Paper One: 40 marks (1 hour) Spend 10 minutes at the start reading the source and questions 1-4

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| --- | --- | --- | --- | --- |
| Q  | Marks | Time | What you need to do | Tips for success |
| 1 | 4 | 5 | Read the question carefully. Select 4 details which match the question. | Make sure you only look for the answers in the specified lines.You can quote or write the points in your own words. Both are acceptable.Only write four answers |
| 2 | 8 | 10 | Write about the effectiveness of language used in this source* Select 3 0R 4 examples of interesting language use

The **adjective/ noun/ alliteration** suggests…The use of the **adverb/ verb/ metaphor** creates a feeling of…The **simile/ sibilance/simple sentence** shows… | Make sure you focus on the specifies linesUse the bullet points underneath the question to guide your answerWrite 2-3 QWERTY.Consider: sentence lengths, nouns, adjectives, verbs, adverbs, similes, metaphors, personification, alliteration etcElaborate (dig, dig and dig deeper) on the effectiveness of the LANGUAGE and its impact on the reader.  |
| 3 | 8 | 10 | This question wants you to look at the WHOLE SOURCEUse sentences such:This introduces…This develops…This linksThis creates a feeling of…The author goes back to…creatingEventually… | Refer to the whole source Use the bullet points underneath the question to guide your answerWrite 2-3Consider: beginning, middle and end, pivotal moments, sentence types, repetition, juxtaposition, contrasts, narrative voice, shift in focus, development of ideas and themes, patterns,  |
| 4 | 20 | 25 | This question you to write an extended response * Selecting appropriate examples that **link** to the **statement** In the question
* Exploring WHAT is being used and HOW.
* making specific comments about the impact of/response to the examples selected
 | Start with the statement and then look for details in the text to link to it. The statement will probably be ‘true’ and the examiner wants you to express your opinionLook carefully to see if specific lines are stated, and find relevant (precise) evidenceWrite 4-5 QWERTYKeep referring back to the statement- keep focused! |

**English Language Paper 1 Section A**

**General Exam Tips**

* Use your initial reading time wisely. Actively underline and annotate the passage with the questions in mind. If you notice an interesting example of personification, for instance, underlining it when you read it for the first time could save minutes of skimming later on.
* Underline the parts of the text that are specified in each question. Question 1 will typically ask about the opening sentences whereas Question 4 is on the closing paragraphs. Answer each question based on the lines that are specified because else you will not receive marks for that part of the answer.

**Timing**

* Approximate time to spend on each question:
* Initial reading - 10 minutes
* Question 1 - 5 minutes
* Question 2 - 10 minutes
* Question 3 - 10 minutes
* Question 4 - 25 minutes
* Practise specimen papers under timed conditions to ensure that you are able to put these timings into practice.
* **Even if you have not finished answering a specific question, it is better to move on to the next one so that you can get through the entire paper.**

**Question 1 - List four points**

* Typical question format: ‘Read again the first part of the source from lines [...] to [...]. List four things from this part of the text about [...].’
* Number of marks: 4.
* Approximate time: 5 minutes (could easily take less).
* The question paper will have a numbered space in order for you to ‘list’ the ‘four’ separate points. These only need to be one sentence each.
* You are allowed to paraphrase or quote directly from the passage.
* Make sure that you write in full sentences, e.g. for a question about the character Hale, “Hale has ‘inky fingers’ ” is a safer answer than just quoting ‘inky fingers’.

**Question 2 - Analyse Language**

* Typical question format: ‘Look in detail at this extract from lines [...] to [...] of the Source. How does the writer use language here to [...]? You could include the writer’s choice of: words and phrases, language features and techniques, sentence forms.’
* Number of marks: 8.
* Approximate time: 10 minutes.
* The mark scheme rewards your ‘use’ of terminology rather than simply spotting and naming them, so ensure that **you always explore their effect on the reader**. Revise the language terminology list at the end of this document. Don’t forget to apply your understanding of word class e.g. by using the dynamic verb ‘clubbed’, Stevenson emphasises how...
* Avoid general comments on sentences e.g. ‘the writer uses verbs to make it full of action’ etc.

