

Section A - 40 marks

Reading:

8 minutes

Underline key words in Q 1 - 4

Underline and annotate:

Paragraph focus
Repeated words
Images

Question 1

AO1 – Identifying 4 things.



Time 4 minutes

• Underline the question's focus

• Draw a line in the margin next to the line numbers given in the question

• Start your sentences with the pronoun mentioned in the sentence e.g. The bird.../The boy.../Billy..../White Fang

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Question 2

AO2 – Analysing language.



Time: 12 minutes

Analyse the language features found in the extract given. Carefully annotate evidence of:

- Words and phrases: adjectives, powerful verbs, onomatopoeia etc.
- Language features and techniques: simile, metaphor, personification etc.
- Sentence forms: lists, questions, declarations, imperatives. This isn't essential

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Select three/four ideas and write up clearly using embedded quotations and the correct terminology

Question 3

AO2 – Analysing Structure



Time: 12 minutes

You are dealing with the whole of the source.

Offer an overview of the structural features with appropriate examples.

Recognise the shape of the whole text and the key movements within it.

The writer begins with... this opening....

The focus is then changes to....

Next the writer introduces..... as a structural feature...

When the focus then returns to/moves to....

The writer ends with in order to....

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Question 4

AO3 – Responding to a statement.



Time 24 minutes

- Read the statement carefully.
- Underline the question's focus
- Draw a line in the margin next to the line numbers given in the question.

Use **SEIZE**: Statement, Evidence, Inference, Zoom, Effects and link

Writing up -Success Criteria:

Clearly address the statement – say whether you agree, disagree or partially agree

Support your points with evidence

Use evaluative language

Clearly comment on the effects created by the writer's methods

Try to identify symbolism

Use technical language to support your evaluations

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Q4 Sentence starters: I agree/I partially agree... /One method that the writer uses to emphasise... / For example... implies... /This suggests... /This could imply... /The writer wants us to... / Another method that the writer uses is to describe... / This is reinforced when...

Question 5 – 45 minutes

The writing task is linked to the topic or theme of the reading sources. Look carefully at both questions in this section, but **only answer one**.

An image may be used to help you plan your response.

You will be expected to: write formally using the correct tone, include descriptive devices, use vocabulary for effect, organise and sequence your ideas, use a range of discourse markers.

Key SENTENCE structures for Q5:

- The more, more, more...
- The triple noun colon...
- The not only, but also....
- The double adjective start...
- The verb beginning....
- To the left... to the right...
- No...No...No... No... But there was....

Fronted Adverbials:

Already
Before long
Last year
Often
Again
Never before
Above the clouds
In the distance
Nearby
Without warning
Like a shadow
Perhaps

Section B - 40 marks

Key Vocabulary for Q5:

Negative Word Choices:

Lugubrious – dull, gloomy/ Beguiling – confusing, bewitching/ /Melancholy – sad, miserable/ Insidious – sinister/ Abyssal – dark, demonic/ Ominous – sinister/ Ebony – black/ Malevolent – evil/ Cadaverous – like a corpse/Lurid – unpleasantly bright /Malignant – evil /Pungent – bad-smelling/Brittle – fragile/ Rancid – rotten/ Nebulous – hazy, cloudy/ Despondent – hopeless/ Foreboding – trouble is coming/ Squalid – foul, dirty /Solitary – alone

Positive Word Choices:

Incandescent – glowing/ Effervescent – fizzy, lively/ Radiant – shining/Quaint – old-fashioned Jovial – jolly, happy/ Iridescent – shining/ Gleaming – glittering/ Picturesque – attractive Mesmerising – hypnotic/Vivacious – energetic, lively/ Amiable – friendly/ Luminous – shining bright/ Resplendent – gleaming Teeming – swarming with people/ Vibrant – full of energy

Section A - 40 marks

Reading:

8 minutes

Underline key words in Q 1 - 4

Underline key points in relation to the writers' viewpoints and perspectives.

Question 1

AO1 – Identifying 4 things.

True or False



Read question – underline the section of the text you are being asked to focus on

In the margin of the source, **draw a line** next to the specific lines you have been asked to focus on.

