



Dear parent/carer,

On behalf of the English department at Dormston School, I recognise that you may not have hours to devote to helping your child with English. However, research proves that every child benefits from parental involvement in their learning and from one-on-one support, so any time that you can spare to aid them in their studies will be gratefully received.

This booklet has been compiled to help you if you wish to support your child further at home. It is by no means compulsory, but does include a number of activities, information and suggestions, both for the busy parents and those that have lots of time to offer. It is not homework and is not an extended learning project and therefore, will not be marked by English staff; however, there is a self-mark section at the back for the relevant questions if you wish to use it.

Please use it at your leisure and I hope that it gives you an insight into your child's learning. If you have any questions, please feel free to contact me via the school's main contact number.

**A note for pupils: This is not a replacement for homework; homework must take first priority with pupils as it is compulsory.**

Yours faithfully,

Mr D Corns

KS3 co-ordinator of English

**Question Stem:**

**Half Term Assessment: Responding to Non-Fiction texts**

You will be given one non-fiction text.

You will then answer 4 questions on the text.

- 1) (a) (b) (c) Comprehension style information extraction questions
- 2) Analysis of writer's use of language in the first part of the text
- 3) Analysis of writer's use of structure in a specific part of the text
- 4) Analysis of the text as a whole

# 1. Key Skills

## Skill 1: Choosing relevant evidence

In English, pupils must be able to make points about the book and choose quotations (the exact words from the text) to prove those points.

### Things to note:

- The point and evidence must match up closely
- The evidence must be the exact words from the book
- The evidence must have quotation marks “ ” surrounding it

## Skill 2: Inference and Deduction

Inferring and deducing is an important skill in English; it basically means that pupils must look for clues in the texts and from those clues, come up with interpretations. The best inferences or deductions are those that read between the lines, rather than state the obvious.



## Skill 3: Creating PEAL paragraphs

PEAL is an acronym that stands for 4 important words

Point	How would you describe the character?
Evidence	Your quotation in quotation marks “ ”
Analyse	What the quotation tells you about the character
Language	Particular words that have been used and why Any similes/metaphors/personification/etc

<b>W POINT</b>	
<b>In the extract, the island is presented as...</b>	
<b>1 –</b>	<b>EVIDENCE</b>
<b>1=</b>	This is illustrated through the quotation “ .....
<b>1+</b>	<b>ANALYSIS</b> This implies/indicates/insinuates...
<b>2-</b>	<b>READER’S RESPONSE</b> The reader would think/feel...
<b>2=</b>	<b>LANGUAGE ANALYSIS</b>
<b>2+</b>	The verb/adjective/noun/adverb/preposition “ .....” suggests that...
<b>3-</b>	<b>STRUCTURAL ANALYSIS</b>
<b>3+</b>	Punctuation/syntax/paragraphing
<b>4- and beyond</b>	<b>WRITER’S MESSAGE</b> This links to the writer’s message that...

## Skill 4: Identifying Rhetorical Devices:

<b>Feature:</b>	<b>Definition and example</b>
<b>A – Alliteration</b>	Repetition of consonant sounds at the start of two or more words: (Used frequently in newspaper headlines) E.g Wet weather creates total wash out at Weston Festival
<b>F – Figurative language</b>	Simile: Comparison using like or as E.g Beautiful like the sweet release of death Metaphor: Direct comparison by saying something <i>is</i> something else E.g Heart of stone
<b>O – Opinion</b>	Own personal view on a topic: E.g Pepsi tastes better than Coke
<b>R – Repetition</b>	The reinforcement of a word or phrase to emphasise importance E.g If you do the work, if you put in the effort, if you value your education, you will achieve
<b>E – Emotive Language</b>	Language designed to alter your emotions E.g The poor old lady sat alone at the table, neglected by friends and family, waiting for someone to notice her
<b>S – Statistics and facts</b>	Statistics: Use of numbers E.g 99% of you have passed the exam / two out of every three marriages end in divorce Facts: Something that can be proven E.g Pepsi sold more successfully than Coke in 2018
<b>T – Triadic Structure</b>	Repetition of the same word three times, or the same structure of sentence three times: E.g 1. Beautiful hair, beautiful face, beautiful girl. 2. Delicious, irresistible, inviting pizza.
<b>F – Forceful phrases (Imperatives)</b>	Forcing the reader to consider your viewpoint E.g You must sit down and take note
<b>I – Involve the reader</b>	Speaking directly to the reader E.g Can you sit there and do nothing? How can you hear this and feel nothing?
<b>R – Rhetorical devices</b>	Hyperbole: Exaggeration E.g This is the best film I've ever seen Rhetorical questions: Questions designed to prompt thought E.g Are we willing to sit back and do nothing?
<b>E – Evidence and anecdotes</b>	Evidence: Expert opinions E.g Dr Larkin of Harvard university found that... Anecdotes: Short stories that support your point of view E.g Three years ago a similar event happened to my sister...

