



What can you predict about the text we will read?

What might be the storyline?

What *feelings* might be included?



# Section A - Reading

- Read the extract carefully. In the real exam the extract will be in a **separate booklet**. You need to make sure you read the notes on the front of the booklet and the notes at the top of the extract as they may help.
- Read each question carefully. Make sure you **highlight key words** and **line numbers**.
- Question 1 will be a **list** question – AO1 [4 marks]
- Question 2 will be a **language** question – AO2 [8 marks]
- Question 3 will be a **structure** question – AO2 [8 marks]
- Question 4 will be a **to what extent** question – AO4 [20 marks]
- You should spend 1 hour on this section – **15 minutes reading time**, 40 minutes answering the questions (**1 minute per mark**) and **5 minutes for checking your work**.



# Section A: Reading

## Question 1

1. Read again the first part of the source, lines 1 – 8.

List four details from this part of the text about what **the man is doing**. (4 marks)

# Possible answers

1. He had first trench watch
2. He gulped a mug of chlorine tasting tea
3. He started walking to the outermost position on their left
4. He stopped to chat for a few minutes
5. He was thinking that it was a quiet day

**Top tip**  
**Always copy**  
**directly from**  
**the text.**

# Section A: Reading

## Question 2

Underline the key elements of this question.

- How does the **writer use language** here to **describe the effects of the bomb**? [8 marks]

He'd gone, perhaps, three fire bays along when he heard the whoop of a shell, and, spinning round, saw the scrawl of dusty brown smoke already drifting away. He thought it'd gone clear over, but then he heard a cry and, feeling sick in his stomach, he ran back. Logan was there already. It must have been Logan's cry he heard, for nothing in that devastation could have had a voice. A conical black hole, still smoking, had been driven into the side of the trench. Of the kettle, the frying-pan, the carefully tended fire, there was no sign, and not much of Sawdon and Towers either, or not much that was recognizable.

There was a pile of sandbags and shovels close by, stacked against the parapet by a returning work party. He reached for a shovel. Logan picked up a sandbag and held it open, and he began shovelling soil, flesh and splinters of blackened bone into the bag. As he shovelled, he retched. He felt something jar against his teeth and saw that Logan was offering him a rum bottle. He forced down bile and rum together.

**Highlight  
all quotes  
that  
describe  
the effects  
of the  
bomb.**

He'd gone, perhaps, three fire bays along when he heard the **whoop of a shell**, and, spinning round, saw the scrawl of dusty brown smoke already drifting away. He thought it'd gone clear over, but then he **heard a cry and, feeling sick in his stomach, he ran back**. Logan was there already. It must have been Logan's **cry** he heard. **for nothing in that devastation could have had a voice**. A conical **black hole, still smoking, had been driven into the side of the trench**. Of the kettle, the frying-pan, the carefully tended fire, there was no sign, and not much of Sawdon and Towers either, or not much that was recognizable.

There was a pile of sandbags and shovels close by, stacked against the parapet by a returning work party. He reached for a shovel. Logan picked up a sandbag and held it open, and he began **shovelling soil, flesh and splinters of blackened bone** into the bag. As he **shovelled**, he **retched**. He felt something jar against his teeth and saw that Logan was offering him a rum bottle. **He forced down bile and rum together**.



What devices  
have been  
used?

# Possible quotations

1. 'nothing in that devastation could have had a voice' (Personification)
2. 'A conical **black** hole had been **driven** into the side of the trench' (Adjective & Verb)
3. 'shovelling' and 'shovelled' Repetition
4. 'He **forced** down **bile** and rum together' (sensory details)



# Sentence stems

***Point - The writer uses... to***

***Evidence - For example... / This is shown by... / The writer states... /***

***This is due to the use of...***

***Explain - This suggests...***

***Analysis of language - The [terminology] “\_\_\_” ...***

***CHALLENGE: Furthermore, this suggests.....***

## Use the A5 and complete the 'because'

The use of sound throughout the extract is used to emphasise the horrific consequences and effects of the bomb. The use of 'whoop' 'cry' and 'retched' illustrate the pain and suffering caused by the bomb because...

The onomatopoeic word 'whoop' is used to demonstrate the sheer shock and surprise of the attack and how quickly it happened because...

Furthermore, the 'cry' and 'retched' show the physical impact and the sickness caused by the attack

Use the mark scheme to assess the quality of the answer.  
Create a checklist to help you answer Q2.

