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Bitesize AQA GCSE (9-1) **ENGLISH LANGUAGE**

REVISION WORKBOOK



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☒ Tick off each topic as you go.

 Each bite-sized chunk has a **timer** to indicate how long it will take. Use them to plan your revision sessions.

 Scan the **QR codes** to visit the BBC Bitesize website. It will link straight through to revision resources on that subject. You can also access these by visiting www.pearsonschools.co.uk/BBCBitesizeLinks.



Types of fiction text

2

Quick quiz

?

✓

Choose words from the word bank to complete these sentences.

..... is writing that comes from the writer's imagination, although it may be based on fact.

Fiction texts are always and use techniques to engage the reader.

The form of written language usually found in a novel is called

creative
fiction
language
prose

5

Exploring aspects of fiction

✓

1. Look at the words below. Circle **one** word that is **not** a genre of fiction.

Historical

Romance

Dystopian

Autobiography

Thriller

Crime

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

(a) A theme is a recurring idea that is central to a story, for example 'love' or 'dishonesty'.

True

False

(b) The main character in a story is sometimes referred to as 'the protagonist'.

True

False

(c) Protagonists are always good and likeable characters.

True

False

15

Identifying form, genre and theme

✓

3. Read Source A on page 91, then complete the sentences below. Where you are given options (the underlined words), cross out the ones you don't want. Where there is a space, add your own answer.



Source A is an extract from a fiction / ~~non-fiction~~ text called Amy Snow.

The extract is taken from the beginning / middle / end of a novel / novella / short story.

The main characters in the extract are

I think the genre of this text could be historical and/or sci-fi and/or crime and/or dystopia and/or mystery because

The themes of this text could be love and/or family and/or revenge and/or growing up and/or loneliness and/or deception and/or violence. I think this because

Exam focus

When you first read the sources in your Paper 1 exam, think about the genre and form of the text you are reading.

Look at the information you are given before the start of the source, as well as the source itself.



Made a start



Feeling confident



Exam ready



Explicit information



Quick quiz



1. Choose from the options (the underlined words) to complete the sentences below. Cross out options that are incorrect.

Explicit information is / is not clearly stated. Its meaning is hidden / obvious and usually easy / hard to understand.

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

- | | | |
|--|-------------|--------------|
| (a) For Paper 1, Question 1, you need to look for hidden meanings. | True | False |
| (b) For Paper 1, Question 1, you have to explain the information you find. | True | False |
| (c) For Paper 1, Question 1, you can answer using short quotations or you can paraphrase the information. | True | False |
| (d) For Paper 1, Question 1, you must only select your answer from the lines of the text given in questions. | True | False |



Identifying explicit information



1. Read the short extract from **lines 1 to 4** of Source A below.

Aurelia Vennaway held her breath as she tiptoed from the stuffy parlour and stole along the hallway. Her mother and aunts had paid her no attention for the past hour but that did not mean she would be allowed to leave. Her mother thought that the weather would keep her inside, that for once she would sit quietly and decorously in the corner as a little girl should.

Which **one** of these pieces of information is explicitly stated in the extract? Tick (✓) the correct answer.

- (a) Aurelia's mother is very strict and controlling. ☐
- (b) Aurelia's mother had taken no notice of her for an hour. ☐
- (c) Aurelia's mother has very clear ideas about how girls should behave. ☐

2. Read the second paragraph of Source A on page 91, from **lines 5 to 6**.

List **four** things from this part of the text about Aurelia Vennaway's appearance.

Exam focus

Always focus on the lines given in the question. Look at every piece of information given in each sentence and circle the relevant words and phrases as you read.



Here, make sure you look only at the second paragraph of Source A.



1. She wears a fur hat.

2.
3.
4.





Paper 1, Question 1



5

Retrieving explicit information 1



1. Read again the first part of Source B on page 92, from **lines 1 to 3**.

List **four** things from this part of the text about the weather.

[4 marks]

1.
2.
3.
4.

In the exam you should spend about 5 minutes on Paper 1, Question 1. For this practice, take a few extra minutes to read the hints and tips.

Exam focus

This will be the format of Question 1 on Paper 1. Always write down **four** responses.

Exam focus

For Question 1, you can paraphrase the text or you can use short quotations – but don't copy out whole sentences.

