place!

Now read the smaller extract and check each statement against it.

I am staring at a finely printed sheet of paper and trying not to let the bad feelings seep in. This sheet is **all my childhood Sunday-night feelings of dread come at once**. It is humiliation and "could do better" and "pay attention now".

5 I only have myself to blame. A few months ago over dinner Eddie announced that, in English, they were experimenting with food writing. "I have to come up with metaphors. Give me a metaphor about this pizza," he said. **"I don't think I should do your homework for you,"** I said. He raised his eyebrows. "You can't think of one, can you?" This is what happens if you feed and educate your children. They grow up, become clever and remorselessly take the mickey out of you.

10 He was right. I didn't. **On the spot I couldn't think of a single food metaphor worth dragging out and slapping on the table.** And so the memories of homework came flooding back: of long nights of carefully planned idleness ruined by the imposition of essays and work sheets, of tasks flunked, of a chilly emptiness at the thought of the way my efforts would be received by teachers. The fact is that I was not especially academic. On the results sheet, my grades lined up like a line of Pac-Men¹ doing a conga².

15

A is FALSE

B is FALSE

C is TRUE

D is TRUE

F is TRUE

E is FALSE

G is FALSE

H is TRUE

Without looking...

1. What do you need to remember to do when answering question 1?

2. How will you specifically gain marks?

3. How will you save time and answer efficiently?

Now You Try

Have a go at the question 1 examples on the next pages...



Not long ago, I stepped into a lift on the 18th floor of a tall building in New York City. A young woman inside the lift was looking down at the top of her toddler's head with embarrassment as he looked at me and grinned. When I turned to push the ground-floor button, I saw that every button had already been pushed. Kids love pushing buttons, but they only push every button when the buttons light up. From a young age, humans are driven to learn, and learning involves getting as much feedback as possible from the immediate environment. The toddler who shared my elevator was grinning because feedback – in the form of lights or sounds or any change in the state of the world – is pleasurable.

But this quest for feedback doesn't end with childhood. In 2012, an ad agency in Belgium produced an outdoor campaign for a TV channel that quickly went viral. The campaign's producers placed a big red button on a pedestal in a quaint square in a sleepy town in Flanders. A big arrow hung above the button with a simple instruction: Push to add drama. You can see the glint in each person's eye as he or she approaches the button – the same glint that came just before the toddler in my elevator raked his tiny hand across the panel of buttons.

Psychologists have long tried to understand how animals respond to different forms of feedback. In 1971, a psychologist named Michael Zeiler sat in his lab across from three hungry white carneaux pigeons. At this stage, the research programme focused on rats and pigeons, but it had lofty aims. Could the behaviour of lower-order animals teach governments how to encourage charity and discourage crime? Could entrepreneurs inspire overworked shift workers to find new meaning in their jobs? Could parents learn how to shape perfect children?

Before Zeiler could change the world, he had to work out the best way to deliver rewards. One option was to reward every desirable behaviour. Another was to reward those same desirable behaviours on an unpredictable schedule, creating some of the mystery that encourages people to buy lottery tickets. The pigeons had been raised in the lab, so they knew the drill. Each one waddled up to a small button and pecked persistently, hoping that the button would release a tray of Purina pigeon pellets. During some trials, Zeiler would programme the button so it delivered food every time the pigeons pecked; during others, he programmed the button so it delivered food only some of the time. Sometimes the pigeons would peck in vain, the button would turn red, and they would receive nothing.

When I first learned about Zeiler's work, I expected the consistent schedule to work best. But that's not what happened at all. The results weren't even close: the pigeons pecked almost twice as often when the reward wasn't guaranteed. Their brains, it turned out, were releasing far more dopamine when the reward was unexpected than when it was predictable. Zeiler had documented an important fact about positive feedback: that less is often more. His pigeons were drawn to the mystery of mixed feedback just as humans are attracted to the uncertainty of gambling.

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

- Shade the boxes of the ones that you think are true.
- Choose a maximum of four statements.

A	Humans learn through getting feedback from their environment	
B	Adults no longer crave the same feedback.	
C	Scientists like Zeiler believe that we can learn to train humans.	
D	The pigeons preferred to receive food every time they pecked the button.	
E	People like the uncertainty of gambling.	
F	People and animals share the same basic impulses and desires.	
G	The results of the experiment are what the author expected.	

Extract from 'Zoë Kravitz: 'You're just supposed to assume a character in a script is Caucasian'' by Jane Mulkerrins



Zoë Kravitz knows a bit about blended families, even if hers has more Hollywood celebrity than most. The only daughter of musician Lenny Kravitz and actor Lisa Bonet – who eloped to Las Vegas on Bonet's 20th birthday, had Zoë a year later, and divorced when she was five – her stepfather is Jason Momoa, man-mountain Drogo from Game Of Thrones. It was a fairly harmonious household, according to 28-year-old Kravitz: "Once my parents worked through their stuff, and by the time my mother got remarried, it was pretty easy; everyone loved each other." And, as was recently revealed, she almost got Nicole Kidman for a stepmother, too; the Oscar-winning Australian was engaged to Kravitz Sr before she married country musician Keith Urban in 2007.

But while the two actors never ended up sharing a roof, this spring they are sharing a screen in the HBO miniseries Big Little Lies. Kravitz plays Bonnie, the second wife of Nathan (James Tupper), previously married to Madeline, played by Reese Witherspoon, in a rather more fractious family set-up than the one she herself grew up in. The show feels radical for a number of reasons, not least for having five female leads: Laura Dern and Shailene Woodley also star (and Kidman and Witherspoon produce). It has been praised for giving the women complex stories, exploring domestic violence alongside the middle-class complaints of helicopter parenting and competitive mothering.

But for Kravitz, her role is particularly notable for its ignorance of ethnicity. "It's not mentioned, ever," enthuses Kravitz when we meet in LA. "Her race is just not a thing." She was cast without an audition, during an initial meeting with director Jean-Marc Vallée, who told her, simply: "You feel very Bonnie."

During Kravitz's career so far, this has been an exception rather than the rule. "I've had a lot of experiences in this industry where my ethnicity has been a problem," she continues. Kravitz, whose parents are both African-American and Jewish, was once told she couldn't have an audition for a small part in The Dark Knight Rises because the casting directors weren't "going urban". More frequently, she says, the issue is "people not thinking outside their own box".

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

- Shade the boxes of the ones that you think are true.
- Choose a maximum of four statements.

A	Zoe Kravitz had a difficult and unhappy childhood.	
B	'Big Little Lies' is radical because it allows women to take the lead and explore serious issues.	
C	Kravitz is excited about her role because it does not have a specific ethnicity.	
D	Kravitz has found that Hollywood celebrates ethnicity.	
E	It is unusual for auditions to be open to all ethnicities.	
F	Kravitz sees herself as more urban and wishes people would accept her.	
G	Hollywood is celebrated for thinking outside the box.	

Extract from 'Zoos shouldn't be jails – let's reimagine them and enjoy animals in the wild' by Jules Howard



It really is a damning report. Of more than 1,500 animals kept at Cumbria's South Lakes Safari zoo between December 2013 and September 2016, 486 were found to have died. Emaciation, hypothermia, accidental electrocution, gastrointestinal infections, a decomposing squirrel monkey found behind a radiator, two dead snow leopards. At the same time, the zoo was hit with a £255,000 fine for health and safety breaches after one of its keepers was mauled by a Sumatran tiger.

Next Monday we shall find out whether Barrow in Furness borough council is going to renew the zoo's licence. Meanwhile animal rights activists, wildlife conservationists and pro-zoo campaigners will watch from the wings, ready to renew that perennial debate: are zoos worth it? Are they worth the fuss? Do they really help save animals in the wild? Is there more they can do?

In the past decade I have seen the best of zoos, I think. I have seen zoos mobilise conservation work in the far reaches of the world to save species few people had ever thought worth the bother. I have seen zoo staff hand-rearing threatened spiders, and I have released the creatures' progeny into the wild with my own two hands. I have worked with zoo scientists who collect and analyse garden frogs and birds day in, day out, monitoring the spread of non-native diseases across Britain.

But I have also had the kind of moments that I suspect you have had when visiting zoos with children. Moments when I have seen my kids go face to face with a playful chimp on the other side of the glass, and become startled at the likeness between them. Moments when I have locked eyes with a captive gorilla and seen sadness or worse, utter contempt. An intense, dark, loathing stare as it sat looking at me from an artificially-lit wet room while the rain fell outside. A zoological breaking of the fourth wall.

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

- Shade the boxes of the ones that you think are true.
- Choose a maximum of four statements.

A	South Lakes Safari zoo does not look after its animals effectively.	
B	The zoo has poor health and safety measures protecting staff.	
C	Animal rights activists think that the zoo is improving.	
D	The author feels that some zoos do valuable work.	
E	Barrow in Furness is going to renew the zoo's licence.	
F	Zoos help the spread of non-native diseases across Britain.	
G	The author feels that animals are capable of feeling human emotions.	

Extract from 'Our greatest peril? Screening ourselves off from reality' by George Monbiot



Everything is possible. Nothing is possible. Nothing hurts any more, until the consequences crash through the screen. Immersed almost permanently in virtual worlds, we cannot check what we are told against tangible reality. Is it any wonder that we live in a post-truth era, when we are bereft of experience?

It is no longer rare to meet adults who have never swum except in a swimming pool, never slept except in a building, never run a mile or climbed a mountain, never been stung by a bee or a wasp, never broken a bone or needed stitches. Without a visceral knowledge of what it is to be hurt and healed, exhausted and resolute, freezing and ecstatic, we lose our reference points. We are separated from the world by a layer of glass. Climate change, distant wars, the erosion of democracy, resurgent fascism – in our temperature-controlled enclosures, all can be reduced to abstractions.

I'm prompted to write this for two reasons. The first is a fascinating and disturbing explanation of the bulletin board 4chan.org by one of its former inhabitants, Dale Beran. This is the forum in which many of the far-right's toxic memes grew, and whose vicious pursuit, through Gamergate, of women who have dared to develop videogames rose into a new wave of misogyny. Its millions of members helped to put Donald Trump on the throne.

Is 4chan a clever invention from a group of fascist conspirators? No. It evolved organically among young, often jobless, often sexually frustrated men, who sought refuge in a world of their own making, and live there through almost every waking hour. As their online world of ironic self-reflection expanded, their contact with the real world shrank, until nothing was serious – except their hatred of women. Depicting their mascot Pepe the frog in a Nazi costume, giving the finger to liberals and people of colour, is just a joke. So was the rise, on their shoulders, of Milo Yiannopoulos. So was the election of Trump.

Like adolescent boys and man-boys everywhere, 4chan's users, Beran explains, are "deeply sensitive and guarded". They disguise this sensitivity with extreme insensitivity to other people's suffering – of the kind that "only people who have never really suffered" can display. Whatever they do or say – posting swastikas, racist memes, incitements to bully and abuse – is just "for the lulz" (4chan's word for laugh out loud).

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

- Shade the boxes of the ones that you think are true.
- Choose a maximum of four statements.

A	The author feels that the internet has allowed people to do what they want to do without fear of consequences.	
B	The internet encourages people to experience real life more.	
C	The author thinks that the internet creates distance between people and real life.	
D	The bulletin board 4chan.org has helped to promote feminism.	
E	4chan has an offensive mascot.	
F	People using 4chan are no longer sensitive to the suffering of others.	
G	Users of 4chan have suffered in their own lives.	

Extract from 'In America's Heartland: discussing Climate Change Without Saying 'Climate Change' by Hiroko Tabuchi



GLEN ELDER, Kan. — Doug Palen, a fourth-generation grain farmer on Kansas' wind-swept plains, is in the business of understanding the climate. Since 2012, he has choked through the harshest drought to hit the Great Plains in a century, punctuated by freakish snowstorms and suffocating gales of dust. His planting season starts earlier in the spring and pushes deeper into winter.

To adapt, he has embraced an environmentally conscious way of farming that guards against soil erosion and conserves precious water. He can talk for hours about carbon sequestration — the trapping of global-warming-causing gases in plant life and in the soil — or the science of the beneficial microbes that enrich his land.

In short, he is a climate change realist. Just don't expect him to utter the words "climate change."

"If politicians want to exhaust themselves debating the climate, that's their choice," Mr. Palen said, walking through fields of freshly planted winter wheat. "I have a farm to run."

Here in north-central Kansas, America's breadbasket and conservative heartland, the economic realities of agriculture make climate change a critical business issue. At the same time, politics and social pressure make frank discussion complicated. This is wheat country, and Donald J. Trump country, and though the weather is acting up, the conservative orthodoxy maintains that the science isn't settled.

So while climate change is part of daily conversation, it gets disguised as something else.

"People are all talking about it, without talking about it," said Miriam Horn, the author of a recent book on conservative Americans and the environment, "Rancher, Farmer, Fisherman. It's become such a charged topic that there's a navigation people do."

Farmers like him focus on practical issues like erosion or dwindling aquifers. "When you don't get the rainfall, it's tough times," he said.

Regional politicians and business leaders speak of pursuing jobs that clean energy may create, rather than pressing the need to rein in carbon emissions. A science teacher at a community college — whose deeply religious students sometimes express doubts about the trustworthiness of science that contradicts biblical teachings — speaks to his class about the positives of scientific discovery (electricity) in order to ease into more contentious subjects (global warming).

And an editor for a closely followed agriculture magazine, Successful Farming, recently made a controversial move, drawing a flurry of angry letters: he broke with longstanding policy to address climate change head-on.

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

- Shade the boxes of the ones that you think are true.
- Choose a maximum of four statements.

A	Doug Palen's farm does not often experience changes in the weather.	
B	Doug has started farming in more environmentally conscious ways.	
C	Farmers in America see that the climate is changing but are unwilling to believe in the science behind it.	
D	Kansas voted predominantly for Donald Trump.	
E	Politicians are really trying to stop carbon emissions.	
F	Students in Kansas prefer science to religion.	
G	Success Farming sparked anger because they talked about climate change.	

QUESTION 2

You need to refer to Source A and Source B for this question.

Use details from both Sources.

Write a summary of the differences between...



Advice:

Read both sources and highlight differences between them.

Make clear points about how each source is *different*. You can identify similarities as part of this but the question does focus on *difference*.

Focus on inference – read between the lines and explore implied ideas.

NO NEED TO DISCUSS METHODS (language/structure)

Use well chosen evidence (precise key-word quotations) to support each idea.

Could you do your child's homework?

The Observer, Sunday 15 December 2013



A typical father-son scenario

Children appear increasingly weighed down by homework. But how tough can it be? Jay Rayner attempts his son Eddie's maths assignment.

I am staring at a finely printed sheet of paper and trying not to let the bad feelings seep in. This sheet is all my childhood Sunday-night feelings of dread come at once. It is humiliation and 'could do better' and 'pay attention now'.

5 I only have myself to blame. A few months ago over dinner Eddie announced that, in English, they were experimenting with food writing. "I have to come up with metaphors. Give me a metaphor about this pizza," he said. "I don't think I should do your homework for you," I said. He raised his eyebrows. "You can't think of one, can you?" This is what happens if you feast and educate your children. They grow up, become clever and remorselessly take the mick out of you.

10 He was right, I don't. On the spot I couldn't think of a single food metaphor worth dragging out and slapping on the table. And so the memories of homework came flooding back: of long nights of carefully planned idleness ruined by the imposition of essays and work sheets, of tasks fumbled, of a chilly emptiness at the thought of the way my efforts would be received by teachers. The fact is that I was not especially academic. On the results sheet, my grades lined up like a line of Pac-Man doing a conga.

15 And so, having failed the English homework test, I decide to show a little solidarity. I will have a go at his maths homework just to get a sense of what it's like to be 14-year-old Eddie. Which is why I'm now staring at the sheet of paper. Ah yes, algebra, the merry dance of x and y . Simplify. Wrench things out of brackets. Calculate values. This, I used to be able to do. Or at least I think I used to be able to do this.

20 Hmmmm. Right. Yes. I mean... I stare at the page again, wondering whether I might be able to will a nonexistent to obscure the equations. There are three marks out of a total of 25 available here. Not getting it right would be an early setback.

25 The next one looks more straightforward. $a^2 \times a^2$. I'm pretty sure I remember this. Just add the powers together. Which would mean...

30 There is an 'expand and simplify' question, which refuses to grow or be simple. In his special mocking voice, Eddie tells me just to draw a sad face. I do as I'm told. Better that than a blank. Eddie returns to his room and I press on. Some of them I can manage. I appear to know how to multiply out 3 (3-2). But with the next one I am firmly back in the weeds. I am so baffled that, shamelessly, I Google a maths website.

Source B – 19th Century literary non-fiction

This Source consists of two letters. The first letter is from a young boy called Henry writing to his father. Henry is living far away from home at a boarding school. A boarding school is a school where you go to live as well as study and was a very popular way of educating boys, especially from wealthier families, in the 1800s.

Cotherstone Academy Aug. 7. 1822

Dear Father

Our Maester has arrived at Cotherstone, but I was sorry to learn he had no Letter for me nor anything else, which made me very unhappy. If you recollect, I promised that I would write you a sly Letter, which I assure you I have not forgot, and now an opportunity has come at last. I hope, my dear Father, you will not let Mr. Smith know anything about it for he would top me if he knew it. I hope, my dear Father, you will write me a Letter as soon as you receive this, but pray don't mention anything about this in yours; only put a X at the bottom, or write to my good Friend Mr. Halmer, who is very kind to me and he will give it to me when I go to Church. He lives opposite and I assure you, my dear Father, they are the kindest Friends I have in Yorkshire and I know he will not show it to Mr. Smith for the Letters I write you are all examined before they leave the School. I am obliged to write what Mr. Smith tells us and the letters you send me are all examined by Mr. Smith before I see them, so I hope, my dear Father, you will mention nothing of this when you write.

15 It is now two years come October since I left you at Lillington, but I hope, my dear Father, you will let me come home at Xmas that we may once more meet again alive - if God permit me to live as long.

Our bread is nearly black; it is made of the worst Barley Meal, and our Beds are stuffed with chaff and I assure you we are used more like Bears than Christians. Believe me, my dear Father, I would rather be obliged to work at my life time than remain here another year.

20 George is quite well but very unhappy.

Your respectful son
Henry

Question 2 - Comparison of ideas

AO1 English Language

Skills

Level 4
'perceptive'
'detailed'
7-8 marks

- Makes perceptive inferences from both texts
- Makes judicious references/use of textual detail relevant to the focus of the question
- Statements show perceptive differences between texts

Level 3
'clear'
'relevant'
5-6 marks

- Makes clear inferences from both texts
- Selects clear references/textual detail relevant to the focus of the question
- Statements show clear differences between texts

Level 2
'some'
'attempted'
3-4 marks

- Attempts some inference(s) from one/both texts
- Selects some appropriate references/textual detail from one/both texts
- Statements show some difference(s) between texts

Level 1
'Simple'
'limited comment'
1-2 marks

- Offers paraphrase rather than inference
- Makes simple reference/textual details from one/both texts
- Statements show simple difference between texts

8 marks = 8 minutes

You need to refer to **Source A** and **Source B** for this question.

Use **details** from **both** Sources. Write a **summary of the differences** between **Eddie** and **Henry**.

[8 marks]



CHALLENGE

Explore multiple interpretations and avoid stating obvious points



Advice:

First **highlight** the key words in the question. What is it specifically asking us to find?

Then, **highlight** any differences you can find.

There is not a lot of time, so annotation is unnecessary in the real exam. It is a useful skill to use when practising.

Could you do your child's homework?

The Observer, Sunday 15 December 2013



A typical father son scenario

Children appear increasingly weighed down by homework. But how tough can it be? Jay Rayner attempts his son Eddie's maths assignment.

1 I am staring at a finely printed sheet of paper and trying not to let the bad feelings seep in. This sheet is all my childhood Sunday-night feelings of dread come at once. It is humiliation and "could do better" and "pay attention now".

5 I only have myself to blame. A few months ago over dinner Eddie announced that, in English, they were experimenting with food writing. "I have to come up with metaphors. Give me a metaphor about this pizza," he said. "I don't think I should do your homework for you," I said. He raised his eyebrows. "You can't think of one, can you?" This is what happens if you feed and educate your children. They grow up, become clever and remorselessly take the micky out of you.

10 He was right. I didn't. On the spot I couldn't think of a single food metaphor worth dragging out and slapping on the table. And so the memories of homework came flooding back: of long nights of carefully planned idleness ruined by the imposition of essays and work sheets, of tasks flunked, of a chilly emptiness at the thought of the way my efforts would be received by teachers. The fact is that I was not especially academic. On the results sheet, my grades lined up like a line of Pac-Man¹ doing a conga².

15 And so, having failed the English homework test, I decide to show a little solidarity. I will have a go at his maths homework just to get a sense of what it's like to be 14-year-old Eddie. Which is why I'm now staring at the sheet of paper. Ah yes, algebra, the merry dance of x and y . Simplify. Wrench things out of brackets: Calculate values. This, I used to be able to do. Or at least I think I used to be able to do this.

20 Hmmm. Right. Yes. I mean... I stare at the page again, wondering whether I might be able to will a nosebleed to obscure the equations. There are three marks out of a total of 25 available here. Not getting it right would be an early setback.

25 The next one looks more straightforward. $a^3 \times a^4$. I'm pretty sure I remember this. Just add the powers together. Which would mean...

30 There is an "expand and simplify" question, which refuses to grow or be simple. In his special mocking voice, Eddie tells me just to draw a sad face. I do as I'm told. Better that than a blank. Eddie returns to his room and I press on. Some of them I can manage. I appear to know how to multiply out 3 (5-2). But with the next one I am firmly back in the weeds. I am so baffled that, shamelessly, I Google a maths website.

35 A few days later Eddie receives his marks. He got 20 out of 25, or 80%, a low score for him. Me? I've got 12 out of 25, or less than 50%. Does it need saying that my biggest miscalculation was to take on Eddie over maths? He doesn't labour the point but he's irritatingly good at it. I knock on his bedroom door. He doesn't look up from his computer screen. He is too busy killing things, while talking on Skype to his friend Theo, who is also in the game trying to kill the same things.

