



Cardinal Newman  
CATHOLIC SCHOOL

*English*

*Paper 1 and Paper 2*

*Reading Skills*

*Knowledge Book*

*2017-2018*

Instructions:



Plan ahead



Use technology  
wisely



Use post-its



Test each other



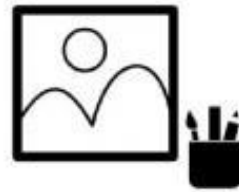
Draw mind  
maps



Draw pictures  
and diagrams



Use colours and  
highlighters



Make  
posters



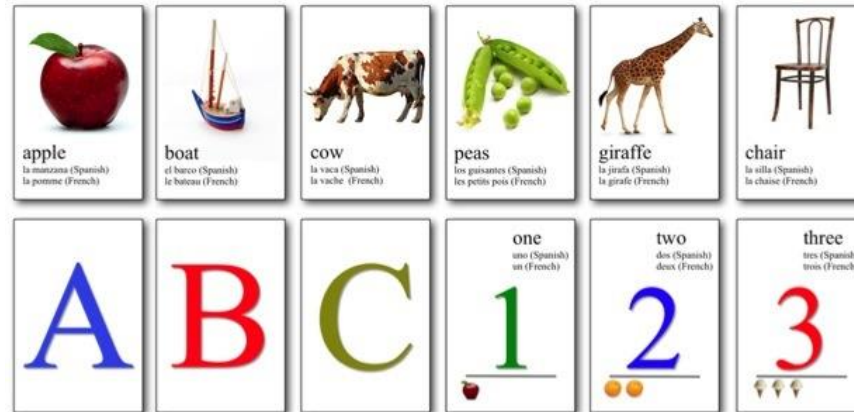
Focus on  
keywords



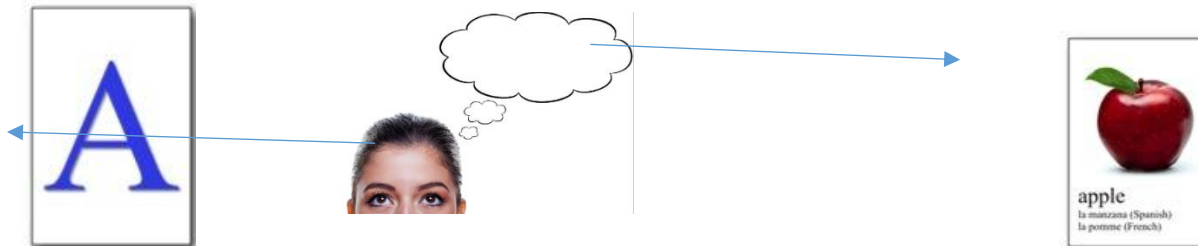
Create index  
cards

Use the support information in this booklet and your exercise books to make revision materials. Below are some more detailed explanations of how to create effective revision cards and mind maps...

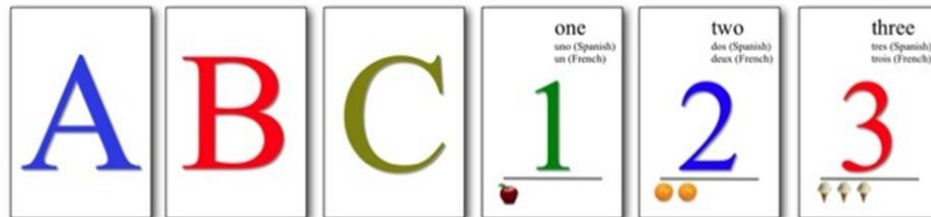
**Revision Cards:** If you are making cards put a heading for the card on one side and the information that you want to remember on the other side.



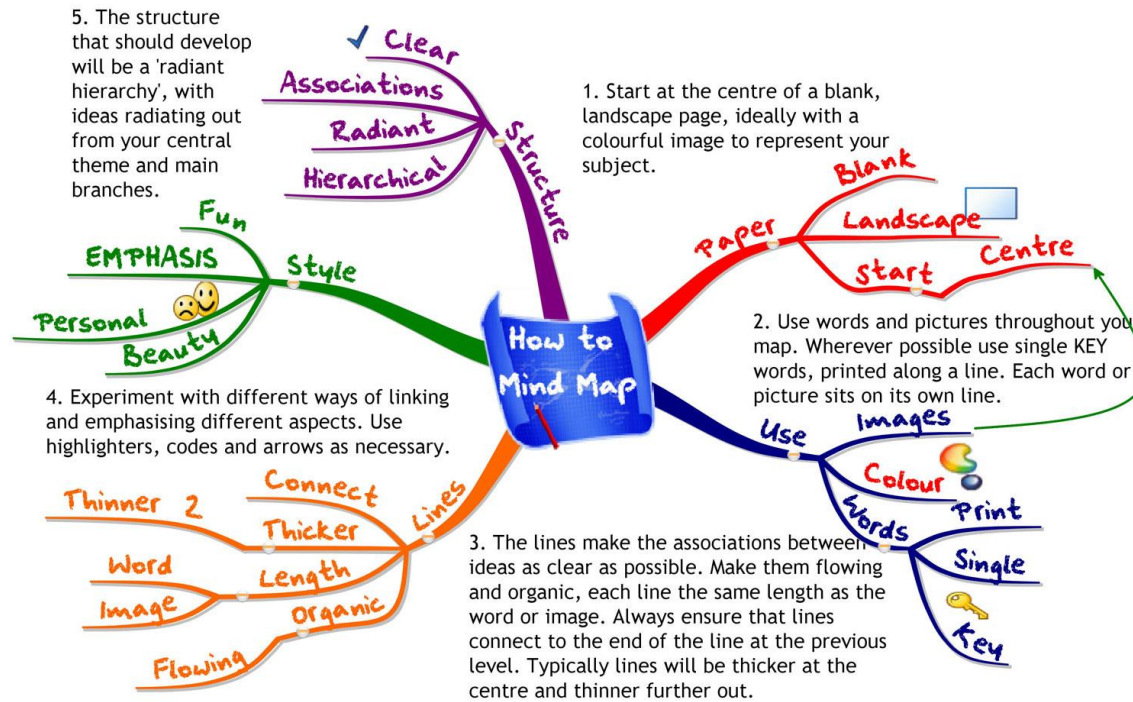
Once you have read through a card, turn it over and try to remember the information from memory.



Eventually revise by just looking at the card titles and trying to recall the information without looking!



**Mind-map:** Make a mind-map for the topic that breaks the topic down into “spurs” and “sub-spurs” working out from the middle. You could focus on a specific character or theme, or look at a specific Act or chapter.



1. Once you have studied the mind map put it away and try to draw it again from memory.
2. Once you have drawn all that you can take the original mind map out again and add any details that you missed out on the map that you drew from memory.
3. Repeat this process until you can produce it perfectly from memory.

Any word that you take from the text must go inside quotation marks – even if it is only one word.

**P1 Q2: Use of Language in a short passage from the text (8 marks).**

- Look for any language techniques such as repetition; adjectives, adverbs, metaphors, similes, lists, alliteration, pathetic fallacy, hyperbole, rule of three.
- **Highlight the key words in the question**
- Choose your best three examples and use these to answer the question writing a paragraph about each one. Sometimes one sentence includes two or more techniques so write about all of them if you can.
- Make sure you focus on the connotations of the words in your examples e.g. *The use of alliteration in the phrase “grim, grey, ghostly gloom” emphasises how miserable the location is. The rule of three reinforces this even further and piles up the details. “Grim” tells us it is a place you have to put up with; “grey” can be regarded as colourless, with nothing to raise the spirits; and ghostly has connotations of the supernatural, making the atmosphere feel uncertain and sinister.*
- Look at the passage again and see if the writer is **appealing to your senses** by describing things very vividly including smells, sounds and feelings. We call this sensory language.

