**GCSE English Language**

Paper 1

Section A

Text 1: *The Children of Men*, by P. D. James

Text 2: *The Bone Clocks*, by David Mitchell

Text 3: *No Night is Too Long*, by Barbara Vine (Ruth Rendell)

Text 4: *A Lovely Way to Burn*, by Louise Welsh

Text 5: *Empire of the Sun*, by J. G. Ballard

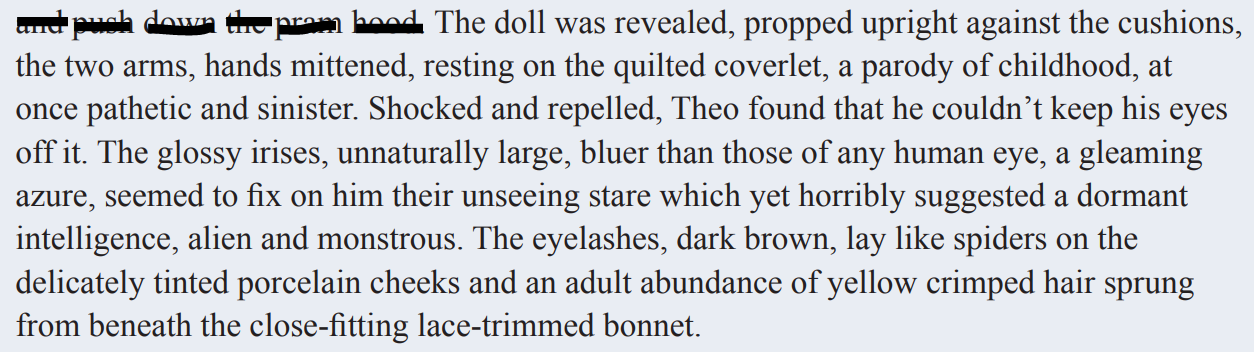


Source: <https://www.ocr.org.uk/Images/373395-unseen-20th-and-21st-century-literary-texts.pdf>

**Q1** Read again the first part of the source, from lines 1 to 5.

**List four things about Theo from this part of the source**. [4 marks]

**Q2** Look box in detail at this extract, from lines 5 to 12 of the source:



**How does the writer use language here to describe the doll?**

You could include the writer’s choice of:

* words and phrases
* language features and techniques
* sentence forms. [8 marks]

**Q3** You now need to think about the whole of the source.

This text is from the beginning of a short story.

