

1. ENGLISH: YEAR 9- End of Year Exam- Explorations in Reading and Creative Writing.

THE BASICS:

Read the text – 5 mins

Section A

Q1 – List 4 things (4 marks)

Q2 – How does the writer use language to... (8 marks)

Q3 – How does the writer structure the text to... (8 marks)

Q4: [statement] To what extent do you agree? (20 marks)

Section B

Q5: Writing to describe or narrate (45 mins including planning time)

5. Question 4

Question stem: '[statement about the text]' To what extent do you agree?

1. Read the question and highlight the key words, including the section of the text if specified. Think carefully about how far you agree with the statement.

Top Tip: Usually it is best to AGREE with the statement. But consider how far you agree. Is there evidence to argue against this opinion? Create a debate in your answer.

2. Draw a box around the section of the text specified.

3. Read through and highlight words/phrases/language devices you will use to argue FOR, and maybe against the statement.

2. Section A: Question 1

Question stem: Write down four things you learn...

1. Read the question and highlight the key words, including the lines it asks you to focus on.

2. Draw a box around the lines you need to focus on in the insert.

3. Write in full sentences. 4. One point per line.

5. Keep it simple i.e. explicit inferences.

3. Question 2

Question stem: How does the writer use language to...

1. Read the question and highlight the key words to ensure you understand what the focus of your answer will be.

2. Re-read the section of text the question asks you to focus on.

3. Highlight key quotations which will help you answer the focus of the question. Consider the use of different language devices.

4. Question 3

Question stem: How has the writer structured the text to interest you as a reader?

1. Read the question and highlight the key words. This question is about how the text is put together and organised, rather than the language devices used.

2. Annotate where you see evidence of the following structural features:

Opening	Character	Time	Setting	Cyclical structure
Perspective	Shift in focus	Ending	Dialogue	Zooming in/out

3. Skim through the whole source again. Highlight and label where you see different features particularly focus on how the opening and ending are effective.

Top tip: for a really clear response, think about what the writer focuses your attention on at the beginning; what they focus on in the middle, and what they focus on at the end-and whether this is similar or different. Then ask WHY?

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Section B: Question 5

Writing to narrate (story) or describe. Planning (THIS IS REALLY IMPORTANT!) 1. Decide which task you would like to do (narrate or describe). 2. Plan using the structures below. 3. Write your story or description. **REMEMBER:** If you do not show your examiner you can do use a certain skill (e.g. use capital letters/ adventurous vocabulary/ paragraphs/ varied punctuation etc.) They are left to simply assume you can't. You do not have hours and hours, so quality is preferred over quantity.

-V.S.S The VERY SHORT SENTENCE
Deliberate use of a sentence consisting of no more than 5-6 words in total. Must be for effect and every word must count.

- Out went all light.
- Call me Ishmael.

Prepositional openers – used to show the relationship between the noun and other words in a sentence

- In a flurry ...
- Off in the distance ...
- Throughout ...
- Since last year ...

-ing or -ed openers. Use of a verb in its present or past form

- Frightened, the child backed away ...
- Singing softly, mum soothed my brother ...
- Having far to much fun, they decided to stay another hour ...

6.

How do I open a sentence without using an article or pronoun?

Transitional openers – to begin sentences with interruptions or to change the direction of your story / argument

- Pop! He sent small smoke-rings in to the air.
- Moreover, they did not realise there would be no phone signal here.

Clausal openers- use any of the clausal words to start a sentence (when, where, while, as, since although, if)

- When she demanded it back, Toby confessed that he had...
- If he had got here sooner, we wouldn't have had to queue

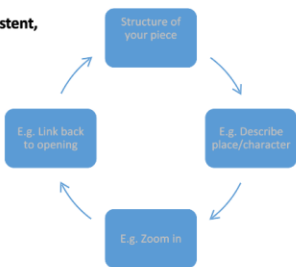
Adverb openers – a word or phrase that modifies the meaning of an adjective or other adverb expressing manner, place, time or degree

- Tentatively
- Confidently
- Slowly

9.

TIPTOP - Purposeful Paragraphing reminder -Time Place Topic or Person

Perspective- Be consistent, unless changing for deliberate effect.
1st person (I)
2nd person (you)
3rd person (he/she)



Tense- Be consistent
Past
Present
Future

Tools for engagement & cohesion: (Avoid Clichés and be original)
Connectives:(examples only- list the 5 you will use within and between paragraphs.)

TIME (when): Meanwhile, eventually, soon after, later, suddenly, since, moments later, years before, now. **PLACE** (where): Everywhere, somewhere, nearby, here **CAUSE** (how): whether, even though, probably, unless, eventually, even, despite.

Tools: (examples only- put your own 3-4 in here)

- * Cyclical structure
- * Powerful verbs
- * Exaggeration
- * Personification
- * Emotive language
- * Metaphor/Simile (imagery)
- * Dialogue to move plot forward
- * Repetition/motif
- * 5 senses (Show, Don't tell!)

7.



8.



Vocabulary (Your chosen words to show off spelling.)

-
-
-
-
-
-

Punctuation
Must be used correctly, deliberately AND for effect.

; : ... “ ”

Double check accuracy, but **EXPECTED** that you will use these correctly , ' . ! ?

Sentence openers

- Very short sentence
- ly (adverb)
- ed (verb)
- ing (verb)
- preposition (In, over, beside)
- Clausal (when, while...)
- Transitional (above all moreover...)

Sentence types

- Simple
- Compound
- Complex
- Embedded clause

AO5~ Specific to Qu asked

AO6 ~ NON-NEGOTIABLES