### English – paper 1 - 1hr 45 mins (50%)

<table>
<thead>
<tr>
<th>Section A: Reading fiction (1 hour including reading time)</th>
<th>Section B: Writing fiction (45 mins)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading response to unseen fiction texts (answer all parts of question)</td>
<td>1 Question out of a choice of 2</td>
</tr>
<tr>
<td>1. List 4 pieces of information</td>
<td>5. Writing to describe <strong>or</strong> Writing to narrate</td>
</tr>
<tr>
<td>AO1 – IDENTIFY &amp; INTERPRET EXPLICIT AND IMPLICIT INFORMATION &amp; IDEAS</td>
<td>AO5 – CONTENT AND ORGANISATION &amp; AO6 – TECHNICAL ACCURACY</td>
</tr>
<tr>
<td>2. Language identification</td>
<td><strong>or</strong> Writing to narrate</td>
</tr>
<tr>
<td>AO2 – EXPLAIN, COMMENT ON &amp; ANALYSE HOW WRITERS USE LANGUAGE &amp; STRUCTURE TO ACHIEVE EFFECTS AND INFLUENCE READERS, USING RELEVANT SUBJECT TERMINOLOGY TO SUPPORT</td>
<td><strong>or</strong> Writing to narrate</td>
</tr>
<tr>
<td>3. Structure</td>
<td><strong>or</strong> Writing to narrate</td>
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<td><strong>or</strong> Writing to narrate</td>
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<tr>
<td>4. Personal response (impression)</td>
<td><strong>or</strong> Writing to narrate</td>
</tr>
<tr>
<td>AO4 – EVALUATE TEXTS CRITICALLY &amp; SUPPORT THIS WITH APPROPRIATE TEXTUAL REFERENCES</td>
<td><strong>or</strong> Writing to narrate</td>
</tr>
</tbody>
</table>

### English – paper 2 - 1hr 45 mins (50%)

<table>
<thead>
<tr>
<th>Section A: Reading non-fiction (1 hour including reading time)</th>
<th>Section B: Writing a viewpoint (45 mins)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading response to unseen non-fiction texts (answer all parts of question)</td>
<td>1 Question – no choice</td>
</tr>
<tr>
<td>1. True statement identification</td>
<td>5. Writing to present a viewpoint</td>
</tr>
<tr>
<td>AO1 – IDENTIFY &amp; INTERPRET EXPLICIT AND IMPLICIT INFORMATION &amp; IDEAS</td>
<td>AO5 – CONTENT AND ORGANISATION &amp; AO6 – TECHNICAL ACCURACY</td>
</tr>
<tr>
<td>2. Summary of differences between 2 texts</td>
<td><strong>or</strong> Writing to narrate</td>
</tr>
<tr>
<td>AO1 – IDENTIFY &amp; INTERPRET EXPLICIT AND IMPLICIT INFORMATION &amp; IDEAS</td>
<td><strong>or</strong> Writing to narrate</td>
</tr>
<tr>
<td>3. Language</td>
<td><strong>or</strong> Writing to narrate</td>
</tr>
<tr>
<td>AO2 – EXPLAIN, COMMENT ON &amp; ANALYSE HOW WRITERS USE LANGUAGE &amp; STRUCTURE TO ACHIEVE EFFECTS AND INFLUENCE READERS, USING RELEVANT SUBJECT TERMINOLOGY TO SUPPORT</td>
<td><strong>or</strong> Writing to narrate</td>
</tr>
<tr>
<td>4. Comparison of viewpoints/attitudes in 2 texts</td>
<td><strong>or</strong> Writing to narrate</td>
</tr>
<tr>
<td>AO3 – COMPARE WRITERS’ IDEAS AND PERSPECTIVES, AS WELL AS HOW THESE ARE CONVEYED ACROSS TWO OR MORE TEXTS.</td>
<td><strong>or</strong> Writing to narrate</td>
</tr>
</tbody>
</table>
**Language Paper 1 - fiction**

Q1 (4 marks) – **List** 4 things that you learn

Q2 (8 marks) – **Language analysis** = Subject terminology (verb, adjective, noun etc)

- Refer to the Q all the time.
- Semantic field – group of words that imply the same idea/emotion
- Verbs (tense) ‘participle’ = past or present
- Adjectives – superlatives = ‘est’ adjectives – implies the best of something
- Nouns – Objects – Do they imply a size?
- Connotations – hidden meanings e.g black = death, white = innocence, red = love/danger
- Figurative language (similes, metaphors, personification)
- Sentence types for effect.

