

FCC English Department

English Language Revision pack

Focus: key knowledge for Paper One and
Paper Two

Name:

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Paper One

Q1 – find four things (4 marks – 5 minutes)

Q2 – language analysis (8 marks – 10 minutes)

Q3 – structural analysis (8 marks – 10 minutes)

Q4 – evaluation against a statement (20 marks – 20 minutes)

Q5 – creative writing (40 marks (24/16) – 45 minutes)

Preparing your paper

To help succeed in your Language papers, you should aim to prepare your insert papers to support you with your reading. To do this, you need a separate highlight colour for each reading question (4 in total).

1. Read question one and find the line numbers that it refers to. Draw a box around the line numbers in your first highlighter colour.
2. Read question two and find the line numbers that it refers to. Again, draw a box around the line numbers and write down the focus – e.g. ‘the storm’.
3. Question three will refer to the whole text so you will just need to write the focus down in your third highlighter colour – e.g. ‘build tension’.
4. Read question four and find the line numbers that it will refer to. Draw a box around these line numbers and then identify the different focuses in the question. Ensure that you write down each of the different focuses for this question – there will be more than one that you need to explore. If you have a spare colour, you can use one colour per focus. For example, ‘this part is scary’ and ‘the ghost’s description made it terrifying’.

Paper 1, Question 1: retrieval

For this question, you need to identify the correct answer to a question from three different options. You will need to do this for four different questions. They will all relate to specific line numbers within the extract.

To achieve in this question, you need to:

- Find the line numbers that you will be gathering the information from.
- Read each response fully as you will be required to infer ideas to respond to this question.
- Only identify one correct answer out of the three possible answers.

Example question

The great spider was lying asleep when the Lion found him, and it looked so ugly that its foe turned up his nose in disgust. Its legs were quite as long as the tiger had said, and its body covered with coarse black hair. It had a great mouth, with a row of sharp teeth a foot long, but its head was joined to the pudgy body by a neck as slender as a wasp's waist.

1. What does the spider's enemy do?

- Woke the spider up
- Expressed revulsion
- Said that it was ugly

2. What are the spider's legs like?

- Short
- Long
- Hairy

3. Who is the spider's enemy?

- A tiger
- A lion
- A wasp

Paper 1, Question 2: language analysis

For this question, you need to write at least two paragraphs and you need to focus on the writer's use of words. In other words, you need to consider why the writer has chosen the specific words that they have chosen.

To respond to this question, you should aim to select either a key word or a longer phrase that you can explore multiple words. Your aim is to consider the image described and then to explain how the words help to create these images. Use the following structures below to support your analysis.

1. Identify three words / phrases that you can explore.
2. Explain the image that has been created.
3. Explore connotations / associations of each word selected.
4. Consider how the connotations help to create the image.
5. Consider alternative ideas or interpretations, using 'additionally', 'perhaps'.
6. Move on to your next word / phrase (remember, if you are selecting a phrase, you need to zoom in on another word within the phrase selected).

Key phrases – focus on individual words

The writer uses the (verb / noun / adverb) '...'

Which has connotations of... (what you associate with the word)

Which suggests... (about the focus in the question)

Key phrases – focus on images (longer quotations)

The writer uses the (phrase / simile / metaphor) '...'

Which illustrates... (describe what image is created)

The (noun / verb / adverb) '...'

Has connotations of...

Which suggests... (link back to the focus in the question and the image)

Additionally, the (noun / verb / adverb) '...' (repeat the previous two phrases twice)

Dive

Dive

Dive

Say three things about three things!

Example question – exploring images

Answer the question below as a full response, using the key phrases:

No human eye can isolate the unhappy coincidence of line and place which suggests evil in the face of the house, and yet somehow a maniac juxtaposition, a badly turned angle, some chance meeting of roof and sky, turned Hill House into a place of despair, more frightening because the face of Hill House seemed awake, with a watchfulness from the blank windows and a touch of glee in the eyebrow of a cornice. A house arrogant and hating, never off guard, can only be evil. It was a house without kindness, never meant to be lived in, not a fit place for people or for love or for hope. Exorcism cannot alter the countenance of a house; Hill House would stay as it was until it was destroyed.

