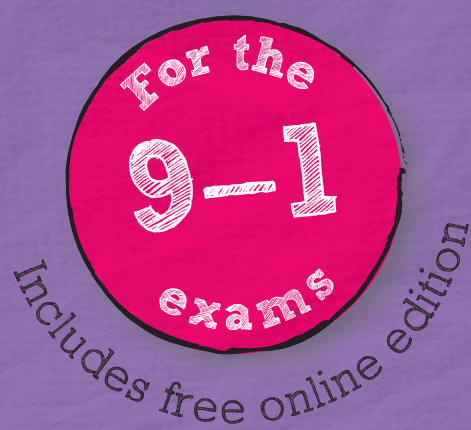
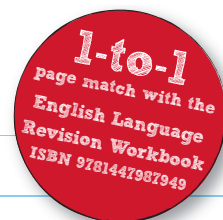


REVISE EDEXCEL GCSE (9–1) English Language REVISION GUIDE



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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 *Now try this* have been written to help you practise every topic in the book. Remember: the real exam questions may not look like this.

REVISE EDEXCEL GCSE (9–1)

English Language

REVISION GUIDE

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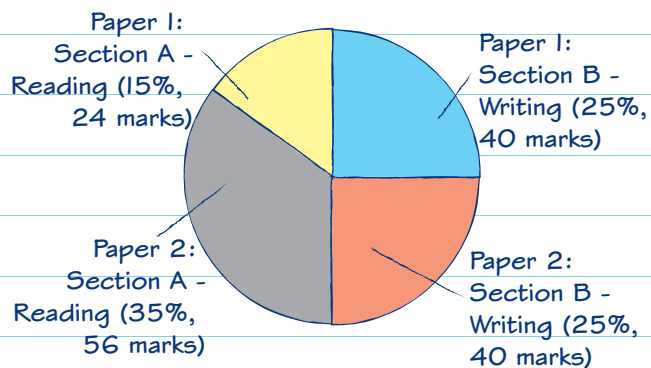
Planning your exam time

Planning your time in the exam is extremely important. Running out of time is one of the most common ways that students lose marks in their exam. You should plan your time to get the most out of every minute.

The exam papers

The English Language GCSE consists of two exam papers. Paper 1 (Fiction and Imaginative Writing) is worth 40% of your GCSE, and Paper 2 (Non-fiction and Transactional Writing) is worth 60%.

See pages 47–95 for more about writing



Paper 1 – 1 hour and 45 minutes

You could spend:

- 10 minutes reading the texts and questions
- 50 minutes answering Section A
- 10 minutes planning Section B
- 35 minutes writing.

Paper 2 – 2 hours

You could spend:

- 15 minutes reading the texts and questions
- 60 minutes answering Section A
- 10 minutes planning Section B
- 35 minutes writing.

Reading time

Start each exam paper by reading the texts and questions:

- Paper 1 – read for the **first 10 minutes**
- Paper 2 – read for the **first 15 minutes**.

For example:

- 1** Read the questions to find out what you need to look for when you read the texts.
- 2** Skim read the texts to get a sense of the main ideas and themes.
- 3** Read the texts again, carefully, this time annotating them when you find information you will need in your answers.

How long to spend on a question?

Work out how long you need to spend on Question 7 (a) (**6 marks**) in Paper 2: **Section A – Reading**.

Section A should take 60 minutes after the reading time, so that gives me about 1 minute per mark. If Question 7 (a) is worth 6 marks, I could spend about 6 minutes answering and checking it. Alternatively, if I spend 1 minute less on each question, I could save about 7 minutes and use the time at the end to double check all my answers!

Getting it right

This reading time is important, and so is any time you have left after answering the questions. When you've finished writing, use any spare time to check and proofread your work.

Now try this

Work out how long to spend on Question 4 in **Paper 1: Section A – Reading**, which is worth 15 marks.

Start with the total time you have to answer the questions for this section and how many marks are available. Then work out how much time you have per mark. Try to save some time to check your answers.

Reading texts explained

You will sit two papers for your exam: **Paper 1** and **Paper 2**. Each one has a **reading** section (Section A) and a **writing** section (Section B). You will meet different types of text in each.

Paper 1: Section A – Reading

This will have an extract from **one** work of **prose fiction** written in the **19th century**. The extract will be approximately 650 words long. It could be from any literary genre.

19th

Extract from *The Half-Brothers*. Full text on page 99. Lines 18–22.

To save myself from shedding tears, I shouted—terrible, wild shouts for bare life they were. I turned sick as I paused to listen; no answering sound came but the unfeeling echoes. Only the noiseless, pitiless snow kept falling thicker, thicker—faster, faster! I was growing numb and sleepy. I tried to move about, but I dared not go far, for fear of the precipices which, I knew, abounded in certain places on the Fells.

Improving your fiction reading

Prepare by reading widely and independently outside lesson time, and make sure you are familiar with a variety of 19th-century literary genres, such as crime, gothic horror, science fiction, romance, satire and so on.

As you read, start to think about **how** and **why** the writer has created particular **characters** and **atmospheres**.

Narrator is desperately trying to be brave, but 'terrible, wild shouts' suggests extreme fear.

Suggests total silence, 'unfeeling' and 'pitiless' emphasises harsh setting and suggests no hope of rescue.

'Precipices' suggests a sheer drop, the narrator cannot even move to save herself.

Improving your non-fiction reading

Try to read a newspaper article every day, either in print form or online. Use your local or school library to find other types of non-fiction texts, such as autobiographies.

Paper 2: Section A – Reading

You will be given **two non-fiction** texts of about 1000 words in total. One will be from the **20th century**, the other from the **21st century**.

Non-fiction texts: e.g. articles, reviews, speeches, journals, reference book extracts, autobiographies, letters, obituaries or travel writing.

21st

Extract from *Who'd Be a Paper Boy?* Full text on page 105. Lines 15–18.

