

# GCSE (9–1)

# English

# Language

# 2.0

Anthology of Unseen  
19<sup>th</sup> Century Texts -  
Paper 1





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# Introduction

The purpose of this anthology is to help you prepare for Paper 1 of the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in English Language 2.0. The anthology contains four topic pairs from a variety of 19<sup>th</sup> century non-fiction texts.

All the extract pairs are between approximately 650–750 words in length to reflect the length of the extracts in each examination and each has a short introduction to put the extract into context.

The texts in this anthology are provided to complement your current teaching materials and to guide your text choices for preparation for the examination. These texts will NOT appear in the examination.

The questions are suggestions and are designed to be used in the classroom for discussion and to aid understanding of the assessment objectives. You may wish to use past papers and the specimen papers for your mock assessments.

# Topic 1: Ghosts

## Text 1

*In this edited article from a newspaper written in 1860, the writer discusses ghosts and ghost stories.*



There is, and always has been, a widespread belief in ghosts.

1

All ghost stories have in them more or less of the terrible; and the idea of the dead manifesting<sup>1</sup> themselves to the living, is not by any means agreeable. Most of us would dread such an encounter.

Most ghost stories tell us that ghosts appear for some certain object; that there is some reason for their quitting the land of the shadows to return to the place of their earthly residence; and that they have something of importance to communicate to the living. But there are numerous instances in which they are said to have appeared for no particular reason.

5

Without entering further on the subject of ghost stories, we may here state our conviction that every one of them, if properly investigated, would show that deception has been practised: deceptions in numerous instances, arising from natural causes, such as bodily infirmity<sup>2</sup>, mental depression, or optical illusion; in others, by the mere force of the imagination and the fear which is usually felt at the idea of holding communion<sup>3</sup> with the dead; and lastly, that many of these cases are nothing more than fraudulent deceptions on the weak and credulous<sup>4</sup>.

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## Glossary

<sup>1</sup> *manifesting* – showing

<sup>2</sup> *infirmity* – weakness

<sup>3</sup> *communion* – a meeting

<sup>4</sup> *credulous* – people who easily believe

## Text 1: Ideas for questions for each AO

Assessment Objective	Question
<b>AO1 (explicit)</b>	List <b>four</b> reasons that a ghost may return.
<b>AO2</b>	How does the writer use language to interest and inform the reader?
<b>AO4</b>	<p>In lines 5-16, the writer attempts to persuade the reader that ghosts do not exist.</p> <p>Evaluate how successfully this is achieved.</p> <p>Give <b>three</b> reasons for your opinion and use examples from lines 5-16.</p>
<b>AO4</b>	<p>In lines 1-9, the writer tries to persuade the reader that ghosts are real.</p> <p>Evaluate how successfully this is achieved.</p> <p>Give <b>three</b> reasons for your opinion and use examples from lines 1-9.</p>

## Text 2

*In this edited extract from The New York World (1894), Nelly Bly, one of the first female investigative journalists, talks about how she is preparing to visit a haunted house in New Jersey in America.*

Afraid of ghosts? Oh, no! Not !! Why, I was wildly eager to see one, and as for living in a haunted house, I just hankered<sup>1</sup> for a chance.

1

I remember that when the subject of spending a night alone in a ghost-ridden place was first broached<sup>2</sup> to me I smiled. "I have never been afraid of anything," I said at the time. And as for passing the night there, out in the bleak hills of New Jersey – why, I accepted the proposition joyously.

5

I would go out there. I would stay there alone from midnight to cock-crow<sup>3</sup> – when ghosts walk – and I would demonstrate what utter nonsense all this talk of haunted houses was, and what sheer stupidity it was for women – yes, and men too – to be scared out of their senses by a lot of rubbishy gossip over a ghost.

10

All that happened in a warm, highly lighted room, with a lot of people around. Later, when I was by myself, I got to thinking very seriously over what I was about to do. I got frightened. But I hadn't the courage to say so. Anyway, it was too late to retreat, for I had made my boast and given my promise.

