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THE PRE-RELEASE BOOKLET

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GUIDANCE NOTES

Examinations and the Pre-Release Booklet for GCSE English Language Specification B (Mature)

The examination papers for Specification B (Mature) will follow the same format as those for Specification B. The subject matter addressed by the questions will be more suited to mature candidates than that in Specification B.

In the pre-release booklet, Media material will be selected that is judged more suited to mature candidates than that used for Specification B. The Mature syllabus may use the same pre-released poems as Specification B.

Teaching Support

Within schools, teachers may work through the contents of the PRB during lessons but this is not so easy for external/private candidates working within a home study situation. But it is possible to offer *some* guidance on how to study each of the PRB texts, and that is the purpose of this document. Candidates will need to make the most of the opportunity, and devote plenty of time to studying and thinking about the texts so that they are ready for anything they will face in the examination.

A Reminder of the Exam Format

Paper 1 (1 hour 40 minutes)

Section A requires Reading responses to a non-fiction unseen article, feature or extract. There will be different pieces for Foundation Tier and Higher Tier. Questions will relate to understanding content, the effect of language and audience. There will also be questions in Section A which invite responses to a selection of Media texts in a booklet of pre-released material. Questions for Media will focus on two or three of the pieces in the pre-release booklet and will relate to presentation, different registers, audience, tone, language and the effect of any images.

Section B requires Writing in response to the “triplet”: argue, persuade, advise.

Candidates will be advised to spend 1 hour on Section A and 40 minutes on Section B. Candidates will be advised to spend 10 minutes at the start of the examination reminding themselves of the content of the pre-release booklet for Paper 1.

Paper 2 (1 hour 30 minutes)

Section A requires Reading responses to a single question comparing an unseen poem with one or more of a group of poems drawn from different cultures and traditions and issued to centres in the booklet of pre-release material previously circulated for Paper 1. The Foundation Tier unseen poem will be different from the Higher Tier unseen poem.

Section B requires Writing in response to the “triplet”: analyse, review, comment.

Candidates will be advised to spend 45 minutes on Section A and 45 minutes on Section B.

General Advice for Paper 1

Organising your Time

You should spend:

Section A – 1 hour

- 10 minutes reading the questions, the relevant passages in the pre-release booklet for question 1 and the passage for question 2
- 25 minutes answering question 1
- 25 minutes answering question 2

Section B – 40 minutes

- 5 - 10 minutes planning
- 20 – 30 minutes writing your response
- 5 – 10 minutes checking your answer

Section A

This section of the paper tests your READING.
You will need to answer TWO questions.

1. Media Texts

There will be ONE question which will focus on TWO or THREE of the pieces in the pre-release booklet.

The question will relate to some or all of the following:

- presentation
- different registers
- audience
- tone
- language
- the effect of any images in the text

2. Non-Fiction Text

There will be ONE question which will focus on a non-fiction text *which will be printed on the question paper*.

The question will relate to:

- understanding the content
- the effect of language
- audience

Marks available for Section A: 15%

Section B

This section of the paper tests your WRITING

There will be ONE question requiring a piece of writing which either:

- argues
- persuades
- advises

or, possibly, a combination of two of these.

It is important that you:

- spend the full 40 minutes on this question
- spend 5-10 minutes thoroughly checking your work.

Marks available: 15%

A Few Points to Remember

Section A

- don't just summarise the material, comment on it
- don't forget to mention the pictures
- don't just identify features in the material, say why they are there
- try to make points about the use of language
- make sure you give examples to support your points

Section B

- make sure you respond to the precise demands of the question
- don't repeat your ideas
- try to link your paragraphs
- make sure you develop your ideas
- *check carefully*, especially:
 - spelling
 - capital letters and full stops at the beginning and end of sentences
 - apostrophes

General Advice for Paper 2

Organising your Time

You should spend:

Section A – 45 minutes

- 10 - 15 minutes reading and planning
- 30 - 35 minutes writing

Section B – 45 minutes

- 5 - 10 minutes planning
- 20 - 30 minutes writing
- 5 - 10 minutes checking

Contents of the Paper

Section A

This section of the paper tests your READING

There will be ONE question which will require you to compare an unseen poem (printed on the question paper) with ONE OR MORE of the poems in the pre-release booklet.

You will need to comment on the cultural aspects of the poem.

Marks available: 15%

Section B

This section of the paper tests your WRITING

There will be ONE question requiring a piece of writing which either:

- analyses
- reviews
- comments

or, possibly, a combination of two of these.

It is important that you:

- *spend the full 45 minutes on this question*
- *spend 5 – 10 minutes thoroughly checking your work*

Marks available: 15%

A Few Other Points to Remember

Section A

- read the poems carefully and make sure you understand them. Don't guess or jump to conclusions;
- read the bullet points in the question carefully;
- make sure you support your points by referring to details in the poems or by quotation;
- try to write the same amount about the unseen poem and the pre-release poem(s).

Section B

- avoid too much personal opinion;
- avoid writing too much narrative;
- make sure you respond to the purpose and audience required by the question;
- try to use a variety of punctuation;
- *check carefully*, especially:
 - spelling
 - capital letters and full stops at the beginning and end of sentences
 - apostrophes

Good luck!

MARGARET EARLEY

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THE PRE-RELEASE BOOKLET GUIDANCE NOTES

2011

SECTION A – MEDIA TEXTS

This material is for Paper 1 in the exam.

There are 8 extracts, taken from a variety of media sources.

Question 1 will focus on TWO or THREE of these extracts.

Extra Time	9-11
Liverpool's Finest	12-14
You are the Ref	15-16
2010 Pro bikes coming soon	17-18
Dance away the flab – in 15 mins	18-22
The worst act of cheating in the history of sport	23-25
Tree Top Adventure	26-28
Work hard, play hard!	29-30
The golden girls	31-32
Sample exam question	33

Pre-release Booklet 2011

Section A: Media texts

This anthology of texts is for Paper 1 in the exam. Section A, Question 1 will focus on 2 or 3 of these pieces. It is therefore important that you spend as much time as possible preparing the material; obviously the more prepared you are, the more successful you will be.

You will not be allowed to take the booklet into the exam with you, or any other papers or notes. You will be issued with a new copy of the appropriate section for use in the exam.

You can therefore annotate your copy of the booklet when you do your preparation.

Annotation may include:

- underlining / highlighting key words / phrases;
- brief notes on content, language, structure, imagery, audience, layout;
- explanations of vocabulary.

It is important not to over-annotate the text.

If you add too much highlighting / underlining / notes you will find it very difficult to read the texts, which won't be very helpful. It may be useful to annotate in pencil first.

Question 2 in Section A of the exam will ask you to comment on a text / texts that you will not have prepared. The work you do on the pre-release material will help you to plan your response to this.

Finally, remember that these are **media texts**. It is important that you consider the medium, style, presentation and fitness for purpose as well as content.

BEFORE YOU START

1. Number the paragraphs in the article.
2. Read through the article twice.
3. Look up the meaning of any unfamiliar vocabulary and write it above the word in your booklet.

The "theme" of the articles is sport, fitness and health. It would be worth considering the articles are aimed at, and who is issuing the information, in each case.

NB. Where the source of the article is not given in the article itself, but is mentioned in the worksheets, the information has been taken from the list of acknowledgements at the back of the Pre-Release Booklet.

EXTRA TIME

BEFORE YOU START

1. Number the paragraphs in the article.
2. Read the article through twice.
3. Look up the meaning of any unfamiliar vocabulary and write it above the word in your booklet.

SOURCE

The Observer – national daily broadsheet newspaper.

This is a feature article, which is part of a series (no. 63) about sports grounds. This once popular ground is now a housing estate.

- What type of person would read this newspaper?
- What type of person would be likely to be interested in this series / particular article?

