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| **TECHNIQUES/ TERMINOLOGY** | **QUESTIONS** | **QUESTION 5 CHECKLIST** | **Image result for st bartholomew's school logo** |
| **Allusion** | Reference to other works e.g. the Bible | **Metaphor** | Comparing one thing to something it is not | **Question 1** | 4 things (4 marks) 5 mins | . , ? ! ; : - ( ) | A short paragraph |
| **ENGLISH LANGUAGE PAPER 1** |
| **Ambiguity** | where the meaning is unclear (usually on purpose)  | **Minor sentence** | Incomplete sentence e.g. ‘Yes.’ ‘Indeed.’ | **Question 2** | Extract. Analyse language & effect (8 marks) 12 mins | An …ly sentence opening (‘Suddenly, the window opened…’) | Linked opening and closing |
| **Antithesis** | Opposites e.g. ‘love is the antithesis of hate’ | **Monosyllabic words** | Single syllable words | **Question 3** | Whole text. Analyse structure & effect (8 marks) 12 mins | An …ing sentence opening (‘Dreaming, Jack was unaware...’) | Figurative devices |
| **Atmosphere** | Feeling, emotion or mood | **Motif** | An image or symbol that reoccurs | **Question 4** | Evaluating the extent to which you agree with the statement (20 marks) 25 mins | A short sentence | Ambitious vocabulary |
| **Colloquialism** | Informal or familiar language | **Omniscient narrator** | The narrator is all knowing | **Question 5** | Select ONE option. Original writing (40 marks = 24 content + 16 technical accuracy) 45 mins | Two adjective sentence opening (‘Grey and murky, the lake looked utterly lifeless…’) | Linked paragraphs |
| **Foreshadowing** | A hint of something that will happen | **Pathetic fallacy** | Where weather is used to reflect the mood of a piece | **QUESTION 2 TIPS** | **QUESTION 3 TIPS** |
| **Genre** | A particular type of writing | **Personification** | Giving an object human qualities |  Have a cup of tea! | Image result for drawing of a cup of tea | * Narrative viewpoint – what point of view is the extract told from? Why and what is the effect?
* 1st person (I) – closer – understanding – building relationship – connection
* 3rd person (he/she) – distant – mystery- revealing – helpless
 |
| **Imperative** | Commands e.g. jump; sit | **Protagonist** | The main character | **T** | Name a technique (must use terminology here) |
| **In media res** | In the middle of things | **Semantic field** | A group or words united by a theme | **E** | Give evidence – small and precisely selected is better | * How does the extract begin? Is there a narrative hook? What’s the effect?
* Extras – you could also look at the length of the paragraphs and what these represent, and the length of sentences too.
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| **Irony** | Signifies the opposites to create humour | **Simile** | Using ‘like’ or ‘as’ to compare two things | **A** | Analyse – zoom in briefly and analyse the effect of this technique and why it has been used |
| **Jargon** | Technical language  | **Symbol** | A thing that represents something else | At least 3 TEA paragraphs needed. | * How does the extract develop?
* Are there any shifts in focus or tone? Where and why does this happen?
* What’s the effect?
 |
| **Juxtaposition** | Two contrasting ideas or words | **Syntax** | The structure of sentences  | **TOP TIP:** Use the bullet points to structure your three paragraphs |
| **USEFUL SENTENCE STARTERS** | **ASSESSMENT OBJECTIVES** | **QUESTION 4 TIPS** |
| **Q2:** * By using …, the writer shows…
* When the author writes ... it creates a sense of….
* This creates a …. effect on the reader because…
* The connotations of the word …. are….. so the effect is one of …
 | **AO1** | Identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts | **Write about writers’ methods – you still need to use the TEA method. Minimum 3 detailed paragraphs, well over a side of A4.** |
| **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 | At least two reasons why you **agree** strongly with the statement. **TEA** these reasons. You can reference genre here, as well as language and structure. |
| **Q3:** * The extract is narrated from a first/third person perspective because… the effect is…
* The focus shifts onto… the writer has done this to… the effect is…
* The long, repetitive, short, varied (delete as appropriate) paragraph lengths symbolise….
 | One reason why you **don’t agree** as strongly. |
| **AO3** | Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts | Conclusion – overall **to what extent** do you agree with the statement and **why**? |
| **Q4:** * The writer uses…. The effect is…
* I agree to a certain extent/fully because… the writer shows this by using… the effect is…
* This is supported by…however…
 | **AO4** | Evaluate texts critically and support this with appropriate textual references | **TOP TIPS:** Use terminology – there is still a focus on the writer’s methods, so you must still analyse your evidence. |