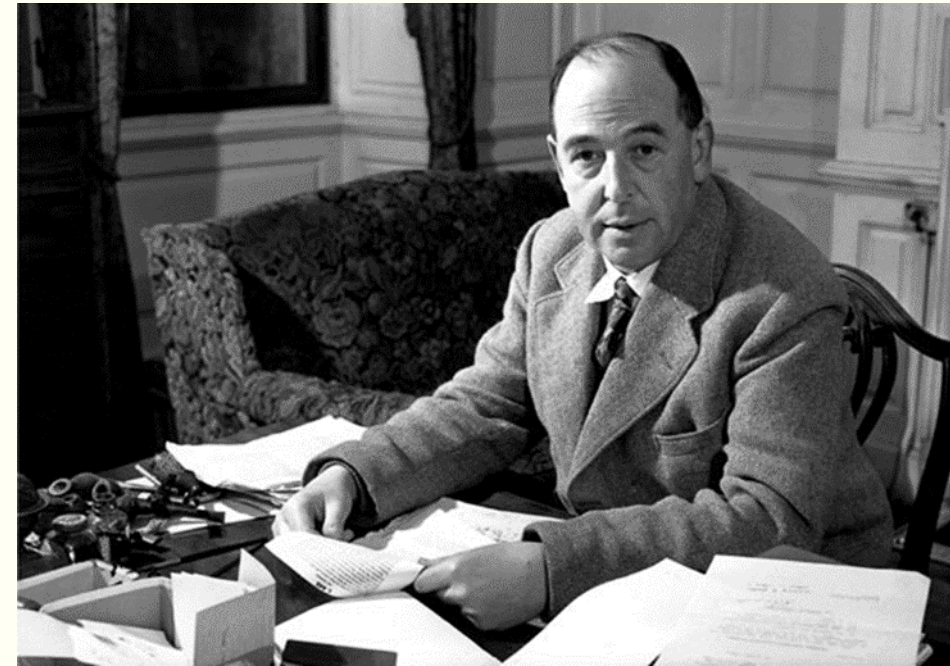


Language Paper 1

- How many marks?
- Which questions do you do?
- How long on each question?
- Which question is on language?
- Which question is on structure?



Friday 8th April

What are we learning?

How to improve our **Q3 responses**

Why?

To prepare for our PPEs

Words

Overview, quotations,
methods, effects



Term 4 and 5 Weekly Focus

28th Feb	<i>Macbeth</i>
7th March	Language Paper 2
14th March	Unseen Poetry
21st March	PPE DIRT Lang 1/ ACC/ Poetry
28th March	<i>Macbeth</i> Y11 Parents' Evening
4th April	Language Paper 1
EASTER	Revision

25th April	Language Paper 2
2nd May	Literature ACC and Anthology Poetry
9th May	Language Paper 1
16th May	Language Paper 1 GCSE Wed 18 th May
23rd May	Literature 1 GCSE (ACC and Anthology Poetry) Wed 25 th May
HALF-TERM	
6th June	Literature 2 GCSE (Shakespeare and Unseen Poetry) Wed 8 th June Language Paper 2 GCSE Fri 10 th June

0	2
---	---

Look in detail at this extract, from **lines 9 to 15** of the source:

(Extract in question paper)

How does the writer use language here to convey Mr Fisher's views on books and stories of the past?

You could include the writer's choice of:

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

[8 marks]

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**

Q2 – ask yourself:

- What are Mr Fisher’s views on books and stories of the past?
- Where does the writer use interesting language to show this?
- What is the effect on the reader?

0 2

Look in detail at this extract, from **lines 9 to 15** of the source:

(Extract in question paper)

How does the writer use language here to convey Mr Fisher’s views on books and stories of the past?

You could include the writer’s choice of:

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

[8 marks]

9 Mr Fisher remembered a time – surely, not so long ago – when books were golden, when
10 imaginations soared, when the world was filled with stories which ran like gazelles and
pounced like tigers and exploded like rockets, illuminating minds and hearts. He had seen
it happen; had seen whole classes swept away in the fever. In those days, there were
heroes; there were dragons and dinosaurs; there were space adventurers and soldiers of
fortune and giant apes. In those days, thought Mr Fisher, we dreamed in colour, though
15 films were in black and white, and good always triumphed in the end.

Choose **three** good quotations to write about
(include some figurative language).

Question Two

Ask yourself:

- What are Mr Fisher's views on books and stories of the past?
 - Where does the writer use interesting language to show this?
 - What is the effect on the reader?
-
- Write about **language** first
 - Look for metaphor, simile, personification.
 - Then powerful verbs, adjectives, adverbs.
 - **Avoid writing about sentence structures and punctuation** (unless you have a *really clear point* and can say something about the effect on the reader)

What can we say about this quotation?

