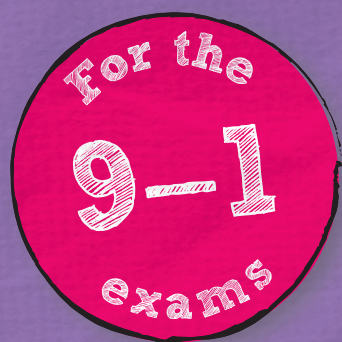


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REVISE EDEXCEL GCSE (9–1) English Language

GUIDED REVISION WORKBOOK

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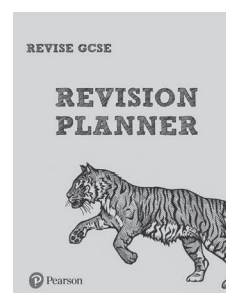
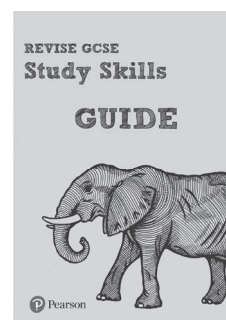
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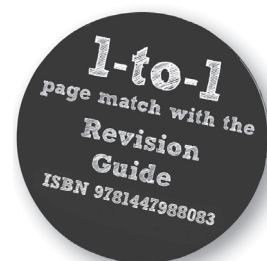
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A small bit of small print

Edexcel publishes Sample Assessment Material and the Specification on its website. This is the official content and this book should be used in conjunction with it. The questions in this book have been written to help you practise what you have learned in your revision. Remember: the real exam questions may not look like this.

Planning your exam time

It is important to use your time wisely in the exam. Look closely at the examples of exam-style questions below. **You don't need to answer these questions.** Instead, look at the marks and think about how long you should spend answering each type of question.

For Paper 1, there are four questions in Section A – Reading. You should spend about an hour on this section.

Paper

1

Time allowed:
1 hour and
45 minutes

- 1 From lines 1–3, identify a phrase which explains why the mayor would expect others to obey him. (1 mark)
- 3 In lines 16–21, how does the writer use language and structure to suggest that the mayor is successful? (6 marks)
Support your views with reference to the text.

For Paper 2, there are seven questions. Questions 1–3 are for Text 1. Questions 4–6 are for Text 2. Question 7 is in two parts: (a) and (b). They require you to refer to both texts in your answers. You must answer both sections of the question.

Paper

2

Time allowed:
2 hours

- 1 In lines 14–16, identify **two** things the adult world does not owe teenagers. (2 marks)
- 6 The writer attempts to engage the reader with the argument that fidget spinners are not a good idea. Evaluate how successfully this is achieved. (15 marks)
Support your views with detailed reference to the text.
- 7 (a) The two texts are both about teenagers. (6 marks)
What similarities are there in the attitudes to teenagers?
Use evidence from both texts to support your answer.

- 1 How many minutes should you spend reading the source texts and questions before you start each exam?

Paper 1: 10 minutes. Paper 2:

Guided

- 2 Roughly how many minutes should you spend on Paper 1, Question 1?

.....

- 3 What part of the extract should you refer to in your answer to Paper 1, Question 1?

You should refer to lines.....

Guided

- 4 How many minutes should you spend on Paper 2, Question 6?

.....

Guided

- 5 How many texts should you use to answer Paper 2, Question 7 (a)?

.....

Guided

- 6 Which of the following should you do before you start to answer any questions? Circle your choices:

- Read all the questions.
- Read the texts a second time.
- Skim read the source texts to identify the main ideas and themes.
- Notice how many marks are awarded and work out how much time to spend on each question.
- Highlight or annotate relevant information in the texts.

Reading texts explained

Read this short extract from *Wuthering Heights* and answer Question 1 below. This is preparation, you won't get a question like this in the exam. Part (a) has been done for you.

When you read any text, think about:

- how and why the author has created certain characters/atmospheres
- the writer's purpose, tone and point of view.



So, from the very beginning, he bred bad feeling in the house; and at Mrs Earnshaw's death, which happened in less than two years after, the young master had learnt to regard his father as an oppressor rather than a friend, and Heathcliff as a usurper of his father's affections and his privileges, and he grew bitter with brooding over these injuries.

- 1 (a) Underline words or phrases which you think create an impression of life in the house.
(b) What impression of life in the house do you think is created here?

The words suggest that the people in the house are troubled and uneasy. The words

.....

.....

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.....

Read as much and as widely as you can outside of lesson time. This will help you to think about how writers create atmosphere and character.

Now read this short extract from *I am Malala*, then answer Question 2 below. This is preparation, not an exam-style question.

- 2 Underline the words or phrases in the extract that show the writer's point of view about her move to Birmingham. Two have been done for you. Then use the sentence openers to complete the annotations.

The words 'plucked' and 'transported' give the impression that the narrator's move from Swat to Birmingham was unexpected. Malala's life.....

.....

.....

Despite the upheaval of moving,

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.....

.....

My family has been through many changes. We were plucked from our mountain valley in Swat, Pakistan, and transported to a brick house in Birmingham, England's second-biggest city. Sometimes it seems so strange to me that I want to pinch myself. I'm 17 now and one thing that has not changed is that I still don't like getting up in the morning. The most astonishing thing is that it's my father whose voice wakes me up now. He gets up first every day and prepares breakfast for me, my mother and my brothers Atal and Khushal.

From 'mountain valley' to 'brick house' suggests

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Reading questions explained 1

There are four assessment objectives in Section A Reading: Assessment objective 1 (AO1), Assessment objective 2 (AO2), Assessment objective 3 (AO3) and Assessment objective 4 (AO4). Read AO1 and AO2 below.

Assessment objective 1

- (a) Identify and interpret explicit and implicit information and ideas
- (b) Select and synthesise evidence from different texts

Assessment objective 2

Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

Assessment objective 3

Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

Look at the following exam-style questions. **You don't need to answer these questions.**

Instead, identify the assessment objective (or the part of the assessment objective) that is being tested and circle it.

Paper

1

- 1 From line 19–23, identify the phrase which suggests that Susan expected her husband to be in a different situation from the one she is witnessing at this point in the story. (1 mark)

Guided

- 1 The question above tests: AO1(a) AO1(b) AO2 AO3

Paper

1

- 2 From lines 25–31, give **two** reasons why Susan might be affected by seeing her husband again. (6 marks)
You may use your own words or quotation from the text.

The words 'give' and 'identify' in questions 1 and 2 mean that you are not required to go into detail.

Guided

- 2 The question above tests: AO1(a) AO1(b) AO2 AO3

Paper

2

- 7 (a) The two texts are about the need to take action. (6 marks)
What similarities do both texts share when it comes to taking action?
Use evidence from both texts to support your answer.

Guided

- 3 The question above tests: AO1(a) AO1(b) AO2 AO3

To get the highest marks for AO3, you will need to demonstrate your ability to compare writers' ideas and perspectives across the two different texts provided in the question paper. You will need to refer to differences, as well as similarities.

Paper

2

- 7 (b) Compare how the writers of 'Freedom or death' and 'Wayward plastic' present their ideas and perspectives on how people should take action. (14 marks)
Support your answer with detailed reference to the text.

Guided

- 4 The question above tests: AO1(a) AO1(b) AO2 AO3

Reading questions explained 2

Read the description of AO4 and the example exam-style questions below. Then answer the question.

Assessment objective 4

Evaluate texts critically and support this with appropriate textual references

Question 4 on Paper 1 (fiction) and Question 6 on Paper 2 (non-fiction) assess AO4. Both questions carry 15 marks each, so it is important that you practise the skills needed to answer AO4 questions.

Paper

1

- 4 In this extract, there is an attempt to show humour when the narrator has to account for his visit to Miss Havisham.
Evaluate how successfully this is achieved.
Support your views with detailed reference to the text. **(15 marks)**

Paper

2

- 6 Bill Bryson attempts to engage the reader by using an entertaining description of his arrival at the hotel.
Evaluate how successfully this is achieved.
Support your views with detailed reference to the text. **(15 marks)**

Look at how each question is worded. In both, the phrase 'attempts to' is used in relation to the writer. For the fiction you will be writing about how the writer 'shows' a theme (for example, humour). For the non-fiction you will be looking at how the writer 'engages' the reader. For both questions, you are asked to 'evaluate how successfully this is achieved' and 'support your views'.

Guided

Read the extract from *Great Expectations* on page 96 and *Notes from a Small Island* on page 102. Then choose one of the exam-style questions above and make a plan of what you might want to use in your answer. Make notes on:

- the points you want to make
- a range of examples from the text (quotations and textual references)
- how successfully the writer achieves what he has set out to do.

.....

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This is not another language and structure question. You should write about SITE elements of the texts (settings, ideas, themes and/or events).

Remember: You will be given more space in the exam to write your answer in full.

Reading the questions

Read the exam-style question below. **You don't need to answer this question.**

Instead, think about what it is asking you to do and answer the questions that follow.

Paper

1

2 From lines 6–11, give **two** reasons why Miss Dean preferred looking after Heathcliff.

You may use your own words or quotations from the text.

(2 marks)

1 (a) Highlight or underline:

- the part of the extract you are being asked to use for your answer
- how many pieces of information you are being asked to find
- the focus of the question.

(b) Which word in the question above, shows you only need to **find** reasons, rather than provide a full explanation for each one?

.....

