

The Reading Paper

Work through the following information in sections, not all at once! Try to spend 15 minutes on each section and come back to the next one later, after a break

1. How to approach the reading paper

The reading paper will take 1 hour and 15 minutes in total. For the first 15 minutes, you will only be able to read the booklet you are given, not write answers.

The Reading Booklet

In these 15 minutes, you will need to skim read and annotate (make notes on, underline, circle etc.) three texts.

During these 15 minutes, you should do the following:

- as you read, number the paragraphs if they are not already numbered (ignore the introductory paragraph in italics, this is to give you background information only)
- skim-read by focusing on the opening sentence of each paragraph
- skim through the rest of the paragraph for the general idea by running your eye and finger down the centre of the page
- if it is a fiction extract, pick out key characters, nouns and events and identify two or three predictions that you have about what will happen next then think about what confirms your predictions, what surprises you and what questions are in your head as a reader
- if it is a non-fiction extract, think about what kind of text it is (information, autobiography etc.) then consider how it is organised (writer's use of columns, paragraphs, introduction etc.)
- in any text, look for interesting use of language - dynamic verbs (words that suggest action), adjectives (describing words) and imagery (words and phrases that create a picture in your mind, such as [similes](#) and [metaphors](#))

The Question Paper

The question paper will have approximately 15 questions, you have to answer all of these!

You will be assessed on your ability to:

Describe, select or retrieve information, events or ideas from texts and use quotation and reference to the text.

So, you might be asked to consider:

- **Who** does what - where is the evidence?
- **Who** says what - where is the evidence?
- **What** happens - where is the evidence?
- **What** is stated - where is the evidence?

2. Looking at sample questions and answers

This is an extract from *Great Expectations* by Charles Dickens

Ours was the marsh country, down by the river, within, as the river wound, twenty miles of the sea. My first most vivid and broad impression of the identity of things, seems to me to have been gained on a memorable raw afternoon towards evening. At such a time I found out for certain, that this bleak place overgrown with nettles was the churchyard; and that Philip Pirrip, late of this parish, and also Georgiana wife of the above, were dead and buried; and that Alexander, Bartholomew, Abraham, Tobias, and Roger, infant children of the aforesaid, were also dead and buried; and that the dark flat wilderness beyond the churchyard, intersected with dykes and mounds and gates, with scattered cattle feeding on it, was the marshes; and that the low leaden line beyond, was the river; and that the distant savage lair from which the wind was rushing was the sea; and that the small bundle of shivers growing afraid of it all and beginning to cry, was Pip.

Sample Question: From the opening paragraph write down what kind of country the narrator lives in and where it is.

Sample Answer: The narrator lives in marsh country by the river, twenty miles from the sea.

You are also assessed on your ability to:

Deduce, infer or interpret information, events or ideas from texts.

So you might have to think:

- **What** this means
- **What** this suggests
- **What** this implies
- **Where** is the evidence?

Sample Question: From this paragraph pick out **two** pieces of evidence that show that the place he is in (the churchyard) is neglected:

Sample Answer: The pieces of evidence are that the churchyard is a "bleak place" and it is "overgrown with nettles".

Look at this again. As you read the question, underline key words that you have got to respond to, then in the reading booklet, underline the places that help you answer the question.

This tells you where to look

Sample Question: From the opening paragraph write down what kind of country the narrator lives in and where it is.

This tells you what to look for

Ours was the marsh country, down by the river, within, as the river wound, twenty miles of the sea. My first most vivid and broad impression of the identity of things, seems to me to have been gained on a memorable raw afternoon towards evening. At such a time I found out for certain, that this bleak place overgrown with nettles was the churchyard; and that Philip Pirrip, late of this parish, and also Georgiana wife of the above, were dead and buried; and that Alexander, Bartholomew, Abraham, Tobias, and Roger, infant children of the aforesaid, were also dead and buried; and that the dark flat wilderness beyond the churchyard, intersected with dykes and mounds and gates, with scattered cattle feeding on it, was the marshes; and that the low leaden line beyond, was the river; and that the distant savage lair from which the wind was rushing was the sea; and that the small bundle of shivers growing afraid of it all and beginning to cry, was Pip.

