



The Warriner School AQA English Literature English Language and exam revision booklet



English Language Paper 1

Explorations in Creative Reading and Writing

1 hour 45 minutes

80 marks

Paper 1: Question 1.



List four things from a specific part of a source.

Look at the following extract, list **four** things from this source about Megalo Velisarios.

Megalo Velisarios, famous all over the islands of Ionia, garbed¹ as a pantomime Turk in pantaloons and curlicued slippers, self-proclaimed as the strongest man who had ever lived, his hair as prodigiously long as that of a Nazarene or Samson himself, was hopping on one leg in time to the clapping of hands. His arms outstretched, he bore, seated upon each stupendous bicep, a full-grown man. One of them clung tightly to his body, and the other, more studied in the virile arts, smoked a cigarette with every semblance of calm. On Velisarios' head, for good measure, sat an anxious little girl of about six years who was complicating his manoeuvres by clamping her hands firmly across his eyes.

- responses must be drawn from the source
- responses must be **true statements** from the extract
- responses must relate to **Megalo Velisarios**
- you may **quote or paraphrase** - each is acceptable

SPEND NO LONGER THAN 5 MINUTES ANSWERING THIS QUESTION

Paper 1 Question 2



02

Look in detail at this extract, lines 9 to 17 of the source.

'Lemoni!' he roared. 'Take your hands from my eyes and hold onto my hair, or I'll have to stop.'
Lemoni was too overwhelmed to move her hands, and Megalo Velisarios stopped. With one graceful movement like that of a swan when it comes in to land, he tossed both men to their feet, and then he lifted Lemoni from his head, flung her high into the air, caught her under her arms, kissed her dramatically upon the tip of her nose, and set her down. Lemoni rolled her eyes with relief and determinedly held out her hand; it was customary that Velisarios should reward his little victims with sweets. Lemoni ate her prize in front of the whole crowd, intelligently prescient of the fact that her brother would take it from her if she tried to save it. The huge man patted her fondly upon the head, stroked her shining black hair, kissed her again, and then he looked down at her from his full height.

What is the effect of the verb 'roar'?

How does the simile contrast with the verb?

How does the writer use language here to describe the character of Megalo Velisarios?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- ~~sentence forms~~ (IGNORE THIS BULLET POINT)

Helpful ways of planning and approaching the question:

- You must be able to **analyse the quote at multiple levels**.
- You must be able to **identify subject terminology** and **explain the effect**.
- Become familiar with having to **explain the impact / effect of language features and techniques**.
- Select **relevant evidence** and write about the **evidence effectively**.
- Make **three comprehensive points** about the text with a **focus on the question** – look for linking points. For example, lots of the higher answers linked the points about Velisarios, the use of the verb "roar", with the simile "graceful movement of a swan" to demonstrate the complexity of his character which the writer wants to show.

Useful sentence starters:

- "The writer uses (terminology) to show (link to question) shown by (evidence from the text).
- This suggests / implies etc. (link to meaning) creating the effect of / makes the reader / suggests the writer etc. ..."

SAMPLE PARAGRAPH:

The writer uses the verb 'roar' to show the character of Megalo Velisarios. This suggests that he is a fierce animal that is not to be meddled with. However, when the writer contrasts this verb with the simile 'with one graceful movement like that of a swan' the reader begins to imagine a different side to this apparent beast. The graceful nature of his movement demonstrates the complexity of his character, and therefore the reader begins to doubt how beast like he actually is.

YOU SHOULD SPEND 10 MINUTES ON THIS QUESTION



Paper 1 Question 3

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

This text is from chapter 3 of *Captain Corelli's Mandolin*.
How has the writer structured the text to interest you as a reader?

You could write about:

- what the writer focuses your attention on in the beginning
- how and why the writer changes the focus as the source develops
- any other structural features that interest you

Helpful ways of planning and approaching the question:

- Change the bullet points into topic sentences
- Annotate the question to explore key words which should be used throughout the response
- Use different colours to annotate extracts for language/structure questions so that students know the difference
- Comment on the presentation of the beginning/middle/end
- Consider contrasts/ juxtapositions
- Identify and comment on what has been foregrounded and why.

