

GCSE ENGLISH LANGUAGE – PAPER ONE REVISION

REVISION - LESSON FOUR

YOUR STARTER: GCSE LANGUAGE MEGA RETENTION QUIZ

Today you will be given twenty questions. These questions all relate to the terms on your knowledge organiser.

You have seen fifteen of these questions before. These fifteen have been mixed up with new questions.

Remember, the purpose of this task is to help you remember the subject terminology you will need in the exam.

- 1. What is a concrete noun?**
- 2. What is a verb?**
- 3. What is a dynamic verb?**
- 4. What is an exclamatory sentence?**
- 5. What is olfactory imagery?**

YOUR STARTER: GCSE LANGUAGE MEGA RETENTION QUIZ

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6. What is a noun?

7. What is an abstract noun?

8. If something is monosyllabic, what is it?

9. What is alliteration?

10. What is tactile imagery?

YOUR STARTER: GCSE LANGUAGE MEGA RETENTION QUIZ

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11. What is a static verb?

12. What is an interrogative sentence?

13. What is auditory imagery?

14. What is hyperbole?

15. What is a declarative sentence?

YOUR STARTER: GCSE LANGUAGE MEGA RETENTION QUIZ

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You have seen fifteen of these questions before. These fifteen have been mixed up with new questions.

Remember, the purpose of this task is to help you remember the subject terminology you will need in the exam.

16. A character who contrasts another character is known as a...

17. What is synaesthesia?

18. A consonant that is produced by stopping the airflow using the lips, teeth or palate, followed by a sudden release of air is known as a...

19. What is symbolism?

20. What is visual imagery?

YOUR STARTER: GCSE LANGUAGE MEGA RETENTION QUIZ

Mark your answers. Remember, you will be tested on these again so try your best to remember them.

- 1. Nouns you can physically see or touch.**
- 2. A word used to describe an action, state or occurrence.**
- 3. A verb that shows continued or progressive action. They occur over a span of time.**
- 4. A sentence type used to express surprise about something unexpected or extraordinary.**
- 5. Imagery pertaining to odours, scents or the sense of smell.**

YOUR STARTER: GCSE LANGUAGE MEGA RETENTION QUIZ

Mark your answers. Remember, you will be tested on these again so try your best to remember them.

6. A word that refers to a person, place or thing.

7. Words that name things you cannot physically see or touch. Things that are not tangible.

8. A word or utterance consisting of one syllable.

9. The occurrence of the same sound at the beginning of adjacent or closely connected words.

10. Imagery pertaining to physical textures or the sense of touch.

YOUR STARTER: GCSE LANGUAGE MEGA RETENTION QUIZ

Mark your answers. Remember, you will be tested on these again so try your best to remember them.

11. Verbs that express a state rather than an action. They usually relate to thoughts, emotions, relationships, senses etc.

12. A sentence which has a grammatical form showing it is a question.

13. Imagery pertaining to sounds, noises, music or the sense of hearing.

14. Exaggerated statements or claims not meant to be taken literally.

15. A declarative sentence (also known as a statement) makes a statement and ends with a full stop. It's named appropriately because it declares or states something.

YOUR STARTER: GCSE LANGUAGE MEGA RETENTION QUIZ

Mark your answers. Remember, you will be tested on these again so try your best to remember them.

16. foil character.

17. A technique adopted by writers to present ideas, characters, or places in such a manner that they appeal to more than one sense, like hearing, sight, smell, and touch at a given time.

18. plosive

19. The use of symbols to represent ideas or qualities.

20. Images pertaining to graphics, visual scenes, pictures, or the sense of sight.

YOUR TASK: CONSIDERING QUESTION 2

Q2: Look in detail at this extract from lines 14 to 21 of the source:

Great flocks of them came to the peninsula, restless, uneasy, spending themselves in motion; now wheeling, circling in the sky, now settling to feed on the rich, new-turned soil; but even when they fed, it was as though they did so without hunger, without desire. Restlessness drove them to the skies again.

Black and white, jackdaw and gull, mingled in strange partnership, seeking some sort of liberation, never satisfied, never still. Flocks of starlings, rustling like silk, flew to fresh pasture, driven by the same necessity of movement, and the smaller birds, the finches and the larks, scattered from tree to hedge as if compelled.