CONTENT

Headline – short and linked to the subject in general, the play on words indicates that the subject will be about a game that includes ‘extra time’, but its double meaning only becomes clear when we read the sub-sub-heading. The second, or sub-heading states the subject of number 63 in a series of articles. The sub-sub-heading tells us what the series is about, and suggests a viewpoint.

- What are we told about the way grounds have been selected for the series?
- What is the tone of this line?

Paragraph 1 – introduces The Watersheddings and gives an overview of its location and the type of ground it was.

- What do you understand by *modest*? How is this exemplified in the rest of the sentence?
- What does *caustic* mean? What effect does this word have?
- Why does the writer say *it was pure unreconstructed rugby league*? How would you explain the attitude to the sport suggested by this description?
- In what way does the loss of the ground reflect the development of rugby league?
- How did the sport begin to change in 1997?
- Is there any indication of the writer’s attitude to these changes to the sport in this paragraph?

Paragraph 2 – outlines the development of the ground itself as a stadium for rugby and greyhound racing.

- How did the ground start out?
- What is meant by *tidy*?
- In what way was it *dual-purpose*?
- What further developments were made to the stadium?
- How would *covered stands* amplify the crowd?

- What is suggested about the club's supporters in the final line?

Paragraph 3 – provides details of the club's successes.

- What are we told about the achievements of the club until the 1950's?
- What is suggested by describing the ground as a *worthy host*? Is this a fact or an opinion?
- What were the club's three main achievements during this period?
- *Sustained success* is an example of sibilance (alliteration of the letter "s") which is echoed by the "s" sounds within the two words; what effect does this create?

Paragraph 4 – moves on to the demise of the club

- How did the stadium reflect the fortunes of the club from the late 80's onwards?
- What factor contributed to this decline?
- What is the effect of the shortness of the second sentence?
- Which events further contributed to the demise of the ground?
- What do you understand by *a marketing promise*? What was promised? What seems to be the writer's attitude to these events?
- *Rebranded* is rather an impersonal term; what does it suggest about the writer's views about what happened?
- Again, the choice of *distaste* is striking; what is the tone of this?
- Why does the writer end the paragraph with another short sentence?

Paragraph 5 – continues to trace the club's fortunes

- What two main problems are mentioned in the first sentence?
- What happened to the club after the final game at Watersheddings?

Paragraph 6 – explains the final outcome for the club in a single sentence

- Why was the club's new name chosen?
- What happened to the stadium?
- What is the effect of *bulldozed*?
- Note the use of commas and a dash

Paragraph 7 – moves to the present day

- In what way is the stadium remembered?
- In what type of places would you find a *blue plaque*?

Paragraph 8 – devoted to a quotation from a former club player

- What impressions does McDermott give of the stadium in its heyday?
- In what way do his words seem very personal?
- The final comment adds an emotional note; how appropriate is this as an ending to the article?

STYLE

- Sentence types vary from simple to complex.
- Short simple sentences are used for effect
- Use of brackets and dashes
- Paragraphs of a similar length but contain differing numbers of sentences
- Lacks literary devices
- Factual but containing some opinions.
- Traces the stadium's history chronologically
- Some subject specific vocabulary with a few sophisticated word choices.
 - Make sure you pick out examples of both
 - How appropriate is the vocabulary used to the intended audience of the article?
- Tone is consistent throughout.

PRESENTATION

- Landscape layout
- Use of colour and shading for the headlines, which vary in font size and use of capitalisation.
- The text lies at the top of the page, above a group of photographs
- Use of 4 columns for ease of reading
- Each photograph is inset with a date at top left. What does each image document about the history of The Watersheddings?
- Why is 1 of the 3 photographs black and white?
- Which photograph do you find most eye-catching? Why?
- What is the effect of the black and white photograph? What impressions does it give us of the supporters of 1954? What do their expressions suggest? What other impressions are suggested by this photograph?
- The article is unsigned. Why is this?
- The article appeared in a national newspaper, not a local newspaper. What does this suggest about the series, and about the importance of the The Watersheddings in the history of sport?

EXAM PREPARATION

- The writer's attitude to this subject is subtly implied throughout this article. How would you explain his feelings and how are they revealed by his writing? Make sure you can justify your points by referring closely to the text.

LIVERPOOL'S FINEST

BEFORE YOU START

1. Number the paragraphs in the article.
2. Read the article through twice.
3. Look up the meaning of any unfamiliar vocabulary and write it above the word in your booklet.

SOURCE

The article is taken from the *Davis Cup Magazine*, which will appeal to tennis fans. It is a feature article in the magazine.

The article features an interview with Jamie Burdekin, a wheelchair tennis player. The article is presented in a question and answer format, as indicated by the letters 'QandA' inset in a red circle in the head section of the page. The logo of the Davis Cup, and the name of the sponsors (BNP Paribas) at the right of the head section indicate that the article relates directly to the Davis Cup, a famous tennis trophy.

- How would you expect the source of the article to impact on its content and style?

CONTENT

Headline – the main headline is brief, and indicates that the article focuses on 'Liverpool's Finest'.

- Can you think of a reason for the headline being in red?

The player's name is written in large blue letters.

- Why might his name appear in blue?

There is also a longer sub-heading summarises the content of the article.

- What literary device is used; what effect does it have?

Paragraph 1 – in bold font, provides details of Jamie's background and circumstances.

- Pick out the facts in this paragraph
- Are there any opinions?
- Briefly summarise the events which led up to Jamie's success in Beijing.

The remainder of the article text is a series of questions, each followed by Jamie's answer.

Question 1 - about Jamie's early tennis experiences.

- How much interest did he have in tennis before his accident?
- How did his tennis career begin?
- What seems to have been his main achievement at this point?
- Find an example of colloquial language.

Question 2 – Jamie is asked to think back to his childhood

- What were Jamie’s sporting interests as a “kid”?
- A feature of spoken language is the use of incomplete sentences as in the second sentence here.
- What overall impression of Jamie have you formed from this paragraph?

Question 3 – focuses on Jamie’s playing

- What reason does he give for choosing South Ribble Tennis Centre?
- Can you find two opinions?

Question 4 – returns to Jamie’s hometown

- Another feature of spoken language is the use of a series of short sentences.
- What are the main reasons Jamie is proud of scousers?
- What job did he used to do?
- *Scouser* and *Del-Boy* are colloquial terms; what does their use add to the tone of the article?
- Are his views facts or opinions?
- Add to your impressions of Jamie’s character from this response.

Question 5 – retains the focus on Liverpool

- How does Jamie spend his spare time?
- Find a feature of spoken language in this answer.
- What does he mean in the final sentence?
- Add to your impressions of Jamie’s character and lifestyle from this response.

Question 6 – asks about Jamie’s football preferences

- Which team does he support?
- Why? (Find more than 1 reason.)
- How did the football club acknowledge his success?
- He makes only a brief comment about this; what does this suggest about him?
- Why was the 1991 FA Cup his favourite match?
- Why has he chosen Duncan Ferguson as his favourite player?
- This answer is noticeably longer than the others; what might this tell us about Jamie and his interests?

Question 7 – concludes the interview with a more unusual question

- He illustrates his answer with an anecdote (recounting an event that happened to him).
- What is the tone of his response?
- Does this answer confirm the impression you have formed of Jamie? Does it add anything?

STYLE

- Simple, straightforward style
 - How might this extend the readership of the article?
- Little subject specific vocabulary
 - Where does this mainly occur?
- Frequent use of colloquial language and the language of ordinary speech
 - Pick out examples of these.
- Incomplete sentences
- A few complex sentences
 - Where do these mainly occur?
- Very factual, but containing some opinions.
- Explain how the style and language of the article reflects the Liverpool area, its way of life and people, referred to in the article itself.

