




Name:

# A Level Paper 1 Section A

## Essay Booklet

Topic		Confidence		
				
<b>Restaurants</b>	Question 1: Text A (Restaurant review from <i>The Guardian</i> )			
	Question 2: Text B (Advertisement for the Trocadero restaurant)			
	Question 3: Comparison			
<b>Housing</b>	Question 1: Text A (Housing listing from <i>James Edition</i> )			
	Question 2: Text B (Advertisement for <i>National Homes</i> )			
	Question 3: Comparison			
<b>Multi-Level Marketing Schemes</b>	Question 1: Text A (News article from <i>Vanity Fair</i> )			
	Question 2: Text B (Advertisement for <i>Tupperware</i> )			
	Question 3: Comparison			
<b>Titanic</b>	Question 1: Text A (News article from <i>The New York Times</i> )			
	Question 2: Text B (News article from <i>The Guardian</i> )			
	Question 3: Comparison			
<b>Flu</b>	Question 1: Text A (Advice from the <i>NHS</i> )			
	Question 2: Text A (Advertisement for Aspironal)			
	Question 3: Comparison			

# Question 1: Text A

Text A is a restaurant review from *The Guardian*, from 2022.

## Task 1: Summarise PAFF

- What is the **text's purpose**?
- Who is the **target audience**? Be specific as you can, drawing on prior knowledge.
- What is the **form**? What are the **affordances** and **constraints**? Make sure you consider **technology**.
- What is the **formality**? Is it **formal/informal**?

## Task 2: Summarise representations & identify language levels

Identify and summarise three key representations used in the text. Then, identify three examples of language that best support this representation across the text as a whole.

<b>Representation</b>	<b>Example 1</b>	<b>Example 2</b>	<b>Example 3</b>
The restaurant as a brand			
Atmosphere/food			

Text producer/audience			
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**Extension:** **Why** has the writer made these choices? What links can you make to **PAFF**?

**Challenge:** Can you identify any **patterns and complexities** in how language is used or develops across the text?

**Task 3: Evaluate the success of the text**

- Has the use of **language** and **representations** allowed the text to successfully meet its **purpose** and **audience**? **Why/why not?**
  
- Have the **affordances** of the form been used successfully? Has it avoided the **constraints**? **Why/why not?**

**Challenge:** Consider the wider **social, cultural, historical contexts**. Is the text **timeless**? Consider **factors** that might influence its success.







## Question 1: Text A

	<b>AO1</b> Apply appropriate methods of language analysis, using associated terminology and coherent written expression		<b>AO3</b> Analyse and evaluate how contextual factors and language features are associated with the construction of meaning
<b>Level 5</b> <b>9–10</b>	Students will: <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology, identifying patterns and complexities</li> <li>• apply different levels of language analysis in an integrated way, recognising how they are connected</li> <li>• apply levels of language analysis with rare errors</li> <li>• guide the reader</li> </ul>	<b>Level 5</b> <b>13-15</b>	Students will: <ul style="list-style-type: none"> <li>• evaluate use of language and representations according to context</li> <li>• explore analysis within wider social and cultural contexts</li> </ul>
<b>Level 4</b> <b>7–8</b>	Students will: <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology with precision and detail</li> <li>• apply two or more levels of language analysis</li> <li>• apply levels of language analysis with occasional errors</li> <li>• develop a line of argument</li> </ul>	<b>Level 4</b> <b>10-12</b>	Students will: <ul style="list-style-type: none"> <li>• analyse how language choices create meanings and representations</li> <li>• analyse how aspects of context work together to affect language use.</li> </ul>
<b>Level 3</b> <b>5–6</b>	Students will: <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology consistently and appropriately</li> <li>• label features that have value for the task</li> <li>• label features with more accuracy than inaccuracy</li> <li>• communicate with clear topics and paragraphs</li> </ul>	<b>Level 3</b> <b>7-9</b>	Students will: <ul style="list-style-type: none"> <li>• interpret significance of specific choices of language according to context</li> <li>• link specific language choices with an aspect of context.</li> </ul>

**WWW:**

**EBI:**

**Student Response:**

## **Question 2: Text B**

Text B is an advertisement from the Trocadero Grill Room, from 1930. Text B is published in Punch (or the London Charivari) – a weekly humour and satire magazine.

