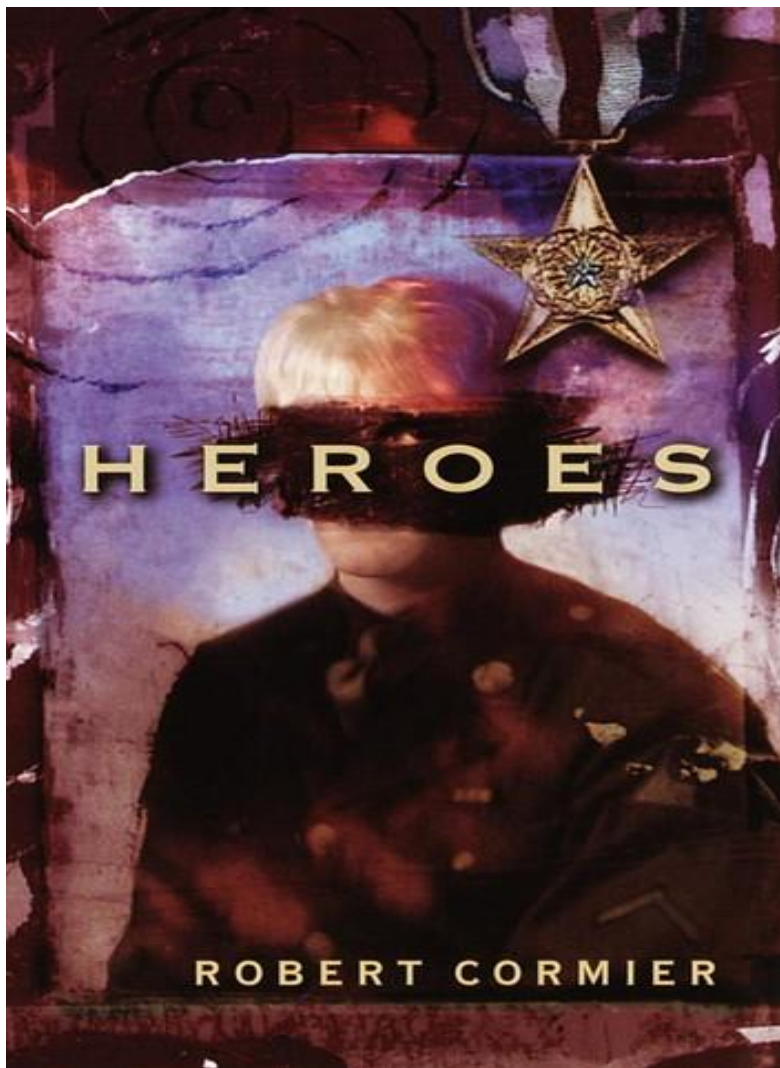


# Year 9 English

## Support Pack

'Heroes' – Robert Cormier



Valid: 2023-2024

Dear parent/carer,

This support pack for English contains information designed to cover the whole scheme of work which runs for the duration of the Spring term. It will be focussed on a study of 'Heroes' by Robert Cormier.

On behalf of the English department at Dormston School, I recognise that you may not have hours to devote to helping your child with English. However, research proves that every child benefits from parental involvement in their learning and from one-on-one support, so any time that you can spare to aid them in their studies will be gratefully received.

This booklet has been compiled to help you if you wish to support your child further at home. It is by no means compulsory, but does include a number of activities, information and suggestions, both for the busy parents and those that have lots of time to offer. It is not homework and is not an extended learning project and therefore, will not be marked by English staff.

Please use it at your leisure and I hope that it gives you an insight into your child's learning. If you have any questions, please feel free to contact me via the school's main contact number.

**A note for pupils: This is not a replacement for homework; homework must take first priority with pupils as it is compulsory.**

Yours faithfully,

*Miss B Timmins*

Acting KS3 co-ordinator of English

## **Assessment Question:**

You will be given an extract taken from 'Heroes' to analyse. The assessment is broken into two parts.