**Skill 5: Knowing your mark scheme:**

For Question 1: *(a) (b) (c) Comprehension style information extraction questions*

**1 mark will be allocated for each correct answer.**

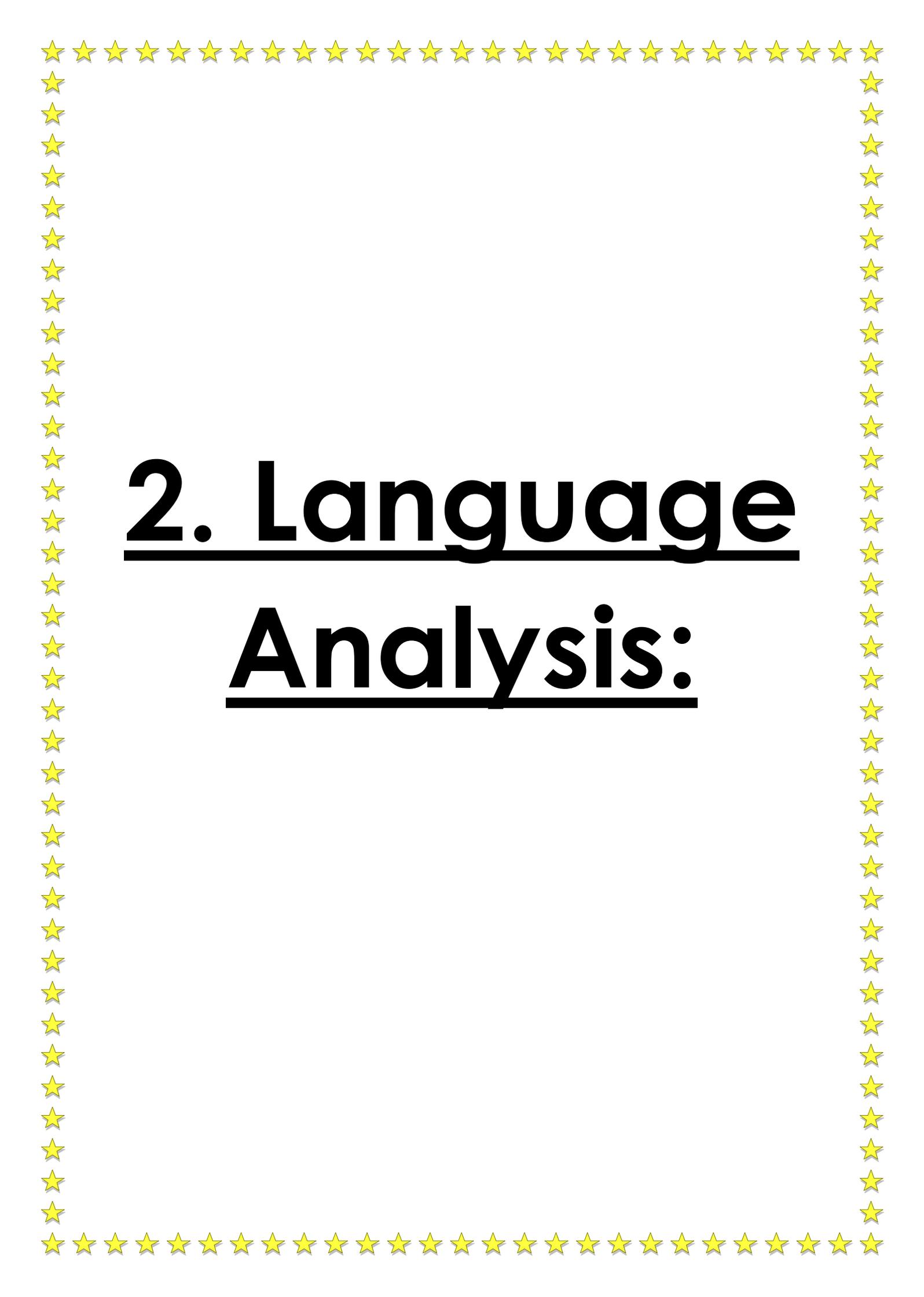
For Questions 2-4:

**Non-Fiction Analysis: Question 2 - 4 Writer’s Craft**

Grade	Mark	
	0	Responses where there is nothing worthy of credit.
	1-2	Pupils identify and begin to comment on some examples of the question focus in the chosen part of the text.
	3-4	Pupils identify and give straightforward comments about the question focus. These responses will simply identify some subject terminology.
	5-6	Pupils comment on a number of different examples create from the text and begin to show some understanding of how language and the organisation of events are used to achieve effects and influence the reader. These responses will begin to use relevant subject terminology accurately to support their comments.
	7-8	Pupils make accurate comments about a range of different examples and begin to analyse how language and the organisation of events are used to achieve effects and influence the reader. Subject terminology is used accurately to support comments effectively.
	9-10	Pupils make accurate and perceptive comments about a wide range of different examples and provide detailed analysis of how language and the organisation of events are used to achieve effects and influence the reader. Subtleties of the writer’s technique are explored in relation to how the reader is influenced. Well-considered, accurate use of subject terminology supports comments effectively.

