

Name: _____

Component 1 English Language Revision Guide



Exam Information

- ✓ You will sit two exams for the English Language GCSE
- ✓ Paper 1 is also called Component 1. This exam is 1 hour and 45 minutes long.
- ✓ In paper 1's reading section, you will have one text to read. There are line numbers down the side of the passage. You will be asked to answer 5 answers about this text. You will have 1 hour to complete this section.
- ✓ In paper 1's writing section, you will be given 4 story titles to choose from. You need to choose one of these titles and write a story. You will have 45 minutes to complete this section.
- ✓ Paper 2 is also called Component 2. This exam is 2 hours long.
- ✓ In paper 2's reading section you will have two texts to read. You will be asked to answer 6 questions about these texts. You will have 1 hour to complete this section.
- ✓ In paper 2's writing section, you will be given two writing questions. You have to answer both of them. You will have 1 hour to complete this section.
- ✓ Each exam is worth 80 marks.

Exam Information- Let's test what we know!

- 1) How many exams will you sit for the GCSE English Language qualification? _____
- 2) How long is paper 1? _____
- 3) How many texts will you need to read to answer the reading section in paper 1? _____
- 4) How long do you get to answer the reading section in paper 1? _____
- 5) How many story titles will you be given in the writing section of paper 1? _____
- 6) How many do you actually have to answer? _____
- 7) How long will you have to complete the writing section of paper 1? _____
- 8) How many questions will you need to answer in the reading section of paper 2? _____
- 9) How long will you have to answer the reading section of paper 2? _____
- 10) How many questions will you be given in the writing section of paper 2? _____
- 11) How many of these questions must you answer?

- 12) How long will you have to complete the writing section of paper 2? _____
- 13) How many marks is each exam paper worth?

Mark out of 13 for this section:

Progress Tracker

<u>Section</u>	<u>Max mark for section</u>	<u>Your mark</u>	<u>More revision needed?</u>
Exam information	13		
Question 1	5		
How to approach Q1	4		
How to approach Q2	5		
How to approach Q3	5		
How to approach Q4	5		
How to approach Q5	5		
Creative writing	5		

SECTION A: 40 marks

Read carefully the passage below. Then answer all the questions which follow it.

- Pat stood nervously at the door, reading the names underneath the buttons until she saw the name she was looking for: *Anderson*. That would be Bruce Anderson, the property surveyor, the person to whom she had spoken on the telephone. He was the one who collected the rent on the flat and paid the bills. He was the one who had said that she could come and take a look at the place and see whether she wanted to live there. She really wasn't sure. 'And we'll take a look at you now,' he had added. 'If you don't mind'.
- So now, she thought, she would be under inspection, assessed for suitability for a shared flat, weighed up to see whether she was likely to play music too loud or have friends who would damage the furniture. Or, she supposed, whether she would get on anyone's nerves.
- She pressed the bell and waited. The door was rather shabby, needing a coat of paint to cover the scratches. Well, this street was on the edge of the fashionable part of Edinburgh. With a sense of anxiety at having to do this every day, she climbed up four flights of stairs to reach the top landing where there were two flats, one with a dark green door and another painted blue. As she stepped onto the landing, the blue door opened and she found herself face-to-face with a tall young man, probably three or four years older than herself and wearing a rugby jersey. 'I'm Bruce,' he said. 'And I take it you're Pat.'
- He smiled at her and gestured her to come into the flat. That was encouraging. 'I like the street,' she said. 'I like this part of town. It's central and it seems quiet.'
- He nodded.
- She followed him into the living room, a large room with a marble fireplace on one side and a rickety bookcase against the opposite wall. She glanced with distaste at the sofa, which was covered with a faded material stained with spills of tea or coffee. It was typical of the sofas which one found in shared flats; sofas that had been battered and humiliated and which would, on cleaning, disgorge copious sums in change and ballpoint pens and other bits and pieces dropped from generations of pockets.
- Bruce then showed Pat the vacant room in the flat and it brought home to him how messy and lazy Anna had been. He had asked her to clean the room before she left – he had asked at least twice – and she had assured him, twice, that it would be done. But he should have known that she did not mean it, and now, looking at the room with a visitor's eyes, he saw what she had done. The middle of the carpet had been vacuumed and looked clean enough, but everywhere else looked dirty and neglected. The bed had large balls of dust under it as well as a collapsed stack of magazines. A glass of water, with lipstick stains on the rim, had been left on the bedside table. She had moved out a week ago and he should have checked, but he had always hated going into the room when she was there and her presence somehow lingered. So he had left the door closed and tried to forget she had ever lived there.
- Pat stood still for a moment. There was a musty odour in the room. She moved over to the wardrobe and reached out to open it. Bruce drew his breath. Anna had probably left it full of her dirty washing. That was just the sort of thing she would do; like a child really, leaving clothes on the floor for an adult to pick up.
- 'That's a wardrobe,' he said, hoping she would not try to open it. 'I'll clean it out for you. It might have some of her stuff in it.'
- Pat hesitated. 'She didn't keep the place very clean, did she?' she said. Bruce laughed. 'You're right. We were all pleased when she moved to Glasgow. I encouraged her. I said the job she had been offered sounded just fine. A real opportunity.'
- 'And was it?' Pat asked.
- Bruce shrugged. 'She fancied herself getting into television journalism. She had been offered a job making tea for some producer. Great job. Great tea possibilities.'
- It was settled. Pat agreed to move in and would pay rent from the following Monday. The room was not cheap, in spite of the musty smell and the general dinginess.

