Contents

Section A: 19th and 21st Century Non-Fiction Reading ................................................................. 3
Section A: Examination Requirements ......................................................................................... 3
Assessment Objectives ................................................................................................................ 4
Reading tips and strategies ......................................................................................................... 4
Understanding vocabulary tips ............................................................................................... 5
Answering Question 1 ............................................................................................................... 6
Answering Question 2 ............................................................................................................... 7
Answering Question 3 ............................................................................................................... 8
Answering Question 4 ............................................................................................................... 9
Answering Question 5 ............................................................................................................. 10
Answering Question 6 ............................................................................................................. 11
Subject Terminology .............................................................................................................. 13
Section A: Extracts and Questions .............................................................................................. 15
Example 1: TIGERS ............................................................................................................... 15
Example 2: Columbus ............................................................................................................ 20
Example 3: London ................................................................................................................ 23
Example 4: Nursing ................................................................................................................ 26
Example 5: Working conditions ............................................................................................. 29
Example 6: Cycling ................................................................................................................ 32
Section A: 19th and 21st Century Non-Fiction Reading

Section A: Examination Requirements

In this section of the exam, you are being tested on your ability to read and understand two texts; one from the following centuries:

- 19th Century (written in the 1800s)
- 21st Century (written in the 2000s)

Details of the exam are as follows:

- Section A of the paper
- Worth 30% of your whole English Language qualification
- 1 hour should be spent on this section
- You are given two extracts (linked by theme)
- You have 6 questions to answer in total
- 10 minutes of the time should be spent on reading and understanding the extract
- 50 minutes should be spent on answering the questions

The questions will each ask you to focus on a specific text. **Beware: the first text in your resource booklet might not be the first text you are asked about – make sure you read the instructions and questions very carefully.** The questions will follow this pattern:

Text 1 (might not be the first text in the resource booklet though!)
- Question 1
- Question 2

Text 2
- Question 3
- Question 4

Both texts
- Question 5
- Question 6
Assessment Objectives

It is really important that you understand the Assessment Objectives (AOs) for this section of the exam. Each question will assess a different, or multiple, Assessment Objectives. Once you are familiar with the demands of each AO, you will be able to identify the demands of the questions and answer accordingly.

<table>
<thead>
<tr>
<th>Assessment Objective</th>
<th>Description</th>
<th>Question type</th>
<th>Assessed in</th>
</tr>
</thead>
</table>
| AO1                  | ● Identify and interpret explicit and implicit information and ideas  
                      ● Select and synthesise evidence from different texts | ‘Name one thing that…’  
                      ‘Give one reason…’  
                      ‘Why did…’  
                      ‘Using the information from both texts, explain how…’ | Question 1, Question 3, Question 5 |
| AO2                  | Explain, comment on, and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views | ‘How does the writer create…’  
                      ‘Explore how the writer…’ | Question 2 |
| AO3                  | Compare writers’ ideas and perspectives as well as how these are conveyed across two or more texts | ‘Compare how both texts…’  
                      ‘Compare how both writers…’  
                      ‘Compare what both texts say about…’ | Question 6 |
| AO4                  | Evaluate texts critically and support this with appropriate textual references | ‘What do you think and feel about how…’  
                      ‘Evaluate how…’  
                      ‘[Statement] To what extent do you agree/disagree?’ | Question 4 |

Reading tips and strategies

**Reading tips**

The key to being successful in this section of the exam, is to ensure you have fully understood both text. This is called comprehension.

The extracts might range from 600 words to 1000 words, so it is important you practise some reading strategies to make sure you know how to read for meaning.
1. **Read and engage with the context at the top of the text**
   At the top of your extract, you will notice one or two lines, often in italics, which give you some background information (context) to the text. It might tell you what type of non-fiction text it is, it might tell you which century (19th or 21st) it is from. Whatever it says, it is a great ‘route’ into the text – this will give you an idea of the text before you even read it.

2. **Stop and summarise**
   After you have read one paragraph, maybe two paragraphs, stop and make two or three bullet points about what you have just read. You can do this in the margin of the text – the examiner won’t mind. This will help you digest what you have just read, before moving on to the next paragraph or section.

3. **Re-read the text**
   One of the biggest tricks to reading comprehension is to read and re-read the text. After all, this part of the exam is a ‘reading exam’, so reading the text more than once is a great start. A good strategy is to read the text three times, with each reading asking yourself the following:
   - **1st Reading:** What is the main idea(s) in the text?
   - **2nd Reading:** What happens, stage by stage, in the text?
   - **3rd Reading:** How will I answer this question (focusing on one question at a time)

**Understanding vocabulary tips**

An important thing to remember in a reading exam, is that there are no expectations whatsoever that you will understand every single word used in the text. That would be unrealistic.

In the 19th Century text in particular, there are likely to be some words that you have no heard before. This is not something to panic about; you just need to practice ‘decoding’ the meaning of unfamiliar words.

When reading the text, keep in mind the following strategies to help you understand any unfamiliar vocabulary:

1. **Do not be ‘put off’ by unfamiliar vocabulary**
   During your first reading of the text, it is important that you remember that there will be words in the extract that you have not heard before. You must not let these put you off, or deter you from the exam – you can still understand the text, and answer the questions, without understanding every single word.

2. **Try to work out the meaning using the context**
   If you come across an unfamiliar word, one of the best strategies is to try and work out the meaning of the word through the context of the text, and through the context of the question. Ask yourself the following questions to help with this strategy:
   - What is the overall text about?
   - What tone or vibe do I get from the sentence?
   - What would make sense in this sentence?

3. **Use the ‘root word’ to help you work out meaning**
   The ‘root word’ is a word before it has been transformed or amended. The bits we add on before the root words are called ‘prefix’ and the bits we add on at the end of a root word is a
'suffix'. A great tip is to try and remove any prefix or suffix, to see if you can identify with the root word left.

4. **Check for any given meanings**
   Sometimes, the exam board will provide you with some definitions for words that they feel you may not be able to work out using the strategies above. Often, these words are marked with an asterisk (*). If you notice any words that have the * then ensure you turn over the page to see the definitions as you read. It might even be worth noting next to the word what it means, just in case you forget at any point.

5. **Don’t pick the word!**
   It might sound silly, but if there are some words you cannot work out, leave them alone and get on with the exam. When you are choosing your ‘short phrases’ for your responses, choose words that you do know the meaning of.

**Answering Question 1**

Key information about Question 1:

- **Assesses AO1**
- **Usually split into 3 parts (a, b and c)**
- **3 marks available**
- **3 minutes**

1. **Identify which text you are being asked about first**
   You need to remember that Q1 might not always ask you on the first text in the resource booklet. Find which text you are being asked about first – highlight where it says it and then find it in the resource booklet.

2. **Read the text required for Question 1**
   Remember you have approximately 5 minutes reading time (10 minutes in total) for the paper. You should read the first text you are required to answer on first. Your first reading should consider the following questions:
   - What is the text about?
   - What is happening?
   - Who is involved?

3. **Read Question 1 very carefully – twice. Highlight/underline the key words in the question.**
   Read the first of the questions for Question 1. You should only highlight/underline the key words. Be crystal clear about what you are looking for from the text.

4. **Read the text again, looking for the information required for Question 1a.**
   The next reading of the text should be focusing specifically on Question 1a. When you find the information you need, highlight or underline it.

