LANGUAGE PAPER 1

Q1 – EXTRACT info (/4)

DO rephrase slightly

DO write about the facts from the lines specified- nowhere else

DON'T interpret, deduce, infer

Q2 – LANGUAGE analysis (/8)

Use PEEL x3

Name the technique *(simile, metaphor, adjective, verb, imagery, alliteration, onomatopoeia, adverb, etc)*

QUOTE – shorter is better! 1-3 words ideal.

Explain meaning/effect on reader

DON'T analyse words you don't understand

TOP GRADES:
Us multi-quotes
Dip deep into the 'real' meanings – these are rarely about appearance and often about character/mood/tone

TECHNIQUES
Similes, metaphors, personification, verbs, adverbs, adjectives, pronouns, alliteration, onomatopoeia, punctuation, tone, short sentences juxtaposition, oxymorons, etc

Q5 – Content & Organisation (/24)

Appropriate register/formality/tone

Ambitious vocabulary and CRAFTED language devices – eg metaphors

Creative use of structural features – eg. Foreshadowing

Clearly and fluently linked paragraphs and use of connectives

Complex and interesting ideas
Zoom in and out on details (use pathetic fallacy!)
Cover a short piece of action – not a long one – and describe it well
Use 'Show, don't tell' to make us CARE about it
You don't need a clear 'end' like a novel

Q3 – STRUCTURE (/8)

Use PEEL X3

Name the STRUCTURE feature

QUOTE!

Explain meaning/effect – how does this structural device move the story onwards, or effect the reader?

DON'T analyse language

TOP GRADES
Consider how the tone/narrative develops and changes over the story
Use multi-quote to develop richer meanings
Consider how the structure creates suspense, mystery, or establishes/completes the narrative

TECHNIQUES
Paragraphs/sentences – short, long
Start, middle end – changes of topic, tone, time?
Foreshadowing
Flashbacks/non-linear narrative, circular narrative
Past, present, future tenses
Point of View – 1st person (I), 3rd person (he/she)?
Limited/omniscient? Unreliable narrator?
Speech
Narrative enigma
In Media Res (starting in the middle of the action)

Q5 – Technical Accuracy (/16)

Capital letters, full stops!

Fancy punctuation (semi colons, colons, question marks, exclamation marks, speech marks, parentheses)

Standard English – NOT slang

Ambitious and varied vocabulary – well spelled

Varied range of sentence structures, eg Starting with:
Adverbs (slowly),
Adjectives (cold and alone, I....),
Gerunds(-ing verb, eg running along....)
Subsidiary clauses (With no other options, I...)
Preposition (over/under/before/inside etc, eg under the mat, I saw....)

Q4 – AGREE/DISAGREE (/20)

Use PEEL X6 (some agreeing/disagreeing, or addressing each part of the question

Name the STRUCTURE AND LANGUAGE features (you may/should repeat ideas form Q2/Q3)

QUOTE!

Explain meaning/effect – how does this structural device move the story onwards, or effect the reader? How does it make the reader respond emotionally?

TOP GRADES
Address both parts of the question
Use multi-quotes and layer different techniques which produce similar meanings
Highlight contrasts or changes over time in the extract (use connectives – however, in contrast)
Ink back to the question frequently!

TECHNIQUES
Anything from Q2/3!

Q5 – Method (/16)

Choose 5-8 ideas – 1 per paragraph

For each paragraph, plan 3-4 language features, and hopefully 1 or more structural features to use.

MINIMUM
Plan foreshadowing (little did I know how important that would become....)
Start 'in media res' – in the middle of the action – and then return to the start of the story.....
Plan a short sentence/paragraph – 1 -3 words. "Thunk."
What about repetition? "It's safe," she said.
Plan 3 metaphors – for the setting, 1 character and an emotion
Plan 1 – 2 adjectives/adverbs in each sentence.

INVEST IN PLANNING
Time spent planning means your answer will be richer with techniques, and it will be easier to write it up swiftly. If you don' plan, you will struggle to describe well, and you will run out of ideas.
IF YOU FAIL TO PLAN, YOU ARE PLANNING TO FAIL!