

Section A – READING 40 marks (50% of Language Paper 1 – 1 hour: 15 minutes reading and 45 minutes writing)

<p>Q1. List four things... [4 marks] 5 minutes</p>	<ul style="list-style-type: none"> • e idea per line • Quote directly • 4 different ideas (don't repeat your yourself) • Check you are looking in the right part of the text - highlight a box around it. 		
<p>Q2. How does the writer use language to... [8 marks] 10 minutes</p>	<ul style="list-style-type: none"> • Start with a summative sentence about what the writer wants to convey (the what). Be specific. • Then analyse the methods used (how). 2 – 3 specific examples explained in detail. 		<ul style="list-style-type: none"> • <i>In short, the writer wants to convey...</i> • <i>The writer deliberately uses...</i> • <i>To emphasise/ to highlight / to foreground</i> • <u> </u> means... and therefore... • <i>More precisely... it is as if...</i>
	DO	DO NOT	
	<ul style="list-style-type: none"> • Say a lot about a little. 4 sentences of explanation per quotation. • Imagery (similes and metaphors) is the richest language to write about. • cross reference – look for patterns of words/ imagery • Finish with an evaluation of authorial intent. 	<p>DO NOT approach the text chronologically. DO NOT try to write about words or phrases that you DO NOT UNDERSTAND; Cross these out so that they do not distract you.</p>	
<p>Q3. How does the writer structure the text to interest you as a reader? [8 marks] 10 minutes</p>	<ul style="list-style-type: none"> • First : In short, describe how the text changes? - Beginning, shifts, resolution. • Next: THE WHY - why does the writer include the movements across the text as a whole? 		<p>Introduces, Shifts, Cyclical, Focuses, juxtaposes, concludes, establishes, returns to, links, the writer:</p> <ul style="list-style-type: none"> • focuses our attention on... • takes us on a journey from... to • shifts the focus to...
	DO	DO NOT	
	<ul style="list-style-type: none"> • Examine all of the text. (Beginning middle and end) • Use structural verbs: shifts, focuses, introduces, concludes, juxtaposes etc. 	<ul style="list-style-type: none"> • No language analysis. No comment on sentence lengths. • Do not offer generic effects such as 'makes the reader want to read on.' Offer comments specific to this particular text. 	
<p>Q4. To what extent do you agree with [statement evaluating an aspect of the writing]. [20 marks] 20 minutes</p>	<ul style="list-style-type: none"> • Respond in detail to the prompt statement – which aspects do you agree with and why? • Find x4 examples (specific methods) that prove your point of view. • Explain how each example proves the statement. Explain in detail; at least 4 sentences per example. 		<ul style="list-style-type: none"> • <i>In short, the writer wants to convey...</i> • <i>The Writer deliberately uses... to emphasise/ highlight/ foreground.</i> • <i>This clearly shows... This works well because...</i> • <i>The writer has managed to... which makes the reader...</i>
	DO	DO NOT	
	<ul style="list-style-type: none"> • PLAN your answer • Re-phrase the prompt statement – which aspects do you agree the most with and why? • Respond to all parts of the prompt statement • Cover the whole section of text given. • Use subject terminology • Evaluate author's purpose 	<p>DO NOT ENTIRELY DISAGREE WITH THE STATEMENT Don't simply write I agree; Put your own slant on the statement. Don't just approach chronologically</p>	

Section B – CREATIVE WRITING 40 marks (50% of Language Paper 1 - 45 minutes)

<p>You are given a choice between narrative and/or descriptive. [40 marks: 24: content & organisation, 16: SPAG] 45 minutes</p>	<p><u>YOU MUST PLAN:</u></p> <ul style="list-style-type: none"> • Drop a narrative voice (protagonist) • Shift • Return/ zoom in • Zoom out/ leave <ul style="list-style-type: none"> • Use topic sentences to link ideas and paragraphs • Use a range of sentence types and punctuation • Leave enough time to check your technical accuracy. 	<ul style="list-style-type: none"> • Use these for EFFECT: • Simile, metaphor, personification, extended metaphor • Sensory imagery: what can the characters see, hear, smell, feel, taste? • A range of sentence types and openings • A range of punctuation: ; – ... ? ! • Ambitious vocabulary spelled correctly
-------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