5. **Write your answer for Question 1a**
   Once you have found the answer required for Question 1a, write it in the space provided. Make sure you choose the word or phrase required only – do not write lengthy sentences about things that are not being asked in the question.
6. Repeat these steps for Questions 1b and 1c

Answering Question 2

Key information about Question 2:

- Assesses AO2
- *It will ask you about writers’ craft*
- 10 marks available
- 10 minutes

1. Identify which text you are being asked about first - double check!
Check again which text Question 2 is on. Find this in the resource booklet. It should be the same as Question 1.

2. Read Question 2 very carefully – twice. Highlight/underline the key words in the question.
Read the question really carefully and highlight the key words only (including those in the bullet points!). Don’t highlight the whole thing. Think: what am I being asked to do?

3. Read the text again, looking for the information required for Question 2.
Your reading of the text will very much depend on the question you are asked. Read the text again, starting from the beginning. Find 5-6 short phrases you can talk about in your response. In order to show that you are ‘tracking through’ the text, find:

- 2 phrases from the start
- 2 phrases from the middle
- 2 phrases from the end

4. Jot down a reminder of the AO2 Success Criteria:

- 5-6 short phrases
- Subject terminology (word classes, language devices, structural devices)
- Effects on the reader
- PEE sentences

You have 10 minutes approximately to complete this response. Start from the beginning of the text, and talk about your first phrase, then your second and so on. **DO NOT USE PEAL PARAGRAPHS.** Instead, use PEA sentences to help speed up your time. You can put your 6 PEA sentences in one paragraph.

What is a PEA sentence? See below.
In the text, the writer [insert link to question] by using the phrase ‘___________________’, where the [insert word class/language device/structural device] creates the image of________________. This would make the reader feel _____________ because _____________.

Example PEA SENTENCE: How does the writer create the impression that tigers are becoming extinct?

In the text, the writer creates the impression that tigers are in danger by using the phrase 'Danger awaits young tigers at every turn', where the personification of ‘danger awaits’ creates the image of danger as a human concept that is ready to take away the lives of tigers at any moment. This would make the reader feel extremely sorry for the tigers because it sounds as though they are victimised and have no hope for the future. REPEAT THIS X5.

Answering Question 3

Key information about Question 3:

- Assesses A01
- Usually split into 3 parts (a, b and c)
- 3 marks available
- 3 minutes

1. Identify which text you are being asked about first
   Question 3 is where the question paper will tell you to focus on a the next text. Read the instructions very carefully – which text are you required to read now? Find the text in the resource booklet.

2. Read the text required for Question 3
   Remember you have 5 minutes reading time for the paper (10 minutes in total). You should read the first text you are required to answer on first. Your first reading should consider the following questions:
   - What is the text about?
   - What is happening?
   - Who is involved?

3. Read Question 3 very carefully – twice. Highlight/underline the key words in the question.
   Read the first of the questions for Question 3. You should only highlight/underline the key words. Be crystal clear about what you are looking for from the text.

7. Read the text again, looking for the information required for Question 3a.
   The next reading of the text should be focusing specifically on Question 1a. When you find the information you need, highlight or underline it.

8. Write your answer for Question 3a.
   Once you have found the answer required for Question 1a, write it in the space provided. Make sure you choose the word or phrase required only – do not write lengthy sentences about things that are not being asked in the question.

9. Repeat these steps for Questions 3b and 3c.
Answering Question 4

Key information about Question 4:

- Assesses AO4 (evaluate)
- It will ask you to give your opinion
- 10 marks available
- 10 minutes

1. Identify which text you are being asked about first - double check!
Check again which text Question 4 is on. Find this in the resource booklet. It should be the same as Question 3.

2. Read Question 4 very carefully – twice. Highlight/underline the key words in the question.
Read the question really carefully and highlight the key words only. (including those in the bullet points!). Don’t highlight the whole thing. Think: what am I being asked to do?

3. Read the text again, thinking about your own opinion in response to the question.
This question is requiring you to simply give your own opinion about something, but backing it up with evidence from the text. So, come up with 5-6 opinions you have in response to the question, and find 5-6 phrases to support your opinions and ideas. Aim for:

- 2 phrases from the start
- 2 phrases from the middle
- 2 phrases from the end

4. Jot down a reminder of the AO4 Success Criteria:

- 5-6 short phrases
- Personal opinion
- Skills from AO2 (phrase – subject terminology – effect on YOU)
- PEA sentences

You have 10 minutes approximately to complete this response. Start from the beginning of the text, and talk about your first phrase, then your second and so on. **DO NOT USE PEAL PARAGRAPHS.** Instead, use **PEA sentences** to help speed up your time. You can put your 6 PEA sentences in one paragraph.

What is a PEA sentence? See below.

In the text I think/feel that [insert link to question] because the writer says ‘____________’, where the [insert word class/language device/structural device] makes me think that ______________ because ______________.

Example PEA SENTENCE: In the text, what do you think/feel about the writer’s experiences with tigers?
In the text I think that tigers have more about their character than perhaps us humans realize, because the writer says ‘each individual has its special idiosyncrasies’, where the adjective ‘special’ makes me think that every tiger is unique and different to one another because the adjective is usually applied to humans as individuals, but here it is recognized about tigers – something humans may not aware of. 

REPEAT THIS X5.

Answering Question 5

Key information about Question 1:

- Assesses AO1
- Requires information from both texts
- 4 marks available
- 4 minutes

1. Identify the texts you are being asked about
This question should ask you about both texts. Make sure you are completely aware of this, as you must write about both in your response.

2. Read Question 5 very carefully – twice. Highlight/underline the key words in the question.
Read the question carefully, word by word. Highlight the key words so that you are absolutely clear what the question is asking of you.

3. Read the first text again, looking for the information required for Question 5.
By now, you will have a fairly good understanding of what the first text is about. You should be able to skim read through this, looking particularly for the information required from the question. Highlight or underline the information required to answer the question.

4. Read the second text again, looking for the information required for Question 5.
Again, you will have a fairly good understanding of what the second text is about. You should be able to skim read through this, looking particularly for the information required from the question. Highlight or underline the information required to answer the question.

5. Construct your response to Q5
This response is only worth 4 marks, so only requires a few sentences for each text. You should write in your own words where possible, ensuring that the information you write down is accurate. You should quote key words where it helps your response.
YOU DO NOT HAVE TO COMPARE IN THIS QUESTION.

Use this framework:

In the text by [insert writer’s name] ____________________________
In the text by [insert writer’s name], ____________________________
Answering Question 6

Key information about Question 6:

- Assesses AO3 (comparison)
- It will ask you to compare the texts
- It will expect you to include skills of AO2 (analyse)
- 10 marks available
- 10 minutes

1. Read Question 6 very carefully – twice. Highlight/underline the key words in the question.

Read the question really carefully and highlight the key words only (including those in the bullet points!). Don't highlight the whole thing. Think: what am I being asked to compare?

2. Skim read the texts again, considering: how are they similar and how are they different?

This question will depend on what they are asking you to compare. It might be that the question asks you to compare how the writer feels about the shared theme, or it might ask you to compare how the writers use language. Skim read the texts again, asking yourself:

- How do the writers feel similar about the topic?
- How do the writers feel differently about the topic?

3. Find evidence to show similarities or differences.

Try to find the following evidence from each text:

- a short phrase from each text that show a similarity
- a short phrase from each text that show a difference

This will depend on the question. If you cannot find a similarity and a difference, then talk about 2-3 examples of how the texts are either similar or different.