Finally he looks up at me from the computer. Who needs teachers to humiliate you when your son can do it so effectively?

Glossary:

Pac-Man¹ – a popular computer game in the 1980s in which the character follows the lines of a maze to collect points as it goes.

conga² – a dance in which participants follow behind a leading person in a long line.

Source B – 19th Century literary non-fiction

This Source consists of two letters. The first letter is from a young boy called Henry writing to his father. Henry is living far away from home at a boarding school. A boarding school is a school where you go to live as well as study and was a very popular way of educating boys, especially from wealthier families, in the 1800s.

Cotherstone Academy Aug. 7, 1822

Dear Father

5 Our Master has arrived at Cotherstone, but I was sorry to learn he had no Letter for me nor anything else, which made me very unhappy. If you recollect, I promised that I would write you a sly Letter, which I assure you I have not forgot, and now an opportunity has come at last. I hope, my dear Father, you will not let Mr. Smith know anything about it for he would flog me if he knew it. I hope, my dear Father, you will write me a Letter as soon as you receive this, but pray don't mention anything about this in yours; only put a X at the bottom, or write to my good Friend Mr. Halmer, who is very kind to me and he will give it to me when I go to Church. He lives opposite and I assure you, my dear Father, they are the kindest Friends I have in Yorkshire and I know he will not show it to Mr. Smith for the Letters I write you are all examined before they leave the School. I am obliged to write what Mr. Smith tells us and the letters you send me are all examined by Mr. Smith before I see them, so I hope, my dear Father, you will mention nothing of this when you write.

15 It is now two years come October since I left you at Islington, but I hope, my dear Father, you will let me come home at Xmas that we may once more meet again alive - if God permit me to live as long.

20 Our bread is nearly black; it is made of the worst Barley Meal, and our Beds are stuffed with chaff³ and I assure you we are used more like Bears than Christians⁴. Believe me, my dear Father, I would rather be obliged to work all my life time than remain here another year.

George is quite well but very unhappy.

Your respectful son

Henry

What are the **obvious** differences between a 21st century and 19th century text?

Do you think these will get you high marks?

Source A – 21st century non-fiction

You need to refer to **Source A** and **Source B** for this question.

Use **details** from **both** Sources. Write a **summary** of the differences between **Eddie** and **Henry**.

[8 marks]

Could you do your child's homework?

The Observer, Sunday 15 December 2013



Children appear increasingly weighed down by homework. But how tough are the attempts to assign

Eddie is confident and seems to enjoy being good at his homework without his father's help.

Eddie makes fun of his father and lacks respect for him.

Eddie is clever and his education is going well.



I am staring at a finely printed sheet of paper and trying not to let the bad feelings seep in. This sheet is all my childhood Sunday-night feelings of dread come at once. It is humiliation and "could do better" and "pay attention now".

I only have myself to blame. A few months ago over dinner Eddie announced that, in English, they were experimenting with food writing. "I have to come up with metaphors. Give me a metaphor about this pizza," he said. "I don't think I should do your homework for you," I said. He raised his eyebrows. "You can't think of one, can you?" This is what happens if you feed and educate your children. They grow up, become clever and remorselessly take the mickey out of you.

He was right. I didn't. On the spot I couldn't think of a single food metaphor worth dragging out and slapping on the table. And so the memories of homework came flooding back: of long nights of carefully planned idleness ruined by the imposition of essays and work sheets, of tasks flunked, of a chilly emptiness at the thought of the way my efforts would be received by teachers. The fact is that I was not especially academic. On the results sheet, my grades lined up like a line of Pac-Man¹ doing a conga².

And so, having failed the English homework test, I decide to show a little solidarity. I will have a go at his maths homework just to get a sense of what it's like to be 14-year-old Eddie. Which is why I'm now staring at the sheet of paper. Ah yes, algebra, the merry dance of x and y . Simplify. Wrench things out of brackets. Calculate values. This, I used to be able to do. Or at least I think I used to be able to do this.

Hmmm. Right. Yes. I mean... I stare at the page again, wondering whether I might be able to will a nosebleed to obscure the equations. There are three marks out of a total of 25 available here. Not getting it right would be an early setback.

25 The next one looks more straightforward. $a^4 \times a^2$. I'm pretty sure I remember this. Just add the powers together. Which would mean...

30 There is an "expand and simplify" question, which refuses to grow or be simple. In his special mocking voice, Eddie tells me just to draw a sad face. I do as I'm told. Better than a blank. Eddie returns to his room and I press on. Some of them I can manage. I appear to know how to multiply out $3(5-2x)$. But with the next one I am firmly back in the weeds. I am so baffled that, shamelessly, I Google a maths website.

35 A few days later Eddie receives his marks. He got 20 out of 25, or 80%, a low score for him. Me? I've got 12 out of 25, or less than 50%. Does it need saying that my biggest miscalculation was to take on Eddie over maths? He doesn't labour the point but he's irritatingly good at it. I knock on his bedroom door. He doesn't look up from his computer screen. He is too busy killing things, while talking on Skype to his friend Theo, who is also in the game trying to kill the same things.

Finally he looks up at me from the computer. Who needs teachers to humiliate you when your son can do it so effectively?

Glossary:

Pac-Man¹ – a popular computer game in the 1980's in which the character follows the lines of a maze to collect points as it goes.

conga² – a dance in which participants follow behind a leading person in a long line.

Source B – 19th century literary non-fiction



You need to refer to **Source A** and **Source B** for this question.

Use **details** from **both** Sources. Write a **summary of the differences** between **Eddie** and **Henry**.

[8 marks]

This Source consists of two letters. The first letter is from a young boy called Henry writing to his father. Henry is living far away from home at a boarding school. A boarding school is a school where you go to live as well as study and was a very popular way of educating boys, especially from wealthier families, in the 1800s.

Cotherstone Academy Aug. 7. 1822

Dear Father

Our Master has arrived at Cotherstone, but I was sorry to learn he had no Letter for me nor anything else, which made me very unhappy. If you recollect, I promised that I would write you a sly Letter, which I assure you I have not forgot, and now an opportunity has come at last. I hope, my dear Father, you will not let Mr. Smith know anything about it for he would flog me if he knew it. I hope, my dear Father, you will write me a Letter as soon as you receive this, but pray don't mention anything about this in yours; only put a X at the bottom, or write to my good Friend Mr. Halmer, who is very kind to me and he will give it to me when I go to Church. He lives opposite and I assure you, my dear Father, they are the kindest Friends I have in Yorkshire and I know he will not show it to Mr. Smith for the Letters I write you are all examined before they leave the School. I am obliged to write what Mr. Smith tells us and the letters you send me are all examined by Mr. Smith before I see them, so I hope, my dear Father, you will mention nothing of this when you write.

It is now two years come October since I left you at Islington, but I hope, my dear Father, you will let me come home at Xmas that we may once more meet again alive - if God permit me to live as long.

Our bread is nearly black; it is made of the worst Barley Meal, and our Beds are stuffed with chaff¹ and I assure you we are used more like Bears than Christians². Believe me, my dear Father, I would rather be obliged to work all my life time than remain here another year.

George is quite well but very unhappy.

Your respectful son
Henry

Henry is very respectful of his father

The second letter, written investigate the problem. T

Henry is complaining about his schooling because of his living conditions and relies on others to help him.

25 Public Office, Worship Street, 21st August 1822

Sir,

Having lately received a Letter from my Son Henry, who is at Mr. Smith's School close by you, complaining of the Treatment he receives, I am induced to write to you, confidentially, to request you will do me the favour to endeavour to see both of them, 30 privately, (at your own House) if possible and ascertain whether you think it would be advisable for me to send for them home. I will certainly be guided by what you say; Boys will sometimes complain without cause, and therefore I hope you will excuse the liberty I take in troubling you. Henry speaks very highly of your kind attention.

I do not approve of the System of Education, for they do not appear to have improved. 35 When they left home, they could both spell, and in Henry's Letter I see several words wrong spelt - I also do not like the injunction laid upon them of not being allowed to write to me without the Master's seeing the contents of their Letters.

If you should not be able to get a private interview with them in the course of a fortnight, I shall be obliged by your writing to me to say so and I will immediately give notice to Mr. 40 Smith that I intend to have them home at Christmas. I should prefer your seeing George if you can, and hear what he says, as I can rely more on the truth of his story, than Henry's, for I believe Henry's principal object is to get home. We have all a great desire to see him, but particularly to see George, our other son, who is a meek Boy and not so able to endure ill treatment as Henry - George is a great favourite with us all, and so he was with his late dear Mother who is now no more.

You will no doubt see my object in thus troubling you and I hope you will excuse the liberty I take, but as I know you have been very kind to the Boys. I shall esteem it an additional favour by your attention to this, and an answer at your earliest convenience.

I remain Sir, very respectfully

50 Your obliged honorable servant
William Heritage

Henry is not receiving a 'good' education and is getting worse at spelling

Glossary:

chaff¹ - chopped straw or hay.

Bears than Christians² - bears were sometimes mistreated, perhaps suggesting he feels he's being treated more like an animal than a human being, or in a Christian way.

COMPARING DIFFERENCES

SOURCE A	SOURCE B
Eddie is independent and doesn't need his father's help.	Henry needs his father's help because he is being treated badly at school.
Eddie lacks respect for his father and makes fun of him often.	Henry is extremely respectful throughout his letter.
Eddie is doing very well at school and is more intelligent than his father.	Henry is not doing very well at school and his spelling is getting worse over time.

WRITING ADVICE

Write short PQ1 paragraphs about each source. Use a ping-pong approach and link each paragraph with an appropriate connective to highlight your comparison.

In Source A Eddie is presented as an independent student who does not require his father's help with his homework. He only asks his father because he wants to prove that his father can't do it and mockingly asks, 'you can't think of one, can you?' This shows that Eddie is confident in his abilities and is not reliant on his father.

In contrast, Henry is much more dependent and is almost begging for help from his father in his letter. He tells his father that he 'would rather be obliged to work all my life time than remain here another year.' This implies that Henry is desperate to get away from school and is happy to accept the consequences from his father. This is very different to Eddie who seems to enjoy being good at his school work.

Eddie appears to lack respect for his father and mocks him throughout the article. At one point the author cannot complete the homework questions and 'in his special mocking voice, Eddie tells me just to draw a sad face.' The author thereby reveals that his son enjoys teasing him and seems to know better than his father. It almost appears that they have switched roles as the author then says 'I do as I'm told.' This shows that the father-son relationship is very different to that of Henry and his father.

Henry is very respectful throughout his letter and consistently writes 'my dear father.' This shows that Henry is polite and understands his position beneath his father in society. This reflects the much stricter social boundaries at the time the letter was written, but could also be a reflection of Henry's ability to flatter his father in order to get what he wants.

Finally, the author of Source A implies that Eddie is very intelligent as when he receives his scores 'he got 20 out of 25, or 80%, a low score for him.' The sense of pride from his father here suggests that Eddie is doing very well and that his education is going well.

Conversely, Henry's father seems disappointed in his progress and the quality of his education as he says that 'when they left home, they could both spell, and in Henry's Letter I see several words wrong spelt.' The sense of disappointment here indicates that Henry is not as intelligent as Eddie and that his father, though supportive, is not impressed by Henry's progress.

HOW EFFECTIVE IS THIS RESPONSE?

Highlight and label where it meets each bullet point of the mark scheme. What level do you think this response would receive? Could it be improved?

In Source A Eddie is presented as an independent student who does not require his father's help with his homework. He only asks his father because he wants to prove that his father can't do it and mockingly asks, 'you can't think of one, can you?' This shows that Eddie is confident in his abilities and is not reliant on his father.

In contrast, Henry is much more dependent and is almost begging for help from his father in his letter. He tells his father that he 'would rather be obliged to work all my life time than remain here another year.' This implies that Henry is desperate to get away from school and is happy to accept the consequences from his father. This is very different to Eddie who seems to enjoy being good at his school work.

Eddie appears to lack respect for his father and mocks him throughout the article. At one point the author cannot complete the homework questions and 'in his special mocking voice, Eddie tells me just to draw a sad face.' The author thereby reveals that his son enjoys teasing him and seems to know better than his father. It almost appears that they have switched roles as the author then says 'I do as I'm told.' This shows that the father-son relationship is very different to that of Henry and his father.

Henry is very respectful throughout his letter and consistently writes 'my dear father.' This shows that Henry is polite and understands his position beneath his father in society. This reflects the much stricter social boundaries at the time the letter was written, but could also be a reflection of Henry's ability to flatter his father in order to get what he wants.

Finally, the author of Source A implies that Eddie is very intelligent as when he receives his scores 'he got 20 out of 25, or 80%, a low score for him.' The sense of pride from his father here suggests that Eddie is doing very well and that his education is going well.

Conversely, Henry's father seems disappointed in his progress and the quality of his education as he says that 'when they left home, they could both spell, and in Henry's Letter I see several words wrong spelt.' The sense of disappointment here indicates that Henry is not as intelligent as Eddie and that his father, though supportive, is not impressed by Henry's progress.

Question 2 - Comparison of ideas

AO1 English Language	Skills
Level 4 'perceptive' 'detailed' 7-8 marks	<ul style="list-style-type: none"> Makes perceptive inferences from both texts Makes judicious references/use of textual detail relevant to the focus of the question Statements show perceptive differences between texts
Level 3 'clear' 'relevant' 5-6 marks	<ul style="list-style-type: none"> Makes clear inferences from both texts Selects clear references/textual detail relevant to the focus of the question Statements show clear differences between texts
Level 2 'some' 'attempted' 3-4 marks	<ul style="list-style-type: none"> Attempts some inference(s) from one/both texts Selects some appropriate references/textual detail from one/both texts Statements show some difference(s) between texts
Level 1 'Simple' 'limited comment' 1-2 marks	<ul style="list-style-type: none"> Offers paraphrase rather than inference Makes simple reference/textual details from one/both texts Statements show simple difference between texts

Without looking...

1. What do you need to remember to do when answering question 2?

2. How will you specifically gain marks?

3. How will you make sure to get the highest level?

This structure will not necessarily get you the highest marks as you will need to find your own way to explore your interpretations to be considered 'sophisticated' and 'perceptive', but they can help you to practise if you're stuck. Choose which ones are appropriate to your answer.



Standard question

Medium difficulty question

Challenging question

GENERIC SENTENCE STARTERS

Firstly, Source A suggests _____
when... '_____'.
This implies that...

It also reveals that...

On the other hand, Source B implies _____
when... '_____'.
This is different because it implies that...

Furthermore it reveals that...



REVISE YOUR SKILLS

Time yourself and have a go with the sources on the next pages.

Spend 5 minutes reading and annotating (you will have 15 in the exam).

Remember to spend only 10 minutes writing!

PRACTICE QUESTIONS



You need to refer to Source A and Source B for this question.

Use details from both Sources.

Write a summary of the differences between attitudes towards the police.

You need to refer to Source A and Source B for this question.

Use details from both Sources.

Write a summary of the differences between the working classes in each source.

You need to refer to Source A and Source B for this question.

Use details from both Sources.

Write a summary of the differences between London and Manchester.

Refer to the sources on the next pages...

Question 2 - Comparison of ideas

AO1 English Language

Skills

Level 4
'perceptive'
'detailed'
7-8 marks

- Makes perceptive inferences from both texts
- Makes judicious references/use of textual detail relevant to the focus of the question
- Statements show perceptive differences between texts

Level 3
'clear'
'relevant'
5-6 marks

- Makes clear inferences from both texts
- Selects clear references/textual detail relevant to the focus of the question
- Statements show clear differences between texts

Level 2
'some'
'attempted'
3-4 marks

- Attempts some inference(s) from one/both texts
- Selects some appropriate references/textual detail from one/both texts
- Statements show some difference(s) between texts

Level 1
'Simple'
'limited comment'
1-2 marks

- Offers paraphrase rather than inference
- Makes simple reference/textual details from one/both texts
- Statements show simple difference between texts

8 marks = 8 minutes



A sobering question: can we trust the police? And it's one that assumes enhanced urgency after today's shining of a harsh light upon the Police Federation, the representative body for the rank and file.

Policing is an idiosyncratic profession. It requires good judgment, it relies on trust, and as they operate within communities, the most junior officers go armed with the highest capacity to exercise discretion. These are people whose take on any given situation can affect people's lives. Are we receiving the service we are entitled to expect from the right people?

The oath taken by each police officer is clear: they "declare and affirm" to serve "with fairness, integrity, diligence and impartiality, upholding fundamental human rights and according equal respect to all people." But according to today's report by MPs on the home affairs committee, officers serving as representatives up and down the country have been involved in bullying on "a scale to rival any popular soap opera". They allege a lack of respect and tolerance, sustained and ongoing to the point that successive chairs of the organisation have found themselves "enmired* in interminable*, internecine* power-struggles which would not have been out of place in a medieval court".

Extraordinary language from MPs struggling to describe an extraordinary situation. We know too well that workplaces can be riven by egos, aspirations and jealousies. But this matters outside the confines of Police Federation headquarters in Leatherhead because it chimes with the unease many people already feel about the behaviour and judgment of our police.

Who isn't worried about the quality of decision making displayed each day in the deployment of stop and search, with black people six times as likely as white people to be stopped; and suggestions from the Equalities and Human Rights Commission that more than a quarter of the one million stops in 2013 may have been illegal? Even the home secretary approaches the issue with furrowed brow. Who isn't worried about the way police forces tackle sexual offences and interact with the vulnerable. Consider last year's revelation in this newspaper that 169 officers and support staff are under investigation for predatory

sexual behaviour.

If decision making is the issue, what of the increasing use of electroshock Tasers, deployed on a record 10,000 occasions in 2013 against suspects in England and Wales and the subject of criticism from Amnesty International. Factor in what we now know about ill-judged police undercover operations and the still emerging horrors of the police operation after Hillsborough. Consider the broad sweep of questionable decision making. In Devon and Cornwall, the force has been obliged to create a temporary assistant chief constable position to deal with a backlog in the number of cases involving allegations of gross misconduct*.

All of this happens away from the snake pit of Police Federation headquarters. But one can worry legitimately about a common mindset. And here's the principal cause for concern: without respect and trust, the whole concept we cherish of policing by consent ceases to have meaning. We draw police officers from our communities, but as they take the oath they become role models for our communities. We should applaud those who uphold those standards – and the vast majority do – but we have a right to expect that those who lack the temperament to make good decisions are exposed and purged from their positions of responsibility. And it's fair to ask, if they can't treat each other with respect, is it likely they will be fair and wise guardians for the public?

Vocabulary

Idiosyncratic – eccentric, quirky
Enmired – bogged down
Interminable – endless
Internecine – internal
Misconduct – misbehaviour

Another murder of the foulest kind was committed in the neighbourhood of Whitechapel in the early hours of yesterday morning, but by whom and with what motive is at present a complete mystery.

At a quarter to 4 o'clock Police-constable Neill, 97J, when in Buck's-row, Whitechapel, came upon the body of a woman lying on a part of the footway, and on stooping to raise her up in the belief that she was drunk he discovered that her throat was cut almost from ear to ear. She was dead but still warm. He procured assistance and at once sent to the station and for a doctor.

Dr. Llewellyn, of Whitechapel-road, whose surgery is not above 300 yards from the spot where the woman lay, was aroused, and, at the solicitation of a constable, dressed and went at once to the scene. He inspected the body at the place where it was found and pronounced the woman dead. He made a hasty examination and then discovered that, besides the gash across the throat, the woman had terrible wounds in the abdomen. The police ambulance from the Bethnal-green Station having arrived, the body was removed there. A further examination showed the horrible nature of the crime, there being other fearful cuts and gashes, and one of which was sufficient to cause death apart from the wounds across the throat.

After the body was removed to the mortuary* of the parish, in Old Montague-street, Whitechapel, steps were taken to secure, if possible, identification, but at first with little prospect of success. The clothing was of a common description, but the skirt of one petticoat and the band of another article bore the stencil stamp of Lambeth Workhouse*.

The only articles in the pockets were a comb and a piece of a looking glass*. The latter led the police to conclude that the murdered woman was an inhabitant of the numerous lodging-houses of the neighbourhood, and officers were despatched to make inquiries about, as well as other officers to Lambeth to get the matron of the workhouse to view the body with a view to identification.

The latter, however, could not identify, and said that the clothing might have been issued any time during the past two or three years. As the news of the murder spread, however, first one woman and then another came forward to view the body, and at length it was found that a woman answering the description of the murdered woman had lodged in a common lodging-house, 18, Thrawl-street, Spitalfields.

Women from that place were fetched and they identified the deceased as "Polly," who had shared a room with three other women in the place on the usual terms of such houses --nightly payment of 4d. each, each woman having a separate bed. It was gathered that the deceased had led the life of an "unfortunate" while lodging in the house, which was only for about three weeks past. Nothing more was known of her by them but that when she presented herself for her lodging on Thursday night she was turned away by the deputy because she had not the money.

She was then the worse for drink, but not drunk, and turned away laughing, saying, "I'll soon get my 'doss' money* ; see what a jolly bonnet I've got now." She was wearing a bonnet which she had not been seen with before, and left the lodging house door. A woman of the neighbourhood saw her later, she told the police--even as late as 2:30 on Friday morning--in Whitechapel-road, opposite the church and at the corner of Osborne-street, and at a quarter to 4 she was found within 500 yards of the spot, murdered. The people of the lodging-house knew her as "Polly," but at about

half-past 7 last evening a woman named Mary Ann Monk, at present an inmate of Lambeth Workhouse, was taken to the mortuary and identified the body as that of Mary Ann Nicholls, also called "Polly" Nicholls.

She knew her, she said, as they were inmates of the Lambeth Workhouse together in April and May last, the deceased having been passed there from another workhouse. On the 12th of May, according to Monk, Nicholls left the workhouse to take a situation as servant at Ingleside, Wandsworth-common. It afterwards became known that Nicholls betrayed her trust as domestic servant, by stealing L3 from her employer and absconding. From that time she had been wandering about. Monk met her, she said, about six weeks ago when herself out of the workhouse and drank with her. She was sure the deceased was "Polly" Nicholls, and, having twice viewed the features as the body lay in the shell, maintained her opinion.

