
GCSE - AQA Style

ENGLISH LANGUAGE

Paper 1 Explorations in creative reading and writing

Commissioned by The PiXL Club Ltd.

This resource is strictly for the use of member schools for as long as they remain members of The PiXL Club. It may not be copied, sold, or transferred to a third party or used by the school after membership ceases. Until such time it may be freely used within the member school.

All opinions and contributions are those of the authors. The contents of this resource are not connected with, or endorsed by, any other company, organisation or institution.

PiXL Club Ltd endeavour to trace and contact copyright owners. If there are any inadvertent omissions or errors in the acknowledgements or usage, this is unintended and PiXL will remedy these on written notification.

Section A: Reading

01

Read again the first part of the source, **lines 1 to 4**.

List four things from this part of the source about the dog (Spider) and her behaviour.

[4 marks]

Give 1 mark for each point about the dog (Spider) and her behaviour:

- responses must be drawn from lines 1 to 4 of the source
- responses must be true statements from the extract
- responses must relate to the dog (Spider) and her behaviour
- candidate may quote or paraphrase – each is acceptable
- a paraphrased response covering more than one point should be credited for each point made.

Note: The indicative content must not be treated as exhaustive and reference must be made to the selected section of the source.

AO1	<ul style="list-style-type: none">• Identify and interpret explicit and implicit information and ideas• Select and synthesise evidence from different texts
This assesses bullet point 1. Identify and interpret explicit and implicit information and ideas.	
<p>Indicative content; candidates may include:</p> <ul style="list-style-type: none">• Spider was up (awake)• Spider was standing at the door• Her hair was standing on end• Her ears were pricked up• Her tail was erect• She was tense and ready to spring• She was making a soft, low growling noise <p>Or any other valid responses that you are able to verify by checking the source.</p>	

02

Look in detail at this extract, **lines 4 to 13** of the source.

(Extract in question paper)

How does the writer use language here to describe the atmosphere when Arthur Kipps wakes up?

You could include the writer's choice of:

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

[8 marks]

AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.	
This question assesses Language i.e. Words / Phrases / Language Features / Language Techniques / Sentence Forms		
Level	Skills Descriptors	How to arrive at a mark
Level 4 <i>Perceptive, detailed analysis</i> 7-8 marks	Shows detailed and perceptive understanding of <i>language</i> <ul style="list-style-type: none">Analyses the effects of the writer's choices of <i>language</i>Selects a judicious range of textural detailMakes sophisticated and accurate use of subject terminology	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.
Level 3 <i>Clear, relevant explanation</i> 5-6 marks	Shows clear understanding of <i>language</i> <ul style="list-style-type: none">Explains clearly the effects of the writer's choices of <i>language</i>Selects a range of relevant textual detailMakes clear and accurate use of subject terminology	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.
Level 2 <i>Some understanding and comment</i> 3-4 marks	Shows some understanding of <i>language</i> <ul style="list-style-type: none">Attempts to comment on the effect of <i>language</i>Selects some appropriate textual detailMakes some use of subject terminology, mainly appropriately	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.

Level 1 <i>Simple, limited comment</i> 1-2 marks	Shows simple awareness of <i>language</i> <ul style="list-style-type: none"> • Offers simple comment on effect of <i>language</i> • Selects simple references or textual detail • Makes simple use of subject terminology, not always appropriately 	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have at least one of the skills descriptors.
Level 0 No marks	No comment offered on the use of <i>language</i> . Nothing to reward.	

AO2 content may include the effect of ideas such as:

- Use of adjectives such as 'paralysed', 'frozen' to describe Kipps' reaction upon waking
- Adjectives to describe the silence creating a frightening/foreboding atmosphere, such as 'ominous', 'dreadful'.
- Use of repetition of the noun, 'the noise' to increase the tension surrounding it and later 'listening, listening'
- Use of particular verbs to create a sense of fearful actions such as Spider 'bristling' and the narrator's use of 'strain my ears' and 'listening, listening'
- Use of onomatopoeia to describe the strange sound, 'bump' 'rumble'
- Use of sharp declarative to bring the reader up short and add tension, 'Nothing else happened.'