**P1 Q3 Structure of the Text (8 marks).**

- **SOFUSE**
- **S** summarise the overall structure e.g. *The passage takes us on a journey from Arthur Kipps bed to his bedroom door and then to the end of the corridor.*
- **O** What sort of opening does the writer choose and why do you think he/she chooses to start in this way?
- **F** How does the writer change the focus of the text. E.g. does he/she introduce a character to the reader at this point; move the setting; shift the time of day? Maybe he/she moves from inside to outside or night time to day time. Or is there some dialogue to bring a character to life?
- **U** Is there anything unusual in the text that needs pointing out? Sometimes unusual things act as a focus e.g. Arthur Kipps dog provides something for the reader to focus on. Or perhaps there is terrible weather mirroring what is happening to the characters. Perhaps there is an example of foreshadowing. Is there a one line paragraph that stands out from the rest because it is so short? Is there a flashback?
- **S** What sort of sentences does the author choose, long or short (ie complex or simple)? Long sentences drag the description out. Think about why the writer might want to do this. Simple sentences sound abrupt and can ‘shock’ the reader or add to the tension.
- **E** How does the passage end? Is it a good ending or not very satisfying – how does it leave the reader feeling?

**P1 Q4 How far do you agree? (20 marks).**

- This is a longer question and you need to write about the author’s choice of content and methods and their effect on the reader.
- The question is asking for your opinion so give it in your first sentence. This is your introduction – keep it short because there is no time to write a long one.
- Highlight the key words in the question.
- Find three to five sentences in the text that you think provide evidence for your opinion.
- Work out the connotations of two or three of the words in the sentence.
- Use these to write your paragraph explaining why you think each sentence provides evidence to support your opinion.
- If you are able to name the technique the writer uses then do so e.g. *The writer uses a metaphor to show how at ease these people are* (Game of Thrones extract).
- Make sure you comment on the writer’s methods. This means the use of first or third person; choice of language; particular verbs or adjectives; semantic field; type of sentences.
- Is there anything you do not agree with? Choose your evidence and write a paragraph about this (or more if you want to).
- Look at the bullet points in the question and check you have touched on these – you do not have to use them but you can if you want to.
- Make sure you refer to the question in your answer.
- At the end go back to the question and wrap up: To conclude I think .... because...

Any word that you take from the text must go inside quotation marks – even if it is only one word.

**P2 Q2: Summarising differences between two texts. 8 marks.**

- This question requires you to write a summary of the differences in the two sources.
- Summary writing is about retelling in your own words the meaning of the texts. You will need to use quotations to support your ideas but you don't need to analyse the language. Don't fall into the trap of analysing language.
- The difficulty is that you are summarising and comparing - you are summarising the differences between the two sources on a particular theme.
- If you are aiming to get top marks you need to be 'perceptive' which means you don't want to pick the most obvious pieces of evidence.
- You can answer this using straightforward PEE paragraphs, however you should make sure that you are using comparative connectives and discourse markers to highlight that you are comparing the texts.

**P2 Q3 Analysing how language is used for a purpose. 12 marks.**

Use PETER or PELO to help you answer the question and include all the different elements from the mark-scheme. Below are some guidelines for using PETER.

**Point** - what are you going to be talking about in this paragraph, what's your focus? Try not to give away too much of your analysis, you're just setting yourself up for the paragraph, remember your topic sentences from creative writing. Avoid using any language from the quotation you are about to supply.

**Evidence** – this should be a quotation from the text in quotation marks. Remember you don't want to select evidence that is too straightforward and answers the question without much explanation needed. Choose evidence that you are going to be able to talk about, potentially evidence that you can zoom in on. Your evidence should be chosen quite selectively, you don't need to copy out whole sentences and should avoid long pieces of evidence.

**Technique** – the technique does not have to feature in a sentence by itself, in fact it doesn't even need to fit in at this point in your paragraph. What you must do is include your technical terminology at some stage in the paragraph, either when you start to explain the effect or perhaps in your Point. Technique/terminology refers to any of the language techniques that the writer is using e.g. alliteration / verbs.

**Explain effect** – here you should be closely referring to the evidence you have selected looking at the connotations of the language and commenting on their effect. You could start by explaining the meaning of the language but you will want to explore the deeper, implied meanings behind the word choices as well. If you are able to talk about a particular language technique think about how this effects meaning, it is not a good response to say the writer has included a technique to make it interesting or engaging for the reader...

**Reader's response** – which brings us on to **how** the writer has made the writing interesting or engaging or scary... what about the evidence makes the reader feel a certain way or have a particular reaction? Then consider why it is that the writer wants you (the reader) to have this reaction?

**P2 Q4 Compare how two writers use language to express an attitude. 16 marks.**

This is a question about the whole of both sources – that's not to say you need to write about every bit of the extracts!

- You are being asked to compare the writer's views **and the methods used** to convey these attitudes.
- The methods the writers use will depend greatly on what type of text they have written – the GAP (Genre/Audience/ Purpose). E.g. the Jay Raynor article was informal and had a humorous tone, whereas the pre 20<sup>th</sup> C letter was a letter and was very serious.
- This means that you will need to analyse the language choices or techniques used to express these views.
- You can approach this by looking at one extract first and then the other, remembering to use comparative discourse markers and connectives. However, for top marks a more sophisticated response will cross-reference, going back and forth between the two extracts.
- As you will need to analyse the methods used (language choices/techniques) you may choose to use PETER paragraphing again.
- You must make links between the texts otherwise you are not comparing! This can be similarities or differences.

**Helpful comparative discourse markers:**

whereas / on the other hand/similarly  
although / likewise/ in the same way/  
however/contrasting to this/yet

**ENGLISH LANGUAGE**  
**PAPER 2**

**Q1 Pick 4 true statements out of 8**

## Generic Mark Scheme – Paper 1.

### Question 2 – Analysing Language – 8 marks.

AO2 content may include the effect of ideas such as:

- use of sentence length variously related to the content of the extract
- use of, for example, nouns and verbs to enhance description
- the cumulative effect of chosen words and phrases
- employing imagery such as simile.

Level 4 Detailed, perceptive analysis 7-8 marks	Shows detailed and perceptive understanding of <i>language</i> : <input type="checkbox"/> Analyses the effects of the writer's choices of <i>language</i> <input type="checkbox"/> Selects a judicious range of textual detail <input type="checkbox"/> Makes sophisticated and accurate use of subject terminology
Level 3 Clear, relevant explanation 5-6 marks	Shows clear understanding of <i>language</i> : <input type="checkbox"/> Explains clearly the effects of the writer's choices of <i>language</i> <input type="checkbox"/> Selects a range of relevant textual detail <input type="checkbox"/> Makes clear and accurate use of subject terminology
Level 2 Some, understanding and comment 3-4 marks	Shows some understanding of <i>language</i> : <input type="checkbox"/> Attempts to comment on the effect of <i>language</i> <input type="checkbox"/> Selects some appropriate textual detail <input type="checkbox"/> Makes some use of subject terminology, mainly appropriately
Level 1 Simple, limited comment 1-2 marks	Shows simple awareness of <i>language</i> : <input type="checkbox"/> Offers simple comment on the effect of <i>language</i> <input type="checkbox"/> Selects simple references or textual details <input type="checkbox"/> Makes simple use of subject terminology, not always appropriately

### Question 3 – Analysing Structure – 8 marks.

Level 4 Perceptive, detailed analysis 7-8 marks	Shows detailed and perceptive understanding of <i>structural features</i> : <input type="checkbox"/> Analyses the effects of the writer's choice of <i>structural features</i> <input type="checkbox"/> Selects a judicious range of examples <input type="checkbox"/> Makes sophisticated and accurate use of subject terminology
Level 3 Clear, relevant explanation 5-6 marks	Shows clear understanding of <i>structural features</i> : <input type="checkbox"/> Explains clearly the effects of the writer's choice of <i>structural features</i> <input type="checkbox"/> Selects a range of relevant examples <input type="checkbox"/> Makes clear and accurate use of subject terminology
Level 2 Some understanding and comment 3-4 marks	Shows some understanding of <i>structural features</i> : <input type="checkbox"/> Attempts to comment on the effect of <i>structural features</i> <input type="checkbox"/> Selects some appropriate examples <input type="checkbox"/> Makes some use of subject terminology, mainly appropriately
Level 1 Simple, limited comment 1-2 marks	Shows simple awareness of <i>structural features</i> : <input type="checkbox"/> Offers simple comment on the effect of <i>structural features</i> <input type="checkbox"/> Selects simple references or examples <input type="checkbox"/> Makes simple use of subject terminology, not always appropriately

AO2 content may include the effect of ideas such as:

- the overall structure of a journey – moving through place
- the change of structural focus from outside to inside
- the consistent reminder of the weather, recapitulated through the text
- narrowing down the focus to the individual characters.

