Series A

Edge Hill University

Level 2 Literacy

Standalone Equivalency Test Revision Pack



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Introduction

Edge Hill University

Thank you for choosing Edge Hill University for your equivalency test. As a leading university, we are dedicated to creating opportunity from knowledge – a philosophy that drives our teaching, our academic research, and our commitment to providing you with a great student experience leading to a rewarding career.

The University provides a package of targeted support to applicants and students, aimed at ensuring that individuals with the capacity to benefit from higher education can come to university, stay at university and take advantage of opportunities while they study.

We are continually recognised for our outstanding achievements in student support, graduate employment and innovation, as well as our significant role in transforming lives. Join us, and you will be studying on one of the best campuses in UK higher education, as part of a unique and welcoming academic community.

Standalone Equivalency Exam

This information pack is designed to support your revision in preparation for the exam. It is not designed to emulate the exams in any way.

The Edge Hill equivalency tests are for applicants who do not have the GCSEs or Level 2 qualifications required for entry onto our courses. The Edge Hill equivalency tests offer you the opportunity to demonstrate that you satisfy our entry requirements for most of our programmes, excluding Medicine.

Standalone tests allow you to revise at home, before booking to sit your exam on selected dates throughout the year at either Edge Hill University or Holy Cross College in Bury.

Once you have booked and paid for the test, you can revise at your own pace. However, we do ask that you make at least one attempt at the chosen exam within one year of payment. Refunds can be requested either within 1 year of payment, or prior to attempting the exam (whichever of these is the earliest). This applies to standalone exams only.

Please be aware that Edge Hill University Equivalency Exams are designed to meet the Level 2 entry requirements for Edge Hill University only. Other institutions or governing bodies may accept them, however, it is important that you check with your chosen training provider that this equivalent exam will be accepted. If any issues arise please pass your details and the provider's details to edgehilltests@edgehill.ac.uk and we can provide copies of our exam specification.

This specification is for the Level 2 Literacy Equivalency Test.

Why Choose Edge Hill University Equivalency Programmes?

Value for Money

- We provide high quality, professionally written exams which are well supported and professionally administered.
- Exams are professionally assessed, and results are returned promptly, generally within two - four weeks.
- We offer our candidates a range of exam dates advertised in advance, both on campus at Edge Hill University, or at Holy Cross College in Bury, Greater Manchester.
- We also offer a tutor-led revision courses to support candidates.
- Candidates have two further opportunities to resit their exam if they are unsuccessful in the first instance.
- Our charges cover our costs and are lower than most other providers.

Our expertise

- The Edge Hill Equivalency Tests team have been offering equivalency examinations to help students progress on to degree programmes for over 20 years. We are part of the Access Programmes Team, enabling access to university by offering equivalency tests and revision support. We also deliver Edge Hill's highly successful 'Fastrack' access programme which provides a free entry route for people lacking the necessary qualifications, study skills and confidence to enter higher education directly.
- Our equivalency tests team is made up academic tutors, former teachers and university admissions staff; we know how to best assist applicants through this process.
- Academic professionals write and deliver our equivalency programmes, including professional examiners and trained exam invigilators.
- All examinees are ID checked by staff with compliance training.

Customer Service

- The Equivalency Tests team are available Monday-Friday, 9am-5pm, to support candidates with any queries.

  You can call 01695 657148
  Or email edgehilltests@edgehill.ac.uk.

Security and Accountability

- Banks of exams in each subject are regularly rotated to ensure examinees sit updated papers.
- Completed exams, marking schemes, profiles of markers and evidence of specific learning difficulties (where relevant) are kept secure for five years before being disposed of in accordance with standard University procedure.

Purpose of study

We have a responsibility to ensure that candidates meet the minimum standard of written English necessary to be successful in their future academic studies. Applicants must demonstrate that they are able to write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

Our equivalency tests can be used to demonstrate a satisfactory level of English language proficiency through the use of appropriate grammar by candidates for whom English is not their first language.

If English is not your first language, please note that in order to meet the assessment criteria for the English and Literacy examinations, you must demonstrate a satisfactory level of English language proficiency through the use of appropriate grammar in your answers. Please read the “Assessment Component 2: Technical Accuracy” skills descriptors for guidance.

We are unable to approve extra time in exams for candidates on the basis that English is their second language. All candidates must be assessed according to the same marking criteria and following the same regulations, so that grades and certificates have the same validity.

Scheme of Assessment

Assessment Summary

The Level 2 Literacy equivalency exam is comprised of two assessment components;

- Knowledge and Content.
- Technical Accuracy.

In order to achieve an overall pass, candidate must achieve at least 50% in each section of the paper.

Although a candidate may pass the Knowledge and Content component of the examination, if their standard of written English is deemed unsatisfactory by the examiner they will not achieve an overall ‘pass’ - the equivalent of a “Pass” - according to set criteria.

You must demonstrate correct, consistent written skills (correct structure and usage of grammar: subject verb agreement, syntax, correct and consistent use of tenses, singular and plural forms etc).

Candidates must pass **both** assessment components to pass the Level 2 Literacy Test.

Assessment Component 1: Knowledge and Content

All texts in the examination will be unseen.

Level 2 Literacy Equivalency – Standalone Test

Assessment Topics

Section 1: Comprehension (30 marks)

You are advised to spend 1 hour on this section.
Two - three short passages presented for comparison.

- Read the texts.
- Respond to a short list of questions.
- Answers should be in complete sentences using your own words.
- Marks available for each question will be clearly stated.

Section 2: Letter writing (20 marks)

You are advised to spend 30 minutes on this section.
Formal writing in response to the passages presented in Section 1. To do this, candidates should understand the following:

a) The appropriate level of language for the audience (formal / informal)
b) The appropriate letter format – e.g. business letter layout, informal letters, complaint letters etc.
c) Understand and use the appropriate terms of address and know how to close a letter.

- Read the instructions for the letter carefully.
- Compose the letter.

Section 3: Punctuation (10 marks)

You are advised to spend 30 minutes on this section.
One passage will be presented which excludes all punctuation.

- Read the passage carefully and rewrite the passage using the correct punctuation.

Assessment Format

- Written exam: 2 hours.
- 60 marks available.
- Candidates must achieve at least 50% to pass, in addition to demonstrating a satisfactory standard or written English.
- 50% = Pass

Assessment Component 2: Technical Accuracy

Although a candidate may pass the knowledge and content component of the examination, **candidates are required to demonstrate a satisfactory standard of written English in order to pass the equivalency test.**

We follow the Technical Accuracy assessment objectives set by The Office of Qualifications and Examinations Regulation (**Ofqual)** which are applied to all Level 2 English and Literacy specifications and all exam boards.

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

To pass our equivalency test, candidates must be measured at **Level 4** or **Level 3** using the following skills descriptors:

Technical Accuracy Skills Descriptors	
Level 4 **Pass** 	• Sentence demarcation is consistently secure and consistently accurate. • Wide range of punctuation is used with a high level of accuracy. • Uses a full range of appropriate sentence forms for effect. • Uses Standard English consistently and appropriately with secure control of complex grammatical structures. • High level of accuracy in spelling, including ambitious vocabulary. • Extensive and ambitious use of vocabulary.
Level 3 **Pass** 	• Sentence demarcation is mostly secure and mostly accurate. • Range of punctuation is used, mostly with success. • Uses a variety of sentence forms for effect. • Mostly uses Standard English appropriately with mostly controlled grammatical structures. • Generally accurate spelling, including complex and irregular words. • Increasingly sophisticated use of vocabulary.
Level 2 **Unsuccessful** 	• Sentence demarcation is mostly secure and sometimes accurate. • Some control of a range of punctuation. • Attempts a variety of sentence forms. • Some use of Standard English with some control of agreement. • Some accurate spelling of more complex words. • Varied use of vocabulary.
Level 1 **Unsuccessful** 	• Occasional use of sentence demarcation. • Some evidence of conscious punctuation. • Simple range of sentence forms. • Occasional use of Standard English with limited control of agreement. • Accurate basic spelling. • Simple use of vocabulary.
Level 0 **Unsuccessful** 	• Students' spelling, punctuation, grammar, etc. is sufficiently poor to prevent understanding or meaning.

General Administration

Further information about our range of equivalency programmes can be found at www.edgehill.ac.uk/tests

Level 2 Equivalency Tests

Edge Hill University Equivalency Exams are designed to meet the Level 2 requirements for Edge Hill University only. Candidates are advised that other institutions or governing bodies may accept them, however, it is the candidates' responsibility to check that this equivalent exam will be accepted.

Awarding grades and reporting results

These tests are designed and delivered by the Access Programmes Team at Edge Hill University and are not validated through a national examination body.

Candidates who are successful in passing the exam receive a certificate from Edge Hill University. We will post your certificate to your registered address within 10 working days. You must notify us within 15 working days if you haven't received the certificate, otherwise, after this time there will be a charge.

It is the candidate's responsibility to inform Edge Hill Tests of a change of address. Please contact us if you have changed address since registering for your test so that we can send your certificate to the correct location.

Resits and shelf life

Candidates have two further opportunities to resit their exam if they are not successful in the first instance. We have three papers available for each subject and you must not sit the same paper twice or it will void your exam.

Candidates are informed that they must keep their certificate safe; after five years we cannot guarantee that we will be able to retrieve their results and confirm that they sat and passed an equivalency test at Edge Hill University. If candidates lose their certificate or require a replacement, the charge is £5.

