

Wykham Park
English Department

GCSE ENGLISH
LANGUAGE PAPERS
1 & 2
REVISION GUIDE

You will have two English Language exams. Here's a summary of what you have to do in each paper:

Language Paper 1 Explorations in Creative Reading and Writing

Section A:

Reading Q1: List four things (5 mins)

⇒ These 'things' may be explicit (obvious) or implicit (hidden, hinted at)

Q2: How does the writer use language (10 mins)

⇒ Focus on a given section within the extract.

⇒ Comment on the writer's methods (language and techniques), explaining how they want to make the reader feel, imagine or think. You must zoom in on specific words and phrases

Q3: How does the writer use structure (15 mins)

⇒ Focus on the whole source.

⇒ Look at character, setting and atmosphere. How do they change from the beginning, to the middle, to the end?

⇒ What is the writer trying to achieve through these changes?

⇒ Are there patterns in sentence openings and endings?

⇒ Are there any significant uses of punctuation to help structure the text?

Q4: To what extent do you agree? (20 mins)

⇒ Focus on the given section of the extract.

⇒ You must agree with the statement, but you can discuss areas of disagreement once you have fully explored all of the reasons you agree

⇒ Prove / explain / demonstrate why someone would say this about the extract (Remember! The question begins with a comment by someone who has read the extract).

⇒ You could think about how the writer has used language / techniques / structure / tone / implicit and explicit meaning.

Section B: Writing

Q5: Descriptive / narrative writing (50 mins: 5 mins planning + 40 mins writing + 5 mins checking)

⇒ Write a description / narrative using the picture as your stimulus.

⇒ Make sure you have prepared your weather descriptions. You need as many weather based words, phrases and descriptions as possible set the scene and tone and create atmosphere in your writing, as well as show the examiner that you can use high-end vocabulary.

Language Paper 2 Writers' Viewpoints and Perspectives

Section A: Reading

Q1: True / False statements (5 mins)

⇒Shade in the four correct statements

Q2: Write a summary... (10 mins)

⇒Compare the sources, summarising the explicit and implicit ideas. Summary = identify and explain the main points of each extract

Q3: How does the writer use language (15 mins)

⇒Focus on one source.

⇒Comment on the writer's methods (language and techniques), explaining how they want to make the reader feel, imagine or think. You must zoom in on specific words and phrases

Q4: Compare different perspectives / viewpoints (20 mins)

⇒You must focus on Language, Structure and Techniques for this question

⇒How do their viewpoints / perspectives compare / contrast? Why?

⇒What methods do the writers use to convey their viewpoint / perspective?

⇒What implicit viewpoints / perspectives are there?

Section B: Writing

Q5: Write about your own views (50 mins: 5 mins planning + 40mins writing + 5 mins checking)

⇒You will be asked to write your own views on a given subject.

⇒You will have to express your views in the form of a newspaper article, a speech, a letter, or another genre.

⇒You will be asked to either write to persuade, argue, explain, instruct or advise. Make sure you know the different techniques for these.

Language Paper 1: Explorations in Creative Reading and Writing

1 Hour 45 Minutes

80 Marks

Language Paper 1

Q1: List four things (5 mins)

How to respond

- ✓ You are given a section from the text. Read it.
- ✓ The 'things' you are looking for may be explicit (obvious) or implicit (hidden, hinted at)
- ✓ You have to list four things you learn about it based on a given subject.
- ✓ You should write your response in very short sentences.

It was cold and grey

It was windy

The weather had changed overnight

The air was clammy and cold

Top Tips

X No need to look at writers' methods

x one word answers can be too ambiguous so write in full sentences to avoid this.

X No need for complicated answers

- ✓ Keep your answers short and to the point

X Do not spend more than five minutes on this question

Language Paper 1

Q2: How does the writer's use of language... (10 mins)

How to respond

- ✓ Focus on the question and the given section of text
- ✓ Identify words and phrases relevant to the question then ask: what techniques has the writer used?
- ✓ **what is the writer trying to get the reader to feel, imagine or think?**
- ✓ To get in to Level 4 only specifics will be rewarded, not generalisations. Analyse specific details as if under a microscope – deep forensic analysis of language and you must use subject terminology
- ✓ Look at tiny bits of evidence and totally deconstruct it – unravel layers and pull apart the text
- ✓ Effect is crucial – say something intelligent about the techniques you have found. Be wary of alliteration and assonance because it's hard to say something intelligent or interesting about the effect of them.
- ✓ 3 PEAS paragraphs are recommended

- ✓ You must show they understand that writing is a construct and has been crafted
- ✓ ‘Sophisticated’ responses include speculation and thinking about words that could have multiple meanings i.e. ‘it could mean this... but it could also mean this.’
- ✓ Introductions are not important, but good conclusions can be a grade breaker for this question and can help to anchor your points.

One way in which the writer uses language to describe the effects of the weather is through the simile “the coach trembled and swayed...like a drunken man.” The simile suggests to the weather is making the coach difficult to control. Indeed, the simile also hints at a level of unpredictability which could imply that the weather is dangerous.

Top Tips

- ✓ Follow the question guidance. Do as it says.
- ✓ Begin all paragraphs with ‘The writer...’
- ✓ You must use quotes from the extract
- ✓ **Identify the specific literary techniques, where possible**
- ✓ Write a lot about a little. Focus on four good uses of language / techniques and write about them in-depth
- ✓ In your analysis, talk about ‘*the reader*’

Language Paper 1

Q3: How does the writer structure the text... (15 mins)

How to respond

- ✓ **Read the whole source**
- ✓ **Look for key moments of change in the text**
- ✓ **Look at character, setting and atmosphere. How do they change from the beginning, to the middle, to the end?**
- ✓ **What impact is the writer trying to achieve through these changes?**

The writer begins by focusing the reader’s attention on the ‘cold grey... granite sky’ and ‘mizzling rain’. The writer is creating a gloomy atmosphere from the start of the novel. This could create tension as poor weather in novels often suggests that bad things are going to happen. The bad weather continues throughout the extract and is used to explore the characters’ reactions to it. However, it reinforces the sense of foreboding for the reader so as to gain their interest.