How does the writer use language to describe the birds? (8 marks)

You could include the writer's use of:

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

Inference

Making a prediction about something based on evidence.

Analysis

A detailed examination of the elements in a text.

An explanation as to WHY writers do what they do.

Analysis includes discussion of the effects writers want to achieve and how they achieve it.

WHAT THE EXAMINER WILL SEE

SIMPLE AWARENESS OF LANGUAGE (L1)

Simple comment on the effect of language (L1)

Simple textual detail (L1)

Simple use of subject terminology (L1)

SOME UNDERSTANDING OF LANGUAGE (L2)

Attempt to comment on the effect of language (L2)

Some appropriate textual detail (L2)

Some use of subject terminology (L2)

CLEAR UNDERSTANDING OF LANGUAGE (L3)

Clear explanation of the effects of language (L3)

Range of relevant textual detail (L3)

Clear/accurate use of subject terminology (L3)

DETAILED AND PERCEPTIVE UNDERSTANDING OF LANGUAGE (L4)

Analysis of the effects of language (L4)

Judicious textual detail (L4)

Sophisticated use of subject terminology (L4)

**Candidate's answer will
appear here on the
examiner's marking screen.**

WHAT THE EXAMINER WILL SEE

SIMPLE AWARENESS OF LANGUAGE (L1)

Simple comment on the effect of language (L1)

Simple textual detail (L1)

Simple use of subject terminology (L1)

SOME UNDERSTANDING OF LANGUAGE (L2)

Attempt to comment on the effect of language (L2)

Some appropriate textual detail (L2)

Some use of subject terminology (L2)

CLEAR UNDERSTANDING OF LANGUAGE (L3)

Clear explanation of the effects of language (L3)

Range of relevant textual detail (L3)

Clear/accurate use of subject terminology (L3)

DETAILED AND PERCEPTIVE UNDERSTANDING OF LANGUAGE (L4)

Analysis of the effects of language (L4)

Judicious textual detail (L4)

Sophisticated use of subject terminology (L4)

The examiner will see the candidate's answer to the right of these comments.

The examiner will then click and drag these comments onto your answer to show where you have met the criteria.

This means that part of your answer could contain a L1 comment but also a L4 comment. This means that if part of your answer is L4 but the rest is L1, you will receive a mark in the L4 section of the mark scheme.

YOUR TASK: BE THE EXAMINER. MARK THE FOLLOWING ANSWERS

SIMPLE AWARENESS OF LANGUAGE (L1)

Simple comment on the effect of language (L1)

Simple textual detail (L1)

Simple use of subject terminology (L1)

SOME UNDERSTANDING OF LANGUAGE (L2)

Attempt to comment on the effect of language (L2)

Some appropriate textual detail (L2)

Some use of subject terminology (L2)

CLEAR UNDERSTANDING OF LANGUAGE (L3)

Clear explanation of the effects of language (L3)

Range of relevant textual detail (L3)

Clear/accurate use of subject terminology (L3)

DETAILED AND PERCEPTIVE UNDERSTANDING OF LANGUAGE (L4)

Analysis of the effects of language (L4)

Judicious textual detail (L4)

Sophisticated use of subject terminology (L4)

Annotate the following answers with the comments on the left. See if you can identify the highest level the answer achieves and where it achieves it.

YOUR TASK: BE THE EXAMINER (CANDIDATE ONE)

SIMPLE AWARENESS OF LANGUAGE (L1)

Simple comment on the effect of language (L1)

Simple textual detail (L1)

Simple use of subject terminology (L1)

SOME UNDERSTANDING OF LANGUAGE (L2)

Attempt to comment on the effect of language (L2)

Some appropriate textual detail (L2)

Some use of subject terminology (L2)

CLEAR UNDERSTANDING OF LANGUAGE (L3)

Clear explanation of the effects of language (L3)

Range of relevant textual detail (L3)

Clear/accurate use of subject terminology (L3)

DETAILED AND PERCEPTIVE UNDERSTANDING OF LANGUAGE (L4)

Analysis of the effects of language (L4)

Judicious textual detail (L4)

Sophisticated use of subject terminology (L4)