**Question 3 - Analyse Structure**

* Typical question format: ‘You now need to think about the whole of the Source. This text is from the [part] of a novel. How has the writer structured the text to interest you as a reader? You could write about: what the writer focuses your attention on at the beginning; how and why the writer changes this focus as the Source develops; any other structural features that interest you.’
* Number of marks: 8.
* Approximate time: 10.
* This is the only question that asks you about the whole of the source.
* By ‘structure’, it is referring to overall narrative structure rather than sentence structure.
* Subject terminology: ‘shifts in focus’, ‘zooms in’, ‘pivotal moment’, ‘central image’, juxtaposition’ etc. – see the terminology list at the end of this document for more.
* Never use overly generalised comments like ‘it makes me want to read on’ or ‘it helps me picture it better’.

**Question 4 - Evaluate in response to statement**

* Typical question format: ‘Focus this part of your answer on the second part of the Source from line [...] to the end. A student, having read this section of the text said: [opinionated statement] To what extent do you agree? In your response, you could:  write about your own impressions of [...]; evaluate how the writer has created these impressions; support your opinions with references to the text.’
* Number of marks: 20.
* Approximate time: 25.
* What does ‘evaluate’ mean? Macmillan Dictionary defines it as ‘to [think](https://www.google.com/url?q=https://www.google.com/url?q%3Dhttp://www.macmillandictionary.com/dictionary/british/think_1%26amp;sa%3DD%26amp;ust%3D1479721170784000%26amp;usg%3DAFQjCNGohKoz5EDdHpeE3tNBa-HtbYWAgw&sa=D&ust=1479721170905000&usg=AFQjCNHfmGdbNlSy7JCDzWpHWKeDaODIUA) [carefully](https://www.google.com/url?q=https://www.google.com/url?q%3Dhttp://www.macmillandictionary.com/dictionary/british/careful%2523careful__20%26amp;sa%3DD%26amp;ust%3D1479721170785000%26amp;usg%3DAFQjCNHdRYUTta3j7pXHS3tfJcNboiRQnw&sa=D&ust=1479721170905000&usg=AFQjCNG9lCwH3zAdtnMrTLBKsYD7WPs6Hw) about something before [making](https://www.google.com/url?q=https://www.google.com/url?q%3Dhttp://www.macmillandictionary.com/dictionary/british/making%26amp;sa%3DD%26amp;ust%3D1479721170785000%26amp;usg%3DAFQjCNFSBNcGj1AVnCVtufS7pFAmA1CTIA&sa=D&ust=1479721170905000&usg=AFQjCNHib5N_XAaT0Al9xARgldcjUZhT_A) a [judgment](https://www.google.com/url?q=https://www.google.com/url?q%3Dhttp://www.macmillandictionary.com/dictionary/british/judgment%26amp;sa%3DD%26amp;ust%3D1479721170786000%26amp;usg%3DAFQjCNES7MaIKVxRMR1b7ZPNyPrnYEqrpw&sa=D&ust=1479721170905000&usg=AFQjCNFCqrBMPiBGvvkS6usZM0fQzKeiuw) about its [value](https://www.google.com/url?q=https://www.google.com/url?q%3Dhttp://www.macmillandictionary.com/dictionary/british/value_1%26amp;sa%3DD%26amp;ust%3D1479721170786000%26amp;usg%3DAFQjCNHczVtOCvW7UvvX0m8uvCyFNhPJFA&sa=D&ust=1479721170905000&usg=AFQjCNEwAa-ljb9GF6-lmJN8uUqdqAn7Ew), [importance](https://www.google.com/url?q=https://www.google.com/url?q%3Dhttp://www.macmillandictionary.com/dictionary/british/importance%26amp;sa%3DD%26amp;ust%3D1479721170787000%26amp;usg%3DAFQjCNGE_Jdq9BUjqsPmp2UWtrPiGzSY7A&sa=D&ust=1479721170905000&usg=AFQjCNFhlaVGpSBQNTusEOvp07AJXvWI1g), or [quality](https://www.google.com/url?q=https://www.google.com/url?q%3Dhttp://www.macmillandictionary.com/dictionary/british/quality_1%26amp;sa%3DD%26amp;ust%3D1479721170787000%26amp;usg%3DAFQjCNHnO2yFoEiFd_P-aphtRLEqD3ZcxA&sa=D&ust=1479721170906000&usg=AFQjCNGoVOu-LkYQqhCYEUfucOhVE9rcxw)’. For this exam, evaluation means that you need to carefully analyse the passage in order to judge the success of its effect on the reader.
* Do not be put off by the statement. It should help to formulate your own interpretation. Consider the key words in the statement: do you agree or disagree with them and why? Link back to these key words within the topic sentences of your answer to ensure that you stay ‘relevant to the focus of the statement’.
* Question 4 is worth the same number of marks as 1, 2 and 3 combined so you should aim to write more than you did for question 2 or 3!
* Depending on the focus of the statement, there are a range of aspects that could potentially be evaluated: depth of characterisation, imagination of a setting, influence of the atmosphere etc. All of these need to be rooted in a close evaluation of language.

