

Copyrighted Material

# Paper 1, Question 3

Look at this Paper 1, Question 3 worked example, then answer the exam-style question at the bottom of the page.



## Worked example



You now need to think about the **whole** of Source D on page 94.

This text is from the middle of a novel. How has the writer structured the text to interest you as a reader?

You could write about:

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

[8 marks]

*The writer starts the extract by focusing the reader's attention on the kites, creating a vivid picture of the sky crowded with kites of all different colours. It also builds the reader's interest by making the reader feel tense about the competition when we learn that Hassan's hands are 'already bloodied by the string', which shows how much the competition means to the narrator and his friend.*

*There are repeated references to violence throughout the extract, for example, Hassan's 'bloodied' hands, a 'gash' and 'cutting'. In the second paragraph we hear about a 'fight breaking out'. These references repeatedly emphasise how important this competition is to all the people taking part.*

*In the middle of the extract, the writer shifts the perspective to the narrator's internal thoughts about his father, making the reader wonder what will happen to the narrator if he loses the kite competition. This helps to build tension but also introduces an interesting relationship between father and son.*

*The writer also makes repeated references to time, which guide the reader chronologically through the action. As the competition goes on, the times mentioned go from an 'hour' to 'thirty minutes' to just 'fifteen'. This is like a countdown for the reader, building up the tension as we get nearer and nearer to the end of the competition.*

*The tension increases even more in the final paragraph as the pace increases, with lots of short sentences to show the narrator's concentration: 'I didn't dare look up to the roof. Didn't dare take my eyes off the sky.'*

*Finally, the extract ends focused on the 'blue kite'. This strongly contrasts with the 'two dozen kites' that started the extract, highlighting just how far the narrator has come in the competition. It also leaves the reader with a cliffhanger, as the blue kite is the only thing that stands between the narrator and victory. This makes the reader want to find out who wins.*

### Exam focus

Use the bullet points to help you to structure your answer.

- The first bullet point encourages you to write about the focus of the source's opening.
- The second bullet point encourages you to identify how the focus changes and explore why this happens, for example through shifts in narrative perspective.
- The final bullet point reminds you to write about other structural features such as those outlined on pages 16–19.

You could structure your points in chronological order, exploring the source's structure from beginning to end.

For each point, identify **what** the writer has done, explain **how** they have done it (with evidence) and explore **why** they have done it, focusing on the effect on the reader.

Discuss the effect repeated ideas have on the extract as a whole.

Consider the sequencing of events, looking for juxtapositions, parallels and connections. Make it clear what effect these have on the reader.

Use subject terminology to write effectively about specific structural features.

Only analyse the structural impact of sentence choices and make sure you consider them within the context of the text as a whole.



## Exam-style practice



You now need to think about the **whole** of Source A on page 91.

This text is from the opening of a novel.

How has the writer structured the text to interest you as a reader?

[8 marks]



Made a start



Feeling confident



Exam ready

# Copyrighted Material

# Evaluation

For Paper 1, Question 4, you will be asked to evaluate a source. You will need to make a personal judgement about it and then analyse how effectively the writer has achieved their intentions.

## 2 Personal judgement

The question will provide you with a statement giving a student's response to the source. The first step is to decide whether you agree, partially agree or disagree with their response. Think about your own experience of reading the source and ask yourself these questions:

- Do I agree with the statement?
- Why?/Why not?
- What was the author trying to achieve?
- Were they successful?

## 10 Worked example

Focus this part of your answer on **lines 12 to 17** of Source B on page 92.

A student, having read this section of the text, said: 'The writer gives you a sense of how boring the train journey is. It makes you share in the narrator's frustration.'

To what extent do you agree?

In your response, you could:

- write about your own impressions of the characters
- evaluate how the writer has created these impressions
- support your opinions with references to the text.

