

English Language Paper 1 – Mock Paper

In this extract, from the start of a novel called 'The Book Thief' a German town is being bombed in World War Two. The 'Book Thief' is the nickname for a little girl from the village who collects books.

1 The last time I saw her was red. The sky was like soup, boiling and stirring. In some places it was burned. There were black crumbs, and pepper, streaked amongst the redness.

Earlier, kids had been playing hopscotch there, on the street that looked like oil-stained pages. When I arrived I could still hear the echoes. The feet tapping the road. The children-voices laughing, and the smiles like salt, but decaying fast.

5 Then, bombs.

This time, everything was too late.

The sirens, The cuckoo shrieks in the radio. All too late.

10

Within minutes, mounds of concrete and earth were stacked and piled. The streets were ruptured veins. Blood streamed till it was dried on the road, and the bodies were stuck there, like driftwood, after the flood.

They were glued down, every last one of them. A packet of souls.

Was it fate?

Misfortune?

15 Is that what glued them down like that?

Of course not.

Let's not be stupid.

It probably had more to do with the hurled bombs, thrown down by humans hiding in the clouds.

20 For hours, the sky remained a devastating, home-cooked red. The small German town has been flung apart one more time. Snowflakes of ash fell so *lovelily* you were tempted to stretch out your tongue to catch them, taste them. Only, they would have scorched your lips. They would have cooked your mouth.

25 Clearly, I see it.

I was about to leave when I found her kneeling there.

A mountain range of rubble was written, designed, erected around her. She was clutching a book.

30 Apart from anything else, the book thief wanted desperately to go back to the basement, to write, or to read through her story one last time. In hindsight, I see it so obviously on her face. She was dying for it- the safety, the home of it- but she could not move. Also, the basement no longer existed. It was part of the mangled landscape.

1.

Read again the first part of the source, lines 1-5.

List four things from the text which show what the town was like before the bombings.

- A. _____
- B. _____
- C. _____
- D. _____

[4 marks]

2. Look in detail at this extract from lines 10-23 of the source:

Within minutes, mounds of concrete and earth were stacked and piled. The streets were ruptured veins. Blood streamed till it was dried on the road, and the bodies were stuck there, like driftwood, after the flood.

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For hours, the sky remained a devastating, home-cooked red. The small German town has been flung apart one more time. Snowflakes of ash fell so *lovelily* you were tempted to stretch out your tongue to catch them, taste them. Only, they would have scorched your lips. They would have cooked your mouth.

How does the writer use language here to describe the impact of the bombings?

You could include the writer's choice of:

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

[8 marks]

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

This text is a description of an air-raid attack on a German town.

How has the writer structured the text to bring it to life for the reader?

You could comment on:

- Why the writer focuses on the time before the bombing, then moves to describe the effects of the bombs before finally focussing on the 'Book Thief'.
- Any other structural features that you link bring it to life for the reader.

[8 marks]

4. Focus this part of your answer on the second half of the source, from line 12 to the end.

A student, having read this extract said: *'It is a showing us how horrific and terrible the effects of the air-raids were in Germany. It makes me feel really upset for the people who were caught up in it.'*

To what extent do you agree that this extract shows us the effects of the bombing and creates sympathy for the town's people?

In your response, you could:

- Write about your impression of the air-raid and the 'Book Thief'.
- Evaluate how the writer has created these impression
- Support your opinions with quotations from the text

[16 marks]

5. Your school is asking students to contribute some creative writing for its website.

Either: Write a description suggested by this picture:



Or: Write the opening of a story based around a disaster.

English Language Paper 2 – Mock Paper

Source A

This article was published on theguardian.com during the conflict in the Ukraine. It discusses the lives and hopes of some of the women involved in the war.

The women fighting on the frontline in Ukraine

Six female volunteers in the struggle against pro-Russian separatists talk about the decision to go to battle for their country – and their hopes for life after war.

The volunteer battalions fighting alongside Ukraine’s army are known for being fearless on the battlefield. They also have a [reputation for fierce nationalism and far-right views](#). One of these units is the assault
5 battalion Aidar, based in the town of Shchastya, whose members have been [accused of human rights abuses](#) by Amnesty International. What is less known is that the volunteers include several women among their ranks – some working as medics and support staff but others in active combat roles. Although none of these women is confident that the current ceasefire will hold, they are looking ahead to life after the war. Here are their stories:

10 Mama Tanya

This is not Mama Tanya’s first war. In the 1990s she was living with her husband in Azerbaijan and served as a medic during the [Nagorno-Karabakh conflict](#). Her experience and committed nationalism has drawn her into yet another war in eastern Ukraine, where her task is to administer first aid and pull wounded soldiers out of battlefields during special operations.

15 “I fight for freedom and the territorial integrity of my country,” she says, dragging on a cigarette. “This is our land. We are not aggressors like [Russia](#). We are protecting our territory.”

