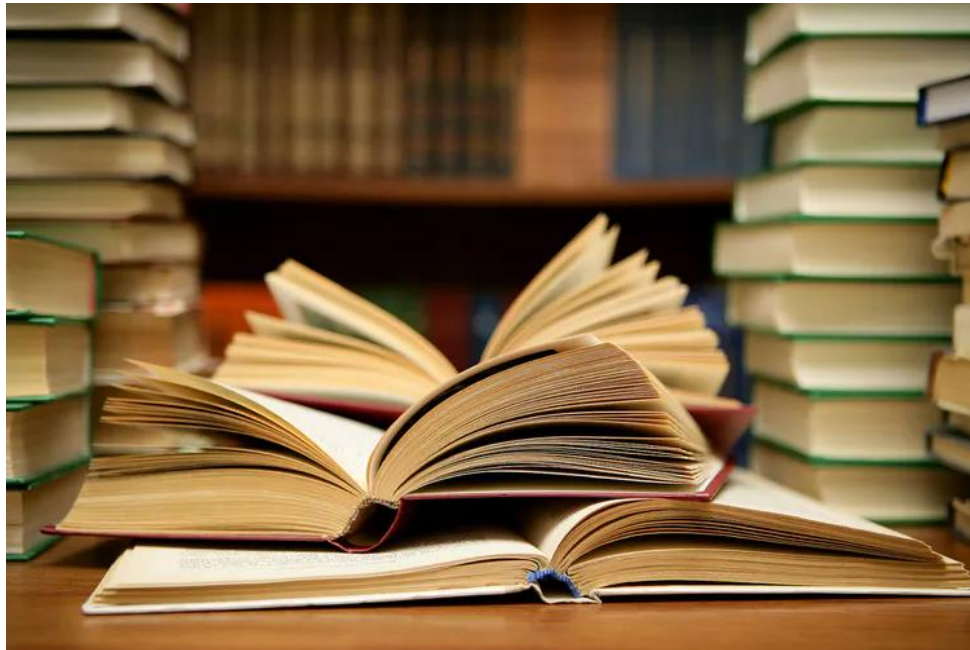


# Revising for English



# Language Paper 1: Explorations in Creative Reading and Writing

## **Section A: Reading (40 marks)**

Extract from prose

1. Pick 4 bits of info from certain lines(4 marks)
2. Analysis of extract (8 marks)
3. Analysis of structure – whole extract (8 marks)
4. Evaluation question based on statement (20 marks)

## **Section B: Writing (40 marks)**

Creative writing

(24 marks for content, 16 marks for technical accuracy)

# Language Paper 1: Explorations in Creative Reading and Writing



Write a description suggested by this picture

## What you should be thinking about:

- Figurative Language
- Senses
- Ambitious vocabulary
- Ambitious punctuation
- Zoom-in on detail
- Show don't tell
- Give a sense of mystery – do not be too obvious.
- Paragraphs
- Sentence starters – ING, Adverbs, Time Phrase, Place Phrase.
- Sentence structures – Simple, Compound, Complex.
- Atmosphere – what is the general mood?
- Semantic Fields.

This sentence has five words. Here are five more words.  
Five-word sentences are fine. But several together become monotonous. Listen to what is happening. The writing is getting boring. The sound of it drones. It's like a stuck record. The ear demands some variety.

Now listen. I vary the sentence length, and I create music. Music. The writing sings. It has a pleasant rhythm, a lilt, a harmony. I use short sentences. And I use sentences of medium length. And sometimes when I am certain the reader is rested, I will engage him with a sentence of considerable length, a sentence that burns with energy and builds with all the impetus of a crescendo, the roll of the drums, the crash of the cymbals—sounds that say listen to this, it is important.

So write with a combination of short, medium, and long sentences. Create a sound that pleases the reader's ear. Don't just write words. Write music.