### Question 4 – Engaging with interpretation of the text – 20 marks.

Level 4 Perceptive, detailed evaluation 16-20 marks	Shows perceptive and detailed evaluation: <input type="checkbox"/> Evaluates critically and in detail the effect(s) on the reader <input type="checkbox"/> Shows perceptive understanding of writer's methods <input type="checkbox"/> Selects a judicious range of textual detail <input type="checkbox"/> Develops a convincing and critical response to the focus of the statement
Level 3 Clear, relevant evaluation 11-15 marks	Shows clear and relevant evaluation: <input type="checkbox"/> Evaluates clearly the effect(s) on the reader <input type="checkbox"/> Shows clear understanding of writer's methods <input type="checkbox"/> Selects a range of relevant textual references <input type="checkbox"/> Makes a clear and relevant response to the focus of the statement
Level 2 Some evaluation 6-10 marks	Shows some attempts at evaluation: <input type="checkbox"/> Makes some evaluative comment(s) on effect(s) on the reader <input type="checkbox"/> Shows some understanding of writer's methods <input type="checkbox"/> Selects some appropriate textual reference(s) <input type="checkbox"/> Makes some response to the focus of the statement
Level 1 Shows simple, limited evaluation	Makes simple, limited evaluative comment(s) on effect(s) on reader <input type="checkbox"/> Shows limited understanding of writer's methods <input type="checkbox"/> Selects simple, limited textual reference(s) <input type="checkbox"/> Makes a simple, limited response to the focus of the statement

AO4 Content may include the evaluation of ideas such as:

- the passengers as a unified group, all in the same predicament
- the individual characteristics of the passengers, their actions and reactions to the situation they are in
- interactions between the characters – the dynamic between the characters
- how the writer has used, for example, language, structure, tone to make an impression on the reader.

## Generic Mark Scheme – Paper 2.

### Question 1 – Summarising Both Texts – 8 marks

Level 4 Detailed, perceptive summary 7-8 marks	Shows perceptive synthesis and interpretation of both texts: <input type="checkbox"/> Makes perceptive inferences from both texts <input type="checkbox"/> Makes judicious references/use of textual detail relevant to the focus of the question <input type="checkbox"/> Statements show perceptive differences between texts
Level 3 Clear, relevant summary 5-6 marks	Shows clear synthesis and interpretation of both texts: <input type="checkbox"/> Makes clear inferences from both texts <input type="checkbox"/> Selects clear references/textual detail relevant to the focus of the question <input type="checkbox"/> Statements show clear differences between texts
Level 2 Some, attempts at summary 3-4 marks	Shows some interpretation from one/both texts: <input type="checkbox"/> Attempts some inference(s) from one/both texts <input type="checkbox"/> Selects some appropriate references/textual detail from one/both texts <input type="checkbox"/> Statements show some difference(s) between texts
Level 1 Simple, limited summary 1-2 marks	Shows simple awareness from one/both texts: <input type="checkbox"/> Offers paraphrase rather than inference <input type="checkbox"/> Makes simple reference/textual details from one/both texts <input type="checkbox"/> Statements show simple difference between texts

### Question 3 - Analysing Language – 12 marks.

Level 4 Perceptive, detailed analysis 10-12 marks	Shows detailed and perceptive understanding of <i>language</i> : <input type="checkbox"/> Analyses the effects of the writer's choices of language <input type="checkbox"/> Selects a judicious range of textual detail <input type="checkbox"/> Makes sophisticated and accurate use of subject terminology
Level 3 Clear, relevant explanation 7-9 marks	Shows clear understanding of <i>language</i> : <input type="checkbox"/> Explains clearly the effects of the writer's choices of language <input type="checkbox"/> Selects a range of relevant textual detail <input type="checkbox"/> Makes clear and accurate use of subject terminology
Level 2 Some understanding and comment 4-6 marks	Shows some understanding of <i>language</i> : <input type="checkbox"/> Attempts to comment on the effect of language <input type="checkbox"/> Selects some appropriate textual detail <input type="checkbox"/> Makes some use of subject terminology, mainly appropriately
Level 1 Simple, limited comment 1-3 marks	Shows simple awareness of <i>language</i> : <input type="checkbox"/> Offers simple comment on the effects of language <input type="checkbox"/> Selects simple references or textual details <input type="checkbox"/> Makes simple use of subject terminology, not always appropriately

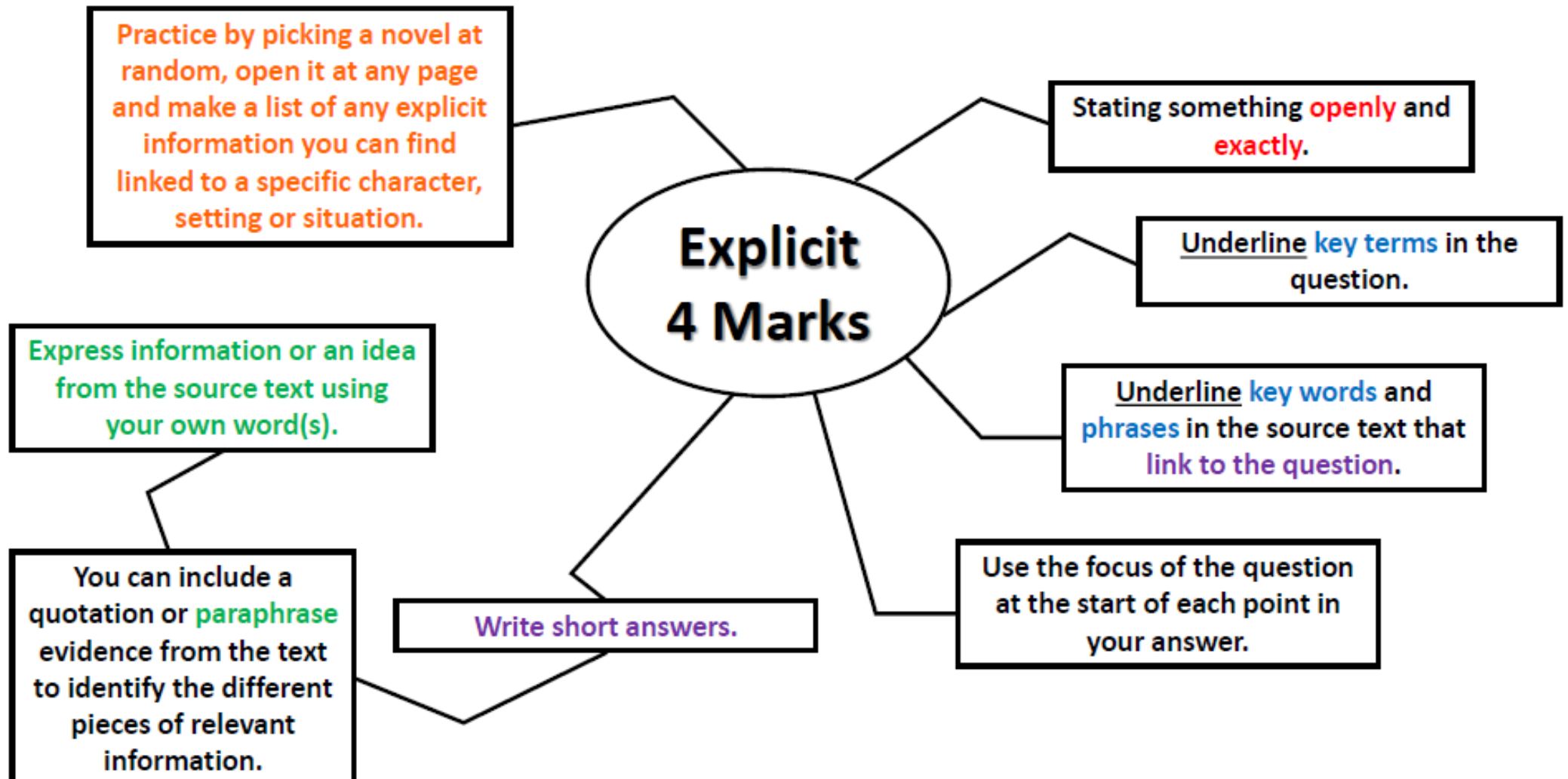
### Question 4 – Comparing Writer's Attitudes – 16 marks.

