

English Literature and English Language:

Achieving Exam Success

Content overview

English Language

Assessments

All texts in the examination will be unseen.

Paper 1: Explorations in Creative Reading and Writing	+ Paper 2: Writers' Viewpoints and Perspectives	+ Non-examination Assessment: Spoken Language
What's assessed Section A: Reading <ul style="list-style-type: none"> one literature fiction text Section B: Writing <ul style="list-style-type: none"> descriptive or narrative writing 	What's assessed Section A: Reading <ul style="list-style-type: none"> one non-fiction text and one literary non-fiction text Section B: Writing <ul style="list-style-type: none"> writing to present a viewpoint 	What's assessed (AO7–AO9) <ul style="list-style-type: none"> presenting responding to questions and feedback use of Standard English
Assessed <ul style="list-style-type: none"> written exam: 1 hour 45 minutes 80 marks 50% of GCSE 	Assessed <ul style="list-style-type: none"> written exam: 1 hour 45 minutes 80 marks 50% of GCSE 	Assessed <ul style="list-style-type: none"> teacher set throughout course marked by teacher separate endorsement (0% weighting of GCSE)
Questions Reading (40 marks) (25%) – one single text <ul style="list-style-type: none"> 1 short form question (1 x 4 marks) 2 longer form questions (2 x 8 marks) 1 extended question (1 x 20 marks) Writing (40 marks) (25%) <ul style="list-style-type: none"> 1 extended writing question (24 marks for content, 16 marks for technical accuracy) 	Questions Reading (40 marks) (25%) – two linked texts <ul style="list-style-type: none"> 1 short form question (1 x 4 marks) 2 longer form questions (1 x 8, 1 x 12 marks) 1 extended question (1 x 16 marks) Writing (40 marks) (25%) <ul style="list-style-type: none"> 1 extended writing question (24 marks for content, 16 marks for technical accuracy) 	

English Literature

Assessments

All assessments are closed book: any stimulus materials required will be provided as part of the assessment.

All assessments are compulsory.

Paper 1: Shakespeare and the 19th-century novel	+ Paper 2: Modern texts and poetry
What's assessed <ul style="list-style-type: none"> Shakespeare The 19th-century novel 	What's assessed <ul style="list-style-type: none"> Modern texts Poetry Unseen poetry
How it's assessed <ul style="list-style-type: none"> written exam: 1 hour 45 minutes 64 marks 40% of GCSE 	How it's assessed <ul style="list-style-type: none"> written exam: 2 hour 15 minutes 96 marks 60% of GCSE
Questions Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole. Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.	Questions Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text. Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster. Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

English Literature

Paper 1: 19th Century Novel and Shakespeare Play

- **Understanding the question and the assessment objectives:**

You will be required to answer a question on both 'A Christmas Carol' and 'Macbeth'. Each question will have an A01 focus. You will also be provided with an extract to help you to formulate a response.

What is the examiner looking for in my response?

1. The examiner wants to know that you understand the idea of the question (A01) and how it develops over time in the text.
2. The examiner wants to also know that you understand the methods that the writer uses to present these ideas i.e. characterisation, juxtaposition, metaphors etc.
3. The examiner wants to also know that you understand why the writer has the view that they do. How have the events of the time influenced what they have written and what is their intention? (A03)

- **Preparing to respond:**

Step 1: Highlight the A01 focus and look to see if a character is also included for you to explore. If a character is not included in the question, it is up to you to select your own characters to explore where the A01 idea is most clearly explored. Find these in the extract.

Step 2: Determine where in the text the extract appears. Is it the beginning, the middle or the end?

Step 3: Explore the extract and look to highlight any key methods (A02); think about how these are being used to present ideas about the A01 focus and, if a character is also given for you to explore, what ideas are being expressed about the character at that point of the text. If you are selecting your own characters, what ideas are being presented through them? You should be annotating your ideas around the extract.

Step 4: Think about two other key moments from across the text that also best explore the A01 idea in the question and the development of the character if a character has been included. If the key moment they have provided is from the middle, you should be collecting a key moment from before and after the moment given. If it is from the start, your key moments should be taken from the middle and the end of the text. You should produce a mind map for each of your selected moments, populate it with your thoughts about the A01 idea at that point in the text and what is being presented to the reader, a key method being used to convey these points and also the writer's intention- why do they want us to think this way? Why do they feel this way? How are events of the time influencing their view point?

- **Responding**

Your essay should include 5 separate sections:

1. Thesis statement
2. Key moment 1
3. Key Moment 2
4. Key moment 3
5. Conclusion

The Thesis:

Your thesis is your introduction. It is where you set out your own personal feelings (ideally- you should have three separate ideas about the A01 idea and relevant characters that have been crafted to present these ideas to the reader. You should also discuss the

overall intentions of the writer and the motivations behind these.

Use the three Es to structure this: Explore, Establish and Encourage

Macbeth: How do I form a thesis statement?

Thesis statement:EEE		Self assessment / X
Explore (A01)	Through (his/her allegorical play 'literature title'), the writer/post seeks to explore the issue/idea(s) of.... (Overall three impressions)	
Establish (A01/A02)	The poet/writer seeks to establish through... (how is the idea/theme presented through characterisation?)	
Encourage (A01/A03)	The poet/writer seeks to encourage the readers/audience to (overall intentions)	
Critical verbs	Depict Convey Elucidate	

A01- Set out three impressions about the A01 focus of the question

A02- Give an overview of the key characterisation use to establish these ideas

A03- what are the writer's intentions

Key Moment One:

The first key moment will depend upon the key moment that has been provided in the question. If the key moment given falls at the start of the text, you should start with it first. If it falls in the middle or towards the end, you should start with your own.

