

READING CREATIVE TEXTS PAPER 1

60 mins (25% GCSE) - One literary fiction text. 4 questions.

QUESTION ONE

LIST 4 things in lines

- 4 marks = 5 mins
- Extract referred to but not re-printed
- AO1 – Locate

To answer:

- Read and highlight key words in the question
- Don't quote
- Don't use the word 'and'
- Write four short points in spaces A-D for 4 marks

Top tips:

This is not a trick question. It is easy. Be brief but accurate. Re-read the **correct lines** from the text.

QUESTION TWO

How does the writer use LANGUAGE to.....?

- 8 marks = 15mins
- Extract re-printed on your answer page.
- Bullet points guide your answer
- AO2 – Language

To answer:

- Read and highlight key words in the question
- Pick your quotes **first** then consider devices
- Point (name writer)/Quote/Device/Effect
- DON'T DISCUSS STRUCTURE
- DO LOOK AT SENTENCE FORMS (simple/compound/complex)

Top tips:

Pick out **individual words afterwards** and discuss their **effect** (not meaning). When you pick out a word/device you need to underline or re-quote it – so the examiners know you know which word is the 'verb' etc. Think of squeezing or wringing the last drop of meaning from a passage. **Track** through the extract from start to finish.

QUESTION THREE

How has the writer STRUCTURED the text to...?

- 8 marks = 15mins
- You will need to consider the WHOLE text.
- Bullet points guide your answer
- AO2 – Structure

To answer:

- Read and highlight key words in the question
- Consider the **sequence** through a passage (introduction, development, summary and conclusion. Maybe also: contrast, flashback/forwards, repetitions, threads patterns or motifs).
- Consider **changes** in ideas and perspectives (changing focus from wide to narrow, place to place, outside to inside/and vice versa).
- Consider **coherence**, (connections and links across paragraphs, links within paragraphs, topic sentences.)

Top Tips:

Comment in the writer's techniques like a film makers using phrases like: focusing, zooming, narrowing, widening, introducing, developing, changing focus, concluding, foreshadowing, contrasting. E.G. 'We start to see things through the father's eyes as if we are searching with him' or 'We go from a wide viewpoint to a close-up focus if we are getting inside the father's mind'

QUESTION FOUR

Statement written. How far do you AGREE?

- 20 marks = 25 mins
- Bullet points guide your answer
- AO4 – Evaluate

To answer:

- Read and highlight key words in the question
- Agree with the statement. The text IS well written.
- Two stages: recognising **how** the writer tries to achieve effects and deciding **how effectively** this has been done.
- Use phrases like: This makes the reader identify with the character because/ the impact of this description is.../ This works because we think/feel.../ This phrases indicates / The contrast used makes the reader....

Top Tips:

Leave enough time to cover the whole text. Consider **HOW** much you agree (a little or a lot). Look at specifics within the statement, not just the statement as a whole.) Could compare within a text.

The Mark Scheme

Language

| | | |
|--------------------------------------|--|---|
| Bands 1-4 | 4 – DETAILED, PERCEPTIVE 3 – CLEAR, RELEVANT 2 – SOME ATTEMPTS 1 – SIMPLE, LIMITED | Pronouns |
| Q1 | <ul style="list-style-type: none"> • Reads with understanding • Identifies explicit information. | Direct speech |
| Q2/3 | <ul style="list-style-type: none"> • Analyses the effects of writer's choices • Well-judged quotations • Sophisticated subject terminology | Terms of address |
| Q4 | <ul style="list-style-type: none"> • Same as Q2/3 • Evaluates (judges the effectiveness of) the text in a detailed way | Noun phrase |
| Basics & Stretch Yourself | | Subordinate/ main clause |
| Know your basics | Noun/verb/adverb/adjective/ simile/metaphor/question/ alliteration/ onomatopoeia/5 senses/listing/personification/ repetition | Narrative voice |
| Reach for the stars | Give one sentence overview for each question, identifying patters - use the word 'main' or 'key'/Embed quotations/ Look at the bigger picture – not just individual quotes/ Consider genre and form/narrative voice/be /use terms: implies/ illuminates/ | Simple/compound /complex sentences |
| Assessment Objectives (AOs) | | Accent /Dialect |
| AO1 | <ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts. | Utterances |
| AO2 | <ul style="list-style-type: none"> • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers • Use relevant subject terminology to support views. | Ellipsis |
| AO4 | <ul style="list-style-type: none"> • Evaluate texts critically and support this with appropriate textual references. | 1 st /3 rd person |
| Structure | | Hyperbole |
| Narrative perspective/voice | | Imperatives |
| Flashforward/backward | | Exclamations |
| Non sequiturs | | |
| Topic sentence | | |
| Discourse markers | | |
| Ellipsis | | |
| Foreshadowing | | |
| Focus/Narrowing | | |
| Contrast/ juxtaposition | | |