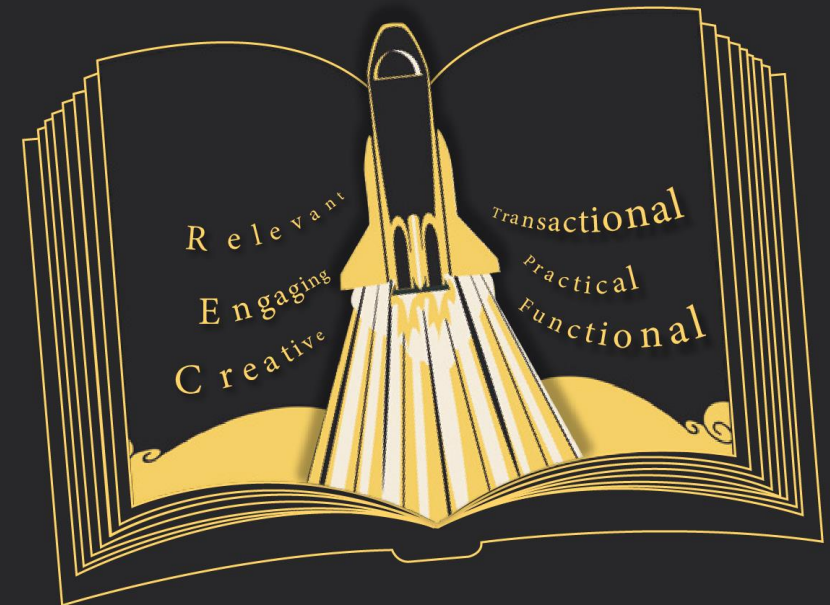


# GCSE

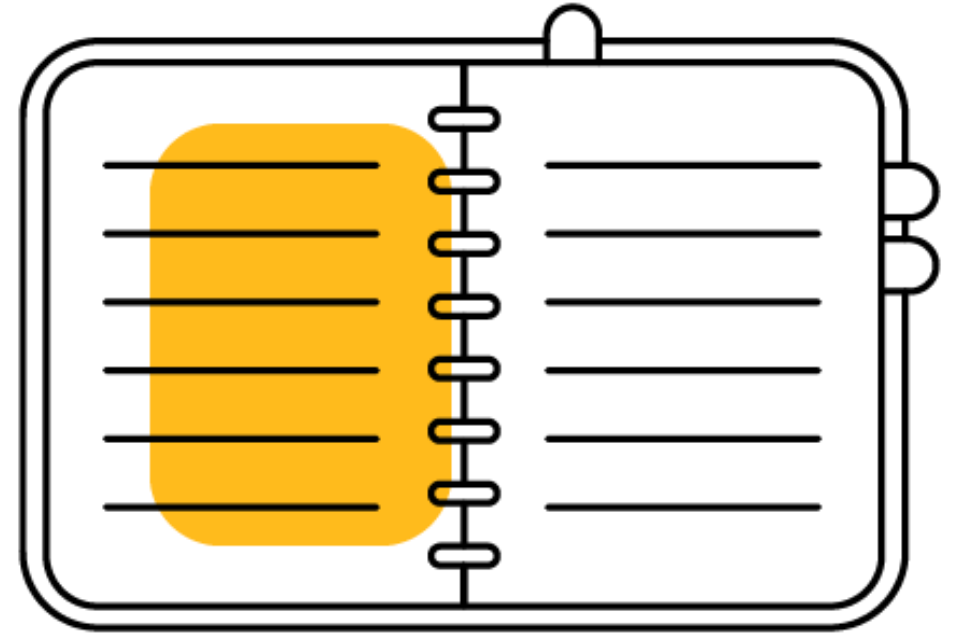
## English Language 2.0

Developing the Skills –  
AO4 Evaluation



# Agenda

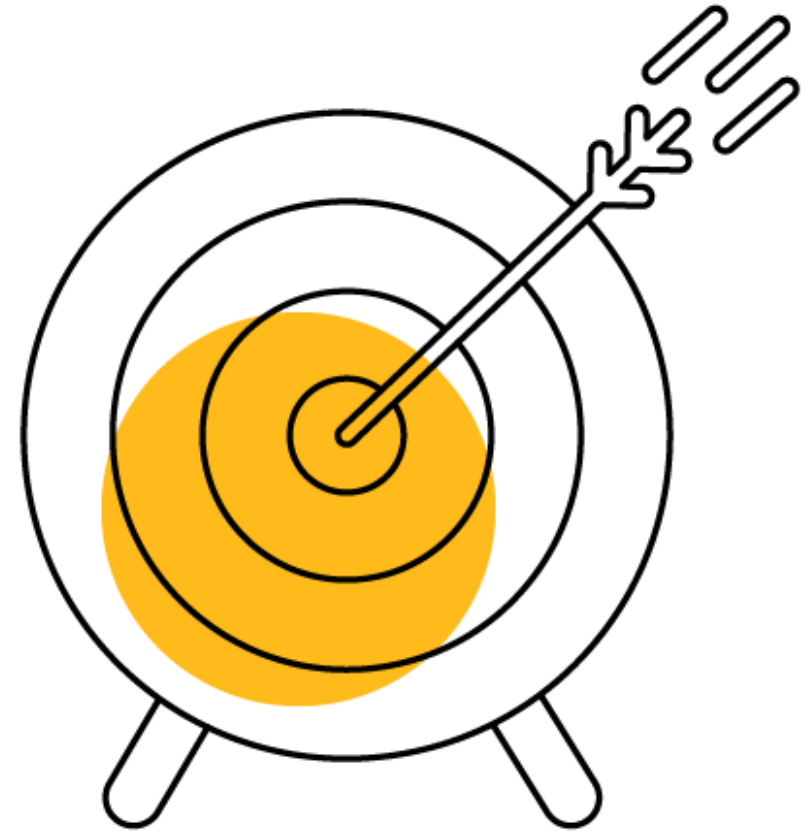
1. Overview and outline of the specification and assessments
2. Exam issues
3. Hints, tips and resources
4. Any questions
5. Further support



