

Sample H8A

Write your answers to Section A Questions (a) and (b) here:

a) In this extract, the writer used language techniques to influence readers' view of Scout's terrifying experience. The writer used words to add mysterious to the extract by giving the man chasing Scout and Jem a nickname instead of calling him by his name. The nickname was "Shuffle-foot". This ~~brings~~ ~~not~~ creates a mysterious atmosphere to this ~~ex~~ part and makes readers more nervous and scared. Also, the writer used words such as 'cold', 'dark' to create a scary scene. Also, it is ~~use to imply~~ linked to the event—Bob Ewell trying to kill Jem and Scout which is also cold, dark, ~~bloody~~ ^{scary} and evil. This technique is called pathetic fallacy.

Short sentences were also used in this extract to create a fast pace for this ~~extra~~ part, such as 'Run, Scout! Run! Run!' All of the sentences were made of one or two words only to create a fast pace and therefore build up the sense of ~~horror~~ horror of readers. Also, In this sentence and 'Jem, Jem, help me, Jem!'

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exclamation marks are used ~~to~~ to tell that they are screaming. ~~instead of~~ ~~And people~~ The use of punctuation builds ~~a~~ more tension and makes readers think it's a terrifying experience of Scout. In both of the ~~two~~ two sentences above, and other places such as 'He was running, running towards us...', repetition was used. ~~This creates a~~ Words repeating enhances the sense of fear of Scouts and influences readers to feel nervous and ~~so~~ it might make some readers feel as if they were at the ~~sen~~ scene as well, which can level up the tension.

Violence was also used in this part to create a sense of horror and terror. The words 'crushed', 'ripped', 'scuffling', 'kicking' etc. are used to present violence in the scene. ~~This influences readers to~~ Furthermore, the man ~~trys~~ to 'squeezed the breath out of me (Scout)'. This suggests that the man was trying to kill Scout and Jem which builds more ~~to the~~ ~~ter~~ of terror and makes readers ^{feel} more horrified for Scout.

~~Lastly~~ 'The scuffling noises were dying.' The word 'dying' implies the idea of someone died and it influences ~~read~~ readers to think that it might be Jem and therefore a mystery is created, and readers ^{feel} ~~are~~ afraid for Scout as ~~it~~ ~~the~~ the man might kill Scout next.
_{It suggests}

Overall, the writer used different language techniques to create a sense of tension and terror to ~~make~~ ^{influence} readers' view on Scout's terrifying experience.

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b) Another important part in the novel was when a whole gang of men went to Tom Robinson's prison and ~~we~~ wanted to kill him, but they were stopped by Atticus. The writer presents it as a serious, tensed scene, but it was broke by ~~the~~ Scout, Jem and Dill.

~~The~~ ~~no~~ Scout 'pushed my (Scout's) way through smelly bodies and burst into the circle of lights.' The words 'smelly bodies' influence readers to think of dead bodies instead of living human which brings in the theme of 'death' and 'killing'. Also, the gang of men were discribed as 'stranger' by Scout. The word 'stranger' creates a sense of 'mystery and tension. Also the writer used 'Hot embarrassment shot ~~a~~ through me...' instead of 'went', the writer used 'shot through' implying violence, guns etc. to build ~~an~~ up serious and the theme of death.

~~Atticus~~ Furthermore, Atticus commanded Jem instead of asking Jem: 'Go home, Jem', 'Take Scout and Dill home.' This suggests that Atticus was ~~a~~ very serious and knew it was too dangerous for them. ~~Also,~~ The length of the sentence suggest the same. Also, Atticus repeated the command and told Jem again 'Go home, I said'. By repeating it, readers can sense that Atticus might be a bit angry ~~and but~~ and is concerned about their lives, therefore repeated the command. This suggests to readers that the atmosphere is serious and tensed.

In this ~~a~~ extract, violence is showed ~~a~~ through the

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~~the~~ gang of men which suggest that they might make a violent act ~~and hurt~~ ^{this}, therefore builds on the ~~horror~~ terror. A man ~~grabbed~~ Jem '... grabbed Jem roughly...' '... yanked Jem ...' the words 'grabbed', 'roughly' and 'yanked' suggests that they were tough, hard men and might not be properly educated therefore ~~solo~~ solved problems through violence. This ~~create~~ will make readers feel that some violent event might happen anytime and builds a scary, nervous ~~terrifying~~ terrifying atmosphere.

However, Scout our narrator does not sense the tension as ~~clearly~~ as much as readers do. And when she ~~&~~ calls ~~to~~ Mr. Cunningham, it breaks the tension and made the gang leave. 'The man did ~~seem~~ not hear me, it seemed' shows that Scout isn't aware of the tension (when readers are). Scout continues ^{on} asking questions: 'Don't you remember me?' ~~3~~ This made the gang of men feel guilty; this is shown by Mr. Cunningham giving a 'faint nod'. This shows that the atmosphere is ~~releat~~ relieved by Scout and makes readers releaved and relaxed again.

~~The~~ Overall, the writer presents this event as a serious and very tensed ~~scene~~ scene which was broke ~~&~~ in the end by Scout.