Top Tips

- ✓ You do not need to study language - instead you look at how the text is organised.
- ✓ At the very least, look at the sequence of events, changes in narrative perspective and shifts in focus.
- ✓ You may also look for patterns, contrasts, repetition and motifs.

Language Paper 1

Q4: To what extent do you agree? (20 mins)

How to respond

- ✓ **Focus on given section of the extract.**
- ✓ **Read the quote given in the question—prove / explain / demonstrate why someone would say this about the extract.**
- ✓ You could think about how the writer has used language / structure / tone / implicit and explicit meaning.
- ✓ Don't waste time on an introduction, just get straight on with evaluating
- ✓ Must tackle all bullet-points!
- ✓ Make at least 3 points (including commenting on devices) and **DISCUSS THEM.**
- ✓ Don't just analyse the first 3 devices/techniques you find, but instead focus on 3 brilliant ones

Top Tips

- ✓ Agree with the quote in the question—do not disagree.
- ✓ Use the question guidance to help you.
- ✓ You use the same skills in this question as you did in questions 1 to 3. So consider how the writer uses explicit/implicit meaning, language and structure .
- ✓ Think about the writer's intention—what are they try to get the reader to feel, imagine and think and how? Are they effective?

I agree with the quotation. The writer brings the different characters to life by showing how they contrast. The 'old man's reactions to the journey are sharply at odds with the 'jovial red-faced woman' and her 'sympathy'. Containing these opposing characters in a confined space heightens tension , but convincingly portrays how varied people are in their attitudes, which adds a sense of realism. Perhaps this is method used to make the reader feel like they are there.

Language Paper 1

Q5: Write a description / narrative

50 mins: 5 mins planning + 40 mins writing + 5 mins checking

How to respond

- ✓ Choose which question you wish respond to. Do not do both.
- ✓ Read the instructions carefully for your chosen question.
- ✓ Spend 5 minutes planning how you will respond. Write this in your answer booklet as a list, spider diagram or whatever you choose.
- ✓ **Spend 40 minutes writing carefully in paragraphs**
- ✓ Spend 5 minutes checking spelling, punctuation and grammar and that your work makes sense.

Top Tips

- ✓ You are rewarded for engaging and careful work. So write in an exciting manner and with accurate SPaG.
- ✓ Use a range of literary techniques for effect.
- ✓ Planning will ensure your work makes sense; checking will ensure you don't make mistakes. So use your time well.
- ✓ Prepare paragraphs describing good and bad weather in advance.

Structuring Writing

- **Drop** – something crucial or pivotal happens
- **Zoom** – describe the events in close minute detail
- **Flash** – Flashbacks and memories are a great way to move the story and build detail
- **End** – some kind of clear conclusion to the experience

Language Paper 2: Writers' Viewpoints and Perspectives

1 Hour 45 Minutes

80 Marks

Q1: True / False statements (5 mins)

These statements may be explicit (obvious) or implicit (hidden, hinted at)

How to respond

- ✓ Skim read all of both sources for information in response to the question
- ✓ Find points of similarity / difference, depending upon the question's demands.
- ✓ Using quotations to support you, explain what you think can be inferred from the similarities / differences.

How to respond

- ✓ You are given a section from an extract of text. Read it.
- ✓ Shade in the four boxes which you think give correct statements

Top Tips

- ✓ Focus on the lines given in the instructions.
- ✓ Spend no more than 5 minutes on this question as it is worth the fewest marks.
- ✓ If you shade in the wrong box, draw a circle around it and cross it with an 'X'
- ✓ Finding the correct statements requires you to pay close attention and carefully read the information in the text – there will be several 'caught you out' lines that appear to say the same thing but aren't accurate.
Example: *'Tim liked playing the piano'* vs *'Tim liked hearing the piano played.'*

Language Paper 2

Q2: Write a summary...

(10 mins) Compare the sources, summarising the explicit and implicit ideas

The question could ask you to compare difference or similarities

This question is purely based on comprehension: selecting info, making references and inferring.

Top Tips

- ✓ Remember this exam looks at writers' viewpoints and perspectives. So, think about what you can infer (work out) about the writers' opinions on a subject.
- ✓ Use quotes to back up your findings.
- ✓ You do not need to look at writer's methods or techniques.
- ✓ This is an inference question! Can you summarise the key points of inference? You do not get marked on summarising, just inferring, but you must summarise the key points.
- ✓ It's ultimately a reading test and begins with reading the question carefully – what are they actually asking you to focus on?

In source A, the writer suggests that one thing to see are acts such as “Coldplay, Elvis Costello and the American rock band The Killers”. which suggests Glastonbury is a popular and well funded festival. However, in lines 1 to 13 of Source B, Dickens presents a comprehensive list of things to see, with the intention of giving an overwhelming sense of the occasion, suggesting that quality may be compromised by quantity.

Q3: How does the writer use language (15 mins)

How to respond

- ✓ **Refer to the given section of one source.**
- ✓ Comment on the writer’s methods, explaining how they want to make the reader feel, imagine or think.
- ✓ **Aim to write about 4 methods in detail**

Top Tips

- ✓ Begin all paragraphs with ‘The writer...
- ✓ You must use quotes from the extract
- ✓ **Identify the specific literary techniques, where possible**
- ✓ Write a lot about a little. Focus on four good uses of language / techniques and write about them in-depth
- ✓ In your analysis, talk about ‘the reader’

One way in which Dickens make the reader feel part of the fair is by using language that appeals to the sense of sound. Words such as ‘screams’, ‘shouts’, ‘clanging’, ‘firing’, ‘bellowing’ all convey the impression of the intense level of noise. Furthermore, this Listing of sounds has the cumulative effect of suggesting that it is quite overwhelming. Perhaps Dickens may be indicating that the experience is a mixture of pleasure and discomfort. In either case, this aids the reader in feeling a part of the fair.

