

The Gunpowder Plot – working with multiple texts

Name _____ Date _____

The same subject can be written about in many different ways. The particular FAP (form, audience, purpose) will determine what is included (and left out) and how the writer presents the information. Presentation can include layout features; language techniques; the use of facts, statistics and opinions; and whether the text is a balanced or biased representation of the subject.

You have three texts about the plot to blow up the Houses of Parliament, which took place in the 17th century. Although all the texts cover the same subject matter, the way in which information and ideas are presented varies significantly due to the FAP of each text.

Q1-10 will help you develop an understanding of how writers present information to suit particular FAPs.

Q1:

Text	Form	Audience	Purpose	Details that helped you work out the FAP
'Britain's first terrorists'				
Gunpowder plot				
What was the Gunpowder plot?				

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Name _____ Date _____



Q2: You are asked to prepare a presentation about why we celebrate bonfire night on the 5th of November each year. Which of the three texts is the most useful source of information?

Q3: You want to find out about the plotters and what happened to them. Which text is the most useful?

Q4: How would you describe the tone and register of the text ‘**Britain’s first terrorists**’?

Choose 1 option from each column below.

tone

Factual

Chatty

Sensationalist

Academic

REGISTER

Formal

Colloquial

Informal

Straightforward

Q5: Which text is biased in favour of Robert Catesby? (*Presents him in a more favourable way.*)

Q6: Provide 3 examples of language being used in a biased way from the text you identified in the previous question. For each example explain how it creates a positive bias towards Catesby.

Example1: _____

How it creates positive bias:

The Gunpowder Plot – working with multiple texts

Name _____ Date _____



Example2: _____

How it creates positive bias:

Example3: _____

How it creates positive bias:

Q7: Compare the ways in which the ‘**Britain’s first terrorists**’ and ‘**What was the Gunpowder Plot?**’ texts explain why the Gunpowder Plot was devised.

The Gunpowder Plot – working with multiple texts

Name _____ Date _____



Q8: The 'Gunpowder Plot' text is mostly factual. However, there are some opinions expressed in the text. Provide 3 examples of opinions from this text.

Example1: _____

Example2: _____

Example3: _____

Q9: Which text makes the best use of layout features to aid the meaning of the written text?

TEXT CHOICE: _____

Explanation of how the layout features have been used:

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Name _____ Date _____



Q10: You are writing an entry for a text book aimed at 7 – 11 year olds which explains who Robert Catesby and Guy Fawkes were. Use the 'Britain's first terrorists' and 'Gunpowder Plot' texts to select 2 facts and 2 opinions about the men which would be suitable for this text.

Fact 1:

Fact 2:

Opinion 1:

Opinion 2:

The Gunpowder Plot – working with multiple texts

Curriculum mapping

GCSE ENGLISH LANGUAGE		Enlarged bold font indicates main coverage.
READING (50% weighting)		
A1	(a) Identify and interpret explicit and implicit information and ideas. (b) Select and synthesise evidence from different texts.	
A2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	
A3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	
A4	Evaluate texts critically and support this with appropriate textual references.	
WRITING (50% weighting)		
A5	(a) Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. (b) Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	
A6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (must constitute 20% of the marks for each specification as a whole).	
SPOKEN LANGUAGE (unweighted)		
A7	Demonstrate presentation skills in a formal setting.	
A8	Listen and respond appropriately to spoken language, including to questions and feedback to presentations.	
A9	Use spoken Standard English effectively in speeches and presentations.	

FUNCTIONAL SKILLS ENGLISH		Enlarged bold font indicates main coverage.
Coverage & range statements provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent National Curriculum levels and the Adult Literacy standards.		
Level 2 Speaking, listening and communication skill standard	Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	
a) Consider complex information and give a relevant, cogent response in appropriate language b) Present information and ideas clearly and persuasively to others c) Adapt contributions to suit audience, purpose and situation d) Make significant contributions to discussions, taking a range of roles and helping to move discussion forward		
Level 2 Reading skill standard:	Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	
a) Select and use different types of texts to obtain and utilise relevant information		
b) Read and summarise, succinctly, information/ideas from different sources		
c) Identify the purposes of texts and comment on how meaning is conveyed		
d) Detect point of view, implicit meaning and/or bias		
e) Analyse texts in relation to audience needs and consider suitable responses		
Level 2 Writing	Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	
a) Present information on complex subjects clearly and concisely b) Present information/ideas concisely, logically, and persuasively c) Use a range of writing styles for different purposes d) Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively e) Punctuate written text using commas, apostrophes and inverted commas accurately f) Ensure written work is fit for purpose & audience, with accurate spelling & grammar that supports clear meaning		

References:

Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2.*

<https://www.gov.uk/government/publications/functional-skills-criteria-for-english>

DfE (2013), *English Language GCSE subject content and assessment objectives.*

<https://www.gov.uk/government/publications/gcse-english-language-and-gcse-english-literature-new-content>

Also covers many L2 Adult Literacy Curriculum elements

<http://www.excellencegateway.org.uk/content/etf1286>