**Part A** – Short answer questions based upon an extract taken from 'Heroes'.

**Part B** – Analysis of a selected theme in 'Heroes'. Students should use the extract and their knowledge of the wider text to answer this question. Students will also need to show an understanding of the relationships between the novel and the contexts in which the text was written.

For example:

Write about the way the theme of Flawed Heroes is presented in the novel.

You should use the extract and your knowledge of the whole novel to answer this question.

**Part A** – You will be **marked out of 15** for your ability to respond to short answer questions on the selected extract taken from 'Heroes'.

**Part B** - You will be **marked out of 15** for your ability to analyse the theme using the selected extract and your knowledge of the whole novel.

**Assessment time:** 50 minutes

## **Context**

During this unit, pupils will have to show understanding of the relationships between the novel and the contexts in which the text was written. Contextual information may include:

- Robert Cormier's life
- American Propaganda
- The bombing of Pearl Harbor
- America's involvement in World War Two
- American life during World War Two

## **Heroes**

In this lean and powerful novel, Robert Cormier quietly, remorselessly, probes the nature of heroism as it is reflected through the remains of a young life forever shattered by a terrible act.

Francis Joseph Cassavant is 18. He has just returned home from World War II, and he has no face. He does have a gun and a mission: to murder his childhood hero. Francis's ghastly disfigurement gives him the anonymity he needs for his burning "mission": to avenge the rape of his high school girlfriend by killing her seducer, Larry LaSalle, the youth leader whose movie-star good looks and easy charisma had made him a hero to the kids of Frenchtown.

But behind this romantic obsession, Francis is driven by his own guilt for doing nothing to stop the rape, a guilt which has driven him to seek instant death in the war by throwing himself on a grenade—only to survive as a faceless and unwilling hero.

### **Extra resources to extend your child's learning**

Books:

A selection of the 'Great American' novels which are similar to, or inspired Robert Cormier, they also provide useful context for this novel.

- The Chocolate War – Robert Cormier
- A Farewell to Arms – Ernest Hemingway
- Of Mice and Men – John Steinbeck
- To Kill a Mockingbird – Harper Lee
- 

Film and TV series:

- Saving Private Ryan (1998)
- Pearl Harbour (2001)
- Band of Brothers (2001)

## **Author Profile: Robert Cormier**

Robert Cormier is the author of the classic young adult novels *The Chocolate War*, *I Am the Cheese*, and *After the First Death*. In 1991, the Young Adult Services Division of the American Library Association presented him with the Margaret A. Edwards Award, citing the trio of books as “brilliantly crafted and troubling novels that have achieved the status of classics in young adult literature.” The award recognizes a particular body of work that provides young adults with a window through which they can view the world, and which will help them to grow and understand themselves and their role in society. Cormier’s books are frequently banned and challenged for language and themes. His novels are frequently taught and recommended by teachers and librarians. His stories have a moral focus and compel readers to examine their own lives and ethics.

Cormier began writing when he was in the first grade and was praised at school for his poetry. He first realized his aspiration to become a writer in seventh grade, when he was encouraged by a teacher to write a poem. Cormier began his professional writing career scripting radio commercials. He eventually became an award-winning journalist, writing for his local newspaper, *The Fitchburg Sentinel*.

An avid traveller, Cormier visited nearly every state in the U.S. In his spare time, he read, and he recommended that all aspiring writers spend considerable time reading. Among the authors he considered inspirational are Graham Greene, J.D. Salinger, Thomas Wolfe, Ernest Hemingway, William Saroyan, Brian Moore, and John O’Hara.

Robert Cormier died in 2000.

### **Development Question:**

How do you think Robert Cormier’s career and experiences influenced his writing?

### **Extension Task:**

Research the life of Robert Cormier and create an author profile/presentation.

