



GCSE ENGLISH

Paper One Section A

Media and Non Fiction

Approximately 1 hour

This booklet is designed to help you understand what will be required of you in the first section of your GCSE English exam. There is a combination of mini task, longer tasks and information to help you understand what the questions – and the all important examiner – is expecting of you.



Part One: The Basics

What will this part of the exam be like?

- You will be given two, possibly three media or non fiction texts that will all have a similar theme – for example, a leaflet for Water Aid, an article about the expenses and rip offs of bottled water and an advert for Evian Bottled Water.
- You will be advised to spend about an hour on this section, which will include time to read the texts.
- You will NOT be tested on your writing skills, so spelling and punctuation will not be marked here – just make sure that your writing is understandable!
- You will be tested on how much you can read into the texts that you have.
- There will be a total of 27 marks available for this section.
- There will be about eight questions in this section, about different aspects of the texts you have got.
- One question may ask you to compare the texts you have read.
- You should answer ALL the questions, even if you're just guessing at the answer.

The Assessment Objectives

When the examiner sits down with your exam, they will be marking what you have written in relation to assessment objectives below.

TASK: Read the five assessment objectives below and see if you can rephrase them into your own words; this will help you better understand what you are being expected to do.

<u>The Assessment Objective</u>	<u>In your own words</u>
i. read with insight and engagement, making appropriate references to texts and developing and sustaining their interpretations of them	
ii. distinguish between fact and opinion and evaluate how information is presented	

iii. follow an argument, identifying implications and recognising inconsistencies	
iv. select material appropriate to their purpose, collate material from different sources and make cross references	
v. understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects and comment on ways language varies and change	

TASK: Look at the following questions, all of which have been taken from past exam papers. Can you work out which assessment objectives they are testing? There is more than one for each question.

<u>Question</u>	<u>A.O.s</u>
Read Item 1, the extract called <i>Why are magazines so popular?</i> by Jenny McKay. What reasons does she give for the popularity of magazines? 4 marks	
Read Item 1. What are the main reasons given by Mitchell for the rise in childhood obesity? 4 marks	
How does she use facts to support her opinions? 6 marks	
How does Scott's use of fact and opinion help us to understand his experiences? 8 marks	
How are presentation and language used in Item 1 to persuade the reader to go on holiday? 6 marks	
Now look at Item 1 and 2 together. Compare how the writers of each item use language and presentation to appeal to their different audiences. 8 marks	
Look at Item 1 and 2 together. To what extent do the views in Item 1 contradict the views in Item 2? 8 marks	

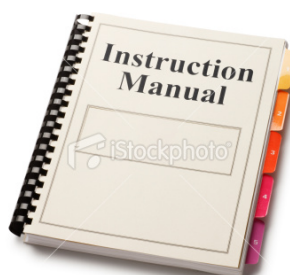
Part Two: Purpose, Audience, Format

Purpose and Format:

The purpose of a text is what point it has. Sometimes, the purpose of a text is really obvious: the purpose for an advert is obviously to promote and sell the product. Other times, the purpose of a text might be a bit more difficult to spot.

Format basically means what text are you looking at? Is it a leaflet, letter, a poster? The actual type of text it is is what we mean by format.

TASK: Look at the texts below. Can you work out what purpose they have?



This text is a:

The purpose of the text is to:



This text is a:

The purpose of the text is to:



This text is a:

The purpose of the text is to:



This text is a:

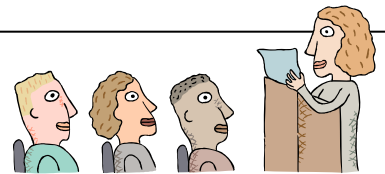
The purpose of the text is to:



This text is a:

The purpose of the text is to:

Audience



In this context, audience basically means reader: who is it that is supposed to be reading the text you have? How can you tell?