5

Retrieving explicit information 2



2. Read again **lines 9 to 13** from Source B on page 92.

List **four** things from this part of the source about Israel Rentshaw's farm.

[4 marks]

1.
2.
3.
4.

Exam focus

Your response to Question 1 on Paper 1 should give clear, accurate information that is relevant to the question. Always make sure you **only** look at the lines of the extract stated in the question.

Exam focus

Focus on explicit information. You don't need to infer anything.



Made a start



Feeling confident



Exam ready



Critical analysis



Quick quiz



Which **three** of these questions should every paragraph of critical analysis answer?

Tick (✓) the correct answers.

(a) Who are the main characters in the story?

☐

(d) How has the writer done it?

☐

(b) What has the writer done?

☐

(e) Why has the writer done it?

☐

(c) Where does the story take place?

☐

What, How, Why



1. Look in detail at the opening sentence of Source A below.

Aurelia Vennaway held her breath as she tiptoed from the stuffy parlour and stole along the hallway.

(a) **What** has the writer done in this extract?



In this extract, the writer has created an atmosphere of

(b) **How** has the writer done this?

The writer has done this with the phrases 'held her breath',

(c) **Why** has the writer done this?

Exam focus

Choose an example to support your point. This could be a short quotation or you can paraphrase.

Think about the effect the writer's choices have on the reader.



Analysing language



2. Look in detail at **lines 1 to 4** of Source A on page 91. Write **one** paragraph about how the writer uses language here to describe the relationship between Aurelia Vennaway and her family.

Exam focus

Focus on critical analysis. Follow these steps to structure your paragraph.

- State **what** the writer has done in this extract.
- Analyse **how** the writer has done this, giving an example from the text.
- Explain **why** the writer has done this.





Word classes



5

Quick quiz



1. Draw lines to match each word class on the left to its correct definition on the right.

(a) Nouns	i. describe actions, occurrences, states, for example: <i>ran</i>
(b) Pronouns	ii. can be used to describe verbs, for example: <i>The tall woman ran quickly.</i>
(c) Verbs	iii. can be used to stand in for nouns, for example: <i>he, she, it</i>
(d) Adjectives	iv. identify objects, people, places, ideas, for example: <i>woman</i>
(e) Adverbs	v. are used to describe nouns, for example: <i>The tall woman.</i>

2. Complete the table below by giving an example of each word class.

(a) proper noun	(b) preposition	(c) imperative verb	(d) comparative adjective	(e) common noun

10

Word classes and effect



1. Look in detail at the opening sentence of Source A below.

Aurelia Vennaway held her breath as she tiptoed from the stuffy parlour and stole along the hallway.

In this opening sentence, find **one** example of each of these word classes:

- (a) common noun hallway (d) adjective
- (b) verb stole (e) proper noun
- (c) pronoun

2. Look again at the opening sentence of Source A above. Which word classes are used for effect? Complete the sentences below.

Think about nouns, pronouns, verbs, adjectives and adverbs.

- (a) are used to suggest Aurelia is moving quietly and secretly.
- (b) is used to create an impression of a room in Aurelia's house.

10

Writing about word classes



3. Look in detail at **lines 7 to 9** of Source A on page 91.

Write **one** paragraph about how the writer uses language to describe the setting in this part of the text. In your paragraph, aim to identify and comment on **at least two** verbs and **two** adjectives.

.....

.....

.....

.....

.....

.....

Keep your focus on word classes.

Aiming higher



When you give your examples, name the word classes the writer uses clearly and suggest why the writer uses them.



Made a start



Feeling confident



Exam ready



Words and phrases



Quick quiz



Draw lines to match each quotation to the language feature used.

(a) The yowl of an alleycat broke the stillness of the night.

i. repetition

(b) The skater twisted, turned and twirled.

ii. alliteration

(c) 'Hey, you!' She turned but saw no one. 'Hey, you there! Over here!'
The call was more urgent now.

iii. onomatopoeia



Identifying significant words and phrases



1. Look in detail at the short extract from **lines 4 to 7** of Source B below.



As Israel Rentshaw came home through his paddock, hobbling badly, he stopped to bring in his horse, a lean old thing which hobbled too, and struggling slowly against this wind, which now and then tore out the ends of his red neckerchief and whipped across his face strands of his horse's mane, led the nag through the orchard towards the white farmhouse visible at the far end.

