

GCSE – Paper 1 - Language

Learning Objectives:

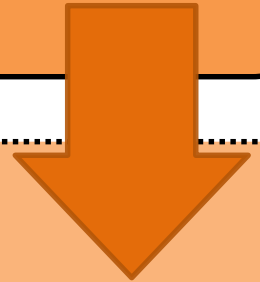
Explain, comment on and analyse how writers use language / structure to achieve effects and influence readers. (AO2)



**'NO HANDS UP'
CLASSROOM**

Lesson Objectives:

1. Explore mock data and how it effects revision.
2. Identify common features.
3. Split into 'working groups'.



C.T.S. English Department



Today we are looking at: Paper 1 – Question 3

What does a *typical* question 2 look like?

Q3) How does the writer structure 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]

Today we are looking at: Paper 1 – Question 2

Success Criteria – Top Band

Level 4

Detailed,
perceptive
analysis

7-8 marks

Shows detailed and
perceptive understanding of
language:

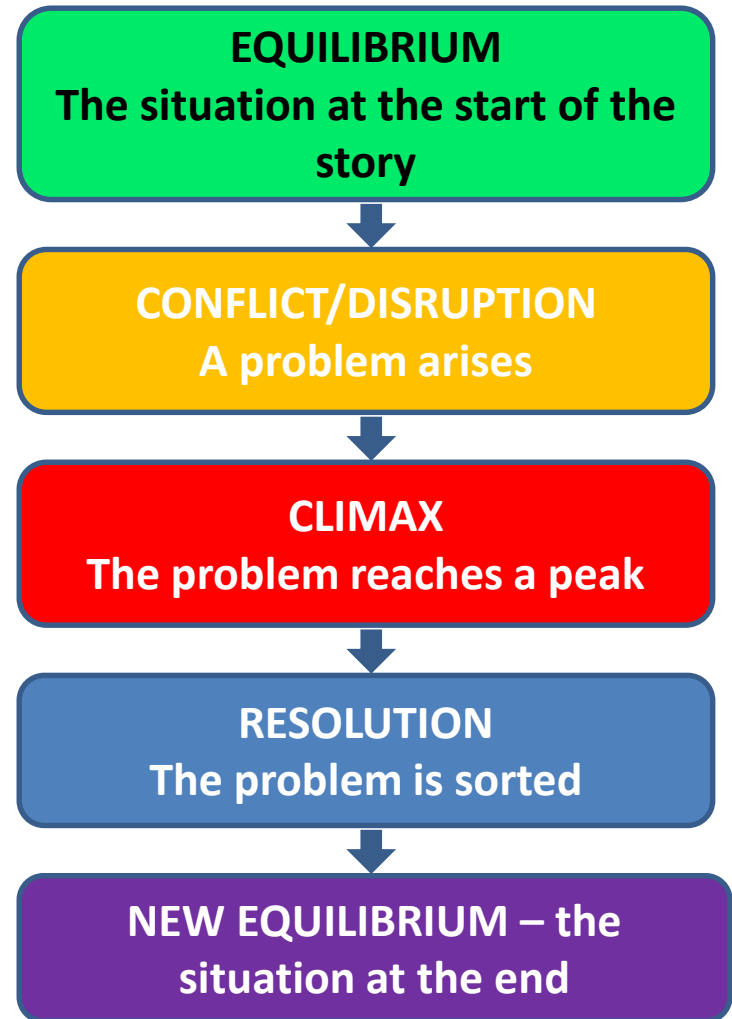
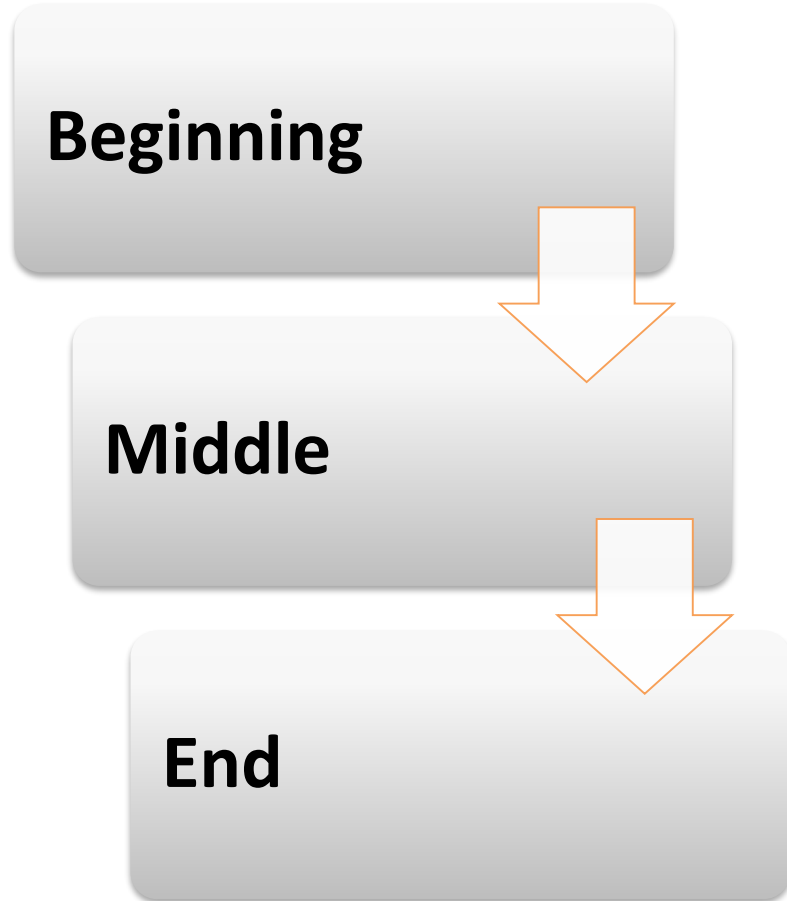
- Analyses the **effects** of
the writer's choices
- Selects a judicious
range of textual detail
- Makes sophisticated
and accurate use of
subject terminology