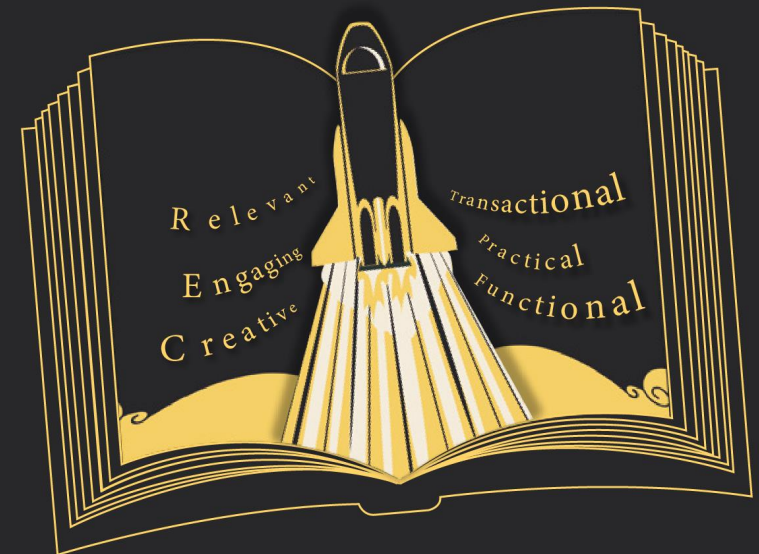
# Aims and Objectives of the course

This event will explore the following:

- strategies for approaching AO4 evaluation
- teaching resources and ideas
- how to approach the questions in the exam, using examples from GCSE 2.0.



# Overview of the Specification & Assessment



# GCSE English Language 2.0

<b>Paper 1: Non-Fiction Texts</b> <b>1 hr 55 mins 50%</b>	<b>Paper 2: Contemporary Texts</b> <b>1 hr 55 mins 50%</b>
<b>Section A: Reading</b> Two 19th-century non-fiction extracts linked by theme: <ul style="list-style-type: none"><li>• one short extract with image to help understanding</li><li>• one longer extract</li><li>• 650–750 words in total</li></ul> AO1, AO2, AO4 (40 marks)	<b>Section A: Reading</b> Two contemporary texts covering 20th- and 21st-century linked by a theme: <ul style="list-style-type: none"><li>• one fiction text</li><li>• one literary non-fiction text</li><li>• 800–900 words in total</li></ul> AO1, AO2, AO3 (40 marks)
<b>Section B: Transactional Writing</b> Choice of two tasks: <ul style="list-style-type: none"><li>• one task with opening provided</li><li>• one task with supporting bullet points</li></ul> AO5, AO6 (40 marks)	<b>Section B: Imaginative Writing</b> Choice of two tasks: <ul style="list-style-type: none"><li>• one task with opening provided</li><li>• one task with images</li></ul> AO5, AO6 (40 marks)

# Assessment Objectives for Reading

AO	Assessment Objective	% in GCSE
AO1	<ul style="list-style-type: none"><li>Identify and interpret explicit and implicit information and ideas.</li><li>Select and synthesise evidence from different texts.</li></ul>	9.4
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.	13.1
AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	8.8
<b>AO4</b>	<b>Evaluate texts critically and support this with appropriate textual references.</b>	<b>18.8</b>

# AO4 Assessment style – 6 marks

- 2 In lines 1–9, the writer tries to persuade the reader that married women should not work.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from lines 1–9.

(6)

Level 1	1–2	<ul style="list-style-type: none"> <li>Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li> <li>Limited evaluative assertions offered, with little or no personal and critical judgement about the text.</li> <li>The selection of references is limited and not always relevant to the points being made.</li> </ul>
Level 2	3–4	<ul style="list-style-type: none"> <li>Clear explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text</li> <li>Clear evaluative opinion offered with clear personal and critical judgements about the text.</li> <li>The selection of references is appropriate and relevant to the comments being made.</li> </ul>
Level 3	5–6	<ul style="list-style-type: none"> <li>Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li> <li>Developed critical evaluation offered with convincing personal judgement about the text.</li> <li>The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.</li> </ul>

- 5 Read this extract.

Few of the children thus inhumanly sacrificed were more than eight years old, and several were considerably less, and had barely strength sufficient to perform the office that was required from them. In the winter-time they never see day-light except on a Sunday, for it has been discovered that they can serve for 13 hours a day without perishing<sup>4</sup>, and they are pitilessly compelled to such a term of solitary confinement, with as little consideration for the injury that they suffer, as is felt for the hinges and pulleys of the doors at which they attend. As soon as they rise from their beds they descend down the pit, and they are not relieved from their prison till, exhausted with watching and fatigue, they return to their beds again.

In the extract, the writer tries to show that children were being mistreated in the coalmine.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from the extract.

(6)

# AO4 Assessment style – 12 marks

6 For this question refer to the whole of Text 2.

'In my view, this text shows how bad working conditions were in coalmines.'

Based on your evaluation of the text, how far do you agree with this opinion?

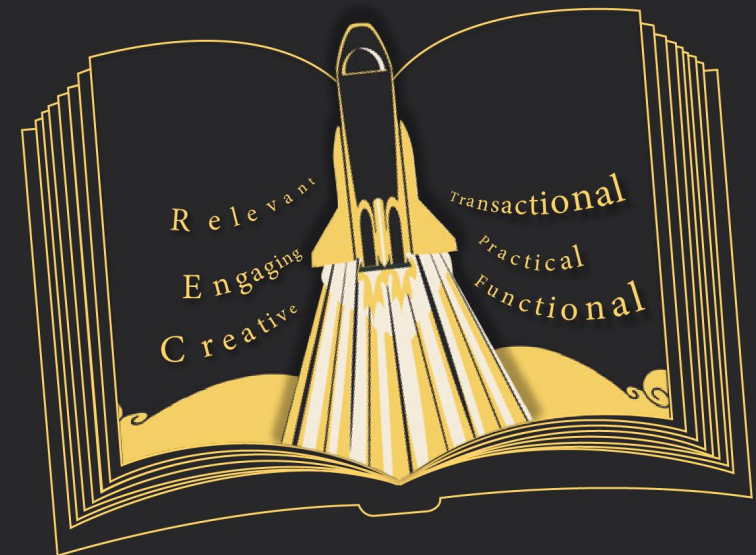
Use examples from the text to support your evaluation.

