

English Language Papers : Revision Guide for Papers 1 and 2

Help with each question and timings

Paper 1

Information question 1 (no more than five minutes)

- Highlight key words in the question and box the section
- List 4 points from the source
- You can quote the lines directly, paraphrase in your own words or a mixture, but show specific understanding of the question

Language question 2 (no more than 10 minutes)

- Read the question carefully to make sure your focus is correct
- Choose three or four words or short phrases that change the mood or atmosphere of the extract
- Present as short paragraphs saying what is achieved by each word or phrase
- Don't use word classes (adjective, verb) unless you are sure

Structure question 3 (no more than 10 minutes)

- Say how character and setting are established
- Comment on narrative viewpoint (person, tense, omniscient, degree of Point of View)
- Pinpoint changes (shift in focus) using short quotations that signal changes

Evaluation question 4 (no more than 30 minutes)

- Mark out the section you have been directed to and read very carefully
- Mark out crucial evidence – can be either side of the statement
- Remember you are evaluating the work of the writer
- Plan your response
- Begin with 'I agree/disagree/partially agree that...'

Fiction writing question 5 (at least 40 minutes)

- **Plan for a four part structure using 'drop-shift-zoom-leave' or similar**
- Hook the reader in: You could personify the weather (this is called pathetic fallacy) to reflect characters thoughts
- Use ambitious vocabulary – you could 'maggie' from the source
- Use interesting starts to sentences – like adverbs
- Range of sentences: Short (simple), complex and compound.
- Adjectives – use 2 or 3 in a row.
- Language Techniques.
- Flashback: Slowly, I remember when ____ back to **present tense**.
- Punctuation: Basic and colons, semi-colons and dashes.

Paper 2

Information question 1 (no more than five minutes)

- Check the true or false statements carefully against the section of text you have been directed to

Information and inference question 2 (no more than 10 minutes)

- Read the question very carefully – make sure you answer it specifically
- Stick to facts – no need for any ‘the writer’ or any language devices
- You will need to LINK the two sources
- EXT: if you can use ABSTRACT NOUNS in your answer you will be rewarded for inference

Language question 3 (no more than 15 minutes)

- Box off the section you have been directed to
- Read the question carefully to make sure your focus is correct
- Choose three or four words or short phrases that change the mood or atmosphere of the extract
- Present as short paragraphs saying what is achieved by each word or phrase
- Don’t use word classes (adjective, verb) unless you are sure

Comparison question 4 (no more than 25 minutes)

- Focus your enquiry on THE WRITER
- WHAT is the GAP (genre, audience, purpose) of each text, what emotions or perspectives do they show?
- HOW do they convey these perspectives – could be language, structure, layout, tone, humour, formality, use of devices (these are all METHODS)?
- Choose a small area from each to focus on. Can use the same points as Q3

Non-fiction writing question 5 (at least 40 minutes)

- Plan for a four part structure using ‘outline the issue – anecdote- argument – counter argument- what you want the reader to do’ or similar
- Use the anecdote part to use language devices like metaphor
- Use ambitious vocabulary – you could ‘magpie’ from the source
- Use interesting starts to sentences – like adverbs
- Range of sentences: Short (simple), complex and compound.
- Adjectives – use 2 or 3 in a row.
- Language Techniques.
- Use a projection into the future – ‘imagine this situation in 10 years’ time’ for example – and imperative verbs to direct your reader
- Punctuation: Basic and colons, semi-colons and dashes.

-Structural techniques

Types of Narrator	
Limited 3 rd person	External narrator with knowledge of one character's feelings (he).
Omniscient 3 rd person	External narrator- knowledge of more than one character's feelings (he).
1 st person	Told from a character's perspective (I).
2 nd person	Directed to the reader (you).
Unreliable narrator	When the perspective offered makes us question the narrator's credibility.
Narrative Styles	
Linear	Events are told chronologically.
Non-Linear	Events are not told chronologically.
Dual	Told from multiple perspectives.
Cyclical	Ends the same way it begins.
Explaining the Extract.	
Introducing	An idea or character is first shown.
Focusing	Our attention is aimed somewhere.
Building	When an idea/tension is increased.
Developing	An earlier point is extended.
Changing	A shift is created for an event/idea.
Concluding	Ideas/ events are drawn to a close.
Structural Techniques	
Atmosphere	The mode or tone set by the writer.
Climax	The most intense or decisive point.
Dialogue	The lines spoken by characters.
Exposition	The start where ideas are initiated.
Flashback	(Analepsis) Presents past events.
Flash-forward	(Prolepsis) Presents future events.
Foreshadowing	Hints what is to come(can mislead).
Motif	A recurring element in a story.
Resolution	The answer or solution to conflict.
Setting	A geographical/historical moment.
Spotlight	Emphasis is placed on something.
Shift	A switch or change of focus.
Tension	The feeling of emotional strain.

