

# GCSE ENGLISH LANGUAGE – PAPER ONE REVISION

# REVISION - LESSON FIVE

# **YOUR STARTER: GCSE LANGUAGE MEGA RETENTION QUIZ**

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

**You have seen twenty of these questions before.**

**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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**You have seen twenty of these questions before.**

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

**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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**You have seen twenty of these questions before.**

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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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**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

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

You have seen twenty of these questions before.

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

**21. What does 'in medias res' mean?**

**22. What is an analeptic reference?**

**23. What is a proleptic reference?**

**24. What is a third person narrative?**

**25. What is a first person narrative?**

# 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 STARTER: GCSE LANGUAGE MEGA RETENTION QUIZ

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

**21. In the middle of things**

**22. A flashback**

**23. A flashforward**

**24. A narrative related to the reader using the pronoun 'he' or 'she'. Can be omniscient.**

**25. A narrative told by one character at a time. First person narratives can be recognised by the use of 'I' or 'we'.**

# YOUR TASK: CONSIDERING QUESTION 3

You need to think about the whole of the source.

The text is from the beginning of a short story.

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

You could write about:

- what the writer focuses your attention on at the beginning
- how and why the writer changes this focus as the extract develops
- any other structural features that interest you. (8 marks)

## Analysis

A detailed examination of the elements in a text.

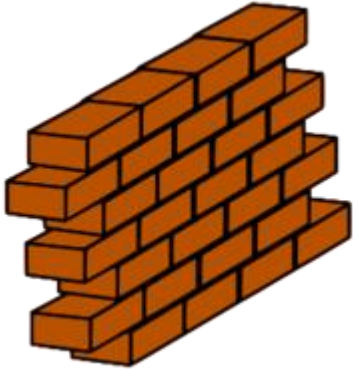
An explanation as to WHY writers do what they do.

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

# LOOK FOR THESE STRUCTURAL DEVICES IN THE EXTRACT

STRUCTURE:

The way a text has been put together



CHANGE IN TIME is a structural device



INTRODUCTION OF/CHANGE IN SETTING is a structural device



INTRODUCTION OF NEW CHARACTERS is a structural device

CHANGE IN TONE/ATMOSPHERE is a structural device.

“ DIALOGUE is a structural device ”

# WHAT THE EXAMINER WILL SEE

## **SIMPLE AWARENESS OF STRUCTURE (L1)**

Simple comment on the effect of structure (L1)

Simple textual detail (L1)

Simple use of subject terminology (L1)

## **SOME UNDERSTANDING OF STRUCTURE (L2)**

Attempt to comment on the effect of structure (L2)

Some appropriate textual detail (L2)

Some use of subject terminology (L2)

## **CLEAR UNDERSTANDING OF STRUCTURE (L3)**

Clear explanation of the effects of structure (L3)

Range of relevant textual detail (L3)

Clear/accurate use of subject terminology (L3)

## **DETAILED AND PERCEPTIVE UNDERSTANDING OF STRUCTURE (L4)**

Analysis of the effects of structure (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 STRUCTURE (L1)**

Simple comment on the effect of structure (L1)

Simple textual detail (L1)

Simple use of subject terminology (L1)

## **SOME UNDERSTANDING OF STRUCTURE (L2)**

Attempt to comment on the effect of structure (L2)

Some appropriate textual detail (L2)

Some use of subject terminology (L2)

## **CLEAR UNDERSTANDING OF STRUCTURE (L3)**

Clear explanation of the effects of structure (L3)

Range of relevant textual detail (L3)

Clear/accurate use of subject terminology (L3)

## **DETAILED AND PERCEPTIVE UNDERSTANDING OF STRUCTURE (L4)**

Analysis of the effects of structure (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 STRUCTURE (L1)**

Simple comment on the effect of structure (L1)

Simple textual detail (L1)

Simple use of subject terminology (L1)

## **SOME UNDERSTANDING OF STRUCTURE (L2)**

Attempt to comment on the effect of structure (L2)

Some appropriate textual detail (L2)

Some use of subject terminology (L2)

## **CLEAR UNDERSTANDING OF STRUCTURE (L3)**

Clear explanation of the effects of structure (L3)

Range of relevant textual detail (L3)

Clear/accurate use of subject terminology (L3)

## **DETAILED AND PERCEPTIVE UNDERSTANDING OF STRUCTURE (L4)**

Analysis of the effects of structure (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 STRUCTURE (L1)**

