

## Script for Edexcel Scripts

### Paper 1, Section A Reading

It is important that you read the text fully before attempting the questions. Spend about five minutes reading the text. Use the sentences in italics at the top of the text to help you understand what the piece is about.

**Question 1** is an AO1 question and will ask you to identify a phrase from a specific section of the text. You are aiming to select a relevant and precise quotation. Ensure that you don't select too long a quotation. At the same time, you must make sure that the quotation you choose gives enough information to answer the question. You do not need to analyse the language – simply give the quotation.

This question is only worth one mark so try to get it done within two minutes.

**Question 2** is another AO1 question but this time you are required to identify two things, ways or reasons. The question will give you specific lines to take the information from. Again, try to find a precise quotation to support your ideas. You can also use your own words here if you need to but a quotation is likely to be more accurate.

This question is worth two marks and should be finished within four minutes.

**Question 3** is an AO2 question. The question will specifically ask you '**how does the writer use language AND structure to show something**' in a small section of the text. You MUST analyse both language and structure and comment on how the language and structure affects the reader. You will also be given a specific focus -- in this case: **how does the writer use language and structure to show the narrator's building sense of panic?** You need to make sure that the focus of the question informs your analysis, so try to use the language of the question in your response.

You are aiming to write at least three concise points covering the writer's choice of vocabulary, sentence structure, language features (such as metaphors) and the overall structure of the shortened extract.

Read the section you have been given and identify any interesting and relevant uses of language and structure in preparation for writing your paragraphs.

## What to include in your paragraphs:

### Language:

1. You should include features used by the writer. This is where you should use your subject terminology when you identify the correct part of speech or literary device - e.g. metaphor, verb, adjective.
2. You **must** support each point with a quotation. Keep it short and embed it if you can. Rather than writing **'This can be proved by the quote 'yelled aloud'**, embed your quotation in your answer. For example: **The writer uses the verb 'yelled' along with the adverb 'aloud' to exaggerate the narrator's feelings of panic, suggesting he is not in control of his own voice.** To embed quotations effectively, try to keep them short and precise. **The verb "snatched" effectively shows how much panic the writer feels as it implies he is moving quickly and instinctively rather than thinking about his actions.**
3. You need to discuss the effect of the language because it's not good enough to just feature spot. If you see a simile, great, but you must write about the effect of that simile to get marks for it! **By describing the narrator's actions using the alliteration "frenzy of fright", the writer is trying to show the reader that the narrator is overwhelmed by his feelings of fear and panic, because "frenzy" has connotations of being completely out of control.**
4. When you're making AO2 comments, remember that you need to make our comments about the effect on the reader. How does the writer want them to **think, feel and imagine? How has the writer used language and structure to achieve this?** If you can thoroughly explore the effects on the reader, this will help maintain an analytical style, which you need for the top band.
5. One way to mess up this question is to make generalised comments, such as 'to make the reader read on' or 'to create an effect'. These don't actually mean very much and won't get you marks, so remember to explain the specific effect of words and phrases.
6. The other way to make a mess of this question is to not analyse structure. If you only focus on the effects of language you can only get 2 out of 6 marks, regardless of how good your analysis is.

## How to analyse structure:

Firstly, you need to be able to spot structural features and identify the effect that they have.

Most readers can identify a list, tripartite (tricolon/rule of three) or repetition but you should also be thinking about the sentence structures and the overall structure of the extract.

Ideally, you should have a fairly balanced analysis of both language and structure but it is vital that you have at least one paragraph analysing the effects of structure. It is recommended that you start with the structural analysis because people often run out of time or forget about it and only analyse language. This could stop you getting higher marks in the exam.

## Structure

1. It is essential that you use a textual reference to support your structure point but try not to write out lengthy quotations and waste time. For example, copying the first four lines of the text to demonstrate the writer's use of a multicausal sentence is not a good use of your time. Writing **'Within the first four lines of this section, the writer uses an extended multicausal sentence'** is a much more straightforward and simple way of doing it. However, it is vital that you analyse the effect of the structural features - e.g. **'Within the first four lines of this section, the writer uses an extended multicausal sentence to convey the speed of his actions, reflecting his panic. The structure suggests to the reader that the narrator can barely stop for breath as he tries to free himself from the creature's hand.'**
2. The most common way students mess up their structure points is by making sweeping comments that don't really mean anything. For example, 'The writer uses a lot of complex sentences which creates tension.' **How?** You need to develop an analysis of how the complex sentences add to the tension - e.g. **The frequent use of complex sentences builds a sense of panic as it reflects the frenzied nature of the narrator's behaviour. It's as if he cannot focus his thoughts due to his fear.**
3. So, to recap, you **MUST** analyse language AND structure. You should aim to write about three points and you should analyse vocabulary and sentence structure in your response.

