



MODULE 10 ANSWERS

Comparing Texts

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LESSON 1

Comparing Texts

Quiz

1. b
2. b
3. c
4. a
5. a
6. b
7. a
8. b
9. a
10. a

PRACTISE

1. a and b

Point	The writer enjoys eating food but doesn't always like eating out.
Evidence	"The fact that I love food does not mean that I love restaurants."
Explain	This suggests that he loves part of his job, getting to eat food because he loves food, but having to eat at restaurants is a part he doesn't always enjoy, especially if it's not a great experience.

Point	He is confused by the reaction of some of the people who e-mail him.
Evidence	"almost as if I should be grateful for any food I am served"
Explain	He thinks that these people don't really understand his job, which is to give honest reviews. He feels they don't understand that part of his job is to be honest about the restaurants he visits.

Point	He really dislikes some of the restaurants he visits.
Evidence	"food that you'd amputate your own arm and leg to avoid eating"
Explain	As part of his job he feels it is necessary to share his experiences of these restaurants so, if they are that bad, other people don't have to waste their money there.

2. a and b

Point	The writer doesn't feel positive about his work.
Evidence	"I had grown to hate those marching lines of figures"
Explain	The fact he has "grown" to hate them suggests he has been doing the job a while. The image of the marching line of figures makes them sounds relentless, which may be part of the reason why he dislikes the role.

Point	He isn't very positive about his work environment.
Evidence	"so dark is the wood panelling"
Explain	The inside environment is contrasted with the sunshine outside. The dark suggests a miserable and oppressive atmosphere.

Point	He is pleased about leaving early.
Evidence	"We crossed the courtyard with light steps indeed"
Explain	The light steps suggest that a metaphorical weight has been lifted from him and he now feels less anxious and miserable than he did in work.

APPLY

Both articles are about the attitude of the writers towards their work.

Writer A really dislikes some of the food he eats in restaurants as part of his job. He explains that in some restaurants he tries “food that you’d amputate your own arm and leg to avoid eating”. However, he sees these negative experiences as part of his job because if he is able to write about bad food, it may stop others who read his work wasting money on bad food. So, although the experience of eating bad food is a negative one, he sees it as an important part of a job he enjoys.

In contrast, writer B is totally negative about his job; the only positive in the extract is that he gets to leave it early. His description after he leaves is “We crossed the courtyard with light steps indeed”. The light steps suggest that a metaphorical weight has been lifted from him and, because he has now left for the day, he has left the misery and darkness of his work behind him. Writer B is entirely negative about his job.

LESSON 2

Effects of Language

Quiz

1. a
2. a
3. c
4. b
5. a
6. c
7. c
8. b
9. c
10. a

PRACTISE

1.

Quote	“How I have grown to hate those marching lines of figures”
Device	Metaphor
Interesting language	“Marching lines of figures”
Effect (think, feel, imagine)	We imagine the figures lined up like soldiers

Quote	“Like ants crawling across the page”
Device	Simile
Interesting language	“ants crawling”
Effect (think, feel, imagine)	This makes us think of lots of ants and might make us shiver at the thought.

Quote	“Barnaby and I badgered Mr Cummings”
Device	Verb
Interesting language	“badgered”
Effect (think, feel, imagine)	We think they are really nagging their boss

Quote	“So dark is the wood panelling, by the time we reached the bottom of the stairwell, we were quite convinced it was night already.”
Device	Adjective
Interesting language	“dark”
Effect (think, feel, imagine)	This makes us think of a dark, oppressive place to work.

Quote	“We crossed the courtyard with light steps indeed”
Device	Adjective
Interesting language	“ight steps”
Effect (think, feel, imagine)	This makes us imagine them walking and being happy, feeling free, glad they are finally out of work; it contrasts with the “dark”.

2.

Quote	“But, dear readers, this is what I do!”
Device	Direct address to the reader
Interesting language	“dear readers”
Effect (think, feel, imagine)	This makes us feel directly involved, like the writer is building a relationship with us.

Quote	“You’d amputate your own arm and leg to avoid eating it”
Device	Hyperbole (exaggeration)
Interesting language	“amputate”
Effect (think, feel, imagine)	The extreme verb choice makes us think the food must be really, really bad!

Quote	“The Cantaloupe offers so little to praise”
Device	Verb
Interesting language	“little to praise”
Effect (think, feel, imagine)	Even though the writer was trying to be positive in his next review, it is going to be difficult to do for this restaurant. This makes the reader feel it must be really bad.

