Language Paper 1: 'how to' Guide

Question	Typical wording	Step-by-step
Q1 4 marks	Read again the first part of the source from **lines X to X.** List four things about…. From this part of the source.	- Ensure you are looking at the right portion of text. Stick to the lines they have given. - You may quote exactly what it says in the text but avoid copying out large amounts. - Be precise.
Q2 8 marks	Look in detail at this extract from **lines X to X.** How does the writer use language here to describe….? You could include the writer's choice of: • Words and phrases • Language features and techniques • Sentence forms	- Highlight all words of interest to you, in the section they direct you to. By 'interest' we mean language that creates imagery. - Pick three of the most interesting words / phrases you think you have the most to say about. - Label them with accurate subject terminology if possible. - Write a minimum of 3 paragraphs: one per interesting word/phrase and say AS MUCH AS YOU CAN without waffling, about each word. **Suggested structure:** The writer has presented the _____ as [own impression]. The **word** [use correct term] is particularly interesting because it shows… it implies… it makes us think of… it creates imagery of… we feel… we learn about the character… REPEAT.
Q3 8 marks	You now need to think about the **whole** of the source. This text is taken from the beginning of a novel. How is the text structured 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.	- What do you notice about the beginning of the text? How does it hook the reader? - What do you notice about the focus of all of the other paragraphs? Identify what each paragraph is about and then look for patterns. - What is the pace of the piece like? How are the sentence lengths contributing to this? - What is the tone of the piece like? What features are contributing to the tone? - Discuss the beginning, middle and end. Why do you think the writer structured it in this order? - What's the climax? Why does it occur when it does? - Are there any contrasting ideas? Flash backs? Foreshadowing? Foregrounding? - Have they used lots of lists? - Whose point of view is the text written from? What's the effect of this? What about the tense?
Q4 20 marks	Focus this part of your answer on the second half of the source from **line X to the end.** A student said 'This part of the story, set during breakfast time, shows that Alex is struggling to cope with his mother's illness' To what extent do you agree? In your response, you could: • Consider your own impressions of Alex. • Evaluate how the writer shows that Alex is struggling to cope. • Support your response with references to the text.	- Ensure you are looking at the right portion of text. Stick to the lines they have given. - Remember that this question will lend itself to you **agreeing.** For this question it is wise that you focus on proving the statement **right**. Don't waste your time arguing against it. - Highlight any language that is interesting (creates imagery) and is linked to the statement. - A simple 'I agree.' at the beginning of your response is enough. - The rest of your response should be in the style of Q2. - Aim to write at least 3 paragraphs. - Use the bullet points they give you to structure each paragraph. It is easier if you address them in this order though: 1. **(Evidence)** Support your response with references to the text The quote… '…' 2. **(Point)** Consider your own impressions of… gives me the impression that… 3. **(Analysis)** Evaluate how the writer shows that… Specifically, the writer has used the **word** [use correct term] to show… to imply… to makes us think of… to creates imagery of…to make us feel… to help us learn _____ about the character…
Q5 40 marks (16 for technical accuracy and 24 for content and organisation)	Write a description suggested by this picture: [picture of a stormy sea] Or Write a story that begins: "I knew at that moment, that everything was going to go horribly wrong".	- First, decide whether you want to use the picture or the story title as a stimulus. - Draw a 4 x 4 grid over the picture and select 3 squares **OR** decide on three key moments in your story. - Write ONLY about three things – IN DETAIL. Checklist: - Punctuation range: colon, semi colon, brackets, commas, apostrophe, speech marks, exclamation, question, full stop, capital letters. - Write using a variety of sentences (golden 8) and also, try to start each sentence differently. - Change paragraph accurately (new time, place, person, topic). - Use language devices such as metaphor, simile, alliteration, personification, onomatopoeia, contrast, imagery. - Use sophisticated vocabulary to paint a picture with words. - 'Show' don't 'tell'. E.g. don't say "it was raining" say "the icy droplets hammered my face so I pulled my collar in tightly".