50 'You have got a job, haven't you?' Bruce asked tentatively. 'The rent...'
She assured him she would pay in advance, and he relaxed. He showed Pat to the door and gave her a key. 'You can bring your things over anytime.' He paused. 'I think you are going to like this place.'

55 Pat smiled, and she continued to smile as she made her way down the stairs. The flat was exactly what she wanted. And Bruce seemed fine. In fact he reminded her of a cousin who had also been keen on rugby and who used to take her to pubs on international nights and sing loudly and kiss her beerily on the cheek. Men like that were very unthreatening. They tended not to be moody or make emotional demands. Not that she envisaged ever becoming involved with someone like that, no matter how good-looking he was.

60 He was not sure about this new girl. She was not going to be any trouble. She could pay the rent and he knew she would keep the room clean. He had seen her look of concern about the state of the room and that had been a good sign. But she was a bit young and that might be a problem. The four years that separated them were crucial ones, in Bruce's mind. It was not that he had no time for twenty-year-olds. It was just that they talked about different things

65 and listened to different music. He had decided that Pat was not his type. She was attractive enough, he reflected, although she would not necessarily turn his head in the street. Comfortable, perhaps, was the word. Undisturbing. Average. Perhaps she would be worth a little attention. He was, after all, between girlfriends now that Laura had gone to London. They had agreed he would go to London every month but it had not

70 worked out. He had been unable to find the time and she had been most unreasonable about it, he thought. 'If you cared anything about me, you would have made the effort,' she had said. 'But you don't and you didn't.'

75 He had been appalled by the unfairness of this attack. There had been very good reasons why he could not go to London, apart from the expense, of course. There was a rugby international that weekend and if she thought he was going to miss that just to go to London for a weekend then she was going to have to think again. Which she did. Bruce turned and, as he did so, he caught a glimpse of himself in the mirror, and smiled. 'Terrific!' he said, unbuttoning his rugby shirt. 'That looks just terrific!'

80 It was a favourite mirror of his, full length, which made it possible for him to inspect the benefits of his regular sessions at the gym. Very satisfactory, he thought.

From '44 Scotland Street' by Alexander McCall Smith, Birlinn Limited

Component 1 English Language- Question 1

TOP TIPS for QUESTION 1

- ✓ Read the question and underline key information.
- ✓ Box off the relevant lines needed to answer this question.
- ✓ Go back and look at the question so you know exactly what to look for.
- ✓ Read the 'boxed off section' and highlight relevant information that could be used to answer the question.
- ✓ Set out your answer to this question using bullet points.
- ✓ You need 5 different points.

Let's put these TOP TIPS into practise...

Read lines 1-13.

A1. List five reasons why Pat feels nervous in these lines.

[5]

SECTION A: 40 marks

Read carefully the passage below. Then answer all the questions which follow it.

- Pat stood nervously at the door, reading the names underneath the buttons until she saw the name she was looking for: *Anderson*. That would be Bruce Anderson, the property surveyor, the person to whom she had spoken on the telephone. He was the one who collected the rent on the flat and paid the bills. He was the one who had said that she could come and take a look
- 5 at the place and see whether she wanted to live there. She really wasn't sure. 'And we'll take a look at you now,' he had added. 'If you don't mind'.
- So now, she thought, she would be under inspection, assessed for suitability for a shared flat, weighed up to see whether she was likely to play music too loud or have friends who would damage the furniture. Or, she supposed, whether she would get on anyone's nerves.
- 10 She pressed the bell and waited. The door was rather shabby, needing a coat of paint to cover the scratches. Well, this street was on the edge of the fashionable part of Edinburgh. With a sense of anxiety at having to do this every day, she climbed up four flights of stairs to reach the top landing where there were two flats, one with a dark green door and another painted blue. As she stepped onto the landing, the blue door opened and she found herself face-to-face with
- 15 a tall young man, probably three or four years older than herself and wearing a rugby jersey. 'I'm Bruce,' he said. 'And I take it you're Pat.'
- He smiled at her and gestured her to come into the flat. That was encouraging.
- 'I like the street,' she said. 'I like this part of town. It's central and it seems quiet.'