Level 4 Perceptive, detailed 13-16 marks	Compares ideas and perspectives in a perceptive way <input type="checkbox"/> Analyses how writers' methods are used <input type="checkbox"/> Selects a range of judicious supporting detail from both texts <input type="checkbox"/> Shows a detailed understanding of the different ideas and perspectives in both texts
Level 3 Clear, relevant 9-12 marks	<input type="checkbox"/> Compares ideas and perspectives in a clear and relevant way <input type="checkbox"/> Explains clearly how writers' methods are used <input type="checkbox"/> Selects relevant detail to support from both texts <input type="checkbox"/> Shows a clear understanding of the different ideas and perspectives in both texts
Level 2 Some attempts 5-8 marks	<input type="checkbox"/> Attempts to compare ideas and perspectives <input type="checkbox"/> Makes some comment on how writers' methods are used <input type="checkbox"/> Selects some appropriate textual detail/references, not always supporting from one or both texts <input type="checkbox"/> Identifies some different ideas and perspectives
Level 1 Shows simple, limited	<input type="checkbox"/> Makes simple cross reference of ideas and perspectives <input type="checkbox"/> Makes simple identification of writers' methods <input type="checkbox"/> Makes simple references/ textual details from one or both texts <input type="checkbox"/> Shows simple awareness of ideas and/or perspectives

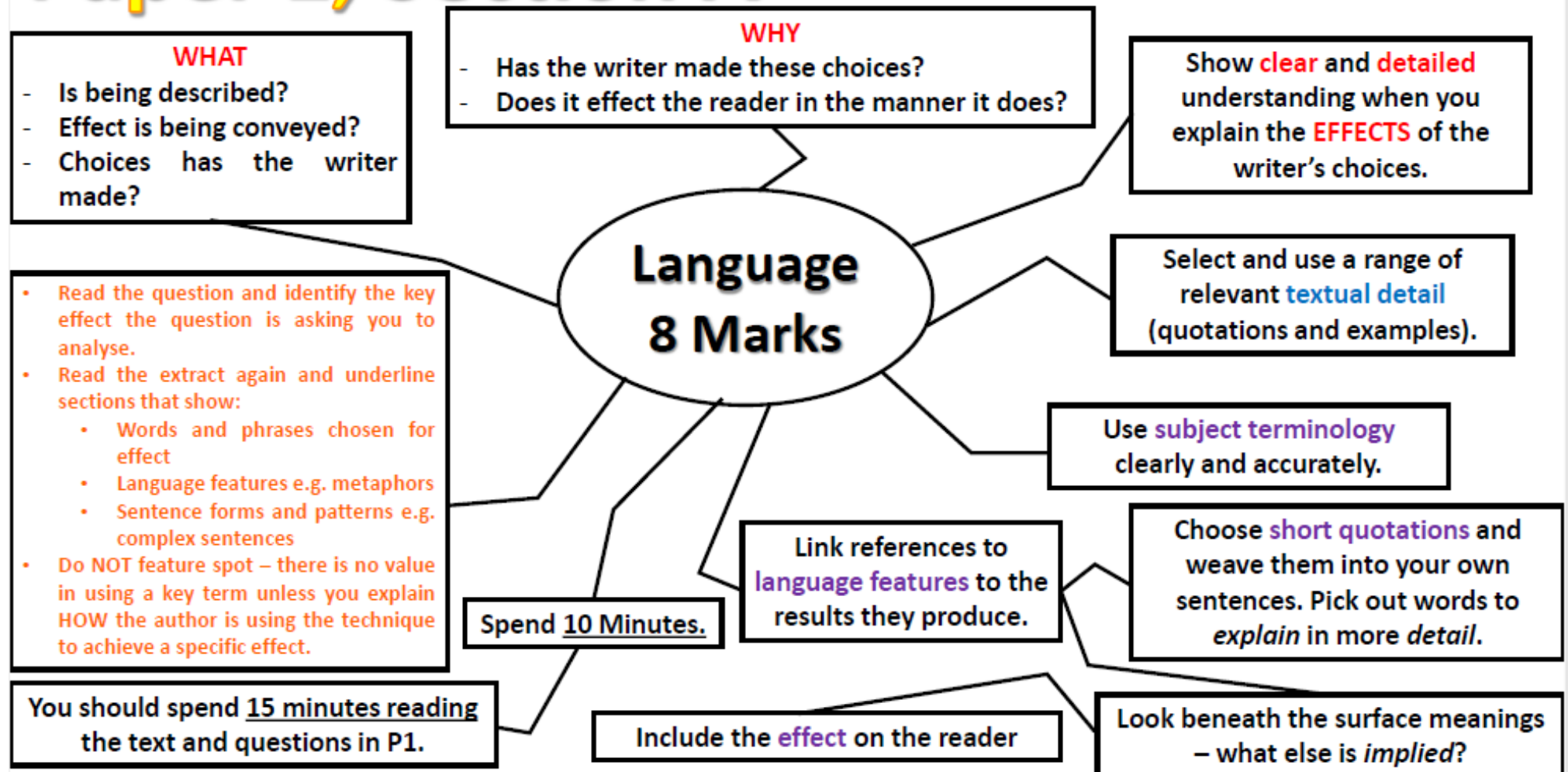


# Paper 1; Section A

## Q1. Explicit Info/Ideas



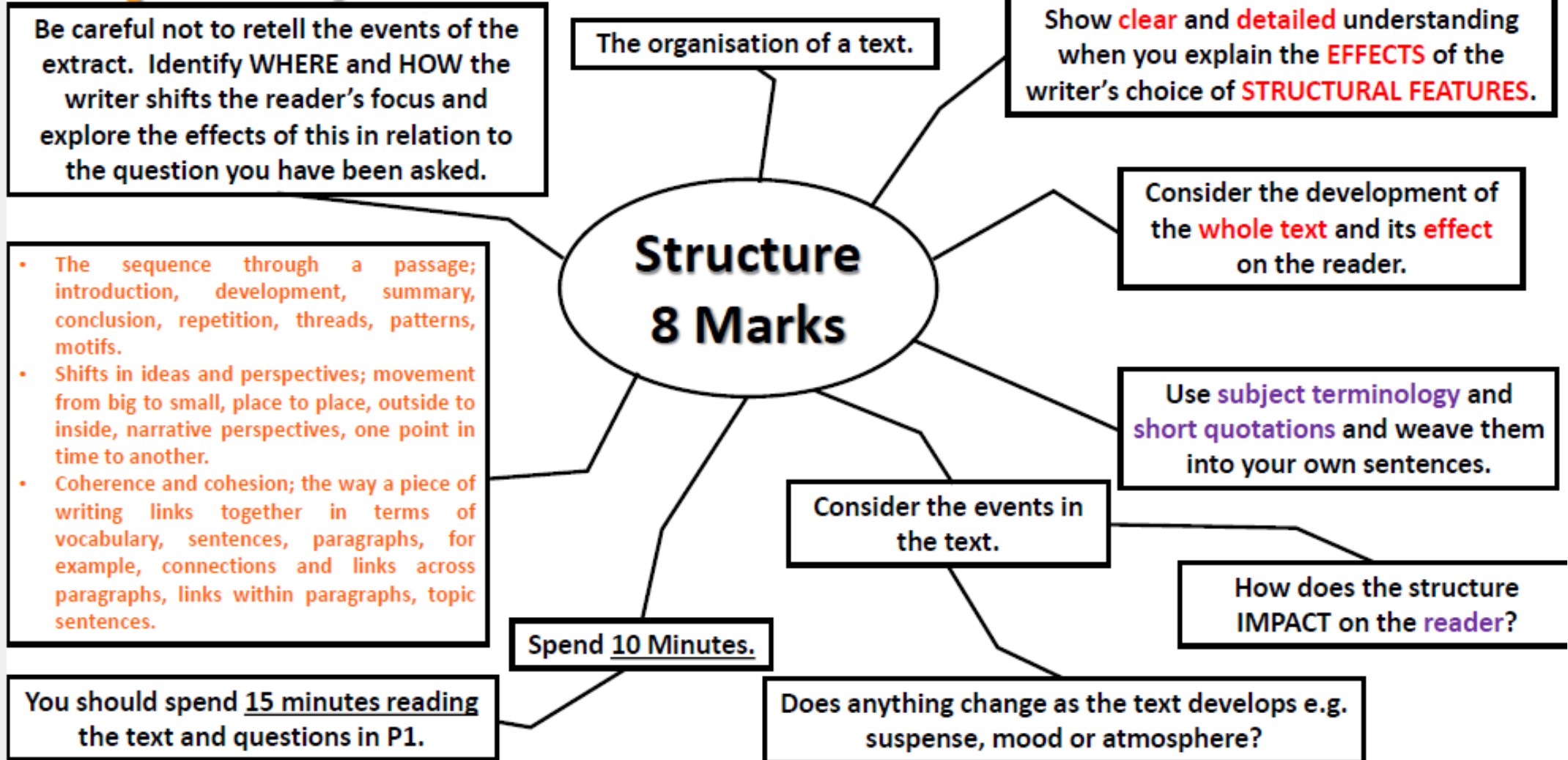
# Paper 1; Section A Q2. Explain & Analyse Language



