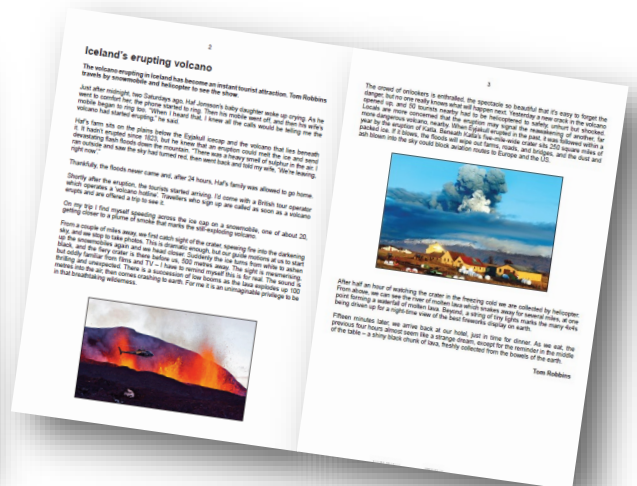
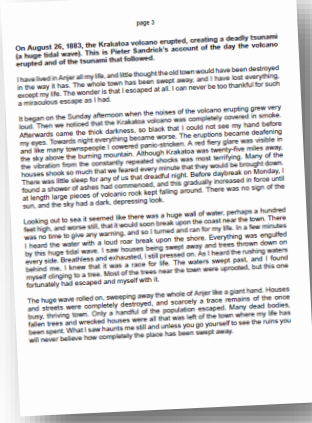
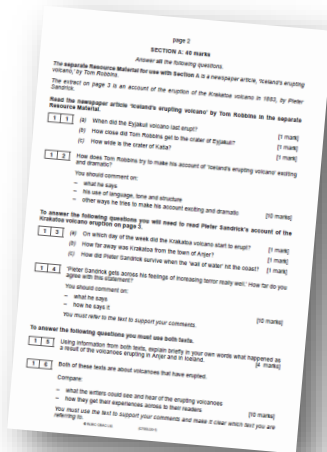


English Department Exam Guide

Language 2A—19th and 21st Century Nonfiction Reading



Six questions

19th century nonfiction

21st century nonfiction

- You have one hour to answer two 3-mark, one 4-mark and three 10-mark questions.
- You have two questions on the 21st century text, two on the 19th and two on both.
- The questions follow the pattern: basic information retrieval then 10-marker for each text.
- Timing is crucial: aim to spend 15 minutes on 10-markers and 5 on the others.
- Read the question and highlight key question words before reading the extract.
- Read the text and highlight evidence as you go.
- Remember to focus on what is happening in the text—don't just hunt devices!
- Cover the entire text and track chronologically.
- Aim to make up to 10 points for 10-markers and always use quotations.

Question A1 and A3—find and retrieve

These are the first questions for each text and will ask for basic information. They could be three separate 1-mark questions, a 3-mark or a 3 and a 2.

For example:

- (a) How many hours a day did a child work?
- (b) Give two details from the text which show workers suffered.

Make as many points as there are marks.

It's easier to use your own words to show understanding and to avoid copying out lots.

Read carefully as it is easy to score 0 here.

- (a) 10 hours
- (b) Their hands were covered in sores and they suffered from breathing difficulties.

A2, A3, A6 10-mark questions

- Evidence is needed but you do not have time to analyse in detail. The exam board recommend that you do the following:
- **Say it, show it, move on**
- **Say it as it is** (don't waste time trying to give alternate interpretations or zooming in)
- Stick to what is obvious in your answer. What is happening will always be more important than how it is said.
- Do not spot devices and never try to write about 'short sentences' or anything 'making the reader want to read on'.
- Track through in order and use tracking language to show this: firstly; next; later; when x happens; at the end.

A2: 21st century text AO2 HOW question

- The question will be on how a writer tries to persuade or influence the reader, usually to share their viewpoint.
- DO NOT try to use a checklist of persuasive devices as these, alone, do not convince readers.
- You could read the question and think about what things would work in convincing you of something.
- Focus on the details the writer gives you, as these will persuade more than devices.



How does Jack May's article try to show that the increase in food banks is a problem? (Answer extract)

Firstly, May states that 'it is a disgrace' that food banks are on the increase and this states it as a clear and negative fact. He goes on to say that 'ten years ago, there were no food banks in my city. Now there are twelve' which shows a large increase in a short period of time. Next, he states that people find using food banks 'humiliating' so we feel sorry for the people who need them. He goes on to say that 'we all should be ashamed' which shows that food banks are a bad thing which no one should be proud of. When he describes the family he saw getting food, he describes them as 'like something out of a history book' which suggests that he doesn't think people should be so poor and hungry in the modern age. He makes the increase in banks seem like a big problem by telling us that the manager told him 'I wish my job didn't exist' so even people working there don't think we should have to have food banks.

A4: 19th century text AO4 EVALUATE question

This question has a lot of parts to it—you have to give your opinion on how things are put across in a text or your reaction to the details you're given.

Type 1—To what extent...? What do you think or feel...?

- This question can give you a view or statement and ask you how much you agree. You can agree or disagree.
- It can be more open and just ask for your views on the opinions of the writer. You must clearly state these and your reaction.

