

# GCSE English

## Language Paper one

### Revision Booklet

Name: \_\_\_\_\_

English teacher: \_\_\_\_\_

All work should be completed in your revision exercise book, apart from annotations of extracts in this booklet.

Read the instructions for each task **carefully**.

<b>English Language</b>	<b>Paper 1:</b> Explorations in Creative Reading and Writing	Marks
<b>Exam length</b>	<b>1 hour 45 minutes</b>	
<b>Worth</b>	<b>50% of GCSE</b>	<b>80</b>
Section A	Q1-4: Reading <b>one</b> fiction text	40
Section B	Q5: Descriptive or narrative writing (creative)	40

## English Language GCSE: Exam Routines and Structures

Paper 1: Explorations in Creative Reading and Writing		
<b>Reading &amp; preparation routine</b> 15 mins	1) Read the <b>context boxes</b> on the <b>front</b> of the paper and <b>above</b> the extract: what clues does it give you? 2) Read the <b>questions</b> - identify <b>keywords</b> 3) <b>Box off</b> the text: label sections with question <b>number, keyword/focus, timing</b> 4) <b>READING THE TEXT (10 mins)</b> Check for a glossary <b>First Reading Focus: SLOW and STRUCTURE:</b> what do you notice about <b>structure</b> (shifts)? Make sure you understand <b>what's happening</b> Second reading: think about possible answers to questions. Patterns?	
Question	Exam routine	Answer structure
<b>Q1 - 4 things</b> 4 marks, 5 mins	Check the focus of the <b>question</b> Use this focus to structure your responses Find the facts (don't infer) and don't over-complicate	Lift and write Write in full, simple sentences, using 'he' or 'it'
<b>Q2 - Language</b> 8 marks 10 minutes	<b>What's</b> your overall effect statement to answer the question? What <b>impression</b> do we get? <b>Which language</b> methods does the writer use to convey overall effect statement ? <b>How</b> do the language methods convey overall effect statement ? What does the word mean? What does it make you think of? Link <b>method to meaning</b>  <ul style="list-style-type: none"> <li>• Make sure you're aware of the <b>context</b> of the focus box – where does it come in the text?</li> <li>• Write <b>a lot</b> about a <b>little</b></li> <li>• Possible methods: (a pattern of) imagery, specific word choices, (a pattern of) verbs linked to an idea</li> </ul>	<b>Your overall effect statement</b> How does the writer <b>establish</b> this? How does the writer <b>develop/reinforce/contradict</b> this? <u><b>Two paragraphs:</b></u> Overall effect statement Evidence and method (x2 evidence – pattern) Inference Exploration / impact / meaning Development / alternatives Link to question / overall effect statement
<b>Q3 - Structure</b> 8 marks 10 minutes	<ul style="list-style-type: none"> <li>• Skim over the whole text and look at your <b>First Reading</b> notes: what's the '<b>journey</b>' of the text?</li> <li>• What is established at the beginning, what's developed at the end and what's the catalyst for this?</li> <li>• Choose a structural detail that interests you and think: Why this? Why now? What's changed?</li> <li>• Look for patterns / contradictions / shifts across the text</li> <li>• Possible methods: narrative perspective, a pattern of across the text, what our attention is focused on, e.g. description of character/setting / dialogue / a shift in time / perspective etc.</li> </ul>	Overall effect statement How does the writer <b>establish</b> this? How does the writer <b>develop/reinforce/contradict</b> this? <u><b>Two paragraphs minimum:</b></u> Overall effect statement Evidence and method Inference Exploration Development / alternatives Link to question / Overall effect statement

<p><b>Q4 - Statement and evaluation</b> 20 marks 20 minutes</p>	<ul style="list-style-type: none"> <li>• Reread the section: check your <b>line numbers</b></li> <li>• Evaluate <b>each part</b> of the <b>statement</b>: do you agree or not? Why (not)? Does this <b>change</b> throughout the text?</li> <li>• Write an <b>overall effect statement</b> from your original findings</li> </ul> <p>Which language/structure <b>methods</b> does the writer use to convey that <b>overall effect statement</b> ?</p> <ul style="list-style-type: none"> <li>• <b>How</b> do the <b>methods</b> convey that big idea? Link method to meaning</li> <li>• Remember the text is a <b>construct</b> that a writer has created: consider their conscious choices</li> <li>• Write <b>a lot</b> about a <b>little</b></li> </ul>	<p>Overall effect statement - I agree with this statement about... because (two reasons). How does the writer <b>establish</b> this? How does the writer <b>develop/reinforce/contradict</b> this? <b>Three paragraphs: Hint / developing / undeniable [or shift / alternative]</b> Overall effect statement Evidence and method Inference Exploration Development / alternatives Link to question / Overall effect statement</p>
<p><b>Q5 - Creative writing</b> 40 marks 45 minutes</p> <p>24 marks – ideas, content and structure 16 marks – technical accuracy</p>	<p>Description or narrative: Look at the question with the image <b>and</b> the question underneath Choose <b>one</b> – the tasks are not linked Brainstorm your ideas and <b>plan</b> for <b>5 minutes</b> *Remember, Q5 builds on ideas in the source you've already read.</p> <ul style="list-style-type: none"> <li>• Be <b>convincing</b>: have a clear <b>narrative voice</b></li> <li>• Have a clear <b>structure</b> (plan)</li> <li>• Show how well you <b>control language</b> to get your ideas across: use the right <b>methods: vocabulary, paragraphs, grammar, punctuation and spelling...</b> and check your <b>tenses</b></li> <li>• <b>Give yourself time to check your answer</b></li> </ul>	<p><b>Structure:</b></p> <ol style="list-style-type: none"> <li>1. Six word story</li> <li>2. Introduce your weather and setting</li> <li>3. Introduce your character</li> <li>4. Zoom in on an area of interest</li> <li>5. Develop your character</li> <li>6. Return to your weather and setting</li> <li>7. Return to your six word story</li> </ol>

