

Question 1

1. **Marks:** 4
2. **Time:** 4 minutes
3. **Focus:** Identifying explicit information in the text.
4. **Tips:** Use quotations or paraphrase

Question 2

1. **Marks:** 8
2. **Time:** 8 minutes
3. **Focus:** Analysis of language use and effects.
4. **Tips:** Layers of meaning / KWA / alternative viewpoints / answer the Q

Question 3

1. **Marks:** 8
2. **Time:** 8 minutes
3. **Focus:** Analysis of the overall structure of text and how it engages the reader.
4. **Tips:** How does the focus change from the start to the end of the extract and why has the writer done this?

Question 4

1. **Marks:** 20
2. **Time:** 20 minutes
3. **Focus:** Evaluation of effectiveness of text.
4. **Tips:** Make sure you only explore the focus of the question – re-read it!

Question 5

1. **Marks:** 40 (24 content / 16 technical accuracy)
2. **Time:** 45 minutes
3. **Focus:** Descriptive and / or narrative writing task.
4. **Tips:** The task could be either writing style so practise both / PLAN first

1. Simile – A simile gives the person/thing being described the characteristics of something else. It therefore helps us to see these people/things in a new light - in a way we may have never seen them or thought about them before allowing the writer to exaggerate or create vivid imagery.

2. Hyperbole – Exaggerated statement or claims not to be taken literally, used specifically for effect in writing: 'I've told you a thousand times!'

3. Alliteration – can create a harder or softer mood depending on which sound is being repeated.

Plosive /b/ /p/ /t/ /d/ sounds create an abrupt, sharp, sometimes shocking effect.

Sibilant /s/ sounds (<ss> or <c> as in 'ice'. <sh> <dg> <x> <ks> or <ch>) can create a soft, devious or sinister atmosphere. It can also present a hissing sound.

4. Metaphor – Making a direct comparison to something than a simile does: 'Its eyes fired daggers into my very soul'.

5. Personification – Giving an object human qualities to make it sound more powerful or in control: 'The paintings stared at me menacingly as I crept along the hallway'.

6. Onomatopoeia – can be used to create atmosphere of being surrounded by the action by engaging the sense of sound. It can bring to life a scene and create vivid imagery.

7. Oxymoron – A figure of speech in which opposite words appear next to each other: 'Living dead', 'Working holiday'. – can make a character seem confused or lost.

8. Pathetic Fallacy – Using the weather to reflect to mood of the characters or scene – this creates tone and develops emotion in the writing.

9. Rhetorical Question– Can be used to emphasise: Humor—to emphasise how ridiculous an idea is / Obviousness—to emphasise how obvious an idea is (leading the audience to identify with the writers views) / Reflectiveness—to allow the reader to reflect on their own response to the question.

10. Repetition – A way that a writer can emphasise the importance of words or ideas or to highlight the repetitive nature of a certain message.

Evaluative vocabulary (Q4)

- | | |
|----------------|----------------|
| 1. Subtle | 5. Skilful |
| 2. Challenging | 6. Striking |
| 3. Crucial | 7. Significant |
| 4. Pivotal | 8. Provocative |

Emotional vocabulary (Q2, Q3, Q4)

- | | |
|-------------|-----------------|
| 1. Outrage | 5. Empathy |
| 2. Sympathy | 6. Approval |
| 3. Pity | 7. Satisfaction |
| 4. Remorse | 8. Compassion |

1. Juxtapositions – a deliberate Contrast between ideas to create tension / imagery

2. Dialogue – speech to reveal information about characters

3. Foreshadowing – a hint of what is to happen later to build dramatic tension

4. Narrative perspectives – the viewpoint of the narrator and how this develops and changes

5. Shifts or changes in time, topics, Places, tone and focus – changes to signpost new events or ideas to the reader – takes the reader on a journey

Extending analysis (Q2, Q3, Q4)

1. DEEPER ANALYSIS: Upon first glance, it would appear _____; however, on closer inspection...

2. TRACING IDEAS THROUGHOUT THE TEXT: The symbol/idea/concept of _____ is further developed at a later point when....

3. ANALYSING AN ALTERNATIVE INTERPRETATION: The image could also be interpreted as...

4. THE COMBINED EFFECT OF TECHNIQUES: The writer uses _____ coupled with _____ to highlight...

5. READER POSITIONING: The reader is encouraged/ positioned in favour of/against _____ because....

Phrases to ensure a sophisticated analysis (Q2 and Q4)

1. This suggests/ implies/ indicates/ demonstrates/ portrays/ presents/ highlights/ emphasises/ develops...

2. The line/adjectives/noun/verb/phrase/image...

3. It could be argued that/the reader may infer...

4. You get the impression/the reader is positioned to feel/ the writer causes the reader to consider..

WRITING PROSE

Helpful hints



- Keep your tone consistent throughout: Do not use similes which suggest a light and playful atmosphere after you have just spent 15 minutes making the scene sound creepy.
- Describe the setting and location. Avoid action (in descriptive writing): The easiest way to gain marks in this section of the paper is to describe in detail using techniques. Too much action will deviate from this description.
- Use a variety of structural features: Flashbacks or deep thoughts of the protagonist work well.
- Keep to one or two characters (in narrative writing): You should concentrate on saying a lot about very little. Fuller descriptions of one/two character(s) is best.

