

AQA GCSE English Language Paper 1



Walking, Talking Mock



Session 1:



- Work through Language Paper 1 **with hints and tips**
- Develop **strategies** for answering each question
- Practise under strict timings for each question
- Look at good responses to support revision

Aims:

- ✓ To **improve** our English **exam technique**
- ✓ Build our **confidence** for the real exam

Walking-Talking Mock Exam

You should have:

- **An insert with the prose extract**
- **An answer booklet**
- **AT LEAST one black pen**

and ideally...

- **At least two highlighters**



Please write clearly in block capitals.

Centre number

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Candidate number

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Surname

Forename(s)

Candidate signature

GCSE ENGLISH LANGUAGE (8700)

Paper 1 Explorations in creative reading and writing

Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- Source A – provided as a separate insert

Instructions

- Answer all questions.
- Use black ink or black ball-point pen.
- Fill in the boxes on this page.
- You must answer the questions in the spaces provided.
- Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- You must refer to the insert booklet provided.
- You must not use a dictionary.

Information

- The marks for questions are shown in brackets.
- The maximum mark of this paper is 80.
- There are 40 marks for Section A and 40 marks for Section B.
- You are reminded of the need for good English and clear presentation in your answers.
- You will be assessed on the quality of your reading in Section A.
- You will be assessed on the quality of your writing in Section B.

Advice

- You are advised to spend about 15 minutes reading through the source and all five questions you have to answer.
- You should make sure you leave sufficient time to check your answers.

- 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Explorations in creative reading and writing

- 1 hour 45 minutes
- 80 marks
- 50% of GCSE

The Question Paper

Section A:
Reading
One prose
extract from
a piece of
literature

Reading Section A: (40 marks - 25% of final grade)

1 x 4 marks (short) Find 4 things

2 x 8 marks (longer) Language & Structure

1 x 20 marks (extended) Agree/Disagree (interpretation)

Writing Section B: (40 marks - 25% of final grade)

Writing Narrative or Description based on a picture and linked to the reading theme in Section A

Section B:
Writing –
narrative/
description

1 Extended Writing Question

Based on a suggestion or Photograph

- 24 marks for Content
- 16 marks for accuracy

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Advice

- You are advised to spend about 15 minutes reading through the source and all five questions you have to answer
- You should make sure you leave sufficient time to check your answers.



MOCK PAPER

GCSE ENGLISH LANGUAGE (8700)

Paper 1 Explorations in creative reading and writing

Insert

The source that follows is:

Source A: 21st Century prose-fiction

It is an extract from the novel *City of the Beasts* by Isabel Allende published in 2004.

It tells the story of fifteen-year-old Alex Cold and his family.

Please turn the page over
to see the source

Source A

Alex Cold lives with his parents and two younger sisters, Andrea and Nicole, in a small American town, but when his mother becomes ill, family life changes beyond recognition.

Make sure you read the information on ***the front of the booklet ...and in the introductory box*** - which introduces the narrative and gives you key information.

Read the extract

- ✓ We have 15 minutes reading time in total.
 - ✓ We need to break this up into several stages
 - ✓ This means we can read the extract in depth.
-
1. Read once through to get a general understanding (5 mins)
 2. Focused reading of sections to find key information (5 mins)
 3. A second, close reading of whole extract to establish overall effect and impact – annotating as you go.

5 minutes Reading Time.

Key Questions:

- 1.What is the text about?
- 2.What is the author trying to make us think?
- 3.Are there particular words and phrases that jump out at us on first reading?

Question 1

Read again the first part of the source from **lines 1 to 5.**

List **four things** about the bird in Alex's nightmare from this part of the source. **[4 marks]**

AO1: Identify and interpret explicit and implicit information and ideas.

Question 1

5 mins

Have a go!

