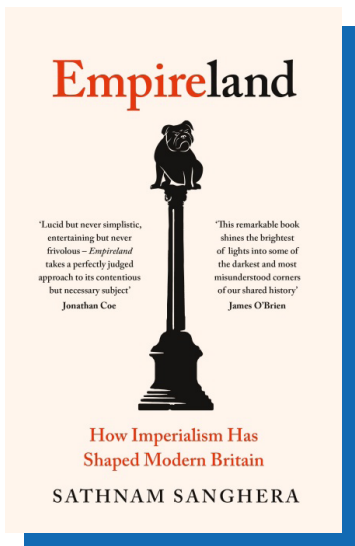


Empireland

By Sathnam Sanghera



A resource for A-level English
Language: Textual variations and representations

penguin.co.uk/litincolour



Lit in colour

The purpose of this workbook

As a student of A-Level English language you will have to prepare for the written examinations that take place at the end of the course. This workbook concentrates on the skills you will need for Paper 1 Section A: Variety and Representation.

The aim of Paper 1 Section A is to test your ability to use different methods of language analysis to explore representations in two texts (one contemporary and one older) linked by topic or theme. There are three compulsory questions which you must complete in one and a half hours.

- Q01. requiring an analysis of Text A (25 marks)
- Q02. requiring an analysis of Text B (25 marks)
- Q03. requiring a comparison of the two texts (20 marks).

This workbook and the accompanying PowerPoint will enable you to practice the efficient advanced-level reading, writing and comparison skills that you will need to perform well at the assessment. The exercises here will also enable you to develop the necessary understanding of different methods of language analysis and the core concepts of audience, purpose, genre, mode and representation.

At the end of each exercise, there are also opportunities for you to discuss and reflect on what you have learned and to practise how to integrate lessons learned into your preparation for the examinations.

Context notes

The exercises in this workbook are based on extracts from *Empireland*, the book by award-winning Times journalist Sathnam Sanghera. In the book, the author demonstrates how much of modern Britain today is connected to the British empire: from the foundation of the NHS to the nature of our racism, from our distrust of intellectuals in public life to the idea that the British are somehow different to other nations. However, he also believes that the subject of empire is weirdly hidden from view.

The British empire ran for centuries and administered vast swathes of the globe. However, Sanghera argues that there seems to be a desire not to look at its moral failures too closely - not to include the subject in our school history books, not to emphasize certain aspects too much in our favourite museums.

In an era of national division, there is an argument raging about what it means to be British, *Empireland* asks us to address our imperial past. According to the author, it is only by stepping back and seeing where we really come from, that we can begin to understand who we are, and what unites us.

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Part 3. Practice exam material for Paper 1 Section A: Textual Variations and Representations

[Practice paper 1](#)

[Practice paper 2](#)

Most exercises in this section are reproduced in an appendix as a series of printable sheets.

Keys



Reading



Discussion



Viewing



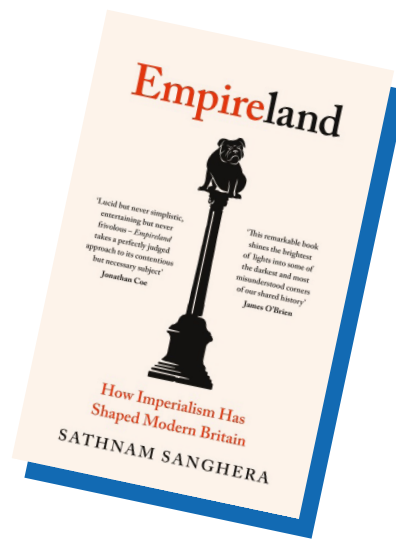
Thinking (=Planning/ analysing)



Writing



Printable worksheet



Complementary material

A PowerPoint presentation **Empireland - A resource for A-level English Language: Representations and Variations** accompanies this workbook.

It introduces and summarises exercises 1a to 1d above.

The presentation focuses on a single extract from *Empireland* to:

- activate prior knowledge and to discuss key concepts
- practice skimming to locate main ideas in the extract
- practice active reading skills to understand specific ideas and vocabulary in the text
- analyse a video in which the author Sathnam Sanghera discusses his motives for writing the book as well as his insights into the legacy of the British Empire, and his personal relationship with modern Britain
- practice analytical reading skills to understand concepts and techniques related to A-level English Language Paper 1 Section A Variety and Representation

Part 1. Developing reading strategies for Paper 1



Before you read (See PPT Step 1)



In class, discuss these questions related to the theme of the extract and the author's argument.

- Why do we erect statues of historical figures in our towns and cities?
- In Britain why are there still statues of famous people connected to the slave trade during the time of the British empire?
- Why do some people find such statues offensive and ask that they be removed?

1a Skimming for gist (See PPT Step 2)



Context notes

The passage we are examining comes from the opening of chapter 12 Working off The Past from Sathnam Sanghera's book Empireland. In this chapter, the author sets out to show how so much of modern Britain is actually rooted in the UK's imperial past. He also asks to what extent we, as a nation, are willing to come to terms with these influences. He concludes by saying that while we wish to celebrate the successes of the British empire, we must also be willing to recognise its brutality towards the populations it colonised and, in some cases, enslaved.

Skimming

Skimming is useful when you want to get a general idea of what a text is about. This is known as the gist. In skimming you read quickly and ignore the details in order identify the main ideas in each paragraph.

You can also use skimming to locate specific words or phrases in a text. This strategy is very useful when searching for a key word or idea in a text.

Hint: In academic writing, the paragraph is a coherent unit, about one topic, connected to the previous and next paragraphs. The first sentence of each paragraph is often a summary of, or an introduction to, the paragraph. You can usually get a good idea of the gist of a text by reading the first sentence of each paragraph.

The extract below consists of four paragraphs A-D.

Choose the most appropriate summary of each paragraph from the list below.

1. Statues are unimportant when trying to understand the history of empire.
2. We need to tear down statues and other reminders of the British empire.
3. The real problems we need to address today come from our attitudes to empire and imperialism.
4. Today's discussion of statues highlights the desire to examine our links to empire.
5. Removing statues does not significantly change our understanding of the past.

Working off the Past

A)

It has been surreal and exciting to see my concerns, towards the end of my journey into Imperial history, inspire national news stories and debate. As the Black Lives Matter movement has encouraged the re-evaluation of Imperial monuments, mainstream programs like the BBC News at 10 have run items and how British empire explains racism not only in Britain but in the USA too, they have been debates across the British media about the economic legacies of the Empire and major institutions like the National Trust and the Bank of England have started to assess their colonial heritage out loud.

(B)

The only thing I can compare it to, emotionally, is being a fan of an obscure R&B artist from Barnet, who became momentarily famous when Robbie Williams covered one of his songs, and I started hearing his music being whistled by builders on my street. I didn't, in truth, think these themes would ever become a mainstream concern, yet alone so suddenly and quickly. But I do not consider the monuments worthy, in themselves, of lengthy discussion as an imperial legacy, it's because they're just monuments. The debates they have inspired have been thrilling, but I doubt most people were aware of the statues which are now deemed so contentious, and it doesn't feel particularly controversial that some are being taken down.

(C)

Those upset by the removal of statues routinely claimed that such gestures 'erase' history. But monuments are not in themselves history. As Simon Shama has put it: 'it is more usually statues, lording it over civic space, which shut off debate through the invitation to reverence.' Nazi history was not deleted when streets were given back their old names after the defeat of Hitler in Germany, and Iraqi history was not altered by statues of Saddam

2) Equivalent to slide 3 in the PPT.

3) Equivalent to slide 5 in the PPT.