Now have a go at writing up your answer to this question. Remember to look back at the TOP TIPS for this question to see how to set out your answer.

Total mark out of 5 for question 1:

Let's test what we know about answering question 1:

- 1) What's the first thing you should do in order to answer question 1?

- 2) What do you need to do to the text at this point?

- 3) How should you write up your answer to question 1?

- 4) How many different points do you need to write down for question 1?

Total mark out of 4 for this revision section:

Component 1 English Language- Question 2

TOP TIPS for QUESTION 2

- ✓ Read the question and underline key information.
- ✓ Box off the relevant lines needed to answer this question.
- ✓ Go back and look at the question so you know exactly what to look for.
- ✓ Read the 'boxed off section' and highlight relevant information that could be used to answer the question.
- ✓ You will need to use PEE to answer this question.
- ✓ You will need at least 3 different quotes to answer this question.
- ✓ This question is all about 'the writer' so you must include 'the writer' in your answer, followed by a quote and then a brief explanation about the quote you have chosen.

Let's put these TOP TIPS into practise...

Read lines 14-25.

A2. How does the writer show you Pat's feelings about the flat in these lines? [5]

You must refer to the text to support your answer, using relevant subject terminology where appropriate..

- 10 She pressed the bell and waited. The door was rather shabby, needing a coat of paint to cover the scratches. Well, this street was on the edge of the fashionable part of Edinburgh. With a sense of anxiety at having to do this every day, she climbed up four flights of stairs to reach the top landing where there were two flats, one with a dark green door and another painted blue. As she stepped onto the landing, the blue door opened and she found herself face-to-face with
- 15 a tall young man, probably three or four years older than herself and wearing a rugby jersey. 'I'm Bruce,' he said. 'And I take it you're Pat.'
He smiled at her and gestured her to come into the flat. That was encouraging.
'I like the street,' she said. 'I like this part of town. It's central and it seems quiet.'
He nodded.
- 20 She followed him into the living room, a large room with a marble fireplace on one side and a rickety bookcase against the opposite wall. She glanced with distaste at the sofa, which was covered with a faded material stained with spills of tea or coffee. It was typical of the sofas which one found in shared flats; sofas that had been battered and humiliated and which would, on cleaning, disgorge copious sums in change and ballpoint pens and other bits and pieces
- 25 dropped from generations of pockets.
Bruce then showed Pat the vacant room in the flat and it brought home to him how messy and lazy Anna had been. He had asked her to clean the room before she left – he had asked at least twice – and she had assured him, twice, that it would be done. But he should have known that she did not mean it, and now, looking at the room with a visitor's eyes, he saw what she had
- 30 done. The middle of the carpet had been vacuumed and looked clean enough, but everywhere else looked dirty and neglected. The bed had large balls of dust under it as well as a collapsed stack of magazines. A glass of water, with lipstick stains on the rim, had been left on the bedside table. She had moved out a week ago and he should have checked, but he had always hated

Now have a go at writing up your answer to this question.

P- *The writer shows us Pat's feelings towards the flat in these lines by saying:*

E-

E- This shows the reader that...

P- *Secondly, the writer shows us Pat's feelings towards the flat in these lines by saying:*

E-

E- This shows the reader that...

P- *Lastly, the writer shows us Pat's feelings towards the flat in these lines by saying:*

E-

E- This shows the reader that...

Success criteria for Question 2-

- ✓ You must look at and use the correct section of the text.
- ✓ You must mention 'The writer' in your answer
- ✓ You must make at least 3 points including a quotation to support your ideas.
- ✓ You must briefly explain the quotations you have chosen.

Have you done all of these things in your answer?



WAGOLL answer

The writer shows us Pat's feelings towards the flat in these lines by saying 'that was encouraging' when she meets Bruce. This shows the reader that Pat is feeling reassured and pleased when she meets Bruce.

Secondly, the writer shows us Pat's feelings towards the flat in these lines by using dialogue or speaking between the characters. For example 'I like the street'. This makes it clear to the reader how Pat feels about things surrounding the flat meaning she will go in to look at the flat with a positive attitude.

Finally, the writer shows us Pat's feelings towards the flat in these lines by saying words such as 'rickety' and 'distaste'. This shows the reader that Pat now feels negatively towards the flat and the objects within it.

TASK: Can you find and label the success criteria within this WAGOLL answer to Q2?

Let's test what we know about answering question 2:

1) What's the first thing you should do in order to answer question 2?

2) What do you need to do to the text at this point?

3) How should you write up your answer to question 2?

4) How many different points do you need to write down for question 2?