You should begin by making a point about what the main idea is that is being expressed at this point (A01). You should then explore the relevant characterisation and the ideas that are being expressed. Aim to use quotations. Do not worry if they are not word perfect! For every quote you use, try to explore it in more detail. Think about the lexis used and the ideas associated. Also, if the quotes include a language method, discuss it. This will get you marks for A02. You should end by considering the intentions and motivations of the writer at this stage or how the writer has used the conventions of the literary form to express an idea. For example, in the case of *Macbeth*, how has Shakespeare used things like stage directions (unique to plays) to present an idea or achieve an intention?

Key Moment Two:

If the key moment provided by the exam board is in the middle of the text, you should explore this at this point in your essay. If it falls before or towards the end, you should select your own key moment applying the same process as you did to your first key moment.

Key Moment Three:

If the key moment provided by the exam board is towards the end of the text, you should explore this at this point in your essay. If it falls before or towards the end, you should select your own key moment applying the same process as you did to your previous key moments.

Conclusion:

In your conclusion, you must refer again to the A01 focus and the points you made in your thesis. It provides you with an opportunity to bring all of your ideas together and reach an overall conclusion about the ideas and the intentions of the writer.

Higher ability tips:

For higher ability students, you need to make sure that your essay is 'critical' this means that your response needs to take consideration of other critical responses that have been produced. You need to include the critical theory that you have been given for the text in question and respond to it. Do you agree with it?

Acknowledge the critical theorist in your thesis and refer to it at the end of your third key moment. The more original your response, the greater the marks you will be awarded but remember that it needs to be justifiable and convincing.

Section A: Shakespeare

Answer **one** question from this section on your chosen text.

EITHER

Macbeth

Read the following extract from Act 1 Scene 5 of *Macbeth* and then answer the question that follows.

At this point in the play Lady Macbeth is speaking. She has just received the news that King Duncan will be spending the night at her castle.

The raven himself is hoarse
That croaks the fatal entrance of Duncan
Under my battlements. Come, you spirits
That tend on mortal thoughts, unsex me here,
5 And fill me from the crown to the toe topfull
Of direst cruelty; make thick my blood,
Stop up th'access and passage to remorse
That no compunctious visitings of nature
Shake my fell purpose nor keep peace between
10 Th'effect and it. Come to my woman's breasts,
And take my milk for gall, you murd'ring ministers,
Wherever in your sightless substances
You wait on nature's mischief. Come, thick night,
And pall thee in the dunest smoke of hell,
15 That my keen knife see not the wound it makes
Nor heaven peep through the blanket of the dark,
To cry 'Hold, hold!'

A01 Evidence and key moments range to cover

A01 Focus of question

0 1

Starting with this speech, explain how far you think Shakespeare presents Lady Macbeth as a powerful woman.

Write about:

- how Shakespeare presents Lady Macbeth in this speech
- how Shakespeare presents Lady Macbeth in the play as a whole.

[30 marks]
AO4 [4 marks]

Write the question number inside the box next to the first line of your answer

Answer

01 In his allegorical play Macbeth, Shakespeare seeks to utilise the fears of Macbeth to assuage James 1st's fears surrounding usurpation. Macbeth's demise ~~is~~ ~~she~~ shows the dire consequences of committing regicide and going against divine right and palpably portrays the fate of those who would seek to commit such a transgression against the king.

Shakespeare also draws heavily upon the malleus maleficarum as a means to characterise the ~~witches~~ supernatural as ~~an~~ a malevolent force that harness Macbeth's vaulting ambition and heighten ~~in~~ his fears in his dramatic downfall.

From the outset, Macbeth's vaulting ambition is seen to eclipse his fears and morality in his encounter with the witches. His mere engagement with them, as well as his reference to them as 'imperfect speakers' ~~comes~~ foreshadows an endangering element in his nature as he is driven by avarice and egotistical gain. The lexis 'imperfect' elucidates

2

Write the question number inside the box next to the first line of your answer

Answer

a hint of human quality within Macbeth through his fear and the fact that although he is encapsulated by their prophecies, is not yet completely blind to their destructive intentions.

In the extract ~~Macbeth~~ Shakespeare utilises Macbeth's resentment of Banquo in his thoughts to convey the manifesting corruption in his perceptions, and largely his human condition, as elicited by the witches. The fact that Macbeth refers to the crown placed upon his head as a 'fruitless one' ~~comes~~ strongly reinforces his unwarranted jealousy of Banquo's children, alluding that the possibility of his fate ~~is not an~~ asking is not enough to satisfy him. The realisation that he must continue to use his freewill as he did in murdering 'the gracious Duncan' is later reinforced in the ~~the~~ murder of Banquo.

Macbeth's 'tyrant' spiral overrides his fears and sympathy in the murder of ~~Banquo~~ his friend and the fact that his ambition has eclipsed the place of a

3

English Literature Paper 2: Modern Text, Power and Conflict Poetry and Unseen Poetry

Section A: An Inspector Calls (Modern Text)

- Preparing to respond:

The way that you prepare for this question is very similar to paper 1. The key difference is that this time, you will not be provided with a key moment. You will therefore need to select a key moment from the beginning, middle and end that is relevant to the focus of the question.

There will be a **choice** of questions. Only answer one.