The writer describes the birds as arriving in 'great flocks', saying they are both 'restless' and 'uneasy.' The use of these adjectives creates a sense of foreboding, as if the birds themselves are waiting for something dark and sinister to occur. This juxtaposes the stereotypical image of birds as carefree creatures that soar through the air, an image du Maurier herself references with the simile 'starlings, rustling like silk.' The noun 'silk' connotes softness and delicacy, presenting these birds as anything but a threat. Silk itself can ripple, much like the movements of flocks of birds, a beautiful image now tainted by the fact they are 'restless.' Du Maurier may be doing this to make her readers feel uncertain of what these birds will do; indeed their movements seem unpredictable through du Maurier's constant repetition of the adverb 'now', implying the birds are everywhere at once.

YOUR TASK: BE THE EXAMINER (CANDIDATE TWO)

SIMPLE AWARENESS OF LANGUAGE (L1)

Simple comment on the effect of language (L1)

Simple textual detail (L1)

Simple use of subject terminology (L1)

SOME UNDERSTANDING OF LANGUAGE (L2)

Attempt to comment on the effect of language (L2)

Some appropriate textual detail (L2)

Some use of subject terminology (L2)

CLEAR UNDERSTANDING OF LANGUAGE (L3)

Clear explanation of the effects of language (L3)

Range of relevant textual detail (L3)

Clear/accurate use of subject terminology (L3)

DETAILED AND PERCEPTIVE UNDERSTANDING OF LANGUAGE (L4)

Analysis of the effects of language (L4)

Judicious textual detail (L4)

Sophisticated use of subject terminology (L4)

The writer describes the birds as arriving in 'great flocks' which shows there are a lot of them. She also says they are 'restless' and 'uneasy' which means that something has probably disturbed them or maybe even angered them as they are not calm and peaceful. The writer then creates a striking image of 'black and white' birds flying together, 'mingled in strange partnership, seeking some sort of liberation.' This is an odd image. 'Liberation' suggests freedom and escape, yet the verb 'seeking' implies that the birds do not think they are free despite the fact that nothing is keeping them restrained. Perhaps this is the source of their restlessness but this creates a sense of unease because nothing is keeping them imprisoned. The repetition of the adverb 'never' shows how the birds are desperate to keep moving; perhaps they are afraid of keeping still.

YOUR TASK: BE THE EXAMINER (CANDIDATE THREE)

SIMPLE AWARENESS OF LANGUAGE (L1)

Simple comment on the effect of language (L1)

Simple textual detail (L1)

Simple use of subject terminology (L1)

SOME UNDERSTANDING OF LANGUAGE (L2)

Attempt to comment on the effect of language (L2)

Some appropriate textual detail (L2)

Some use of subject terminology (L2)

CLEAR UNDERSTANDING OF LANGUAGE (L3)

Clear explanation of the effects of language (L3)

Range of relevant textual detail (L3)

Clear/accurate use of subject terminology (L3)

DETAILED AND PERCEPTIVE UNDERSTANDING OF LANGUAGE (L4)

Analysis of the effects of language (L4)

Judicious textual detail (L4)

Sophisticated use of subject terminology (L4)

The writer says the birds are 'restless' and 'uneasy' which shows that they cannot keep still because they are 'uneasy'. They keep on 'wheeling' and 'circling' the sky which shows they are flying around. They are all mixed up together because all the jackdaws and the gulls are flying around together. It also says the 'birds' are 'scattered.' This is an adjective. There are lots of birds here which can be quite scary. The colours of the birds are also described as being 'black and white'. The writer also talks about 'smaller birds' which shows they are different sizes. The birds are probably quite loud if there are lots of them flying around together which shows how noisy they can be. The writer says they are 'never still' which shows they never stop flying around.