5) What is the main focus for this question?

Total mark out of 5 for this revision section:

Component 1 English Language- Question 3

TOP TIPS for QUESTION 3

- ✓ Read the question and underline key information.
- ✓ Box off the relevant lines needed to answer this question.
- ✓ Go back and look at the question so you know exactly what to look for.
- ✓ Read the 'boxed off section' and highlight relevant information that could be used to answer the question.
- ✓ You will need to use PEE to answer this question.
- ✓ You will need at least 6 different quotes to answer this question.
- ✓ This question is all about 'the writer' so you must include 'the writer' in your answer, followed by a quote and then a brief explanation about the quote you have chosen.

Let's put these TOP TIPS into practise...

Read lines 26-47.

- A3.** What impressions do you get of Anna in these lines? How does the writer show you what she is like? [10]

You must refer to the text to support your answer, using relevant subject terminology.

- 25 dropped from generations of pockets.
Bruce then showed Pat the vacant room in the flat and it brought home to him how messy and lazy Anna had been. He had asked her to clean the room before she left – he had asked at least twice – and she had assured him, twice, that it would be done. But he should have known that she did not mean it, and now, looking at the room with a visitor's eyes, he saw what she had
- 30 done. The middle of the carpet had been vacuumed and looked clean enough, but everywhere else looked dirty and neglected. The bed had large balls of dust under it as well as a collapsed stack of magazines. A glass of water, with lipstick stains on the rim, had been left on the bedside table. She had moved out a week ago and he should have checked, but he had always hated going into the room when she was there and her presence somehow lingered. So he had left
- 35 the door closed and tried to forget she had ever lived there.
Pat stood still for a moment. There was a musty odour in the room. She moved over to the wardrobe and reached out to open it. Bruce drew his breath. Anna had probably left it full of her dirty washing. That was just the sort of thing she would do; like a child really, leaving clothes on the floor for an adult to pick up.
- 40 'That's a wardrobe,' he said, hoping she would not try to open it. 'I'll clean it out for you. It might have some of her stuff in it.'
Pat hesitated. 'She didn't keep the place very clean, did she?' she said. Bruce laughed. 'You're right. We were all pleased when she moved to Glasgow. I encouraged her. I said the job she had been offered sounded just fine. A real opportunity.'
- 45 'And was it?' Pat asked.
Bruce shrugged. 'She fancied herself getting into television journalism. She had been offered a job making tea for some producer. Great job. Great tea possibilities.'
It was settled. Pat agreed to move in and would pay rent from the following Monday.
The room was not cheap, in spite of the musty smell and the general dinginess.

Now have a go at writing up your answer to this question.

P- The writer gives us the impression that Anna is _____.
For example, in the text it says:

E-

E- This shows the reader that...

P- Secondly, the writer gives us the impression that Anna is _____.
For example, in the text it says:

E-

E- This shows the reader that...

P- Thirdly, the writer gives us the impression that Anna is _____.
For example, in the text it says:

E-

E- This shows the reader that...

P- Fourthly, the writer gives us the impression that Anna is _____.
For example, in the text it says:

E-

E- This shows the reader that...

P- Next, the writer gives us the impression that Anna is
_____. For example, in the text it says:

E-

E- This shows the reader that...

P- Lastly, the writer gives us the impression that Anna is
_____. For example, in the text it says:

E-

E- This shows the reader that...

Success criteria for Question 3-

- ✓ You must look at and use the correct section of the text.
- ✓ You must mention 'The writer' in your answer
- ✓ You must make at least 6 points including a quotation to support your ideas.
- ✓ You must briefly explain the quotations you have chosen.

Have you done all of these things in your answer?



WAGOLL answer

The writer gives us the impression that Anna is unreliable. For example, in the text it says 'he had asked at least twice'. This shows the reader that Anna is not to be trusted and cannot keep her word.

Secondly, the writer gives us the impression that Anna is selfish. For example in the text it says 'the bed had large balls of dust under it'. This shows the reader that Anna has no consideration for others and doesn't care about leaving the room looking a state.

Thirdly, the writer gives us the impression that Anna is not popular. For example in the text it says 'he had always hated going into the room'. This shows the reader that Bruce disliked Anna a lot and he had tried to forget she ever lived there.

Fourthly, the writer gives us the impression that Anna was like a spoilt child. For example, in the text it says 'like a child really, leaving clothes on the floor for an adult to pick up.' This shows the reader that she was irresponsible and expected others to clean up after her.

Next, the writer gives us the impression that Anna was ambitious. For example in the text it says that 'she fancied herself getting into television journalism'. This shows the reader that Anna has a high opinion of herself but Bruce doesn't think she has what it takes.