You have 10 minutes approximately to complete this response.

DO NOT USE PEAL PARAGRAPHS. Instead, use PEA sentences and comparative connectives to help speed up your time.

**Formula:** Establish similarity or difference – text 1 short phrase – subject terminology & effects on the reader – text 2 short phrase – subject terminology & effects on the reader. **X3**

What are comparative PEA sentences? See below.

Both writers feel ___________ about ___________. The Text 1 by [writer’s name] uses the phrase ‘_____________’, where the [insert word class/language device/structural device] creates the image of_____________. This would make the reader feel ______ because ___________. Text 2 by [writer’s name] uses the phrase ‘_____________’, where the [insert word class/language device/structural device] creates the image of___________. This would make the reader feel ______ because ___________.

**AIM FOR X3.**

Comparative connectives
Try to include these in your response to help show whether you are expressing a similarity or difference.

<table>
<thead>
<tr>
<th>Similarity</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Similarly...</td>
<td>Opposing this...</td>
</tr>
<tr>
<td>Likewise...</td>
<td>In contract to this...</td>
</tr>
<tr>
<td>In the same way...</td>
<td>However...</td>
</tr>
<tr>
<td>Equally...</td>
<td>Contradicting this...</td>
</tr>
</tbody>
</table>
Subject Terminology

For AO2, it is crucial that you include and analyse subject terminology where possible.

‘Subject terminology’ refers to the specific words we use in English.

Use the glossary below to help you learn the key terms.

### Word classes

<table>
<thead>
<tr>
<th>Word class</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adjective</strong></td>
<td>Describing word</td>
<td>The red car</td>
</tr>
<tr>
<td><strong>Adverb</strong></td>
<td>Describes the verb, ends in ‘ly’</td>
<td>A ran quickly.</td>
</tr>
<tr>
<td><strong>Noun</strong></td>
<td>A person, place or thing</td>
<td>Table, chair, England</td>
</tr>
<tr>
<td><strong>Verb</strong></td>
<td>A doing word</td>
<td>He slept alone</td>
</tr>
<tr>
<td><strong>Pronoun</strong></td>
<td>First person – involves the speaker&lt;br&gt;Second person – direct address&lt;br&gt;Third person – distant narrator</td>
<td>I, me, my, ours, we&lt;br&gt;You, yours&lt;br&gt;He, she, her, his, they</td>
</tr>
<tr>
<td><strong>Comparative</strong></td>
<td>An adjective that compares it to another</td>
<td>Bigger, taller, smaller</td>
</tr>
</tbody>
</table>
### Other language devices

<table>
<thead>
<tr>
<th>Language devices</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Simile</strong></td>
<td>Describing something using like or as</td>
<td>As tall as a skyscraper</td>
</tr>
<tr>
<td><strong>Metaphor</strong></td>
<td>Describing something directly, not meant literally</td>
<td>I am a beast!</td>
</tr>
<tr>
<td><strong>Personification</strong></td>
<td>Applying human characteristics to inanimate objects</td>
<td>The tower stood tall and proud</td>
</tr>
<tr>
<td><strong>Imagery</strong></td>
<td>When strong images are created</td>
<td>The angelic presence emitted light - religious imagery</td>
</tr>
<tr>
<td><strong>Pathetic fallacy</strong></td>
<td>When the weather reflects the mood or atmosphere</td>
<td>The bright sun shone down as I skipped happily down the road. The happiest day of my life!</td>
</tr>
<tr>
<td><strong>Onomatopoeia</strong></td>
<td>Words that sound like their sound</td>
<td>Crash, bang, smash</td>
</tr>
<tr>
<td><strong>Semantic field</strong></td>
<td>When a number of words link to one shared theme</td>
<td>Red, hearts, flowers = theme of love</td>
</tr>
<tr>
<td><strong>Connotations</strong></td>
<td>Association we make with particular words</td>
<td>Light has connotations of religion, hope, optimism</td>
</tr>
<tr>
<td><strong>Hyperbole</strong></td>
<td>Exaggeration for deliberate effects</td>
<td>I was so hungry I could die!</td>
</tr>
</tbody>
</table>

### Structural devices

<table>
<thead>
<tr>
<th>Structural devices</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Repetition</strong></td>
<td>Repeating a word, idea or a phrase</td>
<td>I was angry. So angry I could barely breathe!</td>
</tr>
<tr>
<td><strong>Oxymoron</strong></td>
<td>When two opposite words are next to each other</td>
<td>Love/hate relationship</td>
</tr>
<tr>
<td><strong>Rhetorical question</strong></td>
<td>A question that does not require an answer</td>
<td>Who do you think you are?</td>
</tr>
<tr>
<td><strong>Exclamatory sentence</strong></td>
<td>A sentence that ends with an exclamation mark; expression strong emotion or excitement</td>
<td>I couldn't believe it! It was finally here!</td>
</tr>
<tr>
<td><strong>Declarative sentence</strong></td>
<td>A sentence that states or declares something</td>
<td>I am sixteen years of age.</td>
</tr>
<tr>
<td><strong>Imperative sentence</strong></td>
<td>A sentence that demands or commands something</td>
<td>Stop that. Go to bed.</td>
</tr>
<tr>
<td><strong>Interrogative sentence</strong></td>
<td>A sentence that asks a question</td>
<td>How are you doing?</td>
</tr>
<tr>
<td><strong>Juxtaposition</strong></td>
<td>When two or more ideas do not quite fit together</td>
<td>It was a sunny day when I heard the awful news that my father had died.</td>
</tr>
<tr>
<td><strong>Syntactic parallelism</strong></td>
<td>The repetition of a sentence structure</td>
<td>I couldn’t stop, I couldn’t restrain myself.</td>
</tr>
</tbody>
</table>
Section A: Extracts and Questions

Example 1: TIGERS

EXTRACT 1a

Below is an account of someone's experiences with tigers in the 19th century:

The cubs are interesting pets if taken from the mother very young. I have reared several, but only kept one for any length of time. I have given a full description of Zalim and his ways in ‘Seonee.’ He was found by my camp followers with another in a nullah, and brought to me. The other cub died, but Zalim lived to grow up into a very fine tiger, and was sent to England. I never allowed him to taste raw flesh. He had a little cooked meat every day, and as much milk as he liked to drink, and he throve well on this diet. When he was too large to be allowed to roam about unconfined I had a stout buffalo-leather collar made for his neck, and he was chained to a stump near the cook-room door. With grown-up people he was perfectly tame, but I noticed he got restless when children approached him, and so made up my mind to part with him before he did any mischief.

I know nothing of the habits of the tiger of the grass plains, but those of the hill tiger are very interesting, the cattle lifter especially, as he is better known to men. Each individual has his special idiosyncrasy. I wrote of this once before as follows: "Strange though it may seem to the English reader that a tiger should have any special character beyond the general one for cruelty and cunning, it is nevertheless a fact that each animal has certain peculiarities of temperament which are well known to the villagers in the neighbourhood. They will tell you that such a one is daring and rash; another is cunning and not to be taken by any artifice; that one is savage and morose; another is mild and harmless. There are few villages in the wilder parts of the Seonee and Mandla districts without an attendant tiger, which undoubtedly does great damage in the way of destroying cattle, but which avoids the human inhabitants of the place.