Hussein being toppled after his defeat in the Iraq war of 2003. And, frankly, some of the most controversial commemorations were provocative when they were put up. The statue of Colston in Bristol was put up nearly 200 centuries after his death by businessman James Arrowsmith, whose efforts to raise £1,000 (£448,000 in today's prices) failed even after the statue was unveiled in 1895. And when it was proposed that a tribute to Robert Clive was put up in Whitehall, the viceroy of India, Lord Minto, struggling to deal with unrest caused by a predecessor's partition of Bengal, called it needlessly provocative.

(D)

Moreover, I hope this book has demonstrated how the British Empire is absolutely embedded within us and how there are many more serious and troubling Imperial legacies. More important than statues is that the museums which are so part of our national life refused to engage honestly and sincerely with the question of how they obtain their imperial artefacts. The way we fail to acknowledge we are a multicultural society because we had a multicultural Empire makes our national conversations about race tragic and absurd. The manner in which our Imperial history inspires a sense of exceptionalism result in dysfunctional politics and disastrous decision-making. Our collective amnesia about the fact that we were, as a nation, wilfully white supremacist and occasionally genocidal, and our failure to understand how this informs modern day racism, are catastrophic. I can see why it could be offensive for a black person to walk past a statue of a slave trader in their own city, and I personally find it degrading, as a British Indian, that, when I go to see anyone in government, I often have to encounter a statue of Robert Clive, who was widely loathed during his lifetime, who according to Samuel Johnson had acquired his fortune by such crimes that his consciousness of them impelled him to cut his own throat and who when he committed suicide in 1774 was secretly buried in an unmarked grave. But these other legacies are more serious: at worst, they curtail and destroy lives.

(End of excerpt)

Active reading

Reading is an interactive process, in other words, you have to work at constructing the meaning of the text. it helps us to answer questions like these:

- What exactly am I reading?
- How well do I understand what I am reading?

A second closer, slower reading can help you to find any details which are unclear or puzzling.

Make a note of any phrases or sentences that are unclear to you and ask yourself a question to unlock the meaning: Who? What? Where? When? How? Look for phrases that help you understand the text - phrases like 'firstly', 'moreover', 'on the other hand'.

1a iii: Discussion activities

(See PPT Step 3)

**Group or pair-work skimming activity**

In the exercise below, you will find six questions that can help us to understand specific details in the text. Skim the passage to locate the key words and phrases used in the questions below. Once you locate a key word or phrase, read the surrounding text in detail to make sure the phrase is relevant to the question. Identify the precise ideas being referenced in the text. Where necessary, explain the points mentioned in your own words. Discuss your responses to each question to agree on the best possible answer.

According to the writer:

1. In what are major institutions now taking an interest?	
2. What is “like being a fan of an obscure R&B artist from Barnet”?	
3. How much value do these statues have as representations of an imperial legacy?	
4. Why does the removal of a statue not erase history?	
5. What is the failure of the museums which are part of our national life?	
6. What is tragic and absurd about our attitudes to the past?	

Conclusions

Do your answers completely summarise the author’s main ideas in the extract? What additional information from the text do you feel you need to complete your summary? Share your ideas as a class.

4) Equivalent to slide 6 in the PPT

Further skimming practice

Skim read this article (<https://www.bristolpost.co.uk/news/bristol-news/bbc-documentary-show-inside-story-5488478>), put it to one side and in pairs or small groups write a twenty word summary of the content. When you have finished, share your ideas as a class.

1b: Analytical reading: Understanding the writer's techniques and argument (See PPT Step 4)



1bi: Analytical reading for fine detail

*We are now going to examine the techniques the writer uses to develop his argument in the extract from Working off the Past. To do this, we can use **analytical reading** to evaluate the author's message and understand how that message has been constructed. To achieve this, we will identify these key concepts:*

- the **context** in which the passage was written and the key idea in it.
- the **key idea** of a paragraph
- the **structure** the writer has used to develop his argument within the passage
- the writer's **purpose(s)** in creating the text

Example of analytical reading: Understanding the context

- Read the question carefully and choose the key words from the first paragraph that help you to identify the context.
- In this case, eliminate the false answers to one at a time. Each time, explain your reasoning to yourself.
- Check to see if the remaining option matches the question exactly. Justify your reasoning to yourself and write your response in the space provided.

Analytical reading

Analytical reading is an essential study skill for A-level and beyond. We use **analytical reading** when we want to make sure that we fully **understand the finer details** what we are reading.

Analytical reading involves using critical thinking and problem-solving. It helps us to **evaluate** what we are reading, and **draw conclusions** about the information we are reading. In other words, it helps us to answer questions like these:

- What exactly is the writer saying?
- How do the writer's ideas relate to each other?
- How useful/correct/ true is this information?
- How valid are the writer's ideas?

A further aspect of analytical reading involves **justifying** our ideas. To justify an opinion, we need to provide acceptable and logical evidence from the text in our response to the question.

The evidence is often a quotation from the text and the justification explains of why the quotation is pertinent.

1. According to the first paragraph, what was the context in which the chapter was written?

- A. The protests of the Black Lives Matter against certain monuments.
- B. A new willingness in Britain to start to discuss and examine its past.
- C. The decision of UK institutions to examine their connections to Empire.
- D. The BBC running news items about racism and Britain's imperial past.

Justification:

.....

.....

The following exercises can be undertaken either as an individual assignment or as a group activity.

A. Identifying a key idea in a paragraph

What is **the topic sentence containing the key idea** in the second paragraph?

- A. Britain today is a much more inclusive, multiracial society than it used to be.
- B. Schools should teach much more about what happened during the British empire.
- C. There are much more important things to discuss than pulling down statues.
- D. The empire was beneficial for both the British people and those in the colonies.

Justification:

.....

.....

5) Equivalent to slide 7 in the PPT

Matching the author's arguments and justifications

In this section, we are going to examine the way the author has presented his argument. In the table below, you will find six supporting (paraphrased) ideas (1-6) which the author uses to support this thesis: "In today's multicultural Britain, we still want to celebrate the achievements of empire but are unwilling to acknowledge its brutality towards the populations it colonised."

*Use the table to match the supporting ideas (1-6) with the correct justifications (A- H) listed below. Find the correct justification for each bullet marked *. Two examples have been done for you.*

Supporting idea	Justification (evidence or example)
Paragraph C	
1. We are expected to worship statues rather than think critically about them.	"it is more usually statues, lording it over civic space, which shut off debate through their invitation to reverence."
2. Pulling down statues doesn't change history.	
3. These statues were often controversial at the time they were first suggested.	
Paragraph D	
4. We must accept that we are a multicultural society and recognise that present problems are caused by not discussing Britain's imperial past.	
5. There are much more important problems than statues because they really affect our understanding of the past.	
6. Certain imperial statues are insulting to large sections of society in a multicultural Britain.	* I personally find it degrading, as a British Indian, that, ...I often have to encounter a statue of Robert Clive, who ...acquired his fortune by such crimes ... and who when he committed suicide in 1774 was secretly buried in an unmarked grave.

Justifications

- A. I can see why it could be offensive for a black person to walk past a statue of slave trader in their own city.
- B. Iraqi history was not altered by statues of Saddam Hussein being toppled after his defeat in the Iraq war of 2003.
- C. James Arrowsmith failed to find the £1,000 for the Colston statue in Bristol even after the statue was unveiled in 1895.
- D. Our collective amnesia about the fact that we were, as a nation, wilfully white supremacist and occasionally genocidal, and our failure to understand how this in forms modern day racism, are catastrophic.
- E. Nazi history was not deleted when streets were given back their old names after the defeat of Hitler in Germany.
- F. The manner in which our Imperial history inspires a sense of exceptionalism result in dysfunctional politics and disastrous decision-making.
- G. The museums refuse to engage honestly and sincerely with the question of how they obtained their imperial artefacts.
- H. When a tribute to Robert Clive was proposed in Whitehall, Lord Minto, the viceroy of India, called it needlessly provocative.