I was to go to Dover, New Jersey and drive from there some sixteen miles, out into a wild, unsettled part of the country to a vacant house that has been much written about as haunted. This house – very old and dilapidated – stands alone, surrounded by hills and wild woods. The nearest habitation is a mile distant across fields that none but a spirit could cross, and heaven knows how far it is off by road.

15

Now, in this house I was to stay all night alone and watch for the spirit of a young and beautiful girl that, so legend says, was murdered there and buried in the cellar. People who have lived in the house solemnly swear to having heard all kinds of strange and terrifying noises, and to having seen, in the darkness, a little waxen<sup>4</sup> hand that beckoned them. None of them ever dared to follow.

20

### THE GHOST'S HABITAT

25

This hand would apparently open and close the cellar door, for often, when people were sitting in the kitchen with bright lights, the latch would lift and that door would open and shut, and evidently an invisible form would pass through.

This was more than human nerves could stand, and tenant after tenant, who had been attracted by the cheap rent, had to give up and move away. Lately the house has been given up entirely to the ghost. No one would live in it, and the story of the uncanny visitations has spread over the entire county, making the place one of horror to everybody about there.

30

Had I the courage to do it?

35

## Glossary

<sup>1</sup> *hankered* – longed for

<sup>2</sup> *broached* – suggest something difficult or uncomfortable

<sup>3</sup> *cock-crow* – early morning or dawn

<sup>4</sup> *waxen* – smooth and pale

## Text 2: Ideas for questions for each AO

Assessment Objective	Question
<b>AO1 (explicit)</b>	In lines 1-6, give <b>two</b> feelings Nelly shows about going to a haunted house.
<b>AO1 (explicit)</b>	In lines 20-28, give <b>two</b> things the ghost does to scare people.
<b>AO1 (implicit)</b>	In lines 15-19, give <b>two</b> ways the house may be frightening to stay in.
<b>AO4</b>	<p>In lines 20-31, the writer attempts to persuade the reader that the house is haunted.</p> <p>Evaluate how successfully this is achieved.</p> <p>Give <b>three</b> reasons for your opinion and use examples from lines 20-31.</p>
<b>AO4</b>	<p>In lines 1-14, the writer tries to show to reader that she is not afraid to stay in a haunted house.</p> <p>Evaluate how successfully this is achieved.</p> <p>Give <b>three</b> reasons for your opinion and use examples from lines 1-14.</p>
<b>AO4</b>	<p>‘In my view, this text shows that everyone is scared of ghosts and haunted houses’.</p> <p>Based on your evaluation of the text, how far do you agree with this opinion?</p>
<b>AO4</b>	<p>‘In my view, this text shows that ghosts and haunted houses do not exist.’</p> <p>Based on your evaluation of the text, how far do you agree with this opinion?</p>
<b>AO4</b>	<p>‘In my view, this text shows that Nelly Bly is brave.’</p> <p>Based on your evaluation of the text, how far do you agree with this opinion?</p>



# Topic 2: Health and first aid

## Text 1

*In this edited newspaper article written in 1888, the writer discusses how everyone should be trained in first aid or “ambulance-teaching”.*



The spread of ambulance-teaching<sup>1</sup> is a gratifying feature of that education which includes both old and young in its scope. It is more than interesting to note how eagerly the principles of “first aid to the injured” are imbibed<sup>2</sup> by men and women: indeed, as far as ambulance instruction is concerned, I should say the gentler sex<sup>3</sup> are more frequently in a position to exercise their knowledge than are their male neighbours. Mothers, nurses, and others are always in a position to deal at once with domestic accidents and many a life has been saved at home from such accidents as choking, burning, bleeding and so forth, by the timely and prompt aid which the ambulance student is able to afford.