Underline any words or phrases that suggest Israel Rentshaw does not have an easy life.

2. Complete the sentences below about the writer's vocabulary choices and how they might affect the reader. Use **one or two** of your choices from Question 1 as examples.

The writer suggests that Israel Rentshaw *does not have an easy life*. For example, the phrase

..... suggests

This makes the reader feel



Writing about words and phrases



3. Look in detail at **lines 9 to 12** of Source B on page 92.

Write **one** paragraph about how the writer uses language here to describe Israel Rentshaw's farm. In your paragraph, comment on **two** words or phrases that create a clear impression of the farm and explain the effects of these choices on the reader.

.....

.....

.....

.....

.....

.....

Keep your focus on the writer's vocabulary choices, and on how these choices affect the reader.



Aiming higher

Think about patterns in the writer's vocabulary choices, and the themes and deeper meanings that these reveal.



Inference



2

Quick quiz



Tick (✓) all the possible definitions of inference.

- (a) Working out what the writer is implying when it is not clearly stated
- (b) Reading between the lines
- (c) Guessing what a story is about before reading it
- (d) Working out what the writer is showing the reader rather than directly telling them

☐
☐
☐
☐

10

Identifying inference



1. Look in detail at **lines 23 to 29** of Source B in the left-hand column of the table. Israel Rentshaw is talking with his daughter. His daughter speaks first.

(a) 'How late you are again. Where have you been?'	<i>She is caring but maybe also nags him too much.</i>
(b) 'It's all right,' he impatiently muttered.	
(c) He sat down and began to take off his boots.	<i>He might be ignoring her.</i>
(d) 'It's nearly seven,' the woman went on. 'Why don't you come in earlier and rest yourself? You're always at it. You work too hard.'	
(e) 'It's all right!' he repeated, still with impatience. 'How many more times?'	
(f) 'It's true, you know it.'	

In the right-hand column, write down what you can infer from each extract about their relationship. Then in the left-hand column, underline any words or phrases that helped you make these inferences.

10

Using inference



2. Look again at **lines 23 to 29** of Source B in the table above.

Write **one** paragraph to explain what can you infer from these lines about the relationship between Israel Rentshaw and his daughter. Use your responses to Question 1 above in your answer.

.....

.....

.....

.....

.....

.....

Take the what-how-why approach, and include evidence from the text.

Exam focus

Use phrases such as 'this suggests' to make your explanation clear. Use tentative language such as 'might' to show you are reading between the lines.



Made a start



Feeling confident



Exam ready

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Connotations**Quick quiz**

Look in detail at the extract from line 1 of Source B below. Link each underlined word to its connotations.

'...a strong east wind had raged, the trees had kept up a savage moaning ...'

anger

wild

danger

pain

fierce

loud

cruelty

violence

Some words suggest ideas or feelings beyond their literal meaning: connotations.

**Exploring connotations**

1. Look in detail at **lines 4 to 7** of Source B on page 92.

Complete the table:

- (a) Identify one or more examples of language the writer uses to describe each element.
- (b) Note down your ideas about the connotations of the examples you have found.
- (c) Briefly explain the effect of these connotations.

Exam focus

Words can have many different connotations so look at the context in which they appear. This will help you work out which connotations the writer might have intended.



Element	Examples of language	Connotations	Effect
Israel Rentshaw	'hobbling badly'	weak, injured	
Israel's horse	'a lean old thing'		
the wind			

**Commenting on connotations**

2. Look again at **lines 4 to 7** of Source B.

Write **one** paragraph to explain how the writer uses language here to describe Israel Rentshaw's life. In your paragraph, comment on the connotations of **at least two** words or phrases. Use your responses to Question 1 above in your answer.

.....

.....

.....

.....

.....

.....

Keep your focus on the connotations of the language the writer uses, and on the effects of these connotations.

Aiming higher

If a word has several very different connotations, think about the contrasting impressions they might create in the reader's mind.





Figurative language



2

Quick quiz



Draw lines to connect each type of figurative language on the left to its definition, and then an example.

(a) Simile

(b) Metaphor

(c) Personification

i. Use of human features or actions to describe something non-human.

ii. A comparison usually made using 'like' or 'as'.

iii. A direct comparison linking two different things.