Simple comment on the effect of structure (L1)

Simple textual detail (L1)

Simple use of subject terminology (L1)

## **SOME UNDERSTANDING OF STRUCTURE (L2)**

Attempt to comment on the effect of structure (L2)

Some appropriate textual detail (L2)

Some use of subject terminology (L2)

## **CLEAR UNDERSTANDING OF STRUCTURE (L3)**

Clear explanation of the effects of structure (L3)

Range of relevant textual detail (L3)

Clear/accurate use of subject terminology (L3)

## **DETAILED AND PERCEPTIVE UNDERSTANDING OF STRUCTURE (L4)**

Analysis of the effects of structure (L4)

Judicious textual detail (L4)

Sophisticated use of subject terminology (L4)

The extract begins with a description of the time of year. We are then introduced to a new character called Nat. Nat has a 'wartime disability' and doesn't work all the time. We learn lots of information about him. He likes to look at the birds. We know this because it says he 'would watch the birds'. Perhaps the writer does this because we know the story is going to be about birds so it is introducing them to the reader. There are lots of them which means the story could be scary. The writer focuses on Nat who finishes for the day and he thinks the birds are 'restless' because there is going to be a 'hard winter'. The writer talks about the weather again. The last line could be on a line by itself because it is important. It talks about a bird and we know birds are going to be important because of the title of the story.

# YOUR TASK: BE THE EXAMINER (CANDIDATE TWO)

## **SIMPLE AWARENESS OF STRUCTURE (L1)**

Simple comment on the effect of structure (L1)

Simple textual detail (L1)

Simple use of subject terminology (L1)

## **SOME UNDERSTANDING OF STRUCTURE (L2)**

Attempt to comment on the effect of structure (L2)

Some appropriate textual detail (L2)

Some use of subject terminology (L2)

## **CLEAR UNDERSTANDING OF STRUCTURE (L3)**

Clear explanation of the effects of structure (L3)

Range of relevant textual detail (L3)

Clear/accurate use of subject terminology (L3)

## **DETAILED AND PERCEPTIVE UNDERSTANDING OF STRUCTURE (L4)**

Analysis of the effects of structure (L4)

Judicious textual detail (L4)

Sophisticated use of subject terminology (L4)

The writer begins by establishing a sense of time and place. We are told it is 'December' so the writer is already creating a dark, bleak tone. We are introduced to a new character, Nat Hocken, and du Maurier zooms in on his solitary and lonely nature. This could interest the reader because it portrays him as mysterious and somewhat secretive. He clearly likes the birds; they are part of his daily routine which would imply he prefers to spend his time with them rather than other people. The writer shifts the focus to the movements of the birds; du Maurier initially presents them as peaceful creatures, saying they were 'rustling like silk', perhaps to shock the reader when the birds begin to display odd, threatening behaviour later on in the extract. This threatening behaviour ends the extract with a line in a paragraph by itself, perhaps to show its importance.

# YOUR TASK: BE THE EXAMINER (CANDIDATE THREE)

## **SIMPLE AWARENESS OF STRUCTURE (L1)**

Simple comment on the effect of structure (L1)

Simple textual detail (L1)

Simple use of subject terminology (L1)

## **SOME UNDERSTANDING OF STRUCTURE (L2)**

Attempt to comment on the effect of structure (L2)

Some appropriate textual detail (L2)

Some use of subject terminology (L2)

## **CLEAR UNDERSTANDING OF STRUCTURE (L3)**

Clear explanation of the effects of structure (L3)

Range of relevant textual detail (L3)

Clear/accurate use of subject terminology (L3)

## **DETAILED AND PERCEPTIVE UNDERSTANDING OF STRUCTURE (L4)**

Analysis of the effects of structure (L4)

Judicious textual detail (L4)

Sophisticated use of subject terminology (L4)

The writer creates a dark tone at the beginning by telling us how the story is set in December. The writer then shifts our focus to the main character, Nat, drawing particular attention to his 'solitary disposition.' The writer creates a peaceful tone by zooming in on the movements of the birds and says they 'rustled like silk.' Silk is soft so the movements of the birds are soft. This interests the reader because this is an effective simile. The writer then uses speech to interest us as this gives us more clues as to the type of character Nat is. He says the word 'perhaps' which shows he likes to ask questions. He is a curious character. The writer then zooms in to the birds again to show how they are growing 'restless' which will make the reader wonder why and perhaps make them fear for Nat.