1

5

Recently a man sustained a severe wound of his arm which severed the principal vessels. A bystander at once applied a tourniquet<sup>4</sup> made with a stick and a handkerchief) over the main artery of the upper arm and checked the dangerous bleeding. But for this timely aid, the man, as the doctor subsequently in attendance declared, would have perished. Therefore, may we advocate that senior boys and girls, before they leave school should be trained in ambulance work. Personally, I know this kind of instruction is thoroughly appreciated by the young when these details are clearly taught.

10

15

## Glossary

<sup>1</sup> *ambulance-teaching* – emergency first aid lessons or skills

<sup>2</sup> *imbibed* – absorbed

<sup>3</sup> *gentler sex* – old fashioned and outdated term for women

<sup>4</sup> *tourniquet* – a device which is wrapped tightly around a wound to stop it bleeding

## Text 1: Ideas for questions for each AO

Assessment Objective	Question
<b>AO1 (implicit)</b>	List <b>four</b> people who would benefit from ambulance teaching.
<b>AO2</b>	How does the writer use language to interest and inform the reader?
<b>AO4</b>	<p>In lines 1-9, the writer tries to show that ambulance teaching is a vital skill for everyone.</p> <p>Evaluate how successfully this is achieved.</p> <p>Give <b>three</b> reasons for your opinion and use examples from lines 1-9.</p>
<b>AO4</b>	<p>In lines 10-17, the writer tries to persuade the reader that ambulance teaching should be taught in schools.</p> <p>Evaluate how successfully this is achieved.</p> <p>Give <b>three</b> reasons for your opinion and use examples from lines 10-17.</p>

## Text 2

*In this edited article from a magazine written in 1886, the writer advises her readers on how to prepare for accidents at home.*

Everybody knows that accidents will happen. All are liable to them, but all do not know how to deal with them. The majority of folks become unnerved and excited when they occur and instead of taking prompt and proper measures to remedy the mischief<sup>1</sup>, aggravate it to such an extent that what might have been only a slight inconvenience becomes a great misfortune.

Accidents are very useful. For one thing, they bring out character, and often where it is least expected. It will generally be found that when there is any sudden call for self-control and presence of mind, one person steps to the front and immediately assumes the position which is his or hers by right of the possession of those qualities. Those around simply obey their leader. Accidents are indeed a misfortune when they occur in the presence of those who can do nothing but rush wildly about and add to the confusion which is to a certain extent unavoidable.

The next best thing to preventing an accident is to be prepared for it. In every home there ought to be a place known to all the members of the household, but out of reach of the children, set apart for things which are likely to be wanted in case of accident. These should include a good pair of scissors, three or four large needles, ready threaded, some broad tape, a little lint<sup>2</sup>, a roll of clean old linen, flannel, and calico<sup>3</sup>, part of each of which should be torn into strips and some sticking-plaster. The possession of these articles will enable anyone who can act with self-possession and nerve to deal promptly and wisely with most of the every-day accidents to which flesh is liable.

For example - cuts require to be treated suitably according to their position and their character. A cut finger is best tied up in a rag with the blood. If a cut has any foreign substance such as glass, gravel, or dirt in it, this should be removed by being bathed in lukewarm water before the rag is put on. If a cut is severe, the blood should be examined. If it is dark, and oozes slowly from the wound, it comes from a vein and is not serious. If it is bright scarlet, and spurts out of the cut like water from a fountain, it comes from an artery, and a doctor ought at once to be sent for. Until medical aid can be procured, the wound should be tightly bound, and the artery should be tightly pressed above the wound and nearer the heart. A cut on the head requires great care. The hair should be cut all round the place, and lint dipped in water be laid upon it. As long as the first dressing of a cut remains firm and gives no pain, it need not be touched.