## Context:

Contextual Point	Your research
<b>Robert Cormier's life</b>	
<b>American Propaganda</b>	
<b>The bombing of Pearl Harbor</b>	
<b>America's involvement in World War Two</b>	
<b>American life during World War Two</b>	

## **Key Words**

### **Vocabulary and Spellings**

Hero

Veteran

Anonymity

Communion

Catholicism

Guilt

Vengeance

Confession

Angst

Isolation

Regret

Reminisce

Foreboding

Foreshadowing

### **Useful Analytical Vocabulary**

Narrative Perspective

Flashback

Narrative Voice

Dialogue

Suggests

Implies

Insinuates

Illustrates

Explicit

Implicit

## Useful Sentence Stems

### Write about the way the theme of [named theme] is presented in the novel.

**Introduction:** [Named theme] is an \_\_\_\_\_ element in the novel. Cormier presents this theme through...

**Use the following sentence stems for each paragraph.**

**Extract opening sentences:** In the beginning/ middle/ end of the extract [Named theme] is presented through the character of ...

**Exploring the rest of the novel opening sentences:** However, in the beginning/ middle/ end of the text the theme of [Named theme] is portrayed through ...

**Evidence:** This is shown through the [insert device] [insert quote] ...

**Analyse Language:** This shows/ conveys/ portrays/ depicts that ...

**Single word analysis:** The [insert word class] [insert word] is effective because ...

**Reader effect:** The reader may feel ... OR The reader may react ...

**Context:** This links to context because ... OR Shortly after the second world war...

### Structuring a thematic analysis

#### **Top Tips:**

- Aim to cover the beginning, middle and end of the extract
- Aim to cover the beginning, middle and end of the wider text
- Comment on how context alters our perception of the text
- Introduction/Conclusion
- Cormier's intent/message
- Select judicious quotations to support your views

#### **Key themes:**

- War and heroism/heroes
- Flawed heroes
- Isolation and Loneliness
- Forgiveness and Guilt
- Religion
- Appearance and Reality



## **Skill 1: Choosing relevant evidence**

In English, pupils must be able to make points about the book and choose quotations (the exact words from the text) to prove those points.

Extract: "If anything bothers me, it's my nose. Or rather, the absence of my nose. My nostrils are like two small caves and they sometimes get blocked and I have to breathe through my mouth. This dries up my throat and makes it hard for me to swallow. I also become hoarse and cough a lot. My teeth are gone but my jaw is intact and my gums are firm so it's possible for me to wear dentures. In the past few weeks, my gums began to shrink, however, and the dentures have become loose and they click when I talk and slip around inside my mouth."

Example: Francis is bothered by his disability: "If anything bothers me, it's my nose. Or rather, the absence of my nose."

### **Things to note:**

- The point and evidence must match up closely
- The evidence must be the exact words from the book
- The evidence must have quotation marks " " surrounding it

**Task:** Add the evidence to each of these points

1) Francis has difficulty breathing:

.....

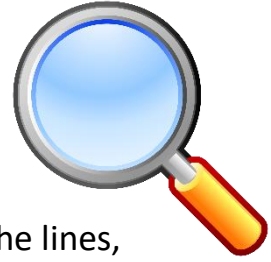
2) Francis suffers from his injuries:

.....

3) Francis has difficulty talking:

.....

## Skill 2: Inference and Deduction



Inferring and deducing is an important skill in English; it basically means that pupils must look for clues in the texts and from those clues, come up with interpretations. The best inferences or deductions are those that read between the lines, rather than state the obvious.

Look at the extract on the following page.

An obvious, simple inference = Francis is having a flashback.

A much better inference = There is evidence that Francis is suffering from post-traumatic stress as he recalls details of his platoon's attack, which keeps him awake at night.

1) Why does Francis not want to think about the GIs in his platoon?

.....  
.....

2) Why does Francis see them when he closes his eyes?

.....  
.....

3) Why do significant details stick in Francis' memory?

.....  
.....

4) Why does this experience affect Francis' dreams?

.....  
.....

5) What can you infer about how Francis is feeling here?

.....  
.....

### Extract from Chapter 3

I don't want to think about them, those GIs in my platoon. I don't want to recite their names. I want to forget what happened there in France but every night the recitation begins, like a litany, the names of the GIs like beads on a rosary. I close my eyes and see them advancing in scattered groups through the abandoned village, ruined homes and debris-cluttered streets, our rifles ready, late afternoon shadows obscuring the windows and doorways and alley entrances, and we are all tense and nervous and scared because the last village seemed peaceful and vacant until sudden gunfire from snipers erupted from those windows and doorways and cut down the advance patrol just ahead of our platoon.