### **Task 1: Summarise PAFF**

- What is the **text's purpose**?
- Who is the **target audience**? Be specific as you can, drawing on prior knowledge.
- What is the **form**? What are the **affordances** and **constraints**? Make sure you consider **technology**.
- What is the **formality**? Is it **formal/informal**?

### **Task 2: Summarise representations & identify language levels**

Identify and summarise three key representations used in the text. Then, identify three examples of language that best support this representation across the text as a whole.

<b>Representation</b>	<b>Example 1</b>	<b>Example 2</b>	<b>Example 3</b>
The restaurant as a brand			
Atmosphere/food			

Text producer/audience			
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**Extension:** **Why** has the writer made these choices? What links can you make to **PAFF**?

**Challenge:** Can you identify any **patterns and complexities** in how language is used or develops across the text?

**Task 3: Evaluate the success of the text**

- Has the use of **language** and **representations** allowed the text to successfully meet its **purpose** and **audience**? **Why/why not?**
  
- Have the **affordances** of the form been used successfully? Has it avoided the **constraints**? **Why/why not?**

**Challenge:** Consider the wider **social, cultural, historical contexts**. Is the text **timeless**? Consider **factors** that might influence its success.







## Question 2: Text B

	<p><b>AO1</b> Apply appropriate methods of language analysis, using associated terminology and coherent written expression</p>		<p><b>AO3</b> Analyse and evaluate how contextual factors and language features are associated with the construction of meaning</p>
<p><b>Level 5</b> <b>9–10</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology, identifying patterns and complexities</li> <li>• apply different levels of language analysis in an integrated way, recognising how they are connected</li> <li>• apply levels of language analysis with rare errors</li> <li>• guide the reader</li> </ul>	<p><b>Level 5</b> <b>13-15</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• evaluate use of language and representations according to context</li> <li>• explore analysis within wider social and cultural contexts</li> </ul>
<p><b>Level 4</b> <b>7–8</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology with precision and detail</li> <li>• apply two or more levels of language analysis</li> <li>• apply levels of language analysis with occasional errors</li> <li>• develop a line of argument</li> </ul>	<p><b>Level 4</b> <b>10-12</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• analyse how language choices create meanings and representations</li> <li>• analyse how aspects of context work together to affect language use.</li> </ul>
<p><b>Level 3</b> <b>5–6</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology consistently and appropriately</li> <li>• label features that have value for the task</li> <li>• label features with more accuracy than inaccuracy</li> <li>• communicate with clear topics and paragraphs</li> </ul>	<p><b>Level 3</b> <b>7-9</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• interpret significance of specific choices of language according to context</li> <li>• link specific language choices with an aspect of context.</li> </ul>

**WWW:**

**EBI:**

**Student Response:**

## **Question 3: Comparison**

Establish a **comparison** between the two texts. Summarise whether they are **similar or different** in their approach. Identify **at least two examples of language** (per text) that support this approach.

**Challenge:** Which text is more successful? Consider **factors** that might influence this (form, audience, context).

<b>Points of Comparison</b>	<b>Text A</b>	<b>Text B</b>
Representations		
Social and historical contexts		
Positioning of the audience		







## Question 3: Comparison

	<b>A04</b> Explore connections across texts, informed by linguistic concepts and methods
<b>Level 5</b> <b>17-20</b>	Students will: • evaluate the importance / significance / effect of connections found across texts
<b>Level 4</b> <b>13-16</b>	Students will: • explore connections between texts by linking language and context.
<b>Level 3</b> <b>9-12</b>	Students will: • make connections across texts by identifying similar or different uses of language / content / context.
<b>Level 2</b> <b>5-8</b>	Students will: • make connections at a literal level.
<b>WWW:</b>	
<b>EBI:</b>	
<b>Student Response:</b>	

# Question 1: Text A

Text A is a home listing on *James Edition* (a high-end real estate agency) posted in 2023.

## Task 1: Summarise PAFF

- What is the **text's purpose**?
- Who is the **target audience**? Be specific as you can, drawing on prior knowledge.
- What is the **form**? What are the **affordances** and **constraints**? Make sure you consider **technology**.
- What is the **formality**? Is it **formal/informal**?

