

A GUIDE TO AQA ENGLISH LANGUAGE PAPER 1 GCSE

EXPLORATIONS IN CREATIVE READING AND WRITING

SECTION A



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Overview

Paper 1: Explorations in Creative Reading and Writing is designed to test how well you can understand a **fiction** text and how effectively you can craft your own writing.

Section A focuses on **reading** (questions 1-4) and tests how well you can **retrieve** details, **analyse** language and structure, and **evaluate** a writer's choices.

Each exam question is built around a specific skill, known as an **Assessment Objective (AO)**. These objectives are the exact criteria examiners use to award marks, so understanding what each AO is will help you shape your answers and write with purpose and confidence.

This booklet explains each question type, the skills and assessment objectives it targets, and how to approach **Language Paper 1: Section A** knowing exactly how to succeed.

The aim of this paper is to engage students in a creative text:

- In section A, reading a literature fiction text in order to consider **how established writers use narrative and descriptive techniques to capture the interest of readers.**

-AQA English Specification



This paper tests your ability to understand and analyse a **fiction** extract and then produce a crafted piece of **creative writing**.

You have **1 hour 45 minutes in total**. Plan your time carefully, remembering to read the extract carefully. Spend half your time on Section A and the other half on Section B.



Please write clearly in block capitals.

Centre number Candidate number

Surname _____

Forename(s) _____

Candidate signature _____

I declare this is my own work.

GCSE ENGLISH LANGUAGE

Paper 1 Explorations in creative reading and writing

Thursday 23 May 2024

Morning

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 at the top of this page.
- You must answer the questions in the spaces provided.
- Do not write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- 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 for 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 communication.
- 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 questions before you start to answer.
- You are advised to plan your answer to **Question 5** before you start to write.
- You should make sure you leave sufficient time to check your answers.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
TOTAL	

Don't worry about using every line in the booklet for your responses. Examiners award marks for **clarity, accuracy and relevance**. Not for writing more than necessary!



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Assessment Objectives (AOs)

A01 - Understanding and finding information

Assessed in: Question 1

What it means:

- **Identify** and **interpret explicit** (clearly stated) and **implicit** (suggested) information and ideas from the extract.
- Select precise facts or details from the **correct section**, using **short quotations** from the text.
- Focus on **accuracy** and **relevance**. This question tests understanding, not analysis or opinion.

A02 - Analysing language and structure

Assessed in: Questions 2 and 3

What it means:

- **Explain, comment on** and **analyse** how writers use language and structure to create effects and influence readers.
- Use appropriate **subject terminology** to support your ideas (e.g. metaphor, contrast, shift in focus).
- Support each point with short, well-chosen **quotations** and analyse their effects and **connotations** in detail.

A04 - Evaluating and forming judgements

Assessed in: Question 4

What it means:

- **Evaluate** how successfully the writer achieves their purpose or creates a particular effect.
- Offer your **opinion** by stating how far you agree with the statement given to you and make a clear judgement.
- Support your views with short, well-chosen **quotations** and clear explanations of how they influence or affect the reader.
- Include a **conclusion** that sums up your overall judgement.



Recommended Timings



The Extract



In your exam, the **fiction** extract you'll be tested on is provided in a **separate insert booklet**. At the front of this booklet, you'll see information like the **genre**, **title** and **publication date**.

For example: *"21st-century prose fiction... an extract from the beginning of a novel published in 2015."*

At the top of the extract itself, there is always a **context box**. This gives you a short description of what is going on and provides a useful starting point for understanding the scene. It isn't something you should analyse.

Source A

This extract is taken from Chapter 4 of 'The War of the Worlds', a science fiction novel written by H.G Wells and published in 1898. It is set in Surrey, England. A crowd has gathered around a strange metal cylinder that has fallen from the sky. As they watch, the cylinder begins to open.



The **context box** will give you useful information such as:

- What the extract is and what part of the text it is from
- The genre and type of text
- When it was written and published
- Where it is set
- What is happening in the extract

Spend the **first 10 minutes** of your exam reading the extract carefully. A focused first read gives you a strong advantage before you start the questions.

You don't need to annotate in detail, but as you read, pay attention to:

- **Structure** - notice how the scene opens, develops, and ends.
- **Words and phrases** - any that interest you, stand out, or feel important to the atmosphere, character, or mood.



Remember – the extract is always a work of **fiction**, chosen to provide clear language and structural features for you to analyse. The questions will always assess the same key skills.