LANGUAGE FEATURE	DEFINITION AND EXAMPLE	POSSIBLE EFFECTS
<p>Descriptions using the <b>FIVE SENSES</b></p> <p><b>IMAGERY:</b> any figurative language</p>	<p>Sight, smell, taste, <b>touch</b>, hear</p> <p>“Clouds obscured the icecap, but I felt its freezing breath”</p>	<ul style="list-style-type: none"> <li>• Appealing to the senses via the reader’s imagination; giving the reader a sense of “being there”</li> <li>• Enticing the reader to enter into a world outside of their own and creating an image of . . . in the reader’s mind</li> <li>• Provoking the reader to have empathy and engage with the text</li> <li>• Absorbing the reader into the scene being described by bringing the text to life and making it more realistic</li> <li>• Viewing situations from different angles/perspectives</li> </ul>
<p>Interesting or Powerful <b>VEBRS</b></p>	<p><b>Action</b> or doing words</p> <p>“Behind the <b>hiss</b> of the wind and the <b>chatter</b> of the stream”</p>	<ul style="list-style-type: none"> <li>• Allowing the reader to understand the emotion or action being portrayed</li> <li>• Depicting exciting settings and atmospheres in specific ways</li> <li>• Helping to create a clear picture or impression of what is happening and how things are being done</li> <li>• Elaborating on the mood and developing the pace</li> <li>• Helping to make the action more dramatic</li> </ul>
<p>Several <b>LINKED</b> words or phrases</p>	<p>“I felt it as a physical presence. <b>Immense. Overwhelming</b>”</p>	<ul style="list-style-type: none"> <li>• Building up a mood or atmosphere of . . .</li> <li>• Reinforcing an idea or theme</li> <li>• Creating a strong image of . . .</li> <li>• Establishing a character’s personality</li> </ul>
<p><b>ALLITERATION</b></p>	<p>Repetition of a particular sound in the first syllables of a series of words/phrases</p> <p>“Peter Piper picked a pickled pepper”</p>	<ul style="list-style-type: none"> <li>• Making the words more memorable due to their matching initial sound.</li> <li>• Humour</li> <li>• Creating or imitating a newspaper headline style</li> </ul>
<p><b>REPETITION</b></p>	<p>The recurrence of the same word/phrase / idea / theme throughout a text</p> <p>“<b>Time</b> for the sun to set, <b>time</b> for the dog to bark, <b>time</b> for the boy to run”</p>	<ul style="list-style-type: none"> <li>• Emphasising an idea / feeling / point</li> <li>• Elaboration, providing reinforcement</li> </ul>
<p><b>ONOMATOPOEIA</b></p>	<p>A word that imitates or suggests the sound of the word it describes</p> <p>“Whoosh” / “Splash” / “Bang”</p>	<ul style="list-style-type: none"> <li>• Making descriptions sound even more real.</li> <li>• Appealing to the senses</li> </ul>
<p><b>EMOTIVE LANGUAGE</b></p>	<p>A deliberate choice of words to create emotion</p> <p>“The victims were executed in cold blood”</p>	<ul style="list-style-type: none"> <li>• Sympathy/anger to involve the reader</li> <li>• Having empathy with the character / narrator / writer</li> <li>• Appealing to the reader to elicit an opinion / to sway one into believing / agreeing / disagreeing</li> <li>• Sensationalising a subject</li> </ul>

LANGUAGE FEATURE	DEFINITION AND EXAMPLE	POSSIBLE EFFECTS
<b>METAPHOR</b>	A comparison by stating that two or more objects are the same  "The thunder <b>is</b> a lion's roar"	<ul style="list-style-type: none"> <li>• Building an image and clearer picture for the reader</li> <li>• Speaking of one thing in terms of another to enable the reader to understand / picture what the writer is saying about . . .</li> </ul>
<b>SIMILE</b>	A comparison of two or more things using 'like' or 'as'  "The sun <b>is as</b> bright as gold"	<ul style="list-style-type: none"> <li>• A clearer image or picture</li> <li>• Appealing to one's senses</li> <li>• Developing an image of . . . for the reader</li> </ul>
<b>PERSONIFICATION</b>	An object or animal that has been <b>given human attributes / actions</b>  "we were waiting for the rain" <b>said the flowers</b>	<ul style="list-style-type: none"> <li>• Brings the text to life</li> <li>• Enables the reader to relate to the theme / idea of . . .</li> </ul>
<b>ASSONANCE</b>	The repetition of the same vowel sounds in a series of words / phrases  "Men <b>sell wedding bells</b> "	<ul style="list-style-type: none"> <li>• Makes the writing flow smoothly</li> </ul>
<b>ADVERBS</b>	Describe verbs. Usually end in 'ly'  "They moved <b>slowly</b> through the forest"	<ul style="list-style-type: none"> <li>• Create a strong image</li> </ul>
<b>ADJECTIVES</b>	Describing words  "Great <b>dim</b> rooms lay beyond the <b>streaking</b> panes"	<ul style="list-style-type: none"> <li>• Bring the text to life</li> </ul>
<b>RULE OF THREE</b>	Using <b>three words to describe something</b>  "The path was <b>narrow, slimy and overgrown</b> ".	<ul style="list-style-type: none"> <li>* Enforces a point</li> </ul>
<b>SIMPLE (short) SENTENCES</b>	Sentences that are comprised of only a few words.  "Run. <b>Peter froze</b> "	<ul style="list-style-type: none"> <li>• Often used to shock or create suspense / fear</li> <li>• Emphasise an idea</li> <li>• Used for urgency</li> <li>• Imperative instructions / creating statements</li> <li>• Being memorable in their simplicity</li> <li>• Used for clarity, simplicity, importance or normality</li> </ul>

# Paper 1; Section A Q3. Explain & Analyse Structure





## The Structure Toolkit

### Phrases to comment on structure:

- The writer develops/builds . . .
- The focus shifts . . .
- The action moves . . .
- The scene switches . . .
- The focus narrows down . . .
- The focus widens . . .
- The writer returns to . . .
- The pace increases/slows . . .
- The writer contrasts . . .
- The author then introduces . . .
- The author returns to . . .
- The writer changes the scene to . . .
- This contrasts with . . .
- This echoes . . .
- This emphasises . . .
- The character or scene is frozen
- The writer takes us back (or forward) in time
- The writer then closely describes
- The action pauses
- The reader is then shown
- This creates tension
- We follow the character as . . .