**Question 4** is an EVALUATION question and you are being asked to look at the effectiveness of the text as a whole. This question is an AO4 question and the mark scheme asks you to evaluate the use of settings, ideas, themes and events within the text. Remember that you don't need to evaluate all four of these things. You may find that you have a text where the themes and settings are the most effective elements in the piece and you just focus on those elements. Unlike question 3 where you are asked **how** the writer does something, in question 4, you are being asked **how well** they achieve something.

**It is often easier to agree that the writer HAS achieved what the question is asking you to evaluate.**

You should aim to write at least four-six paragraphs as this is a full 15-mark question. This question is worth over half of the marks available in the reading section so you must spend some time planning. Try to ensure you have a range of ideas and think about how they work together within the text.

### Writing Evaluation Paragraphs

1. Question 4 will always begin with 'In this text, there is an attempt to...' Go through the text and underline/highlight places where the settings, ideas, themes or events help to create whatever the focus of the question is. **For example, if the question is asking you to evaluate how successfully the writer builds up tension and the piece is set during a storm, this would be a useful setting to analyse so underline a quotation about the storm.**
2. Your focus for this question is 'how well' the writer achieves something so each of your paragraphs should contain evidence of a judgement being made - e.g. **The writer successfully conveys a sense of tension by setting the text on a stormy night with the narrator surrounded by the noise of "the driving of the snow". This setting is particularly effective because it would imply that the narrator could find himself trapped by the weather.**
3. You need to create a **sustained critical overview** of the text so you MUST try to use your evaluative language consistently and think about how the text works as a whole.
4. To gain the highest marks, you need to create a persuasive tone with your response. Aim to use phrases such as **This impression/effect is reinforced by...The writer effectively builds the sense of ...further by...The effect of the setting is enhanced by the writer's use of...**
5. You need to ensure that you are focused on the question so try to use the language from the question in your response.

6. The highest band asks you to use **discriminating references** so you should aim to embed short quotations to support your ideas. For example, **The writer successfully builds up tension through the idea that this experience is similar to a “nightmare”, clearly reflecting the terror the narrator feels.**
7. The reason that most students lose marks in this question is because they forget to show a judgement by using evaluative language or by focusing on the narrow effects of language rather than the wider effects of things like settings, ideas, themes and events.
8. Students may also lose marks by not fully linking their response to the question. Remember to incorporate the language of the question in your response. **Brontë successfully builds up the tension in the extract by...The theme of fear effectively adds to the sense of tension... Brontë clearly tries to make her readers feel tense by...**

## Paper 2

**Question 1** is an AO1 question and requires you to find two pieces of information from a specific section. Identify the section and then choose two quotations that meet the requirements of the question. Write the two quotations down in the spaces available. You should aim to use short, precise quotations.

**Question 2** is an AO2 question and has an unusual layout compared to the other questions. The question will ask you to find one example from the text where the writer uses language to show something.

You will need to select a short quotation that links to the question. Ideally, you should select a quotation that uses a linguistic device that you can identify - e.g. a powerful verb use or a metaphor.

You should write the quotation on the lines where it says **Example from the text.**

You then need to analyse how the writer uses language in the example you have chosen. A number of students lose marks by not analysing the quotation they have chosen.

You need to explain how the language is used **and** ensure you link the analysis back to the question. It's worth adding the phrase, **which clearly shows + (the language of the question)** to the end of your analysis – in this case, **which clearly shows she feels the actions of the Taliban were excessive.**

**Question 3** is another AO2 question, but this time the response is worth 15 marks. You must aim for at least three or four detailed paragraphs analysing the effects on the reader of language, sentence structure and language features.

Question 3 will always be the same question: **Analyse how the writer uses language and structure to engage the reader.** As you read through the text, underline key words, phrases and sentences that you think may engage a reader.

Remember, a text may have a number of different readers who will be engaged using different techniques. For example, **Malala Yousafzai's revelation that there "were no more school trips" would directly engage teenagers who would be able to relate to the situation she is describing.**

Unlike Paper 1, you will be asked to analyse ways in which language and structure are used to engage the reader across the WHOLE text, not just a shorter section.