So far the police have satisfied themselves, but as to getting a clue to her murderer they express little hope. The matter is being investigated by Detective-inspector Abberline, of Scotland-yard, and Inspector Helson, J Division. The latter states that he walked carefully over the ground soon after 8 o'clock in the morning, and beyond and the discolourations ordinarily found on pavements there was no sign of stains.

Viewing the spot where the body was found, however, it seemed difficult to believe that the woman received her death wounds there. The police have no theory with respect to the matter, except that a gang of ruffians exists in the neighbourhood, which, blackmailing women of the "unfortunate" class, takes vengeance on those who do not find money for them. They base that surmise on the fact that within 12 months two other women have been murdered in the district by almost similar means--one as recently as the 6th of August last--and left in the gutter of the street in the early hours of the morning.

If the woman was murdered on the spot where the body was found, it is impossible to believe she would not have aroused the neighbourhood by her screams, Bucks-row being a street tenanted all down one side by a respectable class of people, superior to many of the surrounding streets, the other side having a blank wall bounding a warehouse. Dr. Llewellyn has called the attention of the police to the smallness of the quantity of blood on the spot where he saw the body, and yet the gashes in the abdomen laid the body right open.

The weapon used would scarcely have been a sailor's jack knife, but a pointed weapon with a stout back--such as a cork-cutter's or shoemaker's knife. In his opinion it was not an exceptionally long-bladed weapon. He does not believe that the woman was seized from behind and her throat cut, but thinks that a hand was held across her mouth and the knife then used, possibly by a left-handed man, as the bruising on the face of the deceased is such as would result from the mouth being covered with the right hand. He made a second examination of the body in the mortuary, and on that based his conclusion, but will make no actual post mortem* until he receives the Coroner's orders. The inquest is fixed for to-day.

Vocabulary

Workhouse – a public institution in which the poor received board and lodging in return for work.

Mortuary – morgue, a place for dead bodies

Looking glass – mirror

'doss' money – money required for a night's lodging

Post-mortem – examination of a dead body to discover cause of death



There has been another report – this time from the Sutton Trust – showing that white working-class children are underperforming in schools. This is a long-established tendency. Nearly all ethnic minority groups do better. This includes black African, Chinese and Bangladeshi children.

We are in a tricky area here – where race meets culture. Biology makes it plain that there are no differences in traits between races. However, races can be associated with cultures – and there are rough personality variations between cultures, whether ethnically related or not. Parisians and Boers, white Americans and Native Americans, Saudi Arabians and Israelis – all are liable to have their own separate collective views of and assumptions about the world. These are not binding, but they constitute what you might call mass tendencies. And as if this were not complicated enough, we have to throw class into the mix.

Cultures are inherited, enshrined habits of thought and behaviour, both good and bad. They are, as David Mamet puts it, “the way we do things here”. They are malleable, they are mutable – and extremely powerful. Their relationship to the chimera of “race” is complex and hard to chart, but appears to be real enough.

What is wrong with British white working-class culture, then? Is it a predisposition to be feckless and lazy? One reason is hinted at in Lynsey Hanley’s excellent book *Respectable*, about the working-class estate in Birmingham where she grew up. Hanley tells of her contemporaries’ reactions to study at the comprehensive she attended. For most of them, particularly boys, everything became a laugh, a joke, a bit of a lark. Clever children were mocked and bullied.

Lack of hope and respect leads to a lack of trying (Hanley and I were rare exceptions to the rule). But why should this particularly affect white working-class children rather than any other ethnic group? It may be because their morale and self-esteem is lower than other, more superficially “oppressed” groups. At least black and Asian children, who, although vulnerable to racial prejudice, can also see themselves as part of an unfairly victimised minority forming part of a coherent group championed by the parts of society that pride themselves on being liberal. On the other hand, the white working

class are often seen across the board as the scum of the earth rather than the salt of the earth.

Underperformance may also be linked to family stability and family values. Asian, Chinese, and black African culture seem to be more committed to the institution of family. Not only is the divorce rate generally lower, sending money back to family in the country of origin is common. For all the vulnerabilities to racism, there is integrity and a purpose to this setup.

But for poor white kids, chaotic families are commonplace. Throw into this mix the fact of poverty itself and you have a recipe if not for despair, then for making a mockery of the whole damn farce. It is behaviour that says, “We’re not going to spend the only youth we have joining in a vast, grinding societal pantomime in which we pretend that we can transcend our place in the world when the odds are fatally stacked against us.”

So you learn not to care. You slouch and loaf and sneer. But you don’t try because that is to buy into a game that is rigged and which you are almost certainly going to lose. Plus you are likely to have underfunded schools and teachers struggling to cope.

A junk heap is a junk heap, however much air freshener and fresh paint you apply. And the only thing to do once you are buried under it, is to kick and scream and giggle, as you slowly sink and lose hope. It is only if we as a society start taking notice of this cry of anger and disillusionment that those buried can start, with our help and our compassion, to dig themselves out.

SOURCE B: 'London Labour and the London Poor' by Henry Mayhew



OF THE UNEDUCATED STATE OF COSTERMONGERS*.

I have stated elsewhere, that only about one in ten of the regular costermongers is able to read. The want of education among both men and women is deplorable, and I tested it in several instances. The following statement, however, from one of the body, is no more to be taken as representing the ignorance of the class generally, than are the clear and discriminating accounts I received from intelligent costermongers to be taken as representing the intelligence of the body.

The man with whom I conversed, and from whom I received the following statement, seemed about thirty. He was certainly not ill-looking, but with a heavy cast of countenance*, his light blue eyes having little expression. His statements, or opinions, I need hardly explain, were given both spontaneously in the course of conversation, and in answer to my questions. I give them almost verbatim*, omitting oaths and slang:

"Well, times is bad, sir," he said, "but it's a deadish time. I don't do so well at present as in middish times, I think. When I served the Prince of Naples, not far from here (I presume that he alluded to the Prince of Capua), I did better and times was better. That was five years ago, but I can't say to a year or two. He was a good customer, and was very fond of peaches. I used to sell them to him, at 12s. the plasket when they was new. The plasket held a dozen, and cost me 6s. at Covent-garden -more sometimes; but I didn't charge him more when they did. His footman was a black man, and a ignorant man quite, and his housekeeper was a Englishwoman. He was the Prince o' Naples, was my customer; but I don't know what he was like, for I never saw him. I've heard that he was the brother of the king of Naples. I can't say where Naples is, but if you was to ask at Euston-square, they'll tell you the fare there and the time to go it in. It may be in France for anything I know may Naples, or in Ireland. Why don't you ask at the square?"

I went to Croydon once by rail, and slept all the way without stirring, and so you may to Naples for anything I know. I never heard of the Pope being a neighbour of the King of Naples. Do you mean living next door to him? But I don't know nothing of the King of Naples, only the prince. I don't know what the Pope is. Is he any trade? It's nothing to me, when he's no customer of mine. I have nothing to say about nobody that ain't no customers. My crabs is caught in the sea, in course. I gets them at Billingsgate.

I never saw the sea, but it's salt-water, I know. I can't say whereabouts it lays. I believe it's in the hands of the Billingsgate salesmen -all of it? I've heard of shipwrecks at sea, caused by drowning, in course.

I never heard that the Prince of Naples was ever at sea. I like to talk about him, he was such a customer when he lived near here." (Here he repeated his account of the supply of peaches to his Royal Highness.) "I never was in France, no, sir, never. I don't know the way. Do you think I could do better there? I never was in the Republic there. What's it like? Bonaparte*? O, yes; I've heard of him. He was at Waterloo*. I didn't know he'd been alive now and in France, as you ask me about

him. I don't think you're larking, sir. Did I hear of the French taking possession of Naples, and Bonaparte making his brother-in-law king? Well, I didn't, but it may be true, because I served the Prince of Naples, what was the brother of the king.

I never heard whether the Prince was the king's older brother or his younger. I wish he may turn out his older if there's property coming to him, as the oldest has the first turn; at least so I've heard first come, first served. I've worked the streets and the courts at all times. I've worked them by moonlight, but you couldn't see the moonlight where it was busy. I can't say how far the moon's off us. It's nothing to me, but I've seen it a good bit higher than St. Paul's.

I don't know nothing about the sun. Why do you ask? It must be nearer than the moon for it's warmer, -and if they're both fire, that shows it. It's like the tap-room* grate and that bit of a gas-light; to compare the two is. What was St. Paul's that the moon was above? A church, sir; so I've heard. I never was in a church. O, yes, I've heard of God; he made heaven and earth; I never heard of his making the sea; that's another thing, and you can best learn about that at Billingsgate*. (He seemed to think that the sea was an appurtenance* of Billingsgate.) Jesus Christ? Yes. I've heard of him. Our Redeemer? Well, I only wish I could redeem my Sunday togs* from my uncle's."

Another costermonger, in answer to inquiries, said: "I 'spose you think us 'riginal coves that you ask. We're not like Methusalem, or some such swell's name, (I presume that Malthus was meant) as wanted to murder children afore they was born, as I once heerd lectured about -we're nothing like that."

Another on being questioned, and on being told that the information was wanted for the press, replied: "The press? I'll have nothing to say to it. We are oppressed enough already."

That a class numbering 30,000 should be permitted to remain in a state of almost brutish ignorance is a national disgrace. If the London costers belong especially to the "dangerous classes," the danger of such a body is assuredly an evil of our own creation; for the gratitude of the poor creatures to any one who seeks to give them the least knowledge is almost pathetic.

Costermonger – street-sellers attending the London "green" and "fish markets,"

Countenance – face

Verbatim – word for word

Bonaparte – Napoléon Bonaparte was a French military and political leader who rose to prominence during the French Revolution and led several successful campaigns during the French Revolutionary Wars.

Waterloo – The Battle of Waterloo on 18th June 1815 is the battle that ended the rule of the French Emperor Napoleon over Europe.

Tap-room – a room in which alcoholic drinks, especially beer, are available on tap; a bar in a pub or hotel.

Appurtenance – an accessory or other item associated with a particular activity or style of living. "the appurtenances of consumer culture.

Billingsgate – a place and market in London

Togs – clothes.

Vocabulary

SOURCE A: 'Goodbye London: why people are leaving the capital ' by Rafael Behr



I fell out of love with London on the A2 outside Greenwich. The tower blocks rose like teeth from the horizon, shrouded on a clear day in brown-grey vapour – stale coffee breath of the overworked capital. Queuing for the Blackwall Tunnel gives you time to contemplate the perversity of it all: drumming the steering wheel, cursing the other drivers, jostling for position on the tarmac tongue of the beast, competing to be swallowed first.

The approach used to be exhilarating and comforting at the same time, the electric thrum of reconnection to the national power source combined with the security of home. And to call London home felt, as Cecil Rhodes once said of being born British, like winning first prize in the lottery of life. The city's credentials as a global hub are beyond doubt: the diversity, the history, the old cultural pedigree, the new cultural ingenuity, the attitude, the pace, the permissiveness, the ambition, the money...

As for the rest of Britain, London's supremacy is untouchable by other cities and extreme by international standards. It accounts for around 22% of UK GDP and around 19% of employment. Since 2010, 79% of new private-sector jobs have been generated by the capital.

Like all snobberies, London-centrism is variegated. The inner-zone dwellers look down on the suburbs; the born-and-bred natives look down on newcomers. I was delivered into the capital at University College Hospital near St Pancras in 1974. There were a few years at university and a stint as a foreign correspondent abroad, which seemed to confirm that most other places, while possessed of unique charms, could correct their deficiencies by being more like London.

But I am not a Londoner any more. I quit last year; or went into recovery. I now live with my family in Brighton, which is a coastal exclave of pseudo-London urbanity – a place where jaded addicts of megacity life wean themselves clean; metropolitan methadone.

Here the ex-Londoners display years of service on globalisation's front line like campaign medals. When asked where we live, we cannot help working the fact that we used to live in London into the answer. It is a trait of exile: the feeling that departure from the homeland was involuntary; that the London we loved turned its back on us before we decided to leave.

This is an affectation for people like me who have sold a house in London to finance the move elsewhere. Ours is not a hard-luck story. The real exiles are families whose rent is covered by housing benefit, tipping their nominal income from benefits over the level of the government cap of £500 per week. That excludes any family property in central London. Council tenants with spare rooms have also been hit by the "bedroom tax". Estimates of the total number forced to move by combined changes in the social security regime over the past five years are disputed, ranging from a few thousand to tens of thousands. The Department for Work and Pensions says people are responding to work incentives, seeking new lives elsewhere; the opposition calls it social cleansing.

The underlying problem is the chronic housing shortage. Estate agents, politicians and policy experts agree that London needs 40-50,000 new homes every year to compensate for generations of shortfall. Last year 18,260 were completed – up 2% on the previous year. That which is built must also be affordable, but demand still gallops ahead of supply. So, in accordance with the oldest law in economics, prices go berserk. The average deposit required to buy in the capital is £70,000, which leaves two ways to get on to the ladder: one is to be extremely rich, the other is to be quite rich and then borrow more money than you could ever repay.

The rest rent. The amount they pay has increased at rates far outstripping national inflation at a time when wages have stagnated. It is now common for tenants to pay well over half of their income on housing before feeding, clothing and heating themselves. It is hardly surprising that increasing numbers consider that a bad deal. The prospect of eking out a family life in a windowless shoebox is driving some 30-somethings out of the capital. There will always be new arrivals to replace them. The opportunities are magnetic enough to draw in successive generations of ambitious youth, not least from overseas, although the rate of churn will increase. No doubt the next Google is being cooked up by whip-smart kids in a Shoreditch tech-lab right now, although I'll bet some of their start-up capital (not to mention their rent) is from the bank of Mum and Dad. Before you know it a draughty three-bedroom Victorian terraced house in what was once a slum costs more than £1m.

It isn't just the housing that costs too much. London is barely affordable on every measure. When inflation is factored in, median pay fell from £700 per week in 2010 to £646 last year. There is an army of employees on minimum wage and zero-hour contracts who get up before the rest of the capital to lubricate its commercial

wheels. Heading in for an early editing shift I used to sit with the cleaners and sandwich-makers on the last night bus before early-morning timetables had even started, sharing seats with saucer-eyed clubbers wringing the last kicks from the night before.

Stark inequality isn't new in the big city, although the trends point to widening extremes. Research by Danny Dorling and Benjamin Hennig of Oxford University's School of Geography and Environment, over three decades of census data, identifies an hourglass shape in London's income distribution – bulging at the top and bottom. The number of poor households and very rich ones has risen by 80%; the middle has shrunk by 43%.

Alongside the material deprivation is cultural exclusion. A lot of Londoners effectively live below-stairs, servicing the capital for the minority, the value they add measured by how inconspicuous they can make themselves. But even the relatively well-heeled aren't comfortable in the city, because there is always someone wealthier nearby to provoke pangs of inadequacy. The upper-middle classes, objects of envy from below, struggle to keep up with the oligarchic Joneskis who set the pace for elite London living.

The capital has always had an aristocracy, but in the past decade or two the familiar British elite – hereditary and self-made – has been eclipsed by the global super-rich. London is a great place to be opulent, not just because of the shopping but because of the tax-efficient real estate opportunities. By the standards of most developed countries, Britain hardly dares to tax expensive property at all; council-tax rates in poor boroughs are higher than in rich ones. In 2012, when most of the UK was economically stagnant, £83bn worth of properties were purchased in London without financing; in other words no mortgage, no deposit, no scrimping. Cash.

My case is not exceptional. There is a well-established trend dating back to the 1970s of people hitting early middle age, having children and fleeing. Many would probably leave earlier if they didn't feel bullied by that insidious Dr Johnson quote into sticking it out. Tired of London; tired of life? No. Never. Actually, yes, tired of living in the belly of the beast.

The escape impulse is primitive. It is an appetite for oxygen, a dream of kids having a free-range childhood and a desire to see the horizon for sustained periods. There is no better symbol of London's macho financialisation than the early 21st-century surge in skyscraper construction, the lanky delinquent mob of new towers that cluster around the City, and their gangmaster, the Shard. It looks like Darth Vader's imperial Star Destroyer erupting through the crust of a Bermondsey pavement. It is easy to be impressed by such a sight, but no one could be seduced by it. Awe is what despots seek because they cannot nurture affection. Intimidation breeds obedience and even a craven kind of attachment, but never tenderness. London used to win people with charm; now it controls them with fear.

To truly belong in a place means loving even the things about it that are unlovely. The real British patriot has a secret fondness for summer rain – the pathos of the season that fails heroically. London patriotism means relishing the crowds, the noise, the surliness and the grime. Where outsiders see mechanistic bustle, insiders feel exhilarating anonymity, the gift of invisibility through dissolution in the throng. There is also a discreet London solidarity, imperceptible to the naked eye. Newcomers think the city is unfriendly. Veterans know it is just frugal with gestures; unsentimental but not callous.

Or it used to be like that. It is hard to know whether my relationship with the capital died because it changed or I did. Probably both. I romanticise an early phase of life frittered away in 90s London as part of a generation that graduated with modest debts and moved into affordable flats on the cusp of a fin-de-siècle boom. It is easy to extrapolate from a solipsistic, carefree youth a false memory that there was less worth caring about. Nostalgia is the cushion that age slips under its opinions when taking a rest from evidence. Grotesque mutations come quicker to the imagination – are easier to write about – than slow metamorphoses. London might just settle into a different groove. Sometimes obnoxious behaviour turns out to be only a phase. "When something is as extreme as London, the most expensive place in rich world, the most likely trajectory is change; that it will one day no longer hold the top slot," says Dorling. "But you can't predict what the change will be."

I'm clearly not alone in feeling London's chaotic exuberance has soured into a dysfunctional mania. What was once eccentricity now feels like a pathology. It was certainly unhealthy for me, which is why I left. I didn't belong any more, which could be just my problem, or it could be that feelings of alienation are intrinsic to a London syndrome – a sense that the cultural sinews binding the city together have stretched too far; that ever fewer people feel they truly belong there or that the capital belongs to them, to us. It is the centre of wealth and power in the UK, but its rule is not benign. Without rivals to challenge them, rulers turn tyrant.

SOURCE B: Extract from 'The Condition of the Working-Class in England' by Friedrich Engels (1844)

Friedrich Engels' father was a German manufacturer and Engels worked as his agent in his father's Manchester factory. As a result he combined both real experience of the city, with a strong social conscience. The result was his The Condition of the Working-Class in England in 1844.

Manchester lies at the foot of the southern slope of a range of hills, which stretch hither from Oldham, their last peak, Kersall moor, being at once the racecourse and the Mons Sacer* of Manchester. Manchester proper lies on the left bank of the Irwell, between that stream and the two smaller ones, the Irk and the Medlock, which here empty into the Irwell. On the left bank of the Irwell, bounded by a sharp curve of the river, lies Salford, and farther westward Pendleton; northward from the Irwell lie Upper and Lower Broughton; northward of the Irk, Cheetham Hill; south of the Medlock lies Hulme; farther east Chorlton on Medlock; still farther, pretty well to the east of Manchester, Ardwick. The whole assemblage of buildings is commonly called Manchester, and contains about four hundred thousand inhabitants, rather more than less. The town itself is peculiarly built, so that a person may live in it for years, and go in and out daily without coming into contact with a working-people's quarter or even with workers, that is, so long as he confines himself to his business or to pleasure walks. This arises chiefly from the fact, that by unconscious tacit agreement, as well as with outspoken conscious determination, the working-people's quarters are sharply separated from the sections of the city reserved for the middle-class; . . .

I may mention just here that the mills almost all adjoin the rivers or the different canals that ramify* throughout the city, before I proceed at once to describe the labouring quarters. First of all, there is the old town of Manchester, which lies between the northern boundary of the commercial district and the Irk. Here the streets, even the better ones, are narrow and winding, as Todd Street, Long Millgate, Withy Grove, and Shude Hill, the houses dirty, old, and tumble-down, and the construction of the side streets utterly horrible. Going from the Old Church to Long Millgate, the stroller has at once a row of old-fashioned houses at the right, of which not one has kept its original level; these are remnants of the old pre-manufacturing Manchester, whose former inhabitants have removed with their descendants into better built districts, and have left the houses, which were not good enough for them, to a population strongly mixed with Irish blood. Here one is in an almost undisguised working-men's quarter, for even the shops and beer houses hardly take the trouble to exhibit a trifling degree of cleanliness. But all this is nothing in comparison with the courts and lanes which lie behind, to which access can be gained only through covered passages, in which no two human beings can pass at the same time. Of the irregular cramming together of dwellings in ways which defy all rational plan, of the tangle in which they are crowded literally one upon the other, it is impossible to convey an idea. And it is not the buildings surviving from the old times of Manchester which are to blame for this; the confusion has only recently reached its height when every scrap of space left by the old way of building has been filled up and patched over until not a foot of land is left to be further occupied.

The south bank of the Irk is here very steep and between fifteen and thirty feet high. On this declivitous* hillside there are planted three rows of houses, of which the lowest rise directly out of the river, while the front walls of the highest stand on the crest of the hill in Long Millgate. Among them are mills on the river, in short, the method of construction is as crowded and disorderly here as in the lower part of Long Millgate. Right and left a multitude of covered passages lead from the main street into numerous courts, and he who turns in thither gets into a filth and disgusting grime, the equal of which is not to be found - especially in the courts which lead down to the Irk, and which contain unqualifiedly the most horrible dwellings which I have yet beheld. In one of these courts there stands directly at the entrance, at the end of the covered passage, a privy without a door, so dirty that the inhabitants can pass into and out of the court only by passing through foul pools of stagnant urine and excrement. This is the first court on the Irk above Ducie Bridge - in case any one should care to look into it.

Below it on the river there are several tanneries which fill the whole neighbourhood with the stench of animal putrefaction*. Below Ducie Bridge the only entrance to most of the houses is by means of narrow, dirty stairs and over heaps of refuse and filth. The first court below Ducie Bridge, known as Allen's Court, was in such a state at the time of the cholera* that the sanitary police ordered it evacuated, swept, and disinfected with chloride of lime. Dr. Kay gives a terrible description of the state of this court at that time. Since then, it seems to have been partially torn away and rebuilt; at least looking down from Ducie Bridge, the passer-by sees several ruined walls and heaps of debris with some newer houses. The view from this bridge, mercifully concealed from mortals of small stature by a parapet as high as a man, is characteristic for the whole district. At the bottom flows, or rather stagnates, the Irk, a narrow, coal-black, foul-smelling stream, full of debris and refuse, which it deposits on the shallower right bank.

