

## **Teach yourself at home pack**

***If you are off school for any reason please work through this booklet during your English lessons (1 hour per day)***

**NAME:**

### **GCSE English Language Paper 1:**

Explorations is creative reading and writing

#### **What skills are assessed on this paper?**

##### **Reading**

AO1: Finding information in a text and showing your understanding

AO2: Identifying features of language and structure and explaining their effects

AO4: Giving your opinion about how a text has been written

##### **Writing**

AO5: Communicate clearly and effectively and organise your ideas

AO6: Be accurate with your spelling, punctuation and grammar

## Question 1

You will be give one extract from a **fiction text** to read on this paper. It will be about a page long.

The first question will ask you to re-read a small part of the text – usually the opening paragraph and **list four things**.

You can put your answers in your **own words** or you can **pick phrases out of the text**.

Make sure you pick out only the **relevant information** from the **right part of the text**.



**The mark scheme says...**Give one mark for each point made.

**TASK** Read this extract from “A High Wind In Jamaica” by Richard Hughes

The sun was still red and large: **the sky above cloudless**, a light blue glaze poured over baking clay: but close over the ground a dirty grey haze hovered. As they followed the lane towards the sea they came to a place where, yesterday, a fair-sized spring had bubbled up by the roadside. Now it was dry. But even as they passed some water splashed out, and then it was dry again, although gurgling inwardly to itself. But the group of children were hot, far too hot to speak to one another: they sat on their ponies as loosely as possible, longing for the sea.

**TASK** List four things from this part of the text about the weather in Jamaica.

*(The first one has been done for you this time)*

1. There are no clouds in the sky

2.

3.

4.

**4 marks**

**TASK** Read this extract from “A High Wind In Jamaica” by Richard Hughes

The morning advanced. The heated air grew quite easily hotter, as if from some enormous furnace from which it could draw at will. Bullocks only shifted their stinging feet when they could bear the soil no longer: even the insects were too lethargic to pipe, the basking lizards hid themselves and panted. It was so still you could have heard the least buzz a mile off. Not a naked fish would willingly move his tail. The ponies advanced because they must. The children ceased even to think.

**TASK** List four things from this part of the text about the effect of the weather on the animals.

1.

2.

3.

4.

**4 marks**

**TASK** Read the following extract from “The Number 1 Ladies Detective Agency” by Alexander McCall Smith.

Suddenly she saw the house, tucked away behind the trees almost in the shadow of the hill. It was a bare earth house in the traditional style; brown mud walls, a few glassless windows, with a knee-height wall around the yard. A previous owner, a long time ago, had painted designs on the wall, but neglect and the years had scaled them off and only their ghosts remained ... She opened the door and eased herself out of the van. The sun was riding high; its light prickled at her skin. They were too far west here, too close to the Kalahari Desert, and her unease increased. This was not the comforting land she had grown up with; this was the merciless Africa, the waterless land.

**TASK:** List four things from this part of the text about the effect of the weather on the animals.

1.

2.

3.

4.

**4 marks**

## Question 2

Question 2 will ask you to explain **how the writer's choice of language has been used**. The question will direct you to an extract from the text which will be re-printed for you.

Use **SQI paragraphs**: statement/quotation/inference. You might know this as PEE, PEA, PETAL or PETA paragraphs.

For more marks, add a **because** or an **alternative interpretation**.

There are **8 marks** for this question



### The mark scheme says...

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

**TASK:** Look in detail at this extract from "My Family And Other Animals" by Gerald Durrell.

The garden, surrounded by tall fuchsia hedges, had the flower beds worked in complicated geometrical patterns, marked with smooth white stones. The white cobbled paths, scarcely as wide as a rake's head, wound laboriously round beds hardly larger than a big straw hat, beds in the shape of stars, half-moons, triangles, and circles all overgrown with a shaggy tangle of flowers run wild.

How does the writer use language here to describe the garden?

You could include the writer's choice of:

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

**TASK** Pick out two or three phrases that you think are effective. Look for **language rich** quotations – ones that use a specific technique like a **metaphor, simile, personification, list, pattern of three, repetition or emotive words**.