So accustomed do the people get to their unwelcome visitor that we have known the boys of a village turn a tiger out of quarters which were reckoned too close, and pelt him with stones. On one occasion two of the juvenile assailants were killed by the animal they had approached too near. Herdsmen in the same way get callous to the danger of meddling with so dreadful a creature, and frequently rush to the rescue of their cattle when seized. On a certain occasion one out of a herd of cattle was attacked close to our camp, and rescued single-handed by it’s owner, who laid his heavy iron-bound staff across the tiger’s back; and, on our rushing out to see what was the matter, we found the man coolly dressing the wounds of his cow, muttering to himself: ‘The robber, the robber! My last cow, and I had five of them!’ He did not seem to think he had done anything wonderful, and seemed rather surprised that we should suppose that he was going to let his last heifer go the way of all the others.

Tigers are also eccentric in their ways, showing differences in disposition under different circumstances.

I believe that many a shikari passes at times within a few yards of a tiger without knowing it, the tendency of the animal being to crouch and hide until the strange-looking two-legged beast has passed. The narrowest escape I ever had is an instance. I had hunted a large tiger, well known for the savageness of his disposition, on foot from ravine to ravine on the banks of the Pench, one hot day in June, and, giving him no rest, made sure of getting him about three o’clock in the afternoon. He had been seen to slip into a large nullah, bordered on one side by open country, a small water-course draining into it from the fields; here was one large beyr bush, behind which I wished to place myself, but was persuaded by an old shikari of great local reputation to move farther on. Hardly had we done
so when our friend bounded from under the bush and disappeared in a thicket, where we lost him. Ten days after this he was killed by a friend and myself, and he sustained his savage reputation by attacking the elephant without provocation—a thing a tiger seldom does. I had hunted this animal several times, and on one occasion saw him swim the Pench river at one of its broadest reaches. It was the only time I had seen a tiger swim, and it was interesting to watch him powerfully breasting the stream with his head well up. Tigers swim readily, as is well known. I believe it is not uncommon to see them take to the water in the Sunderbunds; and a recent case may be remembered when two of them escaped from the King of Oude's Menagerie, and one swam across the Hooghly to the Botanical Garden.

EXTRACT 1b.
Growing Up Against the Odds

Danger awaits young tigers at every turn. Even under the best conditions, only 20 percent live to establish their own territories. But tigers are adapted to offset such high natural mortality. Females breed early, deliver cubs after just 103 days, and bear litters of two to four cubs.

The pressing need for food and fuel often pits Asia's human population against the tiger.

Where public land is degraded, people slip into reserves to graze animals, collect firewood, and kill the tiger's prey. Poachers have taken thousands of tigers to supply bones and other parts for traditional medicines.

Living near reserves takes a toll on people, too. Park animals destroy crops, tigers kill livestock—and, sometimes, people.

What Hope for the Tiger?

Mysterious, powerful, majestic – the tiger stands tall in our imaginations.

But, in truth, tigers are disappearing in the wild. Just a century ago, an estimated 100,000 tigers inhabited the forests of Asia. Now scarcely 6,000 remain, and soon this magnificent cat may only exist in zoos.

Do tigers have a chance? Only if people living near reserves believe that a live tiger is more precious than a dead one.

Tigers and Humans: Colliding Worlds

Civilization hems in the tiger. Whole forests have fallen across Asia in the last century, shrinking potential tiger habitat to about 170 small fragments of land in 14 countries. Some pockets contain breeding tigers. But most areas are so small and isolated that if any tigers remain, they probably won't survive.
Scientists: On the Trail of the Tiger

You can’t save an endangered animal like the tiger without knowing what it needs to survive.

Fortunately, in the last 25 years, four long-term, in-depth studies have revealed much about how tigers interact, what factors shape their lives, and what makes them succeed - or fail - at finding new places to live in the face of declining habitat. Such information is critical to international efforts to save the tiger.

Local People: Making Room for Tigers

Many villagers living near Royal Chitwan National Park in Nepal now have a stake in the tiger’s future.

In 1995, Nepal’s legislature passed a law giving half the revenues from protected lands to local development. In addition, part of the park’s degraded buffer zone came under local control. With an eye to tourism, villagers fenced off one area and allowed it to regenerate. Gradually, wildlife, including the tiger, recolonized.

In 1996 alone, ecotourism revenues from the project built a health unit and three schools.
Example 1 Questions:

Read the opening paragraph of the 19th century text

1. Name 3 things the writer does do to help rear the tiger? (3 marks)

2. What impressions of tigers is the writer giving in the rest of the paragraph and how does the writer create these impressions? (10 marks)

Now read the modern fact sheet on tigers.

3a. Under the best conditions, what percentage of tigers live to establish their own territories? (1 mark)
3b. Why have potential tiger habitats shrunk in the last century? (1 mark)
3c. What does the text say you can’t save an endangered animal without? (1 mark)

4. What do you think and feel about way tigers are presented in the text? (10 marks)

In your response, you must comment on:

- What you think and feel about the presentation of tigers
- How the writer uses language, structure and tone

Now use both texts.

5. What do both texts say about how tigers and reared and how they behave with humans? (4 marks)

6. Both of these texts are about tigers. Compare how the writers feel about tigers.

In your response, you should:

- Comment on how the writers feel about tigers
- Explore how the writers use language, structure and tone to present their feelings.
Example 2: Columbus

Extract 2a

Columbus... the intrepid voyager!

Christopher Columbus - born Cristoforo Colombo - grew up in Genoa, Italy and had an insatiable thirst for knowledge and exploration. Even though he was very religious, he had an inkling that the world was round and decided to prove this by sailing west. This would also - he thought - help his Spanish masters to an easier route to India and Asia.

Admiral of the High Seas

15th century Europeans were not aware of the American continents and maps were not reliable. King Ferdinand and Queen Isabella of Spain - with the promise of gold, spices and silk from the Far East - eventually gave him ships and a crew. He set sail in 1492. He was also determined to spread Christianity. In return, Columbus would be given the title “Admiral of the Ocean Seas.”

The ships would cover about 150 miles a day. His crews would use a compass for direction and a knotted line (with a weight attached at the end) to measure speed. A sailor counted how many knots were let off the reel in set amounts of time and this would help to give a rough estimate of the distance travelled. Columbus - with his considerable experience - relied on ‘dead reckoning’ instead, meaning he used his experience, guesswork and observations to determine his ships’ positions.

The routes he took to and from his discovered lands are ones we still use; his use of the Atlantic Canary Current was a sign of his genius.

Although his discovery of new lands led to the nearly complete destruction of the people of those lands, and their environment, Columbus appreciated the beauty of the places he discovered. ‘Before me’, he said, as he surveyed the islands of the Caribbean ‘...is the bounty of God’s handiwork’.

Christopher Columbus opened up new worlds to Europe, and it is hard to overstate the significance of these discoveries and their impact today. The exchange of flora and fauna, of human beings and their cultures has left a mark on us today. During the Age of Discovery western Europeans acquired the ability to exchange information with nearly all parts of the world.

As one of the great pioneers of the age, Columbus deserves recognition for the intellectual transformation that occurred during the Renaissance. As a result of his voyages, the modern age was ushered in, and the world would never to be the same again.
When we begin a judicial inquiry into the condition of our fellow-beings, we should try to be as courteous as we can, but we must be just; consequently a man’s fame and position must not turn us aside, when we are acting as historical investigators. Therefore, we shall be bold and speak the truth, and although we shall take off our hats and bow very respectfully, we must still assert that Christopher Columbus was the first who practised piracy in American waters.