PRESENTATION

- The 2 main headlines, although short take up a lot of space and are highlighted by strong graphic design that draws attention to the headline, the Davis Cup logo and sponsor, and the subject of the interview.
- Use of white text on black / coloured background
 - Consider the effect of the headlines and the use of a logo on the reader.
- Photograph clearly links to the article; it is unusual in that there is no caption. What message does the photograph convey?
- What do you notice about the shade of blue in the headlines and questions and in the sports hall in which Jamie was photographed? Why do you think all are the same? What effect does this have on the page? If these elements were all in different shades of blue, or different colours, what effect would that have on the look of the page?
- How does the image connect to the text?

EXAM PREPARATION

- What have you learnt about Jamie from the article?
 - Consider the whole article , including the image.
 - What is his attitude towards his injuries?
 - How does he regard his success and fame?
- What type of appeal would this article have?
 - What type of people might find it interesting / relevant?
 - Is there anything the reader could gain from this article?
 - Why do you think there is frequent use of colloquial language? (What does Jamie say about 'banter' in the article itself?)

YOU ARE THE REF

BEFORE YOU START

1. Read the article through twice.
2. Look up the meaning of any unfamiliar vocabulary and write it above the word in your booklet.

SOURCE

The Guardian – the online version of a daily broadsheet newspaper. The lower right hand corner includes a link to the inter-active section of *The Guardian* webpage where viewers can enter a competition to win a club shirt.

This webpage informs and advises users about football refereeing decisions. Readers are invited to decide on their response to a situation and can then read the correct refereeing decision in the lower section of the page. Users can also enter a 'You are the Ref' competition and send in their own refereeing scenarios to be used in future webpage scenarios.

The webpage is created by two authors, Keith Hackett and Paul Trevillion. This suggests that their names are familiar to users, perhaps as football commentators in *The Guardian*, and/or elsewhere

CONTENT

Headline – very straightforward; the abbreviation 'ref' for 'referee' suggests that the article is aimed at users who enjoy watching football and think they know the rules of the game, but could also learn a thing or two about the finer points of refereeing.

Scenarios – 3 different situations are illustrated, each of which could arise in a football match; each one ends with a question for the reader.

- There are a number of subject specific words in each scenario; underline / highlight these.
- Except for the final question in each all the sentences are statements explaining what is happening.
- Why have these sections been written in the present tense? What effect does this have on the reader?
- Pick out the adjectives in each section; how frequently are they used?
- Now, do the same for the adverbs.
- What is added by the use of these adjectives and adverbs?

Decisions – Each scenario is answered separately with an acknowledgement to the reader who has submitted the question.

- Again there are a number of subject specific words; pick them out and highlight / underline them.
- Statements are used to explain the reasoning behind each decision, followed by an imperative (instruction); make sure you can spot the imperatives.
- Why is the use of imperatives appropriate?

- What tense has been used in this section?
- How have adjectives and adverbs been used to clarify the decision in each case?

STYLE

- Subject specific vocabulary
- Clear, direct mode of addressing the reader
- Variety of sentences – simple, compound and complex
- Selective use of adjectives and adverbs
- Lacks literary devices
 - Why would the use of literary devices (similes, alliteration etc) be inappropriate in this feature?

PRESENTATION

- The headline is in white text on a black background; why is this effective?
- What is the effect of repeating this technique for the decision section? Think about the effect on the whole page.
- What is the effect of the blue background in the bottom right hand corner?
- How is this section of the page linked to the main content?
- Each scenario is illustrated in colour; do you find this helpful? Why?
- Can you recognise the large face in scenario number 1? Why does this footballer's face appear here? How does it relate to the page as a whole and to the first scenario in particular?
- How helpful are the illustrations in presenting the scenarios?

EXAM PREPARATION

- When addressing the user directly it is vital that all the information is clear and can be easily understood. This page also invites the reader to participate in a competition.
- How has successful have the writers been in your opinion?

2010 * PRO BIKES COMING SOON

BEFORE YOU START

1. Read the page through twice.
2. Look up the meaning of any unfamiliar vocabulary and write it above the word in your booklet.

SOURCE

The page appears to be from a cycling magazine or distribution catalogue. It shows an advertisement for two new cycles that are about to be launched on the market in 2010.

CONTENT AND STYLE

Heading – The year 2010 is the main feature, with the remainder of the heading presented in a much smaller and less distinct font.

- What is the effect of this?

The 2 types of bike are shown in two separate columns on the page.

- Why?
- What type of name is each given? What effect is intended by their names?

Detailed information panels

- Each of the 4 sections of information is preceded by a clear picture of the bike described; why has this order been chosen?
- Each section contains the same type of information, in the same order; why?
- What type of information is included?
- There are numerous technical terms and abbreviations; pick out and underline / highlight a selection. Why have these been used?
- Comment on the use of fonts, bold, capital letters, line lengths and punctuation in the sections that specify each type of bike.
- What does the nature of the information given tell you about the readership of the page?

Credit lines

- In the bottom left hand corner are six short lines of text.
- What is the purpose of these lines of text?
- What do they tell the reader
- Is the presentation here clear? How does it affect the rest of the page?

PRESENTATION

- What do the 2 colour photographs suggest about the type of bike being featured?
- Why have they been chosen?
- What is the effect of the way the 2 columns of text have been presented?

- The contents of the page are presented on a black background; what is the effect of this? (Note that the right-hand edge of each column includes a grey strip with holes in it and thin lines emerging from the outer edge, similar to those seen in the plastic strips used for holding photographic negatives. This might give you a reason for explaining why the two strips of images appear on a black background.)

EXAM PREPARATION

- This page of advertising aims at a specialist reader. Who might this be? How does this page differ from a feature article in the same type of magazine?

DANCE AWAY THE FLAB

BEFORE YOU START

1. Read the article through twice.
2. Look up the meaning of any unfamiliar vocabulary and write it above the word in your booklet.

SOURCE

WW's Healthy Living magazine; special interest magazine, possibly aimed at people watching their weight. (WW is an abbreviation for Weight Watchers.)

CONTENT

The article encourages the reader to exercise as a way to lose weight, in particular by dancing to energetic pop music. The tone is lively and encouraging, inviting the reader (probably female) to have a go at the dance routine shown on the two-page spread.

Headline – clear and straightforward, explains exactly what the article is about and how long the routine will take.

- Why is *in 15 mins!* In a different font?
- Why has it been abbreviated?
- What is the effect of the exclamation mark?
- What is the intention of this headline?

There is a lengthy sub-heading posing a question and reply.

- Who is the question directed towards?
- How do we know this?
- What type of question is this?
- Pick and underline / highlight the use of colloquial (everyday) language; how do these appeal to the reader?
- How effective do you find the reply?

The main body of the article is divided into different blocks of text; the same format is used for the practical / instructional sections with an introductory section in white text on blue. The first letter of the introduction is purple and enlarged. What effect does this have? You might like to think about this in relation to the questions in the Layout section, below.

Introduction – provides reasons and basic advice / information about the exercises featured

- What 2 tenses are used in this section; why?
- How does the colour scheme used across the two pages relate to the time of year?
- What might motivate readers to have a go at the dance routines?
- Why is the article illustrated by a woman on the beach dressed in white shorts and shirt with the sun on her hair and face?

Paragraph 1

- What is the tone of the first 2 sentences? What is their attitude to the reader? How is the reader addressed?
- What reasons are given for doing the exercises?
- In what way will they be of benefit?
- *recipe for disaster* is an example of idiomatic expression (everyday popular phrases); why is it especially appropriate here?
- Can you find another similar expression later in the paragraph?
 - How do all these factors encourage the reader to consider the exercises?

Paragraph 2

- What type of sentence is used in the first sentence? Why?
- Why is there a dash in the next sentence?
- What features of the routine make it sound easy to follow?
- What are the benefits?

Paragraph 3 – concludes the introduction

- In what ways does this conclude the previous paragraphs?
- How does it lead in to the next section?
- How do the sentence types vary?
- What is the effect of the alliteration and the exclamation mark?