Step 1: Highlight the A01 focus and look to see if a character is also included for you to explore. If a character is not included in the question, it is up to you to select your own characters to consider where the A01 idea is most clearly explored.

Step 2: Think about three other key moments from across the text that best explore the A01 idea in the question and the development of the character if a character has been included.

Your moments should come from the beginning, the middle and the end.

Step 3: You should produce a mind map for each of your selected moments, populate it with your thoughts about the A01 idea at that point in the text and what is being presented to the reader, a key method being used to convey these points and the writer's intention- why do they want us to think this way? Why do they feel this way? How are events of the time influencing their viewpoint?

- **Responding:**

Your essay should include 5 separate sections:

1. Thesis statement
2. Key moment 1
3. Key Moment 2
4. Key moment 3
5. Conclusion

***Higher ability tips:**

For higher ability students, you need to make sure that your essay is 'critical' this means that your response needs to take consideration of other critical responses that have been

produced. You need to include the critical theory that you have been given for the text in question and respond to it. Do you agree with it?

Acknowledge the critical theorist in your thesis and refer to it at the end of your third key moment. The more original your response, the greater the marks you will be awarded but remember that it needs to be justifiable and convincing.

Write the question number inside the box next to the first line of your answer

Answer

Leave blank

L5 AO1 REFS
L5 AO3

At the outset, Mr Birling, the foil character of Inspector Goole, is characterised to embody the classic, exploiting capitalist who believes in 'profit' over 'community', which he describes as 'nonsense'. This highlights his overall ignorance to the plight of the proletariat and establishes how he is a bourgeoisie with no social responsibility. Physically described as 'portentous and heavy looking', symbolises his arrogant future and the fact he can afford things in excess. However, the fact he is his wife's 'socially superior' confirms he is in fact a victim of capitalism himself and seeks to acceptance in classes above his social status, giving him more reasons to exploit the poor than in his workplace to allow his own successes. His being the embodiment of the older generation captures his inability to change and accept his misconduct. When exposed for his actions by Goole, he offers money. 'I'd give thousands, yes thousands', this highlights his ignorance and clearly establishes how he has learnt nothing, he continues to use his wealth to avoid 'scandal' instead of embracing socialism and accepting social responsibility which is due to his entrenched, capitalistic mindset.

L5 AO2

Sheila, the embodiment of the younger generation is characterised by Priestley as 'young and pretty'. The thesis 'pretty' depicts her patriarchal oppression and social expectation that looks are what determine the quality of a woman. Her exploitation of Eva is belted by jealousy is a result of her pre-learned and sheltered upbringing in her 'suburban home' captures her isolation to the seats of capitalism within the

3

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Write the question number inside the box next to the first line of your answer

Answer

Leave blank

How inequality leads to tragedy:

In his allegorical, moralistic play, Priestley utilises ~~an~~ a polemic community to explore the inequality of ~~it~~ of society that led to that existed in 1912 Britain. Priestley seeks to explore injustice of the proletariat to his 1945, post war audience, in ~~hope to~~ encouraging them to embrace ~~of~~ socialism, ~~and~~ correct society's errors.

L5 AO3

Priestley establishes the ~~ense~~ evils of unaided capitalism through the characterisation of the Birlings. Their exploitation of Eva highlights the dichotomies of wealth, class and gender. By ~~exposing his audience~~ utilising the commercial appeal of a murder mystery play, Priestley seeks to encourage his audience to accept social responsibility and commit to it.

By exposing his audience to this allegorical construct, Priestley seeks to embed a sense of awareness to his audience, that inequality ~~can~~ lead to societal collapse, as seen through ~~the~~ revolution in France, he wishes to embrace socialism as a vehicle to ~~correct~~ establish equality. Power, argues that an Inspector Calls is a play, conveying morality, and ~~through the characterisation of~~ depicting that some characters change and accept their misconduct, whilst others do not and remain entrenched in the virtues of capitalism.

These questions alternate between character questions and theme questions (as they do in the exam)

EITHER

01 How important is the character of Eric in demonstrating Priestley's ideas?

Write about:

- How Eric responds to his family and the Inspector
- How Priestley presents Eric's actions

OR:

02 How successfully is the idea of collective responsibility explored in this play, through the use of the Inspector?

Write about:

- Priestley's ideas about collective responsibility in *An Inspector Calls*
- How Priestley uses the Inspector to present these views

[30 marks]
AO4 [4 marks]

Section B: Power and Conflict Poetry

In the exam, the question will be based on one of the 15 poems from the cluster. You will be expected to form a response using the poem in the exam and another poem from the cluster to compare it to.

The question requires a comparison of an A01 theme that will be linked to the issue of power and/or conflict.

Preparing to respond:

- Identify the theme that is stated in the question and highlight it
- Consider which other poem you think best explores the theme too and jot down some quotes and ideas.
- Annotate the poem printed. Select one big language method that drives the A01 idea and either another language feature or structure feature that also drives the idea. Try to stick to figurative language as this allows you to be more creative in your response.

Responding to the question:

You need to use the TSLO structure when responding

T: Thesis- what are the key ideas of each point in relation to the A01 idea?

Try to come up with two overall points they try to make

S: Structure- which structure method best exposes the theme to the reader

Section C: Unseen poetry

Answer **both** questions in this section.