APPLY

Q: How do the writers use language to convey their attitudes to work?

Point	The writer of text A doesn't like his work.
Evidence	He describes the numbers as "Like ants crawling across the page".
Explain	This simile creates the image of a huge amount of numbers, we can imagine them like an army of ants. This would not be a pleasant thing to have to deal with. The thought of thousands of numbers makes the reader feel empathy for the character's dislike of the job.

Point	The writer of text B talks directly to his readers.
Evidence	We can see this in the line: "But, dear readers, this is what I do!"
Explain	The exclamatory sentence creates a sense of frustration from the writer about the readers' lack of understanding of his role. His role is to be honest about the restaurants he visits in order to help his readers. The "dear readers" is a direct address to the reader and the term of endearment builds a relationship between us and the writer. All of this suggests he is passionate about his job role.

LESSON 3

Approaching the Comparison Question

Quiz

1. b
2. b
3. d
4. c
5. a
6. c
7. a
8. b
9. a
10. a

PRACTISE

1.

a.	<p>Q: The two texts show people experiencing hardship.</p> <p>What similarities do the writers share in these extracts? Use evidence from both texts to support your answer.</p>
b.	<p>Q: Compare how the two writers convey their different attitudes to recycling.</p> <ul style="list-style-type: none">• Compare the writers' different attitudes.• Compare the methods they use to convey their attitudes.• Support your ideas with references to both texts.
c.	<p>Q: Both these texts are about children working. Compare:</p> <ul style="list-style-type: none">• what the writers say about the effects of children working• how the writers get across the effects of children working.
d.	<p>Q: Compare how the two writers convey their different experiences of family holidays.</p> <ul style="list-style-type: none">• Compare the writers' different attitudes.• Compare the methods they use to convey their attitudes.• Support your ideas with references to both texts.
e.	<p>Q: The two texts present people experiencing beach holidays.</p> <p>What are the similarities and differences between the attitudes and methods of the writers in these extracts?</p> <p>Use evidence from both texts to support your answer.</p>

2.

Source A	
Different attitudes to eating out	Language
1. The writer enjoys eating out as part of his job - he says: "Usually, I'm fortunate enough to eat a decent meal with decent service for a decent price."	1. Repetition of "decent" highlights that he usually enjoys his experience, when all elements of a good meal out come together.
2. The writer sometimes has negative experiences when eating out, describing the food as "food that you'd amputate you own arm and leg to avoid eating".	2. The strong and brutal verb "amputate" creates hyperbole; part of his job is to write to entertain and his exaggeration here does this.
3. Sometimes when he eats out somewhere awful, it is fun to write about it. He says: "Some places are so awful that you actually enjoy describing the awfulness."	3. The writer uses contrast here between the "awful" food and the enjoyment he can get from writing about it. This suggests that even if he has a negative experience eating out, he can still enjoy the job he has writing about it.

Source B	
Different attitudes to eating out	Language
1. The writer is not alone in his excitement for the food - he can “sense the anticipation of the crowds”.	1. The noun “crowds” shows the number of people waiting for the food with anticipation, suggesting it is a popular choice.
2. Eating out is a sensory experience and we’re told about “the rich smells that emerge”.	2. The sensory imagery helps the reader to imagine the situation of the writer and his anticipation to eat.
3. The writer does not take long to reach his decision about what to eat, we’re told: “A hot mutton pie,’ says I, quick as you like”.	3. The word “quick” suggests he has already made his decision about the pie, he has been thinking about it so there is no hesitation when he reaches the counter. This also increases his sense of anticipation.

3. Student B has met the tips for success. They successfully compare the two extracts and explain how language is used for effect - for example, they focus on words such as ‘love’ and ‘extravagance’. They have selected relevant quotes and properly analysed them.
4. Student A does not explain how the writers use language for effect - they just explain what they understand from the text.

5.

Source A	
Point	Writer A sometimes has negative experiences when eating out but keeps a positive attitude.
Evidence	Sometimes, he is served “food that you’d amputate your own arm and leg to avoid eating”.
Explanation	The writer suggests that in some places he visits, the food is so bad you’d rather cut off a limb than eat it. This is clearly ridiculous, but it is there to highlight how bad some food can be and also to entertain the readers.
Language	The strong and brutal verb “amputate” creates hyperbole.
Effect (think, feel or imagine)	Part of his job is to write to entertain and his use of exaggeration here does this. This makes us think that even when he has a negative experience in terms of eating unpleasant food, he maintains a positive attitude because it will help other people when he writes about it.

