

READING CREATIVE TEXTS

QUESTION ONE

LIST 4 things in lines

- ❑ 4 marks = 5 mins
- ❑ Extract referred to but not re-printed
- ❑ AO1 - Locate

To answer:

- ❑ 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

Top tips:

*This is not a trick question. It is easy. Be brief but accurate. Re-read the **correct lines** from the text.*

QUESTION TWO

How does the writer use LANGUAGE to.....?

- ❑ 8 marks = 15mins
- ❑ Extract re-printed on your answer page.
- ❑ Bullet points guide your answer
- ❑ AO2 – Language

To answer:

- ❑ 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)

Top tips:

*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.*

QUESTION THREE

How has the writer **STRUCUTRED** the text to...?

- ❑ 8 marks = 15mins
- ❑ You will need to consider the WHOLE text.
- ❑ Bullet points guide your answer
- ❑ AO2 - Structure

To answer:

- ❑ 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.....

Top Tips:

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'

QUESTION FOUR

Statement written. How far do you **AGREE**?

- ❑ 20 marks = 25 mins
- ❑ Bullet points guide your answer
- ❑ AO4 – Evaluate
- ❑ AO2 – Language

To answer:

- ❑ 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....

Top Tips:

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.

The Mark Scheme

Band 1-4	4 – DETAILED. PERCEPTIVE 3 - CLEAR, RELEVANT 2 - SOME,ATTEMPTS 1 – SIMPLE, LIMITED
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Assessment Objectives

AO1	<ul style="list-style-type: none">Identify and interpret explicit & implicit information & ideas.Select & synthesise evidence from different texts.
AO2	<ul style="list-style-type: none">Explain, comment on & analyse how writers use language & structure to achieve effects & influence readersUse relevant subject terminology to support views.
AO4	<ul style="list-style-type: none">Evaluate texts critically & support this with appropriate textual references.

Structure

Beginning/middle/ end (Maybe sequence markers, subordinate/co-ordinate conjunctions/conditional phrases)	Shifts/change: <ul style="list-style-type: none">PerspectiveCharacter introductionTimePlaceFocus
Topic/other key sentences	Contrast/ juxtaposition
Flash-backward/ forward/ foreshadowing	Pace/build-up
Narrowing/ widening focus Zooming in/out	Echo/repetition/ motif/cyclical
Dialogue v narrative	Actions v thoughts

Language

Pronouns
Direct speech
Terms of address
Noun phrase
Subordinate/ main cause
Narrative voice
Simple/compound /complex sentence
Accent /Dialect
Utterances
Ellipsis
1 st /3 rd person
Hyperbole
Imperatives
Exclamations
Narrative perspective

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/