Previous learning and prerequisites

Standalone Level 2 tests allow candidates to revise at home at their own pace before choosing s standalone test date.

If you require additional revision support, you can top-up to the Level 2 Literacy tutor-led course. If you chose this option after sitting a standalone test, your previous attempts will be deducted from the three attempts allocated to you:

It is expected that prior to sitting the Literacy Equivalency Examination, the candidate's command of written English is of a satisfactory standard and does not contain

grammatical, syntactic or stylistic errors. If this is not the case, candidates will not be able to pass Assessment Component Two: Technical Accuracy.

Access Arrangements

We make reasonable adjustments to the exam format to meet the requirements of our candidates with additional needs.

We ask candidates who have a disability or a specific learning difficulty to speak to us in advance so that we can discuss their requirements and make the arrangements. In certain circumstances, this may mean arranging a private exam. Candidates are asked to contact the Equivalency Tests Team to provide evidence of a specific learning requirements, such as an educational Psychology Report or Needs Assessment, **at least five working days prior to the exam date**. It is not possible to guarantee being able to meet requests made on the day of the test.

We are unable to approve extra time in exams for candidates on the basis that English is their second language. All candidates must be assessed according to the same marking criteria and following the same regulations, so that grades and certificates have the same validity.

Access Programmes Team

Janet Fairclough - Access Programmes Manager
Anne-Marie Kennedy – Pre-Entry Advice and Guidance Officer
Lindsey Tetlow – Senior Admissions Administrator (Access Programmes)
Joanne Williams – Admissions Assistant
Vicki Guttridge – Admissions Assistant

Contact Us

You can visit our website for information about all of our equivalency programmes: www.edgehill.ac.uk

The Equivalency Tests team are available Monday-Friday, 9am-5pm.

If you have any queries about equivalency tests, please get in touch:
T: 01695 657148
E: edgehilltests@edgehill.ac.uk

Your Level 2 Literacy Equivalency Exam



Exam Preparation

Please take time before each exam to read the instructions on the front of the exam paper.

Level 2 Literacy equivalency standalone test summary:

- 2 hours in duration
- 1 paper with three sections: Comprehension, Letter-Writing and Punctuation.

You much achieve at least 50% to pass the test, as well as demonstrating a satisfactory standard of written English.

50% and above = Pass

Important Information:

The Literacy Equivalency test is designed to be equivalent to the level of written standard expected of Level 2 English according to Ofqual guidelines.

Prior to sitting the Literacy Equivalency examination, the candidate's command of written English must be of a good standard and must not contain grammatical and stylistic errors.

Although a candidate may pass the knowledge and content component of the examination at 50%, **if their standard of written English is deemed unsatisfactory by the examiner, they will not achieve an overall 'pass'.**

Please read the Assessment Objectives found in this revision pack for detailed information.

What to bring with you:

- You will need to bring **photo ID** to register for the exam.

Acceptable ID includes: passport, driving licence, recognised age ID card, residential permit, student or NUS Card. If you have recently changed your name you must bring additional evidence such as a change of name document or marriage certificate. If you feel your name has not been registered correctly please contact us prior to the exam.

- A blue/black pen and a spare.

Dictionaries/ thesauruses are not permitted in any exam.

Receiving Results

Please allow at least 4 weeks for your paper to be marked.

Unless otherwise requested, candidates will initially be informed of results by telephone. If you are successful in passing the exam, confirmation will also be made in writing and posted to your registered address.

On the Day of Your Exam



Please read the following information carefully, as it contains important information about the terms and conditions of Edge Hill University Standalone Equivalency Exams.

Arriving for your exam

You have been asked to arrive 30 minutes before the start of the exam for registration. This will allow us time to register everyone. Please wait outside the exam room until registration begins.

If you arrive 0-15 minutes after the start of the exam, you will be able to sit your test but you will not be given any extra time.

If you arrive more than 15 minutes after the start of the exam, you will be refused entry and advised to re-book your test; this will not count as one of your attempts.

Please wait outside the exam room until registration begins.

Registration and Identification Checks

All examination candidates must bring a photo ID document to register for the exam. Acceptable ID includes: passport, driving licence, recognised age ID card, residential permit, student or NUS Card. The ID must contain a visible name and a photograph with a clear resemblance to the candidate sitting the examination. If you have recently changed your name you must bring additional evidence such as a change of name document or marriage certificate. If you feel your name has not been registered correctly please contact us prior to the exam.

The Invigilator in the examination venue will check each candidate's ID in advance of the exam. If an invigilator has any doubts over the validity of a candidate's ID, or if the candidate has not brought their ID or any other form of photographic identification with them to the examination, the candidate will still be allowed to sit the examination, however, they will be required to take a photograph of themselves on the day of the exam and email it to edgehilltests@edgehill.ac.uk along with a photograph of a valid ID document.

Edge Hill University acknowledges that some examination candidates will choose to wear religious dress, for example: turbans and hijabs/veils. It may be necessary, for the purposes of identification before an examination, to ask a student to remove any garment that obscures their identity. In the case of a female student who is asked to remove a veil in order for the Invigilator to confirm their identity, an appropriate female member of staff will accompany the student to a private area where they can remove their veil to enable identification to take place.

Invigilators

The role of the invigilators is to supervise your exam, to make sure your exams take place according to the rules and that the rules are applied fairly. You must follow any instructions given by an invigilator. It is your responsibility to listen to and follow these instructions.

If anything unexpected happens to you during an exam, such as feeling unwell, you should notify the invigilator immediately.

Additional Needs

We are happy to make reasonable adjustments to the exam format to meet the requirements of our candidates with additional needs.

All venues are accessible. However, if you have a disability or a specific learning difficulty, we do recommend that you speak to us in advance so that we can discuss your requirements and to allow us time to make the arrangements. In certain circumstances, this may mean you need to sit the exam on an alternative date.

Please contact the Equivalency Tests Team to let us know and provide evidence **at least five working days prior to the exam date**. It is not possible to guarantee being able to meet requests made on the day of the test.

Please contact edgehilltests@edgehill.ac.uk with evidence of your specific learning requirements such as an educational Psychology Report or Needs Assessment, or call 01695 657148 if you wish to discuss anything.

Your conduct

Improper conduct and actions that cause a disturbance during an exam are considered malpractice. They are unfair for other candidates and penalties often include losing marks or having your exam entry cancelled.

Examples of malpractice by candidates include:

- Pretending to be someone else or getting someone else to attempt to sit an exam for you.
- Disruptive behaviour in the exam room.
- Using rude, abusive, offensive or discriminatory language or images in your answer booklet.
- Copying from another candidate.
- Using any material or aids that would give you an unfair advantage in the exam.

Exam Rules

It is important that you follow the exam rules, to make sure that everyone has a fair and equal chance of doing their best work:

- When you enter the exam room you are under **exam conditions**; you must be silent, you must not communicate with anyone else in the room or disturb other candidates.
- **All personal belongings** and any revision materials should be stored under your chair or table and out of your / your fellow candidates' line of vision.
- Mobile phones and web enabled devices must be switched OFF, put inside the **clear plastic bag** provided and placed on top of your desk for the duration of the exam. Phones cannot be used as calculators or timing devices.
- Any pencil cases should be clear plastic if they are on top of your desk.
- **Water** can be brought into the exam room in clear bottles.
- If you require any assistance during the exam, please raise your hand and wait for the invigilator to approach you.
- **You cannot eat food**, unless you have notified us of a medical condition.
- If you need to visit the bathroom during the exam, you cannot take any exam materials including stationery with you. Additional time is not allowed for such breaks (unless specified under an additional needs report).
- Dictionaries/ thesauruses are not permitted in any exam.

Question papers and answer booklets

It is important to read the instructions on the front of your exam paper. Make sure you follow them carefully and note the duration of your exam.

If you need extra paper, you should raise your hand and ask the invigilator.

You must complete your details legibly on the front of the question paper or answer booklet. If using extra paper, remember to write your name and the exam date on each sheet and put these inside your answer booklet.

Work through your question paper until you see the statement, 'END OF PAPER'. There will be nothing else you need to answer after this.

Writing your answers

You must use a pen with black or blue ink and it is important that you write legibly. Examiners will do their best to read your work but they might not be able to award marks if your writing is difficult to read.

Poor spelling and punctuation could result in marks not being awarded.

Remember to cross out any rough work or unwanted answers if you make more than one attempt at a question.