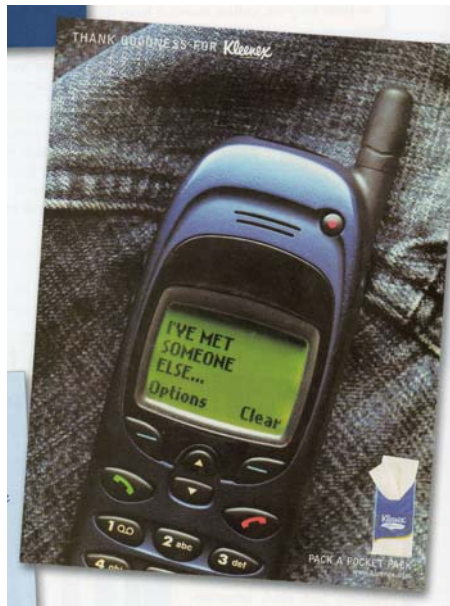
Different people read different types of texts – men for example, are more likely to read car magazines than women. Women are more likely to read wedding magazines than men. Yes, there will be exceptions, but you should always go for the straightforward answer, rather than say ‘Well my sister likes cars, she might read a car magazine...’ Yes, your sister may well read a car magazine, but she’s not who the magazine was aimed at in the first place – always comment on who the vast majority of readers are.

TASK: See if you can identify the audience of the following texts.



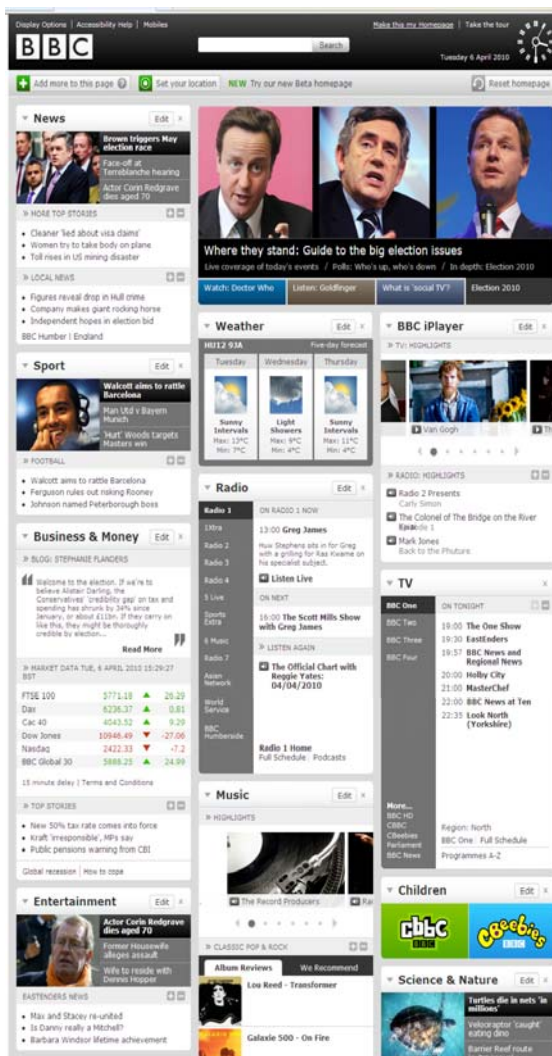
The audience of this text is

- Gender
- Age Range
- Hobbies and Interests
- Social Class



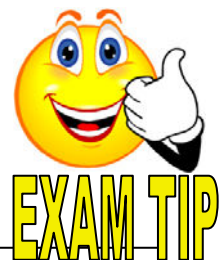
The audience of this text is

- Gender
- Age Range
- Hobbies and Interests
- Social Class



The audience of this text is

- Gender
- Age Range
- Hobbies and Interests
- Social Class



You should be aware that in your exam, the texts you get might have different audience, different purposes and different formats. You should try to look at how those differences have had an effect on the way they look or what they say.



Part Three: Fact and Opinion

TASK: Define in the boxes below what a fact is and what an opinion is, from your point of view.

Fact:

Opinion:

In the texts in your exam, it is likely there will be a balance and a mix of facts and opinions, and that you will have to answer a question about them. Your questions may be worded like this:

Identify three facts from the article.

Identify three opinions from the diary entry.

How does the writer of Item Two use facts to support her opinions?

How does the writer of Item One use a balance of fact and opinion?

In this question, you must always remember to use a quote for each example you give.

TASK: Look at each of the phrases below and say whether it is a fact or an opinion – be careful, they're not all as easy as you think!

<u>PHRASE</u>	<u>FACT OR OPINION?</u>
The temperature today reached more than 35° in certain parts of the country.	
5 fantastic offers in store today!	
The Maldives are one of the most beautiful places in the world to visit.	
89% of 15 and 16 year old young offenders and criminals reoffend within two years.	
The response to the flooding in June by insurance companies has been poor.	
The average wedding costs around £12,000.	

Task: Read the article about footballer's wages. Highlight facts in one colour and opinions in another.