Main body of text

The routine being explained is divided into 2 sections; Warm-up and Main dance routine

- What is the purpose of this?
- The introduction mentions the importance of cool-down stretches. Are these shown or described?

Warm-up

- What reasons are given for doing the warm-up?
- Why is this paragraph in bold?
- Which word reassures the reader that they will be able to cope with the routine?
- Each section of the warm-up is presented as a separate bullet point; how helpful is this?
- How does the writer try to make the instructions clear? Find examples.
- What type of sentences are used?
- Find and explain the use of an apostrophe.
- How and why have dashes been used in the final 2 bullets?

Main dance routine

This section is divided into 4; each part being numbered

- Why is this helpful?
- What other reason for this layout is given in the introduction?
- In what ways are these instructions similar to those of the warm-up?
- What has been added at the end of each instruction? Why?
- How is part 3 linked to part 2?
- Are the illustrations helpful?

Text boxes –

- The top right text box simply includes the word ‘Fitness’
 - Why does this appear in the article in this position? Can you say anything about use of font or colour as well?
- The lower text box suggests suitable music
 - How is this appropriate and helpful?
 - Can you comment on where this textbox is located in relation to the image of the woman on the beach? Why should the music suggestions appear here, rather than somewhere else?

STYLE

- Frequent use of imperatives
- Frequent use of personal pronouns (you / your)
- Written in present and future tenses
 - Find examples of all of these and make sure you understand why they have been used.

LAYOUT

- Two page spread in muted colours; what is the effect of the colour choices?
- Varied font sizes and types
- Coloured background throughout
- 1 photograph; how appropriate is this?
- The routine is illustrated by a series of drawings:
 - Why have photographs not been used?
 - How useful / appropriate do you find them?
- What are your impressions of the whole layout?

EXAM PREPARATION

- How effective do you find this article?

Consider:

- How the reader is encouraged to try the routine
- How the routine is explained
- The effect of the layout

One way of assessing this would be to try it out! Happy dancing!

THE WORST ACT OF CHEATING IN THE HISTORY OF SPORT

BEFORE YOU START

1. Number the paragraphs in the article.
2. Read the article through twice.
3. Look up the meaning of any unfamiliar vocabulary and write it above the word in your booklet.

SOURCE

Timesonline – a website linked to *The Times*, a daily national broadsheet newspaper.

- How do you know this is a website?
- Which part of the site is the article taken from?
- How do you know this?
- What type of reader would this page attract?
- Who is the author of the article? Whose photograph appears at the top right hand corner of the first page?

CONTENT

Headline – a simple dramatic declarative sentence

- How informative is the headline?
- In what ways would it encourage the reader to read on?

Paragraph 1 – repeats and begins to explain the headline

- The opening sentence repeats the headline; what is the effect of this?
- By starting the next sentence with *we* the writer is assuming that we all agree with his view; what is the effect of this?
- How does he justify saying *the allegations are indeed true*?

Paragraph 2 – gives more details about the incident

- What is the effect of the opening phrase?
- What is the incident?
- What details are we told about Piquet Jr? Why have these particular details been chosen?
- Which 2 words are intended to shape our view of Piquet? How?
- What do they reveal about the writer's opinion?
- Is this bias?

Paragraph 3 – mentions recent accidents in motor racing

- Which word in the first sentence is used emotively?
- What is suggested by ending the sentence with *alone*?
- Why tell us about Surtees' father?
- Find an idiomatic expression.

- Why does the writer not give any more details in this paragraph?
- When did Massa's accident take place; how is this emphasised?
- How were Surtees and Massa killed and injured?
- How serious were Massa's injuries?
- In what way are these 2 incidents relevant to the one involving Piquet?
- What does the writer conclude in the final sentence?
- How effective do you find this way of building up an argument?

Paragraph 4 – continues directly from paragraph 3

- How are paragraphs 3 and 4 linked?
- What is the effect of the short statement (sentence 1)?
- How is this opening statement qualified?
- Who could be endangered in the sport?
- What phrase assists the logical development of the writer's argument?
- What is the main point of this paragraph?
- Find an idiomatic expression.
- What is the writer's opinion? Which 2 words tell us this?
- Note how the writer uses the same structure as in paragraph 3.

Paragraph 5 – returns to the main incident

- How is Piquet described? How do these details reflect those given earlier? What is their effect on our view of Piquet?
- The writer anticipates a counter-argument in the next sentence. What would that argument be?
- How does he refute it?
- What technique (type of question) does he use?
- How does the writer assess the risks of Piquet's actions?
- Which 2 words / phrases make clear his disapproval?
- Why is the word *for* repeated before each item in the list in sentence 3? (we would usually only use it once.)
- Find examples of idiomatic expressions.
- What type of question ends the paragraph?
- Consider the purpose / effect of the dash.

Paragraph 6 – continues directly from paragraph 5

- The paragraph opens with a list of short minor sentences; what is their effect?
- The final sentences are much longer and more complex in structure; why has the writer used them?
- How do these final remarks relate to the headline? Which word is repeated? What connotations does it have? What is its effect?
- How many reasons are given for this being *the worst act of cheating*? How does it differ from other instances?

STYLE

- Logically structured argument
 - Make sure you can explain how it is constructed
- Use of rhetorical questions.
- Variety of sentence types with short and minor sentences used for effect
- Direct paragraph links
- Subtle use of bias
- Adjectives carefully chosen to support the argument.
- Use of colloquial language and idiom

LAYOUT

- What features of a web-page are there?
- What is the purpose of the smaller right-hand column?
- There no sub-heading to the article. In what ways would the inclusion of a sub-heading affect the impact of the article?
- How effective do you find the main colour photograph?
- Consider the effectiveness of the layout of the whole page.
- Has the article attracted much interest? How do we know this from information on the page itself?

EXAM PREPARATION

- This article presents a particular point of view on this incident; how successful is it in your opinion?

Consider:

- The way the argument has been structured
- The selection of details
- The choice and use of language
- The use of bias / fact / opinion.

TREE TOP ADVENTURE

BEFORE YOU START

1. Number the paragraphs / sections in the advertisement.
2. Read the article through twice.
3. Look up the meaning of any unfamiliar vocabulary and write it above the word in your booklet.

SOURCE

Probably a leaflet-type advertisement aimed at teenagers and young adults

- What type of person would be likely to read this advertisement?

The page is an advertisement for a sporting activity that can be booked online or by phone. The invitation to 'Book Online' suggests that the advertisement does not appear online in this format. The use of two columns to convey information about this adventure activities is better suited to a printed page, for example, a folded leaflet, rather than a webpage.

CONTENT

- How many headings can you find? What is their purpose?
- What technique is used in one of them: what is its effect?

The article is divided into a two columns, each made up of a number of short paragraphs

- What is the effect of this?

Column 2, Paragraph 1

- What is the impact of the first word?
- Why does *Mighty* begin with a capital letter?
- Where else have capitals been used and why?
- Which technique is used again, twice in paragraph 1? What effect does it have?
- Pick out 2 facts and 1 opinion.
Note – the facts may no longer be true.

Column 2, Paragraph 2

- What information is given here?
- Why is the font size much smaller?

This is followed by a series of 3 paragraphs which all begin with a sub-heading in green

- What is the effect of these sub-headings? How do they link together?
- What technique is used in the final one?

Column 2, Paragraph 3

- What are we told about the experience?
- Find an opinion
- What is the purpose of these details?

Column 2, Paragraph 4

- What aspects of the experience are mentioned?
- Which word links them together?
- Find 3 opinions

Column 2, Paragraph 5

There are errors in the punctuation here which affect the literal meaning of the sentence, although its intended meaning can be understood

- Can you correct the sentence?
- What effect would *heart pounding* and *knees quaking* have on the reader?
- Which word is intended to “sell” the experience? Is this fact or opinion?

