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Teacher:

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# GCSE ENGLISH LANGUAGE

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Liskeard School and Community College

## Language Paper 1 Key Information Sheets

### 1. Overview

The paper is called **Explorations in Creative Reading and Writing**

#### **Section A Reading**

1 hour

What it tests for:

- AO1: Find information and evidence in a text.
- AO2: Analyse how writers use language and structure to have an effect on the reader, using subject terminology to support your answers.
- AO4: Explore texts for their meanings and effects, supporting your answer with appropriate evidence.

### 2. Question 1

Read again lines ... List four things from this part of the text about....

- Read the question before you read the source so you know what you are looking for.
- You can either quote (short) or use your own words.
- **You must get it from the right part of the text.**
- It is better to write in full sentences.
- Do not analyse or explain or write anything about the quote.
- Do not spend too long on this question.

### 3. Question 2

How does the writer use **language** to describe... Look at specific line numbers...

You could include the writer's choice of:

- Words and phrases
- Language features and techniques
- Sentence forms

### 4. Question 3

You need to think about **the whole source**.

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

#### **What does it mean by structure?**

- How the focus of the story changes or shifts
- When and why the writer decides to introduce a new character, or action, or event
- When the setting is described
- Where and when the writer decides to reveal something to the reader

## NOT

- How many paragraphs there are
- Length of the paragraphs (unless a one liner)
- Number of lines etc.

## How to answer:

- Use the bullet points.
- Start at the beginning:

At the beginning of the source the writer focuses on...character, or setting, or weather etc...so the reader understands, or the reader can imagine... etc

- Where does the focus shift? What does the writer now focus on? Use a quote.

The writer then shifts the focus to...a new character, or event, introduces dialogue...which will interest the reader because...

## 5. Question 4

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

A student, having read this section of the text said: "The writer..."

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.

## How to answer

Respond to the **focus** of the statement.

- Show understanding of the writer's methods – language and structure.
- Use carefully selected evidence from the text.
- Explore in detail the effect on the reader.

Read the question carefully:

- **What** is the 'student' saying?
- This question is a chance for you to really show off your ability to connect with what a writer is trying to say and the effects they are trying to create.

What you need to do is think – and use **What Where Why**

- This is what the writer wants us to **think or feel** about a character or situation (the words in the statement)
- These are the **methods** they use to create this effect
- This is how the method works to create this **effect –**

For example:

The writer makes me think that ... when he uses the (technique) ...: (insert quote). It makes me think or feel ... because the word "... " suggests...

A good start could be:

I mostly agree with this statement because ....

I agree with the part of the statement which says, "....." because...

## Section B Writing

You will be asked to respond to a picture prompt or a story prompt.

Spend 45 minutes planning and writing this. Write a really detailed, excellently edited description rather than a long and rambling piece of work.

### **What it tests for:**

#### **AO5**

- 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.

#### **AO6**

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

### **Hints and tips:**

#### **Planning**

1. Write down a list of punctuation you need to use.
2. Write down a list of techniques
3. Circle interesting details or features from the image that you could use for your description. (Split the box into 9 to force you to look everywhere).

#### **Plan your structure, e.g.:**

1. Weather
2. Zoom in on a detail
3. Zoom in on another detail
4. Shift outside the picture
5. Zoom in on another detail
6. Weather

#### **Tips for writing and editing:**

- Write one paragraph at a time, then check it.
- Check for punctuation range and use of techniques every paragraph.
- Change boring words to interesting ones! VOCABULARY is key!
- Start your sentences differently – be creative and careful.
- DESCRIBE, don't relate action.

## Language Paper 2 Key Information Sheets

### 6. Overview

The paper is called **Writers' Viewpoints and Perspectives**

#### **Section A Reading**

1 hour

What it tests for:

- AO1: Find information and evidence in a text.
- AO2: Analyse how writers use language and structure to have an effect on the reader, using subject terminology to support your answers.
- AO4: Explore texts for their meanings and effects, supporting your answer with appropriate evidence.

### 7. Question 1

Choose four statements which are true.

- Always check which lines you need to read for this.
- **Maximum** of four
- **Colour in the circles**

