

READING CREATIVE TEXTS

60 mins (25% GCSE) - One literary fiction text. 4 questions.

QUESTION ONE

LIST 4 things in lines

- 4 marks = 5 mins
- Extract referred to but not re-printed
- AO1 - Locate

To answer:

- Select four ideas from the lines stated in the question – do not stray.
- Write each thing you were asked to find as a short sentence
- Write each thin in spaces A-D for 4 marks

Top tips:
This is not a trick question. It is easy. Be brief but accurate. Re-read the **correct lines** from the text.

QUESTION TWO

How does the writer use LANGUAGE to.....?

- 8 marks = 10mins
- Extract re-printed on your answer page.
- Bullet points guide your answer
- AO2 – Language

To answer:

- Read and highlight key words in the question
- Pick your quotes **first** then consider devices
- Point (name writer)/Quote/Device/Effect
- DON'T DISCUSS STRUCTURE IN THIS RESPONSE

Top tips:
Link each language choice or method **directly to the question focus**. Zoom in on words within your chosen quotation and **explain how they create meaning**, and the effect they have on the reader. Think of squeezing or wringing the last drop of meaning from a passage. **Track** through the extract from start to finish.

QUESTION THREE

How has the writer **STRUCUTRED** the text to....?

- 8 marks = 10mins
- You will need to consider the WHOLE text.
- Bullet points guide your answer
- AO2 - Structure

To answer:

- Read and highlight key words in the question
- Use the **bullet points first**: considering the **opening**, and all **shifts** within the extract.
- DON'T DISCUSS LANGUAGE OR OTHER WORD-LEVEL METHODS IN THIS RESPONSE
- What is the **impact** of the opening? What purpose does it serve?
- Where are the shifts and **why** have they been used? E.g. shift in focus, perspective, time, place, tone or mood.

Top Tips:
Comment in the writer's techniques like a film maker's using phrases like: focusing, zooming, narrowing, widening, introducing, developing, changing focus, concluding, foreshadowing, contrasting. E.G. 'We start to see things through the father's eyes as if we are searching with him' or 'We go from a wide viewpoint to a close-up focus if we are getting inside the father's mind'

QUESTION FOUR

Statement written. How far do you **AGREE**?

- 20 marks = 25 mins
- Bullet points guide your answer
- AO4 – Evaluate

To answer:

- Read and highlight key words in the question
- Agree with the statement. The text IS well written.
- Two stages: recognising **how** the writer tries to achieve effects and deciding **how effectively** this has been done.
- Use phrases like: This makes the reader identify with the character because/ the impact of this description is.../ This works because we think/feel.../ This phrases indicates / The contrast used makes the reader....

Top Tips:
Leave enough time to cover the whole text. Consider **HOW** much you agree (a little or a lot). Look at specifics within the statement, not just the statement as a whole.) Could compare within a text.

The Mark Scheme		Language
Bands 1-4	4 – DETAILED. PERCEPTIVE 3 - CLEAR, RELEVANT 2 - SOME, ATTEMPTS 1 – SIMPLE, LIMITED	Pronouns
Q1	• Reads with understanding • Identifies explicit information.	Direct speech
Q2/3	• Analyses the effects of writer's choices • Well-judged quotations • Sophisticated subject terminology	Terms of address
Q4	• Same as Q2/3 • Evaluates (judges the effectiveness of) the text in a detailed way	Noun phrase
		Subordinate/ main cause
		Narrative voice
		Simple/compound /complex sentences
		Accent /Dialect
		Utterances

Basics & Stretch Yourself	
Know your basics	Noun/verb/adverb/adjective/ simile/metaphor/question/ alliteration/ onomatopoeia/5 senses/listing/personification/ repetition
Reach for the stars	Give one sentence overview for each question, identifying patters - use the word 'main' or 'key'/Embed quotations/ Look at the bigger picture – not just individual quotes/ Consider genre and form/narrative voice/be /use terms: implies/ illuminates/

Assessment Objectives (AOs)		Structure
AO1	• Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts.	Narrative perspective/voice
AO2	• Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers • Use relevant subject terminology to support views.	Flashforward/ backward
AO4	• Evaluate texts critically and support this with appropriate textual references.	Non sequiturs
		Topic sentence
		Discourse markers
		Ellipsis
		Foreshadowing
		Focus/Narrowing
		Contrast/ juxtaposition