You can have some sympathy for the kids. Standards in literacy and numeracy have fallen so steeply that it can be a real struggle identifying door names and numbers, and the Sunday papers are now so heavy that your averagely obese teenager just doesn't have the strength or stamina for the job.

Start to think about the writer's **purpose**, **tone** and **point of view**.

'kids' rather than 'children' suggests informal article? Humour used to entertain as well as inform. Sarcastic tone suggests author's view is that children are lazy.

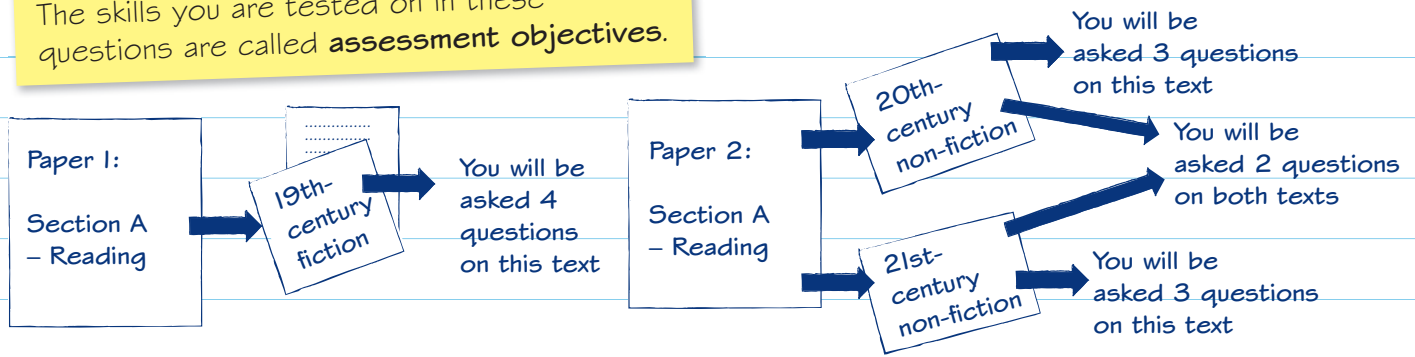
Now try this

Read the next two paragraphs (lines 20–25) from *Who'd Be a Paper Boy?* by John Crace on page 105. Note down your ideas about purpose, audience and the writer's point of view.

Reading questions explained 1

You will need to answer certain **types of question** in the exam. The questions are based on extracts that you will not have seen before. The questions on this page are sample questions and do not need to be answered.

The skills you are tested on in these questions are called **assessment objectives**.



Assessment objective 1

Assessment objective 1 tests your ability to **identify and explain** the information in a text.

These are examples of the types of question that will be used to test this skill. The first question is a question from Paper 1 and the second from Paper 2.

- 1 In lines 1–6, identify the phrase that explains why the narrator thought she could get home before the snow started. (1 mark)
- 1 In lines 18–27, identify two reasons why the 'appearance' is terrifying for new cab drivers. (2 marks)

To revise these question types, turn to pages 10 and 11

Refer to both texts in your answer.

- 7 (a) The two texts are both about foreign travel. What similarities are there between the writers' experiences of travelling abroad? Use evidence from both texts to support your answer. (6 marks)

To revise this question type, see pages 34–36

In Paper 2, **assessment objective 1** will also be used to test your ability to **select information from two texts**. You will need to show your understanding by writing about both texts in your answer.

Assessment objective 2

Assessment objective 2 tests your ability to explain how writers use **language and structure to achieve effects**. You will need to try to use the **correct term** for the language or structural features in the text.

These are examples of the types of question that will be used to test this skill. The first question is a question from Paper 1 and the second from Paper 2.

- 3 In lines 9–22, how does the writer use language and structure to suggest the narrator's fear is increasing? Support your views with reference to the text. (6 marks)
- 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)

To revise these question types, see pages 18–24

Now try this

What is the main difference between identifying information (assessment objective 1) and explaining how writers use language (assessment objective 2)?

Reading questions explained 2

The questions on this page are sample questions and do not need to be answered.

Assessment objective 3

Assessment objective 3 tests your ability to **compare the views** put forward in the two non-fiction texts in **Paper 2: Section A – Reading**. You will also need to **compare the techniques** used by the two writers.

This is an example of the type of question that will be used to test this skill.

Refer to both texts in your answer.

- 7 (b)** Compare how the writers of Text 1 and Text 2 present their ideas and perspectives about teenagers.
Support your answer with detailed reference to the texts. **(14 marks)**

To revise these question types, see pages 34–41

- 4** In this extract, there is an attempt to build tension.
Evaluate how successfully this is achieved.
Support your views with detailed reference to the text. **(15 marks)**

This is a Paper 1 question.

This is a Paper 2 question.

- 6** Bill Bryson attempts to entertain the reader through his description of hotels and guest houses.
Evaluate how successfully this is achieved.
Support your views with detailed reference to the text. **(15 marks)**

To revise these question types, see pages 42–46

These are examples of the type of question that will be used to test this skill.

Assessment objective 4

Assessment objective 4 tests your ability to **evaluate texts**. This means **explaining the ideas and point of view** expressed by the writer and forming a judgement about how successful you think the text is. You will need to use **appropriate quotations** to support your views. You can give your own opinion, but only if you back this up with a solid explanation that relates firmly to the text.

Getting it right

Read the questions carefully to see if you are told which lines of the text to focus on:

- If line numbers are given in the question, make sure you refer to the correct section of the text in your answer.
- If no line numbers are given, read the question again to see if there is a particular aspect of the text you need to concentrate on.

Now try this

Look back at the exam-style questions on this page. None of them give line numbers but they all ask you to look at a particular aspect of the text. Circle or highlight the words in each question that tell you what aspect of the text to focus on.

Reading the questions

You need to read each question on the exam paper very carefully to make sure you know exactly what it is asking you to do. Make sure you know how to focus on the **key words in questions**. The questions on this page are sample questions and do not need to be answered. Focus instead on picking out the key words and fully understanding the questions.

