

AQA LANGUAGE PAPER 1 EXAM FEEDBACK



- Write in sentences as it may make students points more relevant
- Keep information basic – don't need to interpret the information

- Work backwards – the EFFECT is what gains marks
- Not everything in the bullet points needs to be used
- Subject terminology should enhance a response and not be reliant upon it
- The analysis must be precise and contextualised
- No introductions.
- Write about: the effect/tone and then support with the technique that did that; the bigger ideas suggested by the metaphor/simile/word choice; think about the feelings of the character AND the reader.
- Do not: write about sentence structure; write more than the two pages given; write about techniques without saying what effect is made; use the phrase 'a good effect/big effect'
- Make 3 points maximum



- Students must focus on WHY the writer has chosen to structure the text in this way
- Students should see the text as a construct and look at the overview before breaking it down and analysing the shifts
- Keep subject terminology simple, equilibrium, narrative shifts, shifts in focus, analepsis, prolepsis
- Students should consider the movement through the text and explain why the shifts happened
- Introductions are unlikely to gain marks
- Students should write about: link between beginning and end, symbolism, first person/third person perspective, use of flashback/setting shifts.
- Students should not: write about punctuation, dialogue (unless they have a really pertinent point) say 'this makes the reader want to read on.'
- Make 3 points maximum.

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Q4

- Students must understand it is imperative to evaluate the 'how' as well as the 'what'.
- All evaluations and interpretations are valid as long as they are rooted in the text.
- Students should decide if they are agreeing/not agreeing, and then read the text again before they answer with the statement in mind.
- As they read, they should highlight the points that link to the statement and then consider three to write about in their answer.
- Things to look out for: motivations of characters, symbolism, the deeper meaning of words and what they reveal about the characters. Speak generally about the characters/situation as a whole and make a judgement.

- Students should think of inventive ideas, and different ways of looking at things. The more original the idea, the more likely it is to be engaging.
- Students should be encouraged to use what they have learnt about the structure of an extract in Q3 to structure their own writing.
- Students should plan their answer to help with organization and cohesion. They should also leave time for editing at the end.
- Responses should not be too lengthy and instead students should work on creating a shaped and structured response in 2-3 sides.
- A contrived use of senses is limiting e.g. – 'I can see', 'I can hear' etc.
- Although ambitious vocab should be encouraged, it is important that students understand the words that they are using.

Q5

AO6

- Students should practice using a variety of sentence forms
- Students should understand comma splicing and how to correct.
- Students should be aware how to punctuate dialogue correctly
- How and where to use apostrophes should be a key skill