For the final questions, pupils will be marked out of 10.

The criteria for each banding of marks is identified above.



# 2. Language Analysis:

Question 2:

**Analysis of writer's use of language in the first part of the text**

Barack Obama 2012 Iowa Final Campaign Speech:

THE PRESIDENT: Hello, Iowa! (Applause.) Tomorrow. Tomorrow, Iowa. Tomorrow, from the granite of New Hampshire to the Rockies of Colorado, from the coastlines of Florida to Virginia's rolling hills, from the valleys of Ohio to these Iowa fields -- we will keep America moving forward. (Applause.)

I've come back to Iowa one more time to ask for your vote. (Applause.) I came back to ask you to help us finish what we've started. (Applause.) Because this is where our movement for change began. (Applause.) Right here. Right here.

Right behind these bleachers is the building that was home to our Iowa headquarters in 2008. (Applause.) I was just inside, and it brought back a whole lot of memories. This was where some of the first young people who joined our campaign set up shop, willing to work for little pay and less sleep because they believed that people who love their country can change it.

This was where so many of you who shared that belief came to help. When the heat didn't work for the first week or so -- (laughter) -- some of you brought hats and gloves for the staff. These poor kids, they weren't prepared. (Laughter.) When the walls inside were bare, one of you painted a mural to lift everybody's spirits. When we had a Steak Fry to march to, when we had a J-J Dinner to fire up -- (applause) -- you brought your neighbors and you made homemade signs. When we had calls to make, teachers and nurses showed up after work, already bone-tired, but staying anyway, late into the night.

And you welcomed me and Michelle into your homes. And you picked us up when we needed a lift. And your faces gave me new hope for this country's future, and your stories filled me with resolve to fight for you every single day I set foot in the Oval Office. (Applause.)

You inspired us. And I want to take this opportunity to say one thing to all the young people and not-so-young people who've given so much to this campaign over the years -- those of you who haven't done this just for me, but for each other -- for a laid-off family member, for a sick child, for a fallen

friend -- to all of you who've lived and breathed the hard work of change: I want to thank you.

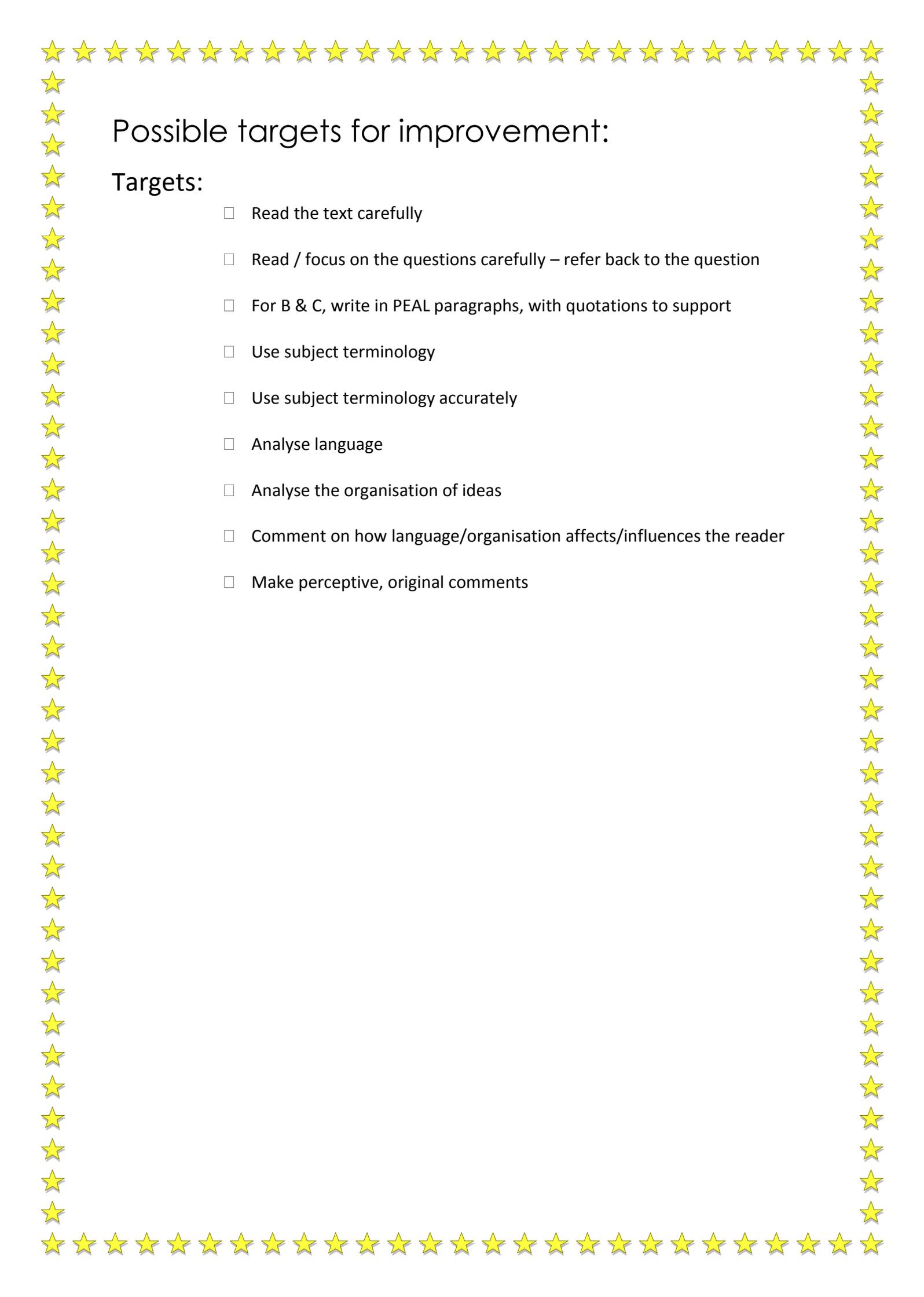
You took this campaign and you made it your own. And you organized yourselves, block by block, neighbourhood by neighbourhood, county by county, starting a movement that spread across the country -- (applause) -- a movement made up of young and old, and rich and poor, and black and white, Latino, Asian, Native American, gay, straight, Democrats, Republicans, who believe we've all got something to contribute; that we all deserve a shot at our own American Dream. (Applause.)

