<table>
<thead>
<tr>
<th>Section A</th>
<th>Reading (15 minutes reading of the source + 45 minutes writing time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td>(4 marks + 5 minutes) AO1</td>
</tr>
<tr>
<td>Question 2</td>
<td>(8 marks + 10 minutes) AO2</td>
</tr>
<tr>
<td>Question 3</td>
<td>(8 marks + 10 minutes) AO2</td>
</tr>
<tr>
<td>Question 4</td>
<td>(20 marks + 20 minutes) AO4</td>
</tr>
</tbody>
</table>

Refer to **specified lines** of the text only.

**List four things...**

You need to be able to retrieve information from a specific part of the text.

**You must:**
- Read the text & highlight 4 main points linked to the question
- Write out these key points in your own words or quote them
- Make sure each point is different

**How does the writer use language to...?**

Point, Evidence, Explain (3 or 4 times)

**Mention:**
- words/phrases
- language features
- sentences

**You must:**
- Use language terminology
- Select relevant quotations
- Explain & analyse the effects of the writer’s choices of language on the reader

This refers to the whole source:

**How has the writer structured the text to interest you as a reader?**

Point, Evidence, Explain (3 or 4 times)

**Mention:**
- beginning / ending of the text
- changes in viewpoint / focus
- sentence / paragraph length
- repetitions / threads / patterns
- changes in tone / pace / rhythm etc.
- movement from big to small
- reiterations

**You must:**
- Use appropriate terminology (punctuation and sentence level)
- Select relevant references from the text
- Explain and analyse the effects of the writer’s choice of structural features

Refer to **specified lines** of the text only:

**To what extent do you agree?**

Make a personal judgement with references to the text (approx. 6 points):

- You will be given a statement about the text to discuss
- Write about your own ideas and interpretations of the text
- Evaluate what the writer has achieved
- Select relevant quotations from the text
- Explain and analyse the effects of the writer’s choices
- Remain detached with a sense of critical distance throughout

<table>
<thead>
<tr>
<th>Section B</th>
<th>Writing (45 minutes writing time)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Descriptive writing task</td>
<td>Narrative writing task</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>● Box off 5 or 6 areas of the image (if appropriate to question)</td>
<td>● Focus on a single moment</td>
</tr>
<tr>
<td>● Each box will make up a paragraph</td>
<td>● Uses narrative mountain to build tension</td>
</tr>
<tr>
<td>● Describe in detail what you can:</td>
<td>● Build the scene in the first paragraph</td>
</tr>
<tr>
<td>○ see</td>
<td>● Have only 2-3 characters</td>
</tr>
<tr>
<td>○ smell</td>
<td>● Use the first person (I, we)</td>
</tr>
<tr>
<td>○ hear</td>
<td>● Written in past tense (was/were)</td>
</tr>
<tr>
<td>○ taste</td>
<td>● Use a wide range of vocabulary</td>
</tr>
<tr>
<td>○ touch</td>
<td>● Limit the amount of speech</td>
</tr>
<tr>
<td></td>
<td>● Vary your sentence beginnings and paragraph starters (see below)</td>
</tr>
</tbody>
</table>

**Vary your sentences when writing creatively**

- **Metaphor start**: The dirt was a disease, taking over and infecting every inch of his being.
- **Triple noun colon**: Dirt, oil, grease: the boy's face was smeared with his grubby work of the day.
- **Simile start**: The boy's grubby face was flecked with mud and oil, like beard stubble strewn across his young face.
- **Adjective/comparative**: The boy was undoubtedly filthy; could he possibly become any filthier?
- **Brackets for although**: The boy's face looked grubby (although it wasn’t as though he was trying to keep it clean) with grease, mud and oil smeared across his cheeks.
- **Adverb comma**: Self-consciously, the boy gave a wry smile through the dirt smeared on his face.
- **so, so**: The boy’s face was so grubby, so filthy, it wasn’t until he turned and smiled that it was possible to recognise him was a boy at all.
- **It isn't/it is**: The grub isn’t just your ordinary, everyday dirt, it is layers of ingrained grime that a mere bar of soap could not hope to combat.
- **Verb beginning**: Smiling sadly, the boy’s face was just about visible through the layers of dirt that had built up over not just hours – but days and weeks.
- **Parenthesis**: To expect the young boy (filthy and overjoyed) to empathise with his angry mother (pristine and furious) would be one expectation too far.
- **Antithesis**: To unwittingly collect an array of filth upon your person is one thing. To wittingly allow the dirt to remain is another.
- **Hyperbole**: The boy's single most important responsibility was to keep his skin clean – his mother was going to kill him!