Guided

2 Look at the exam-style questions below. **You don't need to answer this question.**

Instead, annotate each question to show the following information:

- how many texts you need to write about
- how much of each text you should use for your answer
- the key words in the question
- how long you should spend on your answer.

Paper

1

3 In lines 19–29, how does the writer use language and structure to show Heathcliff's behaviour and attitude?

Support your views with reference to the text.

(6 marks)

Paper

2

6 Malala Yousafza attempts to make the reader understand how the family felt when they first arrived from Swat to begin a new life in England.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15 marks)

Paper

2

7 (a) The two texts describe the ways women's lives need to change. What similarities are there in the changes suggested in the texts?

Use evidence from both texts to support your answer.

(6 marks)

Skimming for the main idea or theme

Look at this short extract from 'Are fidget spinners a scam?' from the *Daily Mail Online*, then answer the questions below.



Are fidget spinners a scam? Researchers say there is no proof the hit toys help people with ADHD and autism

- Fidget spinners are small devices that a person can spin between his/her fingers
- They're being sold everywhere from internet retailer to street vendor and stores
- The device has even been marketed as an aide for ADHD, autism and anxiety, however no formal academic studies on their effect have been conducted

1 (a) What does the headline suggest about the main idea or theme of the article?

The headline suggests that the main theme of the article is whether or not fidget spinners are a con.

(b) What does the closing sentence suggest about the main idea or theme of the article?

The closing sentence suggests

Now read the next three paragraphs from the full article on page 101 (lines 7–13) then answer the questions below.

2 (a) What does this section of the article suggest about the article's main theme?

It suggests that the article is showing

(b) Do the ideas expressed in this section of the article differ from those you found at the beginning?

At the beginning of the article

Skim reading a text can give you a good idea of what it is about before you read it more closely. Look at:

- the headline, title or headings
- the last sentence of the text.
- the first sentence of each paragraph

Now skim read the whole article on page 101 for 30 seconds, then answer Question 3.

3 (a) Write four bullet points that sum up the main idea in the article as a whole:

- Fidget spinners are popular
-
-
-

(b) Rewrite your bullet points as one or two sentences.

.....

(c) Now rewrite your sentences again, improving them.

.....

Annotating the texts

Read this extract from *Great Expectations*. It has been annotated by a student.

19th

'That's true, Mum,' said Mr Pumblechook, with a grave nod. 'That's the state of the case, for that much I've seen myself. And then they both stared at me, and I, with an obtrusive⁴ show of artlessness⁵ on my countenance⁶, stared at them, and plaited⁷ the right leg of my trousers with my right hand.

If they had asked me any more questions I should undoubtedly have betrayed myself, for I was even then on the point of mentioning that there was a balloon in the yard, and should have hazarded⁸ the statement but for my invention being divided between that phenomenon and a bear in the brewery⁹. They were so much occupied, however, in discussing the marvels I had already presented for their consideration, that I escaped.

4: *obtrusive* – noticeable

5: *artlessness* – lack of deception

6: *countenance* – facial expression

7: *plaited* – pleated or folded over

8: *hazarded* – guessed without confidence

9: *brewery* – a place where beer is made

A Reference to 'plaited' suggests that the narrator is playing with the cloth out of nerves.

B Adjective 'obtrusive' suggests the narrator makes his lies look convincing through facial expression.

C Phrase 'undoubtedly have betrayed' suggests his outrageous lies would have given him away.

D Reference to 'my invention being divided' suggests that he cannot decide which lie to tell next.

E 'with a grave nod' suggests Mr Pumblechook is taking the conversation very seriously.

F The sentences get longer to reflect the narrator's building worries.

Now read this exam-style question. **You don't need to answer it.** Instead think about what it is asking you to do, then answer the questions that follow.

Paper

1

- 3 In lines 46–53, how does the writer use language and structure to show that the narrator is getting into increasing difficulties? Support your views with reference to the text. (6 marks)

- 1 (a) Highlight which of the annotations A to F would help you to answer this exam-style question.
(b) Circle or underline the annotation that relates to the structure of the extract.
(c) Which detail above will **not** help you to answer the question? Explain your choice.

The annotation that does not help answer the question is
because

Guided

- 2 Now read the whole extract from *Great Expectations* on page 96.

Read the exam-style question below. **You do not need to answer it.** Instead, think about what it is asking you to do, then answer the question that follows.

Paper

1

- 4 In this extract, there is an attempt to show how the narrator is bullied by his aunt and Mr Pumblechook. Evaluate how successfully this is achieved. Support your views with detailed reference to the text. (15 marks)

Guided

- 3 Choose four different-colour pens and assign one each to **setting, ideas, theme** or **events**. Annotate the extract from *Great Expectations* identifying words or phrases from these categories that would help you to answer the exam-style question above.

When you are annotating, remember to identify setting, ideas, theme **and** events and make notes of the effect on the reader.

Read the full extract of *Middlemarch* on page 97, and the exam-style question below, then answer Questions 1 and 2.

①

- (6 marks)**

1 (a) Highlight, circle or underline any words/phrases or structural devices in the extract that would help you to answer the exam-style question.

Remember: structure is as important as language for this question.

- (b) Make notes about the effect that four words/phrases or structural devices you have identified has on the reader.

.....

.....

.....

.....

.....

2 Now use your annotations and notes from Question 1 to write the first two paragraphs of an answer to the exam-style question.

When you tackle this kind of question remember to:

- spend about 12 minutes on your answer
- highlight any key words in the question so you get the focus right
- use only the lines of the text referred to in the question.

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Remember: You are only being asked to write part of an answer on this page. In the exam, you will be given more space to write a full answer.

Putting it into practice

Read the full extract of *Notes from a Small Island* on page 102, and the exam-style question below, then answer Questions 1 and 2.

Paper

2

- 6** Bill Bryson attempts to engage the reader with his entertaining description of his arrival at the hotel. Evaluate how successfully this is achieved. Support your views with detailed reference to the text. **(15 marks)**

Guided

- 1 Highlight, circle or underline any words or phrases in the extract from *Notes from a Small Island* that would help you to answer the exam-style question.

Guided

- 2** In one or two sentences, summarise your overall opinion on how successful Bill Bryson is in his attempt to entertain the reader.

This question assesses **Assessment objective 4**: Evaluate texts critically and support this with appropriate textual references. This means you need to evaluate **ideas, events, themes** or **settings**. You are also required to make **critical judgements**.

Guided

- 3** Now write the first two paragraphs of an answer to the exam-style question. Your summary from Question 2 can form the opening of your response and your annotations from Question 1 can be used as your evidence.

When you tackle an AO4 question, remember to:

- spend about 15 minutes on your answer
- highlight any key words in the question so you get the focus right
- focus on the way ideas and point of view are expressed by the writer
- make judgements about the text and use language of critical judgement when making your points (for example, using adverbs such as 'effectively' and 'successfully' when commenting on how well the author has done something).

Remember: You are only being asked to write part of an answer on this page. In the exam, you will be given more space to write a full answer.

Explicit information and ideas

Read the extract from *Middlemarch* below, then read the exam-style question.

19th

There was a vague uneasiness associated with the word 'unsteady' which [Mary] hoped Rosamond might say something to dissipate³. But she purposely abstained⁴ from mentioning Mrs Waule's more special insinuation⁵.
'Oh, Fred is horrid!' said Rosamond. She would not have allowed herself so unsuitable a word to anyone but Mary.
'What do you mean by horrid?'
He is so idle, and makes Papa so angry, and says he will not take orders⁶.

3: *dissipate* – make something disappear

4: *abstained* – stopped herself

5: *insinuation* – hint of something unpleasant

6: *orders* – a religious ceremony to become a clergyman

Paper

1

- 1 From lines 3–5, identify the phrase which explains why Mary is uncomfortable with how she has just described Fred. (1 mark)

Guided

- 1 Answer the exam-style question above.

You don't need to closely read the whole extract if you are only being asked about two specific lines.

Now skim read the full extract from 'Wayward plastic' on page 104, then look at the exam-style question below. **You don't need to answer this question.** Instead, think about what it is asking you to do, then answer the questions that follow.

Paper

2

- 4 What was the cause of death of a young female sei whale in August 2014? (1 mark)

Guided

- 2 Circle the most effective way of answering the exam-style question above.

The cause of death was a broken DVD case

Broken DVD case

The cause of death for the young sei whale was a broken DVD case, which was found in her body

For this 1 mark question, keep your answers as brief as possible – you don't need to waste time writing in full sentences.

Guided

- 3 Now skim read the full extract from 'Guidance from the Past' on page 103, then answer the exam-style questions below.

Paper

2

- 1 From lines 19–24, identify **two** qualities teenagers need to show. (2 marks)

(a)

(b)

Paper

2

- 4 In which year did Peter Scott post his tweet? (1 mark)

Guided

- 4

Implicit ideas

Read this short extract from *Wuthering Heights*. Miss Dean is the housekeeper and the main narrator.

19th

I sympathised awhile; but when the children fell ill of the measles, and I had to tend them, and take on me the cares of a woman at once, I changed my ideas. Heathcliff was dangerously sick; and while he lay at the worst he would have me constantly by his pillow: I suppose he felt I did a good deal for him, and he hadn't the wit to guess that I was compelled to do it. However, I will say this, he was the quietest child that ever a nurse watched over. The difference between him and the others forced me to be less partial. Cathy and her brother harassed me terribly; he was as uncomplaining as a lamb; though hardness, not gentleness, made him give little trouble.