Paper 1

- 2 From lines 1–4, give **two** reasons why the narrator's childhood was difficult. You may use your own words or quotation from the text. (2 marks)

Check which lines you are being asked to write about.

Identify how many pieces of information you are being asked to find.

Don't explain here. You are only being asked to find and list the reasons.

You can quote from the text or use your own words.

Make sure you write about both language and structure.

You must explain **how** the writer achieves effects.

Pick out the key words in the question that tell you which aspect of the text to focus on. Make sure you use them in your answer.

Use quotations to support your explanations.

Paper 1

- 3 In lines 4–12, how does the writer use language and structure to show the narrator's anger? Support your views with reference to the text. (6 marks)

Paper 2

- 6 John Crace attempts to entertain the reader with his views about teenagers. Evaluate how successfully this is achieved. Support your views with detailed reference to the text. (15 marks)

No line numbers are given, so you need to use the whole extract for your answer.

Check if you should write about the whole text or just one specific aspect of it.

Ensure you make and explain a judgement about how well the text achieves its aims.

Here, you will need to make sure you use quotations for every point that you make.

Now try this

Look at the exam-style question opposite.

- 1 How many texts should you write about?
- 2 Does this question require you to consider the whole of each text or just particular sections?
- 3 What are the key words in the question?
- 4 How long should you spend on this question?

Refer to both texts in your answer.

- 7 (b) Compare how the writers of Text 1 and Text 2 present their ideas and perspectives about foreign travel. Support your answer with detailed reference to the texts. (14 marks)

This is a Paper 2 question.

Skimming for the main idea or theme

Maximise the time available in the exam by **skim reading**. First, skim the texts for their main idea or theme. Then follow up with a second, more detailed reading. In particular, skimming will help you with the **non-fiction** extracts in **Paper 2**.

Key features

Look at these key places when you skim read a text.

The heading.

The first sentence of each paragraph.

The last sentence of the text.

Summing up

Think about how you could sum up the text in one or two sentences.

Here are some ideas for the text on the right:

Modern teenagers are not interested in paper rounds.

The teenagers of today are lazy and have easier ways of making money than paper rounds.

21st

Who'd Be a Paper Boy?

It's cold, it's dark and you've got to bolt your breakfast before dragging a bag full of papers round the streets. To add insult to injury, you then have to go to school. So who would be bothered with a paper round? Almost no one these days, it seems...

New research from the Cartoon Network shows that your average kid is raking in £770 a year, of which only £32 comes from paper rounds. Which rather suggests that most teenagers last only about a week and a half in the job before finding it a bit much...

And if the little darlings can't stretch to a please and thank you, they can always flog a few household items on eBay.

Failing that, there's always the tooth fairy.

Getting it right

To make your skim reading even more useful, read the **questions** carefully first. The questions will give you clues about the **main ideas or themes** in the texts.

Remember to look at:

- the heading
- the first sentence of each paragraph
- the last sentence of the text.

Now try this

Give yourself 30 seconds to skim read the article *The History of London's Black Cabs* by Ian Beetlestone on page 104. Can you sum up the main idea or theme in one, or at most two sentences?

Had a look ☐Nearly there ☐Nailed it! ☐**SECTION A
READING**

Annotating the texts

For **both papers**, get into the habit of **highlighting, underlining or circling** parts of a text that you can use to support your answers. Then write a note to yourself about why it will be useful in supporting your response. This is called **annotating**.

Annotating

Have a look at this question and the annotated extract below.

- 3** In lines 21–24, how does the writer use language and structure to suggest conditions in the prison are harsh? Support your views with reference to the text. (6 marks)

This is a Paper 1 question.

Gathering information for your answer

You can gather information for your answer to a Paper 1 exam-style question like the one above by annotating the text like this:

Emotive language for description – shows effect of prison on men

List of negative descriptions

Similes – suggest men will literally die in the prison

Adjective – suggests prison is poisonous and emphasises harm to men's health

Getting ready to annotate

Before you start annotating:

- ✓ check which lines you need to write about
- ✓ pick out the key words in the question – this will keep your annotations focused.

19th

Extract from *Little Dorrit*. Full text on page 96. Lines 22–25.

As the captive men were faded and haggard, so the iron was rusty, the stone was slimy, the wood was rotten, the air was faint, the light was dim. Like a well, like a vault, like a tomb, the prison had no knowledge of the brightness outside, and would have kept its polluted atmosphere intact in one of the spice islands of the Indian ocean.

Getting it right

Do not just highlight useful quotations. For each highlight, note down:

- the effect on the reader
- the technique used to achieve it.

Try to use the correct technical language if you know it.

Now try this

Read another extract from *Little Dorrit*, opposite. Highlight, underline or circle any words or phrases that you think you could use to answer the exam-style question at the top of this page.

Remember to make a note of the effect that each highlighted word or phrase has on the reader, and the technique that is used to achieve that effect.

19th

Extract from *Little Dorrit*. Full text on page 96. Lines 10–13.

Besides the two men, a notched and disfigured bench, immovable from the wall, with a draught-board rudely hacked upon it with a knife, a set of draughts, made of old buttons and soup bones, a set of dominoes, two mats, and two or three wine bottles. That was all the chamber held, exclusive of rats and other unseen vermin, in addition to the seen vermin, the two men.

Putting it into practice

In **Paper 1: Section A – Reading**, you'll need to respond to how writers use **language for effect** in a **prose fiction** text from the **19th century**. Read the extract from *The Adventures of Tom Sawyer* by Mark Twain on page 98. Then read the exam-style question below and look at how a student has used annotation to help them respond to it.

Here we are focusing on language, but in the exam you will need to comment on structure for this type of question, too.

Worked example

3 In lines 27–35, how does the writer use language and structure to suggest the children are losing hope?

Support your views with reference to the text.