Decide what the words you have chosen **suggest or imply**.

Are there any **very short or very long sentences**? If there are, think about why they might have been used.

**Sample answer:**

Gerald Durrell makes the garden seem unusual. He says it is made up of "complicated geometrical patterns" which suggests that someone has designed it carefully. The writer uses a list of different shapes "stars, half-moons, triangles, and circles" which adds to the idea that the garden is complicated and the use of long complex sentences reflects the complexity of the garden and the long paths.

In contrast however, the writer makes the garden sound a bit uncared for when he writes that the flower beds are, "a shaggy tangle of flowers run wild". The phrase "shaggy tangle" suggests that the flowers are all mixed up and growing out of control because it sounds like hair that has not been brushed and has become knotted.

**TASK** :Before you move on, use a highlighters or coloured pencils to highlight the following in the sample answer:

- Clear statements about the garden
- Quotations from the extract
- Single words or short phrases picked out for comment
- Named features or techniques
- A comment on sentence forms
- "Because" clauses to explain further

Now try writing an answer focusing on this paragraph which continues the description of the garden.

Roses dropped petals that seemed as big and smooth as saucers, flame-red, moon-white, glossy, and unwrinkled; marigolds like broods of shaggy suns stood watching their parent's progress through the sky. In the low growth the pansies pushed their velvety, innocent faces through the leaves, and the violets drooped sorrowfully under their heart shaped leaves. The bougainvillea that sprawled luxuriously over the tiny iron balcony was hung, as though



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**8 marks**

**TASK** Before you move on, highlight these things in your answer:

- Clear statements about the garden
- Quotations from the extract
- Single words or short phrases picked out for comment
- Named features or techniques
- A comment on sentence forms
- “Because” clauses to explain further

**What did you miss out?**

Go back and add it and Set yourself the target to include it next time!

**Task** Look in detail at this extract from “The Hunger Games” by Suzanne Collins

Sitting at Prim’s knees, guarding her, is the world’s ugliest cat. Mashed-in nose, half of one ear missing, eyes the colour of rotting squash. Prim named him Buttercup, insisting that his muddy yellow coat matched the bright flower. He hates me. Or at least distrusts me. Even though it was years ago, I think he still remembers how I tried to drown him in a bucket when Prim brought him home. Scrawny kitten, belly swollen with worms, crawling with fleas. The last thing I needed was another mouth to feed. But Prim begged so hard, cried even, I had to let him stay. It turned out OK. My mother got rid of the vermin and he’s a born mouser. Even catches the occasional rat. Sometimes, when I clean a kill, I feed Buttercup the entrails. He has stopped hissing at me. Entrails. No hissing. This is the closest we will ever come to love.





**Task** Before you move on, what did you do better this time?

**Task** What will you do better next time?

### Question 3

The third question will ask you to explain how the writer has **structured the text** to interest you as a reader. You will be asked to focus on **the whole of the extract**.

Use **SQI paragraphs**: statement/quotation/inference. You might know this as PEE, PEA, PETAL or PETA paragraphs.

For more marks, add a **because** or an **alternative interpretation**.

There are **8 marks** for this question



#### The mark scheme says...

Shows clear understanding of structural features:

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

The question will look like this...

You now need to think about the whole of the Source. This text is from the opening of a novel. 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 Source develops
- any other structural features that interest you.

**8 marks**

If you find looking at a longer text difficult, put a piece of plain paper over it and move it down gradually as you read it bit by bit. Remember that you will have already read a lot of it by doing Question 1 and Question 2.

**Task** Re-read the extract.

- What does the writer focus your attention on at the **start**?
- What do they move on to as the extract progresses?
- What changes as you read on?
- How does the writer end the extract?

This is an extract from *The Hunger Games* by Suzanne Collins. Katniss Everdeen is one of 12 “tributes”. They are contestants in a television contest where they have to try to survive. The last one alive wins. Katniss has been given advice by her trainer, Haymitch.