Purpose: Reason you are writing:

-You are writing to describe, entertain and impress. You want to show how impressively you can either describe the picture in front of you or create an engaging and interesting story. You need to show that you can create TONE, IMAGERY and EMOTION for a specified reader through your use of the English language.

Content

- Register is convincing and compelling for audience
- Assuredly matched to purpose
- Extensive and ambitious vocabulary with sustained crafting of linguistic devices

Organisation

- Varied and inventive use of structural features
- Writing is compelling, incorporating a range of convincing and complex ideas
- Fluently linked paragraphs with seamlessly integrated discourse markers

Technical accuracy

- Wide range of punctuation is used with a high level of accuracy
- Uses a full range of appropriate sentence forms for effect
- Uses Standard English consistently and appropriately with secure control of complex grammatical structures
- High level of accuracy in spelling, including ambitious vocabulary
- Extensive and ambitious use of vocabulary

STRUCTURING A NARRATIVE

Exposition	A narrative device often used at the beginning of a work that provides necessary background information about the characters.
Inciting incident	An event that begins the action/plot.
Rising Action	Events leading up to the climax
Climax	Most exciting moment of the story; turning point
Falling Action	Events after the climax, leading to the resolution
Resolution	Ends the conflict and leaves reader content
Climax	A dramatic moment leaving suspense about what is to come
Flashback	A method of narration in which present action is temporarily interrupted so that the reader can witness past events
The one sentence opener	Start with a one-sentence paragraph or rhetorical question. Your next paragraph should then jump back in time. Recount the events leading up to this first line.
Twist in the tale	Tell the story in a way that suggests one thing about a character only to surprise the reader at the end.
Flipped narrative	Start with the end - the most dramatic moment (present tense) and then flashback to the events leading up to it.
A tale of two halves	Tell the incident from one character's perspective and then tell the whole thing again from a completely different point of view.

STRUCTURING A DESCRIPTION

Overview	Describe the bigger picture (wide/panoramic)
Zoom in	Focus on an object and describe it in detail (close up)
The senses	Sights, sounds, smells, tastes, touch.
A person	Describe a person (or two) in an imaginative way, create personality through the way they move, speak and react.
Overview	Zoom back out, returning to the bigger picture (wide/panoramic)
Linking theme	Repeated reference to an object, person or idea throughout.

The basics

Capital letters
Full stops
Question marks
Commas
Apostrophes
Consistent tense
Paragraphs
Homophone spellings
Connectives
Semi-colons
Colons
Vary sentence starts/lengths
Vary paragraph lengths
Topic sentences

Stretch yourself

For planning – use a timeline rather than spider diagram.
Learn some impressive vocab.
Break the rules!!!
Reveal slowly/quickly
Dialogue
Parenthesis
Ascending / descending tri-colon
Syndetic/asyndetic listing
Cohesion (topic sentence, pronouns, chains, prepositions, fronted adverbials)
Cyclical/non-linear structure
READ OTHER NOVELS/SHORT STORIES/POETRY/PLAYS –. IF YOU DON'T KNOW WHAT TO READ - ASK!

The descriptive 'rules'

Use verbs to personify objects and surroundings
At least 5 zoom-ins
Pick a tone for your writing and stick with it.
1-3 sentences of direct speech
Maximum 1 exclamation mark
1 st / 3 rd person, stick with it
Cement your feet to the floor
Present or past tense (not both)
Move the camera – like a film

The narrative 'rules'

One location, one main character, one event.
Keep it simple and focused
Show not tell
Pick a tone for your writing and stick with it.
Maximum 1 exclamation mark
1 st / 3 rd person, stick with it
50% description with zooms
Don't 'chat' to the reader
A 'small' story – make the ordinary extraordinary

SENTENCE UPGRADES

-Ing	Grabbing her bag, the woman stormed out of the shop.
Similes	Like a predator stalking its prey, the thief approached the boy.
Preposition	Under the dark clouds, the lamppost gleamed brightly.
Adverb	Cautiously, the girl reached out to touch the creature.
Connective	Despite the weather, the girl plunged into the sea.
-Ed	Petrified, the dog stood rooted to the spot.
Pair of adjectives	Pale and bright, the sun cast its light across the forest below.
Verb adverb	Perched precariously on a thin tree branch, a small robin sang.
Triple noun :	Owls, crickets, mice: the woods were alive with noise.
Triple adjective :	Thin, bare, skeletal: the trees towered over me like fingers.