

English Language Paper 1: Section A: Explorations in Creative Reading

Take 1 hour for this section: 10 minutes to read and 50 minutes to write your answers. There are four 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"> ✓ Use the glossary to help you with words you do not understand ✓ Try to visualise what is happening in the text in your mind
1	<p>List four things question (4 marks)</p> <p>AO1 identify explicit and implicit information and ideas</p>	4	<p>Read again the first part of the source, from lines 1 to 9.</p> <p>List four things about this jungle from this part of the source.</p>	<ul style="list-style-type: none"> ✓ Read and highlight the key focus of the question ✓ Re-read the relevant section and highlight elements that help you answer the question ✓ Keep it simple and answer the question: write down the things you learn in simple sentences. You can write more than four things. ✓ DO NOT copy out indiscriminate chunks of the text for your answers
2	<p>How does the writer use language question (8 marks)</p> <p>AO2 explain, comment on and analyse how writers use language to achieve effects and influence readers.</p>	8	<p>Look box in detail at this extract, from lines 16 to 26 of the source:</p> <p>How does the writer use language here to describe the Tyrannosaurus Rex?</p>	<ul style="list-style-type: none"> ✓ Read and highlight the key focus of the question ✓ Re-read the relevant section and track through the text for evidence to help you answer the question ✓ Select a range of good evidence to write about – look for language, imagery and sentence structure ✓ Make a clear point referring to the question, support it with evidence and zoom in on the words or phrases that convey significant meaning ✓ Write about the effects of the language or structural features on the reader – what does it make you understand? ✓ Identify language features using the correct term where appropriate
3	<p>How has the writer structured the text question (8 marks)</p> <p>AO2 explain, comment on and analyse how writers use structure to achieve effects and influence readers</p>	8	<p>You now need to think about the whole of the source.</p> <p>This text is from the middle of a short story. How has the writer structured the text to interest you as a reader?</p>	<p><i>This questions is always worded the same so it should come as no surprise.</i></p> <ul style="list-style-type: none"> ✓ Track the text carefully ✓ Write about how the text begins and how this captures you interest ✓ Write about how it develops – are new characters introduced, does the setting change or the focus – how does this maintain interest/change atmosphere/increase tensions ✓ How does the text end – what it interesting about it? ✓ Consider repeated motifs, contrast, repetition, foreshadowing, dialogue and significant sentences ✓ Embed quotations throughout and link ideas with connectives
4	<p>To what extent question (20marks)</p> <p>AO4 evaluate texts critically and support this with appropriate textual reference.</p>	20	<p>Focus box this part of your answer on the second part of the source, from line 31 to the end.</p> <p>A student said, 'This part of the story, where the men encounter the Tyrannosaurus Rex, shows Eckels is right to panic. The Monster is terrifying!'</p> <p>To what extent do you agree?</p>	<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"> ✓ Read and highlight the key focus of the question ✓ Re-read the relevant section and select evidence that helps you to form your point of view ✓ Aim to select and write about a range of evidence ✓ Begin by stating how far you agree with the view and then support this with a range of clear PEEZR paragraphs ✓ If you feel confident, offer an alternative viewpoint that contrasts with the statement. ✓ Conclude, by briefly summarising your point of view.

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AO2: Commenting on language

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

1. Word Types	4. Figurative Language
Nouns: the name of a person, place or thing.	Simile: when a writer compares 2 things using as or like eg: <i>My feet were as cold as ice.</i>
Verbs: the action word within the sentence eg: <i>sprinting</i>	Metaphor: when a writer compares 2 things directly eg: <i>My feet were blocks of ice.</i>
Adverbs: the word that describes the verb eg: <i>hysterically</i>	Personification: when an inanimate object is given human attributes eg: <i>The fragile arms of the trees swayed desperately in the storm.</i>
Adjectives: the word that describes the noun eg: <i>tranquil</i>	Alliteration: when two words close together begin with the same letter eg: <i>The wailing wind howled down the mountain pass.</i>
Pronouns: words such as he, she, it, they and we . They replace the noun.	Onomatopoeia: when the word chosen creates the sound of the object eg: <i>The incessant buzz of mosquitoes filled the air.</i>
2. Sentence types	Pathetic Fallacy: 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>
Declaration: a statement eg: <i>John was a liar.</i>	
Exclamation: expresses surprise, shock or anger eg: <i>What a liar he is!</i>	
Interrogative: a question eg: <i>What do you mean John has lied to us?</i>	
Imperative: a command eg: <i>"Stop lying."</i>	
3. Sentence forms	
Simple: a sentence with one clause eg: The house was ablaze.	
Compound: two independent clauses joined by and, but, yet, or, so eg: The house was ablaze and there was nothing she could do.	
Complex: a sentence with a independent and at least one dependent clause eg: Despite the efforts of the fire fighters, the house was ablaze.	