As you work through this booklet, you can try answering the questions yourself using the extract below, and then compare your ideas with the model responses.



Source A

This extract is taken from Chapter 4 of 'The War of the Worlds', a science fiction novel written by H.G Wells and published in 1898. It is set in Surrey, England. A crowd has gathered around a strange metal cylinder that has fallen from the sky. As they watch, the cylinder begins to open.

1 The end of the cylinder was being screwed out from within. Nearly two feet of shining screw
2 projected. Somebody blundered against me, and I narrowly missed being pitched onto the top of
3 the screw. I turned, and as I did so the screw must have come out, for the lid of the cylinder fell
4 upon the gravel with a ringing concussion. I stuck my elbow into the person behind me, and
5 turned my head towards the Thing again. For a moment that circular cavity seemed perfectly
6 black. I had the sunset in my eyes.

7 I think everyone expected to see a man emerge—possibly something a little unlike us terrestrial
8 men, but in all essentials a man. I know I did. But, looking, I presently saw something stirring
9 within the shadow: greyish billowy movements, one above another, and then two luminous disks
10 —like eyes. Then something resembling a little grey snake, about the thickness of a walking
11 stick, coiled up out of the writhing middle, and wriggled in the air towards me—and then
12 another.

13 A sudden chill came over me. There was a loud shriek from a woman behind. I half turned,
14 keeping my eyes fixed upon the cylinder still, from which other tentacles were now projecting,
15 and began pushing my way back from the edge of the pit. I saw astonishment giving place to
16 horror on the faces of the people about me. I heard inarticulate exclamations on all sides. There
17 was a general movement backwards. I saw the shopman struggling still on the edge of the pit. I
18 found myself alone, and saw the people on the other side of the pit running off, Stent among
19 them. I looked again at the cylinder, and ungovernable terror gripped me. I stood petrified and
20 staring.

21 A big greyish rounded bulk, the size, perhaps, of a bear, was rising slowly and painfully out of
22 the cylinder. As it bulged up and caught the light, it glistened like wet leather.

23 Two large dark-coloured eyes were regarding me steadfastly. The mass that framed them, the
24 head of the thing, was rounded, and had, one might say, a face. There was a mouth under the
25 eyes, the lipless brim of which quivered and panted, and dropped saliva. The whole creature
26 heaved and pulsated convulsively. A lank tentacular appendage gripped the edge of the
27 cylinder, another swayed in the air.

28 Those who have never seen a living Martian can scarcely imagine the strange horror of its
29 appearance. The peculiar V-shaped mouth with its pointed upper lip, the absence of brow
30 ridges, the absence of a chin beneath the wedgelike lower lip, the incessant quivering of this
31 mouth, the Gorgon groups of tentacles, the tumultuous breathing of the lungs in a strange
32 atmosphere, the evident heaviness and painfulness of movement due to the greater
33 gravitational energy of the earth—above all, the extraordinary intensity of the immense eyes—
34 were at once vital, intense, inhuman, crippled and monstrous. There was something fungoid in
35 the oily brown skin, something in the clumsy deliberation of the tedious movements unspeakably
36 nasty. Even at this first encounter, this first glimpse, I was overcome with disgust and dread.
37

38 Suddenly the monster vanished. It had toppled over the brim of the cylinder and fallen into the
39 pit, with a thud like the fall of a great mass of leather. I heard it give a peculiar thick cry, and
40 forthwith another of these creatures appeared darkly in the deep shadow of the aperture.

41 I turned and, running madly, made for the first group of trees, perhaps a hundred yards away;
42 but I ran slantingly and stumbling, for I could not avert my face from these things.



Question 1



Question 1: Retrieval (4 marks)



Read again the first part of the source from lines _____.

List **four** things about _____ from this part of the text.

[4 marks]

This question always asks you to **identify four facts** from a small, clearly indicated section of the text.

It assesses **AO1** (the ability to understand and retrieve information).

- You do not need to analyse language, infer meaning, or comment on effects. Your goal is simply to **retrieve** information directly.
- Write each point as **short, complete sentences** on the four lines given.
- You may use quotations, but they are not necessarily required and do not earn extra marks.
- Do **not** use information from outside the stated section or lines – you will not receive any marks.

The model response below would achieve 4 out of 4 marks.



Read again the first part of the source, lines 1 to 12.

List **four** things from this part of the text about the cylinder and its contents.

