

**GCSE  
ENGLISH  
LANGUAGE PAPERS  
1 & 2**

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**REVISION  
GUIDE**

**You will have two English Language exams.  
Here's a summary of what you have to do in each paper.**

## **Language Paper I**

### **Explorations in Creative Reading and Writing**

#### **Section A: Reading**

##### **Q1: List four things (5 mins)**

- ⇒ These 'things' may be explicit (obvious) or implicit (hidden, hinted at)

##### **Q2: How does the writer's use of language... (10 mins)**

- ⇒ Focus on a given section within the extract.
- ⇒ Comment on the writer's methods, explaining how they want to make the reader **Feel**, **Imagine** or **Think** (**F.I.T.**)

##### **Q3: How does the writer use structure (15 mins)**

- ⇒ Focus the whole source.
- ⇒ Look at character, setting and atmosphere. How do they change from the beginning, to the middle, to the end?
- ⇒ What is the writer trying to achieve through these changes?

##### **Q4: To what extent do you agree? (20 mins)**

- ⇒ Focus on given section of the extract.
- ⇒ Prove / explain / demonstrate why someone would say this about the extract (**Remember!** The question begins with a comment by someone who has read the extract).
- ⇒ You could think about how the writer has used language / structure / tone / implicit and explicit meaning.

#### **Section B: Writing**

##### **Q5: Descriptive / narrative writing (50 mins: 5 mins planning + 40 mins writing + 5 mins checking)**

- ⇒ Write a description / narrative using the picture as your stimulus.

**Language Paper 2**  
**Writers' Viewpoints and Perspectives**

**Section A: Reading**

**Q1: True / False statements (5 mins)**

- ⇒ Shade in the four correct statements

**Q2: Write a summary... (10 mins)**

- ⇒ Compare the sources, summarising the explicit and implicit ideas

**Q3: How does the writer use language (15 mins)**

- ⇒ Focus on one source.
- ⇒ Comment on the writer's methods, explaining how they want to make the reader **F**eel, **I**magine or **T**hink (**F.I.T.**)

**Q4: Compare different perspectives / viewpoints (20 mins)**

- ⇒ How do their viewpoints / perspectives compare / contrast? Why?
- ⇒ What methods do the writers use to convey their viewpoint / perspective?
- ⇒ What implicit viewpoints / perspectives are there?

**Section B: Writing**

**Q5: Write about your own views (50 mins: 5 mins planning + 40mins writing + 5 mins checking)**

- ⇒ 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.

**Be sure that you...**

- know the difference between the two papers
- know the timings for each question

**Language Paper I:  
Explorations in Creative  
Reading and Writing**

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**I Hour 45 Minutes  
80 Marks**



## Language Paper 1

### Q1: List four things (5 mins)

#### 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.**

0 1

Read again the first part of the Source from lines 1 to 7.

List **four** things from this part of the text about the weather in Cornwall.

[4 marks]

- 1 *It was cold and grey*
- 2 *It was windy*
- 3 *The weather had changed overnight*
- 4 *The air was clammy and cold*

Question 1  
looks like this

#### 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

## Language Paper I

### Q2: How does the writer's use of language... (10 mins)

#### 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 (F.I.T.)** and why?

Look in detail at this extract from **lines 8 to 18** of the Source:

The wind came in gusts, at times shaking the coach as it travelled round the bend of the road, and in the exposed places on the high ground it blew with such force that the whole body of the coach trembled and swayed, rocking between the high wheels like a drunken man.

The driver, muffled in a greatcoat to his ears, bent almost double in his seat in a faint attempt to gain shelter from his own shoulders, while the dispirited horses plodded sullenly to his command, too broken by the wind and the rain to feel the whip that now and again cracked above their heads, while it swung between the numb fingers of the driver.

The wheels of the coach creaked and groaned as they sank into the ruts on the road, and sometimes they flung up the soft spattered mud against the windows, where it mingled with the constant driving rain, and whatever view there might have been of the countryside was hopelessly obscured.

How does the writer use language here to describe the effects of the weather?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

*One way in which the writer uses language to describe the effects of the weather is through the simile*

*"the coach trembled and swayed...like a drunken man." The simile suggests to the weather is*

*making the coach difficult to control. Indeed, the simile also hints at a level of unpredictability which could imply that the weather is dangerous.*

#### Top Tips

- ⇒ Follow the question guidance. Do as it says.
- ⇒ Begin all paragraphs with '*The writer...*'
- ⇒ 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*'

Question 2 looks like this



## Language Paper I

### Q3: How does the writer structure the text... (15 mins)

#### 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?

You now need to think about the **whole** of the **Source**.

This text is from the opening of a novel.

How has the writer structured the text to interest you as a reader?

You could write about:

- what the writer focuses your attention on at the beginning
- how and why the writer changes this focus as the Source develops
- any other structural features that interest you.