**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]

**Q4** Focus box this part of your answer on the second part of the source, from line 18 to the end.

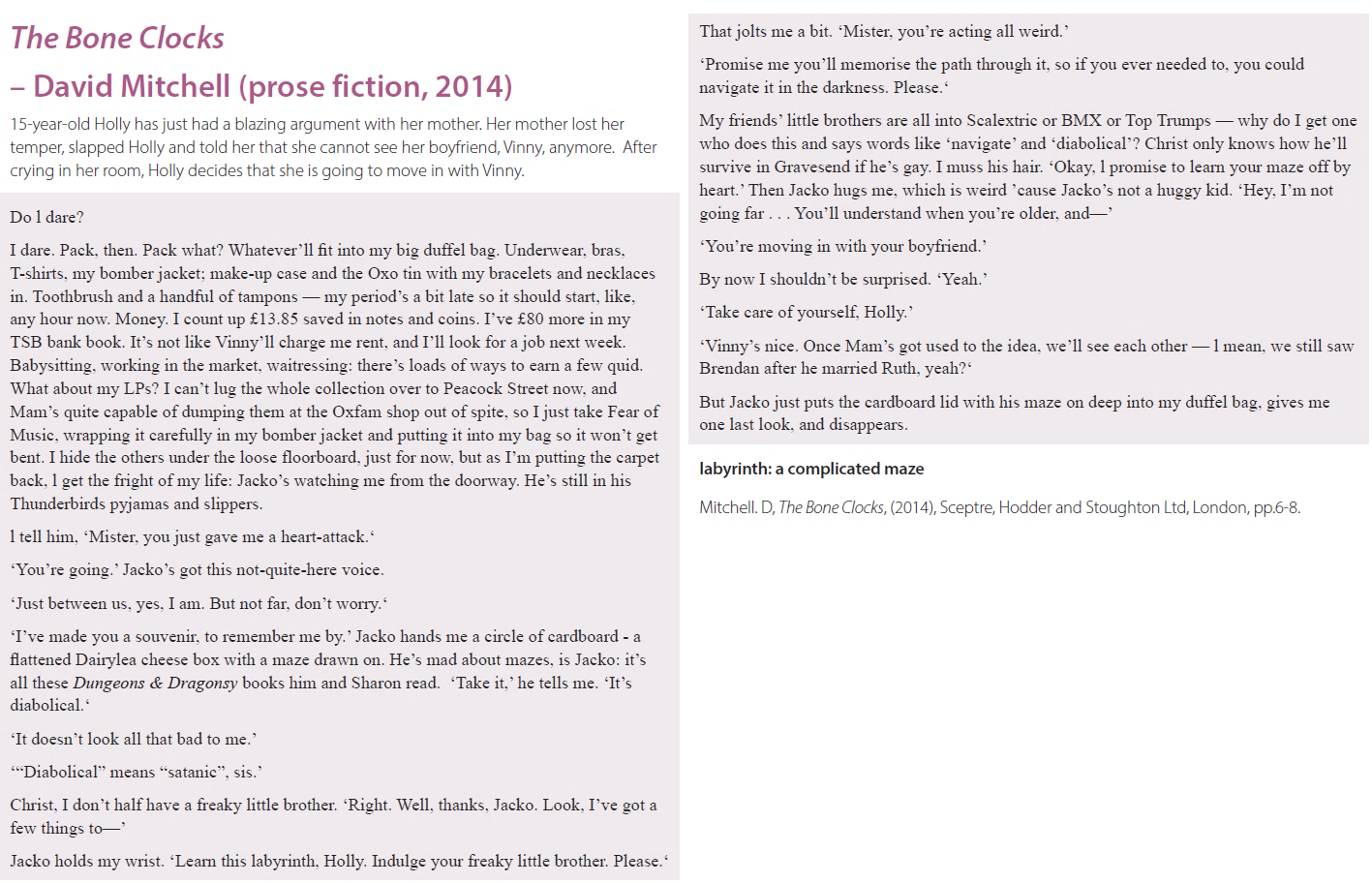
**A student said, ‘This part of the story, where the second woman attacks the doll, shows the owner is right to be shocked and angry.’**

**To what extent do you agree?**

In your response, you could:

* consider your own impressions of the attack on the doll
* evaluate how the writer describes the attack
* support your response with references to the text.

[20 marks]

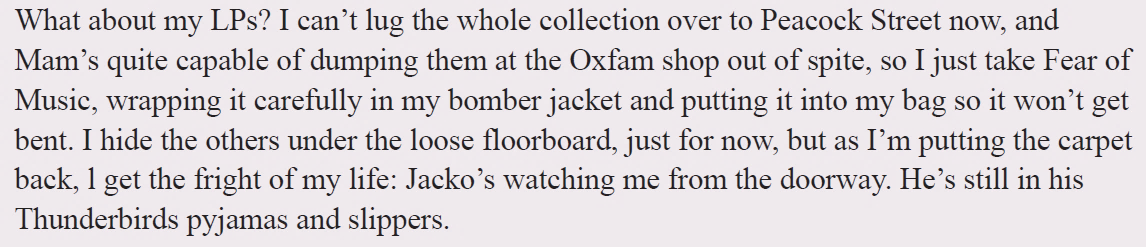


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**Q1** Read again the first part of the source, from lines 1 to 7.

**List four things about the Holly from this part of the source**. [4 marks]

**Q2** Look box in detail at this extract, from lines 8 to 13 of the source:



**How does the writer use language here to describe how Holly is feeling?**

You could include the writer’s choice of:

* words and phrases
* language features and techniques
* sentence forms. [8 marks]

**Q3** You now need to think about the whole of the source.

This text is from the beginning of a short story.

