



Language Paper 1 – Cheat Sheet

What's it all about?

The paper is made up of five questions and to achieve your best you need to complete all of them. Questions 1-4 are based on an extract and together are worth 40 marks. Question 5 is a writing task which is also worth 40 marks.

Timing

You should spend 60 minutes on the reading section and 45 minutes on the writing section.

Start by **reading the blurb** for each text and then **read and highlight** the key information in the questions.

- **5 minutes:** Question 1
- **15 minutes:** Question 2
- **15 minutes:** Question 3
- **20 minutes:** Question 4

Question 1

You'll need to find four pieces of information from the text with a specific focus, e.g. list four things about the weather.

- ✓ Make sure you're selecting from the right lines. **Box this area off before you start.**
- ✓ Remember that you can copy the quotes word for word.
- ✓ Only give one piece of information per answer. Don't write 'and' to make sure you are only giving one piece of information at a time.

Question 2

You need to analyse the language that the writer has used and the impact that it has on the reader in the extract given.

- Make sure you know and understand what the question wants you to focus on.
- Look for individual words, phrases, language devices and sentence structures that answer the question.
- Include the writer's name in your answer and use the word 'deliberately' when discussing the choices he has made. E.g. The writer has deliberately used ...
- Use short quotes (preferably no more than five words)
- Discuss the subject terminology being used and explain its impact on the reader.
- Do not write 'word'.
- Repeat this process **at least three** times.

TOP TIP: Look at the list of language features on the next page for some ideas of what you might look for.

Question 3

You need to analyse the structure of the **whole** text.

- ✓ Imagine that the extract is a film, where would the image on the screen shift or change focus?
- ✓ Choose three/four key shifts and write about how this happens and why.
- ✓ Include the writer's name in your answer and use the word 'deliberately' when discussing the choices he has made. E.g. The writer has deliberately changed the focus to...
- ✓ Discuss the techniques being used. E.g. at the start, in the middle, at the end...
- ✓ Use short quotes (preferably no more than five words)
- ✓ Discuss the impact on the reader
- ✓ Repeat this process at **least three/four** times

TOP TIP: Look at the list of structural features on the next page for some ideas of what you might look for.

Question 4

This will give you an opinion statement about the text and you will be asked to what extent you agree with it.

- ✓ You should aim to make **4 points** in your answer – these can be agreeing or disagreeing with the statement or a mix of both (make sure you definitely end up agreeing with one or the other).
- ✓ You can focus on language AND structural methods.
- ✓ Remember that you need to back everything that you say up with a quote.
- ✓ For level 3 answers and above you need to zoom in on a specific word/punctuation mark and analyse its impact on the reader.
- ✓ Link every paragraph back to the statement in the question.

TOP TIP: Think: what do they say? How do they say it? How does it affect you as a reader (do you agree or disagree and why?)

Question 5

There will be a choice of two tasks but you should only complete one of them! You'll be asked to write a narrative (detailed story) or a description.

You are marked on SPAG (16 marks) and Content and Organisation (24 marks).

Make sure you:

- ✓ Plan your work using the 5s (hand) method.
- ✓ Write in paragraphs.
- ✓ Write in sentences that make sense, begin with a capital letter and end with a punctuation mark.
- ✓ Use the most ambitious words you can. Take care to spell them accurately (use 5+ language devices).
- ✓ Use a range of sentence types and make sure you vary your sentence openers (use ISPACED).
- ✓ Use a range (5+) types of punctuation.
- ✓ Proof read your work before you finish and edit any mistakes.

Language Features (Q2 and 4)

- Key words or phrases (remember to identify as a noun/verb/adverb/adjective/pronoun etc).
- Language features (similes, personification, alliteration, onomatopoeia, metaphor etc).
- Sentence structures (simple, compound or complex).
- Punctuation used for a certain impact.
- Repetition used to emphasise a certain thing.
- The tone of the writing (sarcastic, vague, journalistic etc).
- Persuasive techniques (such as use of facts, expert quotes or anecdotes).
- The level of formality (colloquial, slang, technical, profane, archaic etc).
- Exaggeration/hyperbole.
- Emotive language (either leading the reader to feel positive or negative emotions).
- Use of humour.
- Intertextuality – where the writer alludes to or quotes another famous work of literature.

ISPACED to help you vary sentence openers

Try starting with:

I – and **ing** word such as ‘Screaming,...’

S – a **simile** such as ‘Like a thunderstorm I...’

P – a **preposition** such as ‘Behind..’

A – and **adverb** (ly word) such as ‘Savagely...’

C – a **connective** such as ‘Meanwhile...’

E – an **ed** word such as ‘Panicked I...’

D – **dialogue** such as ‘“Shut up!” I screamed.’

Question Five (planning)

The Five Method

- ❖ 5 paragraphs
- ❖ 5 language devices
- ❖ 5 types of punctuation



Narrate = These five paragraphs in any order:

1. Setting
2. Characters (no more than 3)
3. Action
4. Media Res
5. Resolution

Describe = Five paragraphs in any order (use a linking idea such as the weather to join each of the paragraphs):

1. Describe **setting** and weather - big picture.
2. **Zoom** in on something; describe it in detail (something that is animate).
3. Make some **action** happen and describe that.
4. Short paragraph reflecting on the **mood/feelings** – include some short speech to include some noise or onomatopoeia.
5. **Leaving** the scene - best answers would show a shift in the mood by the end.

A choice of 5 language devices.

A choice of 5 punctuation marks (not full stops or commas!).

Structural Features (Q3 and 4)

Remember, when the question asks you about ‘structure’. It’s actually asking you about how the text is organised and why the writer might have made those choices.

- The order that information is given or characters are introduced – is this significant for the reader?
- Any shifts in focus or perspective – does this make the reader think or feel certain things?
- Effective openings or closings (look at the first and last few lines and think about the impact that they have on the reader).
- Narrative voice (is it 1st, 3rd, dual, omniscient etc. and why is this the case?).
- Narrative structure (is it non-linear, circular, epistolary etc. and why is this the case?).
- Repetition of sentence types, pronouns or types of words throughout the whole text – do these help to build a certain mood?

NB: Be careful not to start analysing individual words or phrases as this is for question two!

Helpful Glossary to revise

- **nouns:** objects / things (concrete or abstract).
- **verb:** an action or doing word.
- **adjectives:** describes a noun (thing).
- **adverbs:** describes a verb (action).
- **pronouns:** words used to replace the noun / proper noun, such as he, she, it
- **proper noun:** a noun that requires a capital letter
- **preposition:** a word that tells you where or when a thing is.
- **imagery:** when the writer creates a strong image in the reader’s mind.
- **alliteration:** where 2+ words start with the same letter / sound.
- **sibilance:** repetition of an s or z sound.
- **assonance:** repetition of a vowel sound (e.g., moving towards the blue moon she swooned.).
- **metaphor:** an object is described as something it’s not.
- **personification:** an inanimate object is given living qualities.
- **dehumanisation:** when a human is described as an animal or object.
- **simile:** an object is compared to something it’s not (often using the words ‘as’ or ‘like’).
- **onomatopoeia:** words which sound like the action they describe
- **anaphora:** sentences that begin with the same word.

Prepositional connectives (description)

- Next to - Directly
- Behind - Between
- In the distance - Among
- Parallel to - Over
- Underneath - Before