## Task 2: Summarise representations & identify language levels

Identify and summarise three key representations used in the text. Then, identify three examples of language that best support this representation across the text as a whole.

<b>Representation</b>	<b>Example 1</b>	<b>Example 2</b>	<b>Example 3</b>
The property			
The area			

Text producer/audience			
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**Extension:** **Why** has the writer made these choices? What links can you make to **PAFF**?

**Challenge:** Can you identify any **patterns and complexities** in how language is used or develops across the text?

**Task 3: Evaluate the success of the text**

- Has the use of **language** and **representations** allowed the text to successfully meet its **purpose** and **audience**? **Why/why not?**
  
- Have the **affordances** of the form been used successfully? Has it avoided the **constraints**? **Why/why not?**

**Challenge:** Consider the wider **social, cultural, historical contexts**. Is the text **timeless**? Consider **factors** that might influence its success.







## Question 1: Text A

	<p><b>AO1</b> Apply appropriate methods of language analysis, using associated terminology and coherent written expression</p>		<p><b>AO3</b> Analyse and evaluate how contextual factors and language features are associated with the construction of meaning</p>
<p><b>Level 5</b> <b>9–10</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology, identifying patterns and complexities</li> <li>• apply different levels of language analysis in an integrated way, recognising how they are connected</li> <li>• apply levels of language analysis with rare errors</li> <li>• guide the reader</li> </ul>	<p><b>Level 5</b> <b>13-15</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• evaluate use of language and representations according to context</li> <li>• explore analysis within wider social and cultural contexts</li> </ul>
<p><b>Level 4</b> <b>7–8</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology with precision and detail</li> <li>• apply two or more levels of language analysis</li> <li>• apply levels of language analysis with occasional errors</li> <li>• develop a line of argument</li> </ul>	<p><b>Level 4</b> <b>10-12</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• analyse how language choices create meanings and representations</li> <li>• analyse how aspects of context work together to affect language use.</li> </ul>
<p><b>Level 3</b> <b>5–6</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology consistently and appropriately</li> <li>• label features that have value for the task</li> <li>• label features with more accuracy than inaccuracy</li> <li>• communicate with clear topics and paragraphs</li> </ul>	<p><b>Level 3</b> <b>7-9</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• interpret significance of specific choices of language according to context</li> <li>• link specific language choices with an aspect of context.</li> </ul>

**WWW:**

**EBI:**

**Student Response:**

## Question 2: Text B

Text B is a housing advertisement from *National Homes*, published in the 1950s.

### Task 1: Summarise PAFF

- What is the **text's purpose**?
- Who is the **target audience**? Be specific as you can, drawing on prior knowledge.
- What is the **form**? What are the **affordances** and **constraints**? Make sure you consider **technology**.
- What is the **formality**? Is it **formal/informal**?

### Task 2: Summarise representations & identify language levels

Identify and summarise three key representations used in the text. Then, identify three examples of language that best support this representation across the text as a whole.

Representation	Example 1	Example 2	Example 3
The property			
The area			

Text producer/audience			
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**Extension:** **Why** has the writer made these choices? What links can you make to **PAFF**?

**Challenge:** Can you identify any **patterns and complexities** in how language is used or develops across the text?

**Task 3: Evaluate the success of the text**

- Has the use of **language** and **representations** allowed the text to successfully meet its **purpose** and **audience**? **Why/why not?**
  
- Have the **affordances** of the form been used successfully? Has it avoided the **constraints**? **Why/why not?**

**Challenge:** Consider the wider **social, cultural, historical contexts**. Is the text **timeless**? Consider **factors** that might influence its success.







