

# Welcome to Year 12 (nearly!)

- In order to refresh your GCSE language analysis skills, you are to read the enclosed letter written by Florence Nightingale. (1876)

***This is a typical extract from  
a Paper 2 GCSE exam.***



## *Non-Fiction text are used in the OCR A Level English Language course*

- Ensure that you read this text twice and you will need to highlight the key language devices that you identify throughout text.
- Go through this power point which is designed to help you remember some of the key features when analysing a text.

# Non-Fiction texts ~

## *Typical conventions*

- **Factual**
- **Dates**
- **Specific place names**
- **References to real people**
- **Historic references to actual events**
- **Less emotional and less subjective**

## SECTION A – Language under the microscope

You are advised to spend about 40 minutes on this section.

Read **Text A** in your **Resource Booklet** and answer the following questions.

- 1 Giving careful consideration to the context of the text:
  - (a) Identify and analyse uses of lexis and semantics in this text. [10]
  - (b) Identify and analyse the way sentences are constructed in this text. [10]

**This is a typical Paper one Question one in the A Level**

**It requires you to make close observations of the word choices (lexis) and the sentence types used by the writer, who is now known as the text producer.**



# You are used to this ...

***How has the writer used language to describe xyz in the extract ?***

You would normally approach this task by identifying the various language devices and techniques.

Then, you would use the analytical paragraph structure (aka PEE) to help shape your response!

## A QUICK RECAP:

Can you identify the language devices used and refer to them using the correct terminology?

- The cotton wool clouds floated carelessly
- The teacher was as angry as a bear
- He wore his heart on his sleeve
- Bang! Bang! Bang! She cowered behind the door
- The wind screamed through the trees

# Did you use the correct terminology?

- The cotton wool clouds floated carelessly
- Alliteration and Personification
- The teacher was as angry as a bear
- Simile
- He wore his heart on his sleeve
- Metaphor
- Bang! Bang! Bang! She covered behind the door
- Onomatopoeia and repetition
- The wind screamed through the trees
- Personification

# Sentence Structures:

- Simple/fragment sentences ~ used to create a dramatic or fast pace or tone
- Compound sentences – used to provide a break in the pace and to control the pace of the text, by providing only two pieces of information
- Complex sentences – used to slow down the pace of the text, can often infer a complicated tone by providing a lot of information



# New terminology

- ***Reader ~ now known as the text receiver***
- ***Writer ~ now known as the text producer***

# Remember you must be aware of ...

- ✓ Text
- ✓ Audience
- ✓ Purpose



- What is the TEXT TYPE / genre
- Who is the intended text receiver
- What is the purpose of the text **(AO3)**

These are the **Assessment Objectives** for the English Language specification as a whole.

<b>A01</b>	Apply appropriate methods of language analysis, using associated terminology and coherent written expression.
<b>A02</b>	Demonstrate critical understanding of concepts and issues relevant to language use.
<b>A03</b>	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.
<b>A04</b>	Explore connections across texts, informed by linguistic concepts and methods.
<b>A05</b>	Demonstrate expertise and creativity in the use of English to communicate in different ways.

We are only going to  
think about

**A01**

**A03**

for now though!

There are a total of 20 marks available for **Question 1**.  
10 marks can be awarded for part **(a)** and 10 marks for part **(b)**.

Part (a) is lexis & Part (b) is sentences

3	<ul style="list-style-type: none"><li>• Candidates make some clear points about language use which relate to the specified language level and are supported with relevant evidence; use of terminology is mostly appropriate, although likely to be less densely packed than the level above and written expression is clear but likely not to be economical. (AO1)</li><li>• Having a reasonable sense of the language feature specified, candidates come to some clear conclusions about the possible effect of contextual factors on the way language is produced in this text and is received by its audience. (AO3)</li></ul>	5-6
2	<ul style="list-style-type: none"><li>• Candidates attempt to make their writing relevant to the feature and language level specified in the task, pulling out the occasional piece of evidence and using terminology which is partially appropriate; written expression has some errors but the meaning is nonetheless apparent. (AO1)</li><li>• Having some sense of the language feature specified, candidates come to some fairly loose conclusions about the possible effect of contextual factors on the way language is produced in this text and is received by its audience. (AO3)</li></ul>	3-4

I would like you to aim for Level 3,  
6 marks if you can please !

# Task checklist:



- Read text twice
- Highlight **key words/phrases** \*
- Highlight key **sentences types** \*
- Annotate effectiveness of **each**\*
- Write up **critical response**, using close language analysis paragraph format
- Check for **technical accuracy**

# TASK SUBMISSION

- **Please bring this work to your first English A Level lesson as your teacher will need to use this as a guide of your ability.**

Can't wait to see you all in  
September!