Develop some **key terms** to better engage with the subject terminology element of the mark scheme. For example:

- Beginning
- Middle
- End
- Foregrounding
- Paragraphs
- Perspectives
- Speech
- Different sentence structures: simple/ complex/ minor
- Tense
- Contrasts
- Climax

Useful sentence starters:

- Structure is initially used to...
- One way structure has been used is to...
- The impact of the complex sentences is to...
- The opening line is structurally interesting because...
- The use of direct speech is used so that...
- The narrative voice is significant as...
- The fact that it is past tense allows the writer to...
- The 3rd / 1st person narration creates a sense of...
- The contrasts created between...
- The continued shift in focus allows the audience to...
- The climax of the piece is...

YOU SHOULD SPEND 8 MINUTES READING THE SOURCE AND 10 MINUTES ANSWERING THE QUESTION.

Paper 1 Question 4



Focus this part of your answer on the second part of the source, **from line 16 to 30**.

A student, having read this section of the text, said: 'The villagers are clearly entertained by the event. The writer really brings the scene to life for the reader.'

To what extent do you agree?

In your response, you could:

- consider your own impressions of the villagers
- evaluate how the writer brings the scene to life
- support your opinions with quotations from the text

The huge man patted her fondly upon the head, stroked her shining black hair, kissed her again, and then raised himself to his full height. 'I will lift anything that it takes three men to lift,' he cried, and **the villagers joined in with those words that they had heard so many times before, a chorus well-rehearsed.**

Velisarios may have been strong, but he never varied his patter.

'Lift the trough.'

Velisarios inspected the trough; it was carved out of one solid mass of rock and was at least two and a half metres long. 'It's too long,' he said, 'I won't be able to get a grip on it.'

Some in the crowd made sceptical noises and the strongman advanced upon them glowering, shaking his fists and posturing, mocking himself by this caricature of a giant's rage. **People laughed**, knowing that **Velisarios was a gentle man who had never even become involved in a fight**. With one sudden movement he thrust his arms beneath the belly of a mule, spread his legs, and lifted it up to his chest. The startled animal, its eyes popping with consternation², submitted to this unwonted treatment, but upon being set

² Consternation - feeling anxiety or dismay, typically at something unexpected

lightly down threw back its head, brayed with indignation, and cantered away down the street with its owner in close pursuit.

Helpful ways of planning and approaching the question:

You could consider using a brainstorm approach:

- Identify relevant textual detail
- Identify the **method**
- Annotate the effect of the textual detail in relation to the statement

Useful sentence starters:

- I agree with the statement because...
- The reader feels...
- The writer uses...
- For example...

REMEMBER TO INCLUDE YOUR OWN OPINION

SAMPLE PARAGRAPH:

I agree with the statement that 'the writer really brings the scene to life for the reader' because of the relationship between the characters within the source. Lemoni and Velisarios have a caring relationship, as illustrated by the use of the adverb in 'The huge man patted her fondly on the head'. The reader can see that there is a clear bond between these characters which is further enhanced by the contrasting use of 'huge man' and 'patted', illustrating the softness shown toward his partner and the intention to display that fondness as a comforting gesture.

**YOU SHOULD SPEND 7 MINUTES READING / PLANNING
AND 20 MINUTES ANSWERING THE QUESTION**

PAPER 1 QUESTION B– WRITING TO DESCRIBE OR WRITE A STORY

An example of a typical question:

You are going to enter a creative writing competition.
Your entry will be judged by a panel of young people of your own age.

Either:

Write a **description** suggested by this picture:



Or

Write the **opening** part of a **story** that is set at the beach.
(24 marks for content and organisation, 16 marks for technical accuracy)
[40 marks]

Content

- Communication is consistently clear and effective
- Tone, style and register matched to purpose, form and audience
- Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of appropriate linguistic devices: simile, metaphor, etc.

Organisation

- Writing is engaging with a range of detailed connected ideas
- Coherent paragraphs with integrated discourse markers
- Effective use of structural feature: full circle, one-line paragraphs, flash back etc.

Technical Accuracy

- Correctly mark your sentences: capital letters, full stops, question marks etc.
- Range of punctuation is used, **aim for five different types**
- Uses a variety of sentence forms for effect: simple/ compound/ complex etc.
- Write accurately and formally.
- Generally accurate spelling, including complex and irregular words
- Increasingly sophisticated use of vocabulary.

