



# English Language Component 1: Section A Reading 20<sup>th</sup> Century Literature

Take 1 hour for this section: 10 minutes to read and 50 minutes to write your answers. There are five questions to answer worth 40 marks.

Q	Description	Mins	Example Question	Top tips
-	Read the extract carefully and thoroughly at least twice.	10		<ul style="list-style-type: none"> <li>✓ Use the <b>glossary</b> to help you with words you do not understand</li> <li>✓ Try to <b>visualise</b> what is happening in the text in your mind</li> </ul>
1	<b>List five things question (5 marks)</b> <b>AO1 identify explicit and implicit information and ideas</b>	5	<b>Read lines 1-7.</b> List <b>five</b> things you learn about Ruby Lennox in these lines.	<ul style="list-style-type: none"> <li>✓ Read and highlight the <b>key focus</b> of the question</li> <li>✓ <b>Re-read</b> the relevant section and highlight elements that help you answer the question</li> <li>✓ <b>Keep it simple</b> and answer the question: write down the things you learn in simple sentences. You can write more than five things. Eg: She talks to the parrot.</li> <li>✓ <b>DO NOT</b> copy out indiscriminate chunks of the text for your answers</li> </ul>
2	<b>What impressions question (5 marks)</b> <b>AO2 explain, comment on and analyse how writers use language to achieve effects and influence readers.</b>	5	<b>Read lines 8-23.</b> What impressions does the writer create of the Lennox family in these lines? <i>You must refer to the language used in the text to support your answer, using relevant subject terminology where appropriate.</i>	<p><i>The approach to these questions are very similar. The length of your response should be dictated by the marks available. Remember to track chronologically through the section of the text and pack your answers full of ideas</i></p> <ul style="list-style-type: none"> <li>✓ Read and highlight the <b>key focus</b> of the question</li> <li>✓ <b>Re-read</b> the relevant section and track through the text for evidence to help you answer the question</li> <li>✓ Aim to select and write about <b>5 quotations for a five mark answer</b> and <b>8 to 10 for a 10 mark answer</b></li> <li>✓ <b>Make a clear point referring to the question, support it with evidence and zoom in on the words or phrases that convey significant meaning</b></li> <li>✓ Write about the <b>effects</b> of the <b>language</b> or <b>structural</b> features on the reader – what does it make you understand?</li> <li>✓ <b>Identify language features using the correct term where appropriate</b></li> </ul>
3 & 4	<b>How does the writer question (10 marks)</b> <b>AO2 explain, comment on and analyse how writers use language and structure to achieve effects and influence readers</b>	10 mins each	<b>Read lines 24-35.</b> How does the writer show the fire spreading and becoming very serious in these lines? <b>or</b> How does the writer makes these lines exciting and dramatic?	
5	<b>To what extent or How far do you agree question (10 marks)</b> <b>AO4 evaluate texts critically and support this with appropriate textual reference.</b>	10	<b>Read lines 50 to the end.</b> “In the last 20 or so lines of this passage, Patricia becomes a real heroine.” <b>How far do you agree with this view?</b> [10] You should write about: <ul style="list-style-type: none"> <li>• your own thoughts and feelings about how Patricia is presented here and in the passage as a whole</li> <li>• how the writer has created these thoughts and feelings.</li> <li>• You must refer to the text to support your answer.</li> </ul>	<p><i>This question is asking you to evaluate a text. There will always be plenty of evidence to agree with the view, and you may also find evidence to disagree with the view.</i></p> <ul style="list-style-type: none"> <li>✓ Read and highlight the <b>key focus</b> of the question</li> <li>✓ <b>Re-read</b> the relevant section (it might be the whole text) and <b>select evidence</b> that helps you to form your point of view</li> <li>✓ Aim to select and write about <b>8 -10 quotations</b></li> <li>✓ <b>Begin by stating how far you agree</b> with the view and then <b>support this with a range of clear PEEZR paragraphs</b></li> <li>✓ If you feel confident, <b>offer an alternative viewpoint</b> that contrasts with the statement.</li> <li>✓ <b>Conclude</b>, by briefly summarising your point of view.</li> </ul>

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## AO2: Commenting on Language

Look out for the following in texts; comment on the effect the writer creates by using them. It is explaining the effect that is important.

