

TOP TIP

**READ the full text before you answer the questions.
(Use 15 minutes to ensure you've read it carefully)**

Make sure you understand...

- What's the extract about?
- What happens in it?
- Who are the characters?
- What atmosphere/mood is the writer trying to achieve?

If you understand these things they will inform your comments on 'writer's intentions' later in the exam.

Annotate the extract to help you understand what the writer was trying to achieve.

How has the writer structured his writing?

What do you notice about HOW the story is told?
Is there a first or third person narrator?

What part of the novel does the extract come from?

- Beginning?
- Middle?
- End?

What difference does this make?

What language devices have been used to contribute to the mood?

English Language: Paper 1, section A – QUESTION 1

What is being assessed?

- Pick out explicit/implicit information
- Select relevant quotations

How many Marks?

4 marks

Spend no more than
5 minutes

Tip Tips

- ✓ **Make sure you select your answers from the relevant section of the extract.**
- ✓ **Write one idea on each line**
- ✓ **You can use quotations**
- ✓ **DO NOT COPY full sentences/extracts**
- ✓ **DO NOT give single word answers**

0 1

Read again the first part of the Source from **lines 1 to 7**.

List **four** things from this part of the text about the weather in Cornwall.

[4 marks]

1 _____

2 _____

3 _____

4 _____

English Language: Paper 1, section A – QUESTION 2

What is being assessed?

- Explain HOW writers use language
- Discuss HOW specific techniques create an effect on the reader
- Select relevant quotations
- Use subject terminology

How many Marks?

8 marks

Spend no more than
10 minutes

Tip Tips

- ✓ **Annotate the extract first with a focus on the key words in the question.**
- ✓ **Remember: What TECHNIQUE does the writer use?**
- ✓ **What EFFECT does it have?**
- ✓ **'Go for 3!' (Aim to write about 3 different ideas).**
- ✓ **Use PETA**

P – make your POINT (linked to the question).

E - Include a QUOTATION (even better if you can start big and then zoom in on a key word).

T – Name the TECHNIQUE used and HOW it has been used.

A – Explain the SPECIFIC EFFECT created using the technique demonstrated in the quotation.

Look in detail at this extract from **lines 8 to 18** of the Source:

wind came in gusts, at times shaking the coach as it travelled round the bend of the road, and in the exposed places on the high ground it blew with such force that the whole body of the coach trembled and swayed, rocking between the high wheels like a drunken man.

The driver, muffled in a greatcoat to his ears, bent almost double in his seat in a faint attempt to gain shelter from his own shoulders, while the dispirited horses plodded sullenly to his command, too broken by the wind and the rain to feel the whip that now and again cracked above their heads, while it swung between the numb fingers of the driver.

The wheels of the coach creaked and groaned as they sank into the ruts on the road, and sometimes they flung up the soft spattered mud against the windows, where it mingled with the constant driving rain, and whatever view there might have been of the countryside was hopelessly obscured.

How does the writer use language here to describe the effects of the weather?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

English Language: Paper 1, section A – QUESTION 3

What is being assessed?

- Select relevant quotations
- Use relevant subject terms
- Recognise and analyse the effects of **STRUCTURAL** features

How many Marks?

8 marks

Spend no more than

10 minutes

Tip Tips

- ✓ **Identify WHERE in the whole novel the extract comes from – HOW does this effect structure?**
- ✓ **'Go for 3!'**

Look for:

- **Flashback**
 - **Change of perspective (inside to outside, first person to third person)**
 - **Time shifts (past to present)**
 - **Cyclical structure (links between the opening and ending)**
 - **Telescope effect – description zooms in/out**
 - **Changes in topic**
- As well as any other ideas of your own.**

You now need to think about the **whole** of the **Source**.

This text is from the opening 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.

Then use...

- P** – make your **POINT** (linked to the question).
- E** - Include a **QUOTATION** (even better if you can start big and then zoom in on a key word).
- T** – Name the **TECHNIQUE** used and **HOW** it has been used.
- A** – Explain the **SPECIFIC EFFECT** created using the technique demonstrated in the quotation.

English Language: Paper 1, section A – QUESTION 4

What is being assessed?

- Select relevant quotations
- Use subject terminology
- Give your view on a statement and **EXPLAIN** it in relation to **WHAT THE WRITER HAS DONE**

How many Marks?

