

Language Paper 1 Section A 10.1

Assessment Objectives		Question Number	Timing	Marks	Skills	Q4 Evaluative Phrases	
1. AO1	identify and interpret explicit and implicit information and ideas	1. Q1	6 mins	4	Read the selected part of the source and list four things that you find out about the question focus. Do not infer. AO1	1.	At this part of the text I feel...
		2. Q2	10-12 mins	8	Analyse language in response to a given focus, based on specified lines from the source. AO2	2.	This is a crucial part of the text because...
2. AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	3. Q3	10-12 mins	8	Analyse how the writer uses structure across the whole extract to interest the reader. AO2	3.	The author cleverly manipulates the reader by...
		4. Q4	25 mins	20	Evaluate the extract In response to a statement by a reader 'to what extent to do you agree...' This essentially means considering what the writer intended to achieve and how far you feel that they have achieved it. Analyse language and structure . AO4	4.	The author accurately/inaccurately portrays/presents...
3. AO4	Evaluate texts critically and support this with appropriate textual references					5.	This influences the reader in an important way because...
						6.	Perhaps the writer could have wanted us to feel...
						7.	The writer might have wanted us to think...

Language Terminology		Structural terminology		Structure of answers	
1. Metaphor	Where one thing symbolises another.	1. Atmosphere	The general feeling or mood of the text. This can shift throughout.	1. Q2 and Q4	PETAL Point: A clear point that answers the question Evidence: an embedded quote that supports your point. Technique: what has the writer used Analysis: zoom in on the language used and explore the effect on the reader. Link: link to another paragraph or further point
2. Simile	A direct comparison between two things using like or as .	2. Setting	The location of the text.	2. Q3	What/How/Why What: what has the writer focused on at the beginning, middle and end? How: what structural features have they used? Quotations? Why: what is the effect? Why is it interesting? How does it connect the text?
3. Personification	Where human characteristics are attributed to an inanimate object .	3. Shift	Switch or change in attention.		
4. Pathetic Fallacy	Personification of nature.	4. Foreshadowing	Giving clues about future events		
5. Semantic Field	Where a group of words all fall under a similar theme .	5. Motif	A reoccurring element or theme within the text.		
6. Hyperbole	An over-the-top exaggeration.	6. Spotlight	Focusing on a single thing in detail		

Language Paper 1 Section B 10.2

Assessment Objectives	
1. AO5	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
2. AO6	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Success Criteria	
1.	A broad, varied, sophisticated vocabulary
2.	Imagery (simile, metaphor, personification)
3.	Sentence variety (long, short, triads, varied syntax)
4.	A full range of punctuation
5.	An interesting opening and ending
6.	A range of structural features

Planning	
1. Both	Plan for 5 minutes : brainstorm ideas then number these into an appropriate sequence. Language should be sophisticated and formal, but not too stiff: make it varied, engaging and stylish. Avoid empty words such as 'very', 'really', and 'a lot'. Fix your meaning with precise, well-chosen language.
2. Narrative	Start in the ' present '. Shift atmosphere and focus to ' flashback A ', then, shift focus again and juxtapose the atmosphere with ' flashback B '. Finally, shift back to the ' present '.
3. Description	' Drop ' the reader into the action or climax, ' shift ' to another moment, ' zoom ' in on something and describe it in detail, ' leave ' the scene with the reader.

Language Terminology	
1. Metaphor	Where one thing symbolises another.
2. Simile	A direct comparison between two things using like or as .
3. Personification	Where human characteristics are attributed to an inanimate object .
4. Pathetic Fallacy	Personification of nature.
5. Semantic Field	Where a group of words all fall under a similar theme .
6. Hyperbole	An over-the-top exaggeration.

Structural terminology	
1. Atmosphere	The general feeling or mood of the text. This can shift throughout.
2. Setting	The location of the text.
3. Shift	Switch or change in attention.
4. Foreshadowing	Giving clues about future events
5. Motif	A reoccurring element or theme within the text.
6. Spotlight	Focusing on a single thing in detail

Question focus	What to focus on
1. Narrative: "Write part of a story about...". "Write about a time when you.."	Involve characters, dialogue and plot – but also should be a description
2. Description: "Write a description suggested by this picture."	Create a mood and/or a sense of place. Explore multi-sensory detail ; look beyond the focus of the photograph.