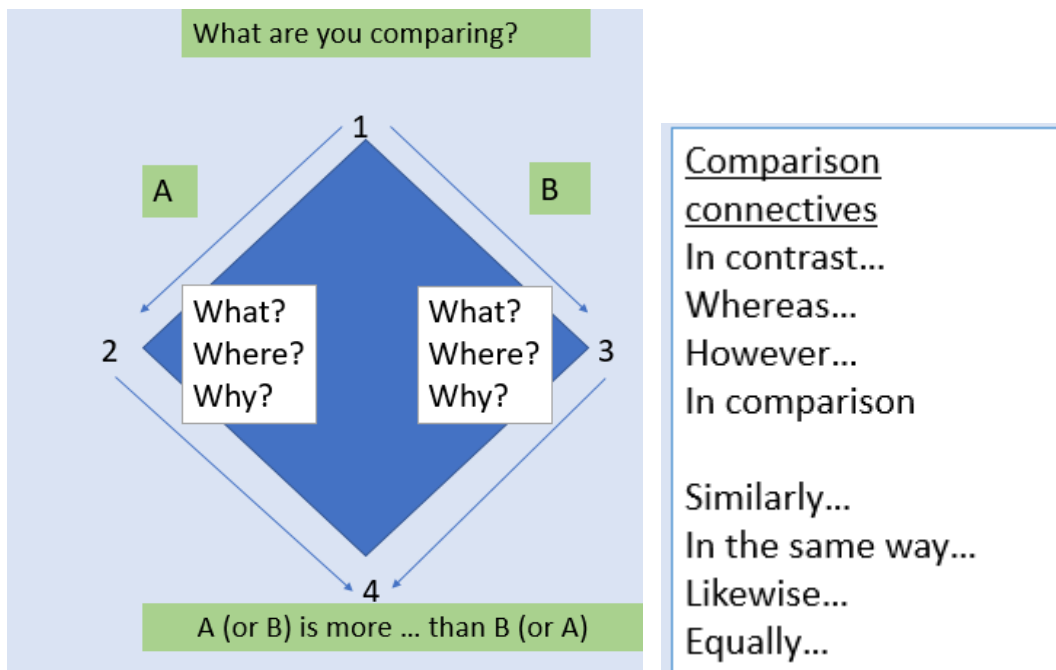
Next to the letters, use a tick, cross or ? to plan your response.

Double check your ? to find the **most likely** true statements.

### 8. Question 2

#### **Comparison of ideas**

1. Highlight key words in the question
2. Track through the texts to find where the topic is mentioned – mark the relevant paragraphs **in both texts**.
3. Select 2 pieces of evidence from each text which tells you about the topic.
4. WHAT, WHERE, WHY + COMPARE (one is more... than ...)



### 9. Question 3

#### Analysing language

1. Highlight key words in the question
2. Look for your **best** 3-4 quotations about this topic – look for really vivid words or obvious techniques.
3. Use What, Where Why to unpick these techniques in detail.

### 10. Question 4

#### Comparing perspectives and methods

1. Highlight key words in the question
2. Read through both texts again and track whether the writers are positive or negative in their views.
3. Does their perspective change?
4. Label the key paragraphs with adjectives to describe their perspectives
5. Use WHAT, WHERE, WHY to support your analysis of **methods or techniques**.

<u>Positive Perspective</u>	<u>Neutral Perspective</u>	<u>Negative Perspective</u>
Amused	Persuasive	Aggressive
Humorous	Ironic	Anger
Empowered	Formal	Fear
Motivated	Informal	Critical
Proud	Detached	Sarcastic
Enthusiastic	Reflective	Concern
Sympathetic	Questioning	Serious
Inspired	Indifferent	Mournful
Compassionate	Opinionated	Ashamed
Supportive	Ambivalent	Regret

## Section B Writing

You will be asked to write a **formal**, non-fiction text in response to a prompt.

### What it tests for:

#### AO5

- 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.

#### AO6

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

### Planning your writing

1. Write down a list of punctuation you need to use.
2. Write down a list of techniques:

Ethos	Using language to build trust with the audience.
Logos	Using facts and statistics to persuade the audience.
Pathos	Using powerful language to make the audience feel certain emotions.

### Structuring your writing

1: Make this punchy, passionate and opinionated (one sentence and containing a rule of three plus a colon) ....., ..... and ..... : .....

2: Anecdote (a story about a situation which demonstrates your point of view – can be entirely fictional, but make it believable and realistic). E.g. Last week when I .....

3: Facts and statements to support your view – get in as many punchy, factual statements as you can here – make your argument sound fool proof.

4: Appeal to the reader by including them. Use rhetorical questions and personal pronouns (“you”, “we”).

5: Make an emotional appeal to your readership. Make them feel something – guilty, happy about joining your cause, etc.

6: A final, one-sentence paragraph with a great technique.

### Writing and editing

- Write one paragraph at a time – check and edit after each paragraph.
- Check for punctuation range and use of techniques every paragraph.
- Change boring words to interesting ones! VOCABULARY is key!
- Start your sentences differently – be creative and careful.
- BE PASSIONATE!