YOUR TASK: BE THE EXAMINER (CANDIDATE FOUR)

SIMPLE AWARENESS OF LANGUAGE (L1)

Simple comment on the effect of language (L1)

Simple textual detail (L1)

Simple use of subject terminology (L1)

SOME UNDERSTANDING OF LANGUAGE (L2)

Attempt to comment on the effect of language (L2)

Some appropriate textual detail (L2)

Some use of subject terminology (L2)

CLEAR UNDERSTANDING OF LANGUAGE (L3)

Clear explanation of the effects of language (L3)

Range of relevant textual detail (L3)

Clear/accurate use of subject terminology (L3)

DETAILED AND PERCEPTIVE UNDERSTANDING OF LANGUAGE (L4)

Analysis of the effects of language (L4)

Judicious textual detail (L4)

Sophisticated use of subject terminology (L4)

The writer describes the birds using the adjectives 'restless' and 'uneasy' which shows that something is bothering the birds. Usually birds are carefree and can fly away from danger but they so not fly away here so they remain 'uneasy'. The verbs 'wheeling' and 'circling' shows how the birds can fly around freely and easily. The writer repeats the word 'now' to show how the birds are everywhere else. This is seen in the quotation 'now wheeling, circling in the sky, now settling to feed on the rich, new-turned soil.' It is like the birds cannot keep still. The birds are described as moving in 'great flocks' which shows how many of them there are. It means they could all be dangerous together. The adjective 'great' shows that maybe the sight of them is very impressive because if something is 'great' it is usually positive and exciting to look at.

YOUR TASK: BE THE EXAMINER (CANDIDATE ONE)

SIMPLE AWARENESS OF LANGUAGE (L1)

- Simple comment on the effect of language (L1)
- Simple textual detail (L1)
- Simple use of subject terminology (L1)

SOME UNDERSTANDING OF LANGUAGE (L2)

- Attempt to comment on the effect of language (L2)
- Some appropriate textual detail (L2)
- Some use of subject terminology (L2)

CLEAR UNDERSTANDING OF LANGUAGE (L3)

- Clear explanation of the effects of language (L3)
- Range of relevant textual detail (L3)
- Clear/accurate use of subject terminology (L3)

DETAILED AND PERCEPTIVE UNDERSTANDING OF LANGUAGE (L4)

- Analysis of the effects of language (L4)
- Judicious textual detail (L4)
- Sophisticated use of subject terminology (L4)

The writer describes the birds as arriving in 'great flocks', saying they are both

Clear accurate use of subject terminology (L3)

restless and uneasy. The use of these adjectives creates a sense of foreboding, as the birds themselves are waiting for something dark and

sinister to occur. The juxtaposition of the stereotypical image of birds as carefree

creatures that soar through the air, an image du Maurier herself references

with the simile 'stirrings, rustling like silk.' The noun 'silk' connotes softness

and delicacy, contrasting these birds as anything but a threat. Silk itself can

ripple, much like the movements of flocks of birds, a beautiful image now

Analysis of the effects of language (L4)

fairly clear that they are 'restless.' Du Maurier may be doing this to make

her readers feel uncertain of what these birds will do; indeed their

movements seen unpredictable through du Maurier's constant repetition of

Clear explanation of the effects of language (L3)

the adverb 'now', implying the birds are everywhere at once.