This tells you where to look

Sample Question: From this paragraph pick out **two** pieces of evidence that show that the place he is in (the churchyard) is neglected:

This tells you that you have to look for hidden meaning - it may not be obvious

This tells you what you need to select - evidence - quotations

Sample Question: How do we know that this is not a pleasant place and that Pip is frightened? Write down **three** pieces of evidence that show this.

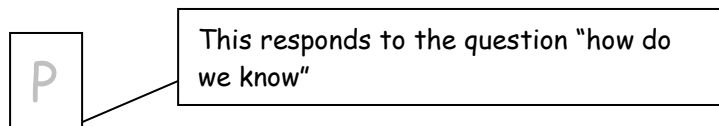
Ours was the marsh country, down by the river, within, as the river wound, twenty miles of the sea. My first most vivid and broad impression of the identity of things, seems to me to have been gained on a memorable raw afternoon towards evening. At such a time I found out for certain, that this bleak place overgrown with nettles was the churchyard; and that Philip Pirrip, late of this parish, and also Georgiana wife of the above, were dead and buried; and that Alexander, Bartholomew, Abraham, Tobias, and Roger, infant children of the aforesaid, were also dead and buried; and that the dark flat wilderness beyond the churchyard,

intersected with dykes and mounds and gates, with scattered cattle feeding on it, was the marshes; and that the low leaden line beyond, was the river; and that the distant savage lair from which the wind was rushing was the sea; and that the small bundle of shivers growing afraid of it all and beginning to cry, was Pip.

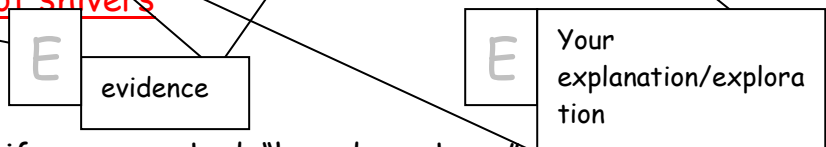
We know that Pip is frightened by the unpleasant landscape because:

1. it is a "dark flat wilderness"
2. the sea is a "distant savage lair"
3. that he is a "small bundle of shivers"

By the use of "dark" and "wilderness" the writer creates a feeling of emptiness and the metaphor "savage lair" gives an impression of something that houses a frightening monster. Using the metaphor "small bundle of shivers" suggests he is very frightened.



Sample Answer: We know that Pip is frightened by the landscape because the writer tells us that outside the churchyard, it is a "dark flat wilderness", the word "dark" has connotations of fear. He tells us that the wind comes from the sea which he describes as a "savage lair". Using this metaphor creates an image of the wind as a monster and the next metaphor is used for Pip himself, who is described as a "small bundle of shivers"



As you can see from the above, if you are asked, "how do we know", you must not just give quotations as evidence but must also give some kind of an explanation.

P
E
E

Important things to do when tackling the reading paper:

Summary

Remember then, to:

- READ THE QUESTIONS CAREFULLY
- UNDERLINE INTERESTING VERBS, ADJECTIVES IN THE TEXT

- UNDERLINE KEY WORDS IN THE QUESTION
- NOTE HOW MANY MARKS EACH QUESTION IS WORTH
- IDENTIFY SECTIONS OF THE TEXT YOU NEED TO ANSWER THE QUESTION
- ANSWER ALL OF THE QUESTIONS
- PEE

3. Selecting evidence

If the first text is fiction, the second one will be different; it will be non-fiction but could be one of several different types:

- Newspaper article
- Travel information
- Leaflet
- Autobiography
- Biography
- Speech
-

Activity: print off and read the extract below. As you read, think about the following and underline/annotate the text as you do so:

1. How has the text been organised?
2. What kind of language is used?
3. What kind of style is it written in?
4. What is its purpose?
5. What form does it take?

Take the extract away from the computer, do the above and take a break before the next bit!