(12)

Level 1	1–2	<ul style="list-style-type: none"><li>• Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li><li>• Limited evaluative assertions offered, with little personal judgement about the text.</li><li>• The selection of references is limited and not always relevant to the points being made.</li></ul>
Level 2	3–4	<ul style="list-style-type: none"><li>• Straightforward comment on writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li><li>• Straightforward evaluative opinions offered with some personal judgements about the text.</li><li>• The selection of references is valid, though not always developed or secure in relation to the points being made.</li></ul>
Level 3	5–7	<ul style="list-style-type: none"><li>• Sound explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li><li>• Informed evaluative opinion offered with sound personal judgements about the text.</li><li>• The selection of references is appropriate and relevant to the comments being made.</li></ul>
Level 4	8–10	<ul style="list-style-type: none"><li>• Developed analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li><li>• Developed critical evaluation offered with detailed personal judgements about the text.</li><li>• The selection of references is appropriate, detailed and fully supports the evaluation being made.</li></ul>
Level 5	11–12	<ul style="list-style-type: none"><li>• Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li><li>• Sustained and detached critical evaluation offered with convincing personal judgement about the text.</li><li>• The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.</li></ul>



# Exam Issues



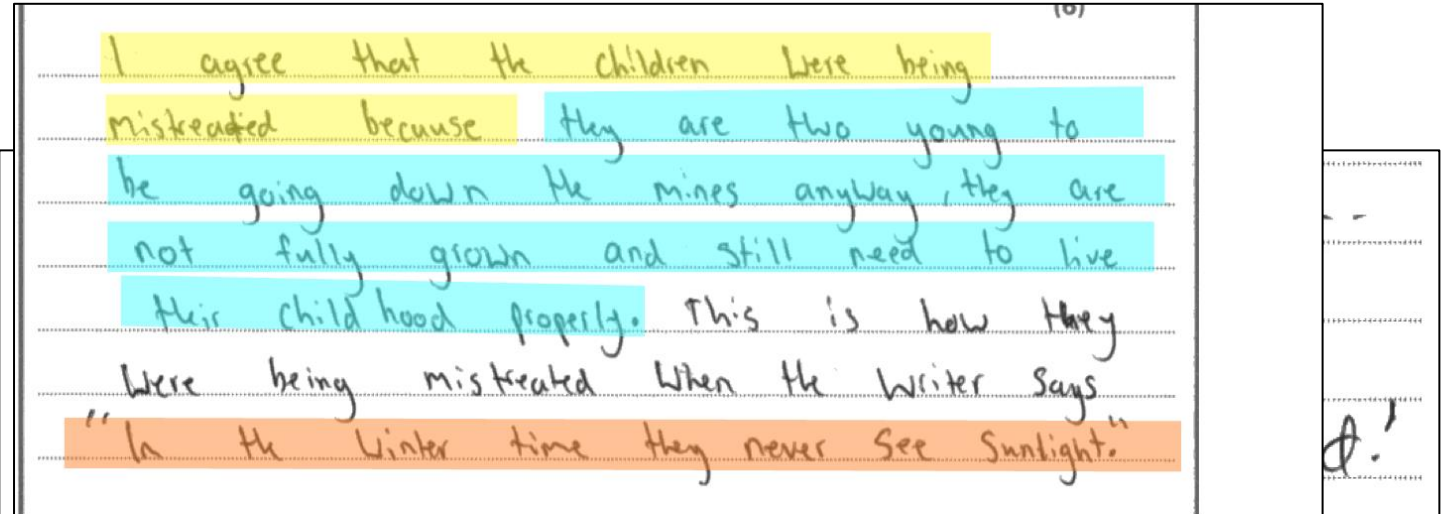
## AO4 – Exam issues – 6-mark questions

- Lack of evaluation
- Giving personal responses
- Not sticking to the line numbers
- Using quotations to re-tell the extract

The writer ~~des~~ successfully shows the mistreatment in the coal mines due to the dehumanisation of the children. A quote to show this would be 'inhumanely sacrificed.' It <sup>shows</sup> ~~states~~ the way their treatment was so inhumane they were basically being sacrificed.

# AO4 – Exam issues – 6-mark questions

- Lack of evaluation
- Giving personal responses
- Not sticking to the line numbers
- Using quotations to re-tell the extract

		
<b>Question 5</b>		
Level	Mark	AO4 descriptor Evaluate texts critically and support this with appropriate textual references
	0	<ul style="list-style-type: none"><li>• No rewardable material.</li></ul>
Level 1	1–2	<ul style="list-style-type: none"><li>• Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li><li>• Limited evaluative assertions offered, with little or no personal and critical judgement about the text.</li><li>• The selection of references is limited and not always relevant to the points being made.</li></ul>

## AO4 – Exam issues – 12-mark questions

- Lack of evaluation
- Formulaic answers – two agree/one disagree
- Re-telling the extract

The appearances of the children are shown as 'ragged and beastly.' This suggests that the working conditions were bad as their clothes were not in a good state and they didn't look how children were expected to look.

Overall, I feel that the text successfully shows the bad working conditions in the coal mine, as the children were expected to work in dark, with no ~~care~~<sup>care</sup> being shown towards them, which no child deserves.