## What features can you see?

<b>Feature:</b>	<b>/ or x</b>
A – Alliteration	
F – Figurative language	
O – Opinion	
R – Repetition	
E – Emotive Language	
S – Statistics and facts	
T – Triadic Structure	
F – Forceful phrases (Imperatives)	
I – Involve the reader	
R – Rhetorical devices	
E – Evidence and anecdotes	



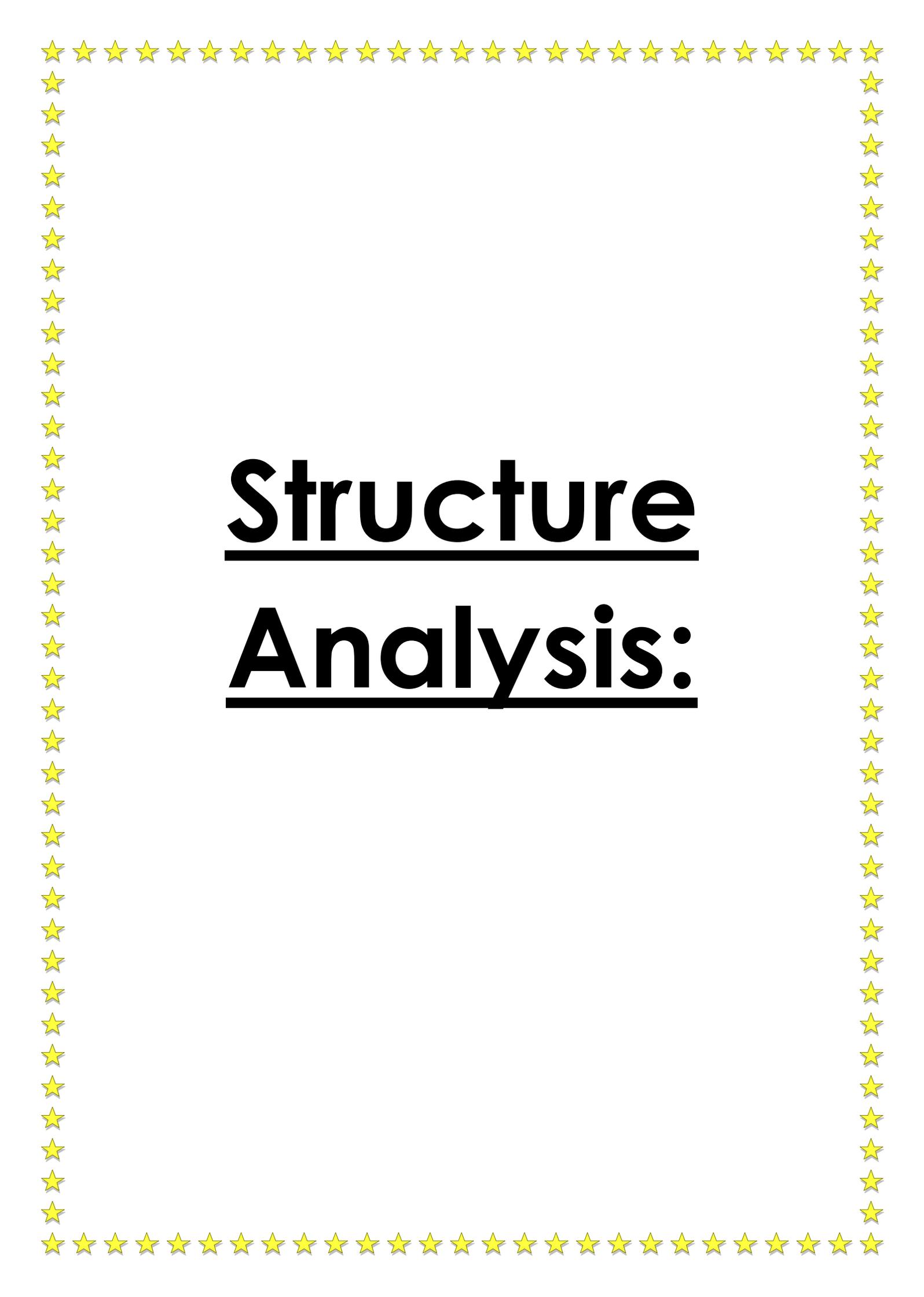




## Possible targets for improvement:

### Targets:

- Read the text carefully
- Read / focus on the questions carefully – refer back to the question
- For B & C, write in PEAL paragraphs, with quotations to support
- Use subject terminology
- Use subject terminology accurately
- Analyse language
- Analyse the organisation of ideas
- Comment on how language/organisation affects/influences the reader
- Make perceptive, original comments



**Structure**  
**Analysis:**

## Task: Match the structure feature to the definition

<b>Repetition</b>	A past event is narrated at a point later than its chronological place in a piece of writing.
<b>Bullet points</b>	A word which signifies the time period being addressed: Now, Today, Tomorrow, Later, Next, Yesterday...
<b>Analepsis (or Flashback)</b>	A statement. E.g. This country <b>is</b> stuck in the past.
<b>Dialogue</b>	Repeats the same words or phrases a few times to make an idea more emphasised or memorable.
<b>Time markers</b>	A phrase that is a question. E.g. What else can we do to improve on women's rights?
<b>Interrogative phrase</b>	A sentence that gives a command. E.g. So <b>do</b> what is right for your fellow people.
<b>Declarative phrase</b>	Used to identify and summarise important information within a document so the reader can identify key points quickly. A listing format.
<b>Imperative phrase</b>	From whose perspective the story is told. E.g. 1 <sup>st</sup> person (I, Me, My, Our, We...) 2 <sup>nd</sup> person (You, Your...) 3 <sup>rd</sup> person (He, She, They, Him, Her, It...)
<b>Narrative focus</b>	A conversation between two or more people or speech taken from a conversation.

# How did you do?

<b>Repetition</b>	A past event is narrated at a point later than its chronological place in a piece of writing.
