

NOTE: The following extract is required to complete worksheets 1-5:

- 1 Up the road from Brentor to St. Mary Tavy came Brightly, his basket dragging on his arm. He was very tired, but there was nothing unusual in that. He was tired to the point of exhaustion every day. He was very hungry, but he was used to that too. He was thinking of bread and cheese and cider; new bread and soft cheese, and cider with a rough edge to it.

He licked his lips and tried to believe he was tasting them. Then he began to cough. It was a long, heaving cough, something like that of a Dartmoor pony. He had to put his basket down and lean over it, and tap at his thin chest with a long raw hand.

- 8 Brightly had a home. The river saw to that; not the Tavy, but the less romantic Taw. On the Western side of Cawsand are many gorges* in the great clefts* cut by the Taw between Belstone and Sticklepath. There narrow and deep clefts have been made by the persistent water draining down to the Taw from the bogs above. In the largest of these clefts, Brightly was at home. The sides were completely hidden by willow-scrub, immense ferns, and clumps of whortleberries, as well as by overhanging masses of granite. The water could be heard dripping below like a chime of fairy bells. In winter, the cleft appeared a white cascade of falling water, but Brightly's cave was fairly dry and quite sheltered. He had built up the entrance with shaped stones taken from the long-abandoned copper-mines below. The cleft was full of copper, which stained the water a delightful shade of green.

- 18 The dealer in rabbit-skins was not alone in the world. He had a dog, which was rubbish like its master. The animal was of no recognised breed, although in a dim light it called itself a fox-terrier. She could not have been an intelligent dog, or she would not have remained constant to Brightly. Her name was Ju, which was an abbreviation of Jerusalem. One Sunday evening Brightly had slipped inside a church, and somewhat to his surprise had been allowed to remain, although an usher was told to keep an eye upon him and see that he did not break open the empty poor-box. A hymn was sung about Jerusalem the golden, where happy souls were indulging in over-eating themselves in a sort of glorified dairy filled with milk and honey. The hymn enraptured Brightly, who was, of course, tired and famished; and when he had left the warm church, although without any of the promised milk and honey, he kept on murmuring the lines and trying to recall the music. He could think of nothing but Jerusalem for some days. He went into the public library at Tavistock and looked it up in a map of the world, discovered it was in a country called Palestine, and wondered how many rabbit-skins it would cost to take him there. Brightly reckoned in rabbit-skins, not in shillings and pence, which were matters he was not very familiar with. He noticed that whenever he mentioned the name of Jerusalem the dog wagged her tail, as though she too was interested in the dairy produce; so, as the animal lacked a title, Jerusalem was awarded her. Brightly thought of the milk and honey whenever he called his poor half-starved dog. Nobody wanted Brightly, because he was not of the least importance. He hadn't got a vote, or any of those things which make the world desire the presence of people.

- 37 Presently he thought he had coughed long enough, so he picked up his basket and went on climbing the road, his body bent as usual towards the right. At a distance he looked like the half of a circle. He could not stand straight. The weight of his basket and habit had crooked him like an oak branch. He tramped on towards the barren village of St. Mary Tavy. There was a certain amount of wild scenery to be admired. Away to the right was Brentor and the church upon its crags. To the left were piled the rocks of the abandoned copper-mines. The name of Wheal Friendship might have had a cheerful sound for Brightly had he known what friendship meant. He didn't look at the scenery, because he was half blind. He could see his way about, but that was all. He lived in the twilight.

45 Brightly did not think much while he tramped the moor. He had no right to think. It was not in the way of business. Still, he had his dream, not more than one, because he was not troubled with an active imagination. He tried to fancy himself going about, not on his tired rheumatic legs, but in a little cart, with fern at the bottom for Ju to lie on, and a bit of board at the side bearing in white letters the inscription: "A. Brightly. Purveyor of rabbit-skins"; and a lamp to be lighted after dark, and a plank for himself to sit on. All this splendour to be drawn by a little shaggy pony. What a great man he would be in those days!