Leaving the exam room

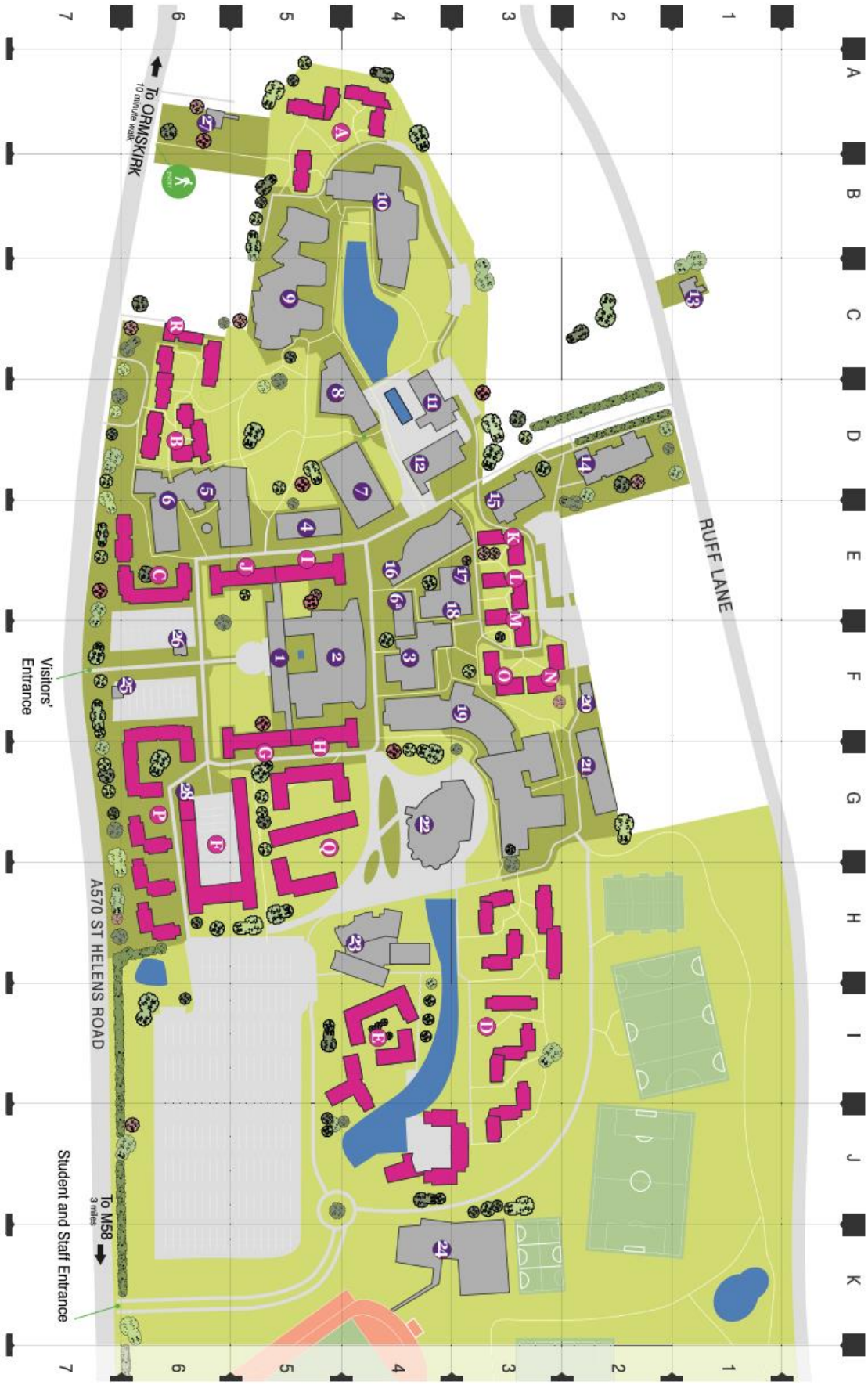
You can leave the exam if you finish early but please be considerate of other candidates who may still be working. Please be aware that talking outside of the exam room can be very distracting.

All exam papers, scrap paper and answer booklets must be handed in at the end of the exam. You could lose all marks for the paper concerned if you do not give your answer booklet to the invigilator before leaving the exam room, or when requested.

Examination Tips

1. ***Do* read any instructions given on the paper.**
   It is essential that you follow these implicitly.
2. ***Do not* rewrite the question before you give your answer.**
   This is a waste of time and energy.
3. ***Do* make sure that your answer explains clearly what you are talking about.**
   It might be necessary to repeat a phrase from the question in order to clarify this.
4. ***Do* make every effort to answer the questions in order.**
   It is a bad policy to “jump around” and present your answers out of sequence. If you cannot answer a question at first, leave enough space to return to it if you have time.
5. ***Do* make sure that you use the same method and sequence of labelling answers as the examiners have used for the questions.**
   If your labelling does not correspond, it is possible that you will not be awarded any marks because the examiner will not know which question you are answering.
6. ***Do* look at the number of marks awarded to each question if this is shown.**
   It will help you to decide how much time to spend on the question and how long your answer should be. It is inadvisable to spend 10 minutes working on an answer that will give you only two marks and it would be foolish to produce an answer which is two lines long if the examiners indicate that it is worth 20 marks.

Campus Map: Edge Hill University, Ormskirk



BUILDING LOCATIONS

	Number	Grid
BioSciences	15	D3
Business School	16	E4
Catalyst	22	G4
Creative Edge	23	H4
Durning Centre	21	G2
Faculty of Education (Lakeside)	10	B4
Faculty of Education (Piazza)	11	D4
Faculty of Education (Professional Learning)	17	E3
Faculty of Health and Social Care	9	C5
GeoSciences	12	D4
Health and Wellbeing Centre, Milton House	13	C1
Hargrave	27	A6
Laurels	20	F2
Law and Psychology	7	E4
Lodge	25	F6
Magnolia	28	G6
Medical School	8	D4
Old Gym	18	E3
Performing Arts	6	E6
Main Reception	1	F5
Security and Customer Information Centre	26	F6
Sport and Physical Activity Building (Wilson Centre)	19	F4
Student Administration	4	E5
The Hub	2	F5
Students' Union	3	F4
Tech Hub	14	D2
The Arts Centre	5	E6
The Sports Centre	24	K4

Department	Building	Number	Grid
Academic Registry	Student Administration	4	E5
Academic Quality and Development Unit	Main Building (Clough)	1	F5
Accommodation Office (Student Services)	Catalyst	22	G4
Admissions	Student Administration	4	E5
Arts Centre	The Arts Centre	5	E6
Biology, Department of	BioSciences	15	D3
Business School	Business School Building	16	E4
Capital Projects	Durning Centre	21	G2
Careers Centre	Catalyst	22	G4
Chaplaincy Service	Students' Union	3	F4
Computer Science, Department of	Tech Hub	14	D2
Confucius Institute	The Lodge	25	F6
Corporate Communications	Main Building	1	F5
Course Enquiries	Student Administration	4	E5
Deliveries	Durning Centre	21	G2
Directorate	Main Building	1	F5
Education, Faculty of	Faculty of Education (Lakeside)	10	B4
Education: Early Years Children, Education and Communities	Faculty of Education (Lakeside)	10	B4
Education: Professional learning	Faculty of Education (Professional Learning)	17	E3
Education: Secondary, Further Education Education programmes	Faculty of Education (Piazza)	11	D4
English, History and Creative Writing	Main Building (Clough)	G	G6
Facilities Management	Durning Centre	21	G2
Faith and Reflection Room	Magnolia	28	G6
Finance Office	Main Building (Lady Margaret)	J	E5
Geography, Department of	GeoSciences	12	D4
Hale Hall	Main Building (Hub)	1	F4
Health and Social Care, Faculty of	Faculty of Health and Social Care	9	C5
Health and Wellbeing Centre	Milton House	13	C1
Human Resources	Main Building (Lady Margaret)	J	G6
International Office	Main Building (Stanley)	H	G5
IT Services	Durning Centre	21	G2
Language Centre	Law and Psychology	7	E4
Law and Criminology, Department of	Law and Psychology	7	E4
Library	Catalyst	22	G4
Media, Department of	Creative Edge	23	H4
Medical School	Medical School	8	D4

Department	Building	Number	Grid
Performing Arts, Department of	The Arts Centre	5	E6
Performing Arts, Department of	Performance Studio	6a	E4
Psychology, Department of	Law and Psychology	7	E4
Reception	Main Building	1	F5
Research Office	Business School	16	E4
Security	Security and Customer Information Centre	26	F6
Social Sciences, Department of	Creative Edge	23	H4
Sport and Physical Activity, Department of	Sport and Physical Activity	19	F3
Strategic Planning and Policy Unit	Student Administration	4	E5
Student Experience	Student Administration	4	E5
Student Financial Support	Catalyst	22	G4
Student Recruitment	Student Administration	4	E5
Student Services	Catalyst	22	G4
Students' Union Bar	The Street	3	F4
Students' Union Office	The Hub	2	F4
Sports Centre	Sports Centre	24	K4
Teaching and Learning Development Unit	The Lodge	25	F6
Vice-Chancellor's Office	Main Building	1	F5
Food, Drink and Shopping			
Café Rewind	Faculty of Health and Social Care	9	C5
53.3° North	Catalyst	22	G4
Starbucks (We Proudly Brew)	Student Hub	2	E4
Grab and Go Snack Bar	Student Hub	2	F4
McColl's (Shop)	Student Hub	2	F4
Students' Union Bar	Students' Union	3	F4
Students' Union Shop	Students' Union	3	F4
Subway	Students' Union	3	F4
The Red Bar	The Arts Centre	5	E6
Waters Edge	Faculty of Education (Lakeside)	10	C4
Cashpoints (ATM)	The Hub	2	E4
	Security and Customer Information Centre	26	F6

Download the **Edge Hill Uni Virtual Tour App** to explore the campus yourself:

GET IT ON Google Play

Download on the App Store

HALLS OF RESIDENCE

- A Graduates Court A4, A5, B5
- B Founders West C6 - D6
- C Founders East E6
- D Chancellors Court H3 - J3
- E Chancellors South I4
- F Forest Court G6
- G Clough G5
- H Stanley G5
- I John Dalton E5
- J Lady Margaret E5
- K Eleanor Rathbone E3
- L Lady Openshaw E3
- M Katherine Fletcher F3
- N EM Butterworth F3
- O Margaret Bain F3
- P Palatine Court G6
- Q Woodland Court G5 - H5
- R Hollies (Guest Accommodation) C6

Edge Hill University

Map: Holy Cross College & University Centre in Bury, Greater Manchester

For exam candidates who live closer to Manchester, we hold some of our exams at Holy Cross College on selected Tuesday evenings from 5:30pm.

