

Start of Exam - 5mins

1. Read the glossary
2. Read the information box and underline:
 - Character
 - Setting
 - Place in Story
3. Read the passage WITHOUT looking at the questions. Focus on just understanding what is going on.



Q3- 10mins

Planning the answer:

14. Draw a box around the phrase that says, 'on the whole of the source'.
15. On top of the insert write **Office Shift**
 - **O**pening
 - **F**ocus
 - **F**oreshadowing
 - **I**ntroduction
 - **C**ontrasting
 - **E**nding
 - **Shifts from:**
 - Out/in
 - Individual/group
 - Thought/action
 - Past/present/future



16. Label each paragraph of the extract with one or more of the **OFFICE SHIFT** points.

When writing the answer:

17. Write your points into at least 4 PLEA paragraphs. (Point / Label/ Evidence / Analysis)
18. Sentence stems:
 - Para 1: *The writer focuses us on ... in the opening of the extract...*
 - Para 2: *The writer builds/changes/shifts by... making the reader feel...*
 - Para 3: *The writer leaves us feeling ...*
 - Para 4: *A further structural technique use by the writer is...*

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*Explorations in
Creative Reading
and Writing
Language Paper 1
1h 45m*

Q4- 30mins

Planning the answer:

19. Draw a box around the phrase that says, 'Focus this part of your answer on...'
20. Draw a box around the PERSON who gives the opinion.
21. Draw a box around the section on the extract.
22. Underline the OPINION in the question. Annotate to understand.
23. IF THE STATEMENT IS POSITIVE YOU ARE GOING TO AGREE!
24. Rescan the passage. Underlining any additional language points linked to the focus of the question.
25. Write the word PLAN: at the top of the answer space.
26. In your plan put three points about the use language (add labels – simile, etc.)
27. In your plan put two points about sentence structure (add labels)

When writing the answer:

28. Write an opening sentences responding to the opinion in the question.
29. Write your 5 points from the plan into at least 5 PLEAL paragraphs (Point / Label / Evidence / Analysis / Link back to the statement)
30. Sentence stems:
 - *To some extent I agree with...PLEAL*
 - *I certainly agree that...PLEAL*
 - *However it could also be argued that...PLEAL*
 - *Overall I agree with the statement thatPLEAL*

45. PROOF READ your work (5mins)
 - Read backwards to find spelling errors.
 - Read forwards to find missing words and punctuation.
46. It is okay to cross out and write a better word above a piece of dull or repeated vocabulary.

Q5- 45mins

Miss Morgan

Planning the answer: 15mins

31. Decide which of the two questions you want to. We recommend, if there is the option, to do the picture one.
32. READ THE CONTEXT SENTENCE and the instruction.
33. Consider the atmosphere you want to create.
34. STEAL good vocabulary from the extract you have read and think of others.
35. Choose ONE event/moment in time (NOT DAYS OR YEARS)
36. Plan the shaper of your description. OFFICE SHIFT. Zoom in OR zoom out?
37. Make sure you cover **CASSPIE** in your plan.

- **C**olour
- **A**djectives
- **S**ound/**S**mell
- **S**entence **S**tructure
- **P**unctuation
- **I**magery
- **E**motion



When writing the answer: 30mins

40. Write your description / story
41. Start each paragraph in a different way:
 - Verb: 'ing' / 'ed' word
 - Adverb: 'ly' word
 - Preposition/Place word: 'on' / 'next to' / 'near' /
 - Adjectives: describing word
42. Remember to use a semi-colon (easiest way is to use where you what have used the word 'because'.
43. Remember to use a rhetorical question – this could make a good opening sentence.
44. Remember to use brackets to create an aside.

Start of Exam - 5 mins

1. Read the glossary
2. Read Source A **WITHOUT** looking at the questions. Focus on just understanding what is going on.



Q1- 5mins

1. Read the INSTRUCTIONS about how to shade VERY carefully (this is marked electronically and must be shaded right!)
2. Read ALL the statements BEFORE selecting.
3. Eliminate those you know are definitely wrong.
4. Re-read ALL of the sentence of the ones you think are correct – make sure.



After Q1 - 5 mins

1. Read the glossary
2. Read Source B **WITHOUT** looking at the questions. Focus on just understanding what is going on.



Q2- 10mins

Planning the answer:

9. On the question underline whether you are being asked to look for similarities or differences.
10. Underline the part of the question that tells you what you have to comment on. E.g. 'things to see and do'
11. On the sources underline quotations that link to the **focus** of the question.
12. Match the pairs of quotations that allow you to show the most inference. (3 pairs)



When writing the answer:

In Source A, we learn about/that (question focus) is ... 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.)

Complete **MINIMUM** of two **REALLY** well (three if you can manage.)

AFORESTACK: Alliteration, Fact, Opinion, Rhetorical Question & Repetition, Emotive Language and Exaggeration, Statistics, Triplets, Personal Pronouns, Anecdotes, Conditional clauses, Keep repeating.

Writers' Viewpoints and Perspectives Language Paper 2 (1h 45m)

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Q3 - 15mins



Planning the answer:

MAKE sure you are writing about the right source and the right lines.

