**YEAR 11 LANGUAGE PAPER 1**

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| **Q1.**  Read the questions focus clearly  Read the correct lines  **One** simple sentence per bullet point  Copy and paste from the text  Use the question focus to start each of your bullet points  Keep. It. Simple. |
| **Q2.**   * Read the questions focus * Underline the powerful words and phrases, then annotate with language techniques * Use word journeys to analyse the impact of key words   **Success Criteria**   * **3 x TEA (technique, evidence, analysis) paragraphs** * **3 x evidence** * **LANGUAGE analysis of impact of writer’s methods on the reader**   **How to do this: (x 3)**  **Technique:** The writer uses…in order to…  **Evidence:** For example, when he/she/they write…  **Analysis:**   * For readers * this creates an image/mood/feeling of… * The adjective/verb/noun connotes…which… |
| **Q3.**   1. Question always stays the same 2. Read the opening – what is the focus, how does it interest you, why is it important at this point in the extract? 3. Identify one or two significant changes of focus – What? How? Why? 4. Look at the end of the source – what? How? Why?   **How to do this: (x3)**  **P1:** In the beginning, the writer focuses the reader’s attention on…  **P2:** Then, the writer changes focus by narrowing/zooming in on/widening to…  **P3:** Finally, the writer rests our focus on…  **This is structurally significant because it…**   * Reveals that…builds towards…Focuses our attention on…Raises questions like…which are later echoed when…Adds to the sense of…   **Structural terminology:** foregrounds/foreshadows/forebodes/introduces/establishes/builds/juxtaposes/reveals/concludes/zooms in/develops/resolves |
| **Q4.**   1. Unpick the statement – what are you being asked to evaluate? 2. Box off the correct lines 3. Re-read and underline all and any relevant details 4. You’re looking for a combination of language and structural devices used by the writer 5. Start by agreeing, say a lot about a little, give your own impressions   **How to do this (x2). Respond like you would in a literature essay:**  **Thesis statement**: Firstly, I agree that the writer powerfully depicts [insert topic of question], through the use of…in order to…  **Evidence:** For example, when…  **Explain:** This supports the idea that…because…  **Analysis:** The writer’s use of metaphor/simile/sentence types…OR…The adjective/verb/noun is particularly effective because…It could also suggest |
| **Q5.**  Planning an answer   1. **Drop:**  * Short, short, long, long, short… * This story started… * What was I thinking?  1. **Panorama:**  * Describe your setting using: personification, colour thesaurus, 5 senses  1. **Zoom in:**  * Describe your character; what someone said about them; single line of dialogue * Show not tell * Facial expressions, body language, clothes…  1. **Zoom out:**  * Zoom back out onto the action but something’s happened and/or changed * Range of sentences  1. **Flashback**  * A memory your character has, triggered by one of the 5 senses and ending with a realisation  1. **End**  * Cyclical structure * Short, short, long, long, short… * This story started… * What was I thinking?   **Key tips:**   * Keep your story vague and purposefully ambiguous * Imagine yourself there, immerse yourself in the setting * This is the KEY MOMENT in a narrative, keep your focus narrow * Check spelling and grammar. Use a range of sentence types, punctuation and vocab. * 40 marks. 24 (content and organisation) 16 (technical accuracy) * Use paragraphs! |