(6 marks)

The verb 'fastened' suggests that the children literally cling on to the candle as if it is their last hope of finding their way out. The writer then personifies the candle using the verbs 'climb' and 'linger' to suggest that the situation has slipped out of the children's control. This lack of control is strengthened by the use of the word 'reigned', which suggests that the darkness has actually taken charge of the children. The darkness could also be seen as a metaphor for the loss of the children's hope of a rescue.

Note how these annotations lead to a focused, detailed response to the question. Take the time to annotate the fiction text to help you write a strong answer.

Commenting on language

For a question like this you should:

- ✓ spend about 12 minutes on your answer
- ✓ highlight key words in the question so that you get the focus right
- ✓ use only the lines of text referred to in the question
- ✓ focus on the way the writer has used words and sentences to create ideas about the narrator in the mind of the reader.

These are the sections of the text that the student highlighted, and the student's annotations.

The children fastened their eyes upon their bit of candle ...

Verb 'fastened' suggests they are desperate; they know the candle is their last hope of light

... saw the half inch of wick stand alone at last; saw the feeble flame rise and fall, climb the thin column of smoke, linger ...

Personification of candle emphasises that time is running out; verbs 'climb' and 'linger' also draw out the tension

... the horror of utter darkness reigned!

'Reigned' suggests darkness has taken charge of the children; darkness as metaphor?

Now try this

Complete the 'Sample answer extract' above. Aim to identify at least **two** more relevant points.

Putting it into practice

In **Paper 2: Section A – Reading**, you'll need to respond to how writers use **language for effect** in **non-fiction** texts from the **20th and 21st centuries**. Read the extract from *Angela's Ashes* by Frank McCourt on page 100. Then read the exam-style question below and look at how a student has used annotation to help them respond to it.

Worked example

- 6** Frank McCourt attempts to engage the reader by describing how poorly prepared he was for his first job.

Evaluate how successfully this is achieved.

Support your views with detailed

reference to the text. **(15 marks)**

McCourt successfully attempts to engage the reader by showing how he was laughed at and mocked when he started work. For instance, he was met by 'cackles' and jokes about cleaning the toilets, which makes the reader sympathise with him. He also writes that his mother 'brought a note', which suggests he is too young to get a job on his own. McCourt then goes on to describe how he was told to 'go away and wash', which suggests that he had not thought about how to present himself for work. He is also so poorly prepared that the women are very dismissive of him, as they refer to him rudely as a 'specimen'.

Note how this student answer extract uses key words from the question. Each point includes a reference from the text and is fully explained.

Evaluating and referring to a text

For a question like this you should:

- ✓ spend about 15 minutes on your answer
- ✓ highlight key words in the question to help you keep your answer relevant
- ✓ refer to the whole text
- ✓ focus on the ideas and points of view expressed by the writer, and make a judgement about how successful you think the text is
- ✓ include a reference to the text for each point you make.

For more about using evidence, see page 14

These are the sections of the text that the student highlighted, and the student's annotations.

The thin one cackles, Oh, God, I thought you were here to clean the lavatories.

The women laugh and mock – do not take him seriously as a telegram boy

My mother brought a note ...

Suggests he is far too young for work

Go away and wash yourself ...

He has not thought about how to present himself for a job

... who dragged in that specimen?

Women are dismissive of him, they don't think he is the right type for the job

Now try this

Complete the 'Sample answer extract' above. Aim to identify at least **three** more relevant points.

Remember to:

- focus on the key words in the question
- make your annotations detailed enough to use in your answer.

Explicit information and ideas

In the reading sections of **both papers** you will be tested on whether you fully understand the writer's **main topic or theme**. You will need to respond to short questions that ask you to identify **explicit** information and ideas.

Looking for explicit information and ideas

Looking for explicit information and ideas means you will not be required to look for hidden meanings. You don't need to explain what you find. You will just need to find short quotations or paraphrase (put into your own words) what is clearly there.

explicit adjective

1. Stated clearly and in detail, leaving no room for confusion or doubt

'the arrangement had not been made explicit'

Synonyms: clear, direct, plain, obvious, straightforward, clear-cut, crystal clear, clearly expressed, easily understandable, blunt

This Paper 1 exam-style question is about *The Half-Brothers*.

Worked example

- 1 From lines 1–6, identify the phrase that explains why the narrator thought he could get home before the snow started. (1 mark)

everything was so still

This type of question is asking you to find 'explicit' (clear or obvious) information. Look at the extract on the right to see that it will only have one possible answer.

19th

Extract from *The Half-Brothers*. Full text on page 99. Lines 1–6.

It looked dark and gloomy enough; but everything was so still that I thought I should have plenty of time to get home before the snow came down. Off I set at a pretty quick pace. But night came on quicker. The right path was clear enough in the day-time, although at several points two or three exactly similar diverged from the same place; but when there was a good light, the traveller was guided by the sight of distant objects,—a piece of rock,—a fall in the ground—which were quite invisible to me now.

This Paper 2 exam-style question is about *Notes from a Small, Island* full text on page 103.

Worked example

- 4 What was the weather like when Bryson arrived in England? (1 mark)

Foggy ✓

The weather was foggy ✗

The text says 'My first sight of England was on a foggy March night.' ✗

For the 1-mark questions on **both papers**, keep your answers as brief as possible – you don't need to waste time writing in full sentences.

Now try this

You will need to look at *Who'd Be a Paper Boy?* on page 105 to answer these 1-mark questions.

- 1 How long ago was a paper round worth doing?
- 2 How much money does an average child get per year?
- 3 Which TV company has researched children's pocket money?

Implicit ideas

There will be questions on **both papers** that require you to identify both **explicit** and **implicit** information and ideas.

implicit adjective

1. Suggested though not directly expressed

'comments seen as implicit criticism of the children'

Synonyms: implied, indirect, inferred, understood, hinted, suggested, deducible

Reading between the lines

Writers do not always state their meaning explicitly. Sometimes you will have to work out what the writer is **suggesting** or **implying** – in other words, what is **implicit** in the text. This is sometimes called **making an inference** and is also referred to as **reading between the lines**.

