

LANGUAGE PAPER 1 - READING

AO1: identify and interpret explicit and implicit information and ideas

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

AO3: [Redacted]

AO4: Evaluate texts critically and support this with appropriate textual references

Marks per question / time:

READ the extract [4 minutes]

Q1 – 4 marks [4minutes]

Q2 – 8 marks [10 minutes]

Q3 – 8 marks [10 minutes]

Q4 – 20 marks [25 minutes]

Question 1: Read again lines to ... List four things from this part of the text about ... (4 marks)

AO1- Identify and interpret explicit and implicit information and ideas.

Question 2: How does the writer use language to describe ??

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

Effect / Influence =
THINK/FEEL/KNOW/DO/LEARN/UNDERSTAND/IMAGINE

Mark scheme

Level 3 Clear, relevant explanation 5–6 marks

Shows clear understanding of language:

- Explains clearly the **effects** of the writer’s choices of language
- Selects a **range of relevant textual detail**
- Makes **clear and accurate use of subject terminology**

How to structure your answer for Q2

Thoughts and feelings/quote/method/explanation

1) We must identify what the writer did.
(Method/technique/word choice)

2) We must use a quotation that matches our writer choice point.

3) We must explore in detail the effects of the writer’s choice. Why did they use this word/device? **This should be the most developed part of the response. Without this, you cannot get to grade 4 or above.**

Question 2: Writing up the Question: What might the writer's purposes be?

To introduce the setting:

To create an atmosphere of mystery and intrigue:

To convey a sense of isolation and unease:

To establish the character’s task at hand:

To evoke a contrast

Effects:

Character understanding is increased

Entertain

Nostalgia

Create atmosphere and mood

Develop liking of/ dislike for/ curiosity about

/understanding of a character

Establish

Confirm

Use time to create a sense of urgency

Imagine

Understand

Understanding of events

To create expectations, desires or anticipation about

future events in the text

Learn

Intrigue

Make laugh

Evoke sympathy

Build tension or a sense of foreboding

Anger

Dislike/Disdain

Admiration

Evoke curiosity

incredulous response

Desire/ Envy

Vicarious pleasure

Foreshadowing

To establish underdog characters

To leave the reader with unanswered questions with

multiple ‘what if’ scenarios racing through their brain

To introduce a character for the reader to champion, the

reader is more satisfied when characters like this succeeds

Method:

Verb,

Adverb

Determiners

Adjectives

Noun

Pronouns

Similes

Imagery

Metaphors

Personification

Onomatopoeia

Zoomorphism

Hyperbole

Emotive language

Repetition

Lexical choice

Question 3: You now need to think about the whole of the source.

The text is from the start/middle of a novel / 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 of the source
- how and why the writer changes this focus as the source develops
- any other structural features that interest you.

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

Mark scheme

Level 3 Clear, relevant explanation 5–6 marks

Shows clear understanding of structural features:

- Explains clearly the effects of the writer’s choices of structural features
- Selects a range of relevant examples
- Makes clear and accurate use of subject terminology

What does this question want me to do?

Structural choice

Beginning, early, opening, middle, penultimate, end?

In its basic form, **what** happens **where** and **why?** (AQA)

What is the writer's purpose and what is the effect on the reader of this structural choice?

VERY IMPORTANT

Protagonist - the main character in a story, and the person that the story is usually written about. The writer usually develops the plot around the protagonist, for instance with some problem that needs solving.

Antagonist - this is a person that opposes or fights against another character (usually the protagonist).

Exposition - the background information on the characters and setting explained at the beginning of the story.

Foreshadow - a warning or indication of (a future event)

Climax - the most intense, exciting, or important point of something; the culmination

Denouement - the final part of a play, film, or narrative in which the strands of the plot are drawn together and matters are explained or resolved

Structural Choices :

Introduce Cliff hanger? Flash Back?
Flash Forward? Reveal Deliberate Withholding
Introduce a character Lightly introduce a character
Establish character as... Develop character
Confirm character Characters revealed?
Setting First? Mystery created? Contrast
Mood Creation Lightly or detailed?
Present Tense ? Pauses
Beginning/Opening Middle End Diversion?
Paragraph length- detailed or not? Why? Foreshadow
Foreboding Cyclical

The writer purposefully includes.....

The writer deliberately organises

The writer skilfully crafts this opening to include

The writer designs ...

The writer constructs ...

The writer deliberately withholds more detail until...

The writer reveals further detail

The writer purposefully ends the text by/with ...

Question 4: Focus this part of your answer on the second part of the source, from line ? to the end.

A student said, “This part of the story is ??????”

To what extent do you agree? (20 marks)

What do you think, feel, know, do, learn, wish or understand each point?

AO4: Evaluate texts critically and support this with appropriate textual references

Mark scheme

Level 3 Clear, relevant evaluation 11–15 marks

Shows clear and relevant evaluation:

- Makes a clear and relevant response to the focus of the statement
- Shows clear understanding of writer’s methods
- Selects a range of relevant textual references
- Evaluates clearly the effect(s) on the reader

Being specific about Structural Choices: character, plot or setting?

What is being introduced?

Lightly introduced or detailed?

Developed further?

Confirmed/established?

Revealed?

Shifts?

WHY?

The writer purposefully includes.....

The writer deliberately organises

The writer skilfully crafts this opening to include

The writer designs ...

The writer constructs ...

The writer deliberately withholds more detail until...

The writer reveals further detail

The writer purposefully ends the text by/with ...