# AO4 – Exam issues – 12-mark questions

- Lack of evaluation
- Formulaic answers – two agree/one disagree
- Re-telling the extract

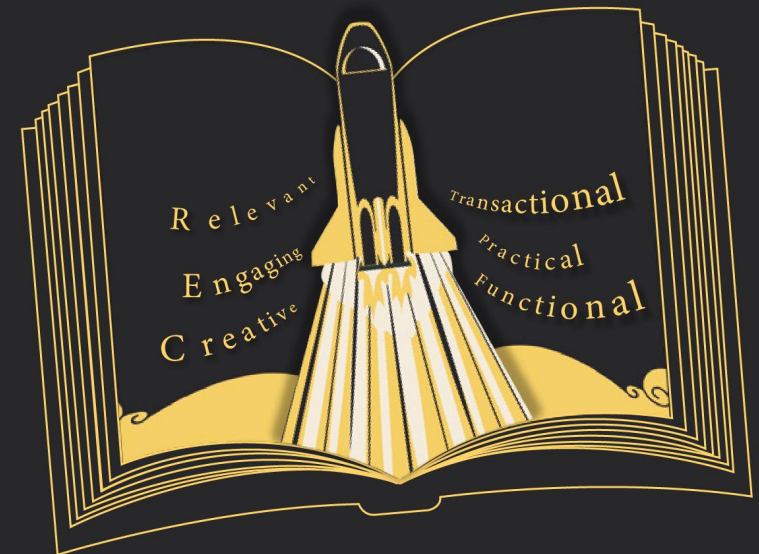
(12)  
See  
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WIN  
No

I fully agree with this opinion because ~~they are~~ <sup>See</sup> business men at the 19th century are using their wealth and power to exploit these ~~young~~ <sup>and</sup> vulnerable children.

I fully agree because in the text the writer shows how ~~they~~ the children look like. In the quote, 'down by a ~~got~~ young girl, covered in ~~filthy~~ <sup>filth</sup>' this shows how that they are treated because of how disgusting they look.

Another ~~was~~ example that the children are treated poorly is how that the corrupted business men had figured out how ~~much~~ <sup>in</sup> many hours a child could ~~be used~~ <sup>be used</sup> in a day with out dying. We see that in the quote 'they can serve for 13 hours a day without perishing'.

# Hints, tips and resources



# What are they evaluating?

Level 1	1-2	<ul style="list-style-type: none"> <li>Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li> <li>Limited evaluative assertions offered, with little or no personal a critical judgement about the text.</li> <li>The selection of references is limited and not always relevant to points being made.</li> </ul>
Level 2	3-4	<ul style="list-style-type: none"> <li>Clear explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text</li> <li>Clear evaluative opinion offered with clear personal and critical judgements about the text.</li> <li>The selection of references is appropriate and relevant to the comments being made.</li> </ul>
Level 3	5-6	<ul style="list-style-type: none"> <li>Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li> <li>Developed critical evaluation offered with convincing personal judgement about the text.</li> <li>The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.</li> </ul>

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Level 2	3-4	<ul style="list-style-type: none"> <li>Straightforward comment on writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li> <li>Straightforward evaluative opinions offered with some personal judgements about the text.</li> <li>The selection of references is valid, though not always developed or secure in relation to the points being made.</li> </ul>
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# But what are ideas, opinions, viewpoints?

A useful way to approach evaluation questions is to consider the writer's intentions and how they have achieved this intention with the **ideas, opinions and viewpoints** they have used.

Idea	Opinion	Viewpoint



Ideas  
Opinions  
Viewpoints



© Diego Cervo / Shutterstock

You are writing an article persuading young women that true equality has now been achieved in society. Which image would you select, and why?



© Klaus Vedfelt/DigitalVision via Getty Images



© langstrup / 123RF



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© michaeljung / Shutterstock

# AO4 – using images

This image aims to persuade young women that the construction industry can offer them a rewarding career path.

Is it successful? Give three reasons for your opinion.

Ideas  
Opinions  
Viewpoints



© Mark Agnor / 123RF



**NEW AND MAGNIFICENT CLIPPER FOR SAN FRANCISCO.**  
**MERCHANTS' EXPRESS LINE OF CLIPPER SHIPS!**  
 Loading none but First-Class Vessels and Regularly Dispatching the greatest number.  
 THE SPLENDID NEW OUT-AND-OUT CLIPPER SHIP



**CALIFORNIA**  
 HENRY BARBER, Commander, AT PIER 13 EAST RIVER.

This elegant Clipper Ship was built expressly for this trade by Samuel Hall, Esq., of East Boston, the builder of the celebrated Clippers "Albatross," "Hambrook," "John Bull," and others. She will fully equal them in speed! Usual prompt dispatch and a very quick trip may be relied upon. Engagements should be completed at once.

Agents in San Francisco: Messrs. DE WITT RUTLER & CO.

**RANDOLPH M. COOLEY, 88 Wall Street, Tontine Building.**

Ideas  
 Opinions  
 Viewpoints

All these images attempt to persuade people to try life in the New World.  
 Which is the most successful?



**NEW ZEALAND WANTS**  
**Domestic Servants**  
 RICH COUNTRY.  
 FINE CLIMATE.  
 GOOD WAGES.  
 WORK WAITING.  
 FARE \$2.16.0.

For full particulars apply to the High Commissioner for New Zealand (Emigration Department) in Victoria St. LONDON.



# EMIGRATION TO **SOUTH AUSTRALIA**

Her Majesty's Colonization Commissioners having determined to dispatch in the course of a few weeks a large number of Emigrants, all eligible persons may obtain, by making an **IMMEDIATE** application, a

# FREE PASSAGE!

*The classes of persons now in requisition are*  
**Agricultural Laborers,**  
**SHEPHERDS, CARPENTERS**  
**BLACKSMITHS**

AND  
**STONE MASONS**

And all Persons connected with Building.