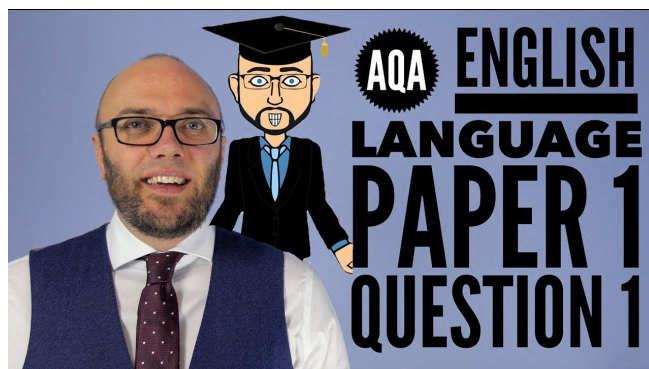
*gorges – narrow valleys between mountains or hills

*cleft – a split in the ground.

AQA English Language Paper 1 Question 1

To be completed whilst watching Mr Bruff's YouTube video: <https://youtu.be/hMhQIX9DCcQ>

Alternatively, on YouTube, search for: *AQA English Language Paper 1 Question 1 (updated & animated)*.



- 1) How many things are you asked to list in this question?
- 2) On which assessment objective does this question focus? Underline the correct answer:
 - AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts
 - AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support your views
 - AO3: Compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts
 - AO4: Evaluate texts critically, and support this with appropriate textual references
- 3) As well as writing in your own words, how else can you answer this question?
- 4) Why might you use the wording of the question in your answer?
- 5) How could you lose marks on this question?

EXAM QUESTION:

01 Read again the first part of the source, from **lines 1-7**.

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

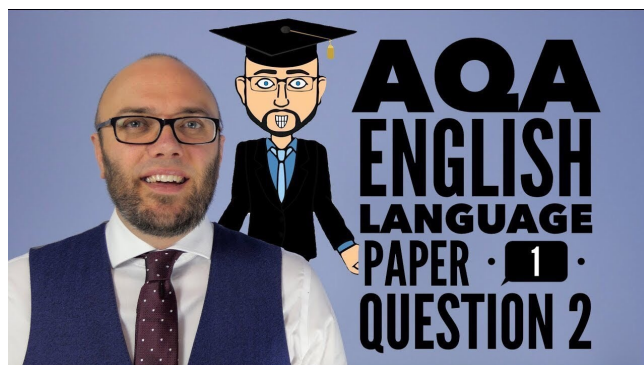
Up the road from Brentor to St. Mary Tavy came Brightly, his basket dragging on his arm. He was very tired, but there was nothing unusual in that. He was tired to the point of exhaustion every day. He was very hungry, but he was used to that too. He was thinking of bread and cheese and cider; new bread and soft cheese, and cider with a rough edge to it.

He licked his lips, and tried to believe he was tasting them. Then he began to cough. It was a long, heaving cough, something like that of a Dartmoor pony. He had to put his basket down and lean over it, and tap at his thin chest with a long raw hand.

AQA English Language Paper 1 Question 2

To be completed whilst watching Mr Bruff's YouTube video: https://youtu.be/L_dE68iUg-k

Alternatively, on YouTube, search for: *AQA English Language Paper 1 Question 2 (updated & animated)*.



- 1) On which assessment objective does this question focus? Underline the correct answer:
 - AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts
 - AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support your views
 - AO3: Compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts
 - AO4: Evaluate texts critically, and support this with appropriate textual references
- 2) What is meant by *language analysis*?
- 3) Do you **have** to follow all three bullet points?
- 4) Approximately how long should you spend on this question?
- 5) What should you avoid in your answer?

EXAM QUESTION:

- 02** Look in detail at this extract, from **lines 8 to 17** of the source.