<b>Bullet points</b>	A word which signifies the time period being addressed: Now, Today, Tomorrow, Later, Next, Yesterday...
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<b>Narrative focus</b>	A conversation between two or more people or speech taken from a conversation.

### 3. Analysis of writer's use of structure in a specific part of the text

#### Identifying structure:

Structural devices to look for:

**Opening**

**Narrative perspective (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>)**

**Significant shifts in focus**

**Contrasts**

**Repetition**

**Analepsis (flashbacks)**

**Lists**

**Dialogue**

**Sequence of events (chronological/linear or non-linear/cyclical)**

**Use of time markers**

**(Today/Yesterday/Tomorrow/Next/Now)**

**Bullet points**

**Headings/Subheadings**

**Interrogative (questions)/declarative (statements)/imperative (commands)/exclamatory phrases**

**DON'T FORGET! The mark scheme calls for you to use ACCURATE TERMINOLOGY**

## **Analysing Structure:**

### **Text:**

#### ***Transcript of Nelson Mandela's speech at his inauguration as President of South Africa.***

10 May 1994

Your Majesties  
Your Highnesses  
Distinguished Guests  
Comrades and Friends

Today, all of us do, by our presence here, and by our celebrations in other parts of our country and the world, confer glory and hope to newborn liberty.

Out of the experience of and extraordinary human disaster that lasted too long, must be born a society of which all humanity will be proud.

Our daily deeds as ordinary South Africans must produce an actual South African reality that will reinforce humanity's belief in justice, strengthen its confidence in the nobility of the human soul and sustain all our hopes for glorious life for all.

All this we owe both to ourselves and to the peoples of the world who are so well represented here today.

To my compatriots, I have no hesitation in saying that each one of us is as intimately attached to the soil of this beautiful country as are the famous jacaranda trees of Pretoria and the mimosa trees of the bushveld.

Each time one of us touches the soil of this land, we feel a sense of personal renewal. The national mood changes as the seasons change.