*Application to be made to*

**Mr. I. LATIMER,**  
**Rosewin-row, TRURO.**

B. BRAD, PRINTER AND BOOKBINDER, BURLINGTON STREET, TRURO.

# AO4

The state of society is becoming fearful, almost equalling California: robbery and murder are occurring daily, in fact, almost hourly, and some of them most brutal.

I am obliged to sleep with loaded pistols under my head, as there is such an awful set abroad. They think nothing of getting through a brick wall, the walls being only one brick in thickness. We have luckily escaped as yet, but they will no doubt try it some night.

Ideas  
Opinions  
Viewpoints

All these writers attempt to describe the severity of life in the New World. Which writer is the most successful?

There are hundreds of families living in their own tents at Canvass Town, and the poor creatures are dying there like rotten sheep, with dysentery and typhus fever, and the doctors say it is lucky that this has not been a hot summer, or there would have been fearful work, for there are no drains or sewers, and water very scarce, cesspools and closets all open to the street. In fact, on a hot day, it is horrible.

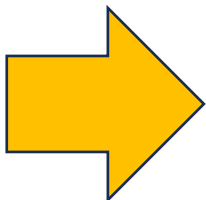
The rain here, too, is rain indeed, not in drops but in buckets full. You would hardly believe me when I tell you we had one night when returning from the concert after two or three hours rain, to walk up one street and down another to find a safe place to get over, the water being four or five feet deep, and running like a river. Now, that is summer; what the winter will be I dread to think of.

# Using the mark scheme

**Explain**

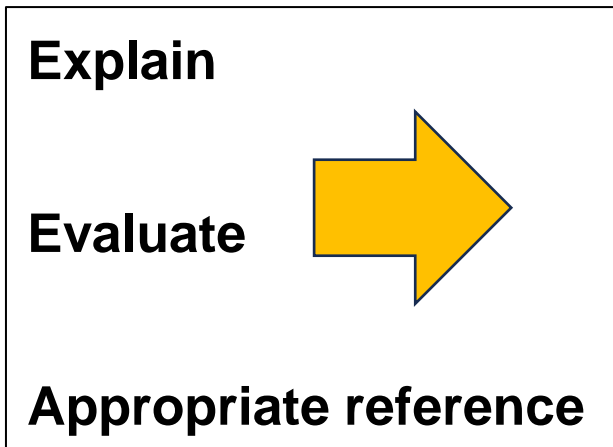
**Evaluate**

**Appropriate reference**



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# Using the mark scheme



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# AO4 approaches

Find **appropriate references** [ideas/opinions, etc]

**Explain** the reference – how does it fit the question?

Evaluate/**make a judgement** – how will readers feel?

**Explain**

**Evaluate**

**Appropriate reference**

Level	Mark	AO4 descriptor Evaluate texts critically and support this with appropriate textual references
	0	<ul style="list-style-type: none"><li>No rewardable material.</li></ul>
Level 1	1–2	<ul style="list-style-type: none"><li>Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li><li>Limited evaluative assertions offered, with little or no personal and critical judgement about the text.</li><li>The selection of references is limited and not always relevant to the points being made.</li></ul>
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# Explaining the skills

The photographer tries to persuade viewers that teaching is a rewarding profession.

Evaluate how successfully this is achieved.

Give **three reasons** for your opinion and examples from the image.

Ideas  
Opinions  
Viewpoints

A child is laughing in response to the teacher.



© rawpixel / 123RF

What does that suggest?

What will readers think?



## AO4 – Find, explain, evaluate

Young ladies like mustaches. Of course they do. A hero with chin whiskers or mutton-chops would be nowhere. So young gentlemen, to go to our first premises - by all means raise one! Oil it. Perfume it. Comb it. Brush it. Wax it. Curl it. Twist it. Twirl it. If necessary, dye it, and on no account stop stroking it, for if you do you will show the observing world that you are thinking of something else, and what fashionable young man ever forgets the existence of his mustache?

In this extract, the writer tries to persuade readers that a mustache is a something every young man would want.

How successful is he?

# Find three ideas quickly.

**Young ladies like mustaches.** Of course they do. A hero with chin whiskers or mutton-chops would be nowhere. So **young gentlemen**, to go to our first premises - by all means raise one! **Oil it. Perfume it. Comb it. Brush it. Wax it. Curl it. Twist it. Twirl it.** If necessary, dye it, and on no account stop stroking it, for if you do you will show the **observing world** that you are thinking of something else, and what **fashionable young man** ever forgets the existence of his mustache?

**Explain – how do they relate to the question?**

<b>Young ladies like mustaches</b>	<b>Makes you attractive</b>
<b>Perfume it. Comb it.</b>	<b>Important accessory</b>
<b>observing world</b>	<b>Makes you noticeable</b>

# Evaluate – how will this affect readers?

<b>‘Young ladies like mustaches’</b>	<b>Makes you attractive</b>	<b>Readers would...</b>
<b>‘Perfume it. Comb it.’</b>	<b>Important accessory</b>	
<b>‘observing world’</b>	<b>Makes you noticeable</b>	

# Model Paragraph

Find	Firstly, the writer uses the idea that 'young ladies' like mustaches, which suggests that growing one will make readers attractive. This would probably be successful as most young people want to be attractive to the opposite sex.	Evaluate
Explain	<p>Secondly, the writer uses the idea that there are a lot of ways a young man can look after a mustache, for instance he can 'oil it' or 'comb it'. This suggests that it is an important accessory and male readers would feel left out if they didn't have one.</p> <p>Finally the reader suggests with 'the observing world' that people will notice a mustache which will make readers feel that they would look out of place if they didn't have one.</p>	

# Find appropriate **ideas, viewpoints, opinions**

In this extract, the writer tries to persuade readers to travel by train.

Evaluate how successfully this is achieved.

Give three reasons for your opinion and use examples from the extract.