Brightly had a home. The river saw to that; not the Tavy, but the less romantic Taw. On the Western side of Cawsand are many gorges in the great cleft cut by the Taw between Belstone and Sticklepath. There narrow and deep clefts have been made by the persistent water draining down to the Taw from the bogs above. In the largest of these clefts Brightly was at home. The sides were completely hidden by willow-scrub, immense ferns, and clumps of whortleberries, as well as by overhanging masses of granite. The water could be heard dripping below like a chime of fairy bells. In winter the cleft appeared a white cascade of falling water, but Brightly's cave was fairly dry and quite sheltered. He had built up the entrance with shaped stones taken from the long-abandoned copper-mines below. The cleft was full of copper, which stained the water a delightful shade of green.

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

You could include the writer's choice of:

- Words and phrases
- Language features and techniques
- Sentence forms.

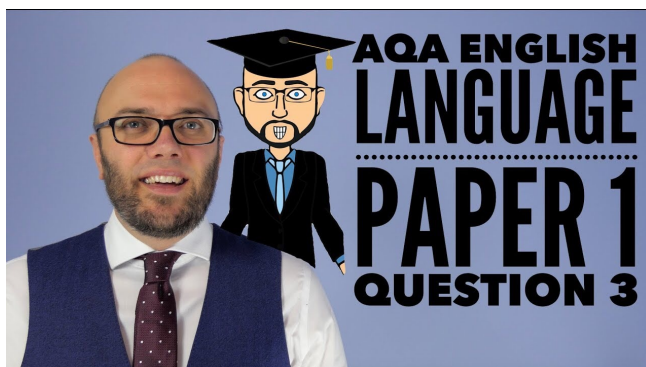
[8 marks]

AQA English Language Paper 1 Question 3

To be completed whilst watching Mr Bruff's

YouTube video: <https://youtu.be/L1ZEBvDh8U>

Alternatively, on YouTube, search for: *AQA English Language Paper 1 Question 3 (updated & animated)*.



- 1) How many marks are awarded for this question?
- 2) On which assessment objective does this question focus? Underline the correct answer:
 - AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts
 - AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support your views
 - AO3: Compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts
 - AO4: Evaluate texts critically, and support this with appropriate textual references
- 3) What is meant by *structure*?
- 4) What is a common mistake with this question?
- 5) List five common structural features.
- 6) What could you look for if you don't spot any of these common structural features?
- 7) Fill in the gaps: Analysis of effect should be _____ and _____ to a specific point in the text.

EXAM QUESTION:

NOTE: To answer this question, you will need to read the entire extract, provided at the start of this booklet.

03 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.

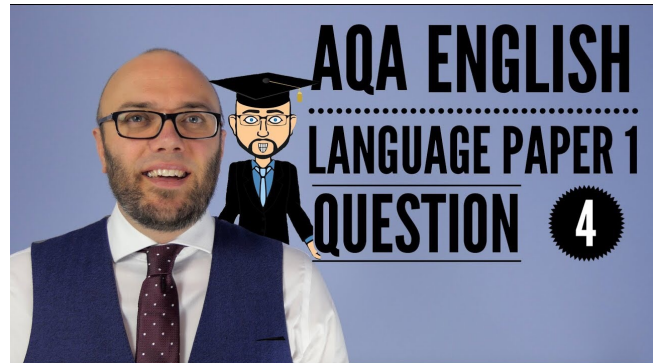
[8 marks]

AQA English Language Paper 1 Question 4

To be completed whilst watching Mr Bruff's

YouTube video: https://youtu.be/Aul3_8iw2wM

Alternatively, on YouTube, search for: *AQA English Language Paper 1 Question 4 (updated & animated)*.



- 1) On which assessment objective does this question focus? Underline the correct answer:
 - AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts
 - AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support your views
 - AO3: Compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts
 - AO4: Evaluate texts critically, and support this with appropriate textual references
- 2) How long should you spend on this question?
- 3) What are you evaluating in this question?
- 4) Give six examples of methods you could write about in this question.