<b>Letter</b>	
As a minimum, students <b>should</b> include:	<ul style="list-style-type: none"> <li>• an indication that someone is sending the letter to someone</li> <li>• paragraphs.</li> </ul>
More detailed/developed indicators of form <b>could</b> include:	<ul style="list-style-type: none"> <li>• the use of addresses</li> <li>• a date</li> <li>• a formal mode of address if required e.g. Dear Sir/Madam or a named recipient</li> <li>• effectively/fluently sequenced paragraphs</li> <li>• an appropriate mode of signing off: Yours sincerely/faithfully.</li> </ul>
<b>Article</b>	
As a minimum, students <b>should</b> include:	<ul style="list-style-type: none"> <li>• the use of a simple title</li> <li>• paragraphs.</li> </ul>
More detailed/developed indicators of form <b>could</b> include:	<ul style="list-style-type: none"> <li>• a clear/apt/original title</li> <li>• a strapline</li> <li>• subheadings</li> <li>• an introductory (overview) paragraph</li> <li>• effectively/fluently sequenced paragraphs.</li> </ul>
<b>Text for a leaflet</b>	
As a minimum, students <b>should</b> include:	<ul style="list-style-type: none"> <li>• the use of a simple title</li> <li>• paragraphs or sections.</li> </ul>
More detailed/developed indicators of form <b>could</b> include:	<ul style="list-style-type: none"> <li>• a clear/apt/original title</li> <li>• organisational devices such as inventive subheadings or boxes</li> <li>• bullet points</li> <li>• effectively/fluently sequenced paragraphs.</li> </ul>



<b>Text of a speech</b>	
As a minimum, students <b>should</b> include:	<ul style="list-style-type: none"> <li>• a simple address to an audience</li> <li>• sections</li> <li>• a final address to an audience.</li> </ul>
More detailed/developed indicators of form <b>could</b> include:	<ul style="list-style-type: none"> <li>• a clear address to an audience</li> <li>• effective/fluent linked sections to indicate sequence</li> <li>• rhetorical indicators that an audience is being addressed throughout</li> <li>• a clear sign off e.g. 'Thank you for listening'.</li> </ul>
<b>Essay</b>	
As a minimum, students <b>should</b> include:	<ul style="list-style-type: none"> <li>• a simple introduction and conclusion</li> <li>• paragraphs.</li> </ul>
More detailed/developed indicators of form <b>could</b> include:	<ul style="list-style-type: none"> <li>• an effective introduction and convincing conclusion</li> <li>• effectively/fluent linked paragraphs to sequence a range of ideas.</li> </ul>

**Language Techniques Key Information Sheets**

**Words to describe tone** – of characters or of a text

Amused	Absurd
Calm	Aggressive
Celebratory	Angry
Cheerful / cheery	Apprehensive
Comic	Bewildered
Curious	Bitter
Ebullient	Clinical
Elated	Contemptuous
Light-hearted	Critical
Optimistic	Egotistical
Stately	Fearful
Tranquil	Frustrated
Vibrant	Grim
Whimsical	Malicious
Witty	Scathing
Wonder	Tragic
	World-weary