The third-class ticket gives you quite as good a chance, perhaps a better one, of being pushed into a first-class carriage, and in whatever class of carriage you may happen to be carried into by the excited throngs who "rush" the swiftly-succeeding trains, you will find much the same kind of crowded company. In all classes **I have been nearly smothered**, as it were between featherbeds, by plump-matrons. Of course, trodden-on-toes don't count. Everybody treads on everybody else's toes. The ride, however, is not a long one, and if you only keep your temper - do not give yourself airs - you may get a good deal of fun instead of annoyance out of the universal "squeeze".

This is an idea about what train tickets, so it is relevant to the question.

This an opinion about what it is like to travel by train, so it is relevant to the question.

# Explain – using inference

In this extract, the writer tries to persuade readers to travel by train.

Evaluate how successfully this is achieved.

Give three reasons for your opinion and use examples from the extract.

The third-class ticket gives you quite as good a chance, perhaps a better one, of being pushed into a first-class carriage, and in whatever class of carriage you may happen to be carried into by the excited throngs who "rush" the swiftly-

This is an idea about what train tickets, so it is relevant to the question.

The writer successfully persuades readers to travel by train by using the idea that third-class tickets can get you 'pushed into a first class carriage', which suggests **it does not have to be expensive.**

# Evaluate – readers?

The writer successfully persuades readers to travel by train by using the idea that third-class tickets can get you 'pushed into a first-class carriage', suggesting it does not have to be expensive, **which might reassure readers who do not have much money.**



# Model Paragraph

	<p>The writer successfully persuades readers to travel by train by using the idea that third-class tickets can get you ‘pushed into a first-class carriage’, suggesting it does not have to be expensive, which might reassure readers who do not have much money.</p>	<p>Use an appropriate reference</p>
<p>Explain</p>		<p>Evaluate</p>

# AO4 – How to do it for twelve marks

## Responses may include:

- the opening sentence immediately suggests how cramped conditions were as the lift shaft is described as 'a duct about six feet in diameter'. This effectively suggests that the conditions will be unpleasant as it sounds claustrophobic
- the account of the darkness and silence – 'all became darkness' and 'a dreary silence' – successfully creates a negative impression in the reader's mind as the lack of noise and light are perceived as frightening
- this is further reinforced when they reached the bottom of the lift shaft as it is described as '630 feet from the light', adding to the gloomy atmosphere the writer has already created. The repetition of the reference to darkness, 'pitch dark, not a ray of light', is successful in creating an unpleasant atmosphere
- once in the mine the lack of light is repeated several times, effectively showing how bad the conditions were: 'which did not dispel the darkness', 'the gloom', 'without a light'
- the description of his encounter with the horse-drawn carts, driven by young girls, gives the impression that it was very dangerous as they 'advanced like a meteor through the gloom', which suggests how fast they were moving. This would give the reader the impression of poor working conditions as it sounds quite frightening
- the description of the young girls driving these carts, 'covered with filth, and uttering some low obscenity', is intended to suggest that the poor conditions in the mine have caused this. The reader would be shocked especially as, at the time, girls were supposed to be demure and ladylike
- the constant (never-ending) activity in the mine is effectively suggested by the writer's comment 'We were frequently interrupted', which might show how hard the girls were forced to work
- the repeated description of the girls, 'ragged and beastly', 'a shameless indecency', reinforces how the awful working conditions had de-humanised the girls. The reader may be shocked that young girls had to work in such awful jobs
- the writer is badly affected by what he has seen, 'awe-struck as one was', which effectively conveys that what he has witnessed must be shocking
- the description, 'gloom and loneliness', successfully captures how horrible it was in the mine and the use of the word 'frightful' shows how dreadful it was. This is emphasised by 'the character of a hell', which clearly suggests that working conditions were terrible

Level 1	1–2	<ul style="list-style-type: none"><li>• Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li><li>• Limited evaluative assertions offered, with little personal judgement about the text.</li><li>• The selection of references is limited and not always relevant to the points being made.</li></ul>
Level 2	3–4	<ul style="list-style-type: none"><li>• Straightforward comment on writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li><li>• Straightforward evaluative opinions offered with some personal judgements about the text.</li><li>• The selection of references is valid, though not always developed or secure in relation to the points being made.</li></ul>
Level 3	5–7	<ul style="list-style-type: none"><li>• Sound explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li><li>• Informed evaluative opinion offered with sound personal judgements about the text.</li><li>• The selection of references is appropriate and relevant to the comments being made.</li></ul>
Level 4	8–10	<ul style="list-style-type: none"><li>• Developed analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li><li>• Developed critical evaluation offered with detailed personal judgements about the text.</li><li>• The selection of references is appropriate, detailed and fully supports the evaluation being made.</li></ul>
Level 5	11–12	<ul style="list-style-type: none"><li>• Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li><li>• Sustained and detached critical evaluation offered with convincing personal judgement about the text.</li><li>• The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.</li></ul>

# AO4 – How to do it for twelve marks

## Responses may include:

- the opening sentence immediately suggests the shaft is described as 'a duct about six feet high' and the conditions will be unpleasant as it sounds quite frightening
- the account of the darkness and silence – successfully creates a negative impression in the reader's mind as the lack of noise and light are perceived as frightening
- this is further reinforced when they reach the bottom of the lift shaft as it is described as '630 feet from the light', adding to the gloomy atmosphere the writer has already created. The repetition of the reference to darkness, 'pitch dark, not a ray of light', is successful in creating an unpleasant atmosphere
- once in the mine the lack of light is repeated several times, effectively showing how bad the conditions were: 'which did not dispel the darkness', 'the gloom', 'without a light'
- the description of his encounter with the horse-drawn carts, driven by young girls, gives the impression that it was very dangerous and how fast they were moving. This would give the reader the impression of poor working conditions as it sounds quite frightening
- the description of the young girls driving these carts, 'covered with filth, and uttering some low obscenity', is intended to suggest that the poor conditions in the mine have caused this. The reader would be shocked especially as, at the time, girls were supposed to be demure and ladylike
- the constant (never-ending) activity in the mine is effectively suggested by the writer's comment 'We were frequently interrupted', which might show how hard the girls were forced to work
- the repeated description of the girls, 'ragged and beastly', 'a shameless indecency', reinforces how the awful working conditions had de-humanised the girls. The reader may be shocked that young girls had to work in such awful jobs
- the writer is badly affected by what he has seen, 'awe-struck as one was', which effectively conveys that what he has witnessed must be shocking
- the description, 'gloom and loneliness', successfully captures how horrible it was in the mine and the use of the word 'frightful' shows how dreadful it was. This is emphasised by 'the character of a hell', which clearly suggests that working conditions were terrible