A recent survey has revealed that Premiership footballers earn more in one week than an NHS nurse earns in five years.

The average Premiership footballer takes home around £380,000 every month, according to the research conducted by The Independent and the Professional Footballers' Association.

The startling figure comes as a shock as the general public find themselves struggling through a nation wide recession, which has claimed thousands of Britain's worker's jobs and seen several well established businesses go under.

Players such as Steven Gerrard, Frank Lampard, Wayne Rooney and Cesc Fabregas earn in excess of £120,000 per week, not to mention their expensive sponsorship deals, match win bonuses and end of season pay offs.

Because of their prima donna players, football clubs are having to take ever increasing mortgage loans, or sell their shares to the highest Russian billionaire bidder. And these costs are then passed down to the poor supporters: the average ticket price for a Premiership game is now at a staggering £38.

A top football agent, who has asked to remain anonymous, has defended the sums, commenting that players now are under constant pressure, both on and off the pitch.

"Let's not forget that these players are under almost constant scrutiny from one angle or another. On the pitch, their actions can result in either wins or losses, both of which carry with them huge monetary implications."

He goes on, "Off the pitch, their private lives are anything but private and everything from their eating habits to their love lives are splashed all over the tabloids day in day out. That's not something that comes with a weekly wage."

While this may be said about the high flyers of the national sport, what can be said of those in our national service?

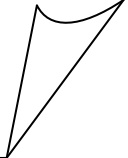
A nurse's starting salary is £21,000 – it would take a nurse five years to earn what a Premiership footballer earns in a week. A teacher's starting salary is likewise, £21,000. A Police Constable's starting salary is £23,000. Outrageously, a private in the British Army earns £17,000 in their first year of service.

These are people who are responsible for the safety, security and education of the nation. Their jobs are no less pressurised, no less demanding but much more undervalued than those of Premiership footballers, who parade around on a football pitch for 90 minutes, kicking a bag of air about.

With Sky subscriptions, replica shirts, ticket prices and wages on a never ending upwards spiral, isn't it time the government stepped in and introduced a wage cap, like in Rugby League?

At the last check, Manchester United was £750million in debt and Liverpool owed £500million, and this season has already seen the liquidation of Premier League club Portsmouth.

With even the biggest of clubs in such trouble, isn't it obvious that unless the very stars of the sport start to take significant pay cuts, British Football will soon reach its self inflicted final whistle.



Both facts and opinions were used in the article – identifying a couple of example of each should have been fairly straightforward.

But could you answer a question about *how* they were used – *for what point*?

• **Facts can be used to:**

- back up an opinion
- exaggerate the truth
- help persuade the reader
- shock the reader
- form the base of a wider argument

• **Opinions can be used to:**

- show a side of the argument
- add interest and humour
- make it personal
- make the connections between the facts

TASK: which of the comments above apply to the article you have just read? Tick the ones you think apply to how facts and opinions were used in the article.



If you just say in your exam that facts are used to back up an opinion, you might get a mark if you get a friendly examiner, but don't run the risk. Learn the methods above and try to actually think about why the facts and opinions are there. If you use one of the methods above, the examiner is more likely to give you a better mark.

Part Four: Summarising the Text

You may be asked to summarise part or all of one of the texts you have to read in your exam. The question may read like the ones below, which are all taken from past exam papers.

What reasons does the article give for visiting Antarctica with Trailfinders?

What does Fay Weldon suggest as the best ways to sell chocolate bars?

Explain the key points made in the article.

What reasons does Jenny Mackay give for the popularity of magazines?

Explain the writer's argument about advertising aimed at children.

Although the questions look fairly simple, students lose valuable marks by not answering the question in the correct way.

TASK: look at the different methods below. They could all be used to summarise a text, but some are good ways and some are bad ways. Colour code them: the ones in green are good ways of summarising a text and the ones in red are bad ways.



copy the sentence

put the point into
your own words

write the points as
a list

copy the sentence,
then tell us what point
it makes

choose only the
main argument

write the points as a
paragraph, using a
mix of your own words
and quotes

only write about
the main points

pick out the points
at random

mention every
point made in the
text

write about the points in
the order they appear in
the text

TASK: choose one good method and one bad method and explain why you think the examiner will give you good or bad marks for doing it.

