

Question 3

Language Paper 1

WHAT IS THE QUESTION?

- It is a structure question that asks you "How is the text structured to interest you as a reader?"
- 8 marks
- Time to take: 10 minutes

DIFFERENT LANGUAGE TECHNIQUES

- Describe beginning
- Describe end
- Perspective shifts
- Topic change
- Perspective shift
- Sentence lengths
- Paragraph lengths
- Pace

See our language technique sheet for more

DOs

- Talk about only structure techniques.
- Talk about changes in structure.
- Go into detail about why the writer has chosen the techniques.
- Explain what the deeper meaning is of the technique you're explaining.
- Embed quotes.
- Do make sure you know the basic structural devices like shift in focus and zooming in.
- Make sure you learn other structural devices that writers use to craft their work such as flashback, action, description or problems. They should be the same features you use in your question 5 answer.
- Do talk about the effect on the reader and explain why it's interesting, like actually interesting. Does it evoke something? Make you question something?

DON'Ts

- Talk about language (plosives., connotations, imagery etc)
- Only mention one structure technique.
- Not explain WHY (the writer has done this to show he is sad. EXPLAIN WHY!!).
- Say 'this is shown by the quote...'
- Do not say "this is interesting because it makes the reader want to read on.
- Do not waste lots of time here if you find it challenging.
- Do not simply recount the plot of the extract, that's not what you're being asked to do.

THE MARK SCHEME		WHAT IT MEANS:
<p>Level 4</p> <p>Perceptive, detailed analysis</p> <p>7-8 marks</p>	<p>Shows perceptive and detailed understanding of structural features:</p> <ul style="list-style-type: none"> Analyses the effects of the writer's choices of structural features Selects a range of judicious examples Makes sophisticated and accurate use of subject terminology 	<ul style="list-style-type: none"> Explain WHY you have said it, for example there is a fast pace in the text, explain how that impacts the meaning of the text. Short, embedded quotes. Don't say "this is shown by the quote". The quote should almost blend in as part of your sentence. Using a range of structure techniques (above).

AQA model examples:

EXAMPLES	WHAT HAS BEEN DONE WELL
<p>The writer positions the sentence 'They were standing before the glass door' very prominently at the start of a paragraph to highlight this pivotal point in Ugwu's journey. The writer has built a sense of excitement and anticipation in Ugwu finding out about his new Master by increasing the pace of his journey towards this point, then deliberately slowing the pace as they arrive, to delay the moment they actually meet. Standing on the doorstep 'before the glass door' is structurally symbolic as Ugwu stands on the threshold of a new life, leaving his old life behind, looking through the glass door to his future. The writer holds him there, for 'a brief moment,' like a freeze frame, to emphasise this rite of passage.</p>	<ul style="list-style-type: none"> Spoken about the beginning of the text with an embedded quote Expanded on WHY the writer has done it and commented how it has been further achieved Talk about a change in pace (change in a structural device) and what this shows In depth analysis about what the structural techniques of the writer mean
<p>The beginning presents Zoe's state of mind: at one with the mountain and its purity, serenity and stillness, and the tone is reflective and unhurried. This is reinforced when a short dialogue introduces Jake and they both enjoy 'the tranquillity, the silence, the undisturbed snow'. At this point, they naively feel a bond with the mountain, which appears harmless. However, the tone and mood soon change as they start to ski. Jake 'hits' the west side and Zoe is 'carving matching parallel tracks' on the east so that we are taken fast-paced through the story and down the mountain. The narrative then stops abruptly as the skiers stop, concerned about a rumbling noise and 'what looked like grey smoke unfurling'. They, and we, soon realise 'it was an avalanche', and at this point, although Zoe remains static, Jake is frantic and the text rapidly builds momentum until it reaches a climax. In the final line, when Zoe blacks out, we are reminded of the silence at the beginning but now the mountain has betrayed them and it is the silence of disaster.</p>	<ul style="list-style-type: none"> Describes beginning in detail Gives structure technique to support point and embedded quote Describes the change in tone/mood Embedded quote again to show point Describes pace of text Describes how text changes momentum and how it has changed at the end
<p>The source has a number of structural shifts in place, situation and especially time. It begins with some initial background information on Mr Fisher: we can visualise him in a domestic setting, his 'small terraced house', and also his workplace, a 'form room' at school, so a whole character is being established. The focus then narrows to his thoughts on teaching creative writing, and his gradual disenchantment over the years. This is shown structurally by alternating between the present and the past. First we learn that this school term has been 'disappointing' for him because he has struggled to engage his students' interest. Then in the middle section of the text, reference to 'the old days', followed by 'Mr Fisher remembered', heralds a flashback to a previous time. He describes a colourful past, filled with students whose 'imagination soared', and when the focus then returns to the present time and everything is now 'in black and white', the reader understands how disillusioned Mr Fisher has become with teaching.</p>	<ul style="list-style-type: none"> Describes structural shifts in the text Supports with embedded quotes All points are explained fully with quotes supporting the idea rather than providing the whole idea
<p>From the very first sentence, the writer carefully builds up the references to the 'stranger child' that run throughout the text. By introducing this unexplained element straight away, it immediately establishes the mysterious atmosphere of the extract. When we learn at the same time that this is the 'first day at the house', the combination of these structural features is a narrative convention for creating a sense of the unfamiliar within the supernatural genre. When at the end it is suddenly revealed that she has 'gone', it completes a circular structure that deepens our understanding that this is a mystery narrative.</p>	<ul style="list-style-type: none"> Describes the atmosphere created at the beginning of the text (supported by embedded quote) Explained the effect of the first sentence and what it did Explains what atmosphere/ tone is created due to the structural features Compares the end with the beginning