A. The darkening clouds frowned down at me.

B. I hated that man. He was a monster.

C. I whimpered like a frightened dog.

10


Identifying figurative language



1. Look in detail at 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.

Complete the paragraphs below. Identify **relevant quotations** and name the **figurative devices**.

 The writer uses **personification** to describe the sunlight in the phrase '.....'. This suggests how dark it is in the woods and creates a worrying atmosphere. However, the writer then changes the mood, using a to describe Aurelia's feelings about the trees in the phrase '.....'. This suggests that she likes the darkness of the woods and that she feels comfortable and happy there. The mood, though, is still disturbing as the writer describes 'screeching jays' and uses a to compare Aurelia's hair to '.....', suggesting that this could be a dangerous place.

15

Commenting on figurative language



2. Look in detail at **lines 7 to 12** of Source A on page 91.

Write **one** paragraph to explain how the writer uses language here to describe Aurelia's surroundings.

.....
.....
.....
.....
.....
.....

Keep your focus on the figurative language the writer uses, and on the effects it creates for the reader.

Exam focus

Try to make links between language choices that have similar effects. Use quotations to support your explanation.



Made a start



Feeling confident



Exam ready



Sentence forms



2

Quick quiz



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

- | | | |
|--|-------------|--------------|
| (a) Clauses always contain at least one subject and one verb. | True | False |
| (b) A main clause cannot work as a sentence on its own. | True | False |
| (c) Coordinate clauses often create a sense of cause and effect. | True | False |
| (d) Subordinate clauses depend on a main clause and can be used only at the beginning of a sentence. | True | False |
| (e) Conjunctions such as 'because' and 'until' can be used to link clauses together. | True | False |

5

Identifying sentence forms



1. Complete the table. For each sentence:

- (a) identify the type of sentence it is
(b) make brief notes about how you know this.



Sentence	Sentence type	How I know
As he stared into the darkness, thoughts began to race through his mind and the pieces of the puzzle started to slot into place.	Multi-clause	
Silence.		It does not express a complete thought.
The rain started to fall heavily.		

15

Writing about sentence forms



2. Look in detail at **lines 13 to 15** of Source A on page 91.

Write **one** paragraph to explain how the writer uses language here to describe Aurelia's thoughts. In your paragraph, comment on the writer's choice of sentence forms and the effect this has on the reader.

.....

.....

.....

.....

.....

.....

Keep your focus on sentence types. Start by identifying the types of sentence that are used. Then think about what effects they create for the reader.

Exam focus

When you are commenting on longer sentences, paraphrase them or refer to them by their line numbers.





Reading the question



2

Quick quiz



What should you identify when you first read an exam question? Tick (✓) the correct answers.

(a) The question number

☐

(d) Key words that tell you which aspect(s) of the source(s) you need to focus on

☐

(b) The part of the source you need to refer to

☐

(e) The number of marks available

☐

(c) The main focus of the question

☐

10

Identifying key features of a question



1. Look closely at this question:

Look in detail at 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.

How does the writer use language here to describe the woods?

You could include the writer's choice of:

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

(a) Highlight or underline the key information in the question.

(b) Underline any sections of the extract from the source that are relevant to the question.

10

Keeping your answer focused on the question



2. Read the paragraph below. It is the opening paragraph of a student's response to Question 1.

The woods are disturbing and threatening. The writer says the branches are 'wasted, straggle-thin fingers' that are reaching for Aurelia, which makes it sound like the trees are alive and are trying to grab hold of her.

Using your answers to Question 1, rewrite the paragraph to make it more clearly focused on the question.

.....

.....

.....

.....

.....

.....

Exam focus

- Use key words from the question to keep your answer focused.
- Back up your points with short quotations.
- Explain the effect of the writer's choices on the reader.



Made a start



Feeling confident



Exam ready



Annotating the text



Quick quiz



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

The annotations you write on a text in your Paper 1 exam should:

- | | | |
|---|------|-------|
| (a) be short, clear and useful | True | False |
| (b) be written in full sentences | True | False |
| (c) note what the writer has done | True | False |
| (d) note how the writer has done it | True | False |
| (e) note why the writer has done it | True | False |
| (f) use subject-specific vocabulary wherever possible | True | False |

Exam focus

Read the question carefully before you annotate the text. To annotate, underline or highlight the text and make short notes about what you find.