BAND FOUR

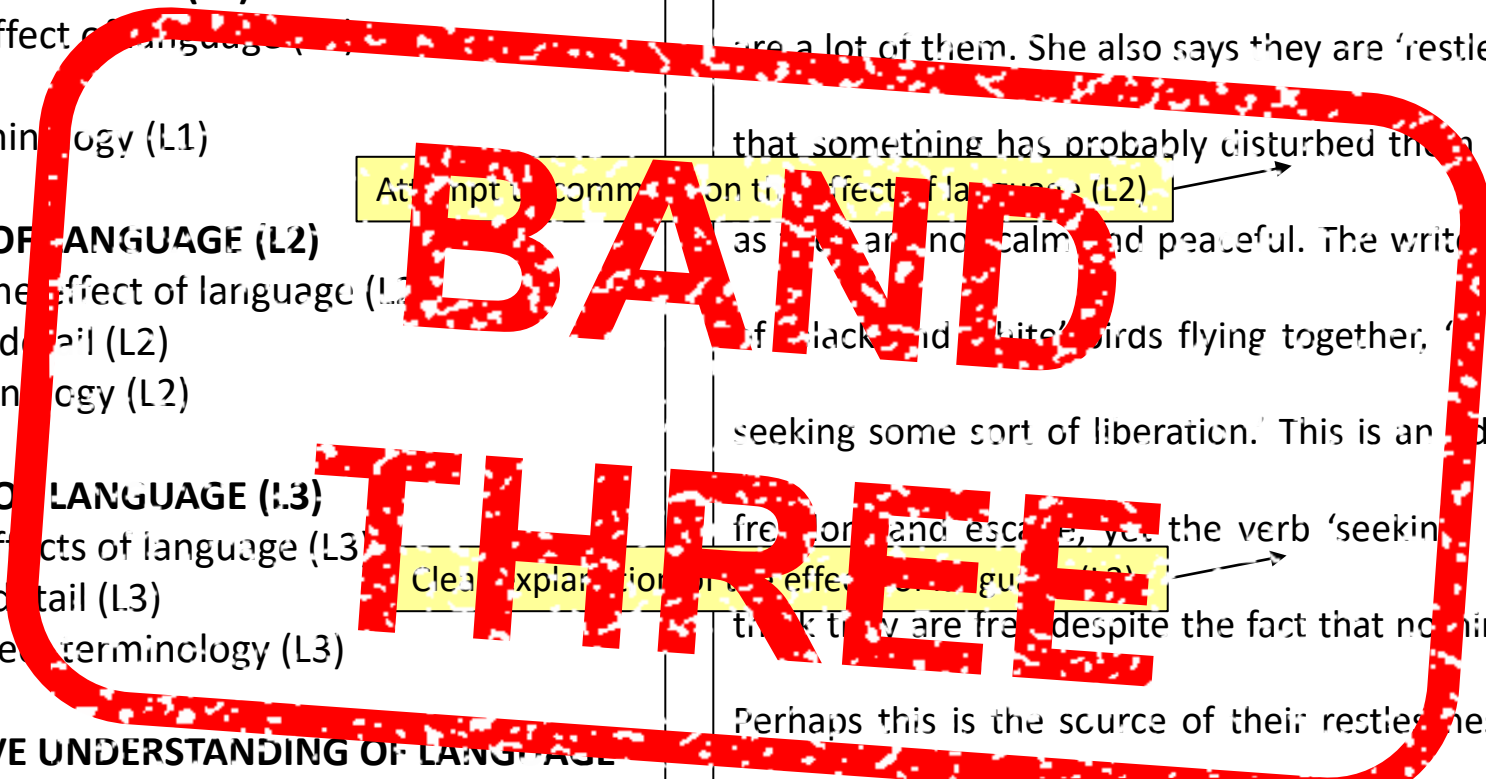
YOUR TASK: BE THE EXAMINER (CANDIDATE TWO)

SIMPLE AWARENESS OF LANGUAGE (L1) Simple comment on the effect of language (L1) Simple textual detail (L1) Simple use of subject terminology (L1)
SOME UNDERSTANDING OF LANGUAGE (L2) Attempt to comment on the effect of language (L2) Some appropriate textual detail (L2) Some use of subject terminology (L2)
CLEAR UNDERSTANDING OF LANGUAGE (L3) Clear explanation of the effects of language (L3) Range of relevant textual detail (L3) Clear/accurate use of subject terminology (L3)
DETAILED AND PERCEPTIVE UNDERSTANDING OF LANGUAGE (L4) Analysis of the effects of language (L4) Judicious textual detail (L4) Sophisticated use of subject terminology (L4)

The writer describes the birds as arriving in 'great flocks' which shows there are a lot of them. She also says they are 'restless' and 'uneasy' which means that something has probably disturbed them or maybe even angered them.

as they are not calm and peaceful. The writer then creates a striking image of 'black and white' birds flying together, 'mingled in strange partnership, seeking some sort of liberation.' This is an odd image. 'Liberation' suggests freedom and escape, yet the verb 'seeking' implies that the birds do not think they are free despite the fact that nothing is keeping them restrained.

Perhaps this is the source of their restlessness but this creates a sense of unease because nothing is keeping them imprisoned. The repetition of the adverb 'never' shows how the birds are desperate to keep moving; perhaps they are afraid of keeping still.