We are moved by a sense of joy and exhilaration when the grass turns green and the flowers bloom.

That spiritual and physical oneness we all share with this common homeland explains the depth of the pain we all carried in our hearts as we saw our country tear itself apart in a terrible conflict, and as we saw it spurned, outlawed and isolated by the peoples of the world, precisely because it has become the universal base of the pernicious ideology and practice of racism and racial oppression.

We, the people of South Africa, feel fulfilled that humanity has taken us back into its bosom, that we, who were outlaws no so long ago, have today been given the rare privilege to be host to the nations of the world on our own soil.

We thank all our distinguished international guests for having come to take possession people of our country of what is, after all, a common victory for justice, for peace, for human dignity.

We trust that you will continue to stand by us as we tackle the challenges of building peace, prosperity, non-sexism, non-racialism and democracy.

We deeply appreciate the role that the masses of our people and their political mass democratic, religious, women, youth, business, traditional and other leaders have played to bring about this conclusion. Not least among them is my Second Deputy President, the Honourable F.W. de Klerk.

We would also like to pay tribute to our security forces, in all their ranks, for the distinguished role they have played in securing our first democratic elections and the transition to democracy, from blood-thirsty forces which still refuse to see the light.

The time for the healing of the wounds has come.

The moment to bridge the chasms that divide us has come.

The time to build is upon us.

We have, at last, achieved our political emancipation. We pledge ourselves to liberate all our people from the continuing bondage of poverty, deprivation, suffering, gender and other discrimination.

We succeeded to take our last steps to freedom in conditions of relative peace. We commit ourselves to the construction of a complete, just and lasting peace.

We have triumphed in the effort to implant hope in the breasts of the million of our people. We enter into a covenant that we shall build the society in which all South Africans, both black and white, will be able to walk tall, without any fear in their hearts, assured of their inalienable right to human dignity - a rainbow nation at peace with itself and the world.

As a token of its commitment to the renewal of our country, the new Interim Government of National Unity will, as a matter of urgency, address the issue of amnesty for various categories of our people who are currently serving terms of imprisonment.

We dedicate this day to all the heroes and heroines in this country and the rest of the world who sacrificed in many ways and surrendered their lives so that we could be free.

Their dreams have become reality. Freedom is their reward.

We are both humbled and elevated by the honour and privilege that you, the people of South Africa, have bestowed on us, as the first President of a united, democratic, non-racial and non-sexist government.

We understand it still that there is no easy road to freedom.

We know it well that none of us acting alone can achieve success.

We must therefore act together as a united people, for national reconciliation, for nation building, for the birth of a new world.

Let there be justice for all.

Let there be peace for all.

Let there be work, bread, water and salt for all.

Let each know that for each that for each the body, the mind and the soul have been freed to fulfil themselves.

Never, never and never again shall it be that this beautiful land will again experience the oppression of one by another and suffer the indignity of being the skunk of the world.

The sun shall never set on so glorious a human achievement!

Let freedom reign. God bless Africa. I thank you.

## What structural features can you see?

Feature:	/ or x
Opening	
Narrative perspective (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> )	
Significant shifts in focus	
Contrasts	
Repetition	
Analepsis (flashbacks)	
Lists	
Dialogue	
Sequence of events (chronological/linear or non-linear/cyclical)	
Use of time markers (Today/Yesterday/Tomorrow/Next/Now)	
Bullet points	
Headings/Subheadings	
Interrogative (questions)/declarative (statements)/imperative (commands)/exclamatory phrases	

### Question 3:

How has Mandela used structure to convey his views to his audience?

Handwriting practice area with 20 horizontal lines.