Identifying the organisation of the author's argument

Choose the correct answer from the options A-C. Justify your choices by either quoting the phrase or sentence from the text and/or explaining your reasoning.

What method does Sathnam Sanghera use to argue his case?

- A. He addresses his potential critics by offering a reasoned argument.
- B. He presents a completely one-sided point of view using biased examples.
- C. He offers a balanced argument by weighing up opposing points of view.

Justification:

.....

.....

D. Identifying the author's purpose

What is the author's main purpose in the passage?

- A. To explain why these statues of people from Britain's imperial past were erected.
- B. To describe, as a British Indian, his own complex relationship with certain statues.
- C. To explain to the readers why such statues are offensive to him as a British Indian.
- D. To persuade the readers that his point of view is both reasonable and justifiable.

Justification:

.....

.....

(Answers to these exercises can be found on page [20](#))

1bii: Discussion questions and activities: Analytical reading: Understanding the writer's argument in detail



Group or pair-work analytical reading activity

In groups or pairs discuss these issues. Justify your responses and find evidence for each answer in the text.

	Your responses	Your justifications	Evidence from the text
1. How has the author represented the British empire in the extract?			
2. What language has the author used to represent the British empire?			

In groups or pairs discuss these issues. Justify your responses and find evidence for each answer in the text.

The writer concludes the extract with this final thought: "But these other legacies (of empire) are more serious: at worst, they curtail and destroy lives."

	Your responses	Your justifications	Evidence from the text
3. Do you agree with the author's conclusion?			

In pairs or small groups, discuss how you feel about this conclusion. Justify your responses.

Exercise 1c: Viewing and analysing a video of Sathnam Sanghera discussing Empireland (See PPT Step 5)



1Ci: Viewing, note-taking and summarising

Watch the video Why Empire is Still Relevant Today (from 04.36 to 15.16) to see the author discussing the background to Empireland.

As you watch, make notes on these four points

1. The representation of empire and imperialism in the video	
2. The author's thoughts on history of the British empire	
3. The author's suggestion of an Empire Awareness Day	
4. The author's struggles to become a writer	

1Cii: Further discussions



Discuss your responses to each of these questions. As always, justify your responses and find evidence for each answer in the text.

- In what ways does watching the video improve your understanding of the extract?
- How does the title of the book Empireland relate to the subjects discussed in the video extract?

6) Equivalent to slide 8 in the PPT

Exercise 1d: Analysing textual variations and representations (See PPT Step 6)



1di: Identifying textual variations and representations

The purpose of these exercises is to practice the specific analytical skills you need to answer Q 01. of Paper 1 of the A Level English Language examination: Language, Individuals and Society.

Q 01. Analyse how the text uses language to create meanings and representations.

Note: Q.02 is identical to Q. 01 but relates to a second text.

To undertake this exercise successfully, you will need to employ the different forms of language analysis that are an integral element of English Language A Level.

Forms of language analysis: different approaches to how we can analyse language

For example, we can examine:

- grammar: rules governing the way a language is structured
- syntax: part of grammar: the structural patterns of sentences, clauses, phrases and words
- pragmatics: how language changes according to context; implied versus surface meaning
- graphology: textual design and layout; how they affect the meaning of a text
- discourse: how extended stretches of communication are organised
- phonology: how speech sounds are created and how they affect meaning.

You should use these different forms of language analysis in the exercises below.

Before you begin this exercise

Make sure that you have a clear working definition of these terms as they are used in this context:

- meaning
- textual variation
- representation

Note: All questions in this section relate to the above passage Working off the Past from Empireland.

Study the table below and apply these techniques of language analysis to Questions 1 -10 below.

- The '**Elements of representation**' are the different methods of the representation that are used by writers and that you need to write about in your responses.
- The '**Action**' column sets out what specific details of the text you could identify.
- Make notes on information you identify for each element, 1-8.

Analysing textual variations and representations

When analysing a vtext, you need to **examine how language is shaped**:

- according to audience and purpose
- according to genre and mode
- according to context

You also need to **examine how language is used**:

- to construct meanings and representations
- to enact relationships between writers, speakers and audiences or between participants within a text.

This will include **writing about**:

- the functions of the texts
- the structure and organisation of the texts
- how representations are produced
- how identity is constructed in text
- how audiences are addressed and positioned

To score well, you must also be prepared to use the **forms of language analysis** you have been taught during the English Language programme.

Elements of textual variation and representation	Action to take Information in the extract from Working off the Past
1. What is the <u>mode</u> in which the text was created?	Identify whether the text was created in a spoken, written, computer mediated or multimodal format. Identify some specific features of language in this mode.
2. What is the <u>context</u> in which the author has written the text?	Identify any features of language in the text that are dependent on the context. Contextual criteria could include the social, political, economic, and historical conditions at the time and place when Empireland was written.

<p>3. What is the <u>audience</u> that the writer is addressing?</p>	<p>Explain which social groups are most likely to read the extract. Think in terms of age, social class, political leanings and cultural interests.</p> <p>Identify any features of pragmatics in the text that are dependent on the audience. For example, you can identify the register of language used to address the readers in the text and give examples of its features,</p>
<p>4. What is the <u>writer's position</u> with regard to the subject matter?</p>	<p>Explain the relationship between writer and the subject matter.</p> <p>Identify patterns across the text in terms of semantics, lexis, syntax and grammar. E.g., examine the writer's choice of:</p> <ul style="list-style-type: none"> • choice of specific semantic fields • specific choices of lexis e.g., register • repeated syntactical patterns of adjectival/verb/noun phrases • repeated grammatical constructions such as the use of active vs, passive sentences
<p>5. The author's <u>purpose</u> in writing the text?</p>	<p>Explain why the text has been written. In this case, decide whether the writer is attempting to ...</p> <ul style="list-style-type: none"> • persuade people who hold different opinions • reinforce the views of those likely to agree with the author • present a balanced view of the debate <p>Identify the techniques (e.g., grammar, pragmatics and discourse) used to convey this point of view</p>
<p>6. What is the <u>structure</u> of the discourse chosen by the writer?</p>	<p>Identify the way in which the writer has connected ideas within the discourse. There are several techniques available:</p> <ul style="list-style-type: none"> • chronology/sequencing • argument • comparison • description • cause and effect • problem and solution

7. What is <u>being represented</u> in the text?	<p>Isolate one main point represented in the text to focus your investigation</p> <ul style="list-style-type: none"> •persons(s) •thing(s) •idea(s) /attitudes /values <p>Decide what representation in the text will be the focus of your investigation.</p> <p>Examples</p> <ul style="list-style-type: none"> •Indian aristocracy •Attitudes to imperialism •Perceived superiority •Cultural differences
8. What <u>variations</u> can be found in the text?	<p>Pinpoint differences (and similarities) and in different aspects of the subject matter.</p> <p>Possible variations include:</p> <ul style="list-style-type: none"> •contrasts between a serious theme to a humorous tone (or vice versa) •contrasts between different purposes e.g., the desire to entertain with a desire to persuade or inform •changes in tone of voice or register within the discourse •the use of different points of view within the discourse

1dii: Viewing and analysing



Watch this 10-minute documentary (<https://www.youtube.com/watch?v=IIIjYvUrDo>) and identify the same elements of textual variation and representation. Use a table like the one below to make notes. You may wish to undertake this task as either a personal assignment or as a collaborative activity.