One good method is to: _____

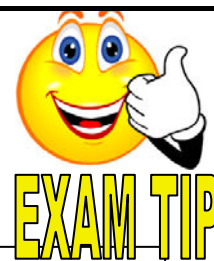
It is a good way of summarising the text because: _____

The examiner will give you good marks if you do this because: _____

One bad method is to: _____

It is a bad way of summarising the text because: _____

The examiner will give you bad marks if you do this because: _____



You should always use the number of marks available for this question as a guide as to how many comments you should make. So for example, if the question is worth 4 marks, make 5 comments. If the question is worth 6 marks, make 7 comments. Always make one more comment than the marks are worth just to be on the safe side.

How do I find the key points in the text?

- The first paragraph probably has the most important point.
- The last paragraph probably has a concluding point.
- Look at paragraph lengths – longer paragraphs are probably about key points
- Look for both sides of the argument.
- Look for differing points – not just the same point made in different ways!
- Subheadings might guide you.
- Don't just look at the start of the article, choose points from the beginning, middle and end.

TASK: look at the following technique examples and see if you can spot the point the writer is trying to make.

The first paragraph: It is painful for many of my generation, born in the 40s and 50s, to watch the world's resources being needlessly frittered away. We were trained up, after the war, not to waste a scrap of anything. We lived through years of giblets and darning, rationing, gas fires and "make-do and mend", and now, all around us, it's "don't bother and chuck". But perhaps not for much longer. Make-do and mend is starting all over again, but now it's called recycling.

What point is being made here?

The Last Paragraph: She probably remembered when clothing and fabric were rationed. Your coupons added up to one new outfit a year. Imagine that girls. You pampered creatures. Could you bear it? One day, you may have to. Ha ha.

What point is being made here?

A Longer Paragraph: Now all those bits of chicken go into pet food or nuggets or bins. Bins! To our parents and still to us, the worst crime is to waste food. Last week, my friend Jennifer - aged 67 - was travelling on a train with a younger person who left the crusts from her sandwiches. Jennifer was appalled. She sees pupils at a local school chuck flour and eggs at each other at the end of term. "It breaks my heart," says she. Good job she isn't outside our local comprehensive at lunch times. There pupils hurl their food about, pelting each other with chips, pizzas, kebabs and assorted drecky snacks. And there we were in the war with one egg each a fortnight.

What point is being made here?

Another side to the argument: Not all of us were thrifty and admirable, of course. Some of my peers seem to have rebelled against the austerity of the war and the immediate postwar years by going to the other extreme, wasting mountains of food and fuel, frittering fortunes on pointless bits of equipment. After that grey period of scrimping, who wouldn't want to go wild once the market was flooded with food and luxuries?

What point is being made here?

TASK: read the article below about competition in schools and society, then answer the exam style question following it.

What's Wrong With A Little Competition?

Everywhere we go, we are surrounded by competition, yet schools are still afraid to adopt the notion. Here Louisa Johnson wonders why...

I remember, in Junior School, every Friday we had a spelling test. On Monday, we were given our list of 10 spellings that we had to learn and revise for a test on Friday. Those of us (like me) who got 10 out of 10 were given a gold star, and those of us (like me) who got the most gold stars at the end of the term were given a certificate and a prize. Those who got 9 out of 10

got nothing. Those who didn't get the most gold stars got nothing. And they learned to try harder next time.

Today, however, schools seem to have forgotten the idea of healthy competition, for fear that it may be detrimental to those who don't succeed. It has been replaced with the attitude that 'everyone's a winner', which of course has grown into the philosophy that it is not important to try, because everyone will be rewarded anyway.

Unfortunately, it is only in schools that people think this way.

Many businesses, firms, stores and other employers have an 'Employee of the Month' award: recognition for that particular employee's hard work and



commitment to the job. In most cases, the employee in question merely gets a gold badge (a bit like a gold star?) to wear for the month, before it is handed over to the next illustrious victor. What do the other employees get? Nothing. Does it demoralise the staff? No. It simply tells them they have not worked hard enough and should try harder if they want the award.

Wouldn't that be the same in schools? Of course, you would get some students for whom the concept of being Pupil of the Month was just ridiculous, but you would also get some students who enjoyed the competition; and ultimately, enjoyed the recognition they deserve, and isn't that the whole point anyway? Rewarding those that deserve it and showing the others how to do better next time?

Business isn't the only arena in which success and 'succeeders' are recognised, though. Just look at the world of sport. The Golden Shoe Award is given every year to the top goal scorer in all European top flight football leagues. Man of the Match and Manager of the Month awards are given, and everyone challenges for the title of 'League Champion', not 'League Gave-it-a-go-but-nevermind-second-place-will-do'. And this is football; supposedly, the sport that most school children identify with. If it's good enough for something as

primitive as football, then why isn't it for the education of our children?