# LANGUAGE PAPER 1 - PRACTICE PAPER

Alfred, a young British soldier finds himself alone in the trenches of France during World War One...

1 Alfred felt something move. It came out of the mud in the dark behind his back where he sat  
cold and drowsily slumped against the trench wall. Something small and warmly alive pushed  
itself between the wooden slats and his battledress jacket. It touched for an instant the small  
exposed area of his pale dirty skin just where his jacket and vest were folded and rucked up  
5 together. He could feel something struggling and pushing to get past him. He shot up in  
6 revulsion – he knew just what it was: a filthy...

'Rat!' he shouted to no one in particular.

8 He saw it there, pushing through and twisting its head, saw the wet greasy fur and its mean  
red eyes. He kicked at it and missed. The rat scuttled out from the tiny gap between the slat  
10 supports and ran across the mud. Normally Alfred would have let it go. Rats were, after all,  
commonplace but something, whether pent-up anger... hate... loss... pain... boredom,  
whichever it was made him give chase after it.

The creature appeared sluggish, as if it were weighed down with overeating. It had most likely  
been feeding on what was caught, left behind, in the lines and coils of barbed wire which  
15 stretched for miles beyond the trench. The terrible sad debris of dead soldiers. The remains  
16 that were left behind after a 6am push.

17 Before it was light, after the heavy artillery bombardments and the whistles and the bright  
spray of the flares and the shouting and the Very lights<sup>1</sup>, the men streamed over, filtered  
through the narrow gaps in the wire. Whole portions of them however were miraculously left  
20 behind – bits of men hooked up and hanging there for all to see, like the display in an awful  
butcher's shop window; or if there were enough shreds and rags of uniform still attached to the  
limbs, then it was more like the washing on the line flapping on a Monday morning at home.

Alfred had grown almost used to such sights.

25 Almost used to seeing the remains of men he had sometimes known and shared fag time and  
mugs of tea with.

Almost used to them being suddenly torn apart and scattered around here and there or falling  
like rain into the mud.

Almost used to them being thrown up in the air along with the astonishingly loud shellbursts.

Used to seeing the remains chucked around among the living like so much discarded offal.  
30 Used to seeing legs, hands, heads and sometimes faces stare up at him blankly from the grey  
mud. Used to seeing his pals' insides suddenly all spilled out from between their buttons, or  
poking through the rips and gaps in their uniforms. Used to seeing their innards fully exposed  
in the cold light of the outside where they didn't belong at all. Where they were never meant to  
be seen. He knew it was wrong to be even remotely used to such sights, or to any of it, even  
35 for a second, let alone for ever.....

0 1

Read again the first part of the Source from **lines 1 to 6**.

List **four** things about Alfred from this part of the Source.

[4 marks]

1 \_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_

3 \_\_\_\_\_  
\_\_\_\_\_

4 \_\_\_\_\_  
\_\_\_\_\_

0 2

Look in detail at this extract from **lines 8 to 16** of the Source:

He saw it there, pushing through and twisting its head, saw the wet greasy fur and its mean red eyes. He kicked at it and missed. The rat scuttled out from the tiny gap between the slat supports and ran across the mud. Normally Alfred would have let it go. Rats were, after all, commonplace but something, whether pent-up anger... hate... loss... pain... boredom, whichever it was made him give chase after it.

The creature appeared sluggish, as if it were weighed down with overeating. It had most likely been feeding on what was caught, left behind, in the lines and coils of barbed wire which stretched for miles beyond the trench. The terrible sad debris of dead soldiers. The remains that were left behind after a 6am push.

How does the writer use language here to describe the rat?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

0 3

You now need to think about the **whole** of the **Source**.

This text is from the opening of a novel.

How has the writer structured the text to interest you as a reader?

You could write about:

- what the writer focuses your attention on at the beginning
- how and why the writer changes this focus as the Source develops
- any other structural features that interest you.

[8 marks]

0 4

Focus this part of your answer on the second half of the Source from **line 17 to the end**.

A student said: 'This part of the text where Alfred remembers the battle shows the horror of war and the dreadful effect it has on him.'

To what extent do you agree?

In your response, you could:

- consider your own impressions of what Alfred remembers and its effect on him
- evaluate how the writer shows the horror and dreadful effect war has on Alfred
- support your response with references to the text.

[20 marks]

0 5

Your teacher wants you to contribute to a collection of creative writing to be published in the school magazine.

**Either:**

Write a story about conflict as suggested by this picture:



**Or:**

Describe a place that has had a long lasting effect on you.