Lastly, the writer gives us the impression that Anna was possibly a bit deluded. For example in the text it says 'she had been offered a job making tea for some producer'. This shows the reader that Anna's job wasn't as glamorous as it sounded and she was actually just running around looking after other people rather than being an actual journalist.

TASK: Can you find and label the success criteria within this WAGOLL answer to Q3?

Let's test what we know about answering question 3:

1) What's the first thing you should do in order to answer question 3?

2) What do you need to do to the text at this point?

3) How should you write up your answer to question 3?

4) How many different points do you need to write down for question 3?

5) What is the main focus for this question?

Total mark out of 5 for this revision section:

Component 1 English Language- Question 4

TOP TIPS for QUESTION 4

- ✓ Read the question and underline key information.
- ✓ Box off the relevant lines needed to answer this question.
- ✓ Go back and look at the question so you know exactly what to look for.
- ✓ Read the 'boxed off section' and highlight relevant information that could be used to answer the question.
- ✓ You will need to use PEE to answer this question.
- ✓ You will need at least 6 different quotes to answer this question.
- ✓ This question is all about 'the writer' so you must include 'the writer' in your answer, followed by a quote and then a brief explanation about the quote you have chosen.

Let's put these TOP TIPS into practise...

Read lines 48-67.

- A4.** How does the writer show you what Pat and Bruce think about each other in these lines? [10]

You must refer to the text to support your answer, using relevant subject terminology where appropriate.

- 45 'And was it?' Pat asked.
Bruce shrugged. 'She fancied herself getting into television journalism. She had been offered a job making tea for some producer. Great job. Great tea possibilities.'
It was settled. Pat agreed to move in and would pay rent from the following Monday.
The room was not cheap, in spite of the musty smell and the general dinginess.
- 50 'You have got a job, haven't you?' Bruce asked tentatively. 'The rent...'
She assured him she would pay in advance, and he relaxed. He showed Pat to the door and gave her a key. 'You can bring your things over anytime.' He paused. 'I think you are going to like this place.'
Pat smiled, and she continued to smile as she made her way down the stairs. The flat was
- 55 exactly what she wanted. And Bruce seemed fine. In fact he reminded her of a cousin who had also been keen on rugby and who used to take her to pubs on international nights and sing loudly and kiss her beerily on the cheek. Men like that were very unthreatening. They tended not to be moody or make emotional demands. Not that she envisaged ever becoming involved with someone like that, no matter how good-looking he was.
- 60 He was not sure about this new girl. She was not going to be any trouble. She could pay the rent and he knew she would keep the room clean. He had seen her look of concern about the state of the room and that had been a good sign. But she was a bit young and that might be a problem. The four years that separated them were crucial ones, in Bruce's mind. It was not that he had no time for twenty-year-olds. It was just that they talked about different things and listened to different music. He had decided that Pat was not his type. She was attractive
- 65 enough, he reflected, although she would not necessarily turn his head in the street. Comfortable, perhaps, was the word. Undisturbing. Average.
Perhaps she would be worth a little attention. He was, after all, between girlfriends now that Laura had gone to London. They had agreed he would go to London every month but it had not
- 70 worked out. He had been unable to find the time and she had been most unreasonable about it, he thought.

Now have a go at writing up your answer to this question.

P- *The writer shows me what Pat and Bruce think about each other when it says:*

E-

E- This shows the reader that...

P- *secondly, the writer shows me what Pat and Bruce think about each other when it says:*

E-

E- This shows the reader that...

P- *Thirdly, the writer shows me what Pat and Bruce think about each other when it says:*

E-

E- This shows the reader that...

P- *Fourthly, the writer shows me what Pat and Bruce think about each other when it says:*

E-

E- This shows the reader that...

P- Next, the writer shows me what Pat and Bruce think about each other when it says:

E-

E- This shows the reader that...

P- Lastly, the writer shows me what Pat and Bruce think about each other when it says:

E-

E- This shows the reader that...

Success criteria for Question 4-

- ✓ You must look at and use the correct section of the text.
- ✓ You must mention 'The writer' in your answer
- ✓ You must make at least 6 points including a quotation to support your ideas.
- ✓ You must briefly explain the quotations you have chosen.

Have you done all of these things in your answer?



WAGOLL answer

The writer shows me what Pat and Bruce think about each other when it says that he 'tentatively' asked Pat if she had a job. This shows the reader that Bruce is cautious or uncertain of how to ask Pat this personal question.

Secondly, the writer shows me what Pat and Bruce think about each other when it says that 'Pat smiled, and she continued to smile as she made her way down the stairs'. This shows the reader her actions and that she feels positively towards Bruce and the flat/ situation.

Thirdly, the writer shows me what Pat and Bruce think about each other when it says that Pat thinks Bruce is 'unthreatening'. This shows the reader that Pat feels comfortable around Bruce and in his presence.