AO2: Commenting on structure

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

5. Structural Features
Dialogue: the language that is spoken aloud by characters.
Repetition: words, phrases and images that are repeated for impact.
Contrast or juxtaposition: when 2 contrasting ideas are placed close together.
Foreshadowing: when the author hints at what is to come.
Flashback/forward: when the author skips forward or backward in the story.
Internal narration: When the author shifts the focus to the thoughts and feelings of the character rather than an external description of the action/events.
Listing: when the author lists events in close successive order. This can create pace and tension at key moments in the text.

AO4: Evaluating texts

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

6. Evaluative phrases	
This clearly emphasises the fact that...	This effectively draws attention to ...
Here the writer successfully conveys...	This phrase indicates clearly...
The certain implication here is ...	The author is deliberately highlighting...
This convincingly creates/suggests...	At this point in the text, it is powerfully implied that...
The unquestionable suggestion here is that...	The writer subtly conveys the sense...
Without a shadow of a doubt, the author is implying...	Here the writer reiterates that...
This statement undoubtedly presents...	The clever insinuation here is...

Remember to use PEEZR

7. Constructing a PEEZR paragraphs.	
Make a clear point that refers to the question.	<i>Ruby is presented as... Drama is created when...</i>
Embed the evidence from the text in support of your point.	<i>This is shown when... For example... This is evident when...</i>
Explain , at great depth, what you learn from the evidence.	<i>This implies/suggests/conveys...</i>
Zoom in on a key word, phrase or technique and unpick its importance.	<i>In particular... A key phrase is... The writer effectively uses...</i>
Discuss the likely response of the reader to this.	<i>The writer intends the reader to feel... A likely response is... The reader get the impression that...</i>

English Language Component 1: Section B: Explorations in Creative Writing

Take 45 minutes for this section. Remember to plan your writing for 5 minutes, write for 35 minutes and use the last 5 minutes to proof read your work for accuracy.

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

1. You are being asked to write a short narrative **or** a description
2. You will be given a choice of 2 titles and a supporting image Read them carefully and decide which on you can write most convincingly.
3. Spend 5 to 10 minutes thoroughly planning your response.
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.

2. What the tasks look like

Your local newspaper is running a creative writing competition and the best entries will be published.
Either Write a story about time travel as suggested by this picture:

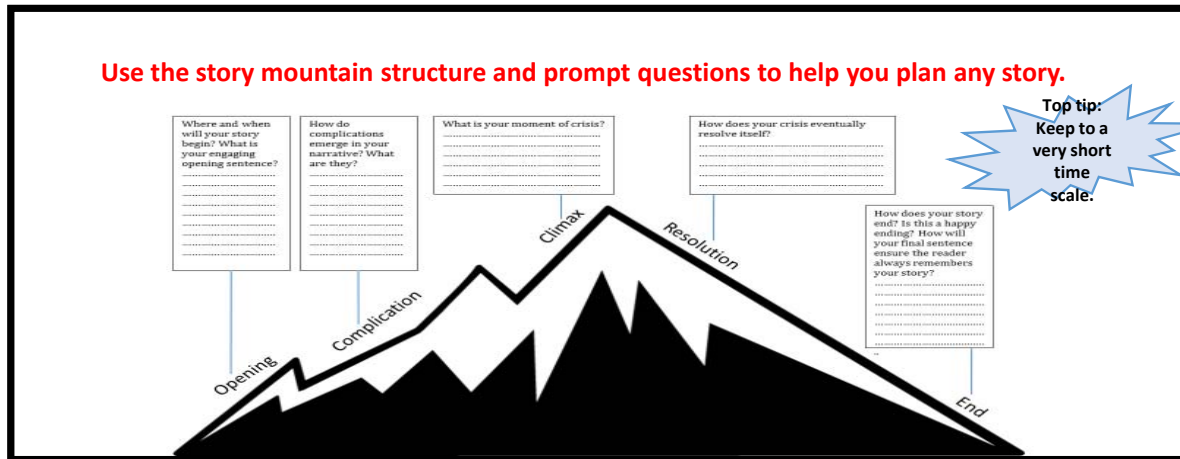


Or Describe life as you imagine it in 200 years' time.