### How did you do?

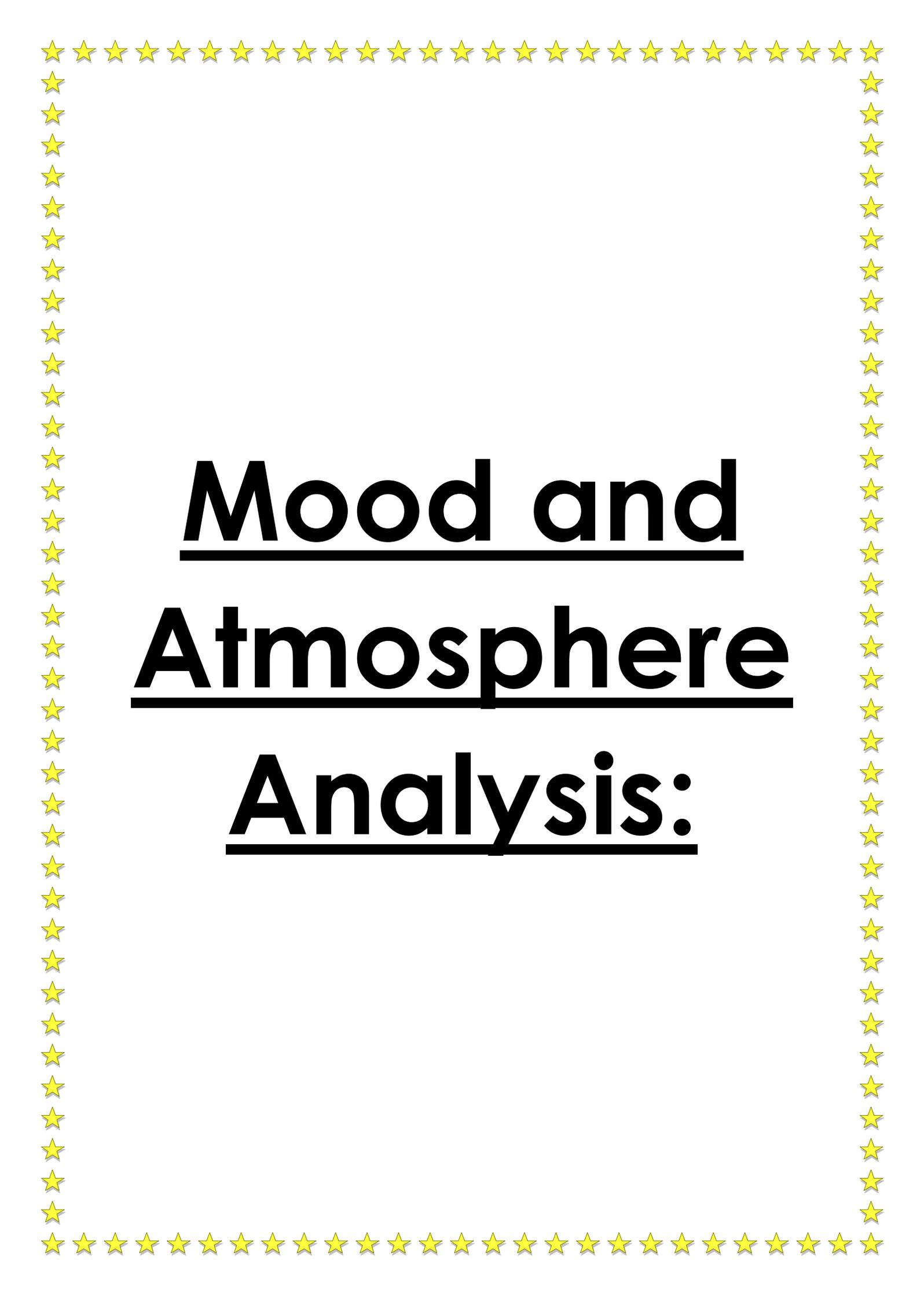
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## Possible targets for improvement:

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- Read the text carefully
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- Analyse language
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**Mood and**  
**Atmosphere**  
**Analysis:**

**STONE WORD BANK (Remember: Tone changes throughout the text to suit the writer's intentions)**

<b>POSITIVE</b>	amiable amused appreciative authoritative benevolent brave calm cheerful cheery	compassionate complimentary confident consoling content dreamy ecstatic encouraging energetic	enthusiastic excited exuberant fanciful friendly happy hopeful impassioned jovial	joyful jubilant light-hearted optimistic passionate peaceful playful pleasant proud	relaxed reverent romantic soothing surprised sweet sympathetic vibrant whimsical
<b>NEGATIVE</b>	accusing admonitory agitated angry apathetic arrogant artificial audacious belligerent bitter	boring brash callous childish choleric coarse cold condemnatory condescending contradictory	critical desperate disappointed disgruntled disgusted facetious furious harsh haughty hateful	hurtful indignant inflammatory insulting irritated manipulative obnoxious outraged passive quarrelsome	shameful snooty superficial surlly testy threatening tired uninterested wrathful
<b>SORROW/FEAR /WORRY</b>	aggravated agitated anxious apologetic apprehensive concerned confused dejected	depressed despairing disturbed embarrassed fearful foreboding gloomy morose	hollow hopeless horrific horror lugubrious melancholy miserable morose	mournful nervous numb ominous paranoid pessimistic pitiful poignant regretful	remorseful resigned sad serious sober solemn sombre staid upset
<b>HUMOUR/IRONY/ SARCASM</b>	amused bantering bitter caustic comical condescending contemptuous critical	cynical disdainful droll facetious flippant giddy humorous insolent	ironic irreverent joking malicious mock-heroic mocking mock-serious patronizing pompous	quizzical ribald ridiculing sad sarcastic sardonic satiric scornful sharp	silly taunting teasing whimsical wry
<b>MISCELLANEOUS</b>	allusive apathetic authoritative baffled candid ceremonial clinical contemplative conventional detached	didactic disbelieving disinterested dramatic earnest expectant factual fervent formal forthright judgmental learned	frivolous histrionic humble incredulous informative inquisitive instructive intimate loud lyrical matter-of-fact meditative	nostalgic objective obsequious patriotic persuasive pleading pretentious provocative questioning reflective	reminiscent resigned restrained seductive sentimental serious shocking sincere smooth unemotional urgent vexed wistful zealous

**Question 4:**

**How has Mandela conveyed tone to his audience?**

**Key Tips:**

- Track how the tone is at the beginning, middle at end of the text
- Comment on if they tone changes
- Comment on if the mood and atmosphere of the text changes
- Comment on what that change reflects
- Are there any key turning points for mood and atmosphere in the text?