- a. The end of the cylinder is being screwed out from the inside. ✓
- b. Nearly two feet of a shining screw is sticking out. ✓
- c. The lid of the cylinder falls onto the gravel with a loud sound. ✓
- d. The inside of the cylinder at first appears completely black. ✓

You would have also received marks for these answers:

- Something was stirring inside the cylinder.
- There were greyish billowy movements inside the cylinder.
- The disks were like eyes.
- Something resembling a little grey snake emerged.
- was about the thickness of a walking stick.
- It coiled up out of the middle.
- It wriggled in the air towards the narrator.

HOW TO SECURE MARKS

Make sure each point is clearly different

Avoid combining two details into one answer

Don't analyse or explain, just **retrieve** information

Stay strictly within the lines stated in the question



Question 2



Question 2: Language (8 marks)



Look in detail at this extract, from lines ____ of the source:

How does the writer use language here to describe...?

You could include the writer's choice of:

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

[8 marks]

This question always asks you to **analyse** how the writer uses **language** (AO2) to describe something in a specific part of the extract.

The bullet points are simply there to give you suggestions of ideas you could include – you do not have to comment on words, phrases, language features, techniques **and** sentence forms. Choose whatever is most relevant for your extract.

HOW TO APPROACH QUESTION 2:

- Focus **only on the lines specified** in the question.
- Choose **3 short quotations** that best support your ideas; these can form the basis of 3 paragraphs.
- For each paragraph, use the **PEEZL** method: make a point → support with evidence → explain its effect → zoom in on a particular word/technique and explore it → link it back to the question.



PEEZL PARAGRAPHS (WITH EXAMPLE)

POINT

What does the writer describe the ____ as?

The writer describes the area as unbearably hot.

EVIDENCE

What phrase/sentence from the lines given give evidence for your point?

This is shown in the phrase, “the sun has flattened the land into submission”.

EXPLAIN

How does this evidence explain/show your point?

The verb “flattened” suggests force and violence, implying that the heat is not just warm but aggressive and destructive. The phrase “into submission” implies control and dominance.

ZOOM

Zoom in on specific words and their connotations/phrases and the language techniques used.

The personification of the sun makes it seem powerful and controlling, as if it is purposefully overpowering the landscape. The abstract noun “submission” has connotations of defeat, reinforcing the idea that the land is helpless against the sun’s strength.

LINK

Why does the writer use this word/phrase/technique to describe the ____? What is the writer suggesting to the reader?

This encourages the reader to view the sun as a dominating force and to imagine a landscape that has been completely subdued by the relentless heat.

The example PEEZL paragraph below would achieve 7–8 marks **if supported with 2 further paragraphs of the same quality.**

Look at this extract from **lines 7-20** of the source. How does the writer use language to create a sense of horror when describing the alien in this extract?

You could include the writer's choice of:

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



TOP BAND RESPONSE

Wells presents the creature as disturbing and completely inhuman through unsettling imagery. This is shown in the description of its eyes as “two luminous disks.” The metaphor “luminous disks” removes any recognisable human quality, suggesting flatness and emptiness rather than warmth or emotion, making the creature seem mechanical instead of alive. The adjective “luminous” implies an unnatural glow, as though the eyes produce light rather than reflect it. This gives them a cold, artificial quality, reinforcing the creature’s alien and threatening nature. By portraying the eyes as mechanical and unnatural, Wells emphasises the creature’s complete otherness, heightening the shock and fear felt by the onlookers.

LABELLED RESPONSE

Wells presents the creature as disturbing and completely inhuman through unsettling imagery. This is shown in the description of its eyes as “two luminous disks.” The metaphor “luminous disks” removes any recognisable human quality, suggesting flatness and emptiness rather than warmth or emotion, making the creature seem mechanical instead of alive. The adjective “luminous” implies an unnatural glow, as though the eyes produce light rather than reflect it. This gives them a cold, artificial quality, reinforcing the creature’s alien and threatening nature. By portraying the eyes as mechanical and unnatural, Wells emphasises the creature’s complete otherness, heightening the shock and fear felt by the onlookers.