20 marks

Spend no more than
20 minutes

Tip Tips

- ✓ **Firstly, decide what YOUR response to the statement is. Do you agree? Disagree? See both sides?**
- ✓ **Next, identify what the WRITER HAS DONE to give you that view. 'Go for 3!'**
- ✓ **Make sure you name the TECHNIQUES used in each of the examples (QUOTATIONS) you have found.**
- ✓ **Finally, write up each idea using PETALETAL.**

Focus this part of your answer on the second part of the Source from **line 19 to the end**.

A student, having read this section of the text said: "The writer brings the very different characters to life for the reader. It is as if you are inside the coach with them."

To what extent do you agree?

In your response, you could:

- write about your own impressions of the characters
- evaluate how the writer has created these impressions
- support your opinions with references to the text.

[20 marks]

What does the writer do (quote)?

HOW does it make me feel (effect)?

HOW does he do it (techniques)?

WHY? Link back to the statement.



QUALITY,
not
quantity.
Don't write
to fill the
pages,
consider the
impact of
every word.

Remember
to check
SPaG – this is
worth 16
marks!

TOP TIP

MAKE THE LINK TO SECTION A

Make sure you use the skills and techniques demonstrated in the prose extract.

Think about:

- How was the extract structured? Did it use a flashback, telescope, shift perspectives? **Use the same technique in your writing.**
- What sort of language devices were used? Did it use pathetic fallacy, metaphors, adverbial phrases? **Use the same techniques in your writing.**
- How did the writer engage the reader? Was a combination of dialogue and description used? Did the end link to the beginning? **Use the same technique in your writing.**

If you recognise and USE all of these features you will automatically be meeting the success criteria.

Come up
with a range
of ideas to
include to
ENGAGE
your reader.

Avoid over
using
techniques
like similes
and
rhetorical
questions –
they detract
from the
overall
meaning.

What is being assessed?

- Can you communicate your ideas clearly and imaginatively?
- Can you use language to create a specific effect?
- Can you structure your writing for impact on the reader?
- Can you use a range of punctuation, sentence structures and vocabulary accurately?
- Is your spelling accurate?

How many Marks?

40 marks

Spend no more than

45 minutes

(10 mins planning, 30 mins writing, 5 mins checking)

Tip Tips

- ✓ You will have a choice of 2 different questions. **ANSWER ONLY ONE!**
- ✓ The first choice will be linked to an image and will ask you to **DESCRIBE** what you see.
- ✓ The second choice will ask you to write a **PART OF** a narrative (story) using descriptive and imaginative writing.

Use the ZOOM effect to structure your response – start on the big picture and then zoom in to smaller features of it.

Q5a) Describe an image

Make sure you don't write the full story. Mimic the structure from the section A extract as much as possible.

Q5b) Write a story

TOP TIPS 5a

PLAN FIRST

- ✓ What do you see in the picture?
- ✓ What do you imagine 'could' be happening?
- ✓ You can build in details about things you can't see to develop your ideas even further.

STRUCTURE

- ✓ What's your 'journey' around the image? *Imagine yourself as a film cameraman – start with a wide shot and then move in closer...closer still...finish on a person/character.*
- ✓ Don't forget to organise your ideas into paragraphs.

Either: Write a description suggested by this picture:



LANGUAGE

- ✓ Use the senses – what sounds do you hear? What do you feel? What do you smell?
- ✓ Can you use metaphors and similes? But be careful not to 'overuse' them.
- ✓ Don't forget the simple techniques such as: noun phrases, adverbial phrases and lists of adjectives.
- ✓ **Avoid using onomatopoeia – the examiners advise against it.**

TOP TIPS 5b

PLAN FIRST

- ✓ Identify which PART of the story you're writing?
- ✓ Plan to use a first person voice – it will help you to add extra details.
- ✓ Focus on a 'snapshot' in time – say a lot about a little. The writer doesn't expect you to write a novel – they just want to see you demonstrating a range of skills.

Write the opening part of a story about a place that is severely affected by the weather.

(24 marks for content and organisation
16 marks for technical accuracy)

[40 marks]

LANGUAGE

- ✓ Identify the language techniques used in Section A – plan your own words/phrases using the same techniques.
- ✓ Use the language devices for deliberate effect – consider the impact they'll have on the reader.
- ✓ **Avoid using onomatopoeia – the examiners advise against it.**
- ✓ **Don't over-use any language technique.**

STRUCTURE

- ✓ What was the structure of the passage in Section A? Mimic this as far as you can – if it used a flashback, you should do the same, if it used the telescope effect, try that yourself.
- ✓ Don't forget to organise your ideas into paragraphs.