

Numbers in brackets = 25% extra time

Crib Sheet for English Language

Paper 1

Read extract carefully: 10 (12) minutes

Q1: 4 (5)

Ensure you focus on the lines mentioned in the question.

Ensure you begin each bullet point using the noun from the question.

Ensure you use short, precise quotes in each bullet point.

Q2: 12 (15) minutes

- P.E.T.A.L. paragraphs:

Point – Answer the question in a full sentence (use the words from the question to start you off).

Evidence – Find a quotation which supports your point.

Technique – Identify the main technique within the quotation.

Analyse – Do as many of the following things (more than once if possible):

- Explain the effect of the technique mentioned above.
- Word zoom into an effective word and explain their effect, considering their connotations (what we associate with that word).
- Identify a further technique and explain its effect.
- Offer additional or alternative interpretations for the quotation.

Link – Ensure all elements of ‘analyse’ link back to the question.

- Techniques that you may need for this question:

Simile	When you compare one thing to another using ‘as’ or ‘like’.	They ran like a herd of elephants.
Metaphor	Saying something IS something else.	He was an exploding volcano.
Personification	Giving an object human-like features.	The sun peeped out of the clouds.
Alliteration	Repeating the same sound at the start of words that are close to each other.	Slowly, the snake slithered over the sand.
Onomatopoeia	Words that create sounds.	The wind howled and the thunder cracked.
Repetition	Repeating a sound, word or phrase for impact.	No, no, no.
Adjective	A describing word.	Her brown hair was smooth and silky.
Adverb	Describes how something is being done (‘ly’ words).	He ran quickly and nervously through the wood.
Atmosphere	The tone or mood created by the words or images.	My mother wept uncontrollably as I walked away.
Possessive Pronoun	A pronoun that indicates possession.	e.g. mine, yours, hers, theirs.
Personal Pronoun	A pronoun that indicates a person.	e.g. I, you, he, she, it, we, they, me, him, her, us, and them.
Imperative Verb	A verb that gives an order.	Do your homework!
Rhetorical Question	A question asked for dramatic effect and not intended to get an answer.	Why should we put up with this?
Emotive Language	Words or phrases that change the feel of a sentence through evoking an emotional reaction from the reader.	Abandoned children found in filthy, flea-infested flat.
Hyperbole	Exaggeration or going over the top (like a metaphor).	I’ll love you until the ocean folds.
Imagery	Words that create images in your mind as you read.	A host of golden daffodils.
Symbolism	When something is used to represent an idea or quality.	Black is used to represent death.
Pathetic Fallacy	When something that is not human reflects a mood or emotion.	The angry storm.
Sibilance	The repetition of the ‘s’ or ‘sh’ sound.	She sells sea shells on the sea shore.

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Tricolon	Groups of three related words or phrases placed close together.	Litter, vandalism and graffiti.
Colloquial/Idiom	Informal, casual words that are used every day (like a metaphor).	It makes me go bananas.
Euphemism	A mild or indirect word or expression substituted for one that is too harsh or blunt.	'Passed away' instead of 'died'.
Irony	The humorous or sarcastic use of words, implying the opposite of what they mean.	Water water everywhere, nor any drop to drink.
Pathos	Words that create a feeling of pity or sorrow.	His wings are clipped and his feet are tied.
Semantic field of '...'	A way to say a group of words that have a related meaning.	A semantic field of fear = 'bitten' 'petrified' 'dread' 'hurt'

Q3: 10 (12) minutes

- P.T.E.A.L. paragraphs:

Point – Answer the question in a full sentence (use the words from the question to start you off).

Technique – Identify the main structural technique within your idea.

Evidence – Add in the quotation which supports your point and technique.

Analyse – Do as many of the following things (more than once if possible):

- **Explain the effect of the technique mentioned above.**
- **Does your technique change or shift? Explain how, when and why.**
- **Does your technique have an effect on the rest of the text? Explain how and why.**
- **Are there any other structural techniques in the moment you've chosen? Explain their effect.**

Link – Ensure all elements of 'analyse' link back to the question.

- Techniques that you may need for this question:

Atmosphere (shift)	The mode or tone set by the writer. Does it change?
Climax	The most intense or decisive point.
Dialogue positioning	The lines spoken by characters and where they're positioned.
Exposition	The start, where ideas are initiated and background information is given.
Flashback	(Analepsis) Presents past events.
Flash-forward	(Prolepsis) Presents future events.
Foreshadowing	Hints what is to come (can mislead).
Character introduction (shift)	When the reader meets a character for the first time. Do we meet more than one character and when?
Resolution	The answer or solution to conflict.
Setting (shift)	A geographical/historical moment. Does this change?
Zooming in	Emphasis is placed on something.
Zooming out	Looking at the wider picture.
Sentence positioning	Where a sentence is placed. Why is it placed there and not somewhere else? What it happening before and after it?
Tension	The feeling of emotional strain.
Tense change	When the text changes from occurring in the past/present/future to the past/present/future.
Repetition / motif	Repeating the same word/sentence to make an idea clear or prominent. A recurring element in a story.
Spotlight	Illuminating /focusing on something for emphasis.
Time (shift)	A point of time (days, months, hours, minutes). Does this change?
Juxtaposition	Placing two things next to each other in order to compare or contrast between them.

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Q4: 25 (31) minutes

- P.E.T.A.L. paragraphs:

Point – Answer the question in a full sentence (use the words from the question to start you off).

Evidence – Find a quotation which supports your point.

Technique – Identify the main technique within the quotation.

Analyse – Do as many of the following things (more than once if possible):

- Explain the effect of the technique mentioned above.
- Word zoom into an effective word and explain their effect, considering their connotations (what we associate with that word).
- Identify a further technique and explain its effect.
- Offer additional or alternative interpretations for the quotation.
- **Identify structural techniques and comment on their effect.**

Link – Ensure all elements of ‘analyse’ link back to the question.

- Techniques that you may need for this question:

Q2 and Q3 techniques.

Q5: 45 (54) minutes

- Differences between description and narrative:

<u>Description</u>	<u>Narrative</u>
One scenes	Multiple scenes
One location	Multiple locations
External description/ideas	External and internal description/ideas
No dialogue	Dialogue (but keep it limited)
5 senses	5 senses
Language techniques	Language techniques

Language techniques checklist:

Adjectives
Adverbs
Alliteration
Metaphor
Onomatopoeia
Oxymoron
Personification
Pathetic Fallacy
Simile
Sibilance

Punctuation checklist:

Colon
Commas
Question mark
Apostrophe
Full stop
Semi colon
Exclamation mark
Ellipses
Dash

Vocabulary checklist:

Melancholic
Harmonious
Tempestuous
Dainty
Robust
Captivated
Perplexed
Astounded
Emerald (any gem)

Sentence starter checklist:

I – ‘ing’
T – time connective

S - simile
P - preposition
A - adverb
C - connective
E – ‘ed’
D - describing word
(adjective)

Detail/complex sentence checklist:

Which
While
When
Therefore
Though
During
As
Unless
Because
Before