Now I can hear Henry Johnson's ragged breathing and Blinky Chambers whistling, between his teeth, the village too still, too quiet. 'Jesus,' Sonny Orlandi mutters. Jesus; meaning *I'm scared* and so is everybody else, clenched fists holding firearms, quiet curses floating on the air, grunts and hisses and farts, not like the war movies at the Plymouth, nobody displaying heroics or bravado. We are probably taking the final steps of our lives in this village whose name we don't even know and other villages are waiting ahead of us and Eddie Richards asks of nobody in particular: 'What the hell are we doing here, anyway?' And he's clutching his stomach because he has had diarrhoea for three days, carrying stink with him all that time so that everybody has been avoiding his presence. Now gunfire erupts and at the same time artillery shells – theirs or ours? – boom in the air and explode around us. We run for cover, scrambling and scurrying, hitting the dirt, trying to become part of the buildings themselves but not safe anywhere.

I find myself in a narrow alley, groping through rising dust, and two German soldiers in white uniforms appear like grim ghosts, rifles coming up, but my automatic is too quick

and the head of the one of the soldiers explodes like a ripe tomato and the other cries *Mama* as my gunfire cuts him in half, both halves of him tumbling to the ground.

I explode into wakefulness along with the booming artillery and I find myself gasping, instantly wide-eyed, not cold for once, in Mrs Belander's tenement, the sweat warm on my flesh, but in a minute the sweat turns icy. In the alley that day, I encountered the German soldiers, all right, but my bursts of gunfire killed the soldiers quickly, no exploding head, no body cut in two, although one of them cried *Mama* as he fell. When I looked down at them, in one those eerie pauses that happens in an attack – a sudden silence that's even more terrible than exploding shells – I saw how young they were, boys with apple cheeks, too young to shave. Like me.

'Hey Francis, come on,' yells Eddie Richards and I join him in a scramble out of the alley and into the woods, his smell still heavy in the air, and we stumble around in the woods until night time when we run across the remains of our platoon and learn that Jack Smith and Billy O'Brien are dead and Henry Johnson wounded, his chest ripped open by shrapnel, carried off somewhere behind the lines and we never see him again.

The next day, the grenade blows my face away.

### Skill 3: Creating PEAL paragraphs

PEAL is an acronym that stands for 4 important words

<b>Point</b>	How would you describe the relationship?
<b>Evidence</b>	Your quotation in quotation marks “ ”
<b>Analyse</b>	What the quotation tells you about the relationship
<b>Language</b>	Particular words that have been used and why Any similes/metaphors/personification/etc

Look at the extract on the previous page. How is this a significant event in Francis' life? How does it link to the theme of War and Heroism/ Heroes?

#### Good example:

**POINT:** The attack is a significant event in Francis' life because...

**EVIDENCE:** “The next day, the grenade blows my face away.”

**ANALYSIS:** Francis is traumatised by his experience and is having flashbacks.

**LANGUAGE:** The use of short sentence.

#### **As a paragraph, it looks like this. This is a good example of a PEAL paragraph:**

The attack on Francis and his platoon is a significant event in his life, and affects Francis as he suffers from a series of horrific flashbacks to this nightmare. When Francis says “The next day, the grenade blows my face away” he is being matter of fact about what happened and the horrific injuries that were caused. The use of this short sentence by Francis as a first-person narrator presents the event in a straight forward and matter of fact way. It is something that Francis has experienced and now needs to move on from to develop. These experiences would lead the reader to feel great sympathy toward Francis as he struggles with his situation.



Together, tick which of these you have managed to complete:

- Made a clear point?
- Used a relevant quotation?
- Explained it in detail?
- Made inferences that are not really obvious?
- Discussed how the reader might feel?
- Explained a key word and why it is important?

Challenge:

- Explained why sentences have been structured in a certain way?
- Explained punctuation choices?
- Explained the writer's purpose/message?

What is your target for next time?

.....

.....

.....