I Am Offering this Poem

I am offering this poem to you,
since I have nothing else to give.
Keep it like a warm coat
when winter comes to cover you,
5 or like a pair of thick socks
the cold cannot bite through,

I love you,

I have nothing else to give you,
so it is a pot full of yellow corn
10 to warm your belly in winter,
it is a scarf for your head, to wear
over your hair, to tie up around your face,

I love you,

Keep it, treasure this as you would
15 if you were lost, needing direction,
in the wilderness life becomes when mature;
and in the corner of your drawer,
tucked away like a cabin or hogan*
in dense trees, come knocking,
20 and I will answer, give you directions,
and let you warm yourself by this fire,
rest by this fire, and make you feel safe

I love you,

It's all I have to give,
25 and all anyone needs to live,
and to go on living inside,
when the world outside
no longer cares if you live or die;
remember,

30 I love you.

*hogan: wooden hut/shelter

Jimmy Santiago Baca

27.1

In 'I Am Offering this Poem', how does the poet present the speaker's feelings about love?

[24 marks]

L: Which language method best exposes the idea to the reader

O: What is the overall opinion and ideas of the poet- think about their ideas and why they have these- consider the context of the poem and what was happening at the time to influence the poets.

Section C: Unseen poetry

In this section, you will be expected to answer two questions. The first question will be based on the first unseen poem. As you will not have seen this poem before, the examiner will not expect you to comment on the intentions of the poet or the wider context. You are only expected to discuss the poets' ideas and methods that they use in your response.

27.1 Poem One Essay

Preparing to respond

- It is important that you consider the title of the poem as this is key to understanding what it will be about.
- Read through the poem and try to understand what the poet is trying to convey about the A01 idea that is in the question.
- Once you have understood the A01 idea, start annotating it. Look for figurative language methods and bigger structural methods like the persona and narration/ tone/ rhyme scheme. You will only need one example for each.

Responding:

You should use the **TSLO** approach

T: Thesis- outline 2-3 points about the A01 idea that is explored by the poet. Outline how the persona is used to establish the A01 ideas.

S: Select the best structural method and explore how it is used to establish the A01 idea.

L: Select the best language method and explore how it is used to establish the A01 idea (aim to select a figurative language method as there will be more for you to talk about)

O: Conclude with your own views about the overall opinion of the poet- what are their views about the A01 idea.

- **Remember that A03 is not assessed here**

27.2 Comparison question

This question asks you to compare the methods that both poets use to establish an A01 idea. It does not assess A01. This question is all about A02 and analysing methods.

Preparing to respond:

- Identify the A01 theme that you are being asked to compare
- Annotate the last poem and look for good methods that are used
- Select two big methods- one from each poem. Figurative language is a good choice as there is lots that you can comment on.

Responding:

- You need to write two PEAPS. One for each poem.

P: Point (what idea is being conveyed through the method)

E: Evidence- quote and name of device

A: Analysis- how is the method conveying an idea? Look at the connotations of lexis

P: Probe- pick an additional word either from your quote or from somewhere else in the poem that adds to the idea and explore its connotations

English Language Paper One: Creative Reading and Writing

- This paper assesses your ability to read and write fiction texts. The reading section contains four questions that are designed to assess how well you can read and understand a fiction text.
- The writing section assessed how well you can write a fiction piece that will be a choice of either a story or a description.
- Each section carries 40 marks
- Make sure that you read the extract fully before starting the reading section

Question 1 (4 marks) (A01)

- Identify four bits of information from the extract that link to the question focus.
- Write four sentences with each sentence centered on one of the points.
- Start your sentences with the question focus.

Question 2 (8 marks) (A02)

The question will always start with how 'how does the write use language to describe'...

The examiner wants to test your reading skills by being able to analyse how deeper meaning is expressed through lexical choices. (A02)

- Highlight what is being described
- Read the passage provided and try to form two impressions about is being described
- Select figurative language devices that have led to you forming your impressions and annotate ideas around the passage. Think about the connotations of the words

Write **two** PEAPS with each PEAP focused on your impressions.

P: What impression is created?

E: What language device demonstrates this (quote it and name the method)

A: How does the device create the impression in the reader's mind? Think about the connotations of the words and the images they create

P: Pick another word from your quote or later in the passage that further forms and supports this overall impression about what is being described.

Higher ability: aim to integrate your quotes and select an additional method in each PEAP to further analyse.

0 2 Look in detail at this extract, from lines 7 to 17 of the source:

Kino's breath whistled in his nostrils and he opened his mouth to stop it. And then the startled look was gone from him and the rigidity from his body. In his mind a few songs had come, the Song of Evil, the music of the enemy, of any foe of the family, a savage, secret, dangerous melody, and underneath, the Song of the Family cried plaintively. The scorpion moved delicately down the rope toward the box. Kino was in motion. His body glided quietly across the room, noiselessly and smoothly. His hands were in front of him, palms down, and his eyes were on the scorpion. It sensed danger when Kino was almost within reach of it. It stopped, and its tail rose up over its back in little jerks and the curved thorn on the tail's end glistened. Kino stood perfectly still. He could not move until the scorpion moved, and he felt for the source of the death that was coming to it. Kino's hand went forward very slowly, very smoothly. The horned tail jerked upright.

impress scorpion is sly

Do not write outside the box

Kino's perspective both intimidated figurative language literary structure

How does the writer use language here to describe the conflict between Kino and the scorpion?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

Point Evidence Explain 2 ideas thesis metaphors personification

[8 marks]

The writer uses figurative language to establish that Kino and the scorpion are both intimidated by each other and that Kino believes the scorpion is almost sly.