EXAMPLES	WHAT HAS BEEN DONE WELL
<p>The Hartops' van is a main focus of the text – in the beginning when the old and shoddy exterior is described, and towards the end when Alice 'could see the red tail-light of the van again' and is reunited with her parents. The text begins with the exterior of the van, old and 're-painted green', travelling through the 'treeless stretch of country' in the wind and rain. This wide and open scene is then contrasted with the claustrophobic, squashed-up interior of the front of the van, where Alice and her mother, despite their thinness, are 'pressed tight together' whilst Hartop is 'sprawled awkwardly on most of the seat. We then move forward, through the rainy countryside as Hartop drives the old van to its destination in order to sell his produce. This movement is stopped when the van stops and the subsequent dialogue results in Alice leaving the van to look for whatever has fallen from the roof as the van is driven on. The family, once so pressed together, are now separated. The reader stays with Alice, outside in the rain watching the tail-light of the van disappear. The text develops with Alice later moving out of the darkness when she sees the stationary red tail-light and the 'lights of the houses'. However, at the end of the text she is cast back into isolation by the sharp words of her father and we leave her as she 'walked away and vanished, all without a word'.</p>	<ul style="list-style-type: none"> • Describes the beginning focus of the text with embedded quote • Talks about the different topic change and how these contrasts the earlier one • Describes the different perspective shifts and focuses and then backs this up with an embedded quote • Describes how the structure of the text impacts the reader • Describe shift in the text at the end
<p>The beginning of the text focuses our attention on Eckels and his guide, Travis, in a prehistoric jungle setting. The reader, together with the characters, has travelled back in time. Initially, the jungle appears natural and undisturbed, but this all changes with the key word 'Suddenly', which almost creates a moment frozen in time for the reader. It is followed by 'Silence' and then 'A sound of thunder', but the reveal doesn't happen until the next line, when we understand that the cause of this deafening sound is the imposing Tyrannosaurus Rex, arriving to dominate the land. The rest of the text is structured with description of the creature deliberately interspersed with dialogue between the two men. This enables the reader to witness the direct link between the Monster as it becomes increasingly ferocious and the gradual panic of Eckels, culminating in his realisation that he is out of his depth.</p>	<ul style="list-style-type: none"> • What the focus is at the beginning supported with how it immerses the reader • Describes impact of shorter sentences and how it changes the pace of the text • Describes how the writer has used paragraph lengths and speech to create an impact • Impact on the reader is established, explaining it in reference to the text

WHAT THE ABOVE ALL DO WELL:

- Normally describe beginning and use a embedded quote to support it
- Describe changes in mood/ atmosphere/ perspective
- Explain all the points they make and explore it fully
- Explain the impact of each structural technique on the text

Structure for your question 3

We've created a little structure to help you tick off what the mark scheme wants. We'd recommend revising the structure and practice using it on unseen extracts. See how much detail you can go into in 10 minutes.

PART 1

□ Describe beginning

□ Evidence

□ What atmosphere it creates

PART 2

□ Compare if tone/ shifts in focus

□ Evidence

□ What pace this creates

PART 3

□ Describe atmosphere at end, compare to beginning

□ Evidence

□ Impact on reader

TOP TIP



Use the whole text for question 3, try pick evidence from the beginning middle and end. Part 1 is used for the beginning, you can use part 2 for the middle of the text and part 3 for the end. That way you're covering the whole text and ticking off the criteria.