1. Choose FOUR statements... [4 marks] 5 minutes	Shade the Circles don't tick!		
2. You need to refer to Source A and Source B for this question. Write a summary of the similarities/differences between.. [8 marks] 8 minutes	<ul style="list-style-type: none"> First, describe x3 differences between the texts based on the question focus. Next, infer and compare what the differences show/ suggest 		Both... whereas... Because of the different time periods...!
	DO	DO NOT	'In spite of the different time periods...!'
	<ul style="list-style-type: none"> ✓ Ensure you know what specifically you are comparing. ✓ Find 3 differences. Don't stop at 1. ✓ Finish with an inferential summative comment ✓ Use your contextual knowledge of Victorian times. 	<ul style="list-style-type: none"> Just compare the texts. The question will always give a specific focus. 	
3. You now need to refer only to Source x lines y-z How does the writer use language to..? [12 marks] 12 minutes	<ul style="list-style-type: none"> Start with a summative sentence about what the writer wants to convey (the what). Be specific. Then analyse the methods used (how). 2 – 3 specific examples explained in detail. How does the word/phrase/feature/technique make me <u>FEEL</u>, <u>IMAGINE</u> or <u>THINK</u>? 		<ul style="list-style-type: none"> <i>The writer deliberately uses... ..</i> <i>To emphasise/ to highlight / to foreground</i> <i>_____ means... and therefore...</i> <i>More precisely... it is as if...</i>
	DO	DO NOT	
	<ul style="list-style-type: none"> ✓ Say a lot about a little. 4 sentences of explanation per quotation. ✓ Imagery (similes and metaphors) is the richest language to write about. ✓ cross reference – look for patterns of words/ imagery ✓ Finish with an evaluation of authorial intent. 	<ul style="list-style-type: none"> DO NOT approach the text chronologically. DO NOT try to write about words or phrases that you DO NOT UNDERSTAND; Cross these out so that they do not distract you. 	
4. Refer to Source A and B. Compare how the two writers convey their different attitudes to.. <ul style="list-style-type: none"> compare their different attitudes compare the methods they use to convey their attitudes Use references to both texts [16 marks] 20 minutes	<ul style="list-style-type: none"> First: what are the writers' opinions or attitudes on the topic? Do they change? Next: How do they show their opinions/ attitudes (what methods do they use?) 		What? The writer is _____ by/ at Impressed, Surprised, Scared, Appalled, Shocked, Pleased, Amused, Confused, Conflicted, Disgusted The writer is _____ about Ironic, Neutral, Passionate, disapproving How? By using... and foregrounding/ contrasting/ emphasising/ presenting
	DO	DO NOT	
	<ul style="list-style-type: none"> ✓ Refer to both language and structural methods ✓ Use subject terminology when describing the writers methods ✓ Cover the whole texts ✓ Use a final comparative statement. 	<ul style="list-style-type: none"> Confuse the writer and the characters in the text. Only respond to part of the text 	

Section B – Non-Fiction WRITING 40 marks (50% of Language Paper 1 - 45 minutes)

5. Writing from a viewpoint. Possible forms: letter, article, leaflet, speech, essay, Possible purposes: persuade, argue, explain, inform [40: 24 content & organisation, 16 SPAG]	<ul style="list-style-type: none"> YOU MUST PLAN: Identify the FORM, AUDIENCE and PURPOSE Plan for 4- 5 <i>different</i> ideas. Prioritise and order these ideas.. 		To link between paragraphs and ideas More worryingly Most alarmingly Yet, even more significant than... is... Some people might argue... but... Another way of looking at _____ is...
	DO	DO NOT	Make use of the form: Speech: As I stand before you Article: regular readers of my column will know... Letter: Dear... Yours sincerely...
	<ul style="list-style-type: none"> ✓ Take on a persona – this does not have to be your own opinion ✓ Use topic sentences to links between ideas. ✓ Develop your ideas with: anecdote, irony, expert opinion, worst-case scenario. ✓ Use rhetorical devices and imagery! ✓ Check your answers for technical accuracy 	Write single sentence paragraphs Just repeat the same idea several times	