POINT

EVIDENCE

EXPLAIN

ZOOM

LINK



Level	Skills Descriptors TOP BAND MARK SCHEME
Level 4, Perceptive, detailed analysis 7-8 marks	Shows perceptive and / or detailed understanding of language: <ul style="list-style-type: none"> • analyses the effects of the writer's choices of language • selects a range of judicious textual detail • makes sophisticated and accurate use of subject terminology

The example PEEZL paragraph below would achieve 5-6 marks **if supported with 2 further paragraphs of the same quality.**

MID BAND RESPONSE

Wells presents the creature as strange and frightening. This is shown when the eyes are described as "two luminous disks." The word "disks" makes the eyes seem unusual and not human. It suggests they are round and flat rather than normal eyes. The adjective "luminous" shows that the eyes are glowing, which makes them seem unnatural and scary. Glowing eyes are not normal for humans, so this makes the creature seem alien. This description helps the reader understand why the crowd feels shocked and afraid when they see the creature.

LABELLED RESPONSE

Wells presents the creature as strange and frightening. This is shown when the eyes are described as "two luminous disks." The word "disks" makes the eyes seem unusual and not human. It suggests they are round and flat rather than normal eyes. The adjective "luminous" shows that the eyes are glowing, which makes them seem unnatural and scary. Glowing eyes are not normal for humans, so this makes the creature seem alien. This description helps the reader understand why the crowd feels shocked and afraid when they see the creature.

POINT

EVIDENCE

EXPLAIN

ZOOM

LINK

14



Level	Skills Descriptors MID BAND MARK SCHEME
Level 3, Clear, relevant explanation 5-6 marks	Shows clear understanding of language: <ul style="list-style-type: none"> • Explains clearly the effects of the writer's choices of language • Selects a range of relevant textual detail • Makes clear and accurate use of subject terminology

SENTENCE STEMS

"The writer uses [technique] when they write..."

"In the text, the phrase '...' shows..."

"The use of [noun/adjective/verb/adverb], '...', highlights..."

"This creates a sense of [tension/fear/excitement/mystery] because..."

"This makes the reader feel [scared/shocked/curious/empathetic] because..."

"This description helps the reader to imagine [the scene/action/character]"

"The connotations of '...' suggest that..."

"The choice of [verb/adjective/noun/adverb], '...', implies that..."

"As a result, the reader feels/asks questions..."

TOP TIPS

Comment on the **effect of techniques**, don't just name them

Stay strictly within the lines stated in the question

Focus on how language creates **impression, mood, or characterisation**

Don't just retell what happens in the extract

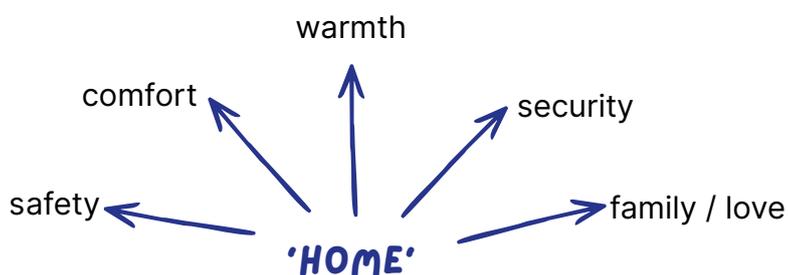


DENOTATIONS AND CONNOTATIONS

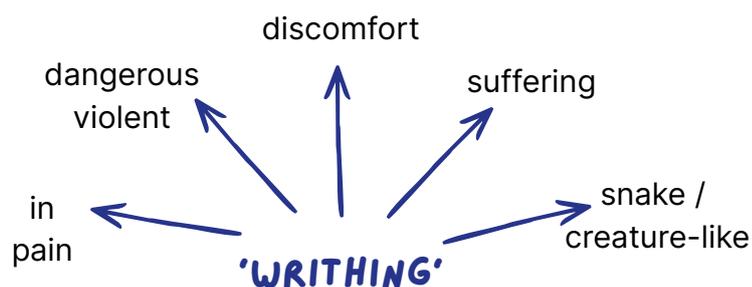
The **denotation** is the literal, dictionary definition of a word.

The **connotation** is the ideas, feelings, or associations that a word suggests beyond its literal meaning.

Don't just say what a word means – explain what it **suggests** and how it makes the reader think or feel. Below are two examples of words with their **connotations** around the outside and their **denotations** below.



Denotation: a place where a person lives, such as a house, apartment or dwelling.



Denotation: squirming movement, body contorting, moving with twisting motions

EXAMPLES OF LANGUAGE TECHNIQUES

METAPHOR

SIMILE

PERSONIFICATION

ALLITERATION

JUXTAPOSITION

HYPERBOLE

REPETITION

LIST OF THREE

EXAMPLES OF WORD CLASSES

NOUN

ADJECTIVE

VERB

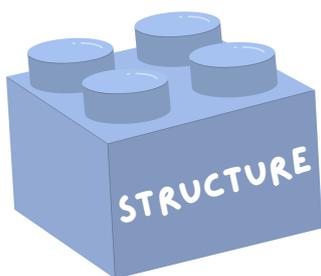
ADVERB



Question 3



Question 3: Structure (8 marks)



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

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.