## Glossary

<sup>1</sup> *mischief* – harm or trouble

<sup>2</sup> *lint* – fleece material made from linen

<sup>3</sup> *calico* – a plain, woollen fabric

## Text 2: Ideas for questions for each AO

Assessment Objective	Question
<b>AO1 (explicit)</b>	In lines 1-6, give <b>two</b> ways people can react to accidents. OR In lines 22-30, give <b>two</b> ways to treat a cut on a finger.
<b>AO1 (implicit)</b>	In lines 6-21, give <b>two</b> ways people can deal with accidents.
<b>AO4</b>	In lines 1-12, the writer attempts to show how to react to accidents.  Evaluate how successfully this is achieved.  Give <b>three</b> reasons for your opinion and use examples from lines 1-12.
<b>AO4</b>	In lines 13-33, the writer attempts to explain how to deal with accidents.  Evaluate how successfully this is achieved.  Give <b>three</b> reasons for your opinion and use examples from lines 13-33.
<b>AO4</b>	In lines 13-33, the writer attempts to give practical advice to people about accidents at home.  Evaluate how successfully this is achieved.  Give <b>three</b> reasons for your opinion and use examples from lines 13-33.
<b>AO4</b>	In my view, this text shows that every household should be prepared for everyday accidents.  Based on your evaluation of the text, how far do you agree with this opinion?

# Topic 3: Phonograph

## Text 1

*In this edited open letter to Century Magazine in 1893, the writer describes his experience with a phonograph, an early example of a record player (a music playing device.)*



My own skill with the phonograph<sup>1</sup> is certainly not that of an expert, and yet I get enjoyment from the dance-music and the operatic fantasias<sup>2</sup> which it reels off in the evening for the amusement of the family, while people less pampered than I am in the matter of music are filled with enthusiasm over its performances. It is really music, and not a mere suggestion of music.

1  
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What may the phonograph, as a music-maker and teacher, not do for the world? Bear in mind that these phonograms<sup>3</sup> do not deteriorate by constant use, the same music coming out the hundredth time as perfectly as the first; also that facsimiles<sup>4</sup> of a good phonogram can be made in large numbers at almost nominal cost. Conceding its power of musical reproduction by means of wax cylinders, the imagination may run riot without exhausting the field opened before one.

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Besides giving musical pleasure past present computation<sup>5</sup> to the million, it will do wonders for the musician. First, it will offer the composer a means of indicating his wishes concerning time and expression. Secondly, it will become a great teacher of music, as even the phonographic echo of the piano, of singing, or of orchestral work, will be sufficient to furnish pupils with precise models. In the third place, it offers a means for solving tone problems too delicate for the powers of the human ear and heretofore beyond solution.

15

## Glossary

<sup>1</sup> *phonograph* – an early version of a record player where sound was recorded on wax cylinders and played through a thin funnel

<sup>2</sup> *fantasias* – a style of music

<sup>3</sup> *phonograms* – the wax cylinders played on phonographs

<sup>4</sup> *facsimiles* – copies

<sup>5</sup> *computation* – calculation

## Text 1: Ideas for questions for each AO

Assessment Objective	Question
<b>AO1 (implicit)</b>	List <b>four</b> benefits of a phonograph.
<b>AO1 (implicit)</b>	List <b>four</b> things you can do with a phonograph.
<b>AO2</b>	How does the writer use language to interest and inform the reader?
<b>AO4</b>	<p>In lines 6-18, the writer attempts to demonstrate that the phonograph is a successful invention.</p> <p>Evaluate how successfully this is achieved.</p> <p>Give <b>three</b> reasons for your opinion and use examples from lines 6-18.</p>
<b>AO4</b>	<p>In lines 6-18, the writer tries to persuade the reader that the phonograph will benefit musicians.</p> <p>Evaluate how successfully this is achieved.</p> <p>Give <b>three</b> reasons for your opinion and use examples from lines 6-18.</p>
<b>AO4</b>	<p>In lines 1-11, the writer attempts to persuade the reader that that phonographs are for everyone to use.</p> <p>Evaluate how successfully this is achieved.</p> <p>Give <b>three</b> reasons for your opinion and use examples from lines 1-11.</p>



## Text 2

*In this article from a newspaper written in 1878, the writer describes the many possible uses for the phonograph, an early example of a record player (a music playing device.)*

The effect is startling enough when, from some hillside hollow, an echo gives back, unexpectedly, an answering cry. But what if that echo were, by a touch of magic, able to leap into vocal life, with precisely the same cadences<sup>1</sup> and tones in which they were originally uttered; and this not once only, but a hundred times!