EXAM QUESTION:

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

A reader said, 'When Brightly is in the church, he enjoys his time there, and it has a positive effect on him, even though his life is hard.'

To what extent do you agree?

In your response, you could:

- Consider your own impressions of Brightly
- Evaluate how the writer has created these impressions
- Support your response with references to the text.

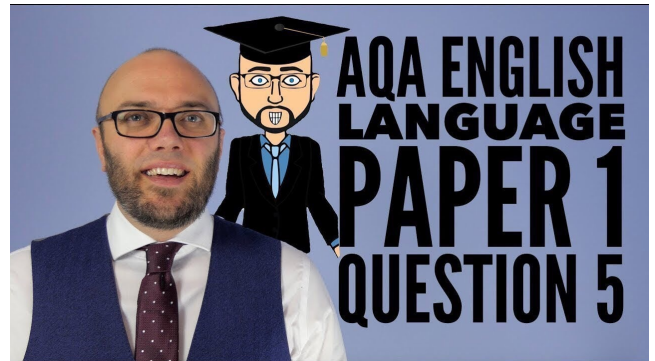
[20 marks]

AQA English Language Paper 1 Question 5

To be completed whilst watching Mr Bruff's

YouTube video: https://youtu.be/uM_0PshTEjs

Alternatively, on YouTube, search for: *AQA English Language Paper 1 Question 5 (updated & animated)*.



- 1) How many questions can you choose from in Section B? How many do you HAVE to answer?
- 2) How long should you spend on this question?
- 3) Will there always be a choice between narrative and descriptive writing?
- 4) How many marks are available for A05?
- 5) How many marks are awarded for technical accuracy?
- 6) Why should you check your work at the end?
- 7) What should you include in your plan?

EXAM QUESTION:

05 A travel website is running a creative writing competition.

Either

Describe a journey, as suggested by this picture:



Or: Write a story with the title 'The Holiday'

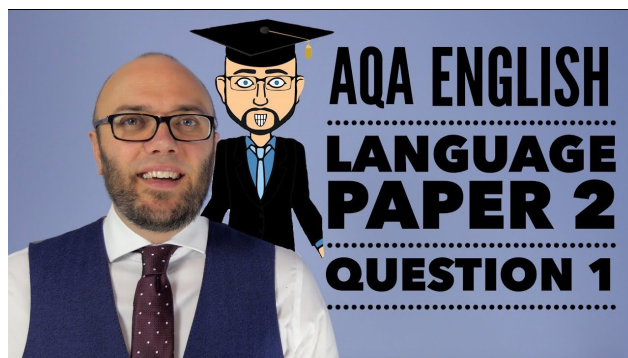
(24 marks for content and organisation, 16 marks for technical accuracy)

[40 marks]

AQA English Language Paper 2 Question 1

To be completed whilst watching Mr Bruff's YouTube video: https://youtu.be/yKZ_Tr2Y-CE

Alternatively, on YouTube, search for: *AQA English Language Paper 2 Question 1 (updated & animated)*.