Attempt to comment on the effect of language (L2)

Clear explanation of the effects of language (L3)

Clear/accurate use of subject terminology (L3)

YOUR TASK: BE THE EXAMINER (CANDIDATE THREE)

SIMPLE AWARENESS OF LANGUAGE (L1)

Simple comment on the effect of language (L1)

Simple textual detail (L1)

Simple use of subject terminology (L1)

SOME UNDERSTANDING OF LANGUAGE (L2)

Attempt to comment on the effect of language (L2)

Some appropriate textual detail (L2)

Some use of subject terminology (L2)

CLEAR UNDERSTANDING OF LANGUAGE (L3)

Clear explanation of the effects of language (L3)

Range of relevant textual detail (L3)

Clear/accurate use of subject terminology (L3)

DETAILED AND PERCEPTIVE UNDERSTANDING OF LANGUAGE (L4)

Analysis of the effects of language (L4)

Judicious textual detail (L4)

Sophisticated use of subject terminology (L4)

The writer says the birds are 'restless' and 'uneasy' which shows that they

do not keep still because they are 'uneasy'. They keep on 'wheeling' and

'circling' the trees which shows they are flying around. They are all mixed up

together because the jackdaws and the gulls are flying around together. It

also says the 'birds' are 'scattered'. This is an adjective. There are lots of

colours of the birds are also

described as 'black and white'. The writer also talks about 'smaller

birds' which shows they are different sizes. The birds are probably quite loud

if there are a lot of them flying around together which shows how noisy the

can be. The writer says they are 'never still' which shows they never stop

flying around.

BAND ONE

Simple comment on the effect of language (L1)

Simple use of subject terminology (L1)
Incorrect use of subject terminology

Simple textual detail (L1)

YOUR TASK: BE THE EXAMINER (CANDIDATE FOUR)

SIMPLE AWARENESS OF LANGUAGE (L1)

- Simple comment on the effect of language (L1)
- Simple textual detail (L1)
- Simple use of subject terminology (L1)

SOME UNDERSTANDING OF LANGUAGE (L2)

- Attempt to comment on the effect of language (L2)
- Some appropriate textual detail (L2)
- Some use of subject terminology (L2)

CLEAR UNDERSTANDING OF LANGUAGE (L3)

- Clear explanation of the effects of language (L3)
- Range of relevant textual detail (L3)
- Clear/accurate use of subject terminology (L3)

DETAILED AND PERCEPTIVE UNDERSTANDING OF LANGUAGE (L4)

- Analysis of the effects of language (L4)
- Judicious textual detail (L4)
- Sophisticated use of subject terminology (L4)

The writer describes the birds using the adjectives 'restless' and 'uneasy' which shows that something is bothering the birds. Usually birds are carefree and can fly away from danger but they so not fly away here so they remain 'uneasy'. The verbs 'wheeling' and 'circling' shows how the birds can fly freely and easily. The writer repeats the word 'now' to show how the birds are everywhere else. This is seen in the quotation 'now wheeling, circling, they, now settling to feed on the rich, new-turned soil.' It is like the birds can't keep still. The birds are described as moving in 'great flocks' which shows how many of them there are. It means they could all be dangerous together. The word 'great' shows that maybe the sight of them is very impressive because if something is 'great' it is usually positive and exciting to look at.

Attempt to comment on the effect of language (L1)

Attempt to comment on the effect of language (L2)

Attempt to comment on the effect of language (L2)

Simple comment on the effect of language (L1)

BAND TWO

QUICK TERMINOLOGY TEST!

A sentence which has a grammatical form showing it is a question is called an...

Interrogative sentence

Exaggerated statements or claims that are not meant to be taken literally are a form of...

Hyperbole

Verbs that express a state rather than an action such as thoughts and emotions are called...

Static verbs

YOUR TASK: WRITE YOUR ANSWER

SIMPLE AWARENESS OF LANGUAGE (L1)

Simple comment on the effect of language (L1)

Simple textual detail (L1)

Simple use of subject terminology (L1)

SOME UNDERSTANDING OF LANGUAGE (L2)

Attempt to comment on the effect of language (L2)

Some appropriate textual detail (L2)

Some use of subject terminology (L2)

CLEAR UNDERSTANDING OF LANGUAGE (L3)

Clear explanation of the effects of language (L3)

Range of relevant textual detail (L3)

Clear/accurate use of subject terminology (L3)

DETAILED AND PERCEPTIVE UNDERSTANDING OF LANGUAGE (L4)

Analysis of the effects of language (L4)

Judicious textual detail (L4)

Sophisticated use of subject terminology (L4)

Write your answer to the following question:

How does the writer use language to describe the birds?