In dry weather, a long string of the most disgusting, blackish-green, slime pools are left standing on this bank, from the depths of which bubbles of miasmatic gas constantly arise and give forth a stench unendurable even on the bridge forty or fifty feet above the surface of the stream. But besides this, the stream itself is checked every few paces by high weirs, behind which slime and refuse accumulate and rot in thick masses. Above the bridge are tanneries, bone mills, and gasworks, from which all drains and refuse find their way into the Irk, which receives further the contents of all the neighbouring sewers and privies. It may be easily imagined, therefore, what sort of residue the stream deposits. Below the bridge you look upon the piles of debris, the refuse, filth, and offal from the courts on the steep left bank; here each house is packed close behind its neighbour and a piece of each is visible, all black, smoky, crumbling, ancient, with broken panes and window frames. The background is furnished by old barrack-like factory buildings. On the lower right bank stands a long row of houses and mills; the second house being a ruin without a roof, piled with debris; the third stands so low that the lowest floor is uninhabitable, and therefore without windows or doors. Here the background embraces the pauper burial-ground, the station of the Liverpool and Leeds railway, and, in the rear of this, the Workhouse, the "Poor-Law Bastille" of Manchester, which, like a citadel, looks threateningly down from behind its high walls and parapets on the hilltop, upon the working-people's quarter below.

Such is the Old Town of Manchester, and on re-reading my description, I am forced to admit that instead of being exaggerated, it is far from black enough to convey a true impression of the filth, ruin, and uninhabitableness, the defiance of all considerations of cleanliness, ventilation, and health which characterise the construction of this single district, containing at least twenty to thirty thousand inhabitants. And such a district exists in the heart of the second city of England, the first manufacturing city of the world. If any one wishes to see in how little space a human being can move, how little air - and such air! - he can breathe, how little of civilisation he may share and yet live, it is only necessary to travel hither. True, this is the Old Town, and the people of Manchester emphasise the fact whenever any one mentions to them the frightful condition of this Hell upon Earth; but what does that prove? Everything which here arouses horror and indignation is of recent origin, belongs to the industrial epoch.

Vocabulary

- Mons Sacer - a hill in Rome. In 494 BC a class struggle took place in ancient Rome during which the lower classes left the city and made camp on Mons Sacer.
- Ramify - divide, separate.
- Declivitous - sloping down steeply.
- Privy - toilet.
- Putrefaction - decay, decomposition.
- Cholera - Cholera is an often deadly infection of the small intestine by some strains of bacteria.
- Epoch - an instant in time chosen as the origin of a particular era.

QUESTION 3

You now need to refer only to Source B.
How does ___ use language to....?

[12 marks]

Source B – 19th Century literary non-fiction

This Source consists of two letters. The first letter is from a young boy called Henry writing to his father. Henry is living far away from home at a boarding school. A boarding school is a school where you go to live as well as study and was a very popular way of educating boys, especially from wealthier families, in the 1800s.

Cothelstone Academy Aug. 7. 1822

Dear Father

5 Our Master has arrived at Cothelstone, but I was sorry to learn he had no Letter for me nor anything else, which made me very unhappy. If you recollect, I promised that I would write you a say Letter, which I assure you I have not forgot, and now an opportunity has come at last. I hope, my dear Father, you will not let Mr. Smith know anything about it for he would fog me if he knew it. I hope, my dear Father, you will write me a Letter as soon as you receive this, but pray don't mention anything about this in yours; only put a X at the bottom, or write to my good Friend Mr. Hamer, who is very kind to me and he will give it to me when I go to Church. He lives opposite and I assure you, my dear Father, they are the kindest Friends I have in Yorkshire and I know he will not show it to Mr. Smith for the Letters I write you are all examined before they leave the School, I am obliged to write what Mr. Smith tells us and the letters you send me are all examined by Mr. Smith before I see them, so I hope, my dear Father, you will mention nothing of this when you write.

15 It is now two years come October since I left you at Islington, but I hope, my dear Father, you will let me come home at Xmas that we may once more meet again - if God permit me to live as long.

20 Our bread is nearly black; it is made of the worst Barley Meal, and our Beds are stuffed with chaff and I assure you we are used more like Bears than Christians. Believe me, my dear Father, I would rather be obliged to work all my life time than remain here another year.

George is quite well but very unhappy.

Your respectful son

Henry

Come up with a way to remember language devices, for example:

Adjectives

Adverbs

Alliteration

Metaphors

Onomatopoeia

Personification

Similes

Symbolism

Advice:

Read the extract and highlight language devices, interesting words and sentence types.

Make clear points about the use of words/devices/sentences.

Analyse the effect on the reader in as much detail as possible.

Talk about a RANGE of devices (3 or more)

Use well chosen evidence (precise key-word quotations) to support each idea.

Question 3 - Analysis of language

AO2 English Language

Skills

Level 4
'perceptive'
'detailed'
10-12 marks

- Analyses the effects of the writer's choices of language
- Selects a judicious range of textual detail
- Makes sophisticated and accurate use of subject terminology

Level 3
'clear'
'relevant'
7-9 marks

- Explains clearly the effects of the writer's choices of language
- Selects a range of relevant textual detail
- Makes clear and accurate use of subject terminology

Level 2
'some'
'attempted'
4-6 marks

- Attempts to comment on the effect of language
- Selects some appropriate textual detail
- Makes some use of subject terminology, mainly appropriately

Level 1
'Simple'
'limited comment'
1-3 marks

- Offers simple comment on the effect of language
- Selects simple references or textual details
- Makes simple use of subject terminology, not always appropriately

12 marks = 12 minutes

Persuasive Language Features

- Direct address
- Anecdotes
- Facts
- Opinions
- Rhetorical questions
- Emotive language
- Statistics
- Tripartite listing/rule of 3

Descriptive Language Features

- Alliteration
- Adjectives
- Adverbs
- Metaphors
- Onomatopoeia
- Personification
- Similes



CHALLENGE

Explore multiple interpretations of each device/key word

You now need to refer **only** to **Source B**, the letter by Henry written to his father.

How does Henry use language to try to influence his father?

[12 marks]

Advice:

First **highlight** the key words in the question. What is it specifically asking us to find?

Then, **highlight** any uses of language, important words or sentence forms.

There is not a lot of time, so annotation is unnecessary in the real exam. It is a useful skill to use when practising.



Dear Father

5 Our Master has arrived at Cotherstone, but I was sorry to learn he had no Letter for me nor anything else, which made me **very unhappy**. If you recollect, I promised that I would write you a sly Letter, which I assure you I have not forgot, and now an opportunity has come at last. I hope, **my dear Father**, you will not let Mr. Smith know anything about it for he would flog me if he knew it. I hope, my dear Father, you will write me a Letter as soon as you receive this, but pray don't mention anything about this in yours; only put a X at the bottom, or write to my good Friend Mr. Halmer, who is very kind to me and he will give it to me when I go to Church. He lives opposite and I assure you, my dear Father, they are the kindest Friends I have in Yorkshire and I know he will not show it to Mr. Smith for the Letters I write you are all examined before they leave the School. I am obliged to write what Mr. Smith tells us and the letters you send me are all examined by Mr. Smith before I see them, so I hope, my dear Father, you will mention nothing of this when you write.

15 **It is now two years come October** since I left you at Islington, but I hope, my dear Father, you will let me come home at Xmas that **we may once more meet again alive - if God** permit me to live as long.

20 **Our bread is nearly black**; it is made of the worst Barley Meal, and our Beds are stuffed with chaff¹ and I assure you **we are used more like Bears than Christians**². Believe me, my dear Father, I would rather be obliged to work all my life time than remain here another year.

George is quite well but very unhappy.

Your respectful son

Henry

Persuasive Language Features

Descriptive Language Features



CHALLENGE

Explore multiple interpretations of each device/key word

Advice:

Choose a range of devices you want to talk about and are confident analysing.

I would recommend 3 or more to show that you have a wide spread of knowledge.

Be concise and say a little about a lot of devices...

There is not a lot of time, so annotation is unnecessary in the real exam. It is a useful skill to use when practising.

- Direct address
- Anecdotes
- Facts
- Opinions
- Rhetorical questions
- Emotive language
- Statistics
- Tripartite listing/rule of 3

- Alliteration
- Adjectives
- Adverbs
- Metaphors
- Onomatopoeia
- Personification
- Similes

You now need to refer only to **Source B**, the letter by Henry written to his father.

How does Henry use language to try to influence his father?

[12 marks]

Dear Father

5 Our Master has arrived at Cotharstone, but I was sorry to learn he had no Letter for me nor anything else, which made me very unhappy. If you recollect, I promised that I would write you a sly Letter, which I assure you I have not forgot, and now an opportunity has come at last. I hope, my dear Father, you will not let Mr. Smith know anything about it for he would flog me if he knew it. I hope, my dear Father, you will write me a Letter as soon as you receive this, but pray don't mention anything about this in yours; only put a X at the bottom, or write to my good Friend Mr. Halmer, who is very kind to me and he will give it to me when I go to Church. He lives opposite and I assure you, my dear Father, they are the kindest Friends I have in Yorkshire and I know he will not show it to Mr. Smith for the Letters I write you are all examined before they leave the School. I am obliged to write what Mr. Smith tells us and the letters you send me are all examined by Mr. Smith before I see them, so I hope, my dear Father, you will mention nothing of this when you write.

15 It is now two years come October since I left you at Islington, but I hope, my dear Father, you will let me come home at Xmas that we may once more meet again alive - if God permit me to live as long.

20 Our bread is nearly black; it is made of the worst Barley Meal, and our Beds are stuffed with chaff and I assure you we are used more like Bears than Christians. Believe me, my dear Father, I would rather be obliged to work all my life time than remain here another year.

George is quite well but very unhappy.

Your respectful son

Henry

Simple vocabulary of a child contrasts with the formal tone of the letter – suggests that Henry is desperately trying to impress his father but reminds us that he is only young and is not quite able to sound sophisticated

Repetition – he repeats 'my dear father' throughout to reinforce his respectful tone.

Emotive language – he talks about death to inspire his father to save him

Simile – he suggests that he is treated like an animal and not in a Christian way.

Descriptive detail of mistreatment – symbolism of black suggests that the bread is evil and causing them harm

How does Henry use language to try to influence his father?

Example Answer: How many marks?

Henry uses language to make his dad feel sorry for him. 'Our bread is nearly black; it is made of the worst Barley Meal, and our Beds are stuffed with chaff.' This makes us see how badly he is treated and makes us feel sorry for Henry.

He also calls his dad 'my dear Father' the whole way through the letter. This shows that he is polite and is going to influence his dad because it shows he is being respectful.

Henry tells his dad that 'we are used more like Bears than Christians.' This is a simile because it compares one thing to another. This shows that he feels he is more like a bear than a Christian.

He uses religious language when he says 'if God permit me to live as long.' This shows that he is religious and might influence his father because his father might be religious too.

Henry uses simple language. 'Which made me very unhappy.' This shows he was unhappy and sounds simple. The rest of the letter is quite complicated so the simple language stands out.

Henry uses emotive language when he says that he hopes his dad will let him 'come home at Xmas that we may once more meet again alive.' By talking about death he will influence his dad because his dad won't want him to die.

Advice:

Stuck on how to start? Use the question as a sentence starter.

Use PQA to structure your response efficiently.

Question 3 - Analysis of language	
AO2 English Language	Skills
Level 4 'perceptive' 'detailed' 10-12 marks	<ul style="list-style-type: none">Analyses the effects of the writer's choices of languageSelects a judicious range of textual detailMakes sophisticated and accurate use of subject terminology
Level 3 'clear' 'relevant' 7-9 marks	<ul style="list-style-type: none">Explains clearly the effects of the writer's choices of languageSelects a range of relevant textual detailMakes clear and accurate use of subject terminology
Level 2 'some' 'attempted' 4-6 marks	<ul style="list-style-type: none">Attempts to comment on the effect of languageSelects some appropriate textual detailMakes some use of subject terminology, mainly appropriately
Level 1 'Simple' 'limited comment' 1-3 marks	<ul style="list-style-type: none">Offers simple comment on the effect of languageSelects simple references or textual detailsMakes simple use of subject terminology, not always appropriately

How does Henry use language to try to influence his father?

Example Answer: How many marks?

Henry uses language to make his father feel sorry for him. This can be seen when he describes the horrific details of their treatment, for example when he reveals that, 'our bread is nearly black; it is made of the worst Barley Meal, and our Beds are stuffed with chaff.' This reveals the awful living conditions that the boys face and the listing of problems will make his father question the school's judgment. In addition, the symbolism of 'black' implies that their treatment is evil and the contrast between this and 'bread' suggests that even the most stable and reliable items is being corrupted.

Furthermore, Henry repeats the formal address, 'my dear Father,' throughout his letter. This shows that he is polite and will influence his father because it reinforces the respect that he has for him. On the other hand it can also be viewed as a clever ploy to flatter his father and make him feel valued by the boys in order to encourage him to use his influence and bring them home.

Later in the letter Henry tells his dad that they 'are used more like Bears than Christians.' This simile reveals the dehumanisation of Henry and his brother – they feel as if they are animals and are not treated well by the school. The comparison of bears and Christians is also powerful because bears were often used and hurt for sport whereas Christians are treated with dignity and respect. Henry therefore feels that the school is hurting him on purpose and for their own enjoyment and hopes that his father will defend him.

Henry uses a semantic field of religion throughout his letter which can particularly be seen he wonders 'if God permit me to live as long.' This plays on his father's Christianity, a religion that relies upon kindness, charity and generosity. He combines this with the emotive suggestion that God might let him die at school because the conditions are so poor. Henry thereby hopes that his father will have no choice but to be a good Christian and save him from death. This is possibly hyperbole as his father later suggests that Henry might not be telling the truth.

Henry uses simple, child-like language in his letter which contrasts with the complex structure and formal tone. For example he tells his father that a lack of correspondence 'made me very unhappy.' This highlights the fact that Henry is still a child and, despite his attempts to sound impressive, his language shows a more vulnerable and innocent side. This might influence his father to protect Henry before his innocence is lost.

Advice:

Stuck on how to start? Use the question as a sentence starter.

Use PQA to structure your response efficiently.

Question 3 - Analysis of language	
AO2 English Language	Skills
Level 4 'perceptive' 'detailed' 10-12 marks	<ul style="list-style-type: none">Analyses the effects of the writer's choices of languageSelects a judicious range of textual detailMakes sophisticated and accurate use of subject terminology
Level 3 'clear' 'relevant' 7-9 marks	<ul style="list-style-type: none">Explains clearly the effects of the writer's choices of languageSelects a range of relevant textual detailMakes clear and accurate use of subject terminology
Level 2 'some' 'attempted' 4-6 marks	<ul style="list-style-type: none">Attempts to comment on the effect of languageSelects some appropriate textual detailMakes some use of subject terminology, mainly appropriately
Level 1 'Simple' 'limited comment' 1-3 marks	<ul style="list-style-type: none">Offers simple comment on the effect of languageSelects simple references or textual detailsMakes simple use of subject terminology, not always appropriately

WHAT IS PERCEPTIVE ANALYSIS?

There is no real *formula* – it means you have been impressive or insightful and shows that you have really thought about your answer! Follow the tips below to make sure you are meeting the objectives for Level 4:

This paragraph has:

Identified and named more than one device in the same quotation

Judicious aka well chosen quotations – they are small and effectively used

Detailed analysis of language – explaining HOW and WHY language is used. What is the effect on the reader? This should be specific and directly linked to the device.

Henry uses language to make his father pity him. This can be seen when he describes the horrific details of their treatment at school, for example when he reveals that, 'our bread is nearly black; it is made of the worst Barley Meal, and our Beds are stuffed with chaff.' This reveals the awful living conditions that the boys face and the tripartite listing of problems will make his father question the school's judgment. By listing all of the cheap items he is given, for example the 'chaff', 'Barley Meal' and rotten bread, Henry encourages his father to feel anger as he has presumably paid for the boys' education and upkeep. In addition, the symbolism of 'black' implies that their treatment is evil and that even their food is going to harm them. Furthermore, the juxtaposition between 'black' and 'bread' suggests that even the most stable and reliable of items is being corrupted as bread is something that even the poorest of people rely on as part of their diet.

Question 3 - Analysis of language

AO2 English Language

Skills

Level 4
'perceptive'
'detailed'
10-12 marks

- Analyses the effects of the writer's choices of language
- Selects a judicious range of textual detail
- Makes sophisticated and accurate use of subject terminology

Without looking...

1. What do you need to remember to do when answering question 3?

2. How will you specifically gain marks?

3. How will you make sure to get the highest level?

This structure will not necessarily get you the highest marks as you will need to find your own way to explore your interpretations to be considered 'sophisticated' and 'perceptive', but they can help you to practise if you're stuck. Choose which ones are appropriate to your answer.



Standard question

Medium difficulty question

Challenging question

GENERIC SENTENCE STARTERS

Firstly, the writer uses _____ when he/she describes '_____'.
This is effective because...

This makes the reader think/feel/imagine...
This evokes...

This evokes...

This portrays...

The word '_____' emphasises/mirrors/implies...



REVISE YOUR SKILLS

Time yourself and have a go at analysing the Source B examples given earlier.

Spend 5 minutes reading and annotating (you will have 15 in the exam).

Remember to spend only 12 minutes writing!

How does Engels use language to describe the conditions in the city?

Manchester lies at the foot of the southern slope of a range of hills, which stretch hither from Oldham, their last peak, Kersall moor, being at once the racecourse and the Mons Sacer* of Manchester. Manchester proper lies on the left bank of the Irwell, between that stream and the two smaller ones, the Irk and the Medlock, which here empty into the Irwell. On the left bank of the Irwell, bounded by a sharp curve of the river, lies Salford, and farther westward Pendleton; northward from the Irwell lie Upper and Lower Broughton; northward of the Irk, Cheetham Hill; south of the Medlock lies Hulme; farther east Chorlton on Medlock; still farther, pretty well to the east of Manchester, Ardwick. The whole assemblage of buildings is commonly called Manchester, and contains about four hundred thousand inhabitants, rather more than less. The town itself is peculiarly built, so that a person may live in it for years, and go in and out daily without coming into contact with a working-people's quarter or even with workers, that is, so long as he confines himself to his business or to pleasure walks. This arises chiefly from the fact, that by unconscious tacit agreement, as well as with outspoken conscious determination, the working-people's quarters are sharply separated from the sections of the city reserved for the middle-class; . . .

I may mention just here that the mills almost all adjoin the rivers or the different canals that ramify* throughout the city, before I proceed at once to describe the labouring quarters. First of all, there is the old town of Manchester, which lies between the northern boundary of the commercial district and the Irk. Here the streets, even the better ones, are narrow and winding, as Todd Street, Long Millgate, Withy Grove, and Shude Hill, the houses dirty, old, and tumble-down, and the construction of the side streets utterly horrible. Going from the Old Church to Long Millgate, the stroller has at once a row of old-fashioned houses at the right, of which not one has kept its original level; these are remnants of the old pre-manufacturing Manchester, whose former inhabitants have removed with their descendants into better built districts, and have left the houses, which were not good enough for them, to a population strongly mixed with Irish blood. Here one is in an almost undisguised working-men's quarter, for even the shops and beer houses hardly take the trouble to exhibit a trifling degree of cleanliness. But all this is nothing in comparison with the courts and lanes which lie behind, to which access can be gained only through covered passages, in which no two human beings can pass at the same time. Of the irregular cramming together of dwellings in ways which defy all rational plan, of the tangle in which they are crowded literally one upon the other, it is impossible to convey an idea. And it is not the buildings surviving from the old times of Manchester which are to blame for this; the confusion has only recently reached its height when every scrap of space left by the old way of building has been filled up and patched over until not a foot of land is left to be further occupied.

The south bank of the Irk is here very steep and between fifteen and thirty feet high. On this declivitous* hillside there are planted three rows of houses, of which the lowest rise directly out of the river, while the front walls of the highest stand on the crest of the hill in Long Millgate. Among them are mills on the river, in short, the method of construction is as crowded and disorderly here as in the lower part of Long Millgate. Right and left a multitude of covered passages lead from the main street into numerous courts, and he who turns in thither gets into a filth and disgusting grime, the equal of which is not to be found - especially in the courts which lead down to the Irk, and which contain unqualifiedly the most horrible dwellings which I have yet beheld. In one of these courts there stands directly at the entrance, at the end of the covered passage, a privy without a door, so dirty that the inhabitants can pass into and out of the court only by passing through foul pools of stagnant urine and excrement. This is the first court on the Irk above Ducie Bridge - in case any one should care to look into it.

Below it on the river there are several tanneries which fill the whole neighbourhood with the stench of animal putrefaction*. Below Ducie Bridge the only entrance to most of the houses is by means of narrow, dirty stairs and over heaps of refuse and filth. The first court below Ducie Bridge, known as Allen's Court, was in such a state at the time of the cholera* that the sanitary police ordered it evacuated, swept, and disinfected with chloride of lime. Dr. Kay gives a terrible description of the state of this court at that time. Since then, it seems to have been partially torn away and rebuilt; at least looking down from Ducie Bridge, the passer-by sees several ruined walls and heaps of debris with some newer houses. The view from this bridge, mercifully concealed from mortals of small stature by a parapet as high as a man, is characteristic for the whole district. At the bottom flows, or rather stagnates, the Irk, a narrow, coal-black, foul-smelling stream, full of debris and refuse, which it deposits on the shallower right bank.

