

This revision sheet gives you a step by step approach to each question across both of the language papers for your GCSE. The sheet is yours to help with revision both at home and in school. **Make sure you keep it safe!**

Section A - Reading

Four questions on the opening of a story - questions will ALWAYS follow the same structure

Section B - Writing

Write a description OR an opening to a narrative.

This may have a link to the fiction article.

The Questions:

Q1: List four things [4 marks] (5 mins) → A01

Q2: How does the writer's use of language... [8 marks] (10 mins) → A02

Q3: How does the writer structure the text... [8 marks] (15 mins) → A02

Q4: To what extent do you agree? [20 marks] (20 mins) → A04

Q5: Creative Writing [24 marks content – 16 marks SPaG] (45 mins) → A05/A06

Q1 - How to respond



- You are given a section from the text. **Read it.**
- The 'thing(s)' you are looking for may be **explicit** (obvious) or **implicit** (hidden, hinted at)
- You have to **list four things** you learn about it based on a given subject.
- You should write your response in **very short sentences.**

Top Tips

- No need to look at writers' methods
- No need for complicated answers
- Keep your answers short and to the point
- Do not spend more than five minutes on this question

Q2 - How to respond



- Focus on the question and the **given section of text**
- Identify **words** and **phrases** relevant to the question then ask:
 - *what techniques has the writer used?*
 - *what is the writer trying to get the reader to Feel, Imagine or Think and why?*

Top Tips

- Follow the question guidance. Do as it says.
- You must use **quotes** from the extract
- Identify the **specific literary techniques**, where possible
- **Write a lot about a little.** Focus on four good uses of language / techniques and write about them in-depth
- In your analysis, talk about *'the reader'*

Q3 - How to respond



- Read the whole source
- Look for **key moments of change** in the text
- Look at character, setting and atmosphere. **How do they change from the beginning, to the middle, to the end?**
- What **impact is the writer trying to achieve** through these changes?

Top Tips

- You do not need to study language - instead you look at how the text is organised.
- At the very least, look at the sequence of events, changes in narrative perspective and shifts in focus.
- You may also look for patterns, contrasts, repetition and motifs.

Q4 - How to respond



- Focus on **given section of the extract.**
- **Read** the quote given in the question—**prove / explain / demonstrate why someone would say this about the extract.**
- You could think about how the writer has used **language / structure / tone / implicit and explicit** meaning.

Top Tips

- Agree with the quote in the question - do not disagree.
- Use the question guidance to help you.
- You use the same skills in this question as you did in questions 1 to 3. So consider how the writer uses explicit/implicit meaning, language and structure.
- Think about the writer's intention - what are they try to get the writer to Feel, Imagine or Think and how? Are they effective?

Top Tips - Q5

- You are rewarded for engaging and careful work. So write in an exciting manner and with accurate SPaG.
- Use a range of linguistic techniques for effect.
- Planning will ensure your work makes sense; checking will ensure you don't make mistakes. So use your time well.

Q5 - How to respond

- **Choose** which question you wish respond to. **Do not do both.**
- **Read** the instructions carefully for your chosen question.
- Spend 5 minutes **planning** how you will respond. Write this in your answer booklet as a list, spider diagram or whatever you choose.
- Spend 40 minutes **writing carefully in paragraphs**
- Spend 5 minutes **checking** spelling, punctuation and grammar and that your work makes sense.



Model Answer for Narrative/Description

(Link the image or task to your prepared piece of writing)

Refer to the image or task

He always adored the flowers and the birds; he revered the sunlight and the clouds that casually drifted by in the spring and summer months. In winter, however, he would watch the twigs and branches morosely sway outside the window. There was only a creeping sorrow where joy should be. It would sit like November rain on his skin, enough to chill what was once warm inside. Irrespective of what he did or where he looked, his memories would haunt and follow him - like a shadow.

1944. Normandy. Pandemonium. An ominous black cloud floated precariously along the treacherous WWII battlefield. A torrent of rain lashed the soldiers' helmets like a whip as they stood sorrowfully in their khaki green uniforms. The silence was intolerable as they waited for the first artillery to fire and shells to explode. They were cannon fodder like pawns in a game of chess; they were expendable in battle. Almost simultaneously, a whole platoon made the sign of the cross, kissed their rosary beads that were hanging tightly to their necks and gulped from flasks containing whisky. They savoured the taste of candied almonds. Their legs were saturated with water from the amphibious landing; it made it more arduous for the soldiers to move at a rapid pace. One soldier, no older than 21, plunged his boots through spit, blood and flesh as he reached inside his trouser pocket to look at a heart-warming photograph of his beautiful wife and child, knowing he would never see them again.

A cacophony of horrifying screams pierced ears and echoed long into the unnerving atmosphere. Bodies fell continuously like dominoes creating a sea of luminous red as bullets ripped and shredded through skin, flesh and bone.