Basic structure:
State what is used,
use a quotation to back it up,
explain why it has been used (the effect on the reader)

Q3 (8 marks) – **Structure** =

Who is talking/whose perspective (view) is it from & how do you know? DOES THIS CHANGE AS THE TEXT DEVELOPS? IF SO, TO WHAT/WHO?

Does it say what time it takes place? If so, how do you know? DOES THIS CHANGE AS THE TEXT DEVELOPS? IF SO, TO WHAT/WHEN?

Where does the extract take place & how do I know? DOES THIS CHANGE AS THE TEXT DEVELOPS? IF SO, TO WHAT/WHERE?

What does the text zoom in to focus on?
Is anything foreshadowed?
Does the writer use juxtapositions? (contrast)
How is the pace? (how quickly are ideas presented?)
Does the writer present a tone? (viewpoint)
Is there a mood/atmosphere created?
Is there any dialogue to draw us in to share deeper thoughts/feelings?
Are there any flashbacks (internal/external analepsis) or flash-forward (prolepsis)
Is there an extended metaphor?
Are prepositions used to direct the reader to different focus points?
Anything else? Small paragraphs, ellipsis, Circular structure etc?
Q4 (20 marks) – **Personal response** (impression)

**Basic structure:**
- Link back to the statement at the end of every paragraph
- What impression do you get? Positive or negative?
- Quotation
- Key word analysis that creates that impression

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**Paper 1 – Describe or Narrate**

**Variety of sentences** – Short sentences = tension, complex = description/detail.

**Paragraphs** – (TiPToP) change your time, person, topic or place, change your paragraph.

**Pattern of 3** – three adjectives used to describe a person, place or object

**Similes** – when you compare one object to another with the words ‘as’ or ‘like’

**Metaphors** – says an object IS something else that it clearly isn’t

**Personification** – when you make an object do a human action/have a human feeling

**Pathetic Fallacy** – when the weather is used to support the character or mood & events about to happen

**5 Senses** – write about what you can see, feel, hear, smell and taste

**5 Ws & How** – who, what, where, when, why and how?

**Adverbs** – How do you do the action? (slowly, quickly, loudly)

**Apostrophe** – when missing letters out of words OR when something belongs to someone

**Capital letters** – start of sentences and on names of people and places

**Speech** = new line for a new speaker & punctuation inside the speech mark.
Language Paper 2 – Non fiction (one pre 1900)

Q1 (4 marks) – Identify 4 true statements (shade in the circle)

Q2 (8 marks) – Summarise the differences in the 2 texts (they will tell you what element to summarise) e.g. one is factual and one is opinion based

<table>
<thead>
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<th>Basic Structure:</th>
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<tr>
<td>The writer of source A shows the reader ___________</td>
</tr>
<tr>
<td>Quote</td>
</tr>
<tr>
<td>Showing the reader that ___________</td>
</tr>
<tr>
<td>Whereas, the writer of source B shows the reader ___________</td>
</tr>
<tr>
<td>Quote</td>
</tr>
<tr>
<td>Showing the reader that ___________</td>
</tr>
</tbody>
</table>

KEEP DOING THIS FOR THE ALLOTED TIME

Q3 (12 marks) – Language analysis = Subject terminology (verb, adjective, noun etc)

- Refer to the Q all the time.
- Semantic field – group of words that imply the same idea/emotion
- Verbs (tense) ’participle’ = past or present
- Adjectives – superlatives = ‘est’ adjectives – implies the best of something
- Nouns – Objects – Do they imply a size?
- Connotations – hidden meanings e.g. black = death, white = innocence, red = love/danger
- Persuasive language (Rhetorical question, pronouns, imperatives, opinion)
- Sentence types for effect.