Building up useful annotations



1. Look in detail at the extract from **lines 29 to 32** of Source B below. Complete the annotations.

Draw lines to connect each annotation to the extract. Then fill in the blank boxes.

In this extract, Henrietta is talking to her father, Israel Rentshaw.

Exam focus

- Keep your notes short and clear.
- Say **what** the writer has done, **how** they have done it, and **why**.



(a)

(b) *What: verb. How: comparison to slave. Why: suggests how hard he works – creates sympathy.*

'It's true, you know it.' She bent forward, put before him soup with swimming bread and vegetables, and looked at him with an expression of despair. 'Give it up – don't slave any more. Here we are, working our fingers over nothing. And it's lonely – nobody ever comes up.' Her voice became beseeching and tender. 'You've worked long enough. Let's go and live in the village. You're seventy.'

(c) *What: desperate tone. How: short sentences, simple vocabulary. Why: shows she cares for him.*

(d)



Using your annotations in your answer



2. Look again at **lines 29 to 32** of Source B above.

Use **one** of the annotations from Question 1 above to write **two** sentences about how the writer uses language to show the relationship between Henrietta and her father.

Exam focus

Explain how each feature you write about affects the reader.





Using evidence



3

Quick quiz



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

(a) You should use quotation marks.

True

False

(b) You should keep the quotation short and accurate.

True

False

(c) You should introduce the quotation on a new line, with a colon.

True

False

(d) You should check the quotation makes sense within your sentence.

True

False

2. Complete this sentence:

Paraphrasing is when you

.....

10

Using quotations and paraphrasing



1. Read the extract below. It is part of a student's answer about the writer's use of language in Source A on page 91.

The writer describes the effect the baby's noise has on Aurelia:

'It came again – goblin song – drawing her through the trees and into the sunlight.'

This description suggests that the cry of the child has magical powers that are controlling Aurelia's movements.

(a) Rewrite the extract using short, embedded quotations.



The writer describes the baby's noise as
which suggests it has magical powers. The verb
suggests the cry of the child is controlling Aurelia's movements.

You don't need to look at Source A itself. Look at the long quotation the student has used and identify the shortest words or phrases you could use to support the point.

(b) Read the following sentence. Underline the words that paraphrase the long quotation in the student's answer above.

The writer describes how Aurelia is pulled along through the woods towards the light, suggesting that she is under the spell of the 'goblin song'.

10

Supporting your points with evidence



2. Look in detail at **lines 24 to 27** of Source A.

Write **three** sentences to explain how the writer uses language to describe the baby that Aurelia finds in the woods.

Focus on using carefully chosen evidence to support your points.

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Exam focus

Support your points with short, relevant, embedded quotations. Paraphrase the text if it is difficult to quote directly.



Made a start



Feeling confident



Exam ready



Structuring an answer

2

Quick quiz



1. Identify the part of Question 2 on Paper 1 that can help you to structure your answer.

.....

2. What do you need to do to structure your paragraphs successfully? Tick (✓) the correct answers.

- Use a separate paragraph for each new point.
- Identify what the writer has done.

☐
☐

- Explain how the writer has done it and why.
- Explain the effect on the reader.

☐
☐

If you need a reminder about the structure of Paper 1, Question 2, look at the question shown below.

10

Planning an answer



1. Look at the question below.

Look in detail at this extract, from **lines 1 to 3** of Source B.

What: personification. **How:** wind raging.
Why: suggests anger.

Ever since daybreak a strong east wind had raged, the trees had kept up a savage moaning and the clouds had shrunk into a drab, solid mass. And all day the sun had not shone, and only at evening, when sinking, had glowed for one instant on the tree-tops, the black roofs of the barns, the steeple of the church and the sombre sky.

How does the writer use language here to describe the weather?

You could include the writer's choice of:

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

Make a quick plan for an answer:

- (a) Annotate the extract with your ideas.
(b) Decide how you will organise your ideas in your answer.

Exam focus

As you annotate, think about **what**, **how** and **why**.

You could follow the order of the bullet points in the question or the order your points appear in the extract, or you could order your points from the simplest to the most complex. Number your annotations to show your chosen order.

15

Using your plan to structure an answer



2. Write **two** paragraphs of your answer to the question above.

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You don't need to start with an introduction for this question.