Now look at this exam-style question relating to the text extract. **You don't need to answer it.** Instead answer Question 1 below.

Paper

1

2 From lines 8–11, give **two** reasons why Miss Dean prefers looking after Heathcliff.

You may use your own words or quotations from the text.

(2 marks)

To identify implicit ideas, you need to read between the lines and think about what the writer is suggesting or implying. Explicit ideas are not hidden – you just need to find short quotations or paraphrase what is already in the text.

1 Any two of these points could be used to answer the question. For each point, decide whether the information is explicit or implicit. The first one has been done for you.

- | | |
|--|-------------------|
| (a) The children had the measles. | Explicit/Implicit |
| (b) The children were challenging to look after. | Explicit/Implicit |
| (c) The other two were very demanding, which meant looking after them was a more difficult task than looking after Heathcliff. | Explicit/Implicit |

Now read this extract from *The Mayor of Casterbridge* before answering Question 2.

19th

That laugh was not encouraging to strangers; and hence it may have been well that it was rarely heard. Many theories have been built upon it. It fell in well with conjectures² of a temperament which would have no pity for weakness, but it would be ready to yield ungrudging admiration to greatness and strength. Its producer's personal goodness, if he had any, would be of a very fitful cast – an occasional almost oppressive generosity rather than a mild and constant kindness.

2: *conjectures* – an opinion without all the information

Guided

2 Find three examples in the extract above that show the mayor is difficult to relate to. Your ideas may be explicit or implicit.

- (a)
- (b)
- (c)

Short answers on explicit and implicit information are usually only worth one mark for each point, so keep your answers brief. You can use your own words as well as quotations.

In Paper 2, Questions 2 and 5 assess AO2. They are worth a low number of marks so you only need to comment on the language or structure, or give an example to support an idea.

Inference

Read this short extract from *Great Expectations*, then read the exam-style question below. **You do not need to answer it.** Instead think about what it is asking you to do. Then answer Questions 1 and 2 below.

19th

Mr Pumblechook and Mrs Joe stared at one another again in utter amazement. I was perfectly frantic – a reckless witness under the torture – and would have told them anything. ‘Where was this coach, in the name of gracious?’ asked my sister. ‘In Miss Havisham’s room.’ They stared again. ‘But there weren’t any horses to it.’ I added this saving clause, in the moment of rejecting four richly caparisoned coursers which I had wild thoughts of harnessing.

unsuccessful

large powerful horses dressed in decorated cloth coverings

Paper

1

4 In this extract, there is an attempt by the narrator to lie to Mrs Pumblechook and Mrs Joe about his encounter with Miss Havisham.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15 marks)

1 Highlight or underline any phrases in the extract that suggest successful or unsuccessful attempts by the narrator at lying. One is done for you.

2 What judgement can you make about the narrator in this extract? Use a short quotation to back up your answer.

Being able to infer information from the text will help you answer Paper 1, Question 4 (A04).

The extract suggests that the narrator

Quotation:

Now read this short extract, also from *Great Expectations*, and answer Question 3 below. In this extract, we read about the narrator’s thoughts on his own behaviour as he tells his audience about his visit to Miss Havisham’s.

19th

‘We played with flags,’ I said. (I beg to observe that I think of myself with amazement, when I recall the lies I told on this occasion.) ‘Flags!’ echoed my sister. ‘Yes,’ said I. ‘Estella waved a blue flag and I waved a red one, and Miss Havisham waved one sprinkled all over with little gold stars, out of the coach window. And then we all waved our swords and hurrahd.’ ‘Swords!’ repeated my sister. ‘Where did you get swords from?’ ‘Out of a cupboard,’ said I. ‘And I saw pistols in it – and jam – and pills. And there was no daylight in the room, but it was all lighted up with candles.’

3 Write about your impression of the narrator as suggested by what he tells us as readers and what he says to his audience.

The narrator is presented as someone who is not used to telling lies, shown by the words

When thinking about the narrator in any fiction text you encounter, consider the thoughts shared with the reader and what the narrator’s words and actions also suggest.

Interpreting information and ideas

Read this short extract from 'Freedom or death', then answer Question 1.

20th

The grievances of those who have got power, the influence of those who have got power commands a great deal of attention; but the wrongs and the grievances of those people who have no power at all are apt to be absolutely ignored. That is the history of humanity right from the beginning. Well, in our civil war people have suffered, but you cannot make omelettes without breaking eggs; you cannot have civil war without damage to something. The great thing is to see that no more damage is done than is absolutely necessary, that you do just as much as will arouse enough feeling to bring about peace, to bring about an honourable peace for the combatants; and that is what we have been doing.

How words are used will affect their meaning according to their context. Look at the words and phrases that have been underlined in the extract above and how the words 'grievances' and 'commands' are used.

grievances: grudges, arguments: straightforward and expected use of this word

commands: *attracts, draws* (remember, this in the **context** of the text and this affects how the word is used): we expect it to be used in terms of orders/instructions, but here it is used to refer to attracting attention.

Guided

1 Now look at the three words below. Write what each word means within the **context** of the extract.

(a) **absolutely**

(b) **necessary**

(c) **combatants**

Try reading the text before and after the word or phrase you need to explain. This may help you to infer meaning. Remember that words and phrases can mean different things depending on the topic of the whole text.

Now read this short extract also from *Wuthering Heights*, then answer Question 2.

19th

He was not insolent to his benefactor, he was simply insensible; though knowing perfectly the hold he had on his heart, and conscious he had only to speak and all the house obliged to bend to his wishes.

2 Underline words used in this extract which create an impression of Heathcliff's influence in the house. Two have been done for you. Then choose **two** of the words and explain their effect.

(a)
.....

(b)
.....

Using evidence

Read this short extract from ‘Wayward plastic’ then answer Question 1.

21st

The whale skeleton is a profound statement about the unintended consequences and unexpected costs of our way of life. It's a statement that needs a meaningful response, but it would be hypocritical of me to say we should stop using plastic altogether. I know I don't want to live in a world without whales, but I'm not sure that I want to live in a world without plastic either.

Use single word quotations from the text carefully. When you are embedding them as part of a sentence, the sentence should make sense when you read it back.

- 1 In your answers to both the fiction text in Paper 1 (Questions 3 and 4) and the non-fiction text in Paper 2 (Questions 2, 3 and 6), you will be asked to support your views with references to the text. Two short quotations are underlined in the extract above to support your explanation of the writer's views about the situation with whales. The first part of the explanation has been done for you. Try to finish the answer.

The writer is very affected by the skeleton of the whale because the whale had been killed by eating plastics. This makes the death ‘profound’ because of what it is telling us about how plastic is killing marine wildlife. The writer realises that as human beings this is not what we wanted to happen – this is ‘unintended’. She uses the phrase ‘unexpected costs’ which suggests that

.....

.....

.....

In the exam you may want to underline evidence in the extract that you will use to support your answers.

Read this short extract, also from ‘Wayward plastic’, then answer Question 2.

21st

I can't change what was, but I can help change what will be. The reusable shopping bag is such a little thing, but it matters. And every one of us who bring our own bags can know – from this day forward – that none of the plastic shopping bags that find their way to the ocean ever belonged to us.

Paraphrasing can be useful way to support your points when you are evaluating a text as a whole. However, remember to use your own words along with short quotations when analysing language.

- 2 When you paraphrase, you use your own words. When you are quoting directly from the text, you place words and phrases in quotation marks. Complete the following explanation by paraphrasing the information in the extract above.

The writer knows that we cannot alter what has happened in the past but she feels that we can

When using quotations, remember that:

- short quotations are most effective
- you must use quotations rather than paraphrasing when explaining the effects of language
- all quotations must be in quotation marks and copied correctly from the text
- long quotations can make it unclear which part is supporting the point made.

Point – Evidence – Explain

Read this short extract from ‘Guidance from the Past’ and the exam-style question below. **You do not need to answer it.** Then answer the questions below.



‘You’re supposed to be mature enough to accept some of the responsibility your parents have carried for years. They have nursed, protected, helped, appealed, begged, excused, tolerated and denied themselves needed comforts so that you could have every benefit. This they have done gladly, for you are their dearest treasure. But now, you have no right to expect them to bow to every whim and fancy just because selfish ego, instead of common sense, dominates your personality, thinking and requests.

‘In heaven’s name, grow up and go home!’

Paper

2

- 3 Analyse how the writer uses language and structure to interest and engage readers. Support your views with detailed reference to the text.

(15 marks)

- 1 Fill in the blanks in this student’s P–E–E response to the exam-style question.

Make your point: The writer uses several verbs to show

Provide evidence to support your point: For example, ‘nursed’, ‘.....’

Introduce your explanation: This gives the impression that

Remember: Think about not only the point – using verbs – and the evidence, but also the effect of this technique in presenting an idea. Think about how this engages the reader.

- 2 Reread the extract and then look at the point below. Select evidence from the extract to support this point.

Point: The writer uses several adjectives to describe the contrast between how parents regard teenagers, and how teenagers behave.

For example, she uses the words

Point–Evidence–Explain is useful if you are asked to comment on language and structure, or to evaluate or compare a text. Improve your P–E–E paragraphs by using more than one piece of evidence to support your point. In some cases, you may use PETER: Point–Evidence–Technique–Explain–Reader’s response.

