

AQA English Language GCSE Paper 1 and 2 overview

Language paper 1 80 marks; 50% of GCSE	Q1 List 4 things... Identify explicit information Identify explicit ideas	Q2 How does the writer's use of language... Comment on, explain analyse	Q3 How does the writer structure... Comment on, explain, analyse	Q4 To what extent do you agree? Evaluate texts critically	Q5 Descriptive or narrative writing <ul style="list-style-type: none"> • Communicate clearly • Organise information • Use a range of vocab and sentences • Accurate spelling and punctuation
Assessment Objectives	AO1	AO2	AO2	AO4	AO5/AO6
Marks	4 marks	8 marks	8 marks	20 marks	40 marks
Timing	5 mins	10 mins	10 mins	20 mins	45 mins 5 planning/30 writing/5 checking
Language Paper 2	Q1 True/false statements... Identify and interpret explicit and implicit information and ideas	Q2 Write a summary... Synthesis of explicit and implicit ideas and information	Q3 How does the writer's use of language... Explain , comment on, analyse	Q4 How the writers present... Compare writers' ideas and perspectives, and how they are conveyed	Q5 Students write about their own views As above
Assessment Objectives	AO1	AO1	AO2	AO3	AO5/AO6
Marks	4 marks	8 marks	12 marks	16 marks	40 marks
Timing	5 mins	8 mins	12 mins	20 mins (5 planning/15 mins writing)	45 mins 5 planning/30 writing/5 checking

Y11 LANGUAGE GCSE

PAPER 1 TUESDAY 6th June am
PAPER 2 MONDAY 12th June am

Timings for Paper 1

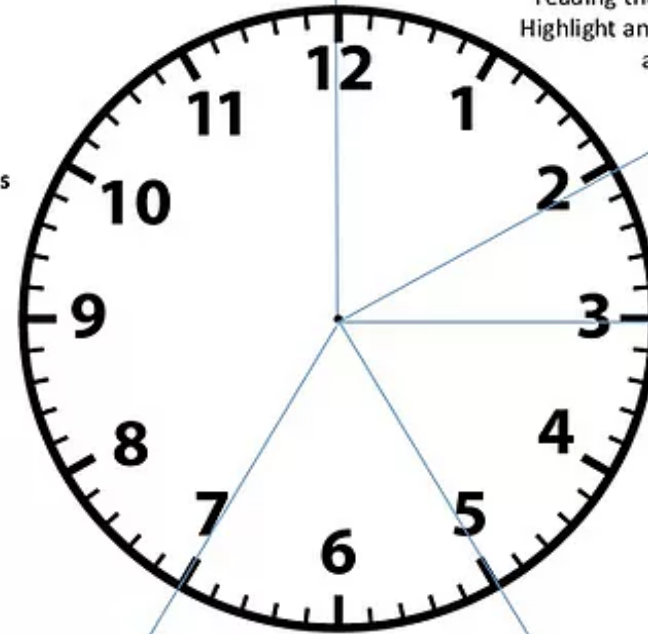


SECTION A

Q4) 20 marks = 25 minutes

AO4
Evaluate
Evaluate texts with
reference and quotation
Evaluation/judgement
of writer's methods and
impact

Personal opinion



You should spend 10 minutes
reading the source and Qs.
Highlight and start looking for
answer

Q1) 4 marks = 5 minutes

AO1
Find 4 facts
Identify, Select & Interpret

Q2) 8 marks = 10 minutes

AO2
Close language analysis
Explain, comment, analyse
how writers use language

Q3) 8 marks = 10 minutes

AO2
Structure
Explain, comment, analyse
how writers use structure



5 Mins

4 marks AO1

List four things about... ?

- Write in full sentences
- Make sure you list things only related to the task prompt
- Ⓢ Read texts carefully for understanding
- Ⓢ Practice finding 4 facts on different aspects of a text



10 Mins

8 Marks AO2

How is LANGUAGE used to?

- Techniques** – identify how the writer uses language
- Evidence** – select words and phrases (judicious quotes) and embed them within your sentences
- Analysis** – examine the reason for the writer's choices and the impact in detail.
- Make sure you list things only relating to the task prompt
- Ⓢ Revise language techniques thoroughly. Make flashcards and test yourself
- Ⓢ Revise word classes – correctly identify verbs, nouns, adjectives, adverbs etc
- Ⓢ Practice analysis of words and phrases



10 Mins

8 Marks AO2

How is the text STRUCTURED ... ?

- Refer to the position of the extract – is it the opening, introducing a new character, a new setting?
- Step back and look at the whole extract. Where is the reader at the beginning, the middle and the end?
- Techniques** – identify the structure techniques used
- Evidence** – select words and phrases (judicious quotes) and embed them within your sentences – there may not be many for structure
- Analysis** – examine reasons for the writer's structural choices and the impact in detail.
- Ⓢ Revise structure techniques thoroughly. Test yourself
- Ⓢ Practice analysis on extracts, particularly first pages of books or dramatic moments.



25 Mins

20 Marks AO4

A student having read the text said....

TO WHAT EXTENT DO YOU AGREE?