Exam focus

Use adverbs to connect your paragraphs and to show the links between your ideas. Remember to explain the effect on the reader.

Continue your answer on your own paper.



Paper 1, Question 2



10

Commenting on a writer's use of language



Look in detail at this extract, from **lines 7 to 12** of Source A on page 91:

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.

Aurelia sank up to her knees, then squared her shoulders and considered her nonsense of skirts. Gathering them up in great bunches, she lurched like a staggering deer through the snow until her lungs flamed with its cut-glass brilliance.

How does the writer use language here to describe the scene that Aurelia finds when she goes outside?

You could include the writer's choice of:

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

[8 marks]

In the exam you should spend about 10 minutes on Paper 1, Question 2. For this practice, take a few extra minutes to read the hints and tips.

Exam focus

For Paper 1, Question 2:

- Read the question carefully.
- Plan your answer – annotate the extract, underlining significant word choices, language features and sentence forms. Then order your points. Remember that for this question you don't need to include an introduction or a conclusion.
- Think about what the writer has done, and how and why they have done it.
- Consider the effect on the reader.
- Use evidence to support your points.

You could think about:

- the effects of multi-clause sentences
- language choices such as 'beckoned', 'celestial' and 'cut-glass brilliance'.

Continue your answer on your own paper.



Made a start



Feeling confident



Exam ready



Structure



Quick quiz



Decide which of the statements about Paper 1, Question 3 below are **true** and which are **false**. Circle your choices.

- | | | |
|--|-------------|--------------|
| (a) You will need to comment on how the writer has used structure to guide the reader. | True | False |
| (b) You will only need to focus on a small part of the source. | True | False |
| (c) You can use the bullet points in the question to help you focus on key points in your answer. | True | False |
| (d) You need to consider sentence level, paragraph level and whole text structure. | True | False |
| (e) When you analyse sentences, you should only focus on how they affect the reader's journey through the whole source – you don't need to comment on sentence form. | True | False |



Exploring whole text structure



1. Read the **whole** of Source A on page 91. Complete the table below to get a general overview of the text's structure.



	Characters	Places	Main focus or perspective
Beginning (lines 1 to 6)	Aurelia Vennaway		
Middle (lines 7 to 20)		The woods	
End (lines 21 to 32)			

2. In Source A, identify the paragraph that features a shift in time.

Look for a flashback.

3. Give **two** examples of ideas, words or phrases that are repeated throughout Source A.

- (a)
- (b)



Exploring paragraph and sentence level structure



4. Re-read Source A. Then look closely at the third paragraph of the source – **lines 7 to 9**.

How has the writer used structure here to interest you as a reader? Write **one** paragraph to explain your ideas.

Keep your focus on paragraph and sentence level structure. Think about the focus of this paragraph and its position in the whole text – and what effect this has. Consider the significance of the sentences in terms of how they affect the source as a whole.

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Openings and endings



3

Quick quiz



Decide which of the descriptions below are options for **openings**, and which are options for **endings**. Circle your choices.

- | | | |
|--|----------------|---------------|
| (a) Sets the scene and introduces characters | Opening | Ending |
| (b) Summarises, concludes or resolves a conflict | Opening | Ending |
| (c) Plunges the reader into the action | Opening | Ending |
| (d) Leaves a cliffhanger | Opening | Ending |
| (e) Links back to the beginning | Opening | Ending |
| (f) Holds back key information | Opening | Ending |

Exam focus

For Paper 1, Question 3, you need to focus on the overall structure of the source. Its opening and ending are often a good starting point.

5

Looking at an opening



- Read the opening paragraph of Source A on page 91. What impression does the writer create in this paragraph of Aurelia's home life?



The writer suggests that Aurelia's home life is unhappy

5

Looking at an ending



- Now focus on the ending of Source A. What do you think Aurelia will do with the baby she has found?

Think about the characters, relationships and atmosphere introduced at the beginning of the extract.

10

Writing about openings and endings



- Think about the **whole** of Source A. How has the writer used structure here to interest you as a reader? Write **one** paragraph to explain your ideas.

Keep your focus on the effects of the opening and ending on the reader. Think about **what**, **how** and **why**.

