Language Paper 1 Knowledge Organiser: *everything you need to know!* (80 marks & 50% of your English Language GCSE)

Question [marks] Timing	How do I structure my response?	What key things must I remember?
Section A – READING 40 marks (50% of Language Paper 1 – 1 hour: 15 minutes reading and 45 minutes writing)		
1. **List four things…** [4 marks] 5 minutes	- One idea per line - 4 **different** ideas (don't repeat your yourself)	Make sure each idea links backs to what the question has asked. Check you are looking in the right part of the text (hint: highlight a box around it)
2. **How does the writer use language to…** [8 marks] 10 minutes • *Words & phrases* • *Language features and techniques* • *Sentence forms*	A sentence or two to sum up the **MAIN IDEA / EFFECT** about what the question is asking (remember all points will link back to this). **Aim for…** Paragraph one: words & phrases Paragraph two: language features & techniques Paragraph three: sentence forms **Use PEED (or SQuID)** P – Point or statement, with technical terminology. E – Evidence (try embedding into Point) E – Explain what your evidence means. What is the **effect**? D – Develop/Deepen your ideas and link back to the question. *Zoom in on words* *Don't stop at one idea* *Say a lot about a little*	How does the word/phrase/feature/technique make me **FEEL**, **IMAGINE** or **THINK**? **Key expressions to remember:** *The writer uses a … to…* *The (technical terminology) could suggest/ reinforce/ imply/ reveal…* *This is reinforced through the (tech terminology)..* *This creates the effect of / that…*	**Technical terminology:** **Words:** adjectives, adverbs, verbs, 'the phrase' **Features & techniques:** metaphor, simile, personification **+1: alliteration** (name the different types? Plosive, fricative, dental) **Sentence forms:** short, long, exclamation, command, question (interrogative), statement
3. **How does the writer use structure to interest you as a reader?** [8 marks] 10 minutes	A sentence or two to sum up the **MAIN IDEA / EFFECT** about what the question is asking (remember all points will link back to this). **Aim for…** Paragraph one: the beginning (*At first, In the beginning, In the first paragraph, The extract begins*) Paragraph two: **the shift** (*Next, Then, A change in…*) Paragraph three: the end (*Finally, Then, In the end…*) **Use PEED (or SQuID)** P – Point or statement, with technical terminology. E – Evidence or reference to a point in the text E – Explain what your evidence means. What is the **EFFECT**? D – Develop/Deepen your ideas and link back to the question. *What is the impact of each structural choice?* *How does it make the writing interesting?*	**Remember:** mood, viewpoint, chronology, tense **Think:** what happens, what's the tense, what's the narrative and chronology: **Key expressions to remember:** *This changes to…* *The writer shifts the focus to…* *The writer zooms in on a description of …* *The writer zooms out to a description of…* *This interests the reader because…*	**Technical Terminology:** - **Shifts** focus/ topic - Links across, links to - Introduces … Reveals - Sequence of events - Narrative focus or perspective - Tense (past, etc.) - Flashback - Chronological **What is the effect?** - Mood of.. , suspense, mystery, tension, intrigue, a cliffhanger
4. **To what extent do you agree with… [statement]** [20 marks] 20 minutes	Start with a sentence that states your shade of agreeing (all points will link back to this). *I completely agree/I agree to a large extent/I agree/I partially agree that … presents…* **SQuID** **Statement and embedded Quote** *I agree that the writer creates this effect because…* **Inference** *This reveals/indicates/shows/proves/conveys…* **Develop your critical argument (with multiple interpretations)** *This suggests/depicts/portrays to me that…* *However/alternatively, another reader may think…* *In each paragraph you are proving your interpretation through critical analysis.*	**Remember:** present evidence that proves the statement to be *true*. (You must agree!) **Evaluative sentence starters:** *This clearly shows…* *The writer has managed to… which makes the reader…* *This is effective because…* **or** *This works well because…* *Here, the words successfully highlight…* *The reader is bound to think that…* *One reader might argue that…* +1: how might other readers interpret this? (remember: layers of interpretation)	**Remember:** writer's choice THEN effect of this on reader
Section B – CREATIVE WRITING 40 marks (50% of Language Paper 1 - 45 minutes)		
You are given a choice between narrative and/or descriptive. [40: 24 content & organisation, 16 SPAG]	You will be given an image. Base your writing on this image, **or** you might be given the question: *Write about a time when…* **YOU MUST PLAN:** • 1st person or 3rd person? Past tense or present tense (stick with one tense!) • How do you want your writing to begin? • What will be the topics of your paragraphs? Which paragraphs will zoom in, which will be wide-angle? • Is there going to be a shift or is it going to remain chronological? • How do you want your writing to end? (Cliffhanger? Circular structure?)	**Use these for EFFECT:** • Simile, metaphor, personification, extended metaphor • Sensory language: what can the characters *see, hear, smell, feel, taste?* • Paragraphs of varying length • A one-sentence paragraph for impact • A range of sentence types (long, short, simple, complex) • A range of punctuation : ; – … ? ! • Ambitious vocabulary (spelled correctly!).