



GCSE English Language Paper 1: the ultimate knowledge organiser!



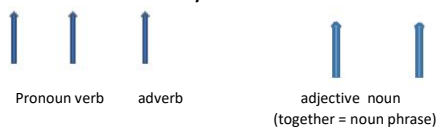
Here you have **one** source which will be an **extract from a story**.

- **Section A: Reading** (60mins): 10 minutes to read the extract twice & annotate carefully to make sure you understand it.
- Make sure you read each question carefully and underline what lines you are meant to be looking at and from which lines of the extract

Q	Focus	Marks	Mins	How to structure	Tips
1	List four things	4	2	Pick them out and write them down!	Focus on explicit details that are clearly written in the extract.
2	Analyse the writer's use of language	8	12	<p>The writer uses the [word type] '____' to describe _____. This makes the reader imagine _____.</p> <p>The writer uses the [language feature] '____' to describe _____. This makes the reader imagine _____. Furthermore, the use of the [word type], '____' to describe is interesting as it suggests _____.</p>	<p>Focus on the effect of individual words. Don't just say what the word means if you looked it up in the dictionary. Why has the writer used it here? What effect does it have?</p> <p>Be accurate with terminology Make sure you say what the word you are picking out is describing.</p> <p>X 4 language features/word types</p>
3	Analyse the writer's use of structure	8	12	<p>At the beginning of the extract, the writer uses focuses on _____. This is highlighted in the quote, '_____'. This immediately makes the reader think/feel/imagine...</p> <p>Later in the extract the writer uses a change in tone to focus on _____. This is highlighted in the quote, '_____'. This now makes the reader think/feel/imagine...</p> <p>At the end of the extract the writer focuses on _____. This is highlighted in the quote, '_____'. This leaves the reader think/feel/imagine... This links back to/contrasts the start of the extract</p>	<p>Structure your response as SQI (Statement: Quote. Inference.) Focus on the beginning, the change in tone and the end of the extract</p> <p>Think about structure as a sort of 'jigsaw' where sections of text have been deliberately placed in order to illuminate other parts of the extract.</p> <p>X 3 paragraphs</p>
4	Evaluate the statement	20	24	<p>Personally, I agree with the statement that... This highlighted in the quote, '_____'. This makes me think/feel/imagine... Furthermore, the writer's use of [word type] is effective in showing this as....</p>	<p>Focus closely on the statement how many things are you asked to evaluate.</p> <p>You can slightly disagree if you think there is reason to</p> <p>You can reuse suitable quotes and ideas from Q3 if they fit with the statement X 2 big paragraphs (3 if time)</p>

Q2 & Q4: Know your word class!

I stood nervously in the silent street.



Q2: Analysing language the right way

'I stood alone in the silent street'

Wrong <input checked="" type="checkbox"/>	Right <input checked="" type="checkbox"/>
The writer uses the adjective 'silent' to describe the narrator's feelings. This makes the reader imagine that there is no noise in the street.	The writer uses the adjective 'silent' to describe the narrator's feelings. This makes the reader imagine the narrator feels isolated and unsettled. It shows how anxious he is in this situation and adds anticipation.

Want to sound more sophisticated?
Embed your quotes:
This is evident when he/she/it states, '____',



Remember that there are two types of writing you can be asked to for this task.
 45 minutes = 5 minutes planning and 40 minutes writing.
 Check your work after each paragraph.
 You don't need to fill the booklet. 2 pages of real quality are better than 4 pages of mediocre writing.

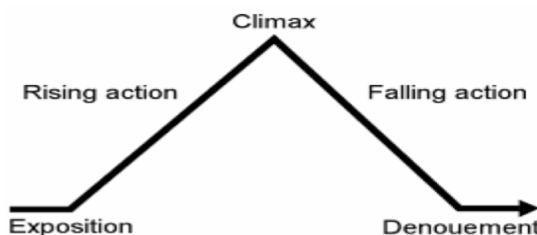
➤ **Planning a description:**

- >Focus on the senses
- >Put wow words into phrases on your plan
- >Also add details not in the picture

Zoom out (whole scene)
 Zoom in (specific details, in detail)
 Zoom in
 Zoom in
 Zoom out



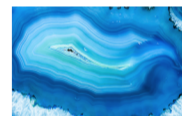
➤ **Planning a narrative (story):**



- ->Start with setting
- -> Add a character and then a problem
- -> Still be descriptive
- -> Try and link the start and end

Use vocabulary for effect

Blinding, **Incandescent** light
 Deep, **azure** water
 Fog **enveloped** everything in sight
 A flurry of snow was **cascading** upon the earth
Alabaster snow crunched underfoot
 A **desolate**, abandoned house stood isolated
 He had a **malevolent** expression **etched** upon his face
 Thunder filled the air with a **vociferous** crack
 All was **tranquil**



Use the power 5!

- Range of sentence structures (vary lengths and openers)
- Range of punctuation
- Range of paragraph lengths
- WOW words
- Language features (similes, personification, metaphors)

Vary Sentence openers

With Verbs: Perplexed, he considered his next move.

With adverbs: Anxiously, with a sense of anticipation, he opened the door.

With adjectives: Ancient and decrepit the house was an ominous sight.

Punctuation

'	Apostrophe	.	Full Stop
()	Brackets	-	Hyphen
:	Colon	?	Question Mark
,	Comma	;	Semi-colon
!	Exclamation Mark	''	Speech Mark

Use commas accurately:

- Thick, pungent smoke filled the air, as it moved across the landscape.

Only use a semi colon twice. Here's how:

- A mysterious figure stood in the alley; Mark was paralysed by fear.