PLEASE NOTE: There is NO onsite parking. A lot of streets in the areas surrounding Holy Cross are residential parking or two-hour parking only. Please carefully check signs when parking and allow time to travel from your parking space to the college. You must sign in at Main Reception on arrival and the invigilator will collect you and lead you to the exam room.



Section 1: Comprehension

The word comprehension means to understand. In English, as a subject, when you 'do' a comprehension you are being asked to analyse the text, in terms of content and style used. Any piece of text can be analysed no matter how small it is. To give you an example I will use a limerick.

COMPREHENSION – EXAMPLE 1

Limericks are normally nonsense poems with very little meaning and are designed to be humorous.

The boy stood on the burning deck
His feet were full of blisters
The flames rose up
And burnt his pants
So now he wears his sister's.

anon

As stated before, this is simply a limerick designed to be humorous. However, if we wanted to, we could analyse its content.

If we take the first line
The boy stood on the burning deck

This line is setting the scene. However, it gives more information than you would think. It uses the word 'boy'. This gives us the impression of someone older than 6 but younger than 16. The use of the word 'stood' lets the reader know that what happened is in the past. The 'burning deck' suggests that the boy is on a boat that is on fire.

The second line:
His feet were full of blisters

Suggests that he is not wearing shoes and is close to the fire, as his feet have blisters. Again, the word 'were' lets us know that this is in the past.

Lines 3 and 4
The flames rose up
And burnt his pants

Explain what has happened. The 'flames rose up' suggests a sudden movement of direction in the fire, either the fire has got even closer to the boy or the fire was quite low and then suddenly it increased.

The last line brings in the humorous element 'now he wears his sister's'. It is also letting us know that the boy escaped the fire as it changes from past tense to present tense. The rhyming nature of the verse further adds to a humorous theme.

This verse could actually be displayed as three sentences:
The boy stood on the burning deck. His feet were full of blisters. The flames rose up and burnt his pants, so now he wears his sister's.

After looking at this verse closely, we have found a lot more information than first thought. Comprehension is about doing just that.

COMPREHENSION – PRACTISE QUESTION 1

We shall now try to analyse the following newspaper article:

Violence victims to video home attacks

Video cameras could be hidden in the homes of domestic violence victims to record assaults!
John Payne, chief constable of Manchester police said, "Hidden cameras activated



Violence victims to video home attacks

Video cameras could be hidden in the homes of domestic violence victims to record assaults!

John Payne, chief constable of Manchester police said, "Hidden cameras activated by victims could provide court evidence leading to conviction in the absence of witnesses. Cameras would only be used in extreme cases and as long as the victim agreed. The proposed scheme will overcome the problem of conflicting evidence between the victim and her partner. Such cases tend to be dismissed by the Crown Prosecution Service where it is his word against hers."

A civil rights panel has raised objections to cameras on the grounds of invasion of privacy.

Aren't we all being filmed without knowing it? CCTV cameras are everywhere!

The inference that civil liberties would be infringed was dismissed by most delegates at a Victim Support conference. Chief spokesperson Kate Cross asked, "What happens to civil liberties when you are being bullied, battered and badly beaten up?"

Hours of heavily heated debate followed the police proposal at the Victim Support conference on domestic violence but not before there had been a significant stunned silence. A volunteer worker from Victim Support said, "Cameras won't help. Women can be attacked before they have time to activate a camera and the beating could be worse if the camera was found. A preferable alternative would be an alarm system such as a rape alarm or a panic button. An alarm link would prevent the violence from taking place."

There was outrage when the delegates were told that the government was already preparing to develop the next stage of the home video project. As Kate Cross concluded, "How many more women will suffer as policy takes its course?"

DfES publications: www.excellencegateway.org.uk Literacy Level 2 Unit 3

1. What is the article about?

2. What will the proposed scheme overcome?

3. On what grounds has the Civil Rights Panel raised objections?

4. What argument is used to dismiss the Civil Rights Panel's objections?

5. What is the reason that a volunteer from Victim Support gives to suggest that the plans will not work?

6. What does the volunteer think will be a better idea?

The above article is in the style of a broadsheet. Newspapers are also in the form of a tabloid. What is the difference between a tabloid and a broadsheet?

A tabloid is a popular newspaper in a style with bold headlines and large photographs. The pages of a tabloid are half the size of a broadsheet newspaper.

A broadsheet is a newspaper that uses a more formal style and reflects world news events. The headlines are not as emotive as those in a tabloid. There are detailed stories and less-prominent photographs. Most have a full-size newspaper format.

Look at the two examples on the following pages. One is a broadsheet and the other is a tabloid. Both newspapers are reporting the same story.

After looking at the two reports complete the following table outlining the differences and the similarities

Similarities between both reports	Differences between both reports

COMPREHENSION – EXAMPLE 2

When we look at the similarities and differences between items we are comparing and contrasting.

Civil defence laws to be reversed in light of nuclear, chemical and biological threats

It has been announced in Parliament that a law to update Britain's antiquated civil defence will be introduced next year. This comes in response to the terrorist threat of a nuclear, chemical or biological attack.

Government officials are discussing a new emergency planning system with local authorities in the interests of public protection. The new system is to be developed from the existing version, which was put in place during the Cold War.

"We are proposing a major update to existing acts," said a spokesman for the Cabinet. "We intend to introduce the new Bill as a matter of urgency, if not in this session then in the next. After September 11, the need to be fully prepared for any kind of attack is very clear."

"Go in, stay in and tune in," could be the message communicated to everyone in the country, if the government decides on its first option of issuing leaflets to everyone of Britain's 24 million households. The spokesman, however, says that such a step is still under discussion with local authorities.

Among the emergency powers proposed under the new law is the designation of 'community assistance zones' in particular areas. These would assist the fast relocation of people in the case of a biological or chemical attack.



Preparations for the Bill have been led by the Civil Contingencies Secretariat, which was set up by Tony Blair shortly before September 11 to deal with unforeseen catastrophes.

The Secretariat is understood to have found Britain's existing contingency plans totally inadequate, especially in the light of the new, more serious threats posed by suicidal terrorists like al-Quaida.

BRITAIN PUT ON TERROR ALERT

HOUSEHOLDS TO GET ATTACK SURVIVAL GUIDE

Britain is updating plans to face an al-Quaida mass terrorist attack, even buying body bags, it was revealed yesterday. The news comes amid chilling reports that Osama bin Laden's network is not finished with the West.

There have been repeated criticisms from experts and from the Conservatives that the government is simply not pulling its finger out in preparing the public for an attack. Warnings to the public of a possible mass assault have been more urgent recently and every household could now receive a government leaflet explaining how to survive a catastrophe. Now more details of government action have emerged.

The government is seeking to commission millions of pounds worth of equipment to be used in the case of chemical or biological attack. It is buying 5,000 body bags, more than 12,000 decontamination suits and thousands of special showers, shelters and stretchers to be used following an attack. In the orders, due to be placed before Christmas, providers have been told to provide for possible attacks on Trafalgar Square, Parliament, Canary Wharf and landmarks in other major cities. Paul



Wilson, managing director of one of the companies who is bidding for the contract, told this newspaper that the first contract was for more than £50 million worth of equipment including shelters and special emergency vehicles.

A spokesman for the Deputy Prime Minister, who is co-ordinating the orders, refused to confirm details of predicted threats or orders of equipment. However, it was confirmed that the government plans a major shake-up of Britain's emergency plans which date back to the Cold War.

Tabloid and broadsheet newspapers used to be much easier to distinguish. Tabloids were long and thin with lots of pictures. Broadsheets were fat and short and had more dense writing. More recently, many of the broadsheets have taken the tabloid formatting style and all broadsheets have included more photographs, colour being now the most obvious choice too.

Tabloids were best known for a lower type of journalism that dealt with ‘sleaze’, corruption, sex scandals and other things that their traditionally working and new middle class readership apparently enjoyed.

The broadsheets tended to have better written articles, with much less scandal and gossip, much less sensational headlines and people depended upon them for getting their quota of what could now be called 'serious news'.

To identify the difference between a tabloid and a broadsheet use the following as a guideline:

Tabloid	Broadsheet
Tabloids give opinions in their articles.	Broadsheets state the facts and let the reader interpret them in their own way.
Tabloids are easier to read and use informal language.	Broadsheets are bigger than tabloids, their style of writing is more formal, using more complex language and vocabulary.
Tabloids often concentrate on news about stars.	Broadsheets are often split up into different sections and have supplements.
Gossip is added into the article which may have nothing to do with the story.	
Puns used in headlines.	

We have looked at comprehension and we have analysed the content of newspapers. As stated earlier we can analyse the content of anything by looking more deeply into the information that we are given.

COMPREHENSION – EXAMPLE QUESTION

Here is a short passage and you will be asked questions from it. Some of the information you will be able to take from the passage. Some of the information you will be asked will be inferred but not written down. That is to say, you must read between the lines.

