



# SECTION A 40marks

## Read the text – 12 minutes

Read Source A WITHOUT looking at the questions. Focus on just understanding what it is about.

Complete question 1

Read Source B – focus on what it is about.

## Question 1 – 3 minutes

Identify the four true statements...

- Read the INSTRUCTIONS about how to shade VERY carefully
- Read ALL the statements BEFORE shading any in
- Eliminate those you know are definitely wrong.
- Re-read ALL of the sentence of the ones you think are correct – make sure.

**4 MARKS**

## Devices to look out for:

Paradox	Anaphora
Oxymoron	Tone
Euphemism	Hyperbole
Pun	Repetition
Fronted adverbials	Modal verbs
Noun phrases	Facts/stats
Listing	Expert quotes

**Tone  
Image  
Emotion**

## Sentence starters:

- ed, -ly, -ing words
- Double adjectives
- Preposition
- Verb, adverb
- One word sentence

## Question 2 – 10 minutes

Summarise the differences/similarities ...

- On the question underline whether you are being asked to look for similarities or differences.
- Underline the part of the question that tells you what you have to summarise
- On the sources, underline quotations that link to the **focus** of the question.
- Match the pairs of quotations that allow you to show the most inference. (3 pairs)
- Your answer should be: PEI, CPEI
- Comparative connectives are vital:

In Source A, we learn about ... This suggests that ... It could also imply (use an alternative interpretation or a deeper meaning depending on what works best.) Comparative Phrase In Source B, we learn about/that ... This suggests that ... It could also imply (use an alternative interpretation or a deeper meaning depending on what works best.)

**8 MARKS**

## Question 3 – 15 minutes

How does the writer use language to...?

**MAKE SURE YOU TALK ABOUT THE RIGHT SOURCE!**

- Underline the part of the question that tells you what you have to comment on.
- Identify and highlight language devices, key words (and the word types) and effective sentence structures.
- Think about the cumulative effect of the methods: the overall feeling/tone of the text
- Analyse the TIE of each quote to help with the **effect** of the device/word
- Aim for 4 detailed PEA paragraphs
- After every quote, remember KWA

In Source B, Dickens makes us feel part of the fair by using sensory imagery such as 'bellowing of speaking trumpets' personifying 'the speaking trumpets' captures the liveliness of the scene.

**Coupled with** the adverb 'gaily' in 'stalls lighted gaily' the readers' senses are awakened. The cumulative effect of the imagery evokes the lively atmosphere of the fair.

**12 MARKS**

## Question 4 – 20 minutes

Compare how the writer's convey their different...

- Underline if you are being asked for differences or similarities.
- Circle the focus of the question: attitude/viewpoint/perspective/experience
- Split a section of your page into two. Label each side with the names of the writers
- Note down ideas about each of the writers' attitudes about the topic
- Underline quotations from each source to support the feelings
- On your plan, number the points in the order they appear in Source A
- Write an opening sentence that clearly refers to the question
- Write your 4-5 points from the plan
- Write in PEA C PEA paragraphs
- Use comparative connectives similarly/in contrast to/on the other hand etc.

**You are marked on:**

- Understanding the viewpoints
- Comparing the two texts
- Identifying/analysing the methods
- Using quotations

**16 MARKS**

# SECTION B 40marks

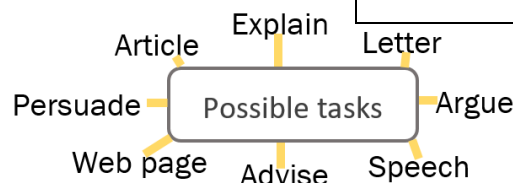
## Question 5 – 45 minutes

- Underline what you have to write, the purpose of the text and who your audience is
- You must spend **10 minutes** PLANNING your answer – the examiner will look for it!
  - Use the spine (on the right) to organise your ideas
  - Remember to include AFROEST persuasive devices
  - Always aim to be formal with complex punctuation and sophisticated vocabulary
- You will spend **30 minutes** writing your answer. Think carefully about how you start your paragraphs (firstly, secondly, additionally, finally, as well as this etc) and use different sentences starters to make your argument more fluent.
- Proof read your answer in the last 5 minutes – check spelling and punctuation. Make it as perfect as you can!



## AFROEST – persuade!

- ✓ Alliteration
- ✓ Facts
- ✓ Opinion
- ✓ Rhetorical question/Repetition
- ✓ Emotive language/exaggeration/expert quotes
- ✓ Statistics
- ✓ Tripling (rule of three)



## Make sure you know your word types:

Noun	Adjective	Abstract noun
Verb	Adverb	Imperative verb
Pronoun	Preposition	Superlative
Determiner	Conjunction	Comparative

## Sentence Types – remember to use a range of sentence types in your speech.

Simple	Alone, main clause: <i>I smiled at him.</i>
Compound	A sentence with more than one main clause, joined by a connective: <i>The sea was cold so I didn't swim.</i>
Complex	A sentence with a main and subordinate clause, joined by a conjunction: <i>The dog winked, which was odd.</i>
Compound-complex sentence	A sentence with more than one main and subordinate clause, joined by conjunctions: <i>The tree groaned as it fell to the ground, missing me by an inch.</i>
Minor sentence	A grammatically incomplete sentence that still conveys meaning: <i>What a day!</i>
Main clause	A phrase that makes sense as a sentence on its own: <i>I ate cereal every day.</i>
Subordinate	A phrase that does not make sense as a sentence, and needs to be attached to a main clause: <i>when I lived with my mother</i>

Opening – clear line of argument

Good to Bad OR bad to good

Light hearted

Very serious

Counter-argument  
Destroy the opposition

Possible solution to the consequences.

Closing – final thoughts

Rhetorical Question

e.g. I initially thought...however now...

Language devices:  
AFROEST

Facts/Stats/Quotes from experts

I realise you may think that...however...

Direct address 'you'

Rhetorical Question

**PLANNING**

Writing Structure