[20 marks]

*I agree that the writer successfully shows how boring and frustrating the train journey is.*

*One way the writer achieves this is through their choice of verbs to describe the train's movement. For example, 'crawls' implies that it is barely moving, while 'judders' captures how it stops and starts, never fully getting up to speed. These choices effectively combine to suggest a slow, boring journey.*

*The writer does not use adverbials to make any links between the sentences and paragraphs. This creates a disjointed, jerky effect, just like the movement of the train. Reading it, I felt like I was stuck on a slow, frustrating journey with the narrator.*

*The ordinary, everyday things the narrator sees out of the window add to the boredom: 'warehouses and water towers, bridges and sheds... modest Victorian houses'. The writer's use of a long list here reminds me of how things flash past when you look out of the window of a train, creating a strong visual effect...*

## 2 The writer's intentions

Once you have given your judgement, use the main body of your answer to support your opinion. You should:

- identify specific examples of how the writer has tried to achieve the intention described in the statement
- analyse these examples in detail to evaluate how effectively the writer has achieved that intention.

### Exam focus

Focusing your answer on the statement in the question will help you to focus your thoughts and write an effective response.

The statement will suggest what the writer has done and the impact this has on the reader. Make sure you address both in your response.

Start with a brief overview of your personal judgement and how far you agree with the statement. You can build your judgement into your answers with adverbs like 'successfully', 'effectively', 'confidently' and 'intentionally'.

Then use the main body of your answer to support your opinion by analysing examples.

Draw on all your ideas from the earlier questions. You can discuss the writer's choices of both language and structure.

Think about your own experience as a reader when explaining the effect of the writer's choices.

## 10 Practice

Read the rest of Source B on page 92, from **lines 18 to 23**. Write one further paragraph continuing the answer to the exam-style question in the worked example.





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# Making a judgement

You should begin your answer to Paper 1, Question 4 by responding to a statement about the source.

### 2 Do you agree?

Your response to the statement in the question will form the basis of your answer to Paper 1, Question 4. You can choose to agree, partly agree or disagree, but you must be able to support your opinion with detailed analysis of examples from the source.

The statement will draw your attention to one of the writer's key intentions, so there is likely to be more evidence to support agreement than disagreement.

### 2 Exam focus

Remember that the main aim of this question is to evaluate how successfully the writer has achieved the intention described in the statement. Highlight the key words in the statement and the question, then use them frequently to keep your ideas focused.

Concentrate on exploring the ways in which the writer has tried to achieve their intentions and how successful they have been. Use your personal experience of reading the text to inform your analysis of this.

### 10 Worked example

Focus this part of your answer on **lines 1 to 7** of Source D on page 94.

A student, having read this section of the text, said: 'The writer brings the boy's enthusiasm to life. It makes you share in his excitement.'

To what extent do you agree?

In your response you could:

- write about your own impressions of the boy
- evaluate how the writer has created these impressions
- support your opinions with references to the text.

[20 marks]

Overall, I agree that the writer effectively brings the boy's enthusiasm and excitement to life for the reader.

One way that the writer represents the boy's enthusiasm is through the way the kites are described. Positive visual imagery is created when the kites are described as 'red, blue and yellow'. These bright, primary colours remind me of a child's drawing. This colourful image creates a powerful feeling of excitement and clearly helps to explain the boy's enthusiasm...

However, the kites are also described using negative, aggressive imagery, such as the simile 'like paper sharks roaming for prey'. This could suggest that the narrator is being hunted and is at risk, making the kites seem frightening. Rather than sharing in the narrator's excitement, some readers might feel anxious or worried about the boy...

### 2 Aiming higher

You can develop your answer by thinking about how other readers might respond to the source differently. Use adverbials such as 'however', 'in contrast' and 'on the other hand' to clearly signal that you are considering alternative interpretations.

If you take this approach, make sure that your overall opinion is clear and strongly presented in your answer.

Begin by introducing your personal response to the statement in the question. Then analyse examples to support your opinion

Explain **what** the writer has done to influence your opinion.

Identify **how** the writer has done this, using accurate subject terminology and evidence.

Suggest **why** the writer has made this choice, and how it affects you as a reader. Think about how successfully they have achieved their intention.

Use key words from the statement to keep the response focused throughout.

If relevant, develop your response by briefly exploring an alternative interpretation. Do not give an alternative interpretation for every point that you make.

### 5 Practice

Read the **whole** of Source D on page 94. Identify two further pieces of evidence you could use to agree with the statement in the worked example.





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## Narrative voice

'Narrative voice' is the voice that tells the story. It could be a character or a more general observer.