Add an extra sentence or two here that would have improved your paragraph?

.....

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## Practice Exam Question 1

You are advised to spend about 45 minutes on this question.

You should use the extract below and your knowledge of the whole novella to answer this question. E.g.

Write about the **theme of appearance versus reality** and how it is presented throughout the novel.

In your response you should:

- refer to the **extract** and the **novel as a whole**;
- Show your understanding of characters, theme and events in the novel

### Setting out your response

Take 3 quotes from the **extract**:

Beginning  
Middle  
End

Think about **where else in the novel appearance versus reality** is presented. Try to think of **at least two different events**. You will need a quote for each event. This means you will need to write **at least two more PEAL paragraphs** about elsewhere in the text.

**Introduction:** Appearance versus reality is a \_\_\_\_\_ element in the novel. Cormier presents this theme through...

**Use the following sentence stems for each paragraph.**

**Extract opening sentences:** In the beginning/ middle/ end of the extract appearance versus reality is presented through the character of ...

**Exploring the rest of the novel opening sentences:** However, in the beginning/ middle/ end of the text the theme of appearance versus reality is portrayed through ...

**Evidence:** This is shown through the [insert device] [insert quote] ...

**Analyse Language:** This shows/ conveys/ portrays/ depicts that ...

**Single word analysis:** The [insert word class] [insert word] is effective because ...

**Reader effect:** The reader may feel ... OR The reader may react ...

**Context:** This links to context because ... OR Shortly after the second world war...



**Extract:**

Nicole Renard was small and slender with shining black hair that fell to her shoulders. The pale purity of her face reminded me of the statue of St Therese in the niche next to Father Balthazar's confessional in St Jude's church. As she looked modestly down at the floor, our eyes met and a flash of recognition passed between us, as if we had known each other before. Something else flashed in her eyes, too, a hint of mischief as if she were telling me we were going to have good times together. Then, the flash was gone and she was St Therese once more, and I knelt there like a knight at her feet, her sword having touched my shoulder. I silently pledged my love and loyalty for ever.

## Practice Exam Question 2

You are advised to spend about 45 minutes on this question.

You should use the extract below and your knowledge of the whole novel to answer this question. E.g.

Write about the **theme of war and heroism** and how it is presented throughout the novel.

In your response you should:

- refer to the **extract** and the **novel as a whole**;
- Show your understanding of characters, theme and events in the novel

### Setting out your response

Take 3 quotes from the **extract**:

Beginning

Middle

End

Think about **where else in the novel war and heroism** is presented. Try to think of **at least two different events**. You will need a quote for each event. This means you will need to write **at least two more PEAL paragraphs** about elsewhere in the text.

**Introduction:** War and heroism is a \_\_\_\_\_ element in the novel. Cormier presents this theme through...

**Use the following sentence stems for each paragraph.**

**Extract opening sentences:** In the beginning/ middle/ end of the extract war and heroism is presented through the character of ...

**Exploring the rest of the novel opening sentences:** However, in the beginning/ middle/ end of the text the theme of war and heroism is portrayed through ...

**Evidence:** This is shown through the [insert device] [insert quote] ...

**Analyse Language:** This shows/ conveys/ portrays/ depicts that ...

**Single word analysis:** The [insert word class] [insert word] is effective because ...

**Reader effect:** The reader may feel ... OR The reader may react ...

**Context:** This links to context because ... OR Shortly after the second world war...

**Extract:**

His eyes are bleary and bloodshot and there's no recognition of me in them, for which I am grateful.

Before he enlisted in the army, Arthur Rivier had been a star first baseman for the Frenchtown Tigers and hit booming home runs over the fence in Cartier's Field. I remember when he returned on furlough in his khaki uniform with corporal stripes, along with the other servicemen home temporarily from the war. I wanted to be like them, these heroes, fighting the Japs and the Germans, going off to battles on land and sea. I was impatient to reach the age when I could join them in that great crusade for freedom.

'That's all right,' he says. 'You earned the right not to talk.'

What if I told him that I was little Francis Cassavant who chased behind the bases when the Frenchtown Tigers played their crosstown rivals, the West Side Knights, for the Monument championship? That I am not the hero he thinks I am, not like the other veterans here in the St Jude Club.