Q4: Compare different perspectives / viewpoints (20 mins)

How to respond

- ✓ Ask ‘How do the writers get you to see their points of view?’
- ✓ What mood / impression are they trying to convey? How do you know?
- ✓ How do the writers use techniques to show their point of view?
- ✓ **Aim to write about 4 to 5 well analysed points using PEAS**
- ✓ This comparison question is largely about how the **writers feel**. Unlike Q3, which is about the language and technique, this is more about the **internal experience of the writer**.
- ✓ **Think of it as Q3 is outside the text looking in and Q4 is inside the text, experiencing it as the writer.**
- ✓

Top Tips

- ✓ Remember that viewpoints and perspectives are sometimes implicit (hidden, hinted at) or explicit (obvious).
- ✓ Use words of comparison / contrast such as ‘However’, ‘By contrast’, ‘Similarly’ etc
- ✓ Use sentence stems like ‘The writer is trying to convey...’ or ‘The writer presents...’.
- ✓ Remember! How do they use literary techniques to make you see their view?

The writer of source A has a negative impression of Glastonbury, at least at the start of his article. Dickens, however, seems to be enthusiastic about Greenwich Fair throughout. The title of source A ‘Are we having fun yet?’ is a rhetorical question suggesting irony, an idea reinforced by the the picture of a person standing in a large muddy pool of water, which is not an image of fun. Source B, however is called ‘Dickens lets his hair down’ which indicates a carefree attitude at odds with that in Source A.

Q5: Write about your own views (50 mins: 5 mins planning + 40 mins writing + 5 mins checking)

How to respond

- ✓ You will be asked to write your own views on a given subject.
- ✓ **You will have to express your views in the form of a newspaper article, a speech, a letter, or another genre.**

Top Tips

- ✓ **Focus on what the question asks you to do**
- ✓ Be sure that you are writing in the correct form (letter, article, speech, blog)
- ✓ Plan your answer so you know what you are going to write
- ✓ Check your answer to avoid errors in SPaG
- ✓ **Make your writing formal, but lively and interesting. Use literary techniques.**
- ✓ Be sure that you express your point of view clearly and back it up with good reasons.
- ✓ You do not have to believe what you say. Just be interesting.
- ✓ **Am I using paragraphs?**
- ✓ **Within those paragraphs have I made a number of interesting points and linked them together well?**
- ✓ **Have I used a range of interesting features to structure my piece of work?**
- ✓ **Have I used my most ambitious vocabulary whilst keeping it appropriate?**
- ✓ **Have I used appropriate linguistic features and not overdone it?**
- ✓ **Am I sticking to the purpose right the way through and not slipping into something else?**
- ✓ **Am I writing this in the right ‘tone of voice’ for my reader?**

108 High Street

Anytown

AB1 23C

The Editor

Anytown Observer

Anytown

Dear Sir/Madam

The idea that ‘festivals should be banned’ and that ‘they ‘encourage bad behaviour’ is quite absurd. Far from being

‘disruptive’, they are occasions which members of the community look forward to. I believe that it is possible to obtain a balance between....

...

Yours faithfully

Rudimental – Waiting all Night

- Zoom in on specific words – what do they mean? What images do they create?
- Can you link them to an emotion?
- Techniques used?

'I've been waiting all night for you to Tell me what you want, tell me, tell me that you need me'

The writer uses repetition to create a tone of desperation, 'Tell me what you want, tell me, tell me...'. The word 'tell' is also an imperative, perhaps suggesting the insistence of the voice, or their obsessive nature. The repetition of 'me' supports the idea that the voice is self-centred, completely focused on their own needs. The use of direct address 'you' focuses the speaker's desperation – it also effectively draws in the reader, engaging them in the poem. The reader becomes the 'you' being spoken to.

Zoom in on
specific words
– what do
they mean?

What images
do they
create?

Can you link
them to an
emotion?

Techniques
used?

Roar – Katy Perry

‘Now I’m
floating like a
butterfly
Stinging like a
bee I earned
my stripes
I went from
zero, to my
own hero’

The writer uses simile to reflect the freedom that the speaker is now feeling; she feels empowered. ‘I’m floating like a butterfly’ could symbolise her sense of liberty (emphasised by the word ‘floating’) – a butterfly is something which is beautiful, showing that she feels more attractive. This gentle imagery juxtaposes with the next simile, ‘Stinging like a bee’ – this represents her ability to now defend herself. She metaphorically refers to earning her ‘stripes’ continuing the animal imagery, but also creating a sense of military action – earning a medal or your colours as you go up the ranks. The rhyme from ‘zero’ to ‘hero’ emphasises how far she has come.

Zoom in on
specific
words –
what do
they mean?

What
images do
they create?

Can you link
them to an
emotion?

Techniques
used?

Ellie Goulding –
How long will I
love you?

How long will I love
you?
As long as stars are
above you,
And longer if I can

How long will I need
you?
As long as the
seasons need to
Follow their plan

How long will I be
with you?
As long as the sea is
bound to
Wash upon the sand

The writer uses hyperbole to emphasise her love, 'as long as the stars are above you'. This presents her love as something eternal. Starlight also presents romantic imagery which supports the theme of love being presented. The use of the repeated rhetorical question, 'how long will I love you?' suggests the need to reassure, this supports the gentle tone of the piece and sense of the timelessness of her love. The repeated direct address 'you' focuses the devotion on a singular person, making the poem more personal. The reader could even imagine themselves as the object of affection. Each stanza presents natural imagery, 'stars', 'seasons', 'sea...sand' – this use of nature images could be showing how 'naturally' this love has come to the voice. The different parts of nature are also personified – perhaps suggesting a sense of fate – that nature is supporting their love for one another.

Eminem – Beautiful pain

- Must – Show your understanding in concise and clear points.
- Should – Identify the techniques being used by the writer with the correct terminology.
- Could – Analyse the impact of individual words, considering the reader's response and the writer's intentions.