In dry weather, a long string of the most disgusting, blackish-green, slime pools are left standing on this bank, from the depths of which bubbles of miasmatic gas constantly arise and give forth a stench unendurable even on the bridge forty or fifty feet above the surface of the stream. But besides this, the stream itself is checked every few paces by high weirs, behind which slime and refuse accumulate and rot in thick masses. Above the bridge are tanneries, bone mills, and gasworks, from which all drains and refuse find their way into the Irk, which receives further the contents of all the neighbouring sewers and privies. It may be easily imagined, therefore, what sort of residue the stream deposits. Below the bridge you look upon the piles of debris, the refuse, filth, and offal from the courts on the steep left bank; here each house is packed close behind its neighbour and a piece of each is visible, all black, smoky, crumbling, ancient, with broken panes and window frames. The background is furnished by old barrack-like factory buildings. On the lower right bank stands a long row of houses and mills; the second house being a ruin without a roof, piled with debris; the third stands so low that the lowest floor is uninhabitable, and therefore without windows or doors. Here the background embraces the pauper burial-ground, the station of the Liverpool and Leeds railway, and, in the rear of this, the Workhouse, the "Poor-Law Bastille" of Manchester, which, like a citadel, looks threateningly down from behind its high walls and parapets on the hilltop, upon the working-people's quarter below.

Such is the Old Town of Manchester, and on re-reading my description, I am forced to admit that instead of being exaggerated, it is far from black enough to convey a true impression of the filth, ruin, and uninhabitableness, the defiance of all considerations of cleanliness, ventilation, and health which characterise the construction of this single district, containing at least twenty to thirty thousand inhabitants. And such a district exists in the heart of the second city of England, the first manufacturing city of the world. If any one wishes to see in how little space a human being can move, how little air - and such air! - he can breathe, how little of civilisation he may share and yet live, it is only necessary to travel hither. True, this is the Old Town, and the people of Manchester emphasise the fact whenever any one mentions to them the frightful condition of this Hell upon Earth; but what does that prove? Everything which here arouses horror and indignation is of recent origin, belongs to the industrial epoch.

Vocabulary

- Mons Sacer - a hill in Rome. In 494 BC a class struggle took place in ancient Rome during which the lower classes left the city and made camp on Mons Sacer.
- Ramify - divide, separate.
- Declivitous - sloping down steeply.
- Privy - toilet.
- Putrefaction - decay, decomposition.
- Cholera - Cholera is an often deadly infection of the small intestine by some strains of bacteria.
- Epoch - an instant in time chosen as the origin of a particular era.

How does Engels use language to describe the details of the murder?

Another murder of the foulest kind was committed in the neighbourhood of Whitechapel in the early hours of yesterday morning, but by whom and with what motive is at present a complete mystery.

At a quarter to 4 o'clock Police-constable Neill, 97J, when in Buck's-row, Whitechapel, came upon the body of a woman lying on a part of the footway, and on stooping to raise her up in the belief that she was drunk he discovered that her throat was cut almost from ear to ear. She was dead but still warm. He procured assistance and at once sent to the station and for a doctor.

Dr. Llewellyn, of Whitechapel-road, whose surgery is not above 300 yards from the spot where the woman lay, was aroused, and, at the solicitation of a constable, dressed and went at once to the scene. He inspected the body at the place where it was found and pronounced the woman dead. He made a hasty examination and then discovered that, besides the gash across the throat, the woman had terrible wounds in the abdomen. The police ambulance from the Bethnal-green Station having arrived, the body was removed there. A further examination showed the horrible nature of the crime, there being other fearful cuts and gashes, and one of which was sufficient to cause death apart from the wounds across the throat.

After the body was removed to the mortuary* of the parish, in Old Montague-street, Whitechapel, steps were taken to secure, if possible, identification, but at first with little prospect of success. The clothing was of a common description, but the skirt of one petticoat and the band of another article bore the stencil stamp of Lambeth Workhouse*.

The only articles in the pockets were a comb and a piece of a looking glass*. The latter led the police to conclude that the murdered woman was an inhabitant of the numerous lodging-houses of the neighbourhood, and officers were despatched to make inquiries about, as well as other officers to Lambeth to get the matron of the workhouse to view the body with a view to identification.

The latter, however, could not identify, and said that the clothing might have been issued any time during the past two or three years. As the news of the murder spread, however, first one woman and then another came forward to view the body, and at length it was found that a woman answering the description of the murdered woman had lodged in a common lodging-house, 18, Thrawl-street, Spitalfields.

Women from that place were fetched and they identified the deceased as "Polly," who had shared a room with three other women in the place on the usual terms of such houses --nightly payment of 4d. each, each woman having a separate bed. It was gathered that the deceased had led the life of an "unfortunate" while lodging in the house, which was only for about three weeks past. Nothing more was known of her by them but that when she presented herself for her lodging on Thursday night she was turned away by the deputy because she had not the money.

She was then the worse for drink, but not drunk, and turned away laughing, saying, "I'll soon get my 'doss' money*"; see what a jolly bonnet I've got now." She was wearing a bonnet which she had not been seen with before, and left the lodging house door. A woman of the neighbourhood saw her later, she told the police--even as late as 2:30 on Friday morning--in Whitechapel-road, opposite the church and at the corner of Osborne-street, and at a quarter to 4 she was found within 500 yards of

the spot, murdered. The people of the lodging-house knew her as "Polly," but at about half-past 7 last evening a woman named Mary Ann Monk, at present an inmate of Lambeth Workhouse, was taken to the mortuary and identified the body as that of Mary Ann Nicholls, also called "Polly" Nicholls.

She knew her, she said, as they were inmates of the Lambeth Workhouse together in April and May last, the deceased having been passed there from another workhouse. On the 12th of May, according to Monk, Nicholls left the workhouse to take a situation as servant at Ingleside, Wandsworth-common. It afterwards became known that Nicholls betrayed her trust as domestic servant, by stealing L3 from her employer and absconding. From that time she had been wandering about. Monk met her, she said, about six weeks ago when herself out of the workhouse and drank with her. She was sure the deceased was "Polly" Nicholls, and, having twice viewed the features as the body lay in the shell, maintained her opinion.

So far the police have satisfied themselves, but as to getting a clue to her murderer they express little hope. The matter is being investigated by Detective-inspector Abberline, of Scotland-yard, and Inspector Helson, J Division. The latter states that he walked carefully over the ground soon after 8 o'clock in the morning, and beyond and the discolourations ordinarily found on pavements there was no sign of stains.

Viewing the spot where the body was found, however, it seemed difficult to believe that the woman received her death wounds there. The police have no theory with respect to the matter, except that a gang of ruffians exists in the neighbourhood, which, blackmailing women of the "unfortunate" class, takes vengeance on those who do not find money for them. They base that surmise on the fact that within 12 months two other women have been murdered in the district by almost similar means--one as recently as the 6th of August last--and left in the gutter of the street in the early hours of the morning.

If the woman was murdered on the spot where the body was found, it is impossible to believe she would not have aroused the neighbourhood by her screams, Bucks-row being a street tenanted all down one side by a respectable class of people, superior to many of the surrounding streets, the other side having a blank wall bounding a warehouse. Dr. Llewellyn has called the attention of the police to the smallness of the quantity of blood on the spot where he saw the body, and yet the gashes in the abdomen laid the body right open.

The weapon used would scarcely have been a sailor's jack knife, but a pointed weapon with a stout back--such as a cork-cutter's or shoemaker's knife. In his opinion it was not an exceptionally long-bladed weapon. He does not believe that the woman was seized from behind and her throat cut, but thinks that a hand was held across her mouth and the knife then used, possibly by a left-handed man, as the bruising on the face of the deceased is such as would result from the mouth being covered with the right hand. He made a second examination of the body in the mortuary, and on that based his conclusion, but will make no actual post mortem* until he receives the Coroner's orders. The inquest is fixed for to-day.

Vocabulary

Workhouse – a public institution in which the poor received board and lodging in return for work.

Mortuary – morgue, a place for dead bodies

Looking glass – mirror

'doss' money – money required for a night's lodging

Post-mortem – examination of a dead body to discover cause of death

How does Engels use language to portray the costermonger?

OF THE UNEDUCATED STATE OF COSTERMONGERS*.

I have stated elsewhere, that only about one in ten of the regular costermongers is able to read. The want of education among both men and women is deplorable, and I tested it in several instances. The following statement, however, from one of the body, is no more to be taken as representing the ignorance of the class generally, than are the clear and discriminating accounts I received from intelligent costermongers to be taken as representing the intelligence of the body.

The man with whom I conversed, and from whom I received the following statement, seemed about thirty. He was certainly not ill-looking, but with a heavy cast of countenance*, his light blue eyes having little expression. His statements, or opinions, I need hardly explain, were given both spontaneously in the course of conversation, and in answer to my questions. I give them almost verbatim*, omitting oaths and slang:

"Well, times is bad, sir," he said, "but it's a deadish time. I don't do so well at present as in middish times, I think. When I served the Prince of Naples, not far from here (I presume that he alluded to the Prince of Capua), I did better and times was better. That was five years ago, but I can't say to a year or two. He was a good customer, and was very fond of peaches. I used to sell them to him, at 12s. the plasket when they was new. The plasket held a dozen, and cost me 6s. at Covent-garden -more sometimes; but I didn't charge him more when they did. His footman was a black man, and a ignorant man quite, and his housekeeper was a Englishwoman. He was the Prince o' Naples, was my customer; but I don't know what he was like, for I never saw him. I've heard that he was the brother of the king of Naples. I can't say where Naples is, but if you was to ask at Euston-square, they'll tell you the fare there and the time to go it in. It may be in France for anything I know may Naples, or in Ireland. Why don't you ask at the square?

I went to Croydon once by rail, and slept all the way without stirring, and so you may to Naples for anything I know. I never heard of the Pope being a neighbour of the King of Naples. Do you mean living next door to him? But I don't know nothing of the King of Naples, only the prince. I don't know what the Pope is. Is he any trade? It's nothing to me, when he's no customer of mine. I have nothing to say about nobody that ain't no customers. My crabs is caught in the sea, in course. I gets them at Billingsgate.

I never saw the sea, but it's salt-water, I know, I can't say whereabouts it lays. I believe it's in the hands of the Billingsgate salesmen -all of it? I've heard of shipwrecks at sea, caused by drowning, in course.

I never heard that the Prince of Naples was ever at sea. I like to talk about him, he was such a customer when he lived near here." (Here he repeated his account of the supply of peaches to his Royal Highness.) "I never was in France, no, sir, never. I don't know the way. Do you think I could do better there? I never was in the Republic there.

What's it like? Bonaparte*? O, yes; I've heard of him. He was at Waterloo*. I didn't know he'd been alive now and in France, as you ask me about him. I don't think you're larking, sir. Did I hear of the French taking possession of Naples, and Bonaparte making his brother-in-law king? Well, I didn't, but it may be true, because I served the Prince of Naples, what was the brother of the king.

I never heard whether the Prince was the king's older brother or his younger. I wish he may turn out his older if there's property coming to him, as the oldest has the first turn; at least so I've heard first come, first served. I've worked the streets and the courts at all times. I've worked them by moonlight, but you couldn't see the moonlight where it was busy. I can't say how far the moon's off us. It's nothing to me, but I've seen it a good bit higher than St. Paul's.

I don't know nothing about the sun. Why do you ask? It must be nearer than the moon for it's warmer, -and if they're both fire, that shows it. It's like the tap-room* grate and that bit of a gas-light; to compare the two is. What was St. Paul's that the moon was above? A church, sir; so I've heard. I never was in a church. O, yes, I've heard of God; he made heaven and earth; I never heard of his making the sea; that's another thing, and you can best learn about that at Billingsgate*. (He seemed to think that the sea was an appurtenance* of Billingsgate.) Jesus Christ? Yes. I've heard of him. Our Redeemer? Well, I only wish I could redeem my Sunday togs* from my uncle's."

Another costermonger, in answer to inquiries, said: "I 'spose you think us 'riginal coves that you ask. We're not like Methusalem, or some such swell's name, (I presume that Malthus was meant) as wanted to murder children afore they was born, as I once heerd lectured about -we're nothing like that."

Another on being questioned, and on being told that the information was wanted for the press, replied: "The press? I'll have nothing to say to it. We are oppressed enough already."

That a class numbering 30,000 should be permitted to remain in a state of almost brutish ignorance is a national disgrace. If the London costers belong especially to the "dangerous classes," the danger of such a body is assuredly an evil of our own creation; for the gratitude of the poor creatures to any one who seeks to give them the least knowledge is almost pathetic.

Vocabulary

Costermonger – street-sellers attending the London "green" and "fish markets,"

Countenance – face

Verbatim – word for word

Bonaparte – Napoléon Bonaparte was a French military and political leader who rose to prominence during the French Revolution and led several successful campaigns during the French Revolutionary Wars.

Waterloo – The Battle of Waterloo on 18th June 1815 is the battle that ended the rule of the French Emperor Napoleon over Europe.

Tap-room – a room in which alcoholic drinks, especially beer, are available on tap; a bar in a pub or hotel.

Appurtenance – an accessory or other item associated with a particular activity or style of living. "the appurtenances of consumer culture."

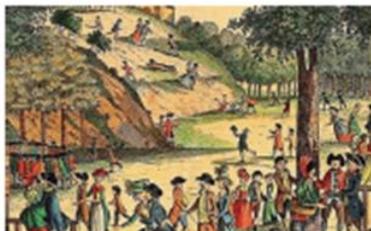
Billingsgate – a place and market in London

Togs – clothes.

Greenwich Fair: Where Dickens let his hair down

Charles Dickens is writing in 1839 about a fair in London which was a popular annual event he enjoyed.

The road to Greenwich during the whole of Easter Monday is in a state of perpetual bustle and noise. Cabs, hackney-coaches¹, 'shay' carts², coal-waggon, stages, omnibuses³, donkey-chaises² - all crammed with people, roll along at their utmost speed. The dust flies in clouds, ginger-beer corks go off in volleys, the balcony of every public-house is crowded with people smoking and drinking, half the private houses are turned into tea-shops, fiddles are in great request, every little fruit-shop displays its stall of gilt gingerbread and penny toys; horses won't go on, and wheels will come off. Ladies scream with fright at every fresh concussion and servants, who have got a holiday for the day, make the most of their time. Everybody is anxious to get on and to be at the fair, or in the park, as soon as possible.



The chief place of resort in the daytime, after the public-houses, is the park, in which the principal amusement is to drag young ladies up the steep hill which leads to the Observatory⁴, and then drag them down again at the very top of their speed, greatly to the derangement of their curls and bonnet-caps, and much to the edification of lookers-on from below. 'Kiss in the Ring⁵,' and 'Threading my Grandmother's Needle⁵,' too, are sports which receive their full share of patronage.

Five minutes' walking brings you to the fair itself; a scene calculated to awaken very different feelings. The entrance is occupied on either side by the vendors of gingerbread and toys: the stalls are gaily lighted up, the most attractive goods profusely disposed, and un-bonneted young ladies induce you to purchase half a pound of the real spice nuts, of which the majority of the regular fair-goers carry a pound or two as a present supply, tied up in a cotton pocket-handkerchief. Occasionally you pass a deal⁶ table, on which are exposed pennyworths of pickled salmon (fennel⁷ included), in little white saucers: oysters, with shells as large as cheese-plates, and several specimens of a species of snail floating in a somewhat bilious-looking green liquid.

Imagine yourself in an extremely dense crowd, which swings you to and fro, and in and out, and every way but the right one; add to this the screams of women, the shouts of boys, the clanging of gongs, the firing of pistols, the ringing of bells, the bellowings of speaking-trumpets, the squeaking of penny dittos⁸, the noise of a dozen bands, with three drums in each, all playing different tunes at the same time, the hallooing of showmen, and an occasional roar from the wild-beast shows; and you are in the very centre and heart of the fair.

This immense booth, with the large stage in front, so brightly illuminated with lamps, and pots of burning fat, is 'Richardson's,' where you have a melodrama (with three murders and a ghost), a pantomime, a comic song, an overture, and some incidental music, all done in five-and-twenty minutes.

'Just a-going to begin! Pray come for'erd, come for'erd,' exclaims the man in the countryman's dress, for the seventieth time: and people force their way up the steps in crowds. The band suddenly strikes up and the leading tragic actress, and the gentleman who enacts the 'swell' in the pantomime, foot it to perfection. 'All in to begin,' shouts the manager, when no more people can be induced to 'come for'erd,' and away rush the leading members of the company to do the first piece.

SOURCE B

STABILO BOSS ORIGINAL

Glossary

¹hackney coaches – a horse-drawn carriage for hire

²shay carts / ²donkey chaises – a lightweight, open horse-drawn carriage

³omnibuses – a large (in this case horse-drawn) bus for public transport

⁴Observatory – Greenwich is the location of a famous astronomical observatory situated on top of a hill

⁵Kiss in the Ring / ⁵Threading my Grandmother's Needle – traditional children's games

⁶deal – a softwood timber such as pine

⁷fennel – an edible plant with an aniseed flavour

⁸penny dittos – (presumably) short pieces of music/songs

How does Dickens use language to make you, the reader, feel part of the fair?



SOURCE B

Extract from *Mrs Beeton's Book of Household Management* by Isabella Beeton

HAVING THUS INDICATED some of the more general duties of the mistress, [...] we will now give a few specific instructions on matters having a more practical relation to the position which she is supposed to occupy in the eye of the world. To do this the more clearly, we will begin with her earliest duties, and take her completely through the occupations of a day.

HAVING RISEN EARLY, [...] and having given due attention to the bath, and made a careful toilet, it will be well at once to see that the children have received their proper ablutions¹, and are in every way clean and comfortable. The first meal of the day, breakfast, will then be served, at which all the family should be punctually present, unless illness, or other circumstances, prevent.

AFTER BREAKFAST IS OVER, it will be well for the mistress to make a round of the kitchen and other offices, to see that all are in order, and that the morning's work has been properly performed by the various domestics². The orders for the day should then be given, and any questions which the domestics desire to ask, respecting their several departments, should be answered, and any special articles they may require, handed to them from the store-closet.

In those establishments where there is a housekeeper, it will not be so necessary for the mistress, personally, to perform the above-named duties.

AFTER THIS GENERAL SUPERINTENDENCE of her servants, the mistress, if a mother of a young family, may devote herself to the instruction of some of its younger members, or to the examination of the state of their wardrobe³, leaving the later portion of the morning for reading, or for some amusing recreation.

¹ ablutions – washing

² domestics – servants

³ wardrobe – clothing

How does the writer use language to create a vivid impression of family life?

19th Century literary non-fiction: an extract from a book called *From Matter to Spirit* in which the writer, Sophia Elizabeth de Morgan, published the results of her research into people who could communicate with the spirit world.

SOURCE B



1 I now offer a trustworthy account, which has come to my own knowledge, of an appearance to someone present at the time of death.

5 Many years ago, Mrs D——, a person in humble life, but of tried and proved truthfulness, and rather matter of fact, said to me in a conversation about ghosts and ghost-seeing, 'I never saw a ghost, but I have seen a spirit rise.'

'If you tell me what you saw,' I said, 'I will write it as you speak, and will beg you to sign your name.'

This she did, and the present account is copied from her own words as I wrote them, and she put her signature:-

10 'When I was sixteen years old, I was nursing a child of seven who had been ill since his birth with disease of the head. He had been for some days expected to die, but was quite sensible. About noon I left him in a little back parlour on the ground floor. His mother and a friend were with him. I was returning from the kitchen to the child, and had just reached the top of the staircase, when I saw, coming from the door of the room, the form of a little child. It did not step
15 on the ground, but immediately went up over the staircase and disappeared from me. The bed on which the sick child had been lying was close to the door of the room, and that door was not more than about a foot from the top of the staircase which I came up. As I entered the room, his mother said, 'He is just gone.' The figure that I saw was a little child, fair and fresh-looking, and perfectly healthy. It looked fatter and younger than the little sick boy, and had a very
20 animated, happy expression. It was like a living child, only so light.'

Compare the above account of a vision by a girl of sixteen with the following narration of an imperfect vision of the same kind, which occurred, later in life, to the same person.

25 'More than twenty years after that, I was sitting up with the mother of a child who had been ill three or four days with fits. It was no more than two years old. The mother had one arm under the child's head. I was on the other side of the bed, lying by the side of the baby, and the fire was burning brightly on the same side of the room as that on which the mother sat. Suddenly I saw the fire darkened by something that seemed to flutter or move backwards and forwards before it. I noticed this to the mother, who was between the bed and the fire; but she did not see it, and declared that the fire was bright. The fits left the child about six o'clock, and it lay
30 perfectly still till it had ceased to breathe about half-past ten. I saw the darkening of the fire for an hour before the child died, and the instant it expired the fire was distinctly visible.'

35 The seer of the above was an uneducated woman who could not account for the variation in her two visions, and who had certainly never heard of the different degrees of opening of the spirit sight. To me, therefore, the account of the second vision confirmed the truth of the first. Had she invented both stories, she would most likely have made the second instance appear the most striking and wonderful. But she was not given to invention. I have known this woman for many years and her character for truthfulness is quite above suspicion.

How does the writer use language to describe the strange things witnessed by the ghost-hunter?

In this Source, a journal entry by Sydney Smith from 1819, the writer introduces his views on the subject of child labour and chimney sweeps. He then proceeds to provide evidence heard by a Parliamentary Enquiry on the subject.

SOURCE B

STABILO BOSS ORIGINAL

1 An excellent and well-arranged dinner is a most pleasing occurrence, and a great triumph of civilised life. The hour of dinner, in short, includes everything of gratification which a great nation glories in producing.

5 In the midst of all this, who knows that the kitchen chimney caught fire half an hour before dinner! And that a poor little wretch¹, of six or seven years old, was sent up in the midst of the flames to put it out? We could not, previous to reading this evidence, have formed a conception of the miseries of these poor wretches, or that there should exist, in a civilised country, a class of human beings destined to such extreme and varied distress. We will give here a short
10 account of what is developed in the evidence before the two Houses of Parliament.

Boys are made chimney sweepers at the early age of five or six.

15 'Little boys for small flues², is a common phrase on the cards left at the door by itinerant chimney sweepers. Flues made to ovens and coppers are often less than nine inches square; and it may easily be conceived, how slender the frame of that human body must be, which can force itself through such an aperture³.

The following is a specimen of the manner in which they are taught this art of climbing chimneys:

Questions are asked by a member of the Parliamentary Committee set up to investigate how boys are being mistreated when forced to work as chimney sweeps. The answers are in the boy's own words.

