



KS4 English language Paper 1 - Section A



Question 1 – AO1 (Implicit/Explicit)

Identify 4 pieces of information from the text

Marks: 4

Time: 5 mins

Top Tip – look in the correct section of the text and keep your answers short and simple.

Question 2 – AO2 (Language)

How does the writer use language to (achieve a particular effect) IN THE SHORT PASSAGE given?

Marks: 8

Time: 10 mins

Write 3 WHW (What, how, why) paragraphs like this:

What – What impression does the writer create?

How 1 – How do you know this? (Quotation)

How 2 – How can you explore this quotation?

Why – Why does the writer give us this impression?

Top Tip – choose evidence that you can write about in detail.

Question 3 – AO2 (Structure)

How does the writer use structure to (achieve a particular effect) in the WHOLE source?

Marks: 8

Time: 10 mins

Write 3 WHW paragraphs like this:

- **What is the writer showing us?** (mention the structural feature being used)
- **How is the writer showing us this?** (Choose a quotation)
- **Why is the writer showing us this?** (Explain what the reader is learning through what the writer is showing us)

Top Tip – always look at how the focus shifts from beginning to end – there will always be something to say about this.

Question 4 – AO4 (Evaluation)

Use PART of the source for this question. After reading this extract, a student said (STATEMENT) To what extent do you agree?

Marks: 20

Time: 30 mins

- Provide an overview in response to the statement.
- Aim to write 4 WHW paragraph like this:
- What do you think and feel about the statement provided?
- How has this impression been formed? (Provide a quotation that supports what you think/feel)
- Why does the text make you feel you this way? (Look at language/structure)

Top Tip – Keep focused on how the text achieves the effects you are evaluating from the statement.

Language Features

| | |
|------------------------|---|
| Nouns | A word that names a person, place or thing. |
| Verbs | A word that shows a state of being, action or concept. |
| Adjectives | A word that describes a noun. Superlative - Used to compare differences between two nouns either adding the suffix 'er' or 'more' Comparative - Used to compare more than two nouns to the highest degree either by adding the suffix 'est' or using 'most' |
| Adverbs | A word that describes a verb, and adjective or another adverb (usually ending in -ly). |
| Metaphor | Comparing two things as though they were the same. |
| Personification | Giving something human features. |
| Semantic field | A group of words related in meaning. |
| Simile | Comparing two things as though they are similar to each other, using 'like' or 'as'. |

Structural Features

| | |
|------------------------------|---|
| Narrative perspective | The person telling the story (first person/third person/omniscient narrator). |
| Shifts in focus | A change from one scene to another. Something different the writer draws the reader's attention to. |
| Zoom in/out | Zooming in on a detail or zooming out from a detail to a wider view. |
| Analepsis (flashback) | Looking at something which happened in the past. |
| Prolepsis | Looking ahead to something which happens after the time period in the text. |
| Cyclical | The text mentions something from the beginning of the text again at the end. |



RS4 English Language Paper 1 - Section B



Question 5 – AO5/AO6 (Content/Organisation)

Section B: Writing to describe/narrate

Marks: 40

Timings: 10 mins planning/25 mins writing/10 mins editing

Your answer needs to include the following:

- Planned, structured, developed ideas in clear paragraphs (use a short paragraph for effect somewhere and lots of connecting phrases to join up your ideas)
- A clear purpose with carefully chosen language devices
- Formal, controlled standard English (check tenses and avoid /)
- A wide range of accurate punctuation (use : ; , . ? ! () – and check carefully that every sentence makes sense)
- A variety of sentence lengths, types and openings (think about adding extra detail to some sentences and making some very short sentences for effect)
- Sophisticated vocabulary with accurate spelling.

Writing a Description

- Paint a picture for the reader using the five senses
- Make use of lots of imagery (similes, metaphors)
- Create an atmosphere through your choice of language.
- Focus on the small details – not just a building for example but a door, a roof, a crack in the plaster.
- Show don't tell.

Use the following structure to help create a successful description:

- Drop in** - to the image. Provide an overview of the setting)
- Shift** - flashback – describe the location at a different point in time)
- Zoom x2** - zoom in on a small detail and give a close description of it)
- Return/Link** - Return to the opening. Provide an overview of the setting once more but indicate that something has changed (time/action).

Writing a Narrative

- Keep it simple - you don't have time to tell a whole life-story
 - Keep it realistic - pick a small event and turn it into something worth reading about
 - Avoid using too much dialogue (if any)
- Use the following structure to help create a successful narrative:

- Weather** — set the tone and atmosphere through a description of the weather.
- Environment** — describe the setting in great detail, making sure that it creates the mood that fits your narrative.
- Character** — describe your main character(s) in great detail. Remember to 'show not tell' important information about them.
- Recollection** — flashback to an event that led your character to where they are now
- Action** — return to the present and include your main action (plus dialogue if applicable)
- Meaning/Mystery** — leave your narrative on a cliff hanger or at a point where your character or the reader will have a sudden realisation or sense of meaning.

How do I 'show not tell'?

Use your nouns, verbs and adjectives to 'show' your reader what you mean. Instead of 'The beach was dirty' try '*Cans, bottles, plastic bags: a plethora of debris littered the sand*'.
Instead of 'she looked dangerous': '*Her blood-red lips matched the nail polish on her talons*'.

Sophisticated Vocabulary

| | |
|----------------------------|---|
| cascade (v.) | to fall, pour or rush like water in a waterfall |
| cavernous (adj.) | cavern-like in size, shape or atmosphere; dark and vast |
| coarse (adj.) | having a rough texture |
| colossal (adj.) | extremely large |
| delectable (adj.) | (of food or drink) delicious |
| dishevelled (adj.) | (of a person's hair, clothes or appearance) untidy |
| dilapidated (adj.) | in a state of disrepair due to age or neglect |
| dreary (adj.) | dull, bleak and lifeless; depressing |
| elusive (adj.) | difficult to find, catch or achieve |
| extravagant (adj.) | showing excessive wealth and luxury |
| exuberant (adj.) | filled with lively energy and excitement |
| fester (v.) | to rot slowly |
| incandescent (adj.) | emitting light; glowing |
| intertwine (v.) | to wrap around and twist together |
| intricate (adj.) | very complicated or detailed |
| iridescent (adj.) | shiny, with colours seeming to change from different angles |
| lonesome (adj.) | solitary or lonely |
| luminous (adj.) | full of light; bright and shining |
| nestle (v.) | to settle to lie within or against something |
| obnoxious (adj.) | extremely unpleasant (usually for behaviour) |
| ornate (adj.) | intricately shaped and/or decorated with complex patterns |
| opulent (adj.) | ostentatiously rich and luxurious |
| pristine (adj.) | immaculately clean and in original condition |
| sombre (adj.) | dark or dull in colour or tone; gloomy |