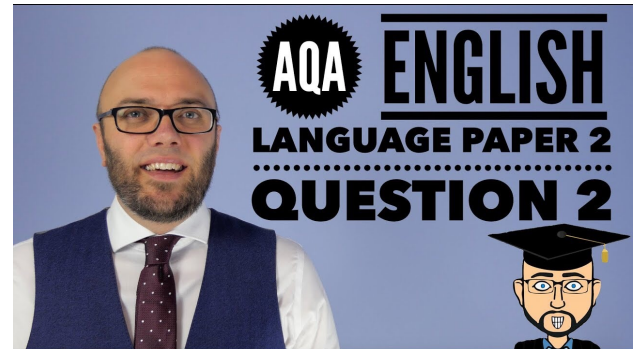


- 1) How many marks are awarded for this question?
- 2) On which assessment objective does this question focus? Underline the correct answer:
 - AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts
 - AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support your views
 - AO3: Compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts
 - AO4: Evaluate texts critically, and support this with appropriate textual references
- 3) The first simple tip is to draw a _____ around the part of the text from which you are being asked to take your answers.
- 4) How is this question harder than Paper 1 question 1?
- 5) Which statement in the sample paper requires inference?
- 6) Why did many students choose an incorrect statement in the November 2018 re-sit paper?
- 7) How can you avoid making this mistake yourself?
- 8) How long should you spend on this question?
- 9) Will the statements always be presented in the chronological order of the text? How does this help?

AQA English Language Paper 2 Question 2

To be completed whilst watching Mr Bruff's YouTube video: https://youtu.be/tHTfc7P_OLs

Alternatively, on YouTube, search for: *AQA English Language Paper 2 Question 2 (updated & animated)*.

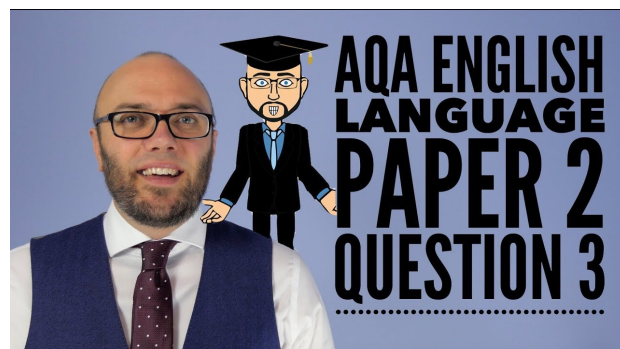


- 1) How many marks are awarded for this question?
- 2) On which assessment objective does this question focus? Underline the correct answer:
 - AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts
 - AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support your views
 - AO3: Compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts
 - AO4: Evaluate texts critically, and support this with appropriate textual references
- 3) How do you show the skill of synthesis?
- 4) What might this question ask you to summarise?
- 5) Why will the question have a very narrow focus?
- 6) How long should you spend on this question?
- 7) What is inference?
- 8) What is meant by 'perceptive' in this question?
- 9) What is the three-step process for boosting your marks in this question?
- 10) Using the sample answer in the video, write down an example of inference.

AQA English Language Paper 2 Question 3

To be completed whilst watching Mr Bruff's YouTube video: https://youtu.be/RUWxpg_EmeM

Alternatively, on YouTube, search for: *AQA English Language Paper 2 Question 3 (updated & animated)*.



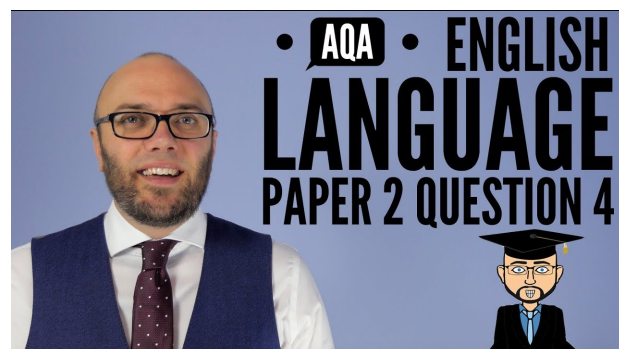
- 1) On which assessment objective does this question focus? Underline the correct answer:
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 - AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support your views
 - AO3: Compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts
 - AO4: Evaluate texts critically, and support this with appropriate textual references
- 2) What is meant by *language analysis*?
- 3) How has there been variety in this question so far?
- 4) How can you make sure your comments are precise and contextualized?
- 5) When Mr Bruff reads the letter (03:08 onwards in the video), pick out three examples of the writer's use of language for effect.
- 6) Underline the analysis of effect in the sample paragraph:

