



Revision Guide

**AQA GCSE ENGLISH
LANGUAGE PAPER 1**

**Questions 1 + 2 +
Example Student
Answers**

Scrbblly.



QUESTION 1 [4 marks]

Tips:

- Make sure to understand the focus of the question
- Choose four completely different ideas
- Implicit information (suggested meaning)
- Explicit information (facts / literally stated)

QUESTION 1 EXAMPLE STUDENT

ANSWERS: 4/4 marks

Question:

Read again the first part of the Source from lines 1 to 7. List four things from this part of the text that the narrator does in her dream.

Answer:

- She goes to Manderley, her former house, again;
- She calls out to a lodge-keeper;
- She peers through the gate;
- She enters the garden of the house.

Question:

• Read again the first part of the source, from lines 1 to 4. List four things about Mr Fisher from this part of the source.

Answer:

- Mr Fisher lived by himself
- Mr fisher did not own a car
- Mr Fisher lived in a small terraced house
- Mr Fisher lived in the centre of town



QUESTION 2 [8 marks]

Tips:

- Write 2-3 PEE paragraphs
- Use clear topic sentences for each paragraph, each one on a different idea to do with the question
- Use multiple pieces of evidence per paragraph - choose evidence from different places in the text based on your point
- Use a range of techniques - poetic, rhetorical and grammatical devices. For each technique, make sure to explore the precise specific effects, answering both HOW and WHY the writer uses it.

QUESTION 2: MID AND HIGH GRADE EXAMPLE ANSWERS

Below, you'll find two paragraphs written in response to the same question: one that received a 5/8 (L6 B grade) and another written by a teacher that's an example of a full mark 8/8 standard. Compare and contrast the two paragraphs: how are they similar, and how are they different? Where do you think your own answers would be graded, if you compare them to these two examples?

Question:

How does the writer use language here to **describe the narrator's reaction to Manderley?**

You could include the writer's choice of:

Words and phrases

Language features and techniques

Sentence forms

Student Answer:

(one example paragraph out of two in total)

Point

Evidence

Technique

Analysis

The writer uses language to show that the narrator is horrified at the carelessness shown to her old drive. When the writer says that the drive was "choked with grass and moss", the use of personification accurately describes the way the moss and grass envelop the driveway. Additionally, the writer makes use of a simile to compare the "gnarled roots" to "skeleton claws". This gives the reader a vivid image in their mind to what the roots have become like. The use of the word "parasites" and "monster" connote something dangerous, invasive and threatening.

MARK: 5/8 L6 B grade

FEEDBACK:

Excellent overall use of PEE structuring

Good use of techniques and features

Try alternative interpretations or double meanings when you're ready

Be precise and very sensitive to the exact meaning of a word or phrase - zoom in to go deeper into the meaning

Choose ambitious or complex ideas to analyse if possible

Full Mark Teacher Answer:

(one example paragraph out of two in total)

Firstly, the narrator is horrified at the carelessness shown to Manderley, her former home. She describes the drive up to the home as 'a thread of its former self'; this idiomatic expression suggests the idea of decay, as the metaphor 'thread' implies that the majestic beauty of the home has worn down and become dishevelled through negligence.

Furthermore, the notion that 'no hand had checked' the 'hydrangeas whose blue heads had been famous' implies that the home once had a gardener and groundskeeper, but now has been allowed to fall into ruin. The adjective 'famous' suggests that the house was once visited by many people, and here it is depicted as forgotten and abandoned; however, the fact that the narrator is merely dreaming about the house in this way could suggest her fears and anxieties about what might happen, rather than reflecting reality.

MORE QUESTION 2 STUDENT EXAMPLES

TASK: Pretend that you are the examiner!

For the examples below, use this key to highlight where the students are demonstrating specific skills that are needed for this question - the 'point' or topic sentence is always the first sentence of the paragraph. After that, the paragraphs will use a mixture of the other three skills. Also, pay attention to the length of quotation, the length of analysis and the range of techniques used - try to structure your own PEE paragraphs in a similar way!

KEY:

Point

Evidence

Technique

Analysis

EXAMPLE 1: 6/8 MARKS - A GRADE (L7)

The writer uses differing language to describe the crowded bus on the commute and the unpleasant atmosphere. As the light strikes on the windows of the jewellery shops, Rosabel sees these shops become 'fairy palaces'. The use of the metaphor 'fairy palaces' suggests how she views it to be so magical and out of her reach only due to her lower class. In addition, The row of other commuters in the bus are described to 'resolve into one meaningless, staring face'. This suggests how collectively, the lower class as commuters all symbolically blend into one and lose their individual personalities.

The atmosphere in the bus is also described to be overcrowded, with a 'sickening smell of warm humanity'. The use of sibilance draws attention to the sharpness and stench of the smell in the bus. Furthermore, the 'sickening smell' represents the average lower class worker, who has to perform extensive physical labour every day to earn a living, which is why there is always such an overwhelming stench in the commute. The bad conditions of labour for the lower class can also be evidenced through Rosabel's boots. Her boots are described to be 'coated with black, greasy mud'. This suggests how Rosabel had to often walk a long way in bad conditions just to travel to and from work, which was very much different from the upper class who were always able to be clean.



FEEDBACK:

A clear answer with a great structure - each paragraph has its own topic and is focused on the question

The first paragraph topic is a little general; the second is better

A good use of language techniques used throughout - it does miss out on opportunities for more language use, especially when grammatical devices could be used

Well thought out analysis that is responding in depth to the quotations and questions - a sense of 'deeper themes' or meanings being explored.

EXAMPLE 2: 7/8 MARKS - A* GRADE (L8)

The writer conveys Mr Fisher's view on books and stories in the past to be magical and vivid, stating that there used to be 'dragons and dinosaurs' and that books 'exploded like rockets'. The metaphor and simile 'exploded like rockets' connotes vivid pyrotechnic displays such as fireworks, illuminating the sky and seeming magical. Furthermore, the inclusion of mystical and ancient animals adds to the feeling of magic, and inspires creativity, which Mr Fisher thinks that the children of this generation seem to have lost. Overall, the use of mystical and ancient creatures, in combination with the metaphor and alliteration of 'exploded like rockets', creates a sense of magic and something that can only be experienced through reading.

The writer conveys Mr Fisher's views on books and stories of the past to be contagious, causing 'whole classes (to be) swept away in the fever'. The metaphor fever creates the impression of a positively contagious craze that seems to have an effect on a large number of students. The use of the idiom 'swept away', further adds to the imagery of entire classes collectively experiencing the wonders of reading. Overall, both the metaphor and idiom combined make the reader picture a positive collective response towards the reading of old books.

The writer also conveys Mr Fisher's view on old books to be more emotionally and mentally touching, stating that they were 'illuminating minds and hearts'. The use of imagery in the metaphor 'illuminating' makes the reader picture a glow of warm light in the main organs of the body. This is significant as such a light has connotations of happiness and joy, which further adds to the portrayal of old books being more touching. Overall, the use of the metaphor illuminating creates the image that the books are filling people's hearts with joy.

FEEDBACK:

An excellent answer with a great structure - each paragraph has its own topic and is focused on the question, there is a clear and consistent structure throughout

The topic sentences are all very distinctive

A good range of language features - although some features are repeated too often

Sensitive analysis that is detailed at times and trying hard to think about the specific effects of each piece of evidence

A little too rigid and obvious as a structure, for a full mark answer it should develop more style and flair to the writing rather than being repetitive in how it approaches the question

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