[8 marks]

*The writer begins by focusing the reader's attention on the 'cold grey... granite sky' and 'mizzling rain'. The writer is creating a gloomy atmosphere from the start of the novel. This could create tension as poor weather in novels often suggests that bad things are going to happen. The bad weather continues throughout the extract and is used to explore the characters' reactions to it. However, it reinforces the sense of foreboding for the reader so as to gain their interest.*

Question 3  
looks like  
this

#### 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.

## Language Paper I

### Q4: To what extent do you agree? (20 mins)

#### 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.

Focus this part of your answer on the second part of the Source from line 19 to the end.

A student, having read this section of the text said: "The writer brings the very different characters to life for the reader. It is as if you are inside the coach with them."

To what extent do you agree?

In your response, you could:

- write about your own impressions of the characters
- evaluate how the writer has created these impressions
- support your opinions with references to the text.

[20 marks]

*I agree with the quotation. The writer brings the different characters to life by showing how they contrast. The 'old man's reactions to the journey are sharply at odds with the 'jovial red-faced woman' and her 'sympathy'. Containing these opposing characters in a confined space heightens tension, but convincingly portrays how varied people are in their attitudes, which adds a sense of realism. Perhaps this is method used to make the reader feel like they are there.*

Question 4  
looks like  
this

#### 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 (F.I.T.)** and how? Are they effective?



## Language Paper I

### Q5: Write a description / narrative

50 mins: 5 mins planning + 40 mins writing + 5 mins checking

#### 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.

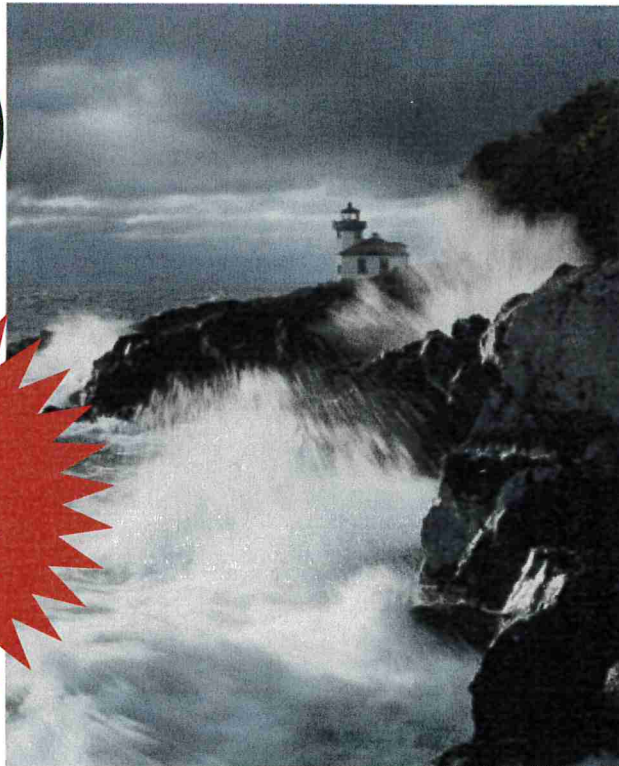
A magazine has asked for contributions for their creative writing page.

**Either:**

Write a description of a stormy sea as suggested by this picture:

Question 4  
looks like  
this

The options for  
this question can  
vary. It might not  
always be descrip-  
tion or narrative.



#### Top Tips

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

**Or:**

Write a story that begins with the sentence: 'This was going to be a terrible day, one of those days when it's best to stay in bed because everything is going to turn out bad.'

(24 marks for content and organisation)

16 marks for technical accuracy)

**[40 marks]**

**Language Paper 2:  
Writers' Viewpoints and  
Perspectives**

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**1 Hour 45 Minutes  
80 Marks**

## Language Paper 2

### Q1: True / False statements (5 mins)

These statements may be explicit (obvious) or implicit (hidden, hinted at)

#### 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**

Read again the first part of **source A**, lines 1 to 14.

Choose **four** statements below which are TRUE.

- Shade the boxes of the ones that you think are true
- Choose a maximum of four statements.

- |   |   |                                     |
|---|---|-------------------------------------|
| A | Anton is standing in water, covered in mud.                     | <input checked="" type="checkbox"/> |
| B | Anton is being carried away by the current.                     | <input type="checkbox"/>            |
| C | Glastonbury is a scene of near-total devastation.               | <input checked="" type="checkbox"/> |
| D | The moorings of the tents are floating down the hillside.       | <input checked="" type="checkbox"/> |
| E | The writer is shivering and caught in a thunderstorm.           | <input type="checkbox"/>            |
| F | Half-naked people are running after their tents.                | <input checked="" type="checkbox"/> |
| G | At first, the writer was not pleased to be sent to Glastonbury. | <input type="checkbox"/>            |
| H | The writer was not surprised to find it was wet and muddy.      | <input type="checkbox"/>            |

[4 marks]

Question 1  
looks like this

### Top Tips

- ⇒ Focus on the lines given in the instructions.
- ⇒ Spend no more than 5 minutes on this question as it is worth the fewest marks.
- ⇒ If you shade in the wrong box, draw a circle around it and cross it with an 'X'



## Language Paper 2

### Q2: Write a summary... (10 mins)

Compare the sources, summarising the explicit and implicit ideas  
The question could ask you to compare **difference or similarities**

### 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.

You need to refer to **source A** and **source B** for this question:

The things to see and do at Glastonbury Festival and Greenwich Fair are different.

