



KS4 English language Paper 1 - Section A



Question 1 – AO1 (Implicit/Explicit)

Four multiple-choice questions about key information in 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 H1H2 (How 1, How 2) paragraphs like this:

- **HOW 1** – What language technique is used by the writer? For what reason?
- **HOW 1** – How is this conveyed? (Quotation)
- **HOW 2** – What is the effect? What does it make you understand?
- **HOW 2** – Are there any individual words within the quotation that can be explored further?

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:** What is the focus on? (Structural technique)
- **HOW:** How is the writer showing us this? (Quotation)
- **WHY:** 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.
In this part of the source, (STATEMENT)
To what extent do you agree with this statement?

Marks: 20
Time: 30 mins

- Provide an overview in response to the statement.
- Aim to write 4 WHW paragraphs like this:
 - **WHAT:** What is your opinion in relation to the statement?
 - **HOW 1:** Identify evidence that supports what you think/feel
 - **HOW 2:** Consider how the quotation supports your response. Look closely at words/phrases/techniques as well as 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.



KS4 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. Focus on one moment or small event.
- Keep it realistic** – something believable is often more powerful than something dramatic but over-the-top.
- Don't rely on dialogue** – use description and inner thoughts instead to bring the scene to life.

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 or memory that connects to the moment your character is in. This can help explain their feelings or actions.
- Action** — return to the present and include your main action (plus dialogue if applicable)
- Mystery** — finish your opening with something that makes the reader want to keep reading. This could be a question, a surprising detail, or a moment of curiosity – anything that creates interest without giving everything away.

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