Sentence starters

PART 1

□ In the beginning of the text it is clear that.../ the beginning of the text focuses our attention on.../ at the beginning of the text the writer creates an atmosphere of.../ the beginning presents that...

□ Embed evidence when explaining about the beginning of the text

□ This creates an atmosphere of.../ a (fill in word) ambience is created here.../

PART 2

□ Our focus is then moved too.../ the focus remains on.../ at this point this tone becomes.../ however, unlike the previous (fill in) tone, it becomes...

□ Embed evidence supporting what the focus is

□ As the tone becomes (fill in) the pace becomes.../ Unlike to the (fill in) tone, the pace becomes.../ the narrative becomes (fast/ slow) pace when...

PART 3

□ At the end of the text the atmosphere becomes (fill in) juxtaposing the earlier atmosphere of.../ At the end of the text it remains (fill in) creating a cyclical structure as it reminds the reader of the (fill in) atmosphere at the start.../ the text atmosphere develops to (fill in).../ despite the beginning being (fill in), the end is ...

□ Small, embedded evidence about end and compare it with the beginning

□ This makes the reader, alike to the character, feel.../ this enables the reader to witness the.../ the reader feels pathos (pity) for.../ the writer feels (describe emotion character feels and explain why the reader would feel the same)

Example:

Extract from November 2021 paper about Ugwu:

HOW HAS THE WRITER STRUCTURED THE TEXT
TO INTEREST YOU AS A READER?

You could write about:

- What the writer focuses your attention on at the beginning of the source
- How and why the writer changes this focus as the source develops
- Any other structural features that interest you.

The beginning of the text focuses our attention on Ugwu's excitement and appreciation to be embarking on a new life "away from the village". The writer emphasises his gratitude and elation at the simplicities of modern life with the streets being "so smooth and tarred" causing him to want to "lay his cheek down". An ambience of anticipation and hope is established at the beginning, as the unknown idea of a more prosperous future is on the horizon for Ugwu; the reader simultaneously getting "choked with expectations" for his new beginnings. Our focus then moves onto Ugwu's journey to his master, the shortened paragraph lengths adding to this rapid and anxious build up of anticipation. The short exchange of dialogue between himself and his aunty, with Ugwu repeating "Yes, sah!", mirrors Ugwu's eagerness to meet his new master. Despite the pace remaining the same, with short exchanges of dialogue continuing, the tone becomes bleaker and more hopeless as the "master" greets Ugwu with a "grunt". At the end of the text there is a clear shift in atmosphere, juxtaposing the earlier jovial and hopeful atmosphere. The idea of new prosperous beginnings is dismantled when the Master barely acknowledges Ugwu and he is left "waiting". The final line leaves the reader feeling pathos for Ugwu as his initial excitement has quickly been shattered.

Break down of the structure and the example:

Part 1

□ Describe beginning

□ Evidence

□ What atmosphere it creates

The beginning of the text focuses our attention on Ugwu's excitement and appreciation to be embarking on a new life "away from the village". The writer emphasises his gratitude and elation at the simplicities of modern life with the streets being "so smooth and tarred" causing him to want to "lay his cheek down".

An ambience of anticipation and hope is established at the beginning, as the unknown idea of a more prosperous future is on the horizon for Ugwu; the reader simultaneously getting "choked with expectations for his new beginnings

TOP TIP



When revising for this question, have a go at mastering each part individually. Make sure you can really develop your ideas on part 1 until you move onto part 2. Get your teacher to mark any questions you do so you can see where you need help furthering your WHY.

Part 2

□ Compare if tone/ shifts in focus

□ Evidence

□ What pace this creates

Our focus then moves onto Ugwu's journey to his master, the shortened paragraph lengths adding to this rapid and anxious build up of anticipation. The short exchange of dialogue between himself and his aunty, with Ugwu repeating "Yes, sah!", mirrors Ugwu's eagerness to meet his new master.

Despite the pace remaining the same, with short exchanges of dialogue continuing, the tone becomes bleaker and more hopeless as the "master" greets Ugwu with a "grunt".

Part 3

□ Describe atmosphere at end, compare to beginning

□ Evidence

□ Impact on reader

At the end of the text there is a clear shift in atmosphere, juxtaposing the earlier jovial and hopeful atmosphere. The idea of new prosperous beginnings is dismantled when the Master barely acknowledges Ugwu and he is left "waiting". The final line leaves the reader feeling pathos for Ugwu as his initial excitement has quickly been shattered.