## Question 2: Text B

	<p><b>AO1</b> Apply appropriate methods of language analysis, using associated terminology and coherent written expression</p>		<p><b>AO3</b> Analyse and evaluate how contextual factors and language features are associated with the construction of meaning</p>
<p><b>Level 5</b> <b>9–10</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology, identifying patterns and complexities</li> <li>• apply different levels of language analysis in an integrated way, recognising how they are connected</li> <li>• apply levels of language analysis with rare errors</li> <li>• guide the reader</li> </ul>	<p><b>Level 5</b> <b>13-15</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• evaluate use of language and representations according to context</li> <li>• explore analysis within wider social and cultural contexts</li> </ul>
<p><b>Level 4</b> <b>7–8</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology with precision and detail</li> <li>• apply two or more levels of language analysis</li> <li>• apply levels of language analysis with occasional errors</li> <li>• develop a line of argument</li> </ul>	<p><b>Level 4</b> <b>10-12</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• analyse how language choices create meanings and representations</li> <li>• analyse how aspects of context work together to affect language use.</li> </ul>
<p><b>Level 3</b> <b>5–6</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology consistently and appropriately</li> <li>• label features that have value for the task</li> <li>• label features with more accuracy than inaccuracy</li> <li>• communicate with clear topics and paragraphs</li> </ul>	<p><b>Level 3</b> <b>7-9</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• interpret significance of specific choices of language according to context</li> <li>• link specific language choices with an aspect of context.</li> </ul>

**WWW:**

**EBI:**

**Student Response:**

## **Question 3: Comparison**

Establish a **comparison** between the two texts. Summarise whether they are **similar or different** in their approach. Identify **at least two examples of language** (per text) that support this approach.

**Challenge:** Which text is more successful? Consider **factors** that might influence this (form, audience, context).

<b>Points of Comparison</b>	<b>Text A</b>	<b>Text B</b>
Representations		
Social and historical contexts		
Positioning of the audience		







## Question 3: Comparison

	<b>A04</b> Explore connections across texts, informed by linguistic concepts and methods
<b>Level 5</b> <b>17-20</b>	Students will: • evaluate the importance / significance / effect of connections found across texts
<b>Level 4</b> <b>13-16</b>	Students will: • explore connections between texts by linking language and context.
<b>Level 3</b> <b>9-12</b>	Students will: • make connections across texts by identifying similar or different uses of language / content / context.
<b>Level 2</b> <b>5-8</b>	Students will: • make connections at a literal level.
<b>WWW:</b>	
<b>EBI:</b>	
<b>Student Response:</b>	

## Question 1: Text A

Text A is an article from *Vanity Fair*, published in 2021, regarding the recent Amazon documentary on multi-level marketing company LuLaRoe.

### Task 1: Summarise PAFF

- What is the **text's purpose**?
- Who is the **target audience**? Be specific as you can, drawing on prior knowledge.
- What is the **form**? What are the **affordances** and **constraints**? Make sure you consider **technology**.
- What is the **formality**? Is it **formal/informal**?

### Task 2: Summarise representations & identify language levels

Identify and summarise three key representations used in the text. Then, identify three examples of language that best support this representation across the text as a whole.

Representation	Example 1	Example 2	Example 3

Text producer/audience			
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**Extension:** **Why** has the writer made these choices? What links can you make to **PAFF**?

**Challenge:** Can you identify any **patterns and complexities** in how language is used or develops across the text?

**Task 3: Evaluate the success of the text**

- Has the use of **language** and **representations** allowed the text to successfully meet its **purpose** and **audience**? **Why/why not?**
  
- Have the **affordances** of the form been used successfully? Has it avoided the **constraints**? **Why/why not?**

**Challenge:** Consider the wider **social, cultural, historical contexts**. Is the text **timeless**? Consider **factors** that might influence its success.







## Question 1: Text A

	<p><b>AO1</b> Apply appropriate methods of language analysis, using associated terminology and coherent written expression</p>		<p><b>AO3</b> Analyse and evaluate how contextual factors and language features are associated with the construction of meaning</p>
<p><b>Level 5</b> <b>9–10</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology, identifying patterns and complexities</li> <li>• apply different levels of language analysis in an integrated way, recognising how they are connected</li> <li>• apply levels of language analysis with rare errors</li> <li>• guide the reader</li> </ul>	<p><b>Level 5</b> <b>13-15</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• evaluate use of language and representations according to context</li> <li>• explore analysis within wider social and cultural contexts</li> </ul>
<p><b>Level 4</b> <b>7–8</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology with precision and detail</li> <li>• apply two or more levels of language analysis</li> <li>• apply levels of language analysis with occasional errors</li> <li>• develop a line of argument</li> </ul>	<p><b>Level 4</b> <b>10-12</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• analyse how language choices create meanings and representations</li> <li>• analyse how aspects of context work together to affect language use.</li> </ul>
<p><b>Level 3</b> <b>5–6</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology consistently and appropriately</li> <li>• label features that have value for the task</li> <li>• label features with more accuracy than inaccuracy</li> <li>• communicate with clear topics and paragraphs</li> </ul>	<p><b>Level 3</b> <b>7-9</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• interpret significance of specific choices of language according to context</li> <li>• link specific language choices with an aspect of context.</li> </ul>

