Language Analysis (Paper 1 Q2)

GCSE English Language • Grades 3–7

WORKED SOLUTIONS

Name: worked example Class: _____ Total: 61 / 61

Show all your working. Marks are given for correct method as well as the final answer.

1. Name the technique used in *the old pier clawed at the water.* **[1 mark]**

> *The old pier clawed at the water. Its blackened legs, splintered and raw, buckled beneath a sky the colour of wet ash. Gulls screamed. Somewhere beneath the boards the sea worked away at the wood, patient, endless, certain of the ending.*

the pier is given a human or animal action

Answer: personification

2. Explain the effect of the verb *clawed.* **[3 marks]**

clawed suggests something wounded fighting to hold on
it turns the pier into a struggling creature
name it, quote it, then explain the EFFECT

Answer: it makes the pier seem desperate and animal

3. Name the word class of *blackened*, *splintered* and *raw.* **[1 mark]**

they describe the legs

Answer: adjectives

4. Explain what the adjectives *splintered* and *raw* suggest about the pier. **[3 marks]**

raw is usually used of a wound
so the pier is presented as a body in pain
which makes the reader pity it

Answer: they make it sound injured, like damaged skin

5. Name the technique in *a sky the colour of wet ash.* **[1 mark]**

a comparison using the colour of

Answer: simile

6. Explain the effect of comparing the sky to *wet ash.* **[3 marks]**

ash is what is left after something has burned
wet makes it heavy and cold as well
so the setting feels lifeless and hopeless

Answer: it suggests a dead, colourless world

7. Write down the shortest sentence in the extract. **[1 mark]**

two words

Answer: Gulls screamed.

8. Explain the effect of that short sentence after the long one before it. **[3 marks]**

the contrast in length makes it jolt the reader
it mirrors the suddenness of the sound
sentence LENGTH is a language choice too

Answer: ____ *it is abrupt and shocking after the long description* ____

9. Explain the effect of the verb *screamed* rather than *called*. **[3 marks]**

screamed is a sound of fear or pain
it makes the scene feel frightening, not peaceful

Answer: ____ *it sounds human and distressed* ____

10. Name the technique in *patient, endless, certain of the ending*. **[1 mark]**

three qualities in a row

Answer: ____ *a list (of three)* ____

11. Explain the effect of that list of three. **[3 marks]**

each item adds weight to the one before
ending on certain of the ending makes the sea's victory feel inevitable

Answer: ____ *it builds a sense of something unstoppable* ____

12. Explain how the writer presents the sea as more powerful than the pier. **[4 marks]**

the pier clawed and buckled -- active but losing
the sea is patient and endless -- in no hurry
the contrast makes the outcome feel decided

Answer: ____ *the pier struggles while the sea is calm and certain* ____

13. Write down the three things a language analysis answer must contain. **[3 marks]**

quote it, name it, explain what it makes the reader think
the EFFECT is where the marks are

Answer: ____ *the quotation, the technique, the effect* ____

14. Explain why *this makes the reader want to read on* earns no marks. **[2 marks]**

it does not analyse THIS word or THIS image

Answer: ____ *it could be written about any text* ____

15. Rewrite this into a better answer: *The writer uses the word* ***clawed*** *which is a good word.* **[3 marks]**

The verb ***clawed*** *personifies the pier,*
suggesting a wounded creature struggling to hold on,
so the reader pities it.

Answer: ____ *name the technique and explain the effect* ____

16. Explain why a single well-explained quotation can score more than four spotted techniques. **[3 marks]**

listing devices shows recognition, not analysis
one quotation explored in detail shows understanding

Answer: ____ *depth of explanation is what is credited* ____

17. Write down what *subject terminology* means in the mark scheme. **[2 marks]**

verb, adjective, simile, personification, semantic field

Answer: ____ the correct names for techniques and word classes____

18. Name the technique where several words build one idea, such as *blackened*, *splintered*, *raw* and *buckled*. **[2 marks]**

all four belong to the same idea

Answer: ____ a semantic field (of damage or injury)____

19. Using the extract, write a full analysis of how the writer presents the pier.

> *The old pier clawed at the water. Its blackened legs, splintered and raw, buckled beneath a sky the colour of wet ash. Gulls screamed. Somewhere beneath the boards the sea worked away at the wood, patient, endless, certain of the ending.*

(a) Choose one quotation and name its technique. **[2 marks]**

the old pier clawed at the water
personification

(b) Explain its effect on the reader in detail. **[4 marks]**

the verb clawed gives the pier animal desperation
it suggests something wounded refusing to let go
the reader is positioned to pity a structure
which makes its coming collapse feel like a death

Answer: ____ personification ; the pier becomes a dying creature____

20. A student writes: *The writer uses a simile and a short sentence and personification to make it interesting.*

(a) Explain what is wrong with this answer. **[3 marks]**

it lists techniques without any quotation
there is no explanation of any effect
interesting could describe any text at all

(b) Rewrite it so that it would score well. **[4 marks]**

The simile a sky the colour of wet ash
compares the sky to the dead remains of a fire,
draining the scene of colour and life,
so the reader senses that something has already ended.

Answer: ____ no quotation, no effect ; quote + technique + effect____

21. Compare how the writer uses verbs and adjectives in the extract.

> *The old pier clawed at the water. Its blackened legs, splintered and raw, buckled beneath a sky the colour of wet ash. Gulls screamed. Somewhere beneath the boards the sea worked away at the wood, patient, endless, certain of the ending.*

(a) Give one example of each and name the word class. **[2 marks]**

verb: clawed adjective: raw

(b) Explain which does more to create the mood, and why. **[4 marks]**

the verbs carry the struggle: clawed, buckled,
screamed, worked
they make the scene active and violent
while the adjectives mainly set the colour
either answer earns marks if it is explained

Answer: ____ verbs and adjectives ; verbs drive the violence____

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