When he sailed with his three little ships to discover unknown lands, he was an accredited explorer for the court of Spain, and was bravely sailing forth with an honest purpose, and with the same regard for law and justice as is possessed by any explorer of the present day. But when he discovered some unknown lands, rich in treasure and outside of all legal restrictions, the views and ideas of the great discoverer gradually changed. Being now beyond the boundaries of civilization, he also placed himself beyond the boundaries of civilized law. Robbery, murder, and the destruction of property, by the commanders of naval expeditions, who have no warrant or commission for their conduct, is the same as piracy, and when Columbus ceased to be a legalized explorer, and when, against the expressed wishes, and even the prohibitions, of the royal personages who had sent him out on this expedition, he began to devastate the countries he had discovered, and to enslave and exterminate their peaceable natives, then he became a master in piracy, from whom the buccaneers afterward learned many a valuable lesson.

It is not necessary for us to enter very deeply into the consideration of the policy of Columbus toward the people of the islands of the West Indies. His second voyage was nothing more than an expedition for the sake of plunder. He had discovered gold and other riches in the West Indies and he had found that the people who inhabited the islands were simple-hearted, inoffensive creatures, who did not know how to fight and who did not want to fight. Therefore, it was so easy to sail his ships into the harbors of defenceless islands, to subjugate the natives, and to take away the products of their mines and soil, that he commenced a veritable course of piracy. The acquisition of gold and all sorts of plunder seemed to be the sole object of this Spanish expedition; natives were enslaved, and subjected to the greatest hardships, so that they died in great numbers. At one time three hundred of them were sent as slaves to Spain.

A pack of bloodhounds, which Columbus had brought with him for the purpose, was used to hunt down the poor Indians when they endeavored to escape from the hands of the oppressors, and in every way the island of Hayti, the principal scene of the actions of Columbus, was treated as if its inhabitants had committed a dreadful crime by being in possession of the wealth which the Spaniards desired for themselves. Queen Isabella was greatly opposed to these cruel and unjust proceedings. She sent back to their native land the slaves which Columbus had shipped to Spain, and she gave positive orders that no more of the inhabitants were to be enslaved, and that they were all to be treated with moderation and kindness. But the Atlantic is a wide ocean, and Columbus, far away from his royal patron, paid little attention to her wishes and commands; without going further into the history of this period, we will simply mention the fact that it was on account of his alleged atrocities that Columbus was superseded in his command, and sent back in chains to Spain.

**Extract 2: Questions**
Read the ‘Columbus the Intrepid Voyager’ text from the 21st Century.

1a. Where did Columbus grow up? (1 mark)

1b. Why did Columbus decide to sail West? (1 mark)

1c. What did his discovery of new lands lead to? (1 mark)

2. What impressions do you get of Columbus and how does the writer create these impressions? (10 marks)

Read the historical account of Columbus from the 19th Century.

3a. How many little ships did Columbus sail with to new discover new lands? (1 mark)

3b. What did he discover about the people in the West Indies? (1 mark)

3c. What was used to hunt down the ‘poor Indians’? (1 mark)

4. What do you think and feel about Columbus in the text?
   In your response, you should:
   - Comment on how you think/feel
   - Explore how the writer uses language, structure and tone

Now you must use both texts.

5. What do you learn about Columbus’ discoveries and the impact he had on the wider world in both texts? (4 marks)

6. Both of the texts are about Columbus. Compare how the writers portray Columbus in both texts. (10 marks)
   In your response, you should:
   - Comment on how the writers portray Columbus
   - How the writers use language, structure and form to achieve effects
Example 3: London

Extract 3a: Sunday morning in London

Sundays are for relaxation, catching up with things there is little time for in the week, and quite often, recovering from the night before. Whether you’re full of beans or in need of several siestas, we’ve got your Sunday morning covered.

Start the day by going for a walk. Hyde Park is the most obvious choice, and will likely be filled with early morning joggers. Alternatively the beautiful, very peaceful Kyoto Garden in Holland Park is a fantastic place to read a book or simply sit in the sunshine (weather permitting). Rather surprisingly, there is a small but perfectly formed green space tucked behind Charing Cross Road called the Phoenix Garden, which is both well maintained and filled with wildlife. There is another unlikely natural habitat near King’s Cross station, at Camley Street Natural Park, which is run by the London Wildlife Trust. If you feel like spotting birds, fish or butterflies, there is plenty to look at here. If greenery doesn’t appeal, try a walk along the Thames. Pick the Embankment area for a view of the Houses of Parliament and the Southbank Centre, or head further East for Tower Bridge and the Docklands. To really indulge in that Sunday morning feeling stroll around the City, as the streets connecting the area’s imposing skyscrapers are completely deserted at weekends. If that seems like too much effort for a Sunday, the river bus operates various services daily, the two longest routes being from Embankment to as far out as Woolwich Arsenal, and Putney all the way to Blackfriars.

Sunday mornings are a great time to go shopping, as busy streets are empty and shops are uninhabited, meaning you might actually reach some of the rails at Topshop on Oxford Street. There are also a number of markets to be visited, some of which operate exclusively on a Sunday, like Columbia Road Flower Market in the East End. For clothing, pick up a bargain at the Holloway Car Boot Sale; second hand books and bric-a-brac are also sold. Farmers’ markets have become trendy of late, where the focus is on fresh food from small producers at exorbitant prices. Still, some of it is mouth-watering, such as the organic nosh offered at Marylebone Farmers’ Market. If you didn’t make time for brunch, the Sunday UpMarket at the Truman Brewery has stalls selling food from all over the world, from Japanese fried octopus balls to Spanish gazpacho.

This is also an opportune day for a spot of pampering, whether this means going for a relaxing swim, having a massage or visiting the hairdressers. Splurge on a spa like the K West Spa, which offers a wide range of massages, facials and nail treatments, and benefits from a sauna, hydrotherapy pool, and brand spanking new trends like a “snow room”, where the body’s circulation is stimulated by immersing it in below freezing temperatures before exposing it to steam. As unpleasant as that may sound, it’s very good for the skin and the immune system, although given the choice between this and a lie-down on one of their suede loungers we know what we’d be choosing. Other very reputable spas include The Sanctuary, Aveda and Elemis.

You might not want to be induced into a state of dreamy relaxation however. On a Sunday morning gyms are at their quietest, so you’re in luck if you like solitary workouts. So long as it’s not pouring with rain, tennis enthusiasts can use the courts off Farringdon road in Islington and Southwark Park for free, and many parks have facilities like table tennis, football, boating and even fishing. Regent’s Park has its very own sports centre called The Hub, as well as pitches for cricket, boules and rugby. And after all this physical activity, it’ll be time for a hearty Sunday lunch and a snooze.
CHAPTER I—THE STREETS (DICKENS)—MORNING

The appearance presented by the streets of London an hour before sunrise, on a summer’s morning, is most striking even to the few whose unfortunate pursuits of pleasure, or scarcely less unfortunate pursuits of business, cause them to be well acquainted with the scene. There is an air of cold, solitary desolation about the noiseless streets which we are accustomed to see thronged at other times by a busy, eager crowd, and over the quiet, closely-shut buildings, which throughout the day are swarming with life and bustle, that is very impressive.