03

You now need to think about the **whole** of the **source**. This text is from the middle of a novella. 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
- how / why the writer changes this focus as the source develops
- any other structural features that interest you.

[8 marks]

AO2	Explain, comment on and analyse how writers use structure to achieve effects and influence readers, using relevant subject terminology.	
This question assesses how the writer has structured a text. Structural features can be: at a whole text level e.g. beginnings / endings / perspective shifts; at a paragraph level e.g. topic change / aspects of cohesion; and at sentence level when judged to contribute to whole structure.		
Level	Skills Descriptors	How to arrive at a mark
Level 4 <i>Perceptive, detailed analysis</i> 7-8 marks	Shows detailed and perceptive understanding of <i>structural features</i> <ul style="list-style-type: none">• Analyses the effects of the writer’s choices of <i>structural features</i>• Selects a judicious range of examples• Makes sophisticated and accurate use of subject terminology	At the top of the level, a student’s response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.
Level 3 <i>Clear, relevant explanation</i> 5-6 marks	Shows clear understanding of <i>structural features</i> <ul style="list-style-type: none">• Explains clearly the effects of the writer’s choice of <i>structural features</i>• Selects a range of relevant examples• Makes clear and accurate use of subject terminology	At the top of the level, a student’s response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.
Level 2 <i>Some understanding and comment</i> 3-4 marks	Shows some understanding of <i>structural features</i> <ul style="list-style-type: none">• Attempts to comment on the effect of <i>structural features</i>• Selects some appropriate examples• Makes some use of subject terminology, mainly appropriately	At the top of the level, a student’s response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.

Level 1 <i>Simple, limited comment</i> 1-2 marks	Shows simple awareness of <i>structural features</i> <ul style="list-style-type: none"> • Offers simple comment on effect of <i>structural features</i> • Selects simple references or examples • Makes simple use of subject terminology, not always appropriately 	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have at least one of the skills descriptors.
No marks	No comment offered on the use of <i>structural features</i> . Nothing to reward.	

AO2 Content may include the effect of ideas such as:

- The sequence of the paragraphs taking us on the journey from his moment of waking, to reaching the door and then to the passage. All of this is slow paced as though mirroring his nervousness and slow careful actions.
- The repeated mentions of silence interspersed with the mysterious noise
- The slow pace of progress to delay the revelation
- The use of complex sentences with several layers of detail, with each clause adding a layer of mystery for example, 'There were no footsteps... Did not moan through the casement.'
- Contrast between the above and simple or minor sentences to create tension and a change in pace, for example, 'Nothing else happened', 'Except the sound', 'Pause. Bump, bump.'
- Use of listing, particularly of adjectives to create a vivid impression of the atmosphere and fear felt by the narrator and Spider, 'a seething, blanketing, almost tangible silence, and a musty darkness', 'a thin, pitiful, frightened moan'
- 'At first' implies something completely opposite will follow.
- The dog's reaction throughout the extract intensifies the tension - lines 4,13 and 18.
- Mirroring the dog's reactions with the owner- both terrified and vulnerable
- Only in paragraph 5 do we get more information about the potential cause of the noise – a flashback to previous visit at the house.
- The last paragraph focuses again on the dog's reaction: 'whine', 'pitiful, frightened moan'. Cyclical structure.
- Cliffhanger ending starts talking about the noise waking him up and ends with a transcript of the noise.

04

Focus this part of your answer on the second part of the source, **from line 14 to the end**.

A student, having read this section of the text, said: “This part of the text, where Arthur Kipps searches for the source of the noise, shows how nervous he feels being in the house all alone.”

To what extent do you agree?

In your response, you could:

- consider your own impressions of Arthur Kipps’ situation
- evaluate how the writer creates a sense of mystery and tension
- support your opinions with quotations from the text.