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

This question assesses Language i.e. Words / Phrases / Language Features / Language Techniques / Sentence Forms

| <b>Level</b>   | <b>Skills Descriptors</b>  |
|--|--|
| <b>Level 4</b><br>Perceptive, detailed<br><b>7-8 marks</b> | Shows detailed and perceptive understanding of <i>language</i> <ul style="list-style-type: none"><li><input type="checkbox"/> Analyses the effects of the writer's choices of <i>language</i></li><li><input type="checkbox"/> Selects a thoughtful range of quotations</li><li><input type="checkbox"/> Uses sophisticated subject terminology accurately</li></ul> |
| <b>Level 3</b><br>Clear, relevant<br><b>5-6 marks</b>      | Shows clear understanding of <i>language</i> <ul style="list-style-type: none"><li><input type="checkbox"/> Clearly explains the effect of the writer's choices of <i>language</i></li><li><input type="checkbox"/> Select a range of relevant quotations</li><li><input type="checkbox"/> Uses subject terminology accurately</li></ul>                             |
| <b>Level 2</b><br>Some, attempts<br><b>3-4 marks</b>       | Shows some understanding of <i>language</i> <ul style="list-style-type: none"><li><input type="checkbox"/> Attempts to comment on the effect of <i>language</i></li><li><input type="checkbox"/> Selects some relevant quotations</li><li><input type="checkbox"/> Uses some subject terminology, not always appropriately</li></ul>                                 |
| <b>Level 1</b><br>Simple, limited<br><b>1-2 marks</b>      | Shows some understanding of <i>language</i> <ul style="list-style-type: none"><li><input type="checkbox"/> Offers simple comment on effect of <i>language</i></li><li><input type="checkbox"/> Simple references or textual details</li><li><input type="checkbox"/> Simple mention of subject terminology.</li></ul>  |
| <b>Level 0</b><br><b>No marks</b>                          | No comment offered on the use of language.<br>Nothing to reward.   |

# Section A: Reading

## Question 3

Underline the key elements of this question.

- **3.** You now need to think about the **whole** of the **source**.
- This text is from the middle of a novel.
- How has the writer structured the text to interest you as a reader? **[8 marks]**

# Section A: Reading

## Question 3

Underline the key elements of this question.

Why might this piece of information be important?

- **3.** You now need to think about the **whole** of the **source**.
- This text is from the **middle of a novel**.
- How has the writer **structured the text to interest you** as a reader? **[8 marks]**



English  
Language

Structure

## Starter

Re-read the extract from last lesson.

The extract can be broken down into three sections. Work out the following:

- What the writer focuses your attention on at the beginning
- What the writer focuses your attention on in the middle
- What the writer focuses your attention on at the end.

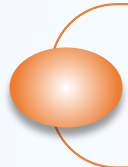
Clearly separate each section on your extract.

# Structural features



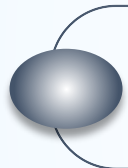
## Whose views?

Who is telling the story? What *perspective* is it from?



## What time is it?

How is time ordered in it? What sort of *sequence* do I see?



## Where am I?

What's the place, *location, setting*? How did I find out?



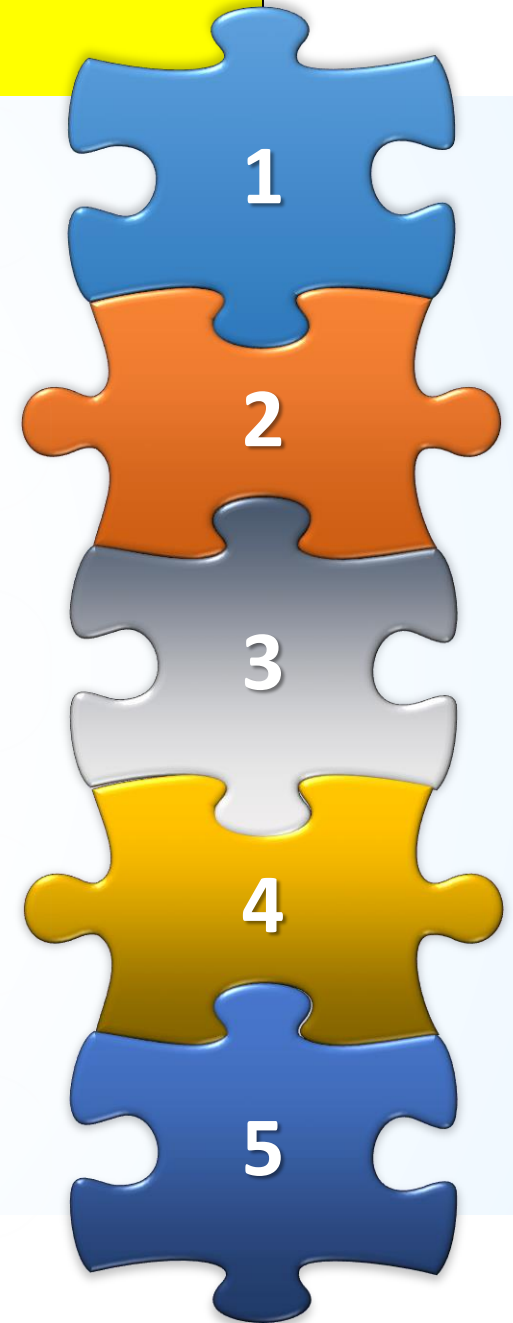
## Who is here?

