

AQA GCSE English Language

Paper 1 50%

Paper 2 50%

Section A:

Reading

1 unseen literature
fiction text

Section B:

Writing

Descriptive or
narrative writing

Section A:

Reading

1 non-fiction and 1
literary non-fiction
text

Section B:

Writing

Writing to present
a viewpoint

**Total exam time:
1 hour and 45 minutes**

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1 hour and 45 minutes**

All exams will be at the end of Year 11. You will also sit an English Literature GCSE.

Write this into your exercise book.

English Language Paper 1 (fiction) - Monday's Exam

80 marks: 40 for section A and 40 for section B.

Section A – reading – 4 questions - 45 minutes = 40 marks

Section B – writing either a story or description – 45 minutes = 40 marks

- 24 marks for ideas
- 16 marks for punctuation/ spelling/grammar

Language Analysis



- 1. Implicit**
- 2. Explicit**
- 3. Inference**
- 4. Analysis**
- 5. Connotation**

Question 1

Question 1 practice:

Read again the first part of the source, **lines 1 to 4**.

List **four** things from this part of the text that we learn about the **horse's early memories**.
[4 marks]

Q	Skill	Mark	Time	What you need to do	Top Tips
1	Find 4 facts from a section of the text	4	5 mins (7)	Read the text From <u>specific lines</u> , list 4 things	<ul style="list-style-type: none">• Quote <i>or</i> in your own words• No inferences• Full sentences

War Horse Chapter 1: *The novel is about a horse's life from his early years being trained to work on a farm to his experiences in war.*

My earliest memories are a confusion of hilly fields and dark, damp stables, and rats that scampered along the beams above my head. But I remember well enough the day of the horse sale. The terror of It stayed with me all my life

QUESTION 2 – How does the writer use language?

I was not yet six months old, a gangling, leggy colt who had never been further than a few feet from his mother. We were parted that day in the terrible hubbub of the auction ring and I was never to see her again. She was a fine working farm horse, getting on in years but with all the strength and stamina of an Irish draught horse quite evident in her fore and hind quarters. She was sold within minutes, and before I could follow her through the gates, she was whisked out of the ring and away. But somehow I was more difficult to dispose of. Perhaps it was the wild look in my eye as I circled the ring in a desperate search for my mother, or perhaps it was that none of the farmers and gypsies there were looking for a spindly-looking half thoroughbred colt. But whatever the reason they were a long time haggling over how little I was worth before I heard the hammer go down and I was driven out through the gates and into a pen outside.

How does the writer use **language** here to show us what the horse felt about being up for sale?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

Advice:
Highlight at least four powerful words and phrases that link to the Q stem.

FIT

What does the writer want you to FEEL?

What does the writer want you to IMAGINE?

What does the writer want you to THINK?

Question 2: Language Analysis

Golden rules! Read the question

1. Highlight the key words in the question
2. Read the text and highlight powerful words and phrases.
3. Pick 3 words/phrases or techniques to focus on.
4. Write 2-3 detailed paragraphs using *What How Why*
5. WRITE A LOT ABOUT A LITTLE!

2	Analyse LANGUAGE from a part of the text	8	10 mins (14)	Read the text From <u>specific lines</u> , analyse language [2 paragraphs]	<ul style="list-style-type: none">• Identify technique and effect• Infer from the text• Short / one word quotations
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Question 3 Exam Question

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

This text is from the opening of a novel.

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.

[8 marks]

What Question 3 assesses

Paper 1, Question 3 assesses AO2, in this case **how the writer has structured a text**.
Specifically:

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

As per the mark scheme, structural features can be:

- at a whole text level, including reference to
 - beginnings
 - endings
 - perspective shifts
- at a paragraph level, including, if relevant
 - topic change
 - aspects of cohesion
- at a sentence level, when it contributes to the structure as a whole.

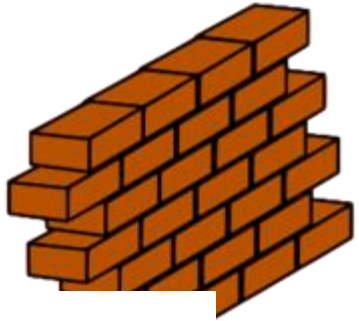
The word ‘interest’ reminds students to consider the effects on them as a reader.
Shows detailed and perceptive understanding of structural features.