How does the writer use language to describe the house?

The writer uses the (phrase / simile / metaphor) ‘..’

Which illustrates... (describe what image is created)

The (noun / verb / adverb) ‘..’

Has connotations of...

Which suggests... (link back to the focus in the question and the image)

Additionally, the (noun / verb / adverb) ‘..’ (repeat the previous two phrases twice)

Don’t forget to say three things (**dive, dive dive**)!

Continue on a sheet of lined paper if you would like to respond in full.

Paper 1, Question 3: structural analysis

To respond to this question, you need to ensure that when analysing structure, you consider the organisation of the text, rather than the words chosen by the writer. Structural analysis focuses on the journey that the writer takes the reader on throughout the text so you should consider how the journey you are taken on helps to establish the focus in the question.

Consider the following points to help you with analysing structure:

1. What are we being shown by the writer at this moment in the text?
2. How are we shown it? How does this link to the focus in the question?
3. Why are we shown it?

Focus on the reader's journey

At the (beginning / middle / end), the writer focuses your attention on...

This focus on... establishes... (consider the focus in the question)...because...

At this point the reader learns / discovers...

Dive

Dive

Dive

Example response

Throughout the extract, the writer used linear narration to illustrate the story with the aid of time at each period, "It was ten in the morning", "next half hour" and "That was eleven-fifteen." This is significant as the story is based on the action of Roland around an antique book and the stealing of part of it. With this, we could see the gradual change of Roland's internal emotions, from being excited for 'Ash's handwriting" to stealing part of the antique book. This change of the character is elaborated through presenting the logical thought process of Roland chronologically.

Example question

Answer the question below as a full response, using the key phrases:

Evaluate. Judge. Act.

The young man let the words echo like a second heartbeat.

He did not allow himself to acknowledge the possibility that he was going to die here. Not even as he slipped on blood, stumbled over bodies, mentally counted the men and women that had followed him into the city but would not follow him out. Not even as possibility crept closer and closer to certainty.

He was twenty-one years old. He had been in too many battle to count. But this? This wasn't a battle. This was slaughter.

Evaluate. Judge. Act.

He pressed his back against the outer wall of a townhome, peering around the corner down a narrow city street. The roads were densely populated with crooked little houses that squished up against each other. Terrified faces peered from within them. Mothers tore their children away from the sight of steel and magic and fire mingling in a terrible, deadly dance.

Deep beneath his thoughts, the voice chuckled.

Shut up, he told it, and launched himself back into the fight. He flew through the streets, whispering to the flames beneath his breath, coaxing them to him. They complied eagerly, furling around his hands and up his arms in spirals. He yanked them out of houses and off the streets, away from thin skin and fragile bones.

But there was too much. It consumed his energy and his focus. So much so that he didn't even have time to evade when a sharp pain split his back. The warmth of blood melded with stinging, salty sweat.

Act, act, act.

He grit his teeth and spun in a well-practiced counter before the rebel could land another strike. The body hit the ground in a clumsy tangle of limbs. He didn't look at her face, grateful that it was covered by a mass of curly brown hair.

As if awaked by the smell of fresh blood, the voice leapt inside of him. (*Kill it!*) it hissed, throwing itself against the surface of his thoughts like claws gouging at a door.

No -

Paper 1, Question 4: evaluation of ideas against a statement

For this question, you will utilise the skills gained in language and structural analysis to consider how far a writer presents a specific idea, using methods to explain how this idea has been created. You will need to carefully highlight each of the focuses within the question as you will usually find that there are at least two central ideas. For example:

It was a shock when the alien appeared. The alien was terrifying.