An hour wears away; the spires of the churches and roofs of the principal buildings are faintly tinged with the light of the rising sun; and the streets, by almost imperceptible degrees, begin to resume their bustle and animation. Market-carts roll slowly along: the sleepy waggoner impatiently urging on his tired horses, or vainly endeavouring to awaken the boy, who, luxuriously stretched on the top of the fruit-baskets, forgets, in happy oblivion, his long-cherished curiosity to behold the wonders of London.

Rough, sleepy-looking animals of strange appearance, something between ostlers and hackney coachmen, begin to take down the shutters of early public-houses; and little deal tables, with the ordinary preparations for a street breakfast, make their appearance at the customary stations. Numbers of men and women (principally the latter), carrying upon their heads heavy baskets of fruit, toil down the park side of Piccadilly, on their way to Covent-garden, and, following each other in rapid succession, form a long straggling line from thence to the turn of the road at Knightsbridge.

Here and there, a bricklayer’s labourer, with the day’s dinner tied up in a handkerchief, walks briskly to his work, and occasionally a little knot of three or four schoolboys on a stolen bathing expedition rattle merrily over the pavement, their boisterous mirth contrasting forcibly with the demeanour of the little sweep, who, having knocked and rung till his arm aches, and being interdicted from endangering his lungs by calling out, sits patiently down on the door-step, until the housemaid may happen to awake.

Covent-garden market, and the avenues leading to it, are thronged with carts of all sorts, sizes, and descriptions, from the heavy lumbering waggon, with its four stout horses, to the jingling costermonger’s cart, with its consumptive donkey. The pavement is already strewed with decayed cabbage-leaves, broken hay-bands, and all the indescribable litter of a vegetable market; men are shouting, carts backing, horses neighing, boys fighting, basket-women talking, piemen expatiating on the excellence of their pastry, and donkeys braying. These and a hundred other sounds form a compound discordant enough to a Londoner’s ears, and remarkably disagreeable to those of country gentlemen who are sleeping at the Hummums for the first time.
**Extract 2: Questions**

Read the guide “Sunday Morning in London” from the 21st Century.

1a. Where should you go for a view of the Houses of Parliament? (1 mark)
1b. Why are Sunday mornings a great time to go shopping? (1 mark)
1c. How does the text say you can be pampered? (1 mark)

2. How does the guide make London seem like a good place to visit on a Sunday morning? (10 marks)
   In your response, you should:
   - Comment on what makes London seem like a good place to visit
   - Comment on the writer’s use of language, structure and tone

Now read the extract from Dickens’ account of London from the 19th Century.

3a. When are the streets of London most striking? (1 mark)
3b. What do men and woman carry on their heads? (1 mark)
3c. What does the bricklayer’s laborer have tied up in a handkerchief? (1 mark)

4. What do you think and feel about the people of London? (10 marks)

Now use both texts.

5. Use both texts to write about how activities changed in London over time.

6. Both texts are about London. Compare how London is presented in the texts. (10 marks)
   In your response, you should:
   - Comment on how London is presented in the texts
   - Comment on how the writers use language, structure and tone
   -
Example 4: Nursing

Extract 4a:

A message came to me to prepare for 510 wounded on our side of the Hospital who were arriving from the dreadful affair of the 5th November from Balaklava, in which battle were 1763 wounded and 442 killed, besides 96 officers wounded and 38 killed. I always expected to end my Days as Hospital Matron, but I never expected to be Barrack Mistress. We had but half an hour’s notice before they began landing the wounded. Between one and 9 o’clock we had the mattresses stuffed, sewn up, laid down—alas! Only upon matting on the floor—the men washed and put to bed, and all their wounds dressed. I wish I had time. I would write you a letter dear to a surgeon’s heart. I am as good as a Medical Times! But oh! you Gentlemen of England who sit at Home in all the well-earned satisfaction of your successful cases, can have little Idea from reading the newspapers of the Horror and Misery (in a Military Hospital) of operating upon these dying, exhausted men. A London Hospital is a Garden of Flowers to it.

We have our Quarters in one Tower of the Barrack, and all this fresh influx has been laid down between us and the Main Guard, in two Corridors, with a line of Beds down each side, just room for one person to pass between, and four wards. Yet in the midst of this appalling Horror (we are steeped up to our necks in blood) there is good, and I can truly say, like St. Peter, “It is good for us to be here”—though I doubt whether if St. Peter had been here, he would have said so. As I went my night-rounds among the newly wounded that first night, there was not one murmur, not one groan, the strictest discipline—the most absolute silence and quiet prevailed—only the steps of the Sentry—and I heard one man say, “I was dreaming of my friends at Home,” and another said, “I was thinking of them.” These poor fellows bear pain and mutilation with an unshrinking heroism which is really superhuman, and die, or are cut up without a complaint.

The wounded are now lying up to our very door, and we are landing 540 more from the Andes. I take rank in the Army as Brigadier General, because 40 British females, whom I have with me, are more difficult to manage than 4000 men. Let no lady come out here who is not used to fatigue and privation.... Every ten minutes an Orderly runs, and we have to go and cram lint into the wound till a Surgeon can be sent for, and stop the Bleeding as well as we can. In all our corridor, I think we have not an average of three Limbs per man. And there are two Ships more “loading” at the Crimea with wounded—(this is our Phraseology). Then come the operations, and a melancholy, not an encouraging List is this. They are all performed in the wards—no time to move them; one poor fellow exhausted with hæmorrhage, has his leg amputated as a last hope, and dies ten minutes after the Surgeon has left him. Almost before the breath has left his body it is sewn up in its blanket, and carried away and buried the same day. We have no room for Corpses in the Wards. The Surgeons pass on to the next, an excision of the shoulder-joint, beautifully performed and going on well. Ball lodged just in the head of the joint and fracture starred all round. The next poor fellow has two Stumps for arms, and the next has lost an arm and a leg. As for the Balls they go in where they like and come out where they like and do as much harm as they can in passing.

Extract 4b
Stressed? Then read our expert guide to dealing with stress in nursing…

A nursing day involves a lot of stress. Whether working with gravely ill patients or helping families cope with the loss of a loved one after death, nurses have to be there for almost every imaginable situation.

It is a job that requires energy on many levels. Physically, the job can be demanding with high levels of physical exertion, culminating in many aches and pains. Mentally, you are required to be ‘on the ball’, making crucial decisions and answering questions from patients and relatives. Emotionally, the impact is felt when you empathise and help people in an environment where there is pain and sadness. Additionally, the work situation may be characterised by resource limits, poor staffing and organisational change, which all add to the energy expended.

Work or Life?
Maintain a healthy work/life balance. Ask yourself “Do you live to work or work to live?” Use your free time to recharge your batteries. Remember to plan regular holidays and take them. Small treats like visits to the cinema or a meal at a restaurant will help you switch off and relax.

Being aware
Be aware of negative thinking when stressed. Instead of thinking ‘I must never make a mistake’ think more realistically, for example ‘I am doing the best I can in tough situations’. Challenge the internal pressures by turning the musts into preferences, from ‘I must complete this today’ to ‘I’d like to complete it today and will do what I can’. If you identify what you can and can’t control, then you can learn to accept external pressures. After all, you are not expected to be superhuman!