Yet nothing less – nay, infinitely more than this – has been achieved. To verify the assertion, one has only to step from the pavement of Regent-street into the London Stereoscopic Company's premises. There, this recent invention, the phonograph, which first imprints the message, then speaks or sings it off any number of times at the operator's will, can be seen and heard.

Some of the numerous possible applications of the phonograph may readily be guessed. By its means letters may be dispensed with. Friends and lovers, sundered<sup>2</sup> by half the globe, may communicate with each other by word of mouth. To effect this, all that is necessary is to speak into a phonograph, then to remove the metallic record from the cylinder, pack it in a box and send it by post to the Antipodes<sup>3</sup>; and, being there rotated on a similar instrument, it will deliver its message of friendship or love in the tones of the original speaker.

Dr William F. Channing, giving, in a popular scientific periodical, some anticipations concerning the phonograph, writes as follows: "We shall have galleries where phonotype<sup>4</sup> sheets will be preserved as photographs and books now are. The utterances of great speakers and singers will there be kept for a thousand years. In these galleries, spoken languages will be preserved from century to century with all the peculiarities of pronunciation, dialect, and brogue<sup>5</sup>. We shall go to public halls to hear these treasures of speech and song brought out and reproduced as loud as, or louder than, when first spoken or sung by the truly great ones of earth.

Certainly, within a dozen years, some of the great singers will be induced to sing into the ear of the phonograph, and the electrotyped cylinders thus obtained will be put into the hand-organs of the streets, and we shall hear the actual voices of our best singers ground out at every corner! In public exhibitions, also, we shall have reproductions of the sounds of nature, and of noises familiar and unfamiliar. Nothing will be easier than to catch the sounds of the waves on the beach, the roar of Niagara, the discords of the streets, the noises of animals, the puffing and rush of the rail-road train, the rolling of thunder, or even the tumult of a battle".

### Glossary

<sup>1</sup> *cadences* – particular pitches or distinctive sounds

<sup>2</sup> *sundered* – ripped apart or separated

<sup>3</sup> *Antipodes* – Australia and New Zealand

<sup>4</sup> *phonotype* – old record labels

<sup>5</sup> *brogue* – an accent when speaking

## Text 2: Ideas for questions for each AO

Assessment Objective	Question
<b>AO1 (explicit)</b>	In lines 17-24, give <b>two</b> ways the phonograph could be used in the future.
<b>AO1 (explicit)</b>	In lines 25-31, give <b>two</b> things people may be able to hear through the phonograph.
<b>AO1 (implicit)</b>	In lines 25-31, give 2 ways the phonograph could be used to help people hear new sounds.
<b>AO4</b>	<p>In lines 1-16, the writer attempts to persuade the reader that the phonograph is an exciting invention.</p> <p>Evaluate how successfully this is achieved.</p> <p>Give <b>three</b> reasons for your opinion and use examples from lines 1-16.</p>
<b>AO4</b>	<p>In lines 17-31, the writer attempts to explain the phonograph will allow everyone to hear new things.</p> <p>Evaluate how successfully this is achieved.</p> <p>Give <b>three</b> reasons for your opinion and use examples from lines 17-31.</p>
<b>AO4</b>	<p>‘In my view, this text shows that the phonograph will change people’s lives’.</p> <p>Based on your evaluation of the text, how far do you agree with this opinion?</p>
<b>AO4</b>	<p>In my view, this text allows the reader to see that the phonograph is an important invention’.</p> <p>Based on your evaluation of the text, how far do you agree with this opinion?</p>



# Topic 4: Sporting events

## Text 1

*In this edited extract from a newspaper report, the reporter discusses the swimming competition which took place between Mr Pewters and Mr Kenworthy at a swimming pool (or Baths) in Holborn, London.*



### Swimming

A highly skilful and scientific display of swimming took place in the Holborn Baths<sup>1</sup>, on Tuesday evening. At half-past eight o'clock the competitors made their appearance in the water, amid the cheers of the spectators.