**WWW:**

**EBI:**

**Student Response:**

## Question 2: Text B

Text B is a US magazine advertisement, published in 1960, regarding the multi-level marketing company Tupperware and how you can sell for them.

### Task 1: Summarise PAFF

- What is the **text's purpose**?
- Who is the **target audience**? Be specific as you can, drawing on prior knowledge.
- What is the **form**? What are the **affordances** and **constraints**? Make sure you consider **technology**.
- What is the **formality**? Is it **formal/informal**?

### Task 2: Summarise representations & identify language levels

Identify and summarise three key representations used in the text. Then, identify three examples of language that best support this representation across the text as a whole.

Representation	Example 1	Example 2	Example 3

Text producer/audience			
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**Extension:** **Why** has the writer made these choices? What links can you make to **PAFF**?

**Challenge:** Can you identify any **patterns and complexities** in how language is used or develops across the text?

**Task 3: Evaluate the success of the text**

- Has the use of **language** and **representations** allowed the text to successfully meet its **purpose** and **audience**? **Why/why not?**
  
- Have the **affordances** of the form been used successfully? Has it avoided the **constraints**? **Why/why not?**

**Challenge:** Consider the wider **social, cultural, historical contexts**. Is the text **timeless**? Consider **factors** that might influence its success.







## Question 2: Text B

	<p><b>AO1</b> Apply appropriate methods of language analysis, using associated terminology and coherent written expression</p>		<p><b>AO3</b> Analyse and evaluate how contextual factors and language features are associated with the construction of meaning</p>
<p><b>Level 5</b> <b>9–10</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology, identifying patterns and complexities</li> <li>• apply different levels of language analysis in an integrated way, recognising how they are connected</li> <li>• apply levels of language analysis with rare errors</li> <li>• guide the reader</li> </ul>	<p><b>Level 5</b> <b>13-15</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• evaluate use of language and representations according to context</li> <li>• explore analysis within wider social and cultural contexts</li> </ul>
<p><b>Level 4</b> <b>7–8</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology with precision and detail</li> <li>• apply two or more levels of language analysis</li> <li>• apply levels of language analysis with occasional errors</li> <li>• develop a line of argument</li> </ul>	<p><b>Level 4</b> <b>10-12</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• analyse how language choices create meanings and representations</li> <li>• analyse how aspects of context work together to affect language use.</li> </ul>
<p><b>Level 3</b> <b>5–6</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology consistently and appropriately</li> <li>• label features that have value for the task</li> <li>• label features with more accuracy than inaccuracy</li> <li>• communicate with clear topics and paragraphs</li> </ul>	<p><b>Level 3</b> <b>7-9</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• interpret significance of specific choices of language according to context</li> <li>• link specific language choices with an aspect of context.</li> </ul>

**WWW:**

**EBI:**

**Student Response:**

## **Question 3: Comparison**

Establish a **comparison** between the two texts. Summarise whether they are **similar or different** in their approach. Identify **at least two examples of language** (per text) that support this approach.

**Challenge:** Which text is more successful? Consider **factors** that might influence this (form, audience, context).

<b>Points of Comparison</b>	<b>Text A</b>	<b>Text B</b>
Representations		
Social and historical contexts		
Positioning of the audience		







## Question 3: Comparison

	<b>A04</b> Explore connections across texts, informed by linguistic concepts and methods
<b>Level 5</b> <b>17-20</b>	Students will: • evaluate the importance / significance / effect of connections found across texts
<b>Level 4</b> <b>13-16</b>	Students will: • explore connections between texts by linking language and context.
<b>Level 3</b> <b>9-12</b>	Students will: • make connections across texts by identifying similar or different uses of language / content / context.
<b>Level 2</b> <b>5-8</b>	Students will: • make connections at a literal level.
<b>WWW:</b>	
<b>EBI:</b>	
<b>Student Response:</b>	

# Question 1: Text A

Text A is an article from *The New York Times* about the OceanGate disaster (published June 2023).