- Analyses the effects of the writer’s choice of structural features.
- Selects a judicious range of examples.
- Makes sophisticated and accurate use of subject terminology.

Anything that the writer uses to BUILD a text and take the reader on a journey:

STRUCTURE:

The way a text has been put together (start, middle, end)



CHANGE IN TIME is a structural device



INTRODUCTION OF/CHANGE IN SETTING is a structural device



INTRODUCTION OF NEW CHARACTERS is a structural device

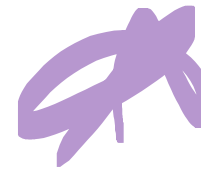
CHANGE IN TONE/ATMOSPHERE is a structural device.

“ DIALOGUE is a structural device ”

Annotate structural techniques on your first reading

3	Analyse <i>STRUCTURE</i> across the whole text	8	10 mins (14)	Explain <u>how</u> and <u>why</u> the text changes [3 paragraphs]	<ul style="list-style-type: none">• How does the text open? How does it change?• Why do these changes happen?• Terminology: foreshadows /focus /plot twist /flashback/ perspective/character intro /time shift
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Always look for:



1. What is attention focussed on at the beginning? Effect?
2. How does this change?
3. How does it end?
4. Anything else?



- Character development
- Dialogue to move on the plot
- Narrative voice
- Motif
- Sentence structure
- Flashback
- Setting
- Tense
- Change the pace
- Introduce or remove characters
- Change perspective

TIPS AND TRICKS



You can focus on any other structural devices that interest you as a reader. The question is NOT about language analysis!

The most common mistake is to just re-tell the story: *this happened, then this happened, then this happened. You will get 0 marks for this!*

It is worth 8 marks.

Spend 10 minutes on this question.

The main trick with this question is, (once you have identified the effect of the structure) to make sure you have explained the reasons why the writer has done what they have.

There are **10** main "tips and tricks" to achieving 6 or more marks (out of 8) in this question.

1. This question will ALWAYS ask you to focus on **structure**.
2. Read each paragraph and note down in the margin what the reader is focusing on.
3. Return to the beginning (how does the writer introduce the scene and in what way does it make it interesting?)
4. Look to see if there are shifts/changes in the middle and/or concluding sections.
5. Look to see if there is a meaning in *how* the text is organised.
6. Use phrases such as 'The writer ... (insert what they do)...' and follow your observation with 'so that...' (and give a reason why they do it).
7. Without fail, explain what the writer has done and *why* the writer has done it (what does the reader realise or learn because of what the writer has done?).
8. NEVER write 'makes the reader want to read on...' Or 'paints a picture in the reader's head...' Etc or anything similar!
9. Aim for about 3 clearly explained paragraphs.
10. Write in full sentences, remember capital letters, all punctuation and paragraphing.

Here is a Language Paper 1 Question 4 example:

FIT

What does the writer want you to FEEL?
What does the writer want you to IMAGINE?
What does the writer want you to THINK?

Q4

Focus this part of your answer on the second half of the source, **from line 11 to the end.**

A student, having read this section of the text said: “The writer vividly conveys how the fair changes from day to night. It is as if you are there with the narrator.”

To what extent do you agree?

In your response, you should:

- write about your own impressions of the fair
- evaluate how the writer has created these impressions
- support your opinions with quotations from the text.

Firstly, read it through and think about what the **BIG IDEA** is? Then, think about FIT?

(20 marks)

4	Evaluate how much you agree with a statement about part of the text	20	20 mins (35)	Explain whether you ‘somewhat’ or ‘completely’ agree using evidence from the text [3 paragraphs]	<ul style="list-style-type: none">• Use a range of quotations• Explain in detail how your quote supports your opinion• Consider different interpretations
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Remember, this is a 20 mark question. This means that this question alone is worth 25% of your paper.

Evaluation

To judge or determine the significance, worth, or quality of; assess.

In other words, you are evaluating the significance of your evidence. HOW does the evidence help fair as being better at night?

AQA  said...

The key skill for Question 4 is **evaluation**, both of the ideas in the source in relation to the given statement, and also the methods used by the writer to convey these ideas. However, the biggest error made by students was that **many of them failed to address methods; they dealt with the 'what' but not the 'how'**, which limited how far they could move into a given level.



Recall!
Where have you used evaluation skills before?