Nobody remembers second place. Nobody hands out mini-Oscars to those actors who were nominated, but didn't get the award. Nobody plays your national anthem at the Olympics for second place. Nobody wants to be known to support a rubbish team, but apparently it's quite credible to be rubbish at school

And really, on the most basic level of human nature, nobody likes to be told that they did OK, but someone else did better. On that level, perhaps competition isn't a good thing, but in schools, this idea of others doing 'better' has gone too far.

How many of our 'good' students – the ones who work hard, are on time, polite, achieve their best – are overlooked by the 'not-so-good' students because they remembered their pen today? I dread to think: if Pupil of the Month awards are demoralising, what is this?

When we sum it all up, schools are supposed to be preparing students for the big wide world out there: a world of Employee of the Month awards, Oscar Ceremonies, Promotions, Sports awards. To put it cleanly: competition. So aren't we just preening a nation of people who are already predisposed to fail? I hope not.

Question:

What arguments does Louisa Johnson make about competition in society?

[6 marks]

- Pictures
- Colours
- Fonts
- Subheadings
- Bullet Points
- Pull Quotes



The Most important thing to remember about presentational devices is that they are NOT there by mistake. The text that you will be looking at will have started off as a blank piece of paper and everything that is on it will have been chosen and manipulated to create a particular effect. **You should never, EVER say that presentational devices have been used to stand out, to make the reader read on or to be effective – because this is OBVIOUS!**

Presentational Devices can be used to suit an audience, to create emotion, to persuade the reader, to engage the reader, to highlight or exaggerate a point... think about how the text looks and then think about why they've made it look that way.

Example: look at this example of how to look at the presentation of something.

Colour silver/grey makes us think of metals and technology – link to the car. Silver is a precious metal, expensive like the car?

***The Lamborghini
Gallardo: A Wonder of
the Modern World***

Text is thick and chunky, showing it appeals to men, as it is a strong and solid font style

Text is in italics, gives the impression of speed, moving fast, like the car

TASK: look at the following items and analyse their presentation.

Sugar's Top 10 Ways to Recover from a Broken Heart & Begin the Search Again...

Escape the Chaos of Everyday Life and Find Peace in *YOUR* Piece of Paradise

How to Burn the Candle at Both Ends and Stay Healthy

When looking at images, you should pay attention to where the images are, what they are of, *what they are meant to make you think and feel* and, of course, *what they are meant to make you do*.

For example, a charity leaflet persuading you to sponsor a child in poverty might show you images of children in dangerous, poor conditions, looking sadly at the camera. This is done to make you feel sympathetic and more likely to support the charity.

A Holiday Brochure, as you may know will show flattering images of the resort and hotel, which will make you think that the place is a good place to be, with lots to do. This, in turn, is meant to make you want to book the holiday.

A good way of testing yourself is to look at newspapers that you've got lying around at home, the magazines you buy, the junk mail that comes through your door, the covers of DVDs, CDs and games, film posters, adverts on billboards. You are surrounded by non fiction texts – make the most of them!

TASK: Look at the texts on the following pages and see what comments on analysis on presentation you can make.

COULD YOU? POLICE

Home Working for the police Vacancies Contact us



Be a reassuring presence in the community

Find out how ➔

Working for the police Could You?

Do you want to do something worthwhile?

Are you looking for a career that's a bit different, where you will face new and challenging situations daily?

Perhaps you are interested in a vital role supporting day-to-day police activities?

Whichever position is right for you, you can find out more on this site.

Find your role in the wider police family

FIRST AID

BASIC ADVICE ON FIRST AID AT WORK

The revised Approved Code of Practice came into effect on 14th of March 1997

This literature contains advice basic first aid for untrained people to use in an emergency. It is not a substitute for effective training. First aid is a skill requiring training and practice. **YOU SHOULD NOT ATTEMPT TO DO MORE THAN THIS BASIC FIRST AID IF YOU HAVE NOT BEEN TRAINED.**

When giving first aid it is vital that you assess the situation and that you:

- take care not to become a casualty yourself while administering first aid (use protective clothing and equipment where necessary);
- send for help where necessary - **Don't delay**; follow the advice given below.