[20 marks]

AO4	Evaluate texts critically and support this with appropriate textual references.	
Level	Skills Descriptors	How to arrive at a mark
Level 4 <i>Perceptive, detailed evaluation</i> 16-20 marks	Shows perceptive and detailed evaluation <ul style="list-style-type: none"> • Evaluates critically and in detail the effect(s) on the reader • Shows perceptive understanding of writer’s methods • Selects a judicious range of textual detail • Develops a convincing and critical response to the focus of the statement 	At the top of the level, a student’s response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.
Level 3 <i>Clear, relevant evaluation</i> 11-15 marks	Shows clear and relevant evaluation <ul style="list-style-type: none"> • Evaluates clearly the effect(s) on the reader • Shows clear understanding of writer’s methods • Selects a range of relevant textual references • Makes a clear and relevant response to the focus of the statement 	At the top of the level, a student’s response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.
Level 2 <i>Some evaluation</i> 6-10 marks	Shows some attempts at evaluation <ul style="list-style-type: none"> • Makes some evaluative comment(s) on effect(s) on the reader • Shows some understanding of writer’s methods • Selects some appropriate textual reference(s) • Makes some response to the focus of the statement 	At the top of the level, a student’s response will meet all of the skills descriptors. At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.

Level 1 <i>Simple, limited evaluation</i> 1-5 marks	Shows simple, limited evaluation <ul style="list-style-type: none"> • Makes simple, limited evaluative comment(s) on effect(s) on reader • Shows limited understanding of writer's methods • Selects simple, limited textual reference(s) • Makes a simple, limited response to the focus of the statement 	At the top of the level, a student's response will meet all of the skills descriptors. At the bottom of the level, a student will have at least one of the skills descriptors.
No marks	No comment offered on the use of <i>structural features</i> . Nothing to reward.	

AO4 Content may include the evaluation of ideas such as:

- The fact that Arthur is alone in a strange and empty house which is unfamiliar and where someone has recently died.
- The behaviour of his dog Spider throughout the extract and how Spider alerts him to the situation and atmosphere that makes him nervous.
- The fact that the noise he hears is unidentifiable, but oddly familiar.
- The reference to the mysterious door without a key, which he has been unable to gain access to.

And methods such as:

- The use of first person narrative to engage the reader directly with Arthur's experience and situation
- The use of descriptive language/adjectives/ noun phrases to depict the mysterious atmosphere, 'ominous', 'muffled noise' 'musty darkness'.
- The use of verbs/verbs phrases to convey the feelings of tension, 'sniffing intently', 'begun to shiver'
- Complex sentence structures to slow the pace and add to the mystery unfolding
- Varied simple and minor sentences to add drama and tension.

Section B: Writing

05

You have been invited to produce a piece of creative writing for your school magazine.

EITHER: Write a story suggested by this picture:

OR: Describe an occasion where you felt nervous about something you were about to do. Focus on the thoughts and feelings you had at the time.

(24 marks for content and organisation,
16 marks for technical accuracy)

[40 marks]

AO5		Content and Organisation - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	
Level		Skills Descriptors	How to arrive at a mark
Level 4 <i>Compelling, Convincing</i> 19-24 marks	Upper Level 4 22-24 marks	Content <ul style="list-style-type: none"> Register is convincing and compelling for audience Assuredly matched to purpose Extensive and ambitious vocabulary with sustained crafting of linguistic devices Organisation <ul style="list-style-type: none"> Varied and inventive use of structural features Writing is compelling, incorporating a range of convincing and complex ideas Fluently linked paragraphs with seamlessly integrated discourse markers 	At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation. At the bottom of the upper range, a student will have the lower range of Level 4 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 4.
	Lower Level 4 19-21 marks	Content <ul style="list-style-type: none"> Register is convincingly matched to audience Convincingly matched to purpose Extensive vocabulary with conscious crafting of linguistic devices Organisation <ul style="list-style-type: none"> Varied and effective structural features Writing is highly engaging with a range of developed complex ideas Consistently coherent use of paragraphs with integrated discourse markers 	At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation. At the bottom of the lower range, a student will have the upper range of Level 3 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 4.