In this statement, there are two ideas:

- The alien is terrifying
- It was a shock when the alien appeared

You have to ensure that you consider both of these parts of the statement separately and consider how far the evidence that you select supports or refutes these ideas. Try to find evidence that supports the ideas; you can always balance your argument as you consider alternative interpretations to language / structure.

Key phrases – evaluation

Despite..., the writer also presents...

The writer reinforces / intensifies / creates / encapsulates

Arguably / perhaps...

The writer might be making us feel / think... because...

On the other hand, the writer might not be making us feel / think... because...

Key phrases – focus on images (longer quotations)

The writer uses the (phrase / simile / metaphor) ‘...’

Which illustrates... (describe what image is created)

The (noun / verb / adverb) ‘...’

Has connotations of...

Which suggests... (link back to the focus in the question and the image)

Additionally, the (noun / verb / adverb) ‘...’ (repeat the previous two phrases twice)

Key phrases – focus on the reader’s journey

At the (beginning / middle / end), the writer focuses your attention on...

This focus on... establishes... (consider the atmosphere, mood, character, setting)

At this point the reader learns / discovers...

Dive

Dive

Dive

Say three things about three things!

Paper 1, Question 5: creative writing

For this question, you will be asked to produce either the opening to a narrative or a descriptive piece of writing. You will be provided with an image for inspiration but you do not have to use this image – if you are inspired by the wording of the question, use this instead.

To help with gaining the highest marks, you should consider using the following structure in your writing, whether it is a descriptive piece or writing or a narrative:

Drop

This requires dropping the reader into the action in a narrative. In a description, you would start by focusing on one particular thing – e.g. the weather.

Shift

This requires shifting to another time / place (flashback / flashforward) / mood or aspect of description.

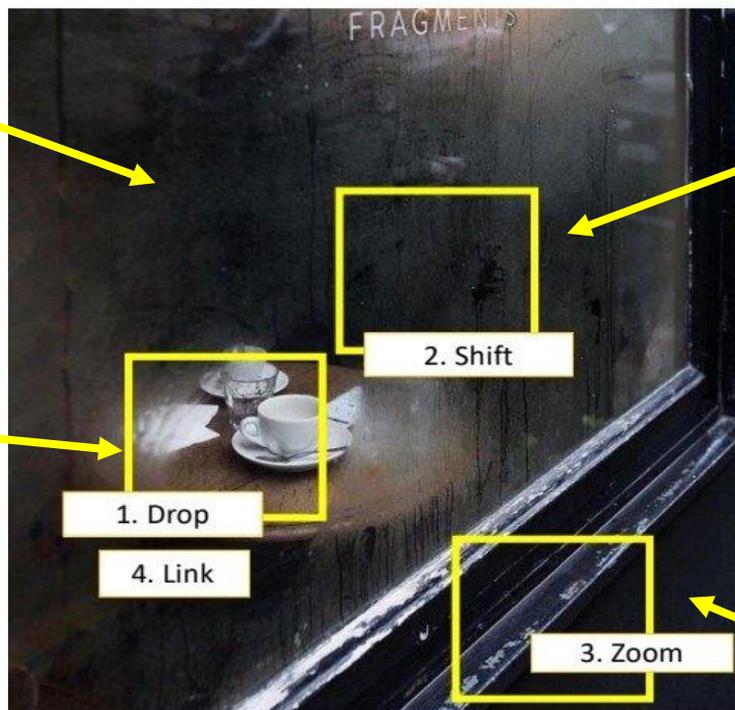
Zoom

You should aim to zoom in onto a tiny detail and then zoom out and leave the location / zoom out to focus on something different.

Echo / Link

With the echo / link, you should aim to repeat an initial description, with a subtle / obvious difference. This supports the structure of your writing if creating a description.

Set the scene of the commute.



Shift to the condensation on the window.