Here is the example passage:

The man leaned over the balcony looking out over the vast array of buildings in front of him: Tall ones, small ones, shining glass ones, dull brick ones, old ornate ones and modern impossible shaped ones. All different yet really all the same. The man sighed and he remembered back many years. The skyline had been different then, he had been able to see the end of the concrete jungle and the beginning of the real one.

Here are four typical questions:

1. What does the man see when he looks out?

2. Is the man young or old?

3. Do you think the man likes what he sees?

4. Where do you think this story is set?

How to approach these questions:

1. In the passage we know that the man is looking at buildings. It states this in the text.

2. We are not told the man's age, so we have to **infer**. Do you think that the man is old or young and why do you say your answer? It states… The man sighed and he remembered back many years. The skyline had been different then…

3. Again we are **not** told the man does not like them, however he looks at all the different ones and sees they are all the same. We **infer** that he does not like them. Also, from his sigh we could infer he would prefer them not to be there.

4. The story would seem to be set in a country that has a jungle. Again, we are **not told which country** only that the concrete jungle (built up area) ends and the real jungle begins. This means that we **infer** that the country has got or had a jungle. So, the answer would be a country that has a jungle.

COMPREHENSION – PRACTISE QUESTION 2

Now you attempt the text below:

Eurystheus, King of Tiryns, sighed as he looked at the man in front of him. There he stood, Hercules, proud and defiant.

"Twelve tasks I have agreed to complete. Eleven are accomplished. What is your final task?"

Hercules was cousin to Eurysthesus but no love was lost between them. Eurystheus hated Hercules, and he hated the fact that Hercules was popular and yet may remove him from his throne. Most of all Eurysthesus feared Hercules. Every task that had been set for Hercules had meant to send him to the underworld, yet every task was completed and Hercules remained alive and became even more popular.

Then Eurystheus had a thought, a smile crossed his face and with a great shout announced his final task.

"Hercules! Cousin, bring me the guardian of the very gates of Hades, Cerberus, the three-headed monster."

Without complaint or any show of fear at his final task, Hercules turned and left the palace.

This story is adapted from *The Heroes.*

Questions.

1. Who was the king? (1 mark)
2. How many tasks had Hercules completed? (1 mark)
3. How did Eurystheus feel about Hercules? (2 marks)
4. What had Eurystheus tried to do to Hercules with every task he set? (2 marks)
5. Why did Eurystheus smile when he thought of the final task? (2 marks)
6. What do you think Hercules thought of his last task? (2 marks)
7. What do you think Hercules thinks of Eurystheus? (2 marks)

Notice that there are always more marks for the things we must infer from the text. So remember to always read between the lines for a deeper meaning of the story.

COMPREHENSION – PRACTISE QUESTION 3

The following is an extract from Jane Eyre, a novel by Charlotte Bronte. Read the passage and then answer the questions.

"John Reed was a schoolboy of fourteen years old; four years older than I, for I was but ten: large and stout for his age, with a dingy and unwholesome skin; thick lineaments in a spacious visage, heavy limbs and large extremities. He gorged himself habitually at table, which made him bilious, and gave him a dim and bleared eye and flabby cheeks. He ought now to have been at school; but his mama had taken him home for a month or two, "on account of his delicate health." Mr. Miles, the master, affirmed that he would do very well if he had fewer cakes and sweetmeats sent him from home; but the mother's heart turned from an opinion so harsh, and inclined rather to the more refined idea that John's sallowness was owing to over-application and, perhaps, to pining after home.

John had not much affection for his mother and sisters, and an antipathy to me. He bullied and punished me; not two or three times in the week, nor once or twice in the day, but continually: every nerve I had feared him, and every morsel of flesh in my bones shrank when he came near. There were moments when I was bewildered by the terror he inspired, because I had no appeal whatever against either his menaces or his inflictions; the servants did not like to offend their young master by taking my part against him, and Mrs. Reed was blind and deaf on the subject: she never saw him strike or heard him abuse me, though he did both now and then in her very presence, more frequently, however, behind her back…

...you have no business to take our books; you are a dependant, mamma says; you have no money; your father left you none; you ought to beg, and not live here with gentlemen's children like us, and eat the same meals we do, and wear clothes at our mama's expense..."

Q1. How old is John Reed? (1 mark)

Q2. How old is the author? (1 mark)

Q3. Who is the author of the passage? (2 marks)

Q3. The author writes, ‘He gorged himself habitually at table.’ Who is the author talking about? What impression does this give the reader? (2 marks)

Q4. Does John Reed like his mother and his sisters? How do we know this? (2 marks)

Q5. What evidence is there in the passage to suggest that the bullying of Jane Eyre was allowed to continue? (4 marks)

Q6. Why do you think Jane Eyre did what John told her to? Why do you think she did not fight back? Use evidence to back up your points. (4 marks)

Notice that some of the questions gain more marks. These questions require more information. The general rule is that if there are 3 marks to gain then there will be three points to make.

ADVERTISEMENT – EXAMPLE

As stated earlier, anything can be analysed. Advertisers for example will often use small amounts of 'persuasive' text in conjunction with an image to appeal to the readers.

Have a look at the advert below:



We would analyse this advert by asking the following questions:

1. Who is the advert aimed at?
2. What impact do the words 'Will you still love me tomorrow?' have?
3. How effective is the image?
4. What is meant by 'not just for Christmas!'?

1. The advert is aimed at people who are intending to buy a pet. This advert is probably a seasonal advert, mainly displayed around Christmas time, in particular to prompt people who are going to buy a pet as gift to think carefully about their decision.

2. 'Will you still love me tomorrow?' is promptly placed above the image of the pet and is the first thing that we read on this advert. The impact of this is:
   - They encourage a potential new cat owner to think about their decision.
   - The words are displayed as though the cat is asking them. So, the author has personified the cat by giving it the human ability of speech.

3. The image is very effective as it displays a very cute-looking cat. The author has deliberately used a kitten, as ‘baby’ cats are cuter. Also, people who buy new pets tend to want to buy a young one. The eyes of the cat are the main focus of this image. The eyes are huge and imploring. In other words, the cat looks a little sad and his eyes are pleading with the reader ‘please love me’.

4. ‘Kittens are for life not just for Christmas!’ is a statement that contains an exclamation mark. The advert is telling the reader that the decision to have a cat should not be seen as a novelty that will “wear off” over time.

   The layout of this advert begins with a question. The question is an emotional plea aimed at our conscious, our moral instincts. The centre of the advert contains the image, again an emotional image to further emphasise the question asked and to help personify the animal. The advert then reaches a conclusion by using a statement to tell the reader this is ‘not just for Christmas’.

   Hence, we have an advertisement that has a few words and one image. However, it conveys the message extremely well.

ADVERTISEMENT – PRACTISE QUESTION

Have a look at the advert below and then answer the questions



Sugar Information, Inc

The bottom right reads:
Note to mothers: *Exhaustion may be dangerous – especially to children who haven't learned to avoid it by pacing themselves. Exhaustion opens the door a little wider to the bugs and ailments that are always lying in wait. Sugar puts back energy fast – offsets exhaustion. Synthetic sweeteners put back nothing. Energy is the first requirement of life. Play safe with your young ones – make sure they get sugar every day.*

Q1. Who is the advert aimed at? **(1 mark)**

Q2. What is the advert selling? **(1 mark)**

Q3. What impression does the picture give? **(1 mark)**

Q4. What argument does the advert use to suggest artificial sweeteners are not needed? **(2 marks)**

Q5. How does the author try to convince mothers that sugar should be given to a child every day? **(4 marks)**

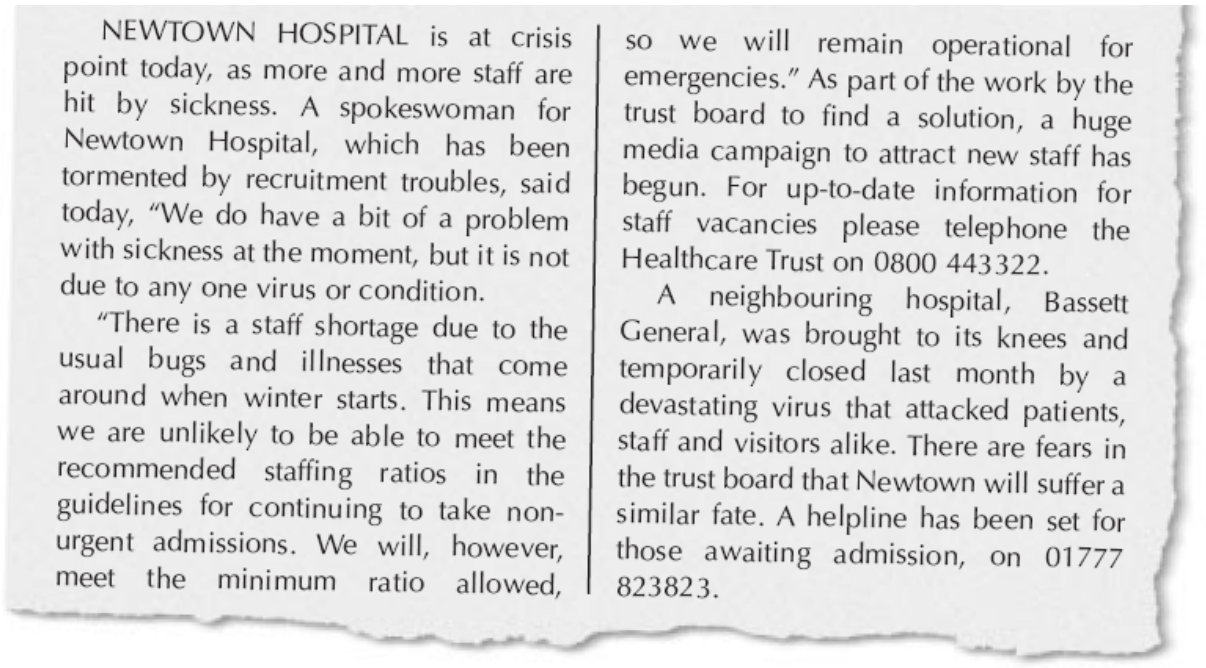
Reading Between the Lines

Understanding the purpose of writing different styles

A newspaper article is written for an audience and has a purpose. However, people interpret the information in different ways.

