

# Language Paper 1a READING CREATIVE TEXTS

## Year 10 Autumn 2020

### Basics & Stretch Yourself

### Language

#### QUESTION ONE

LIST 4 things in lines .....

- 4 marks = 5 mins
- Extract referred to but not re-printed

**To answer:**

- Read and highlight key words in the question**
- Read the question carefully then use a highlighter to put a box round the only lines you should refer to in your answer.
- Use a pronoun to start each sentence for your answer e.g. He is / It is
- No need to infer or analyse
- You can quote from the extract

**Top tips:**  
*This is not a trick question. It is easy. Be brief but accurate.  
 Re-read the **correct lines** from the text.*

#### QUESTION TWO

How does the writer use LANGUAGE to.....?

- 8 marks = 10mins
- Extract re-printed on your answer page.
- Bullet points guide your answer

**To answer:**

- Read and highlight key words in the question**
- Pick your quotes **first** then consider devices
- The part to refer to in your answer is printed in your exam paper
- WHAT** can you infer about what is happening/being described
- HOW** is language used (METHOD & EVIDENCE)
- WHY** – does the writer use this method? What effect are they trying to achieve? What do they want the reader to know, understand or believe?
- Aim to write **two** WHAT/HOW/WHY paragraphs
- DON'T DISCUSS STRUCTURE
- DO LOOK AT SENTENCE FORMS (simple/compound/complex)

**Top tips:**  
*Pick out individual words afterwards and discuss their **effect** (not meaning). When you pick out a word/device you need to underline or re-quote it – so the examiners knows you know which word is the 'verb' etc. Think of squeezing or wringing the last drop of meaning from a passage. **Track** through the extract from start to finish.*

#### QUESTION THREE

How has the writer **STRUCUTRED** the text to...?

- 8 marks = 10mins
- You will need to consider the **WHOLE** text.
- Bullet points guide your answer

**To answer:**

- Read and highlight key words in the question**
- Consider the **sequence** through a passage (introduction, development, summary and conclusion. Maybe also: contrast, flashback/forwards, repetitions, threads patterns or motifs).
- Consider **changes** in ideas and perspectives (changing focus from wide to narrow, place to place, outside to inside (and vice versa)).
- Consider **coherence**, (connections and links across paragraphs, links within paragraphs, topic sentences. )
- WHAT** is the writer focussing on or writing about at each stage of the narrative?
- HOW** is structure used (name the **METHOD** – if there is one, perhaps a flashback, or close description of a particular thing/character & give **EVIDENCE**)
- WHY** – does the writer use this method? What effect are they trying to achieve? Why at this point in the narrative in particular?
- Avoid clichéd and empty ideas about the emotional effect language has on the reader or that it simply makes the reader 'want to read on' – what is it we want to find out by reading on?

**Top Tips:**  
*Comment in the writer's techniques like a film makers using phrases like: focusing, zooming, narrowing, widening, introducing, developing, changing focus, concluding, foreshadowing, contrasting. E.G. 'We start to see things through the father's eyes as if we are searching with him' or 'We go from a wide viewpoint to a close-up focus if we are getting inside the father's mind'*

#### QUESTION FOUR

Statement written. How far do you **AGREE**?

- 20 marks = 20 mins
- Bullet points guide your answer

**To answer:**

- Read and highlight key words in the question**
- Use phrases like: This makes the reader identify with the character because/ the impact of this description is.../ This works because we think/feel.../ This phrases indicates / The contrast used makes the reader...
- The statement always contains **two** elements, these are broken down for you in the **bullet points** below the question and statement.
- You need to address **both** elements of the statement.
- Follow **PEACHL**

**P** = personal opinion on the statement (use the wording of the statement) and then 'because...'  
**E** = evidence/quote  
**A** = argue (this shows...)  
**Ch** = choice of language and effects it has – how it demonstrates the opinion in the statement (zoom in on the language/structural technique)  
**L** = link back to personal opinion again using the wording of the statement  
 Try to write **several (3-4) PEACHL** paragraphs

Know your basics

Noun/verb/adverb/adjective/ simile/metaphor/question/ alliteration/ onomatopoeia/5 senses/listing/personification/ repetition

Reach for the stars

Give one sentence overview for each question, identifying patters - use the word 'main' or 'key'/Embed quotations/ Look at the bigger picture – not just individual quotes/ Consider genre and form/narrative voice/be /use terms: implies/ illuminates/

- Pronouns
- Direct speech
- Terms of address
- Noun phrase
- Subordinate/ main cause
- Narrative voice
- Simple/compound /complex sentences
- Accent /Dialect
- Utterances
- Ellipsis
- 1<sup>st</sup>/3<sup>rd</sup> person
- Hyperbole
- Imperatives
- Exclamations

### Structure

- Narrative perspective/voice
- Flashforward/backward
- Non sequiturs
- Topic sentence
- Discourse markers
- Ellipsis
- Foreshadowing
- Focus/Narrowing
- Contrast/ juxtaposition