

READING CREATIVE TEXTS

<p>QUESTION ONE</p> <p>LIST 4 things in lines</p> <p>☐ 4 marks = 5 mins ☐ Extract referred to but not re-printed ☐ AO1 - Locate</p>	<p>To answer:</p> <ul style="list-style-type: none"> ☐ Read and highlight key words in the question ☐ Don't quote ☐ Don't use the word 'and' ☐ Write four short points in spaces A-D for 4 marks <p>Top tips: <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>☐ 8 marks = 15mins ☐ Extract re-printed on your answer page. ☐ Bullet points guide your answer ☐ AO2 – Language</p>	<p>To answer:</p> <ul style="list-style-type: none"> ☐ Read and highlight key words in the question ☐ Pick your quotes first then consider techniques ☐ Answer, Mini-Plot, Quotation, Technique, Inference, Reader & Writer ☐ DON'T DISCUSS STRUCTURE ☐ DO LOOK AT SENTENCE FORMS (simple/compound/complex) <p>Top tips: <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>☐ 8 marks = 15mins ☐ You will need to consider the WHOLE text. ☐ Bullet points guide your answer ☐ AO2 - Structure</p>	<p>To answer:</p> <ul style="list-style-type: none"> ☐ Read and highlight key words in the question ☐ Consider the sequence through a passage (introduction, development, summary and conclusion. Maybe also: contrast, flashback/forwards, repetitions, threads patterns or motifs). ☐ Consider changes in ideas and perspectives (changing focus from wide to narrow, place to place, outside to inside (and vice versa). ☐ Consider coherence, (connections and links across paragraphs, links within paragraphs, topic sentences.) ☐ Use the phrase from.....to..... So the writer zooms in from.....to..... <p>Top Tips: <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>☐ 20 marks = 25 mins ☐ Bullet points guide your answer ☐ AO4 – Evaluate ☐ AO2 – Language</p>	<p>To answer:</p> <ul style="list-style-type: none"> ☐ Read and highlight key words in the question ☐ Agree with the statement. The text IS well written. I agree: most/less/more/least. ☐ 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). ☐ 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: <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>

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/

The Mark Scheme		Language
Band 1-4	4 – DETAILED, PERCEPTIVE 3 - CLEAR, RELEVANT 2 - SOME, ATTEMPTS 1 – SIMPLE, LIMITED	Pronouns
Assessment Objectives		Direct speech
		Terms of address
<p>AO1</p> <ul style="list-style-type: none"> • Identify and interpret explicit & implicit information & ideas. • Select & synthesise evidence from different texts. 		Noun phrase
		Subordinate/ main cause
		Narrative voice
<p>AO2</p> <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
		Accent /Dialect
		Utterances
		Ellipsis
<p>AO4</p> <ul style="list-style-type: none"> • Evaluate texts critically & support this with appropriate textual references. 		1 st /3 rd person
		Hyperbole
		Imperatives
Structure		Exclamations
		Narrative perspective
		Shifts/change: . Perspective . Character introduction . Time . Place . Focus
Beginning/middle/ end (Maybe sequence markers, subordinate/co-ordinate conjunctions/conditional phrases)		
Topic/other key sentences		
Flash-backward/ forward/ foreshadowing		
Narrowing/ widening focus Zooming in/out	Pace/build-up	
Dialogue v narrative	Echo/repetition/ motif/cyclical Actions v thoughts	