**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]

**Q4** Focus box this part of your answer on the second part of the source, from line 15 to the end.

**A student said, ‘This part of the story, where Holly speaks to Jackco, shows that she is sad to be leaving him.’**

**To what extent do you agree?**

In your response, you could:

* consider your own impressions of Holly and Jacko’s relationship
* evaluate how the writer describes the relationship
* support your response with references to the text.

[20 marks]

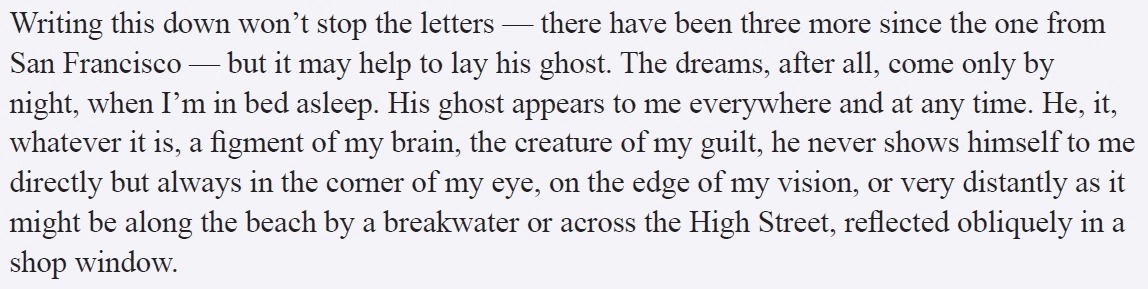


Source: <https://www.ocr.org.uk/Images/373395-unseen-20th-and-21st-century-literary-texts.pdf>

**Q1** Read again the first part of the source, from lines 5 to 9.

**List four things about the narrator from this part of the source**. [4 marks]

**Q2** Look box in detail at this extract, from lines 10 to 16 of the source:



**How does the writer use language here to describe how the narrator is feeling?**

You could include the writer’s choice of:

* words and phrases
* language features and techniques
* sentence forms. [8 marks]

**Q3** You now need to think about the whole of the source.

This text is from the beginning of a short story.