MP⁴: Do you remember being taught to climb chimneys?

20 Boy: Yes.

MP: What did you feel upon the first attempt to climb a chimney?

Boy: The first chimney I went up, they told me there was some plum pudding⁵ and money up at the top of it, and that is the way they enticed me up; and when I got up, I would not let the other boy get
25 from under me to get at it, I thought he would get it; I could not get up, and shoved the pot and half the chimney down into the yard.

MP: Did you experience any inconvenience to your knees, or your elbows?

Boy: Yes, the skin was off my knees and elbows too, in climbing up the

How does the boy use language to explain the situation he was in.

30 new chimneys they forced me up.

MP: How did they force you up?

Boy: When I got up, I cried about my sore knees.

MP: Were you beat or compelled to go up by any violent means?

35 Boy: Yes, when I went to a narrow chimney, if I could not do it, I durst⁶ not go home; when I used to come down, my master would well beat me with the brush.

In addition the Parliamentary Committee interviewed an adult (a master⁷) who employed the boy chimney sweeps:

MP: Have you known, in the course of your practice, boys stick in chimneys at all?

40 Master: Yes, I have assisted in taking boys out when they have been nearly exhausted.

MP: Did you ever know an instance of its been necessary to break open a chimney to take the boy out?

Master: O yes.

MP: Frequently?

45 Master: Monthly, I might say; they often say it was the boy's neglect.

MP: Why do they say that?

50 Master: The boy's climbing shirt is often very bad; the boy coming down, if the chimney be very narrow, and numbers of them are only nine inches, gets his shirt rumped underneath him, and he has no power after he is fixed in that way with his hand up.

MP: Does a boy frequently stick in the chimney?

Master: Yes; I have known more instances of that the last twelve month than before.

MP: Do you ever have to break open in the inside of a room?

55 Master: Yes, I have helped to break through into a kitchen chimney in a dining room.

MP: Do you know how the Boys are generally treated along with the Chimney Sweepers?

Master: Very badly indeed in some Places; in other places, they are very well.

- 60 MP: For the most Part are they ill or well lodged⁸?
- Master: Very bad indeed; some have no more than One Blanket, some a Bit of Straw⁹, and some a few Sacks to lie on.
- MP: What Sort of Clothing are they generally allowed?
- Master: According to the Masters; some Masters use the Boys pretty well as to giving them Clothes, other Masters altogether keep them Months and Months before they are washed to the Skin.

The MP's questioning then alternates between the Boy and the Master.

- MP: During the Winter-time, when the Boys go out on their Duty, have they Shoes and Stockings?
- 70 Boy: If I go out with a Journeyman¹⁰ in the Morning, if I have got bad Chilblains¹¹, and if I cannot get on fast enough, I must off with my Shoes, or they will knock me down with their Hand, an I must run through the snow without Shoes, which I have done many times.
- Master: Very bad indeed; some have no more than One Blanket, some a Bit of Straw⁹, and some a few Sacks to lie on.
- MP: What Sort of Clothing are they generally allowed?
- 65 Master: According to the Masters; some Masters use the Boys pretty well as to giving them Clothes, other Masters altogether keep them Months and Months before they are washed to the Skin.

The MP's questioning then alternates between the Boy and the Master.

- MP: During the Winter-time, when the Boys go out on their Duty, have they Shoes and Stockings?
- 70 Boy: If I go out with a Journeyman¹⁰ in the Morning, if I have got bad Chilblains¹¹, and if I cannot get on fast enough, I must off with my Shoes, or they will knock me down with their Hand, an I must run through the snow without Shoes, which I have done many times.
- MP: Do you know of the Boys being subject to any Accidents?
- 75 Master: Yes, I have known one at Temple Bar¹²: I came myself, and went up to him, but it was too late; the Boy was lost through a woman forcing him up, it was his Mistress; he was not thoroughly learned, and he stuck himself in, and it was the Death of him; it was up Devereux Court, Temple Bar, he was dead.

Glossary:

wretch¹ – a very poor child

flues² – a chimney

aperture³ – an opening/hole

MP⁴ – a Member of Parliament

plum pudding⁵ – a dark, fruit pudding

durst⁶ – dare not

master⁷ – an old name for an employer

well lodged/fill lodged⁸ – well looked after or badly looked after.

a Bit of Straw⁹ – straw was used for bedding

Journeyman¹⁰ – a workman/tradesman who travels around the country looking for work.

Chilblains¹¹ – a common complaint for people who cannot keep their feet warm enough in winter.

Temple Bar¹² – part of the City of London.

QUESTION 4

For this question, you need to refer to the whole of Source A, together with Source B.

Compare how the two writers convey...

In your answer, you could:

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

[16 marks]

Advice:

Consider how each writer conveys the attitude/perspective that the question asks you to focus on.

Pick out methods (language and structure) and analyse the effects on the reader. Use this to support your opinion.

Analyse the effect on the reader in as much detail as possible.

Talk about a RANGE of devices (3 or more)

Use well chosen evidence (precise key-word quotations) to support each idea.

Use connectives to compare throughout.

16 marks =
16 minutes

compare



Question 4 - Comparison and analysis

Levels	Skills
Level 4 'perceptive' 'detailed' 13-16 marks	<ul style="list-style-type: none">• Compares ideas and perspectives in a perceptive way• Analyses how writers' methods are used• Selects a range of judicious supporting detail from both texts• Shows a detailed understanding of the different ideas and perspectives in both texts
Level 3 'clear' 'relevant' 9-12 marks	<ul style="list-style-type: none">• Compares ideas and perspectives in a clear and relevant way• Explains clearly how writers' methods are used• Selects relevant detail to support from both texts• Shows a clear understanding of the different ideas and perspectives in both texts
Level 2 'some' 'attempted' 5-8 marks	<ul style="list-style-type: none">• Attempts to compare ideas and perspectives• Makes some comment on how writers' methods are used• Selects some appropriate textual detail/references, not always supporting from one or both texts• Identifies some different ideas and perspectives
Level 1 'Simple' 'limited' 1-4 marks	<ul style="list-style-type: none">• Makes simple cross reference of ideas and perspectives• Makes simple identification of writers' methods• Makes simple references/ textual details from one or both texts• Shows simple awareness of ideas and/or perspectives

Advice:



First **highlight** the key words in the question. What is it specifically asking us to do?

Be careful to focus on the section of Source B you are given...

For this question, you need to refer to the **whole of Source A**, together with **Source B**, the father's letter to a family friend.

Compare how the two writers convey their **different attitudes to parenting and education**.

Focus only on parenting and education.

In your answer, you could:

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

What different attitudes are presented?

HOW means you need to talk about methods. What **devices** are used?

Develop your own ideas about the attitudes. How do you think they feel? Read between the lines to examine their perspectives.

Key-word quotations are needed to support your response.

Persuasive Language Features

- Direct address
- Anecdotes
- Facts
- Opinions
- Rhetorical questions
- Emotive language
- Statistics
- Tripartite listing/rule of 3

Descriptive Language Features

- Alliteration
- Adjectives
- Adverbs
- Metaphors
- Onomatopoeia
- Personification
- Similes



STRETCH TO TOP LEVEL
Explore multiple interpretations of each device/key word

A

I am staring at a finely printed sheet of paper and trying not to let the bad feelings seep in. This sheet is all my childhood Sunday-night feelings of dread come at once. It is humiliation and "could do better" and "pay attention now".

5 I only have myself to blame. A few months ago over dinner Eddie announced that, in English, they were experimenting with food writing. "I have to come up with metaphors. Give me a metaphor about this pizza," he said. "I don't think I should do your homework for you," I said. He raised his eyebrows. "You can't think of one, can you?" This is what happens if you feed and educate your children. They grow up, become clever and remorselessly take the mickey out of you.

10 He was right. I didn't. On the spot I couldn't think of a single food metaphor worth dragging out and slapping on the table. And so the memories of homework came flooding back: of long nights of carefully planned idleness ruined by the imposition of essays and work sheets, of tasks flunked, of a chilly emptiness at the thought of the way my efforts would be received by teachers. The fact is that I was not especially academic. On the results sheet, my grades lined up like a line of Pac-Men¹ doing a conga².

20 And so, having failed the English homework test, I decide to show a little solidarity. I will have a go at his maths homework just to get a sense of what it's like to be 14-year-old Eddie. Which is why I'm now staring at the sheet of paper. Ah yes, algebra, the merry dance of x and y . Simplify. Wrench things out of brackets. Calculate values. This, I used to be able to do. Or at least I think I used to be able to do this.

Hmmm. Right. Yes. I mean... I stare at the page again, wondering whether I might be able to will a nosebleed to obscure the equations. There are three marks out of a total of 25 available here. Not getting it right would be an early setback.

25 The next one looks more straightforward. $a^4 \times a^2$. I'm pretty sure I remember this. Just add the powers together. Which would mean...

30 There is an "expand and simplify" question, which refuses to grow or be simple. In his special mocking voice, Eddie tells me just to draw a sad face. I do as I'm told. Better that than a blank. Eddie returns to his room and I press on. Some of them I can manage. I appear to know how to multiply out $3(5-2x)$. But with the next one I am firmly back in the weeds. I am so baffled that, shamelessly, I Google a maths website.

35 A few days later Eddie receives his marks. He got 20 out of 25, or 80%, a low score for him. Me? I've got 12 out of 25, or less than 50%. Does it need saying that my biggest miscalculation was to take on Eddie over maths? He doesn't labour the point but he's irritatingly good at it. I knock on his bedroom door. He doesn't look up from his computer screen. He is too busy killing things, while talking on Skype to his friend Theo, who is also in the game trying to kill the same things.

Finally he looks up at me from the computer. Who needs teachers to humiliate you when your son can do it so effectively?

Neither agrees with/likes the education system. Eddie's father uses emotive language to emphasise the negative impact of his own education and Henry's father is more factual as he feels it is not academically good enough for his son.

Sir,

30 Having lately received a Letter from my Son Henry, who is at Mr. Smith's School close by you, complaining of the Treatment he receives, I am induced to write to you, confidentially, to request you will do me the favour to endeavour to see both of them, privately, (at your own House) if possible and ascertain whether you think it would be advisable for me to send for them home. I will certainly be guided by what you say; Boys will sometimes complain without cause, and therefore I hope you will excuse the liberty I take in troubling you. Henry speaks very highly of your kind attention.

35 I do not approve of the System of Education, for they do not appear to have improved. When they left home, they could both spell, and in Henry's Letter I see several words wrong spelt – I also do not like the injunction laid upon them of not being allowed to write to me without the Master's seeing the contents of their Letters.

Eddie's father wants to be supportive and show he cares. The word 'solidarity' shows that he sees them as a team.

If you should not be able to get a private interview with them in the course of a fortnight, I shall be obliged by your writing to me to say so and I will immediately give notice to Mr. Smith that I intend to have them home at Christmas. I should prefer your seeing George if you can, and hear what he says, as I can rely more on the truth of his story, than Henry's, for I believe Henry's principal object is to get home. We have all a great desire to see him, but particularly to see George, our other son, who is a meek Boy and not so able to endure ill treatment as Henry – George is a great favourite with us all, and so he was with his late dear Mother who is now no more.

You will no doubt see my object in thus troubling you and I hope you will excuse the liberty I take, but as I know you have been very kind to the Boys. I shall esteem it an additional favour by your attention to this, and an answer at your earliest convenience.

I remain Sir, very respectfully

50 Your obliged honorable servant

William Heritage

B Henry's father seems to distrust his honesty. The word 'complain' suggests that this is inconvenient rather than genuine.

Henry's father seems to care less for Henry than for his brother. This is quite a controversial thing to admit. The verb 'endure' suggests that Henry should be able to suffer and complain less.

Eddie's father lets Eddie disrespect and mock him without consequence. **RHETORICAL QUESTION.** He seems to challenge the reader to disagree with his view of education/parenting

Advice:

Highlight attitudes to parenting/education.

THEN highlight and label any uses of language, important words or structural devices that you feel answer the question. Focus only on the section in the question.

There is not a lot of time, so annotation is unnecessary in the real exam. It is a useful skill to use when practising.

CHALLENGE

Explore multiple interpretations of each device/key word



COMPARING SOURCES

PRACTISE	SOURCE A		CONNECTIVE	SOURCE B	
	Paragraph 1	POINT: Attitude	Supportive	In contrast	POINT: Attitude
EVIDENCE		'I decide to show a little solidarity.'	EVIDENCE		'Boys will sometimes complain without cause'
DEVICE AND ANALYSIS		Solidarity – this abstract noun suggests...	DEVICE AND ANALYSIS		Boys – collective noun, generalisation, doesn't consider the individual child...
Paragraph 2	POINT: Attitude	Has had a bad experience of education and now dislikes revisiting it	Similarly	POINT: Attitude	Disapproves of education because it is not challenging enough for Henry
	EVIDENCE			EVIDENCE	
	DEVICE AND ANALYSIS			DEVICE AND ANALYSIS	
Paragraph 3	POINT: Attitude	Allows himself to be disrespected and excuses his son for it	Conversely	POINT: Attitude	Demands respect and questions his son's motives
	EVIDENCE			EVIDENCE	
	DEVICE AND ANALYSIS			DEVICE AND ANALYSIS	

Remember, you won't have this much time in the exam but you should think like this while you practise.

Compare how the two writers convey their different attitudes to parenting and education.

Advice:
Use PEDAL to structure your response effectively. Make your opinion clear.

Example Answer: How many marks?

Rayner conveys his supportive attitude to parenting. He wants to 'show a little solidarity.' This word suggests that there he feels like he is part of the same team as his son. This shows that he is a good parent.

In contrast, Heritage does not seem to believe his son. He suggests that 'boys will sometimes complain without cause.' His use of the word 'boys' suggests his attitude towards his son. He does not seem to care about Henry's complaining and thinks it is not based on truth.

Rayner believes that education is important but didn't like his own education. He had 'feelings of dread' and 'humiliation' before school. This emphasises the negative experience he had at school.

Similarly, Heritage disapproves of Henry's schooling. He says that they 'do not appear to have improved' as 'when they left home, they could both spell, and in Henry's Letter I see several words wrong spelt.' This shows that he doesn't like Henry's school because Henry is not getting better at writing.

Finally, Rayner is disrespected by his son and lets him 'remorselessly take the mickey.' The word 'remorselessly' shows that Eddie does this all the time and shows that he doesn't respect his father at all. This might show that Rayner is not good at parenting.

Conversely, Heritage demands respect from his children and doesn't care that they are suffering. This can be seen when he says that George 'is a meek Boy and not so able to endure ill treatment as Henry.' This shows that he prefers George to Henry and seems to only care what happens to George. He thinks Henry should just 'endure' it.

Question 4 - Comparison and analysis	
Levels	Skills
Level 4 'perceptive' 'detailed' 13-16 marks	<ul style="list-style-type: none"> Compares ideas and perspectives in a perceptive way Analyses how writers' methods are used Selects a range of judicious supporting detail from both texts Shows a detailed understanding of the different ideas and perspectives in both texts
Level 3 'clear' 'relevant' 9-12 marks	<ul style="list-style-type: none"> Compares ideas and perspectives in a clear and relevant way Explains clearly how writers' methods are used Selects relevant detail to support from both texts Shows a clear understanding of the different ideas and perspectives in both texts
Level 2 'some' 'attempted' 5-8 marks	<ul style="list-style-type: none"> Attempts to compare ideas and perspectives Makes some comment on how writers' methods are used Selects some appropriate textual detail/references, not always supporting from one or both texts Identifies some different ideas and perspectives
Level 1 'Simple' 'limited' 1-4 marks	<ul style="list-style-type: none"> Makes simple cross reference of ideas and perspectives Makes simple identification of writers' methods Makes simple references/ textual details from one or both texts Shows simple awareness of ideas and/or perspectives

Compare how the two writers convey their different attitudes to parenting and education.

Advice:
Use PEDAL to structure your response effectively. Make your opinion clear.

Example Answer: How many marks?

Rayner conveys his supportive attitude to parenting when he decides 'to show a little solidarity' with his son and do some homework with him. This abstract noun suggests that there is a tangible connection between father and son and that he sees the pair of them as a unit that should work together rather than separately. This is a much more modern approach to parenting and reveals that Rayner respects the problems that his son is facing.

In contrast, Heritage seems more dismissive of his son as he suggests that 'boys will sometimes complain without cause.' His use of the collective noun 'boys' reveals his attitude towards his son as he generalises that Henry is just another boy and does not seriously consider the concerns that Henry has expressed. This shows that Heritage is more removed from his son's life, an idea reinforced by the fact that he has sent him away for schooling instead of keeping him at home.

Rayner believes that education is important to an extent but he has clearly had a bad experience of learning because he suggests that he had 'feelings of dread' and 'humiliation' before school. The emotive language he uses emphasises the negative impact that his schooling had on him and therefore implies that he is more cynical and ready to question the education system.

Similarly, Heritage disapproves of Henry's schooling but for different reasons. His opinion is influenced by the fact that his children 'do not appear to have improved' as 'when they left home, they could both spell, and in Henry's Letter I see several words wrong spelt.' The lack of emotive language here is a stark contrast to Rayner as Heritage seems much more focused on facts. He ignores the pleas of Henry and complaints of ill treatment and instead seems more concerned with the way in which Henry complained. This shows a contrast between Rayner and Heritage as, although they both dislike school, Heritage dislikes it because it is not effective whereas Rayner dislikes the emotional impact.

Finally, Rayner allows himself to be disrespected and excuses his son's behaviour rather than reprimanding him. This can be seen when he jokes that his son is able to 'remorselessly take the mickey.' The adverb 'remorselessly' implies that Eddie feels no shame in mocking his father and, in fact, is not told to stop so does not feel any guilt. His father later asks 'who needs teachers to humiliate you when your son can do it so effectively?' The rhetorical question here emphasises his powerlessness as he seems to asks the reader to pity him and makes us complicit in his suffering and does not appear to discipline his son.

Conversely, Heritage is more cynical and demands respect from his children and believes that suffering will build their character. This can be seen when he indicates that George 'is a meek Boy and not so able to endure ill treatment as Henry.' The comparison between the two boys here shows that Heritage believes Henry should be able to 'endure' the type of schooling he is receiving and suggests that George is more vulnerable. Furthermore, the verb 'endure' reveals Heritage's belief that the suffering is necessary and that Henry will get through it without interference from his father. Controversially, Heritage seems to worry more about George and favour him over his other son. This suggests a lack of empathy and care for Henry and we are left feeling more sorry for Henry than we are for Eddie.

Question 4 - Comparison and analysis	
Levels	Skills
Level 4 'perceptive' 'detailed' 13-16 marks	<ul style="list-style-type: none"> Compares ideas and perspectives in a perceptive way Analyses how writers' methods are used Selects a range of judicious supporting detail from both texts Shows a detailed understanding of the different ideas and perspectives in both texts
Level 3 'clear' 'relevant' 9-12 marks	<ul style="list-style-type: none"> Compares ideas and perspectives in a clear and relevant way Explains clearly how writers' methods are used Selects relevant detail to support from both texts Shows a clear understanding of the different ideas and perspectives in both texts
Level 2 'some' 'attempted' 5-8 marks	<ul style="list-style-type: none"> Attempts to compare ideas and perspectives Makes some comment on how writers' methods are used Selects some appropriate textual detail/references, not always supporting from one or both texts Identifies some different ideas and perspectives
Level 1 'Simple' 'limited' 1-4 marks	<ul style="list-style-type: none"> Makes simple cross reference of ideas and perspectives Makes simple identification of writers' methods Makes simple references/ textual details from one or both texts Shows simple awareness of ideas and/or perspectives

Without looking...

1. What do you need to remember to do when answering question 4?

2. How will you specifically gain marks?

3. How will you move towards Level 4?

This structure will not necessarily get you the highest marks as you will need to find your own way to explore your interpretations to be considered 'sophisticated' and 'perceptive', but they can help you to practise if you're stuck. Choose which ones are appropriate to your answer.



Standard question

Medium difficulty question

Challenging question

GENERIC SENTENCE STARTERS

Firstly, ___ reveals that...
The writer uses ___ when he/she describes
'_____'.
The word '_____' is effective because...
The use of ___ makes the reader
think/feel/imagine...
This evokes...
Similarly/in contrast/conversely/furthermore...



REVISE YOUR SKILLS

Time yourself and have a go with the sources given.

Spend 5 minutes reading and annotating (you will have 15 in the exam).

Remember to spend only 20 minutes writing!

Are we having fun yet?

Anton is standing knee-deep in tea-coloured water. He is covered in a slippery layer of dark-brown mud, like a gleaming otter emerging from a river-bed. The occasional empty bottle of Somerset cider wafts past his legs, carried away by the current. "I mean," he says, with a broad smile and a strange, staring look in his dilated eyes, "where else but Glastonbury would you find all this?"

He sweeps his arm in a grandiose arc, encompassing a scene of near-total devastation. In one field, a series of tents has lost its moorings in a recent thunderstorm and is floating down the hillside. The tents are being chased by a group of shivering, half-naked people who look like the survivors of a terrible natural disaster.

When I was told that The Sunday Telegraph was sending me to experience Glastonbury for the first time, my initial reaction was one of undiluted horror. Still, I thought, at least the weather was good. England was in the grip of a heat wave.

But then the rains came: six hours of uninterrupted thunderstorm in the early hours of Friday morning. When I arrived later that day, there was a polite drizzle. By yesterday, the rain had given way to an overcast sky, the colour of exhaled cigarette smoke. The mud, however, remained, and the only way to get around the 900-acre site was - like Anton - to resign oneself to getting very dirty indeed.

Everything else might have been damp, but the crowd remained impressively good-humoured throughout. "It's a very safe, family-friendly atmosphere," says Ed Thaw, a music student from London. "This is my sixth time at Glastonbury and I've never had any trouble." Indeed, on my train to Castle Cary, the carriages are crammed with well-spoken degree students sipping Pimms² and making polite chit-chat.

The acts for 2005 included Coldplay, Elvis Costello and the American rock band The Killers, who brought a touch of salubriousness to the proceedings by performing in tuxedo³ jackets and glitter.