Level 3 <i>Consistent, Clear</i> 13-18 marks	Upper Level 3 16-18 marks	Content <ul style="list-style-type: none"> • Register is consistently matched to audience • Consistently matched to purpose • Increasingly sophisticated vocabulary and phrasing, chosen for effect, with a range of successful linguistic devices Organisation <ul style="list-style-type: none"> • Effective use of structural features • Writing is engaging, using a range of clear, connected ideas • Coherent paragraphs with integrated discourse markers 	<p>At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the upper range, a student will have the lower range of Level 3 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 3.</p>
	Lower Level 3 13-15 marks	Content <ul style="list-style-type: none"> • Register is generally matched to audience • Generally matched to purpose • Vocabulary clearly chosen for effect and appropriate use of linguistic devices Organisation <ul style="list-style-type: none"> • Usually effective use of structural features • Writing is engaging, with a range of connected ideas • Usually coherent paragraphs with a range of discourse markers 	<p>At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the lower range, a student will have the upper range of Level 2 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 3.</p>
Level 2 <i>Some Success</i> 7-12 marks	Upper Level 2 10-12 marks	Content <ul style="list-style-type: none"> • Some sustained attempt to match register to audience • Some sustained attempt to match purpose • Conscious use of vocabulary with some use of linguistic devices Organisation <ul style="list-style-type: none"> • Some use of structural features • Increasing variety of linked and relevant ideas • Some use of paragraphs and some use of discourse markers 	<p>At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the upper range, a student will have the lower range of Level 2 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 2.</p>
	Lower Level 2 7-9 marks	Content <ul style="list-style-type: none"> • Attempts to match register to audience • Attempts to match purpose • Begins to vary vocabulary with some use of linguistic devices Organisation <ul style="list-style-type: none"> • Attempts to use structural features • Some linked and relevant ideas • Attempts to write in paragraphs with some discourse markers; not always appropriate 	<p>At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the lower range, a student will have the upper range of Level 1 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 2.</p>

Level 1 <i>Simple, Limited</i> 7-12 marks	Upper Level 1 4-6 marks	Content <ul style="list-style-type: none"> • Simple awareness of register/audience • Simple awareness of purpose • Simple vocabulary; simple linguistic devices Organisation <ul style="list-style-type: none"> • Evidence of simple structural features • One or two relevant ideas, simply linked • Random paragraph structure 	<p>At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the upper range, a student will have the lower range of Level 1 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 1.</p>
	Lower Level 1 1-3 marks	Content <ul style="list-style-type: none"> • Occasional sense of audience • Occasional sense of purpose • Simple vocabulary Organisation <ul style="list-style-type: none"> • Limited or no evidence of structural features • One or two unlinked ideas • No paragraphs 	<p>At the top of the lower range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the lower range, a student will have at least one of the skills descriptors for Content and Organisation from the upper range of Level 1.</p>
Level 0 No marks	Candidates will not have offered any meaningful writing to assess. Nothing to reward.		

AO6	Technical Accuracy - Candidate must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)	
Level	Skills Descriptors	How to arrive at a mark
Level 4 13-16 marks	<ul style="list-style-type: none"> • Sentence demarcation is consistently accurate • Wide range of punctuation is used with a high level of accuracy • Uses a wide range of appropriate sentence forms for effect • Uses Standard English consistently and appropriately with secure control of complex grammatical structures • High level of accuracy in spelling, including ambitious vocabulary • Extensive and ambitious use of vocabulary 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.</p>
Level 3 9-12 marks	<ul style="list-style-type: none"> • Sentence demarcation is mostly accurate • Range of punctuation is used, mostly with success • Uses a variety of sentence forms for effect • Mostly uses Standard English appropriately with mostly controlled grammatical structures • Generally accurate spelling, including complex and irregular words • Increasingly sophisticated use of vocabulary 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.</p>
Level 2 5-8 marks	<ul style="list-style-type: none"> • Sentence demarcation is sometimes accurate • Some control of a range of punctuation • Attempts a variety of sentence forms • Some use of Standard English with some control of agreement • Some accurate spelling of more complex words • Varied use of vocabulary 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 1 and at least one of the skills descriptors.</p>
Level 1 1-4 marks	<ul style="list-style-type: none"> • Occasional use of sentence demarcation • Some evidence of conscious punctuation • Simple range of sentence forms • Occasional use of Standard English with limited control of agreement • Accurate basic spelling • Simple use of vocabulary 	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have at least one of the skills descriptors.</p>
Level 0 No marks	Candidate's spelling, punctuation etc. is sufficiently poor to prevent understanding or meaning.	