

Section A: 1 hour (1hr 10min ET) LITERARY FICTION: Read one fiction text and answer four questions.

Read the contextual information on the cover of the insert booklet and above the extract because it will tell you what the extract is about. Begin by either reading the extract or the questions.

English Language Paper 1

BUG the questions!

- BOX** the key word
- UNDERLINE** the topic
- GLANCE BACK** at the question as you write



TIMINGS

Question 1 + 2 + 3 =
30 minutes
Question 4 =
20 – 25 minutes

QUESTION
1

Read again lines x to y. List four things about... [4 marks]

Use the phrasing of the question. Write answers out as short, simple, factual sentences.
Eg. List four things about the bird.
1. The bird had yellow claws.

QUESTION
2

Look in detail at this extract, from lines x to y of the source:
How does the writer use language here to describe...? [8 marks]

- Point** – Use the phrasing of the question to open with a statement.
- Quote** – Include a ‘rich’ quote from the relevant section. Bonus: use terminology.
- Explain** – Explain how the quote supports your point. Aim to use ‘because’ and develop explanation by writing at least two sentences about the quote.
- Analyse** – Unpick the effects of the most interesting words/phrases from the quote and link back to the question focus.

- P** – The writer describes... as...
- Q** – ...in the quote/metaphor/simile “...”
- E** – This implies/suggests...because... Furthermore...
- A** – The adjective/verb “...” indicates/conjures up an image of



QUESTION
3

You now need to think about the whole source.
How has the writer structured the text to interest you as a reader? [8 marks]

Write about the beginning, an interesting structural feature or a shift in focus, and the ending. Think carefully about *what* the writer reveals to the reader and *how* this might be structurally significant.

WHEN? WHAT? HOW/WHY?

At the beginning/Towards the middle/At the end of the extract
The writer focuses on/introduces/the writer changes focus to...
This creates... This makes the reader feel... because...

DO NOT WRITE: TO MAKE THE READER WANT TO READ ON OR TO PUT AN IMAGE IN THE READER'S HEAD



QUESTION
4

TOP TIP: Remember that you can recycle any previous ideas from previous questions *as long as it is tailored to the question focus!*

A student said ‘STATEMENT’. To what extent do you agree? [20 marks]
This is the extended essay question. You must: write an **introduction with a clear thesis**, several (3 – 5) paragraphs (with quotes) of argument where you will **comment on writers’ methods**, and a short conclusion.

INTRODUCTION: Immediately outline ‘to what extent’ you agree with the statement and a broad reason for why you believe this.

CENTRAL PARAGRAPHS: Begin paragraphs by stating whether the quote/idea supports or challenges the statement.

Point

Quote

Explain/Explore alternative interpretations/Analysis/Link back.

Conclusion - In conclusion/Overall... reiterate your thesis, and then add your personal response.

Section B: 45 minutes (1hr ET) CREATIVE WRITING: Choice of two questions, one picture to support [40 marks]

QUESTION
5

What are examiners looking for?

A well-crafted piece of writing. It should have elements of description and narrative. It is vital that you plan. Regardless of task, focus on building descriptive imagery.

HOW YOU COULD PLAN:

- After selecting your task, think of four of five *good* moments to write about – that link to the picture or topic. Each moment will represent a paragraph.
- Think carefully about the structure of your writing and number your ideas in the order you’d like to reveal them to the reader.
- For each moment, consider writing some ambitious vocabulary to use and imagery that you’d like to focus on.

Struggling to start? Try a one-word opener.

CONTENT AND ORGANISATION: 24 MARKS

- ✓ A thoughtful, mature interpretation of the task; engaging piece of self-contained creative writing – keep the plot relatively simple.
- ✓ Range of ambitious/sophisticated vocabulary with original/detailed imagery created. You could consider using pathetic fallacy as a tool to set the mood/atmosphere or to foreshadow later events
- ✓ Clear paragraphs with interesting use of structural features (such as a flashback or a cyclical structure)

TECHNICAL ACCURACY . SPaG: 16 MARKS

- ✓ Accuracy in sentence demarcation
- ✓ Uses extensive and ambitious vocabulary
- ✓ Uses formal Standard English consistently
- ✓ Consistency in tense
- ✓ Security in a range of grammatical structures
- ✓ Wide range of punctuation is used with accuracy
- ✓ Varying sentence type and sentence length to dictate pace
- ✓ Accuracy in spelling (included complex words)

LANGUAGE ANALYSIS

STRUCTURAL ANALYSIS

LANGUAGE ANALYSIS
EVALUATION

FIFTY PERCENT OF THE MARKS FOR THIS PAPER IS FOR THIS QUESTION

BUG the questions!