Drop in on tea and saucer, left over from previous journey.

Zoom in on the window rails outside.

Additional support

As this question is worth half of the total marks available for the paper, it is worth having a variety of methods to support you through responding effectively.

Consider:

- **Planning backwards.** Use some of the lines from the taught poetry, such as ‘his bloody life in my bloody hands’, ‘Suddenly, he awoke and was running’ or ‘Strange: it was a huge nothing that he feared’ to end your writing. Considering where your writing will end is a useful method to planning your overall response and helping to increase your marks for structure.
- **Using semantic fields.** For example, consider describing the weather as predatorial, using a range of words that you associate with predators to help build your description.
- **Proof read.** Ensure that you read through your work at the end, paying particular attention to the use of punctuation and vocabulary.

Example question

Either

Write a description of a train station as suggested by this picture:



Or: write the opening to a story about a time you felt alone.

Paper Two

Q1 – identify four true statements (4 marks – 5 minutes)

Q2 – comparison of inferred ideas (8 marks – 10 minutes)

Q3 – language analysis (12 marks – 10 minutes)

Q4 – comparison of writers' viewpoints and perspectives (16 marks – 20 minutes)

Q5 – writing for a purpose (40 marks (24/16) – 45 minutes)

Preparing your paper

To help succeed in your Language papers, you should aim to prepare your insert papers to support you with your reading. To do this, you need a separate highlight colour for each reading question (4 in total).

1. Read question one and find the line numbers that it refers to. Draw a box around the line numbers in your first highlighter colour.
2. Read question two and identify the focus for the question. The question will require you to focus on both extracts in full so you will write the focus at the top of the page - e.g. 'boats'.
3. Read question three and find the line numbers that it refers to. As with Paper One, Question Two, draw a box around the line numbers and write down the focus – e.g. 'the book shop – language analysis'.
4. Read question four and identify the focus for the question. The question will require you to focus on both extracts in full so just write the focus at the top of the page - e.g. 'viewpoints on dinosaurs'.

Paper 2, Question 1: retrieval and inference of information

For this question, you need to identify four correct statements from a list of eight different statements. The statements will be in chronological order in relation to the extract and will only refer to a few lines from one of the extracts.

To achieve in this question, you need to:

- Identify which extract you will be gathering information from, along with the line numbers.
- Read each of the statements carefully as there will often be only slight differences within the wording.
- It is often easier to identify the incorrect statements, before finding the correct responses.
- Ensure that you only select four statements. Your marks will be reduced if you select any more than four statements.

Example question

At one time, finding myself near a station, I thought I would make a trip in the Underground Railway. I go down two or three stairs and find myself suddenly thrown from daylight into obscurity, amid feeble lights, people and noise, trains arriving and departing in the dark. Mine draws up and stops; people jump down and people jump into the carriages; while I am asking where the second class is, the train is gone. 'What does this mean?' I say to an employee. 'Never mind,' he answers, 'here is another.' The trains do not succeed, but pursue each other. The other train comes, I jump in and away we go like an arrow. Then begins a new spectacle. We run through the unknown, among the foundations of the city.

Select **four** true responses:

- a. The narrator was near a police station.
- b. The narrator was certain that they wanted to go on the Underground Railway.
- c. The narrator found that it was very dark in the Underground.
- d. There were trains that were arriving and departing.
- e. People were going on and off the train.
- f. The narrator was looking for the first class carriage.
- g. The narrator caught the correct train on the first attempt.
- h. The narrator spoke to someone who worked for the Underground.

Paper 2, Question 2: comparison of inferred ideas

For this question, you will be considering what is suggested about a particular focus. You will not need to analyse language or structure for this response as the focus is on inference. When considering inference, it is often effective to consider the purpose of the focus you have been asked to write about. For example, if you are inferring ideas about the behaviour of foxes, consider what is suggested about their behaviour, before then linking to the purpose of their behaviour. This helps to ensure that you are moving away from generic comments.