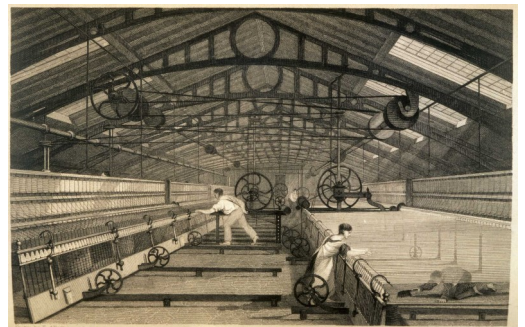


To what extent does Charles Waterford show child labour to be bad?/What do you think and feel about Charles Waterford's views of child labour? (Answer extract)

I think he shows child labour to be mostly bad. He starts by calling the child 'pitiful' which shows he feels sorry for him and makes it clear he thinks child labour is bad. However, he then describes the child's pay as 'a lifeline' for his family which shows he thinks it can save them from poverty and I think this shows there are good aspects to it as well. This is, however, the only positive and he goes on to say that the suffering of the child is 'a high price to pay' which makes me think he doesn't think the pay is worth it for what the children have to go through.

Type 2—How well has the writer...?

- This question asks you to evaluate how successfully a writer has made something sound dramatic, detailed, good or bad.
- You can be critical as long as you can support your views.



How well has Charles Waterford described the conditions in the factory?

(Answer extract)

Waterford opens by saying the factory is 'hellishly hot' which emphasises how warm it is and makes me feel sorry for those inside for long. He goes on to describe the machines as 'monsters' which again emphasises how awful conditions are but I also think this is vague and does not help me to actually imagine what they are like. When he describes the dust, he says it 'invades the lungs' which makes it sound dangerous and unpleasant which I think does help to show how bad it must feel to be there.

A5: both text A01 comparison

- This question requires you to pick out basic points from each text.
- You need no analysis and should use your own words.
- You must name each text—using the writer's name is easiest.
- You can use two headings and should make two points about each text to get 4/4.



According to both texts, what problems do teachers face?

Jones

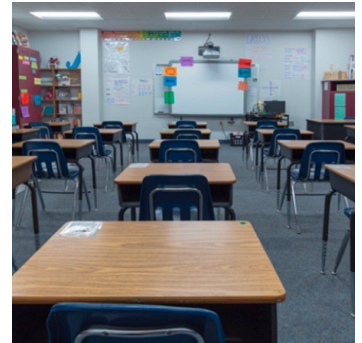
Teachers work long hours and have to take a lot of work home.

Taylor

Teachers are not paid much money and do not have equipment for their pupils.

A6: both text A02 comparison

- You have to compare the specific things each text says about a certain topic and the way they present their opinions and facts.
- You can split the bullet points and write a paragraph on WHAT is said and then another on How.
- Most of the comparison should be on WHAT is said.
- Use compare and contrast connectives throughout.
- Say whether both texts do the same thing.



Both of these texts are about schools. Compare:

- **What the writers say about conditions in schools**
- **How the writer's get across their views about conditions in schools** (Answer extract)

Both writers describe classrooms but Jones says they are 'filled with modern technology' whilst Taylor says there are 'not even enough chairs for children to be seated' so there is a difference in what is provided by schools. Jones says that the room is 'clean and bright' whereas Taylor describes 'peeling paint' and 'heaps of dust' so the older classroom sounds unpleasant to be in.

...

Jones wants to praise the school so uses positive adjectives such as 'wonderful' and 'impressive' to show the good work being done. Taylor, however, wants readers to see the problems so his language is more negative when he calls the school 'disgraceful' and 'disgusting'.

English Department Exam Guide

Transactional and Persuasive Writing

What: two compulsory 'real life' nonfiction writing tasks. One hour.

Where: English Language Component 2, Section B

Time management—30 minutes per text

First 5 minutes: read tasks carefully and consider audience, purpose and format. Plan.

Next 20 minutes: carefully write your text.

Last 5 minutes: proofread thoroughly as SPaG and vocabulary is 40% of the mark.

Text purposes:

- Argue
- Persuade
- Inform
- Explain
- Review
- Advise

Text audiences:

- General/wide
- Your year group
- School head/governors
- Local council
- Local newspaper

Text formats

- Formal and informal letters
- Articles
- Talks (aka speeches)
- Guides (aka leaflets)
- Reviews
- Reports

Point of View

If asked to argue or persuade, you can choose the side you'll be on. Consider which is easiest, as you don't have to write from your own point of view. Many people find it easier to argue against something or complain about an idea.

Try creating an interesting persona (a character whose point of view you write from).

Detail and facts

You are not being tested on the topic of the text (for example: the benefits of exercise). To make a text effective, you should make up facts and details.

Consider how to make these seem reliable:

87% of people think exercise is good for you!

Vs.

An NHS study found that 87% of people who exercised daily suffered less illness in their lifetime.

Transactional writing is real writing

Tasks are often based on scenarios which can cause changes and you have to think of the actual consequences, not go over the top.

For example, closing down a sports centre won't guarantee that everyone in the local area is going to become obese!

Don't stereotype or insult groups of people: all teenagers are not troublemakers; all elderly people are not inactive and grumpy.

Formality

Some tasks will seem very informal, such as a letter to a friend. Don't forget that you are actually writing in an English examination.

Audience:

You can be given a very specific audience, such as GCSE students, or a very wide one, such as anyone who might use a sports centre.

Your information must be tailored to the given audience—think about what they know and need to know.

For a wider audience, separate out different members and refer to their needs specifically.



Must be correct:

- Capital letters
- Commas and full stops
- Apostrophes
- Sentence construction