READING BETWEEN THE LINES – PRACTISE QUESTION 1

Read the article below and then answer the questions:



NEWTOWN HOSPITAL is at crisis point today, as more and more staff are hit by sickness. A spokeswoman for Newtown Hospital, which has been tormented by recruitment troubles, said today, "We do have a bit of a problem with sickness at the moment, but it is not due to any one virus or condition.

"There is a staff shortage due to the usual bugs and illnesses that come around when winter starts. This means we are unlikely to be able to meet the recommended staffing ratios in the guidelines for continuing to take non-urgent admissions. We will, however, meet the minimum ratio allowed, so we will remain operational for emergencies." As part of the work by the trust board to find a solution, a huge media campaign to attract new staff has begun. For up-to-date information for staff vacancies please telephone the Healthcare Trust on 0800 443322.

A neighbouring hospital, Bassett General, was brought to its knees and temporarily closed last month by a devastating virus that attacked patients, staff and visitors alike. There are fears in the trust board that Newtown will suffer a similar fate. A helpline has been set for those awaiting admission, on 01777 823823.

1. Who do you think is the intended audience? Give reasons for your choice.

2. Use a highlighter pen to mark the sentences that would seem important to someone looking for work in the field of healthcare.

3. In a different colour, highlight the sentences that would be most important to someone due to be admitted to surgery next week.

4. What have you learned from this activity?

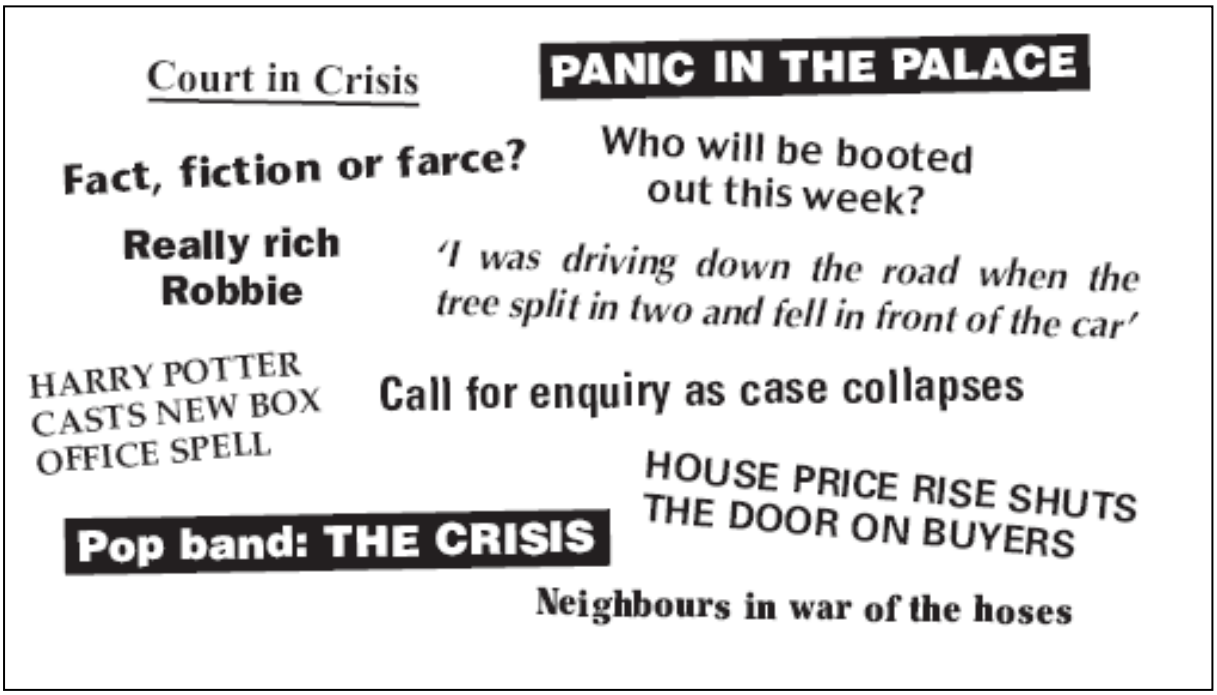
Word Play

Writers use words and phrases to create particular effects. Have you ever noticed how some writers play games with words or sounds? Creative effects with words are the tools of the trade for journalists and writers. A writer wants to catch the readers' attention, to influence the way they react and to motivate them to continue reading. Writers often use the following features:

- Emotive headlines, such as 'thugs on terror charge'.
- Rhetorical questions (questions which do not require an answer) 'is there no end to this?'
- Exclamations such as 'come here!'
- Puns (a play on words) such as 'Archaeologist's career lies in ruins.'
- Quotations from people, such as, 'the streets aren't safe here with that monster around'.
- Alliteration, such as, 'high-flying, festive fun'.

READING BETWEEN THE LINES – PRACTISE QUESTION 2

Here are some examples of headlines from newspapers:



Write down which of these titles are alliteration, quotes or puns on words:

Alliteration	
Quotation	
Pun	

Section 2: Formal Letter Writing

Before you begin to write a letter, it is important that you plan it thoroughly first.

Planning your letter

1. Plan of all the ideas you have for the letter. Use any planning technique that works for you.
2. Organise your main ideas into clusters and work out how many points there will be in your letter.
3. Write these idea clusters as topic sentences. Use each topic sentence to begin each planned paragraph.
4. Consider the tone of the language you will use. You will need to adapt the way you write to fit your audience.

LETTER WRITING – EXAMPLE

To practise making your point, planning and writing a letter we will use the following scenario:

You live on a small estate that faces a main road. On the other side of the main road there is an old, disused building. This building has been targeted by youths in the area as a stone throwing target. The building has four floors and each floor contains approximately ten windows that face onto the main road. The fence around the building has been broken in numerous places and the doors to the building have been forced open.

Concerns about this building and the main road had been discussed during a Tenants Association meeting and a letter was sent to the council three months ago. There was no response from the council.

You have since found out that a teenage boy entered the second floor of the building and fell through a loose floorboard, breaking his leg and his collar bone. You have also found out that a young girl was hit by a car trying to cross the main road.

If you were given this scenario and had to write a letter to the council, how would you approach it?

First, we must gather the points that we wish to make.
The points would be:

- Have had concerns about the building.
- Have notified council about the building.
- Accident has now happened.
- What is the council going to do about it?

Now that we have established the points, we need to produce a letter outline. For this letter we are going to:

- Persuade the council using emotive argument and emotional guilt, by implying blame.
- We are then going to praise the council for dealing with issues in the past but bring them back to the current issue.
- We will emphasise the plight of the young boy to highlight our issue.
- We shall then pose a question to the council asking them to consider what is important.

Now that we have discussed the outline of the letter we shall put them into topic clusters that will formulate the paragraphs in our letter.

Persuasive argument	The area would be significantly enhanced if the building and the main road was made more attractive.
Emotive argument	The teenage boy is in pain. You must not allow other children to be hurt.
Emotional guilt	This accident would not have happened if the council had responded to the letter already sent.
Past dealings/flattery	I have always supported the council and their decisions and have found you to be supportive in the past. An accident like this should never happen again.
Exaggeration	The teenage boy will take a long time to get over his ordeal and is now scared of heights.
Rhetorical question	Do you think that the lives and safety of children are of a higher importance than the council's budget? Don't you think that it is time we put children before red tape?

So far we have a letter outline and brief paragraph structure. In order to complete this letter, we must now discuss how to present the letter.

LETTER LAYOUT

There are different types of letter format. However, as we are writing to the council we must use a formal letter. A formal letter is usually laid out as below:

Note: do not use different styles that are digitally fashionable. Adhere to the traditional written format.

Your address
Address
Postcode
Date

Recipient's address

Dear Sir/Madam [or the person's name]

[This first paragraph is your introduction. It states your reason for writing and any essential background information to enable the reader to make sense of the letter.]

[This second paragraph should contain the first major point you wish to communicate to the reader. If the situation you are writing about is fairly simple you may only need to have one paragraph in the main body of your letter.]

[This third paragraph is the second major point you wish to communicate to the reader.]

[By the time you reach this fourth paragraph, you should consider drawing your letter to a close. Make sure that you have said everything that needs to be said before you write your conclusion.]

[This last paragraph is your conclusion. This should outline the action you require or the outcome you wish to achieve e.g. I hope to hear from you in the near future.]