Source B	
Point	In contrast, the writer in text B completely separates his work from his attitudes to eating. He is very negative about work but very positive about eating.
Evidence	He mentions “the rich smells that emerge”.
Explanation	The smells are described as “rich”, which means the food will probably be delicious. The smells are coming from the shop, making the writer is keen to get a pie for a post-work treat.
Language	The writer uses a descriptive sense of smell to highlight the writer’s anticipation.
Effect (think, feel or imagine)	This sensory imagery helps the reader to imagine the situation of the writer and his anticipation of food. We can imagine the delicious smell of the pies drawing in the crowds.

6. The writers of the texts have different attitudes to eating out. The writer of Source A feels that both positive and negative experiences when eating out form an important part of his job, whereas the writer in Source B feels like eating out is a positive experience to be enjoyed after work.

APPLY

1. Compare how the two writers convey their different experiences of family holidays
 - Compare the writers' different attitudes.
 - Compare the methods they use to convey their attitudes
 - Support your ideas with references to both texts.

Sample response:

The writers of the texts have different experiences of family holidays. The writer of Source A realises that there can be some negatives to family holidays, whereas the writer of Source B has nothing but a positive attitude to family holidays.

In Source A, the writer describes his own childhood experience of family holidays. He says they "meant at least three days on the beach, shivering beneath the blankets". This tells the reader it wasn't always brilliant sunshine and playing on the beach having fun. Sometimes the experience was less positive and this image forms part of his childhood memory about family holidays. The use of the verb "shivering" highlights how cold it was, making the reader imagine that the holidays were sometimes very uncomfortable and not at all pleasant, but they are huddled together as a family. Despite the negative memory, all the family are together. In contrast, the writer of Source B tells us that the father does not join in with them: "Father promptly removes his shoes and settles himself into the deckchair with his book". Although the writer does not seem upset about her father's solitary activity, it is different to the first source where they are huddled together. It is likely to be a reflection of the time in which it is written that the father is not playing with the children, so this does not make it an unhappy experience for the writer. She does not seem upset by this or let it ruin her day. The use of the adverb "promptly" by the writer makes the reader think that this might be a familiar routine and a source of relief for the father. He is keen to enjoy his day.

In source A the children of the writer are initially reluctant to go on a seaside holiday: “Ben, 10, Sarah, 13, and Amber, 15, are not happy bunnies.” The writer uses the informal expression “happy bunnies” to add humour and create an image of three children who are very reluctant to go on this holiday because they would prefer to go to Spain instead, which they are used to. The writer uses a list to name the children and give their ages. The ages are important because it makes the reader think that they are reluctant to go because of their ages; they probably feel they are too old to go and play in the sand. The fact there are three of them also tells us that the father is outnumbered and his attempts to be positive are not likely to be successful at first. The children are expecting to have a horrible time. In contrast, the writer of Source B is grateful and excited to be on the beach: “Letty and I are far more daring, unpacking our bathing dresses and signalling the attendant to pull the beach hut closer.” This image creates a sense of excitement within the writer and her sister, who feel daring and can’t wait to get into the water. Unlike the children in Source A, there is no reluctance from them in terms of enjoying their day. The writer uses the adjective “daring” to make the reader think that the children are enjoying themselves and have a sense of excitement and adventure.

Finally, when the writer’s wife in Source A mentions saving for Spain next year, the children let out a “wail of protest” from the back seat. Their protest suggests that they have had such a good seaside holiday that they want to do it next year as well. This is a total contrast to how they felt at the beginning of the extract when they were desperate to go to Spain. This shows us that, even though they didn’t have a perfect time at the beach, they really enjoyed themselves and want to go again. The writer uses the verb “wail” with the noun “protest” to help the reader imagine the noise they are making and how reluctant they are now to go to Spain. This is more effective than simply saying they protested, because we can imagine the noise they are making. In contrast to this, the writer in Source B loves her family holiday all the way through the extract, she doesn’t change her mind about it. At the end of the extract she asks: “sitting on the steps of a bathing hut, toes paddling the sea, who can be sad?” At the end of the extract she creates a reflective mood with a list of positive experiences she has had on her family holiday. She has enjoyed herself immensely throughout the holiday, so much so that it is impossible to feel sad. The writer uses a rhetorical question which also makes the reader reflective, and may make us think about similar family holidays we may have had, and our positive experiences of them.

When you have completed the Practise and Apply tasks, ask your teacher or mentor to review them and provide you with feedback. Re-visit your work as necessary and use the feedback to extend and improve what you have done.