### **What to include in your paragraphs:**

#### **Language:**

1. You should include features used by the writer. This is where you should use your subject terminology, so identify the correct part of speech or literary device - e.g. metaphor, verb, adjective.
2. You **must** support each point with a quotation. Keep it short and embed it if you can. Rather than writing **'This can be proved by the quote 'they destroyed everything'**, embed your quotation in your answer. For example: **The writer uses the verb 'destroyed' to show the reader how vicious and destructive the Taliban are.**
3. You need to discuss the effect of the language because it's not good enough to just feature spot. If you see a simile, great, but you must write about the effect of that simile to get marks for it! **By describing their treatment by the Taliban using the simile "saw us as little dolls to control," Yousafzai successfully engages the reader because they would be shocked by the way girls are being treated in Swat.**
4. When you're making AO2 comments, remember that you need to keep your comments about the effect on the reader. How does the writer want them to **think, feel and imagine? How has the writer used language and structure to achieve this?** If you can thoroughly explore the effects on the reader, this will help maintain an analytical style, which you need for the top band.
5. One way to mess up this question is to make generalised comments such as 'to make the reader read on' or 'to create an effect'. These don't actually mean very much and won't get you marks so remember to explain the specific effect of words and phrases.

6. The other way to make a mess of this question is to not analyse structure. If you only focus on the effects of language you can only get 6 out of 15 marks, regardless of how good your analysis is.

### **How to analyse structure:**

Firstly, you need to be able to spot structural features and identify the effect that they have. Most readers can identify a list, tripartite (tricolon/rule of three) or repetition but you should also be thinking about the sentence structures and the overall structure of the extract.

Ideally, you should have a fairly balanced analysis of both language and structure but it is vital that you have at least one paragraph analysing the effects of structure. It is recommended that you start with the structural analysis because people often run out of time or forget about it and only analyse language. This could stop you getting higher marks in the exam.

### **Structure**

1. It is essential that you use a textual reference to support your structure point but try not to write out lengthy quotations and waste time. For example, copying every item in a list from the text is not a good use of your time. Writing **'The writer lists a number of beautiful places such as 'waterfalls' and 'lakes'** is a much more straightforward and simple way of doing it. However, it is vital that you analyse the effect of the structural features. **The writer includes an extensive list of the 'beautiful places' in Swat, including both natural features like 'waterfalls' and built features such as 'the Wali's palace,' to emphasise to the reader what a spectacular place this is, engaging the reader fully when they discover how much damage the Taliban have done to this beautiful place.**
2. The most common way students mess up their structure points is by making sweeping comments that don't really mean anything. For example, 'The writer uses a lot of complex sentences to engage the reader.' **How?** You need to develop an analysis of how the complex sentences help to engage the reader.
3. So, to recap, you **MUST** analyse language AND structure. You should aim to write at least three points and you should analyse vocabulary and sentence structure in your response.

**Question 4** is another AO1 question and requires you to find a specific piece of information from the text. You are given key lines to focus on and should select the relevant information from that section. Your response should be in the form of a relevant quotation.

**Question 5** is a short AO2 question worth one mark. You will be given a specific question and asked to explain how the writer uses language to achieve or show something to the reader.

You should select a precise quotation from the longer quotation you have been given and comment on the effects that it has on the reader, using terminology where you are able. For example, **The writer uses the verb...to show...**

It is important that you are selecting a quotation that links to the question. In this case, the question is asking you to analyse how the writer uses language to **show their fear of the Gestapo**. A number of students lose marks because they do not focus on the question and therefore do not analyse a relevant section of the quotation.

**Question 6** is a 15-mark AO4 question that will ask you to EVALUATE how successfully the writer achieves something. Just like in Paper 1, you will need to read the text and identify how the settings, ideas, themes and/or events help convey whatever the writer is aiming for.

**Remember, it is often easier to agree that the writer HAS achieved what the question is asking you to evaluate.**

You must spend some time planning, even if you simply quickly identify some SITE elements and think about how they effectively or successfully achieve what the writer was aiming for. Try to ensure you have a range of ideas and think about how they work together within and across the text. Remember that you do not need to cover all elements of SITE in your response and you need to show a careful judgement with what you do choose to cover.