Sixty seconds. That's how long we're required to stand on our metal circles before the sound of a gong releases us. Step off before the minute is up, and land mines blow your legs off. Sixty seconds to take in the ring of tributes all equidistant from the Cornucopia, a giant golden horn shaped like a cone with a curved tail, the mouth of which is at least twenty feet high, spilling over with the things that will give us life here in the arena. Food, containers of water, weapons, medicine, garments, fire starters. Strewn around the Cornucopia are other supplies, their value decreasing the farther they are from the horn. For instance, only a few steps from my feet lies a three-foot square of plastic. Certainly it could be of some use in a downpour. But there in the mouth, I can see a tent pack that would protect from almost any sort of weather. If I had the guts to go in and fight for it against the other twenty-three tributes. Which I have been instructed not to do.

We're on a flat, open stretch of ground. A plain of hard-packed dirt. Behind the tributes across from me, I can see nothing, indicating either a steep downward slope or even a cliff. To my right lies a lake. To my left and back, sparse piney woods. This is where Haymitch would want me to go. Immediately.

I hear his instructions in my head. "Just clear out, put as much distance as you can between yourselves and the others, and find a source of water."

But it's tempting, so tempting, when I see the bounty waiting there before me. And I know that if I don't get it, someone else will. That the Career Tributes who survive the bloodbath will divide up most of these life-sustaining spoils. Something catches my eye. There, resting on a mound of blanket rolls, is a silver sheath of arrows and a bow, already strung, just waiting to be engaged. *That's mine*, I think. *It's meant for me*.

I'm fast. I can sprint faster than any of the girls in our school, although a couple can beat me in distance races. But this forty-yard length, this is what I am built for. I know I can get it, I know I can reach it first, but then the question is how quickly can I get out of there? By the time I've scrambled up the packs and grabbed the weapons, others will have reached the horn, and one or two I might be able to pick off, but say there's a dozen, at that close range, they could take me down with the spears and the clubs. Or their own powerful fists. Still, I won't be the only target. I'm betting many of the other tributes would pass up a smaller girl, even one who scored an eleven in training, to take out their more fierce adversaries.

**Structure “toolkit”.**

Use these “mix and match” phrases to help you create sentences that explore the way the extract has been structured. You will need to add in your comments and choose short quotations from the text to support your ideas. Add your own phrases if you need to!

In the opening sentence,	the writer focuses the reader’s attention on...	Q U O T A T I O N	in order to make the reader wonder...
At the start,			
Throughout the extract,	she turns the reader’s attention to...		in order to make the reader think...
Next,	she keeps mentioning...		in order to increase the tension
Then,	she repeats...		in order to decrease the tension
As the extract progresses,	the writer foreshadows...		in order to encourage the reader to imagine...
In the last paragraph,	the writer introduces the character’s thoughts...		in order to make the reader wonder...
Finally,	she changes the pace of the writing...		in order to create a question in the reader’s mind

**Sample paragraph...**

At the start of the extract, the writer focuses the reader's attention on how little time Katniss has. She writes, "Sixty seconds". Collins uses a two-word sentence in order to encourage the reader to imagine how scared Katniss is and how fast she is having to think.



This is an extract from *Of Mice and Men* by John Steinbeck. George and Lennie travel from place to place to get work on farms and ranches. Lennie is an adult with learning difficulties. The story is set in the USA in the 1930's.

Evening of a hot day started the little wind to moving among the leaves. The shade climbed up the hills toward the top. On the sand banks the rabbits sat as quietly as little grey sculptured stones. And then from the direction of the state highway came the sound of footsteps on crisp sycamore leaves. The rabbits hurried noiselessly for cover. A stilted heron laboured up into the air and pounded down river. For a moment the place was lifeless, and then two men emerged from the path and came into the opening by the green pool.

They had walked in single file down the path, and even in the open one stayed behind the other. Both were dressed in denim trousers and in denim coats with brass buttons. Both wore black, shapeless hats and both carried tight blanket rolls slung over their shoulders. The first man was small and quick, dark of face, with restless eyes and sharp, strong features. Every part of him was defined: small, strong hands, slender arms, a thin and bony nose. Behind him walked his opposite, a huge man, shapeless of face, with large, pale eyes, and wide, sloping shoulders; and he walked heavily, dragging his feet a little, the way a bear drags his paws. His arms did not swing at his sides, but hung loosely.