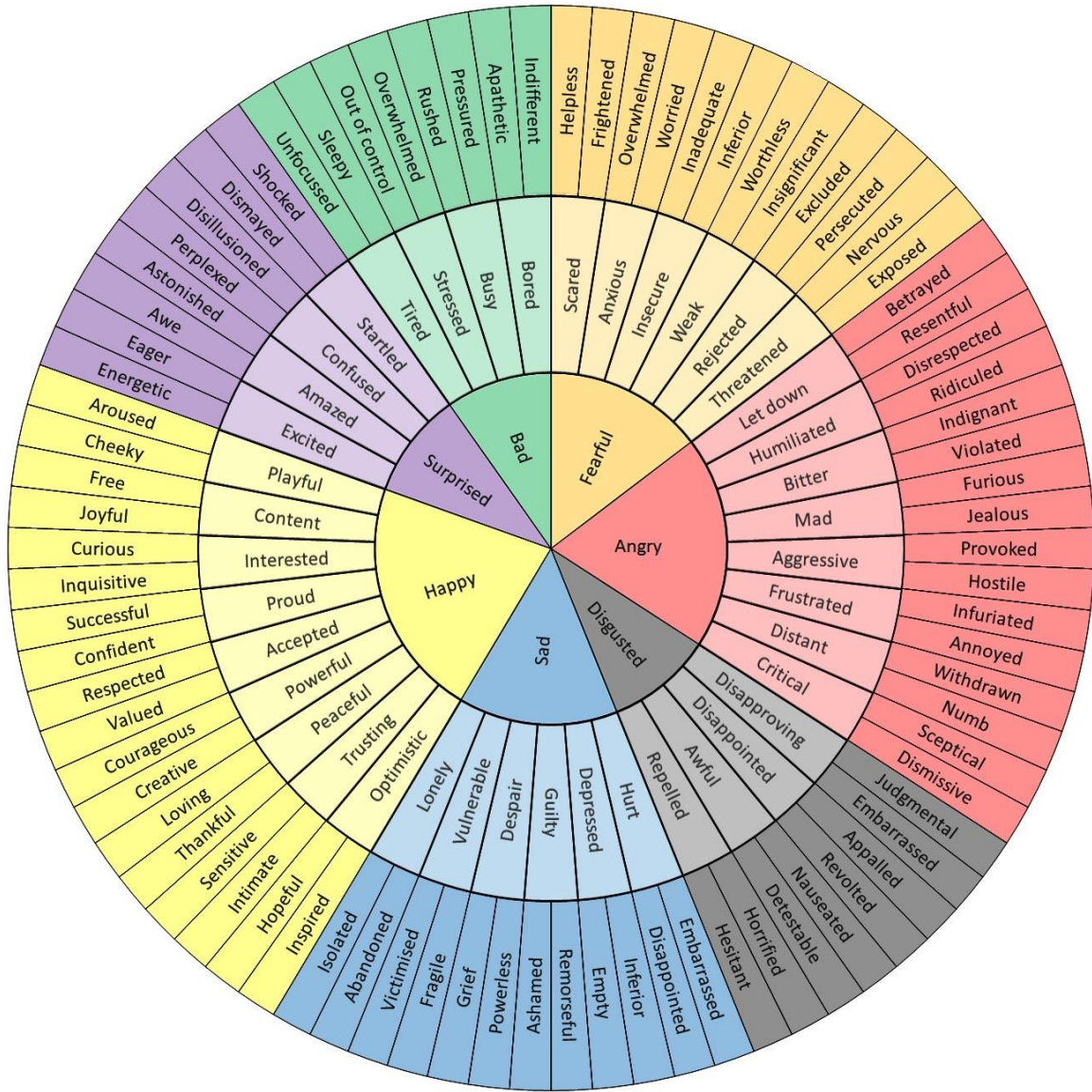
**Structural features**

First, second or third person narrator
A change in viewpoint
When the focus shifts or changes
The use of contrast
The use of repetition
The use of dialogue
A change in time or setting
The use of a flashback or foreshadowing
A change in mood, or tone, or pace
The use of a cliffhanger

**Language Techniques:**

personification
plosives
irony
hyperbole (exaggeration)
litotes (understatement)
modal auxiliaries
metaphor
sibilance
puns
adverbs
verbs
tense
sentence functions
sentence types
simile
repetition
rhetorical questions
adjectives
speech
alliteration
onomatopoeia
lists of three
technical or dialect words
unusual or powerful words

<b><u>Example Techniques:</u></b>	<b><u>Example Effects</u></b>
Simile	The writer uses the simile to compare ... and ..., which highlights/emphasises .... about ....
Metaphor	The writer uses the metaphor to compare ... and ..., which highlights/emphasises .... about ....
Sibilance	The writer uses sibilance to accentuate the softness... The writer uses sibilance to establish a sinister atmosphere...
Alliteration	The writer uses alliteration to emphasise the harsh/soft sound of...
Repetition	The writer uses repetition to highlight the importance of... The writer uses repetition to stress how...
Personification	The writer uses personification to show the liveliness/violence/anger/...



### Variety of punctuation

‘	apostrophe	●	full stop
( )	brackets	-	Hyphen
:	colon	?	question mark
,	comma	;	semi-colon
!	Exclamation mark	”	speech mark

## Sentence structures:



### **Minor sentence (only one or two words):**

- *Rubble. Fire. Smoke.*

### **Simple, short sentence:**

- *Destruction as far as I could see.*

### **Sentence, colon, list of three:**

- *Destruction as far as I could see: smouldering flames taunted the buildings, skeletons of the once busy bridges slumped across the old river bed, plumes of smoke engulfed the city.*

### **The two similes sentence:**

- *The once impressive spire of the castle pierced the clouds, like forgotten gesture of defiance, like a reminder of a lost civilization.*

### **State and repeat:**

- *I could hear sounds: sounds of menace, sounds of danger.*

### **Question:**

- *How could anyone survive here?*

### **A bracketed (or 'parenthetical') sentence:**

- *A woman (her clothes torn and dirty) approached the edge of the old river bed.*

### **A single line of dialogue:**

- *"There is still time. Not everyone is gone. Make your choice," she whispered.*

- **Begin with a verb ending with -ing.**  
Gasping for breath, David ran to catch the bus.
- **Begin with a verb ending with -ed.**  
Frightened he would be late for school, David ran to catch the bus.
- **Begin with a prepositional phrase.**  
With his backpack flopping on his back, David ran to catch the bus.
- **Begin with an adverb.**  
Hurriedly David ran to catch the bus.
- **Begin with an adjective.**  
Anxious about being late for school, David ran to catch the bus.
- **Begin with a phrase that tells when.**  
At 7:00 AM, David ran to catch the bus.
- **Begin with a phrase that tells where.**  
Down Main Street, David ran to catch the bus.