But Glastonbury has still managed to preserve a healthy degree of wackiness. In the Lost Vagueness area, a 1950s-style diner comes complete with fancy-dress rock 'n' roll dancers and a constant stream of Elvis songs. The Chapel of Love and Loathing has a disc jockey booth disguised as a church organ. Apparently, couples can get married here. Outside, a man wearing a huge pink Afro-wig⁴ is twirling round and round in bare feet. "What happened to your shoes?" I ask.

"They got washed away with my tent," he says, cheerily.

Bizarrely, everyone seems to be having a brilliant time and there are broad grins wherever I look. In fact, it's almost nice, this Glastonbury thing.

SOURCE A

STABILO BOSS ORIGINAL



Glossary

¹Glastonbury Festival – a famous pop-music festival held in the summer in Somerset

²Pimms – a pink alcoholic drink, often drunk with ice in the summer

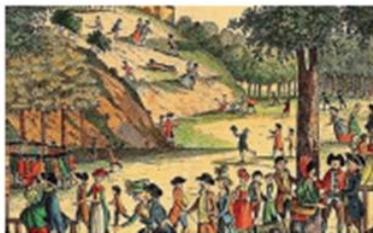
³tuxedo – a black or white, formal jacket, usually worn in the evening

⁴afro-wig – a curly wig with a rounded shape

Greenwich Fair: Where Dickens let his hair down

Charles Dickens is writing in 1839 about a fair in London which was a popular annual event he enjoyed.

The road to Greenwich during the whole of Easter Monday is in a state of perpetual bustle and noise. Cabs, hackney-coaches¹, 'shay' carts², coal-waggon, stages, omnibuses³, donkey-chaises² - all crammed with people, roll along at their utmost speed. The dust flies in clouds, ginger-beer corks go off in volleys, the balcony of every public-house is crowded with people smoking and drinking, half the private houses are turned into tea-shops, fiddles are in great request, every little fruit-shop displays its stall of gilt gingerbread and penny toys; horses won't go on, and wheels will come off. Ladies scream with fright at every fresh concussion and servants, who have got a holiday for the day, make the most of their time. Everybody is anxious to get on and to be at the fair, or in the park, as soon as possible.



The chief place of resort in the daytime, after the public-houses, is the park, in which the principal amusement is to drag young ladies up the steep hill which leads to the Observatory⁴, and then drag them down again at the very top of their speed, greatly to the derangement of their curls and bonnet-caps, and much to the edification of lookers-on from below. 'Kiss in the Ring'⁵, and 'Threading my Grandmother's Needle'⁵, too, are sports which receive their full share of patronage.

Five minutes' walking brings you to the fair itself; a scene calculated to awaken very different feelings. The entrance is occupied on either side by the vendors of gingerbread and toys: the stalls are gaily lighted up, the most attractive goods profusely disposed, and un-bonneted young ladies induce you to purchase half a pound of the real spice nuts, of which the majority of the regular fair-goers carry a pound or two as a present supply, tied up in a cotton pocket-handkerchief. Occasionally you pass a deal⁶ table, on which are exposed pennyworths of pickled salmon (fennel⁷ included), in little white saucers: oysters, with shells as large as cheese-plates, and several specimens of a species of snail floating in a somewhat bilious-looking green liquid.

Imagine yourself in an extremely dense crowd, which swings you to and fro, and in and out, and every way but the right one; add to this the screams of women, the shouts of boys, the clanging of gongs, the firing of pistols, the ringing of bells, the bellowings of speaking-trumpets, the squeaking of penny dittos⁸, the noise of a dozen bands, with three drums in each, all playing different tunes at the same time, the hallooing of showmen, and an occasional roar from the wild-beast shows; and you are in the very centre and heart of the fair.

This immense booth, with the large stage in front, so brightly illuminated with lamps, and pots of burning fat, is 'Richardson's,' where you have a melodrama (with three murders and a ghost), a pantomime, a comic song, an overture, and some incidental music, all done in five-and-twenty minutes.

'Just a-going to begin! Pray come for'erd, come for'erd,' exclaims the man in the countryman's dress, for the seventieth time: and people force their way up the steps in crowds. The band suddenly strikes up and the leading tragic actress, and the gentleman who enacts the 'swell' in the pantomime, foot it to perfection. 'All in to begin,' shouts the manager, when no more people can be induced to 'come for'erd,' and away rush the leading members of the company to do the first piece.

SOURCE B

Glossary

¹hackney coaches – a horse-drawn carriage for hire

²shay carts / ²donkey chaises – a lightweight, open horse-drawn carriage

³omnibuses – a large (in this case horse-drawn) bus for public transport

⁴Observatory – Greenwich is the location of a famous astronomical observatory situated on top of a hill

⁵Kiss in the Ring / ⁵Threading my Grandmother's Needle – traditional children's games

⁶deal – a softwood timber such as pine

⁷fennel – an edible plant with an aniseed flavour

⁸penny dittos – (presumably) short pieces of music/songs

For this question, you need to refer to the **whole of source A** together with the **whole of source B**.

Compare how the writers have conveyed their different views and experiences of the festival and fair they describe.

In your answer, you could:

- compare their different views and experiences
- compare the methods they use to convey those views and experiences
- support your ideas with references to both texts.

[16 marks]



Walking downstairs there was a smell of floorboards, of rags, sour lemons, old spices. The smoky kitchen was in its morning muddle, from which breakfast would presently emerge. Mother stirred the porridge in a soot-black pot. Tony was carving bread with a ruler, the girls in their mackintoshes were laying the table, and the cats were eating the butter. I cleaned some boots and pumped up some fresh water; Jack went for a jug of skimmed milk. 'I'm all behind,' Mother said to the fire. 'This wretched coal's all slack.'

She snatched up an oil-can and threw it all on the fire. A belch of flame roared up the chimney. Mother gave a loud scream, as she always did, and went on stirring the porridge.

'If I had a proper stove,' she said. 'It's a trial getting you off each day.'

I sprinkled some sugar on a slice of bread and bolted it down while I could. How different again looked the kitchen this morning, swirling with smoke and sunlight. Some cut-glass vases threw jagged rainbows across the piano's field of dust, while Father in his pince-nez up on the wall looked down like a scandalized god.

At last the porridge was dabbed on our plates from a thick and steaming spoon. I covered the smoky lumps with treacle and began to eat from the sides to the middle. The girls round the table chewed moonishly, wrapped in their morning stupor. Still sick with sleep, their mouths moved slow, hung slack while their spoon came up; then they paused for a moment, spoon to lip, collected their wits, and ate. Their vacant eyes stared straight before them, glazed at the sight of the day. Pink and glowing from their dreamy beds, from who knows what arms of heroes, they seemed like mute spirits hauled back to the earth after paradise feasts of love.

'Golly!' cried Doth. 'Have you seen the time?'

They began to jump to their feet.

'Goodness, it's late.'

'I got to be off.'

'Me too.'

'Lord, where's my things?'

'Well, ta-ta Ma; ta boys – be good.'

But what should we boys do, now they had all gone? If it was school-time, we pushed off next. If not, we dodged up the bank to play, ran snail races along the walls, or dug in the garden and found potatoes and cooked them in tins on the rubbish heap. We were always hungry, always calling for food, always seeking it in cupboards and hedges. But holiday mornings were a time of risk, there might be housework or errands to do. Mother would be ironing, or tidying-up, or reading books on the floor. So if we hung around the yard we kept our ears cocked; if she caught us, the game was up.

'Ah, there you are, son. I'm needing some salt. Pop to Vick's for a lump, there's a dear.'



SOURCE B

Extract from *Mrs Beeton's Book of Household Management* by Isabella Beeton

HAVING THUS INDICATED some of the more general duties of the mistress, [...] we will now give a few specific instructions on matters having a more practical relation to the position which she is supposed to occupy in the eye of the world. To do this the more clearly, we will begin with her earliest duties, and take her completely through the occupations of a day.

HAVING RISEN EARLY, [...] and having given due attention to the bath, and made a careful toilet, it will be well at once to see that the children have received their proper ablutions¹, and are in every way clean and comfortable. The first meal of the day, breakfast, will then be served, at which all the family should be punctually present, unless illness, or other circumstances, prevent.

AFTER BREAKFAST IS OVER, it will be well for the mistress to make a round of the kitchen and other offices, to see that all are in order, and that the morning's work has been properly performed by the various domestics². The orders for the day should then be given, and any questions which the domestics desire to ask, respecting their several departments, should be answered, and any special articles they may require, handed to them from the store-closet.

In those establishments where there is a housekeeper, it will not be so necessary for the mistress, personally, to perform the above-named duties.

AFTER THIS GENERAL SUPERINTENDENCE of her servants, the mistress, if a mother of a young family, may devote herself to the instruction of some of its younger members, or to the examination of the state of their wardrobe³, leaving the later portion of the morning for reading, or for some amusing recreation.

¹ ablutions – washing

² domestics – servants

³ wardrobe – clothing

For this question, you need to refer to the whole of the **Cider with Rosie test** and the whole of the **Mrs Beeton text**. Compare the writers' views on family life.

In your answer you should:

- Compare the different viewpoints of the writers
- Compare methods the writers use to convey these viewpoints
- Support your ideas with quotations from both texts

[16 marks]

Ghostbuster shatters the myth about phantoms

by Jack Pleasant

1 Ghostly piano music in the middle of the night was terrifying the occupants of an old house, but
ghost hunter Andrew Green soon solved the mystery. His clues were mouse droppings and
rodent teeth marks inside the piano. He was convinced that mice gnawing felt pads attached to
the piano wires were causing the 'music' and, of course, he was proved right when a few traps
5 caught the culprits and their nightly performances ceased.

'As much as 98% of the hundreds of ghost investigations I've carried out have proved to have
non-occult' explanations,' said Mr Green as we chatted in his old cottage, appropriately next to
the churchyard at Mountfield in East Sussex. 'Once, four reports from motorists claiming to
have seen a ghost at a particular spot turned out to be simply a woman's dress left out on a
10 clothes line.'

It's that inexplicable two per cent that intrigues him. Like poltergeist² activity. The frighteningly
violent effects of this type of haunting have been experienced by several people, particularly
13 families with adolescent children.

The ghost-hunter claims that on one startling occasion, he actually watched a bowl of oranges
rise unaided off a sideboard, as if a clever magician had made his assistant float into the air.
The bowl then shattered into pieces as it plummeted to the ground and oranges bounced all
round the room. In another investigation, he and the family involved saw a heavy clock
mysteriously transport from one end of the mantelpiece to the other and back again. But he is
convinced that such occurrences have nothing to do with the spirits of the dead. He believes
20 they are caused by a type of energy we don't yet understand which is generated by tense
21 human emotions.

The typical poltergeist situation, he says, is a family who have recently moved house. The
husband and wife are probably worried about having to change jobs and shortage of money
because of the expense of moving. The young children are nervously trying to settle into new
25 schools. It all adds up to a tense, emotional atmosphere – and such peculiar effects as he
witnessed himself.

Not that Mr Green disbelieves in ghosts or that some people see them. It's simply that they are
electro-magnetism, he says, electrical impulses given off by people at times of stress.
Somehow this electrical energy remains in the area and from time to time manifests itself in the
30 form of an image.

Seeming to support his belief that ghosts are not spirits of the dead are his experiences with
'living' ones.

'I've investigated a number of cases where people have seen ghost-like figures of individuals
who were very much alive at the time, though elsewhere,' he says. 'Some people running an
old bakery reported seeing a ghostly shape by the ovens on a number of occasions.
35 Significantly, these sightings had only started after an old man who had worked in the bakery
for many years had retired. When he died some months later, they ceased. I believe that after

his retirement the old man had sat around with his former workplace constantly in his thoughts, and so strong was his yearning to be back that in some strange way his image was projected there. When he died, the cause of his 'haunting' no longer existed and it stopped.'

40 He has even been called out to investigate ghostly smells, like the posh London dental surgery where staff and patients often smelled bacon and eggs. There were no kitchens near enough to explain it, but again there was an explanation - the surgery had once been, Green discovered, the kitchen of a big house.

45 'It seems possible,' he says, 'that the hundreds of rashers of bacon and eggs cooked there years before had impregnated their smell in the chimney.'

As well as the sophisticated equipment he uses for ghost-hunting, such as tape-recorders, infra-red cameras and thermometers, he usually takes along a ruler and a bag of flour.

'The flour is to detect human footprints if I think a hoax is being carried out,' he says.

Glossary:

occult¹ – supernatural, not scientific

poltergeist² – a type of ghost that causes objects to move

19th Century literary non-fiction: an extract from a book called *From Matter to Spirit* in which the writer, Sophia Elizabeth de Morgan, published the results of her research into people who could communicate with the spirit world.

SOURCE B

STABILO BOSS
ORIGINAL

1 I now offer a trustworthy account, which has come to my own knowledge, of an appearance to someone present at the time of death.

5 Many years ago, Mrs D——, a person in humble life, but of tried and proved truthfulness, and rather matter of fact, said to me in a conversation about ghosts and ghost-seeing, 'I never saw a ghost, but I have seen a spirit rise.'

'If you tell me what you saw,' I said, 'I will write it as you speak, and will beg you to sign your name.'

This she did, and the present account is copied from her own words as I wrote them, and she put her signature:-

10 'When I was sixteen years old, I was nursing a child of seven who had been ill since his birth with disease of the head. He had been for some days expected to die, but was quite sensible. About noon I left him in a little back parlour on the ground floor. His mother and a friend were with him. I was returning from the kitchen to the child, and had just reached the top of the staircase, when I saw, coming from the door of the room, the form of a little child. It did not step
15 on the ground, but immediately went up over the staircase and disappeared from me. The bed on which the sick child had been lying was close to the door of the room, and that door was not more than about a foot from the top of the staircase which I came up. As I entered the room, his mother said, 'He is just gone.' The figure that I saw was a little child, fair and fresh-looking, and perfectly healthy. It looked fatter and younger than the little sick boy, and had a very
20 animated, happy expression. It was like a living child, only so light.'

Compare the above account of a vision by a girl of sixteen with the following narration of an imperfect vision of the same kind, which occurred, later in life, to the same person.

25 'More than twenty years after that, I was sitting up with the mother of a child who had been ill three or four days with fits. It was no more than two years old. The mother had one arm under the child's head. I was on the other side of the bed, lying by the side of the baby, and the fire was burning brightly on the same side of the room as that on which the mother sat. Suddenly I saw the fire darkened by something that seemed to flutter or move backwards and forwards before it. I noticed this to the mother, who was between the bed and the fire; but she did not see it, and declared that the fire was bright. The fits left the child about six o'clock, and it lay
30 perfectly still till it had ceased to breathe about half-past ten. I saw the darkening of the fire for an hour before the child died, and the instant it expired the fire was distinctly visible.'

35 The seer of the above was an uneducated woman who could not account for the variation in her two visions, and who had certainly never heard of the different degrees of opening of the spirit sight. To me, therefore, the account of the second vision confirmed the truth of the first. Had she invented both stories, she would most likely have made the second instance appear the most striking and wonderful. But she was not given to invention. I have known this woman for many years and her character for truthfulness is quite above suspicion.

For this question, you need to refer to the **whole of Source A**, together with the **whole of Source B**.

Compare how the writers convey their different views on the strange things that happen.

In your answer, you could:

- compare their different views on the strange things that happen
- compare the methods the writers use to convey their different views
- support your response with references to both texts.

[16 marks]

McDonald's fined for exploiting child labour

SOURCE A

STABILO BOSS ORIGINAL

An investigation shows that school-aged children are being exploited, even in the UK.

1 A McDonald's restaurant has been fined more than £12,000 for employing schoolchildren illegally, forcing them to work overtime and late on school nights.

A franchise¹ of the fast-food restaurant in Camberley, Surrey, was found guilty of working teenagers late into the night on school days, often without rest breaks. Child employment officers from Surrey county council found more than 50 breaches of the law.

The firm that runs the franchise, Ikhya Enterprises, was fined £12,400 by magistrates at Woking after being found guilty of 20 offences.

10 The breaches of regulations involved schoolchildren aged 15 and 16. One 15-year-old had worked 16 hours on a Saturday, seven hours over the legal limit. Another 16-year-old had worked from 5pm until 2am on a school day, when legally she should not have worked after 7pm.

15 Ian Hart, the council's child employment officer, said: "This is one of the biggest prosecutions in the illegal employment of schoolchildren and it is refreshing that the court has taken such a tough stance. Employers have to be aware that we will not compromise our statutory duty to protect the children of Surrey and that we will take appropriate action."

20 Mr Hart visited two McDonald's restaurants in Camberley earlier this year after a complaint from a parent and found that none of the young employees had work permits. McDonald's said in a statement that it only hired workers above school-leaving age.

The owner of the franchise in Camberley, Kevin Izatt, has been told to stop employing children under school leaving age.

25 A McDonald's statement said: "We expect our franchisees and managers to maintain the highest standards in all restaurants. We are deeply disappointed that this was not the case in this instance.

"In court, Kevin Izatt explained that he did have a manual system in place to prevent infringements, however there had been a lack of follow up. He has children of his own and seriously regrets this lapse."

30 The TUC², which earlier this year said up to 500,000 schoolchildren could be working illegally, said a firm like McDonald's had a special responsibility to ensure that youngsters were not distracted from school work.

Glossary:

franchise¹ – a business run by different people or organisations under the same name.

TUC² – Trades Union Congress, a body representing trades unions across the UK.

In this Source, a journal entry by Sydney Smith from 1819, the writer introduces his views on the subject of child labour and chimney sweeps. He then proceeds to provide evidence heard by a Parliamentary Enquiry on the subject.

SOURCE B

STABILO BOSS ORIGINAL

1 An excellent and well-arranged dinner is a most pleasing occurrence, and a great triumph of civilised life. The hour of dinner, in short, includes everything of gratification which a great nation glories in producing.

5 In the midst of all this, who knows that the kitchen chimney caught fire half an hour before dinner! And that a poor little wretch¹, of six or seven years old, was sent up in the midst of the flames to put it out? We could not, previous to reading this evidence, have formed a conception of the miseries of these poor wretches, or that there should exist, in a civilised country, a class of human beings destined to such extreme and varied distress. We will give here a short
10 account of what is developed in the evidence before the two Houses of Parliament.

Boys are made chimney sweepers at the early age of five or six.

15 'Little boys for small flues², is a common phrase on the cards left at the door by itinerant chimney sweepers. Flues made to ovens and coppers are often less than nine inches square; and it may easily be conceived, how slender the frame of that human body must be, which can force itself through such an aperture³.

The following is a specimen of the manner in which they are taught this art of climbing chimneys:

Questions are asked by a member of the Parliamentary Committee set up to investigate how boys are being mistreated when forced to work as chimney sweeps. The answers are in the boy's own words.

MP⁴: Do you remember being taught to climb chimneys?

20 Boy: Yes.

MP: What did you feel upon the first attempt to climb a chimney?

Boy: The first chimney I went up, they told me there was some plum pudding⁵ and money up at the top of it, and that is the way they enticed me up; and when I got up, I would not let the other boy get
25 from under me to get at it, I thought he would get it; I could not get up, and shoved the pot and half the chimney down into the yard.

MP: Did you experience any inconvenience to your knees, or your elbows?

Boy: Yes, the skin was off my knees and elbows too, in climbing up the

30 new chimneys they forced me up.

MP: How did they force you up?

Boy: When I got up, I cried about my sore knees.

MP: Were you beat or compelled to go up by any violent means?

35 Boy: Yes, when I went to a narrow chimney, if I could not do it, I durst⁶ not go home; when I used to come down, my master would well beat me with the brush.

In addition the Parliamentary Committee interviewed an adult (a master⁷) who employed the boy chimney sweeps:

MP: Have you known, in the course of your practice, boys stick in chimneys at all?

40 Master: Yes, I have assisted in taking boys out when they have been nearly exhausted.

MP: Did you ever know an instance of its been necessary to break open a chimney to take the boy out?

Master: O yes.

MP: Frequently?

45 Master: Monthly, I might say; they often say it was the boy's neglect.

MP: Why do they say that?

50 Master: The boy's climbing shirt is often very bad; the boy coming down, if the chimney be very narrow, and numbers of them are only nine inches, gets his shirt rumped underneath him, and he has no power after he is fixed in that way with his hand up.

MP: Does a boy frequently stick in the chimney?

Master: Yes; I have known more instances of that the last twelve month than before.

MP: Do you ever have to break open in the inside of a room?

55 Master: Yes, I have helped to break through into a kitchen chimney in a dining room.

MP: Do you know how the Boys are generally treated along with the Chimney Sweepers?

Master: Very badly indeed in some Places; in other places, they are very well.

- 60 MP: For the most Part are they ill or well lodged⁶?
- Master: Very bad indeed; some have no more than One Blanket, some a Bit of Straw⁹, and some a few Sacks to lie on.
- MP: What Sort of Clothing are they generally allowed?
- Master: According to the Masters; some Masters use the Boys pretty well as to giving them Clothes, other Masters altogether keep them Months and Months before they are washed to the Skin.

The MP's questioning then alternates between the Boy and the Master.

- MP: During the Winter-time, when the Boys go out on their Duty, have they Shoes and Stockings?
- 70 Boy: If I go out with a Journeyman¹⁰ in the Morning, if I have got bad Chilblains¹¹, and if I cannot get on fast enough, I must off with my Shoes, or they will knock me down with their Hand, an I must run through the snow without Shoes, which I have done many times.
- Master: Very bad indeed; some have no more than One Blanket, some a Bit of Straw⁹, and some a few Sacks to lie on.
- MP: What Sort of Clothing are they generally allowed?
- 65 Master: According to the Masters; some Masters use the Boys pretty well as to giving them Clothes, other Masters altogether keep them Months and Months before they are washed to the Skin.

The MP's questioning then alternates between the Boy and the Master.