## Task 1: Summarise PAFF

- What is the **text's purpose**?
- Who is the **target audience**? Be specific as you can, drawing on prior knowledge.
- What is the **form**? What are the **affordances** and **constraints**? Make sure you consider **technology**.
- What is the **formality**? Is it **formal/informal**?

## Task 2: Summarise representations & identify language levels

Identify and summarise three key representations used in the text. Then, identify three examples of language that best support this representation across the text as a whole.

Representation	Example 1	Example 2	Example 3

Text producer/audience			
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**Extension:** **Why** has the writer made these choices? What links can you make to **PAFF**?

**Challenge:** Can you identify any **patterns and complexities** in how language is used or develops across the text?

**Task 3: Evaluate the success of the text**

- Has the use of **language** and **representations** allowed the text to successfully meet its **purpose** and **audience**? **Why/why not?**
  
- Have the **affordances** of the form been used successfully? Has it avoided the **constraints**? **Why/why not?**

**Challenge:** Consider the wider **social, cultural, historical contexts**. Is the text **timeless**? Consider **factors** that might influence its success.







## Question 1: Text A

	<p><b>AO1</b> Apply appropriate methods of language analysis, using associated terminology and coherent written expression</p>		<p><b>AO3</b> Analyse and evaluate how contextual factors and language features are associated with the construction of meaning</p>
<p><b>Level 5</b> <b>9–10</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology, identifying patterns and complexities</li> <li>• apply different levels of language analysis in an integrated way, recognising how they are connected</li> <li>• apply levels of language analysis with rare errors</li> <li>• guide the reader</li> </ul>	<p><b>Level 5</b> <b>13-15</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• evaluate use of language and representations according to context</li> <li>• explore analysis within wider social and cultural contexts</li> </ul>
<p><b>Level 4</b> <b>7–8</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology with precision and detail</li> <li>• apply two or more levels of language analysis</li> <li>• apply levels of language analysis with occasional errors</li> <li>• develop a line of argument</li> </ul>	<p><b>Level 4</b> <b>10-12</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• analyse how language choices create meanings and representations</li> <li>• analyse how aspects of context work together to affect language use.</li> </ul>
<p><b>Level 3</b> <b>5–6</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology consistently and appropriately</li> <li>• label features that have value for the task</li> <li>• label features with more accuracy than inaccuracy</li> <li>• communicate with clear topics and paragraphs</li> </ul>	<p><b>Level 3</b> <b>7-9</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• interpret significance of specific choices of language according to context</li> <li>• link specific language choices with an aspect of context.</li> </ul>

**WWW:**

**EBI:**

**Student Response:**

## Question 2: Text B

Text B is a news article from *The Guardian* about the sinking of the Titanic (published April 1912).

### Task 1: Summarise PAFF

- What is the **text's purpose**?
- Who is the **target audience**? Be specific as you can, drawing on prior knowledge.
- What is the **form**? What are the **affordances** and **constraints**? Make sure you consider **technology**.
- What is the **formality**? Is it **formal/informal**?

### Task 2: Summarise representations & identify language levels

Identify and summarise three key representations used in the text. Then, identify three examples of language that best support this representation across the text as a whole.

Representation	Example 1	Example 2	Example 3

Text producer/audience			
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**Extension:** **Why** has the writer made these choices? What links can you make to **PAFF**?

**Challenge:** Can you identify any **patterns and complexities** in how language is used or develops across the text?

**Task 3: Evaluate the success of the text**

- Has the use of **language** and **representations** allowed the text to successfully meet its **purpose** and **audience**? **Why/why not?**
  
- Have the **affordances** of the form been used successfully? Has it avoided the **constraints**? **Why/why not?**

**Challenge:** Consider the wider **social, cultural, historical contexts**. Is the text **timeless**? Consider **factors** that might influence its success.