## Practice Exam Question 3

You are advised to spend about 45 minutes on this question.

You should use the extract below and your knowledge of the whole novel to answer this question. E.g.

Write about the **theme of flawed heroes** and how it is presented throughout the novel.

In your response you should:

- refer to the **extract** and the **novel as a whole**;
- Show your understanding of characters, theme and events in the novel

### Setting out your response

Take 3 quotes from the **extract**:

Beginning

Middle

End

Think about **where else in the novel flawed heroes** is presented. Try to think of **at least two different events**. You will need a quote for each event. This means you will need to write **at least two more PEAL paragraphs** about elsewhere in the text.

**Introduction:** Flawed heroes is a \_\_\_\_\_ element in the novel. Cormier presents this theme through...

**Use the following sentence stems for each paragraph.**

**Extract opening sentences:** In the beginning/ middle/ end of the extract flawed heroes is presented through the character of ...

**Exploring the rest of the novel opening sentences:** However, in the beginning/ middle/ end of the text the theme of flawed heroes is portrayed through ...

**Evidence:** This is shown through the [insert device] [insert quote] ...

**Analyse Language:** This shows/ conveys/ portrays/ depicts that ...

**Single word analysis:** The [insert word class] [insert word] is effective because ...

**Reader effect:** The reader may feel ... OR The reader may react ...

**Context:** This links to context because ... OR Shortly after the second world war...

**Extract:**

Rumours told us that Larry LaSalle had also been a star, performing in night-clubs in New York and Chicago. Someone brought in a faded newspaper clipping, showing him in a tuxedo, standing beside a night-club placard that read 'Starring Larry LaSalle'. We knew little about him, however, and he discouraged questions. We knew that he was born in Frenchtown and his family left to seek their fortunes elsewhere. Larry had taken dance lessons at Madame Toussaint's studio downtown as a boy and had won first prize in an amateur contest at Monument City Hall when he was nine or ten.

Why did he turn his back on show business and return to Frenchtown?

No one dared to ask him, although there were dark hints that he had 'gotten into trouble' in New York City, a rumour Joey LeBlanc delighted in repeating, with raised eyebrows and a knowing look.

Dazzled by his talent and his energy, none of us dwelt on the rumours. In fact, the air of mystery that surrounded him added to his glamour. He was our champion and we were happy to be in his presence.

## Practice Exam Question 4

You are advised to spend about 45 minutes on this question.

You should use the extract below and your knowledge of the whole novel to answer this question. E.g.

Write about the **theme of war and heroism** and how it is presented throughout the novel.

In your response you should:

- refer to the **extract** and the **novel as a whole**;
- Show your understanding of characters, theme and events in the novel

### Setting out your response

Take 3 quotes from the **extract**:

Beginning

Middle

End

Think about **where else in the novel war and heroism** is presented. Try to think of **at least two different events**. You will need a quote for each event. This means you will need to write **at least two more PEAL paragraphs** about elsewhere in the text.

**Introduction:** War and heroism is a \_\_\_\_\_ element in the novel. Cormier presents this theme through...

**Use the following sentence stems for each paragraph.**

**Extract opening sentences:** In the beginning/ middle/ end of the extract war and heroism is presented through the character of ...

**Exploring the rest of the novel opening sentences:** However, in the beginning/ middle/ end of the text the theme of war and heroism is portrayed through ...

**Evidence:** This is shown through the [insert device] [insert quote] ...

**Analyse Language:** This shows/ conveys/ portrays/ depicts that ...

**Single word analysis:** The [insert word class] [insert word] is effective because ...

**Reader effect:** The reader may feel ... OR The reader may react ...

**Context:** This links to context because ... OR Shortly after the second world war...

**Extract:**

A tall slim man stepped into view, a lock of blonde hair tumbling over his forehead, a smile that revealed dazzling movie-star teeth.

“Good morning,” he said. “My name is Larry LaSalle.”

“Is that his real name?” Joey LeBlanc asked in a whisper that carried over the crowd.