You will find that introducing this will be a paragraph in italics, like this one:

This text is a tourist information leaflet from the Kent Tourist Board. It is famous for being the area in which Charles Dickens (the writer of Great Expectations) grew up. Many of his books are based in this area - famed now for its marshes and nature reserves; people who are interested in the geographical aspects of the countryside enjoy visiting the area..

Make some predictions based on this italicised paragraph above - think about what kind of information it is likely to give you



Penshurst Place -
Rose Nevada



Leeds Castle



McArthur Glen
designer outlet, Ashford

Geography, Landscape and Coastline

Overview

Kent has a rich diversity of landscape, habitat and wildlife. The chalk escarpment, known as the North Downs, runs from the North West of the county to the South East, ending at the famous White Cliffs at Dover.

- ◆ There are two designated Areas of Outstanding Natural Beauty (AONB) in Kent, representing approximately one third of the total area of the county.
- ◆ The Kent Downs AONB covers 878km², with the High Weald AONB part covering 371km².
- ◆ 67% of this area is agricultural, with 38% of the land classified as grade I or II.
- ◆ The pattern of agriculture including fruit, hops and general produce has earned Kent the title of 'The Garden of England'.

A management plan has been prepared by the AONB Unit on behalf of Kent Downs Joint Advisory Committee (JAC). Once finalised it will fulfil new statutory requirements under the Countryside and Rights of Way (CroW) Act. All local authorities with AONB's in their area are required to produce an AONB Management Plan by April 1 2004.

- ◆ There are 99 sites of Special Specific Interest (SSSI's) in Kent, some of which are of national importance as geological sites and others are important for their flora and fauna.

- ◆ Six wetland sites, important for their bird life, stretch along the coast of the Thames Estuary to Thanet and have international designation under European law.
- ◆ In addition, there are over 500 sites of interest for nature conservation in Kent accounting for 9% of land in the county.
- ◆ Kent has the largest area of semi natural woodland of any county in Great Britain.
- ◆ The coastline of Kent stretches for 350 miles from industrialised Thameside to the great shingle expanse of Dungeness. Along the Medway and Swale estuaries are the mudflats and salt marshes known as the North Kent Marshes. The White Cliffs around Dover and Folkestone are internationally renowned and have been designated a Heritage Coast by the Countryside Agency.

Heritage

Kent has a rich and diverse heritage resource, with importance both nationally and internationally.

- ◆ Kent has more conservation areas than any other county in England.
- ◆ Sandwich has the highest density of listed buildings of any town in England.
- ◆ Canterbury has the 12th highest density of heritage buildings.

Details of Kent's heritage resources are listed below:

Listed Buildings	24,696
Grade I Listed Buildings	456
Conservation areas	542
Scheduled Monuments	429
Listed Churches	550
Grade I Churches	221
Historic Hotels	408
Listed Buildings per square miles	1,720

Source: KCC Heritage Conservation Group

Historic Buildings

How Kent ranks out of 45 counties in England (excluding London)

Listed Buildings	2nd
Grade I Listed Buildings	3rd
Conservation Areas	1st
Scheduled Ancient Monuments	13th
Hotels of Historic Interest	3rd

Source: Heritage Monitor 2000

International/National Sports Facilities

- ◆ Brands Hatch Motor Racing Circuit, Dartford
- ◆ Chart Hills Golf Club, Ashford
- ◆ Julie Rose Athletics Stadium, Ashford
- ◆ Kent County Cricket Ground, Canterbury
- ◆ Lydden Motor Racing Circuit, Canterbury
- ◆ Royal St George Golf Course, Sandwich

4. Now look closely at the assessment objectives 4, 5 and 6; you should be able to:

Assessment focus 4

Comment on the structure and organisation of texts, including grammatical and presentational features at text level.

- **How** is the text put together?
- **How** does the writer achieve effects through plot, structure and the way the text is organised and set out on the page?

Assessment focus 5

Comment on the writer's use of language, including grammatical and literary features at word and sentence level.