Always consider the **P.A.F.** What is the Purpose / Audience / Format?

REMEMBER: NARRATIVE = STORY DESCRIPTION = DETAIL

YOU SHOULD SPEND 45 MINUTES ON THIS SECTION:

10 MINUTES PLANNING

30 MINUTES WRITING

5 MINUTES CHECKING/ EDITING

English Language Paper 2

Writer's Ideas and Perspectives

1 hour 45 minutes

80 mark

Paper 2 Question 1



THE ART OF TRAVEL

5 Awakened early on that first morning, I slipped on the dressing gown provided and went out on to the veranda¹. In the dawn light the sky was a pale grey-blue and, after the rustlings of the night before, all the creatures and even the wind seemed in deep sleep. It was as quiet as a library. Beyond the hotel room stretched a wide beach which was covered at first with coconut trees and then sloped unhindered towards the sea. I climbed over the veranda's low railings and walked across the sand. Nature was at her most benevolent². It was as if, in creating this small horseshoe bay, she had chosen to atone³ for her ill-temper in other regions and decided to display only her munificence⁴. The trees provided shade and milk, the floor of the sea was lined with shells, the sand was powdery and the colour of sun-ripened wheat, and the air – even in the shade – had an enveloping, profound warmth to it so unlike the fragility of northern European heat, always prone to

10 cede⁵, even in midsummer, to a more assertive, proprietary⁶ chill.

I found a deck chair at the edge of the sea. I could hear small lapping sounds beside me, as if a kindly monster was taking discreet sips of water from a large goblet. A few birds were waking up and beginning to career through the air in matinal⁷ excitement. Behind me, the raffia roofs of the hotel bungalows were visible through gaps in the trees. Before me was a view that I recognised from the brochure: the beach stretched away in a gentle curve towards the tip of the bay, behind it were jungle-covered hills and the first row of coconut trees inclined irregularly towards the turquoise sea, as though some of them were craning their necks to catch a better angle of the sun.

15

Section A

Answer all questions in this section.

You are advised to spend about 45 minutes on this section.

01

Read again the first part of Source A, lines 1 to 18

Choose four statements below which are TRUE.

- Shade the boxes of the ones that you think are true
- Choose a maximum of four statements

- | | |
|---|--------------------------|
| A. Alain woke up late on the first morning | <input type="checkbox"/> |
| B. The place where Alain was staying had a veranda | <input type="checkbox"/> |
| C. There were fir trees on the beach | <input type="checkbox"/> |
| D. The floor of the sea was covered in pebbles | <input type="checkbox"/> |
| E. Alain found a deck chair at the sea's edge | <input type="checkbox"/> |
| F. To Alain, the sea sounded like a monster sipping water | <input type="checkbox"/> |
| G. The roofs of the hotel bungalows were made from raffia | <input type="checkbox"/> |
| H. Behind the bay were snow covered mountains | <input type="checkbox"/> |

SPEND NO LONGER THAN 5 MINUTES ON THIS QUESTION

Paper 2 Question 2



02

You need to refer to Source A and Source B for this question:

The places which Alain de Botton and Mary Shelley visit are very different.

Use details from both sources to write a summary of the differences.

[8 marks]

Focus

READ THE QUESTION CAREFULLY: This question asks you to **summarise** the **differences** between the **PLACES**

Useful sentence starters:

You should use a range of sentence starters to make clear inferences in your response. For example:

- We can infer that....
- This indicates/demonstrates/conveys....
- This leads me to believe....
- This makes me think/imagine....

You should also make sure you are explicitly writing about differences. For example:

- On the other hand
- In contrast
- This is different to the place described in text A/B because....
- Whereas

You should do the following in each paragraph:

- State a **DIFFERENCE**
- Provide **EVIDENCE**
- Show **INFERENCE**

YOU SHOULD SPEND 8 MINUTES READING AND 8 MINUTES ANSWERING THE QUESTION

Paper 2 Question 3



03

You now need to refer **only** to **Source B**, Shelley's letter about her time spent in Germany, from **line 1 to 14**.

How does Shelley use language to convey her enjoyment of her visit to the reader?