[8 marks]

This question asks you to **analyse** how the writer **structures the whole extract** to interest the reader (AO2).

In your initial reading of the extract, you should have noticed the way the extract **begins**, **how it shifts/changes throughout** and **how it ends**.

HOW TO APPROACH:

1. Comment on how the extract **begins** and what the writer focuses on first (e.g. setting, character, action). Briefly explain why starting here may interest **the reader**.
2. Identify one clear **structural shift** in the extract, such as a **change in focus, time, viewpoint, or a zoom-in/zoom-out**.
3. Explain how this **shift** develops or **changes the reader's understanding/interest**. (This will not always necessarily be in the middle of the extract!)
4. Discuss **how the extract ends**, including any tension, reveal, or unresolved questions. Explain the **final effect** on the reader.



Aim to write 3-4 paragraphs using the PEW method: make a **point** → support with **evidence** → explain the **structural technique** and **why** it was used and the **effect** that it may have on the reader.

EXAMPLE PEW PARAGRAPH

POINT

Make a **clear point** about how the writer structures the text.

The writer structures the text to build tension and keep the reader engaged.

EVIDENCE

Support your point using a **specific sentence/phrase** from the text and mention the **technique** used.

For example, short sentences are used in the middle of the passage: "He ran. He fell. He could hear footsteps."

WHY?

Why was this structural technique used? What effect does it have? How does it interest the reader?

These short sentences speed up the pace, reflecting the character's frantic movements and panic. This makes the moment feel intense and chaotic, placing the reader directly in the action and heightening the tension.

You **should not** mention any **language techniques**, as you will not receive marks for analysing language!

Avoid repeating generic **effects on the reader** like 'It makes them want to read on'. Try and be **specific!**



POSSIBLE EFFECTS ON THE READER

"this slows down the pace and creates anticipation"

"speeds up the pace and creates panic"

"builds suspense and tension"

"makes the reader feel [sympathetic/resentful/distrusting] towards the character"

"creates a reflective tone"

"introduces ideas that may be important throughout the text"

EXAMPLES OF STRUCTURAL TECHNIQUES

SHIFT IN FOCUS

FORESHADOWING

REPETITION

SENTENCE TYPES

FLASHBACK/
FORWARD

SHIFT IN TIME

ZOOM IN/OUT

JUXTAPOSITION

INTERNAL/EXTERNAL
THOUGHTS

HYPERBOLE

SHIFT IN TONE

CYCLICAL
STRUCTURE

The example paragraph below would achieve 7–8 marks.

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

How has the writer structured the text to interest you as a reader?

- 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 writer structures the extract to gradually build suspense and horror. It begins with a slow and detailed description of the cylinder being unscrewed: "Nearly two feet of shining screw projected. Somebody blundered against me, and I narrowly missed being pitched..." By focusing first on the mechanical action of the screw rather than what is inside the cylinder, the writer delays the reveal and creates anticipation. The reader, like the narrator, is left waiting to discover what will emerge.

The creature is then revealed in stages. At first the narrator notices only "greyish billowy movements" and "two luminous disks, like eyes" before seeing tentacles and eventually "a big greyish rounded bulk... rising slowly and painfully out of the cylinder." This gradual revelation mirrors the narrator's growing realisation of what he is seeing. Because the reader is restricted to the narrator's viewpoint, they discover the Martian piece by piece, which heightens the suspense and makes the creature seem increasingly disturbing.

The writer shifts focus to the reactions of the surrounding crowd: "I saw astonishment giving place to horror on the faces of the people about me." This structural shift widens the perspective from the creature itself to the collective response of the onlookers, reinforcing the scale of fear and confirming for the reader that the creature is truly terrifying.

Finally, the extract ends with the narrator fleeing: "I ran slantingly and stumbling, for I could not avert my face from these things." Ending with frantic movement and the narrator's inability to look away leaves the scene unresolved and chaotic, maintaining the tension as the narrator escapes while the creatures remain behind.



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Finally, the extract ends with the narrator fleeing: "I ran slantingly and stumbling, for I could not avert my face from these things." Ending with frantic movement and the narrator's inability to look away leaves the scene unresolved and chaotic, maintaining the tension as the narrator escapes while the creatures remain behind.