You need inference skills for some of the statements, so check carefully!

Work through the statements in chronological order.

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Question 2

AO1 synthesis and interpretation



Time 12 minutes:

Plan

Establish the Focus of the question

Find, gather and note as many differences/similarities as you can.

Plan 2-3 ideas

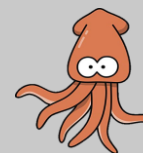
Think/make inferences: what do these points show the reader?

Write

Follow the **SQUIDSQUID** structure

Make inference points: write about what these things show the reader.

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Question 3

AO2 – Analysing language.



Time: 16 minutes



Analyse the language features found in the extract given. Carefully annotate evidence of:

- Words and phrases: adjectives, powerful verbs, onomatopoeia etc.
- Language features and techniques: simile, metaphor, personification etc.
- Sentence forms: lists, questions, declarations, imperatives. This isn't essential

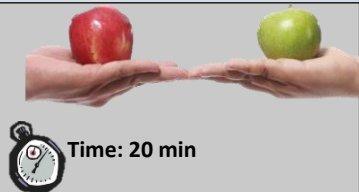
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Select three/four ideas and write up clearly using embedded quotations and the correct terminology

Question 4

AO3 – Comparison of writers' ideas.

Boil down the text:



Time: 20 min

Think:

What is the writer's point of view in each text?

What message is each writer trying to give me? Their intention?

Look carefully at each source and find the paragraph that you

Feel most sums up the writer's perspective and ideas.

Then consider:

What is their point? What are they thinking, feeling, experiencing?

How do they show it? AO2: Language choice? Structure?

Success Criteria:

Write about both texts

Make comparisons – how are they different/similar?

Use connectives to compare

Support your points with evidence

Comment on methods: words/linguistic techniques/sentences

Make inference points: write about what these things show the reader about the writer's perspective?

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Write

DIFFERENT: However, /Whereas, / In contrast, / On the other hand, Conversely, / Alternatively, / On the contrary, SIMILAR: Both, / Likewise, / In the same way, / Equally, / Similarly, Correspondingly,

Section B - 40 marks

Question 5 – 45 minutes



The writing task is linked to the topic or theme of the reading sources.

A statement is used at the start of the question setting out a clear audience, purpose and form.

The statement will be an enabling, provocative/controversial statement that prompts you to write a response offering your own attitude/viewpoint.

You will be expected to: include rhetorical devices (**DAFORSESTER**);

select, organise and emphasise facts, ideas and key points; cite evidence and quotation.

Make sure you use the correct form. For example: a letter should have an address, date, Dear... and be signed either yours faithfully, or yours sincerely; an article should use a headline and subheadings; a speech must address the listener etc.

Key SENTENCES for Q5:

- The more, more, more...
- The triple noun colon...
- The not only, but also....
- The double adjective start...
- The verb beginning....

Key Vocabulary:

Sisyphean task – laborious and futile

Plethora/myriad – lots of

Paramount - more important than anything else.

Imperative – urgent, crucially important

Ubiquitous – found everywhere

Ambivalent - having mixed feelings

Phenomenon – remarkable or exceptional

Key TECHNIQUES for Q5:

Typically you are asked to put forward a point of view and must show an understanding that the topic presented in the quotation is understood.

Example structure for persuade/argue:

Start with an anecdote

Use a rhetorical questions to end first paragraph/begin second

Explain why the topic is important and why the audience should care about it (expand and support)

Quote an expert: Include comments/quotations:

_____ commented, "....."

Include facts, statistics, further anecdotes that support your points.

Show a contrasting viewpoint/counter argument (if needed)

End strongly – create a cyclical structure by returning to your anecdote but showing a change that supports your point of view.

Key connectives: **It is my plea... In modern society... All reasonable people would... Another point to be considered is... Research shows that... The facts are... Clearly you must agree... I wonder...? Is it not true that...? Is it time we...? For how long can we...? In my experience... The evidence clearly shows that... Several sources state... It has been proven... Common sense dictates that... This is exemplified by... The real truth is... Although some people believe...**