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<td>State what is used,</td>
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<tr>
<td>use a quotation to back it up,</td>
</tr>
<tr>
<td>explain why it has been used (the effect on the reader)</td>
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Q4 – Comparing the writers’ viewpoints. – (16 marks)
Are the writers subjective (influencing the reader in positive or negative way) about the topic, or objective (just presenting information) and how do you know? (phrases, sarcasm, adjectives etc)

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<tr>
<td>The writer of source A is being subjective in a positive/negative way because ___________. Quote. They do this by using the feature of ___________. (objective = there aren’t any positive/negative views)</td>
</tr>
<tr>
<td>In comparison (if the same view) OR in contrast (if different view), the writer of source B is being subjective in a positive/negative way because ___________. Quote. They do this by using the feature of ___________. (objective = there aren’t any positive/negative views)</td>
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</table>

KEEP DOING THIS FOR THE ALLOTED TIME
Paper 2: Writing to present a viewpoint

**Target Audience** – who is it written for?

**Emotive Language** – words that are used to make the reader feel a certain way (happy/sad)

**Rhetorical Questions** – Make the reader think (how would you feel/like it if …?)

**Facts** – something that is true and can be proven

**False Facts** – something made up but sounds real (30–45%)

**Opinions** – what a person thinks/feels about something

**Alliteration** – more than one word starting with the same letter or sound in the same sentence

**Pattern of 3** – three adjectives used to describe a person, place or object

**Pronouns** – ‘we, you, our, us’ used to make the reader feel included

**Repetition** – saying the most important sentence again at the end

**Exaggeration / Humour** – funny or exaggerated

**Punctuation** – use an exclamation mark (!) rather than a full stop (.) when the sentence is important

**Imperatives** – these are orders and have an exclamation mark (Get out!)

**Persuasive words / phrases** – obviously, without a doubt

**Similes** – compare one object to another with the word ‘as’ or ‘like;

**Variety of sentences** – Short sentences = tension, complex = description/detail.

**Paragraphs** – (TiPToP) change your time, person, topic or place, change your paragraph.
Writing a speech

**Intro**
Welcome the audience & thank them for their time
Make it clear what you're going to be talking about
Establish the right tone for the audience

**Middle**
Make sure you have 4 or 5 main points which make up the basis of the paragraphs
Start each paragraph with a topic sentence or rhetorical question
Use lots of connectives so the audience can follow
Use a full range of features - if appropriate use examples, humour, etc

**Ending**
Briefly sum up your main points
End paragraph - tells the audience what you ideally want / what action you want to be taken
Thank the audience for their time
Writing to argue

Introduction: write an introduction showing your understanding of the question & communicating your intentions.

Argument: link the intention you stated & expand this into your first well-thought-out point of view giving reason.

Argument: write another argument supporting your point of view & giving a reason.

Argument: write another argument supporting your point of view & giving a reason.

Counter-argument: present a counter-argument, including a reason. This shows you understand the opposing point of view.

Counter-argument: present a counter-argument, including a reason. Again, be certain it does not overpower your own strong arguments.

Counter-argument: present a counter-argument, including a reason. Again, be certain it does not overpower your own strong arguments.

Conclusion: write a conclusion summing up the key points in your argument. It should clearly try to persuade the reader that your argument is the one that should be supported.

Writing a formal letter

Someone you usually don't know

Dear Sir/Madam, greeting or Mr/Mrs/Miss,

Short intro paragraph
3 - 4 middle paragraphs
Final paragraph to round off purpose of letter

Sir/Madam = faithfully
Mr/Mrs/Miss = sincerely

Your address

Their address

Date

Mr Smith
Beans School
Park Street
Mansfield
Notts
NG18 4LM

Mr Richardson
The Manor School
Park Hall Road
Mansfield Woodhouse
Notts
NG19 8QA
Writing an informal letter

Someone you know

Votre address

Date

Greetings

Short intro paragraph

3 - 4 middle paragraphs

Final paragraph to round off purpose of letter

Informal closure

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Writing an article

A piece of writing included in a newspaper or magazine. It is not the headline news but a discussion on a topic form a particular point of view

Catchy title to attract the reader

Lively opening giving an idea, example or anecdote

Short intro paragraph - start with a question to make the reader think

3 - 4 subtitled middle paragraphs

Images - DON'T draw them just write what picture would be in the box

Final paragraph to round off the article
Writing a leaflet

Title so the reader knows what it's about

Short intro paragraph - appealing to the reader

Paragraphs can have sub-headings to divide up the leaflet

Bullet points & text boxes can be used to advise / instruct

Illustrations used to make leaflet appealing to the reader - Draw a box and write in what the picture will be as it's an English exam not an art exam!