English Language Paper 1: Step-by-Step guide

Revision Objective:

- To understand the skills required for each question

ENGLISH LANGUAGE GCSE

Paper 1 (1 hour 45 minutes)
Explorations in creative reading and writing

Section A - Reading

One extract from a literary text

Reading source material **15mins**

Q1 – List four things...
4 marks **5mins**

Q2 – How does the writer use language.....
8 marks **10mins**

Q3 – How has the writer structured the text....
8 marks **10mins**

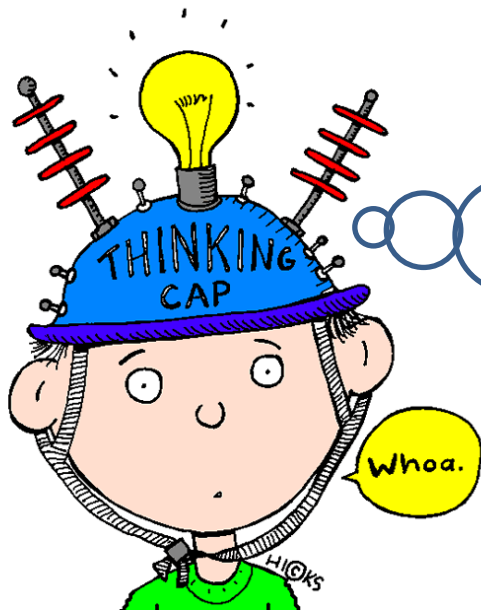Q4 – Critical evaluation of text in response to a statement
20 marks **20mins**

Section B – Writing

Q5 – Writing to describe/narrate
Choice of task – one choice based on a picture
40 marks **45mins**

Before the exam, think about whether you will answer the questions in order, or do Question 5 first…

15mins: Reading the source

- Read the fiction extract carefully, ensuring that you have understood key vocabulary!

- It is worth having a quick look at the questions before you read, to give you an idea of which details to look for and **where.**

- **Annotate** the text while reading!

Q1 – List four things…

- Read the question carefully and underline the key words (the biggest mistake made is students not reading the question properly!)
- Choose **four things** that are asked in the question and that you learn from the source
- SIMPLE!

- **Spend no more than 5mins on this question!**

Q2 – Language effects on READER

DO's:	DON'Ts:
• **Read the question carefully and underline the key words!** • **Make clear points to answer the <u>question</u>** • **Choose <u>quotations</u> as evidence** • **Identify language <u>devices</u>** • **<u>Spotlight</u> key words** • **Explain effects on the <u>READER</u>** **x2**	• **<u>Don't</u> forget to use words from the question in your response!** • **<u>Don't</u> choose quotations from outside the specified section named in the question!**

Q2. How does the writer use language to ....?

- The writer uses …………. to describe ………………………….
- This is shown in the quotation, "…………………….."
- The use of the word, "…………….." has connotations of ………………… because ………….
- This makes the reader feel …………………………………………………………………. because…………………………………………………………………………………

- Furthermore, the writer uses …………. to describe ……………………………….
- This is shown in the quotation, "…………………….."
- The use of the word, "…………….." has connotations of ………………… because ………….
- This makes the reader feel …………………………………………………………………. because…………………………………………………………………………………

Q3 – Structure to interest the READER

DO's:	DON'Ts:
• **Read the question carefully and underline the key words!** • **Trace how things <u>CHANGE</u> and <u>SHIFT</u> over whole source:** • **Focus on <u>beginning</u>, <u>middle</u> and <u>end</u> of source** • **Explain effects on the <u>READER</u> by explaining what makes it <u>INTERESTING</u>**	• **<u>Don't</u> forget to use words from the question in your response!** • **<u>Don't need</u> to mention SENTENCE lengths or structures!**

x3 (one for beginning, one for middle, one for end)

Q3. How has the writer structured the text to interest you as a reader?

- In the beginning, the writer focuses the reader's interest on .....
- This is shown in the quotation, "…………………………………"
- This could interest the reader by making them feel ……………………… because…………………………………………………………….

- In the middle of the extract, the writer shifts the reader's focus onto ……
- This is shown in the quotation, "…………………………."
- This could interest the reader by making them feel ……………………… because…………………………………………………………….