**Language and Structure Terminology List**

|  |  |  |
| --- | --- | --- |
| **Term** | **Definition** | **Example** |
| Noun |  |  |
| Proper noun |  |  |
| Abstract noun |  |  |
| Pronoun, especially personal pronouns |  |  |
| Verb |  |  |
| Adjective |  |  |
| Adverb |  |  |
| Metaphor |  |  |
| Simile |  |  |
| Personification |  |  |
| Alliteration |  |  |
| Sibilance |  |  |
| Onomatopoeia |  |  |
| Hyperbole |  |  |
| Juxtaposition |  |  |
| Oxymoron |  |  |
| Imperative |  |  |
| Narrative Voice |  |  |
| Pivotal Moment |  |  |
| Build up of ideas |  |  |
| Passages of time |  |  |
| Juxtaposition |  |  |
| Repetition |  |  |
| Contrasts |  |  |
| Shifts in focus |  |  |
| Central Image |  |  |
| Movement |  |  |
| Introduces |  |  |
| Develops |  |  |
| Changes |  |  |
| Focuses |  |  |
| Concludes |  |  |
| **Add your own examples below!** |
|  |  |  |
|  |  |  |
| … |  |  |
|  |  |  |

**Language Annotation Practice**(*The Waves* by Virginia Woolf)

The sun had not yet risen. The sea was indistinguishable from the sky, except that the sea was slightly creased as if a cloth had wrinkles in it. Gradually as the sky whitened a dark line lay on the horizon dividing the sea from the sky and the grey cloth became barred with thick strokes moving, one after another, beneath the surface, following each other, pursuing each other, perpetually.
        As they neared the shore each bar rose, heaped itself, broke and swept a thin veil of white water across the sand. The wave paused, and then drew out again, sighing like a sleeper whose breath comes and goes unconsciously. Gradually the dark bar on the horizon became clear as if the sediment in an old wine-bottle had sunk and left the glass green. Behind it, too, the sky cleared as if the white sediment there had sunk, or as if the arm of a woman couched beneath the horizon had raised a lamp and flat bars of white, green and yellow spread across the sky like the blades of a fan. Then she raised her lamp higher and the air seemed to become fibrous and to tear away from the green surface flickering and flaming in red and yellow fibres like the smoky fire that roars from a bonfire. Gradually the fibres of the burning bonfire were fused into one haze, one incandescence which lifted the weight of the woollen grey sky on top of it and turned it to a million atoms of soft blue. The surface of the sea slowly became transparent and lay rippling and sparkling until the dark stripes were almost rubbed out. Slowly the arm that held the lamp raised it higher and then higher until a broad flame became visible; an arc of fire burnt on the rim of the horizon, and all round it the sea blazed gold.
        The light struck upon the trees in the garden, making one leaf transparent and then another. One bird chirped high up; there was a pause; another chirped lower down. The sun sharpened the walls of the house, and rested like the tip of a fan upon a white blind and made a blue finger-print of shadow under the leaf by the bedroom window. The blind stirred slightly, but all within was dim and unsubstantial. The birds sang their blank melody outside.