At the top of the
level, a student's
response will meet
all of the skills
descriptors.

FOCUS on the
IMPACT of
structure.



Remember Narrative Structure?



Narrative Structure – How They Work?

Equilibrium	Exposition
Problem	Inciting Incident
Climax	Rising Action
Resolution	Climax
New Equilibrium	Denouement

Structure – Understanding

1. The sequence through the passage
2. Movement from big to small – ideas or perspectives
3. Internal cohesion
4. Changing perspective
5. Introductions
6. Developments
7. Reiterations, repetitions, patterns
8. Connection and Links
9. Narrative perspective
10. Shifts in focus
11. Attention drawing ideas
12. Dramatic impact

Structure – Understanding

Character

Time

Focus

Event

The main character in this short story is a boy, though we don't get to know his name or age. At this mid-point in the story, he is playing amongst some rubble on the site of a demolished building. Everything seems normal to begin with, however....

1 One evening, the boy was crouched on top of the mound making a new town out of a heap of
broken glass. He liked this time of day best – after tea, before bed. The air seemed to get grainy
as its colour changed from vinegary yellow to candyfloss blue. He could rub it between his fingers
like dust and slow time down. At the top of the mound he was in charge and he didn't want to go
5 home to bed. He collected green glass shards¹ and broken brown bottle necks. He tumbled
fragments of old window in his hands like shattered marbles. He pushed the glass into the mound,
7 making houses, balancing roofs on them, building towers. The last of the sunlight caught and
glinted in the tiny glass walls.

10 More of the black birds than he'd ever seen before rushed overhead and gathered on the
lamppost. The orange light hadn't yet switched on but the shadows were growing. He heard nine
chimes of the town hall clock. For a moment, the lamppost looked like a tall thin man wearing a
large black hat. When the man turned towards him, he looked like a lamppost. The man had a
greyish-green coat speckled with rust and a black hat that quivered with beaks and feathers. The
15 man didn't need to climb the mound; he was face to face with the boy with his feet still planted in
the pavement.

16 'What are you making?' asked the man.
The boy didn't answer.
'Every child is always making something. Shake them out and they're full of dust and dreams.'
The boy stood up, ready to run, but then he remembered that at the top of the mound he was
20 king. He dug his heels into the rubble.
'I'm making a new town, better than this one. The sun can shine in through the walls. The
buildings look grander. It'll be a great glass city.'
'All it needs is people,' said the man.
'Yes, it needs people,' said the boy. And when he looked down, tiny creatures were scuttling
25 beneath the glass roofs. They looked like ants or spiders, but the sky was darkening and the
creatures were moving too fast to be sure. He looked to the man but there was only the lamppost
and as its orange light snapped on, the birds launched into the sky.
The boy plunged down the mound and ran, hoping he wouldn't get told off for being late home.
Before he reached the end of the street he knew something was wrong. The world was too quiet.
30 Where were the sounds of cars? Of footballs being kicked against walls? There were no shouts
from parents calling everyone in.
'Mum?' He pushed open their front door. The house was in darkness but the telly was switched
on. His mum wasn't in any of the rooms. A half-drunk cup of tea had been left on the arm of the
settee.