‘When books were golden’

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

Language technique and quotation	Effect on reader
Powerful adjective 'golden'	Positive and suggests the books were glowing or precious..

Now write your Question 2 response (10 minutes)

- *The writer presents Mr Fisher's ideas views on books of the past as...*
- *The writer says...*
- *The use of the word/phrase/technique... suggests*
- *This creates an impression/feeling/idea of...which makes the reader understand...*
- *Another way the writer uses language is by...*

Level 3 Clear, relevant explanation 5-6 marks	Shows clear understanding of language: <ul style="list-style-type: none">• 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
------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

The writer uses the adjective 'golden' to suggest Mr Fisher has a positive, glowing view of the books of the past. He says they were full of stories which 'ran like gazelles and pounced like tigers'. This metaphor conveys that the stories carried you along and were like fast moving animals, attacking the reader's imagination to make them gripped in what they were reading. The writer then uses the image 'illuminating minds and hearts', implying that Mr Fisher thinks that in the past, these stories lit up every part of the reader with enthusiasm.

Now re-write your Q2 response, making sure that your answer has:

1. A clear focus on method
2. A quotation
3. An explanation of the effect on the reader:
 - *'this metaphor conveys...'*
 - *'this suggests...'*
 - *'this makes the reader think...'*
 - *'this implies...'*



The writer uses the adjective 'golden' to suggest Mr Fisher has a positive, glowing view of the books of the past. He says they were full of stories which 'ran like gazelles and pounced like tigers'. This metaphor conveys that the stories carried you along and were like fast moving animals, attacking the reader's imagination to make them gripped in what they were reading. The writer then uses the image 'illuminating minds and hearts', implying that Mr Fisher thinks that in the past, these stories lit up every part of the reader with enthusiasm.

Question Three

0 3

You now need to think about the **whole** of the source.

This 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 of the source
- how and why the writer changes this focus as the source develops
- any other structural features that interest you.

[8 marks]

Q3

At the beginning of the source, the writer focuses our attention on introducing Mr Fisher, the protagonist. We learn that he is a teacher who 'lives alone in a small terraced house.' The writer explains that he has had a 'disappointing term' and that he is not looking forward to marking his books. At this point, we feel that his life is boring and repetitive and he has nothing to look forward to apart from 'home: dinner, bed.'

The writer then introduces Tibbet, who is described as...

It is important for the writer to introduce him now because...

The main change takes place when...

The writer shows Mr Fisher's reaction as...

This surprises the reader because...

Question Three

<p>Level 3 Clear, relevant explanation</p> <p>5-6 marks</p>	<p>Shows clear understanding of structural features:</p> <ul style="list-style-type: none">• 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
-------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Q3 - What is meant by 'structure'?

On a simple level:

- beginnings
- endings
- perspective shifts
- topic change

Structure can also include:

Foregrounding (what is focused on – character, place, another element)

Paragraphing – long, single word or single sentence paragraphs

Chronology or **sequence** (flashbacks, cliffhangers)

Focus shifts – changes in topics, shift from describing language to characters

Tense – past, present, future – does it change?

Use of time (Years, seasons, time of day)

Pace of events

Patterns such as repetition, listing or contrast

Connection between first and last sentence

Q 3 Structure – identify the key moments or shifts in the source.

Source A is taken from the beginning of a short story written by Joanne Harris. Mr Fisher, a teacher of English for forty years, works at St Oswald's Grammar School for Boys.

1 Mr Fisher lived alone in a small terraced house in the centre of town. He did not own a car, and therefore preferred to do as much as he could of his weekend marking in the form room after school. Even so, there were usually two or three stacks of books and papers to take home on the bus.

5 It had been a disappointing term at St Oswald's. For most of the boys in 3F, creative writing was on a par with country dancing and food technology. Oh, he'd tried to engage their interest. But books just didn't seem to kindle the same enthusiasm as they had in the old days.

9 Mr Fisher remembered a time – surely, not so long ago – when books were golden, when imaginations soared, when the world was filled with stories which ran like gazelles and pounced like tigers and exploded like rockets, illuminating minds and hearts. He had seen it happen; had seen whole classes swept away in the fever. In those days, there were heroes; there were dragons and dinosaurs; there were space adventurers and soldiers of fortune and giant apes. In those days, thought Mr Fisher, we dreamed in colour, though films were in black and white, and good always triumphed in the end.

