

READING CREATIVE TEXTS

<p>QUESTION ONE</p> <p>LIST 4 things in lines</p> <p><input type="checkbox"/> 4 marks = 5 mins</p> <p><input type="checkbox"/> Extract referred to but not re-printed</p> <p><input type="checkbox"/> AO1 - Locate</p>	<p>To answer:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read and highlight key words in the question <input type="checkbox"/> Don't quote <input type="checkbox"/> Don't use the word 'and' <input type="checkbox"/> Write four short points in spaces A-D for 4 marks <p>Top tips:</p> <p><i>This is not a trick question. It is easy. Be brief but accurate. Re-read the correct lines from the text.</i></p>
<p>QUESTION TWO</p> <p>How does the writer use LANGUAGE to.....?</p> <p><input type="checkbox"/> 8 marks = 15mins</p> <p><input type="checkbox"/> Extract re-printed on your answer page.</p> <p><input type="checkbox"/> Bullet points guide your answer</p> <p><input type="checkbox"/> AO2 – Language</p>	<p>To answer:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read and highlight key words in the question <input type="checkbox"/> Pick your quotes first then consider devices <input type="checkbox"/> Point (name writer)/Quote/Device/Effect <input type="checkbox"/> DON'T DISCUSS STRUCTURE <input type="checkbox"/> DO LOOK AT SENTENCE FORMS (simple/compound/complex) <p>Top tips:</p> <p><i>Pick out individual words afterwards and discuss their effect (not meaning). When you pick out a word/device you need to underline or re-quote it – so the examiners knows you know which word is the 'verb' etc. Think of squeezing or wringing the last drop of meaning from a passage. Track through the extract from start to finish.</i></p>
<p>QUESTION THREE</p> <p>How has the writer STRUCTURED the text to...?</p> <p><input type="checkbox"/> 8 marks = 15mins</p> <p><input type="checkbox"/> You will need to consider the WHOLE text.</p> <p><input type="checkbox"/> Bullet points guide your answer</p> <p><input type="checkbox"/> AO2 - Structure</p>	<p>To answer:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read and highlight key words in the question <input type="checkbox"/> Consider the sequence through a passage (introduction, development, summary and conclusion. Maybe also: contrast, flashback/forwards, repetitions, threads patterns or motifs). <input type="checkbox"/> Consider changes in ideas and perspectives (changing focus from wide to narrow, place to place, outside to inside (and vice versa). <input type="checkbox"/> Consider coherence, (connections and links across paragraphs, links within paragraphs, topic sentences.) <p>Top Tips:</p> <p><i>Comment in the writer's techniques like a film makers using phrases like: focusing, zooming, narrowing, widening, introducing, developing, changing focus, concluding, foreshadowing, contrasting. E.G. 'We start to see things through the father's eyes as if we are searching with him' or 'We go from a wide viewpoint to a close-up focus if we are getting inside the father's mind'</i></p>
<p>QUESTION FOUR</p> <p>Statement written. How far do you AGREE?</p> <p><input type="checkbox"/> 20 marks = 25 mins</p> <p><input type="checkbox"/> Bullet points guide your answer</p> <p><input type="checkbox"/> AO4 – Evaluate</p> <p><input type="checkbox"/> AO2 – Language</p>	<p>To answer:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read and highlight key words in the question <input type="checkbox"/> Agree with the statement. The text IS well written. <input type="checkbox"/> Two stages: recognising how the writer tries to achieve effects (language techniques) and deciding how effectively this has been done (agree a lot or a little – but still agree). <input type="checkbox"/> Use phrases like: This makes the reader identify with the character because/ the impact of this description is.../ This works because we think/feel.../ This phrases indicates / The contrast used makes the reader.... <p>Top Tips:</p> <p><i>Leave enough time to cover the whole text. Consider HOW much you agree (a little or a lot). Look at specifics within the statement, not just the statement as a whole.) Could compare within a text.</i></p>

The Mark Scheme		Language
Band 1-4	4 – DETAILED, PERCEPTIVE 3 - CLEAR, RELEVANT 2 - SOME, ATTEMPTS 1 – SIMPLE, LIMITED	Pronouns
Q1	<ul style="list-style-type: none"> • Understanding • Identifies explicit information. 	Direct speech
Q2/3	<ul style="list-style-type: none"> • Analyses effects of writer's choices • Well-judged quotations • Sophisticated terminology 	Terms of address
Q4	<ul style="list-style-type: none"> • Same as Q2/3 plus • Evaluates (judges the effectiveness of) the text 	Noun phrase
Assessment Objectives		Subordinate/ main cause
AO1	<ul style="list-style-type: none"> • Identify and interpret explicit & implicit information & ideas. • Select & synthesise evidence from different texts. 	Narrative voice
AO2	<ul style="list-style-type: none"> • Explain, comment on & analyse how writers use language & structure to achieve effects & influence readers • Use relevant subject terminology to support views. 	Simple/compound /complex sentence
AO4	<ul style="list-style-type: none"> • Evaluate texts critically & support this with appropriate textual references. 	Accent /Dialect
Structure		Utterances
Beginning/middle/ end		Ellipsis
Flash-backward/ forward/ foreshadowing		1 st /3 rd person
Topic sentences		Hyperbole
Narrowing/ widening focus		Imperatives
Perspective		Exclamations
		Narrative perspective
		Contrast/ juxtaposition/ contradict
		Zooming in/out
		Shifts/changes
		Echoes/repetitions
		Motifs

Basics & Stretch Yourself

Basics	Verb/adverb/adjective/ simile/metaphor/question/ alliteration/ onomatopoeia/5 senses/listing/personification/repetition
Stretch	Give one sentence overview for each question, identifying patters - use the word 'main' or 'key'/Embed quotations/ Look at the bigger picture – not just individual quotes/ Consider genre and form/narrative voice/be /use terms: implies/ illuminates/