



Please write clearly in block capitals.

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

Surname

Forename(s)

Candidate signature

GCSE ENGLISH LANGUAGE

Paper 1 Explorations in creative reading and writing

Wednesday 1 November 2017 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 ballpoint 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 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 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.

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



N 0 V 1 7 8 7 0 0 / 1 0 1

IB/G/Nov17/E2

8700/1

Section A: Reading

Answer **all** questions in this section.
You are advised to spend about 45 minutes on this section.

0 1

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

Don't go outside
this

List **four** things about Alice and her surroundings from this part of the source.

[4 marks]

No need for inference / interpretations

1 Alice is thirsty and drinks in great gulps.

2 The sky is an endless blue.

3

4

List and
find

Start with
pronouns or
nouns that
help you to
answer the Q.

4

90% got 4/4

98% got 3/4

You need to get these marks -
don't rush this.



If you don't know what a word in this section means, don't comment on it. Pick the words that you know to discuss.

3

Do not write outside the box

0 2

Look in detail at this extract, from lines 5 to 11 of the source:

Don't take words out of context, this literally means their shape, that's all.

Say a lot about a little.

Pick only a few specific sections to discuss

It's her first time in the Pyrenees, although she feels very much at home. She's been told that in the winter the jagged peaks of the mountains are covered with snow. In the spring, delicate flowers of pink and mauve and white peep out from their hiding places in the great expanses of rock. In early summer, the pastures are green and speckled with yellow buttercups. But now, the sun has flattened the land into submission, turning the greens to brown. It is a beautiful place, she thinks, yet somehow an inhospitable one. It's a place of secrets, one that has seen too much and concealed too much to be at peace with itself.

Don't pick really long quotations - short work best. only this

How does the writer use language here to describe the mountain area?

You could include the writer's choice of:

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

Don't feature spot though. Remember effects are key.

This is generally the most useful bullet to address

often not helpful and you don't have to write about [8 marks] them, so don't force a comment on them.

- Do ✓ • select 2 or 3 language rich phrases
- ✓ • zoom in on words to analyse their effect
- ✓ • link the analysis to the context of the passage
- ✓ • use subject terminology where relevant.

- Don't x • Label language features without commenting on effect
- x • Infer on content
- x • Say empty explanations (it makes me want to read on, it puts a picture in my head etc - these could be about any text so aren't credible).

You must make regular use of explicit quotations.

This isn't a test about what vocab you know... Only make reference to terminology if it's relevant to effort



0 3

Always think about the effects of language.

Turn over ►

IB/G/Nov17/8700/1

The writer uses colour to conjure connotations of happiness. The accumulation of the adjectives 'delicate', 'beautiful', and 'pink', highlights the beauty of nature and emphasises how insignificant humans are in comparison with the magnitude of nature. In addition to this, the use of colour also contrasts with the jovial atmosphere at the opening. We learn about the land turning 'greens to browns' and being 'inhospitable'. The adjective brown suggests decay and implies that nature (here represented by the mountains) has the power to destroy.

The writer creates an ominous mood through the words 'secrets' and 'concealed'. This suggests that the mountain is able to hide things and contrasts with the earlier bright colours.



0 3

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

This text is from the beginning of a novel.

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]

Questions to ask yourself:

- Why this place, with these people at this time?
- Why shift from this place to that one?
- Why shift from this perspective to that one?
- Why draw our attention at this point, to this thing?

Do - understand the story is a construct
 - analyse shifts in time/perspective
 - follow and explain the chronology

Don't - feature spot + miss out effect
 - make generic comments like 'it makes you want to read on'
 - write about the construction of sentences (it is position that is important)

Steps - read extract
 - pick 2/3 structural features
 - write about their effects

Consider:
 Where?
 What?
 Why?

So important!

Look at opening and the ending - assess the mini-narrative you are presented with.



At the start of the text the focus is on the mountain, setting the area up as the main location of the story. By describing the area as 'beautiful' but mysterious the writer encourages the reader to consider what 'secrets' the mountain may hold, and this is a hint at the fact that, later in the text, Alice will find 'something'.

