

Q3- 8 marks Intro x WWW – divide your source into 3 and write about 2 sections

Introduction:

At the start of the text the writer positions the reader to (think/feel/understand/imagine/question by...) AND OR/ (creates a sense of...by...) This is developed/contrasted by the end of the text, (as the writer positions the reader to think feel/understand/imagine) AND OR/ (creates a sense of...) by..... *Only do the brackets if you are doing a contrast

WWW:

When: Which part of the text are you talking about (the beginning/middle/end?)

In the beginning/In the middle/At the end...

What: What are we told that this point?

We are told/we find out that/the writer focuses on/the writer zooms in on...

Why: Why does the writer have this happen at this point? Consider how it affects the way we think or feel as readers about another point in the text.

It is vital we are told this in the beginning/middle/end, before/after the writer shifts to/focuses on...because.. it allows us to think/feel/understand...and positions us to...

Conclusion:

Does the extract start with equilibrium or disequilibrium? What is the effect?

Does the story end with equilibrium or disequilibrium? What is the effect?

Writers can create a sense/atmosphere

of...Or a the writer creates

...atmosphere/mood

Joy	Calm
Elation	Serene
Excitement	Tranquil
Romance	Celebratory
Contentment	Passionate
Danger	Cold
Horror	Warm
Terror	Optimistic
Fear	Depressing
Anxiety	Mournful
Excess	Competitive
Nervous	Nostalgic
Extravagance	Subdued
Tension	Dreamlike
Suspense	Violent
Pleasant	Indignant
Unpleasant	Nostalgic
Violent	Apprehensive
Hostile	

Language Methods Q2 and 4

Key Words	Language techniques	Sentence types
Noun- name of a person, place or thing Pronoun (referring to yourself or others without a name (I, Me You they he, she etc.) Determiner- labels a noun (a, the, those, my etc.) Adjective- a word to describe a noun Noun Phrase- A phrase where the head word is a noun – the tall girl Verb- a doing or happening word Adverb- a word to describe an adjective or verb- used to explain, how/ to what extent something was done or to evaluate	Simile- making a comparison using as or like – Juliet is like he sun Metaphor/imagery- Making a comparisons without as or like – Juliet is the sun Personification – Giving a non-human thing human traits Zoomorphism- Giving a non-animal, animal traits Oxymoron- Two opposites placed together in a sentence	Exclamative – a sentence/phrase ending with an exclamation Declarative- a statement Imperative – a command

Q2- 8 marks PAM x1

Point: (Writer’s name) presents....as...

Audience/Reader Effect: This makes the reader understand/imagine/feel...AND/OR this allows the writer to create a sense of...

Method:

Terminology - Interestingly, the writer uses (has the character use) the (insert terminology) ...

Context - to describe/tell us about/in reference to...

Literal meaning/connotation -‘...’ means/connotes

Analysis- this implies/creates an image of/makes the reader understand that...

Justify point – This suggests... because...this supports...because...

Do 2 additional methods (This is intensified by.../Furthermore...)

Q4- 20 marks – PAM x2

PAM 1

Point (evaluative): Point (evaluative): Firstly I (to some extent/partially) agree with the student’s/critic’s/teacher’s assertion that (insert statement from question) because (Writer’s name) presents....as...(but I also think (...)) because ... is presented as...

Audience/Reader Effect: This makes the reader understand/imagine/feel...AND/OR this allows the writer to create a sense of...

Method:

Terminology - Interestingly, the writer uses (has the character use) the (insert terminology) ...

Context - to describe/tell us about/in reference to...

Literal meaning/connotation -‘...’ means/connotes

Analysis- this implies/creates an image of/makes the reader understand that...

Justify point – This suggests... because...this supports...because...

Do 2 additional methods (This is intensified by.../Furthermore...)