Elements of textual variation and representation	Your observations
1. What is the <u>mode</u> in which the text was created?	

2. What is the context in which the filmmaker has created the video?	
3. What <u>audience</u> is the filmmaker addressing?	
4. What is the filmmaker's <u>position</u> with regard to the subject matter?	
5. The filmmaker's <u>purpose</u> in creating the video?	
6. What is the <u>structure</u> of the discourse chosen by the filmmaker?	
7. What is <u>being represented</u> in the video?	
8. <u>What variations</u> can be found in the video?	

When you have finished, you may wish to discuss these issues as a class.

- What is the subject matter of the video?
- What is the perspective of the filmmaker towards the subject matter?
- How has the filmmaker used language to communicate this perspective?
- What was the filmmaker's purpose in creating the video?

Exercise 1e: Testing your reading strategies**1ei: Planning a response to an examination question**

In this exercise you are going to plan and then write a response to this question from Paper 1 Section A. You may wish to undertake this task as either a personal assignment or as a collaborative activity.

Analyse how the text uses language to create meanings and representations.

- You may wish to use the extract above from Working off the Past. In this case, you can use the notes you have made in the exercises 1a to 1d
- Alternatively, you may wish to select another text relevant to the ongoing controversy about the removal of statues from public places in the UK. For example, you may wish to revisit (<https://www.bristolpost.co.uk/news/bristol-news/bbc-documentary-show-inside-story-5488478>),

*In either case, you can use some, or all, of these reading techniques.
First, skim the text to identify:*

- the focus/ topic of each paragraph to get the gist
- the writer's main idea/thesis in the text
- things/ persons/ideas represented in each text.

Note any key words and phrases that trigger useful thoughts and ideas.

Next, use the table in Exercise 1d: Analysing textual variations and representations to help you in this task.

Some key points to look for.

Elements of textual variation and representation
1. What is the mode in which the text was created?
2. What is the context in which the writer has created the text?
3. What audience is the writer addressing?
4. What is the writer's position with regard to the subject matter?
5. The writer's purpose in creating the text?
6. What is the structure of the discourse chosen by the text?
7. What is being represented in the text?
8. What variations can be found in the text?

In addition to the above points, you may also wish to consider the writer's use of specific techniques. The list below gives you some ideas that you may wish to consider, when planning your response.

What significant language does the writer use to create representations and variations?

As this text is a piece of **written discourse**, you should also highlight techniques specifically linked to writing e.g., discourse, semantics, lexis, syntax, and grammar.

Here are some examples of the techniques you could examine.

Use of emphasis (syntax)

Demonstrate your understanding of the tools of rhetoric.

- using lists
- using repetition of specific vocabulary
- repeating grammatical constructions or sentence patterns
- using sentences with multiple verbs/ adjectives/ nouns

Use of signposting (grammar)

Demonstrate your understanding of the tools of referencing.

- Referring forward in the text to something not yet explained (cataphoric reference)
- Referring backwards in the text to something previously mentioned (anaphoric reference)
- Referring outside the text e.g., assumed shared cultural knowledge (exophoric reference)

Use of variation

Demonstrate your understanding of the tools of contrast and comparison. E.g.,

- Use of comparative and superlative adjectives
- Use of metaphor
- Juxtaposition and contrast
- Parallelism and comparison

This list is merely illustrative. It is not exhaustive. It is You will find many other techniques in any given text.

1eii: Summative classroom discussions on this section

Having finished the exercises in this section, use some, or all, the questions below as a basis for a class discussion. You may have other questions that you may wish to discuss here too.

Empireland

- *What is the significance of the book's title Empireland*
- *In what ways is the title ironic?*
- *What have we learned about Sathnam Sanghera's views on the UK's relationship with the history of the British empire?*
- *What new perspectives on the British empire have we developed by studying this unit?*
- *In what ways has this unit given us new insights into British society today?*

Examination techniques

- *How can we use the knowledge and skills we have developed in this unit in future lessons and examinations?*
- *In your opinion, what are the most important **reading** strategies you need for this section of the assessment?*
- *How can the different techniques of language analysis help us to analyse different aspects of textual variation and representation?*
- *About which aspects of textual variation and representation do you need further clarification?*
- *What other questions about this part of the examination do you have?*

Answers key to questions in Part 1

1ai: Skimming

A = 4; B = 1; C = 5; D = 3

Exercise 1aii Discussion questions

1. the economic legacies of the Empire/ and/or (assessing) their colonial heritage
2. (It has been surreal and exciting) to see my concerns, (towards the end of my journey into Imperial history,) inspire national news stories and debate.
3. I do not consider the monuments worthy, in themselves, of lengthy discussion (as an imperial legacy)
4. ... monuments are not in themselves history.
5. how they obtain their imperial artefacts.
6. the way we fail to acknowledge we are a multicultural society because we had a multicultural Empire

Exercise 1bi: Analytical reading

Example: Identifying the context

It has been surreal and exciting to see my concerns ... inspire national news stories and debate.

A. Identifying a key idea

2C. But I do not consider the monuments worthy, in themselves, of lengthy discussion as an imperial legacy

B. Matching arguments and justifications

Answers: A 6; B 2; C 3; D 4; E 2; F 4; G 5; H 3

Part 2. Planning and writing skills

Exercise 2a. Analysing a student's written response to Question 01

2ai: Reading and analysing a student response to Question 01



Here is a short passage from Empireland. It is taken from Imperialism and Me which is the first chapter in Empireland. It is followed by a sample student response to Question 01.

Read the passage and the student response to analyse and decide the marks you would give. Justify your answers.

Analyse how Text A uses language to create meanings and representations.

An extract from Imperialism and Me Chapter 1 Empireland

I should confess that at this point of my journey into the story of the British empire my history is poor. I have a GCSE in history under my belt, but it left me with a little more than a superficial knowledge of the world wars, the Tudors and Tolland Man. Meanwhile, my education in British Empire was almost non-existent. In fact, looking back, it's almost as if my teachers went out of their way to avoid telling us about it: we explored both world wars at length, for example, but I don't recall it once being mentioned that tens of thousands of brown people from across empire were fighting for Britain and that empire that made great financial contributions too; and while we studied the Irish Potato Famine, no one cared to illustrate the tragedy by comparison to families in India. At this stage, I am aware, however, that we Sikhs did better than other colonized people out of empire.

(*Empireland* Chapter 1. *Imperialism and Me* p.17)

Using the markscheme

In the examination, this response is marked out of 25.

- 10 marks for AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression.

- 15 marks for AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.

Details of assessment criteria and grade boundaries can be found in the relevant official guides to A Level English Language published by the examination boards

Sample student response to Q. 01

The context for this text the current national evaluation in the UK of the role of the empire in creating a modern British identity. The writer identifies himself in the text to the reader as a British Indian through the use of the exclusive first-person plural “we” (which, in turn suggests a “you”: a reader who may not share his experiences). The startling use of the phrase “brown people” also points to potential cultural differences between himself and some of his readers. Indeed, he represents himself as a member of a particular culture “we Sikhs” and it is through this lens that he looks at the way in which he was taught about the British empire. His sense of alienation from his history lessons is also evidenced in the fact that he writes “empire” in lower case, suggesting he is writing about an empire administered by the British, rather than an institution worthy of particular honour or admiration.

In the extract, the writer presents himself to the reader as a non-expert. In fact, he describes his research as “a journey”. The connotation here suggests he is like the readers of his book, who are also on a quest, searching for knowledge. The author represents himself as a failed product of his history lessons: “my history is poor.” In this context, this statement appears ironic and suggests that his ability to write about British history has come about in spite of, rather than because of, his education.