Word classes

Read the short extract from ‘Wayward plastic’, then answer Questions 1 and 2.



There might be ways to compromise. More attention is being put towards manufacturing biodegradable plastics. Plastic bans or taxes are being implemented around the world. As of May 2014, there were 77 countries with plastic bag reduction policies and 133 cities in the United States with anti-plastic bag legislation according to an Earth Policy Institute analysis. And the policies help. The Portland Bureau of Planning and Sustainability found that in just one year after a plastic bag ban was put in place, the use of reusable bags increased by 304%.

1 Circle and label at least one example of each of the following word classes: noun, adjective, verb and preposition. Two have been done for you.

- **noun** – is the name of a thing, place or idea (pen, builder, hospital or happiness)
- **verb** – usually describes an action, either physical or mental (shouting, ran, believe, considering)
- **adverb** – gives more information about the verb (‘The boy ran quickly’)
- **adjective** – describes a noun (‘The large dog splashed in the filthy puddle’). Adjectives can be compound (joined with a hyphen, such as ‘multi-million’).
Adjectives can become comparatives (e.g. noisier, more insolent) and superlatives (noisiest, most insolent).

Below is a question designed to get you thinking about how verbs are used.

If you do not remember the different verb forms, you can still write about their effects. For example, you could write: ‘The writer uses the verb “might” which suggests ...’

2 The writer uses the modal verb ‘might’. What effect does this have on the reader?

The modal verb ‘might’ suggests
.....
.....

3 Now read lines 13–18 from *The Mayor of Casterbridge* on page 98.
In this extract, the writer uses adjectives and verbs to describe the encounter with the mayor.
What effect do these have on the reader?

Adjectives		Verbs	
keen	broad (chest)	encumbered	regarded / looked at / assessed
The adjective ‘keen’ suggests that Elizabeth is very interested in the mayor and what she is witnessing

Connotations

Read this short extract from *Notes from a Small Island*, then answer Question 1.

20th

Among the many gleaming palaces of comfort that lined every street for blocks around, I selected an establishment on a side-street for no good reason other than that I rather liked its sign: neat capitals in pink neon glowing beckoningly through the slicing rain. I stepped inside, shedding water and could see at a glance it was a good choice – clean, nicely old-fashioned, attractively priced at £26 B&B according to a notice on the wall, and with the kind of smothering warmth that makes your glasses steam and brings on sneezing fits. I decanted several ounces of water from my sleeve and asked for a single room for two nights.

When we read a text, there are different layers of meaning. For example, 'it was a good choice' in the extract above has a literal meaning as there is no hidden connotation. In contrast, although here 'gleaming palaces of comfort' means 'luxurious-looking hotels', the idea of something luxurious/palatial is further connoted from the original phrase referring to the 'gleaming palaces' (or 'shining castles').

- 1 (a) Look at the phrases underlined, taken from the above text. Complete the table by writing the connotations suggested by the underlined words. One has been done for you.

gleaming palaces of comfort	luxurious-looking hotels
glowing beckoningly	
smothering warmth	so hot it is overwhelming
decanted	
attractively priced at £26 B&B	

- (b) Use your answers above to answer the following question:

What impressions of the writer's situation do the underlined words and phrases suggest to the reader?

The phrase 'gleaming palaces of comfort' suggests places which are height of luxury and comfort. The adjective 'gleaming' suggests

.....

.....

.....

Now read this short extract from *Wuthering Heights*, then answer Question 2.

19th

... still I couldn't dote on Heathcliff, and I wondered often what my master saw to admire so much in the sullen boy who never, to my recollection, repaid his indulgence by any sign of gratitude. He was not insolent to his benefactor, he was simply insensible ...

fuss about and be fond of

disrespectful

someone who gives money

Guessed

- 2 Circle two words from the extract above which suggest that Heathcliff and his benefactor view their relationship differently.

Explain how the two words you circled convey that meaning.

- (a)
-
- (b)
-

Figurative language

Read this short extract from *Great Expectations*, then answer Question 1.

19th

'Immense,' said I. 'And they fought for veal cutlets out of a silver casket.'
Mr Pumblechook and Mrs Joe stared at one another again in utter amazement. I was perfectly frantic – a reckless witness under the torture – and would have told them anything.

thin slices of calf meat

1 What does the metaphor 'a reckless witness under the torture' suggest about how the narrator feels?

The metaphor 'a reckless witness under the torture' suggests that the narrator feels

.....

This suggests to the reader

.....

.....

Now read this short extract from *Wuthering Heights*, then answer Question 2.

19th

Cathy and her brother harassed me terribly: he was as uncomplaining as a lamb; though hardness, not gentleness, made him give little trouble.

Guided

2 (a) Identify one simile from the extract above.

.....

You could identify the simile by underlining it, which is good practice for looking at texts in detail and picking out examples/references to help you answer questions in the exam.

(b) Write one or two sentences commenting on why the writer has used your identified simile and its effect on the reader. You could write about how it engages the reader/helps to create an impression or image.

.....

.....

Now read this short extract from *The Mayor of Casterbridge*, then answer Question 3.

19th

Time, the magician, had wrought much here. Watching him, and thus thinking of past days, she became so moved that she shrank back against the jamb⁶ of the waggon-office doorway to which the steps gave access, the shadow from it conveniently hiding her features.

6: jamb – post or side of a doorway

Guided

3 (a) Identify where the writer has used personification by annotating on the extract above.

(b) Write one or two sentences commenting on the way the writer has used your identified personification and its effect on the reader.

.....

.....

.....

Remember: It is not enough to just identify and name a figurative device used in the text. You need to comment on **why** the writer has used it and its **effect** on the reader.

Creation of character

Read the short extract from *Wuthering Heights*, then answer Question 1.



Heathcliff took the handsomest, but it soon fell lame, and when he discovered it, he said to Hindley, 'You must exchange horses with me; I don't like mine, and if you won't I shall tell your father of the three lashings you've given me this week, and show him my arm, which is black to the shoulder.' Hindley put out his tongue and cuffed him over the ears. 'You'd better do it at once,' he persisted, escaping to the porch (they were in the stable): 'you will have to; and if I speak of these blows, you'll get them again with interest.' 'Off dog!' cried Hindley, threatening him with an iron weight, used for weighing potatoes and hay. 'Throw it,' he replied, standing still, 'and then I'll tell how you boasted that you would turn me out of doors as soon as he died, and see whether he will not turn you out directly.' Hindley threw it, hitting him on the breast, and down he fell, but staggered up immediately, breathless and white...

- 1 Complete the table to show how the writer uses dialogue, action and description to build up ideas about the characters.

You can get an impression of a character from:

- what they **do** (actions)
- what they **say** or what is said about them (dialogue)
- how they are **described** (descriptions)

Use of dialogue	Use of action	Use of description
Heathcliff's words,	Heathcliff's actions,
.....
.....
.....
.....
.....

Now reread the extract from *Wuthering Heights*, then answer Question 2.



- 2 How do Heathcliff's words and actions in the extract above build up an idea of both his character and the character of Hindley?

.....

.....

.....

Turn to the full extract of *Wuthering Heights* on page 99. Read the final paragraph.

- 3 Write a Point–Evidence–Explanation paragraph showing how the writer creates more ideas about Hindley. Use the prompts below to help you.

Point: Hindley is

Evidence: This is shown by

Explanation: This suggests that

.....

This is just an example of how you can structure a response. With practice, you will be able to make the point and provide the evidence and explanation in ways that better suit you.

Creating atmosphere

Read this short extract from *The Mayor of Casterbridge*, then answer Question 1.



Time, the magician, had wrought much here. Watching him, and thus thinking of past days, she became so moved that she shrank back against the jamb⁶ of the waggon-office doorway to which the steps gave access, the shadow from it conveniently hiding her features. She forgot her daughter till a touch from Elizabeth-Jane aroused her. 'Have you seen him, mother?' whispered the girl. 'Yes, yes,' answered her companion hastily. 'I have seen him, and it is enough for me! Now I want to go – pass away – die.'

6: *jamb* – post or side of a doorway

- 1 Underline **three** examples of language that creates atmosphere in the extract. Write a sentence for each one that describes the overall mood or tone that is created.

The personification of time as 'the magician' creates a mood of

.....

.....

.....

.....

Now read this short extract, also from *The Mayor of Casterbridge*. Then answer Questions 2 and 3.



He was dressed in an old-fashioned evening suit, an expanse of frilled shirt showing on his broad breast, jewelled studs, and a heavy gold chain. Three glasses stood at his right hand; but, to his wife's surprise, the two for wine were empty, while the third, a tumbler, was half full of water. When last she had seen him he was sitting in a corduroy³ jacket, fustian⁴ waistcoat and breeches, and tanned leather leggings, with a basin of hot furmity⁵ before him.

3: *corduroy* – a fabric made up of a cord pattern

4: *fustian* – heavily woven, coarse cotton cloth

5: *furmity* – dish of wheat boiled in milk with cinnamon

- 2 In the extract above, the writer contrasts the mayor as he was years ago with how he is now. Identify the words and phrases which create this contrast and write two or three sentences explaining how they contribute to the change in atmosphere in the extract.

In the extract, the mayor is wearing an 'evening suit'. The adjectives used by the writer create an atmosphere of

.....

.....

When you answer a question about language techniques in the exam, start with an overview to summarise the overall effect of the extract.