WHAT TO DO IN AN EMERGENCY

Check whether the casualty is conscious. If the casualty is unconscious or semi-conscious:

- check the scene for any obstruction;
- open the airway by tilting the head back;
- and lifting the chin using the tips of two fingers.

If the casualty has stopped breathing and you are competent to give artificial ventilation, do so. Otherwise send for help without delay.

UNCONSCIOUSNESS

In most workplaces expert help should be available fairly quickly, but if you have an unconscious casualty it is vital that you do not delay in getting help. If you cannot keep the airway open as directed above, you may need to turn the casualty into the recovery position. The priority is an open airway.

WOUNDS AND BLEEDING

Open wounds should be covered after washing your hands if possible. Apply a dressing from the first-aid box over the wound and press firmly on top of it with your hands or fingers. The pad should be fastened in place. If bleeding continues another dressing should be applied as top. Do not remove the original dressing. Seek appropriate help.

MINOR INJURIES

Minor injuries of the sort which the injured person would treat them when at home, can be treated from the contents of the first aid box. The casualty should wash his or her hands and apply a dressing to protect the wound and prevent infection. In the workplace avoid metallic and/or coloured or waterproof dressings may be applied according to the circumstances. Wounds should be kept dry and clean.

SUSPECTED BROKEN BONES

If a broken bone is suspected, obtain expert help. Do not move casualties unless they are in a position which exposes them to immediate danger.

BURNS

Burns can be serious. If in doubt seek medical help. Cool the part of the body affected with cold water until the pain is reduced. Thorough cooling may take 10 minutes or more, but this must not delay taking the casualty to hospital. Certain chemicals may irritate or damage the skin, some seriously. Treat in the same way as for other burns. It is important that irrigation continues, even on the way to the hospital if necessary. Remove any contaminated clothing which is not stuck to the skin. Make sure that you avoid contaminating yourself with the chemical.

EYE INJURIES

All eye injuries are potentially serious. The casualty will be experiencing intense pain in the affected eye, with spasm of the eyelids. Before attempting to treat, wash your hands. If there is something in the eye, irrigate the eye with clean cool water or sterile fluid from a sealed container to remove loose material. Do not attempt to remove anything that is embedded. If chemicals are involved, flush the open eye with water or sterile fluid for at least 10-15 minutes. Apply an eye pad and send the casualty to hospital.

SPECIAL HAZARDS

Electrical and gas-related accidents can occur in the workplace. You must assess the danger to yourself and not attempt assistance until you are sure it is safe to do so. If the casualty has stopped breathing and you are competent to give artificial ventilation and cardiac resuscitation, do so. Otherwise send for help without delay.

ILLNESS

Many everyday ailments can arise at work. Giving medicines is not within the scope of first aid at work. Application of common sense and reassurance to the casualty is the most valuable help that you can give. If in any doubt about the seriousness of the condition, expert help should be sought. If the casualty has his or her own pain relief tablets they may take these as appropriate. People suffering should not offer medication of their own or belonging to others.

RECORD KEEPING

It is good practice that any injuries or cases of illness which have been treated are recorded in a book. Include the following information in your entry:

- date, time and place of incident or treatment
- name and job of casualty as it appears
- details of the injury/illness and the treatment given
- what happened to the person immediately afterwards (eg went home, went back to work, went to hospital)
- name and signature of the person providing treatment

This sort of information can help identify accident trends and possible areas for improvement in the control of health and safety risks.

Source: HSE reference "Basic Advice on First Aid at Work"

Don't worry that you can't read the print on this: look instead at the layout and presentation of the whole page.

Shloer...

The sparkling juice drink

...is now sparkling in the best pubs and bars!

It's a natural with ice, perfect with food and a great little mixer

Free from preservatives and artificial sweeteners, flavours and colours

shloer.com

Ask for Shloer in JD Wetherspoon pubs and Lloyds No. 1 bars



LEVEL 3 SUBJECTS

English Language & Literature
For those students who have enjoyed English up to GCSE level, this will enable you to develop your interest. In addition to this, if you are looking to take up a career in the media, including journalism, this course is ideal for you.

English Literature
Developing perceptive responses to both literary and non-literary texts is also a key feature of this A level that will benefit students' study in other areas too.

Geography
Geography is about the real world - why it is like it is, the issues we face in the future, and the solutions we can put in place.

History
History is a valuable, respected and flexible qualification. Some of our students go on to study History at University. Other students combine History at university with other subjects such as Politics or English.