### Writing Evaluation Paragraphs

1. Question 6 will always begin with 'In this text, there is an attempt to...' Go through the text and underline/highlight places where the settings, ideas, themes or events help to create whatever the focus of the question is. **For example: The writer uses the terrifying backdrop and setting of war to effectively show how deeply the writer has been affected by conflict.**
2. Your focus for this question is 'how well' the writer achieves something so each of your paragraphs should contain evidence of a judgement being made - e.g. **The writer**

successfully shows the emotional impact conflict has on the writer through the recurring theme of sadness and fear. This is particularly effective in the opening lines where the writer says she has nothing but “dismal and depressing news”, showing that there is almost a relentless tide of misery as a result of the conflict.

3. You need to create a **sustained critical overview** of the text so you MUST try to use your evaluative language consistently and think about how the text works as a whole.
4. To gain the highest marks, you need to create a persuasive tone with your response, so aim to use phrases such as **This impression/effect is reinforced by...The writer effectively builds the sense of ...further by...The effect of the setting is enhanced by the writer’s use of...**
5. You need to ensure that you are focused on the question so try to use the language from the question in your response.
6. The highest band asks you to use **discriminating references** so you should aim to embed short quotations to support your ideas. For example: **The writer successfully demonstrates how significantly Frank has been affected by conflict as she begins to think “perhaps [the gassing] is the quickest way to die”, suggesting she is contemplating suicide.**
7. The reason that most students lose marks in this question is because they forget to show a judgement by using evaluative language or by focusing on the narrow effects of language rather than the wider effects of things like settings, ideas, themes and events.
8. Students may also lose marks by not fully linking their response to the question. Remember to incorporate the language of the question in your response. **Frank’s strong personal feelings about the Germans, shown by her belief that “there are no greater enemies” in her eyes, effectively shows how deeply she has been affected by conflict.**

**Question 7a** is a comparative AO1 question and has a very straightforward structure. You will be given an opening line which tells you something about both texts - e.g. **The two texts both describe times of conflict.** You can use this line as your first comparison if you need to.

Ultimately, the question is asking you to find **SIMILARITIES** between the two texts. Your basic structure for this question is: **Both texts show...This can be seen in Text 1 by “...” and also in Text 2 by “...”** You should then aim to repeat this structure at least three times. You MUST give evidence from both texts and try to ensure a balanced approach.

**For the higher marks**, you should aim to include some points which demonstrate your inference skills as this will help you show a detailed understanding of the texts rather than a limited or sound understanding that is demonstrated through the use of more obvious comparisons.

**Question 7b** is a comparative AO3 question and requires you to analyse how BOTH writers present their ideas and perspectives about a subject covered by both texts. Unlike question 7a, you can explore similarities and differences between the two texts.

In the mark scheme, the examiner is looking for you to write about the ideas and perspectives of the writers but also to think about how the themes, language and structure reflect these ideas and perspectives. It is vital that you are also consistently linking back to the question.

For question 7b, you should try to plan at least four points of comparison and highlight/underline the quotations you plan to use when you compare them.

Because you are being asked to look at the presentation of the writers' ideas and perspectives, you should be using phrases such as **The writer clearly feels...The writer believes...The writer finds the...**

It is vital that you give a balanced, consistently comparative approach so your planning should focus on making connections between the texts.

### **How to write comparatively:**

1. If you are planning to write a **similarities** paragraph, you could start your analysis off with a phrase such as **Both writers clearly show the negative impact of conflict. Yousafzai does this in Text 1 by... Similarly, Text 2 also conveys the impression that the writer feels negatively towards conflict as Frank says "..."**
2. If they are relevant to the question, you can use some of the same ideas in 7b as you did in 7a but the analysis must be much more detailed and developed in 7b.
3. If you are writing a **differences paragraph**, you should use your contrast connectives to help you. **Text 1 gives a personal account about how she has experienced poor treatment at the hands of others whereas Anne Frank focuses on the negative experiences suffered by others.**

4. For Level 3, you need to make a range of comparisons, which is why it is essential that you plan for at least three points.
5. Level 4 asks you to explore comparisons, which means you should try and write more than one thing about a text, exploring and developing your response about how the themes, language and/or structure are used.
6. Level 5 asks you for **discriminating references**, which again means that you should be embedding quotations smoothly and precisely in your piece. Obviously, simply embedding a quotation won't get you a Level 5 on its own but it is a vital skill to have and should be practised regularly.
7. A final thing to remember is that the mark scheme **explicitly** asks you for **balance** across the texts. It is vital that, when you proof-read, you also check that you have a balanced approach to the text.

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