Yours faithfully (if you don't know the name) or sincerely (if you do)

Your name

The above is an example only and the number of paragraphs will vary depending on your letter.

Using the scenario already mentioned we shall now look at a sample letter.

SAMPLE LETTER

104 Toy Lane
Southport
PR8 1TT

29th March 2008

Mr J Ruby
106 Town Hall Lane
Southport
PR8 2TT

Dear sir

I am writing to you regarding the derelict building opposite the Toy Lane Estate. This building has been disused for a number of years now and gives an overall impression that the area is 'run down'. The people who live opposite this building are faced with a concrete block and broken glass every time they look out of their windows.

Due to the very nature of the building being unoccupied, it is used as a playground for the local teenagers and criminal activities. If this building could be repaired or removed it would significantly enhance the area in a number of ways. Firstly, the area would not look run down and therefore would not encourage criminal activity. Secondly, the view for the local tenants would be improved. Thirdly, and most importantly, the local children would not feel compelled to enter this unsafe building.

Only last week a young boy was taken to hospital with serious injuries to his leg and collar bone, after falling through the second floor of this building. The boy is in a great deal of pain and, as a community, we must not allow other children to be hurt in the same way.

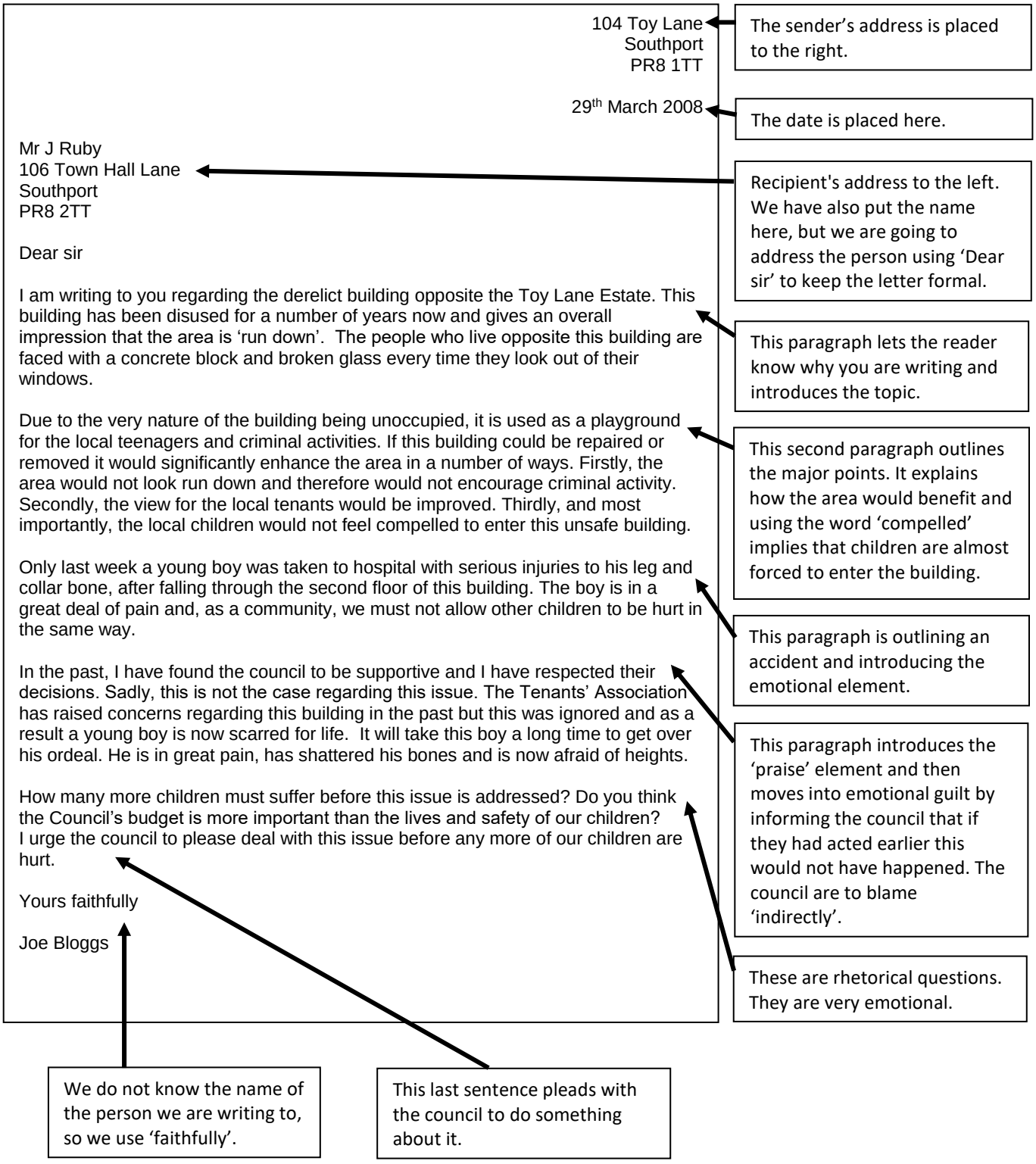
In the past, I have found the council to be supportive and I have respected their decisions. Sadly, this is not the case regarding this issue. The Tenants' Association has raised concerns regarding this building in the past but this was ignored and as a result a young boy is now scarred for life. It will take this boy a long time to get over his ordeal. He is in great pain, has shattered his bones and is now afraid of heights.

How many more children must suffer before this issue is addressed? Do you think the Council's budget is more important than the lives and safety of our children?
I urge the council to please deal with this issue before any more of our children are hurt.

Yours faithfully

Joe Bloggs

This letter is only a sample and could be written in numerous ways. We will look at the different ways that it could be written later. For now, we will continue with letter writing. Do you think the sample letter does what it set out to do? Let's have a look.



The letter is effective. It is a formal letter that outlines the topic, uses reasoned arguments to discuss the topic and ends with an emotional plea to further prompt the council into action.

LETTER WRITING – PRACTISE

Using the same scenario, write a letter to the Council but this time ask the Council to put speed bumps on the main road. Use the same address and name as above. You may use the outline below as a guide.

The letter will be very similar to the sample letter.

Persuasive argument	The area would be significantly enhanced if the main road was made more attractive. The road would look better if there was less traffic on the road. Speed bumps would encourage drivers to use another route.
Emotive argument	The young girl is in pain. You must not allow other children to be hurt.
Emotional guilt	This accident would not have happened if the council had responded to the letter already sent
Past dealings/flattery	I have always supported the council and their decisions and have found you to be supportive in the past. An accident like this should never happen again
Exaggeration	The young girl is in pain and has nightmares about the accident.
Rhetorical question	Do you think that the lives and safety of children are less important than the council's budget?

ASSESS YOUR LETTER

Now that you have produced your letter you need to assess it.

- Proof read your letter making any amendments where necessary.
- Read it out aloud. This will help you decide if it makes sense.
- Check the layout of the letter using the guide (Addresses in the right place? Date? Ending?)
- Look for spelling, punctuation and grammatical mistakes.
- Check your sentences make sense.
- Do your paragraphs flow? Is the paragraph related to the previous and does it lead into the following paragraph?
- Ask someone else to read it for you.

Now see how well you have done by checking your letter against the sample provided …

Section 3: Proofreading your Spelling, Punctuation and Grammar

The content and layout of the sample letter from the previous exercise (provided on the next page) are absolutely fine. It is a formal letter which outlines the topic, uses reasoned arguments to discuss the topic and ends with an emotional plea to further prompt the council into action.

PROOFREADING – PRACTISE

However, the sample letter has several errors in its punctuation, spelling and grammar. Proofread it carefully and mark up any changes you think need to be made on the sample letter itself.

As a reminder, to proofread effectively you need to:

- Read the letter through slowly and carefully, checking the text letter by letter.
- Don't rush or you may miss seeing some of the mistakes.
- When you think you have found all the mistakes and have marked up all the changes, read the whole letter back through to make sure that it flows properly and makes sense.

Hint: there are **26** mistakes for you to find!

After you have found all the errors, check your amended letter against the corrected sample letter provided for you.

SAMPLE LETTER – IDENTIFY THE ERRORS

104 Toy Lane
Southport
PR8 1TT

4th July 2009

Mr J Ruby
106 Town Hall Lane
Southport
PR8 2TT

Dear Mr Ruby

I would like to rise my concerns with you regarding the main Southport to preston road which runs next to the Toy Lane Estate. This road has become busier over the past few years and many drivers seem to ignore the current 30 mph speed limit as a result, the traffic noise has escalated.

There are now a high volume of traffic which can be very dangerous to pedestrians. The hole Toy Lane Estate area would be significantly enhanced if the council could put speed bumps on this road. This would help to make this main road more attractive in a number of ways. Firstly the speed bumps would encourage drivers to use another root. Secondly the reduced volume of traffic would make the area less noisy. Finally the drivers who use the route will have to drive more slowly, making the traffic less dangerous.

Only yesterday a young girl suffered serious leg and head injuries after attempting too cross the road the girl is in a great deal of pane and, has a community, we must not allow our children to be hurt in this way.

In the past, I have found the council to be supportive and I have respected there decisions. Regretfuly, this is not the case regarding this issue. The Tenant's association raised concerns in a recent letter regarding this road, but this was ignored and, as a result, this young girl is in pain and has nightmares about the accident. It will take her some time to recover from his accident physically and emotionally and she is now terrified off crossing roads. This accident would not of happened if the council had responded to the letter sent.