Fourthly, the writer shows me what Pat and Bruce think about each other when it says that Bruce felt Pat was 'not going to be any trouble'. This shows the reader that Bruce thinks Pat has lots of good points and will be a good housemate.

Next, the writer shows me what Pat and Bruce think about each other when it says that Bruce thought Pat was a 'bit young'. This shows the reader that Bruce thinks Pat could be a bit immature for him and that they might not have anything in common.

Lastly, the writer shows me what Pat and Bruce think about each other when it says that Bruce thought Pat was 'attractive enough' but not a 'head turner'. This shows that Bruce is not that physically attracted to Pat and perhaps wouldn't want to engage in a loving relationship with her.

TASK: Can you find and label the success criteria within this WAGOLL answer to Q4?

Let's test what we know about answering question 4:

1) What's the first thing you should do in order to answer question 4?

2) What do you need to do to the text at this point?

3) How should you write up your answer to question 4?

4) How many different points do you need to write down for question 4?

5) What is the main focus for this question?

Total mark out of 5 for this revision section:

Component 1 English Language- Question 5

TOP TIPS for QUESTION 5

- ✓ Read the question and underline key information.
- ✓ This question always asks you to look at the passage as a whole.
- ✓ Skim over the text and highlight relevant information that could be used to answer the question. Remember you might have already highlighted relevant quotes to help you answer earlier questions.
- ✓ You will need to use PEE to answer this question.
- ✓ You will need at least 6 different quotes to answer this question.
- ✓ This question is all about what you think but you must back up your ideas with a relevant quotation.
- ✓ This question is asking you to weigh up (agree/disagree) with a statement. Decide if you agree or disagree before you start writing.
- ✓ You can 'sit on the fence' (agree AND disagree) with the statement, just make this clear in your answer.
- ✓ Include an 'overview' of the whole passage where you summarise your ideas.

Let's put these TOP TIPS into practise...

To answer this question you should read lines 68-81 but also consider the passage as a whole.

A5. "In the final part of this passage, the writer encourages us to dislike Bruce."

To what extent do you agree with this view?

[10]

You should write about:

- your thoughts and feelings about Bruce as he is presented here and in the passage as a whole
- how the writer has created these thoughts and feelings

You must refer to the text to support your answer.

Now have a go at writing up your answer to this question.

I agree that in the final part of this passage, the writer encourages us to dislike Bruce.

P- *I dislike Bruce in the final part of this passage because it says that Bruce was*

E- *'between girlfriends'.*

E- *This shows the reader that Bruce is quite arrogant and doesn't have much respect for women.*

P- *Secondly, I dislike Bruce in the final part of this passage because it says:*

E-

E- *This shows the reader that...*

P- *Thirdly, I dislike Bruce in the final part of this passage because it says:*

E-

E- *This shows the reader that...*

However, in the rest of the passage I do not dislike Bruce as much as I do in the last section.

P- At the start of the passage I get the impression that Bruce is _____. I know this because it says:

E-

E- This shows the reader that...

P- Next, I get the impression that Bruce is _____. I know this because it says:

E-

E- This shows the reader that...

P- Finally, I get the impression that Bruce is _____. I know this because it says:

E-

E- This shows the reader that...

Overall, I think that Bruce is _____ in majority of the passage until the last few lines when I think he is _____.

Success criteria for Question 5-

- ✓ You must use the whole text to answer the question.
- ✓ You must agree/disagree/ sit on the fence in relation to the statement you are given and make this clear in your answer.
- ✓ You must include your own opinions so say 'I think' within the answer.
- ✓ You must make at least 6 points including a quotation to support your ideas.
- ✓ You must briefly explain the quotations you have chosen.
- ✓ You must include an overview of the passage as a whole.

Have you done all of these things in your answer?



WAGOLL answer

I agree that in the final part of this passage, the writer encourages us to dislike Bruce.

I dislike Bruce in the final part of this passage because it says that Bruce was 'between girlfriends'. This shows the reader that Bruce is quite arrogant and doesn't have much respect for women.

Secondly, I dislike Bruce in the final part of this passage because it says that if Laura thought Bruce was going to miss a rugby international game then she was 'going to have to think again'. This shows the reader that Bruce clearly thought more about rugby than he did about his own girlfriend which makes him quite selfish.

Thirdly, I dislike Bruce in the final part of this passage because it says that he 'caught a glimpse of himself in the mirror, and smiled.' This shows the reader that he is in love with himself and his own appearance.

However, in the rest of the passage I do not dislike Bruce as much as I do in the last section.

At the start of the passage I get the impression that Bruce is a nice guy. I know this because it says 'he smiled at her and gestured her to come into the flat'. This shows the reader that he is welcoming towards Pat when he first meets her and appears pleasant.