Remember  
to use PEEZR

1. Word Types	4. Figurative Language	5. Structural Features	7. Constructing a PEEZR paragraphs.
<b>Nouns:</b> the name of a person, place or thing.	<b>Simile:</b> when a writer compares 2 things using as or like eg: <i>My feet were as cold as ice.</i>	<b>Dialogue:</b> the language that is spoken aloud by characters.	Make a clear <b>point</b> that refers to the question.  Embed the <b>evidence</b> from the text in support of your point.
<b>Verbs:</b> the action word within the sentence eg: <i>sprinting</i>	<b>Metaphor:</b> when a writer compares 2 things directly eg: <i>My feet were blocks of ice.</i>	<b>Repetition:</b> words, phrases and images that are repeated for impact.	
<b>Adverbs:</b> the word that describes the verb eg: <i>hysterically</i>	<b>Personification:</b> when an inanimate object is given human attributes eg: <i>The fragile arms of the trees swayed desperately in the storm.</i>	<b>Contrast or juxtaposition:</b> when 2 contrasting ideas are placed close together.	Explain, at great depth, what you learn from the evidence.
<b>Adjectives:</b> the word that describes the noun eg: <i>tranquil</i>	<b>Alliteration:</b> when two words close together begin with the same letter eg: <i>The wailing wind howled down the mountain pass.</i>	<b>Foreshadowing:</b> when the author hints at what is to come.	
<b>Pronouns:</b> words such as <b>he, she, it, they</b> and <b>we</b> . They replace the noun.	<b>Onomatopoeia:</b> when the word chosen creates the sound of the object eg: <i>The incessant buzz of mosquitoes filled the air.</i>	<b>Flashback/forward:</b> when the author skips forward or backward in the story.	Zoom in on a key word, phrase or technique and unpick its importance.
	<b>Pathetic Fallacy:</b> when the weather is given human emotions to reflect the mood of the piece or protagonist eg: <i>The melancholy rain fell solemnly to the ground.</i>	<b>Internal narration:</b> When the author shifts the focus to the thoughts and feelings of the character rather than an external description of the action/events.	
		<b>Listing:</b> when the author lists events in close successive order. This can create pace and tension at key moments in the text.	Discuss the likely <b>response</b> of the reader to this.
2. Sentence types		6. Evaluative phrases	
<b>Declaration:</b> a statement eg: <i>John was a liar.</i>		This clearly emphasises the fact that...	In particular... A key phrase is... The writer effectively uses...
<b>Exclamation:</b> expresses surprise, shock or anger eg: <i>What a liar he is!</i>		This effectively draws attention to ...	
<b>Interrogative:</b> a question eg: <i>What do you mean John has lied to us?</i>		Here the writer successfully conveys...	The writer intends the reader to feel... A likely response is... The reader get the impression that...
<b>Imperative:</b> a command eg: <i>"Stop lying."</i>		This phrase indicates clearly...	
3. Sentence forms		The certain implication here is ...	
<b>Simple:</b> a sentence with one clause eg: <i>The house was ablaze.</i>		This convincingly creates/suggests...	
<b>Compound:</b> two independent clauses joined by and, but, yet, or, so eg: <i>The house was ablaze and there was nothing she could do.</i>		At this point in the text, it is powerfully implied that...	
<b>Complex:</b> a sentence with a independent and at least one dependent clause eg: <i>Despite the efforts of the fire fighters, the house was ablaze.</i>		The unquestionable suggestion here is that...	
		Without a shadow of a doubt, the author is implying...	
		Here the writer reiterates that...	
		This statement undoubtedly presents...	
		The clever insinuation here is...	

## AO4: Evaluating Texts

Question 5 always asks you to evaluate a text. Here are some phrases to help you evaluate how successful the writer has been.



## English Language Component 1: Section B Writing Creative Prose

Take 45mins for this section. Remember - plan your story (5mins), write your story (35mins) proof read your work for accuracy (5mins).

AO5: 60% or 24 marks

- ✓ Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
- ✓ Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6: 40% or 16 marks

- ✓ Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

### 1. What the examiner is asking you to do

Produce a piece of creative writing in 45 minutes

Top tip: Keep  
your story to  
a short  
timescale.

1. You are being asked to write a short narrative/story.
2. You will be given a choice of 4 titles. Read them carefully and decide which on you can write most convincingly.
3. Spend 5 to 10 minutes thoroughly planning your response. Try to follow the narrative structure opposite.
4. Spend 30 to 35 minutes writing. Focus on quality over quantity. Stick to your plan and develop your ideas into paragraphs. Fill your writing with lots of different sentence starters, language techniques and types of punctuation.
5. Spend 5 minutes at the end checking through your writing very carefully. Read each word slowly. If it doesn't 'sound' right, fix it. Think to yourself, 'How could I upgrade my writing?' Pay attention to your SPaG, especially punctuation like apostrophes and full stops.