## Question 2: Text B

	<p><b>AO1</b> Apply appropriate methods of language analysis, using associated terminology and coherent written expression</p>		<p><b>AO3</b> Analyse and evaluate how contextual factors and language features are associated with the construction of meaning</p>
<p><b>Level 5</b> <b>9–10</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology, identifying patterns and complexities</li> <li>• apply different levels of language analysis in an integrated way, recognising how they are connected</li> <li>• apply levels of language analysis with rare errors</li> <li>• guide the reader</li> </ul>	<p><b>Level 5</b> <b>13-15</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• evaluate use of language and representations according to context</li> <li>• explore analysis within wider social and cultural contexts</li> </ul>
<p><b>Level 4</b> <b>7–8</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology with precision and detail</li> <li>• apply two or more levels of language analysis</li> <li>• apply levels of language analysis with occasional errors</li> <li>• develop a line of argument</li> </ul>	<p><b>Level 4</b> <b>10-12</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• analyse how language choices create meanings and representations</li> <li>• analyse how aspects of context work together to affect language use.</li> </ul>
<p><b>Level 3</b> <b>5–6</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology consistently and appropriately</li> <li>• label features that have value for the task</li> <li>• label features with more accuracy than inaccuracy</li> <li>• communicate with clear topics and paragraphs</li> </ul>	<p><b>Level 3</b> <b>7-9</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• interpret significance of specific choices of language according to context</li> <li>• link specific language choices with an aspect of context.</li> </ul>

**WWW:**

**EBI:**

**Student Response:**

## **Question 3: Comparison**

Establish a **comparison** between the two texts. Summarise whether they are **similar or different** in their approach. Identify **at least two examples of language** (per text) that support this approach.

**Challenge:** Which text is more successful? Consider **factors** that might influence this (form, audience, context).

<b>Points of Comparison</b>	<b>Text A</b>	<b>Text B</b>
Representations		
Social and historical contexts		
Positioning of the audience		







## Question 3: Comparison

	<b>A04</b> Explore connections across texts, informed by linguistic concepts and methods
<b>Level 5</b> <b>17-20</b>	Students will: • evaluate the importance / significance / effect of connections found across texts
<b>Level 4</b> <b>13-16</b>	Students will: • explore connections between texts by linking language and context.
<b>Level 3</b> <b>9-12</b>	Students will: • make connections across texts by identifying similar or different uses of language / content / context.
<b>Level 2</b> <b>5-8</b>	Students will: • make connections at a literal level.
<b>WWW:</b>	
<b>EBI:</b>	
<b>Student Response:</b>	

# Question 1: Text A

Text A is information available on the *NHS* website regarding symptoms of flu (available 2024).

## Task 1: Summarise PAFF

- What is the **text's purpose**?
- Who is the **target audience**? Be specific as you can, drawing on prior knowledge.
- What is the **form**? What are the **affordances** and **constraints**? Make sure you consider **technology**.
- What is the **formality**? Is it **formal/informal**?

## Task 2: Summarise representations & identify language levels

Identify and summarise three key representations used in the text. Then, identify three examples of language that best support this representation across the text as a whole.

Representation	Example 1	Example 2	Example 3

Text producer/audience			
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**Extension:** **Why** has the writer made these choices? What links can you make to **PAFF**?

**Challenge:** Can you identify any **patterns and complexities** in how language is used or develops across the text?

**Task 3: Evaluate the success of the text**

- Has the use of **language** and **representations** allowed the text to successfully meet its **purpose** and **audience**? **Why/why not?**
  
- Have the **affordances** of the form been used successfully? Has it avoided the **constraints**? **Why/why not?**

**Challenge:** Consider the wider **social, cultural, historical contexts**. Is the text **timeless**? Consider **factors** that might influence its success.







