



Utter Basics

- In June of your Year 11.
- Paper 1 is worth 50% of your *English Language* GCSE.
- **Section A Reading** is worth 25% of your GCSE and takes 60 minutes.
- You will be given **one fiction passage** to read, from a novel or short story.
- Section B Writing is worth 25% of your GCSE and takes 45 minutes.
- You have **four questions** to answer in Section A Reading.
- You should use a **highlighter** to help you with this paper.

Question 1 4 marks

What will the question look like?

Read lines 1 to 5 and pick out four things we learn about the character.

- Be quick: it's only worth four marks.
- Read the question carefully, noting the lines and specific information wanted.
- Offer phrases just long enough to get the marks but no longer.
eg **dark** ✗
he has dark eyes ✓
- Don't list information on the same line.
eg **he has dark eyes, he is wearing a ragged coat, he is smoking** ✓ (one mark)

Question 2 8 marks

LANGUAGE FOCUS

What will the question look like?

Read the passage below. How does the writer use language to describe the place?

- words and phrases
- language techniques
- sentences

- Highlight the key focus of the question then begin highlighting specific quotations from the passage.
- Look for technical features.
- Look for quotations which allow you to show your intelligence, not the obvious.
- Always try to offer layers of meanings/ effects from the same detail.

How do I write it?

In order to present the place as ... the writer uses...

descriptive lexical choices	dynamic verbs	patterns of adjectives / adverbs	sounds
semantic field	metaphors / similes	lists / repetition	images
dynamic lexical choices	present participles	emotive lexical choices	contrasts / juxtaposition

For example, we are told "quote" which ...

implies.. has connotations of.. emphasises a sense of..

suggests.. creates impressions of.. Moreover,... Equally,...

(Pick out single words and offer layers.)

(repeat)

Question 3 8 marks

STRUCTURE FOCUS

What will the question look like?

How has the writer structured the passage to interest you? Look at:

- the focus at the start
- how and why the focus changes
- any other structural choices

- What is the passage trying to achieve? Eg build tension, introduce a character, create surprise?
- Try to split the passage into three stages or key moments. Find quotations for proof.
- You **must** use some technical terms: see below.
- Do not waste time analysing language.

How do I write it?

The purpose of the passage is...

At the start the writer chooses to focus upon... "quotation". The effect of this is...

In the middle, the writer shifts/narrows the focus to... "quotation". The effect of this is...

By the end the focus shifts/narrows / broadens to... "quotation". The effect this creates is...

● Technical Terms to Include

foreshadows	cumulative effect	climax	pivotal moment
contrasts	narrows / broadens the focus	transition	links

● Possible Effects Achieved

tension	introduce character	curiosity	change tone
suspense	create an atmosphere	surprise	make you want to read on

Question 4 20 marks

EVALUATION FOCUS

What will the question look like?

Read lines 45–90. A reader said "The passage makes me feel tense and anxious." How far do you agree?

- consider your impressions
- evaluate the writer's methods
- use quotations

- This is worth 20 marks so make sure you leave at **least 25 minutes** to answer it. **It should be much longer than earlier answers.**
- Highlight the key words in the question and line numbers.
- You must evaluate the statement **and** the methods used (like in a language question).
- At the start, show what you understand by their key words by explaining them in relation to the text.

How do I write it?

If by "tense" the reader means... then I agree to the extent that the writer focuses upon / creates an impression of...

the setting	physical description	the character's thoughts
an atmosphere of..	sounds	actions

For example, "QUOTATIONS" AND TECHNICAL ANALYSIS.

(Repeat).

● Technical Terms to Include

Any / all technical terms from Q2 and Q3!

Knowledge Organiser— ENGLISH LANGUAGE PAPER 1 WRITING BASICS GCSE



Utter Basics

- In June of your Year 11.
- Paper 1 is worth 50% of your **English Language** GCSE.
- **Section B Writing** is worth 25% of your GCSE and takes 45 minutes.
- You will be offered two tasks—and you choose one.
- You are marked for the following:

style, vocabulary, structure and paragraphing	24
technical accuracy (punctuation, sentence forms, spelling, grammar, vocabulary)	16
TOTAL:	40

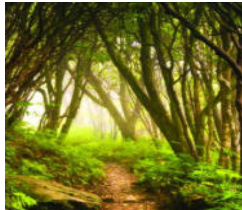
Task Types

- There will be two tasks. You choose to do one.
- One will be picture based.

Examples

Either:

Write a description suggested by this picture.



Or:

Write a story based upon an experience in the countryside.

Structure

- Here are some possible ideas:
 - move from large details to smaller ones, end on the introduction of a character
 - begin with a sound, offer paragraphs of description—each coming closer to the source of the sound
 - introduce a heavy rain storm to the scene, so that you are describing dynamic weather as much as setting
 - introduce an interesting character to the scene.

Punctuation you should be able to use

: colon for lists	Two things struck me about the forest: its silence admits utter stillness.
; semicolon to join	Rain hammered the leaves above; water ran down the damp trunks of the trees; puddles collected in the brown earth at my feet.
— single dramatic dash	Silence filled the wood—filled the wood like an oppressive vapour.
— — double bracket dash	The sun—as it forced its way through the branches above—was pale and fragmentary.

Sentence Range

- Short sentences for impact.
- Longer sentences, perhaps including semicolons to join ideas.
- Beginning with adjectives: Dejected, alone and lost, he made his way to the gate.
- Beginning with adverbs: Slowly, cautiously— evening timidly— he made his way to the gate.
- Beginning with present participles: Scrambling and stumbling, he made his way to the gate.
- Non-sentences for impact. He listened, searching for a sound in the darkness which surrounded him. Nothing.
- Repeated sentence patterns.

Too tired to continue, too frightened to rest, too isolated to seek help, he stared deeper into the forest.

He watched the wind move the branches, he saw the rain beat the leaves, he observed the clouds cover the moon.

- Adjectives *after* the noun.

Strange sounds, haunting and unworldly, came from the darkness.

The moon—pale and weak—peered through the trees.

Things to Check

These are all things which can easily be checked at the end—and which can make the difference between a pass and fail.

- Is the piece clearly and helpfully **paragraphed**?
- Is it all in the same **verb tense**?
- Is it all in the same **point of view**? (eg I or she/he throughout?)
- Have you used the full range of punctuation?
- Have you checked for silly errors which could cost you dearly: random capitals, missing full stops etc?

Advanced Tips

- Show *not* tell. Her hands were pale, the skin fragile like wrinkled paper not just She was really old.
- Consider semantic fields. For example, a description of a stormy sea might use words from a semantic field of fighting: thumped the shore, whipped the beach, pummelled the boats, clawed at the pier...
- Look to use metaphors and/or similes in creative writing.
- Personification can also work well in building a sense of atmosphere and setting.

Go!
give it a

MAKING MISTAKES IS ABSOLUTELY OKAY.

NOT EVEN HAVING A GO IS JUST A BIT PATHETIC.