**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]

**Q4** Focus box this part of your answer on the second part of the source, from line 17 to the end.

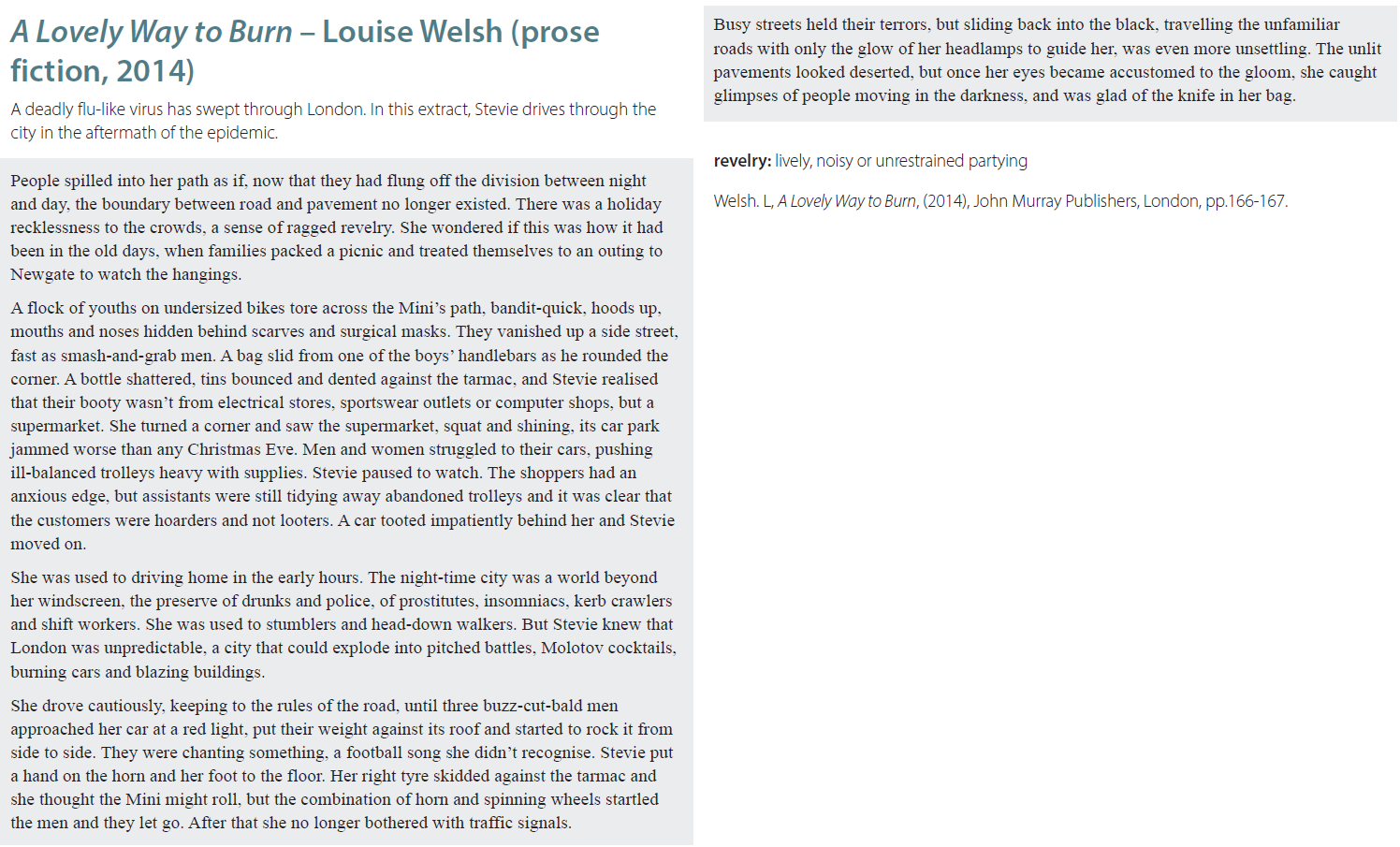
**A student said, ‘This part of the story, where the narrator reflects on his troubled mind, shows that he still feels very guilty about the crime he has committed.’**

**To what extent do you agree?**

In your response, you could:

* consider your own impressions of how the narrator feels
* evaluate how the writer describes the narrator’s feelings
* support your response with references to the text.

[20 marks]

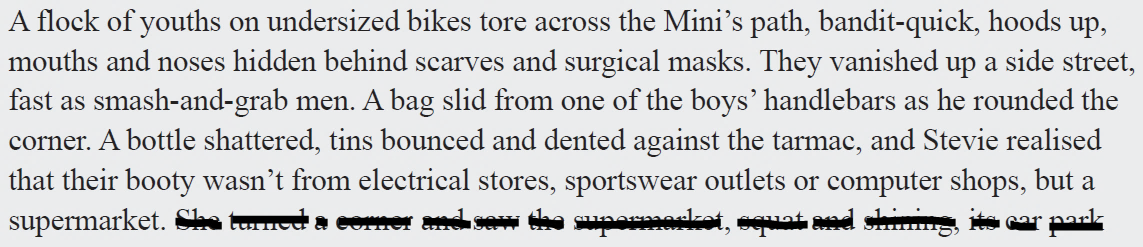


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**Q1** Read again the first part of the source, from lines 1 to 5.

**List four things about the crowd of people from this part of the source**. [4 marks]

**Q2** Look box in detail at this extract, from lines 6 to 11 of the source:



**How does the writer use language here to describe the group of youths?**

You could include the writer’s choice of:

* words and phrases
* language features and techniques
* sentence forms. [8 marks]

**Q3** You now need to think about the whole of the source.

This text is from the beginning of a short story.