Thompson uses a range of negative emotive language to describe Adrian, detailing the: 'poor behaviour exhibited' by the boy. The use of the verb 'exhibited' has an extra layer of criticism to it, as it suggests that Adrian's bad behaviour is some sort of public spectacle, a performance given for the purpose of eliciting a response. It is as if the boy has deliberately misbehaved, rather than accidentally found himself in trouble. This exaggerates the sense of Adrian's disobedience. This negative emotive language is juxtaposed with a wealth of positive terms to describe Woodland Green school. Thompson employs a range of positive adjectives such as 'keen', 'eager' and 'best', juxtaposing the negative description of Adrian with the positive description of the school to emphasise just how wonderful the school is and just how disobedient Adrian is.

AQA English Language Paper 2 Question 4

To be completed whilst watching Mr Bruff's YouTube video: <https://youtu.be/DsWDQw4xwW0>

Alternatively, on YouTube, search for: *AQA English Language Paper 2 Question 4 (updated & animated)*.



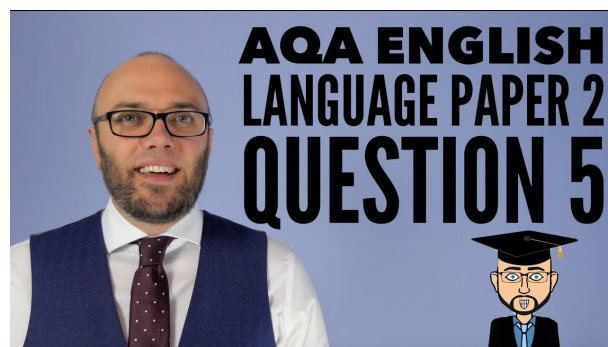
- 1) How many marks are available for this question?
- 2) On which assessment objective does this question focus? Underline the correct answer:
 - AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts
 - AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support your views
 - AO3: Compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts
 - AO4: Evaluate texts critically, and support this with appropriate textual references
- 3) Could you be asked to compare similar ideas and perspectives in this question?
- 4) List six methods you could write about in this question.
- 5) Fill in the gap: 'This question is explicitly about the attitudes of the _____.'
- 6) How can you prepare for this question?
- 7) How do you address the second bullet point of the question?
- 8) What is the three-step process for approaching this question?
- 9) In the sample paragraph, which methods are analysed?
- 10) Using the sample paragraph below, highlight in three different colours the three different steps identified in question 8:

Both writers have different attitudes to education. Murphy writes in an informal tone that matches his more modern and relaxed attitude to education. He states 'I'm inclined to agree with the bloke', which seems almost out of place, particularly considering that the form of the text is a public article. The use of language is deliberately informal, and this enforces the ideas presented in the article that we should be less restrictive with children and let them manage their own learning. However, Thompson's attitude is completely different. The formal tone seen in such lines as 'Of course, we fully believe in creating a rounded child' shows that he sees education as purely a formal experience. We sense that there is no personal or informal element to his letter because he does not believe that personal feelings are appropriate in an educational sphere.

AQA English Language Paper 2 Question 5

To be completed whilst watching Mr Bruff's YouTube video: <https://youtu.be/v0aAitntCvo>

Alternatively, on YouTube, search for: *AQA English Language Paper 2 Question 5 (updated & animated)*.



- 1) How many marks are available for this question?
- 2) How does Section B build on Section A?
- 3) Which five forms might you be asked to write in?
- 4) What are the minimum form features required for a letter?
- 5) List three possible purposes you might be asked to write for.
- 6) How might your writing vary, depending on the audience you are given? Give two answers.
- 7) What is meant by 'highly plausible'?
- 8) What is a better structure than writing separate ideas with no sequencing?
- 9) How many marks are awarded for spelling, punctuation and grammar in this question?

EXAM QUESTION:

Spend 45 minutes on the following the following question:

'School uniform is the number one most important factor in ensuring that students behave well and achieve academic success at school'.

Write a letter to your head teacher arguing for or against the abolition of school uniform.