- 3 Look again at your answer to Question 2. Use the ideas there to write a sentence relating to the overall atmosphere created in the extract above.

Overall, the writer creates an atmosphere of

.....

.....

Narrative voice

Read extracts 1, 2 and 3 below.

Extract 1: from *Middlemarch*

19th

'I wish no one said any worse of him. He should be more careful. Mrs Waule has been telling uncle that Fred is very unsteady.' Mary spoke from a girlish impulse which got the better of her judgement. There was a vague uneasiness associated with the word 'unsteady' which she hoped Rosamond might say something to dissipate³. But she purposely abstained⁴ from mentioning Mrs Waule's more special insinuation⁵.

3: *dissipate* – make something disappear

5: *insinuation* – hint of something unpleasant

4: *abstained* – stopped herself

Extract 2: from *Great Expectations*

19th

If they had asked me any more questions I should undoubtedly have betrayed myself, for I was even then on the point of mentioning that there was a balloon in the yard, and should have hazarded⁸ the statement but for my invention being divided between that phenomenon and a bear in the brewery⁹. They were so much occupied, however, in discussing the marvels I had already presented for their consideration, that I escaped.

8: *hazarded* – guessed without confidence

9: *brewery* – a place where beer is made

Extract 3: from *Wuthering Heights*

19th

Hindley threw it, hitting him on the breast, and down he fell, but staggered up immediately, breathless and white; and, had I not prevented it, he would have gone just so to the master, and got full revenge by letting his condition plead for him, intimating who had caused it.

Now read the descriptions of the narrative voices below, then answer Questions 1 and 2.

A

First-person narrative has been used to show the reader how serious the situation became and the role of the narrator in stopping things from becoming much worse.

B

Third person narrative has been used. This 'omniscient narrator' knows everything and is able to tell us about the characters' thoughts, words and actions.

C *Great Expectations*

First-person narrative has been used to tell the reader just how far the narrator was prepared to go if more was required in terms of information.

1 Match each extract to the description of the narrative voice. One has been done for you.

Narrative voice is the 'voice' a writer of fiction chooses to tell the story. A writer can choose a narrative voice to create a particular point of view.

2 Reread Extract 2. How does the first-person narrative voice involve the reader in the narrator's recounting of his visit to Miss Havisham?

The first person narrative involves the reader by

.....

.....

.....

Putting it into practice

Guided

1 Read the full extract from *Wuthering Heights* on page 99, then answer the exam-style question below.

Paper

1

3 In lines 22–32, how does the writer use language and structure to present the violent relationship between Heathcliff and Hindley?

Support your views with reference to the text.

(6 mark)

When you tackle this type of question in the exam, remember to:

- spend about 12 minutes on your answer
- read the question carefully and highlight the main focus
- read the source text thoroughly, annotating as you read
- only use the lines of the text referred to in the question
- identify the language and structure devices and comment on their effects
- support all your points with clear evidence and a clear explanation by using the P-E-E structure in your paragraphs.

In the exam you will need to write about language and structure to answer this kind of question. Focus on how the writer uses language – skills you have already covered in detail in this Workbook – but make some comments on structure too. You can refer back and add to these when you have looked at structure further.

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

Remember: You are only being asked to write part of an answer on this page. In the exam, you will be given more space to write a full answer.

Rhetorical devices 1

Read this short extract from 'Wayward plastic', then answer Questions 1 and 2.



My first thought is that I have two antsy kids with me who have their hearts set on eating today – but a second later, I find myself thinking about that dead sperm whale I saw on Warderick Wells Cay in The Bahamas.

The connection between the two? The plastic bags.

Plastics: 1, Marine Mammals: 0

Plastic bags, plastic cups, plastic sheeting, plastic bottles, plastic toys, plastic, plastic, plastic. There's even a patch of Pacific Ocean – thought to be at least the size of Texas and dubbed the Great Pacific Garbage Patch – comprised of plastic and other trash, bobbing along at the surface, circling in the current.

- 1 Find four of the following rhetorical devices in the extract above. Circle them below and label them in the extract. One has been done for you.
- pattern of three
 - lists
 - alliteration
 - colloquial language
 - question followed by answer (hypophora)
- 2 For each device you have identified, write one or more sentences commenting on:
- why the writer has used it
 - the intended effect on the reader.

The answer has been started for you, with comments about the writer's use of lists.

Remember to think about how rhetorical devices are used by considering their effect on the reader.

The writer uses a list to emphasise how much plastic we use in the world: 'plastic bags, plastic cups, plastic sheeting'. As it is part of her wider article about plastic, it makes the reader aware that this is a big problem. The writer also

Rhetorical devices 2

Read this short extract from 'Freedom or death', then answer Questions 1 and 2.

20th

It is about eight years since the word militant was first used to describe what we were doing. It was not militant at all, except that it provoked militancy on the part of those who were opposed to it. When women asked questions in political meetings and failed to get answers, they were not doing anything militant. In Great Britain it is a custom, a time-honoured one, to ask questions of candidates for parliament and ask questions of members of the government. No man was ever put out of a public meeting for asking a question. The first people who were put out of a political meeting for asking questions were women; they were brutally ill-used; they found themselves in jail before 24 hours had expired.

someone using conflict or violence to achieve a cause

- 1 Annotate the extract to show any language or rhetorical devices that the writer has used to emphasise their points. The following devices might help you.

repetition emotive language contrast

Guided

- 2 The writer is very aware of how women are presented in their fight for the right to vote. How does the repetition of 'militant' and 'questions' help to present her viewpoint?

'militant':
.....
'questions':
.....

Now read this short extract, also from 'Freedom or death', then answer Question 3.

20th

You have two babies very hungry and wanting to be fed. One baby is a patient baby, and waits indefinitely until its mother is ready to feed it. The other baby is an impatient baby and cries lustily, screams and kicks and makes everybody unpleasant until it is fed. Well, we know perfectly well which baby is attended to first.

Look at how the writer describes different babies to make her point about the impact of different types of behaviour.

- 3 Write one or two sentences explaining how the writer contrasts the different babies to present her argument about the need for action instead of waiting for change.

The writer refers to two babies who are both very hungry but behave differently. One is very loud and the other is very patient. She then goes on to explain
.....
.....

Read the rest of the extract on page 100, then answer Question 4.

If you know it, use the technical name for a device in your answer. If you don't know the name, you should still comment on the language and effect, referring to it as the 'device' when commenting.

- 4 Identify one example of a list of actions and one example of a metaphor in the extract. Then write a sentence for each on why the writer has used this rhetorical device and its effect on the reader.

pattern of three
metaphor

Fact, opinion and expert evidence

1 Draw lines to link the words in bold with the correct definition and example.

Something known to be true	Fact	Ed Sheeran is superior to all other musicians
The opinion of a person or group with special knowledge about a subject	Opinion	Malala Yousafzai was born on 12 July 1997
Something a person believes that may or may not be true	Expert evidence	You should improve your diet and do more exercise to give you the best chance of living longer

Now read the following three quotations from 'Are fidget spinners a scam?', then answer Question 2.

A Dr Rapport's 2015 study found that children with ADHD who participated in activities involving 'gross body movement' ... performed better than those who sat still during memory tasks.

B [Fidget spinners] vary in cost between \$1 for standard spinners, to \$59.99 ...

C The device has made her daughter less stressed and self-conscious about her need to fidget at school.

2 Identify which of the above quotations (A, B or C) is being presented as a fact, an opinion or expert advice. One has been done for you.

(a) a fact^B

(b) an opinion

(c) expert evidence

Think about how the use of fact, opinion and expert evidence helps to support the writer's viewpoint or argument. This will be useful preparation for Paper 2.

Now read another short extract from 'Are fidget spinners a scam?' below. Then answer Question 3.



The devices are also regularly marketed for helping to provide increased focus and stress relief for people who have Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Anxiety and Autism – however, there is no proof to support this claim. Dr Mark Rapport, MD and Director of the Children's Learning Clinic at the University of Central Florida's Department of Psychology, told the DailyMail.com that while his current and past research indicates that many children with ADHD benefit from some forms of movement when engaged in challenging cognitive tasks, he has not come across any studies examining the potential benefits or adverse effects of fidget spinners.



3 (a) Look again at the extract and identify one fact, one opinion and one piece of expert evidence used to support the writer's viewpoint. Highlight or underline these in the extract above.

(b) Write a sentence for each example you have identified in Question 3 (a), and explain how the writer uses this to support their viewpoint.

Fact

Opinion

.....

Expert evidence

.....

Remember: The person providing the expert evidence can also be the author of the text.

Identifying sentence types

You are asked to comment on language and structure in both Paper 1 (responding to fiction) and Paper 2 (responding to non-fiction). You will write about paragraphing and layout where appropriate, but also how the writer uses sentence structure.

- 1 Look carefully at the four sentences below. Each one is a different type of sentence, but which is which? Draw lines to match the sentences (a) to (d) to the correct sentence type.

- (a) I was very happy.
(b) The streets were full of swishing cars, their headlights sweeping through bullets of shiny rain.
(c) Night had fallen heavily and the streets were full of swishing cars.
(d) Complete meltdown.

minor sentence

multi-clause sentence (coordinate)

multi-clause sentence (subordinate)

single-clause sentence

Now read this short extract from *Notes from a Small Island*, then answer Question 2.

