Section A: Reading

Answer **all** questions in this section.

You are advised to spend about 45 minutes on this section

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0 1 Read again the first part of the Source from **lines 1 to 9.**

Tick the answer you think is correct. Only select one answer.

a) What does the hallway smell of?
- ☐ Fresh paint.
- ☐ Boiled cabbage and old rag mats.
- ☐ Flowers and air freshener.
- ☐ Stale air.

b) How is the poster described?
- ☐ A tiny, humble display.
- ☐ Hanging neatly on the fridge.
- ☐ Hidden behind the sofa.
- ☐ Too large for indoor display.

c) What distinctive feature does the man in the poster have?
- ☐ A heavy black moustache.
- ☐ Bright green eyes.
- ☐ Silver hair.
- ☐ A long beard.

d) What do the eyes on the poster do?
- ☐ Blink when you move.
- ☐ Shine faintly.
- ☐ Follow you when you move.
- ☐ Turn away from you.

[4 marks]

MARK /4

0 2 Look in detail at this extract from **lines 10 to 18** of the Source:

> Inside the flat a fruity voice was reading out a list of figures which had something to do with the production of pig-iron. The voice came from an oblong metal plaque like a dulled mirror which formed part of the surface of the right-hand wall. Winston turned a switch and the voice sank somewhat, though the words were still distinguishable. The instrument (the telescreen, it was called) could be dimmed, but there was no way of shutting it off completely. He moved over to the window: a smallish, frail figure, the meagreness of his body merely emphasized by the blue overalls which were the uniform of the party. His hair was very fair, his face naturally sanguine, his skin roughened by coarse soap and blunt razor blades and the cold of the winter that had just ended.

How does the writer use language here to describe the characters in the scene?

You could include the writer's choice of:

- Words and phrases
- Language features and techniques

[8 marks]

Explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology to support their views (A02)	**I think…** ✓x	**Teacher thinks.** ✓x
1. I use well-structured, analytical paragraphs (e.g. SPEED) to organise and develop my ideas.		
2. I select a range of precisely selected evidence to support my ideas.		
3. I consider what the writer is trying to achieve, using single word analysis where possible.		
4. I zone in and explore the connotations of key words in detail, using linguistic terminology *(The use of the verb… the simile…)*		
5. I consider how the writer uses language to describe the character, remaining focused on the question throughout.		

WWW:

EBI/RT:

0 3

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

The text is from the opening of a novel.

How has the writer structured the text to build tension?

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 help to build tension.

[8 marks]

Explain, comment on and analyse how writers use structure to achieve effects and influence readers, using relevant subject terminology to support their views (A02)	**I think…** ✓x	**Teacher thinks.** ✓x
1. I use well-structured, analytical paragraphs (e.g. SPEED) to organise and develop my ideas.		
2. I remain focused on the question.		
3. I use precisely selected evidence to support my ideas (**Challenge:** I link more than one quotation in my analytical paragraph).		
4. I explore how the writer uses structural devices at the start of the novel and consider the effects on the audience.		
5. I use accurate subject terminology *(Narrative, focus, narrows, 'the text moves from… to…')*		
6. **EXT:** I explore different interpretations of the text in detail using tentative language. *(Alternatively, the audience may feel…)*		

WWW:

EBI/RT:

0 4

Focus this part of your answer on the second part of the Source, from **line 19 to the end.**

"The writer gives a real sense of oppression and harshness to the scene. It really feels very eerie and unpleasant."

To what extent do you agree?

In your response, you could:

- Write about your own impressions of the characters.
- Evaluate how the writer has created these impressions.
- Support your own opinions with references to the text.

[20 marks]

Evaluate texts critically and support this with appropriate textual references (A04)	**I think…** ✓x	**Teacher thinks.** ✓x
1. I use well-structured, analytical paragraphs (e.g. SPEED) to organise and develop my ideas.		
2. I answer the evaluative question clearly and concisely in my first sentence, using this as my line of argument.		
3. I develop a convincing response to the statement, remaining focused on my line of argument throughout.		
4. I use precisely selected evidence to support my ideas (**Challenge:** I link more than one quotation in my analytical paragraph).		
4. I evaluate critically and in detail the effect(s) on the reader.		

WWW:

EBI/RT:

Section B: Writing

You are advised to spend about 45 minutes on this section
Write in full sentences.
You are reminded of the need to plan your answer.
You should leave enough time to check your work at the end.

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0 5 You are going to enter a creative writing competition.

Your entry will be judged by a panel of people your own age.

Either: Write a description suggested by this picture. You can base your writing on this picture, or use it as an inspiration:

Or: Write the opening part of a story about a time you felt powerless.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

(Answer this on a separate piece of paper. The exam paper provides 4 A4 pages)

Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. (A05) **Organise information and ideas using structural and grammatical features to support coherence and cohesion of texts. (A05)**	**I think…** ✓x	**Teacher thinks.** ✓x
1. My writing is creative and imaginative, and follows the question well.		
2. I use similes.		
3. I use metaphors and personification.		
4. I use fluently linked paragraphs with discourse markers.		
5. I use a range of well thought out linguistic features.		

Range of vocabulary. Accurate spelling and punctuation. (A06)	**I think…** ✓x	**Teacher thinks.** ✓x
1. I use ambitious vocabulary.		
2. My sentences are consistently accurate and well punctuated.		
3. My writing contains secure grammar.		
4. My spelling is accurate.		
5. I use a range of punctuation accurately.		

WWW:

EBI/RT: