

# GUIDE TO PAPER 1 Creative Reading & Writing: Total time: 1h 45 mins

## SECTION A – reading. 1 hour

You will be given an extract from a fiction text to read.

**Question 1:** 4 marks

**4 details to find – simple retrieval question**

Top tips\*\* put a box around the specific lines the question asks you to look at/ make sure each statement makes sense on its own. **Sentence stems: It is... he is...**

**Question 2:**

**How has language been used? 8 marks (2 paragraphs)**

**Best answers:** lots of short quotes; range of techniques, look to see if passage changes; link ideas; link exploration to meaning of words.

Don't guess word classes – say WORD or you'll lose marks

**Semantic field**

**Simile**

**Juxtaposition**

**Imagery**

**Strong verbs**

**Personification**

**Metaphor**

**Onomatopoeia**

**Question 2 sentence stems:**

- ✓ *The writer creates the impression of... This has the impact of...*
- ✓ *Encourages the reader to understand... The writer uses powerful verbs .... to suggest*

**Question 3: Structure 8 marks (3 paragraphs)**

- ✓ What is the focus on at the beginning/middle/end?
- ✓ What structural device is being used? How is it shown?
- ✓ What is being shown to the reader?

**narrowing perspective**

**zoom in/out**

**cyclical**

**flashbacks (analepsis)**

**flash forwards (prolepsis)**

**perspective**

**shift in focus**

**chronological**

**non-linear**

**(ZAPSIC)**

**Question 3 sentence stems:**

- ✓ the extract opens with....this has the impact of
- ✓ then the focus shifts...this (structural device)..makes the reader realise
- ✓ finally the extract closes with... this makes the reader understand

**Question 4: evaluate** 20 marks (4 paragraphs )  
(divide the extract into quarters)

**A student once said...” ....”**

You will show shades of agreement. You can write about language and structure and repeat things you have already said.

- ✓ Go through the extract and pick quotes as you go through that link to the statement and add to your opinion.
- ✓ Work out what technique is being used
- ✓ Quote and explain the impact

**ANYTHING A WRITER DOES ON PURPOSE. ALL LANGUAGE AND STRUCTURAL TECHNIQUES.**

**Also:**

- Setting
- Characterisation
- Narrative perspective
- Change in pace/tone
- Speech
- Internal monologue
- Symbolism
- Imagery
- Tense

**Question 4 sentence stems:**

I wholeheartedly agree that... I quite agree that (key words from statement)

This is because the writer uses (technique) to ... describe... depict....highlight...exaggerate..

This illustrates..... this creates the impression of... makes the reader understand

The (technique) cements the idea... The (technique) suggests...

**SECTION B – writing**

**45 minutes**

**Question 5:**

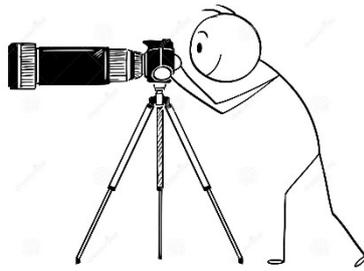
**Narrate and/or describe**

There will be a photo but use your imagination too.

Key decision: what do I want the reader to feel?



Story writing Genre?		
Paragraph 1.	<b>Exposition:</b>	<ul style="list-style-type: none"> <li>• Gripping opening line.</li> <li>• Describe setting and/or character</li> <li>• Use contrast and colours</li> </ul>
Paragraph 2.	<b>Internal thoughts:</b>	<ul style="list-style-type: none"> <li>• Add in a flashback (analepsis) or flashforward (prolepsis)</li> </ul>
Paragraph 3.	<b>Complication:</b>	<ul style="list-style-type: none"> <li>• One line/one word paragraph.</li> </ul>
Paragraph 4.	<b>Climax:</b>	<ul style="list-style-type: none"> <li>• Dramatic action</li> <li>• Lots of verbs and adverbs</li> <li>• Simple sentences</li> </ul>
Paragraph 5.	<b>Resolution:</b>	<ul style="list-style-type: none"> <li>• Cyclical structure – repeat or slightly amend your first line.</li> </ul>



<b>Descriptive writing Message?</b>	<b>ZOOM OUT/panoramic view:</b>	<ul style="list-style-type: none"> <li>• Describe the scene as a whole</li> <li>• Look specifically at the setting</li> <li>• Write a gripping opening line.</li> <li>• Use contrast and colours</li> </ul>
Paragraph 1.		<ul style="list-style-type: none"> <li>• Go beyond the picture if you wish/need to</li> <li>• What are you going to say about the state of humankind?</li> </ul>
Paragraph 2.	<b>ZOOM IN</b>	<ul style="list-style-type: none"> <li>• A one line paragraph.</li> <li>• Zoom in on one small aspect that you feel is significant.</li> </ul>
Paragraph 3.	<b>Describe the ZOOM IN:</b>	<ul style="list-style-type: none"> <li>• Describe what you have zoomed in on in minute detail.</li> <li>• Use the senses.</li> </ul>
Paragraph 4.	<b>Contrast ZOOM IN:</b>	<ul style="list-style-type: none"> <li>• Create a contrast with your paragraph 3.</li> <li>• Describe that zoom in detail.</li> <li>• Use an extended metaphor</li> </ul>
Paragraph 5.	<b>Conclusion:</b>	<ul style="list-style-type: none"> <li>• Try for cyclical structure – end with your first sentence from the panoramic view or with one of your zooms.</li> <li>• Create a meaningful idea that gives a comment on humankind as a whole.</li> </ul>

## GUIDE TO PAPER 2: Writers' Viewpoints and Perspectives

Total time: 1 hour 45 minutes

### **SECTION A – reading. 1 hour**

You will be given two extracts from literary non-fiction texts to read.