“That’s right – it’s real” Larry LaSalle said. And for some reason, the crowd applauded.

Larry LaSalle had the broad shoulders of an athlete and the narrow hips of a dancer. He was both. He swung the bat with authority as he hit home runs in games at the sand lot next door, and later led us through vigorous exercises and callisthenics. He was also a dancer, with a touch of Fred Astaire in his walk, his feet barely touching the floor. He could tap-dance with machine gun speed and make daring leaps across the stage. But he was most of all a teacher, leading classes in dancing, arts and crafts, organizing a choral group, directing musical shows.

## Practice Exam Question 5

You are advised to spend about 45 minutes on this question.

You should use the extract below and your knowledge of the whole novel to answer this question. E.g.

Write about the **theme of appearance versus reality** and how it is presented throughout the novel.

In your response you should:

- refer to the **extract** and the **novel as a whole**;
- Show your understanding of characters, theme and events in the novel

### Setting out your response

Take 3 quotes from the **extract**:

Beginning

Middle

End

Think about **where else in the novel appearance versus reality** is presented. Try to think of **at least two different events**. You will need a quote for each event. This means you will need to write **at least two more PEAL paragraphs** about elsewhere in the text.

**Introduction:** Appearance versus reality is a \_\_\_\_\_ element in the novel. Cormier presents this theme through...

**Use the following sentence stems for each paragraph.**

**Extract opening sentences:** In the beginning/ middle/ end of the extract appearance versus reality is presented through the character of ...

**Exploring the rest of the novel opening sentences:** However, in the beginning/ middle/ end of the text the theme of appearance versus reality is portrayed through ...

**Evidence:** This is shown through the [insert device] [insert quote] ...

**Analyse Language:** This shows/ conveys/ portrays/ depicts that ...

**Single word analysis:** The [insert word class] [insert word] is effective because ...

**Reader effect:** The reader may feel ... OR The reader may react ...

**Context:** This links to context because ... OR Shortly after the second world war...



**Extract:**

Oh, I have eyes because I can see and ear-drums because I can hear but no ears to speak of, just bits of dangling flesh. But that's fine, like Dr Abrams says, because it's sight and hearing that count and I was not handsome to begin with. He was joking, of course. He was always trying to make me laugh.

If anything bothers me, it's my nose. Or rather, the absence of my nose. My nostrils are like two small caves and they sometimes get blocked and I have to breathe through my mouth. This dries up my throat and makes it hard for me to swallow. I also become hoarse and cough a lot. My teeth are gone but my jaw is intact and my gums are firm so it's possible for me to wear dentures. In the past few weeks, my gums began to shrink, however, and the dentures have become loose and they click when I talk and slip around inside my mouth.

I have no eyebrows, but eyebrows are minor, really. I do have cheeks. Sort of. I mean, the skin that forms my cheeks was grafted from my thighs and has taken a long time to heal. My thighs sting when my pants rub against them. Dr Abrams says that my skin will heal in time and my cheeks will someday be as smooth as a baby's arse. That's the way he pronounced it: arse.

## Practice Exam Question 6

You are advised to spend about 45 minutes on this question.

You should use the extract below and your knowledge of the whole novel to answer this question. E.g.

Write about the **theme of forgiveness and guilt** and how it is presented throughout the novel.

In your response you should:

- refer to the **extract** and the **novel as a whole**;
- Show your understanding of characters, theme and events in the novel

### Setting out your response

Take 3 quotes from the **extract**:

Beginning

Middle

End

Think about **where else in the novel forgiveness and guilt** is presented. Try to think of **at least two different events**. You will need a quote for each event. This means you will need to write **at least two more PEAL paragraphs** about elsewhere in the text.

**Introduction:** Forgiveness and guilt is a \_\_\_\_\_ element in the novel. Cormier presents this theme through...

**Use the following sentence stems for each paragraph.**

**Extract opening sentences:** In the beginning/ middle/ end of the extract forgiveness and guilt is presented through the character of ...

**Exploring the rest of the novel opening sentences:** However, in the beginning/ middle/ end of the text the theme of forgiveness and guilt is portrayed through ...

