

Possible question:
Describe a place you know well.

00:45:00



Writing to
Inform,
Explain and
Describe.



Year 11
Revision Leaflet

01:00:00

PAPER 1 SECTION A: 1 Hour

Assesses your ability to read, analyse, compare & evaluate 2 non-fiction texts.

How to be successful in the exam:

- ★ **HIGHLIGHT** the key words in the questions
- ★ When reading the text, think about
What is the **PURPOSE**?
Who is the **AUDIENCE**?
What type of **LANGUAGE** is used?
What features of **LAYOUT** are used?
- ★ Make sure you know the difference between **FACTS & OPINIONS** (remember if someone is trying to persuade you, they may present opinions which seem like facts)
- ★ Use the number of **MARKS** for each question (in brackets) & plan your answer accordingly.
- ★ Make sure you use the P.E.E. method (Point-Evidence-Explanation)
- ★ Make comments about **HOW** the writer has used language devices & presentational devices.
- ★ Make **COMPARISONS** between the 2 items—look for **similarities** (use connectives such as likewise, equally, compared to, as with...) and **differences** (nevertheless, however, yet, the opposite, whereas, although...)
- ★ **EVALUATE** which of the 2 items, in your opinion, presents their point of view most effectively.

Presentation/Layout Devices

- Bullet-points - Columns
- Headings & Subheadings
- Illustrations -Diagrams
- Italics* - Bold print -*Font*
- Justified or Centred
- Logos - Icons - Symbols
- HEADLINES - By-line
- Photographs
- Indent

Remember to explain the effect of each device on the reader.

Use **ACROSTICS** to help you remember language devices:

P—personal address— Your country needs you.

A—alliteration—fossil fuel fumes fill the lungs.

M—magic 3/list of 3—cars are dirty, dangerous and outdated.

S—statistic—95% of students will gain a grade C in English.

R—rhetorical question—Would you want to live in torment?

E—emotive language—See her shivering in a bus stop.

A—assertive ending—Take Action Now!

R—repetition— Buy it! Buy it now!



In descriptive writing 3 elements are crucial:

The Opening

The Ending

Originality & Vividness

Your aim is to give your reader as clear a picture as you can of the person, place or event that you are describing

Use the 6 stage plan. However for stage 5 use a range of literary devices:

Here is an example of a student's answer:

The city is vibrant. It hums with a music all its own. Babies cry, like they do anywhere; men with red faces fall out of the bars into grey Saturday afternoons and laugh too loudly like clowns at the circus; cars full of young people drive too fast; things rattle and crash. Yet all the time there is an undercurrent. This is a city that knows what it is and where it's going. It is moving forward, it is expanding and the young and the old know they are taking on the world and they are winning.

"This is the best city in the world," said a teenager I met outside Newcastle Central Station.

As she moved on into the bustling street, shadowed by grand buildings that towered above us in the sunshine, it was hard to disagree.

Alliteration Personification
Onomatopoeia
Metaphors
Speech
Similies

For revision tips use
the Bitesize website
at www.bbc.co.uk/education/revision.
It's fantastically
easy to use.

Possible question: Write an article for a teenager magazine. Persuade the readers not to begin smoking.

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PAPER 1 SECTION B: 45 Minutes

To be successful, you should remember to use the 6 stage plan

1. Identify the **purpose and audience**.
2. Brainstorm at least 5 ideas.
3. Organise your ideas into a clear order. Aim for 4-5 paragraphs.
4. Note down different types of sentence you are going to use: CRAMS FC (see below)
5. Note down different persuasive devices you will use-PAM'S REAR (see Paper 1 Section A)
6. Now write your answer, investing 5 minutes at the end to check your work.

Using a range of sentences can seriously improve your writing.

C = complex sentences add extra detail: Smoking, an expensive habit, can ruin a young person's health.

R = rhetorical questions involve the reader: Do you want to quit smoking?

A = adverbs at the beginning create variety: Silently, smoking becomes an addictive habit.

M = magic 3 sentences give a list of details: Smoking is expensive, dangerous and anti-social.

S = short sentences have impact: Stop before it's too late.

F = fragment sentences can be dramatic: Quit!

C = compound sentences are used for easy flow: Using chewing gum and patches are extremely helpful.

Finally... try to use a range of punctuation to make your meaning clear to your reader:

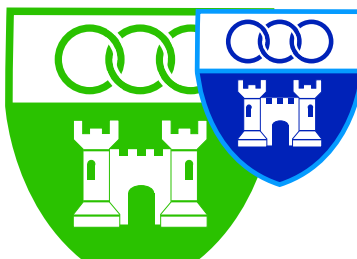
Apostrophes replace the missing letters in abbreviated words.

For example *can + not = can't* whilst *they + have = they've*

Show that something belongs to somebody.

For example: *The computer belonging to Terry = Terry's computer.*

Semi-colons Create a pause in a sentence where a comma would be too weak & a full stop would be too strong, for example: *The holiday was marvellous; there were blue skies and sunshine every day.*



THEMES, ATTITUDES & IDEAS

Identity - Injustice - Conflict
Fulfilment - Language - Culture
Dialect - Roots - Prejudice - The Past

PAPER 2 SECTION A: 45 Minutes

Assesses your ability to read, analyse, compare & evaluate 2 'Poems from Other Cultures and Traditions'.

What the examiner is looking for:
Do you understand the meanings of the poems?
Can you analyse how the poets use:

FORM: This means the shape of the poems e.g. number of stanzas, whether they are regular or irregular

STRUCTURE: This means the ways the poets have organised ideas at the beginning, middle or end of the poems. Rhyme & enjambment are also features of structure.

LANGUAGE: How do the poets use poetic devices e.g. onomatopoeia to get across their feelings or views.

Can you use the P.E.E. method to explain your ideas?

Can you plan & structure your essay in a clear sequence?

Can you write a conclusion stating which poet was most effective at getting across their point?

WRITER'S TECHNIQUES & STRUCTURE

Simile	Alliteration	Enjambment
Metaphor	Onomatopoeia	Repetition
Personification	Rhyme	Ambiguity
Symbol	Rhythm	Stanza

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Can you make helpful comparisons and cross references between the poems using some of these words?

In contrast	In comparison to
Unlike	similarly
However	likewise
On the other hand	whereas

For example:

Alvi in 'Presents from my Aunts', deals with conflict within an individual. However Agard's 'Half Caste' focuses on conflict between himself and those prejudiced against him as he is from a mixed race background.

OR

'Two Scavengers' deals with contrasting ways of life within one city, whereas 'Vultures' is about different attitudes in one creature.

