

English Language Component 1: Section A Reading 20th 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"> ✓ 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 | List five things question (5 marks) AO1 identify explicit and implicit information and ideas | 5 | Read lines 1-7. List five things you learn about Ruby Lennox in these lines. | <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 five things. Eg: She talks to the parrot. ✓ DO NOT copy out indiscriminate chunks of the text for your answers |
| 2 | What impressions question (5 marks) AO2 explain, comment on and analyse how writers use language to achieve effects and influence readers. | 5 | Read lines 8-23. 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"> ✓ 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 ✓ Aim to select and write about 5 quotations for a five mark answer and 8 to 10 for a 10 mark answer ✓ 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 & 4 | How does the writer question (10 marks) AO2 explain, comment on and analyse how writers use language and structure to achieve effects and influence readers | 10 mins each | Read lines 24-35. How does the writer show the fire spreading and becoming very serious in these lines? or How does the writer makes these lines exciting and dramatic? | |
| 5 | To what extent or How far do you agree question (10 marks) AO4 evaluate texts critically and support this with appropriate textual reference. | 10 | Read lines 50 to the end. “In the last 20 or so lines of this passage, Patricia becomes a real heroine.” How far do you agree with this view? [10] You should write about: <ul style="list-style-type: none"> • your own thoughts and feelings about how Patricia is presented here and in the passage as a whole • how the writer has created these thoughts and feelings. • You must refer to the text to support your answer. | |

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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 Writing Creative Prose

Take 45 minutes for this section. Remember to plan your story 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

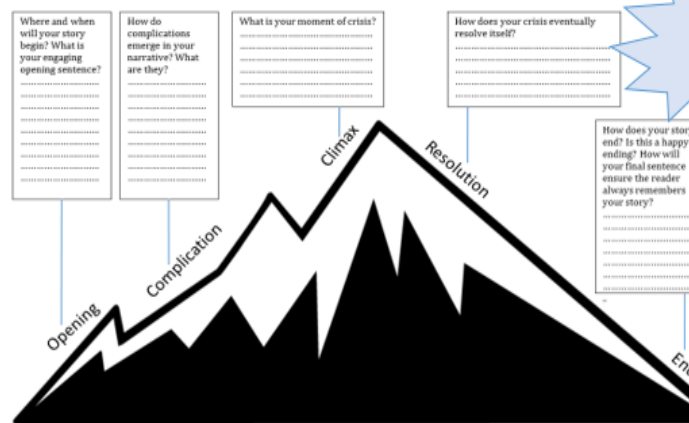
Produce a piece of creative writing in 45 minutes

1. You are being asked to write a short narrative/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.

Top tip: Keep your story to a short timescale.

3. How to structure a story

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



Top tip: Vary the length of paragraphs.

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.

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

English Language Component 1: Section B Writing Creative Prose

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

4. 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 glimmered 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 gouts 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

Punctuation marks shown in the pyramid: (), . , ? , ! , ' , " , ... , - , ; , :