#### **Question 1: True or false? 4 marks**

You will need to identify the four pieces of information, which are TRUE from the list.

- Read the statements carefully – it might not be obvious. Do a process of elimination before committing your answer.
- Only shade in 4 answers.
- Only spend five minutes on this question – if you're not sure – guess and move on!

#### **Question 2: 8 marks (2 paragraphs)**

You need to compare what you learn about a particular topic from 2 texts.

- Highlight what the question wants you to focus on – it will always be specific.
- Highlight whether the question is asking you to look for similarities or differences.
- Name the source you are referring to (A or B)
- Use quotes to back up your points.
- Infer by saying what the hidden meaning is in a quote
- Use comparative statements as well as connectives e.g. ER – happier/faster/more...

Statement

Quote

Inference

Question 2 sentence stems:

Source A describes.... Quote...this makes the reader feel. Whereas Source B is more...

Quote... this suggests.. (x3)

Both sources show... (final comparative statement)

**Question 3: 12 marks (3 paragraphs)**

How has the writer used language? Look at wider language techniques as well as close details.

Look at techniques and explain the impact of them – linking them to the perspectives of the writer.

Top tips:

- Identify the key focus of the question and refer to it throughout
- Include the writer's name in your answer
- Use short, embedded quotes (preferably no more than five words)
- Explain why the writer has chosen to use particular methods or language techniques and refer to them using the correct terminology.
- Focus on the WHY. Try to question the text by using the question stem: "Why did the writer...?"

**direct  
address  
alliteration  
facts  
opinions  
rhetorical  
question  
repetition  
emotive  
language  
statistics/  
expert  
opinion  
tripling  
hyperbole  
superlative**

**Question 3 sentence stems:**

The writer uses... (technique) to depict...to persuade... to argue..

The writer coerces us... tempts us.. bombards us...

As shown in the words, "..."

The use of (technique) implies... has the impact of... makes us understand... makes the reader realise...

### **Question 4: 16 marks (3 or 4 paragraphs)**

This will ask you to compare the writers' viewpoints or attitudes AND the language/structural methods that they use in their writing.

- **WHAT:** Identify what both writers think about the subject and explain how this is similar or different in your introduction.
- **WHERE:** Find three quotes from source A which show what the writer thinks about the subject
- **HOW:** Analyse them using subject terminology.
- **WHY:** Explain the impact on the reader
- **WHAT/WHERE/HOW/WHY:** Then find three quotes from source B and explain how this viewpoint is similar or different using comparative connectives (see below) and subject terminology.

### **Question 4 sentence stems:**

Both writers have the view that...

Both writers use... (technique) to show that.. however, Source A uses it to show... whereas Source B uses it to highlight... This suggests to the reader that...

However, Sources A illustrates that... through the use of ... this directs the reader to believe that...

On the other hand Source B ...

### **All techniques from Qu 3. Also:**

Tone/level of formality (slang/ colloquial/ sarcastic/humour)

Punctuation

Sentence types/structures

Quotes from texts like the Bible

### **Connectives question 2 and 4**

#### **Similarities:**

- Like
- Similarly
- Likewise
- In the same way
- Equally

#### **Differences**

- Whereas
- Unlike
- On the other hand
- Conversely
- Alternatively

### **Comparative adjectives Questions 2 and 4**

- more positive -
- worse
- less emotional
- quieter than
- more direct
- busier than
- less opinionated
- bigger
- better
- smaller
- more effective
- more factual

**Question 5:**

Non-fiction writing task – writing to promote a point of view - no choice of task:

- letter
- Speech
- Article
- Essay
- Leaflet

Take time to think carefully about what the task is asking you to do and plan your writing. Think about audience and purpose e.g. use a headline for article etc

Use varied sentences, wide range of punctuation, 7 part structure – see below:

**7 Part Structure**

- 1. Hook:** *This is... they are... this will all change if...  
Some people...some people...some people...*
- 2. Me:** *I remember when... Scared, nervous, on the edge of my seat...*
- 3. Three** *3 clear paragraphs with facts/opinions/examples and explanations  
Undeniable... Unquestionably... Without doubt...*
- 4. You** *Remember this could affect you... Imagine...*
- 5. Beyond** *Across the world...As a nation...*
- 6. Future** *In the future we must...we will...it is imperative that we...*
- 7. Rewind** *Do you remember... Well... (link back to beginning)*

If you remember all these techniques and tips then you will succeed!!!