Using inference to find implicit meaning

Look at how inference has been used here to come up with ideas about the narrator's childhood.

Suggests he had a hard childhood

He had to fight for his education

He had no choice but to start work at a very young age

19th

Extract from Samuel Lowgood's *Revenge*. Full text on page 97. Lines 2–4.

I had been reared in a workhouse, had picked up chance waifs and strays of education from the hardest masters, and had been drafted, at the age of ten, into the offices of Tyndale and Tyndale.

21st

Extract from *The History of London's Black Cabs*. Full text on page 104. Lines 10–14.

The average "Knowledge Boy" (or, occasionally, Girl) spends three or four years covering around 20,000 miles within a six-mile radius of Charing Cross, out on their moped come rain, freezing wind, or traffic chaos. Hundreds of hours are spent drawing lines on laminated maps of the city, working out the most direct route from hotel to station, restaurant to office, monument to square.

This Paper 2 exam-style question is about *The History of London's Black Cabs*.

Worked example

1 In lines 10–14, identify **two** reasons why getting a cab licence is difficult. (2 marks)

- 1 Trainees have to cover a lot of miles.
- 2 Trainees have to be very tough and determined.

Implicit

Explicit

For the second point in this answer, inference has been used to work out that trainees would need to be tough as they have to go out in all weathers and all road conditions, as well as spending long hours working on their maps.

Now try this

Read the full extract from *The History of London's Black Cabs* by Ian Beetlestone on page 104. Find **four** more reasons why getting a cab licence is difficult.

Try to keep your answers very brief. Remember that short questions on explicit and implicit information are only worth one mark for each point you make. Exact quotations are not always necessary. You can paraphrase (put into your own words), too.

Inference

In **both papers**, you will need to make **inferences** (read between the lines) when a question asks you about the feelings, thoughts, views and actions of the writer, or the people or places they are writing about. Remember, inference is about working out what the writer is **implying** (suggesting).

What is the writer implying here?

Tom is thinking ahead and making food last, but Becky is less practical

Becky is trying to be brave

Tom is more practical, he is thinking of the future

Becky is very frightened and can't be comforted

19th

Extract from *The Adventures of Tom Sawyer*. Full text on page 98. Lines 6–12.

Tom divided the cake and Becky ate with good appetite, while Tom nibbled at his moiety. There was abundance of cold water to finish the feast with. By-and-by Becky suggested that they move on again. Tom was silent a moment. Then he said:

"Becky, can you bear it if I tell you something?"

Becky's face paled, but she thought she could.

"Well, then, Becky, we must stay here, where there's water to drink. That little piece is our last candle!"

Becky gave loose to tears and wailings. Tom did what he could to comfort her, but with little effect.

This Paper 1 exam-style question is about *The Adventures of Tom Sawyer*.

Worked example

- 4 In this extract, Becky and Tom are shown to have different reactions to being trapped in the cave. Evaluate how successfully this difference is shown. Support your views with detailed reference to the text.

(15 marks)

Tom is shown as someone who can think practically at the start of the extract as you are told he 'divided the cake' and 'nibbled', suggesting he is trying to make the food last. He is also presented as thinking ahead when he tells Becky that they should stay 'where there's water'. Becky, however, seems unable to think ahead, as she 'ate with good appetite', which suggests she gobbles the cake without thinking.

Look out for instructions like this. This means your answer needs to include references to or quotations from the text. You can see examples of this in the answer extract opposite.

A fully developed answer should:

- refer to evidence from the extract
- comment on what can be inferred from this evidence
- develop and summarise the point with further comments or additional information from the text
- evaluate (make and explain a judgement) about how well the text achieves its aims.

Use **short quotations** where possible, or paraphrase the text. This makes your inference really clear and specific.

Find out more about using quotations on page 14 and evaluating a text on pages 42–46

Now try this

Read lines 12–26 of the extract from *The Adventures of Tom Sawyer* by Mark Twain on page 98. Continue the 'Worked example answer' above using **three** short quotations from the new lines.

Remember to keep Question 4 above in mind. Choose quotations that clearly support the inferences you make.

Interpreting information and ideas

In **both papers** you will need to **interpret** the information, ideas and themes in a text. In **Paper 1: Section A – Reading**, the **fiction** text will be from the **19th century**. In **Paper 2: Section A – Reading**, one of the **non-fiction** texts may be from the **early 20th century**. Some of the words or phrases in older texts may be unfamiliar and tricky to interpret. You need to be able to infer the meaning and explain it in your own words.

Understanding unfamiliar words and phrases

When you are asked to explain an unfamiliar word or phrase, read the text **before** and **after** it in the extract. This will give you more information and help you to infer the meaning. Remember that you can use this approach with all kinds of text, not just the more challenging 19th-century ones.

The phrase 'waifs and strays' describes his education and follows the words 'picked up' and 'chance'. This suggests that his education has been disorganised and not very thorough. Here, 'waifs and strays' is likely to mean unconnected bits and pieces.

Remember to look at the marks allocated to each question. Some questions that ask you to interpret information and ideas may only be worth one or two marks. For those, you only need to give brief answers.

19th

Extract from Samuel Lowgood's *Revenge*. Full text on page 97. Lines 1–4.

I, too, was an orphan; but I was doubly an orphan. My father and mother had both died in my infancy. I had been reared in a workhouse, had picked up chance waifs and strays of education from the hardest masters, and had been drafted, at the age of ten, into the offices of Tyndale and Tyndale.

20th

Extract from *Notes from a Small Island*. Full text on page 103. Lines 24–26.

I hesitated in the shadows, feeling like a street urchin. I was socially and sartorially ill-suited for such an establishment and anyway it was clearly beyond my meagre budget.

Look at the sentence before. The word 'sartorially' is preceded by the phrase 'like a street urchin', which suggests Bryson is scruffily dressed.