"Beautiful Pain"

I can feel the heat rising
Everything is on fire
Today's a painful reminder of why
We can only get brighter
The further you put it behind ya
And right now I'm on the inside
Looking out, cause

I'm standing in the flames
And it's a beautiful kind of pain
Setting fire to yesterday
Find a light, find a light, find a light
Standing in the flames
And it's a beautiful kind of pain
Setting fire to yesterday
Find a light, find a light, find a light

Judy Garland - Trolley Song

Clang, clang, clang went the trolley
Ding, ding, ding went the bell
Zing, zing, zing went my heartstrings
From the moment I saw him
I fell

Chug, chug, chug went the motor
Bump, bump, bump went the brake
Thump, thump, thump went my heartstrings
When he smiled I could feel the car shake

- Must – Show your understanding in concise and clear points.
- Should – Identify the techniques being used by the writer with the correct terminology.
- Could – Analyse the impact of individual words, considering the reader's response and the writer's intentions.

Bruno Mars – Grenade

Gave you all I had
And you tossed it
You tossed it in the trash
To give me all your love
Cause what you need
I'd catch a grenade
Throw my hand
I'd jump in front of a bomb
You know I'd do anything
Oh, oh
I would go through hell
Take a bullet straight to the heart
Yes, I would die for you
But you won't

The writer uses hyperbole to emphasise his desperation to be loved, 'I'd catch a grenade for ya'. The fact that the hyperboles are listed with increasing violence reflects the violence of his emotions, 'throw my hand on a blade... take a bullet' – the extent of his love shocks the reader but effectively portrays his obsessive love. To the speaker of the extract love means 'pain'. Interestingly the writer uses a lot of imperatives 'give... throw... take..', this seems to be used ironically as the voice has very little command over his own love interest. The repeated direct address of 'you' makes the angry tone more forceful. The connective at the end 'but' shows a sudden change in direction, all of the anger and pain is ultimately pointless as she 'won't' love him back. He is a metaphorical piece of rubbish to her; alliteratively 'tossed... in the trash'.

- Must – Show your understanding in concise and clear points.

- Should – Identify the techniques being used by the writer with the correct terminology.

- Could – Analyse the impact of individual words, considering the reader's response and the writer's intentions.

James Blunt – Bonfire Heart

- Must – Show your understanding in concise and clear points.
- Should – Identify the techniques being used by the writer with the correct terminology.
- Could – Analyse the impact of individual words, considering the reader's response and the writer's intentions.

Your mouth is a revolver
firing bullets in the sky.
Your love is like a soldier,
loyal till you die.

And I've been looking at the
stars for a long, long time,
I've been putting out fires
all my life,

Everybody wants a flame,
but they don't want to get
burned.

And today is our turn.
Days like these lead to,
nights like this leads to love
like ours,
You light the spark in my
bonfire heart.

Winter Winds – Mumford and Sons

- Must – Show your understanding in concise and clear points.
- Should – Identify the techniques being used by the writer with the correct terminology.
- Could – Analyse the impact of individual words, considering the reader's response and the writer's intentions.

As the winter winds litter
London with lonely hearts
Oh the warmth in your eyes
swept me into your arms
Was it love or fear of the
cold that led us through the
night?
For every kiss your beauty
trumped my doubt

And my head told my heart
"Let love grow"
But my heart told my head
"This time no
This time no"

Alive – Chase and Status

- Must – Show your understanding in concise and clear points.
- Should – Identify the techniques being used by the writer with the correct terminology.
- Could – Analyse the impact of individual words, considering the reader's response and the writer's intentions.

As the rain,
keeps pouring
down on me
And the sky is
the only thing I
see
And my troubles
are gone with
the wind
It's just me, and
the ground
beneath my feet.

- Must – Show your understanding in concise and clear points.
- Should – Identify the techniques being used by the writer with the correct terminology.
- Could – Analyse the impact of individual words, considering the reader's response and the writer's intentions.

Florence and the Machine – Dog Days are Over

Happiness hit her like a train on a track
Coming towards her stuck still no turning back
She hid around corners and she hid under beds
She killed it with kisses and from it she fled
With every bubble she sank with her drink
And washed it away down the kitchen sink

The dog days are over
The dog days are done
The horses are coming
So you better run

Gym Class Heroes – My Heart's a stereo

- Must – Show your understanding in concise and clear points.
- Should – Identify the techniques being used by the writer with the correct terminology.
- Could – Analyse the impact of individual words, considering the reader's response and the writer's intentions.

My heart's a stereo
It beats for you, so listen close
Hear my thoughts in every no-o-o-
o-te
Make me your radio
And turn me up when you feel
low
This melody was meant for you
Just sing along to my stereo

If I could only find a note to
make you understand
I'd sing it softly in your ear and
grab you by the hand
Just keep it stuck inside your
head, like your favorite tune
And know my heart's a stereo
that only plays for you

Halleluiah – Leonard Cohen

I did my best, it
wasn't much
I couldn't feel, so I
tried to touch
I've told the truth, I
didn't come to fool
YOU
And even though it
all went wrong
I'll stand before the
Lord of Song
With nothing on my
tongue but
Hallelujah

- Must – Show your understanding in concise and clear points.
- Should – Identify the techniques being used by the writer with the correct terminology.
- Could – Analyse the impact of individual words, considering the reader's response and the writer's intentions.

- Must – Show your understanding in concise and clear points.
- Should – Identify the techniques being used by the writer with the correct terminology.
- Could – Analyse the impact of individual words, considering the reader's response and the writer's intentions.

So sick - Neyo

And I'm so sick of
love songs
So tired of tears
So done with
wishing you were
still here
Said I'm so sick
of love songs so
sad and slow
So why can't I
turn off the
radio?

One Direction – Best song ever

- Must – Show your understanding in concise and clear points.
- Should – Identify the techniques being used by the writer with the correct terminology.
- Could – Analyse the impact of individual words, considering the reader's response and the writer's intentions.

Maybe it's the way
she walked
Straight into my heart
and stole it.
Through the doors
and past the guards,
Just like she already
owned it.

I said, "Can you give
it back to me?"
She said, "Never in
your wildest
dreams."

