Cycle 1. Year 10: English Language Paper 1. The exam:

Q1	Using information from the lines identified in the question create 4 full sentences about the topic requested.	5 mins
Q2	This is a language analysis question (identical to Q3 on P2). How does the writer use language to… Use a WHAT?/HOW?/WHY? or PETER structure to help answer. Aim for 3 paragraphs with different quotations and methods.	10 mins
Q3	This is a structural analysis question. How does the writer use structure to… Look at the piece from a bird's eye view what changes from the beginning, to the middle and at the end. Explore focus shift, dialogue, pace, tension and climax etc.	10 mins
Q4	This question asks you to compare EVALUATE a statement about the end of the extract. You need to agree or disagree with all elements of the statement using your analysis skills of structure and language to support your argument. Make sure you use devices and quotations for each point you make. Use a WHAT?/HOW?/WHY? or PETER structure to help answer. Aim for 4 paragraphs with different quotations and methods.	20 min
Q5	You will be given an image or an idea prompt for either a description or a story. Do not directly reference the image but use it as a springboard to craft your ideas. Use SOAPAIMS techniques, exciting vocabulary, a range of sentence forms, ambitious punctuation and paragraphing for effect. Take 5 minutes to plan your ideas, 35 minutes to write, and 5 minutes to proof read. Keep your narrative concise and logical making sure it ends as interestingly as you started.	45 mins

Revise and learn this key exam info SO THAT you can achieve your full potential in English Language paper 1.

Make sure you know what skills you need to answer each question and how long to spend on each question.

English Language: Learning Cycle 1

S	Simile	Comparing two things using like or as.
O	Onomatopoeia	Words that sound like they look on the page.
A	Alliteration	Two or more words that start with the same letter.
P	Personification	Giving human characteristics to inanimate objects.
A	Adverbs / Adjectives	Describes verb/Describes noun
I	Imagery	Creating a picture with words
M	Metaphor	Compares two things not using like or as
S	Sensory Language	Words that links to the senses – sight/sound/smell/taste/touch

Learn your key language techniques SO THAT you can identify them for section A and use them in your own writing for section B.

Learn your PETER structure and sentence starters SO THAT you can write developed answers in Section A.

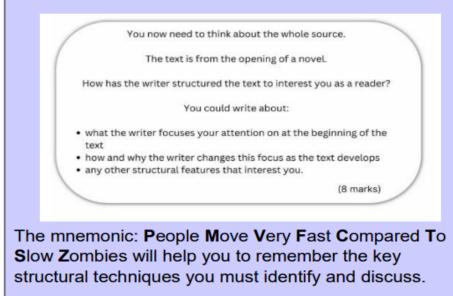| P Point	The writer uses language to create the effect that…
E Evidence	"Short QUOTATION."
T Technique	The powerful _____ is an example of this.
E Explain	This shows This also shows Another thing it shows
R Reflect	**Reflect:** The writer is trying to teach us that…

WHAT? What is the writer trying to show/tell?   **HOW?** How do you know this? (quotation) How has the writer used language/ structure   **WHY?** Why is it effective at showing/ telling you what the writer wanted?

English Language: Learning Cycle 1

People (Perspective)	1st, 2nd, 3rd person narrator
Move (Move from inside to outside world)	Move from an inside setting to an outside setting vice versa
Very (Viewpoint)	Age, gender, status of narrator / character.
Fast (Focus/ Foreshadowing)	Focus moves from one thing to another. Foreshadowing – warning of a future event
Compared (Character/ contrast)	Introduction of a new character. Contrast – different to something else
To (Time shift)	Change of time – including flashback
Slow (Setting)	Where the story takes place
Zombies (Zooming in or out)	High focus on a particular aspect

Paper 1 question 3 is on the structure of the text. What is the focus of the text and how does this change?

You now need to think about the whole source.

The 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 of the text
- how and why the writer changes this focus as the text develops
- any other structural features that interest you.

(8 marks)

The mnemonic: **P**eople **M**ove **V**ery **F**ast **C**ompared **T**o **S**low **Z**ombies will help you to remember the key structural techniques you must identify and discuss.

Learn these structural techniques so that you can improve your writing.

English Language: Learning Cycle 1

Cycle 1. Year 10: English Language Paper 1. Section B:

The question focus is always: write a narrative or description based on an image or given task.

Steps to Success

Step 1 – Plan your answer. It is important to spend a few minutes on this. Create a plan write your first ideas down as a mind map or notes. Include a checklist of language techniques to use.

Step 2- – Start in an interesting way to grab the reader's attention. Show not tell/ rhetorical questions.

Step 3
Aim to write about 2 sides (quality writing is very important). Use paragraphs and vary your sentence lengths to interest the reader.

Step 4 – Write in an exciting, interesting and varied way. Use your imagination. Write as descriptively as you can using lots of language techniques.

Step 5
Proof-read your work. Don't be afraid to alter anything. This is an opportunity to use your best vocabulary.

Vocabulary
- ❖ Choose the best words you can.
- ❖ Replace simple words, including simple verbs.

Top Tips

Punctuation is important; Use sophisticated choices:

: ; - () …

Paragraphs must be used. Take the reader on a journey.

Use lots of **language techniques**. Show that you can craft your writing.

Sentences
- ❑ Vary your **sentences starters** = use verbs or adverbs at the beginning.(Being/ Quickly)
- ❑ Vary your sentence lengths using all types of sentences. Simple for tension. Compound. Complex add more details.
- ❑ Use a **super sentence**

English Language: Learning Cycle 1

Cycle 1. Year 10: English Language Paper 1. Section B. The skills...

Learn the sophisticated vocabulary and how to use a super sentence SO THAT you can write with confidence and authority. You will increase your GCSE mark.

Vocab	Definition
Intoxicating	Drunk-out of control
Festering	Offensive/rotten to the senses.
Cacophony	Collection of harsh sounds
Euphony	Collection of peaceful sounds
Cherish	Protection and treasure
Glorious	The splendour of God or Christ

Learn these steps to the super sentence and write your own example.

Step 1: 3 words or ideas
Step 2: Add a colon :
Step 3: Explain your words
Step 4: Add a simile

Example super sentence:
Money, corruption, winning at any cost: these man made problems fester exponentially in a toxic atmosphere like a nuclear power plant ready to blow.

English Language: Learning Cycle 1