# YOUR TASK: BE THE EXAMINER (CANDIDATE FOUR)

## **SIMPLE AWARENESS OF STRUCTURE (L1)**

Simple comment on the effect of structure (L1)

Simple textual detail (L1)

Simple use of subject terminology (L1)

## **SOME UNDERSTANDING OF STRUCTURE (L2)**

Attempt to comment on the effect of structure (L2)

Some appropriate textual detail (L2)

Some use of subject terminology (L2)

## **CLEAR UNDERSTANDING OF STRUCTURE (L3)**

Clear explanation of the effects of structure (L3)

Range of relevant textual detail (L3)

Clear/accurate use of subject terminology (L3)

## **DETAILED AND PERCEPTIVE UNDERSTANDING OF STRUCTURE (L4)**

Analysis of the effects of structure (L4)

Judicious textual detail (L4)

Sophisticated use of subject terminology (L4)

The writer begins by establishing a cold, somewhat bleak tone by telling us that the month is 'December'. This coincides with the sense of threat that du Maurier includes later on in her story when describing the actions of the birds. Du Maurier shifts our attention to the main character; we see how Hocken is solitary yet his loneliness is focused upon to show how he has some sort of affinity with the birds. The juxtaposition of the birds moving together as opposed to Nat's loneliness not only shows the reader that Nat is outnumbered but also that they provide him with some sort of comfort. We are told how he 'would watch the birds', suggesting that he knows their movements, their 'ritual' and as such can identify when something is wrong. Perhaps this is why du Maurier decides to zoom in on the actions of the birds immediately after telling us that Nat is familiar with them. The fact they are 'restless' begins to create a sense of fear.

# YOUR TASK: WHICH BAND? (CANDIDATE ONE)

## SIMPLE AWARENESS OF STRUCTURE (L1)

Simple comment on the effect of structure (L1)

Simple textual detail (L1)

Simple use of subject terminology (L1)

## SOME UNDERSTANDING OF STRUCTURE (L2)

Attempt to comment on the effect of structure (L2)

Some appropriate textual detail (L2)

Some use of subject terminology (L2)

## CLEAR UNDERSTANDING OF STRUCTURE (L3)

Clear explanation of the effects of structure (L3)

Range of relevant textual detail (L3)

Clear/accurate use of subject terminology (L3)

## DETAILED AND PERCEPTIVE UNDERSTANDING OF STRUCTURE (L4)

Analysis of the effects of structure (L4)

Judicious textual detail (L4)

Sophisticated use of subject terminology (L4)

The extract begins with a description of the time of year. We are then

introduced to a new character called Nat. Nat has a 'wartime disability' and

doesn't work for a time. We learn lots of information about him. He likes

to go out with the birds. We know this because he says he 'would watch the birds'.

Perhaps the writer does this because we know the story is going to be about

birds so it is introducing them to the reader. There are lots of them which

are with the birds. It could be scary. The writer focuses on Nat who finishes for

the day and he thinks the birds are 'restless' because there is going to be a

'hard' day. The writer talks about the weather again. The last line could

be on a line by itself because it is important. It talks about a bird and we

know birds are going to be important because of the title of the story.

**BAND ONE**

Candidate is just repeating the plot (L1)

Simple comment on the effect of structure (L1)

# YOUR TASK: WHICH BAND? (CANDIDATE TWO)

## **SIMPLE AWARENESS OF STRUCTURE (L1)**

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

## **SOME UNDERSTANDING OF STRUCTURE (L2)**

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

## **CLEAR UNDERSTANDING OF STRUCTURE (L3)**

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

## **DETAILED AND PERCEPTIVE UNDERSTANDING OF STRUCTURE (L4)**

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

The writer begins by establishing a sense of time and place. We are told it is 'December' so the writer is already creating a dark, bleak tone. We are introduced to a new character, Nat Hocken, and du Maurier zooms in on his solitary and lonely nature. This could interest the reader because it portrays him as mysterious and somewhat secretive. He clearly likes the birds; they are part of his daily routine which would imply he prefers to spend his time with them rather than other people. The writer shifts the focus to the movements of the birds; du Maurier initially presents them as peaceful creatures, saying they were 'rustling like silk', perhaps to shock the reader when the birds begin to display odd, threatening behaviour later on in the extract. This threatening behaviour ends the extract with a line in a paragraph by itself, perhaps to show its importance.