20th

By the time I reached the East Cliff, a neighbourhood of medium-sized hotels perched high above a black sea, I was soaked through and muttering. The only thing to be said for Bournemouth is that you are certainly spoiled for choice with hotels. Among the many gleaming palaces of comfort that lined every street for blocks around, I selected an establishment on a side-street for no good reason other than that I rather liked its sign: neat capitals in pink neon glowing beckoningly through the slicing rain. I stepped inside, shedding water and could see at a glance it was a good choice – clean, nicely old-fashioned, attractively priced at £26 B&B according to a notice on the wall, and with the kind of smothering warmth that makes your glasses steam and brings on sneezing fits. I decanted several ounces of water from my sleeve and asked for a single room for two nights.

Guided

- 2 In the extract above, highlight or circle one example of the following sentence types: **single clause**, **multi-clause** (subordinate) and **multi-clause** (coordinate).

- Single-clause sentences are made up of just **one clause** and provide **one piece of information** about an event or action. They contain **a subject** and **one verb**.
- Multi-clause sentences are made up of **more than one clause**. They contain **two or more verbs**.
- Subordinate clauses do not make sense on their own. They are **dependent** on the main clause.
- Co-ordinate clauses are an **equal pair**, where neither clause is dependent on the other.
- Minor sentences are grammatically incomplete because they **do not contain a verb**. There are some exceptions; for example, 'I arrived at five thirty in the evening in a driving rain' has two pieces of information, but only one verb ('driving' is used as an adjective).

Guided

- 3 Choose one of the sentence types you identified in Question 2. Write some notes about the effect of using this sentence type in the text.

.....

.....

.....

.....

.....

Remember: In the exam you will need to comment on the effect of the sentence choices; it is not enough to simply identify them.

Commenting on sentence types

Read this short extract from *I am Malala*, then answer Question 1.

21st

It will never be Swat, which I miss every day, but these days, when I travel to other places and return to this new house, it does feel like home. I have even stopped thinking about the constant rain, although I laugh when my friends here complain about the heat when it's 68 or 77 degrees Fahrenheit. To me that feels like spring. I am making friends at my new school, although Moniba is still my best friend and we Skype for hours at a time to catch up on everything. When she talks about parties back in Swat, I so wish I was there.

- 1 The writer of the extract above uses a variety of sentence types. How do these sentence structures reflect the narrator's feelings? Use the following words to help you.

multi-clause sentences (subordinate) short sentences reminiscing factual

The narrator uses to describe

.....

.....

.....

Now read this short extract from *The Mayor of Casterbridge* in which Elizabeth talks to her mother about the mayor.

19th

'Why – Oh what?' She drew closer, and whispered in her mother's ear, 'Does he seem to you not likely to befriend us? I thought he looked a generous man. What a gentleman he is, isn't he? And how his diamond studs shine! How strange that you should have said he might be in the stocks, or in the workhouse, or dead!'

- 2 In this extract the writer uses a variety of sentence lengths to show the difference between how Elizabeth's mother described the mayor's possible situation and his current position in Casterbridge. Explain how the sentence structure is used to present Elizabeth's reaction.

The writer starts the paragraph with a short question to show that Elizabeth is feeling This is immediately followed by a multi-clause sentence to describe her interaction with her mother as Elizabeth wants to know answers. She follows this with

The writer uses a single-clause sentence to build up Elizabeth's excitement: 'And how his diamond studs shine!' This is followed by

.....

Turn to the full extract on page 98 and read the closing two lines, then answer Question 3.

Guided

- 3 Write one or two sentences explaining how the sentence structure continues to show Elizabeth's excitement.

It is very important to comment on how the writer used structure together with the language in order to create an effect.

.....

.....

Structure: non-fiction

Read the opening and closing sentences of ‘Guidance from the Past’. Then answer Questions 1 and 2.

21st

I’m sure you’ve heard that common complaint of teenagers all over the world: ‘That’s boring’, ‘This is boring’ or simply ‘I’m bored’.
...
‘Be bored or don’t be: just stop complaining about it!’

1 Complete the table. Write down the effect of using this structural technique in the opening sentence.

Structural technique	Effect
• Direct address used in the opening sentence

Punctuation also counts as a structural feature and you can analyse punctuation for AO2.

Guided

2 Consider the following ways in which writers can end their writing in order to leave a lasting impression.

warnings or consequences

calls to action

positivity/upbeat

summary of main points

- (a) Circle the device you think best describes the way the article ends in ‘Guidance from the Past’.
- (b) Explain why you think the writer chose to end in that way. Remember to comment on **effect**.

.....

Read these short extracts from ‘Wayward plastic’. The second one is from later in the article. Then answer Question 3 below.

21st

That same year, scientists reviewed seabird necropsies (an autopsy of an animal) and found that 90% of seabirds found dead on the beach have ingested plastic.
...
Certainly, this isn’t a silver bullet to solve our plastic addiction, but it is an important move toward a world where my convenience doesn’t come at the direct cost of another creature’s health.

3 Non-fiction writers need to keep the interest of their readers and also be persuasive. They often do this by changing the tone or focus of their writing to present their argument in different ways. How does Byington do this in the extracts from ‘Wayward plastic’ above?

Byington uses statistics to support her argument that the use of plastics is destroying wildlife. She refers to 90% of seabirds who have ‘ingested’ plastic and it is implied that this is linked to the cause of death. She later starts to write about possible solutions when she

.....

.....

Structure: fiction

Read the extract from *Wuthering Heights*. Now focus on these lines from the extract and then answer Question 1.



... the young master had learnt to regard his father as an oppressor rather than a friend, and Heathcliff as a usurper of his father's affections, and his privileges, and he grew bitter with brooding over these injuries.



- 1 There is conflict that occurs between Hindley and Heathcliff later in novel. How does the phrase underlined in the short extract above foreshadow this conflict?

Remember that foreshadowing is an advanced sign or warning of what is to come in the future.

The words 'bitter brooding' suggest that Hindley

.....

.....

.....

Now read this short extract from *Great Expectations*, then answer Question 2.



'Boy! What like is Miss Havisham?' Mr Pumblechook began again when he had recovered; folding his arms tight on his chest and applying the screw.
'Very tall and dark,' I told him.
'Is she, uncle?' asked my sister.
Mr Pumblechook winked assent; from which I inferred that he had never seen Miss Havisham, for she was nothing of the kind.

- 2 Here the writer describes the beginning of the interview about the visit to Miss Havisham's. Write one or two sentences explaining the effect of the writer's choice of sentence types and dialogue on the reader. You can use the following words to help you.

figurative language

dialogue

beginning with a question

.....

.....

.....

.....

.....

Read the full extract from *Great Expectations* on page 96, focusing on the final paragraph. Now reread the short extract that you explored in Question 2. Then answer Question 3.



- 3 Write one or two sentences to show how the descriptions of the characters' words and actions in the short extract above serve as a build up to the final paragraph in the full extract. You may use your answer to Question 2 as the starting point.

Remember: Writers of fiction use a variety of narrative structures for effect. These include foreshadowing, use of detail or action, repetition and dialogue. This means you need to write about language **and** structure.

.....

.....

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.....

Guided

Paper

①

(6 marks)

- spend about 12 minutes on your answer
- read the question carefully and highlight the main focus
- read the source text thoroughly, annotating as you read
- only use the lines of the text referred to in the question
- identify the language and structure devices and comment on their effects
- support all your points with clear evidence and a clear explanation by using the P-E-E structure in your paragraphs.

In the exam you will need to write about language **and** structure to answer this kind of question. You mainly practised language on page 24. Here write about both language **and** structure.

[illegible]

Putting it into practice

Guided

1 Read the full extract from *I am Malala* on page 105, then answer the exam-style question below.

Paper

2

3 Analyse how the writer uses language and structure to interest and engage readers.

Support your views with detailed reference to the text.

(15 marks)

When you tackle this type of question in the exam, remember to:

- spend about 15 minutes on your answer
- read the question carefully and annotate it with your ideas
- refer to the whole text as no line numbers are given
- identify the language and structural techniques and comment on their effects
- support all your points with clear evidence and a clear explanation by using the P-E-E structure in your paragraphs.

Remember: Although Paper 1, Question 3 asks you to analyse language and structure, it is only for 6 marks. This Paper 2 question is for 15 marks, so will require more detail in your answer. For both answers, you will need to comment on language **and** structure.

[illegible]

Remember: You have more space than this to answer your question in the exam. Use your own paper to finish your answer to the question above.

Handling two texts

In Paper 2, your ability to handle two texts together will be tested. Question 7 (a) will test AO1(b) and Question 7 (b) will assess AO3.

Read the assessment objectives below, then answer Questions 1 and 2.

Assessment objective 1(b)

Select and synthesise evidence from different texts

Assessment objective 3

Compare writer's ideas and perspectives, as well as how these are conveyed, across two or more texts

'Synthesise' means to bring things together. These synonyms also mean synthesise: combine, fuse, amalgamate, blend and mix.



- 1 Which of the assessment objectives above will require you to identify **and** explain both similarities **and** differences between the texts?

Now look at these exam-style questions. **You don't need to answer these questions.** Instead, think about how they test the skills in AO1(b) and AO3, then answer Question 3.

