

Paper 1: What To Do & Things To Remember

QUESTION 1. First things first! Read the entire extract you've been given. Make sure you understand what's going on, and who the main characters are. Question 1 is our easy **4 mark** question. It will usually focus on the **first 1—8 lines**. You can just **take quotes** from the text to answer this question—but **no longer than 5 word** quotes if you can help it. Make sure you've **read the question** properly, and that you have answered it correctly.

- **KEY TIP—UNDERLINE THE MOST IMPORTANT WORDS IN THE QUESTION ITSELF**

QUESTION 2. This question will always ask you to comment on the effect of language. Read the question carefully and underline key words in it. You are given a small part of the extract to look at—only use this part! You will not get marks for any other part of the extract here. Each paragraph should explore at least 1 quote.

1. **Point** - & mention the device (*the writer uses personification to make the trees seem alive*)
2. **Quote**—support your statement (*"the trees smiled at me"*)
3. **Explain**—why has the writer done this? What effect does it have on the reader? (*the writer has done this to make the trees seem friendly*)

QUESTION 3. This question will usually ask you how structure has been used to interest the reader. Imagine it like a film. Where does the camera go throughout the extract? Where does it focus? **Why would that keep the reader's attention and interest them?**

Consider:

- Comparing the beginning and ending
- Looking at how time moves on
- How and when the main character is presented
- Is dialogue used? Why?
- Any ideas/imagery that repeats
- Any change of mood/tone in the piece
- Any change in weather/light etc.

QUESTION 4. This will give you someone's opinion (a statement) on the extract you've read. It will ask you whether you agree or disagree, and to what extent. This statement will usually be written in a way that makes it easy to agree with—and you are fine to completely agree with it. You want to write 4-5 paragraphs here, so find at least 4-5 quotes in the part of the text it tells you to look at that would back up your argument. You must do language analysis here, and explain why the quotes support your agreement with the statement made. You're basically evaluating how much you agree, and explaining why.

1. **Point** - & mention the device (*I agree with the opinion. The writer has used a simile...*)
2. **Quote**—support your statement (*"the road was like ice"*)
3. **Explain**—why has the writer done this? What effect does it have on the reader? (*this makes the road seem very dangerous and makes the reader feel cold. The connotations of ice...*)
4. **Agree** - in the last line of each paragraph, back up/explain why this supports the statement. (*As a result, I agree with the statement because...*)

SECTION B. This question will ask you to write a **story** or a **descriptive piece**. Unless you are good at and enjoy story telling, I highly recommend you write a descriptive piece based on the **five senses**. Look at the picture you are given, and **PLAN YOUR ANSWER** using the **five senses**. Remember you are encouraged to **use your imagination** and add things in. The easiest person to write this in is **1st person (I)**. Remember to consider vocabulary and devices you'll use (they're on the back of this sheet).

SIGHT: What can you see? Are there other people there? What is the weather like? What time of day is it?

SOUND: What can you hear? Are there any loud noises? Is it windy? Are there any distant noises?

SMELL: What can you smell? Are you near something that would have a particular smell? How does it make you feel?

TOUCH: What can you feel? What are you wearing? What's the weather like - is it raining/sunny? Is it cold/warm?

TASTE: What can you taste? Maybe you're eating/drinking something. Maybe the air has a particular taste.

Devices

SIMILE—when something is compared to something else using “like” or “as”. Pay attention to the comparison. Why has it been made? Why did the writer choose to compare it to that thing? (**I felt like I was on the surface of the sun**)

METAPHOR—the same as a simile, except the writer says that the thing “is” or “was” literally the thing it’s being compared to. (**I was on the surface of the sun**)

PERSONIFICATION—when human attributes are given to things that are not human/alive. Why would the writer want to personify something? Usually it’s to make a reader relate/empathise more with what’s happening. (**The wheels groaned**)

ONOMATOPOEIA—when words sound like what they are. Usually used to immerse/bring a reader more into the story. A device that make the reader not just see, but HEAR what is happening. (**The house collapsed with a crash**)

ALLITERATION—when 2 or more words in a line begin with the same letter. Usually used for pacing or to mimic the movement of the piece. (**The mountain of moving muck**)

SIBILANCE—alliteration with all S sounds. Usually used to connote/foreshadow danger as we think of hissing snakes. (**Sally the serpent slithered slowly**)

FORESHADOWING—when the text hints at something that will happen later. Used to intrigue the reader and set up expectations. (**I thought nothing else bad could happen. I was wrong.**)

REPETITION—when the same word is repeated a few times throughout a piece. Usually used to enforce an idea/theme on the reader. (**The word “dark” repeated several times, or “silence”, for instance**)

CONNOTATIONS—what is suggested by a word/what a word makes you think of. REALLY TRY TO USE THIS WHEN DESCRIBING LANGUAGE! (**The connotations of the word “black” are things like evil, danger and death**)

SEMANTIC FIELD—when you notice lots of words adding up to an idea or theme. (**Grime, ooze, sludge, dirt, dust, filth**)

THEMATISED COORDINATE CLAUSE—when a sentence begins with the word AND/OR/BUT. Used to grab the reader’s attention, change the tone, and disrupt the pacing. It also sounds quite conversational/colloquial. (**And then it happened**)

KEY VOCABULARY FOR DESCRIPTIVE WRITING

Sight: Vista—a beautiful view (*I stared out at the vista from my window*)

Panorama—everything you can see in front of you (*the panorama was amazing*)

Picturesque—something that looks appealing or attractive (*a picturesque cottage*)

Dreary—something that looks dull or boring (*the grey sky was very dreary*)

Sound: Cacophony—a collection/lot of sounds, usually loud (*a cacophony of birdsong*)

Onomatopoeiac words—whistle/bang/crash/rustle/squelch/scrape/screech/boom

Smell: Scent/Perfume/Fragrance/Aroma—pleasant smells (*the delightful fragrance of cut grass*)

Stench/Reek/Odour—unpleasant smells (*the stench of the alleyway*)

Taste: Delectable—delicious (*the delectable steak*)

Saccharine—very sweet (*the ice cream was saccharine*)

Acerbic—sour/tangy/acidic (*the back of my throat tasted acerbic*)

Touch: Downy—soft (*the downy fur of the kitten*)

Harsh/Coarse—rough (*the coarse wool of my jumper*)