READING NON-FICTION

60 mins (25% GCSE) – Two non-fiction texts – one from 19th Century & one from 20th/21st century.

QUESTION ONE

CHOOSE four true or false statements from a list of 8.

- ❑ 4 marks = 5 mins (4 boxes shaded)
- ❑ Named lines
- ❑ AO1 – find & inference

BEFORE YOU BEGIN
LOOK AT THE SUMMARY INFORMATION ABOUT BOTH TEXTS – THEY GIVE YOU CLUES.
ALSO FIGURE OUT THE PAT/PAF/PAL OF BOTH TEXTS – THEY ALSO GIVE YOU CLUES.

- ❑ Only look at lines named in question to in order to find answers.
- ❑ Only shade 4 boxes (1 box = 1 mark) - this is not a trick question – it is easy.
- ❑ Follow the instruction on the paper if you shade the wrong box.

QUESTION TWO

Write a **SUMMARY** of the **DIFFERNCES** between Source A and B

- ❑ 8 marks = 10mins
- ❑ Two texts
- ❑ AO1 – summarise differences

- ❑ **Read and highlight key words in the question**
- ❑ Start mini essay with an overview sentence stating main difference then several examples of **differences** using **short quotes** and stating specific **effects**. Don't forget to use connectives of difference and also name the difference.
- ❑ E.g. "Firstly, the differences between Eddie and Henry are vast as Henry's experience of school is much harsher than Eddie's; we can see this when Henry complains about not being able to write freely as Mr. Smith, 'would flog me if he knew it.' This is is contrast to…"
- ❑ **Track** through each text; space your quotes out throughout the whole text.

QUESTION THREE

How does the writer use **LANGUAGE** to…" in one source only

- ❑ 12 marks = 20 mins
- ❑ One text
- ❑ AO2 – Language (not structure)

- ❑ **Read and highlight key words in the question**
- ❑ Read and highlight text
- ❑ Start mini essay with an **overview sentence**, then answer the question using **short quotes** , naming the **device** and stating specific **effects**.
- ❑ E.g. "Henry uses lots of emotive language ... QUOTE..... in his letter to attempt to influence his father to remove him and his brother from Cotherstone Academy."
- ❑ Analyse as many quotes as you can, analysing a technique used by the writer and discussing the multiple effects for the audience.
- ❑ Write **a lot about a little** - e.g. "The writer uses personification in this phrase, 'Death stood at my bedside,' to create an intense feeling of fear for the reader, suggesting the writer felt death was imminent; it was a threatening being, about to take his life."
- ❑ **Track** through each text, space your quotes out throughout the whole text.

QUESTION FOUR

Compare DIFFERENCES in **LANGUAGE** in how the two **writers** present/convey/convince/persuade… in Source A and B

- ❑ 16marks = 25mins
- ❑ Two texts
- ❑ AO3 – compare language (not structure)

- ❑ **Read and highlight key words in the question**
- ❑ Start mini essay with an **overview sentence** stating the main **difference** in the language. E.g. The writer of Source A believes that education really is the job of parents and not schools, whereas the writer of Source B has sent both his boys off to a boarding school where he has little control and knows nothing about the conditions for his children, or the standard of education they are receiving.
- ❑ Then compare the differences in the **writers' viewpoints** using **short** quotes and stating **specific effects.** E.g. For example, the writer of Source A explains using expert opinion ... QUOTE.....to demonstrate that…, however, the writer of Source B uses statistics ..... QUOTE.....to back up their argument. The effect on the audience is similar as both add weight to the arguments the writers are putting forward and convince their audience of their standpoint.
- ❑ REFER TO BOTH WRITERS THROUGHOUT.
- ❑ YOU CAN REPEAT QUOTES & EFFECTS FROM EARLIER QUESTIONS.
- ❑ Go back and forth between the texts. Use **comparison words or phrases:** Different to..., Unlike .....B, In contrast.....,However….., On the other hand…., Yet……., Meanwhile….etc.

Mark Scheme

Bands 1-4	4 – DETAILED. PERCEPTIVE 3 - CLEAR, RELEVANT 2 - SOME,ATTEMPTS 1 – SIMPLE, LIMITED
Q2	• Perceptive inference and differences from both texts • Well-judged quotations
Q3	• Analyses the effects of writer's choices • Well-judged quotations • Sophisticated subject terminology
Q4	• Same as Q2/3 AND… • Detailed understanding of different perspectives & ideas

Stretch yourself

- Paradox/oxymoron
- Irony
- Onomatopoeia
- Euphemism
- Pun
- Fronted adverbials or conjunctions
- Simple/compound/complex sentences
- Relative or conditional clauses
- Noun/verb phrases
- Writing for purpose/audience/type of text
- Anaphora/epistrophe
- Tone/Register
- Narrative perspective

I AM A FORESTER (Q3+4)

- Imperatives
- Adjective/Adverb
- Modal Verbs
- Alliteration
- Figurative language
- Opinions
- Repetition
- Exaggeration/Expert opinion
- Statistics
- Triplets
- Emotive Language
- Rhetorical Question

AOs

AO1
- **Identify and interpret** explicit and implicit information and ideas.
- **Select and synthesise evidence** from different texts.

AO2
- **Explain, comment on and analyse** how writers use **language and structure** to achieve **effects** and influence readers
- Use **relevant subject terminology** to support views.

AO3
- **Compare** writers' ideas across two or more texts.