Relax
Learning to relax is key to managing stress. This will tell your brain that the threat has gone and the ‘fight or flight’ response can be switched off. Think of the things that you enjoy that have a relaxing effect on you. For example, a long soak in the bath, a good book or a nature walk. If you treat yourself with more of these simple pleasures then you will find it easier to breathe. There are also meditation tapes available which can have a significant impact on learning relaxation skills. These skills can then be transferred to work situations when you feel tense. Relaxation will also help you sleep.

Get physical
Exercise helps to combat stress levels. Exercise burns up the excess adrenaline and releases feel-good hormones. If you enjoy keeping fit and this area of your life has been squeezed then make time for this again. If you’re not used to exercising start small with what you enjoy – swims or a gentle work out with a class,- and build up to a level that suits you. Joining a club or gym can lead to new social horizons and keep you motivated.

Getting help
Counselling is often helpful as a way of giving yourself a regular space to reflect on the problem. You may decide to see a counsellor individually or you could join a group. Your workplace can provide access to a counsellor through their occupational health scheme. Seeing your GP is not a sign of weakness, it can be a courageous first step towards recovery. Your doctor will advise you on the ways that can make it easier for you to reduce and manage stress. Medication can control symptoms enough to enable you to put into practice some of the methods already outlined.
Example 4: Questions

Read the extract from the 19th Century.

1a. How many were killed in the Balaklava battle? (1 mark)
1b. What does the text say Gentlemen of England have little idea about? (1 mark)
1c. Where are their Quarters? (1 mark)

2. How does the writer make their experience sound unpleasant? (10 marks)
   In your response, you should:
   - Comment on what makes London seem like a good place to visit
   - Comment on the writer’s use of language, structure and tone

Now read the guide to dealing with stress in nursing.

3a. What should you ask yourself to contain a work/life balance? (1 mark)
3b. What is the key to managing stress? (1 mark)
3c. Why according to the text should we exercise? (1 mark)

4. What do you think and feel about the ways to manage stress in nursing? (10 marks)

Now use both texts.

5. Use both texts to write about the experiences of nurses. (4 marks)

6. Both texts are about nursing. Compare how the role of a nurse is presented. (10 marks)
   In your response, you should:
   - Comment on how London is presented in the texts
   - Comment on how the writers use language, structure and tone
Example 5: Working conditions

Extract 5a:

**SOURCE A**

*Inside a Chinese Sweatshop: “A Life of Fines and Beating”*

*Taken from an online newspaper article written by Dexter Roberts and Aaron Bernstein.*

Liu Zhang (not his real name) was apprehensive about taking a job at the Chun Si Enterprise Handbag Factory in Zhongshan, a booming city in Guangdong Province in southern China, where thousands of factories churn out goods for Western companies. Chun Si, which made Kathie Lee Gifford handbags sold by Wal-Mart Stores Inc. (WMT) as well as handbags sold by Kansas-based Payless ShoeSource Inc. (PSS), advertised decent working conditions and a fair salary. But word among migrant workers in the area was that managers there demanded long hours of their workers and sometimes hit them. Still, Liu, a 32-year-old former farmer and construction worker from far-off Henan province, was desperate for work. A factory job would give him living quarters and the temporary-residence permit internal migrants need to avoid being locked up by police in special detention centers. So in late August, 1999, he signed up.

Liu quickly realized that the factory was even worse than its reputation. Chun Si, owned by Chun Kwan, a Macau businessman, charged workers $15 a month for food and lodging in a crowded dorm-- a crushing sum given the $22 Liu cleared his first month. What's more, the factory gave Liu an expired temporary-resident permit; and in return, Liu had to hand over his personal identification card. This left him a virtual captive. Only the local police near the factory knew that Chun Si issued expired cards, Liu says, so workers risked arrest if they ventured out of the immediate neighborhood.

**HALF A CENT**

Liu also found that Chun Si's 900 workers were locked in the walled factory compound for all but a total of 60 minutes a day for meals. Guards regularly punched and hit workers for talking back to managers or even for walking too fast, he says. And they fined them up to $1 for infractions such as taking too long in the bathroom. Liu left the factory for good in December, after he and about 60 other workers descended on the local labor office to protest Chun Si's latest offenses: requiring cash payments for dinner and a phony factory it set up to dupe Wal-Mart's auditors. In his pocket was a total of $6 for three months of 90-hour weeks--an average of about one-half cent an hour. "Workers there face a life of fines and beating," says Liu. Chun Kwan couldn't be reached, but his daughter, Selina Chun, one of the factory managers, says "this is not true, none of this." She concedes that Chun Si did not pay overtime but says few other factories do, either. In a face-to-face interview in August, she also admitted that workers have tried to sue Chun Si.

Liu's Dickensian tale stands in stark contrast to the reassurances that Wal-Mart, Payless, and other U.S. companies give American consumers that their goods aren't produced under
sweatshop conditions. Since 1992, Wal-Mart has required its suppliers to sign a code of basic labor standards. After exposures in the mid-1990s of abuses in factories making Kathie Lee products, which the chain carries, Wal-Mart and Kathie Lee both began hiring outside auditing firms to inspect supplier factories to ensure their compliance with the code. Many other companies that produce or sell goods made in low-wage countries do similar self-policing, from Toys 'R' Us to Nike and Gap. While no company suggests that its auditing systems are perfect, most say they catch major abuses and either force suppliers to fix them or yank production.

Source: http://www.businessweek.com/2000/00_40/b3701119.htm

Extract 5b:

A first person recount of what it was like working as child labour in the coal mines, during Victorian times, by Esther Craven, aged 14.

"I have been hurrier for Jos Ibbotson all the time of five years; I was not apprenticed to him; Mr. Foster always pays me my wages, if he did not, I should not get it from Ibbotson, sometimes because he lacks for a week and would want the money for his sel'; I like working in pit very well; I would rather be here in pit than do nought else; I like it better than nursing or any other kind of work; I can hem and sew, and mend my stockings – if I did not, there would be nobody else to do it for me, mother has been dead for two years; I have one brother, a hurrier, and a sister a hurrier, and a little one at home; father is a weaver, he weaves a piece in nine days; I come here to work at seven, sometimes afore, never much after; I get my breakfast, and bring my dinner with me, a piece of cake; when I go home I get milk and meal, sometimes potatoes; I do not know what time I go home; sometimes at three, four, five and six; I hurry in trousers bare-legged, and a pair of old stays; the men never meddle with us, Joseph Ibbotson often brays [beats] us; he was beating my sister when you came down – never a lad gets beaten by anybody else other than him; the other men scolds him for it; I many a time hurt my feet by hurrying; I get all the skin off my leg sometimes, by the stones in the gate, and with the rail ends when they are loose; a pick struck me once and broke my finger; I cannot read or write; I never go much to Sunday School, because I have no clothes fit to go in; I had a very bad mother – she used to go flitting very much [left home] and would not stop with my father that obliged my to come into pit to work with my sister for his support; I came to pit of my own accord; mother came after me to pit's mouth when I was going down, with a whip, but I was as keen as mustard, and got out of her way; I have rued many a time afore now for coming, but I do not now, because I have got used to it; I never think nought about being brayed a bit by the getters."
Example 5: Questions

Read the article by Dexter Roberts and Aaron Bernstein and answer the following questions:

1a. How much were workers charged per month for food and lodgings? (1)  
1b. How much did Lui clear in the first month working at the factory? (1)  
1c. How many workers were there at Chun Si? (1)

2. The article by Dexter Roberts and Aaron Bernstein might persuade us to check on workers’ conditions in the factories that produce our goods. How does it try and do this? (10)

In your response, you should comment on:
- What is said to influence readers  
- The writers’ use of language and tone  
- The way in which the article is presented

Now you should read the recount of working as a child labour during Victorian times by Esther Craven.