Evanescence - Bring me to life

How can you see into my eyes like open doors?
Leading you down into my core where I've become
so numb
Without a soul my spirit's sleeping somewhere cold
Until you find it there and lead it back home

- Must – Show your understanding in concise and clear points.
- Should – Identify the techniques being used by the writer with the correct terminology.
- Could – Analyse the impact of individual words, considering the reader's response and the writer's intentions.

Madonna –Like a Prayer

- Must –Show your understanding in concise and clear points.
- Should – Identify the techniques being used by the writer with the correct terminology.
- Could – Analyse the impact of individual words, considering the reader's response and the writer's intentions.

Life is a mystery,
Everyone must stand alone
I hear you call my name
And it feels like home
I hear your voice, it's like an angel sighing
I have no choice, I hear your voice
Feels like flying
I close my eyes, Oh God I think I'm falling
Out of the sky, I close my eyes
Heaven help me

Language Paper 2 Q2: Write a **summary** of

What to do:

This is an 8 mark Q.
Spend no more than 10
to 12 minutes on it.

Write 2 or 3 SQI C SQI:

- Source A **statement**
- Brief **quotation**
- What the reader **infers** from this
- **Connective**
- Source B **statement**
- Brief **quotation**
- What the reader **infers** from this

Repeat x 2 (or 3)

Place your extract here

MODEL PARAGRAPH

1. **Statement**
2. **Quotation**
3. **Inference**
4. **Connective**
5. **Statement**
6. **Quotation**
7. **Inference**

In Source A, the teacher enjoys her job, as is evident in the phrase: “**She delighted in showing off her students’ work to visitors**”. **From this, we infer that she is very proud of her students’ achievements.** **In contrast, the teacher in Source B does not**, as is evident in the phrase: “**He willed the hands of the clock to move more quickly.**” **From this, we infer that the teacher cannot wait for the school day to end.**

Key phrases: **In source A ... which is evident in the phrase: “xxxxxxx”.** **From this, the reader infers that ...**
However, in source B ... which is clear when we read: “xxxxxxxxx”. **Here, the reader infers that ...**

Language Paper 2 Q3: *How* does the writer use *language* to ...

What to do:

Highlight the steer (key word) of the question. This is what you MUST focus your answer on.

Now, identify THREE interesting and different language methods which all link to the steer.

Write 3 **WHAT** – **HOW** – **WHY** paragraphs:

- * **WHAT** is the point the writer is making?
- * **HOW** is language used (METHOD & EVIDENCE)
- * **WHY** – and what is the effect for the reader?

Place your extract here

WHAT – **HOW** - **WHY**

The author employs a range of methods to **convey an impression that ... (now link to the steer)**.

One of the ways he (link to steer) **is through his choice of (METHOD) in:**
"XXXXXXXXXXXXXXXXXXXXX."

Here, it is the use of (ZOOM IN) **which helps readers to think / feel / imagine / understand ... (link to steer)**

Terminology: simile; metaphor; personification; hyperbole; stative verbs; dynamic verbs; sibilance; tricolon; adverbs; adjectives; statistics; facts; opinions expressed with emotive language; rhetorical question; hypophora; repetition (epizeuxis; diacope; anaphora; epistrophe)

Language Paper 2 Q4: **Compare** how the writers convey their attitude to ...

What to do:

You must **COMPARE** (or **CONTRAST**) viewpoints in this answer.

First, identify **3 or 4** similarities or differences between the writers' viewpoints or attitudes to the topic. Now, identify the **METHODS** they use to convey their viewpoints.

Now, write 4 **WHAT – HOW** paragraphs:

* **WHAT** similarity or difference can you mention in their **attitudes**?

* **HOW** is language used by each author to present that viewpoint (**METHOD & EVIDENCE**)

Place your extract here

MODEL PARAGRAPH

Perhaps the most striking difference in the viewpoints of the two authors is their attitude to capital punishment. Interestingly, both authors use emotive language to present their remarkably different attitudes to the death penalty. The author of Source A considers the gallows to be “a horrible structure”, expressing his disgust at the idea of execution. On the contrary, the author of Source B claims: “Some crimes are so heinous that death is a deserved punishment.” Here, the adjectives “heinous” and “deserved” convey his support for the death sentence.

Terminology: simile; metaphor; personification; hyperbole; stative verbs; dynamic verbs; sibilance; tricolon; adverbs; adjectives; statistics; facts; opinions expressed with emotive language; rhetorical question; hypophora; repetition (epizeuxis; diacope; anaphora; epistrophe)

Securing Success in the Language Exams

General Guidance for both papers:

40 marks over both papers requires students to write in continuous prose – writing practice is crucial and they should do it as often as possible to build stamina and skill

Both papers are sequential and build on the previous skill – students should never need to repeat something they have already covered in a question.

Students MUST focus on the tone of all pieces – irony, sarcasm, humour, regret etc. If they aren't doing this when it's obvious then they will be largely capped at top of Level 2

- ‘Whole’ text can be passage based as long as they pick a passage that encapsulates the entire ‘journey’ of the piece.
- Must focus on the wording of the question – lots of students in the Curve sample missed ‘how he feels about place’ and just wrote about how he feels.
 - The bullet points in questions:
- **On the lower tariff** questions they offer a useful reminder about content.
- **On the higher tariff** questions they offer a useful reminder about method.

Student friendly Assessment Objectives: 1

Assessment Objective

- Identify and interpret explicit and implicit information and ideas.
- Select and *synthesise* evidence from different texts.

At the end of my course I need to be able to show that I can read carefully and with understanding and can pick out the right types of information when I'm asked. I also need to show my understanding of what I read by being able to back up my thoughts with evidence and make suggestions about what things mean. I also need to show I'm a good enough reader to be able to be able to do that with more than one text at once.

Student friendly Assessment Objectives: 2

Assessment Objective

- Explain, comment on and analyse how writers use language *and structure* to achieve effects and influence readers, using relevant subject terminology to support their views.