Column 2, Paragraph 6

The last, short paragraph is missing an item of punctuation. Is this deliberate, do you think?

Column 1

There are several blocks of text on the left-hand side of the page

- What extra information is given?
- Can you think of any other information that could have been included?
- What other company is mentioned? Why?

STYLE

- Single sentence paragraphs
- General lack of punctuation – at times misleading
 - See if you can insert the missing punctuation marks; there are 7 missing!
- Use of literary techniques
- Use of personal pronouns
- Use of colloquial expressions
- Mixture of fact and opinion

LAYOUT

- The left-hand column includes a collage of photographs; how many different ones can you spot
 - What is the effect of this? What impression does the collage as a whole make?

- The right-hand column features 1 photograph; what do you notice about the camera angle?
How effective is this?
- How has colour been used in the whole page; how effective is this?

EXAM PREPARATION

- How effectively does advertisement promote this activity?
Consider:
 - The use of colour and illustration
 - The overall layout
 - The information given
 - The way language has been used
 - If this information were on a website, what else might be used to promote the activity? (You could check out the website address on the advert and see!)

WORK HARD, PLAY HARD!

BEFORE YOU START

1. Number the paragraphs in the advertisement.
2. Read the advert through twice.
3. Look up the meaning of any unfamiliar vocabulary and write it above the word in your booklet.

SOURCE

The advertisement appeared in *Men's Fitness* magazine.

- What would be the readership of this publication?

CONTENT

The page advertises a brand, MET-Rx, which produces a range of bodybuilding products

- How would you expect an advertisement for a brand to differ from one for a specific product?

Heading

- How does this link to the MET-Rx range?
- What technique is being used? What is its effect?

Paragraph 1 – a single sentence introduces the brand

- What type of products do MET-Rx produce?
- Which 2 phrases are designed to add credibility to their products?
- Explain how they do this.
- Which details are facts and which are opinions?
- What do you notice about the diction (choice of words)?
- What does *optimum functioning* mean?

Paragraph 2 – lists some of the products and their background

- What products are mentioned?
- What do they all contain?
- What is the purpose of the small circle containing the letter "R"?
- Explain how the details in the next 2 sentences are intended to sell the MET-Rx products.
- Can you explain *different physiological effects* and *different digestion rates* in simpler language?
- Decide which details are facts and which are opinions.
- How easy to understand is the language and vocabulary used? Why is this so?

Finally we are told how to find the products

STYLE

- A series of statements
- Mixture of fact and opinion
- Use of scientific-style language
- Despite their length, the sentences are mainly simple or compound.
- Formal style
- Unusually for an advertisement, there is no direct appeal to the reader
 - Why is this type appeal missing; what has replaced it?
 - Do you think there is a connection between this and the publication in which it appears?
- No literary techniques used in the body of the text.

LAYOUT

Three pictures are used; two of a man (2 photographs, possibly of the same man, are integrated by the visual device of a torn page) and one of the products being advertised

- How have the 2 photographs of a man been combined?
- How does this relate to the headline?
- What is suggested about the man?
- What might be the occupation of the man on the right?
- What is the man on the left doing? Where is he?
- How is this reinforced by the blurred background details?
 - What is the overall effect of this image?
- How have the products been presented on the page? Think about size, shape, colour and position.

EXAM PREPARATION

- Compare the techniques used in this text to those used in “Tree Top Adventure” and “2010 PRO Bikes Coming Soon”
 - How would you explain the differences in their techniques and methods?
 - Which do you find the most successful and why?

THE GOLDEN GIRLS

BEFORE YOU START

1. Number the paragraphs in the article.
2. Read the article through twice.
3. Look up the meaning of any unfamiliar vocabulary and write it above the word in your booklet.

SOURCE

The Guardian – A daily national broadsheet newspaper

- What type of person might be attracted to this article?
- Who wrote the article? Why is the author's name included?

CONTENT

Headline – link to article not immediately obvious

- What 2 techniques can you spot?

The sub-heading clearly explains the subject and purpose of the article and the reference to 'golden' in the main headline then becomes clear

- What is the relevance of the article at the time of writing?
- Why are the 2 idiomatic expressions, *kick off* and *tracks down* appropriate?
- What is suggested by *overnight stars*?

Paragraph 1 – sets the context

- How is the sport of curling described?
- How does this contrast with the first part of this sentence?
- How significant was the team's achievement?
- Pick out the facts and opinions.

Paragraph 2 – explains the effects of their victory

- What 2 things made the event surprising?
- What 5 things happened as a result? What is the effect of listing these?
- Pick out the facts and opinions

Paragraph 3 – considers their situations some time later

- How does the writer introduce a sense of letdown?
- What fact does he remind us of, in the same sentence?
- What is the effect of this?
- How do you feel about the personal details that are given?
- What is added by the quotations?

Paragraph 4

- How does this short paragraph contribute to the article's structure?

Paragraph 5 – considers how the women feel now

- What is meant by and suggested by *the Susan Boyles of their time*?
- In what way did the media *patronise* the curlers?
- Which phrase makes it clear that the writer does not agree with this?
- What do we learn from Rhona Martin?
- What is the purpose of the quotation?

Paragraph 6

- In what ways were their expectations after winning not met?
- What is suggested by Debbie Knox's words about the type of people they were /are?
- In what ways did they benefit from their success?
- Which phrase emphasises how short lasting these were?
- How does this differ from curlers in other countries?
- How is the contrast emphasised?
- How important was money to the team?
- What is their attitude to what happened?

STYLE

- Mixture of fact and opinion
- Use of lengthy quotations
- Some literary techniques
- Chatty approach
- Use of colloquial language and idiom
- Range of sentence types
- Lengthy paragraphs

LAYOUT

- In what ways does the photograph support the article? How does it reflect the writer's attitude to the curlers?
- How effective do you find the use of colour in the headline?
- What is the effect of the large drop-cap "E" at the beginning of paragraph 1?
- Consider the layout of the entire page; how helpful is it to the reader? Think about font size and colour, use of columns, headings, sub-headings, spread over two pages, position of image, size of image.

EXAM PREPARATION

- How would you explain the writer's attitude to:
 - The women's success
 - The nature of the sport of curling

- What happened to the women after their success?

Pick out examples from the text to explain and illustrate your views.

Compare this article with the one on Jamie Burdekin from the point of view of layout, interview technique, writer's viewpoint, language and style.

EXAM TYPE QUESTION

In Paper 1 the first question will ask you to compare 1 (possibly 2) of the texts in the booklet to another text that you will not have seen before.

Careful preparation of these texts will save you time and enable you to focus on preparing the “unseen” text to answer the question. The methods and skills you have used in answering these worksheets to help you do this.

SAMPLE QUESTION

Section A

This is based on 2 of the texts in the booklet.

Both *Liverpool’s Finest* and *The Golden Girls* consider people who have been successful in their particular sport but are not generally well-known.

Compare the ways these 2 texts present these people and their attitude to their success.

Consider:

- The attitudes of the writers and the people they write about
- The way language has been used, including the use of fact and opinion
- The layout, headlines and use of illustration.

Section B – Writing to argue, persuade, advise

Choose a sportsman or woman who you admire for their achievements. Write an article for a magazine in which you argue your case for this person to be recognised for their contribution to sport and the way they have coped with success.

SECTION B**POEMS FROM DIFFERENT CULTURES AND TRADITIONS**

This material is for Paper 2 in the exam.

There are 8 poems.

Question 2 will ask you to compare an unseen poem with one or more a group of poems drawn from those below.

A Speculation	38-41
Homeland	42-44
Synopsis of the Great Welsh Novel	45-46
Not my Business	47
Aunt Julia	48-49
Escape Journey, 1988	50-51
Remember	52-53
I, Too	54-55
Sample exam question	55

Section B – Poems from Different Cultures and Traditions

The eight poems in this section are either written by English-speaking writers from different cultures and traditions. Some are serious, some humorous, some are both.