### Using chronological words and phrases:

- At first
- Now
- Then
- At this point
- Eventually
- Finally
- After this
- At the point where

### Look out for:

- Openings / Endings
- When items of information are revealed to the reader
  - Introduction of characters
  - Description
  - Conflict
  - Changes in mood or atmosphere
- Order; chronology, flashbacks
- Narrative perspective; first, second or third person
- Contrasts; opposites
- Zooming in and zooming out
- Links: between sentences / paragraphs (in and between)
- Length and types of sentences and paragraphs

STRUCTURE FEATURE	DEFINITION AND EXAMPLE	POSSIBLE EFFECTS								
EXCLAMATION MARKS	<p style="text-align: center;">!</p>	<ul style="list-style-type: none"> <li>• Allowing the reader to add emotional weighting to the sentence and feel its impact</li> <li>• Adding urgency to a text</li> <li>• Showing someone's / something's anger</li> <li>• Adding tone to dialogue</li> <li>• Signalling shock or surprise</li> <li>• Conveying the anger or humour of the writer</li> <li>• Making key moments stand out</li> <li>• Drawing the reader's attention to parts of a text</li> </ul>								
RHETORICAL QUESTION	<p>A question which does not expect an answer</p> <p>"Kids grow up so quickly, don't they?"</p>	<ul style="list-style-type: none"> <li>• Reveals the inner thoughts of a person and makes them question their own opinions and morals</li> <li>• Withholding information and provoking the reader to read on in hope of finding the answer</li> <li>• Showing an ironic point or humorous idea that requires no answer in the text</li> <li>• Expressing outrage or anger at a particular situation</li> <li>• Revealing the inner thoughts of a person</li> <li>• Making the reader question and engage interest</li> <li>• Making the reader get involved by creating their own answers</li> <li>• Emphasising the message / moral of the story</li> <li>• Provoking a response</li> <li>• Appealing to the reader on an emotional level</li> </ul>								
CONNECTIVES	<p>Joining words</p> <table border="1" data-bbox="504 1034 1115 1193"> <thead> <tr> <th data-bbox="504 1034 651 1066">Adding</th> <th data-bbox="651 1034 826 1066">Time</th> <th data-bbox="826 1034 987 1066">Cause/effect</th> <th data-bbox="987 1034 1115 1066">Contrasting</th> </tr> </thead> <tbody> <tr> <td data-bbox="504 1066 651 1193">and moreover also as well as furthermore</td> <td data-bbox="651 1066 826 1193">next then finally meanwhile eventually</td> <td data-bbox="826 1066 987 1193">because therefore so consequently as a result of</td> <td data-bbox="987 1066 1115 1193">however alternatively although except unless</td> </tr> </tbody> </table>	Adding	Time	Cause/effect	Contrasting	and moreover also as well as furthermore	next then finally meanwhile eventually	because therefore so consequently as a result of	however alternatively although except unless	<ul style="list-style-type: none"> <li>• Points in arguments follow on logically seeming considered and convincing</li> <li>• A sequence of points is established for emphasis or opposition</li> <li>• Ideas are linked and the relationship is explained / comparisons are clearly made</li> <li>• Cause and effect relationships become clear and concise</li> <li>• Contrasting points are balanced</li> <li>• The reader can evaluate the ideas</li> <li>• More information is added and key points are developed</li> <li>• There is textual cohesion</li> <li>• A change in subject matter, tone, mood or atmosphere is clearly indicated or signalled</li> </ul>
Adding	Time	Cause/effect	Contrasting							
and moreover also as well as furthermore	next then finally meanwhile eventually	because therefore so consequently as a result of	however alternatively although except unless							

STRUCTURE FEATURE	POSSIBLE EFFECTS	
<p>The writer is aware of their <b>AUDIENCE</b> and has created a:</p>	<ul style="list-style-type: none"> <li>Carefully chosen tone / style to suit the audience</li> <li>Carefully chosen vocabulary choice / language style / form to suit the audience</li> </ul>	
<p>The writer uses a <b>DRAMATIC OPENING</b> to create effect because it:</p>	<ul style="list-style-type: none"> <li>Seizes the reader's attention</li> <li>Prompts the reader to read on</li> <li>Shocks the reader</li> </ul>	<ul style="list-style-type: none"> <li>Establishes the situation</li> <li>Creates the mood/atmosphere</li> <li>Opens up a controversial issue</li> </ul>
<p>The writer uses <b>general ideas</b> which become more <b>specific</b> in order to:</p>	<ul style="list-style-type: none"> <li>Add credibility</li> <li>Show that a logical order adds with clarity of understanding complex ideas</li> <li>Explore the idea that weight can be added to general ideas when they are supported by extra detail or exemplification</li> </ul>	<ul style="list-style-type: none"> <li>Clarify a point / idea</li> <li>To build upon ideas</li> <li>To make a text more real</li> <li>Gradually draw the reader into the story</li> <li>Engage the reader</li> </ul>
<p>The writer has made decisions over the <b>SEQUENCE</b> of ideas in order to create an effect of:</p>	<ul style="list-style-type: none"> <li>Provoking interest by the most controversial / important / shocking point being placed at the beginning of the text</li> <li>Leaving the reader with an indelible memory or impression of the most controversial / important / shocking point by placing it at the end</li> <li>Attempting a balanced viewpoint by presenting one side of the argument followed by the other</li> <li>Attempting a 'debate' style of discussion by presenting each argument followed immediately by a counter argument</li> </ul>	<ul style="list-style-type: none"> <li>Puzzlement / slight confusion by presenting the information in a non-sequential or selective way</li> <li>Holding interest by keeping the main points until the end</li> <li>Constructing a strong argument or case</li> <li>Reaching a climax</li> <li>Creating a particular atmosphere</li> <li>Appealing to the reader</li> <li>Allowing the reader to reach decisions</li> </ul>
<p>The writer gives <b>SUBTLE CLUES</b> to create an effect that:</p>	<ul style="list-style-type: none"> <li>Keeps the reader interested/guessing</li> <li>Follows a theme through a text in an underlying and subtle way</li> <li>Intrigues / provokes curiosity</li> <li>Adds mystery</li> </ul>	<ul style="list-style-type: none"> <li>Extends ideas</li> <li>Hooks in the reader</li> <li>Builds up anticipation in the text</li> <li>Builds tension</li> <li>Establishes mood and atmosphere</li> </ul>
<p>The writer has deliberately set the <b>PACE</b> of writing to create an effect of:</p>	<ul style="list-style-type: none"> <li>Making the reader understand the urgency or calmness of a situation through the use of a lock or punctuation</li> <li>Sustaining interest through variety of pace</li> <li>The reader becoming emotionally involved due to the purposeful use of simple, compound or complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>Keeping the reader on their toes when varied and exciting</li> <li>Creating atmosphere</li> <li>Making the reader read on</li> <li>Suggesting different moods</li> </ul>
<p><b>Withholding information</b> in this text creates an effect of:</p>	<ul style="list-style-type: none"> <li>Keeping the reader in suspense</li> <li>Deliberately building up mystery or intrigue or tension</li> <li>Encouraging the reader to read on</li> </ul>	<ul style="list-style-type: none"> <li>Making the reader attempt to fill in the gaps</li> <li>Inviting the reader to predict what might occur next</li> </ul>