At the end of my course in English Language I need to have some knowledge about the language I'm studying and be able to 'put it under a microscope' and examine it in close-up. I need to be able to think about why language is used in certain ways and how it might affect me in different ways. I also need to look at the ways pieces of writing are put together and built in certain ways to make a particular impression on me.

Student friendly Assessment Objectives: 3

Assessment Objective

- Compare writers' ideas and perspectives, as well as how these are *conveyed*, across two or more texts.

I need to be able to show that I can read different things – some of them harder than others – and still be able to decide what they are about and what their main ideas are. I need to show I can understand what the people writing were trying to say and what their point of view is, so I can make my own mind up. I need to use the 'microscope' again to work out how they've put their piece of writing together. This will help me understand what they were trying to do and it will help me improve my own writing too.

Student friendly Assessment Objectives 4

Assessment Objective

- *Evaluate* texts critically and support this with appropriate textual references.

At the end of my course I need show I am a thoughtful reader, so that when I read things I can weigh up what is being written and think about the message it may be giving me. I need to be able to understand the meaning of what I read but also what the writer was doing to make me see that meaning. So, I will need to think about putting the language under the microscope again and thinking about how the things I read are built and put together. This will also be really useful in helping me become a better writer.

Student friendly Assessment Objectives: 5 and 6

Assessment Objectives

A05 and A06

- 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.
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

I need to show that I can write well and communicate clearly, no matter who I'm writing for. I need to be able to write in different ways to be able to be a good all-round communicator. I need to be able to build and organise my writing so that it makes sense, but also so that it does what I need it to do. I want my writing to show that I can use the English Language well, to show I have a good vocabulary and that I can spell and punctuate my work in a way that shows I am clear and accurate.

Language Paper 1

- The extracts generally focus on openings and endings so structural comments are easily drawn out

Engaging students with the material to revise skills

'The boy plunged down the mound and ran, hoping he wouldn't get told off for being late home. Before he reached the end of the street he knew something was wrong. The world was too quiet. Where were the sounds of cars? Of footballs being kicked against walls? There were no shouts from parents calling everyone in.

'Mum?' He pushed open their front door. '

Thinking about narrative writing

Thinking about structure

Before sharing the story:

- predict what might happen next.
- use 'post-its' to collect ideas as to how the story might end.

Better still:

Write *either* the paragraph that leads up to this point *or* the next paragraph in this story before reading the original extract.

Paper 1 Question 1 – Info Retrieval

- Despite the paper stating bullet points are acceptable, they may lead to ambiguity so just write in full sentences to avoid this
- Although it is basic retrieval, one-word answers leave too much margin for error with not enough understanding shown

Example: “Simon saw a black sheep” rather than just “Sheep.”

Paper 1 Q2 - Language

- To get in to Level 4 only specifics will be rewarded, not generalisations. Must analyse specific details as if under a microscope – deep forensic analysis of language and students must use subject terminology
- Look at tiny bits of evidence and totally deconstruct it – unravel layers and pull apart the text
- Effect is crucial – say something intelligent about the techniques you have found. Be wary of alliteration and assonance because it's hard to say something intelligent or interesting about the effect of them.
- 3 PEA paragraphs are recommended

- Sentence form is mentioned in the bullet-point, but do not mention anything that may take away from your Q3 response (punctuation is a structural feature!)
- Most students fall in to Level 3 for this question – to get in to Level 4 students must show they understand that writing is a construct and has been crafted – they need to deconstruct it and analyse under a microscope across language and literature papers.
- ‘Sophisticated’ responses include speculation and thinking about words that could have multiple meanings i.e. ‘it could mean this... but it could also mean this.’
- Introductions are not important, but good conclusions can be a grade breaker for this question and can help to anchor your points.

The mark scheme skills

LEVEL 3

Clear, relevant
explanation

5 – 6 marks

Shows clear understanding of language:

- Explains clearly the effects of **the writer's choices of language**
- Selects **a range of** relevant textual detail
- Makes **clear and accurate use** of subject terminology

LEVEL 2

Some,
understanding and
comment

3 – 4 marks

Shows some understanding of language:

- Attempts to comment on the effect of **language**
- Selects some appropriate textual detail
- Makes some use of subject terminology mainly appropriately

The top describers

When we teach our students to write descriptively what are we going to ask them to use?

- Interesting verbs and adverbs
- Adjectives
- Noun phrases
- Metaphor and simile
- The senses
- Personification
- Onomatopoeia
- Alliteration
- Listing
- Repetition

What do professional writers use? This kind of subject terminology is likely to be useful.

Bricks and Dust

He **tumbled fragments** of old window in his hands **like shattered marbles**. He pushed the glass into the mound, making houses, balancing roofs on them, building towers. The last of the sunlight **caught and glinted** in the tiny glass walls.

More of the black birds than he'd ever seen before rushed overhead and gathered on the lamppost. The orange light hadn't yet switched on but the shadows were growing. He heard nine chimes of the town hall clock. For a moment, the lamppost **looked like a tall thin man wearing a large black hat**. **When the man turned towards him, he looked like a lamppost**. The man had a **greyish-green coat speckled with rust** and a black hat that **quivered with beaks and feathers**. The man didn't need to climb the mound; he was face to face with the boy with his feet **still planted** in the pavement.

Commenting on effect

To achieve the highest marks when commenting on the effects of language, students **must** move away from the vague, generalised phrases:

- *to make it flow beautifully*
- *to keep the reader engaged*
- *to make the reader visualise this in their own mind*

Some of these can be made to sound pretty elaborate, but essentially they say nothing at all, because they are not specific and they fool no-one! They could be applied to absolutely anything and show a lack of discerning and **original thought a key quality for the Band 4 response.**

- A good thing to focus on is **affect** – how does it make you feel? Decide on this and then find evidence of that feeling in the text. Work backwards and focus on affect if students are struggling to comment on effect.
-

Commenting on effect

Encouraging questioning about language.

What does this word/phrase/feature/technique make me

- *think of?*
- *Feel?*
- *imagine?*

How does it make me

- *Behave?*
- *respond?*

These questions will help create meaningful comments on effect for both language questions (paper 1 and paper 2).