POINT

EVIDENCE

WHY



Level	Skills Descriptors TOP BAND MARK SCHEME
Level 4, Perceptive, detailed analysis 7-8 marks	Shows perceptive and / or detailed understanding of language: <ul style="list-style-type: none"> • analyses the effects of the writer's choices of language • selects a range of judicious textual detail • makes sophisticated and accurate use of subject terminology

The example PEW paragraphs below would achieve 5-6 marks:

MID BAND RESPONSE

The writer structures the extract to create suspense and fear. It begins with the cylinder being opened and focuses on the narrator's position close to the action: "I narrowly missed being pitched onto the top of the screw." This makes the moment feel tense and dangerous, as the reader can see that the narrator is very close to whatever is inside the cylinder.

The creature is then revealed in stages. At first the narrator notices "greyish billowy movements" and "two luminous disks, like eyes," before seeing tentacles and finally the whole creature: "A big greyish rounded bulk was rising slowly and painfully out of the cylinder." By revealing the Martian gradually, the writer builds suspense and makes the reader curious about what the creature looks like.

The narrator also describes the reactions of the crowd: "I saw astonishment giving place to horror on the faces of the people about me." This emphasises how frightening the creature is and shows that everyone around the narrator is shocked by what they are seeing.

At the end of the extract, the narrator begins to run away: "I ran slantingly and stumbling..." This ending keeps the tension high because the narrator is escaping from the creatures and the danger has not yet been resolved.



The writer structures the extract to create suspense and fear. It begins with the cylinder being opened and focuses on the narrator's position close to the action: "I narrowly missed being pitched onto the top of the screw." This makes the moment feel tense and dangerous, as the reader can see that the narrator is very close to whatever is inside the cylinder.

The creature is then revealed in stages. At first the narrator notices "greyish billowy movements" and "two luminous disks, like eyes," before seeing tentacles and finally the whole creature: "A big greyish rounded bulk was rising slowly and painfully out of the cylinder." By revealing the Martian gradually, the writer builds suspense and makes the reader curious about what the creature looks like.

The narrator also describes the reactions of the crowd: "I saw astonishment giving place to horror on the faces of the people about me." This emphasises how frightening the creature is and shows that everyone around the narrator is shocked by what they are seeing.

At the end of the extract, the narrator begins to run away: "I ran slantingly and stumbling..." This ending keeps the tension high because the narrator is escaping from the creatures and the danger has not yet been resolved.

POINT
EVIDENCE
WHY

Level	Skills Descriptors MID BAND MARK SCHEME
Level 3, Clear, relevant explanation 5-6 marks	Shows clear understanding of language: <ul style="list-style-type: none"> • Explains clearly the effects of the writer's choices of language • Selects a range of relevant textual detail • Makes clear and accurate use of subject terminology





Question 4

Question 4: Evaluate (20 marks)



Focus this part of your answer on the second part of the source, from line ____.

A student said, “[their statement about the extract]”

To what extent do you agree? In your response, you could:

- Consider your impressions of...
- evaluate how the writer presents...
- Support your response with references to the text.

[20 marks]

This question asks you to **evaluate** how far you agree with a statement about the extract. You should form a **judgement** in relation to the statement (AO4) and support it using **evidence** and **analysis** (AO2).

- For this response, you must remember to only evaluate the section of the text outlined in the question – **not the whole extract**.
- You can include both **language and structural techniques** in your **analysis** when **evaluating**.

HOW TO APPROACH:

Start by deciding **how far you agree** with the statement: Try not to completely agree or disagree with the statement. Instead, leave some room to explore/ acknowledge the other side of the argument.

“I PARTIALLY/SOMEWHAT DISAGREE BECAUSE...”

“I PARTIALLY/SOMEWHAT AGREE BECAUSE...”



Choose **3 focused points** that help you judge the specific claim made in the statement.

Each paragraph should follow this pattern below (The **PEEZL** method works well here!):

1. **State your judgement** - explain **how far** you agree with the statement and why.
2. **Select evidence** (quotations) that support your view - these should relate to the statement and avoid drifting into general commentary.
3. **Analyse the effect** of the writer's methods (language or structure).
4. **Link back** to how far you agree, remembering to **evaluate**.

EXAMPLES OF EVALUATIVE LANGUAGE



The example response below would achieve 16-20 marks **if supported with 2 further paragraphs of the same quality**.