20 Now everything was in black and white, and though Mr Fisher continued to teach with as much devotion to duty as he had forty years before, he was secretly aware that his voice had begun to lack conviction. To these boys, these sullen boys with their gelled hair and perfect teeth, everything was boring. Shakespeare was boring. Dickens was boring. There didn't seem to be a single story left in the world that they hadn't heard before. And over the years, though he had tried to stop it, a terrible disillusionment had crept over Mr Fisher, who had once dreamed so fiercely of writing stories of his own. They had come to the end of the seam, he understood. There were no more stories to be written. The magic had run out.

25 This was an uncharacteristically gloomy train of thought, and Mr Fisher pushed it away. Not all his boys lacked imagination. Alistair Tibbet, for instance, even though he had obviously done part of his homework on the bus. An amiable boy, this Tibbet. Not a brilliant scholar by any means, but there was a spark in him which deserved attention.

30 Mr Fisher took a deep breath and looked down at Tibbet's exercise book, trying not to think of the snow outside and the five o'clock bus he was now almost certain to miss. Four books to go, he told himself; and then home; dinner; bed; the comforting small routine of a winter weekend.

35 But, gradually sitting there in the warm classroom with the smell of chalk and floor polish in his nostrils, Mr Fisher began to experience a very strange sensation. It began as a tightening in his diaphragm, as if a long unused muscle had been brought into action. His breathing quickened, stopped, quickened again. He began to sweat. And when he reached the end of the story, Mr Fisher put down his red pen and went back to the beginning, re-reading every word very slowly and with meticulous care.

40 This must be what a prospector feels when, discouraged and bankrupt and ready to go home, he takes off his boot and shakes out a nugget of gold the size of his fist. He read it again, critically this time, marking off the paragraphs with notes in red. A hope, which at first Mr Fisher had hardly dared to formulate, swelled in him and grew strong. He found himself beginning to smile.

45 If anyone had asked him what Tibbet's story was about, Mr Fisher might have been hard put to reply. There were themes he recognised, elements of plot which were vaguely familiar: an adventure – a quest, a child, a man. But to explain Tibbet's story in these terms was as meaningless as trying to describe a loved one's face in terms of nose, eyes, mouth. This was something new. Something entirely original.

1. Make a point about what is being focused on
2. Support with a quotation
3. Write about ***why the writer does this and the effect on the reader:***

‘The writer does this so that...’

‘This shows that...’

‘This makes the reader feel...’

‘This is a contrast to ...’

‘This helps to explain what happens later...’

‘ This reminds the reader of ...’

To improve

1. Make a point about what is being focused on
2. Support with a quotation
3. Write about ***why the writer does this and the effect on the reader:***
 - ‘The writer does this so that...’
 - ‘This shows that...’
 - ‘ This makes the reader feel...’
 - ‘This is a contrast to ...’
 - ‘ This reminds the reader of ...’

What happens – structural device (quotation)	Effect on reader
We learn about Mr Fisher’s life	Background information to introduce us to him
Focus shift to his views on education	We learn how difficult it is to engage his students – important as it explains his response later

Now write your Q3 response (10 minutes)

- **Terminology** – At the beginning of the text the writer focuses our attention on... Introduces... sets the scene... uses foreshadowing... Later on the focus shifts... The writer introduces some dialogue... We then move forward... At the end of the text we are shown... cliffhanger... denouement...
- **Examples** – For example... when it says... this is shown to be... we see that they are ...
- **Effect** – This interests the reader because... we learn that... this makes the reader feel pity/ sympathy... the reader is intrigued/ alarmed/ suspicious/ concerned/ surprised... the reader realises/ understands/ wants to know/ is left feeling ...

After some background information about Mr Fisher at the beginning of the source, the focus shifts to his thoughts about teaching, and we learn how difficult he finds it to engage his students in creative writing. The middle section of the text starting 'Mr Fisher remembered a time' switches to the past, when 'whole classes were swept away' with enthusiasm for reading, before then coming back to the present time again. This flashback is important structurally because it gives the reader a comparison. At this point, we can see how Mr Fisher thinks the past was so much better, which therefore emphasises how bad teaching is for him now.



Now re-write your Q3 response, making sure that your answer:

1. Identifies a structural feature/ what the writer is focusing the reader on
2. Quotation
3. Explains the effect of this use of structure on the reader:

'The writer does this so that...'

'This shows that...'

'This makes the reader feel...'

'This helps to explain what happens later...'

'This is a contrast to ...'

'This reminds the reader of ...'



After some background information about Mr Fisher at the beginning of the source, the focus shifts to his thoughts about teaching, and we learn how difficult he finds it to engage his students in creative writing. The middle section of the text starting 'Mr Fisher remembered a time' switches to the past, when 'whole classes were swept away' with enthusiasm for reading, before then coming back to the present time again. This flashback is important structurally because it gives the reader a comparison. At this point, we can see how Mr Fisher thinks the past was so much better, which therefore emphasises how bad teaching is for him now.