YEAR 11 LANGUAGE PAPER 1

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

Firstly, I agree… 〉 Furthermore, we might also agree… 〉 However, perhaps…

Q5.
Planning an answer

1. **Drop:**
- Short, short, long, long, short…
- This story started…
- What was I thinking?
2. **Panorama:**
- Describe your setting using: personification, colour thesaurus, 5 senses
3. **Zoom in:**
- Describe your character; what someone said about them; single line of dialogue
- Show not tell
- Facial expressions, body language, clothes…
4. **Zoom out:**
- Zoom back out onto the action but something's happened and/or changed
- Range of sentences
5. **Flashback**
- A memory your character has, triggered by one of the 5 senses and ending with a realisation
6. **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!