

GCSE ENGLISH LANGUAGE PAPER 1

EXPLORATIONS IN CREATIVE READING AND WRITING



QUESTION ONE LIST 4 things in lines ☐ 4 marks = 5 mins ☐ Extract referred to but not re-printed ☐ AO1 - Locate	To answer: ☐ Select four ideas from the lines stated in the question – do not stray. ☐ Write each thing you were asked to find as a short sentence ☐ Write each thin in spaces A-D for 4 marks Top tips: This is not a trick question. It is easy. Be brief but accurate. Re-read the correct lines from the text.	1-4 2 - SOME, ATTEMPTS 1 – SIMPLE, LIMITED Q1 • Reads with understanding • Identifies explicit information. Q2/3 • Analyses the effects of writer’s choices • Well-judged quotations • Sophisticated subject terminology Q4 • Same as Q2/3 • Evaluates (judges the effectiveness of) the text in a detailed way	Direct speech Terms of address Noun phrase Subordinate/ main cause Narrative voice Simple/compound /complex sentences Accent /Dialect Utterances Ellipsis 1st/3rd person Hyperbole Imperatives Exclamations
QUESTION TWO How does the writer use LANGUAGE to.....? ☐ 8 marks = 10mins ☐ Extract re-printed on your answer page. ☐ Bullet points guide your answer ☐ AO2 – Language	To answer: ☐ Read and highlight key words in the question ☐ Pick your quotes first then consider devices ☐ Point (name writer)/Quote/Device/Effect ☐ DON'T DISCUSS STRUCTURE IN THIS RESPONSE Top tips: Link each language choice or method directly to the question focus. Zoom in on words within your chosen quotation and explain how they create meaning, and the effect they have on the reader. Think of squeezing or wringing the last drop of meaning from a passage. Track through the extract from start to finish.	Know your basics Noun/verb/adverb/adjective/ simile/metaphor/question/ alliteration/ onomatopoeia/5 senses/listing/personification/ repetition Reach for the stars Give one sentence overview for each question, identifying patters - use the word ‘main’ or ‘key’/Embed quotations/ Look at the bigger picture – not just individual quotes/ Consider genre and form/narrative voice/be /use terms: implies/ illuminates/	Basics & Stretch Yourself Utterances Ellipsis 1st/3rd person Hyperbole Imperatives Exclamations
QUESTION THREE How has the writer STRUCUTRED the text to...? ☐ 8 marks = 10mins ☐ You will need to consider the WHOLE text. ☐ Bullet points guide your answer ☐ AO2 - Structure	To answer: ☐ Read and highlight key words in the question ☐ Use the bullet points first: considering the opening, and all shifts within the extract. ☐ DON'T DISCUSS LANGUAGE OR OTHER WORD-LEVEL METHODS IN THIS RESPONSE ☐ What is the impact of the opening? What purpose does it serve? ☐ Where are the shifts and why have they been used? E.g. shift in focus, perspective, time, place, tone or mood. Top Tips: Comment in the writer’s techniques like a film maker’s using phrases like: focusing, zooming, narrowing, widening, introducing, developing, changing focus, concluding, foreshadowing, contrasting. E.G. ‘We start to see things through the father’s eyes as if we are searching with him’ or ‘We go from a wide viewpoint to a close-up focus if we are getting inside the father’s mind’	Assessment Objectives (AOs) AO1 • Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts. AO2 • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers • Use relevant subject terminology to support views. AO4 • Evaluate texts critically and support this with appropriate textual references.	Structure Narrative perspective/voice Flashforward/ backward Non sequiturs Topic sentence Discourse markers Ellipsis Foreshadowing Focus/Narrowing Contrast/ juxtaposition
QUESTION FOUR Statement written. How far do you AGREE? ☐ 20 marks = 25 mins ☐ Bullet points guide your answer ☐ AO4 – Evaluate	To answer: ☐ Read and highlight key words in the question ☐ Agree with the statement. The text IS well written. ☐ Two stages: recognising how the writer tries to achieve effects and deciding how effectively this has been done. ☐ Use phrases like: This makes the reader identify with the character because/ the impact of this description is.../ This works because we think/feel.../ This phrases indicates / The contrast used makes the reader.... Top Tips: Leave enough time to cover the whole text. Consider HOW much you agree (a little or a lot). Look at specifics within the statement, not just the statement as a whole.) Could compare within a text.		

WRITING PROSE

Example question and how to get top marks

You are going to enter a creative writing competition.

Your entry will be judged by a panel of people of your own age.

Either:

Write a description suggested by this picture:

Or:

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

24 marks for content and organization

16 marks for technical accuracy (Total 40 marks = 25% of GCSE)

Content	☐ Register is convincing and compelling for audience ☐ Assuredly matched to purpose ☐ Extensive and ambitious vocabulary with sustained crafting of linguistic devices
Organisation	☐ Varied and inventive use of structural features ☐ Writing is compelling, incorporating a range of convincing and complex ideas ☐ Fluently linked paragraphs with seamlessly integrated discourse markers
Technical accuracy	☐ Wide range of punctuation is used with a high level of accuracy ☐ Uses a full range of appropriate sentence forms for effect ☐ Uses Standard English consistently and appropriately with secure control of complex grammatical structures ☐ High level of accuracy in spelling , including ambitious vocabulary ☐ Extensive and ambitious use of vocabulary

What to expect...

As a stimulus for students' writing, there will be a choice of scenario, written prompt or visual image that is related to the topic of the reading text in section A. The scenario sets out a context for writing with a designated audience, purpose and form that will differ to those specified on Paper 2.



Assessment Objectives		The basics	Stretch yourself
AO5 Content and Organisation	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.	Capital letters	Use the senses
		Full stops	Use effective vocabulary – not just impressive vocabulary for the sake of it
AO6 Technical Accuracy	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)	Question marks	Zooming in on details
		Commas	Reveal slowly/quickly
		Apostrophes	Dialogue
		Consistent tense	Onomatopoeia
		Paragraphs	Use an extended metaphor
		Homophone spellings	Avoid describing unrealistic situations
		Connectives	Write a lot about a little
		Semi-colons	Cyclical/non-linear structure
		Colons	Vary the pace through your sentences structures
		Vary sentence starts/lengths	
		Vary paragraph lengths	
		Topic sentences	

Basic Plot Structure



Language devices

- Simile
- Metaphor
- Personification
- Onomatopoeia
- Alliteration
- Imagery
- Symbolism
- Oxymoron
- Juxtaposition
- Pathetic Fallacy

The Exam

45 minutes – 1 task – A choice of 2 tasks (1 descriptive or 1 narrative.... but could be two narrative or two descriptive.)

Step one: Read & highlight key words in question

Step two: Study the stimulus (picture) then choose one of the two questions

Step three: Plan your paragraphs/ideas

Step four: Write it

Keep going back to your plan to ensure you haven't missed anything out.

Step five: Check

Sentence Starters

- Suddenly...
- I couldn't believe what...
- The room was...
- Every morning I...
- BOOM! CRASH!
- The memories flooded back as I...
- In the distance was...
- Frustrated and fed up was...
- Why did...
- Cold, lonely and frightened...

How could I use this?

- Use an adverb
- Tell me about what you could see, hear, smell, taste or touch
- Describe a setting
- Tell me about a specific time
- Open with sounds
- Use a flashback
- Create mystery by hinting at what could be there
- Tell me how a character feels
- Use a question
- Use a list of three emotions