She says she has been injured on the battlefield, taken prisoner and beaten up by Chechen soldiers fighting with the separatists. Yet she is determined to remain on the frontline.

20 “It is so scary here during artillery fire,” she says. “I am the first one to run to the basement to hide – and I urge all the others to follow. It is stupid to die from a shell. To die on the battlefield when one can see the enemy is another thing.”

The most difficult part of the war is losing those she’s fought alongside.

“I love every one of the guys,” she says. “But most of all I love the young ones. I always wonder why, for God’s sake, they are coming here.”

25 Like many volunteers in the Aidar battalion, Mama Tanya does not believe in the [recent ceasefire](#) with pro-Russian separatists.

“The new humanitarian convoy from Russia has arrived,” she says. “We are waiting for ‘presents’ from the Luhansk People’s Republic. They will wish us a happy morning, afternoon and evening. We know their schedule for artillery strikes precisely.”

30 Though she dreams of peace, it will be difficult to leave life on the front.

“We are like a big family,” she says. “The war will end sooner or later. When we think what we’d do after it ends, I jokingly suggest going to fight in Iraq or to liberate [Georgia](#).”

Vitaminka

35 Despite living in a war zone, Vitaminka says her biggest problem is that her boyfriend is not speaking to her.

“That [man] went to the front without me,” she says. “He went to work and told me to wait for him in Kiev. I did for some time. Then he disappeared for two months and I found out he had volunteered to go the front.” Eventually, the 24-year-old went east to join him.

40 When the fighting with pro-Russian rebels escalated last summer, Vitaminka’s boyfriend told her to return home. But Ukrainian women are not to be intimidated that easily, she says, and instead she joined the Aidar assault battalion as a fighter.

45 “The most difficult thing is that when my dear brothers are dying here, the rest of people don’t give a damn about it,” she says, recalling life in her native town of Zaporozhe. “They just drive fancy cars, buy expensive clothes, or sneakers for \$200-300 per pair. That is why few fighters return from a vacation without getting in a scuffle with someone.”

“There is a lot of grief. It comes very often. Because of that, one feels joy much more keenly.”

Vitaminka says the battlefield does not scare her. “The most difficult is to wait for the unknown,” she says.

After the war, Vitaminka hopes to get married and have children. She also wants to work as a play therapist.

50 “How could I help people get over the psychological effects of war if I have never experienced it myself?” she asks. “What I like about being here is that life seems more vivid. There is a lot of grief. It comes very often. Because of that, one feels joy much more keenly. I cannot change my attitude towards events. It is easier to change the events instead.”

Source B

This extract is taken from the travel journals of Mrs Seacole. She was a Jamaican woman who set up a makeshift hospital on the war front in Crimea. It was first published in 1857.

Wonderful Adventures of Mrs Seacole

The few hours still left before daybreak were made the most of at Spring Hill. We were all busily occupied in cutting bread and cheese and sandwiches, packing up fowls, tongues and ham, wine and spirits, while I carefully filled the large bag, which I always carried into the field slung across my shoulder, with lint ,
5 bandages, needles, thread and medicines; and soon after daybreak everything was ready packed upon two mules, in charge of my steadiest lad, and, I leading the way on horseback, the little cavalcade left the British Hotel before the sun of the fatal 18th of June had been many hours old.

It was not long before our progress was arrested by the cavalry pickets closely stationed to stop all stragglers and spectators from reaching the scene of action. But after a slight parley, and when they
10 found out who I was, and how I was prepared for the day's work, the men raised a shout for me, and with their officer's sanction, allowed me to pass. So I reached Cathcart's Hill crowded with non-combatants, and leaving there the mules, loaded myself with what provisions I could carry, and – it was a work of no little difficulty and danger – succeeded in reaching the reserves of Sir Henry Barnard's division, which was to have stormed something, I forget what; but when they found the attack upon the Redan was a failure,
15 very wisely abstained. Here I found plenty of officers who soon relieved me of my refreshments, and some wounded men who found the contents of my bag very useful. At Length I made my way to Woronzoff Road, where the temporary hospital had been erected, and there I found the doctors hard enough at work, and hastened to help them as best I could. I bound up the wounds and ministered to the wants of a good many, and stayed there some considerable time.