- the account of the darkness and silence – 'all became darkness' and 'a dreary silence' – successfully creates a negative impression in the reader's mind as the lack of noise and light are perceived as frightening
- this is further reinforced when they reached the bottom of the lift shaft as it is described as '630 feet from the light', adding to the gloomy atmosphere the writer has already created. The repetition of the reference to darkness, 'pitch dark, not a ray of light', is successful in creating an unpleasant atmosphere
- once in the mine the lack of light is repeated several times, effectively showing how bad the conditions were: 'which did not dispel the darkness', 'the gloom', 'without a light'
- the description of his encounter with the horse-drawn carts, driven by young girls, gives

		<ul style="list-style-type: none"> <li>The selection of references is limited and not always relevant to the points being made.</li> </ul>
Level 2	3–4	<ul style="list-style-type: none"> <li>Straightforward comment on writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.</li> <li>Straightforward evaluative opinions offered with some personal judgements about the text.</li> <li>The selection of references is valid, though not always developed or secure in relation to the points being made.</li> </ul>
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## AO4 – 12-mark questions

‘In my view, the advice is very helpful as it would help women to avoid appearing rude.’

How far do you agree with this opinion?

### ETIQUETTE OF MORNING CALLS

Ladies do not expect visitors before two, nor after five. A lady may rise on receiving the visit of a gentleman, if she wishes, on account of his ages, etc., to pay him marked respect ; but, generally speaking, she need not rise from her seat on entrance of male visitors. Ladies and gentlemen who meet at a friend's house, may, if mutually agreeable, enter into conversation without the ceremony of an introduction. A lady has the privilege of taking another lady or a gentleman to pay a visit to a friend. Fashionable ladies, during the London season, have their days fixed for receiving morning visitors, and on these occasions their drawing-rooms are crowded; and after paying her respects to the mistress of the house, a lady seats herself wherever she finds a vacant chair.

# Overview

## ETIQUETTE OF MORNING CALLS

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On the whole I agree with the statement as the advice is very detailed and the writer seems very knowledgeable.

For instance,

I both agree and disagree with the statement because whilst the writer is very knowledgeable, some of the advice seems very complicated.

For instance,

# Model Paragraph

Refer to the question	<b>On the whole I agree with the statement as the advice is very detailed and the writer seems very knowledgeable.</b>	Find – Use a specific reference from the text
Explain – the writer’s ideas/opinions, etc.	<p>From the start the advice given is very detailed. For instance, the writer tells readers that ladies do not have to rise from their seat, but first gives a suggestion that they could do so if the male is older. This would help reassure female readers that even if they accidentally fail to stand for an older man, they will not be seen as rude. The writer then continues with details about ...</p> <p>The writer sounds very knowledgeable about the etiquette of visits. For instance...</p>	Evaluate – Make a judgement about the text based on how readers will feel.



# AO4 – different readers/different interpretations

'Images such as these are very positive as they show that previously white-male dominated professions are now open to all.'

How far do you agree with this opinion?



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# AO4 – reaching for the top

‘Images such as these are very positive as they show that previously white-male dominated professions are now open to all.’

How far do you agree with this opinion?

Analyse ideas

Developed evaluation

Discerning references



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# AO4 – analyse the ideas in the text – why were they chosen?

The state of society is becoming fearful, almost equalling California: robbery and murder are occurring daily, in fact, almost hourly, and some of them most brutal.

I am obliged to sleep with loaded pistols under my head, as there is such an awful set abroad. They think nothing of getting through a brick wall, the walls being only one brick in thickness. We have luckily escaped as yet, but they will no doubt try it some night.

All these writers attempt to describe the severity of life in the New World. Which writer is the most successful?