The writer uses the metaphor "the source of death" to imply how intimidation fueled the scorpion. The writer's lexical choice of "source" connotes that it knows Kino is going to kill it, as it implies that "death" comes from it. The writer also presents Kino to be intimidated by the scorpion as the metaphor "music of the enemy" is used. The lexical choice "enemy" connotes how it's a battle against -

Some appropriate textual detail (L2)

Clear/accurate use of subject terminology (L3)

Turn over ▶

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each other. It connotes that fear and intimidation ruins the relationship between them, as they both anticipate what the other is going to do as they are aware they both can cause harm to each other. This is presented through the revisited/repeated idea of 'danger' it elucidates intimidation as danger unleashes harm.

Attempt to comment on the effect of language (L2)

The writer uses figurative language and repetition when describing the scorpion to be "savage, secret, dangerous." The writer uses the idea of the unknown through the lexical choice "secret"; the writer's use of substance in "savage, secret" connotes how the unknown of the scorpion is dangerous, and how it's sly characteristics causes harm. "Secret" demonstrates how its motive and plan is unknown, implying that Kino thinks the scorpion's actions are sly.

Some appropriate textual detail (L2)

Clear explanation of the effects of language (L3)

CLEAR UNDERSTANDING OF LANGUAGE (L3)

Clear explanation of the effects of language (L3)

Range of relevant textual detail (L3)

8

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Question 3 (8 marks) (A03)

The question will always start with how 'how does the write use structure to interest the reader'...

The examiner wants to test your reading skills by being able to analyse how deeper meaning, ideas and effects are expressed through structural choices. (A02)

The question will always be 'how does the writer use structure to interest the reader?'

- You need to focus on three structural points in the extract: the exposition (start), rising action or focal shift (a change in focus- development in the plot) and the resolution (the conclusion of the narrative).
- For each section, you need to consider the focus (this could be setting/characterization/ tone) and the impression it creates in the reader's mind? How is the reader made to feel? What questions might the reader have?
- Look for structural devices like foreshadowing, juxtaposition, linear/non-linear structures and how these engage the reader

Write three PEAPS

- PEAP 1: Exposition- what does the writer focus the reader on and what effect does this have? What impression is created about the setting and or character and what tone is created? What questions might the reader have that will engage them with the text?
- Remember that you are not analysing language- you are exploring structure!
- PEAP 2: Focal shift/Rising action- what does the writer focus the reader on next that is significant and what effect does this have? What impression is created about the setting and or character and what tone is created? How does this relate to the setting and characterization in the exposition and why is this interesting? Have any of the early questions the reader had been answered? Has any new question arisen? What questions might the reader have that will engage them with the text?
- PEAP 3: Resolution- what does the writer focus the reader on here that is significant and what effect does this have? What impression is created about the setting and or character and what tone is created? How does it resolve? Does the narrative- is there suspense? Mystery? Have any of the early questions the reader had been answered? Have any new question arisen?

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0 3 You now need to think about the **whole** of the source.

This text is from the beginning of a novel. tone exposition rising action
 How has the writer structured the text to interest you as a reader? de media res juxtapose resolution
 You could write about: foreshadowing

- what the writer focuses your attention on at the beginning of the source
- how and why the writer changes this focus as the source develops
- any other structural features that interest you.

[8 marks]

Through the exposition, the writer focuses us on the setting. The writer creates a ominous tone as they use foreshadowing to imply later danger. The lexical choice 'breaking' connotes danger and aggression. This captivates the reader because it is juxtaposed with the sun "warming". The use of juxtaposition ^{can be involved with} ~~the~~ ^{the} ~~idea~~ ^{idea} that aggression and danger is going to be established further through the extract.

Clear explanation of the effects of structure (L3)

Through the rising action, the writer changes the focus to the enemy. The turning point illustrates aggression as a battle is witnessed and King 'beat and stamped the enemy'. The writer creates an aggressive tone to demonstrate the anger that is a result of loved ones being in danger. This interest awakens the reader, as the writer relates with natural human emotions in which protection of loved ones is

Do not write outside the box

7

Do not write outside the box

- Apparent. This connection produces the readers emotions to almost empathise for the family and the hardships of their child being hurt.

Analysis of the effects of structure (L4)

Through the resolution the writer changes the focus to Juana's determination and love for her child. The writer uses speech when states that the family "will go to him". Juana's demonstrated determination engages with the reader as it leaves room for them to relate to the characters. The extract portrays differences in which people show their love. Through Juana we see how she aids the baby and wants to find a way to end it's suffering. However through King we see how the baby's pain results him to have anger.

PERCEPTIVE UNDERSTANDING OF STRUCTURE (L4)
Range of judicious examples (L4)

8

Question 4 (marks)

In this question you will be provided with a statement that has been formed by somebody who has read the last part of the text. You will be expected to evaluate the statement and consider how it has been formed and if you agree with it.

Highlight the line stated in the question that you are required to read from. Using two different highlighter pens, highlight the first part of the statement as there will be two impressions included in it and do the same for the second.

For this first part of the statement, read through the passage and highlight any parts that could support the view and repeat this for the second.

Responding:

You must start your response by saying if you agree with the statement. It is fine to agree, disagree or partly agree but you must make this clear in your opening paragraph.

You then need to look at the first part of the statement and provide two reasons why the view has been formed. If the statement is that a character is scared then you should try to point out two reasons why they are scared and then select from the parts you have highlighted, the best methods that show this and analyse them like you would in question two.

You should then repeat this for the second part of the statement

You may not agree entirely with one or both parts of the statement. If this is the case, you should aim to write an additional section that includes your view as to why you disagree with the language device that conveys this.