3a. What does Esther mean by ‘I would rather be here in pit than do nought else’? (1)  
3b. What does Esther sometimes eat and drink when she gets home? (2)

4. What do you think and feel about Esther Craven’s recount of life at the mine? (10)  
You should write about:  
- What is said  
- How it is said

To answer the following questions, you will need both texts.

5. According to these two writers, in which ways did workers suffer? (4)

6. Both of these texts concern workers suffering poor working conditions. Compare the following (10):
   - The writers’ presentations of the conditions  
   - How they put across their view (language, structure & tone)  
   - The writers’ attitudes
Example 6: Cycling

Extract 6a.

Towards the end of the nineteenth century, cycling became much more popular. Although it was unusual, some women also began to cycle. In her book, 'A Wheel within a Wheel', Frances Willard writes about why and how she learned to ride a bicycle.

Not a single friend encouraged me to learn to ride the bicycle except a young schoolteacher who came several times with her bike and gave me lessons. But at fifty-three I was at more disadvantage than most people, for not only had I the problems that result from the unnatural style of dress, but I also suffered from a lack of exercise. Those who loved me best, and who considered themselves largely responsible for me, did not encourage me, but thought I should, "break my bones " and "spoil my future." It must be said, however, to their everlasting praise, that they raised no objection when they saw that I was firmly set to do this thing;

Many doctors are now coming to regard the bicycle as beneficial to the health of women as well as of men and I agree entirely with them. One doctor said: "As an exercise, bicycling is superior to most, if not all, other activities. It takes one into the outdoor air; it is entirely under control; can be made gentle or vigorous as one desires; is active; takes the rider away from the thoughts and cares of his daily work; and develops his attention and independence. Moreover, the exercise is well and equally distributed over almost the whole body, and no muscle is likely to be over-exercised."

Needless to say, when I was learning to ride a bicycling costume was necessary. This consisted of a skirt and blouse of tweed, with belt, rolling collar, and loose cravat, the skirt three inches from the ground; a round straw hat, and walking-shoes with gaiters. It was a simple, modest suit, to which no person of common sense could take exception.

If I am asked to explain why I learned the bicycle I should say I did it because my doctor kept telling me, "Live out of doors and take much exercise" but I have always hated walking and horseback-riding, which does promise vigorous exercise, is expensive. The bicycle meets all the conditions to keep healthy. Therefore, I learned to ride. I did it from pure natural love of adventure, and because a good many people thought I could not do it at my age. As nearly as I can make out, it took me about three months, with an average of fifteen minutes’ practice daily, to learn, first, to pedal; second, to turn; third, to dismount; and fourth, to mount independently this most mysterious animal. In just three months I had made myself master of the most remarkable, ingenious and inspiring machine ever devised upon this planet.
REINVENTING THE WHEEL

Charles Starmer-Smith rediscovers a lost love.

My own conversion to cycling has come late. I remember childhood holidays in France where I would pedal among the villages in search of bread and adventure, revelling in the freedom of pedal power as I sped past vineyards, forests and fields, imagining I was one of the Tour de France greats.

Then came adolescence and girls and guitars and cars. Cycling was no longer cool and the limitations of a bike, rather than its freedoms, became all too apparent. It couldn't play Pearl Jam on the stereo, with the roof down and a pretty girl in the passenger seat, like my battered silver Mini.

However, there is nothing like purchasing new gear to give you an inflated sense of your sporting prowess. Only a week ago, tackling the gentle contours of Richmond Park, I was puffing like a man on an epic ascent of some legendary alpine peak. Now, dressed in the outfit I spent a small fortune on this morning, I stride down the stairs with new purpose, ready to join the British Lycra Brotherhood. I feel streamlined and ready for anything the Alps of Surrey can throw at me.

'I want a divorce.' My wife's words stop me in my tracks. She looks both amused and horrified as I put on my helmet and fluorescent bib. 'You look like a Village People tribute act.' Deflated, I hurry past the mirror and wheel my bike out into the winter drizzle for the short journey to the North Downs.

A wave of smugness washes over me as I weave easily through the noisy commuters and choking traffic which stall everyone else's progress. One right turn towards Box Hill and suddenly...silence.

The North Downs Way, which runs from Hampshire through Surrey, awaits. The first rays of sun streak across the chalk hillside, but there's still a chill in the air. I zip up
my jersey, looking enviously at the thick coats of the sheep. But I soon forget the cold. With the wind at my back I hear the hum of the tyres and the whirr of the chain. Below me a patchwork of green fields. No deadlines. No delays. For these precious moments I care for little but the verdant hills and plunging valleys - and the panoramic views my efforts have earned.

The British Lycra Brotherhood - for whom mornings, evenings, weekends and holidays are all about pedal power and for whom travel is not just about the destination but the journey there - can welcome its latest recruit. My love of cycling has come full circle.

But how has it come to this? The rise of cycling in Britain has been well documented. A string of champions on the track, from Chris Hoy to Victoria Pendleton, and now on the road, with the new Sky Team led by Bradley Wiggins, has done much to inspire a new generation of Britons on to their bikes.

Aided by an overpriced and overcrowded transport system and savings from the 'Cycle to Work' initiative, the bicycle is now seen as an answer to rising carbon emissions. But it is the escapism it gives that is the real draw. You don't need to emulate the endless wave of intrepid cyclists crossing the Americas or circumnavigating the globe to be part of this revolution.

The landscape of Britain is perfect for cycling. Across every hill and valley, country lane and woodland track, the national cycle network covers a mind-boggling 10,000 miles, and we are clocking more than a million journeys on these routes each day.
Example 6: Questions

Read the newspaper article ‘Reinventing the Wheel’ in the separate Resource Material.

A1. (a) Name one place or area where Charles Starmer-Smith has enjoyed cycling. [1]  
(b) Name one cyclist Charles Starmer-Smith says has helped to increase the popularity of cycling. [1]  
(c) Give one reason, according to the writer, why Britain is such a good place to cycle. [1]

A2. How does Charles Starmer-Smith show that cycling is an enjoyable activity?  
You should comment on:  
• what he says;  
• his use of language and tone [10]

To answer the following questions you will need to read the extract opposite by Frances Willard.

A3. (a) How old was Frances Willard when she learned to ride a bike? [1]  
(b) According to the extract, why is cycling especially good exercise? [1]  
(c) Why did Frances Willard not choose horseback riding as her form of exercise? [1]

A4. What do you think and feel about Frances Willard’s experiences of learning to ride a bicycle? [10]  
You should comment on:  
• what she tells readers about how and why she learned to ride a bicycle;  
• how she explains the experience of learning to ride.  
You must refer to the text to support your comments

To answer the following questions you will need to use both texts.

A5. Using information from both texts explain how the clothing and equipment used when cycling has changed over time. [4]

A6. Both of these texts are about cycling.  
Compare:  
(a) how the writers feel about cycling;  
(b) how they make their views clear to the reader. [10]  
You must use the text to support your comments and make it clear which text you are referring to.