Question 1 – Check your answer

Any four of the following:

Indicative content; students may include:

- It was black
- It was enormous
- It crashed against the window
- It shattered the glass
- It flew into the house
- It carried off Alex's mother
- It had yellow claws
- It disappeared into the dark sky

Question 2

Look in detail at this extract from **lines 6 to 11** of the source:

What had awakened him was the noise from the storm: wind lashing the trees, rain on the rooftop, and thunder. He turned on the light with a sensation of being adrift in a boat, and pushed closer to the bulk of the large dog sleeping beside him. He pictured the roaring Pacific Ocean a few blocks from his house, spilling in furious waves against the rocks. He lay listening to the storm and thinking about the black bird and about his mother, waiting for the pounding in his chest to die down. He was still tangled in the images of his bad dream.

How does the writer use language here to describe the effects of the storm?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

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- Use the extract in the box to highlight key words and phrases to describe the **effects of the storm** (3 minutes)
- If you can – annotate around to say what the author is trying to make us think by using those specific words

Strong
sound of
storm
captured

Violence
of storm

What had awakened him was the noise from the storm: wind lashing the trees, rain on the rooftop, and thunder. He turned on the light with a sensation of being adrift in a boat, and pushed closer to the bulk of the large dog sleeping beside him. He pictured the roaring Pacific Ocean a few blocks from his house, spilling in furious waves against the rocks. He lay listening to the storm and thinking about the black bird and about his mother, waiting for the pounding in his chest to die down. He was still tangled in the images of his bad dream.

Anger of storm
and
personification

Question 2 Strategy

1. Statement/Point *linked to question stem:*

e.g. *The writer uses violent verbs to describe the destructive impact of the storm.*

Example:

2. For example the writer uses the verb 'lashing'

Effect:

3. ...which suggests the ferocious nature of the wind and rain as the trees are battered and damaged

x 3 or 4 times

AO2: Analyse language and structure and how this achieves effects and influences readers, using relevant subject terminology

A good example

In lines 6-11, the writer uses words associated with fear to describe the effects of the storm. For example, he uses the words 'roaring' and 'furious.' The verb roaring has connotations of dangerous animals you would fear e.g. lions. Through using these words, the writer makes the storm appear dangerous and to be feared.

Question 2

10 mins

Have a go!

Remember 3 or 4 points

Getting even higher marks

From Good:

The writer uses violent verbs to describe the powerful effects of the storm. He says the wind is 'lashing' the trees, which suggests it is whipping them, as if trying to destroy the land.

To Great:

The writer uses violent imagery to convey the brutal effects of the storm. The wind is 'lashing' the trees, a verb implying it is so forceful it is ruthlessly thrashing them, as if nature is inflicting a cruel punishment on the landscape.

Question 3 – Structure

You now need to think about the **whole** of the source.

This text is taken from the beginning of a novel.

How is the text structured to interest you as a reader?

You could write about:

- what the writer focuses your attention on at the beginning
- how and why the writer changes this focus as the source develops
- any other structural features that interest you.

[8 marks]

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- any other structural features that interest you.

Q3 - What are we looking for?

- ☐ Opening line/positioning of key lines and impact
- ☐ Chronological/circular structure
- ☐ Focus/viewpoints/foreshadowing
- ☐ Zoom
- ☐ Repeating, developing, narrowing
- ☐ Shift/turning point between times or places/action
- ☐ Contrast
- ☐ Character to setting
- ☐ Introduction to new characters at significant points
- ☐ Individual – group
- ☐ Internal – external (inside/outside)
- ☐ Actions and thoughts
- ☐ Ending

Q3 Possible Sentence stems...

- At the beginning, the writer...
- As the extract develops, ...
- We, the readers, are left with...

Read and annotate – 5 minutes

- Read the extract through again with a highlighter/pen in hand.
- Use the structure ‘checklist’ to help you identify the key ‘structural devices’ the author uses.