**Task: Annotate the speech for Tone, Mood and Atmosphere:**

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and the transition to democracy, from blood-thirsty forces which still refuse to see the light.

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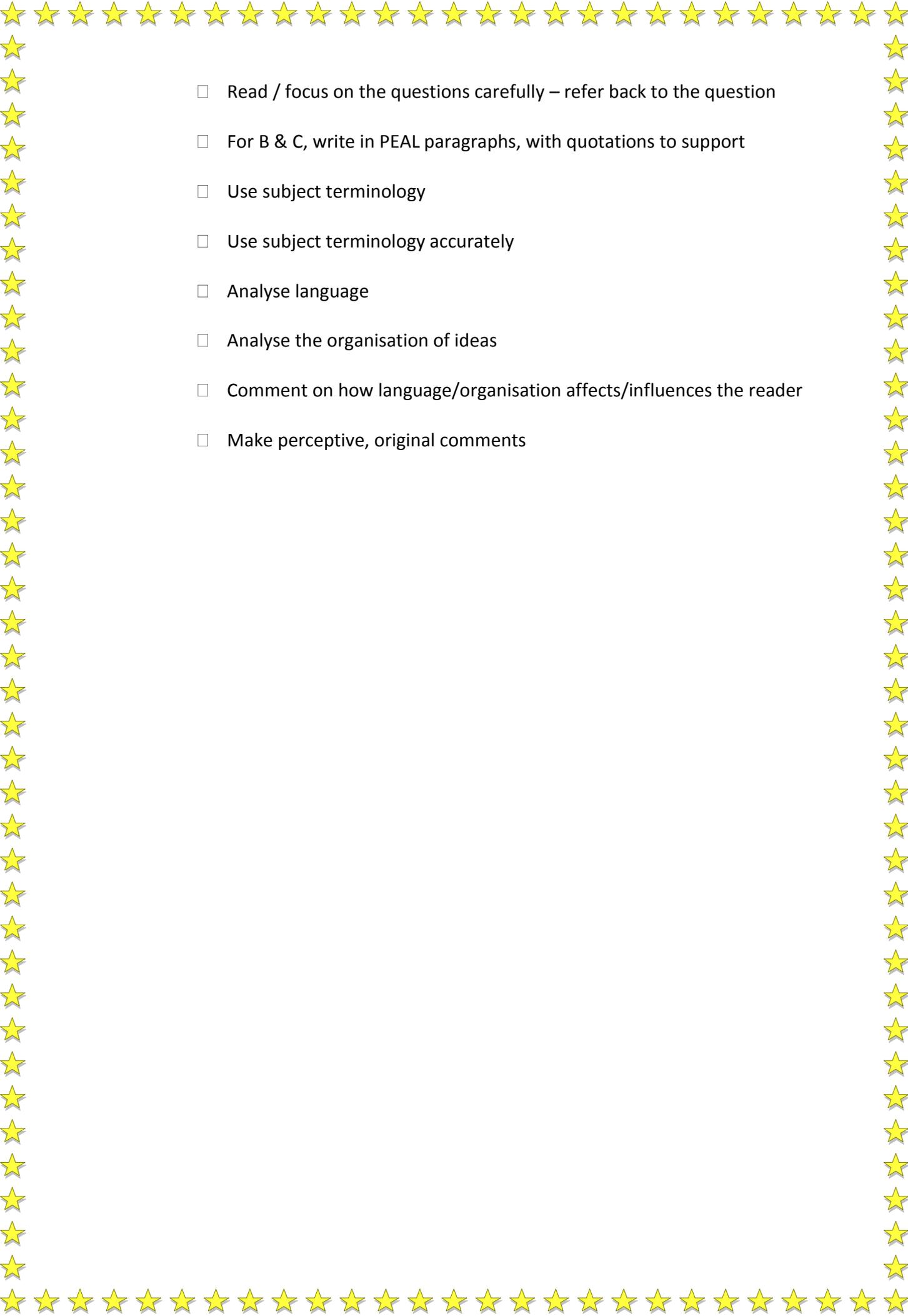
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  - Use subject terminology
  - Use subject terminology accurately
  - Analyse language
  - Analyse the organisation of ideas
  - Comment on how language/organisation affects/influences the reader
  - Make perceptive, original comments