Use details from **both** sources to write a summary of the differences.

[8 marks]

*In source A, the writer suggests that one thing to see are acts such as "Coldplay, Elvis Costello and the American rock band The Killers". which suggests Glastonbury is a popular and well funded festival.*

*However, in lines 1 to 13 of Source B, Dickens presents a comprehensive list of things to see, with the intention of giving an overwhelming sense of the occasion, suggesting that quality may be compromised by quantity.*

Question 2  
looks like this

### 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.

## Language Paper 2

### Q3: How does the writer use language (15 mins)

#### 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 (F.I.T.)**
- ⇒ Aim to write **about 4 methods in detail**

You now need to refer **only to source B**, Dickens' description of the fair itself (from **line 19 to the end**).

How does Dickens use language to make you, the **reader**, feel part of the fair?

[12 marks]

*One way in which Dickens make the reader feel part of the fair is by using language that appeals to the sense of sound. Words such as 'screams', 'shouts', 'clanging', 'firing', 'bellowing' all convey the impression of the intense level of noise. Furthermore, this Listing of sounds has the cumulative effect of suggesting that it is quite overwhelming. Perhaps Dickens may be indicating that the experience is a mixture of pleasure and discomfort. In either case, this aids the reader in feeling a part of the fair.*

Question 3  
looks like this

#### Top Tips

- ⇒ Begin all paragraphs with '*The writer...*'
- ⇒ 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*'



## Language Paper 2

### Q4: Compare different perspectives / viewpoints (20 mins)

#### 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**.

For this question, you need to refer to the **whole of source A** together with the **whole of source B**.

Compare how the writers have conveyed their different views and experiences of the festival and fair they describe.

In your answer, you could:

- compare their different views and experiences
- compare the methods they use to convey those views and experiences
- support your ideas with references to both texts.

[16 marks]

*The writer of source A has a negative impression of Glastonbury, at least at the start of his article. Dickens, however, seems to be enthusiastic about Greenwich Fair throughout. The title of source A 'Are we having fun yet?' is a rhetorical question suggesting irony, an idea reinforced by the the picture of a person standing in a large muddy pool of water, which is not an image of fun. Source B, however is called 'Dickens lets his hair down' which indicates a carefree attitude at odds with that in Source A.*

Question 4  
looks like this

#### 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?



## Language Paper 2

### Q5: Write about your own views

(50 mins: 5 mins planning + 40 mins writing + 5 mins checking)

#### 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**.

'Festivals and fairs should be banned. They encourage bad behaviour and are disruptive to local communities.'

Write a letter to your local newspaper in which you argue for or against this statement.

(24 marks for content and organisation  
16 marks for technical accuracy)  
**[40 marks]**

108 High Street

Anytown

AB1 23C

Dear Editor

*The idea that 'festivals should be banned' and that 'they encourage bad behaviour' is quite absurd. Far from being 'disruptive', they are occasions which members of the community look forward to. I believe that it is possible to obtain a balance between...*

Question 5  
looks like this

#### Top Tips

- ⇒ **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.

**Language Paper 1**  
**Explorations in Creative Reading and Writing**

**Section A: Reading**

**Q1: List four things (5 mins)**

⇒ These 'things' may be explicit (obvious) or implicit (hidden, hinted at)

**Q2: Analyse language (10 mins)**

⇒ Write about words, phrases and literary techniques

**Q3: How does the writer use structure (15 mins)**

⇒ Write about how things change from the beginning, to the middle, to the end and *why*.

**Q4: To what extent do you agree? (20 mins)**

⇒ Prove / explain / demonstrate the given statement with evidence from the source, examining language / structure / tone / implicit and explicit meaning.

**Section B: Writing**

**Q5: Descriptive / narrative writing (50 mins: 5 mins planning + 40 mins writing + 5 mins checking)**

⇒ Write a description / narrative using the picture as your stimulus.

**Language Paper 2**  
**Writers' Viewpoints and Perspectives**

**Section A: Reading**

**Q1: True / False statements (5 mins)**

⇒ Shade in the four correct statements

**Q2: Write a summary... (10 mins)**

⇒ Compare the sources, summarising the explicit and implicit ideas

**Q3: How does the writer use language (15 mins)**

⇒ Comment on the writer's language and methods, explaining how they want to make the reader **Feel**, **Imagine** or **Think (F.I.T.)**

**Q4: Compare different perspectives / viewpoints (20 mins)**

⇒ How do their viewpoints / perspectives compare / contrast? Why? What methods do the writers use to convey their viewpoint / perspective?

**Section B: Writing**

**Q5: Write about your own views (50 mins: 5 mins planning + 40 mins writing + 5 mins checking)**

⇒ 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.