Top tip:
Link the beginning to the end

3. How to structure a story

Use the story mountain structure and prompt questions to help you plan any story.



3. How to structure a description: The Slow Zoom

<ol style="list-style-type: none"> 1. Start with a single word sentence that establishes the time. 2. Create a simile for the weather 3. Add in a sentence that describes the dominant sound 4. Start a sentence, In the distance 	<p>Paragraph 2: Long shot Describe the big picture in some detail</p>	<p>Paragraph 3: Medium Shot Move in on a key feature. Keep it fairly big and describe in detail.</p>
<p>Paragraph 8: Return to the big picture from the start but with a twist and end on an emphatic sentence.</p>	<h3>The Slow Zoom</h3>	<p>Paragraph 4: Zoom in Change your focus again to something in else in the image</p>
<p>Paragraph 7: Flash forward, flashback or move your character forward</p>	<p>Paragraph 6: Move in to their interior world – thoughts and feelings</p>	<p>Paragraph 5: Introduce a character(s) – focus on what they are doing – show don't tell.</p>

English Language Component 1: Section B : Explorations in Creative Prose

Take 45 minutes for this section. Remember to plan your writing for 5 minutes, write for 35 minutes and use the last 5 minutes to proof read your work for accuracy.

5. Understanding when to change paragraph

As a general rule you should change paragraph when:

1. you change the **place/location** where the story is happening
2. you change the **time** of the story
3. you change the **focus/topic** of the story in terms of action or events
4. you change the **person** who is speaking when using dialogue

Remember you can use single sentence or single word paragraphs for dramatic effect.

5. Vocabulary and Language Features

The content and detail of your writing is important so try to incorporate a range of the following features.

Feature	Example	Feature	Example
Powerful nouns	The edifice filled the skyline.	Onomatopoeia	The scuttle of claws against the wooden floor sent shivers down her spine.
Well-chosen adjectives	The looming edifice filled the skyline.	Alliteration	The wind whistled and wailed down the chimney as the storm grew.
Excellent verbs	The looming edifice dominated the skyline.	Personification	The windows of the house stared down like lifeless eyes .
Evocative adverbs	The looming edifice dominated the skyline menacingly .	Pathetic fallacy	The cold rain thundered down spitefully on the people below.
A simile	Her eyes glistened darkly like jet black coals .	Sensory description (5 senses)	An acrid stench from the scorching fire caught in the back of his throat.
A metaphor	The pearls of her teeth glistened with spittle.	Oxymoron	A cold fire of rage rippled through her.

6. Being good at sentences

Vary the type and form of sentence that you use.

Type	Example	Form	Example
Use statements for impact	This was the end.	Be bold with a simple sentence	The bull charged.
Add drama through exclamations	"I hate you!" she screamed in fury, slamming the door as she left.	Combine ideas with a compound sentence	The day had begun brightly, but now large looming clouds bristled ominously on the horizon.
Create confusion through interrogatives	What was happening? Was that an explosion? A gun firing?	Add pace with a complex sentence	As he sprinted down the road, his lungs burning, his eyes smarting from the acrid fumes, Marcus realised he couldn't out run the deadly lava.
Create tension with imperatives	"Get down! Take cover before it's too late."	Use a fragment for force	That's when she saw it. Too late...

Different ways to begin your sentences.

Sentence type	Example
Noun starter	<i>The sky was thick with choking black smoke.</i>
Adjective pair starter	<i>Restless and ferocious, the volcano erupted with great bouts of lava.</i>
Adverb starter	<i>Mercilessly, the molten rock consumed everything in its path.</i>
'-ing' verb starter	<i>Fleeing in terror, the mountain villagers abandoned their homes.</i>
Preposition starter	<i>Inside the bowels of the volcano, a nightmare lake of magma churned.</i>
Simile starter	<i>Like a nuclear detonation, the summit of the mountain exploded.</i>

7. Use a range of punctuation for effect

Aim higher and incorporate extras such as brackets, colons and semi-colons

Aim to use all of these accurately as a minimum