Worked example

- 2 Give **one** example from lines 24–26 of how the writer uses language to show that Bryson does not feel able to enter the Churchill hotel. Support your example with a detailed text reference. **(2 marks)**

The phrase 'socially and sartorially ill-suited' suggests he feels awkward as he is unsuitably dressed.

This is a good answer to a Paper 2 question because it uses a quotation. The student has used inference to work out that 'sartorially' means something to do with Bryson's clothes.

Now try this

The following phrases are from the extract from *Samuel Lowgood's Revenge* on page 97. What do they mean?

- 'office drudge' (line 4)
- 'troublesome ladder' (line 5)
- 'pauper orphan' (line 7)

Getting it right

Remember:

- Read the text before and after unfamiliar words or phrases – this will help you to infer the meaning.
- Keep your answers brief – these questions are only worth one or two marks.

Using evidence

For **both papers**, you need to use carefully chosen, **relevant evidence** to support the **points** you make in your answers. Quotations can be long or short, but you must use them correctly in your answer to obtain maximum marks.

Longer quotations: what to do

- 1 Introduce longer quotations with a colon.
- 2 Start the quotation on a new line.
- 3 Put your quotation in quotation marks.
- 4 Copy your quotation accurately.
- 5 Start your explanation on a new line.

The writer uses alliteration and a personal pronoun in his opening paragraph:

'To add insult to injury, you then have to go to school.'

This helps to engage readers by creating a sarcastic tone that mocks modern teenagers, and sets out the writer's view that they are lazy.

Shorter quotations can be more effective than longer ones. They:

- show you can identify key words and phrases
- allow you to focus on the writer's specific language choices.

The writer uses negative adjectives, such as 'sullen' and 'resentful' to describe the way mothers feel that their teenagers behave. These words emphasise the lack of understanding that exists between parents and teenagers as they exaggerate the negative aspects of teenage behaviour.

Embedding quotations means that you can use more than one quotation in a sentence to fully evidence your points.

Shorter quotations: what to do

- 1 You do not need to introduce each quotation with a colon or start a new line.
- 2 Put each quotation into quotation marks.
- 3 Make sure the sentence containing the embedded quotation makes sense.
- 4 Choose single-word quotations very carefully to ensure you can make an effective comment on them.

Paraphrasing the text

Sometimes, like in the example below, you can refer closely to the text by turning it into your own words. This is called **paraphrasing**.

21st

Extract from *Who'd Be a Paper Boy?* Full text on page 105.
Lines 12–13.

"I had four boys earning £20 a week for delivering about 18 papers each per day, and every day at least one would fail to turn up ..."

The shop owner feels that teenagers are not reliable enough to employ, despite the fact that paper rounds appear to be reasonably well paid.

Remember: paraphrasing is effective when evaluating the whole text but use short quotations when you answer questions on language.

Now try this

- 1 The following quotations are from *Notes from a Grandmother* on page 101. Embed them in two sentences explaining what parents should avoid when dealing with teenage children.
 - 'blind eye' (line 21)
 - 'confrontation' (line 23)
- 2 Now read lines 23–25 from the text. Explain how the writer suggests parents should deal with their difficult teenage children.

Point – Evidence – Explain

P-E-E is a technique you can use in your longer answers for **Paper 2** to make them clearer and better organised.

- 1 Make your **point**.
- 2 Provide **evidence** to support the point.
- 3 **Explain** how the evidence supports the point.

Getting it right

P-E-E is particularly useful when answering questions that ask you to:

- **comment** on language and structure
- **evaluate** a text
- **compare** texts.

P-E-E in practice

You should use a range of phrases to link your point, evidence and **explanation**.

- 1 Make your point: The writer uses
The article focuses on
- 2 Introduce your evidence: For example,
The writer describes
For instance,
- 3 Introduce your explanation: This gives the impression that
The writer is implying that
This suggests
This shows

Worked example

- 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)

The writer mixes serious points with humour. For instance, his point about standards falling 'steeply' is serious but then he jokes that this means teenagers cannot even identify 'door names and numbers'. By making a serious point in an entertaining way, the writer is able to engage as well as inform readers.

You can improve your P-E-E paragraphs by using more than one piece of evidence to back up a more fully developed point.

21st

Extract from *Who'd Be a Paper Boy?* Full text on page 105. Lines 15–16.

You can have some sympathy for the kids. Standards in literacy and numeracy have fallen so steeply that it can be a real struggle identifying door names and numbers.

The paragraph opens with a detailed point that addresses the question.

The adverbial 'for instance' shows clearly that evidence will be used and two quotations are given.

Short quotations are effectively embedded within the sentence.

The evidence is then explained in detail with a comment on the effect of the language on the reader.

Now try this

Read the extract from *Who'd Be a Paper Boy?* Full text on page 105. Lines 1–2.

Choose a short quotation to support the following point: 'The writer uses negative language to make paper rounds seem unappealing.'

21st

It's cold, it's dark and you've got to bolt your breakfast before dragging a bag full of papers round the streets. To add insult to injury, you then have to go to school.

Putting it into practice

In **Paper 1: Section A – Reading**, you'll need to respond to how a writer uses **language and structure** to achieve particular **effects**. Read the extract from *The Half-Brothers* by Elizabeth Gaskell on page 99. Then look at the exam-style question below and read the extracts from two students' answers.

Worked example

- 3** In lines 12–19, how does the writer use language and structure to suggest the narrator is becoming frightened?
Support your views with references to the text.
(6 marks)

Remember to read the question and skim read the text first. Then read the text again in more detail, and annotate it with your ideas.

Commenting on language and structure

For a question like this you should:

- ✓ spend about 12 minutes on your answer
- ✓ read the question carefully and **highlight the main focus**
- ✓ only use the lines of text **referred to in the question**
- ✓ comment on **how** the writer uses language and structure and what the **effects** are on the reader.

Sample answer extract

The word 'suddenly' suggests the weather changes quickly so there was nothing the narrator could do. The narrator is also becoming frightened as he loses all sense of direction and is surrounded by 'darkness'.

