

Question 1 (4 marks) Give four bits of information about [question focus].

- A. Highlight the focus of the question.
- B. Make sure you are looking at the right lines.
- C. Triple check your answers!

Question 2 (8 marks)

How does the writer use language to _____?

- A. Highlight question focus.
- B. Look at the correct section of text.
- C. Highlight on the source words and phrases that show you something about the question focus. Annotate with impressions you are given.
- D. Outline your argument by summarising your two main ideas at the beginning of your answer.
- E. Now support your argument with three bits of evidence from the text. Make sure your analysis is as thorough as possible.

Question 4 (20 marks)

Evaluation - To what extent do you agree with the two parts of the statement?

- A. Divide the statement into two and colour code the two parts.
- B. Find evidence that relates to the first part of the statement and highlight in appropriate colour. Make annotations with what impressions it gives you about that part of the statement.
- C. Repeat for the second part of the statement.
- D. Write your argument outlining how much you agree with each part of the statement and why.
- E. Write paragraphs that include evidence to support your argument and analyse as thoroughly as possible. Support each part of your opinions with at least two pieces of evidence.

Question 3 (8 marks)

How does the writer structure the text to create [question focus]?

- A. Re-read the text and decide whether the [question focus] increases or decreases.
- B. Find three moments that display [question focus] – decide what is being focused on in this moments to create this.
- C. Write your introduction, explaining how the [question focus] develops.
- D. Write one paragraph per moment, using the prompts on the reverse side of this page.

Question 5 (24 marks +16 marks for SPAG)

Write a story or description (choice of two questions).

Setting (somewhere)

- Use this paragraph to set the mood of your piece.
- Include description of weather.
- Describe a sound.
- Describe something in the distance.
- Describe something on the ground.
- Introduce character.

Character (someone)

- Describe a person and include a mix of implicit and explicit description.
- Include: description of eyes, description of posture, what they are doing with their hands, describe an object they have with them, what they are doing with their feet

One Line

=A very short one paragraph to emphasise that the mood is changing.

Action (something)

- Describe a small action that happens in the first sentence to alter the mood of the scene.
- Use two short sentences to describe the event.
- Describe how your character changes in response to this event.
- Describe how something in the setting you described changes in response to this event.
- Leave on a cliffhanger – the narrator asking a rhetorical question often works well here.

Question 2 (8 marks)

How does the writer use language to _____?

Argument outline Overall, the writer's language gives me the impression that [question focus] is [idea 1] and [idea 2].

The writer gives the impression that [idea 1 or 2] through [insert evidence]. This gives the impression that ... [EL5]. Here, the word/phrase '_____' means _____, which therefore shows _____.

Repeat for two other bits of evidence.

Question 4 (20 marks)

Someone has said '_____' about this text. To what extent do you agree with this statement?

Argument outline

I fully/partially agree/disagree with [first idea in statement] because... However/ In addition, I fully/partially agree/disagree with [second idea in statement] because...

Supporting evidence for first idea

I believe that [further elaboration on first idea in statement]. This is evidenced through the part of the text where ... [moment + quote]. This creates the impression that [EL5]. Here, the word/phrase '_____' means _____, which therefore shows _____. This proves that [link back to your opinion]

This is reinforced through the part of the text where... ... [moment + quote]. This creates the impression that [EL5]. Here, the word/phrase '_____' means _____, which therefore shows _____. This proves that [link back to your opinion]

Repeat for second idea

Question 3 (8 marks)

How does the writer structure the text to create a [question focus]?

Argument outline Over the course of the text, the writer increases/decreases the [question focus]

Moment 1 The writer establishes [question focus] when they choose to focus on... By choosing to focus on this, the writer helps us understand... This makes readers feel... It also makes readers wonder...

Repeat for moments 2 and 3

Question 5 (24 marks +16 marks for SPAG)

Setting (somewhere)

Useful phrasing for weather: rain drizzled monotonously, rain drove furiously, sun shone with pride and confidence, sun peeked out optimistically, dark clouds gathered ominously, wispy clouds hung in the sky lazily, wind blustered forcefully, breeze tickled playfully, mud squelched underfoot, mist hung in the air curiously, thick fog denied our vision, sea lapped peacefully, sea raged in warning.

Common SPAG

; joins two main clauses in place of a connective

: introduces a list

Adds extra information / emphasises.

? Always at the end of a question

! Signifies shock, loudness, alarm.

They're – short for they are, their – signifies belonging, there – direction or a statement

Your – signifies belonging, you're – short for you are

Too – in addition, two – number

Capital letters: Must be used on proper nouns (names, place names, months, weekdays and at the beginning of **every sentence**).

Negative adjectives: disgraceful, disgusting, dreadful, grim, awful, appalling, horrifying, sickening,

intimidating, imperfect, inferior (not as important as)

Positive adjectives: wonderful, glorious, beautiful,

reassuring, calming, affable (friendly), pleasant,

fabulous, superior (more important than)