- **How** does the writer achieve effects? (for example, vocabulary, use of imagery, sentences and punctuation)

Assessment focus 6

Identify and comment on the writer's purposes and viewpoints, and the effect of the text on the reader.

- **What** does the writer want the reader to think, feel or do?
- **How** does the writer make you feel or think?
- **Where** is the evidence?

Now look at sample questions and answers alongside the text above.

Asking you to extract evidence from the text

Gives you the focus - in this case, language

Sample Question: explain **one** way in which the use of language in the first two paragraphs makes it clear that this information is for people considering visiting Kent for its geographical interest.

Support your answer with a quotation.

(2 marks)

Direct response to question

Sample Answer: We know that this leaflet is aimed at people who are thinking of visiting Kent for its geographical interest because the writer uses vocabulary specific to geography. For example, he tells us that there are "two Areas of Outstanding Natural Beauty" and writes about the amount of land that is devoted to agricultural use - "38% of the land classified as grade I or grade II."

quotation

Showing understanding of how language is used

Sample Question: The use of specific detail makes this piece of writing effective. Pick out two phrases which show this and explain how they make it effective. (2 marks)

Sample Answer: The writer tells us that "There are 99 sites of Special Specific Interest" in Kent. The use of a fact and a high number "There are 99" makes it seem that Kent is special. Saying that Kent has "the largest semi-natural woodland" makes the county seem better than others through the use of a superlative.

Two phrases are picked out - just as the question asked

Explanations of why they are effective are given for each one

From column two, summarise the build up of the description of the four different areas of the Kent coast; use one phrase or description for each. (2 marks)

Area 1	
Area 2	
Area 3	
Area 4	

Have a go at filling in these 4 boxes; remember to list them in the order they appear in the text - that's why the phrase "build up" has been used; you must also remember that you are not being asked to quote - that's why the word 'summarise' has been used! Have a look at the end of the document for an example answer to this question.

6. Answering longer reading questions.

The questions we've looked at so far are all worth no more than 2 marks. In the exam, there will also be questions worth more than this - up to 5 marks. These will be clear because of the space in the answer booklet there is to write on. These questions need you to write longer and more structured answers.

Here is a typical question, relating to the extract below:

In the whole text, identify and comment on how the writer's use of language:

- Sets the scene by describing the changes in Rochester
- Effectively Makes the city of Rochester sound interesting for the reader (5 marks)

To answer this, print off this page to work from

This is an extract from a guide to Rochester, a historic city in Kent closely connected with Charles Dickens.

Rochester

The City of Rochester has grown from a little Saxon village into one of England's finest cities. Romans arrived in 43AD and made Rochester one of their most important towns by building a stronghold and a bridge over the River Medway.



It wasn't until 1088, after the Norman invasion, that Rochester had its first stone castle built on the

remains of the old Roman Fort.

King Rufus asked his Bishop to build him a stone castle and a magnificent Cathedral, which is the second oldest in the country.



One of Rochester most famous connections is that with Charles Dickens. His family moved to Chatham when his was five years of age. Many of Dickens' novels included references to Rochester and the surrounding area where today two festivals are held in his honour, the Dickens and Dickensian Christmas Festival.

Not only are there celebrations and festivals going on throughout the year, there is also Rochester's quaint Victorian High Street containing many of the original shops of the time.

The City of Rochester in the county of Kent is situated some 20 miles south east of the capital of England, London. The City of Rochester is also within easy reach of mainland Europe and is only one and half hours from France by train.