Effect on the Reader		
Believe	Consider	Decide
Discover	Realise	Understand
Appreciate	Conclude	Visualise
Sympathise	Empathise	Sense
Wish	Assume	Track
Build	Question	Picture
Compare	Focus	Perceive
Contrast	Clarify	Know
Discover	Think	Feel
Examine	Note	Imagine
Identify	Pity	Consider



Key skill: Explaining Language – the inferences and effects

You gain more marks for explaining the effects and inferences rather than identifying the language technique.

Language Techniques: Nouns, verbs and adjectives:

Verb = doing work: action, mental state or state of being

Noun = person, place or thing – **common noun** is the word for something e.g. girl, table, cake while a **proper noun** is the specific name you give a person, place for group e.g. Michael, Glasgow and Royal Navy.

Adjective = a word that describes a noun e.g. sunny day, tall woman, happy smile.

Adverb = These describe a verb and often end with -ly e.g. he speaks loudly.

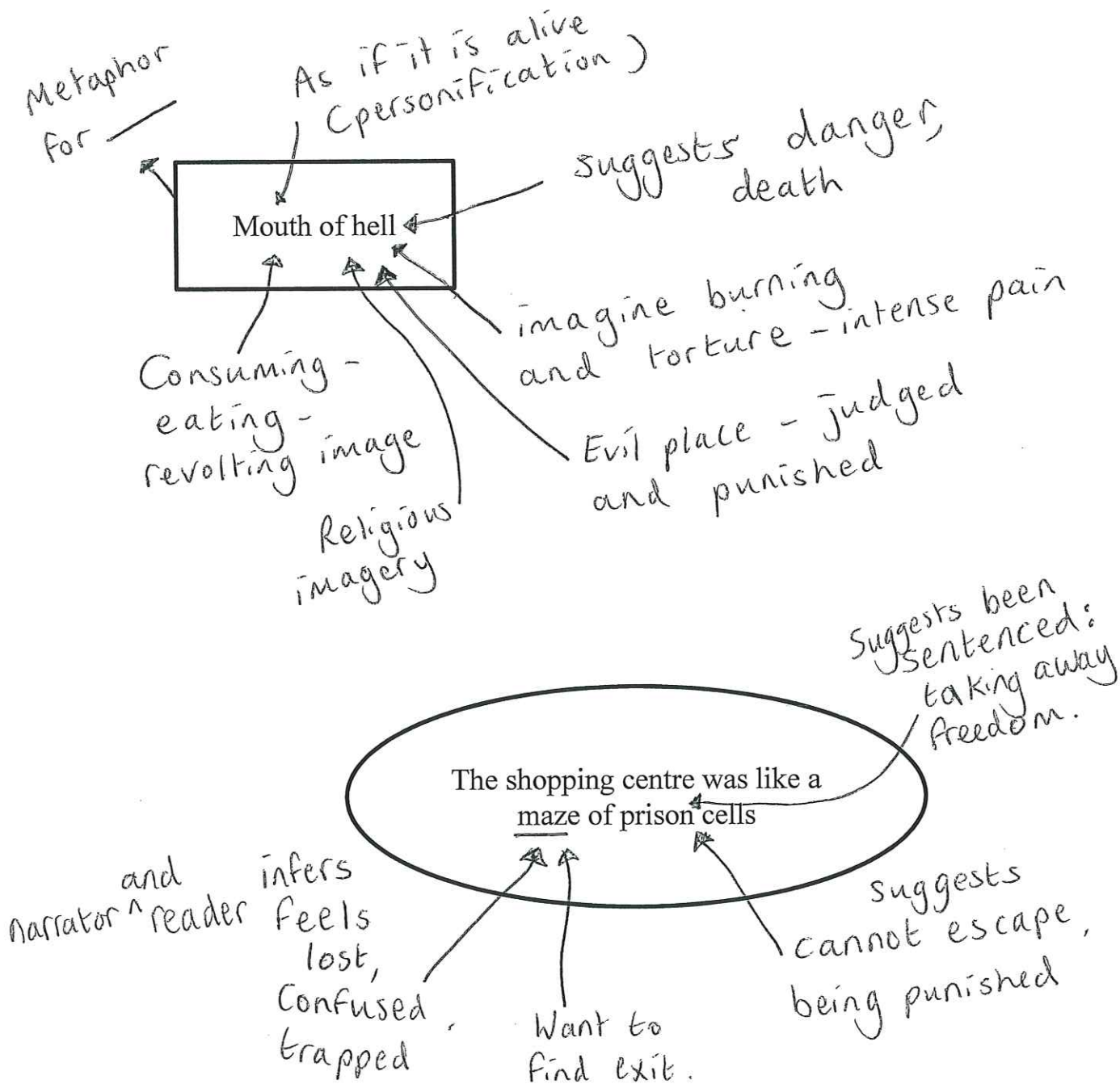
Adjective	Describing words that give us more information about a noun
Adverb	Describing words that give us more information about a verb (almost always end with - 'ly')
Alliteration	The same letter at the beginning of a two or more of words close together. Usually used to stress something.
Assonance	The repetition of two or more vowel sounds or of two or more consonant sounds, close together. Usually in a poem.
Cliché	A phrase used so much it becomes meaningless.
Colloquial	Informal language.
Connotation	Something suggested by a particular word or image
Direct Speech	Spoken words reproduced in writing. The original speaker's exact words are given and indicated by speech marks
Emotive language	Words that have strong emotional intensity.
Enjambment	When the sense of a poem runs over the line breaks. Example from 'The Man He Killed': "We should have set us down to wet / Right many a nipperkin."
Imperative	A verb used to express a wish, command or advice.
Hyperbole	(Pronounced – High-per-bow-lee) – the use of deliberately exaggerated language for effect
Juxtapose	Place two things together to show a link or emphasize a contrast between them.
Metaphor	Comparison of two things where one thing is said to be another. Powerful imagery tool, to make you imagine something.
Noun	Concrete noun – an object or person Abstract noun – a feeling or emotion (useful for analysis)