Higher ability: Examiners want to see some disagreement with the statements. There will be an opportunity for this.

0 4 Focus this part of your answer on the second part of the source, from line 19 to the end.

A student said, "In this part of the story, Juana's reaction to the danger facing their baby is different to Kino's. The writer shows that Kino is unhelpful and it is Juana who tries to save the baby's life."

To what extent do you agree?

In your response, you could:

- consider Juana's and Kino's reactions to the danger facing their baby
- evaluate how the writer presents Juana's and Kino's different reactions
- support your response with references to the text.

[20 marks]

To a certain extent I agree that the writer portrays that Kino is unhelpful and Juana tries to save the baby's life. This is established through the writer's choice to illustrate the two different reactions they both had to the event, as Kino chooses a violent approach but then then is portrayed to be unhelpful when Juana aids the baby and is determined to find a solution.

Some response to the given statement (L2)

The writer presents Kino to be unhelpful when using the verb 'hovers', it ~~expla~~ implies his state and how he is almost unaware of what to do. However prior to this Kino "beat and stamped the enemy" this portrays his violent approach and how he ~~shows~~ believed a way to help was by defeating the "enemy". ~~From this I infer that Kino is~~ ~~help~~ helpful and he demonstrated a natural process in which in a state of danger he chose to fight as adrenaline was released. Kino "was in -

Clear/relevant response to the given statement (L3)

Turn over ▶

Do not write outside the box

Do not write here

the way," however I believe due to Juana's unconditional love for Gogot Coyote he was almost pushed to the side. The baby was "Juana's world" and "she was like a strong man." The writer's choice of "strong man" uses societal implications to illustrate how her characteristics. The juxtaposition of Juana and 'man' almost creates the sense of her being more powerful than her husband in the relationship. I believe this because society is fueled by the oppression of women and the idea that Juana is like a "strong man" connotes how their relationship is the binary opposite to societal expectations. Through this it is implied that Juana could almost surpass Kino due to her 'determination' and power, so he could be viewed as unhelpful.

Perceptive evaluation (L4)

The writer presents Juana as the one who saves the baby's life. Juana "had the baby in her arms" the modifier 'now' used implies how it was sudden. "She finds the puncture" as she tries methods to help the baby. She uses her 'determination' to save him. When she wants to take the baby to the doctor and is presented with the possibility of not being able to, she takes him herself. Kino doesn't help the pain of the baby or help to save it's -



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Do not write here

life, as he 'hovers' ~~from~~ The writer implies that she is the one to save the baby as Kino "followed." The submissive verb connotes her independence and the way she can't be stopped when it comes to saving the baby.

Detailed evaluation (L4)

In conclusion, I believe Kino's reaction is helpful however it is submitted as Juana presents power and strength. She is crafted to illustrate how even "fragile" and "obedient" women can become the binary opposite and exert power like men are implied to in society. The writer use to juxtapose her characterization connotes how she was the one to save him as she was determined and couldn't be stopped. Overall I believe, Kino helped but was suppressed by Juana's determination which ~~led~~ led her to save the baby, which links with society's suppression of women, and it's misogynistic ideology of women enclosed in the domestic sphere.

PERCEPTIVE & DETAILED EVALUATION (L4)

Perceptive evaluation (L4)

Detailed evaluation (L4)

Convincing/critical response to statement (L4)

Mid in level

English Language Paper 2: Writers' viewpoints and perspectives

- This paper assesses your ability to read and write non-fiction
- The paper will contain two non-fiction extracts: 19th century post 20th century
- Both extracts will have a common theme and will offer a contrasting view on that theme that could be about the weather, travel, education, hobbies...
- You will be expected to recognise the views that they give (these will differ) and also recognize the facts that have shaped their perspectives.
- You should treat each extract like a source- as well as understanding what they say, you need to also read in a way that helps you to understand the writer and factors that affect their views (much like you would a source in history)
- Start the exam by reading each extract carefully and creating a stick person for each writer. As you read, you need to be populating your stick person with their general views in relation to the focus of the writing and additional ideas that could help you to understand their perspectives: Gender, life experiences, age, occupation etc.

Question 2: Summary (8 marks)

You are expected to summarise the writers varying views on a specific issue. You need to spot 2-3 points from each source that relate to the view stated in the question. You should also aim to suggest a reason for why they have differing views.

- Use your stick people
- Highlight the similarities/differences in both sources
- Transfer these into two paragraphs with quotes and a suggestion for why they are different.

3

0 2 You need to refer to **Source A** and **Source B** for this question. impression, why
 The writers in **Source A** and **Source B** stay in very different camping sites.
 Use details from **both** sources to write a summary of what you **understand** about the differences between the two camping sites.

A

B

[8 marks]

Source A is not happy about being on holiday, but I can understand.

Source A is staying at a camping site which is in the French countryside, and is surrounded by fields. However source B is staying at a campsite which is by a lake near a sandy beach. Source A may be staying there as it may be a destination for families as she embarks on the journey with her 'mother' and 'Dad'. However, source B may be staying at his destination because he is with a group of people. The difference in age may be a reason for the juxtaposing groups and the different scenery.

Source A stays in a attempted waterproof tent, whereas source B stays in a 'skeleton of a -

Turn over ▶

4

house' which they covered the roof themselves. Source A may be staying in a tent as it's a more planned holiday ~~and~~ and it implies how herself and her family are less adventurous compared to source B as his group stays in ~~abandoned~~ the ~~rest~~ wreckage of a house.