9. Underline the part of the question that tells you what you have to comment on. E.g. ' how does Dickens use language to make the reader feel part of the fair'
10. Identify the purpose of the language linked to the question (persuasive, descriptive, inclusive).
11. On the insert scribble a reminder of devices you'd expect to see:
 - Words and phrases
 - Language features (e.g. imagery or persuasive techniques)
 - Sentence form (if aiming for top band)



When writing the answer:

12. Write an establishing sentence explaining the mood/tone linked to the question.
13. Write three BIG paragraphs (Evidence / Label/ Analysis)
 - Refer back to the establishing sentence (Overview, ELA, link phrase, ELA, link phrase, ELA) or (Overview, ELAAA)
 - Do this for each bullet point from the question. e.g. *In Source B, Dickens makes us feel part of the fair by using sensory imagery such as 'bellowing of speaking trumpets'. This allows the reader to more easily visualise themselves at the fair. The personification of '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.*



Q4- 20 mins

Planning the answer:

19. Draw a box around the phrase that says, 'you need to refer to'. Make sure you know which lines from each source you are writing about.
20. Underline if you are being asked for differences or similarities.
21. Circle the attitude word (attitude/viewpoint/perspective/experience)
22. Draw a box around the focus: e.g. the fair
23. Split a section of your page into two. Label each side with the names of the writers
24. Note down ideas about each of the writers' attitudes about the topic
25. Underline quotations from each source to support the feelings from step 24
26. On your plan number the points in the order they appear in Source A



When writing the answer:

28. Write an opening sentence that clearly refers to the question
29. Write your 5 points from the plan into at least 5 PLEA C PLEA paragraphs (Point (feeling/emotion/viewpoint)/ Label/ Evidence / Analysis **Comparative phrase** Point (feeling/emotion/viewpoint)/ Label/ Evidence / Analysis



Q5- 45mins

Miss Morgan

Planning the answer: 15mins

31. Underline the **form/audience/purpose** in the question.
32. Write the techniques for the purpose (explain, argue, persuade, instruct/advise) at the top of the paper.
33. Write the punctuation list at the top (!?, ,;-)
34. STEAL good vocabulary from the extract you have read and think of others
35. Bullet point/mind map your ideas and then number them in the order you are going to write them in. **Think about circular structure.**
36. If it is argue or persuade, open with a rhetorical question, controversial idea or emotive imagery and return to this at the end.

When writing the answer: 30mins

40. Write each paragraph with an idea of which techniques for the question purpose you are going to use.
41. At the end of the paragraph cross off the techniques and punctuation you have used
42. Remember to use a semi-colon (easiest way is instead of 'so' / 'because').
43. Start each paragraph in a different way:
 - Verb: 'ing' / 'ed' word
 - Adverb: 'ly' word
 - Adjectives: describing word
 - Preposition/Place word: 'on' / 'next to' / 'near'
45. **PROOF READ** your work (5mins)
 - Read backwards to find spelling errors.
 - Read forwards to find missing words and punctuation.
46. It is okay to cross out and write a better word above a piece of dull or repeated vocabulary.



Q5 - LETTER	Q5 - ARTICLE	Q5 - Text for a LEAFLET	Q5 - Text of a SPEECH	Q5 - ESSAY
<ul style="list-style-type: none"> • Dear Sir/Madam or name • Addresses • Date • Paragraphs • Yours sincerely/faithfully 	<ul style="list-style-type: none"> • Clear/apt/original title • Strapline / subheading • Subheadings • Introductory paragraph 	<ul style="list-style-type: none"> • Clear/apt/original title • Organisational devices such as inventive subheadings or boxes • Bullet points 	<ul style="list-style-type: none"> • Clear address to audience • Rhetorical indicators that an audience is being addressed throughout • A clear sign off, e.g. 'Thank you for listening' 	<ul style="list-style-type: none"> • An effective introduction and conclusion.

Q5 - EXPLAIN	Q5 - ARGUE	Q5 - PERSUADE	Q5 - INSTRUCT / ADVISE
<ul style="list-style-type: none"> • AFORESTACK • range of reasons • range of appropriate detail • specific examples of different kinds to support explanation • range of responses to 'why' • range of responses to 'how' • different points expanded and linked 	<ul style="list-style-type: none"> • AFORESTACK • formal language • balanced sentences • people's opinions (real or made up) • specific examples of situations • range and variety of points • countering opposing points of view • a neat conclusion 	<ul style="list-style-type: none"> • AFORESTACK • emotive language • apparent balance • mixture of first, second and third person • some short sentences • identify with audience by using 'we' • perhaps some attempt to shock reader into agreement • varied choice of adverbs and adjectives • some 'literary' devices such as alliteration, groups of three 	<ul style="list-style-type: none"> • AFORESTACK • formal language • close relationship with audience providing reasons for a course of action • empathy with the audience's problem • several suggestions about what to do • use of modal verbs (e.g. might, could/should) • build the confidence of the reader • address the reader directly in the second person (you) • use imperatives (e.g. 'you should', 'make sure that you', 'be careful to') • raise questions and give answers • lead to a clear conclusion about action to be taken
Because ... Another reason ... Although ... Nevertheless ... Above all else ... The first thing to do is ... Consequently ...	The most important aspect... Firstly ... Secondly ... Nevertheless ... On balance ... Despite the view that ... Another factor to be considered is ... Opponents declare ... but ...	Some people think ... Do they really think that ... In my experience ... What would the consequences be ... Common sense dictates that ... All reasonable people think ... By far the best solution would be ... I have no doubt at all that ... There can be only one conclusion ...	You might be able to ... Think about ... Make sure that you ... You should be careful to ... Don't If you ... Then you could ... I understand that you feel ... Don't worry if ... One solution might be to ... Another possibility would be to ... If you don't then you could be careful to ... In order to avoid ... I think you should ... Be confident about ... If on the other hand, then ...