PAM 2

If you’re evaluating another part of the statement

Firstly I (to some extent/partially) agree with the student’s/critic’s/teacher’s assertion that (insert statement from question) because (Writer’s name) presents....as...(but I also think (...)) because ... is presented as...

If you’re making another point on the same statement

Another reason I agree with the statement that...is because the writer presents...as...

Then just do ‘AM’ as above

Structure methods Q3 and 4

For structure you do not necessarily have to pick out features like you do in language. The following all count as terminology

- Develops
- Intensifies
- Exposes
- Contrasts
- Zooms in on
- Foreshadows
- Juxtaposes
- Repeats
- Shifts
- Narrative gap

Section B- Q5- Descriptive Writing- 40 marks –

- You will be given an option of writing a description/narrative (story) about a picture
- Or writing a description/narrative (story) in response to a question
- You must know how to write a description and a narrative (story)
- Sometimes both options are the same form, meaning you may be given the option of writing a story about the picture or a story in response to the question
- Sometimes the exam gives you the option of a different form, for example to write a description of the picture and a story in response to the question
- If you choose the question about the image you **must not say 'in the picture I can see'** you should imagine you are a/the character in the picture or that you are there in the setting/know the character
- The picture should not limit you- you can start with the picture and shift in time or location.
- You can imagine things that are not in the picture!

Sentence starters:

Adjective- Murky fog permeated the labyrinth of obliterated trees

Simile- Like human fingers, grasping, clutching, wrenching, the spectral presence ploughed through the once vibrant forest.

Adverb- Gradually, the screams of the slaughtered trees were silenced by its overwhelming density.

Verb- Exploding comfortably onto the wizened earth, the rain fell as if it were a release.

Noun- Clouds filled the sky.

Realistic Characters - it's in the detail

- He was a tall man with powerful shoulders, a fierce dark face, and eyes that seemed to flash and glitter with savage laughter.
- All his movements were large and perfectly balanced, like those of a wild animal, and when he appeared in a room like this, he seemed a wild animal held in a cage too small for it.
- It was a face beyond childhood, yet this side of belonging to a woman. I thought her anywhere between sixteen and thirty; as it turned out, she was shy two months of her nineteenth birthday.
- O'Brien was a large, burly man with a thick neck and a coarse, humorous, brutal face. In spite of his formidable appearance he had a certain charm of manner.

Top Tips

- ❑ Personify the weather
- ❑ Adapt quotes from literature texts to develop your description
- ❑ Vary sentence and paragraph length
- ❑ Rephrase the same idea in different ways to develop paragraphs

Personification ideas:

The sun as an angry god

The sky as a protective mother

Litter as a disease to the earth

Rain as bullets aimed at humans

The sky as canvas and mother nature as a painter

The natural world as rebelling against mankind

Wind as a savage animal

Discourse markers:

SHIFT- But it wasn't always like this...

Earlier/ later that day...

That morning/ evening...

RETURN- As the day went on,...

As time progressed,... gradually,...

Ambitious Vocab Swaps:

Dark- inky, crepuscular

Light- incandescent

Loud- cacophonous

Quiet- inaudible

Big- immeasurable, gargantuan

Small- diminutive

Ranging punctuation

Separate 2 independent clauses that are connected with a semicolon

- The generous sun vividly lit up the lucid blue sky; the pure white sand glistened splendidly.

Elaborate on a sentence or thing with a colon - New York: the place that captured my heart and ran away with it. I looked around and saw translucent blue water for miles: it was sublime.

Embed information with dashes - The sky- which was lucid blue- was utterly breathtaking.

Ambiguous Opening Lines

- The events of that day would haunt her for years to come
- The memories of that day still flooded back to her on occasion
- She was left alone. All alone and palely loitering.
- It was the weather that did it.
- He sat in his dark room reflecting, nothing- he thought himself- is ever meant to last.
- It was the day that changed her forever.

Write around 1 and half to 2 pages and ensure you have a range of paragraph lengths.