ATTEMPTS INFERENCE (L2)

SOME DIFFERENCE (L2)

ATTEMPTS INFERENCE (L4)

SOME DIFFERENCE (L2)

Some app text detail (L2)

High in level

8

Question 3 - Language (12 marks)

Language analysis question that is the same as q2 on paper 1.

- The question will always start with how 'how does the write use language to ...
 - The examiner wants to test your reading skills by being able to analyse how deeper meaning is expressed through lexical choices. (A02)
 - Highlight what is being described
 - Read the passage provided and try to form two-three impressions about what is being described
 - Select figurative language devices that have led to you forming your impressions and annotate ideas around the passage. Think about the connotations of the words
- Write three PEAPS with each PEAP focused on your impressions.

P: What impression is created?

E: What language device demonstrates this (quote it and name the method)

A: How does the device create the impression in the reader's mind? Think about the connotations of the words and the images they create

P: Pick another word from your quote or later in the passage that further forms and supports this overall impression about what is being described.

Higher ability: aim to integrate your quotes and select an additional method in each PEAP to further analyse.

6

0 3 You now need to refer only to Source A from lines 29 to 38. language, why
How does the writer use language to describe the rain and the storm? [12 marks]

The writer uses language to describe the storm as a destructive entity. It is implied that the rain is aggressive as it's "relentless (ly) battering against the tent." This metaphor illustrates the idea that the rain is almost hunting, trying to get into the shelter to cause harm and pursue destruction. The verb "battering" connotes it's power as it provides a sinister and almost intimidating tone.

The writer uses language to describe the storm to be seeking it's prey and almost out to kill or cause immense harm. The storm was "circling the area." This illustrates how it is trying to seek it's victims. The verb "circling" means to go round, this implies that it isn't trying to cause harm to everyone, it is trying to spot the right one. The use of "circling" implies almost a cyclical structure and portrays the idea that the storm seeks to cause harm as a circle doesn't have an end.

0 6

7

The writer uses language to describe the rain to be like an army. The rain became "more pack-like". The writer's lexical choice "pack-like" connotes the rain to be a group like entity, like an army. The fact that it is a way that involves the military justifies the idea that the storm and rain seek to cause harm, as armies and militaries are trained to fight the enemy. It implies that nature view the campers as an enemy and threat therefore seek to cause destruction to make them leave.

relevant text detail (L3)
Accurate subject terms (L3) High in level
CLEAR EXPLAIN EFFECT LANG (L3)

12

Turn over ▶

0 7

Question 4 - 16 marks

- The question will always ask you to compare the writers' attitudes in both texts. Concentrate on if they are positive or negative and classify them without using those terms. Look at the tones used.

- 4 x PEAP - e.g. in source 1, the attitude is pessimistic because... whereas in source 2, the attitude is resilient because...
- Explore how language devices and lexical choices convey these views and attitudes.

Make sure that after you analyse methods in each paragraph, you suggest reasons for their varying perspectives (use your stick person).

9

0 4 For this question, you need to refer to the **whole of Source A**, together with the **whole of Source B**.

Compare how the writers convey their different thoughts and feelings about camping experiences.

In your answer, you could:

- compare their different thoughts and feelings about camping experiences
- compare the methods they use to convey their thoughts and feelings
- support your response with references to both texts.

[16 marks]

idea method why

d1: A view holidays negatively
B view positive

d2: A in a time of deforestation
B is before it

d3: ages A young - modern
B old - old fashioned

doesn't have many problems
has problems like work

Source A views holidays negatively as she believes they are "in the hands of malevolent forces." She could view them negatively as she has visited the same place previously and may have ~~undergone~~ undergone a negative experience which could have constructed the ideology that holidays are puerile and abhorrent. Source B however views holidays and camping experiences positively he believes "it is wonderful to see how easily the limits of society fall off." He may enjoy it because unlike A he may have had a positive experience at the -

Turn over ▶



0 9

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10

campsite and with holidays in general.

CLEAR COMP IDEA/PERSP (L3)

Source A is a modern text written in the 20th century. However source B was written in the 19th century. This may be a reason for their differences in thoughts and feelings about camping because they both were exposed to different experiences in society. Source A lived in a more modern and advanced society unlike B who lives in a un-developed society which is more heavily reliant on nature for enjoyment and to fulfil activities. This also implies why source B is surrounded by an "untouched" forest unlike A who is surrounded by "fields." This connotes how deforestation became more apparent in the 20th century leading to source A being less in touch with nature concluding her negative feelings surrounding camping.

SOME UNID IDEA/PERSP (L2) ATT COMPARE IDEA/PERSP (L2)

However, source A is only 9 years old, compared to source B who is a man who can provide for himself. Due to B source A's age only being young this could connote a reason for her lack of enjoyment as unlike B she doesn't have the stress of

Do not write outside this box



1 0

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work and adulthood. Also due to the timeframe of source B I know he would of been in a patriarchally suppressed society which would believe women should be contained to the domestic sphere while men provide for the family. This illustrates why he is enjoying the holiday, because he may be overwhelmed with his role in society and needs a break.

ATT COMPARE IDEA/PERSP (L2)

SOME UND IDEA/PERSP (L2)

In conclusion source A and B have different attitudes on the camping holiday due to time periods, age and past experiences with holidays as they both have visited the areas previously.

CLEAR UND IDEA + PERSP (L3)

CLEAR COMP IDEA/PERSP (L3)

SOME COM METHOD (L2)

Middle of level

Turn over ►

Question 5 - 40 marks

You will be asked to produce a non-fiction text inspired by the theme in both extracts i.e. weather etc. Remember that your writing needs to be developed and convincing so you must plan your response before attempting it.