20 Upon the way, and even here, I was "under fire". More frequently than was agreeable, a shot would come ploughing up the ground and raising clouds of dust, or a shell whizz above us. Upon these occasions those around would cry out, "Lie down, mother, lie down!" and with very undignified and unladylike haste I had to embrace the earth, and remain there until the same voices would laughingly assure me that the danger was over, or one, more thoughtful than the rest, would come to give me a helping hand, and hope
25 that the old lady was neither hit nor frightened. Several times in my wanderings on that eventful day, of which I confess to have a most confused remembrance, only knowing that I looked after many wounded men, I was ordered back, but each time my bag bandages and comforts for the wounded proved my passport. While at the hospital I was chiefly of use looking after those, who, either from lack of hands or because their hurts were less serious, had to wait, pained and weary, until the kind-hearted doctors –
30 who, however, looked more like murderers – could attend to them. And the grateful words and smile which rewarded me for binding up a wound or giving cooling drink was a pleasure worth risking life for at any time. It was here that I received my only wound during the campaign. I threw myself too hastily on the ground, in obedience to the command of those around me, to escape a threatening shell, and fell heavily on the thumb of my right hand, dislocating it. It was bound up on the spot and did not inconvenience me
35 much, but it has never returned to its proper shape.

Section A: Reading

Answer all the questions in this section.

You are advised to spend about 60 minutes on this section.

1. Read the first part of Source A again, from line 1 – 16.
Put a tick next to the four statements that are true.

Remember to:

- Tick the boxes of the true statements.
- Tick no more than four boxes.

The soldiers are volunteers.	
Members have been accused of helping people by Amnesty International.	
Some of the volunteers are women.	
They have political views that are considered to the left.	
Women are not allowed to be in combat roles.	
The volunteer soldiers are fearless in battle.	
The women think that the ceasefire will hold.	
The volunteer soldiers are looking forward to life after war.	

4 marks

2. You should include details from both Source A and Source B in your answer.
Write about the different attitudes of the women featured in Source A and Source B.

Remember to:

- Summarise the different attitudes.
- Refer to both Source A and Source B.

8 marks

3. You should only include details from Source B in your answer.
Write about how the extract uses language to portray what life is like for the soldiers during this time.

Remember to:

- Write about how language is used.
- Give examples from the text.

12 marks

4. To answer this question, you need to include details from the whole of Source A and the whole of Source B.
Write a comparison that the two writers put across different attitudes women in war.

Remember to:

- Compare the experiences given in the two sources.
- Compare the techniques the writers use to portray their experiences.
- Use evidence to support your points from Source A and Source B.

16 marks

Section B: Writing

You should work on this section for **45 minutes**.

Your answer should be written in full sentences.

You should plan your answer and leave enough time to check it before the end.

5. "Women should not be allowed on the battlefield."

Write an email response to *The Guardian* inspired by the sources where you can give your opinion on whether you agree or disagree with this statement.

24 marks [for content and organisation]

16 marks [for spelling, punctuation and grammar]



Being organised is the key to success



What am learning in lessons?	Revision guide pages	Home Learning	Revision
January - February 7 weeks Wk 1: Speaking and listening. Wk 2: LP1 Q2 and LP2 Q3 Wk 3: LP1 Q3 and Q4 Wk 4: LP2 Q2 + Q4 Wk 5: LP1 Q5 Wk 6: LP2 Q5 Wk 7: Bespoke revision. Assessments: Lang paper 1 and 2 will be completed in the first week back after Feb. half-term in LMH	F: 15-26, 90-102 H: 14-22, 100-109 F: 27-55 H: 23-51 F: 90-101, 114-131 H: 87-99, 110-123 F: 56-81 H: 52-79 F: 132-151 H: 124-147 	Poetry: <ul style="list-style-type: none"> • Close analysis. • Talking about structure. • Comparing methods. Language writing: <ul style="list-style-type: none"> • Planning. • Understanding form. • Using punctuation. 	3 weeks: Anthology/Unseen Poetry revision 3 weeks: Jekyll and Hyde
February - Easter 6 weeks Wk 1: Lit 2 (modern text and poetry) feedback DIRT Wk 2: anthology revision + anthology exam approach Wk 3: modern text revision + exam approach Wk 4: Macbeth and Jekyll & Hyde revision Wk 5: Lit P1 Macbeth exam approach Wk 6: Lit P1 J&H exam approach + Lit P1 in class Assessments: Lit Paper 1 (<i>Macbeth and Jekyll and Hyde</i>)	Make use of the anthology and revision guides your teacher provided you with when you were studying these texts. Also, use GCSE Bitesize, Sparknotes, LitCharts and @EccoEnglish on Twitter	Jekyll and Hyde: <ul style="list-style-type: none"> • Themes • Context • Language Macbeth: <ul style="list-style-type: none"> • Themes • Context Language	3 weeks: Language Paper 2. 3 weeks: Modern text
April - exams 3-4 weeks Language Paper 1 and 2 revision Assessments: Mini mocks	Re-cap the questions you need to – use the page numbers at the top to help you	Language: <ul style="list-style-type: none"> • P1 Q2 + P2 Q3 • P1 Q3 • P2 Q2 P1+2 Q4 planning	You will have a choice of activities to complete to meet your needs.
English Lit exams: 22nd and 26th May (both AM) English Lang exams: 6th and 12th June (both AM)			