**Evidence:** This is shown through the [insert device] [insert quote] ...

**Analyse Language:** This shows/ conveys/ portrays/ depicts that ...

**Single word analysis:** The [insert word class] [insert word] is effective because ...

**Reader effect:** The reader may feel ... OR The reader may react ...

**Context:** This links to context because ... OR Shortly after the second world war...

**Extract:**

The gun is like a tumour on my thigh as I walk through the morning streets against the wind that never dies down. April sunlight stings my eyes but the wind dissipates its heat, blustering against store windows and kicking debris into the gutters.

At Ninth and Spruce, I pause and look up at the three-decker and the windows of the second floor where Larry LaSalle can be found at last. Does he suspect my presence here on the street? Does he have a premonition that he has only a few minutes left to live? I am calm. My heartbeat is normal. What's one more death after the others in the villages and fields of France? The innocent faces of the two young Germans appear in my mind. But Larry LaSalle is not innocent.

The steps leading to the second floor are worn from use and age, and I think of all the people who have climbed stairs like these, who worked in the shops and came home heavy with weariness at the end of the day. As I stand at the door of Larry LaSalle's tenement, I touch the bulge in my pocket to verify the existence of the gun. The sound of my knocking is loud and commanding in the silent hallway.

No response. I wait. I rap on the door again, hand clenched in a fist this time. 'Come on in, the door's not locked,' Larry LaSalle calls out. That voice is unmistakable, but a bit feeble now, yet still the voice that cheered us at the Wreck Centre.

Hesitant suddenly uncertain – his voice giving reality to what I must do – I step into the tenement and into the fragrance of pea soup simmering on the black stove, steam rising from a big green pot.

He is sitting in a rocking chair by the black coal stove, and narrows his eyes, squinting to see who has come into his tenement. He is pale, eyes sunk into the sockets like in the newsreel at the Plymouth, and he seems fragile now, as if caught in an old

photograph that has faded and yellowed with age. His eyes blink rapidly as if taking quick pictures of me. Is there a glimmer of fear in his eyes? My heart quickens at the possibility.

‘Francis, Francis Cassavant,’ I announce. It’s important for him to know immediately who I am. I don’t want to waste any time.

‘Ah, Francis,’ he says, his eyes flashing pleasure because he doesn’t sense my mission, doesn’t realize I know what happened that night at the Wreck Centre.

‘Come in, come in,’ he says, the old enthusiasm back in his voice.

He rises slowly from the chair, steadying the rocker as he lifts himself up. As he holds out his hands in greeting, I go forward to meet him. We shake hands. At the last minute, when it seems we might embrace, as old friends and comrades, teacher and pupil, I pull away.

## Examiner's Report

### Candidates will be awarded marks for:

- Focusing on the task i.e. significance of theme – use key words from the question.
- Writing in a coherent and appropriate (formal) manner
- Writing about the extract and the wider text
- Using relevant quotations to support
- Close language analysis
- Close structural analysis
- Using subject terminology

### Common issues:

- PUPILS WHO DID NOT ANALYSE LANGUAGE **AND** STRUCTURE USING SUBJECT TERMINOLOGY WERE PENALISED CONSIDERABLY
- Many pupils were using clunky sentence stems such as 'I know this because' and 'the words that stand out to me are' which prevent them from achieving an 'appropriate' register and also discourage them from mentioning specific word classes i.e. the verb 'roared' suggests. **Please use sentence stems provided.**
- There was a lack of close language analysis i.e. the verb 'roared' implies, etc. This is really important!
- There was an even greater lack of analysis of form (what type of text / genre / flash backs / chapter structure) and structure (sentence types / lengths / punctuation / syntax). Again, this **must** be included in their analysis.
- Many pupils only talked about the extract but not the wider text (or vice versa). They must talk about **both**. Again, pupils who did not talk about the wider text were penalised

**To summarise**, pupils should focus on the extract and the wider text. They must use PEAL, with a heavy focus on language **and** structural analysis (especially higher ability pupils) including subject terminology. They need to avoid clunky sentence stems and informal language.