IT
ICT helps students develop a number of new skills including how to assemble data and assess its quality, how to investigate facts and use deduction, how to put over your point of view fluently - and how to work as a team to achieve results.

Law
Law is a interesting subject as it impacts upon every area of life. The course offers a range of opportunities including trips to the Magistrates Court and Crown Courts, Galleries of Justice in Nottingham etc.

Maths
Mathematics is a course worth studying not only as a supporting subject for science and humanities, but in its own right. It is both challenging but interesting.

Media Studies
This subject examines the role played by media in everyday life. There is plenty of opportunity for students to develop their own interests in the media, whether film, radio, television, internet, advertising, pop music etc.

Don't worry that you can't read the print on this: look instead at the layout and presentation of the whole page. This is a page taken from the Sixth Form Prospectus.



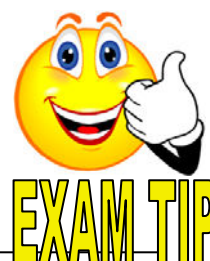
TRAVEL Managers
YOUR HOLIDAY OUR FUTURE

To learn more about the services we can provide, or to make an appointment to discuss your requirements, please contact us:

Phone: 01564 711 221 Fax: 0870 163 4698

Central Boulevard, Blythe Valley Business Park, Solihull, West Midlands, B96 8AG
Email: Reservations@TravelManagers.co.uk Website: www.TravelManagers.co.uk

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A good idea is to read the questions before you read the texts, as this way your reading has focus and you know what you're looking for. Then, as you go along, you can highlight and make notes on the important features as they are fresh in your mind – this will then give focus and detail to your answers.

Answering Questions on Presentational Devices

Being able to identify the presentational devices used in the item in only one part of the answer, and you will need more than this to gain the higher marks.

- You will need to identify the technique, then say why it has been used, and then comment on the effect it has.

Like this:

- The leisure centre leaflet uses a lot of the colour green. This is because green is a healthy colour and will therefore encourage the reader to become healthier.

When writing about presentation, think about:

- Audience – do colours, images etc appeal to a particular audience?
- Purpose – how does the presentation help do what the text is supposed to do: persuade, inform, entertain etc. Emotional images persuade, bullet points inform etc.
- Hidden meanings – pink is girly, capital letters means important etc.

Remember that the mark scheme the examiner will mark your work from will say that for the higher marks on presentational devices, you will need to comment on a range of techniques – so pick out as many different devices as possible and comment on each.

TASK: Look at the questions below – they are all about presentational devices, but they are about something else as well. See if you can work out why you have to analyse presentational devices in each question.

<u>Question</u>	<u>Focus</u>
Compare how the writers and designers of both items aim to interest the reader through the use of pictures and layout. (8 marks)	
How is presentation used to persuade the reader to support the charity? (8 marks)	
How effective is the presentation of the item in supporting the claims made by the writer? (8 marks)	

Section Six – Language Techniques

TASK: How many of these language terms can you define? Use a dictionary for the other ones.

Onomatopoeia

Alliteration

Imagery

Similes

Bias

Exaggeration

Emotive Language

Rhetoric

Other language techniques might be:

- Long sentences: these are full of detail and information. Sometimes, they are used when they know that the audience of the text is a more educated audience, because they know that they can handle a lot of information at once.
- Short sentences: these can be dramatic and forceful.
- Repetition: this can be used to reinforce a point or add emphasis.
- Colloquialisms or Slang – chatty language that sets an informal tone to the text.
- Specialist Terminology: words that people interested in a particular subject would know, but others might not. Carburettor, differentials, torque and bhp are all specialist car terms that mechanics and car enthusiasts will know, but other people might not.

When writing about language - always use the PEE system.

- Point – this should be where you name the technique that has been used. For example: 'The writer uses lots of descriptive language in this item.'
- Evidence – this should be a quote to prove your Point. 'He says, "The river stretched out in front of me; dazzling blue and sparkling in the midday sun."'
- Explain – here you need to say what the effect of the technique is. Like this: 'The use of descriptive language like this allows the reader to visualise the beauty of the place, making them appreciate it more.'

Language and Audience and Purpose

Language can be manipulated according to who you are speaking to and what you are talking about.

For example, there are many different terms for the word 'sex'. Some of them you would use when talking about sex in a science class for example and others are more appropriate when talking to your friends about it. Some of them would be appropriate in a romantic film and others wouldn't!