**BAND**

**THREE**

Clear explanation of the effects of structure (L3)

Clear explanation of the effects of structure (L3)

Attempt to comment on the effect of structure (L2)



# YOUR TASK: WHICH BAND? (CANDIDATE THREE)

## SIMPLE AWARENESS OF STRUCTURE (L1)

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

## SOME UNDERSTANDING OF STRUCTURE (L2)

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

## CLEAR UNDERSTANDING OF STRUCTURE (L3)

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

## DETAILED AND PERCEPTIVE UNDERSTANDING OF STRUCTURE (L4)

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

The writer creates a dark tone at the beginning by telling us how the story is

Attempt to comment on the effect of structure (L2)

...the writer then shifts our focus to the main character, Nat,

drawing particular attention to his 'solitary disposition.' The writer creates a

Attempt to comment on the effect of structure (L2)

...by zooming in on the movements of the birds and says they

'...like silk.' Silk is soft so the movements of the birds are soft. This

Candidate is discussing the effects of language not structure.

interests the reader because this is an effective simile. The writer then uses

...as this gives us more clues as to the type of character

Simple comment on the effect of structure (L1)

Nat. He says the word 'perhaps' which shows he likes to ask questions. He

is a curious character. The writer then zooms in to the birds again to show

how they are growing 'restless' which will make the reader wonder why and

perhaps make them fear for Nat.

**BAND TWO**



# YOUR TASK: WHICH BAND? (CANDIDATE FOUR)

## **SIMPLE AWARENESS OF STRUCTURE (L1)**

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

## **SOME UNDERSTANDING OF STRUCTURE (L2)**

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

## **CLEAR UNDERSTANDING OF STRUCTURE (L3)**

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

## **DETAILED AND PERCEPTIVE UNDERSTANDING OF STRUCTURE (L4)**

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

The writer begins by establishing a cold, somewhat bleak tone by telling us that the month is 'December'. This coincides with the sense of threat that du Maurier includes later on in her story which focuses on the actions of the birds. Du Maurier shifts our attention to the main character; we see how Hocken is solitary yet his loneliness is forced upon to show how he has some sort of affinity with the birds. The juxtaposition of the birds moving together as opposed to Nat's loneliness not only shows the reader that Nat is outnumbered but also that they provide him with some sort of comfort. We are told how he 'would watch the birds, suggesting that he knows their movements, their 'ritual' and as such can tell when something is wrong. Perhaps this is why du Maurier decides to zoom in on the actions of the birds immediately after telling us that Nat is familiar with them. The fact they are 'restless' begins to create a sense of fear.

Attempt to comment on the effect of structure (L2)

**BAND FOUR**

# QUICK TERMINOLOGY TEST!

What does 'in medias res' mean?

**Interrogative sentence**

What is an analeptic reference?

**A flashback**

What is a proleptic reference?

**A flashforward**

# WHAT SHOULD MY ANSWER LOOK LIKE?

**1** Watch as I model an example answer on the board. Do not copy anything down. No talking. Just watch me.

I will write one of the paragraphs to this answer. Throughout, I will explain my thought process, linking to the assessment objectives and key points of the question.



**2** Let's continue together as a class. As I write, contribute with your thoughts and ideas, using the notes we have made throughout today's lesson to help you.

**1 I Do**

**2 WE Do**

**3 YOU Do**

# YOUR TASK: ANSWER THE QUESTION

Now it is over to you. Answer the following question:

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

Remember to include analysis of quotations both inside and outside the extract.



No talking

In the real exam you would have around 10/15 minutes to answer this question. Today we are going to spend as long as we need for us to get this right!

**AO2:** Analyse language, form and structure using the correct subject terminology.

**'Perhaps du Maurier changes the tone in the line '...' because ...'**

**Analysis**



# YOUR TASK: WRITE YOUR ANSWER

## **SIMPLE AWARENESS OF STRUCTURE (L1)**

Simple comment on the effect of structure (L1)

Simple textual detail (L1)

Simple use of subject terminology (L1)

## **SOME UNDERSTANDING OF STRUCTURE (L2)**

Attempt to comment on the effect of structure (L2)

Some appropriate textual detail (L2)

Some use of subject terminology (L2)

## **CLEAR UNDERSTANDING OF STRUCTURE (L3)**

Clear explanation of the effects of structure (L3)

Range of relevant textual detail (L3)

Clear/accurate use of subject terminology (L3)

## **DETAILED AND PERCEPTIVE UNDERSTANDING OF STRUCTURE (L4)**

Analysis of the effects of structure (L4)

Judicious textual detail (L4)

Sophisticated use of subject terminology (L4)

**Write your answer to the following question:**

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

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

Making the process of analysis simpler:

- What structural feature is being used?
- Why do they use this feature?
- How does it interest us?