1

Diving commenced the match. What appeared in this division of the sport to please best, was the picking up of objects scattered in the bath by the judges, a feat in which Mr. Pewters succeeded admirably; in one instance twenty pieces of chalk were thrown in and recovered by him in the short space of eight seconds.

5

The beautiful manner in which Mr. Kenworthy went through his sub-aqueous<sup>2</sup> duties, elicited much applause. Summersets<sup>3</sup>, back and front, in and out of the water, followed; the greatest number performed was thirteen. The swimming next ensued, commencing with hand over hand, swimming backwards the length of the bath in the fewest strokes, swimming with arms and legs tied, swimming in iron chains – all of which were performed in excellent style.

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The floating terminated the evening's entertainment, and consisted in laying without motion on the water, forming the figure of a crucifix, laying on the side and face, and a number of other clever and skilful dispositions of the body.

15

On the conclusion of the match, the judges awarded the prize to Mr. Kenworthy, the swimming-master to the baths.

### Glossary

<sup>1</sup> *Holborn Baths* – A swimming pool in London

<sup>2</sup> *sub-aqueous* – underwater

<sup>3</sup> *Summersets* – old fashioned word for a somersault or forward/backward roll.

## Text 1: Ideas for questions for each AO

Assessment Objective	Question
<b>AO1 (explicit)</b>	List <b>four</b> activities the men perform.
<b>AO2</b>	How does the writer use language to interest and inform the reader?
<b>AO4</b>	<p>In lines 1-13, the writer attempts to persuade the reader that the swimming competition is exciting.</p> <p>Evaluate how successfully this is achieved.</p> <p>Give <b>three</b> reasons for your opinion and use examples from lines 1-13.</p>
<b>AO4</b>	<p>In lines 1-13, the writer tries to show the reader that the swimmers are very skilful.</p> <p>Evaluate how successfully this is achieved.</p> <p>Give <b>three</b> reasons for your opinion and use examples from lines 1-13.</p>

## Text 2

*In this edited extract from a newspaper report, the writer describes the first match of the British Ladies Football team which took place in London in 1895.*

### Amusing Match in London.

Whatever evolutions may be witnessed in the course of the further development of the New Woman it does not at the present time seem probable that a sisterhood of lady footballers will do much towards the athletic reputation of the sex. 1

The long-promised and oft-deferred public ladies' football match took place on Saturday. At half-past four o'clock, the time advertised for the kick-off, there could not have been fewer than 10,000 spectators on the ground, attracted, doubtless, by curiosity and the novelty of the affair. Not only were the ropes lined three deep, but the stands were packed, and it was difficult to get a view of the game. Fortunately the weather kept fine. It was not until about 10 minutes to 5 o'clock that the rival teams emerged from sides of the dressing-room. The North side wore scarlet <sup>1</sup>blouses and fishermen's caps, with dark blue knickerbockers<sup>2</sup> or short skirts terminating at the knee. The Southern team were clad in light and dark blue chequered garibaldis<sup>3</sup>, with long light blue caps on their heads and dark blue continuations<sup>4</sup>. A good-humoured crowd, who appeared to look upon the performance as a huge joke, greeted the starting of the ball with vociferous<sup>5</sup> cheering, and soon began to make fun of the whole proceeding. 5 10 15

The play all through was of the most feeble description; the "kicking," so called, was mostly done with the side of the foot instead of with the toe, and the ball thus impelled usually travelled a distance of about five or six yards. There was no attempt at combination or passing, and, with three or four exceptions, the players were not well practised in even the rudiments of the game. Charging constantly took the form of pushing with the hands, followed by peevish cries and a cry of "That's not fair," which it wasn't. 20

After about ten minutes' play the first goal was scored by the North side, soon to be followed by a second. In neither case did the South goalkeeper make the slightest attempt to stop the ball as it rolled gently into the net, but immediately it had got there pounced upon it like a kitten upon a reel of cotton. 25

During the second half North scored a further sequence of five goals, and, although their citadel<sup>6</sup> was sometimes threatened, the goalkeeper, Mrs Graham managed to save very cleverly. In fact, this lady, with Miss Thiere for the Reds and Miss Dobree for the Blues, were the only players who could really kick the ball at all. 30

At the end of half an hour's play the crowd had gradually thinned, the North had won by 7 goals to 1.

