

Year 10 GCSE English Language: Term 1

AQA English Language Paper 1 ('Explorations in Creative Reading and Writing'), Section A: Reading

This term, we will concentrate on how to answer questions 1-3 of Section A:

- You will be given one fiction extract which you won't have seen before.
- Begin by skim-reading the extract to get an idea of what the text is all about.

1. Identifying explicit and/or implicit information. [4 marks]

The question will ask you to find four things about a topic or character or setting.

Timing: Spend approximately **5 minutes** on this question.

2. Analysing language. [8 marks]

The question will direct you to a particular part of the text and ask you to analyse how the language is used in this extract.

Timing: Spend approximately **10 minutes** on this question.

3. Analysing structure. [8 marks]

The question will ask you to analyse the writer's use of structure in the whole text.

The bullet-points will give you clues of what structural features, in particular, you should focus on. The third bullet will invite you to analyse any other structural features you notice.

Timing: Spend approximately **10 minutes** on this question

Question 2 and 3: Use this vocabulary to explore the writer's effects:

It is...	It makes/leads/forces the reader to...	It	To add details...
informative entertaining amusing shocking inspiring intriguing frightening captivating thought-provoking dramatic arresting appealing unpleasant staged realistic credible/incredible	examine compare contrast connect curious sympathetic think about consider imagine question challenge reflect on want to react (+ adverb) empathise	evokes indicates generates dramatizes gives rise to provokes angers emphasises links to/connects with relates to reinforces clarifies illustrates the distinction between	because (of) according to owing to as a result of as a consequence of in the way that

Question 3 - Example sentence starters to help you explore a text's structure:

- ✓ At the beginning ...
- ✓ The focus then narrows ...
- ✓ The focus switches again ...
- ✓ ... is immediately established
- ✓ The first mention of ...
- ✓ The sentence ... is important as at this point we understand ...
- ✓ ... takes us back to ...
- ✓ The text is divided into two parts that are linked by ...
- ✓ An increasing sense of foreboding ...
- ✓ The writer focuses our attention on ... before narrowing to ...
- ✓ The key sentence ... is structurally important ...

AQA English Language Paper 1 ('Explorations in Creative Reading and Writing'), Section B: Writing

Question 5: You will choose to write EITHER a **descriptive** piece (inspired by a picture) OR a **narrative** piece (you will given a prompt e.g. the opening or closing sentence).

You will be given two marks for this piece of writing:

Content and Organisation [24 marks]

- Interesting **ideas** and **sensory** descriptions
- Varied and precise **vocabulary**
- **Techniques** such as metaphors, onomatopoeia, sensory descriptions etc.
- Varied **sentence structures**
- **Paragraphing**
- **Overall structure:** beginning, middle and end!

Technical Accuracy [16 marks]

- **Spelling**
- **Sentence demarcation:** full-stops where necessary
- **Standard English**
- **Accurate grammar**

Timing

- Spend approximately **45 minutes** on this question

Sentence Structures: You should aim for a variety	
Fragment	An incomplete sentence (no subject verb agreement). <i>"Nothing."</i> <i>"Silence everywhere."</i>
Simple	A sentence with one independent clause. <i>"She went to the shop."</i>
Compound	A sentence with multiple independent clauses. <i>"She went to the shop and bought a banana"</i>
Complex	A sentence with one independent clause and at least one dependent clause. <i>"Sometimes, when she goes to the shop, she likes to buy a banana."</i>

Punctuation

Full stops (.), question (?) and exclamation marks (!)

Every sentence must end with a full stop, question or exclamation mark.

1. A full stop shows that you have finished a sentence, e.g. *This sentence ends with a full stop.*
2. A question mark is used to show when someone has asked a question, e.g. *Are we going on holiday next week?* (remember that question marks follow direct questions, but they should not be used to follow indirect questions).
3. An exclamation mark is used to show when something is surprising or forceful, e.g. *Ouch! That really hurt!* (remember that exclamation marks should be used sparingly, should never be used in formal writing, and you should never use two or more exclamation marks in a row).

Commas (,)

1. A comma creates a small interruption within a sentence to help clarify meaning, e.g. *After dinner, which was fish and chips, we went to the park.*
2. A comma must never be used to join two parts of a sentence which each make sense separately, e.g. *I went to the fair, I bought some candyfloss* – this is called a comma splice and is bad English! In this instance, instead of a comma, use a connective or a semi-colon, e.g. *I went to the fair where I bought some candyfloss, or I went to the fair; I bought some candyfloss.*
3. A comma is used between items in a list, e.g. *My favourite countries to visit are France, Italy and Spain.*
4. A comma is used before a speech mark, e.g. *I approached the shop keeper and asked, "Are these in the sale too?"*
5. A comma is used to create a slight pause and emphasis before a joining word such as "but", "however", "instead", e.g. *I opened the cupboard, but it was empty.*

Apostrophes (')

1. An apostrophe is used (often before "s") to show possession, e.g. *The book's cover.*
2. An apostrophe is used to show a missing letter, e.g. *hasn't, didn't.*
3. Remember "it's" means "it is", whereas "its" shows possession, e.g. *The dog chased its tail* (where the tail belongs to the dog).

Semi-colons (;)

1. A semi-colon replaces a full stop or "and" between two or more sentences that share a theme, e.g. *The supermarket was crowded; the queues lasted forever.*

Colons (:)

1. A colon is used at the end of a sentence to introduce a list, e.g. *There are many things I love about visiting London: the shops, the underground and the museums.*

Quotations marks ("")

1. Quotation marks are used to show spoken words. e.g. *I approached the shop keeper and asked, "Are these in the sale too?"*
2. Quotation marks are used around odd or unusual terms, jargon or slang, e.g. *My friend and I posed for a "selfie".*

Round brackets ()

1. Round brackets are used to insert important explanation or additional information within a sentence e.g. *My great-grandfather (who fought in WW2) owed three medals.*

Dashes (–)

1. Dashes are used to insert less important explanation or additional information, e.g. *My great-grandfather – who smoked a pipe – owed three medals* (remember that dashes are longer than hyphens).

Hyphens (-)

Hyphens are used between compound words, e.g. *no-one, co-operate* (remember that hyphens are shorter than dashes).