Focus this part of your answer on the second half of the source, from **lines 20 to the end**.

A student, having read this section of the text said: "The writer brings the horror of the creature's appearance to life for the reader. It is as if you are there with the narrator."

To what extent do you agree?

In your response, you should:

- Write about your own impressions of the creature
- Evaluate how the writer has created these impressions
- Support your opinions with quotations from the text.



I partially agree that the writer brings the horror of the creature's appearance vividly to life, making it feel as though the reader is experiencing the moment alongside the narrator. The creature is presented as grotesque and physically disturbing. It is described as "a big greyish rounded bulk, glistened like wet leather," which creates a vivid and unpleasant image. The connotations of "wet leather" suggests something tough yet slimy, evoking both disgust and discomfort. The verb "glistened" also implies unnatural shine, making the creature seem alien and repulsive. It could be argued that the creature's appearance could be described as grotesque rather than 'horrifying' like the student claims.

The writer does make the creature terrifying by giving it an unsettling presence. The narrator notices "two large dark-coloured eyes regarding me steadfastly," which creates the impression that the creature is intelligent and aware. The verb "regarding" suggests deliberate observation rather than passive existence, making the moment feel confrontational. Meanwhile, the adverb "steadfastly" implies an intense, unbroken stare, which increases the sense of threat. This makes the encounter feel personal and inescapable, heightening the reader's fear and supporting the idea that the creature's presence is horrifying.

Beginning a response with "I partially agree" allows the writer to present a balanced and **evaluative** argument.

Remember – you are not making a judgement about how good or well-written the extract is.



I partially agree that the writer brings the horror of the creature's appearance vividly to life, making it feel as though the reader is experiencing the moment alongside the narrator. The creature is presented as grotesque and physically disturbing. It is described as "a big greyish rounded bulk ... glistened like wet leather," which creates a vivid and unpleasant image. The connotations of "wet leather" suggests something tough yet slimy, evoking both disgust and discomfort. The verb "glistened" also implies unnatural shine, making the creature seem alien and repulsive. It could be argued that the creature's appearance could be described as grotesque rather than 'horrifying' like the student claims.

The writer does make the creature terrifying by giving it an unsettling presence. The narrator notices "two large dark-coloured eyes ... regarding me steadfastly," which creates the impression that the creature is intelligent and aware. The verb "regarding" suggests deliberate observation rather than passive existence, making the moment feel confrontational. Meanwhile, the adverb "steadfastly" implies an intense, unbroken stare, which increases the sense of threat. This makes the encounter feel personal and inescapable, heightening the reader's fear and supporting the idea that the creature's presence is horrifying.

POINT
EVIDENCE
EXPLAIN
ZOOM
LINK

Level	Skills Descriptors TOP BAND MARK SCHEME
Level 4, Perceptive, detailed evaluation 16-20 marks	Shows perceptive and / or detailed evaluation: <ul style="list-style-type: none"> • Develops a convincing and critical response to the focus of the statement • Shows perceptive understanding of writer's methods • Selects a range of judicious textual detail • Evaluates critically and in detail the effect(s) on the reader



EVALUATE

To decide **how much you agree with a statement and explain why**, using **evidence** from the text.

The example response below would achieve 11-15 marks **if supported with 2 further paragraphs of the same quality**:

MID BAND RESPONSE

I agree that the writer makes the creature seem horrifying through the detailed description of its body. It is described as “a big greyish rounded bulk glistened like wet leather,” which creates a clear and unpleasant image in the reader’s mind. The word “glistened” suggests something unnatural and slightly slimy, while “rounded bulk” emphasises its large and strange shape. This makes the creature feel alien and disturbing. Because the description focuses closely on its appearance, the reader can picture it vividly, which strengthens the sense of horror.

The writer also makes the scene more frightening by showing the reactions of other people. The narrator observes “astonishment giving place to horror on the faces of the people about me,” which shows that everyone is terrified. This suggests that the creature’s appearance is genuinely shocking, not just to the narrator but to the whole crowd. Seeing others react with fear makes the danger seem more real and serious. As a result, the reader is more likely to share that fear and feel as though they are present in the moment.



I agree that the writer makes the creature seem horrifying through the detailed description of its body. It is described as “a big greyish rounded bulk glistened like wet leather,” which creates a clear and unpleasant image in the reader’s mind. The word “glistened” suggests something unnatural and slightly slimy, while “rounded bulk” emphasises its large and strange shape. This makes the creature feel alien and disturbing. Because the description focuses closely on its appearance, the reader can picture it vividly, which strengthens the sense of horror.