In the text, the writer represents his history lessons using the adjective “superficial” and characterises his current knowledge of the school subject as “non-existent” The metaphor: “I have a GCSE in history under my belt” is used ironically, as the qualification has clearly had little stored up value in his adult life. It further emphasises his feeling that history GCSE has ill-equipped him to understand his own identity because he is unable to locate his own place within it.

Analysing the sample response to Question 01.

Summarise what the student has to say about ...

- the cultural context in which the text has been produced
- the writer and their relationship with their audience
- the writer’s main idea/thesis in the text
- the person/event/place being represented
- the techniques used in the representation
- the medium in which the text has been produced

To create a representation of his history lessons, he expresses the opinion, as opposed to fact, that his history teachers may have been obstructions to learning about the empire. To do this, he uses two techniques in the sentence "it's almost as if my teachers went out of their way to avoid telling us about it". Firstly, he also employs the active and dynamic verb phrase 'went out of their way' to suggest a deliberate act on the part of his teachers. Secondly the use of the subjunctive clause 'as if they went' conveys a suggestion that is in fact, speculation on his part.

The writer also allows the reader to experience his lessons by listing a number of unrelated historical topics: "the world wars, the Tudors and Tolland Man". This device is used satirically to denote the random way in which history was taught to him. The sentence containing the above list is also juxtaposed against the complex sentence: "In fact, looking back ... by comparison to families in India" which contains a number of subclauses and independent clauses separated by semicolons. This technique also denotes the interconnected nature of historical events, their causes and consequences, in particular the complexity of the relationship between India and British empire. By contrast, the use of the short declarative sentence: "Meanwhile, my education in British Empire was almost non-existent." is, therefore, even more emphatic. This use of complex sentences to make complex points is a prominent feature of the text and helps the writer to juxtapose his current level of understanding with the superficial way in which he was taught.

In conclusion these techniques mirror the writer's central concern that his history lessons in secondary school did not give him the knowledge necessary to evaluate the contributions made to British history by Indians and other members of the former Empire. Consequently, he feels that his cultural identity was ignored and at worst, erased.

2a11: Discussion - Be the examiner



What marks would you give the student response above?

- *In groups and using the assessment criteria, decide what marks you would award the candidate.*
- *Identify the aspects of the response which have helped the student score marks.*
- *List ways in which the student could have scored a higher mark.*

Share your findings as a class.

Using the sample text

The student sample seems articulate but does it answer the question correctly?

When reading the response, examine the writer's ability to answer the question accurately.

For example, you could identify:

- the things that the writer has done well
- the areas where the writer really needs to improve
- any parts of the response that are irrelevant to the question

Identify any useful techniques that you could use when writing a response to Questions 01 and 02.

Exercise 2b. Planning a response to Question 01



Plan a response of your own to the same question. Here are some tips to guide you.

2bi: Writing strategies for your responses to examination questions 01 – 03

- Briefly plan your response in bullet points.
- Avoid long unnecessary descriptive introductions.
- Do comment on relevant characteristics of the texts: genre/text type, register, subject, purpose, mode (e.g., written vs spoken), era (Q.2 only) and voice.
- Identify what has been represented in the texts. Ideally, this should be the same subject as in Text B.
- Do comment on language techniques used by the writer to represent the things in the text.
- Only discuss those linguistic features/ characteristics of the text that are linked to the representations you wish to talk about.

Reading the text efficiently

First, skim the text to identify:

- the focus of the paragraph to identify the subject matter
- the writer's main idea/thesis in the text
- things/ persons/ideas represented in the text.

Use active reading techniques to identify any difficult to understand phrases or sentences.

Then, use analytical reading techniques to identify and make notes on:

- the context in which the text was created (For the purposes of this exercise, you can use your prior knowledge of the author, Sathnam Sanghera, and the book *Empireland*.)

- Use analytical language to discuss each representation. Be as precise as you can.
- Avoid sweeping generalisations. Only discuss the use of stereotypes as a form of representation
- Always back up quotations with evidence from the text. Chose the clearest examples to quote and explain your choice of quotation. Use ellipsis to avoid lengthy quotations.
- When you have finished your notes, number them in order in which you will write them.

cont.

- the relationship between the writer and the audience
- the purpose of the text
- the writer's techniques used to represent the subject you wish to discuss
- the means by which these techniques create specific meanings

2bii: Concluding discussion



Having finished this section use these questions as a basis for a group or class discussion.

- *In your opinion, what are the most important planning and writing strategies you need for Questions 01 and 02?*
- *How can different planning and writing strategies help you to respond successfully to Questions 01 and 02?*
- *About which aspects of writing under exam conditions do you need further clarification?*

Use your plan and the results of your discussions to write your own response to the question based on the extract from *Imperialism and Me*.

Exercise 2c. Planning a response to Question 02



2ci: Reading

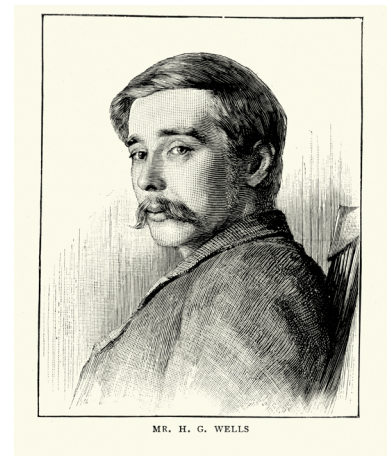
Here is a short passage from the Lancashire Evening Post of October 1st, 1930. Use the passage and the exercises below to analyse the text and write a response to this standard exam question.

02: Analyse how Text B uses language to create meanings and representations.

Context notes

Between World Wars I and II, author H.G. Wells attempted to reform the teaching of history. He believed that jingoistic history teaching was partially responsible for creating the anti-German feelings that made the First World War possible. Wells believed that that a form of global history rather than nationalistic history should be taught in all the world's schools.

This newspaper article from 1930 reports on some of his objections to the conventional methods of history teaching of his day.



Text B

An extract from an article in the Lancashire Evening Post, Wednesday 01 October 1930



Are Our History Teaching Methods Wrong?

"PRESENT methods of teaching history are condemned by Mr. H. G. Wells, in an interview in the current Teachers' World."

Children, he contends, should be taught that history is not a battle between personifications. International affairs are not a struggle in which nation-persons try to get the better of each other. Russia is not a person. Russia is a huge country with a great diversity of climate, peoples, languages, methods of production and cultural traditions. Yet people still

8) Undated portrait photo of H G (Herbert George) Wells (1866 -1946) - author of *The Time Machine* and *The War of the Worlds*.

- Image ID: BMPBME

Article: <https://www.britishnewspaperarchive.co.uk/viewer/BL/0000711/19301001/116/0004?browse=False>

persist either in regarding Russia as the wonderful, energetic prophet of new order, or as a wicked and malignant conspirator (...)"

Mr. Wells submits that it possible to teach history such manner that, instead of presenting life as a drama, a competitive drama, which nations as principals strut the stage, they could present it as the great adventure of the whole human species. Children," he says, are much more interested in the story of human adventure and discovery and human achievement".

(End of excerpt)

Exercise 2d. Analysing a student's response to Question 03

2di: Reading and analysing a student response to question 03



Note on Question 03: Like the other questions in the examination, the rubric is always the same.

For the purposes of this exercise, Text A is the short passage from Empireland, a book published in 2021 and Text B is the extract from an article that appeared in the Lancashire Evening Post in 1930. Underneath you will find a sample student response to Question 03.

Q.03 Explore the similarities and differences in the ways that Text A and Text B use language.

Assess this student response.

