



Copyrighted Material Evaluation



Quick quiz



Decide which of the statements about Paper 1, Question 4 below are **true** and which are **false**. Circle your choices.

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|--|-------------|--------------|
| (a) You will be asked to evaluate a source. | True | False |
| (b) You will need to give a personal judgement about a source. | True | False |
| (c) You will not need to analyse how effectively the writer has achieved their intentions. | True | False |
| (d) The question will include a statement giving a student's response to the source. You must agree with this statement. | True | False |



Exploring the writer's intentions



1. Read this extract from **lines 16 to 20** of Source A.

Sunlight could find no way into the woods beyond the house. Snow-laden branches of yew and wasted, straggle-thin fingers of oak reached for Aurelia. She laid her hands on them, greeting them like old and comforting friends. Her ringlets had loosened into snakes. Screeching jays made the only sound. She swung herself onto a low branch to listen and dream of the time when she would leave Hatville Court and never come back.

(a) Look at the underlined sentence. What kind of atmosphere might the writer be trying to achieve in this sentence?

Mystery or suspense, possibly danger

(b) Underline **one** further sentence in the extract above where the writer has tried to create an atmosphere of mystery, suspense or danger.

(c) Choose **one** of the underlined sentences – the one in the text or your own. How has the writer created this atmosphere?

Think about the writer's language and structural choices. Try to use subject-specific terminology.

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(d) Why do you think the writer has made these choices in your chosen sentence?

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Think about how the choices make you feel as a reader. Consider whether the choices have helped the writer to achieve their intention.

(e) A student, having read the short extract above, said: 'The writer creates a feeling of mystery and suspense in this part of the text. You know something dramatic is going to happen.' To what extent do you agree? Write **one** paragraph of your answer.

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Exam focus

Focus your answer on the statement in the question. Comment on what the writer has done as well as the effect this has on the reader. Use adverbs such as 'successfully' and 'effectively' to show you are evaluating.





Copyrighted Material
Making a judgement

2 Quick quiz  

Look at this evaluation question:

Focus this part of your answer on the second half of Source B on page 92, from **line 20 to the end**.
 A student, having read this section of the text, said: 'This part of the text shows the tension between Israel and Henrietta. You want to find out whether this tension will grow.'
 To what extent do you agree?
 In your response you could:

- write about your own impressions of Israel and Henrietta's relationship
- evaluate how the writer has created these impressions
- support your opinions with references to the text.

- (a) Which part of the question tells you which part of the source you need to focus on? Circle it.
- (b) Highlight the key words in the student's statement and the question that you will use to keep your response focused on the question.

Exam focus 

Remember to think about both aspects of the statement – what it suggests the writer has done, as well as the impact this has on the reader.

5 Developing your judgement 

1. Decide whether you agree with the statement in the evaluation question above. Then identify specific examples from the source that support your judgement.

Exam focus 

Make sure you look at the part of the source specified in the question.

- (a) Give **one** quotation from the source in which the writer has successfully shown tension between Israel and Henrietta.

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- (b) In the source, identify **one** way in which the writer suggests that the tension between Israel and Henrietta might grow.

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10 Explaining your judgement 

2. Use your answer to Question 1 to write **one** paragraph in response to the evaluation question above.

Exam focus 

Say how far you agree with the statement. Explain **what, how** and **why**.

Aiming higher 

Consider alternative interpretations.

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Copyrighted Material Narrative voice



Quick quiz



Decide which kind of narration the statements below describe. Circle your choices.

- (a) Can encourage the reader to build a relationship with a number of characters. **First person** **Third person**
- (b) Told by an 'I' who is usually the protagonist. **First person** **Third person**
- (c) Characters are referred to by their names or as 'he' and 'she'. **First person** **Third person**
- (d) Allows the writer to show the reader what the narrator is feeling and thinking. **First person** **Third person**
- (e) Can make the reader feel that they have a close, sympathetic relationship with the narrator. **First person** **Third person**



Identifying narrative voice



1. Complete the table below by identifying the narrative voice used in each extract.

Extract	Narrative voice	How I know
(a) From his window, Jake could see them playing outside, and was glad he was alone.		
(b) The icy rain whipped my cheeks as, shoulders hunched, I hurried home through the wind.		It is told by an 'I'.

2. Look again at extract (a) in the table above. Is the narrator omniscient or not? How can you tell?

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Writing about narrative voice



3. Look at **lines 13 to 15** of Source A on page 91.

A student said, 'The writer shows the relationship between Aurelia and her mother is difficult. This makes you feel sorry for Aurelia.'

Write **one** paragraph to explain the extent to which you agree.

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Keep your focus on how the narrative voice helps the writer to create this impression.

Exam focus
Think about whose point of view, thoughts and feelings the reader is shown.





Copyrighted Material Setting



2 Quick quiz ? ? ✓

Decide which of the statements about setting below are **true** and which are **false**. Circle your choices.

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|--|-------------|--------------|
| (a) A setting is the location a writer chooses. | True | False |
| (b) Settings don't have a significant impact on the reader. | True | False |
| (c) Settings can create mood or atmosphere, and can have connotations. | True | False |
| (d) Settings can reveal something about a character. | True | False |

10 Exploring settings ✓

1. Read the **whole** of Source A on page 91. List **three** settings which feature in the source.

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2. Look in detail at this extract from **lines 7 to 9** of Source A.

It was the kind of day that glittered and beckoned like a foretaste of heaven. The snow no longer fell, but lay thick and silver-white on the ground. The sun dazzled and the sky was a rich, celestial blue. On such a day as this, the whole world might change.

(a) What mood or atmosphere does the writer create in this description of the snowy, sunny landscape?

A positive and welcoming atmosphere

Think about the descriptive and figurative language the writer has used.

(b) How does the writer achieve this mood or atmosphere?

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(c) This snowy, sunny landscape is what Aurelia finds when she escapes the 'stuffy' house described in the first two paragraphs of source. What does this description suggest about Aurelia?

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10 Writing about setting ✓

3. Look again at the extract from Source A above.

A student said, 'The description makes the scene outside seem positive and welcoming. It makes you feel that Aurelia is free.'

Write **one** paragraph to explain the extent to which you agree.

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Keep your focus on how the setting helps the writer to create this impression.

Exam focus

Analyse how descriptive and figurative language affect the reader's impression of the setting.





Copyrighted Material Atmosphere



Quick quiz



Which of these can help to create atmosphere in a text? Tick (✓) the correct answers.

(a) setting

(d) objects

(b) characters

(e) actions

(c) dialogue



Describing atmosphere



1. Read **lines 1 to 13** of Source B on page 92. How would you describe the atmosphere in this section of the source?

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For example, think about these phrases and how they make you feel: 'a savage moaning', 'hobbling badly', 'covered with dead weeds', 'lost in darkness'.

2. Now read **lines 20 to 38** of Source B.

(a) How would you describe the atmosphere in this section of the source?

Tense, strained

(b) Give **four** specific examples from this section of the source that back up your more general ideas about the atmosphere.

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(c) At the end of the source, Israel is about to open a letter. What does the atmosphere in this section of the text make you think and feel about what the letter might contain?

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Writing about atmosphere



3. Look again at Source B, from **line 20 to the end**.

A student, having read this section of the text, said: 'This part of the text shows the tension between Israel and Henrietta. It makes the reader nervous about what the letter might contain.'

Write **one** paragraph to explain the extent to which you agree.

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Keep your focus on how the atmosphere helps the writer to create these impressions. Use your answers to Question 2 to help you.

Exam focus

Use specific examples to explain how the atmosphere affects your experience of the text.