- ✗ Although a quotation is used, there is no clear point and the explanation is just a definition of the word 'suddenly' rather than a comment on its effect.
- ✗ This refers back to the question but does not develop the explanation by explaining the effects.

You should use P-E-E to help you structure your answer so that it includes a clear explanation of how your evidence supports your point.

Improved sample answer

The writer suggests the narrator is becoming frightened by creating a sense of tension. For instance, the word 'suddenly' suggests a change in mood and the phrase 'filled thick with dusky flakes' creates a vivid picture in the reader's mind of how frightened the narrator would be by the blinding snow.

- ✓ Clear point that refers directly to the question.
- ✓ Use of the adverbial 'for instance' signals clear use of relevant quotations, which are embedded within the sentence.
- ✓ A fully developed explanation that refers back to the question.

Note how this answer refers directly to the effect of the writer's choices on the reader.

Now try this

Complete the 'Improved sample answer' above.
Aim to identify and explain **two** more relevant points.

Use a clear P-E-E structure to make your answer clear and focused on the question.

Putting it into practice

In **Paper 2: Section A – Reading**, you'll need to respond to how a writer uses **language and structure** for **effect**. Read the extract from *The History of London's Black Cabs* by Ian Beetlestone on page 104. Then look at the exam-style question below and read the extracts from two students' answers.

Worked example

- 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)

Sample answer extract

The writer engages the reader by showing that working as a London cab driver is difficult, as the writer can't even open the doors to start with, and panics when two passengers get into his cab. He also doesn't know where to go as his nerves are 'frayed'.

Remember that P-E-E stands for **Point – Evidence – Explain**. You need to include an explanation to make your answer complete and effective.

Improved sample answer

The writer engages the reader's interest by showing that working as a London cab driver is difficult as the writer can't even open the doors to start with, and he panics when he gets his first two passengers. This suggests that it is a nerve-racking job that probably requires proper training. The writer then goes on to say that his nerves are 'frayed', and he makes a joke by calling the destination 'Tuxedo Junction'. This suggests that the job of a cab driver is difficult, as it has made him very nervous and unable even to think about the correct route.

Now try this

Complete the 'Improved sample answer'. Aim to identify and explain **three** more relevant points and focus on using a clear P-E-E structure for your answers.

Commenting on language and structure

For a question like this you should:

- ✓ spend about 15 minutes on your answer
- ✓ read the question carefully and **highlight the main focus**
- ✓ refer to the **whole text** as no line numbers are given
- ✓ comment on **how** the writer uses language and structure and what the **effects** are on the reader.

- ✓ Clear introduction that refers to the question, although the explanation is not really clear at the end of the sentence.
- ✗ This section only gives evidence without making a point or explaining the effect of the writer's use of language.

Remember to:

- make a clear point
- use evidence from the text to support your point
- explain how the evidence you use supports your point.

Word classes

In **both papers** you will be asked to comment on the writers' **choice of language**. Start by thinking about the types of words – or **word classes** – writers use.

Nouns

These are words used to describe:

- objects: e.g. bag, door, bottle
- people: e.g. man, traveller, Frank
- places: e.g. London, counting-house, Covent Garden
- ideas: e.g. hunger, sympathy, keenness.

Verbs

These are words used to describe:

- actions: e.g. to drag, to wander, to trip
- occurrences: e.g. to arrive, to survive
- states: e.g. to be, to think, to dream.

Remember: **pronouns** such as 'he', 'they', 'it' can replace or stand in for **nouns**.

Adjectives

These are words to describe a noun:
e.g. foggy, elegant, clear, cold, dark.

Remember: **adjectives** can become **comparatives** (e.g. 'longer', 'darker') and **superlatives** (e.g. 'longest', 'darkest').

Adverbs

These words qualify verbs. They are usually formed by adding 'ly' to an adjective (but not always) – e.g. abruptly, immediately, slowly, instantly, often, sometimes.

Adverbs can also modify adjectives and other adverbs.

Getting it right

Make sure you are familiar with these adjective forms and how to use them.

- **Comparatives** give degrees of difference: e.g. clearer, colder, darker, more elegant.
- **Superlatives** identify the most or least: e.g. clearest, coldest, darkest, most elegant.

Examples

1

... I was panicking, pressing all the buttons I could find, fumbling with keys.

Here are some sample student comments about the extracts opposite, focusing on word class:

The writer uses the verbs 'panicking', 'pressing' and 'fumbling' to focus the reader's mind on his nerves and lack of skill.

2

And if the little darlings can't stretch to a please and thank you, they can always flog a few household items on eBay.

The writer uses the noun 'darlings' rather than children as he is being sarcastic about how spoilt teenagers are today.

3

As the captive men were faded and haggard, so the iron was rusty, the stone was slimy, the wood was rotten, the air was faint, the light was dim.

The writer uses strong adjectives to create a vivid picture.

Now try this

Read lines 8–12 of the extract from *Samuel Lowgood's Revenge* by Mary E. Braddon on page 97. Write **two** sentences commenting on the writer's choice of language and its effect. Focus on word class. How has the writer used nouns, verbs, adjectives and adverbs, as well as any comparatives or superlatives, for effect?

Connotations

Some words can create bigger ideas in our minds through the ideas and attitudes they suggest. These ideas and attitudes are called **connotations**.

Thinking about what a word or phrase suggests can help you to write effective comments on the writer's choice of language in **both papers**. Look at what the phrase 'white-hot arrow' could suggest in the example opposite.

19th

Extract from *Little Dorrit*. Full text on page 96. Line 2.

... it shot in like a white-hot arrow.

The connotations of the phrase 'white-hot arrow' suggest the sun can actually pierce and wound. This, in turn, emphasises the heat of the day and makes it seem deadly.

Language choice

These sentences have similar literal meanings, but the connotations of the nouns and verbs that have been used let you know the writer's **real attitude**.