Paper

2

- 7 (a) The two texts are both about family relationships.
What are the similarities between the family relationships?
Use evidence from both texts to support your answer. (6 marks)
- (b) Compare how the writers of 'Guidance from the Past' and *I am Malala* present their ideas and perspectives about family life.
Support your answer with detailed references to the texts. (14 marks)



- 2 Read the statements below. Decide which paper or question each statement describes. Circle your choices.
- (a) The two non-fiction texts will always be linked by a common theme or topic, so they will always have something in common. **Paper 1 Paper 2**
- (b) This question will test Assessment objective 3 by asking you to compare the texts. **Question 7 (a) Question 7 (b)**
- (c) This question will test Assessment objective 1(b) by asking you to synthesise information from both texts. **Question 7 (a) Question 7 (b)**
- (d) This question is only worth 6 marks so you should make about three or four points. **Question 7 (a) Question 7 (b)**
- (e) This question is worth 14 marks, so you should spend more time on this question. **Question 7 (a) Question 7 (b)**
- (f) For this question, you will need to compare language and structure as well as looking at the writers' attitudes and ideas. **Question 7 (a) Question 7 (b)**
- (g) For this question, you should start by giving an overview to show your understanding of the question. **Question 7 (a) Question 7 (b)**

Selecting evidence for synthesis

Read the full texts of 'Freedom or death' on page 100 and 'Wayward plastic' on page 104. Then read the exam-style question below. **You don't need to answer this question.** Instead, think about what it is asking you to do, then answer Questions 1 and 2.

Paper

2

- 7 (a) The two texts are about taking action.
What similarities are there between the ways to take action?
Use evidence from the text to support your answer. **(6 marks)**

Skim read the first text to find your evidence then select evidence from the second text to combine with it.

Only 6 marks are available for this question, so think about the amount of reading time and the time you should spend answering this question.

- 1 The above question identifies a similar idea shared by both texts: the need to take action. Complete the table below.

Taking action: similarity	
Extract 1	Extract 2
Emmeline Pankhurst says that 'you have to make more noise than anybody else'	Byington says that

Guided

- 2 Write down one more piece of evidence from each text that supports the similar idea shared by both texts: the need to take action.

'Freedom or death':
.....
'Wayward plastic':
.....

Read the exam-style question below. **You don't need to answer this question.** Instead, think about what it is asking you to do, then answer Question 3.

Paper

2

- 7 (a) The two texts are about the role of women in society.
What similarities do both texts share about roles for women?
Use evidence from both texts to support your answer. **(6 marks)**

Guided

- 3 Look at the short extracts below. Which quotation would you choose as part of your answer to Question 7 (a)? Circle one extract from each text.

(a) Extracts from *I am Malala*:

21st

- (i) In my old school, I was considered 'the smart girl'.
(ii) ... they know they have a great opportunity to fulfil their dreams of helping their communities.

(b) Extracts from 'Freedom or death':

21st

- (i) No man was ever put out of a public meeting for asking a question.
(ii) That is the history of humanity right from the beginning.

Synthesising evidence

In Paper 2, your ability to handle two texts together will be tested. Question 7 (a) will test AO1(b) and Question 7 (b) will assess AO3.

Read the exam-style question below. **You don't need to answer this question.** Instead, think about what it is asking you to do, then answer Questions 1 and 2.

To show your full understanding of the synthesis question, you should start with an overview that sums up the main points of your answer.

Paper

2

- 7 (a)** The two texts are about the role of women in society.
What similarities are there between them in considering the role of women in society?
Use evidence from both texts to support your answer. **(6 marks)**

- 1** Look at the student overview sentence below. Circle or underline the key words from the question that the student has included in their response. One has been done for you.

Both writers consider the role of women in society: one writes about the right to vote, the other writes about access to education.

Use key words from the question in your overview. This shows that the response will be relevant.

~~Guided~~

- 2** Read the full extracts of 'Freedom or death' on page 100 and *I am Malala* on page 105. Find short quotations from the extracts to help support the student's overview used in Question 1.

Use evidence from both texts to support your points.

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

~~Guided~~

- 3** Read the concluding paragraph of the student response below.

- (a) Underline all the linking phrases or adverbials the student has used in their response.

Using linking phrases and suitable adverbials will help you to make the connections between the two texts and draw your ideas together.

Emmeline Pankhurst seeks 'enfranchisement of women' so that they can play an active role in politics. Similarly, Malala and her friends want the opportunities to help 'their communities'. Both texts suggest that there are places in society where women should have equal access, for one this is politics and for the other it is education. In both texts, the writers believe that they have something to contribute to society.

- (b) Now write one more sentence to add to the student's response.

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

Try to make each sentence cover both texts. Use short quotations where possible and paraphrase text if quotation is too long.

Looking closely at language

Read these short extracts from *Notes from a Small Island*, then complete Questions 1 to 3.

Extract 1

20th

The only thing to be said for Bournemouth is that you are certainly spoiled for choice with hotels. Among the many gleaming palaces of comfort that lined every street for blocks around, I selected an establishment on a side-street for no good reason other than that I rather liked its sign: neat capitals in pink neon glowing beckoningly through the slicing rain.

Extract 2

20th

I'd lived in Bournemouth for two years and thought I knew it reasonably well, but the area around the station had been extensively rebuilt, with new roads and office blocks and one of those befuddling networks of pedestrian subways that compel you to surface every few minutes like a gopher to see where you are. By the time I reached the East Cliff, a neighbourhood of medium-sized hotels perched high above a black sea, I was soaked through and muttering.

When you are looking closely at language and structure in two texts, remember to focus on:

- connotations created by the writer (and the effect created)
- literary or rhetorical devices the writer has chosen (and their effect)
- types and lengths of sentences
- the structure the writer has used.

- 1 Look at the words and phrases underlined in Extract 1. What are the connotations of the words and phrases? The first one has been done for you.

'The only thing to be said' suggests that there is little to say about Bournemouth.

'for no good reason'

Guided

- 2 Write a sentence explaining the effect created by the words and phrases underlined in the extract. Include quotations and make sure you refer to their connotations.

.....

- 3 Look at the language and sentence structure in the extract above.

(a) Identify a rhetorical device used and write a sentence commenting on the effect it creates.

The use of the simile 'like a gopher' suggests

(b) Explain the effect created by the sentence structure.

.....

In Paper 2, Question 7 (b) will ask you to compare two texts. When writing a comparison, always make a comparison point about each text, looking for both similarities and differences. Try to give the texts equal weighting in your answer.

For Question 7 (b), you would identify any rhetorical devices used and compare them. In one it may be that the writer uses metaphors and similes, in another you may identify and comment on rhetorical questions and pattern of three. The uses of rhetorical devices will depend on the text type, audience and purpose.

Planning to compare

Read the short extracts 1 and 2 below, then answer Question 1.

Extract 1: from *I am Malala*

21st

The school system here is very different from the one we had in Pakistan. In my old school, I was considered ‘the smart girl’. I had this idea that I would always be the smartest one and that if I worked hard or not, I would always come first. Here in the UK, the teachers expect more from their students. In Pakistan, we used to write long answers. You really could write anything you liked; sometimes the examiners would get tired and give up reading part of the way through but still give you high marks! In England, the questions are often longer than the answers.

Extract 2: from ‘Are fidget spinners a scam?’

21st

Gerrell Knighthead, an elementary school PE teacher in Paso Robles, California, posted a picture of fidget spinners on Twitter, writing: ‘If another one of my students brings one of these to class I’m gonna lose my mind #teacherstruggles #fidgetspinner.’ In response to the emergence of the new toy, some schools have banned them from being used in classrooms. Kate Ellison, principal of Washington Elementary School in Evanston, Illinois, where the toys have been banned, told the *Chicago Tribune*: ‘Frankly, we’ve found the fidgets (spinners) were having the opposite effect of what they advertise. ‘Kids are trading them or spinning them instead of writing.’

1 Now look at the plan below, started by a student for comparing the language in the two texts and its effects. The plan is incomplete. Add as many details as you can, such as quotations and notes for explanations.

	Extract 1	Extract 2
Tone	neutral, informative, humorous	frustrated, irritated
Rhetorical devices/language	Formal, use of anecdote. For example,	Colloquial language such as,
Sentence structure

When comparing, you can:

- start with the language and structural techniques the texts have in common, then compare effects created **or**
- start with similarities in the effects created by the two texts (for example, tone) then compare the techniques the writers have used to create these effects.

Comparing ideas and perspectives

Read the openings to *I am Malala* on page 105 and ‘Guidance from the Past’ on page 103, then answer Question 1.

- 1 Finish this sentence, identifying and comparing the main ideas in the two openings.

Both texts start by expressing ideas about
.....

Now read these short extracts below. Then answer Question 2.

Extract 1: *I am Malala*



He gets up first every day and prepares breakfast for me, my mother and my brothers Atal and Khushal.

Extract 2: ‘Guidance from the Past’

Get out of your dream world and develop a backbone, not a wishbone, and start acting like an adult.

In Paper 2, you will need to answer 7 (a) and 7 (b) which are about both texts. 7 (a) asks you to look for **similarities**, synthesising ideas from both texts, while 7 (b) refers to **differences** as well as similarities.

- 2 Take a look at this task which is preparation for answering Question 7 (a).

Extract 1 suggests that the father has taken the role of catering for his children. How does this compare with Burville’s perspective in Extract 2? Use evidence from Extract 2 in your answer.

Write key points showing how Extract 1 compares with Extract 2.

Unlike the father in *I am Malala*, Burville believes that children should
.....
.....
.....