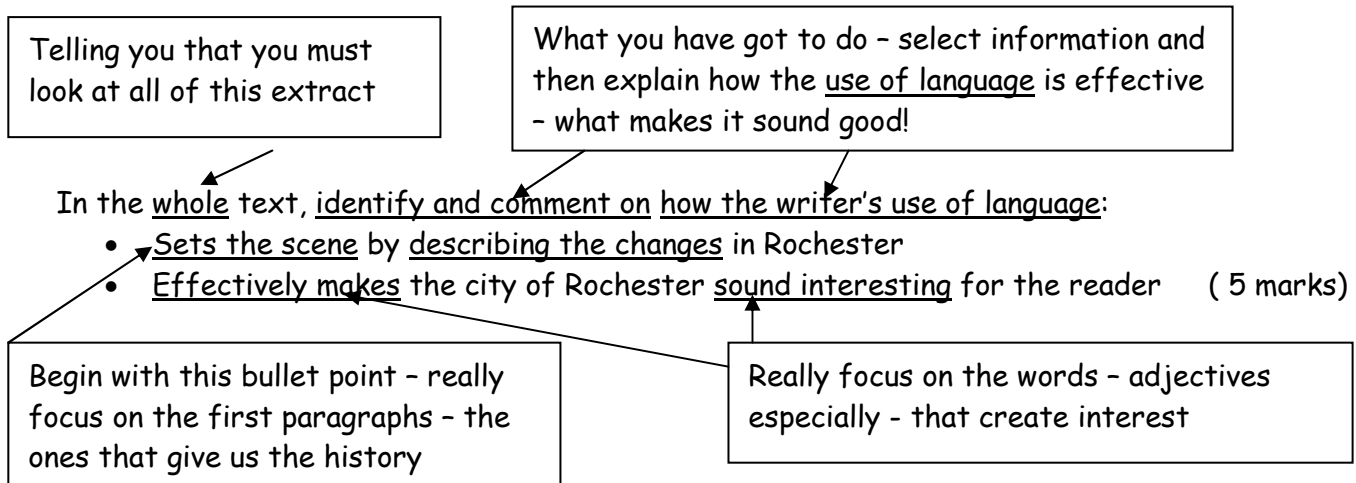
Answers

Area 1	The Thames area is industrial
Area 2	Dungeness has large shingle beaches
Area 3	The Swale and Medway have marshes and mudflats
Area 4	Dover is famous for white cliffs

Section 6.

When you read the text below, think of how it is organised.

Look closely at the question first, then underline key words.



Have a go at underlining the text first, then use these ideas - think of breaking down what you need. The question asks you to identify language features. The focus on language means that's all you need but you do need to think, if it says "sets the scene" it's focusing on the way it builds up - the historical bits really, so have a look at the text below - these bits are annotated in green.

Adjectives are circled in red - there are loads more - find them

I've circled superlatives in blue - have a go at finding some more and doing the same

Rochester

The City of Rochester has grown from a little Saxon village into one of England's finest cities. Romans arrived in 43AD and made Rochester one of their most important towns by building a stronghold and a bridge over the River Medway.

People are interested in places with history - look at how this text uses this idea - Saxons, Romans and Normans! It's almost like a list of 3 invaders!

It wasn't until 1088, after the Norman invasion, that Rochester had its first stone castle built on the remains of the old Roman Fort.

King Rufus asked his Bishop to build him a stone castle and a magnificent Cathedral, which is the second oldest in the country.

One of Rochester most famous connections is that with Charles Dickens. His family moved to Chatham when his was five years of age. Many of Dickens' novels included references to Rochester and the surrounding area where today two festivals are held in his honour, the Dickens and Dickensian Christmas Festival.

The connection with Dickens will attract people

Not only are there celebrations and festivals going on throughout the year, there is also Rochester's quaint Victorian High Street containing many of the original shops of the time.

This last paragraph is interesting because it shows how close it is to London - easy for transport and sightseeing.

The City of Rochester in the county of Kent is situated some 20 miles south east of the capital of England, London. The City of Rochester is also within easy reach of mainland Europe and is only one and half hours from France by train.

P the passage begins with details of how the city has changed from a **E** "little Saxon village" to a "finest" city then builds up to the fact that it now has a castle and "magnificent" cathedral" which is "the second oldest"- this shows the extent of the change and the use of the words "magnificent" and "finest" indicate how important it has become **E**

The use of these adjectives makes the place sound interesting

The fact that there are festivals is exciting for a tourist - it means there will be something to do.
The "original" shops make it sound as if Rochester has been preserved and is therefore interesting

So, how do you answer this question? Have a look at this sample answer.