Let's have a look at a section from an example:

The writer **zooms** in on the character's situation at the start in order to introduce us to them and show he is alone at the beginning. This gives us an insight of who Alex is. The nightmare **at the beginning** could be **foreshadowing** what might happen later on in the text or it could be a **flashback** to something horrible that happened when Alex was a child. This nightmare instils a sense of unease in the reader. **The sentence** 'There had been a lot of days like that since his mother got sick' is important because it is **the first mention** of his mother being ill. The **focus then changes** to the storm in paragraph two.

Question 3

10 mins

Have a go!

*Remember **identify** 3 or 4 key **structural points** across the whole text*

What do we focus on and why?

Question 4 – Interpretation of text

Focus this part of your answer on the second half of the source from **line 16 to the end**.

A student said ‘~~This part of the story~~, set during breakfast time, shows that Alex is struggling to cope with his mother’s illness.’

To what extent do you agree?

In your response, you could:

- consider your own impressions of Alex
- evaluate how the writer shows that Alex is struggling to cope
- support your response with references to the text.

[20 marks]

Question 4 – Interpretation of text

Focus this part of your answer on the second half of the source from **line 16 to the end**.

A student said ‘This part of the story, set during breakfast time, shows that **Alex is struggling to cope with his mother’s illness.**’

To what extent do you agree?

In your response, you could:

- consider **your own impressions of Alex**
- evaluate **how** the writer shows that Alex is struggling to cope
- support your response with **references to the text.**

Read and annotate – 5 minutes

Read the key part of the extract through again with a highlighter/pen in hand.

- Do you agree this shows Alex struggling to cope?
- Which words and phrases demonstrate that?
- Why has the writer chosen these words and phrases?

Start with either agreeing or disagreeing

(This is likely to be 'agree to some extent.')

I agree with this, firstly because ~~the writer~~
the writer shows that Alex's emotions vary on
the topic of his mother, yet all show that he is
struggling to cope.

Find and example and explain how words/phrases suggest he is struggling to cope

I also agree because ~~the~~ the text explicitly states that Alex misses his mother, as "He missed her easy laughter and her affection, even her discipline." The verb "missed" shows that Alex wants his mother well again and cannot cope with her absence. The fact ~~at~~ that Alex is described to miss "even her discipline" shows that even features that he disliked before are now appealing features that he misses, showing that Alex wants nothing more than for things to return to how they were before, as he goes to extremes to miss and feel nostalgic about.

Let's have a look at a section from an example:

- I agree that Alex is struggling to cope with his mother's illness because he is angry with everyone: 'his father, his sisters, life in general – even with his mother for getting sick'. This suggests he is desperately looking for someone to blame and isn't dealing with the situation very well at all. The writer shows this through dialogue, when Alex snaps at his sisters, rather than trying to reassure them like an older brother should. The writer also shows Alex isn't coping by comparing what his mother used to be like before she became ill to what she's like now. The metaphor 'little more than a silent ghost' suggests she has become almost an invisible presence in the life of the family

What a good ending to this looks like

Also in the last paragraph, Alex reflects on his memories of his mother before the illness which furthermore portrays this sense of longing for his mother ~~back~~ and the lifestyle of order that he was used to. By listing ~~into~~ the aspects of his life before his mother's illness such as "her flowers, the once-familiar fragrance of fresh-baked cookies and the smell of paint" and then going on to describe his mother as "little more than a silent ghost" creates this sense of change and helps the ~~to~~ reader to imagine the vast impact this illness has had on not only Alexander's mother, but Alexander's whole world as well.

Question 4 – Interpretation of text

1. Start with either agreeing or disagreeing
2. Find a quote that shows he is struggling to cope (or otherwise)
3. Zoom in and comment on choice of particular words in the quote to show what they suggest about Alex
4. Find at least 4 examples
5. Acknowledge if there is a turning point: *'Towards the end, it could be argued that at first Alex treated it as a break 'a party' but the fun has disappeared and now everyone 'missed the balanced diet of normal times.'*
6. Explain what we are left thinking at end and focus on writer's choice of words

Question 4

20 mins

Have a go!