Next the focus moves to Alice's colleagues. We discover she is not only on the mountain but the mention of her colleagues at this point (and at such distance) only serves to present Alice as alone and different. Unlike her colleagues, it's clear she is not 'demoralised.'



This is worth 20% of your reading mark - you must spend enough time on it.

Do not write outside the box

0 4

Focus this part of your answer on the second part of the source, from line 21 to the end. Don't go outside of this!

A reader said, 'This part of the story, where Alice decides to continue digging for the object, is very mysterious, and suggests her discovery may be life-changing.'

To what extent do you agree?

In your response, you could:

- consider the reasons why Alice decides to continue digging
- evaluate how the writer creates a sense of mystery
- support your response with references to the text.

likely to be two parts of the Q to look at + discuss

Be sure to respond to these, they are there to help you!
[20 marks]

tells you what is being looked at →

For this task, planning is essential.

Why does Alice continue digging?

How does the writer create mystery?

How does the writer suggest the discovery might be life-changing?

There are no right/wrong responses as long as you can evidence your ideas with detail from the text.



DO ✓ evaluate the ideas in the text
evaluate the effects of methods
focus on the statement
support with texts

Don't X forget the how
offer speculation that you can't
back up
forget to plan

I agree with the reader; her choices to continue digging are obscure, and her determination suggests that what she is discovering may be astonishing. The writer hints that her reasons may be selfish, and self-orientated. When she considers telling everyone that she might have found something, she decides against it, 'because it will no longer be her discovery.' The use of the pronoun here attaches the discovery exclusively to her and we can assume this is the reason she continues to dig alone.







Section B: Writing

You are advised to spend about 45 minutes on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

0 5

An online competition for story writing is being held, and you have decided to enter.

Either

Write a story, set in a mountainous area, as suggested by this picture:



or

Write a story with the title 'Discovery'.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]



What am I describing?
Pick up on a specific detail
What does this moment remind me of? A thing, an emotion, a memory, another text?

Typical features of secure writing:

- logical structure
- paragraphs are connected in a logical way using linking phrases
- story/thread is easy to follow
- mostly accurate spelling and punctuation
- evidence of a wider vocabulary
- engages interest
- consistent viewpoint
- varied sentence structures and forms used credibly
- devices are used credibly and for effect
- write a lot about a little
- some conscious shifts in focus/tone



Task - how can you improve this?

As the man sat on the damp wood he began to glare at the expansions of the mountains forming a zig-zag, a delicate white bird caught his eye, it was resting on a wooden post, calmly stretching his satin soft wings and letting the soft Scotland breeze dance with his wonderful white feathers. It were as if he were an angel. The jagged peaks of the mountains are towering so high that they kissed the cascade of clouds as they devoured the blue in the sky. The fresh air whistled as it spoke of the picturesque landscape that had been carved by God himself. As the man was watching the clouds race each other like birds it felt like the world was going back in time.



How to revise for writing - learn sentence options!

Sentence type	Modelled example	Your own attempt
More, more, more	The more he thought about it, the more he ached, and the more his future looked bleak.	
Colons to clarify	There was something not quite right in the scene: where was his father's boat?	
Distance (closer, near, further) more	The further he got from civilisation, the more desperate he felt to leave it behind.	
The writer's aside sentence	Nature, as we know, is a great motivator.	
Adjectives at the start sentence	Imposing but beautiful, the mountains drew his eyes.	
End-loaded sentence – dramatic ending	Beneath the rolling clouds and the splashes of sunshine, the bird sat perkily on a pole ignoring the sobbing man.	
Not only, but also sentence	Not only was he weak and exhausted, but he was also convinced this was the single most important journey in his life.	
Repeat and develop ideas sentence	The view was both pleasing and painful – pleasing in its comforting familiarity, and painful in the memories associated with it.	



END OF QUESTIONS

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

Copyright information

For confidentiality purposes, from the November 2015 examination series, acknowledgements of third party copyright material will be published in a separate booklet rather than including them on the examination paper or support materials. This booklet is published after each examination series and is available for free download from www.aqa.org.uk after the live examination series.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team, AQA, Stag Hill House Guildford, GU2 7XJ.

Copyright © 2017 AQA and its licensors. All rights reserved.