- At the end of the extract, the writer shifts the reader's focus onto ……
- This is shown in the quotation, "…………………………."
- This could interest the reader by making them feel ……………………… because…………………………………………………………….

Q4 – EVALUATING a statement

DO's:	DON'Ts:
• **Read the question carefully and underline the key words!** • **BIG IDEA – Summarise your overall opinion about the statement at the start of response in a few sentences** • **Agree with the statement** • **Make clear points to answer the <u>question</u>** • **Choose <u>quotations</u> as evidence** • **Identify language <u>devices</u>** • **<u>Spotlight</u> key words** • **Explain effects on the <u>READER</u>**	• <u>**Don't**</u> **forget to use words from the question in your response!** • <u>**Don't**</u> **choose quotations from outside the specified section named in the question!** • <u>**Don't**</u> **forget to identify and analyse effects of devices and language in quotations!**

x3/4

Q4. One student, on reading the extract, said: "…………………………………………………."
To what extent do you agree

- I wholeheartedly/partially agree with the statement …

- The writer uses …………. to ………………………….
- This is shown in the quotation, "……………………."
- The use of the word, "……………." has connotations of ………………… because …………
- This makes the reader feel …………………………………………………………………………. because………………………………………………………………………………………….

- Furthermore, the writer uses …………. to ………………………….
- This is shown in the quotation, "……………………."
- The use of the word, "……………." has connotations of ………………… because …………
- This makes the reader feel …………………………………………………………………………. because………………………………………………………………………………………….

- Furthermore, the writer uses …………. to ………………………….
- This is shown in the quotation, "……………………."
- The use of the word, "……………." has connotations of ………………… because …………
- This makes the reader feel …………………………………………………………………………. because………………………………………………………………………………………….

Q5 – Writing to describe/narrate

- We recommend that you write a description based on the image

- Make a 5 bullet point plan (imagine you are a camera zooming in to details in the image)

- **SHOW** not tell (don't create overcomplicated plots)

- Follow the structure we suggest if it helps you!

Q5. Writing to DESCRIBE based on an image/title!

Possible way to structure your ideas in 5 sections:

1. Describe the weather and the setting to set a clear mood (pathetic fallacy) – Open with some one word sentences and use foreshadowing

2. Introduce your character – Introduce your character with the weather

3. Zoom-in and describe something in the distance – Either a person approaching or a building which your character approaches

4. Flashback – Describe something that the person or building reminds your character of from the past

5. Describe the weather again – Either it has changed or got worse (end with an ellipsis)

Write in either the 1st or 3rd person – Choose the one you prefer!

Q5. Writing to DESCRIBE based on an image/title!

Possible sentence starters for each of the 5 sections:

1. The ashy clouds blocked out the sun, blanketing the sky in a charcoal light...

2. Tumbling from the inky darkness, the raindrops crashed into the pale face of a figure looking upwards who was lost in thought. Although the icy water blurred his vision, she/he continued to stand in the rain...

3. Ahead in the distance, a blurred shape began to emerge from the shadows...

4. Like a jab in the ribs, his mind was jolted back to the moment when...

5. He peered up at the sky again. What had happened to those ashy clouds? ...

Write in either the 1st or 3rd person – Choose the one you prefer!

Q5. The Mark Scheme – DROPS

- **D** – Have you used any language **d**evices?
- **R** – Have you used a **r**ange of punctuation?
- **O** – Have you created an interesting **o**pening/closing?
- **P** – Have you **p**lanned interesting ideas?
- **S** – Have you **s**tructured their ideas using a range of sentences and paragraphs?

Descriptive Devices

A • Alliteration

P • Personification

R • Rhetorical question/Repetition

O • Onomatopoeia

M • Metaphors

I • Imagery

S • Sentence lengths/structures

E • Emotive language

Starting sentences in different ways – ISPACE

I	<u>Ing</u> start	Whistl<u>ing</u>, Howl<u>ing</u>, Glow<u>ing</u>
S	Simile start	As bright as a diamond, Like a creature from the darkness,
P	Prepositional start	Up above, Below, Under, Next to
A	Adverbial start	Suddenly, Eerily, Slowly, Stealthily
C	Connective start	However, Yet, After, Meanwhile
E	<u>Ed</u> start	Start<u>led</u>, Terrif<u>ied</u>, Pois<u>ed</u>