

1 Supported focus – English non-literary analysis

Name: _____ Class: _____ Date: _____

Total: 10 marks

KEY WORDS visual hierarchy • evidence • register • diction

Objective

- Analyse audience, purpose, register and multimodal choices
- Support interpretations of a non-literary text with precise evidence

Original public practice; marks below are classroom self-check points, not official criteria.

1 Key knowledge and worked examples

Identify text type, audience and purpose, then analyse how choices construct meaning.

Visual hierarchy, diction, framing and register can guide attention and position the reader.

Visual hierarchy makes some information prominent. The large invitation draws attention; the smaller safety limit narrows the promise. Link a visible choice to a possible reader response using “may” or “invites”. Do not claim an actual booking increase without response data. Analyse the supplied image as well as its words.

A second life for a small object



Book a place by Friday

Saturday, 10:00–12:00 · Library meeting room
Bring one battery-powered object. No damaged batteries.
Inspection does not guarantee repair.

Need help booking? Ask at the library desk.

Original diagram of the worked relationship; read the full wording and qualifications.

Worked example from the native lesson: Only three days left combines a restrictive word with a time limit; the large countdown makes urgency visible. Explain how this could prompt quick action, while acknowledging that different readers may resist the message.

■ Complete original case context

Original non-literary stimulus – Library repair session notice. Use the actual supplied notice image with this text.

Large heading: “A second life for a small object”. Main visual: a broken line becomes an unbroken line beside a lamp symbol. Prominent instruction: “Book a place by Friday”. Smaller text: “Saturday, 10:00–12:00. Library meeting room. Bring one battery-powered object. No damaged batteries. Inspection does not guarantee repair.” Footer: “Need help booking? Ask at the library desk.”

The notice is an original classroom design, not a real event announcement. Its audience is local library users who may have a small broken object. Its purpose is to encourage a booking while communicating limits. A reader’s actual response has not been measured.

2 Practice

2.1 What is the best analysis of the countdown? Explain using the worked method. [1]

3 Exam-style questions

Use the complete original case context in section 1.

3.1 Analyse how heading, visual and booking instruction work together. Include two precise details and one qualification about audience response. [3]

3.2 Explain the relationship between the invitation and the smaller limitations. Does “Inspection does not guarantee repair” contradict the notice’s purpose? [3]

3.3 Compare a reader comfortable booking online with one who needs help. Which visible feature broadens access, and what additional evidence would test its effect? [3]

Solutions

Authored self-check guidance: accept equivalent correct methods and supported interpretations. The points check reasoning, not an official grade.

2.1 It makes the time limit prominent and supports the advert’s pressure to act quickly. Only three days left combines a restrictive word with a time limit; the large countdown makes urgency visible. Explain how this could prompt quick action, while acknowledging that different readers may resist the message.

Correct response linked to the given case.

3.1 The heading’s “second life” frames repair as renewal, while the broken-to-unbroken line beside the lamp gives that change a visual form. “Book a place by Friday” converts interest into a specific action and deadline. These choices may prompt users with broken objects to book, but no response data establishes that every reader will do so.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence. Accurate conditions, checks or qualification.

3.2 The invitation encourages participation, while the battery and repair limits define eligibility and avoid an unlimited promise. The qualification can support informed participation rather than cancel the purpose. Analyse its smaller prominence as a tension in how readily readers may notice it, without assuming they all miss it.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence. Accurate conditions, checks or qualification.

3.3 The desk-help footer gives a route for readers needing assistance. Its effect could be tested by observing enquiries and bookings or asking readers whether they noticed and understood it. The notice alone supplies an invitation, not measured inclusion.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence. Accurate conditions, checks or qualification.