You will need to ensure that you focus on both sources as ignoring one of the sources will impact your mark for this question. You should also ensure that you are writing about the focus in the question throughout. It is also important to remember that this question will never ask you to consider the writer or the reader – you do not need to waste any time considering the writer’s viewpoint or the reader’s response.

For this question, you should aim to write two paragraphs about two comparisons. These comparisons should be like-for-like to ensure that you are achieving the higher marks. Examples of like-for-like comparisons include: safety, stage of technological advancement, engagement with others.

The following key phrases should be used to support with making inferences from texts:

Key phrases – inference and comparison

In Source A ... than in Source B (identify a comparative idea)

In Source A, ‘...’ (evidence about the focus)

Which suggests / implies... (this is where you will infer an idea, ensuring that it links to the focus)

This suggests that the purpose of... is... (link to the purpose of the idea inferred)

Dive

Dive

Dive

When you dive for an inference-based question, you should ensure that you consider layers of inferred ideas, using the phrase ‘which suggests / implies’. This should be completed three times for each piece of evidence selected. Remember, you do not need to consider analysing language or structure for this question.

Example question

Read both of Source A and Source B before answering the question.

Source A

The museum of the Zoological Society, at present closed, awaits the erection of a building intended for its reception it contains several thousand specimens of stuffed birds and animals and a curious collection of horns. For the admirable arrangement of these beautiful grounds, and judicious distribution of the several buildings, the Society are indebted to the talent of Mr. Burton, whose well-known taste and judgment are throughout strikingly exemplified. This grand collection is here displayed to the greatest advantage; the selection of site, and form of dwelling, being rendered at all times as congenial to the habits of the animals as the extent of the premises and a due regard to safety will permit; and aviaries, dens, paddocks, and poles have all been formed in furtherance of that object; together with ponds for the beavers, water-fowl, &c. These gardens are one of the greatest attractions of the metropolis; they have long been the resort of rank and fashion, and enjoy, as they deserve, a large share of public patronage, not fewer than 112,000 persons having visited them in the course of one year.

Source B

Exciting CGI images of the new Bristol Zoo have been released today (Wednesday February 22), revealing that visitors will be immersed in nature from the moment they step foot inside. Pictures of the first phase of the new zoo, which will be developed at Bristol Zoological Society's Wild Place Project site, show plans for a Central African Forests area, home to the Western lowland gorilla troop from Bristol Zoo Gardens; a conservation learning campus, where visitors will be able to see scientists up close at work; and a stunning new wild entrance. The new zoo will be home to some of the world's most threatened species to reflect the vital conservation work that Bristol Zoological Society does with species and habitats around the world. Images also show plans for a new conservation campus at the heart of the zoo, which will have purpose-built facilities for undergraduate and postgraduate conservation students to study, along with a conservation medicine centre, providing modern veterinary facilities to ensure the highest standards of animal welfare.

Both sources explore different zoos.

What can you infer about the differences between the zoos in each source?

Paper 2, Question 3: language analysis

This is the same question as Paper One, Question Two so the same skills will apply. The only difference is that this extract will not be printed out again in your answer booklet so it is imperative that you identify which extract and line numbers you need to focus on. If you select the incorrect extract or the incorrect line numbers, it will impact the maximum marks available.

For this question, you need to write at least two paragraphs and you need to focus on the writer's use of words. In other words, you need to consider why the writer has chosen the specific words that they have chosen.

To respond to this question, you should aim to select either a key word or a longer phrase that you can explore multiple words. Your aim is to consider the image described and then to explain how the words help to create these images. Use the following structures below to support your analysis.

1. Identify three words / phrases that you can explore.
2. Explain the image that has been created.
3. Explore connotations / associations of each word selected.
4. Consider how the connotations help to create the image.
5. Consider alternative ideas or interpretations, using 'additionally', 'perhaps'.
6. Move on to your next word / phrase (remember, if you are selecting a phrase, you need to zoom in on another word within the phrase selected).

