

Guide to Edexcel English Language GCSE

Paper 1

19th Century Fiction and Imaginative Writing

5th June 2018



GCSE English Language



Paper 1 – 19th century fiction and Imaginative writing
1 hour 45 minutes

Section A: 19th century fiction – 10 minutes reading text

Question 1: Finding a quote (2 mins)

Question 2: Making inferences (2 mins)

Question 3: Analysing the language and structure (16 mins)

Question 4: Evaluation (30 mins)

Question 5 OR 6: Imaginative Writing (45 mins)

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Assessment Objectives

AO	Assessment Objective	% in GCSE
AO1	Identify and interpret explicit information and ideas Select and synthesise evidence from different texts	7.5
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	15
AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	8.75
AO4	Evaluate texts critically and support this with appropriate textual references	18.75

Question 1 and 2

Question 1 – 1 mark

Question overview:

You will be asked to identify a phrase from a given area in the text

Example Question:

From lines 1 to 4, identify the phrase which explains how the banging of the branch against the window made the narrator feel.

Tips to answer Question 1:

Only identify the phrase (two – three words)

Use the words from the text

Make sure you know where you are selecting your quotations from – ‘rule off’ the area given

Question 2 – 2 marks

You will be asked to identify more than one phrase/word from a given area in the text that answers the question

You may be asked to identify a language technique.

Example question:

From lines 8 to 11, give two ways in which the narrator’s behaviour shows that he is afraid.

You may use your own words or quotation from the text.

Tips to answer Question 2:

Only identify the words/phrases (two – three words)

Use the words from the text

Make sure you know where you are selecting your quotations from – ‘rule off’ the area given

Question 3

Question 3 – 6 marks

Question Overview: You will be given a specific question about how the writer uses language **and** structure to create a mood/idea. Use subject terminology in your response.

Example Question:

From lines 12 to 23, how does the writer use language and structure to show the narrator's building sense of panic?

Support your views with reference to the text.

Plan:

2 PEEs:

Use subject terminology in your response

P – comment on the **language** used in the text to answer the question

E – use a quotation to support your point

E – explain what effect is created by the language

Z – 'zoom in' on a key word using subject terminology

A – analyse the effect of the key word

P – comment on the **structure** used in the text to answer the question

E – refer to the text to support your point

E – explain how the structure impacts the text and why you think it has been used

You should be making points about:

Language Subject Terminology	Structure Subject Terminology
Use of: Powerful words Adjectives Adverbs Semantic field Descriptive language – metaphor, simile, personification, alliteration, sibilance, onomatopoeia, etc.	Use of: Paragraph lengths – long and short Short sentences Long, complex sentences Juxtaposition Engaging punctuation - ! ; ? Sentence types: exclamative, declarative, interrogative, imperative

Question 4

Question 4 – 15 marks

Question Overview:

You're asked to **evaluate how well a writer achieves something** (for example, building a mood, or developing an idea).

Example question:

In this extract, there is an attempt to show the experience of trying to do something new.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

Tips to Answer Question 4

1. Focus on 'how well' not 'how'
2. Use evaluative language – opinion, judgement (see vocabulary boxes below)
3. Focus on ideas, events, themes and settings

Plan:

Aim for 4 points focused on the following areas:

Setting: Evaluate how the choice of setting affects the work's theme and mood.

Ideas: What ideas or opinions are shown in the text? Evaluate the success of them.

Theme: What is the writer trying to communicate overall? Evaluate the success of this.

Events: Look at the plot's development: Is there an opening, climax, resolution? Evaluate how successfully the plot develops.

P – The setting/idea of.../theme of.../event... in the text is of high standard /excellent /sufficient /appropriate. (insert your opinion)

E – Use a quotation to support your point

E – Explain your opinion and why you think the it is/isn't successful

This is successful/isn't successful because...