The information above the poem is there to help you, so read it carefully.

In the exam you will be given another copy of these poems. On the exam paper you will also find another, unseen poem from a different culture. You will be asked to write about that poem and **one named poem** from the booklet.

The question will ask you to consider some of the following:

- the way of life in the poems
- the poet and his / her feelings towards the events in the poems
- the settings of the poems
- the language and form used in the poems.

PREPARATION

- You should annotate the poems as you did the articles in the previous section.
- You will find it useful to number the lines of the poems – maybe every 5 or 10.
- Look up the meaning of any unfamiliar word and write it down.

Look for the following:

Language and Form

- length and regularity of verses (stanzas)
- lengths of lines; are they similar?
- use of full-stops and other punctuation
- use of rhyme
- refrains
- poetic devices such as similes, metaphors, alliteration, assonance, and personification
- any noticeable rhythm
- choice of words, especially dialect / local words
- use of repetition.

Content

- type of poem, e.g. narrative, lyric
- what happens in the poem
- who is mentioned / described how?

- details of the lives presented in the poems and how they differ from your own
- any “message” the poet is trying to convey to the reader.

Finally, you need to decide what **you** think of the poem:

- Do you like it? Why / why not?
- Does it surprise you? If so, how and why?
- Have you learnt anything from it about the people / place it features?
- Does it affect the way you think about your life?

When you read the unseen poem in the exam ask yourself the same questions.

A SPECULATION

Hosain describes the town in the first four stanzas, building up the atmosphere slowly. The main impression we get is of silence and lifelessness with a sense that the town is hiding in some way.

Title – What is a speculation? What does this suggest about the way we should view the details in the poem?

Stanza 1 – gives an overview of the town and its surroundings

- The town is described as “mud-infested”, rather than simply “muddy”; what does “infested” suggest about the mud and its impact on the town?
- The placing of “Lost” at the beginning of the line gives it emphasis; what does this add to your impressions?
- What are we told about the climate?
- What do you understand by “Untroubled by a road”? How could a road cause trouble?
- Lines 3 – 5 describe the fields surrounding the town; notice how the placing of “surrounded” and the lack of punctuation at the end of line 3 (enjambment) echoes their position.
- What is suggested by the metaphor “a quiet profusion”?
- What is the effect of placing “Defiant” at the beginning of line 5? What is defiance? How does this contrast with line 4? What adds to this impression? What device / technique is this?
- Reflect on the overall impact of this first stanza; what is the atmosphere of the town? How does it make you feel?

Stanza 2 – describes the women and their work, creating a visual image.

- What is the effect of the alliteration in line 6?
- What do you understand by “anklet-burdened”?
- “stooping” and “swaying” are onomatopoeic in their effect; make sure you can explain why.
- There is subtle use of alliteration throughout this stanza; which sounds are repeated and what is the effect of this?

- Is the picture of the women what you would expect in this setting?
- Can you find any details that echo those in stanza 1?
- Note that this stanza is shorter than all the others except the final one.

Stanza 3 – returns to the town, adding to the atmosphere.

- The repetition and positioning of “No” emphasises the lack of human sound and activity suggesting that this is total; do you find this surprising?
- What is the effect of the sibilance (alliteration of the “s” sound) in line 11?
- Which techniques are used in “dragging day”; what effect do they have?
- Line 12 runs on to line 13 but the shortness suggests a gap; how does this reflect the meaning?
- What kind of sounds can be heard in line 13? How is onomatopoeia used here?
- What is suggested by “imposing”?

Stanza 4 – describes the houses in the town

- Where are the houses? What is suggested by “stoop”?
- What is added by the details in line 16?
- How does the description of the smoke add to the overall impression of the atmosphere? What device / technique is used here?
- “timid” is positioned in the centre of the stanza; do you think this is deliberate? If so, why?
- The only sound is the onomatopoeic “click” of the beetles; how does this link to stanza 3?
- Sibilance is used throughout this stanza; underline / highlight where it occurs. What is the overall effect of this?

Stanza 5 – focuses on the atmosphere of the town, commenting on the effect of all the details included so far and creating a sense of mystery

- What do you feel is absent? What might the memory be?
- What is the effect of “soaked”; what is suggested about quantity?
- What does “deep ink-red scattered across the walls” make you think of?

- How are the “scars” described? How can they speak? What device / technique is this?
- What do you understand by “age-locked”?
- The trees are “growing”; what does this suggest about the “memory” of line 20?
- The imagery throughout this stanza is very visual; why?

Pause at this point and think what may have happened in the town; consider all the details included so far.

Stanza 6 – moves to night time and finally mentions the men of the town, who have been noticeably absent so far.

- How is the night described? What does “abstains” mean? What is suggested about the activities to follow?
- How do the men move in lines 26 -7?
- What is the effect of “file” and “intent”?
- “silent/ly” is repeated 3 times in these 2 lines; what is the effect of this?
- The long vowel sound of “silent” is repeated in 2 other words in line 26; what device / technique is this and what is its effect here?
- When do the men return?
- Why is this the time that “the town surrenders peace”? What is suggested by “surrenders”? What device / technique is this?
- Where do you think they might have been?
- How does this stanza explain some of the earlier details?

Stanza 7 – appears to continue the routines of the town, until the final 4 lines which begin to explain the atmosphere.

- “Then” suggests a return to normal routines, a continuity of actions.
- This feeling of continuity is reflected by their actions which are regular and rhythmic. Pick out the words that suggest these features.
- In what way are the women lost?
- What does it remind you of from much earlier in the poem? (Line 2 – how are the words used in the same way?)

- In the second half of line 34 the poet introduces a note of tension; how is this developed in the following line? What devices / techniques are used?
- Why is the river “treacherous”; what device / technique is used here?
- What else (in line 36) may have helped them reach the village?
- What have they come for?
- Why do you think this stanza is longer?

Before you move on consider how the poem has affected you; are you left with any questions about the town and the events mentioned?

Think about the title, “A Speculation”; does this help answer any of your questions?

Why has the poet included the italics in brackets? Does this information help in deciphering the poem? Would you feel differently about the poem if it was not there?

LANGUAGE AND STYLE

- Most of the stanzas contain 5 lines; what is the effect of the 2 that don’t?
- Each stanza contains a single sentence.
- Except for stanza 7, each one contains a single focus
- Enjambment is used throughout; what is its effect?
- There are lots of devices / techniques: alliteration, sibilance, assonance, onomatopoeia, personification. Pick out examples of these and make sure you can explain their effects and why they have been used.
- Frequent appeals to the senses of sight, hearing and touch.
- There is a noticeable lack of rhyme; why do you think this might be?

OVERVIEW

- The poem creates very striking atmospheres; what are these and how are they achieved?
- The time sequence in the poem is unclear. When do you think “the avengers come”? Is it at the end, or maybe earlier? Do they just come once or is this on-going? Is it perhaps a way of life and not a particular place? Consider the title and italics here?
- What impressions do you have of the town? What would it be like to live there or to visit?
- Consider the use of nature and natural features in the poem.

HOMELAND

In this short, twenty-line poem, Breyner presents a series of details which reflect her feelings about her homeland, Portugal. Her impressions are strongly visual, focussing on concrete things and creating an impression of a place she loves and from which she appears to be parted.

Stanza 1 – captures certain aspects of the place in a series of images.

- The poem opens with “For”, suggesting that it is written for her homeland. The repetition of “for”, at the beginning of 7 lines and as the second word in 2 reinforces this.
- What is the effect of the internal rhyme in line 2?
- What details are we given in this stanza; what is their cumulative effect?

Stanza 2 – focuses on the people

- What are we told about their situation?
- What is “etched” onto their faces? How do you picture this?
- What is added by the assonance in lines 2 and 3?
- What is the effect of the metaphor in line 7?
- What does “irrefutable” mean; what does it add to the meaning?
- What is suggested about the people in this stanza? Find as many words / phrases as you can to capture the impression you have.