[12 marks]

Letter III

Monday September 5th

The train of the railroad started at two in the afternoon for Gmunden: we thus had a few hours to spare. One of our party climbed the heights above Linz, to feast his eyes on the view which had enchanted me the preceding evening. There is no circumstance in travelling, consequent on my narrow means that I regret so much, as my being obliged to deny myself hiring a carriage when I
5 arrive in a strange town, and the not being able to drive about everywhere, and see everything. I wandered about the town, and stood long on the bridge, drinking in the beauty of the scene, till soul became full to the brim with the sense of delight. The river is indeed magnificent; with speed, yet with a vastness that makes speed majestic, it hurries on the course assigned to it by the Creator. Never, never had I so much enjoyed the glory of the earth. The Danube gives Linz a superiority over
10 a thousand scenes otherwise of equal beauty. Standing on the bridge, above is a narrow pass, hedged in by high sombre rocks, and the river sweeps, darkening as it goes, beneath the gloomy shadows of the cliffs; below, it flows in a mighty stream through a valley of wide expanse, till you lose sight of it at the base of distant mountains. I should liked to have stayed some days a Linz: I grieved also not to be going by stream to Vienna.

You must **focus** on what the **writer is doing and what words, phrases, techniques and devices they are using** within the given extract. For this, you must use **subject terminology** and **exemplify** each aspect of language you choose to write about.

You must consider the **'HOW'**: what is the author trying to do and what is its **impact on the reader**?

Use the source material. You must choose at least three aspects of language.

Useful sentence starters:

Using the wording of the question to begin each answer helps to ensure you are focused on the question.

The writer uses.... , for example... to create an image of... making the reader imagine...
(x3 aspects)

De Botton makes use of (verbs, adverbs, adjectives) such as... which creates a sense of... inviting the reader to picture...

Shelley uses a metaphor..., when she is describing the... in order to present the... as... This makes the reader share the sense of... with her.

SAMPLE PARAGRAPH:

Shelley uses a metaphor to convey her enjoyment of the scene, 'drinking in the beauty of the scene', which shows that she is taking care to appreciate the image set out before her. The use of the verb 'drinking' would suggest that it is something to be enjoyed, and that she can almost taste the atmosphere. The reader can see here how Shelly cleverly uses the senses to bring the description alive, and allows them to taste the atmosphere along with her.

**YOU SHOULD SPEND 5 MINUTES READING / PLANNING
AND 12 MINUTES ANSWERING THE QUESTION**

Paper 2 Question 4



04

For this question, you need to refer to the **whole of Source A** together with the **whole of Source B**.

Compare how the writers have conveyed their different experiences and views about travel.

In your answer, you could:

- compare their different views about travel
- compare the methods they use to convey those experiences and views
- support your ideas with quotations from both texts

[16 marks]

Advice for answering the question:

- **Planning is hugely important** here – it is a **16-mark question!**
- This is a combination of AO1 skills AO2 skills but juggling/comparing/contrasting two texts.
- Understand what **'methods'** means.
- You must have **confidence in comparing** texts.

Helpful ways of planning and approaching the question:

You **don't need to write about every aspect of the text**. Keep to a **crisp, clear comparison** of, say, **three central ideas/views + support + methods** to hit all of the mark scheme descriptors.. Plan the **3 ideas first** and **write up in 15 mins**.

Useful sentence starters:

You could use a writing frame like the following:

Para 1:

Alain de Botton feels that... (statement + quotation)
We see this through his use of... (method + example/comment)
Whereas
Mary Shelley feels that...
Shelley uses... to show this.

Para 2:

Allan De Botton thinks about...
He shows this through his use of...
However
Shelley thinks about...
She uses...to present this creating the impression that...

Para 3:

In source A, De Botton's point of view is...
Presented through his use of...
By contrast
Shelley's viewpoint is one of...
She presents this through the use of..., which...
Overall, both writers show similar different views of...

Sample Paragraph:

Alain De Botton feels that it is hard to leave your normal life behind when travelling: 'a worry at having not informed a colleague that I would be away'. His use of the verb 'worry' demonstrates to the reader his concern about work and shows that he is not entirely committed to his trip. Whereas, Shelley feels that travelling is a joy to behold through her use of metaphor in this quote, 'till my soul became full to the brim with sense of delight'. This suggests to the reader that she could not be any happier as her soul is 'full', clearly inferring that she has enjoyed her trip immensely.