-Gary Provost

# Language Paper 2: Writers' Viewpoints and Perspectives

## **Section A: Reading (40 marks)**

Two non-fiction texts (one modern)

1. Pick 4 statements that are true (4 marks)
2. Summary of differences (8 marks)
3. Analysis of language in a passage (12 marks)
4. Comparison of perspectives and attitudes (16 marks)

## **Section B: Writing (40 marks)**

Creative writing

(24 marks for content, 16 marks for technical accuracy)

# Language Paper 2: Writers' Viewpoints and Perspectives

You will be asked to write a **letter**, an **article** or a **speech** which **persuades** the reader to agree with a particular point of view.



# Language Paper 2: Writers' Viewpoints and Perspectives



- purpose and audience
- statistics and experts planning
- **PARAGRAPHS**
- stick to one side of the argument.
- vocabulary



# Literature papers

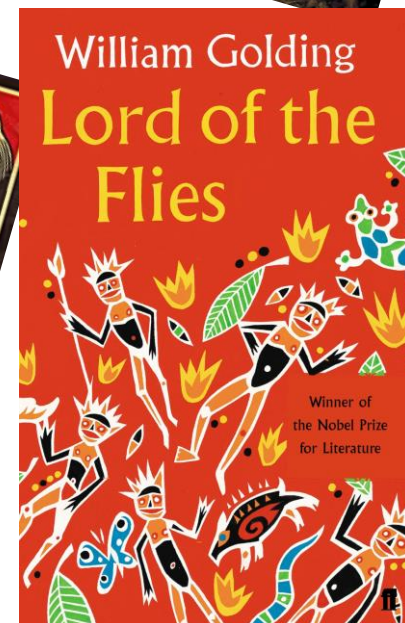
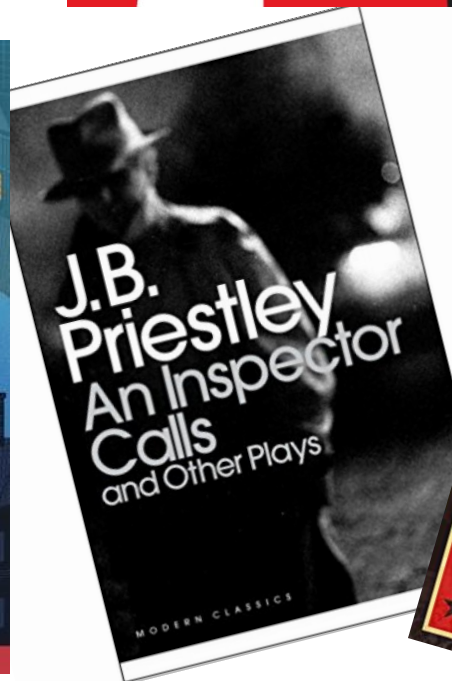
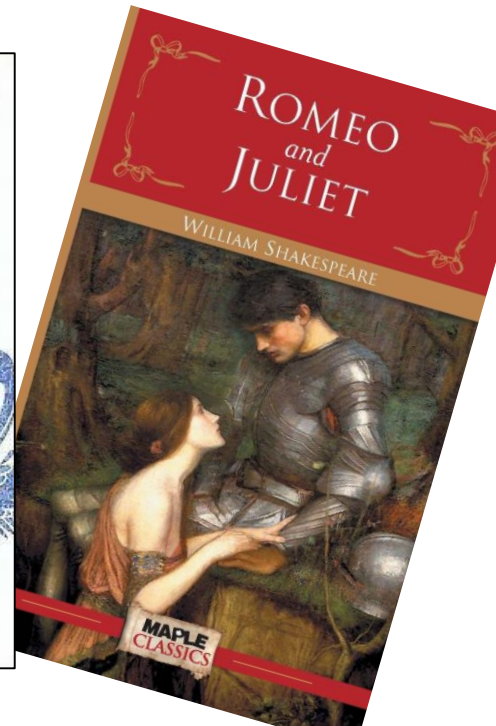
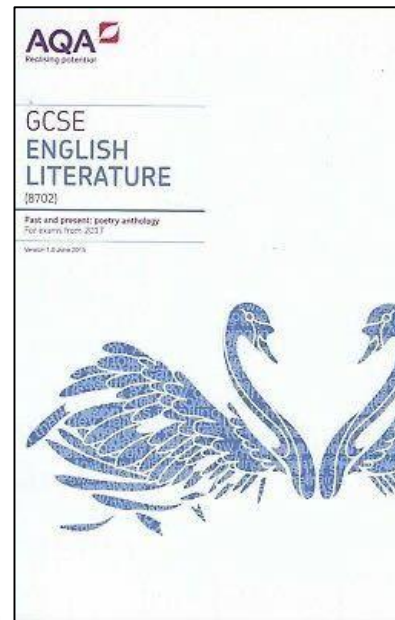
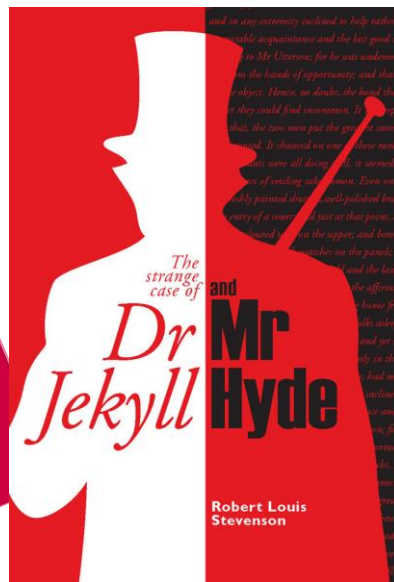
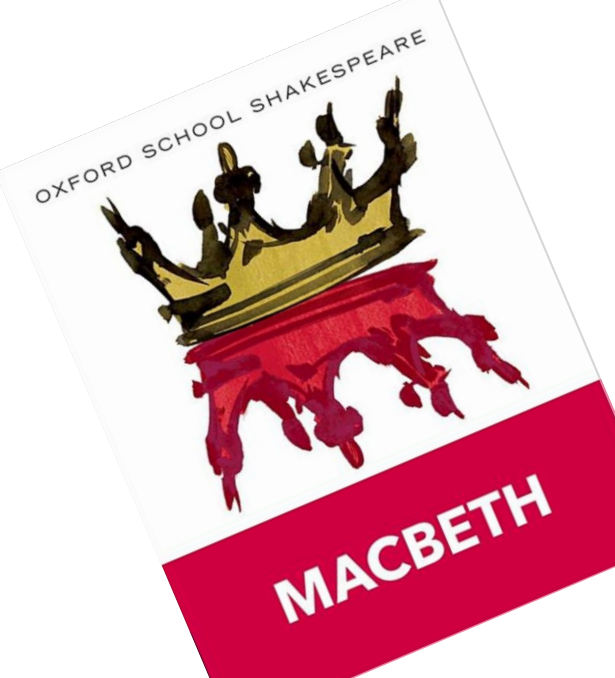
## PAPER 1

- Shakespeare
- 19th Century text

## PAPER 2

- Modern text
- Power and conflict poetry
- Unseen poetry





Reading it for the <b>first</b> time	Reading it for the <b>second</b> time	Reading it for the <b>third</b> time
<p>What images and impressions are created?</p> <p>Which words and phrases stand out?</p>	<p>What ideas and themes are being explored in the text?</p> <p>How do you know?</p>	<p>What does the writer want to communicate?</p> <p>How do they communicate?</p> <p>Why are these ideas important?</p>

**Generating a response to almost any text**

# Communication

- There should be a real focus on discussion and debate at home...
- ...as well as the brilliant 'R' word: reading!



# Revision of knowledge

- EVERYDAY: ask your child for 5 quotations across their different texts
- Get them to tell you a bit about each one:
  - Where does it come from in the text?
  - Who says what to whom?

Students need to know the texts well enough to contextualise their quotations!

As a parent or carer,  
you can ask...



*Whole text* questions:

What is the purpose/aim of this text?

How do you know?

How might this influence the way it is written?