



Question Breakdown
Question 1 (4 marks) <ul style="list-style-type: none"> Select the four true statements. 5 minutes
Question 2 (8 marks) <ul style="list-style-type: none"> Write a summary of the similarities/differences. 10 minutes Point, Evidence, Analysis, Connective, Point, Evidence, Analysis, Summary
Question 3 (12 marks) <ul style="list-style-type: none"> How is language used to present...? 15 minutes Point, Evidence, Analysis, Reader... x3
Question 4 (16 marks) <ul style="list-style-type: none"> Compare how the two writers convey their similar/different attitudes to... 20 minutes Point, Evidence, Method, Analysis, Connective, Point, Evidence, Method, Analysis, Summary

19th Century Context

Social Class <ul style="list-style-type: none"> Early 19th century society was divided between the rich upper classes (who owned the land) and poorer working classes Throughout the 19th century, the Industrial Revolution was creating opportunities for more people to make more money This meant the middle classes grew in number and influence throughout the century 	Education <ul style="list-style-type: none"> In the early 19th century, few children went to school. Children from poor families often worked to help support their families instead In the late 19th century, education reforms made school compulsory for all young children Rich families often sent their children to boarding school, or hired a governess to live with the family and teach the children at home
Women <ul style="list-style-type: none"> After they got married, most women were expected to be in charge of looking after the home and children Women didn't have as many rights as men – they couldn't vote in elections and they often didn't control their own money and property 	Religion <ul style="list-style-type: none"> Christianity had a big influence – most of the middle and upper classes attended church regularly However, science was beginning to challenge religious ideas, e.g. Darwin's theory of evolution questioned the Bible's account of creation

Big Question	
How can I compare writers' attitudes towards an idea, analysing how language and structure is used to influence and shape readers' thoughts, feelings and opinions?	
Components:	
1. Identifying implicit and explicit information	4. Comparing perspectives
2. Summarising writers' ideas	5. Language Paper 2, Section A
3. Analysing language	6. Assessment and Reteach

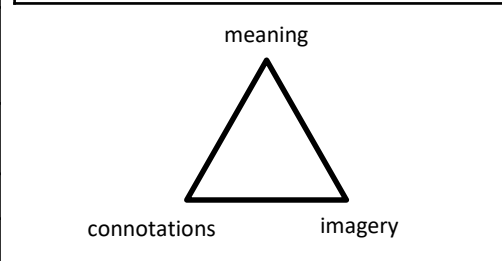
Key Vocabulary	
Non-fiction - writing based on real life events, people and places	Triples/ List of three – three description words in a row
Purpose – aim or goal	Statistics - numerical data
Rhetorical devices – techniques used by speakers and writers to gain influence with their audiences	Informational text – non-fiction writing with the primary purpose of explaining or conveying information
Persuade - writing that attempts to convince people to accept a position or respond in some way	Rhetorical question - a question whose answer is so obvious it need not be expressed
Fact - a statement that can be proven as true or false	Speech - a public address that was once given orally
Alliteration – a sequence of words which start with the same letter/ sound	Context – information relevant to the time period/understanding of characters
Repetition - intentional reuse of words, sounds, phrases, or sentences	Connotation – an idea or quality in addition to literal definition of a word
Opinion - a statement of preference or desire	Dialogue – speech (also explore dialect)
Hyperbole – exaggeration	Simile – comparison using like / as
Emotive Language – words which evoke feelings	Personification – giving a non-human thing human-like qualities
Imagery – mental image produced in the reader's minds	Irony – audience understanding more than the characters
Metaphor – direct comparison	Form – the type of text
Foreshadowing – a hint of future events	Theme – ideas explored in a text through use of personas /events

Constructing a response

Point: <i>The writer uses; The writer shows; We can see that; The attitude towards... is...; The speaker presents... as...</i>
Evidence: <i>This is shown when; A piece of evidence to show this; For example; Such as; Another example of this is...</i>
Analysis: <i>This suggests; This implies; It could also mean; The writer is perhaps attempting to; This influences...</i>
Reader: <i>This makes me think; This makes me imagine; This makes me feel; The reader would; This has the effect of...</i>

Comparing Two Texts

Consider similarities/differences in: Form; purpose; audience; writer's attitude; writer's techniques; time/contextual influences; writer's intentions; effect on the reader...
Connectives to compare: <i>However; Similarly; This juxtaposes; But...; In contrast; Also...</i>



Revision Websites

- https://www.youtube.com/watch?v=yKZ_Tr2Y-CE&list=PLqGFsWf-P-cB-GSeqYup7PXId4pblDQQq
- <https://www.bbc.co.uk/bitesize/topics/z34dycw>
- <https://www.bbc.co.uk/bitesize/topics/zyg9nbk>