YOU SHOULD SPEND 5 MINUTES PLANNING AND 15 MINUTES WRITING YOUR RESPONSE

PAPER 2 QUESTION 5 – WRITING TO ESTABLISH A VIEWPOINT

This is where you need to show your ability to write for purpose and audience and, within the provided form. As well as, using language for impact when:

- writing to explain
- writing to instruct/advise
- writing to argue
- writing to persuade

Allowing (where relevant) opportunities to:

- give and respond to information
- select, organise and emphasise facts, ideas and key points
- cite evidence and quotation
- include rhetorical devices.

Checklist of things to include	
Plan your argument– know what points you want to make	<input type="checkbox"/>
Make reference to the other point of view (before opposing it)	<input type="checkbox"/>
<i>Use appropriate techniques to convince the reader</i>	
Anecdotes – stories which illustrate your arguments	<input type="checkbox"/>
Facts – use them to support your argument (can invent)	<input type="checkbox"/>
Opinions – make yours clear with strong and creative language	<input type="checkbox"/>
Rhetorical questions – to make the reader think	<input type="checkbox"/>
Emotive language – appeal to the reader’s emotions	<input type="checkbox"/>
Statistics – surveys show that... (can invent)	<input type="checkbox"/>
Triples – listing in groups of three	<input type="checkbox"/>
<i>Structure your writing</i>	
An introductory paragraph which presents the topic, and suggests your attitude towards it	<input type="checkbox"/>
An argument which develops logically and progressively	<input type="checkbox"/>
A conclusion to sum up your opinion	<input type="checkbox"/>

The features of forms that you are expected to be able to use:

Letter

As a **minimum**, you **should** include:

More detailed/developed indicators of form **could** include:

- an indication that someone is sending the letter to someone
- paragraphs.
- the use of addresses
- a date
- a formal mode of address if required e.g. Dear Sir/Madam or a named recipient
- effectively/fluently sequenced paragraphs
- an appropriate mode of signing off: Yours sincerely/faithfully.

Leaflet

As a **minimum**, you **should** include:

More detailed/developed indicators of form **could** include:

- the use of a simple title
- paragraphs or sections.
- a clear/apt/original title
- organisational devices such as inventive subheadings or boxes
- bullet points
- effectively/fluently sequenced paragraphs.

Speech

As a **minimum**, you **should** include:

More detailed/developed indicators of form **could** include:

- a simple address to an audience
- sections
- a final address to an audience.
- a clear address to an audience
- effective/fluently linked sections to indicate sequence
- rhetorical indicators that an audience is being addressed throughout
- a clear sign off e.g. 'Thank you for listening'.

Essay

As a **minimum**, you **should** include:

More detailed/developed indicators of form **could** include:

- a simple introduction and conclusion
- paragraphs.
- an effective introduction and convincing conclusion
- effectively/fluently linked paragraphs to sequence a range of ideas.

Article

As a **minimum**, you **should** include:

More detailed/developed indicators of form **could** include:

- the use of a simple title
- paragraphs.
- a clear/apt/original title
- a strapline
- subheadings
- an introductory (overview) paragraph
- effectively/ fluently sequenced paragraphs.

An example of a typical question:

Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.'

Write an article for a broadsheet newspaper in which you explain your point of view on this statement.

[40 marks]

**(24 marks for content and organisation
16 marks for technical accuracy)**

You should spend **45 mins** on this task:

10 mins planning

30 mins writing

5 mins checking/ editing

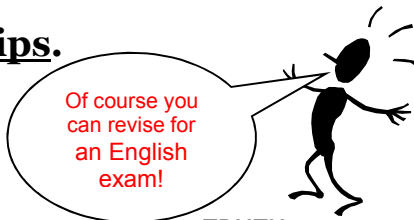
How to revise for GCSE English Language Paper 1 Explorations in Creative Reading & Writing and Paper 2 Writers' Viewpoints and Perspectives.



You can't revise for an English exam.

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Top Tips.



Of course you can revise for an English exam!