Onomatopoeia	Words which sound like the word they are describing, e.g. buzz, crack.
Oxymoron	A phrase in which the words contradict each other, usually for effect. E.g. "dumb god" (from Limbo.)
Personification	A figure of speech where an animal or object is described as if it had human characteristics
Repetition	A word said more than once. Usually used to stress it.
Rhetorical question	A question that does not require an answer, designed to make people think. Example: "Do we want to pay more taxes?"
Pathetic fallacy	Personifying nature.
Personification	Using a metaphor to make something seem human.
Register	Language and tone adopted for a particular purpose
Reported Speech	Similar to direct speech but does not need to be exactly what someone said and does not need speech marks. E.g. – He said he was going to the cinema
Rhyme	Word with endings that sounds similar to each other. Usually used to connect words.
Rhythm	The beat of a poem.
Sibilance	Repeated 'S' sound
Simile	Comparing two things, but saying one is like another.
Tone	The mood or atmosphere created by the writer – feelings.
Verb	The 'doing' word in a sentence. Each sentence has a main one. Useful for analysis as verbs often convey movement and animation
Writer's voice	The voice of the writer in the text. This can be very prominent or almost invisible

Key skill: Explaining effects and making inferences

This skill involves explaining how a language or structural technique effects the reader as this will be the writer's intention behind using this technique. You will also need to consider if there are any hidden meanings (inferences) that are behind the language or structural technique.

One way of trying to work out the inference behind language is to mind map that word or phrase and think about everything it suggests (feelings and ideas). See below:



This ↑ gains you the most marks:
- feelings - suggests - imagines

Key skill: Explaining effects and making inferences Continued...

Here are some phrases to explain possible effects upon the reader created by the methods (language, structure and sentence forms).