The writer also makes the scene more frightening by showing the reactions of other people. The narrator observes “astonishment giving place to horror on the faces of the people about me,” which shows that everyone is terrified. This suggests that the creature’s appearance is genuinely shocking, not just to the narrator but to the whole crowd. Seeing others react with fear makes the danger seem more real and serious. As a result, the reader is more likely to share that fear and feel as though they are present in the moment.

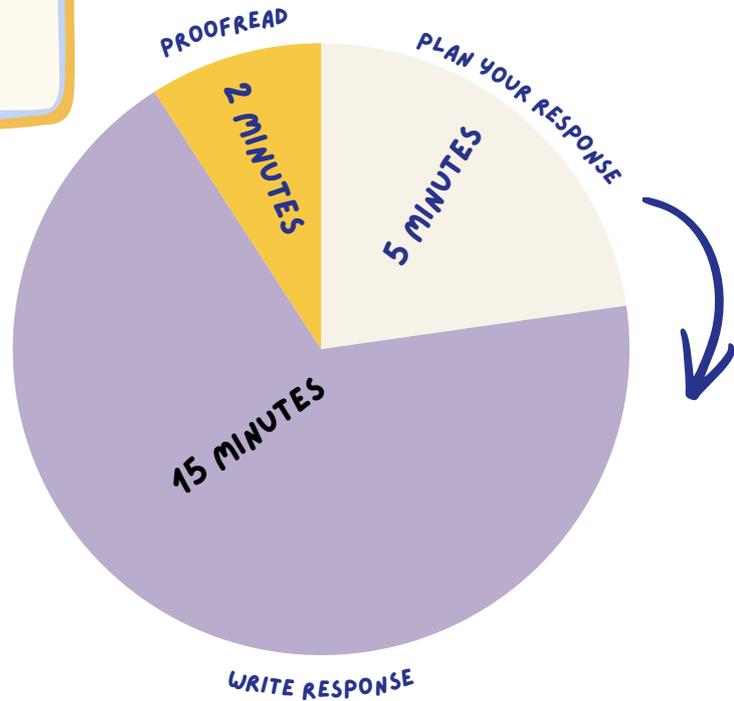
POINT
EVIDENCE
EXPLAIN
ZOOM
LINK

Level	Skills Descriptors MID BAND MARK SCHEME
Level 3, Clear, relevant evaluation 11-15 marks	Shows clear and relevant evaluation: <ul style="list-style-type: none"> • Makes a clear and relevant response to the focus of the statement • Shows clear understanding of writer’s methods • Selects a range of relevant textual references • Evaluates clearly the effect(s) on the reader



RECOMMENDED TIMINGS FOR QUESTION 4

When proofreading, remember to check that you have included **evaluative language!**



TOP TIPS

Keep returning to the **key words** of the statement

Stay strictly within the lines stated in the question

Write **evaluatively** and **analytically**, not descriptively

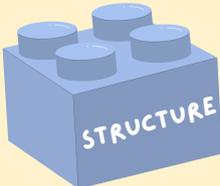
Choose short quotations

Recognise that the writer is making **deliberate choices**

A brief acknowledgement of a **limitation** strengthens your evaluation



Section A Summary

QUESTION	FOCUS	AO + MARKS	TO DO
1 		A01 [4 marks]	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identify and list information from a specific part of the text. <input checked="" type="checkbox"/> Select four relevant details - no explanation or analysis required.
2 		A02 [8 marks]	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Analyse how the writer uses language in a specific part of the text. <input checked="" type="checkbox"/> Choose evidence from the text - focus on words, phrases, techniques, connotations. <input checked="" type="checkbox"/> Identify techniques accurately and explain their effects.
3 		A02 [8 marks]	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Analyse how the writer structures the whole text. <input checked="" type="checkbox"/> Choose evidence from the text - focus on shifts, developments, and contrasts. <input checked="" type="checkbox"/> Identify techniques accurately and explain their effects.
4 		A02 + A04 [20 marks]	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Decide how much you agree with the statement about the whole text's effect on the reader. <input checked="" type="checkbox"/> Try not to completely agree or disagree - think critically <input checked="" type="checkbox"/> Explain your viewpoint, choosing evidence from the text - focus on language and/or structure. <input checked="" type="checkbox"/> Evaluate the effect of different techniques on the reader.