D – Develop your ideas as much as you can, using subject terminology in your answer

Evaluative Language

Highly imaginative	Highly creative	High standard	High quality	Exquisite
Fine	Superior	Perfect	Extensive	Outstanding
Excellent	Innovative	Inventive	Exceptional	Superb
Superior	Exemplary	Accomplished	Masterly	Very good

Worthwhile	Beneficial	Used well	Pleasing	Valuable
Able	Thorough	Useful	Powerful	Sufficient
Acceptable	Useful	Solid	Sound	Valid
Average	Responsive	Satisfactory	Effective	Appropriate
Suitable	Efficient	Competent	Relevant	Adequate

Incompetent	Inefficient	Unable	Weak
Poor	Incorrect	Unsuitable	Invalid
Lively	Comprehensive	Successful	Skilful

Question 5 or 6

5 or 6 – 40 marks

Question Overview:

You will need to write imaginatively, describing a time/setting/event.

You will be given a picture which you could use as a stimulus.

You gain marks for both content and SPaG.

Example Question:

Describe a time when you felt trapped or alone.

Tips

- Plan carefully to create a clear structure
- Remember the **3Vs**:

A **VARIETY** of **VOCABULARY**

A **VARIETY** of **SENTENCES**

A **VARIETY** of **PUNCTUATION**

- Use a variety of descriptive techniques

Possible Plan for Imaginative Writing

Paragraph 1 - Remember your **variety** of **punctuation**. , ; ! ?
‘ ‘ “ ” ()

Set the scene and hook your reader.
(Who, what when where and why)

Paragraph 2 – Remember your **variety** of **sentences**, Simple, compound, complex.

Describe the setting, give some background

Paragraph 3 – Remember your **variety** of **vocabulary**

Add some emotion/ anticipate the reader's response

Paragraph 4 & 5 – Remember your **variety** of **vocabulary**

Describe how the events developed

Paragraph 6 – Remember your **variety** of **sentences**, Simple, compound, complex.

Leave your reader with a convincing ending

Language Devices and Their Effects

Language device	Possible effect
Imagery: simile, metaphor, personification "Life is a rollercoaster"	Creates a visual image for the reader and helps them to understand what the writer means more clearly.
Powerful verbs/short sentences "spun round and spat out"	Creates a sense of drama and excitement
Adverbs "slowly, gently" "sometimes, often"	Describe how something happens Describe when something happens
Adjectives "beautiful, glorious"	Give the reader a detailed description
Dialogue	May show the relationship between characters.
Emotive language "Quivering with fright"	Encourages empathy from the reader
Humour	Creates a less serious tone

Useful linking words

Learn 5 from each column

Connective	The author / language in the text...		The reader... (or 'we'...)
Firstly	Advises	Implies	Is made aware
Secondly	Argues	Indicates	Is informed
Thirdly	Builds	Juxtaposes	Is told
As well as this	Connotes	Narrates	Is shocked /
Furthermore	Contrasts	Persuades	fascinated /
Moreover	Conveys	Realises	persuaded /
Finally	Creates	Recognises	made to
Lastly	Demonstrates	Refers to	sympathise etc.
	Describes	Reflects	
Likewise	Depicts	Represents	Learns
Similarly	Emphasises	Reveals	Discovers
Unlike	Evokes	Signifies	Realises
As well as	Exaggerates	Suggests	
In contrast to	Gives the impression	Symbolises	
	Gives a sense	Shows	
	Highlights	Tells	
	Informs		

Grade 6+ analysis linking phrases

- *creates the image of...*
- *evokes the sense of ...*
- *presents the ideas that...*
- *projects the writer's message that...*
- *embodies the theme of...*
- *symbolises the idea that...*
- *mirrors*
- *reflects*
- *portrays*
- *conveys*
- *insinuates*
- *demonstrates*

Tentative language (insert before linking phrase)

- *could*
- *perhaps*
- *may*
- *possibly*
- *might*