Now read the full extracts. Pay particular attention to the way they end. Then answer Question 3.



- 3 Plan a P–E–E paragraph comparing the writers’ ideas and perspectives throughout the extracts. Use your answers to Questions 1 and 2 above and consider whether the writers’ perspectives remain the same throughout.

Point
Evidence
Explain

It is a good idea to look at the differences between the beginning and the end of a text when you are thinking about ideas and perspectives. This will help you to compare the structure of the texts.

Answering a comparison question

When you compare two texts, you can write about:

What the texts are about:

Both texts are about ...

Text 1 is about ...

On the other hand, Text 2 explores ...

The perspective:

The writers' points of view (or other views they are presenting in their texts)

The writer of Text 1 feels ...

The language in Text 1 suggests that ...

The perspective is positive/negative and shown through ...

The effect on the reader:

Both texts engage the reader ...

Text 1 uses humour whereas Text 2 uses ...

Similar language features:

Both texts use rhetorical devices: figurative language, pattern of three, questions, emotive language

Text 1 poses a question followed by the answer (hypophora) ...

Text 2 uses a rhetorical question to ...

Remember to make direct comparisons of content as well as looking at the similarities and differences between the texts.



- 1 Read the full extracts from *I am Malala* on page 105 and 'Guidance from the Past' on page 103. Use the prompts above to write a paragraph comparing the different ways language and structure are used for effect in these extracts. Remember to use quotations to support your points.

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Putting it into practice

Guided

- 1** Read the full extracts from *I am Malala* on page 105 and ‘Guidance from the Past’ on page 103, then answer the exam-style question below.

Paper

2

- 7 (b)** Compare how the writers of *I am Malala* and 'Guidance from the Past' present their ideas and perspectives on teenagers and their parents.

Support your answer with detailed reference to the texts.

(14 marks)

When you tackle this type of question in the exam, remember to:

- spend about 14 minutes on your answer
- read the question carefully and highlight the main focus
- spend a couple of minutes planning your answer before you start writing
- refer to the whole text to find points relevant to the question
- always write about both texts throughout your answer
- identify the language and structural techniques used and comment on how they help the writer to get across their ideas and viewpoints.

[illegible]

Remember: You have more space than this to answer your question in the exam. Use your own paper to finish your answer to the question above.

Evaluating a text

Both papers require you to evaluate a text. The phrase in both Paper 1 and Paper 2 is 'Evaluate how successfully this is achieved', which is meant to guide you to make judgements.

The following synonyms also mean 'evaluate': form an opinion of, analyse, assess, judge, weigh up.

Guided

1 Here are the steps you will go through when answering an evaluation question. These have been jumbled up. Write them in the correct order in the boxes below.

- Read the text
- Write your answer
- Annotate key quotations
- Plan your answer
- Read the question

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2 When you approach an evaluation question, you should identify any **ideas**, **events**, **themes** and **settings** that are relevant to the question.

Draw lines to match the evaluative areas to their descriptions.

Ideas

Where and when things happen

Events

Think about a text's tone or purpose

Themes

What the writer thinks or believes

Settings

What happens or is described

Consider all four evaluative areas when you read an extract, but only write about them if they are relevant. For example, setting may not be relevant for a non-fiction text.

Guided

3 Complete the table below, describing your approach to the two exam-style questions. **You do not need to answer the exam-style questions.** Look again at how each question is phrased and think about the amount of time you should spend on each one.

For each question, remember that Assessment objective 4 – 'Evaluate texts critically and support this with appropriate textual references' – is being assessed.

Paper

1 2

<p>4 In this extract, there is an attempt to present the narrator as an imaginative storyteller. Evaluate how successfully this is achieved. Support your views with detailed reference to the text. (15 marks)</p>	<p>6 Bill Bryson attempts to engage the reader with descriptions of his experiences in Bournemouth. Evaluate how successfully this is achieved. Support your views with detailed reference to the text. (15 marks)</p>
How long to spend on answer:	How long to spend on answer:
Focus of question:	Focus of question:
<p>I'll need to look at (tick the best option):</p> <ul style="list-style-type: none"> • an effect that is created in the extract • one specific aspect of the extract. 	<p>I'll need to look at (tick the best option):</p> <ul style="list-style-type: none"> • an effect that is created in the extract • one specific aspect of the extract.

Think about how the theme, setting, language and structure are used by the writer to achieve the desired effect. For example, in the Paper 1 question, you are evaluating the attempt to present the narrator as an imaginative storyteller, whereas in the Paper 2 question, you are evaluating how well the writer engages the reader with his descriptions of his experiences in Bournemouth.

Evaluating a text: fiction

Read the exam-style question below. **You don't need to answer this question.** Instead, think about what it is asking you to do, then answer Questions 1, 2 and 3.

Paper

1

- 4 In this extract there is an attempt to present Heathcliff as a negative influence in the house.
Evaluate how successfully this is achieved.
Support your views with detailed reference to the text. **(15 marks)**

Think about the assessment objective (AO4) being assessed. You need to 'evaluate' and this means making judgements.

- 1 Circle and annotate the extract from *Wuthering Heights* below as if you were preparing to answer the exam-style question. You should look for uses of setting, character, themes and language that present Heathcliff as a negative influence in the house.

19th

So, from the very beginning, he bred bad feeling in the house; and at Mrs Earnshaw's death, which happened in less than two years after, the young master had learnt to regard his father as an oppressor rather than a friend, and Heathcliff as a usurper of his father's affections, and his privileges, and he grew bitter with brooding over these injuries. I sympathised awhile, but, when the children fell ill of the measles, and I had to tend them, and take on me the cares of a woman at once, I changed my ideas.

emphasises how powerful and negative the very first impact Heathcliff had is.

- 2 Complete the following P–E–E paragraph about the setting in the short extract above. Add appropriate evidence, using your answer to Question 1, and explain how this builds up an impression of Heathcliff.

The setting successfully creates a negative impression of Heathcliff, as in the opening line his influence on the house is described as breeding 'bad feeling' which

.....

Now read the full extract for *Wuthering Heights* on page 99. Consider how events are used for effect.

Guided

- 3 Note at least three events which suggest that Heathcliff has a negative effect on life in the house. Add why or how you think these events reinforce how much of an impact Heathcliff has.

(a)

(b)

(c)

Guided

- 4 Now use the events you have listed for Question 3 to write a P–E–E paragraph, evaluating how successfully the writer presents Heathcliff as a negative influence.

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Settings and events are usually most relevant in a fiction text, but the ideas and themes are very important too.

Evaluating a text: non-fiction

Read this short extract from the opening of 'Freedom or death'. Look at how ideas and themes are used to engage the reader.

20th

Your forefathers decided that they must have representation for taxation, many, many years ago. When they felt they couldn't wait any longer, when they laid all the arguments before an obstinate British government that they could think of, and when their arguments were absolutely disregarded, when every other means had failed, they began by the tea party at Boston, and they went on until they had won the independence of the United States of America.

Idea: to be represented is important.

Now read the exam-style question below. **You don't need to answer this question.** Instead, think about what it is asking you to do, then answer Question 1.

Paper

2

- 6 The writer attempts to persuade the audience that actions can be justified to get results. Evaluate how successfully this is achieved. Support your views with detailed reference to the text. (15 marks)

When answering Question 6, Paper 2, remember that AO4 is being assessed so you will need to evaluate.

- 1 Have a look at the opening of the extract above. Identify the main ideas in this opening which would be useful when answering an exam-style Question 6. Annotate the extract, underlining evidence and ideas. One has been done for you.

Now read this short extract, also from 'Freedom or death'. Think about the themes in the extract, then answer Question 2.

Themes are similar to ideas: they are the tone or purpose of the text. Ideas and themes are more likely to be in a non-fiction text. However, some non-fiction texts have events and settings.

20th

When you have warfare things happen; people suffer; the non-combatants suffer as well as the combatants. And so it happens in civil war. When your forefathers threw the tea into Boston Harbour, a good many women had to go without their tea.

Guided

- 2 One way to engage the reader is to use humour. Underline evidence of humour in the short extract above.

Now read the full extract of the speech on page 100 and answer Questions 3 and 4.

Guided

- 3 As it is a speech, the writer uses other events and devices to present her views. Make a list of those events and devices in the extract.

.....
.....

Guided

- 4 Write a P-E-E paragraph evaluating how successful the writer is in presenting her arguments. You could use some of your answers to Questions 1, 2 and 3 in your paragraph.

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

Putting it into practice



1 Read the full extract of *Middlemarch* on page 97, then answer the exam-style question below.

Paper

1

4 In this extract there is an attempt to present the different attitudes of Mary, Rosamond and Fred towards doing what is expected of them.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15 marks)

When you tackle this type of question you should:

- spend around 30 minutes on your answer
- read the question carefully and highlight the main focus
- refer to the whole text, reading it thoroughly and annotating as you read
- look at how ideas, events, themes and settings are used to create effects
- use inference and evidence from the text to explain your ideas and assess how successfully this is achieved.

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Remember: You have more space than this to answer your question in the exam. Use your own paper to finish your answer to the question above.

Guided

Paper

1

(15 marks)

- spend around 15 minutes on your answer
- read the question carefully and highlight the main focus
- refer to the whole text, reading it thoroughly and annotating as you read
- look at how ideas, events, themes and settings are used to create effects
- use inference and evidence from the text to explain your ideas and assess the effect of the text.

[illegible]

46