- MP: During the Winter-time, when the Boys go out on their Duty, have they Shoes and Stockings?
- 70 Boy: If I go out with a Journeyman¹⁰ in the Morning, if I have got bad Chilblains¹¹, and if I cannot get on fast enough, I must off with my Shoes, or they will knock me down with their Hand, an I must run through the snow without Shoes, which I have done many times.
- MP: Do you know of the Boys being subject to any Accidents?
- 75 Master: Yes, I have known one at Temple Bar¹²: I came myself, and went up to him, but it was too late; the Boy was lost through a woman forcing him up, it was his Mistress; he was not thoroughly learned, and he stuck himself in, and it was the Death of him; it was up Devereux Court, Temple Bar, he was dead.

Glossary:
wretch¹ – a very poor child

flues² – a chimney

aperture³ – an opening/hole

MP⁴ – a Member of Parliament

plum pudding⁵ – a dark, fruit pudding

durst⁶ – dare not

master⁷ – an old name for an employer

well lodged/fill lodged⁸ – well looked after or badly looked after.

a Bit of Straw⁹ – straw was used for bedding

Journeyman¹⁰ – a workman/tradesman who travels around the country looking for work.

Chilblains¹¹ – a common complaint for people who cannot keep their feet warm enough in winter.

Temple Bar¹² – part of the City of London.

For this question, you need to refer to the **whole of Source A**, together with the **whole of Source B**.

Compare how each Source conveys the issue of children working.

In your answer, you could:

- compare the different issues
- compare the methods used to convey the issues
- support your response with references to both texts.

[16 marks]

QUESTION 5

CREATIVE WRITING QUESTION.

To inform/explain/argue/persuade etc.



Advice:

Spend at least 5 minutes planning before you write.

Avoid just rambling to express your opinion – focus on language devices.

Experiment with structure, paragraphs and sentence lengths.

Show off your vocabulary.

Proof read your work carefully checking for accuracy.

Form – is the text a letter/leaflet/blog etc. and how will this influence your work?

Language – formal/informal? What language devices will you use?

Audience – Who is it aimed at and how will this influence your work?

Purpose – What are you trying to achieve? How are you going to make your you meet your goals?

Question 5 - Creative writing for purpose

Focus and marks	Skills
<p>AO5 Content and Organisation Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. [24 marks]</p>	<p>Content</p> <ul style="list-style-type: none"><input type="checkbox"/> Register is appropriate for audience (e.g. formal/informal)<input type="checkbox"/> Matched to purpose (to describe)<input type="checkbox"/> Ambitious vocabulary<input type="checkbox"/> Language devices <p>Organisation</p> <ul style="list-style-type: none"><input type="checkbox"/> Use of structural features<input type="checkbox"/> A range of connected ideas<input type="checkbox"/> Accurate paragraphs<input type="checkbox"/> Use of discourse markers (connectives)
<p>AO6 Technical Accuracy Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. [16 marks]</p>	<ul style="list-style-type: none"><input type="checkbox"/> Sentences are accurately constructed<input type="checkbox"/> Wide range of punctuation is used<input type="checkbox"/> High level of accuracy<input type="checkbox"/> Uses a full range of appropriate sentence forms<input type="checkbox"/> Uses Standard English (e.g. no slang words/phrases)<input type="checkbox"/> Control of grammar<input type="checkbox"/> High level of accuracy in spelling, including ambitious vocabulary<input type="checkbox"/> Ambitious use of vocabulary

40 marks =
45 minutes

KEY WORDS

Need to talk about three elements:
Students don't do homework – either at all or by themselves
Students deserve more free time and relaxation
Homework has no value



STRETCH TO TOP LEVEL

What will make your work stand out?
Think of a different angle or opinion than other people. Don't be obvious!
Show off by using as many devices, structural techniques and impressive words as you can.

'Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.'

Write an article for a broadsheet newspaper in which you explain your point of view on this statement.

Broadsheet – formal
Article style
Newspaper should also be to inform so will need some 'facts' or 'statistics'

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

Point of view – this could be persuasive. Could use DAFOREST and AAAMOPS to emphasise points.



Persuasive Language Features

- Direct address
- Anecdotes
- Facts
- Opinions
- Rhetorical questions
- Emotive language
- Statistics
- Tripartite listing/rule of 3

Descriptive Language Features

- Alliteration
- Adjectives
- Adverbs
- Metaphors
- Onomatopoeia
- Personification
- Similes

Advice:

First **highlight** the key words in the question. What is it specifically asking us to do?

GENERAL ADVICE

INTRODUCTION

- ❑ Introduce topic/argument/opinion
- ❑ Engage the reader – use a rhetorical question or direct address
- ❑ HOOK them with something interesting or intriguing

When you start a journey the first things you need to know are:

- Your start point
- Your destination

OR

Your **introduction** and **conclusion**



Once you have decided this, you can start to map out how you will get from A to B.

CONCLUSION

- ❑ Conclude and summarise topic/argument/opinion
- ❑ Engage the reader to keep them thinking – use a rhetorical question or direct address
- ❑ LEAVE them with something interesting or intriguing

PLANNING

'Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.'

Write an article for a broadsheet newspaper in which you explain your point of view on this statement.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

Advice:

1. Plan your introduction and conclusion.
2. Add in your main points for each paragraph.
3. Decide on an order for your paragraphs
4. Think where you might use certain language features or structures.
5. Number your paragraphs once you have planned to decide on an effective structure.

LANGUAGE DEVICES

ALLITERATION
ADJECTIVES
ADVERBS
METAPHORS
ONOMATOPOEIA
PERSONIFICATION
SIMILES
EMOTIVE LANGUAGE
RHETORICAL QUESTIONS
LISTING/RULE OF 3
JUXAPOSITION
PUNCTUATION
SENSORY IMAGERY
DIRECT ADDRESS
STATISTICS

INTRODUCTION

- ❑ Homework has value BUT not for the sake of work. It should be meaningful
- ❑ But children do need to learn to be independent and that life needs you to work
- ❑ Debate between people about homework
- ❑ Controversial

- ❑ Describe homework project – hours spent gluing lollypop sticks to a wooden board, all so I could learn that The Globe is not quite the same as a modern theatre...
- ❑ Should use AAAMOPS to describe
- ❑ Use rhetoric to engage reader in the story

- ❑ Students who do regular homework see direct improvements in their school work.
- ❑ Does it always need to be checked and chased up by teachers, or should it be up to the individual?

PLAN 'to explain'

- ❑ Lots of children are stressed and anxious
- ❑ Increasing number of mental health issues.
- ❑ Should home be for relaxation and a different kind of education?

- ❑ Make up facts about homework:
 - ❑ 75% increase in grades when children are asked to complete homework tasks that extend classroom learning
 - ❑ Children who regularly go out on school evenings to do something purposeful report feeling happier and less stressed than children who do not.
 - ❑ How can we achieve a balance?

CONCLUSION

- ❑ There is a place for homework, but only in relation to learning. It should enhance learning not burden children for the sake of it.
- ❑ Do you feel that your children are overloaded?
- ❑ Write in to...

Level		Skills
Level 4 19-24 marks Compelling, Convincing	Upper Level 4 22-24 marks	Content <input type="checkbox"/> Register is convincing and compelling for audience <input type="checkbox"/> Assuredly matched to purpose <input type="checkbox"/> Extensive and ambitious vocabulary with sustained crafting of linguistic devices Organisation <input type="checkbox"/> Varied and inventive use of structural features <input type="checkbox"/> Writing is compelling, incorporating a range of convincing and complex ideas <input type="checkbox"/> Fluently linked paragraphs with seamlessly integrated discourse markers
	Lower Level 4 19-21 marks	Content <input type="checkbox"/> Register is convincingly matched to audience <input type="checkbox"/> Convincingly matched to purpose <input type="checkbox"/> Extensive vocabulary with conscious crafting of linguistic devices Organisation <input type="checkbox"/> Varied and effective structural features <input type="checkbox"/> Writing is highly engaging with a range of developed complex ideas <input type="checkbox"/> Consistently coherent use of paragraphs with integrated discourse markers
Level 3 13-18 marks Consistent, Clear	Upper Level 3 16-18 marks	Content <input type="checkbox"/> Register is consistently matched to audience <input type="checkbox"/> Consistently matched to purpose <input type="checkbox"/> Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices Organisation <input type="checkbox"/> Effective use of structural features <input type="checkbox"/> Writing is engaging, using a range of clear connected ideas <input type="checkbox"/> Coherent paragraphs with integrated discourse markers
	Lower Level 3 13-15 marks	Content <input type="checkbox"/> Register is generally matched to audience <input type="checkbox"/> Generally matched to purpose <input type="checkbox"/> Vocabulary clearly chosen for effect and appropriate use of linguistic devices Organisation <input type="checkbox"/> Usually effective use of structural features <input type="checkbox"/> Writing is engaging, with a range of connected ideas <input type="checkbox"/> Usually coherent paragraphs with
Level 2 7-12 marks Some success	Upper Level 2 10-12 marks	Content <input type="checkbox"/> Some sustained attempt to match register to audience <input type="checkbox"/> Some sustained attempt to match purpose <input type="checkbox"/> Conscious use of vocabulary with some use of linguistic devices Organisation <input type="checkbox"/> Some use of structural features <input type="checkbox"/> Increasing variety of linked and relevant ideas <input type="checkbox"/> Some use of paragraphs and some use of discourse markers
	Lower Level 2 7-9 marks	Content <input type="checkbox"/> Attempts to match register to audience <input type="checkbox"/> Attempts to match purpose <input type="checkbox"/> Begins to vary vocabulary with some use of linguistic devices Organisation <input type="checkbox"/> Attempts to use structural features <input type="checkbox"/> Some linked and relevant ideas <input type="checkbox"/> Attempt to write in paragraphs with some discourse markers, not always appropriate
Level 1 1-6 marks Simple, Limited	Upper Level 1 4-6 marks	Content <input type="checkbox"/> Simple awareness of register/audience <input type="checkbox"/> Simple awareness of purpose <input type="checkbox"/> Simple vocabulary; simple linguistic devices Organisation <input type="checkbox"/> Evidence of simple structural features <input type="checkbox"/> One or two relevant ideas, simply linked <input type="checkbox"/> Random paragraph structure
	Lower Level 1 1-3 marks	Content <input type="checkbox"/> Occasional sense of audience <input type="checkbox"/> Occasional sense of purpose <input type="checkbox"/> Simple vocabulary Organisation <input type="checkbox"/> Limited or no evidence of structural features <input type="checkbox"/> One or two unlinked ideas <input type="checkbox"/> No paragraphs

ORGANISATION AND CONTENT

TECHNICAL ACCURACY

Level	Skills
Level 4 13-16 marks	<ul style="list-style-type: none"><input type="checkbox"/> Sentence demarcation is consistently secure and consistently accurate<input type="checkbox"/> Wide range of punctuation is used with a high level of accuracy<input type="checkbox"/> Uses a full range of appropriate sentence forms for effect<input type="checkbox"/> Uses Standard English consistently and appropriately with secure control of complex grammatical structures<input type="checkbox"/> High level of accuracy in spelling, including ambitious vocabulary<input type="checkbox"/> Extensive and ambitious use of vocabulary
Level 3 9-12 marks	<ul style="list-style-type: none"><input type="checkbox"/> Sentence demarcation is mostly secure and mostly accurate<input type="checkbox"/> Range of punctuation is used, mostly with success<input type="checkbox"/> Uses a variety of sentence forms for effect<input type="checkbox"/> Mostly uses Standard English appropriately with mostly controlled grammatical structures<input type="checkbox"/> Generally accurate spelling, including complex and irregular words<input type="checkbox"/> Increasingly sophisticated use of vocabulary
Level 2 5-8 marks	<ul style="list-style-type: none"><input type="checkbox"/> Sentence demarcation is mostly secure and sometimes accurate<input type="checkbox"/> Some control of a range of punctuation<input type="checkbox"/> Attempts a variety of sentence forms<input type="checkbox"/> Some use of Standard English with some control of agreement<input type="checkbox"/> Some accurate spelling of more complex words<input type="checkbox"/> Varied use of vocabulary
Level 1 1-4 marks	<ul style="list-style-type: none"><input type="checkbox"/> Occasional use of sentence demarcation<input type="checkbox"/> Some evidence of conscious punctuation<input type="checkbox"/> Simple range of sentence forms<input type="checkbox"/> Occasional use of Standard English with limited control of agreement<input type="checkbox"/> Accurate basic spelling<input type="checkbox"/> Simple use of vocabulary

Example Answer: How many marks?

I agree with the statement because homework is stressful and lots of kids are worried about it. A lot of teachers set homework because we don't finish work in school. Is this fair? I personally don't think so, do you?

Some people say that kids who do homework do good at school but I don't always do my homework and there is nothing wrong with my work. Plus when teachers give out detentions or chase you all round school because you haven't answered some questions then it's such a waste of time for everyone. Just let kids be kids, we deserve a break!!!

Plus, there's loads of kids who are properly stressed at the moment because of the new GCSE exams. Is this fair? Why are we being punished because of other kids not doing good? There are lots of mental health problems because of work and pressure from exams. I personally think that home should be a place to relax and not do extra work. Then we could not be so stressed all the time and our exams would be way better. Why sit doing work when we could have gone and actually seen the world?

Let me tell you a story about my homework. Once, when I was in Year 7 and still wanted teachers to think I was really good, I got set a homework project to make a model of the globe theater. Sounds fun, doesn't it? Well, it wasn't. It was really long and boring. In fact, my mom had to help me in the end and we ended up glueing loads of lollypop sticks to some card until like 1am so that I would get a good grade. And do you know what? My teacher didn't even grade it, she just stuck a merit sticker on it and said "well done" unbelievable!! Did this help me improve? No. Plus the kids who didn't do it didn't even get in trouble so what was the point really?

Did you know that kids who go out in the night are actually way more relaxed and far less stressed than other kids who do loads of work? That actually makes a difference because they can concentrate more in lessons because they're relaxed. So maybe what we need is more like a balance between work and fun.

Overall I think there is a place for homework when it's important like for exams and other important stuff. But I think it shouldn't just be to make kids work when we could be doing more better things like going to a museum or something.

What do you think. Do you think your kids are too stressed? Then change it. Email the times newspaper at email@thetimes.com.

How successful is this response?
Use the mark scheme – go through
and decide what is successful and
what is less successful.
Can you make corrections?

WWW:

EBI:

Example Answer: How many marks?

Use the mark scheme to go through and decide what is successful.
What makes this better than the previous example? Label the mark scheme criteria it meets.

Homework has no value. We are bombarding our children with unnecessary stress and anxiety, all for the sake of keeping them occupied. Or are we? The debate for and against homework is a controversial one, especially in the face of the new GCSE exams. With a focus much more on independent learning, are we setting our children up to fail by allowing them to avoid working outside of school?

Recent studies have suggested that there is a direct correlation between homework and achievement. It makes sense doesn't it? Students who do extra work at home are more likely to do well in school. However, the figures do not make it clear what kind of homework this was. For example, does a poster about creative writing truly make any impact on a student's ability to write? And should this homework be marked, graded and given back to students in order for them to understand their achievement? The most likely scenario is that teachers are pressured to set homework each week and students are left completing mundane tasks that do not require any formal marking. This is the kind of homework that ultimately has no value. But we need to decide who takes responsibility: teachers or students.

Independence is a life skill. There is no doubt that we need our children to learn this skill quickly and it is up to both school and parents to encourage students to become active learners. There is a staggering 25% increase in progress over time when students are asked to complete regular homework tasks that practise the skills they have been taught in the classroom. Put simply, that is a two-grade increase over the span of one year. However, students who are overloaded with homework also report a 78% increase in anxiety. Is this anxiety an acceptable by-product of progress, and, if not, how can we achieve a balance between progress and positivity?

Last month my daughter came into our kitchen in floods of tears, bemoaning a 'home learning project' that she had been set by her English teacher. Between the sobs I managed to decipher the task: she had been asked to build a replica model of The Globe Theatre. Relaxing, I tried to calm her down and reassure her that this could be a fun project and that we would work on it together. Unfortunately, due to my daughter's organisational skills and the fact that she had been doing all of her other homework, she had neglected to realise that the homework deadline had been so rapidly approaching. In fact, the deadline was the next morning. We spent the evening surrounded by PVA glue, lollypop sticks that her little sister had been saving for her crafts at nursery and lots of paper stolen from her father's printer. Needless to say, the project was not of the highest standard: the criss-cross walls were wonky, the structure unstable and the stage as wobbly as the actors who walked upon it.

As a parent, I see the benefit of the task itself – it is important to understand the context of the theatre, and the craft element of the project made the task seem much more fun than it would have been if left to pure research. Did it teach my daughter what it intended to? No. The lesson we learned was that my daughter should not be trusted to remember dates. However, her newly established homework routine is actually successful and we have The Globe to thank. Is that life lesson worth the stress and pressure it places upon home life?

An enormous number of children are now diagnosed with anxiety, stress, depression and other such mental health conditions. With this dramatic increase in mental illness it is vital that we find a different kind of education for our children to experience outside of the classroom. We need to broaden their minds, teach them to manage their time and most of all, teach them to be an individual who makes their own choices and organises their own learning. Whether this is through an organised weekly activity such as Scouts, a team sport like football or a part-time job at the local hairdresser, I believe that children should be allowed to choose what they fill their own time with. If they choose to do extra work then that is because they are driven to succeed. And if they're not? Then perhaps they don't want to be an academic and that is absolutely, 100% okay.

Ultimately we need to realise that children are not all the same. There is a place for homework, but only in relation to their learning and their passion: if, like my daughter, a girl wants to be a hairdresser, do we need to make her learn about the inner workings of Shakespeare's sonnets? Probably not. And while these skills are relevant to the exams, and the exams are very important to success, we must make sure that this success does not cost our children their joy.

Do you have an opinion about homework? Write into The Times or log onto our website to join the debate.



REVISE YOUR SKILLS



Time yourself and have a go at the creative writing questions on the next pages.

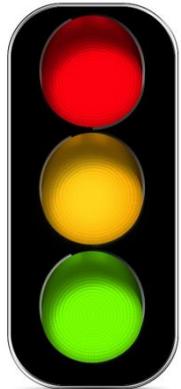
Spend 5 minutes planning. Use the blank planning sheet if you can print one.

Remember to spend only 35 minutes writing and the last 5 minutes **proof reading**.

WANT MORE?

Read different articles and come up with issues to debate, explain and explore.

Can you time yourself every time?



PLAN

WRITE

CHECK

A recent report states: 'Homelessness in the UK is a crisis that is destroying the lives of people, especially young people.'

Write an article for your school or college newspaper persuading young people to support charities which help the homeless.

LANGUAGE DEVICES

ALLITERATION
ADJECTIVES
ADVERBS
METAPHORS
ONOMATOPOEIA
PERSONIFICATION
SIMILES
EMOTIVE LANGUAGE
RHETORICAL QUESTIONS
SIBILANCE
JUXAPOSITION
PUNCTUATION
SENSORY IMAGERY

INTRODUCTION

1

PLAN

Writing to

CONCLUSION

6

The travel section of your local newspaper is inviting readers to write about their favourite place.

Write a letter to the editor describing a favourite place you know and explaining why others would like it.

LANGUAGE DEVICES

ALLITERATION
ADJECTIVES
ADVERBS
METAPHORS
ONOMATOPOEIA
PERSONIFICATION
SIMILES
EMOTIVE LANGUAGE
RHETORICAL QUESTIONS
SIBILANCE
JUXAPOSITION
PUNCTUATION
SENSORY IMAGERY

INTRODUCTION

1

PLAN

Writing to

CONCLUSION

6

'Life is too easy for young people today. They lack challenges and don't have to fight for anything.'

Write an article for a magazine of your choice which persuades your readers that this statement is **either right or wrong**.

LANGUAGE DEVICES

ALLITERATION
ADJECTIVES
ADVERBS
METAPHORS
ONOMATOPOEIA
PERSONIFICATION
SIMILES
EMOTIVE LANGUAGE
RHETORICAL QUESTIONS
SIBILANCE
JUXAPOSITION
PUNCTUATION
SENSORY IMAGERY

INTRODUCTION

1

PLAN

Writing to

CONCLUSION

6

The following statement has appeared in an article on a Lifestyle website:

'Nobody with any sense would want to live in a dirty, noisy city when they could live on a small island surrounded by fresh air and natural beauty.'

Write an article in reply. which argues your views on the points made in the statement.

LANGUAGE DEVICES

ALLITERATION
ADJECTIVES
ADVERBS
METAPHORS
ONOMATOPOEIA
PERSONIFICATION
SIMILES
EMOTIVE LANGUAGE
RHETORICAL QUESTIONS
SIBILANCE
JUXAPOSITION
PUNCTUATION
SENSORY IMAGERY

INTRODUCTION

1

PLAN

Writing to

CONCLUSION

6

Create your own question:

Statement:

Question:

LANGUAGE DEVICES

- ALLITERATION
- ADJECTIVES
- ADVERBS
- METAPHORS
- ONOMATOPOEIA
- PERSONIFICATION
- SIMILES
- EMOTIVE LANGUAGE
- RHETORICAL QUESTIONS
- SIBILANCE
- JUXAPOSITION
- PUNCTUATION
- SENSORY IMAGERY

INTRODUCTION

1

PLAN

Writing to

CONCLUSION

6

Create your own question:

Statement:

Question:

LANGUAGE DEVICES

- ALLITERATION
- ADJECTIVES
- ADVERBS
- METAPHORS
- ONOMATOPOEIA
- PERSONIFICATION
- SIMILES
- EMOTIVE LANGUAGE
- RHETORICAL QUESTIONS
- SIBILANCE
- JUXAPOSITION
- PUNCTUATION
- SENSORY IMAGERY

INTRODUCTION

1

PLAN

Writing to

CONCLUSION

6

Create your own question:

Statement:

Question:

LANGUAGE DEVICES

- ALLITERATION
- ADJECTIVES
- ADVERBS
- METAPHORS
- ONOMATOPOEIA
- PERSONIFICATION
- SIMILES
- EMOTIVE LANGUAGE
- RHETORICAL QUESTIONS
- SIBILANCE
- JUXAPOSITION
- PUNCTUATION
- SENSORY IMAGERY

INTRODUCTION

1

PLAN

Writing to

CONCLUSION

6

HOW TO WELL IN THE LANGUAGE PAPER 2 EXAM

Question 1

Question 2

Question 3

Question 4

Question 5

General tips

Fairfax School