The first man stopped short in the clearing, and the follower nearly ran over him. He took off his hat and wiped the sweat-band with his forefinger and snapped the moisture off. His huge companion dropped his blankets and flung himself down and drank from the surface of the green pool; drank with long gulps, snorting into the water like a horse. The small man stepped nervously beside him.

"Lennie!" he said sharply. "Lennie, for God' sakes don't drink so much." Lennie continued to snort into the pool. The small man leaned over and shook him by the shoulder. "Lennie. You gonna be sick like you was last night."

Lennie dipped his whole head under, hat and all, and then he sat up on the bank and his hat dripped down on his blue coat and ran down his back. "Tha's good," he said. "You drink some, George. You take a good big drink." He smiled happily.

George unslung his bindle and dropped it gently on the bank. "I ain't sure it's good water," he said. "Looks kinda scummy."

Lennie dabbled his big paw in the water and wiggled his fingers so the water arose in little splashes; rings widened across the pool to the other side and came back again. Lennie watched them go. "Look, George. Look what I done."



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**Task** Before you move on, what did you do better this time? What could you still improve?

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#### Question 4.

The fourth question will ask you to give your opinion on someone else's view of the text. This is called **evaluating**.

You will need to support your ideas with **analysis paragraphs**.

Try to write about **language and zoom in on individual words and methods**

Remember to use **the right terminology** to describe the features you talk about.

There are **20 marks** available for this question.



#### The mark scheme says...

Shows clear and relevant evaluation:

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

#### The question will look like this...

Focus this part of your answer on the second part of the Source from line 16 to the end.

A student, having read this section of the text said: "The writer makes the writing very tense and exciting. I feel as if I am standing in the arena with Katniss and the other tributes."

To what extent do you agree?

In your response, you could:

- write about your own impressions of the tension in the writing
- evaluate how the writer has created these impressions
- support your opinions with references to the text.

**20 marks**

**This question is based on the Hunger Games extract. Lines 16 to the end have been reprinted on the next page.**

I hear his instructions in my head. "Just clear out, put as much distance as you can between yourselves and the others, and find a source of water."

But it's tempting, so tempting, when I see the bounty waiting there before me. And I know that if I don't get it, someone else will. That the Career Tributes who survive the bloodbath will divide up most of these life-sustaining spoils. Something catches my eye. There, resting on a mound of blanket rolls, is a silver sheath of arrows and a bow, already strung, just waiting to be engaged. *That's mine*, I think. *It's meant for me*.

I'm fast. I can sprint faster than any of the girls in our school, although a couple can beat me in distance races. But this forty-yard length, this is what I am built for. I know I can get it, I know I can reach it first, but then the question is how quickly can I get out of there? By the time I've scrambled up the packs and grabbed the weapons, others will have reached the horn, and one or two I might be able to pick off, but say there's a dozen, at that close range, they could take me down with the spears and the clubs. Or their own powerful fists. Still, I won't be the only target. I'm betting many of the other tributes would pass up a smaller girl, even one who scored an eleven in training, to take out their more fierce adversaries.

Question - A student, having read this section of the text said: "The writer makes the writing very tense and exciting. I feel as if I am standing in the arena with Katniss and the other tributes." To what extent do you agree or disagree?

#### **Task What to do...**

- Read the opinion in the question carefully
- Find reasons why someone might agree with the statement
- Give an opposing opinion if you have one
- Use PEZZ to support your ideas
- Name specific language and structural devices in your answer.

#### **Useful Phrases..**

I agree with the reader that the writer...

I can see why the reader thinks that...

Like the reader I think that...

However, I think that...

Overall I think...





Try again now with the end of the extract from *Of Mice and Men*.