Lang paper 1, Section B – Q5

- Question 5 is worth 50% of Language paper 1
- It is worth of 25% of your entire GCSE Language
- You only have 45 minutes to plan, write and proof-read your response
 - You are marked on two areas:
 - content and organisation = 24 marks
 - Technical accuracy = 16 marks

What does the exam board (AQA) say?

“Unfortunately, there was also considerable evidence of a **lack of planning**. Occasionally, spider diagrams were used, which [...] do not help with *organization or cohesion*...”

“A lack of planning also resulted in *unnecessarily lengthy responses* [...]. Many students would have benefitted from a **quality rather than quantity approach**: take time to plan, and then *craft* a shaped and *structured* response...”

What do the AO's want?



AO5

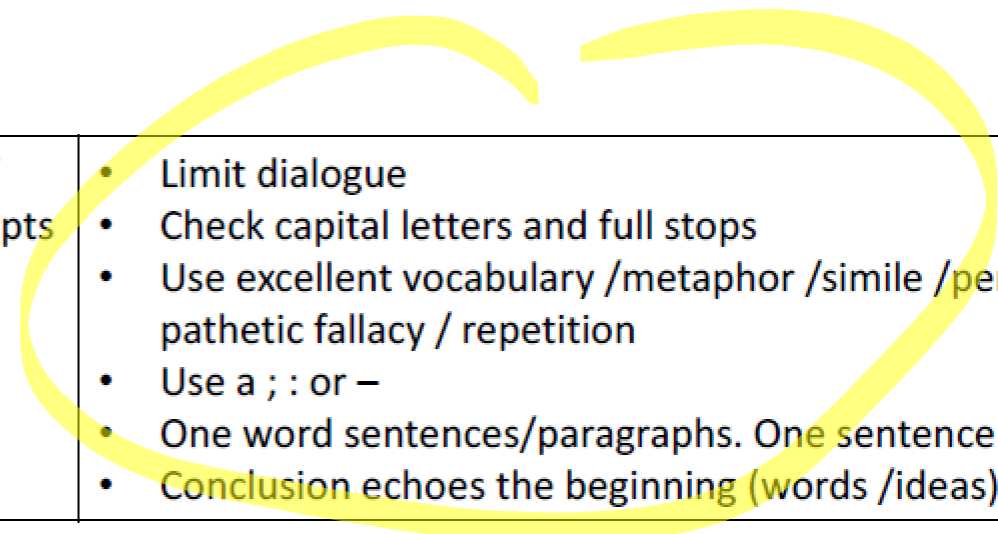
- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

AO6

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



5	Descriptive writing / story writing from a picture or an idea	40	45 mins (55)	Produce an extended piece of writing from one of two prompts	<ul style="list-style-type: none"> • Limit dialogue • Check capital letters and full stops • Use excellent vocabulary /metaphor /simile /personification / pathetic fallacy / repetition • Use a ; : or – • One word sentences/paragraphs. One sentence paragraphs • Conclusion echoes the beginning (words /ideas)
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Makes notes and 1st impressions

Sea of yellow

Try to include:

- Ambitious vocabulary
- Senses
- Language techniques



scratChy sand

Descriptive writing tips

1. Write in paragraphs
2. Beginning, Middle and End (describe a journey)
3. Look at the image from different perspectives
4. Zoom in on a specific detail / zoom out (wider perspective)
5. Show not tell

When describing the picture the students who did best imagined themselves as part of the picture; often using the image as a starting point.

Best responses had compelling opening and endings.


Strongest candidates had used minimal dialogue focusing instead on the detail and description of the scene setting.

Descriptive Ingredients

1. Atmosphere/ setting/ pathetic fallacy – (zoom out)
2. Zoom in on specific aspect of image
3. One line paragraph – impactful. Add change of focus. Flashback.
4. Imagine that you are elsewhere.
5. Return to beginning.

Narrative Writing Plan



Full picture <ul style="list-style-type: none">• Pathetic fallacy• Time/mood	Above me or Above her/him...
Zoom in on one thing <ul style="list-style-type: none">• A semi-colon	
Flashback or change of focus <ul style="list-style-type: none">• Smell• A <u>drop in clause</u> (brackets or commas)	Start with <u>sound</u> or <u>smell</u>
Go back to the beginning <ul style="list-style-type: none">• Show not tell	