STRUCTURE FEATURE	POSSIBLE EFFECTS	
<p>Revealing <b>FACTS/DESCRIPTION</b> gradually in this text creates an effect of:</p>	<ul style="list-style-type: none"> <li>• Holding the reader's attention</li> <li>• Building up the tension and anticipation</li> <li>• Inviting the reader to become immersed in the world of the text</li> <li>• Gradual revelation produces a feeling of delayed gratification when the information is finally revealed</li> </ul>	<ul style="list-style-type: none"> <li>• Building in a fuller, clearer picture to be expanded upon later</li> <li>• Progressing logically through a factual text</li> <li>• Involving the reader</li> <li>• Wonder</li> <li>• Encouraging the reader to predict events</li> <li>• Creating an element of surprise</li> </ul>
<p><b>CLIFFHANGERS</b> are used to great effect by:</p>	<ul style="list-style-type: none"> <li>• Leaving the reader wanting to know more</li> <li>• Tantalising the reader into a discussion</li> <li>• Provoking the reader to draw their own conclusions</li> <li>• Encouraging the reader to make their own predictions to gain satisfaction of being right</li> </ul>	<ul style="list-style-type: none"> <li>• Allowing the reader to provide their own ending</li> <li>• Prompting thought on a subject</li> <li>• Making the reader want to read the next chapter / section</li> <li>• Allowing the reader to form their own judgements</li> <li>• Creating a powerful ending</li> </ul>
<p>Key moments where the writer changes <b>DIRECTION</b>:</p>	<ul style="list-style-type: none"> <li>• Show the reader a different perspective</li> <li>• Introduce a new idea/theme/character</li> <li>• Add weight to an argument by adding extra detail</li> <li>• Change the mood/feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Change the tone/pace</li> <li>• Provoke the reader into re-thinking his/her perspective</li> <li>• Invite the reader to make their own response</li> </ul>
<p>The writer links the <b>OPENING</b> and its <b>ENDING</b> and it is effective because:</p>	<ul style="list-style-type: none"> <li>• There is reinforcement of the key reasons for writing the text</li> <li>• Reiteration or repetition in the ending adds weight to the points made in the opening</li> <li>• There can be clever links or new meanings drawn from the opening information and the ending</li> <li>• There can be closure within a text if the ending 'wraps up' all the ideas from the beginning</li> <li>• This gives a sense of balance to the ideas</li> </ul>	<ul style="list-style-type: none"> <li>• There is a clear resolution to issues raised</li> <li>• There is a cyclical effect where the reader is brought back to the beginning</li> <li>• It shows creativity</li> <li>• It shows the writer has stayed on task</li> <li>• Reminds the reader of where the story/reason for writing started</li> <li>• It can emphasise the writer's creation of setting</li> <li>• Reinforces the mood and atmosphere of the story</li> </ul>
<p>The effect this writer wants to have on the reader is mainly to:</p>	<ul style="list-style-type: none"> <li>• Provoke a reaction</li> <li>• Make the reader have some kind of an emotional response whether it is outrage, sadness, happiness, sympathy etc.</li> <li>• Potentially make the reader change their mind</li> <li>• Potentially have control over the reader – language is power</li> <li>• Direct the reader's sympathy for an individual character</li> <li>• Encourage readers to consider an issue</li> </ul>	<ul style="list-style-type: none"> <li>• Make the reader respond to the intended purpose of . . .</li> <li>• Involve the reader in the story</li> <li>• Help the reader to imagine events / settings / character</li> <li>• Ensure the reader can empathise / sympathise with a situation and / or character</li> <li>• Make the reader think about what they have read</li> <li>• Get the reader involved in the text</li> </ul>
<p>This writer uses <b>DRAMATIC ENDING</b> to great effect to:</p>	<ul style="list-style-type: none"> <li>• Leave the reader with an indelible memory of the text</li> <li>• Provoke the reader to ask questions beyond the context of the text</li> <li>• Leave the reader with questions to be discussed further</li> </ul>	

# Paper 1; Section A

## Q4. Evaluate Texts Critically

### Evaluate 20 Marks

```
graph TD; A((Evaluate 20 Marks)) --- B[Identify the writer's intentions  
Consider the statement  
Consider how far you agree]; A --- C[To assess something and understand its quality.]; A --- D[Do not comment on what is NOT in the text. You are analysing the tools used by the writer.]; A --- E[Consider the language features (vocabulary, imagery, dialogue) and structural features (contrasts, repetition, time, connectives) used that support the statement you are given.]; A --- F[Support your critical evaluation with references to evidence from the text.]; A --- G[The writer makes . . .  
This makes the reader . . .  
We are shocked by . . .  
As we read this part, we feel . . .  
The impact of this is . . .]; A --- H[Focus on the different methods the writer has chosen to meet their purpose in writing. You should refer to a range of methods in your answer, considering not only language, but also structure, setting, characterisation and other relevant techniques.]; A --- I[Spend 20 Minutes.];
```

- Identify the writer's intentions
- Consider the statement
- Consider how far you agree

To assess something and understand its quality.

Do not comment on what is NOT in the text. You are analysing the tools used by the writer.

Consider the **language features** (vocabulary, imagery, dialogue) and **structural features** (contrasts, repetition, time, connectives) used that support the statement you are given.

Support your critical evaluation with **references to evidence** from the text.

- The writer makes . . .
- This makes the reader . . .
- We are shocked by . . .
- As we read this part, we feel . . .
- The impact of this is . . .

Focus on the different methods the writer has chosen to meet their purpose in writing. You should refer to a range of methods in your answer, considering not only language, but also structure, setting, characterisation and other relevant techniques.

Spend 20 Minutes.

- Write a brief introduction: make a summative statement presenting your personal judgement about how far you agree with the student's statement.
- Evaluate the technique the writer uses to achieve their intention or create specific effects as described in the statement. Aim to make two points about the language features and two points about the structural features.
- Summarise your evaluation of the writer's success in achieving the stated aim.

# Paper 2; Section A Q1. Identifying True Statements

## Identifying 4 Marks

```
graph TD; A((Identifying 4 Marks)) --- B[Practice by picking a novel at random, open it at any page and make a list of any explicit information and implicit information – what is openly stated and what is only implied?]; A --- C[Explicit; stating something openly and exactly  
Implicit; not directly stated in the text, but suggested by the information you are given so the meaning needs to be inferred or deduced]; A --- D[You will be asked to identify FOUR true statements in a list of eight.]; A --- E[Underline key terms and instructions in the question.]; A --- F[Read the section of the source that you have been asked to focus on carefully.]; A --- G[Spend no more than 5 minutes.  
Shade in the correct statements.]; A --- H[Express information or an idea from the source text using your own word(s).]; H --- I[Check whether any of the names mentioned in the statements refer to the writer of the text or to another person entirely.];
```

Practice by picking a novel at random, open it at any page and make a list of any explicit information and implicit information – what is openly stated and what is only implied?

**Explicit;** stating something openly and exactly  
**Implicit;** not directly stated in the text, but suggested by the information you are given so the meaning needs to be inferred or deduced

You will be asked to identify **FOUR true statements** in a list of eight.

Underline **key terms** and **instructions** in the question.

Read the section of the source that you have been asked to focus on carefully.

Spend no more than 5 minutes.  
Shade in the correct statements.

Express information or an idea from the source text using your own word(s).

Check whether any of the names mentioned in the statements refer to the writer of the text or to another person entirely.

# Paper 2; Section A

## Q2. Summarise Differences

Only include information from the source texts, rather than your personal knowledge or opinions.

**Synthesise:** Combining information from two sources to construct a summary of similarities and differences.

**Inference:** an opinion drawn from what someone implies rather than from an explicit statement.

- Write one paragraph about each of the three strongest aspects you have identified to create a three-paragraph answer.
- In each paragraph:
  - Make a statement about a clear similarity or difference between the two texts.
  - Select evidence from both texts relevant to the aspect you have identified.
  - Make clear inferences from the references/textual details selected to support your statement.

### Synthesise 8 Marks

Spend 10 Minutes.

When referring to each text in the exam you can:

- Use the author's surnames
- Write 'Source A' and 'Source B'
- Put 'journal' versus 'newspaper'

You should spend 15 minutes reading the texts and questions.

Try to integrate the quotations you select into your statements about the source texts.

Discourse Markers to use:

- |                         |                                |
|-------------------------|--------------------------------|
| • On the other hand ... | • In the same way ...          |
| • Although ...          | • We are told that ...         |
| • Whereas ...           | • We can assume that ...       |
| • However ...           | • The writer explains that ... |
| • Unlike ...            | • ..                           |
| • Similarly ...         | • We learn that ...            |
|                         | • We sense that ...            |

Make sure the references/textual details you select clearly support your statement and are relevant to the question focus.

Be consistent and don't waste time copying out long titles and author names.

# Paper 2; Section A

## Q3. Analyse Language

Pay attention to every word, phrase, piece of punctuation and sentence structure. Think about how the language features you identify can help you to answer the question set.

When answering the question think about the words and phrases you use to introduce each explanation. This clearly marks your awareness of the **EFFECT** of language rather than just spotting features.

Sentence Starters and Examples:

### Language 12 Marks

- Read the question and underline the key effect it is asking you to explain.
- Underline which source text the question is about and identify whether you should look at the whole of the text or just part of it.
- Read the set section carefully and underline:
  - Words and phrases chosen for effect
  - Language features e.g. metaphor
  - Sentence forms and patterns e.g. complex sentences
- Write your answer including textual details you have underlined and explain their effects in line with focus of the question.