### 2 In fiction

In fiction texts, the narrative voice is not the same as the writer's voice. The writer's choice of narrator, and the ways in which the narrator tells the story, can have a significant effect on the ways in which the reader responds to the story and its characters.

### 2 First person narrator

First person narration is told by an 'I' who is usually the protagonist. They can observe events unfolding around them, express opinions and recall memories. This voice allows the writer to show the reader what the narrator is feeling and thinking. It can make the reader feel that they have a close, sympathetic relationship with the narrator.

### 2 Third person narrator

In a third person narrative, the narrator is able to show events from lots of different characters' points of view. The narrator may or may not take part in the action themselves. Characters in a third person narrative are referred to by their names or as 'he' and 'she'. This voice can encourage the reader to build a relationship with a number of characters, instead of just one.

### 10 Worked example

Focus this part of your answer on **lines 9 to 14** of Source D on page 94.

A student, having read this section of the text, said: 'The writer shows you the difficult relationship between the narrator and his father. It makes you want him to win the kite competition even more.'

To what extent do you agree?

In your response you could:

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

[20 marks]

*I agree that the writer effectively shows you the difficult relationship between the narrator and his father. He describes 'stealing glances at Baba', which suggests he is afraid to look at him.*

*Because the writer has chosen to tell the story using a first person narrative, the narrator can tell us his thoughts and feelings, but has to guess his father's thoughts and feelings. For example, the narrator says he is not sure whether his father is supporting him, or hoping he will lose. This clearly shows that the narrator is not close to his father. The reader feels sorry for him, but also wants him to win to show his father that he can...*

Remember to talk about the whole statement in your answer. This answer talks about the narrator's relationship with his father as well as whether the reader responds by wanting him to win.

### 2 Omniscient narrator

A third person narrator who knows everything, including the thoughts and feelings of the characters, is called an **omniscient narrator**. This voice can be used to give the reader a very detailed understanding of a situation. It can also be used to explore the relationships between characters and contrast their differing reactions to events.

### 2 Aiming higher

First person narrators have a limited view of events and may even withhold information or lie. This means that they may be **unreliable**. Writers can use this to create humour. Alternatively, they can give the reader a biased understanding of events, allowing the truth to be revealed in an exciting twist.

Sometimes, unreliability is made obvious: **My mother always told me if I said the sky was blue then she'd go outside and check. That's about how honest I am most of the time.**

In other cases, the reader must work it out for themselves: **Everyone else says Jim thought of it first, but they're remembering wrong. It was my idea.**

This encourages the reader to think critically about the narrator and reconsider what they have read so far.

Use evidence from the text to infer details about the narrator and his father, then decide whether this information supports the statement in the question.

### 10 Practice

Read **lines 1 to 6** of Source B on page 92. Use the what, why, how structure to write a paragraph about the writer's use of narrative voice in the extract.





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# Setting

In Paper 1, Question 4, you could evaluate how effectively the writer uses setting to achieve their intention.

### 2 Setting

Just like words, settings can have connotations. The location a writer chooses and the way in which they describe it can have a significant impact on the reader. Settings can be used to create a particular mood or atmosphere. Settings can also reveal something about a character. For example, the setting of an old, dusty, crumbling house could have connotations of fear. It could also suggest that the reader should feel suspicious of, or sorry for, the person who lives there.

### 2 Setting questions

When writing about setting, ask yourself:

- ✓ Where is the scene set? Does it have any connotations? For example, a graveyard might suggest death or fear.
- ✓ What is the weather like? Has the writer used pathetic fallacy to reflect a character's mood?
- ✓ What does the writer choose to describe? Does the narrative perspective draw your attention to particular things?

### 10 Worked example

Focus this part of your answer on the extract from the Source below.

A student, having read this section of the text, said: 'The description makes the street feel very threatening. It makes you feel tense.'

To what extent do you agree?

[20 marks]

#### Source - Even the Dogs

*In this extract, the policemen have just discovered a dead body.*

The sky is darkening outside, a faint red smudge along the treeline by the river, the clouds stretching low and thin towards the ground.