## Question 1: Text A

	<p><b>AO1</b> Apply appropriate methods of language analysis, using associated terminology and coherent written expression</p>		<p><b>AO3</b> Analyse and evaluate how contextual factors and language features are associated with the construction of meaning</p>
<p><b>Level 5</b> <b>9–10</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology, identifying patterns and complexities</li> <li>• apply different levels of language analysis in an integrated way, recognising how they are connected</li> <li>• apply levels of language analysis with rare errors</li> <li>• guide the reader</li> </ul>	<p><b>Level 5</b> <b>13-15</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• evaluate use of language and representations according to context</li> <li>• explore analysis within wider social and cultural contexts</li> </ul>
<p><b>Level 4</b> <b>7–8</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology with precision and detail</li> <li>• apply two or more levels of language analysis</li> <li>• apply levels of language analysis with occasional errors</li> <li>• develop a line of argument</li> </ul>	<p><b>Level 4</b> <b>10-12</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• analyse how language choices create meanings and representations</li> <li>• analyse how aspects of context work together to affect language use.</li> </ul>
<p><b>Level 3</b> <b>5–6</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology consistently and appropriately</li> <li>• label features that have value for the task</li> <li>• label features with more accuracy than inaccuracy</li> <li>• communicate with clear topics and paragraphs</li> </ul>	<p><b>Level 3</b> <b>7-9</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• interpret significance of specific choices of language according to context</li> <li>• link specific language choices with an aspect of context.</li> </ul>

**WWW:**

**EBI:**

**Student Response:**

## **Question 2: Text B**

Text B is an advertisement for medicine Aspironal (printed in 1928).

### **Task 1: Summarise PAFF**

- What is the **text's purpose**?
- Who is the **target audience**? Be specific as you can, drawing on prior knowledge.
- What is the **form**? What are the **affordances** and **constraints**? Make sure you consider **technology**.
- What is the **formality**? Is it **formal/informal**?

### **Task 2: Summarise representations & identify language levels**

Identify and summarise three key representations used in the text. Then, identify three examples of language that best support this representation across the text as a whole.

<b>Representation</b>	<b>Example 1</b>	<b>Example 2</b>	<b>Example 3</b>

Text producer/audience			
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**Extension:** **Why** has the writer made these choices? What links can you make to **PAFF**?

**Challenge:** Can you identify any **patterns and complexities** in how language is used or develops across the text?

**Task 3: Evaluate the success of the text**

- Has the use of **language** and **representations** allowed the text to successfully meet its **purpose** and **audience**? **Why/why not?**
  
- Have the **affordances** of the form been used successfully? Has it avoided the **constraints**? **Why/why not?**

**Challenge:** Consider the wider **social, cultural, historical contexts**. Is the text **timeless**? Consider **factors** that might influence its success.







## Question 2: Text B

	<p><b>AO1</b> Apply appropriate methods of language analysis, using associated terminology and coherent written expression</p>		<p><b>AO3</b> Analyse and evaluate how contextual factors and language features are associated with the construction of meaning</p>
<p><b>Level 5</b> <b>9–10</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology, identifying patterns and complexities</li> <li>• apply different levels of language analysis in an integrated way, recognising how they are connected</li> <li>• apply levels of language analysis with rare errors</li> <li>• guide the reader</li> </ul>	<p><b>Level 5</b> <b>13-15</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• evaluate use of language and representations according to context</li> <li>• explore analysis within wider social and cultural contexts</li> </ul>
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<p><b>Level 3</b> <b>5–6</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology consistently and appropriately</li> <li>• label features that have value for the task</li> <li>• label features with more accuracy than inaccuracy</li> <li>• communicate with clear topics and paragraphs</li> </ul>	<p><b>Level 3</b> <b>7-9</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• interpret significance of specific choices of language according to context</li> <li>• link specific language choices with an aspect of context.</li> </ul>

**WWW:**

**EBI:**

**Student Response:**

### **Question 3: Comparison**

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**Challenge:** Which text is more successful? Consider **factors** that might influence this (form, audience, context).

<b>Points of Comparison</b>	<b>Text A</b>	<b>Text B</b>
Representations		
Social and historical contexts		
Positioning of the audience		







## Question 3: Comparison

	<b>A04</b> Explore connections across texts, informed by linguistic concepts and methods
<b>Level 5</b> <b>17-20</b>	Students will: • evaluate the importance / significance / effect of connections found across texts
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<b>WWW:</b>	
<b>EBI:</b>	
<b>Student Response:</b>	