35 The boy thundered back along the silent streets. He stood in the orange light beneath the lamppost. 'Give them back,' he shouted.
Nothing happened, although he could hear the rustle of feathers coming from the darkness above the light.
The boy ran to the top of the mound. 'Give them back!'

40 'But I haven't got them,' The man's face glowed. 'You have.'
In the gloom, it was hard to make out the tiny creatures beneath the glass roofs. They were no longer moving. The boy couldn't be sure what was a particle of rubble and what was a person sleeping in their broken-glass house. 'How do I get them back?' he asked.
But the man was a lamppost again.

GCSE – Paper 1 - Language

Learning Objectives:

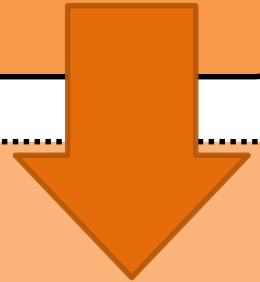
Explain, comment on and analyse how writers use language / structure to achieve effects and influence readers. (AO2)



**'NO HANDS UP'
CLASSROOM**

Lesson Objectives:

1. Explore structuring a story.
2. Review key areas for analysis / comment.



Structure – Understanding

1. The sequence through the passage
2. Movement from big to small – ideas or perspectives
3. Internal cohesion
4. Changing perspective
5. Introductions
6. Developments
7. Reiterations, repetitions, patterns
8. Connection and Links
9. Narrative perspective
10. Shifts in focus
11. Attention drawing ideas
12. Dramatic impact

Structure – Understanding

Character

Time

Focus

Event

Structure – Understanding

1. Considering your knowledge of STRUCTURE – order the story in a way that not only makes SENSE but adds IMPACT to the reader.
2. Review the ‘original’ order of the story – how is it different to the structure you gave it?
3. Explore each section – identifying the structural features you **could** comment on.



4. Using a section of your choice – write an analysis of it focusing on structural features.

Chapter 1

Different from all the rocks on the beach

Lightning has struck me all my life. Just once was it real.

I shouldn't remember it, for I was little more than a baby. But I do remember.

I was in a field, where there were horses and riders performing tricks. Then a storm blew in, and a woman – not Mam – picked me up and brought me under a tree. As she held me tight I looked up and saw the pattern of black leaves against a white sky.

Then there was a noise, like all the trees falling down round me, and a bright, bright light, which was like looking at the sun. A buzz ran right through me. It was as if I'd touched a hot coal, and I could smell singed flesh and sense there was pain, yet it weren't painful. I felt like a stocking turned inside out. Others begun pulling at me and calling, but I couldn't make a sound. I was carried somewhere, then there was warmth all round, not a blanket, but wet. It was water and I knew water – our house was close to the sea, I could see it from our windows. Then I opened my eyes, and it feels like they haven't been shut since.

The lightning killed the woman holding me, and two girls standing next to her, but I survived.

They say I was a quiet, sickly child before the storm, but after it I grew up lively and alert. I cannot say if they're right, but the memory of that lightning still runs through me like a shiver. It marks powerful moments of my life: seeing the first crocodile skull Joe found, and finding its body myself; discovering my other monsters on the beach; meeting Colonel Birch.

Other times I'll feel the lightning strike and wonder why it's come. Sometimes I don't understand, but accept what the lightning tells me, for the lightning is me. It entered me when I was a baby and never left.

I feel an echo of the lightning each time I find a fossil, a little jolt that says, “Yes, Mary Anning, you are different from all the rocks on the beach.” That is why I am a hunter: to feel that bolt of lightning, and that difference, every day.

Today we are looking at: Paper 1 – Question 2

Success Criteria – Top Band

Level 4

Detailed,
perceptive
analysis

7-8 marks

Shows detailed and
perceptive understanding

- Analyses the effects of the writer's choices
- Selects a judicious range of textual detail
- Makes sophisticated and accurate use of subject terminology

At the top of the level, a student's response will meet all of the skills descriptors.

FOCUS on the
IMPACT of
structure.