Layer up from the basic questions:

- What does the writer want us to feel as a reader?
- How does the writer use structural features to do this?
- How does the writer move from one structural feature to another?
- Why have they chosen that structural feature over another structural feature?
- 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 STRUCTURE (L1)**

Simple comment on the effect of structure (L1)

Simple textual detail (L1)

Simple use of subject terminology (L1)

## **SOME UNDERSTANDING OF STRUCTURE (L2)**

Attempt to comment on the effect of structure (L2)

Some appropriate textual detail (L2)

Some use of subject terminology (L2)

## **CLEAR UNDERSTANDING OF STRUCTURE (L3)**

Clear explanation of the effects of structure (L3)

Range of relevant textual detail (L3)

Clear/accurate use of subject terminology (L3)

## **DETAILED AND PERCEPTIVE UNDERSTANDING OF STRUCTURE (L4)**

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

## Candidate 1: Level \_\_\_\_\_

The extract begins with a description of the time of year. We are then introduced to a new character called Nat. Nat has a 'wartime disability' and doesn't work all the time. We learn lots of information about him. He likes to look at the birds. We know this because it says he 'would watch the birds'. Perhaps the writer does this because we know the story is going to be about birds so it is introducing them to the reader. There are lots of them which means the story could be scary. The writer focuses on Nat who finishes for the day and he thinks the birds are 'restless' because there is going to be a 'hard winter'. The writer talks about the weather again. The last line could be on a line by itself because it is important. It talks about a bird and we know birds are going to be important because of the title of the story.

## Candidate 2: Level \_\_\_\_\_

The writer begins by establishing a sense of time and place. We are told it is 'December' so the writer is already creating a dark, bleak tone. We are introduced to a new character, Nat Hocken, and du Maurier zooms in on his solitary and lonely nature. This could interest the reader because it portrays him as mysterious and somewhat secretive. He clearly likes the birds; they are part of his daily routine which would imply he prefers to spend his time with them rather than other people. The writer shifts the focus to the movements of the birds; du Maurier initially presents them as peaceful creatures, saying they were 'rustling like silk', perhaps to shock the reader when the birds begin to display odd, threatening behaviour later on in the extract. This threatening behaviour ends the extract with a line in a paragraph by itself, perhaps to show its importance.

### Candidate 3: Level \_\_\_\_\_

The writer creates a dark tone at the beginning by telling us how the story is set in December. The writer then shifts our focus to the main character, Nat, drawing particular attention to his 'solitary disposition.' The writer creates a peaceful tone by zooming in on the movements of the birds and says they 'rustled like silk.' Silk is soft so the movements of the birds are soft. This interests the reader because this is an effective simile. The writer then uses speech to interest us as this gives us more clues as to the type of character Nat is. He says the word 'perhaps' which shows he likes to ask questions. He is a curious character. The writer then zooms in to the birds again to show how they are growing 'restless' which will make the reader wonder why and perhaps make them fear for Nat.

### Candidate 4: Level \_\_\_\_\_

The writer begins by establishing a cold, somewhat bleak tone by telling us that the month is 'December'. This coincides with the sense of threat that du Maurier includes later on in her story when describing the actions of the birds. Du Maurier shifts our attention to the main character; we see how Hocken is solitary yet his loneliness is focused upon to show how he has some sort of affinity with the birds. The juxtaposition of the birds moving together as opposed to Nat's loneliness not only shows the reader that Nat is outnumbered but also that they provide him with some sort of comfort. We are told how he 'would watch the birds', suggesting that he knows their movements, their 'ritual' and as such can identify when something is wrong. Perhaps this is why du Maurier decides to zoom in on the actions of the birds immediately after telling us that Nat is familiar with them. The fact they are 'restless' begins to create a sense of fear.

# QUESTION 3 PLANNING TABLE

| <b>Quotation and part of the extract that it is from.<br/>E.G. Beginning, middle, end.</b> | <b>Feature Identified</b> | <b>Effect</b> | <b>Has this feature been used once or throughout?<br/>Where?</b> | <b>Why do you think it has been used once or more than once?</b> |
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