The first man stopped short in the clearing, and the follower nearly ran over him. He took off his hat and wiped the sweat-band with his forefinger and snapped the moisture off. His huge companion dropped his blankets and flung himself down and drank from the surface of the green pool; drank with long gulps, snorting into the water like a horse. The small man stepped nervously beside him.

"Lennie!" he said sharply. "Lennie, for God' sakes don't drink so much." Lennie continued to snort into the pool. The small man leaned over and shook him by the shoulder. "Lennie. You gonna be sick like you was last night."

Lennie dipped his whole head under, hat and all, and then he sat up on the bank and his hat dripped down on his blue coat and ran down his back. "Tha's good," he said. "You drink some, George. You take a good big drink." He smiled happily.

George unslung his bindle and dropped it gently on the bank. "I ain't sure it's good water," he said. "Looks kinda scummy."

Lennie dabbled his big paw in the water and wiggled his fingers so the water arose in little splashes; rings widened across the pool to the other side and came back again. Lennie watched them go. "Look, George. Look what I done."

**TASK** Focus this part of your answer on the second part of the Source from line 21 to the end.

A student, having read this section of the text said: "The writer describes the relationship between the two men really well. You can tell that Lennie really relies on George."

To what extent do you agree?

In your response, you could:

- write about your own impressions of the tension in the writing
- evaluate how the writer has created these impressions
- support your opinions with references to the text.

**20 marks**

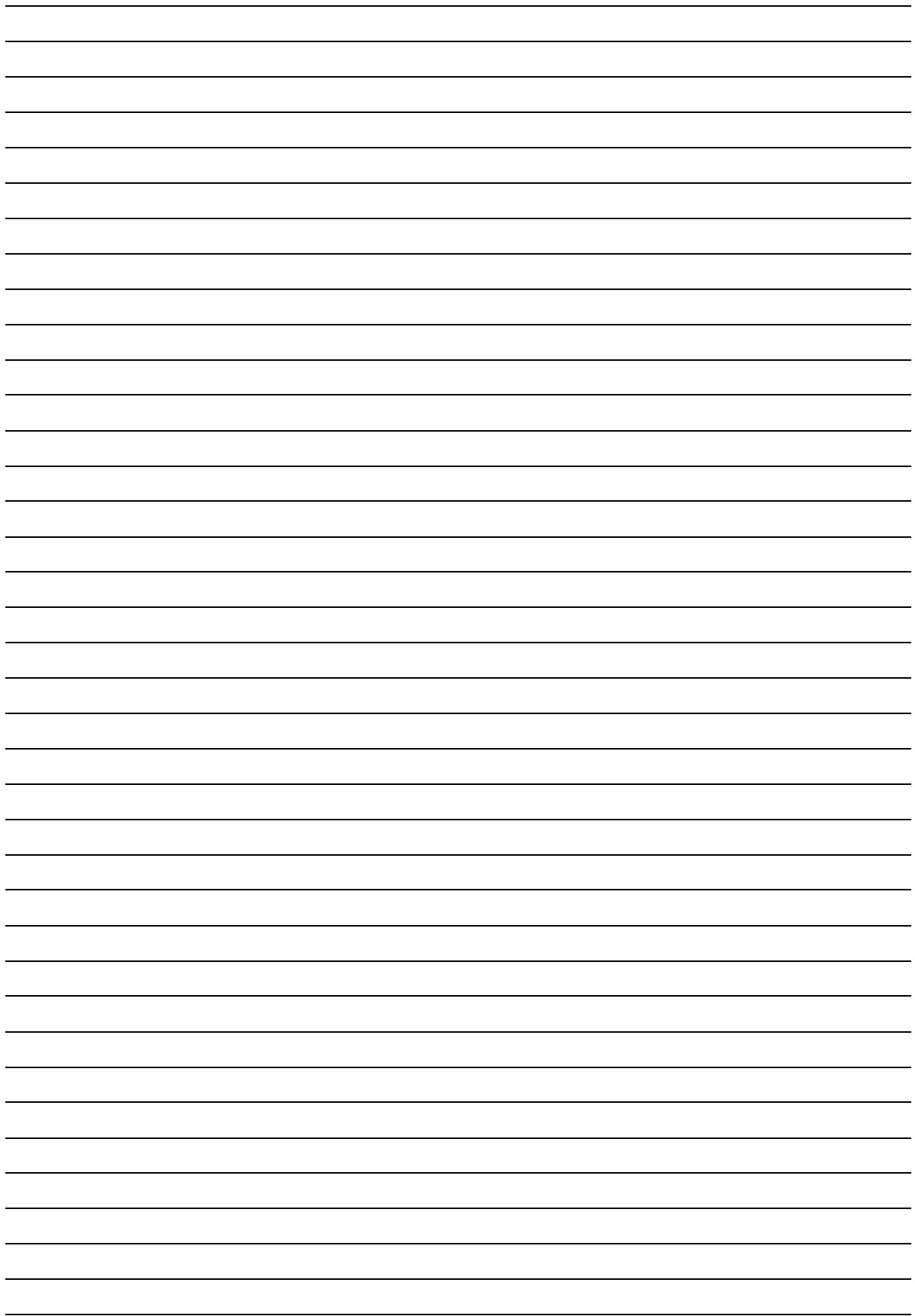
Write 3-4 paragraphs to answer the question above. Each one should include an analysed quote to support your argument