Language Paper 2 Section B 10.3

Assessment Objectives		Question Number	Timing	Marks	Skills	Q2/4 Comparative words/phrases	
1. AO1	identify and interpret explicit and implicit information and ideas Select and synthesise information from different texts.	1. Q1	5 minutes	4	Read the first part of Source A. Select 4 true statements from a possible 8. AO1	1.	On the other hand
2. AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	2. Q2	10-12 mins	8	Write a summary of the similarities or differences on a given focus. Focus on the whole of Source A and the whole of Source B. AO1	2.	However
3. AO3	Compare writers' ideas and perspectives , as well as how these are conveyed, across two or more texts.	3. Q3	15-18 minutes	8	Analyse language in response to a given focus, based on specified lines from either Source A or Source B. AO2	3.	Although
		4. Q4	20-25 minutes	20	Compare the writers' viewpoints and perspectives on a given focus, and how they are conveyed. Refer to the whole of Source A and the whole of Source B. AO3	4.	But
						5.	In contrast
						6.	Conversely
						7.	Both
						8.	Similarly
						9.	Also
Terminology		Definitions					
1. Metaphor	Where one thing is compared with another as though it is something else .						
2. Simile	Where one thing is compared with another using the words ' like ' or ' as '.						
3. Personification	Where human characteristics are attributed to an inanimate object .						
4. Repetition	When a word, phrase or idea is repeated for emphasis or effect .						
5. Hyperbole	Exaggerated statements or claims not meant to be taken literally.						
6. Alliteration	Where the same letter or sound is repeated at the start of successive words for emphasis or effect.						
7. Onomatopoeia	When the sound of the word mimics the sound of the action itself.						
		Structure of answers					
		1. Q2 SQI	Statement: Provide a summative sentence answering the question on Source A. Quotation: Embed a short, precise supporting quotation as evidence. Inference: Infer new meaning that is shown rather than told. Read between the lines: what does the writer want you to understand that is not said explicitly? Comparison: Use a comparative word or phrase to connect to the other text, then repeat the SQI process with Source B.				
		2. Q3 and 4 PETAL	Point: Make a clear point that answers the question. Evidence: Provide an embedded quotation to support your point. Technique: Identify + name a technique/word class in the quotation. Analysis: Zoom in on the words/phrases used and explore the intended impact/connotations/associated ideas. Link: Link back to the question, or to your next point.				
		Q2 Inferential words/phrases					
		1.	This suggests...				
		2.	From this I can infer...				
		3.	This implies...				
		4.	From this I understand...				
		5.	The writer communicates the idea that...				
		6.	The writer insinuates...				
		7.	The reader can interpret that...				

Language Paper 2 Section B 10.4

Assessment Objectives		Question focus	Skills
1. AO5	identify and interpret explicit and implicit information and ideas Select and synthesise information from different texts.	1. Speech	Address an audience who would be <i>listening to</i> (not reading) your words . Use powerful statements of opinion and rhetorical devices for impact. Vary sentence structures and punctuation for variety and interest, and to create moments of drama. Develop a powerful persuasive voice .
2. AO6	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	2. Article	Write for a more generic audience of newspaper or website readers (remember that almost anyone might pick up your writing). Include a headline to denote the form of an article. Write formally but in a lively manner to express opinions, and make clever use of punctuation and sentence structures for impact.
		3. Letter	Write for one specific reader (eg. an MP, your Head Teacher etc.) and address them directly and formally . Use formal letter conventions (salutation, date, sign off etc,) and engage your reader through a well-sequenced and structured argument that leaves them no choice but to agree with you!
Q5 Features		Definitions	
1.Direct Address	Talking directly to the reader/audience using second person pronouns (you/your etc.)		
2. Anaphora	Where the same word is repeated at the start of successive clauses for emphasis or effect.		
3. Fact	A statement that can be proven true .		
4. Opinion	Stating a viewpoint ; cannot be proven true or untrue.		
5. Rhetorical Question	A question meant for persuasive effect.		
6. Emotive Language	Language that evokes an emotional response .		
7. Statistics	Numerical data and facts (percentages/decimals etc.)		
8. Triad	A list of three connected ideas, words or images for effect		
		Planning structure: Boxing to Argue	
		1.	Powerful introduction: show respect, introduce the issue.
		2.	First, most powerful reason for your P.OV.
		3.	Second, next powerful reason for your P.O.V.
		4.	Counter-argument: acknowledge the other side (but don't contradict) then devalue it.
		5.	Third, next powerful reason for your P.O.V.
		6.	Powerful 'knockout' conclusion: leave an impact.
		Sequencing connectives	
		1.	Firstly...
		2.	In addition...
		3.	Furthermore...
		4.	Moreover...
		5.	However...
		6.	On the other hand...
		7.	In spite of this...
		8.	Even so...
		9.	Finally...