Use the examiner's comments on the left to help you consider what you are writing.

Remember, this question is worth 8 marks and is testing you on AO2. Check your Horsforth grid to see where you placed this skill.

YOUR TASK: WRITE YOUR ANSWER

How does the writer use language to describe the birds?

Making the process of analysis simpler:

- **What is the writer telling us about the birds?**
- **How do they use language to do this?**
- **Why are they doing this?**

Layer up from the basic questions:

- What does the writer want us to feel as a reader?**
- How does the writer use key words to show this?**
- How does it tell us something about a time that a text was written in?**
- Why have they chosen that language over other language?**
- Why might they want us to interpret it in different ways?**

These 3 questions will help you think and explore the BIG ideas. They cover the basic assessment objectives. If you are answering these questions, you are hitting the assessment objectives.

YOUR TASK: MARK AN ANSWER

SIMPLE AWARENESS OF LANGUAGE (L1)

Simple comment on the effect of language (L1)

Simple textual detail (L1)

Simple use of subject terminology (L1)

SOME UNDERSTANDING OF LANGUAGE (L2)

Attempt to comment on the effect of language (L2)

Some appropriate textual detail (L2)

Some use of subject terminology (L2)

CLEAR UNDERSTANDING OF LANGUAGE (L3)

Clear explanation of the effects of language (L3)

Range of relevant textual detail (L3)

Clear/accurate use of subject terminology (L3)

DETAILED AND PERCEPTIVE UNDERSTANDING OF LANGUAGE (L4)

Analysis of the effects of language (L4)

Judicious textual detail (L4)

Sophisticated use of subject terminology (L4)

Just like with the examples, mark your answer using the examiner comments on your left.

Annotate in a different colour.

Swap your answer with a partner and check they agree. Feel free to make further annotations on your partner's work and if you disagree, write a quick note to explain why!

TO FINISH: ENGLISH REVISION HORSFORTH GRID

AQA English Language Paper 1 – English Revision Horsforth

Please place all elements of the revision list in the relevant box below. Think carefully about where you place items as this will inform tasks I set for you/ the entire class.



I know a little about these topics BUT I find them hard to revise	Where are you going to find information on these topics? How are you going to show me you have learnt it?	I know these topics well and I can easily revise these independently.	How will you ensure you don't lose this knowledge?
I don't know these topics at all AND I would like you to go over these again or direct me to some revision materials	What have you done already? What resources have you used?	I don't know much about these topics BUT that is because I am yet to revisit them in my revision.	Where are you going to find this information? How are you going to show me you have learnt it?

1. Identifying and interpreting explicit (clear) information. (AO1, Q1)
 2. Identifying and interpreting implicit information. ('information that is suggested but not clearly expressed/reading between the lines') (AO1)
 3. Explain, comment on and analyse how writers use language to achieve meaning and influence readers (Why has the writer used a certain word? Why a certain language device? What does it make a reader think or feel and why?) (AO2, Q2)
 4. Explain, comment on and analyse how writers use structure to achieve meaning and influence readers (Why has the writer used a particular structural device? What does it make a reader think or feel and why?) (AO2, Q3)
 5. Evaluate texts critically and support this with appropriate textual references (Use all your reading skills – inference, analysis, discussion of quotations etc) (AO4, Q4)
- Convincing characterisation (Q5)
 - Convincing plot (Q5)
 - Development of paragraphs including paragraphing for effect (Q5)
 - Ambitious Vocabulary (Q5)
 - Language devices (metaphor, noun phrases etc) to build up description. (Q5)
 - Varied sentence structures (Q5)
 - Varied punctuation (Q5)
 - Accurate spelling (Q5)
 - Accurate/consistent tense



Look back at your Horsforth Grid audit of Language skills.

Consider where you originally placed AO1 and AO2. Is your skill set still in the same location or would you move it?

If you are still struggling with analysis, how are YOU going to revise and improve?



RESOURCES

Great flocks of them came to the peninsula, restless, uneasy, spending themselves in motion; now wheeling, circling in the sky, now settling to feed on the rich, new-turned soil; but even when they fed, it was as though they did so without hunger, without desire. Restlessness drove them to the skies again.