- Refer to language features in this task. Consider what would be typical of a situation, similar to that described in the text, then refer to how the writer has described, approached it. How? Why? What is the impact on the reader? How effectively has this been done?
- Techniques** – identify how the writer uses language to meet the prompt evaluation
- Evidence** – select words and phrases (judicious quotes) and embed them within your sentences
- Analysis** – examine the reason for the writer's choices and the impact in detail.
- Make sure you list things only relating to the task prompt
- Use the language of judgment and evaluation.
- Ⓢ Revise language techniques thoroughly. Make flashcards and test yourself
- Ⓢ Revise word classes – correctly identify verbs, nouns, adjectives, adverbs etc
- Ⓢ Practice analysis of words and phrases

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For a Language and Literature
glossary

Q2 & 3

Techniques

LANGUAGE

- Nouns
- Adjectives
- Verbs
- Adverbs
- Imagery –
- Metaphor
- Simile
- Personification
- Oxymoron
- Juxtaposition
- Repetition
- Semantic Field
- Word choice
- Rhetorical Question
- Emotive language
- Punctuation
- Alliteration
- sibilance, dissonance
- Sentence structure
- Sentence length
- Syntax
- Motif
- Hyperbole
- Speech
- Tone
- Irony
- Sarcasm
- Mood

STRUCTURE

- Beginning? Middle? End?
- Narrative voice
- Equilibrium, Disequilibrium
- Resolution or New Equilibrium
- Focus
- Internal
- External
- Zoom
- Shift
- In focus
- Perspective
- Narrative voice
- Repetition
- Paragraphing
- Thread or Motif

What is it about? Where is it set? What is happening?

TEXT



Evidence

Select short, judicious quotes. Be very precise about which word or phrases have the impact on the reader. Zoom in!

Punctuate your quote. Use quotation marks ' ' around the word or phrase.

Embed your quote. Make it part of your sentence. Try not to stick it on the end or at the beginning. For example. *The animalistic qualities of the man are highlighted by his 'snorting' and 'growling'.*

If you can, **apply 2 to 3 quotes** to a point you are making. Use the evidence to make your opinion statement - your point, really strong.

It is possible **to start a paragraph by giving evidence** and then relate it to the comment or opinion statement you are making. Crucially, you need to develop strong opinions to make evidence meaningful wherever you place it in your paragraph.

Analysis

- | | |
|--------------|---------------|
| Appears | Highlights |
| Connotes | Indicates |
| Depicts | Juxtaposes |
| Suggests | Signifies |
| Demonstrates | Reveals |
| Exposes | Exemplifies |
| Establishes | Focuses |
| Confirms | Contrasts |
| Infers | Conveys |
| Emphasizes | Foreshadows |
| Questions | Personifies |
| Reinforces | Characterizes |
| Epitomizes | Illuminates |
| | Indicates |
| | Extends |
| | Constructs |
| | Repeats |
| | Evokes |

*also use -ed ending eg. *is illustrated by...*

Convincing and confident language:

- Notably
- Crucially
- Clearly
- Undoubtedly
- Most importantly
- Arguably
- Deliberately

Q4 EVALUATION

evaluation

ˌɪ.vəl.jə.ʃ(ə)n/

noun

the making of a judgement about the amount, number, or value of something; assessment.
 "the evaluation of each method"
 synonyms: assessment, appraisal, judgement, gauging, rating, estimation, ranking, weighing up, summing up, consideration, assay, analysis, opinion; informal: sizing up
 "proper evaluation of results is crucial"

A student reviewing the text wrote: 'I've never been to Tokyo, but the description is **brilliant at creating a sense of what the city is like at night.**'

A student, having read this section of the text said: "The writer **skillfully conveys the bleakness of the street outside.** It is as if you are actually in Winston's apartment, looking out of the window with him."

A student, having read this section of the text said: "The writer **skillfully conveys the prejudice of the mother and the naivety of the child.** It is really convincing.

A student, having read this section of the text said: "The writer **brings the excitement and fear of what Ogilvy saw to life** for the reader. It is as if you are there with him.

AO4 Evaluate and critically support with appropriate **textual references**

20 Marks
25 Minutes



Language Devices

- | | |
|---------------------|-------------------------|
| Nouns | |
| Adjectives | - Emotive language |
| Verbs | Punctuation |
| Adverbs | Alliteration |
| Imagery – | - sibilance, dissonance |
| Metaphor | Sentence structure |
| Simile | - Sentence length |
| Personification | - Syntax |
| Oxymoron | Motif |
| Juxtaposition | Hyperbole |
| Repetition | Speech |
| Semantic Field | Tone |
| Word choice | - Irony, sarcasm |
| Rhetorical Question | Mood |

Have you thought about what is typical for ?

- The genre
- The type of characters
- The type of relationships
- The type of setting
- The type of situation

Focus on...

- Genre
- Reader RESPONSE
- Atmosphere
- Names
- Dialogue
- Description of CHARACTER
- Archetypal Characters
- Description of LOCATION

Writer's Craft:

- The writer achieves this by..
- ...seeks to create...
 - ...skillfully
 - ...convincingly
 - ...cleverly
 - ...effectively

Reader Response:

- At first glance it appears that....**
- ...leads the reader to conclude that
 - ...creates a vivid image of ...
 - ...serves to...
 - ...gives the impression of...
 - ...can be interpreted as...

Language of Analysis

- | | | |
|-----------------|------------------|------------------------------|
| Appears | Questions | Foreshadows |
| Connotes | Highlights | Personifies |
| Depicts | Indicates | Characterizes |
| Suggests | Juxtaposes | Illuminates |
| Demonstrates | Signifies | Indicates |
| Exposes | Reveals | Extends |
| Establishes | Exemplifies | Constructs |
| Confirms | Focuses | Repeats |
| Infers | Contrasts | Evokes |
| Emphasizes | Conveys | *also use -ed ending |
| Hints at | Seems | eg. is <i>illustrated</i> by |

Language with a degree of uncertainty