### Glossary

<sup>1</sup> *blouses* – a type of shirt.

<sup>2</sup> *knickerbockers* – loose fitting knee length trousers.

<sup>3</sup> *garibaldis* – a long-sleeved shirt.

<sup>4</sup> *continuations* – trousers.

<sup>5</sup> *vociferous* – loud

<sup>6</sup> *citadel* – a fortress or safe place.

## Text 2: Ideas for questions for each AO

Assessment Objective	Question
<b>AO1 (explicit)</b>	In lines 10-16, identify <b>two</b> items of clothing the players were wearing.
<b>AO1 (explicit)</b>	In lines 17-23, give <b>two</b> actions the players were performing.
<b>AO1 (implicit)</b>	In lines 4-10, give <b>two</b> things which show the game was popular.
<b>AO4</b>	<p>In lines 17-27, the writer attempts to persuade the reader that the players were not very skilful.</p> <p>Evaluate how successfully this is achieved.</p> <p>Give <b>three</b> reasons for your opinion and use examples from lines 17-27.</p>
<b>AO4</b>	<p>In lines 1-16, the writer tries to explain that the football match was popular.</p> <p>Evaluate how successfully this is achieved.</p> <p>Give <b>three</b> reasons for your opinion and use examples from lines 1-16.</p>
<b>AO4</b>	<p>In lines 1-16, the writer tries to show the reader that the football match was not taken seriously.</p> <p>Evaluate how successfully this is achieved.</p> <p>Give <b>three</b> reasons for your opinion and use examples from lines 1-16.</p>
<b>AO4</b>	<p>'In my view, this text shows that women's football was not taken as seriously as it should be'.</p> <p>Based on your evaluation of the text, how far do you agree with this opinion.</p>
<b>AO4</b>	<p>'In my view, this text demonstrates that football is a very popular sport'.</p> <p>Based on your evaluation of the text, how far do you agree with this opinion?</p>
<b>AO4</b>	<p>In my view, this text demonstrates that football can be played by anyone'.</p> <p>Based on your evaluation of the text, how far do you agree with this opinion?</p>
<b>AO4</b>	<p>'In my view, this text allows the reader to learn more about women's football'.</p> <p>Based on your evaluation of the text, how far do you agree with this opinion?</p>

# Source Information

## Ghosts

### Text 1

Word count: 201

Text: Cassell's Illustrated Family paper (1860), pp. 253-254.

Image 2D9GDRH: © Walker Art Library/Alamy Stock Photo

### Text 2

Total Text word count: 473

Text: 'Nelly Bly and the Ghost' from *The New York World* (Feb 1894).

## Health and First Aid

### Text 1

Word count: 218

Source: "Science Jottings", Illustrated London News, (1<sup>st</sup> September 1888), p. 262

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### Text 2

Word count: 481

Source: "Little Accidents and how to deal with them (Part 1)", Cassell's Family Magazine, (1876), pp. 83

## Phonograph

### Text 1

Word count: 237

Source: "Open Letters", Century Magazine, (1893), pp. 152-153

Image BK4E2W: © bilwisedition Ltd. & Co. KG/Alamy Stock Photo

### Text 2

Word count: 441

Text: The Phonograph and Microphone", London Illustrated News, (1878), p.114

## Sporting Events

### Text 1

Word count: 224

Text: 'Swimming', The Era, British Newspaper Archive (1844)

Image DP94HR: © Chronicle/Alamy Stock Photo

### Text 2

Word count: 448

Source: "Women Footballers", The Cardiff News (1895)