- Do not write as yourself assume an appropriate persona (person/ perspective)
- Use the three points in the question and develop these to form an argument in your response. For each point suggested in the question, you need to formulate a convincing argument.
- Avoid using contractions - do not, cannot, etc. It sounds more formal.
- Make up expert quotes, statistics, rhetorical questions and facts.
- Use an anecdote (little story) to add description e.g. Think about little Connor who has always dreamed about a career in finance. He was told as a young child that he was not intelligent enough...

- Use sophisticated lexis (see your teacher for a word bank)
- Open with hypophora ~(raise a question and provide an answer i.e Can snow really be dangerous? Without a doubt!) and a 'expert quote'- you can make it up!
- Do not forget to use metaphors and similes as you would in fiction writing (see your teacher for examples).

Higher ability:

Try to link the three points in the question to bigger societal issues. For example, a prompt about travel could be linked to the wider issue of pollution and our carbon footprint.

Learn the conventions below:

If asked to write a letter...

Dear Sir/Madam, = Yours faithfully,

Dear Mrs. Holdsworth = Yours sincerely,

An article for a tabloid, broadsheet, website or magazine need a headline but no columns.

Subheading are used in articles online and in magazines but not in newspapers

A speech...

Good morning ... I am here to talk to you today about...

End it: Thank you for listening. Do you have any questions?

Section B: Writing

Do not write outside the box

You are advised to spend about 45 minutes on this section.
Write in full sentences.
You are reminded of the need to plan your answer.
You should leave enough time to check your work at the end.

B5A05 : 21
B5A06 : 13

0 5

Holidays don't need to be faraway and expensive. They just need to give people a break from everyday life and the chance to relax.

Write an article for a magazine in which you argue your point of view on this statement.

society is fueled on showing off and abhorrent lifestyles
poverty people can't afford.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

You are advised to plan your answer to Question 5 before you start to write.

meandering azure deplorable notion perplexing abhorrent punie
concerous colon semi-colon rhetorical question
alliteration metaphor light house of hope

Homely and humble or lavish and lively. What should a holiday be like?

As a population, we adore a break away from the hardships of everyday life, whether that is a week away at a five star hotel in Dubai or a four night trip to a cabin in the countryside. However, as a ~~sett~~ society we are fueled on jealousy and prouning our fabulous, euphoric and effortless lifestyles all over social media. Especially as summer creeps round the corner, a rising number of people are awaiting to -

Communication is convincing.

Extensive and ambitious use of vocabulary.

Turn over ▶



jet off away from reality. Although our escape from reality crafts a cancerous notion for many, as families in poverty may envy this lifestyle. Not only does it damage the fabric of our society in this puerile way, but get aways widely contribute to the concerning amount of pollution that is engulfing our planet. On the otherhand, we all are aware that our role as tourists benefit the people of the destinations we visit. So the question is, what is right? A weekend away confined in the U.K, or a trip abroad.

Deplorable; eventhough society has enowled catastrophically as a society poverty is still woven into the fabric of our country. 22% of the United Kingdom still live in impoverish lifestyles. This nauseating ^{STATISTIC} ~~ideology~~ illustrates how as a nation flaunting our wealth can damage the mental health of those less fortunate. Sarah Jones, the CEO of 'obliterate poverty' explained how showing off these mainly well earned holidays creates a web of jealousy for those less fortunate. She stated that what upper class people view as normal is an unreachable dream for those in poverty. Sarah is a lighthouse of hope -

Full range of appropriate sentence forms for effect.

Varied and effective structural features.



as she shines a light on ~~the~~ social responsibility and the effects of bragging about materialistic wealth on the less fortunate's mental health.

Jealousy. Envy. Want. ~~What~~ Did you think about the effects it has on the less fortunate?

~~Even~~ Holidays are a catalyst for our planet's devastating demise. 57% of pollution stems from travelling abroad and across the country. Profoundly, this statistic emotes how much ~~over~~ we are abusing our planet for ~~the~~ a short term gain in which would provide no mass dividend to our future. Not only does the travel alone send our planet to an early death, but also the supporting of fast fashion for the clothes to take away. Fast fashion contributes 13% to the world's pollution. Not only does it illustrate negatively this way but ~~it~~ fast fashion is fueled by the exploitation of proletarian workers for capitalistic gain. This immoral conduct provides a polemic view on society as it shows how we are irresponsible for the ~~well~~ well-being of others and the stability of our planet.

Extensive vocabulary with conscious crafting of linguistic devices.

Although there are downsides to holidays, we have -

to agree that we provide an income for business and accommodation owners when we ~~embody~~ embody the role as tourists on our get aways. It is heavily apparent that without tourists many businesses would eventually collapse. Witnessed through covid: we saw many places crumble due to no ~~to~~ travel laws. Our holidays to have a break from every day life lead to less poverty all over the globe as we fund these businesses while we are away.

Next time you are ~~staring~~ ~~gazing~~ staring at the meandering azure water from a minuscule air craft window or in a state of rhapsody gazing at the picturesque scenery in the countryside, consider the larger picture of what a holiday does to society and the environment. Take time to acknowledge it's implications, ~~be socially aware!~~

Be socially aware!

Communication is convincing.
Extensive vocabulary with conscious
crafting of linguistic devices. High L14.

Extensive and ambitious use of
vocabulary. Uses a full range of
appropriate sentence forms for
effect. Low Level 4.