- 1 The ground moved under me.
- 2 The mud shifted under me.
- 3 The boggy soil quaked under me.

Exploring the **connotations** of the language in a text can help you to write about the **atmosphere** that is created, or about the **attitude** of the writer.

Connotations in context

Words can have different meanings depending on what comes before or after them in a text. You need to think about what comes **before** and **after** – the context – to interpret words correctly and understand their connotations.

context noun

The parts of something written or spoken that immediately precede and follow a word or passage and clarify its meaning.

19th

Extract from Samuel Lowgood's *Revenge*. Full text on page 97. Lines 2–4.

I had been reared in a workhouse, had picked up chance waifs and strays of education from the hardest masters, and had been drafted, at the age of ten, into the offices of Tyndale and Tyndale.

This literally means raised or brought up but here it has connotations of rearing animals, and suggests he was treated harshly.

This is a phrase used to describe homeless people, and here it suggests that his education was patchy and perhaps unsuitable for a young child.

This literally means selected but here it has connotations of being forced, particularly as the sentence goes on to explain that he was only ten.

Now try this

Now read lines 8–34 of the extract from *Little Dorrit* by Charles Dickens on page 96. What are the connotations of these words and phrases?

hacked

taint

slimy

polluted

wild beast

Write **one** brief sentence to explain the literal meaning and the connotation of **each** word.

Figurative language

For **Paper 1** you will need to comment on the way writers use **language** to create **atmosphere** or to make readers feel a particular **emotion**. **Figurative language**, or **imagery**, is often used to create pictures in the reader's mind and make description more vivid.

Non-fiction texts use these techniques sometimes, too. Remember to look out for them in **Paper 2**.

Comment on figurative language

To improve your exam answers you will need to **explain the effect** of figurative language in a text.

Getting it right

When you are commenting on figurative language, make sure you:

- comment on the **effect** of the language used
- give the name for the **figurative device** used if you know it.

simile noun

A figure of speech involving the indirect comparison of one thing to another, usually using 'as' or 'like'

19th

Extract from *Little Dorrit*. Full text on page 96. Lines 1–2.

Grant it but a chink or a keyhole, and it shot in like a white-hot arrow.

Here the sun is likened to an arrow that can shoot through a keyhole. This emphasises the strength of the sun, and shows that there is very little escape from its searing heat.

The writer uses a metaphor of a ladder to describe his difficult rise to the top of his profession. This metaphor makes his progression seem slow and difficult and it highlights the fact that he has had to stop and do every lowly job on the way.

metaphor noun

A direct comparison suggesting a resemblance between one thing and another

19th

Extract from Samuel Lowgood's *Revenge*. Full text on page 97. Lines 4–5.

Errand boy, light porter, office drudge, junior clerk – one by one I had mounted the rounds in this troublesome ladder, which for me could only be begun from the very bottom ...

Personification noun

Describing something non-human as if it were human

19th

Extract from *The Half-Brothers*. Full text on page 99. Lines 13–15.

It cut me off from the slightest knowledge of where I was, for I lost every idea of the direction from which I had come, so that I could not even retrace my steps; it hemmed me in, thicker, thicker, with a darkness that might be felt.

The writer personifies the snow to make it seem more dangerous, as if it is literally surrounding the narrator and preventing him from moving.

Now try this

Read the extract from *Little Dorrit* opposite. Identify the two figurative devices used, then write one or two sentences about the effect each example is intended to have on the reader.

Remember to name the figurative device used if you can.

19th

Extract from *Little Dorrit*. Full text on page 96. Lines 23–25.

Like a well, like a vault, like a tomb, the prison had no knowledge of the brightness outside, and would have kept its polluted atmosphere intact in one of the spice islands of the Indian ocean.

Creation of character

For **Paper 1** you may need to comment on the way a writer has used **language** to create a particular **impression** of a **character**.

Character through action

Consider what the character **does** in the extract.

The adverb 'instantly' shows Tom to be alert and suggests he has taken charge, as does the verb 'leading', which also suggests he is the braver of the two children. He also seems sensible as he stops to listen again.

Look out for **action** words – verbs and adverbs.

19th

Extract from *The Adventures of Tom Sawyer*. Full text on page 98. Lines 40–42.

There was a sound like the faintest, far-off shout. Instantly Tom answered it, and leading Becky by the hand, started groping down the corridor in its direction. Presently he listened again; again the sound was heard, and apparently a little nearer.

19th

Extract from *Little Dorrit*. Full text on page 96. Lines 35–38.

... he was large and tall in frame, had thin lips, where his thick moustache showed them at all, and a quantity of dry hair, of no definable colour, in its shaggy state, but shot with red. The hand with which he held the grating (seamed all over the back with ugly scratches newly healed), ...

Look out for **describing** words (adjectives) and **figurative** language.

Character through description

Look at **how** the writer **describes** the character.

The writer uses adjectives to emphasise the size and power of the character. The adjective 'thin' for his lips has connotations of meanness and red hair has connotations of a fiery temper. This is also suggested by the 'ugly scratches' on his hands, which may have come from fighting.

Character through dialogue

Think about how **dialogue** is used to build up an idea of the character.

Tom is shown to be reassuring in his answers here, and his answer 'Well, Becky?' suggests he is staying calm. He also appears positive as he responds 'certainly they will' and 'I reckon maybe they are' to Becky's worries about whether anybody will look for them.

Look out for **colloquial** (informal or conversational) language.

19th

Extract from *The Adventures of Tom Sawyer*. Full text on page 98. Lines 13–18.

"Tom!"

"Well, Becky?"

"They'll miss us and hunt for us!"

"Yes, they will! Certainly they will!"

"Maybe they're hunting for us now, Tom."

"Why, I reckon maybe they are. I hope they are."

Now try this

Read lines 1–22 in the extract from *The Adventures of Tom Sawyer* by Mark Twain on page 98. Identify two more examples of how dialogue is used to create character. Write a P-E-E paragraph for each example.

Use technical language where you can to strengthen your response.