

English Language Component 1

(1hr 45mins)

Section A – answer 5 questions on a fiction extract
[40 marks]

Section B – narrative writing (a choice of 4 story titles)
[40 marks]

Complete Section B (narrative) first 45 mins

Question 1 5 mins

Question 2 10 mins

Question 3 15 mins

Question 4 15 mins

Question 5 15 mins

Step 1: Rule off line numbers and highlight key words in the question

Step 2: Read section of extract and highlight evidence

Step 3: Use the 'find and write' method to write your response

Question 1
[5 marks]

Short, bullet pointed sentences
List 5...

- Read the question carefully and highlight key words
- List your answers in bullet points
- Use a mixture of your own words and evidence from the text
- Don't copy out full sentences (pick out the important words and phrases)
- Write in chronological order
- Write 6 points (just in case)
- Start each sentence with the subject from the question
- Be specific and clear

Question 2
[5 marks]

How does the writer show...?
What impressions...?

Evidence + inference x 5

Bruce thinks Pat is 'average' which shows he has patronising thoughts about her.

'messy and lazy' gives the impression that Anna is disorganized and has left the flat in a cluttered state.

Question 3
[10 marks]

How does the writer show...?
What impressions...?

Evidence + inference x 10

Bruce thinks Pat is 'average' which shows he has patronising thoughts about her.

'messy and lazy' gives the impression that Anna is disorganized and has left the flat in a cluttered state.

Question 4
[10 marks]

How does the writer show...?
How does the writer make these lines...?

Evidence + inference x 10

'the iron was getting hotter and hotter' builds tension as the source of the fire is introduced.

The window is 'hopelessly stuck' increases the drama as it implies the girls won't get out of the house alive.

Question 5
[10 marks]

To what extent do you agree...?

At the start of the text, /Then, /Next, Then,
As the text progresses, /Then, /Next, Then, Next,
At the end of the text,

Evidence + inference x 10

At the end of the text, Bruce 'smiles at his own image in the mirror' makes him seem unlikeable as he is arrogant.

Overall, I agree/disagree/mostly agree that the writer presents...because...

**Section B
NARRATIVE**

TOP TIPS

- ❖ Clearly state which title you have chosen in the margin (question no.)
- ❖ Write 400-600 words
- ❖ Structure: opening, problem, complication, crisis, resolution
- ❖ Make sure you focus on a single moment/ event that your narrator must overcome
- ❖ Use humour, sarcasm and a light-hearted tone to create a strong narrative voice
- ❖ Keep dialogue to a minimum
- ❖ Remember to clearly paragraph – miss a line each time
- ❖ Show, don't tell (actions and description)
- ❖ Use the past tense the whole way through
- ❖ Proofread for SPaG, vocabulary and any plot holes

Choose from 1 of 4 narrative titles

There are 4 types of titles that could appear:

- Write about a time when...
- Title i.e. The Wedding
- Start your story with...
- End your story with...

Past Paper Narrative Titles

- Write a story that ends 'and that was the worst job of my life'
- Write a story that begins: I can clearly remember the family gathering
- Write a story that ends 'and I realised some things are more important than money'
- Write a story that ends 'and I felt so sorry for myself'
- Write about a time when you broke the rules
- Write about a time when you felt let down by a friend
- Write about a time when you had to go shopping with a relative
- The Wedding
- A memory of primary school
- Grandma
- The Decision
- The Big Decision.
- Write a story that ends: ... and I don't miss her at all.
- Write about an occasion when you did someone a favour.
- Write a story that begins: Mum insisted that I went to the supermarket with her.

Check the following:	Checklist
Clear structure (opening/setting, problem, complication, crisis, resolution)	
It needs to be plausible (no haunted houses, zombies or battlefield experiences!)	
Examiners seem to like humour as it makes writing more entertaining	
A clear narrative voice (Cornelius is a great example of this – you feel like you know him!)	
Use of 'show don't tell'	
An engaging opening to create a good first impression to the examiner	
Past tense (be careful as students always struggle to maintain this)	
Clear paragraphs	
A range of sentence structures	
General SPaG skills	

GET PLANNING!

Complication:

How does the problem become worse?

Problem

What initial problem will the main character face?

Engaging Opening

Where is the story set?

Who are the main characters?

