

Please complete this HW in your exercise book, it is due in on Tuesday, 18th of July.

PLC Papers

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A02 Mastery Therapy

A02 requires you to 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.

You need to be able to draw on a range of features to discuss. Please remember that the quality of your answer depends more on the quality of your analysis than on a chosen feature. For example, you will get more marks for meaningful analysis of a single adjective than you will for identifying an extended metaphor that you then fail to analyse securely. Prioritise what you can analyse effectively. Part of mastering the skill is being able to self-select the best features to discuss according to the focus of the question.

Write a list of all of the language and structure features that you have studied in class in the grid below. Aim for at least 8-10 in each list. There may be some that could potentially cross into both. For example, a short sentence could be linked to language choice and impact or to where it appears in the text and why it is positioned there structurally (how does it contribute to pattern, or motif, or repetition, or change in time, manner or place?)

Language	Structure

To master A02, you need to be able to explain clearly (see Base Therapy) and sustain this approach across a range of points (see Secure Therapy). Read the passage. You may recognise it from the Base Therapy.

You can't run far with a four-year-old child in your arms. They are already too big, too heavy, too awkward to carry with any speed.

I wanted to get Pat home to the car, but I staggered out of the park knowing that wasn't going to be quick enough.

I burst into the café where we had eaten green spaghetti, **Pat still pale and silent and bleeding in my arms**. It was lunch time and the place was full of office workers in suits stuffing their faces. They stared at us open mouthed, fork twirled with carbonara suspended in mid-air.

'Get an ambulance!'

Nobody moved.

Then the kitchen doors flew open and Cyd came through them, a tray piled high with food in one hand and her order pad in the other. She looked at us for a moment, flinching at the sight of Pat's lifeless body, the blood all over my hands and shirt, and the blind panic on my face.

Then she expertly slid the tray on to the nearest table and came towards us.

'It's my son! Get an ambulance!'

'It will be quicker if I drive you,' she said.

To be able to pace yourself well under exam time pressure, the next step is avoid redundant words and long quotes. Instead, embed quotations and keep concise. The idea is to 'zoom in' on individual details, say what their specific impact is, then move on to another point. Here is an example below in response to the extract.

Look at this example of an A02 response to structure:

The text begins with a sense of being restricted as the speaker 'can't run' due to the burden of carrying a child. The repetition of 'too' in the list 'too big, too heavy, too awkward' adds to a sense of it being an impossible task. The introduction of simple past tense verbs ('staggered' and 'burst') reveal the speaker's efforts to make something happen despite the obstacles. The switch to present participle choices of 'bleeding' and 'stuffing (their faces)' juxtaposes the moment of a life-threatening crisis with the mundane routines of life. Mid way through the passage, direct speech is introduced as the speaker demands 'Get an ambulance!' Again, the writer juxtaposes this with the immediate immobility of the short, simple sentence: 'Nobody moved'. A new character Cyd is introduced towards the end as the hero of this extract who manages to shift from her job of juggling plates of food and order pads into reassuring action: 'it will be quicker if I drive you'.



Translate this example paragraph into the table below. This will help you to see how it has been constructed from a plan. The first part has been completed for you.

Feature	Short quotation	Impact (Analysis)
Begins with negative	“can’t run”	restriction

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AO2 Mastery Testing

Read the extract below.

In the passage, a young man is putting his brother Peter, who suffers from nightmares, to bed.

Curling up into a ball, Peter rolls onto his side, pulling the blankets up to cover his chin and rest beneath his nose. I sit down beside him and stroke his hair. My hand is large enough to cover the whole top of his head. I move my thumb up and down on his brow to help him fall asleep. I wait for the tell-tale twitching that precedes Peter falling into deep sleep. Little jerks flick in his torso and in his legs as I wonder what images he is seeing. Since the day our father died, Peter has always struggled to sleep, waking up for hours in the night or screaming himself upright.

When his nightmares started and my mother couldn't soothe him, we started our nighttime routine. I would read to him and stroke his brow until he fell asleep and each time he called out in the night, I would read to him again. In the early days, we could get through half a book in a night. Now, mostly, he sleeps through but I read to him anyway.

I sit and wait for his heavy breathing to turn into little snores. Peter's nose is so tiny that when he is in deep sleep, he struggles to breathe, almost as if there is not enough room for the air to travel up and into his lungs. His nostrils flare out of the end but the passage way is tiny and so he has snored since he was a baby. I love his nose. I run my pointer finger down over it, raise my finger to my lips, kiss it and bring it to the flat tip. Just touching it, I cannot help but smile. It's funny for the most beautiful thing about a person to be their nose but with Peter, that's just how it is.

Eventually, the first ruffle of a snore begins and I know that he is asleep. In the early days, the sound of his snores would fill me with relief as finally, he would be asleep. Now, they simply fill me with peace so I let myself listen for a while, watching him, trying to tell him through my thoughts to dream of something worth fighting for.

Write a detailed response to A02. How has the writer used language for effect?

- Identify a range of language features with supporting examples
- Avoid redundant words and long quotes, embed quotations and keep concise
- 'Zoom in' on individual details, say what their specific impact is, then move on to another point
- Time yourself to respond in 20 minutes



A series of horizontal dotted lines for writing, consisting of 20 rows.