Confounded and distraught, a medic rapidly tended to a wounded soldier. The pungent smell of blood and guts brought tears to his eyes as the odious odour penetrated his nostrils. However, a rush of adrenaline pushed the frantic medic to continue. He had a job to do. He looked into the fading eyes of the fallen soldier, whose health was rapidly deteriorating. A shot to the lower abdomen had blasted open his chest leaving flesh and organs exposed. The medic clenched the hand of the young boy and whispered into his ears that he would be "just fine". A white lie of consolation. At that moment, the 18 year old (who had enlisted due to the lies pontificated through war propaganda) took his last breath and his eyes slowly rolled to the back of his head.

How could this image be so vivid but so long ago?

2010. Liverpool. Now, decades later, his skin is wrinkled and made of leather but there remains a youthful sparkle in his deep, brown eyes. The veteran's hair, once as black as the night sky, is fading at the edges and his eyebrows are thick and bushy like the tail of a squirrel. The old man has long since forgotten what it felt like to have joints that moved freely, without pain. His aches were his constant companions, not friends, but always with him. They are a reminder that he survived: physically but not psychologically.

A tobacco pipe dangles, precariously, from his lips, as puffs of smoke dance away into the night sky. His coal black hair is tied back in a ponytail, revealing dark sharp features and cheekbones that could cut through glass. His memories both warm and haunt him, sometimes drawing a smile and other times a tear. And time was the thief he always suspected her to be, taking his wife, taking his friends. The only remnant of war is one lengthy scar across the side of his face, sloping down from the very corner of his eye to the sharpest point of his jawbone which is deep and distinct as a ravine.

His metamorphosis is complete: valiant warrior to tortured soul.

Refer to the image or task



Planning Sheet for Paper 2 Opinion writing

Paragraph Plan

1. Intro- make opinion clear: summarise 3 key points
2. Argument 1
3. Argument 2
4. Other view and counter argue
5. Argument 3
6. Conclusion- linked to start

Whose perspective are you writing from? Pretend to be someone with a strong interest in the topic.

Linguistic devices - link to relevant paragraph (DAFOREST)

*Punctuation
. , ? ! "..." () - : ;*

Vocabulary to impress

Sentence starts / Discourse markers

Section A - Reading

Four questions on a 19th century and a 21st century non-fiction text - questions will ALWAYS follow the same structure

Section B - Writing

Point of view writing based on the theme of texts analysed in section A

The Questions:

Q1: True or false [4 marks] (5 mins) → AO1

Q2: Summarise the two texts [8 marks] (10 mins) → AO1

Q3: How does the writer use language... [12 marks] (15 mins) → AO2

Q4: Comparison [16 marks] (20 mins) → AO4

Q5: Discursive writing [24 marks content – 16 marks SPaG] (45 mins) → AO5/AO6

Q1 - How to respond



- You are given a section from an extract of text. **Read it.**
- Shade in the **four boxes** which you think give **correct statements**

Top Tips

- Focus on the lines given in the instructions.
- Spend no more than 5 minutes on this question
- Always remember to **shade** the box

Q2 - How to respond



- Skim **read all of both sources** for information in response to the question
- Find points of similarity / difference, depending **upon the question's** demands.
- Using **quotations** to support you, explain what you think can be **inferred** from the similarities / differences.

Top Tips

- Remember this exam looks at writers' viewpoints and perspectives. So, think about what you can infer (work out) about the writers' opinions on a subject.
- Use quotes to back up your findings.
- You do not need to look at writer's methods or techniques.

Q3 - How to respond



- Refer to the **given section of one source.**
- Comment on the **writer's methods**, explaining **how they want to make the reader** Feel, Imagine or Think
- Aim to write **about 4 methods in detail**

Top Tips

- Follow the question guidance. Do as it says.
- You must use **quotes** from the extract
- Identify the **specific literary techniques**, where possible
- **Write a lot about a little.** Focus on four good uses of language / techniques and write about them in-depth
- In your analysis, talk about *'the reader'*

Q4 - How to respond



- Ask **'How do the writers get you to see their points of view?'**
- **What mood / impression** are they trying to convey? How do you know?
- **How** do the writers use techniques to show their point of view?
- Aim to write about **4 to 5 well analysed points.**

Top Tips

- Remember that viewpoints and perspectives are sometimes implicit (hidden, hinted at) or explicit (obvious).
- Use words of comparison / contrast such as 'However', 'By contrast', 'Similarly' etc
- Use sentence stems like 'The writer is trying to convey...' or 'The writer presents...'
- Remember! How do they use literary techniques to make you see their view?

Q5 - How to respond



- You will be asked to write **your own views** on a given subject.
- You will have to express your views in the form of a **newspaper article, a speech, a letter, or another genre.**

Top Tips – Q5

- Focus on what the question asks you to do
- Be sure that you are **writing in the correct form** (letter, article, speech, blog)
- **Plan** your answer so you know what you are going to write
- **Check** your answer to avoid errors in SPaG
- Make your writing **formal**, but lively and **interesting**. Use **literary techniques.**
- Be sure that you express your point of view clearly and back it up with good reasons.
- You do not have to believe what you say. Just be interesting.