The older policeman tugs at his shirt collar, pulling his tie away from his neck, muttering something to his colleague as he pushes past, leading the way down the cluttered hallway and out into the cold clear air.

*I agree that the writer vividly describes the street as a threatening place. One way they do this is by using pathetic fallacy. The clouds 'stretching low and thin' create a disturbing mood reflecting the discovery of a dead body. This mood is reflected in the policeman 'pulling his tie away from his neck', suggesting he is feeling uncomfortable and threatened.*

*The description of the sky also creates an uneasy feeling about the street. The verb 'darkening' suggests danger and secrecy, and the metaphor 'a faint red smudge' hints at blood. Both these details successfully create an ominous and dangerous mood...*

Think about what the setting suggests to the reader about the characters. If weather is described, look for pathetic fallacy.

Don't forget to explore more explicit or literal features of the text.

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

Consider how the setting affects your feelings about what might happen next.

### 10 Practice

Write one paragraph on setting in response to this exam-style question.

Focus this part of your answer on **lines 1 to 11** of Source E on page 95. A student, having read this section of the text, said: 'The writer makes the nature in Ayemenem sound rich and lively. It makes you feel as if you are there.' To what extent do you agree?



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# Atmosphere

The atmosphere is the overall mood or tone of a text. It can be used to create a particular feeling in the reader.

## 2 Atmosphere

Writers use atmosphere to influence the reader's response to a text. For example, if a scene has the happy, celebratory atmosphere of a birthday party, a mysterious package might seem exciting to the reader. In contrast, the same package could seem suspicious in a story with a bleak, dangerous atmosphere.

## 10 Worked example

Focus this part of your answer on the extract from the Source below.

A student, having read this section of the text, said: 'The writer creates an ominous atmosphere in this extract. You share the character's unease, as though you are in the hospital with him.'

To what extent do you agree? [20 marks]

### Source 1 - The Day of the Triffids

*This extract is from the start of a novel. The narrator has just woken up in hospital.*

No wheels rumbled, no buses roared, no sound of a car of any kind, in fact, was to be heard. No brakes, no horns, not even the clapping of the few rare horses that still occasionally passed. Nor, as there should be at such an hour, the composite tramp of work-bound feet.

The more I listened, the queerer it seemed – and the less I cared for it. In what I reckoned to be ten minutes of careful listening I heard five sets of shuffling, hesitating footsteps, three voices bawling unintelligibly in the distance, and the hysterical sobs of a woman. There was not the cooing of a pigeon, not the chirp of a sparrow. Nothing but the humming of wires in the wind...

*I agree that the writer successfully creates a sense of unease. They do this by establishing a tense, ominous atmosphere. For example, they repeatedly use negative words like 'no', 'not', 'nor' and 'nothing'. Together, these suggest how unusual and disturbing the quiet is, highlighting the narrator's fear and making me wonder what has happened.*

*In addition, by listing all the sounds that are missing, the writer clearly emphasises how many things feel wrong. Not knowing what is going on outside makes me uneasy, just like the narrator.*

*The tense atmosphere is developed by the few sounds that the narrator can hear. In a hospital, I'd expect to hear machines, and doctors and nurses talking. In contrast, the 'shuffling', 'bawling' and 'sobs' are not reassuring and the constant 'humming' seems eerie...*

## 2 Getting an overview

To identify a text's atmosphere, you need to think about how the writer's choices build up to create an overall feeling. Identifying the atmosphere can be a useful overview to start with in your answer. You can then develop your response by exploring examples of how the writer has created it.

## 1 Elements of atmosphere

Atmosphere can be created through:

- ✓ setting
- ✓ characters
- ✓ dialogue
- ✓ objects
- ✓ actions.

Consider beginning your answer with an overview of the atmosphere and then analysing some examples in detail.

Use specific examples to back up your more general ideas about atmosphere.

Clearly explain how the atmosphere affects your experience of the text.

Think about what the writer has chosen to leave out too. In this example, the missing everyday sounds have a dramatic effect on the atmosphere.

## 10 Practice

Plan your answer to this exam-style question.

Focus this part of your answer on Source A on page 91. A student, having read this text, said: 'The writer creates a mysterious atmosphere. It makes you wonder what is going on.'

To what extent do you agree?