Stanza 3 – a single line which links the first 2 stanzas

- How does the simile compare the faces to the place?
- What is suggested by using two very different images, “sun and wind”?

Stanza 4 – considers the words used to create these impressions

- What does she mean by “clarity”?
- What does line 10 tell us about her feelings for her homeland?
- How does she think of words? What purpose do they serve?
- What does she mean by their “nakedness”
- In what sense do you think the words are “awed”? Note the use of onomatopoeia.

Stanza 5 – lists the words she associates with her homeland

- Line 15 echoes the impressions of the first stanza
- Which words refer to actual, concrete things?
- What is suggested by “lament”?
- In what ways could we interpret the use of “root”?
- What is the effect of the dash in line 17?
- Line 18 sums up what these words mean to her; what do you understand by “my centre”?

Stanza 6 – is more reflective and personal

- What do you understand by line 19? In what ways are the “moon” and “sea” different from the other features she has mentioned?
- How does she feel when she is away from her homeland? Why describe it as “exile”; which is when someone is permanently banished from a place?

LANGUAGE AND STYLE

- The form of the poem is irregular both in the length of the stanzas and the lines; can you find any reason for the length of stanza 4?
- Use of repetition giving a chant-like quality.
- Apart from the dash in line 17, there is no punctuation in the poem; what effect does this have?
- Use of listing
- Few images and techniques, but there is some alliteration.
- Use of hard, harsh-sounding consonants; how do these contribute to the impression of the place?
- Use of concrete items
- Precise and simple diction (choice of words)
- Simple adjectives and adverbs

OVERVIEW

- What are your impressions of Portugal from the poem?
- What is the poet's attitude to her homeland? What does she admire about it?
- Compare the way the poets of "Homeland" and "A Speculation" present the places they are describing. Which do you find the more successful and why?

SYNOPSIS OF THE GREAT WELSH NOVEL

In the poem, Webb lists a number of aspects of life in Wales as perhaps he knew it, as if these might be included in “the great Welsh novel”. The tone is light-hearted, humorous at times. Is the title to be taken seriously, or is it ironic? What is a synopsis? Could all the cultural elements of the Welsh mining valleys that Webb mentions indicate that Welsh culture has been destroyed?

The poem is written in a single stanza; make sure you number the lines of the poem; you will also find it helpful to circle the full-stops.

- What is a synopsis?
- The first detail mentioned is a “valley”. What may have happened to it?
- What is suggested about family life in lines 2 and 3? Note the Welsh names.
- What moral decline is mentioned in lines 4 and 5?
- What is a “Revival”?
- What are we told about religion?
- How does the preacher’s name contribute to this? Is there any other reason for this name?
- How do they spend Saturday nights?
- What type of “no good” do you think the “Free Wales Army” is up to?
- Who visits the village? What effect does he have? Why is he called “God”?
- What is happening to the railways?
- What 3 events are listed in lines 14 – 16? What is the effect of listing them without any detail or comment?
- What role would the “sensitive boy who never grows up” play in the novel?
- In lines 18 and 19 Webb mentions people leaving; where do they go? Is he being completely serious here? Why are the husbands “foolish”?
- Who and what is left?
- What do Morris’s actions suggest about the effect all these events / changes have had on Wales?
- What do you understand by the final sentence?
- What note is added by the repetition of “One is not quite sure”? Does this phrase sound as if it is an authentic part of Welsh culture? If not, what does it convey?

LANGUAGE AND STYLE

- Series of statements
- Little description, restricted to single adjectives
- Simple, straightforward language

- Written as a monologue, to be spoken. Find phrases which sound as if they're meant to be spoken aloud.

OVERVIEW

- What can we gather about life in Wales before the poem was written?
- Is the poet suggesting that certain aspects of Welsh cultural life have disappeared? Make a list of them; what is the impact of these losses on the Welsh people and their culture?
- How realistic / far-fetched do you find the details in the poem? Could you imagine them being included in a novel (or soap opera)?
- What may Webb be suggesting about the relationship between real life and fiction?
- Consider how the poet raises serious issues by presenting them in a humorous way?
- What is the relevance of the poem to the anthology?
- If Webb is not suggesting that the culture of the Welsh mining valleys is in decline, then what else might be the message of the poem?
- You could compare the poem with Dylan Thomas's radio play, *Under Milk Wood*. (You can find this online if you search under the term 'under milk wood text'.) This is not essential for your exam, but it makes an interesting point of comparison if you would like to explore further.

NOT MY BUSINESS

The poem is about people who take no notice of injustice when it doesn't affect them, not realising that it might be their turn later. It seems very simple, like a song with a chorus. All the stanzas consist of 4 lines which form a single sentence, followed by a 3-line refrain, except for the last one which has 5 lines and no refrain.

- What happens to Akanni and Danladi?
- Is any reason given?
- How are they treated? Underline the words that show violence.
- Find a simile and a metaphor in stanza 1.
- What happens to Chinwe? Does she deserve it?
- What is the effect of the list in line 17?
- In line 18 the word “sack” could mean 2 things – her losing her job and perhaps what she finds when she goes to work, holding her possessions.
- What does “stainless record” suggest about how she did her job?
- What do all 3 have in common?
- What is the narrator in the poem concerned about?
- What does “savouring” suggest?
- What is the narrator’s attitude to what has happened?
- How do you feel towards him at the end of stanza 3?
- How does he react in stanza 4 when he hears a “knock on the door”?
- Why is there an extra line and no refrain?
- “Hungry hand” and “bewildered lawn” are examples of personification. A hand cannot be hungry and a lawn cannot be bewildered. Who is “hungry” and “bewildered”?
- What is the effect of repeating “waiting”?
- How do you feel about the speaker at the end?

LANGUAGE AND STYLE

- Use of repetition
- Selective use of metaphor and simile
- Use of personification
- Rhetorical questions

OVERVIEW

- What is the message of the poem?
- What impact does the structure of the poem have on this message?

AUNT JULIA

The poet is remembering his aunt who lived in the Scottish Highlands. He conveys many details about her character and life, together with his memory of her.

Stanza 1 – his main memory seems to be of the way she spoke in Gaelic: loud and fast. Note the use of monosyllabic words in lines 1 and 2.

- How do lines 1 and 2 capture the way Aunt Julia spoke?
- How well did he cope with this?
- What is the effect of the dash in line 2?
- What impression do you get of his feelings here?
- Why are lines 3 and 4 repeated?

Stanza 2 – describes the details that he remembers about his aunt. Lines 7–11 describe her spinning; note the lack of punctuation in lines 9-11.

- What does he tell us about her?
- Why does he choose these details?
- What is the effect of the dash in line 7?
- What impression do you get of her lifestyle?
- What is the effect of “paddling” in line 9?
- What effect is achieved by placing “marvellously” at the beginning of line 11?
- What does it suggest about his attitude to his aunt?

Stanza 3 – describes the experience of sleeping at Aunt Julia’s. A box bed is a bed built into a recess in a room in the cottage, separated from the room by a curtain or panel.

- Which word emphasises the darkness?
- What other memories does he have?
- Why does he include this detail? What does it tell us about how he felt staying there?

Stanza 4 – uses a series of metaphors and a repetitive structure to describe her life.

- Find examples of alliteration and onomatopoeia; what is their effect?
- How do these details contribute to the picture we already have?
- What does “flouncing” suggest about her character?
- What is the effect of the enjambment in lines 21 – 23?

Stanza 5 – begins by repeating the opening 2 lines. By the time he had learnt some Gaelic it was too late; his aunt had died. Her “silence” is emphasised by the word’s position in line 28.