Key phrases – focus on individual words

The writer uses the (verb / noun / adverb) '...'

Which has connotations of... (what you associate with the word)

Which suggests... (about the focus in the question)

Key phrases – focus on images (longer quotations)

The writer uses the (phrase / simile / metaphor) '...'

Which illustrates... (describe what image is created)

The (noun / verb / adverb) '...'

Has connotations of...

Which suggests... (link back to the focus in the question and the image)

Additionally, the (noun / verb / adverb) '...' (repeat the previous two phrases twice)

Do not forget to **dive, dive, dive!**

Example question – exploring images

Answer the question below as a full response, using the key phrases:

Silently and abstractedly, did that too sensitive youth follow his revered parents, and a train of smock-frocks and wheelbarrows, along the pier, until the bustle of the scene around, recalled him to himself. The sun was shining brightly; the sea, dancing to its own music, rolled merrily in; crowds of people promenaded to and fro; young ladies tittered; old ladies talked; nursemaids displayed their charms to the greatest possible advantage; and their little charges ran up and down, and to and fro, and in and out, under the feet, and between the legs, of the assembled concourse, in the most playful and exhilarating manner.

How does the writer use language to describe the seaside?

The writer uses the (phrase / simile / metaphor) ‘...’

Which illustrates... (describe what image is created)

The (noun / verb / adverb) ‘...’

Has connotations of...

Which suggests... (link back to the focus in the question and the image)

Additionally, the (noun / verb / adverb) ‘...’ (repeat the previous two phrases twice)

Don’t forget to say three things (**dive, dive dive**)!

Continue on a sheet of lined paper if you would like to respond in full.

Paper 2, Question 4: comparing writers' viewpoints

To respond to this question, you need to ensure that you are focusing on what two different writers feel / think about the same focus. To do this, you need to consider the writer throughout: this question does not require you to consider the reader's response at all. You also need to ensure that you compare the writers' perspectives, ensuring that you consider why they might have a particular perspective to gain the highest marks available. This question also requires you to explain how you know that the writers have these specific ideas by referring to the methods that each writer has used to demonstrate their perspective.

You should aim to write around three paragraphs for this response, including a comparison in each paragraph, along with at least three pieces of evidence in each paragraph. For each piece of evidence selected, you should aim to say three things about it (**dive, dive, dive**).

To respond effectively, you should aim to consider viewing your idea through a specific lens (wider idea), such as an environmental lens, moral lens or societal lens. Sharing this lens across both of the texts can help to build up your comparison, too. For example, 'his conclusion is that the devastation caused by the desire to return to nature is part of a wider trend of human destruction, whereas in Source B, there is no ambivalence of feeling as the writer's moral outrage at the environmental consequences of camping holidays is shown throughout the source.'

Using the following structure to approach this question can be useful:

1. Identify a viewpoint. What does the writer feel / think about the focus in the question.
2. Explain, using evidence, how the writer shows this viewpoint.
3. Zoom in on specific evidence to fully explore the viewpoint presented.
4. Offer an explanation into why the writer might think / feel this specific way.
5. Compare this viewpoint to the viewpoint of the second author.
6. Use evidence to further support this second viewpoint.
7. Compare, using a shared lens, the differences / similarities between the two viewpoints.

Key phrases – viewpoints

In Source A, the writer thinks / feels... (about the focus in the question)

The writer utilises the (verb / noun / simile) '...', which has connotations of... (support your explanation by considering the associations of language)

This suggests... (about the writer's viewpoint)

However, in Source B, the writer thinks / feels... (about the focus in the question)

Example question

Read the following extracts before answering the question below.