Both texts present views on the poor way in which history is taught in Britain. Text A is from a contemporary book of essays, while Text B is from a newspaper dating from 1930 in which the journalist reports on a speech given by HG Wells, a well-known author of those times. In the first text the writer uses the first-person singular to directly address his readers. We see this through his use of

Before you begin - checking your exam techniques for question 03

In groups, discuss these questions.

A) What specific techniques do you use to compare texts?

B) What other strategies do you already know to help you answer question 03?

first-person singular pronoun “I” and the first-person singular possessive adjective “my”: “my knowledge”, “my history”. Moreover, the author also identifies himself as a British Indian of Sikh heritage and uses the exclusive first -person plural phrase “we Sikhs” to identify himself as different to his readers. The purpose of these techniques is to allow him to represent his experience of history teaching as something seen from a personal perspective. One purpose of personalising his experiences of history teaching is to use it as a persuasive tactic and thus find a common cause with the readers. Text B makes no such direct address to the readers. In Text B, the unnamed journalist uses both direct quotations and reported speech to communicate the words of HG Wells, which were given as part of an interview. Unlike Text A, here is a noticeable lack of personal comment about history teaching on the part of the journalist, the writer maintains a distance between themselves and the speaker through the use of verb phrases such as “Mr. Wells submits” and “he contends”. The purpose here is to maintain a certain objectivity. The newspaper clearly aimed to report events and facts to the readership rather than deliver the kind of direct statements and value judgements seen in text A.

Moreover, we can see clear differences in attitude to the way that the teaching of history is discussed. In Text A, the author concentrates on representing the weaknesses and flaws of the history teaching he received “I don’t recall it once being mentioned”. This is achieved through the use of a variety of techniques such as attributive adjectives “superficial”, “non-existent” to create negative value judgements; the listing of unrelated historical topics, “the world wars, the Tudors and Tolland Man” to show the lack of interconnectedness within the subject; and active verb phrases to represent the poor quality of the teaching, “my teachers went out of their way to avoid telling us” and “no one cared to illustrate the tragedy”. In

contrast to Text B, however, the writer does not state what his alternative vision of history teaching would be. On the other hand, Text B juxtaposes the differences between what HG Wells' criticisms of history teaching in the 1930s and what it should be. In this text, the teaching of history is represented as an intellectual exercise and a matter of national politics. If we put this into a political and historical context, we see that the author is much concerned with the rise of nationalism. History teaching at that time is negatively represented through the use of different techniques. The journalist tells the readers that "present methods of teaching history are condemned" by Wells. The word "condemned" has connotations of a legal judgement and is used to express a very robust opinion. Wells' language is peppered with metaphors suggesting conflict: "struggle", "battle" "get the better of". Equally, the speaker's alternative vision is positively represented through the use of vocabulary with very positive connotations: "adventure", "discovery" and "human achievement". He also contrasts the way history is presented as "a competitive drama" as opposed to his desire to see history taught as "the great adventure of the whole human species".

Analysing this response.

Summarise what the candidate has to say about ...

- the different cultural contexts in which the texts have been produced
- the people/events/places/ideas being represented and compared in both texts
- the two writers and their relationships with their audiences
- the different techniques used in both representations
- the different media in which the texts have been produced.

Reread the sample response and identify the techniques the candidate has used to link and compare Text A to Text B.

Make a list of the ones which are:

- new to you
- useful.

2dii: Discussion - Be the examiner



What mark out of 20 would you give the response?
In groups and using the assessment criteria, discuss what marks you would award the candidate.

When reading the response, examine the candidate's ability to answer the question accurately. For example, you could identify:

- the things that the writer has done well
- the areas where the writer really needs to improve
- the extent to which the student has answered the question accurately
- any parts of the response that are irrelevant to the question

Identify the useful techniques that you could use in your own writing.

*To further improve your exam techniques, share your answers and discuss them **as a** class.*

Using the sample student response to Q.03

In an actual exam, this response would be marked out of 20 using this criterion.

AO4: Explore connections across texts, informed by linguistic concepts and methods

The precise assessment criteria and grade boundaries can be found the relevant official guides to A Level English Language published by the examination boards.

Exercise 2e: Planning and writing a comparative response to Question 03

Explore the similarities and differences in the ways that Text A and Text B use language.

2ei: Planning your response to Question 03



This question requires you to compare information in Text A (An extract from Imperialism and Me) and Text B (Are Our History Teaching Methods Wrong?). Therefore, it is best to have a clear plan for the response that you will write. We can represent this plan through a simple diagram.

This exercise can be undertaken either as an individual assignment or as a group activity.

Scoring a good mark for Q.03

In order to answer this question, you need to compare the following points.

A. Differences in **context-related language** in Texts A and B due to:

- the contexts in which the texts were created (place/time/circumstances)
- the speakers'/writers' different purpose(s)
- the (potentially) different audiences for the texts
- the (potentially) different genres of the (written) texts
- the (potentially) different modes in which the texts were communicated (if relevant)

B. Differences in the attitudes of the writers towards the subject matter and its representation

C. Differences in the writers' subsequent language choices.

Note: You can reuse examples and quotations from your responses to Q1. and Q2.

You may wish to use the diagram opposite as an outline for your response to Q 03.

Use strategies that can help you to develop a clear argument and gain marks for the relevant assessment objective: AO4: Explore connections across texts, informed by linguistic concepts and methods

So be as precise as you can. This will help you to develop a clear argument. Also use technical expressions to describe your ideas.

	Text A		Text B
1.	Context A and use of language in Text A	compared with	Context B and use of language in Text B
	<ul style="list-style-type: none"> • Identify what subject has been represented in both texts. • Decide how you are going to describe the context and the use of context-related language. • How has language been used differently because of: <ul style="list-style-type: none"> • the contexts in which the texts were created (place/time/circumstances) • the speakers' /writers' different purpose(s) • the (potentially) different audiences for the texts • the (potentially) different genres of the (written) texts • the (potentially) different modes in which the texts were communicated (if relevant) 		
2.	Attitudes of author of Text A to the thing represented	compared with	Attitudes of author of Text B to the thing represented
	<ul style="list-style-type: none"> • Identify what subject has been represented in both texts. • Decide which differences in techniques you will write about and which differences in the forms of analysis you will discuss. 		

2eii: Writing a response to Question 03 

Use Text B below and the text *Working off the Past* on pages 5 and 6 to practice writing a response to Question 03. You can apply the procedures on the page above to guide you.

Text B

An extract from *General Summary of the News January 7th, 1878, from The Homeward Mail from India, China and The East*

**General Summary of News**

By the arrival of the Overland Mail from India, we are placed in possession of files of newspapers and gazettes from Bombay to Dec. 17; Calcutta, Dec. 14; Madras, Dec. 15 Allahabad, Dec. 14, &c. The London mail of Nov. 23 arrived at Bombay, per Venetia, on Dec. 13.

The telegraph has placed us in possession of the State Ceremonials at Calcutta which commemorated the anniversary of the proclamation of Her Majesty as Empress of India. There was an investiture of the Order of the Bath and of the Star of India, also the inauguration of the new Order of the Indian Empire, in which a number of well-known names appear; then a State banquet, a general illumination of the city, and an imposing ceremony connected with the unveiling by the Viceroy of a colossal marble statue of Her Majesty, presented to the Indian people by the Maharajah of Burdwan. The statue is the work of Marshal Wood, and is the only statue of Her Majesty in Calcutta. The only new investiture of the Star of India was that of General Kennedy, and it is remarked of him, -"This gallant soldier has nobly won his spurs. It would be difficult to record in sufficiently adequate language the splendid services he has rendered during the famines in Bombay and Madras."