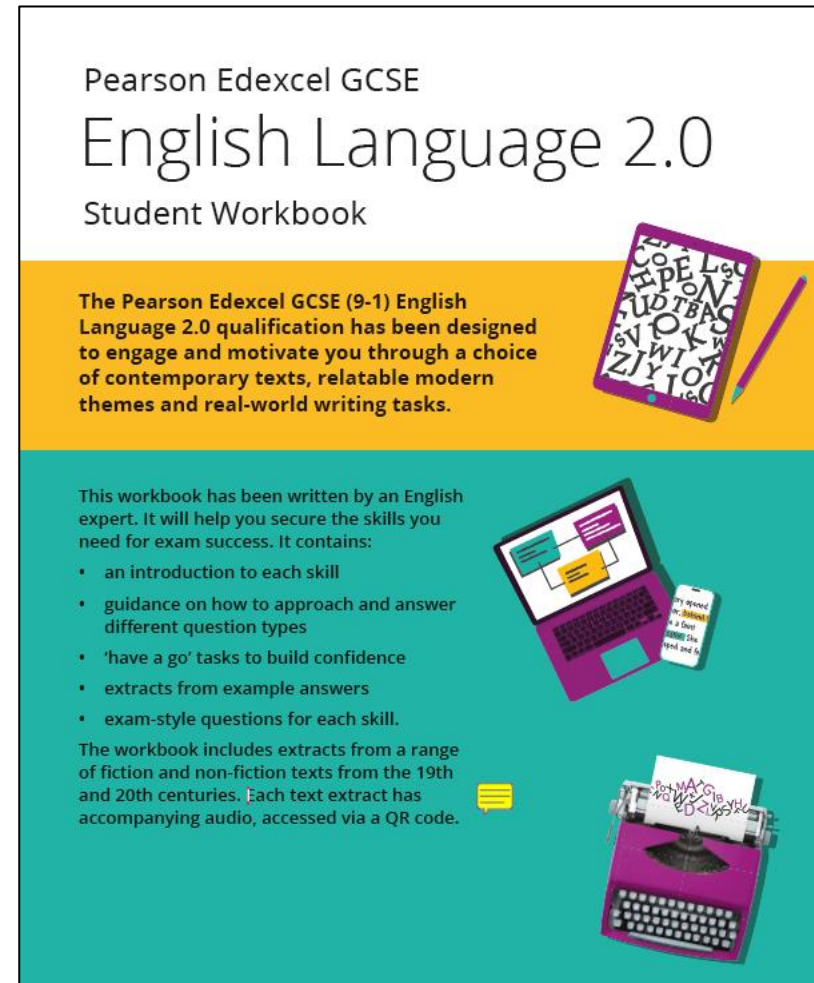
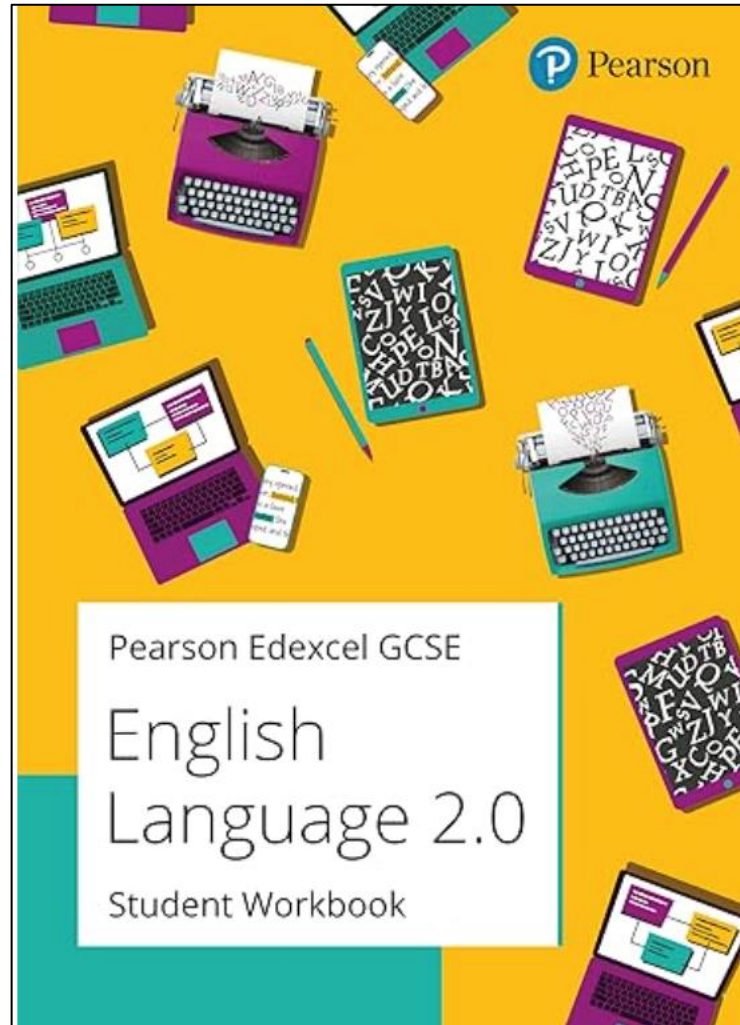
There are hundreds of families living in their own tents at Canvass Town, and the poor creatures are dying there like rotten sheep, with dysentery and typhus fever, and the doctors say it is lucky that this has not been a hot summer, or there would have been fearful work, for there are no drains or sewers, and water very scarce, cesspools and closets all open to the street. In fact, on a hot day, it is horrible.

The rain here, too, is rain indeed, not in drops but in buckets full. You would hardly believe me when I tell you we had one night when returning from the concert after two or three hours rain, to walk up one street and down another to find a safe place to get over, the water being four or five feet deep, and running like a river. Now, that is summer; what the winter will be I dread to think of.



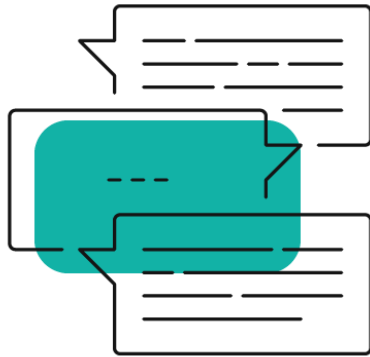
Any questions?

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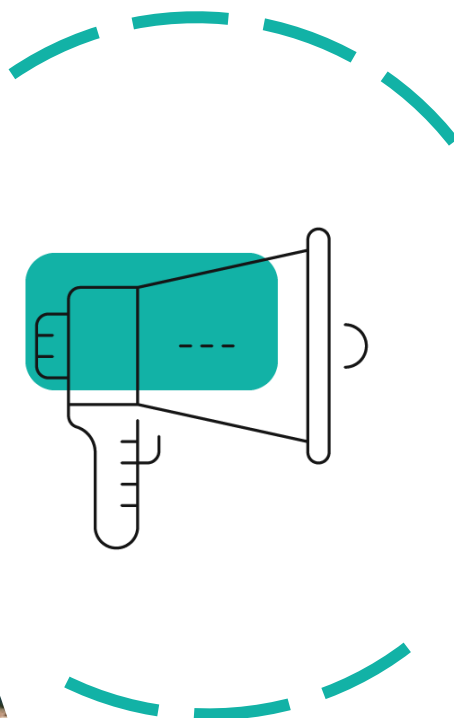




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