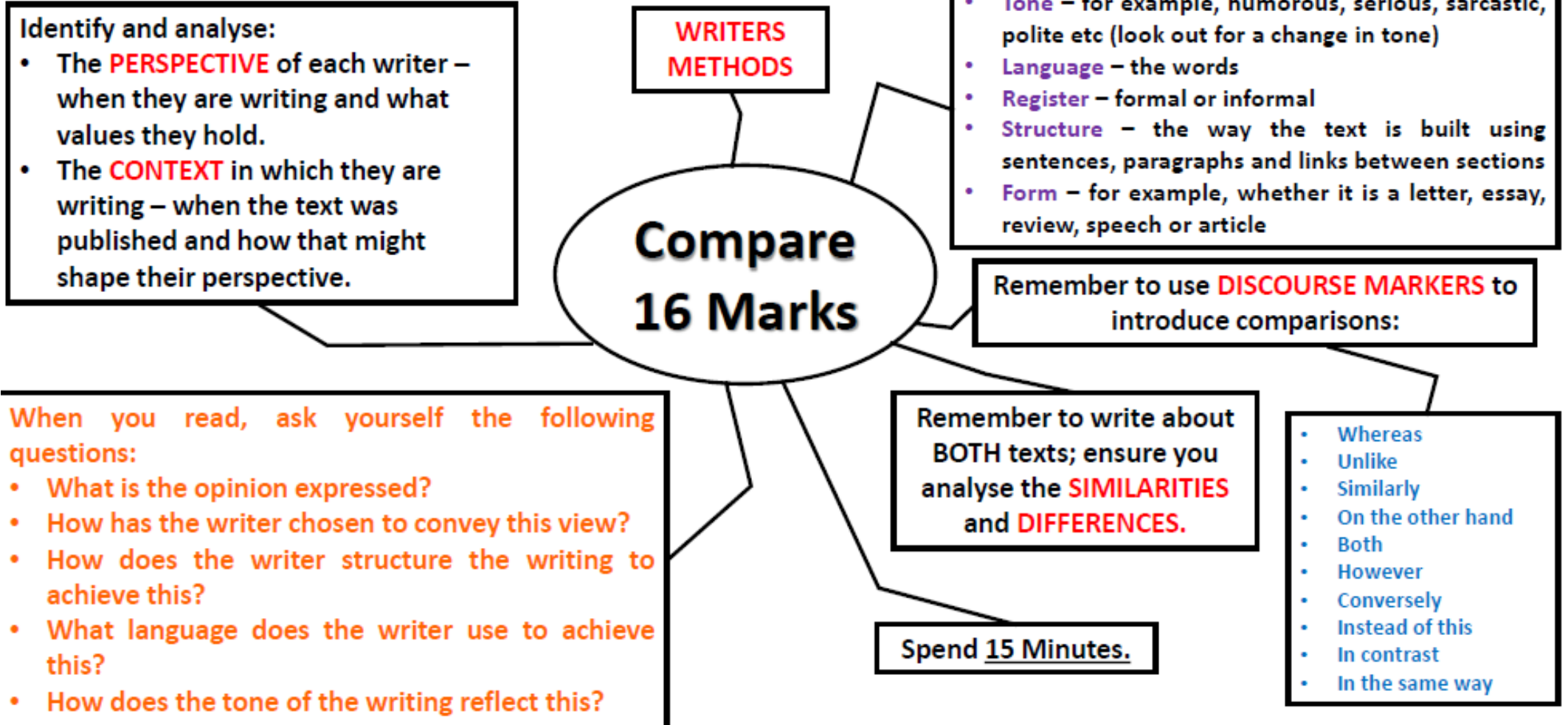
- This suggests ...
- This emphasises ...
- This conveys ...
- This implies ...
- This affects the reader by ...
- The effect of this is to ...
- This encourages the reader to think/consider ...
- This invites the reader to question/wonder/consider ...

Spend 15 Minutes.

Include the **effect** on the reader

- At first ...
- making them seem ...
- a total contrast to ...
- we sense ...
- by creating ... in the readers mind,
- encouraging the reader to see ...
- He builds on this ...
- When he describes ...
- which expresses ...

# Paper 2; Section A Q4. Comparing Ideas & Perspectives



## **Sentence Starters for English Language Reading Questions.**

### **Paper 1, Question 2.**

The writer uses \_\_\_\_\_ (terminology) to show \_\_\_\_\_ (link to question) shown by \_\_\_\_\_ (evidence from the text).

This creates the effect of ...

This makes the reader ...

This has the impact of...

### **Paper 1, Question 3.**

The narrative voice is significant as...

The 3<sup>rd</sup> / 1<sup>st</sup> person narration creates a sense of ...

The fact that it is past / present tense allows the writer to...

The contrasts created between...

The writer uses repetition to...

The use of direct/reported speech is used so that ...

The writer has foregrounded the idea of...

The impact of the minor/simple/complex sentences is to...

The climax of the piece is...

#### **Paper I, Question 4.**

One of the key ideas to support this interpretation would be the fact that...

This interpretation could be said to be true due to...

The writer creates this impression through the use of...

One of the key methods the writer uses here is...



## **Paper 2, Question 2.**

We learn that...

This implies that...

This suggests that...

We can infer that...

I can infer from this that...

This indicates/demonstrates / conveys...

This leads me to believe....

One of the main differences between ... is ...

On the other hand...

This is different because...

We learn something different from Source A/B when...

### **Paper 2, Question 3.**

The writer uses... for example... to create an image of... making the reader imagine...

The writer makes use of (verbs, adverbs, adjectives) such as... which creates a sense of ... inviting the reader to picture...

The writer uses metaphor ... when she is describing the... in order to present the... as... . This makes the reader share the sense of... with her.

### **Paper 2, Question 4.**

One example of the writer's views about xxxxxx can be found when s/he states ".....". This indicates that s/he feels...

This view/feeling is further exemplified when the writer.....

An obvious example of the writer's belief that... occurs when s/he describes...

The writer of source A states "....." showing that they believe/feel ... Whereas the writer of source B states... ".....". However, both writers use xxxxxxxx to express their ideas.

In contrast...In comparison...The xxxxx have been presented from very different perspectives.

TONAL WORDS: Useful for discussing viewpoint.

Reactive	Positive and Quiet	Positive thoughts	Positive and caring	Positive and lively
Amazed Astonished Attentive Curious Eager Interested Keen Polite Startled Stunned Surprised	Calm Casual Collected Composed Content Peaceful Pleasant Relaxed Relieved Serene	Appreciative Approving Assuring Confident Determined Encouraging Grateful Hopeful Inspiring Optimistic Pleased Promising Proud Respectful Reverent Sanguine Satisfied Thankful	Affectionate Benevolent Compassionate Concerned Considerate Consoling Empathetic Empathetic Friendly Loving Merciful Romantic Soothing Supportive Sympathetic Thoughtful	Amiable Amused Cheerful Delighted Ecstatic Elated Energetic Enthusiastic Excited Exuberant Happy Humorous Jovial Joyful Jubilant Playful Vibrant Vivacious

Negative and passive	Negative thoughts	Negative and uncontrolled	Negative and forceful
Apathetic Bored Cold Dejected Depressed Despaired Disappointed Discontented Disinterested Dishonored Dispirited Gloomy Hopeless Hurt Melancholy Miserable Regretful Sad Upset	Apologetic Critical Doubtful Envious Foreboding Frustrated Gloomy Guilty Judgmental Pessimistic Regretful Remorseful Shameful Solemn Somber Suspicious	Agitated Alarmed Anxious Apprehensive Defenceless Distressed Disturbed Embarrassed Fearful Helpless Humiliated Mortified Nervous Powerless Shocked Stressed Tensed Troubled Uneasy Vulnerable Worried	Accusing Aggravated Angry Annoyed Belligerent Calculating Condemnatory Condescending Contempt Disgusted Factious Furious Harsh Hateful Insulting Irritated Manipulative Outraged Quarrelsome Sarcastic Sardonic Vexed

## Useful web links:

<https://www.bbc.co.uk/education/examspecs/zcbchv4>

[www.youtube.com/user/mrbruff](http://www.youtube.com/user/mrbruff)

<http://www.englishbiz.co.uk/>

<http://www.revisioncentre.co.uk/gcse/english/>

[www.learnthings.co.uk](http://www.learnthings.co.uk)

[www.s-cool.co.uk](http://www.s-cool.co.uk)

[www.podcastrevision.co.uk](http://www.podcastrevision.co.uk)