- How does this description of her contrast with the first stanza?
- What is added by the alliteration (sibilance) in lines 28 and 29?
- What do you imagine by the metaphor “a seagull’s voice”?
- What emotion is suggested by the repetition in line 35?
- Who are the unanswered questions directed to?
- How does the mood / tone change in this stanza?

LANGUAGE AND STYLE

- The language varies from being plain and factual to very descriptive. Note where and when it changes. What reason can you find for this?
- Use of repetition
- Use of metaphor and alliteration
- Use of dark imagery; what does this add to your impression of Aunt Julia?

OVERVIEW

- In what ways is this poem about a different culture? How does Aunt Julia’s life differ from your own? What does Aunt Julia symbolize?
- What is the poet’s attitude to his aunt? Find evidence in the poem to support your views.
- What is the poet’s attitude to this way of life? Has it completely disappeared or do you get the impression from the poem that it still lives on?

ESCAPE JOURNEY, 1988

The poem concerns Hardi's family's journey from Kurdistan after their homeland was attacked using chemical weapons in 1988. She focuses on the physical difficulties of this journey and her feelings about them. The change of focus in the final stanza puts these into perspective.

Stanza 1 – begins during the journey, immediately introducing the difficult conditions.

- What is forcing her to crawl? What is the effect of the personification here?
- How is the struggle to cross the mountains emphasised in line 2?
- Lines 3 and 4 contain rhetorical questions; why is she asking them? What does the tone of them convey?

Stanza 2 – as the journey progresses it becomes more difficult.

- What assistance do they have?
- What sort of “smuggled goods” do you think they would have taken with them?
- What does the word “smuggled” add to our understanding of their problems?
- Why does she feel “safer” when climbing the mountain than when she is going down?
- What do we learn about the terrain? What does the last line tell us?
- What is the effect of repeating “safer” in this stanza? What is she referring to? What else does it remind us of?

Stanza 3 – describes the valley they can see below.

- In line 15 she uses a metaphor to describe the valley; pick this out and explain its effect.
- The mule owner is more down to earth; what is the whiteness? How does this add to the difficulties of their journey?
- What is she feeling in lines 17 and 18?
- What does “being rescued” tell us about how she feels?
- Why might “the rushing water” be appealing?
- What device is used in line 20; what is its effect?
- What do the 2 examples of personification (lines 1 and 20) tell us about her feelings about the difficulties of the journey?
- Which 2 words in this stanza remind us of the dangers of their journey?
- What do the descriptions here tell us about Hardi?
- What is the effect of repeating “I cannot imagine”?

Stanza 4 – moves away from Hardi to her father.

- The mule owner’s remarks seem harsh at first; what makes us realise what he means?
- How does the punctuation help?
- What 2 things does she notice about her father?
- What might have made it difficult for her father to breathe?
- What effect do they have on our understanding?
- The final line is ambiguous; in what different ways can we interpret it/?
- Note how the comma adds emphasis to the final words.
- How do you respond to this line and the poem as a whole?

LANGUAGE AND STYLE

- Use of narration, description and some direct speech
- Use of personification and metaphor

OVERVIEW

- What does the poem tell us about Hardi?
- Can you imagine making a journey like this one at the age of 14?
- Why does Hardi give the year of the journey in the title of the poem?
- Why doesn’t she mention in the poem itself what they were escaping from?

REMEMBER

The poem is written in a single stanza but can be divided into sections by content. Most of the sentences are imperatives, and begin with the title word; “Remember”. The poem therefore has a repetitive structure and is like a chant. This suggests that the poem is meant to be heard, rather than read. Throughout the poem the speaker talks directly to the reader / listener.

Lines 1 – 6 – refer to the universe – the sky, stars, sun and moon, suggesting the significance they have on our lives. Lines 5 – 6 suggest the continuation of time, controlled by these elements.

- How does the opening line relate to the reader / listener?
- What different imperative verb is used in line 2? Why?
- What is the effect of the statement in lines 4 and 5?
- Why does this sentence begin mid-line?

Lines 7 – 13 – focuses on our birth and our relationship to our parents, ancestors, and the earth. Lines 11 – 13, in the middle of the poem, are central to its message.

- What is the effect of “struggled” in line 7?
- What is suggested in lines 8 and 9?
- What is the effect of the enjambment in these lines?
- Why is “your father” mentioned separately?
- What point is made in lines 11 – 13?
- Why is this central to the poem’s idea?
- What is the effect of the repetition of the word “earth”

Lines 14 – 18 – consider the world of nature and its relevance to us. In what ways are these kinds of life similar to ours?

- Note the use of triadic structures (lists of 3).
- What is the significance of this?
- What does she want us to do? Note the change of imperative verb.
- What type(s) of sentences are used in lines 15 and 16?
- What does the metaphor in line 16 mean?
- In what ways is the wind special?
- What type of sentence starts at the end of line 17?
- What is the effect of personifying the wind in line 17?

Lines 19 – 26 – a series of imperatives; each is a single sentence. Lines 19 – 23 briefly re-emphasise the points made earlier in balanced sentences which continue the repetitive effect of the poem. Lines 24 and 25 ask us to think about the importance of language.

- What is meant by lines 19 – 20 and 21 – 22?
- Which earlier lines do these relate to?
- Where else is the sense of motion mentioned?
- In what way are the lines balanced?
- How does “language come from this”?
- What is language compared to in the metaphor in line 24?
- What does this suggest about how we should see life?

LANGUAGE AND STYLE

- Use of repetition
- Use of imperatives
- Selective use of metaphor personification
- Direct address – “you” “your”
- Fairly simple description
- Monosyllabic words

OVERVIEW

- What is the message of the poem?
- What is the significance of the poem in this collection?

I, TOO

The poem concerns the struggle of black Americans to gain the same rights as whites; something Hughes himself had experience of. The repetition in the first AND last lines gives it a circular structure, but there is a difference which may suggest some progress. Through the use of an extended metaphor Hughes hints at the changes to come. The speaker is talking directly to us.

Stanza 1 – a single line.

- In what way can he “sing America”? Is this a reference to the national anthem? If so, what line, or lines, might he be thinking of?
- What is the effect of “too”?

Stanza 2 – introduces the idea of inequality.

- How does he describe himself? Why does he use the word “brother”?
- How is he treated differently? What is this called?
- Hughes here begins a metaphor he is to continue into the next verse. What two things are being compared; how effective do you find this?
- What is achieved by placing “But” at the beginning of line 5?
- Lines 6 and 7 continue the eating image and can be taken literally; how else could you interpret them?

Stanza 3 – continues the same image.

- Does he mean us to read “tomorrow” literally? What wider meaning could it have?
- What will have changed?
- How is the metaphor continued?
- What is suggested by “dare”?
- The structure reflects that of stanza 2 but with an extra line; what is the effect of this?
- What is the effect of line 14?

Stanza 4 – introduces another aspect.

- What do you think is the most important word in this stanza? Why?
- What is he suggesting about racial inequality?
- Why is there a dash after “ashamed”?

Stanza 5 – a single line which echoes the opening of the poem.

- Note the punctuation; how does this link the 2 stanzas?

- What has changed from the opening line?
- What does this signify?

LANGUAGE AND STYLE

- Use of repetition / echoing
- Use of extended metaphor
- First person – use of “I”
- Direct address
- Circular structure
- Careful positioning of punctuation.

OVERVIEW

- How would you describe the tone of the poem: aggressive, optimistic, determined, angry, resigned?
Choose one or more of these words, or decide on words of your own and explain why you feel they describe the mood of the poem.
- How does Hughes suggest that change will occur?

EXAM TYPE QUESTION

Both “Aunt Julia” and “Synopsis of the Great Welsh Novel” give us an evocation of life in an earlier time. Compare how these poems present the past and the way of life in a particular place.

You should write about:

- What each poet tells us about the lifestyle of the people
- Their attitudes to this
- How these lifestyles compare with your own.