Paper 1 Q3 - Structure

Focus on the structure of the **whole piece of writing** (opening, turning point in events or tone in the middle, conclusive or shocking end) as well as the **structure of specific passages** (punctuation, layout, sentence types.)

NB: This question is about structure and plot – how does it unravel?

Students still need to quote and make direct textual reference so the examiner knows which part they are talking about

Building effective responses to the structure question

Once you have completed an initial exploration with students, use the mark scheme to help build more effective responses.

Candidate A:

It is like a ghost story and begins in a calm way but becomes spookier as it goes along. In the second paragraph the lamp post seems to come alive and this adds tension.

There is some dialogue between the boy and the lamp post which I think makes the story scarier when the boy cannot find his mum. The story ends with a short sentence, 'But the man was a lamp post again' which is dramatic.

Q3: Applying the mark scheme

Which skills from the mark scheme are evident in Candidate A's response?

- Can you find textual details or quotations? Do they support the ideas or just describe?
- What about subject terminology? Do we have any references to structural features?
- Does this candidate comment on the effect of the structure – what impact it might have, or why it is interesting?

Take this response as a starting point and rewrite it, adding in the details you think will earn this answer more marks.

Paper 1 Q4 - Evaluating

- Don't waste time on an introduction, just get straight on with evaluating
- Must tackle all bullet-points!
- You can disagree with the statement, but the text naturally lends itself to agreeing, so if you disagree you could easily lose marks for not fully showing you understand the text. Just agree!
- Make at least 3 points (including commenting on devices) and **DISCUSS THEM.**
- Don't just analyse the first 3 devices/techniques you find, but instead focus on 3 brilliant ones

Paper 1 Q5 - Writing

- Students MUST use techniques themselves. Listing and repetition are really helpful because they also count as structural crafting
- Technique, vocabulary and careful structuring will secure the top marks.
- Descriptive is easier to get the marks even though it's a higher skill. Narrative is more accessible to lower ability students but easier to drift away from techniques, vocabulary and careful crafting.

Do descriptive if you get a choice!

Structuring your writing

- **Drop** – something crucial or pivotal happens
 - **Zoom** – describe the events in close minute detail
 - **Flash** – Flashbacks and memories are a great way to move the story and build detail
 - **End** – some kind of clear conclusion to the experience
-

Planning and writing Q5 in 45 minutes

- Practice short, sharp creative writing activities as a matter of course, as lesson starters and plenaries.
- Develop creative writing skills over time
- Encourage the production of shorter, more concise, well-planned pieces

Some useful resources:

<http://www.onestopenglish.com/skills/writing/lesson-plans/pdf-content/writing-skills-mini-saga-lesson-plan/147395.article>

<http://kidstardustliteraryblog.com/2013/04/09/28-creative-writing-exercises-and-prompts/>

Language Paper 2

What skills are we replicating and extending from paper 1?

- in Q1 and 2?
- in Q3?
- in Q4?

- AO3 (comparing both texts) is only addressed in Paper 2 and is synoptic – how have the authors put their writing together? How is it packaged and presented? What features do they use (form, tone, devices etc?)

- For this Question, only specifics will be rewarded, not generalisations. Must analyse specific details as if under a microscope

Paper 2 Q1

- Finding the correct statements requires students to pay close attention and carefully read the information in the text – there will be several ‘caught you out’ lines that appear to say the same thing but aren’t accurate.
 - Example: *‘Tim liked playing the piano’ vs ‘Tim liked hearing the piano played.’*
 - Students will either find this question super easy or they won’t. Don’t sweat it if you’re struggling – just move on – it’s only worth 4 marks.
-

Paper 2 Q2: Think thematically

This question is purely based on comprehension: selecting info, making references and inferring.

*What are our expectations? What is suggested to us **before we even read the texts?** What clues are in these overviews?*

- **Source A** is 20th Century literary non-fiction: an extract from an essay *The Village that Lost its Children* by Laurie Lee, written in 1967, one year after a devastating landslide in the Welsh village of Aberfan.
 - **Source B** is 19th Century non-fiction: an extract from a Victorian newspaper article, *Earthquake in England*, published in October 1863, after an earthquake in England.
-

Top Tips!

- This is an inference question! Can you summarise the key points of inference? You do not get marked on summarising, just inferring, but you must summarise the key points.
 - It's ultimately a reading test and begins with reading the question carefully – what are they actually asking you to focus on?
 - If a student is struggling to answer this question it's because they have missed a part of the question focus i.e. 'place'
 - This is not a comparison task and not a language task – focus on the question details and identify the relevant differences
-

Paper 2 Q2: Gathering our ideas

Source 1

- Small mining village
- Welsh
- Lots of small terraced houses
- Has a chapel and a pub
- Has a coal mine
- Has a canal
- Has some decaying rail tracks
- The river is polluted
- Seems quite dirty
- The countryside is spoilt

Source 2

- Houses are well built
- Built on clay
- It's usually noisy
- Industrial
- Has a dirty river
- Has rushing trains
- Seems polluted
- Men work in darkness
- It's a big city
- It's foggy and smoky

Create a quick fire table of all the information from both sources and then match them up afterwards, rather than trying to match them up as you write, point by point.

Paper 2 Q2 mark scheme

<p>LEVEL 3</p> <p>Clear, relevant summary</p> <p>5 – 6 marks</p>	<p>Shows clear synthesis and interpretation of both texts:</p> <ul style="list-style-type: none">• Makes clear inferences from both texts• Selects clear references/textual detail relevant to the focus of the question• Statements show clear differences between texts
<p>LEVEL 2</p> <p>Some, attempts at summary</p> <p>3 – 4 marks</p>	<p>Shows some interpretation from one/both texts:</p> <ul style="list-style-type: none">• Attempts inference(s) from one/both texts• Selects some appropriate references/textual detail from one/both texts• Statements show clear difference(s) between texts

So the skills we need to show

The core skills of AO1:

- Simple/Some/Clear/Perceptive statements about the focus of the task.
 - Supported by textual details/quotations/references to the texts
 - Making inferences to show the level of understanding
 - <http://filestore.aqa.org.uk/resources/english/AQA-87002-Q2-FI-TS.PDF>
-

Paper 2 Q3: Dealing with the language of the sources

You now need to refer **only** to **source A, lines 27 to 37**.