Aiming higher

Think about the opening and ending in relation to the rest of the source. For example, when Aurelia goes outside the reader gets a strong impression that she is happy to escape. This reinforces the sense of her unhappiness when trapped in the house.



Made a start



Feeling confident



Exam ready



Sequencing



Quick quiz



Draw lines to connect the types of structure on the left with their descriptions on the right.

(a) Chronological structure

(b) Non-linear structure

i. Presents events in the order in which they happen

ii. Moves around in time



Exploring order



1. Read the **whole** of Source B on page 92. Is Source B sequenced using a chronological or a non-linear structure?

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2. Complete these comments about how the writer sequences events and information in Source B.

(a) The writer begins with a description of the weather and Israel Rentshaw struggling home to his farm.



through the storm to show the reader that *Israel is very hard-working but that*

.....

(b) The writer does this before introducing the character of Henrietta to show the reader that

.....

(c) Henrietta tells her father he should give up the farm, then remembers that a letter has arrived. The writer

sequences these points in this way in order to suggest to the reader the idea that

.....

.....



Exploring positioning



3. Identify an example of juxtaposition in Source B and explain how the writer uses it for effect.

Look for contrasting ideas that are placed next to each other.

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Exploring repetition and reiteration



4. Identify an example of repetition in Source B and explain how the writer uses it for effect.

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Exam focus



Take care not to analyse the writer's language choices. For Paper 1, Question 3, you must keep your focus on **structure**.





Paragraphs and sentences



5

Quick quiz



1. Name **three** aspects you could think about when analysing **paragraphs** in the structure of a text.

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2. List **two** questions you could ask yourself when analysing **sentences** in the structure of a text.

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Exam focus

In Paper 1, Question 3, you should only comment on paragraphs and sentences in terms of how they contribute to the overall structure of the text.



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Exploring paragraphs in structure



1. Read the **whole** of Source A on page 91. Look at the length of each paragraph. What do you notice about the last three paragraphs – **lines 28 to 32**.

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2. Why might the writer have chosen to structure the last three paragraphs in this way?



The writer uses shorter paragraphs to create a faster pace and a tense mood. This reflects

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Think about the lengths, position and context of these paragraphs and the effects the writer's choices have on the reader.

Aiming higher



You could also consider cohesion. For example, these shorter paragraphs are linked by their focus on what is 'wrong'.

10

Exploring sentences in structure



3. Look at these sentences from **line 30** of Source A.

'Hello?' she called, staring all around. 'Hello? I have your baby!'

Why might the writer have chosen to position these sentences here?

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Think about the mood at this point in the extract, and how these sentences are different to the rest of the extract.

Exam focus

Remember not to comment on sentence form for Paper 1, Question 3. Keep your focus on how sentences contribute to the overall structure.



Made a start



Feeling confident



Exam ready



Narrative perspective



Quick quiz



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

- | | | |
|---|-------------|--------------|
| (a) Narrative perspective is the point of view from which the writer shows the action to the reader. | True | False |
| (b) Writers always stick to the same narrative perspective throughout a text. | True | False |
| (c) Shifts in narrative perspective can focus the reader's attention on a specific aspect of the text, or on a particular object. | True | False |
| (d) Changes in narrative perspective can reveal information to the reader. | True | False |
| (e) Shifts in narrative perspective can be used to shape the structure of a text. | True | False |



Exploring narrative perspective and structure



1. Read the **whole** of Source B on page 92. Complete the table below to track the shifts in narrative perspective throughout the extract.

Think about what the writer mainly focuses on in each section and what the reader's attention is being drawn to.



Part of extract	Narrative perspective
(a) Lines 1 to 3	landscape and weather; trees and sky
(b) Lines 4 to 7	
(c) Lines 7 to 19	
(d) Lines 20 to 35	
(e) Lines 36 to 38	

2. Why does the writer shift the narrative perspective from the landscape and weather in the first paragraph to zoom in on Israel Rentshaw in the second paragraph?

Aiming higher



Think about how shifts in perspective can influence themes and atmosphere in a text.

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3. What does the reader learn about Israel and Henrietta, and their life on the farm, before the narrative perspective moves to the letter?

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4. How does the information about Israel and Henrietta influence the reader's thoughts and feelings when the narrative perspective moves to the letter?

Exam focus



Remember to explain what the writer has done, how they have done it, and why.

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