How many more children must suffer before this issue is addressed. Do you think the councils budget is more important that the lifes and safety of our children.

I implore the council to please deal with this issue before any more of our children are hurt.

Yours sincerly

Joe Bloggs

SAMPLE LETTER (AMENDED)

104 Toy Lane
Southport
PR8 1TT

4th July 2009

Mr J Ruby
106 Town Hall Lane
Southport
PR8 2TT

Dear Mr Ruby

I would like to **raise** my concerns with you regarding the main Southport to **P**reston road which runs next to the Toy Lane Estate. This road has become busier over the past few years and many drivers seem to ignore the current 30 mph speed limit**. As a** result, the traffic noise has escalated.

There **is** now a high volume of traffic which can be very dangerous to pedestrians. The **whole** Toy Lane Estate area would be significantly enhanced if the council could put speed bumps on this road. This would help to make this main road more attractive in a number of ways. **Firstly,** the speed bumps would encourage drivers to use another **route**. **Secondly,** the reduced volume of traffic would make the area less noisy. **Finally,** the drivers who use the route will have to drive more slowly, making the traffic less dangerous.

Only yesterday a young girl suffered serious leg and head injuries after attempting **to** cross the road**. The girl** is in a great deal of **pain** and, **as** a community, we must not allow our children to be hurt in this way.

In the past, I have found the council to be supportive and I have respected **their** decisions. **Regretfully**, this is not the case regarding this issue. The **Tenants' Association** raised concerns in a recent letter regarding this road, but this was ignored and, as a result, this young girl is in pain and has nightmares about the accident. It will take her some time to recover from his accident**, physically and emotionally,** and she is now terrified **of** crossing roads. This accident would not **have** happened if the council had responded to the letter sent.

How many more children must suffer before this issue is **addressed?** Do you think the **council's** budget is more important that the **lives** and safety of our **children?**

I implore the council to please deal with this issue before any more of our children are hurt.

Yours **sincerely**

Joe Bloggs

Punctuation

In addition to demonstrating satisfactory and adequate grammatical skills you will be assessed on your knowledge of how to use the following correctly:

- Full stops.
- Capital letters
- Question marks
- Commas
- Inverted commas
- Colon
- Semi colon
- Apostrophes
- Brackets/Parentheses
- Hyphen

We would advise that you use the following BBC Bitesize Revision pages for support:

Spelling:
https://www.bbc.com/bitesize/guides/zs47xsg/revision/1

Punctuation:
https://www.bbc.com/bitesize/guides/zc2sv4j/revision/1

Grammar:
https://www.bbc.com/bitesize/guides/z2y9dmn/revision/1

Edge Hill University

LITERACY RESOURCE PACK

Answers

COMPREHENSION – PRACTISE QUESTION 1

Violence in the home article.

As this is your first attempt at comprehension the answers below are brief. There is no mark scheme. You should check that you have mentioned something similar to the answers given. You should also use evidence from the article to back up what you are saying.

1. What is the article about?
Domestic violence and the hidden cameras in the homes of victims

2. What will the proposed scheme overcome?
The 'word-against- word' problem, that happens in cases of marital abuse.

3. On what grounds has the Civil Rights Panel raised objections?
That it is an invasion of privacy and an infringement of civil rights.

4. What argument is used to dismiss the Civil Rights Panels' objections?
The person being abused is not privy to civil rights. The abuser does not consider the victims' rights.

5. What is the reason that a volunteer from Victim Support gives to suggest that the plans will not work?
By the time the person activates the camera the abuse will have occurred. If the camera is found the victim may be worse off.

6. What does the volunteer think will be a better idea?
To have an alarm system in place.

Compare and Contrast.

Similarities between both reports	Differences between both reports
Both use a picture	Titles: tabloid is more emotive, dramatic
Both have columns	Style of story: broadsheet mentioning that law needs updating Tabloid focus on 'body bags' and terrorist attacks
Both reporting the same story	Tabloid: focus on amount of money it is costing
	Broadsheet: quite matter-of-factly Tabloid: dramatic

COMPREHENSION – PRACTISE QUESTION 2

Hercules Comprehension

1. Eurystheus is the king. 1 mark
2. Hercules had completed 11 tasks 1 mark
3. Eurystheus hated and feared Hercules. 2 marks
4. Eurystheus had tried to have Hercules killed (sent to the underworld) but Eurystheus did not want to do it personally. 2 marks
5. Eurystheus smiled at the thought of his final task because he was finally sending Hercules to the underworld and thought that he would not return (e.g. lose his life). 2 marks
6. Hercules did not seem bothered by the task, or if he did he showed no fear in front of Eurystheus. 2 marks
7. Hercules does not seem afraid of his cousin, it is unlikely that Hercules likes him. 2 marks

Well, how did you do? There was a possible of 12 marks. 8 or more is very good

COMPREHENSION – PRACTISE QUESTION 3

Jane Eyre Comprehension.

Q1. How old is John Reed? 14 (1 mark)

Q2. How old is the author? 10 (1 Mark)

Q3. Who is the author of the passage? Jane Eyre. Charlotte Bronte is the author of Jane Eyre, but Jane Eyre is the author of the passage. (2 marks)

Q3. The author writes, ‘He gorged himself habitually at table.’ Who is the author talking about? What impression does this give the reader? (2 marks)

Jane Eyre is talking about John Reed. It gives the impression of a person who overeats. He consumes his meals quickly and consistently, without taking a minute to breath.

Q4. Does John Reed like his mother and his sisters? How do we know this? (2marks)

No, he doesn't like his mother and sisters. We know this because the passage states 'John had not much affection for his mother and sisters,'

Q5. What evidence is there in the passage to suggest that the bullying of Jane Eyre was allowed to continue? (4 marks)

He bullied her regularly - back up with 'He bullied and punished me; not two or three times in the week, nor once or twice in the day, but continually:'

Adults in the household were aware of the bullying but ignored it - back up with 'the servants did not like to offend their young master by taking my part against him,' 'Mrs. Reed was blind and deaf on the subject:'

Mrs Reed 'never saw him strike or heard him abuse me, though he did both now and then in her very presence,'

Q6. Why do you think Jane Eyre did what John told her to? Why do you think she did not fight back? Use evidence to back up your points. (4 marks)

He was older than her, (he is 14 and she is 10)

She was too scared – back up with
'every nerve I had feared him, and every morsel of flesh in my bones shrank when he came near. There were moments when I was bewildered by the terror he inspired'

she felt powerless to stop him
'I had no appeal whatever against either his menaces or his inflictions;'

The adults in the house always sided with John Reed.

There is a total of 16 marks.
13 + is excellent
10 – 12 is good
Anything below 10 requires more practice.

ADVERTISEMENT – PRACTISE QUESTION

Q1. Who is the advert aimed at? You should mention parents, in particular, mothers.

Q2. What is the advert selling? Sugar

Q3. What impression does the picture give?
You should mention something like: A happy, healthy child full of energy because she has had sugar that day

Q4. What argument does the advert use to suggest artificial sweeteners are not needed?
You should mention a quote from the advert - ‘She needs energyless, artificially sweetened foods and beverages like a turtle needs a seat belt.’
Also, on the mothers note ‘*Synthetic sweeteners put back nothing.’*

Q5. How does the author try to convince mothers that sugar should be given to a child every day?
You should mention:
How well Mary has done at school.
That sugar is better than artificial sweeteners
By using emotional guilt on the mothers note section:

- *Exhaustion may be dangerous - especially to children who haven't learned to avoid it Exhaustion opens the door a little wider to the bugs and ailments*
- *Sugar puts back energy fast - offsets exhaustion.*
- *Energy is the first requirement of life.*
- *Play safe with your young ones - make sure they get sugar every day.*

READING BETWEEN THE LINES – PRACTISE QUESTION 1

Hospital crisis

1. Who do you think is the intended audience? Give reasons for your choice.
Intended audience is nurses.
Article mentions:
‘more and more staff are hit by sickness’
‘media campaign to attract new staff’
‘recruitment problems’
‘there is a staff shortage’
‘unlikely to meet staffing ratio’s’
‘for up to date information on staff vacancies’

2. Use a highlighter pen to mark the sentences that would seem important to someone looking for work in the field of healthcare.

‘media campaign to attract new staff’
‘recruitment problems’
‘there is a staff shortage’
‘unlikely to meet staffing ratio’s’
‘for up to date information on staff vacancies’

3. In a different colour, highlight the sentences that would be most important to someone due to be admitted to surgery next week.
‘we will remain operational’
‘a helpline has been set up’

4. What have you learned from this activity?

People read different things into an article. So someone needing surgery probably would not notice that this is a plea for staff.
Someone looking for a job would probably not pay attention to the whether the hospital remains operational.
A person who is not looking for a job, or due to go into hospital would probably just see a news report outlining a staff shortage due to a winter bug.

READING BETWEEN THE LINES – PRACTISE QUESTION 2

Writing for different purposes

Alliteration	Fact, fiction or farce. Really rich Robbie. Panic in the palace.
Quotation	I was driving down the road when the tree split in two ...
Pun	Harry Potter casts new box office spell. Neighbours in war of the hoses. House price rise shuts the door on buyers.