TRUTH

REVISION TASK	WHAT WILL THIS HELP ME WITH?	TASK LENGTH	✓
GENERAL TASKS:			
Re-read your exercise book notes and condense them into a short booklet of 4 sides of A4 – pick out what you think are the most important <u>skills</u> you need to remember.	This will help you to focus yourself on what you have learnt in lessons.	1 hour	
Reading. You will need to be able to understand a range of different types of writing (fiction, non-fiction, 21 st C, 20 th C, 19 th C). Try reading some 19 th C non-fiction (newspaper articles, letters, journals, leaflets, reviews etc.)	This will build your confidence in reading and understanding unseen texts. The more you use your reading skills the quicker you'll get at understanding and finding key information.	10 minutes (Challenge: can you read an A4 page and understand it in less than 10 mins?)	
Tasks designed to support specific questions:			
Read an article from a newspaper in 7 minutes, noting the purpose, audience and form. Highlight the key details (dates, times, names, etc.).	This will help you get used to reading in a focused time frame for Paper 2 and increase your reading skills of non-fiction texts.	7 minutes	

Read an A4 excerpt from a piece of fiction, looking for important pieces of information that allow you to learn more about the plot / character / theme.	This will help you get used to reading in a focused time frame for Paper 1 increase your ability to find important quotes	10 minutes	
Read an excerpt from a story and note down four facts. Do the same for a newspaper article.	This will help you get used to question 1 in Paper 1 and 2.	10 minutes	
Read a magazine or newspaper article – decide on a focus for the piece and then bullet point key information. Next turn your bullet points in a short summary paragraph using your own words. Make sure you include quotes and inferences to exemplify and unpick what you've learnt from the text.	This will help you to get used to summarising texts and identifying the key points in English Language Paper 2 question 2	20 minutes	
Learn how to correctly spell and identify examples of subject terminology. Your teacher will be able to provide you with a list that you should try to learn and then use when you're writing about texts.	This will remind you to use the appropriate features when you are asked to answer Paper 1 question 2, 3 and 4 and Paper 2 questions 3 and 4.	10 minutes per session.	
Find an excerpt from a piece of creative writing (your teacher will help you) and consider how it has been structured to interest the reader. You must consider what happens at the beginning of extract as opposed to the end. Also, why the writer changes focus throughout the text. As well as any structural features you can find.	This will help you with Paper 1 question 3 by reminding you of how to analyse the structure of a text.	20 minutes	
Find two articles about a similar thing (one should be modern and one should be from the 19 th C) and compare how the writers have presented information about them. You should consider: views and experiences; methods used by the writer and selecting appropriate quotes in support.	This will help you to answer Paper 2 question 4. It should improve your ability to use the language of comparison.	20 minutes	

<p>Select a paragraph or two from a story and a non-fiction text. Identify 4 words/phrases within the text that are powerful/ create an image/ tell us how the narrator feels. Answer these questions on these words:</p> <p>What is the significance of these words/ why are they in the text? What do the words/phrases tell you about the text/story/ character/setting? Remember to use accurate subject terminology.</p>	<p>This should help you be able to:</p> <p>Identify relevant and important language/ devices in a text. Explain why they have been used and what they tell us. All skills needed for English Language Paper 1 question 2 and English Language Paper 2 questions 3.</p>	<p>15 minutes (per text)</p>	
<p>Choose an image and attempt both of these activities:</p> <p>Write a story based on the picture. Write a description suggested by the picture. Remember to attempt to use descriptive devices, accurate SPEC, deliberate structure and a range of vocab, punctuation and sentences. Try to include as much detail as possible.</p> <p>Once this is complete, ensure you check your work thoroughly.</p>	<p>This will help you to answer Paper 1 section B. You should remind yourself of how and when to use technical skills in your own writing. As well as this, you are checking your ability to be technically accurate.</p>	<p>45 minutes</p>	
<p>Think of a contentious issue that is relevant to you. For instance, 'The Brexit Vote did not take into account the views of those that will be mostly effected by it – teenagers'</p> <p>Then write an argument for and against the issue, in which you adopt persuasive devices aimed at influencing your audience.</p>	<p>This will help you to answer Paper 2 section B. You should remind yourself of the need to speak to your audience and be able to formulate an argument.</p> <p>As well as this, you are checking your ability to be technically accurate.</p>	<p>45 minutes</p>	