Black and white, jackdaw and gull, mingled in strange partnership, seeking some sort of liberation, never satisfied, never still. Flocks of starlings, rustling like silk, flew to fresh pasture, driven by the same necessity of movement, and the smaller birds, the finches and the larks, scattered from tree to hedge as if compelled.

Great flocks of them came to the peninsula, restless, uneasy, spending themselves in motion; now wheeling, circling in the sky, now settling to feed on the rich, new-turned soil; but even when they fed, it was as though they did so without hunger, without desire. Restlessness drove them to the skies again.

Black and white, jackdaw and gull, mingled in strange partnership, seeking some sort of liberation, never satisfied, never still. Flocks of starlings, rustling like silk, flew to fresh pasture, driven by the same necessity of movement, and the smaller birds, the finches and the larks, scattered from tree to hedge as if compelled.

Great flocks of them came to the peninsula, restless, uneasy, spending themselves in motion; now wheeling, circling in the sky, now settling to feed on the rich, new-turned soil; but even when they fed, it was as though they did so without hunger, without desire. Restlessness drove them to the skies again.

Black and white, jackdaw and gull, mingled in strange partnership, seeking some sort of liberation, never satisfied, never still. Flocks of starlings, rustling like silk, flew to fresh pasture, driven by the same necessity of movement, and the smaller birds, the finches and the larks, scattered from tree to hedge as if compelled.

Candidate 1: Level _____

The writer describes the birds as arriving in 'great flocks', saying they are both 'restless' and 'uneasy.' The use of these adjectives creates a sense of foreboding, as if the birds themselves are waiting for something dark and sinister to occur. This juxtaposes the stereotypical image of birds as carefree creatures that soar through the air, an image du Maurier herself references with the simile 'starlings, rustling like silk.' The noun 'silk' connotes softness and delicacy, presenting these birds as anything but a threat. Silk itself can ripple, much like the movements of flocks of birds, a beautiful image now tainted by the fact they are 'restless.' Du Maurier may be doing this to make her readers feel uncertain of what these birds will do; indeed their movements seem unpredictable through du Maurier's constant repetition of the adverb 'now', implying the birds are everywhere at once.

Candidate 2: Level _____

The writer describes the birds as arriving in 'great flocks' which shows there are a lot of them. She also says they are 'restless' and 'uneasy' which means that something has probably disturbed them or maybe even angered them as they are not calm and peaceful. The writer then creates a striking image of 'black and white' birds flying together, 'mingled in strange partnership, seeking some sort of liberation.' This is an odd image. 'Liberation' suggests freedom and escape, yet the verb 'seeking' implies that the birds do not think they are free despite the fact that nothing is keeping them restrained. Perhaps this is the source of their restlessness but this creates a sense of unease because nothing is keeping them imprisoned. The repetition of the adverb 'never' shows how the birds are desperate to keep moving; perhaps they are afraid of keeping still.

Candidate 3: Level _____

The writer says the birds are 'restless' and 'uneasy' which shows that they cannot keep still because they are 'uneasy'. They keep on 'wheeling' and 'circling' the sky which shows they are flying around. They are all mixed up together because all the jackdaws and the gulls are flying around together. It also says the 'birds' are 'scattered.' This is an adjective. There are lots of birds here which can be quite scary. The colours of the birds are also described as being 'black and white'. The writer also talks about 'smaller birds' which shows they are different sizes. The birds are probably quite loud if there are lots of them flying around together which shows how noisy they can be. The writer says they are 'never still' which shows they never stop flying around.

Candidate 4: Level _____

The writer describes the birds using the adjectives 'restless' and 'uneasy' which shows that something is bothering the birds. Usually birds are carefree and can fly away from danger but they do not fly away here so they remain 'uneasy'. The verbs 'wheeling' and 'circling' shows how the birds can fly around freely and easily. The writer repeats the word 'now' to show how the birds are everywhere else. This is seen in the quotation 'now wheeling, circling in the sky, now settling to feed on the rich, new-turned soil.' It is like the birds cannot keep still. The birds are described as moving in 'great flocks' which shows how many of them there are. It means they could all be dangerous together. The adjective 'great' shows that maybe the sight of them is very impressive because if something is 'great' it is usually positive and exciting to look at.