How does the writer use language to describe the coal tips?

On the mountain above Aberfan there were seven such tips. The evening sun sank early behind them. To some of the younger generation they had always been there, as though dumped by the hand of God. They could be seen from the school windows, immediately below them, rising like black pyramids in the western sky. But they were not as solid as they looked; it was known that several had moved in the past, inching ominously down the mountain.

What was not known however was that the newest tip, number 7, was a killer with a rotten heart. It had been begun in Easter 1958, and was built on a mountain spring, most treacherous of all foundations. Gradually, over the years, the fatal seeping of water was turning Tip 7 into a mountain of moving muck.

- **Which words, phrases or features of language would you want to comment on?**
 - **What do they make us think of, feel, imagine?**
 - **How do we respond?**
-

Read the source again then watch the video below

- <https://www.youtube.com/watch?v=01YfH7URuXc>

Discussion point:

After seeing the pictures and the video, what is your view of what happened in Aberfan?

Could the tragedy have been prevented?

Working out the writer's ideas and perspectives.

- Work on selecting **one key line** that gives you an inroad on which to base your response

'The catastrophe was not only the worst in Wales but an event of such wanton and indifferent cruelty it seemed to put to shame both man and God... '

- What does this statement suggest to you?
 - How does the writer feel about what has happened?
-

Working on the methods

*‘The **catastrophe** was not only the **worst** in Wales but an event of such wanton and **indifferent cruelty** it seemed to put to **shame** both man and God... ‘*

- Do these vocabulary choices add anything to your initial ideas?
 - Can you find any other aspects of language or techniques in the source that suggest how the writer felt about this disaster?
-

Language Paper 2 Q4: In comparison ...

- This comparison question is largely about how the **writers feel**. Unlike Q3, which is about the language and technique, this is more about the **internal experience of the writer**.
- **Think of it as Q3 is outside the text looking in and Q4 is inside the text, experiencing it as the writer.**
- What can you infer about the writer's views from this key line from Source B?
- What methods are being used here?

'Who can say what strange trial of shaking or upheaving, sinking, dividing, or drying up, may await us?'

- Can you find any other aspects of language or techniques in the source that suggest how the writer felt about the earthquake?
-

Use the mark schemes to help with planning

AO3 content may include ideas such as:

- what the **purpose** is of each text
 - what impact the **writer intends to have on the reader**
 - how seriously the events are **presented**
 - who is to **blame** for the events
 - how **involved the writers are** in the events.
- How the writer wants you to feel
- How the writer feels and how these feelings are presented
-
- The diagram consists of blue arrows connecting the text elements to the explanatory text on the right. A double-headed arrow connects 'purpose' to 'How the writer wants you to feel'. A double-headed arrow connects 'writer intends to have on the reader' to 'How the writer wants you to feel'. A double-headed arrow connects 'presented' to 'How the writer feels and how these feelings are presented'. A double-headed arrow connects 'blame' to 'How the writer feels and how these feelings are presented'. A double-headed arrow connects 'involved the writers are' to 'How the writer feels and how these feelings are presented'.

And comment on methods such as:

- comparing language: vivid description, hyperbole, scientific terminology, imagery and language for emotive effect
 - comparing structure: sequence of events, narrative focus, sentence structures, use of tenses and shifts in focus
 - comparing tone: seriousness, intensity, drama, excitement, intimacy, formality, anger and sadness.
-

Language Paper 2 Q5

'Floods, earthquakes, hurricanes and landslides – we see more and more reports of environmental disasters affecting the world and its people every day.'

Write the text of a speech for a debate at your school or college in which you persuade young people to take more responsibility for protecting the environment.

Top Tip! Planning: Speed brainstorm the relevant techniques i.e. persuade and tick them off as you use them

The student-friendly mark scheme

- ✓ Am I using paragraphs?
 - ✓ Within those paragraphs have I made a number of interesting points and linked them together well?
 - ✓ Have I used a range of interesting features to structure my piece of work?
 - ✓ Have I used my most ambitious vocabulary whilst keeping it appropriate?
 - ✓ Have I used appropriate linguistic features and not overdone it?
 - ✓ Am I sticking to the purpose right the way through and not slipping into something else?
 - ✓ Am I writing this in the right 'tone of voice' for my reader?
-

Suggested timings

Timings Grid

Question	AOs	Marks available	Weighting (within qualification as a whole)	Suggested Timing
Paper 1: Reading the extract	Reading and planning for questions			15 minutes
Paper 1 Q1	AO1	4	2.5	5 minutes
Paper 1 Q2	AO2: Language	8	5.0	10 minutes
Paper 1 Q3	AO2: Structure	8	5.0	10 minutes
Paper 1 Q4	AO4	20	12.5	20 minutes
Paper 1 Q5	Writing to describe/narrate (AO5 and AO6)	40 (24+16)	25.0	45 minutes in total (e.g. 5 minutes planning + 35 minutes writing + 5 minutes checking/editing.)
Question	AOs	Marks available	Weighting (within qualification as a whole)	Suggested Timing
Paper 2: Reading the two extracts	Reading and planning for the questions			15 minutes
Paper 2 Q1	AO1	4	2.5	5 minutes
Paper 2 Q2	AO1: Synthesis	8	5.0	8 minutes
Paper 2 Q3	AO2	12	7.5	12 minutes
Paper 2 Q4	AO3	16	10.0	20 minutes in total (e.g. 5 minutes planning + 15 minutes writing up.)
Paper 2 Q5	Writing to present a point of view (AO5 and AO6)	40 (24+16)	25.0	45 minutes in total (e.g. 5 minutes planning + 35 minutes writing + 5 minutes checking/editing.)