On the same day the Governor of Madras presented to the Prince of Arcot and others in

9) <https://www.britishnewspaperarchive.co.uk/viewer/bl/0001712/18780107/001/0001>

Madras the decorations of the Order of the Star of India to which they have been admitted.

There is one incident, and only one, connected with the ceremonies of Jan. 1 which it is not pleasant to chronicle. The Maharajah Scindia, who had been invested by the Viceroy with the insignia of the Grand Cross of the Order of the Bath, displayed similar eccentricity of conduct to that which gave rise to much talk on the occasion of his visit to the Delhi ceremony. "One very significant fact (says the Times correspondent in his telegram) deserves notice. The Maharajah has come and gone without having paid the ordinary ceremonial visit to the lieutenant governor of the province. If this was meant nothing more than an empty act discourtesy, it would be unworthy of record; but such a grave and unusual discourtesy committed to a representative of the British government in his own province has a special and intentional significance which it would be wise not altogether to ignore."

(End of excerpt)

2eiii: Concluding discussion



Having finished this section use these questions as a basis for a group or class discussion.

- In your opinion, what are the most important planning and writing strategies you need for Questions 03?*
- How can different planning and writing strategies help you to respond successfully to Question 03?*
- About which aspects of comparing texts do you need further clarification?*

Part 3. Practice exam material for Paper 1 Section A: Textual Variations and Representations

Exam practice 1

This practice exam paper has been scaffolded to include several of the tips and pieces of advice from the previous exercises. You can, therefore, refer to these tips as well as previous exercises in this workbook in order to analyse the texts, and formulate and write your responses to the questions.

A-LEVEL ENGLISH LANGUAGE

Paper 1 Language, the individual and society Section A. Textual variations and representations

Answer all questions from this section.
Text A and Text B are below.

Text A is an extract from *Home and Away*, Chapter 6 of *Empireland* by Sathnam Sanghera published in 2021.

Text B is an extract from the article *Singapore: Gateway to the Far East* printed in *The Bedfordshire Advertiser and Luton Times* in 1907. This article was one of a series of reports under the general title of *Leaves from an Asian Notebook*.

What you have to do

Paper 1: Section A - Textual Variations and Representations

There are two texts (one contemporary and one older text) linked by topic or theme.

There are three questions.

- A question requiring analysis of one text (25 marks)
- A question requiring analysis of a second text (25 marks)
- A question requiring comparison of the two texts (20 marks)

This purpose of Paper 1 Section A is to test your ability to use different methods of language analysis to explore the concepts in the texts such as audience, purpose, genre, mode and representation.

At the same time, you also need to show your understanding of these different methods of language analysis by integrating them into your responses to the questions.

You have one and a half hours to complete the examination.

0 1 Analyse how Text A uses language to create meanings and representations.
(25 marks)

0 2 Analyse how Text B uses language to create meanings and representations.
(25 marks)

0 3 Explore the similarities and differences in the ways that Text A and Text B use language.
(20 marks)

Assessment objectives for questions 1 & 2

AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression.

AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.

Assessment objectives for questions 3

AO4: Explore connections across texts, informed by linguistic concepts and methods

Text A

An extract from Chapter 6 Home and Away from Empireland

Then we have our tendency as travellers and expats to remain aloof. Boris Johnson claimed that our predilection for relocation revealed a nation turned 'tangibly outwards', but there is an argument to be made that we are not necessarily open-minded once we get out into the world. According to a 2004 Study by the international relocation company Robinsons, which questioned 1000 UK expats about their life overseas, 'a quarter of Britain is living overseas socialise mainly with fellow expats, and have no friends from their adopted country', with expats living in Africa and the United Arab Emirates being the least integrated. This contrasts sharply not only with the attitude of foreigners who relocate to Britain for work (according to the latest HSBC Expat Explorer survey, the UK is the top location for expats to socialise with locals over fellow expats), but it also contrasts with what we expect of immigrants to this

Focusing on the text

First, skim the text to identify

- the focus of the paragraph to get the gist
- the writer's main idea/thesis in the text
- the most important things/ persons/ ideas represented in the text.

Use active reading techniques to identify any difficult to understand phrases or sentences.

Use analytical reading to identify:

- the context in which the text was created (For the purposes of this exercise, you can use your prior knowledge of the author, Sathnam Sanghera, and the book *Empireland*.)
- the relationship between the writer and the audience
- the purpose of the text
- the broad message that the writer is communicating to the reader
- the techniques the writer uses to create these representations
- the means by which these techniques create specific meanings

country, who are endlessly instructed to integrate. Such aloofness, if not hypocrisy, arguably goes back to Empire when the British in Hong Kong were, in the words of Jan Morris again, almost psychotically aloof from the swarming Chinese who were their workforce', and when the colour bar in India was upheld at all costs. After the Uprising of 1857, the British created for themselves a cohesive Imperial community that was entirely separate from Indian people and Indian culture – a culture the British saw as a threat to their carefully cultivated routines, traditions and sensibilities. They thus forged their own world in India, impenetrable to Indian people. According to David Gilmour, the distance was not only physical, but moral, emotional and theoretical: evenings were spent either on one's terrace or, commonly for men, at the social clubs which became popular in the 19th century. Clubs like the Bengal, the Madras and the Byculla of Bombay, established in 1827, 1831 and 1833, around the same time as many of the most famous London clubs along Pall Mall, were an environment in which one could eat, drink, relax, play sport, socialise and, most importantly, social climb, away from the 'natives'. On occasion, the Indian elite were accepted within British social circles, but this was rare, particularly after the Uprising of 1857 when even Indians educated in Britain were snubbed.

(End of excerpt)

Analyse this text.

Identify what the writer says about:

- the cultural context in which the text has been produced
- the writer and their relationship with their audience
- the writer's main idea/thesis in the text
- the person/event/place being represented
- the techniques the writer uses to create these representations
- the means by which these techniques create specific meanings

Use your notes to write a response to Question 02.

Analyse how Text A uses language to create meanings and representations.

Text B

Singapore: Gateway to the Far East (extract)



Singapore city is imposing, and contains some fine streets and public buildings, while the island, as large as the Isle Wight, has been beautifully laid out with fine roads, gardens, and residential bungalows. The climate does not seem so oppressive as that India, and the monsoon and dry periods are not marked. Rain falls most days, keeping the grass green, and making the vegetation luxuriant and fresh. Once outside the town the visitor can well imagine himself to be in the country. The bungalows stand in their own grounds, often shaded from view by fine trees, and hedgerows of palms and tropical ferns and foliage. It might accurately be termed the Emerald Isle, for it is difficult to explain how very welcome all this greenness is to the eye after the dried-up and sun-baked earth of India, where rain falls for but four months in the year, and then often in insufficient quantities.

The resident in India, however, has one great advantage. He can get a change. He can visit a hill station, or elsewhere, where he will find a different language and different people, and the

Focusing on the text

First, skim the text to identify

- the focus of the paragraph to get the gist
- the writer's main idea/thesis in the text
- the most important things/ persons/ ideas represented in the text
- In order to successfully answer question 03 choose subjects represented which are also in Text A.

Use active reading techniques to identify any difficult to understand phrases or sentences.

Then, use analytical reading techniques to identify and make notes on:

- the context in which the text was created
- the relationship between the writer and the audience
- the purpose of the text
- the broad message that the writer is communicating to the readers
- the techniques the writer uses to create specific representations
- the means by which these techniques create specific meanings

change comes as a real holiday. Singapore is hardly fortunate. There are hotels along the coast, which do admirably for week-end visits, but if one wants new scenery and other habits and people, he must go to Java, or take a trip to Borneo or the Celebes, or go to Bangkok or Saigon, none of which alternatives are often accepted. Many come to Singapore, and do not leave the island during the term of their agreement, returning home by the first orthodox steamer leaving for England. Thus opportunities of seeing an interesting part the world vanish, and, probably, never again return. But the same can be said of India. Many a man goes to Bombay, and when he returns home at the completion of his agreement, he has probably not set foot on the mainland of India.