- BOX** the key word
UNDERLINE the topic
GLANCE BACK at the question as you write.



TIMINGS

Question 1 + 3 + 2 =
30 minutes
Question 4 =
20 – 25 minutes
QUESTION ORDER: 1, 3, 2, 4, 5

QUESTION 1

Read again **SOURCE A/SOURCE B** lines x to y. Choose four statements which are true. [4 marks]

TOP TIP: note down 'F' next to statements you are certain are false to eliminate and/or mark *beside* the boxes of the statements that you believe are true *before* shading in. You must shade the circles of the true statements to achieve your marks.

Remember: complete Question 3 *after* Question 1 (*before* Question 2)

QUESTION 3

You now need to refer only to Source __ lines x to y. How does the writer use language here to describe...? [12 marks]

- Check the source, the lines, and box around the relevant text.
- Check the question focus and underline it.
- Track the text and highlight three powerful quotes that you could use to answer this question.

TOP TIP: This question is testing the same skills as English Language Paper 1 Q2.

*P – The writer describes... as...
Q – ...in the quote/metaphor/simile "..."
E – This implies/suggests...because... Furthermore...
A – The adjective/verb "... indicates/conjures up an image of*



QUESTION 2

You need to refer to Source A and Source B. Use details from both sources to write a summary of the differences in.../similarities between... [8 marks]

Remember: highlight the focus of the question

*P: In Source A, the ... is ...
Q: ...evidenced in the line "...".
Explain/Inference: This implies...
However/Similarly
P: In Source B, the ... is...
Q: ...evidenced in the line "...".
Explain/Inference: This suggests...*



*Beware: There will usually be very obvious similarities or differences but writing about these will not gain you many marks (unless you can provide an inference).
Instead: Look for ideas where you are able to read between the lines. Demonstrate inference skills to the examiners.
TOP TIP: A developed inference (two or three sentences of ideas) from each source can gain full marks.*

QUESTION 4

TOP TIP: Check the TAP (Type – What, Audience – Who, Purpose – Why) of each text. Does this affect their feelings towards the topic? If so, integrate these ideas into your E and A.

You need to refer to **Source A and Source B**. Compare how the writers *convey* (get across) their different *perspectives/attitudes/viewpoints* (feelings) towards...

Think carefully about how each writer 'feels' about the particular shared topic and what, in their language, suggests this? (Note: They might feel completely differently, there may be some subtle differences, or they could feel similar).



P – In source A, the writer feels... towards...

Q – ...in the quote/metaphor/simile "..."

E and A – follow approach for Q3

Optional: TAP – Why might they feel this way?

Comparative Connectives

*Both writers feel...
Similarly, Also, Likewise,*

In contrast, However, On the other hand

P – In source B, ...

Q –

E and A –

Optional: TAP

Section B: 45 minutes (1hr ET) WRITING TO PRESENT A VIEWPOINT [40 marks]

What are examiners looking for?

You could be asked to write in the form of an article, a letter, a speech, a text for a leaflet, or the text for an essay. You must plan your response so that it is clear and coherent.

QUESTION 5

HOW YOU COULD PLAN:

- Underline** the form, audience and purpose.
- Annotate** the statement for ideas. You could use this as an opportunity to gather arguments for topic paragraphs or to collect some key vocabulary for your writing.
- Create** a for/against table if you need to map out ideas. If you do this, ensure that your writing still has a clear viewpoint.

Struggling to start? If you are really stuck, you could use some of the statement to begin.

ARTICLE: Modern society has turned a blind eye for too long: ... Increasingly, ... is becoming a concern of many. And so it should be...

LETTER: It has come to my attention that... You are in a position of power, therefore I am writing to ...

SPEECH: It is an honour and a privilege to speak with you today. _____ is a great concern for us all, and I believe ...

CONTENT AND ORGANISATION: 24 MARKS

- ✓ Perceptive understanding of **what** you are writing, **who** you are writing for, and **why** you are writing
- ✓ Clear and convincing viewpoint with a strong sense of register (formality and tone)
- ✓ Extensive use of sophisticated vocabulary with well-crafted linguistic devices (such as figurative language, emotive language, persuasive techniques to *aid* your argument)
- ✓ Topic paragraphs linked fluently to give a sense of coherency to the writing

TECHNICAL ACCURACY . SPaG: 16 MARKS

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