TASK: Look at the table below and see if you can think of any language techniques that would be suitable according to audience and purpose.

<u>Audience or Purpose</u>	<u>Language Techniques</u>	<u>Why?</u>
Teenage Girls		

GCSE Students (words in a revision booklet, for example)		
To Entertain		
To Persuade		
Readers of <i>The Independent</i> Newspaper		
To Inform		
Readers of Top Gear Magazine		

TASK: Read this extract and answer the exam style question that follows it.

So your best mate is throwing a party at her digs at the weekend but there's one big fat problem: your ex-boyfriend's going. And with his new girlfriend. Disaster. So what do you do?

Well, you can chicken out of course, and not go. But that won't help, because then everyone will know that you've skipped the party because he was there. That'll make you look like a wimp and you don't want that.

Really, you only have two options. Go to the party flying solo and look utterly gorg or go with a new bloke. Either way, you'll make him green with envy and you'll come away from the party being the talk of the town. And what could be bad about that?!

Created By L. Aldridge

How does the writer in this item use language to suit her audience? (6 marks)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Section Seven – Comparing Texts



Jennifer Aniston



Angelina Jolie

Jennifer Aniston and Angelina Jolie: what comparisons can you make?

One thing that sometimes catches people out about the word 'compare' or 'comparison' is that you need to look at *how they are the same* and *how they are different*.

For example, when comparing Jennifer Aniston and Angelina Jolie, you could comment on how they have both had relationships with Brad Pitt, they are both well known for their beauty (even if you don't agree with this!), they are both successful actresses but also, Jolie has tattoos whereas Aniston doesn't, Jolie has children whereas Aniston doesn't and that Aniston used to be in the TV series Friends whereas Jolie didn't.

If you get a question asking you to compare the texts you have in your exam, remember that this means looking for both similarities and differences.

Areas for Comparison

You may be asked to compare specific things about the texts in your exam.

For example:

- how language is used
- presentation
- audience
- purpose
- point of view

If you get a particularly evil paper, you may be asked to compare a combination of the above, like this:

- Compare how language has been manipulated in the two texts to suit their differing audiences.

This question asks you to compare both *language* and *audience*.

When answering questions on comparison, you should always use comparative terms. This will prove to your examiner that you have actually made comparisons in your answer.

Comparative Terms:

- On the other hand
- Despite this
- In comparison
- However
- Contrastingly
- Likewise
- Similarly
- Also
- Both

Use these terms in your answer. The red ones show where there is a difference and the green ones show where there is a similarity.

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[illegible]

TASK: Look at these two answers to a comparison question. Which one do you think should get the higher mark? Around the answer, identify strong points and weak points.

Both of the extracts use language to entertain the reader. Item one is very funny, whereas Item two uses a lot of descriptive language to help the reader 'see' the place they are in.

In Item 1, the language is very personal. It is written from the first person: 'I swore I would never wear Lycra again'. On the other hand, Item two is written in the third person: 'They walked down the catwalk as though they were walking on air.'

Both texts deal with the issue of fashion, but from two very different points of view: language is used to show this.

Firstly, both items use language to entertain the reader. Item one uses humour: 'Some people are just not meant to wear green stilettos. Being a man, I am one of them.' This shows that the writer is not fond of fashion. However, the use of descriptive language in item two shows that the writer thinks fashion is beautiful: 'all the colours of the rainbow were in that room, from ravishing reds to the deepest of sumptuous violets.'

Furthermore; the use of first and third person differs in the two items. Item one is written in the first person: 'I swore I would never wear Lycra again'. This allows the reader to understand what the writer is feeling. On the other hand, item two is written in the third person: 'They walked down the catwalk as though they were walking on air.' This makes it sound as though the writer is looking on admiring the show and the fashions.

Obviously, the longer answer was better, and it would be easy to say that it was better because the student wrote more. This is not the case.

Yes they wrote more, but this is because there was more analysis and detail in the answer.

You could write six pages of rubbish and you'd still only be writing rubbish. Or you could write two paragraphs of detail and analysis and it will get a better mark than your six pages of rubbish!

It's the old cliché: it's not quantity, it's quality that counts.

Make sure
that, however

much or however little you write, the detail is always there: this will get you the higher marks.

Checklist:

Now that you've completed this booklet, you should start thinking about developing your own revision in your own time between now and your exam.



Complete the boxes below that ask you to think about where you will go from here.

Things I am confident or happy with:

Things I feel I still need to practise and how I will practise them: