

Answers

ENGLISH LANGUAGE

Paper 1 Section A: Reading

Question 1

Do it! (p.9)

Some important points:

- You will answer questions on a fiction extract written after 1900.
- There will be four questions.
- Read the four questions and then spend at least ten minutes reading the extract carefully, underlining useful details.
- Don't spend more time on a question than is justified by the number of marks available.
- In questions 2–4 you must concentrate on the effects on the reader and how these are created by the writer.

Do it! (p.11)

Answer 2 is wrong because the boy's fair hair is not caused by the heat, and therefore it is not relevant.

Answer 3 is wrong because 'smashed' and 'anger' might often be connected to heat, but they are not necessarily connected here.

Check it! (p.12)

- 2 a Four minutes
 b No – stick to the facts
 c Four
 d No. You will find the answers only in the part of the source that is given in the question. Usually this will be the first few lines of the source.
 e Mark words that might be useful in answering the question, so read the question first.
 f Finding the information.

Question 2

Do it! (p.14)

Answers could include:

Shorter sentences give a sort of punchline effect. This is most apparent at the end: the final sentence is not even a whole sentence because it has no verb and only means something in the context of the previous sentence. It seems to sum up the narrator's disgust and disappointment in a very direct way.

Do it! (p.15)

Answer	How it compares with the mark scheme descriptors	Mark band
A	The student chooses one relevant quotation and gives a very brief explanation of what it tells us about the narrator, although nothing is said about how it affects the mood of the extract, and not much detail is offered in the explanation. However, there is some understanding of language choice and how this conveys meaning.	2

B	The student's answer is perceptive: they infer intelligently from precise details in the text. The analysis is deft and takes account of nuances, vocabulary and sentence forms. The answer uses a range of relevant terminology – impression, swear word, sentence – to precisely identify methods and their effects on the reader.	4
---	--	---

Do it! (p.16)

Example of a simple sentence:

'Miguel was there already.'

Example of compound sentence:

'I left the 'welcome' desk and dragged my bags angrily for the next half hour up to my room.'

Example of complex sentence:

'There were two flights of steep steps to negotiate before I could reach my assigned hovel on the third storey of the dilapidated building.'

The effect the sentence forms on the reader shows the narrator was unhappy with his new accommodation:

- Sarcastic inverted commas around 'welcome' (to show he did not find the hotel welcoming).
- He is angry.
- He chooses to include the detail of how far up and inconvenient his room is.
- He calls his room a 'hovel'.
- The room is cramped.
- He has a roommate who takes more than his fair share of space in the room.
- His roommate is covering the author's part of the room with germs.

Question 3

Do it! (p.18)

A bike – e.g. chain, two wheels, spokes, handlebars.

A school – e.g. timetable, teachers, rules, lessons.

A film – e.g. characters, plot, climax, shots.

An extract from a novel – e.g. paragraphs, dialogue, descriptions, characters, an event, tone of writing.

Do it! (p.20)

- Briony is controlling and very neat and precise. She leaves nothing to chance. She likes order. She likes to be in charge.
- Lists, long sentences, precise details, very precise adjective choices.
- Smaller structural features help the writer to build that impression of Briony. For example, the linking phrase 'in fact' shows the narrator is going to emphasise something they have already explained – her tidiness 'in fact' links the first and second halves of the paragraphs.

Do it! (p.21)

Answer A: Band 3; Answer B: Band 4; Answer C: Band 2.