What *character(s)* have I met and how were they introduced?



## What's it made of?

What shapes, styles and patterns can I see in the sentences?



# Structure

**CHALLENGE: build in  
subject terminology (AO2)**

1. Beg - Focus on Prior, the main character and the relative peace in the trench. The bombardment is foreshadowed by how unusually quiet it is.
2. Middle – the disturbance of the peace with the arrival of a shell and the horrors it leaves behind.
3. End – at the start Prior is surprised by the peace and silence. After the bombardment, Prior is unable to communicate due to being in shock. Complete contrast to the start. Peace – devastation.

**Select a range of  
examples  
(evidence) from  
start to finish  
commenting on  
the writer has  
structured the text  
to interest the  
reader.**



# WAGOLL: WWW? EBI?

The extract begins in the middle of a flashback where the narrator, in 3<sup>rd</sup> person for Prior, recalls an event from the trenches as he is trying to come to terms with the events that left him unable to speak. Despite being in the middle of a war, the text asserts that 'A quiet day he thought walking on' leading the reader to think that this level of peace is unusual and therefore foreshadows the bombardment that is about to destroy the peace and understand what left Prior being unable to speak.

**Continue the answer commenting on the whole of the extract. Use the support mats to guide you.**

**AO2** – Explain, comment and analyse how writers use structure to achieve effects and influence readers, using relevant subject terminology to support their views.

This question assesses Language i.e. Words / Phrases / Language Features / Language Techniques / Sentence Forms

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| <b>Level 0</b><br><b>No marks</b>                          | No comment offered on the use of structure<br>Nothing to reward.   |

## Q4: highlight the key parts of the question

Focus this part of your answer on the **second half of the source, from line 21 to the end.**

A student, having read this section of the text said: **“The writer helps us to feel sympathy and understanding towards the character and his condition.”**

**To what extent do you agree?** [20 marks]

In your response, you should:

- write about your own impressions of Prior’s condition
- evaluate how the writer has created these impressions
- support your opinions with quotations from the text.

Look at Q4 and highlight the key words.  
You must understand the task before you make a start.

### Planning

1. Highlight the part of the extract you need to focus on. For example, draw a line above line 21.
2. Highlight all the quotes that make us feel sorry for Prior.

**CHALLENGE:** identify specific devices used by the writer.

# Possible quotations

1. 'He forced down bile and rum together. Logan kept his face averted as the shoveling went on. He was swearing under his breath, steadily, blasphemously, obscenely, inventively.'
2. 'He could see his hand was shaking, but the shaking didn't seem to be anything to do with him. "What am I supposed to do with this gob-stopper?" He saw Logan blink and knew he was afraid.'
3. 'but a numbness had spread all over the lower half of his face.'
4. 'How complex those movements were, how amazing the glimpses of teeth and tongue, the movement of muscles in the jaw.'
5. 'He ran his tongue along the edges of his teeth, curved it back, stroked the ridged palate, flexed his lips, felt the pull of skin and the stretching of muscles in his throat. All present and correct, but how they combined to make sounds he had no idea.'

# Class analysis

‘He **forced** down **bile** and rum together. Logan kept his face averted as the **shoveling** went on. He was swearing under his breath, steadily, blasphemously, obscenely, inventively.’

# Sentence stems

- Wholeheartedly / I totally agree that.....
- To some extent agree..
- Sympathy is created.....
- The narrator describes.....
- The use of.....
- Furthermore.....
- The reader.....

Keep referring to the mark scheme to ensure you are aiming for target.

- G6 – 6- 10 marks
- G7 – 11-15 marks
- G8- 16 – 20 marks

Now it is time for you to write have a go at writing a response.

### Checklist

- ✓ 20 marks = 20 minutes
- ✓ Refer to the statement
- ✓ Refer to the question
- ✓ Techniques
- ✓ Word classes
- ✓ Quote
- ✓ Zoom in/Analyse/Say a lot about a little