

## Nailing the Structure Question (8 marks)

Tips – 3 x PETEL	What to write: WHAT + HOW + WHY	ESSENTIAL VOCABULARY	
Paragraph 1	<ul style="list-style-type: none"> <li>The focus at the start</li> <li>A quote to prove this.</li> <li>Why the writer focuses on this at the start?</li> </ul>	WRITER'S INTENTION	READER'S RESPONSE
Paragraph 2	<ul style="list-style-type: none"> <li>The focus in the middle</li> <li>A quote to prove this</li> <li>Has there been a shift?</li> <li>The reason for the shift / focus (e.g. "it has been used to signal ....") What does the reader understand from this?</li> </ul>	Builds Creates Heightens Signals Manipulates Indicates Highlights Reveals Develops Establishes	Anxiety Tension Excitement Suspense Curiosity
Paragraph 3	<ul style="list-style-type: none"> <li>Focus at the end and how it links to the beginning</li> <li>Why has this been used at this point (e.g. "it has been use at this point because...")</li> </ul>		
SENTENCE STEMS:		WRITER'S METHOD – TECHNIQUES /TERMINOLOGY	
In the beginning of the extract, the extract focuses on.... This has been done in order to establish....		Essential Terminology	For the higher grades
In the middle of the extract, the writer builds up..... The focus is on... This has been done at this point in order to....		Focus Shift	Transition Chronology Linear Non-linear Flashback Foreshadowing Narrator Narrative voice Broad focus Narrow focus Zoom
At the end of the extract, the writer focuses on.... This develops..... This links to the beginning as.... This has been done at this point in order to			

## Nailing the Structure Question- Question 3 (8 marks)

Tips – 3 x PEEL	What to write: WHAT + HOW + WHY	ESSENTIAL VOCABULARY	
Paragraph 1	<ul style="list-style-type: none"> <li>The focus at the start</li> <li>A quote to prove this.</li> <li>Why the writer focuses on this at the start?</li> </ul>	WRITER'S INTENTION	READER'S RESPONSE
Paragraph 2	<ul style="list-style-type: none"> <li>The focus in the middle</li> <li>A quote to prove this</li> <li>Has there been a shift?</li> <li>The reason for the shift / focus (e.g. "it has been used to signal ....") What does the reader understand from this?</li> </ul>	Builds Creates Heightens Signals Manipulates Indicates Highlights Reveals Develops Establishes	Anxiety Tension Excitement Suspense Curiosity
Paragraph 3	<ul style="list-style-type: none"> <li>Focus at the end and how it links to the beginning</li> <li>Why has this been used at this point (e.g. "it has been use at this point because...")</li> </ul>		
SENTENCE STEMS:		WRITER'S METHOD – TECHNIQUES /TERMINOLOGY	
In the beginning of the extract, the extract focuses on.... This has been done in order to establish....		Essential Terminology	For the higher grades
In the middle of the extract, the writer builds up..... The focus is on... This has been done at this point in order to....		Focus Shift	Transition Chronology Linear Non-linear Flashback Foreshadowing Narrator Narrative voice Broad focus Narrow focus Zoom
At the end of the extract, the writer focuses on.... This develops..... This links to the beginning as.... This has been done at this point in order to			

## Ortu Hassenbrook Academy

# Language Paper 1

### Assessment Objectives (what examiners look for in responses- not every question/ answer requires all of the AOs to be met):

#### AO1:

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from different texts

#### AO2:

- Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

#### AO3:

- Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.

#### AO4:

- Evaluate texts critically and support this with appropriate textual references.

#### AO5:

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

#### AO6:

- Must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (SPaG).