Next I get the impression that Bruce is kind. I know this because Bruce says 'I will clean it out for you' when showing Pat Anna's old room. This shows the reader that he is embarrassed of the state in which Anna left the room and he wants to make it a nicer place for Pat if she moves in.

Finally, I get the impression that Bruce is sensible. I know this because it says 'the rent...' This shows the reader that Bruce is worried about Pat not having a job and being able to contribute towards the rent and bills at the flat. This shows he is sensible about money.

TASK: Can you find and label the success criteria within this WAGOLL answer to Q5?

Let's test what we know about answering question 5:

1) What part of the passage should you use to answer Q5?

2) What must you do before answering Q5?

3) How many quotes/ points do you need to make to answer Q5?

- 4) This question is about your opinion supported with quotations?
TRUE/ FALSE
- 5) What must you include at the end of your answer to Q5?
-

Total mark out of 5 for this revision section:

English Language Component 1 - Writing

- ✓ In this section of the exam you will have 45 minutes to write one story.
- ✓ You will be given a choice of 4 titles, you need to pick one.
- ✓ You must plan for your story before you start writing so that you know where it's going to take place, how it's going to start and end and what the main event is going to be.

Example Creative Writing Tasks:

1. Write about a time when you had to make a difficult choice or decision.
2. Write a story which begins: "You are not staying here on your own. Get in the car now," my mum said in that voice which did not allow any argument.
3. The Journey
4. My Proudest Moment
5. Write about a time when you had to speak in front of others.
6. Write story that begins: 'When I opened that door, I had no idea what was about to happen.'
7. The Interview
8. Write about a time when you broke something valuable
9. Write a story which begins: 'The teacher was looking straight at me and he was clearly furious.'
10. Making a Choice
11. The Party
12. Write about a time when you let someone down.

When you have chosen your creative writing story you need to make a place. Look at the example plan below. In particular look at the order and detail in which this person has planned for their story.

The Interview

The Middle (Main event):

- ✓ In the interview for a part-time job
- ✓ Descriptions of room/ questions- loud ticking of clock, 3 faces glaring at you.
- ✓ Feelings of intimidation/ panic and stress/ red face/ feeling hot and pressured
- ✓ Unaware of responses to questions even though you have prepared



The End (where do you want to leave things after the main event? Is it a positive or a negative ending?)

- ✓ Waiting outside interview room to hear the verdict
- ✓ Being given the job (positive ending)- should have believed in myself and trusted my instincts
- ✓ Shock and excitement at being given the job- walking out of shop feeling light as a feather.



The Beginning (where are you? How will you build up to the main event?)

- ✓ Sat waiting outside interview room waiting for name to be called- descriptions of room/ corridor
- ✓ Eyeing up other candidates
- ✓ Deathly silence
- ✓ Feeling hot and bothered and not remembering all of the answers to questions you've been practising.
- ✓ Name being called and following person into interview room.

Now you try! Choose a story title from one of the previous pages and plan for your story. You have been given 3 different planning pages so you can choose more than one if you have the time!

Story Title:

The Middle (Main event):



The End (where do you want to leave things after the main event? Is it a positive or a negative ending?)



The Beginning (where are you? How will you build up to the main event?)

Story Title:

The Middle (Main event):



The End (where do you want to leave things after the main event? Is it a positive or a negative ending?)



The Beginning (where are you? How will you build up to the main event?)

Story Title:

The Middle (Main event):



The End (where do you want to leave things after the main event? Is it a positive or a negative ending?)



The Beginning (where are you? How will you build up to the main event?)

The Success Criteria- Creative Writing

- ✓ Your story needs to be organised- have a beginning, middle and an end.
- ✓ You need to use exciting vocabulary to describe as much as you can.
- ✓ Use descriptive techniques- metaphors, similes etc. Use the sense (what can you see, taste, touch, smell and hear around you?)
- ✓ Use a variety of punctuation () . , ; : - ? !
- ✓ Check your spelling- do your best!
- ✓ Have you used some shorter sentences for effect?

TASK: Read the following creative writing examples and highlight anything that you find that is listed in the success criteria above.

Creative Writing- Band 3 Example

It was nearing that time again, that dreaded time, my young cousin's birthday party. They were the same every year, children screaming, running around with E numbers all in their tiny bellies. Who knew such small humans could make this much noise? Don't get me wrong, I love him but he can't half make a racket along with his friends, well, let's just say I'm going to end up with a headache for the next week. With the car packed full of a variety of neatly wrapped packages of toys and gifts for the 'birthday boy', we set off, trundling down the road, heading for the dreaded party.