**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]

**Q4** Focus box this part of your answer on the second part of the source, from line 17 to the end.

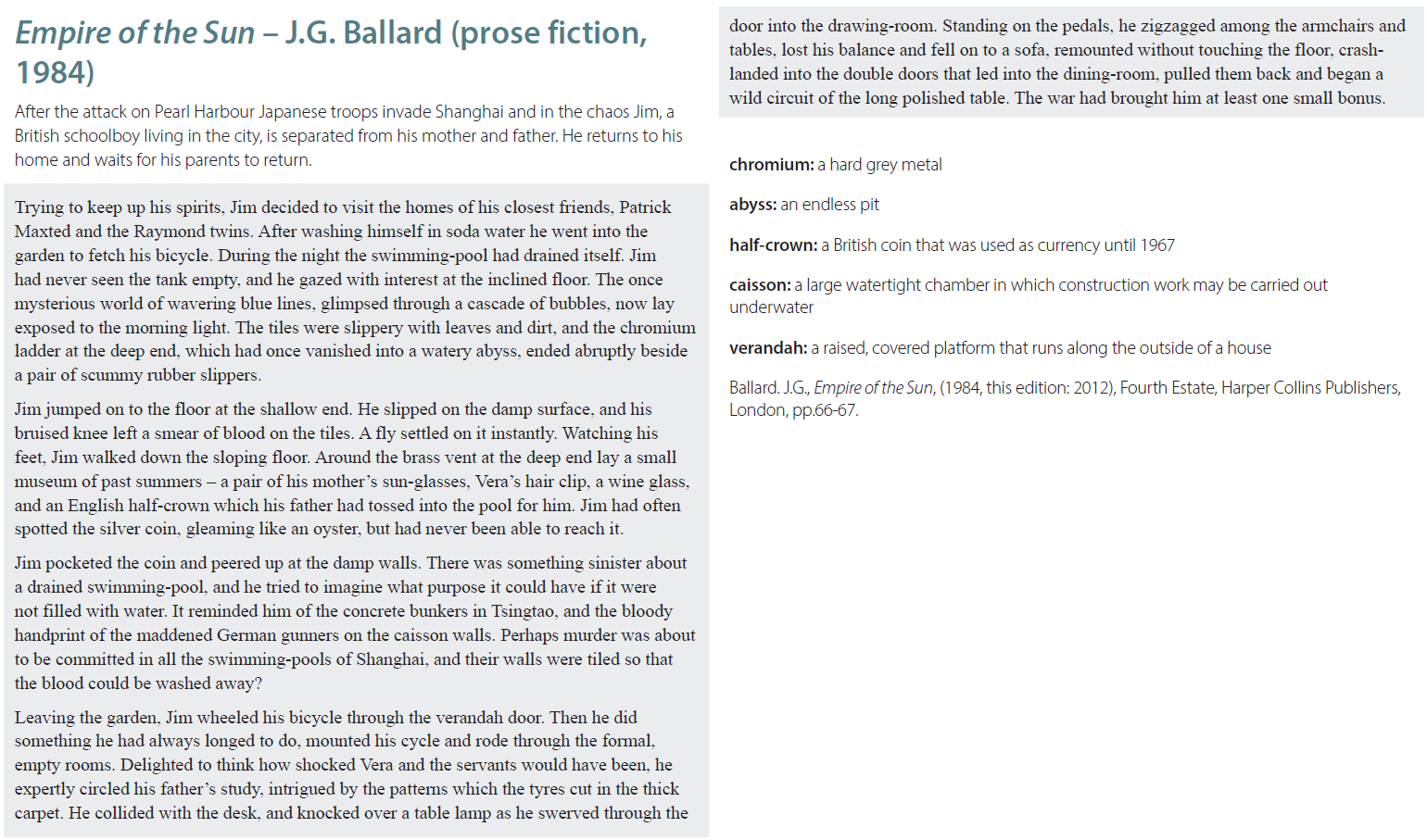
**A student said, ‘This part of the story, where Stevie is driving home, shows how dangerous London has become.’**

**To what extent do you agree?**

In your response, you could:

* consider your own impressions of London
* evaluate how the writer describes London
* support your response with references to the text.