### 2. What the tasks look like

Choose one of the following titles for your writing:

**Either**

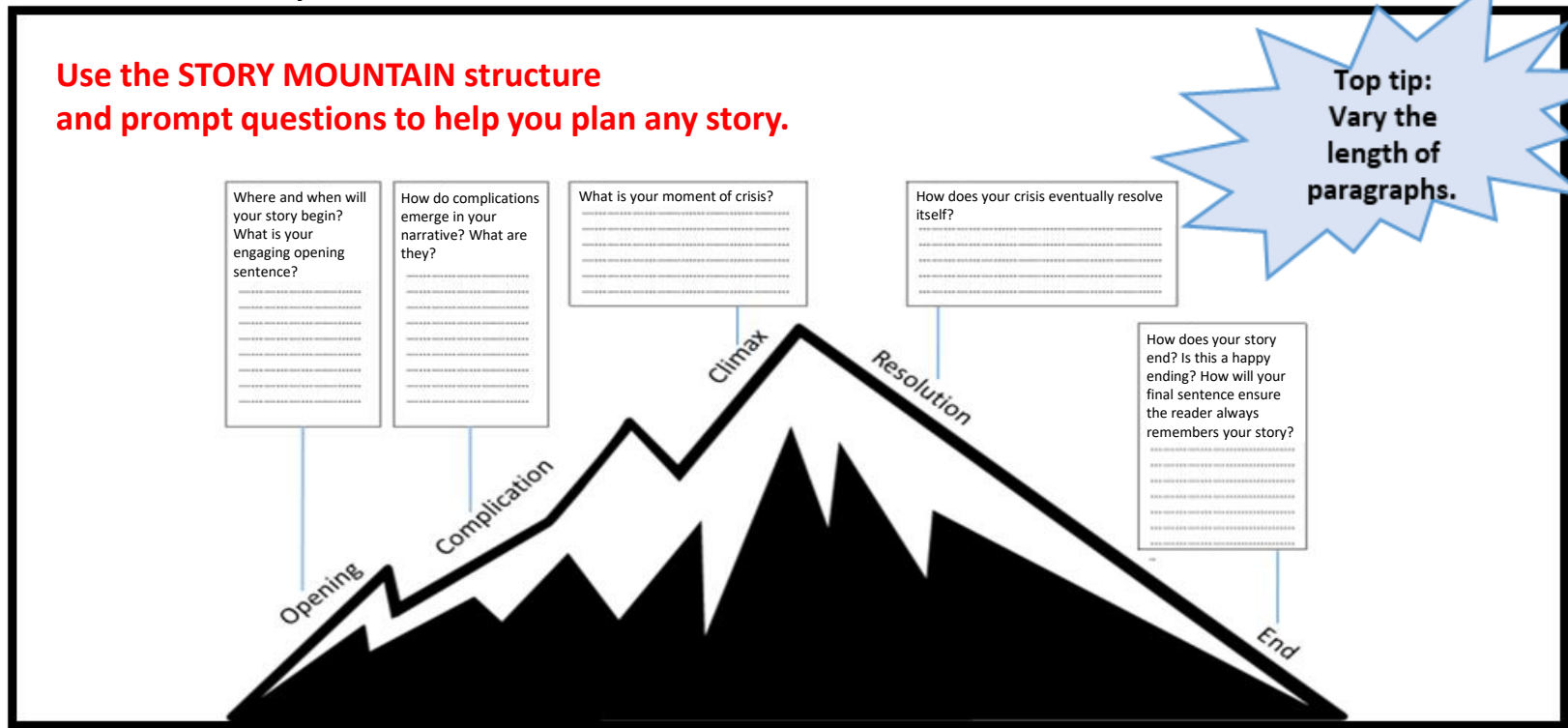
- a) A memorable weekend.
- b) Write about a time when you had to make a difficult decision.
- c) Write a story which begins: "You are not staying here on your own. Get in the car now," my mum said in that voice which did not allow any argument.
- d) Write a story which ends: I feared the worst but the teacher could not stop herself from laughing.

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## 3. How to structure a story

**Use the STORY MOUNTAIN structure and prompt questions to help you plan any story.**



### Effective Openings: hook the reader in

- ✓ Begin with a detailed description of setting
- ✓ Start with some dramatic dialogue
- ✓ Use an intriguing sentence that puzzles the reader
- ✓ Directly address the reader
- ✓ Start in the middle of the action before flashing back
- ✓ Begin by hinting at what is going to happen

### Interesting Conclusions: wrapping things up

- ✓ Return to something at the beginning with a twist and come full circle
- ✓ End on a question to create uncertainty
- ✓ End on a moral or lesson learnt
- ✓ End with the direct thoughts and feelings of the narrator
- ✓ Repeat a key phrase or sentence from earlier
- ✓ Hint at the future