It was totally what I was expecting. We arrived half an hour before the mob of 6 year olds appeared and I am very thankful for that. I think it's the only quiet I'm going to get for the next 2 hours. I'd like to say, I'm not the generic moody teenager 'I hate my parents' sort, I believe I'm quite lovely. However at this certain party, I'm not going to have any of it. The closest I'm going to get to smiling is the wincing face I make when children rip through my eardrums with their piercing screams of joy. So I settled myself down in the furthest corner, away from everyone, trying to escape the pain, through a good book.

It was time for the animals to arrive. I couldn't believe how fast they ripped into the soft play area, climbing and rolling on anything that was squishy. I'm quite surprised this play area is going to survive after this. The real spectacle was my cousin and how quick he had teared the wrapping paper to shreds. I'm quite shocked he didn't inhale it, the rate he was going. Then, he was off. Screaming like Tarzan, gurgling and burbling into the forest of the squishy play

area. After 30 minutes of continuous screaming and cackles of laughter, it suddenly got called to a halt. It was time for party games. Oooh great! What do I love even more than screaming children? Screaming children who can't handle the concept of pass the parcel! I have to say it was painful to watch. I would have honestly rather had my legs waxed than watch that again- and believe me, that hurts. After all that 'fun', it was nearly time to have some food. So, all the children sat down and eagerly waited for the signal to dive in but one chair remained empty. Little old Henry had gone missing.

You could see the look of panic that spread across the adult's faces. They had lost a child. In an instant, there was utter chaos. There were whining children moaning about hunger and anxious adults searching the place from top to bottom and there was me sat watching all the drama happen from a distance. It was better than TV. Who knew how entertaining this could be?

Cutting through the air there was a cry of relief, my lovely mother had found old Henry sat in the corner of the play area with a mouth full of sweets and a sticky paw jammed full of biscuits. It was quite a funny sight. The person that laughed the most was his mother. She practically wet herself with laughter. So, after every child had been fed and returned back to loving parents, it was time to go home. I can say, even throughout the noise, that was the funniest party I've been to. I hope it's like that next year!

Creative Writing- Band 5 Example

It really wasn't the result I was looking for. In all fifteen joyous years of my life, there was only one distinct guilty pleasure I struggled with: the enigmatic art of baking.

Don't ask, the vicious answer evades me. My mum is masterful. My nan mediocre. Even Sam, an abhorrent assistant, bests me. Like a fool with no hands, I endure and fight on; nonetheless I fail. No matter the craft method, I always fail.

Teeth gnashing, stood with feet apart in a stance only an empress can conquer, I surreptitiously glowered at the mixture before me. Beyond all delicacies, it perched angelically on the cold and austere, grey slab of marble, a stark contrast to its seductive, creamy visage. All perfect, as always at this stage, but raw... It turned and sardonically winked. A taunt. Bring it on.

Gingerly, I cradled it until I laid it down in its cot for the next hour, sneaking mumbled prayers into my silent rhyme. I turned the oven on, pressed a shaky hand to the murky glass and left. The waiting game began.

I have spent many hours waiting. Ears prickled, subtle adjustments, sniffing as the book of the day placates me. An unsettled mind leads to an unsettled back, my mum would say. If only I was an unperturbed academic, maybe other aspects of life would follow suit.

Today, it appeared. My mind welcomed tranquillity- too much tranquillity.

As I would learn later, the book of the day placated me so well as to assuage my tension rendering me unconscious. 1...2...3! The hours ticked by. Rhymes are much more effective at putting cakes into deep slumbers; why else didn't it scream and wail?

The smoke woke me first. Then the screeching. A thick smog stung my eyes until the screeching turned into an alarm and the smog turned in grotesque bodies of black smoke. I leaped 10 foot into the air, discarding the book and shoved my into the kitchen.

The cake was in a disco inferno of dancing flames and heavy-handed touched of smoke. It sizzled with mighty glee, popping and shaking to the beat. Almost with spite it winked and swayed malevolently, as if to say: "How's that, suppressor?"

In a great midst of fury, I hit the flames with a wet cloth, signalling the end to the party. Somehow, I dislodged the burnt mixture, sending it crashing to the floor. That signalled the end of rune.

After the chaos was subdued, the smoke hauled out and flames cut out of the cake's life, I didn't expect an epiphany to rise from my disastrous attempt. Baking should be easy, but like the phoenix rising from the flames, I realised baking is meant for others. When life gives you butter, flour and sugar, give it someone else.

Let's revise what we know about creative writing:

1) How long do you get to answer the creative writing section of the exam?

2) How many titles will you have to choose from? How many do you have to answer?

3) What must you do before you start writing your story?

4) In what order should you plan for your story?

5) List as many of the success criteria for creative writing as you can:

Mark out of 5 for this revision section:

Now have a read of the revision resources on using different types of punctuation. There are independent activities for you to complete to test your understanding after each revision section.