[20 marks]

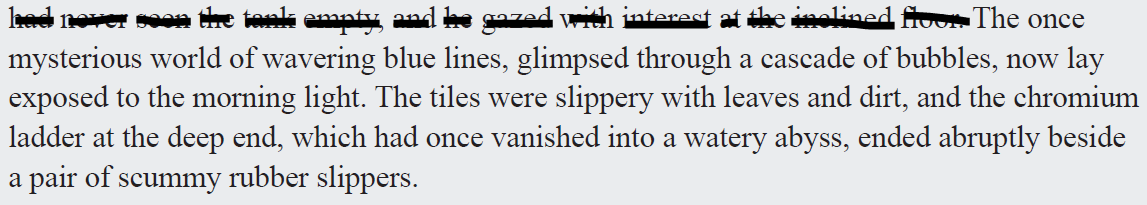


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**Q1** Read again the first part of the source, from lines 1 to 4.

**List four things about Jim from this part of the source**. [4 marks]

**Q2** Look box in detail at this extract, from lines 4 to 8 of the source:



**How does the writer use language here to describe the empty swimming pool?**

You could include the writer’s choice of:

* words and phrases
* language features and techniques
* sentence forms. [8 marks]

**Q3** You now need to think about the whole of the source.

This text is from the beginning of a short story.

**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]

**Q4** Focus box this part of your answer on the second part of the source, from line 15 to the end.

**A student said, ‘This part of the story, where Jim is alone at home, shows that he enjoys being unsupervised.’**

**To what extent do you agree?**

In your response, you could:

* consider your own impressions of how Jimmy uses his time at home
* evaluate how the writer describes Jimmy
* support your response with references to the text.

[20 marks]

**Q2**

Write: ‘**A method / word / phrase that helps to convey / emphasise**…’and refer to the focus word of the question

Write: ‘**This has the effect of**…’ and make a point based on the method / word / phrase you zoomed-in on

Write: ‘**Another effect of**…’ and make another point based on the same method / word / phrase

🡪 Repeat the process at least two more times

|  |  |  |
| --- | --- | --- |
| Adjective | Metaphor | Repetition |
| Verb | Simile | Rhetorical question |
| Adverb | Personification | Onomatopoeia |

**Q3**

Write: ‘**At the beginning of the text**…’and explain what the writer focuses on

Write: ‘**The writer then shifts the focus and zooms in / out on**…’ and explain how and why the focus changes (e.g. we might learn more about a character or the situation they are in)

Write: ‘**As the text develops**…’ and explain how and why the focus changes (e.g. the mood might change or a contrast might be established)

Write: ‘**Towards the end of the text, the writer focuses on / the perspective changes** …’ and explain what has changed and how the end differs from the beginning (e.g. we might be surprised or tension might be built)

|  |  |  |
| --- | --- | --- |
| Beginning | Zoom-in / out | Shift |
| Middle | Focus | Contrast |
| End | Perspective | Parallel |

**Q4**

Write: ‘**I agree / disagree that**…’ and provide a firm reason for why you agree / disagree (don’t just write a simple sentence: make sure you really go into detail)

Write: ‘**A method / word / phrase that helps to convey / emphasise**…’and refer to the focus word of the statement

Write: ‘**This has the effect of**…’ and make a point based on the method / word / phrase you zoomed-in on

Write: ‘**Another effect of**…’ and make another point based on the same method / word / phrase

Write: ‘**A further reason why I agree / disagree is**…’ provide another reason why you agree / disagree (once again, don’t just write a simple sentence: make sure you really go into detail)

Write: ‘**A method that helps to convey / emphasise the writer’s view is**…’ and then write about the effect

🡪 Repeat the process at least two more times

|  |  |  |
| --- | --- | --- |
| Implies | Furthermore | Contrastingly |
| Shows | Similarly | Forcefully |
| Emphasises | However | Possibly |