Crisis:

What happens at the most exciting part of the story?

Resolution:

What happens at the end of the story? How might the characters solve the problem?

Engaging Opening	• Characters introduced • Setting introduced • Main problem introduced
Introduce a Problem	• Problem develops • Tension/suspense is built leading to the complication
Complication	• Turning point in the story • Main character comes face to face with a problem and changes in some way • The most intense moment
Crisis	• Action following the complication and ultimately leading to the resolution.
Resolution	• Loose ends are tied up • Main character either defeats the problem, learns to live with it or is defeated by it. • The most intense moment

Engaging Openings

Setting	The rusted gates towered over me intimidatingly whilst the walls strictly blocked out any natural light from entering the inner building. For the past 11 years I had often walked past this hell hole, but now it was actually time for me to join.
Action	Crouched over the fire, I stirred the embers so that the sparks swarmed up like imps on the rocky walls of hell.
Direct address	You may have some cringeworthy memories but believe me, it's got nothing on events from June 12 th , 2017.
A question	They assured me that my choice would change nothing. But, how could it not?
Refer to a dramatic moment later in the narrative	Never did I think my Sunday morning would involve me, half-naked, looking up at a snow-coated tree.
A shocking statement	Nothing you learn in the first seventeen years of your life means a thing. This was crystal clear the day I turned eighteen.

Vocabulary

- **Brazen** – shameless: *She looked at me with the brazen arrogance that only a teacher could pull off.*
- **Callous** – showing cruel disregard for others: *I had never seen someone behave in such a cold, callous manner.*
- **Confidant**
- **Impudent** – not showing proper respect / rude: *His impudent attitude caught me off guard.*
- **Indolent** – lazy: *In his infuriatingly indolent way, he rolled his eyes at my request.*
- **Lurid** – unpleasantly bright in colour: *My new uniform, a lurid mix of greens, reds and tartan, stared back at me in the mirror.*
- **Morose** – sulky and bad-tempered: *My little brother didn't take the news well; his morose expression seemed to darken the whole room.*
- **Oblivious** – lacking awareness: *As ever, my mum was completely oblivious to my pain and suffering!*
- **Sycophant** – a person who tries to please someone in order to gain an advantage: *He was surrounded by his usual cronies – a bunch of sycophants who were desperate for him to accept them.*
- **Vociferous** – offensively loud and insistent: *Our whole year group ran towards the school gates like a vociferous mob.*
- **feral** – wild: *The year 7 in question was practically feral, running around the school with no regard for rules or social norms.*

Show, Don't Tell

Let's practise this skill: find alternative ways of showing these descriptions without using the underlined words. Think about physical description, action, inner thoughts, or speech. You may wish to use imagery.

1. The man was angry.
2. The girl was scared.
3. The old man was lonely.
4. She was beautiful.
5. They were loud.
6. Donald Trump is orange.

The man resembled a pressure cooker about to explode.

She was pretty.



Sentence Types

2AD Sentences

➢ 2A sentences have 2 adjectives before a noun:

➢ *The glamorous, intelligent princess kissed the grotesque, warty frog.*

Emotion word, (comma) sentence

➢ Emotion word, (comma) sentences begin with a feeling word followed by a , (comma).

➢ *Desperate, she screamed for help.*

The more, the more

The more, the more sentences are in 2 parts. The first more should be followed by an emotion word and the second more should be followed by a related emotion.

The more upset she was, the more her tears flowed.

De: De sentences (Description: Details)

A De: De sentence has 2 parts. The 1st part gives a description, the 2nd gives further details. The 2 parts are separated by a colon (:)

Snails are slow: they take hours to move the shortest of distances.

Sentence Types

If, if, if, then sentences

➢ If, if, if, then sentences are made up of 3 separate parts:

➢ *If the alarm had gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed.*

Some; others sentences

➢ Some; others sentences begin with the word some and have a ; instead of a 'but' to separate the two parts.

➢ *Some people love football; others just can't stand it.*

O. (I.) sentences – Outside (Inside.) sentences

➢ O. (I.) sentences are made up of 2 related sentences. The first sentence tells the reader the character's outward actions. The second (placed in brackets) shows the characters true INNER feelings.

➢ *He smiled and shook the man's hand warmly. (Inside, however, he was more angry than he had ever been.)*