## 'Human Experiences'

## Language paper 1 Q4: Response to a statement. In this question, you are expected to make a judgement (20 marks)

Aiming high:	Steps	Example
<ul style="list-style-type: none"> <li>Consider ALL SIDES.</li> <li>If a counter argument exists, provide it.</li> <li>Evaluate the text in the context of the whole extract.</li> <li>Answer all parts of the question.</li> </ul>	1 <b>State your point:</b> I completely agree with the statement because...(reword the opinion) because...(reword the opinion) Wholeheartedly / partially / mostly	I completely agree with the statement because...(reword the opinion) I agree that from line 20 to the end of the extract, the narrator is so full of guilt that he goes mad. Poe clearly demonstrates this to the reader through the way the narrator moves from a state of relative composure to sheer terror and seeming madness in a very short space of time.
INFERENCE		
Writer's intention	READER'S RESPONSE	TECHNIQUES
Build Create Heighten Signal Manipulate Indicate Highlight Reveal	Anxiety Tension Excitement Suspense Understands Mystery curiosity	Language features Structural features
SENTENCE STEMS		
'I agree with the statement that...' / 'I mostly agree ....' / 'I partly agree ....'		
Paragraph 1- First piece of evidence / analysis		
'One reason I agree with this statement is ...'		
The writer uses (METHOD)....		
The reference to the word '.....' portrays.....		
This has the effect of.....		
Counter point:		
However, in line ....., we are told .....this suggests that ...		
Overall, I agree with the statement ... / the writer has established.....		
2 Use <b>PETZAL</b> . Select one examples that proves your theory to unpick and evaluate.		The writer uses a long, complex sentence in lines 23-25 to demonstrate the narrator's change in mindset. The parallel structure of the clauses separated by the colons almost takes the reader through the narrator's thought process step by step – he is being overwhelmed by the 'ringing' and we are unable to avoid hearing it due to the cumulative effect of the clauses. As he is being consumed by the ringing which is clearly distorting his mid, so too is the reader immersed in his madness.
3 Now repeat this with 2 or 3 more examples to support your theory. Each one should be pinned down on <b>METHOD</b> and remember to try to say a lot about a little.		
4 End with a short summative comment, showing the examiner that you are on top of both text and task – and you haven't run out of time.		Overall, ...repeat words from statement.

## CREATIVE WRITING

### SELL SHAAMPPPOO

Begin with either a: SHORT, SIMPLE SENTENCE or PHRASE		
1. LINK the beginning to the end	2. Use EMOTIVE LANGUAGE to create an emotional response.	3. Use SYMBOLISM & THEMED LANGUAGE (e.g. (e.g. of war, of weather, of age, of pain...to describe something) <b>(all the way through)</b>
4. Use SIMILES <b>(x3 - one in each paragraph)</b>	6. Use HYPERBOLE Use ALLITERATION & ONOMATOPOEIA <b>(x3 - one at the end of each paragraph)</b>	9. Use a LIST/TRIPLE <b>(X3)</b>
7. Use METAPHOR <b>(x3 - one in every paragraph)</b>	8. Use PERSONIFICATION & PATHETIC FALLACY (to give objects life)	11. Use a range of VOCABULARY (VERBS, ADJECTIVES, ADVERBS) that clearly express your ideas
10. Use OXYMORON & ONOMATOPOEIA (X1)	12. Use CONNECTIVES & CONJUNCTIONS to create a range of sentence types	

Finish by LINKING back to the beginning and the phrase that was used.

I have used:  
12 - ( , ) after the dependent clause  
6 - ( ... ) after an anaphora  
9 - ( , ) after each item in a triple  
9 - ( : ) to introduce a list & ( , ) after each item in the list

**CHALLENGE:**  
( ; ) in place of because

### Scheme of Work Overview (texts studied & assessment):

Round (stage found in SoW)	Text	Assessment (verbal assessment & feedback to take place throughout Rounds 1-4)
Round 1	Great Gatsby (F. Scott Fitzgerald)	Self & peer assessment (using highlighters, success criteria, mark scheme and verbal feedback)
Round 2	The Goldfinch (Donna Tartt)	Formative assessment (informal written teacher feedback & mark to track progress, identify misconceptions and difficulties)
Round 3	The Goldfinch (Green-penning)	Self & peer assessment (lessons to be informed and based on feedback provided from Round 2)
Round 4	The Cuckoo's calling (J.K. Rowling *Robert Galbraith*)	Self & peer assessment (using highlighters, success criteria, mark scheme and verbal feedback)
Round 5	End of Unit Assessment	Summative assessment (formal written teacher feedback & grade)

### Exam Structure, marks and suggested timings:

The exam is divided into two sections: Section A (reading) and Section B (writing). You should spend 5-10 minutes reading and annotating the text before answering the questions.

#### Section A- 45 minutes

Question 1 (4 marks): 4 minutes, retrieving information from text (AO1)

Question 2 (8 marks): 8-10 minutes, language analysis (AO1, AO2)

Question 3 (8 marks): 8-10 minutes, structure analysis (AO1, AO2)

Question 4 (20 marks): 20 minutes, evaluation of statement & justification of opinion (AO1, AO2, AO4)

#### Section B- 45 minutes

Question 5 (40 marks: 24 AO5, 16 AO6): 40 minutes, creative writing → option between writing a narrative or description using an image as a stimulus. (AO5, AO6)

\*Use any extra time to proofread your response\*