About the only trip from Singapore is to Johore, the capital the State of Johore. You journey by railway across the island of Singapore, and then ferry over the narrow straits which divide the island from this independent Malay State. Arriving at Johore, there is not much seen. Chief interest is centred in the gambling dens whither the Chinese flock, every Sunday. To the uninitiated, the bank appears to hold the large majority of chances, but this does not prevent the Chinese from trying their luck, and a hard-earned ten dollar note goes one turn of the dice. It is not fair to blame the Chinese this respect, for gambling is one of the natural instincts East. Everybody is trying to make money, and thinks of the day when he will be able live in affluence in Europe.

(End of excerpt)

Analyse this text.

Identify what the writer says about:

- the cultural context in which the text has been produced
- the writer and their relationship with their audience
- the writer's main idea/thesis in the text
- the person/event/place being represented
- the techniques used in the representation
- the medium in which the text has been produced.

Use your notes to write a response to Question 02.

Printed in The Bedfordshire. Advertiser and Luton Times Friday October 30th, 1908. This article was one of a series of reports under the general title of Leaves from an Asian Notebook. <https://www.britishnewspaperarchive.co.uk/viewer/bl/0000536/19081030/001/0002>
<https://memoriesoftwocities.nlb.gov.sg/memories-of-two-cities-singapore/centres-of-commerce/raffles-place/>

Exam practice 2

Unlike the previous exam practice paper, Exam practice 2 contains no scaffolding.

You can, however, refer to exercises associated with the PowerPoint or previous exercises in this workbook in order to analyse the texts, as well as formulate and write your responses to the questions.

A-LEVEL ENGLISH LANGUAGE

Paper 1 Language, the individual and society Section A. Textual variations and representations

Answer all questions from this section.
Text A and Text B are below.

Text A is an extract from *Working off the Past*, Chapter 12 of *Empireland* by Sathnam Sanghera published in 2021.

Text B is an extract from General Summary of the News reported in *The Homeward Mail* from India, China and The East in 1878.

0 1 Analyse how Text A uses language to create meanings and representations.
(25 marks)

0 2 Analyse how Text B uses language to create meanings and representations.
(25 marks)

0 3 Explore the similarities and differences in the ways that Text A and Text B use language.
(20 marks)

Assessment objectives for questions 1 & 2

AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression.

AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.

Assessment objectives for questions 3

AO4: Explore connections across texts, informed by linguistic concepts and methods

Text A

Excerpt from Empireland by Sathnam Sanghera
Empire State of Mind

Context notes

Professor Edward Said (1935- 2003) was a professor of literature at Colombia University. He is known for the book *Orientalism* (1978), a critique of the cultural representations that are frequently used by the Western world to understand the East.

It would be an underestimate to say I am persuaded by Said's argument that the cultural self-confidence of the colonised was destroyed through the relentless running down their indigenous beliefs and way of life and the promotion of colonial knowledge. It hits me in the gut. It makes me appreciate that my 'excellent education' was no such thing really: through its assumptions and relentless omissions, it was narrow and encouraged me to belittle most non-western thought, history and literary forms as irrational and illogical, including the heritage my parents attempted to inculcate in me through bedtime stories, Bollywood movies and my weekend Punjabi lessons. I may never have described myself as colonised but reading Said makes me realise that my view of south Asia has been heavily influenced by books written by Britons, or by South Asians writing for Britons, and that, psychologically, I may well have been colonised. Furthermore, that education can be a tool for colonialism is reflected in the fact that the imperialist routinely used it as a weapon.

When establishing the British Raj and conquering royal Indian kingdoms, the British attempted to remould the Indian aristocracy in order to create a natural ally from within India. Young princes or maharajahs were educated in the 'British manner', in the hope that with a traditionally British public-school education young boys would inherit the same British Imperial values. The colonisers imagined reshaping the Indian aristocracy through a system of subsidised Indian public schools. Lord Curzon hoped that through this type of education the Indian ruling classes would eventually become 'colleagues' of the British: educating people out of their traditional cultural values was a way of ensuring his idealised homogeneity. Meanwhile, Thomas Babington Macauley, who played a key role in the introduction of English and western concepts to Indian education, argued in 1835 that 'it is impossible for us, with limited means, to attempt to educate the body of the people. We must at present do our best to form a class who may be interpreters between us and the millions we govern, – a class of persons Indian in blood and colour, but English in tastes, in opinions, and morals and in intellect.'

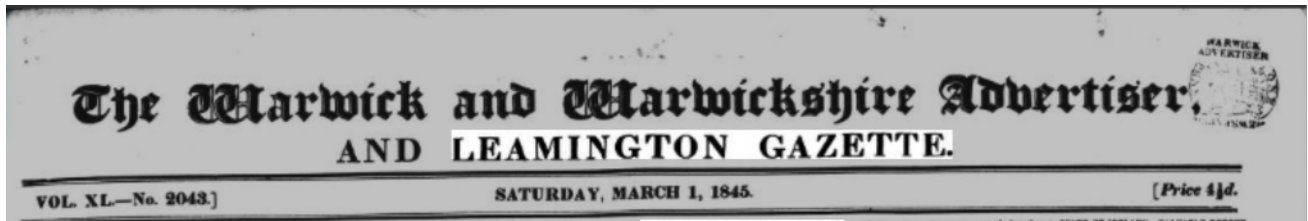
360 words

Empireland - Sathnam Sanghera
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Text B:

Extracts from a report in The Warwick and Warwickshire Advertiser and Leamington Gazette - Saturday 01 March 1845

EDUCATION in INDIA



The last number of the Atlas has an able article on the education of the natives of India. The writer shows a knowledge of his subject by no means most common amongst English editors. But though familiar with certain details of which the public in general know absolutely nothing, we do not entirely concur in all his views. He observes very justly that Sir Henry Hardinge has commenced his administration in India most auspiciously, by making the encouragement of native education his earliest public act. He has announced the people the country that in distributing public employment amongst them, he will always give the preference to those candidates who have received good education, whether from the Government colleges or from private schools. His announcement was received with gratitude and delight by the natives, and some of the leading Hindoo gentlemen of Calcutta waited on the Government General, and presented him with an address of thanks. They feel Sir Henry's attention to their highest interests the more deeply because his predecessor had held them with such supreme contempt.

(...)

The native community of Calcutta have manifested their grateful feelings towards the governor general in regard to the encouragement which he has extended to education by an address agreed to at a public meeting held for that purpose. The Governor General replied in a manner well calculated to preserve the feelings of satisfaction and confidence which the Address indicated. The reply is so creditable to the good feeling of the Governor-General that we could not feel justified in refraining from quoting from it

(...)

Gentlemen,—I beg offer you my sincere thanks for the address you have done the honour of presenting to me. I need not assure you, that it will my constant aim. long as I am intrusted with the administration of the great empire, to promote the morals and

intellectual enlightenment of all classes of the community. It will be my anxious desire to so, because I am sensible of the benefits which the state will derive from the services of men of superior intelligence and moral integrity. If the state can secure this advantage, the people who are living under the Government are the parties who will ultimately derive the most substantial benefits from this measure. But I am anxious for this extension of education on higher grounds. I desire it because it must lend to the increased happiness and prosperity all classes of the people.

<https://www.britishnewspaperarchive.co.uk/viewer/bl/0001670/18450301/060/0004>

11) This article seems to have originally appeared in an undated edition of The Jersey Times.