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**Task** Before you move on, highlight the following in your answer:

- Your opinion
- Mentions of the reader's opinion from the question
- Quotations
- Specific language techniques
- Specific structural features

## Question 5

You will have a **choice** of writing tasks

There will always be a **picture prompt** and a **written prompt**

There might be a descriptive and a narrative task or two descriptive tasks or two narrative tasks

You will need to

- Plan carefully
- Organise your writing effectively
- Use a wide vocabulary
- Show that you can use a range of language techniques
- Show that you can use a range of structural techniques
- Spell and punctuate accurately

**What the question will look like...**

**Either**

Write the opening of a story suggested by this picture.

**Or**

You are going to enter a writing competition.

Entries will be judged by people your own age.

Describe a place which is special to you.



**40 marks**

## Top Writing Tips

- Hook your reader from the start with vivid description, emotive language or something surprising.
- Use a motif – a symbolic object which appears more than once – to link different parts of your writing.
- Use sentences of different lengths including some sentence fragments.
- Use paragraphs of different lengths – try a one sentence paragraph.
- Use different perspectives – tell part of a story from a different point of view.
- Use one or two more sophisticated words.
- Use a range of punctuation including a semi colon or a colon.
- Leave some things to the imagination of the reader – sometimes less is more. Try an ellipsis...

## Self -assess your skills:

C	English Language Reading Skills	Confidence		
Q	Paper 1	Achieved	Developing	Need help
1	I can pick out relevant information from a fiction text			
2	I can pick out individual words for comment			
2	I can identify a range of language techniques and features in a fiction text			
2	I can comment on the effect of the writer's language choices			
2	I can explain how language features work together to create effects			
3	I can identify a range of structural features			
3	I can comment on the effect of structural features			
3/4	I can write about the whole extract			
4	I can explain my own responses text			
4	I can support my own response with well-chosen quotations			
2/3/4	I can use the correct subject terminology in my responses			
2/3/4	I can use "because" to explain my ideas further			
2/3/4	I can use connectives to structure my responses			

	English Language Writing Skills	Confidence		
AO		Achieved	Developing	Need help
5	I can plan effectively before I write			
5	I can choose an appropriate register (formal/informal)			
5	I can choose the correct stylistic devices for the task			
5	I can organise my writing effectively paragraphs			

5	I can use a range of appropriate structural devices for the task			
5	I can use a range of appropriate language devices for the task			
5	I can start sentences in a variety of ways			
6	I can use standard English grammar			
6	I can punctuate the ends of sentences accurately			
6	I can use a range of punctuation marks			
6	I can use a range of sentence lengths			
6	I can include some sophisticated vocabulary			
6	I can spell most common words correctly			
6	I can proof read my work effectively and make changes when needed			

**Write a description based on one of these pictures: This should take you 50 minutes**

