

# English Language Paper 1 –Revision Organiser

Questions and Guidance					
Actively read the text (5 minutes) 1. Write out the timings for the exam (30 seconds) 2. Read the information box at the top of the extract and identify 'who/what/where' the text is about. 3. Write a summary title for each paragraph in the margin of the text and make loose annotations 4. Summarise the central idea of the text, under the extract 5. Highlight any interesting words or phrases and explode					
Q1 – List 4 true statements 2 minutes 4 Marks	1. Read the focus of the question and highlight the focus 2. Box around the section you have been asked to read between- only choose details from this section 3. Highlight the information that focuses on the question 4. List 4 true statements only 5. Write 1 piece of information per line	Top tip: always make your answers as clear as possible by starting them with the focus of the question. E.g. if the question is 'list four things about the dog', or 'list four things about Mabel', start your answers:  The dog is/has/was... or Mabel is/has/was... The reader learns... The text informs the reader...			
Q2 – language analysis 11 minutes 8 marks	1. Read Question 2 and highlight any key words (30 seconds) 2. Explode 5 quotations (4 minutes) 3. Write response (7 minutes)- 3 paragraphs	metaphor simile alliteration onomatopoeia oxymoron personification noun-phrase plosive alliteration semantic field lexical choice of... emotive language contrast adjectives adverbs	modal verbs imperative verbs juxtaposition dependent clause independent clause sentence fragment anthromorphism sibilance assonance zoomorphism imagery olfactory language	When analysing quotes The xxx creates the image of... The xxx has connotations of... The xxx suggests / conveys / implies The xxx may highlight... The use of xxx could suggest The use of xxx could signal... The use of xxx creates the impression of... When building your analysis Furthermore... In addition... When referring to the reader / writer's intentions The writer positions the reader to feel... The reader's first impression is... Perhaps the writer wanted to...	Subject Terminology + Embedded Evidence + Specific Effects  The writer demonstrates the power of the storm through the use the verbs "shaking, pummeling, bombarding" highlighting to the reader how unpredictable and strong the storm is. It conveys a darker more sinister side to the storm through personification as it "cloaked them in mist."
Q3 – structural analysis 11 minutes 8 marks	1. Read Question 3 and highlight any key words 2. Annotate the text for structure and plan 5 clear points 3. Write response- a. introduction (how does the question focus develop or subvert), b. 3 paragraphs- beginning, middle and end	semantic field / lexical set change in topic, tone, space, focus, time repetition, anaphora foreshadowing flashback contrast / juxtaposition dialogue link between paragraphs character introduction inductive narrative shift / deductive short, simple sentences one sentence paragraphs change in tone		What does the writer focus our attention on at the beginning? How does the text move from paragraph to paragraph? Are there any topic shifts? Are there any shifts in focus? Are there any shifts in space (spatial shift) or time? Is an image or symbol repeated throughout the text When is the character introduced? Why is this important? Are there any deductive structures (where the focus moves from general to specific)? Are there any inductive structures (where the focus moves from specific to general)? How does the end of the extract link to the beginning?	Subject Terminology + Embedded Evidence + Specific Effects  At the beginning the writer focuses on the weather to foreshadow danger as "the wind came in gusts" suggesting that the storm represents a potential threat. This is further reinforced by the semantic field of verbs across the opening paragraph that "smash, pummel and bombard" the house to reinforce the threat the storm brings both literally and metaphorically.
Q4 – Evaluating a statement 23 minutes 20 marks	1. Read Question 4 and highlight any key words- are there two parts to the statement? How can you agree/disagree with each half? (1 minute) 2. Decide on the extent to which you agree with the statement 3. Plan 4 clear points, 2 quotations each, discussing writer's methods (5 mins) 4. Explode each method by explaining the effect in relation to the question and identifying at least 1 method in each, preferably 2. 5. Write response (17 mins)- 4 paragraphs		• Agree with the statement • Give a reason for your opinion • Use quotes from the text to support (more than one) • Write about the methods the writer has used to give you that impression in each quotation (at least two) • Write about the intended effect the writer wants the method to have on the reader		
Start your response by using one of the following sentences The writer definitely / The writer clearly positions the reader / The writer gives a clear impression to the reader that... now... identify the method then... embed your quotes do not forget to... Explore the methods the writer conveys/ suggests/ highlights/ insinuates, gives the impression, depicts, creates, reveals... now... Link back to the statement The writer positions the reader / The writer gives the impression, the writer intention is to / The writer allows the reader Do this again for your other reasons					