- creates a sense of foreboding which suggests _____
- develops tension, suspense and drama in order to ____
- conveys a sense of irony about _____
- the writer uses a mocking tone to undermine the idea that _____
- a light hearted tone is adopted in order to _____
- a sincere tone is used as the subject is serious and the opinion given is that _____
- the writer builds up tension by _____
- a gently mocking tone is used to _____
- a factual tone conveys _____
- a casual, conversational tone is used to imply that the writer is 'friendly' with the reader suggesting that they will agree with the opinion that _____
- a nervous excitement is created by _____
- an anxious, unsettled tone is created by _____ this reflects the narrator's/ character's feelings about _____
- a joyous, celebratory tone is created by _____ this reflects the topic of _____
- a miserable, depressing tone is created by _____ this reflects _____
- a confused, ambiguous tone is created by _____ this reflects _____

Key skill: Comparing sources.

This may be explaining similarities, differences or both.

Both sources _____	Source one _____ whereas source two _____
Source one _____ similarly, source two _____	Source one _____, however source two _____
Likewise, source two _____	In contrast, source two _____

Section B is the Writing Section of both Language Papers.

Key writing skills for the Language exams:

- Being able to develop a description/ narrative account (Paper 1).
- Being able to develop an argument (Paper 2).
- Using the correct writing techniques for the above.
- Being able to use sophisticated vocabulary for effect.
- Being able to use a variety of sophisticated punctuation for effect.
- Using basic punctuation accurately.
- Using paragraphs effectively.
- Using a range of sentence structures: Complex, compound and simple.

- Using the correct spelling/ word type.
- Use the correct layout for the type (form) of writing you are asked to
- **Success Criteria writing to explain, argue/ persuade (Paper 2)**

The examiner is looking for:

- Clear arguments against/ for the statement – depends on the question.
- These arguments are then developed and supported using examples (these can be from the sources read for the reading section).
- Other anecdotes (an interesting story which supports your argument) e.g. In the news last week, there was the, devastatingly tragic case of _____
- Considering the other side of the argument and arguing against it in order to defend your argument e.g. While some people may argue that _____, this is inaccurate because _____
- Use of sophisticated vocabulary to make your argument sound persuasive and intelligent.
- Use of hyperbole (exaggeration) often through using sensational, dramatic vocabulary e.g. This ruling is equal to the loss of your freedom.
- Use of emotive language e.g. This thuggish ideology is _____
- Use of emotive imagery e.g. Our hospitals are a prison where _____
- Concluding your argument and ending with sophisticated or emotive vocabulary.

Key Skill: Sophisticated vocabulary for effect.

Sophisticated Vocabulary	
claying (overly sweet)	cacophony (loud, confusing, disagreeable sounds)
menacing	accolade (approval/ distinction)
caustic (destroying/ eating away)	anomaly (deviation from the rule)
carte blanche (complete freedom)	avant-garde (radically new/ original)
camaraderie (joining together)	brusque (rude, short manner)
dichotomy (two opposed parts)	dishevelled (extremely disorderly/ messy)
epitome (typical example)	faux pas (socially awkward act)
fiasco (complete failure)	glib (artfully persuasive in speech)
idiosyncratic (peculiar to the individual)	lurid (glaringly vivid – sensational)
machiavellian (conniving political principles)	malaise (feeling unwell, uncomfortable)
mantra (scared utterance)	narcissist (self-centred. egotistical)

ostentatious (intended to attract & impress others)	paradox (a statement that contradicts itself)
quintessential (perfect example)	stigma (symbol of disgrace)
sycophant (person who tried to please someone to gain advantage)	tirade (speech of violent abuse)
ubiquitous (being present everywhere)	vicarious (experienced at second hand)
vile (morally disgusting)	zealous (great enthusiasm)
amiable (friendly)	callous (harsh,cold, unfeeling)
candor (honest, frankness)	coherent (logical, clear)
diligent (showing great care in doing work)	empathy (sensitive to another's feelings)
fractious (troubled, irritable)	hypocrisy (pretending to believe what one does not)
impertinent (rude, insolent)	indolent (lazy)
intrepid (brave in the face of danger)	insular (separated and narrow-minded, closed off)