<p>I have said that the hardships entailed upon the poor by the Education Act are numerous. Let me quote a few statistics gleaned from the papers which I turn over on the chairman's desk by his kind permission.</p> <p>They are cases in which the parents apply to have the fees remitted because they cannot afford to pay them:</p> <p>1. Mrs. Walker. 7 children of school age, fee 2d. a week each. Total earnings of entire family 10s. Rent 5s. 6d. Husband once good mechanic, host employment through illness and deafness. Parish relief none. Character good. Is now a hawker - sells oranges and fish. Children half-starved. When an orange is too bad to sell they have it for breakfast, with a piece of bread.</p> <p>2. Mr. Thompson. 5 children of school age. Out of work. No income but pawning clothes and goods. Rent 4s. Wife drinks surreptitiously. Husband, good character.</p> <p>How these people live is a mystery. It is a wonder that they are not found dead in their wretched dens, for which they pay a rent out of all proportion to their value, by dozens daily. But they live on, and the starving children come day after day to school with feeble frames and bloodless bodies, and the law expects them to learn as readily as well-fed, healthy children, to attain the same standard of proficiency in a given time.</p> <p>It is these starving children who are not allowed to earn money towards their support until they are thirteen, and in many cases fourteen.</p>	<p>I've cooked lunch for school kids in north London while volunteering with food charity The Felix Project, and some of these children have shared heartbreaking stories with me. Sometimes their school lunch is their main – or their only – meal of their day. These are not easy stories to tell – I truly admire these brave children who face not only feelings of hunger, but also of shame. Children should just be able to be children – and not have to worry about where their next meal is coming from.</p> <p>Children are in school around 39 weeks a year. That's 190 days annually, so school meals count for around half of their yearly lunches. Currently, a household must earn less than £7,400 – excluding benefits – to be eligible for free school meals for their children. That's 800,000 children a year in England who are living in poverty and urgently need free lunches, but aren't getting them. That's 800,000 children in need who are going without one of their three meals a day because they don't qualify for them.</p> <p>As an example, a family with two children, living in poverty but not eligible for free school meals, currently has to pay around £450 a year if they're buying a school lunch each school day. Teachers (and parents) tell us that children who receive a nutritious midday meal tend to be happier, healthier and more productive. At its most basic, we know that eating well will support children's education and that going hungry will leave children tired, unfocused and unable to retain information. It's a no-brainer.</p>
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Compare the writers' viewpoints and perspectives towards poverty within education.

Paper 2, Question 5: writing for purpose

For this final question, you will be required to produce a piece of writing for a specific purpose. You will always be provided with a statement that will explain a particular viewpoint; your question will then ask you to produce either a letter, article, speech, essay or leaflet, explaining your particular viewpoint.

It is very important that you do not refer to the statement, for example, 'I agree / disagree with the statement' as this can stop your piece of writing from feeling realistic. In addition, you should ensure that you stick to your particular viewpoint throughout your piece of writing – ensure that you do not shift perspective throughout. Be careful when you are offering an alternative viewpoint as it can sometimes be easy to end up shifting perspective instead.

Some useful additions to your writing to help to push you to the highest marks are:

- **Include an 'imagine this' paragraph**, where you focus on your descriptive language to describe a particular location. It can often be useful to describe an idyllic view if things were to change, contrasted by the complete opposite: the reality.
- **Start with a rhetorical question.** This helps to ensure that you have a strong start to your writing and immediately engage your audience.
- **In your final paragraph, include three sentences with the opener 'I urge you'.** This helps to reinforce that you are engaging with your audience directly.
- **Include an expert source.** This means that you include evidence from an expert to reinforce your perspective.
- **Focus on paragraphing by including some single line paragraphs.**
- **Decide on an extended metaphor.** Once decided, ensure that you use this throughout. For example, prisoners, predators, prey, etc.

If it helps, try to ensure that these form part of your planning. Even though the focus for your writing is on expressing your purpose, you should still ensure that you use a range of vocabulary, enhanced through some descriptive language.