The writer begins the passage by describing what a historic place Rochester is. By detailing the invaders, "Saxon", "Roman" and "Norman", he shows that the place has a long history. He writes that the city has changed from a "little Saxon village" to a "finest" city then builds up to the fact that it now has a castle and "magnificent cathedral" which is "the second oldest"; the change is emphasised by superlatives such as "most". The first part of the passage shows a big change and using words like "magnificent" and "finest" indicate how important it has become. The fact that this is at the start of the passage creates immediate interest because people are fascinated by history.

All the way through the passage, the writer uses adjectives like "magnificent" to create interest and make the reader want to visit. Adjectives like "quaint" and "original" emphasise the historic side of the town which was identified at the start of the passage, reinforcing its importance and attraction - people enjoy visiting places with old buildings.

The connection to Dickens is also emphasised through repetition - he is mentioned four times in one paragraph. The fact that this is the "most famous" connection will attract people who are interested in the author and the "festivals" provide something for tourists to do. This is emphasised through the next paragraph where we are told that "celebrations and festivals" happen all year round, this makes it sound like a good place to visit even in Winter.

By ending the paragraph with information about how close Rochester is to London and Europe, the writer emphasises how "easy" it is to get to.

Now, print this off and identify the PEE structure in the answer; if you are unsure about PEE, check the next 2 pages - print them off if you want to and pin them where you can see them!

PEE paragraphs

P

What's your **point**?

E

Give **evidence**.

E

Explain it.

Linking points to explain evidence

Point: what the writer does

The writer ...

shows this by...

describes ... as ...

uses ... to ...

compares ... to/with ...

suggests that ...

Example/evidence from the text

For example, '__(quote)__'

For instance, '__(quote)__'

Explanation: what effect this has on the reader

This / which

creates the/an impression of/that ...

shows that ...

emphasises that ...

makes the reader feel that ...

suggests that ...

Glossary

Adjectives: describing words - these describe the noun

e.g. the tall, green house.

Connotations: associations with something

e.g. the colour red is often used in horror film advertising because it has connotations of blood/murder etc.

Facts and opinions: facts can be proved! Opinions change from person to person.

e.g. Your date of birth is a fact - you can prove it with your birth certificate.
If someone thinks the day you were born was the best day ever, they are probably your parents! It is an opinion - real to them, but someone who doesn't know you will have a totally different opinion of the best day ever!

Imagery: words/phrases that create a picture in your head - similes and metaphors are part of this, but so is personification.

Language: is this formal/informal? Does the writer use emotive language (language that appeals to your emotions, making you sad/angry etc.)? Does the writer use a lot of facts and opinions? Does the writer use imagery?

Metaphor: where the writer compares one thing to another by saying **it is**

e.g. he **was** a tiger
she **is** a mouse
my love **is** a rose

Noun: a naming word - people, places, ideas

e.g. sausages, door, table, cup, tree, cat, flower, television, chair - these are common nouns

Rose, Marcuss, Tom, Joe, Nicola, Sophie, London, Rachel, Walsall, West Bromwich Albion, The Hawthorns!!!- these are proper nouns - they are unique so need a capital letter

Organisation of text: texts are organised in different ways - a newspaper report for example, is organised in columns and there are conventions for the way the first paragraph is used (the first paragraph of a news report provides an outline of what the report is about, without giving away all of the detail - take a look at one now)

Personification: when something not human is given human characteristics

- e.g. the sun **smiled** down on me
- the wind **whispered** menacingly

Purpose: why has the writer written this? To persuade (advertisement, tourist brochure etc.) to inform (advice leaflet, tourist information etc.)

Simile: where the writer compares one thing to another using "like" or "as"

- e.g. he was **as** brave **as** a tiger
- e.g. she is **as** timid **as** a mouse
- e.g. "my love is **like** a red, red rose"

Superlative: the most of something

- e.g. the best, the biggest, the smallest, the largest, the thinnest, the greatest