

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]
