

Jan 2017

The whole paper takes 1 hour 45 minutes.

Section A (reading): 1 hour

Section B (writing): 45 minutes

## Section A: Reading

### Question 1

Marks: 4

Timing: 5 minutes

This is a multiple choice question that tests your ability to read between the lines. There will be 8 statements and you need to mark the 4 that are true.

When deciding, remember that some will be *nearly* right and some will be *clearly* right.

### Question 2

Marks: 8

Timing: 8 minutes

- This question will ask you to synthesise (or summarise) material from **bold** texts.
- You should aim to write one or two paragraphs for each text.
- It will always have a focus to the question, so you need to ensure the points you choose refer to the key words.

For your points, use the SQI structure:

**S**atement (referring to the key word);

**Q**otation as evidence;

**I**nference (what does this suggest to me about (the key word)? What might I imply from this about (...)? What does it make me realise (...)?)

You can either compare within one paragraph:

*Both Glastonbury and Greenwich have a focus on outdoor fun, but whereas modern crowds can enjoy the mud and camp out at Glastonbury in 'a series of tents ...' which could be chaotic because "some lose their moorings" or go there to be entertained by bands like "Coldplay and The Killers", at Greenwich the crowd went for treats to eat like "spice nuts" and "pennyworths of pickled salmon". This might suggest people have more leisure time to spend at Glastonbury than the crowd at Greenwich who seem to be enjoying a rare day out...*

Or you can write about one text (using SQI) then use a connective and write about the other:

*At Glastonbury modern crowds can enjoy the mud and camp out at Glastonbury in 'a series of tents ...' which suggests it could be chaotic because "some lose their moorings" or go there to be entertained by bands like "Coldplay and The Killers".  
However at Greenwich fair, they enjoy it in a different way... etc.*

### Question 3

Marks: 12

Timings: 12 minutes

This question asks you to analyse the language of a whole extract.

You need to be able to identify the language devices, select quotations, then analyse the way the effect the language has on the reader.

Try to remember your FEEL paragraphs here.

When exploring the effect of the language, consider what it makes the reader think, feel, understand, imagine, etc.

### Question 4

Marks: 16 marks

Timing: 20 minutes (5 minutes planning, 15 minutes writing)

Don't get this question confused with Q2. This one also asks you to compare the two sources **but the focus is slightly different**.

Firstly, you will need to compare the **writers'** viewpoints or attitudes or perspectives (whereas Q2 doesn't really ask about the writer).

Then you will need to compare the **methods** the writers use to do this: 'methods' *always* refers to how they use their language or form or structure.

### Remember...

Apart from Q1, all of your responses **must include quotations**. You also need to bear in mind that you cannot write about everything, so what you do write about must be well selected and allow you to explore the question in some detail. The examiners are looking for a clear snapshot of your skills and abilities, so show off!

How to revise:

Read articles from newspapers or websites and try to summarise them. Try making up your own questions - use the skeleton of the questions below to make up your own:

1. You need 8 statements - 4 need to be true.
2. Use details from **both** sources. Write a summary of the (similarities or differences) between \_\_\_\_\_ and \_\_\_\_\_.
3. You now need to refer only to source B. **How does the writer use language to try to \_\_\_\_\_?**
4. **Compare how the two writers convey their different attitudes to \_\_\_\_\_.**

In your answer, you should:

- compare their different attitudes
- compare the methods they use to convey their attitudes
- support your ideas with quotations from both texts.

## Section B - Writing

Marks: 40 for one question (24 marks for the content and the paragraphing; 16 marks for spelling, punctuation and grammar)

Timing: 45 minutes (5 minutes planning, 35 minutes writing, 5 minutes proof reading)

Length of response: no shorter than 6 paragraphs!

You will be given a statement (based on the subjects of the reading tasks) and will then be asked to respond presenting your own ideas.

You need to remember to adapt your writing to the correct Form, Language, Audience and Purpose: FLAP!

You could be asked to do anything from the following:

- writing to explain
- writing to instruct/advise
- writing to argue
- writing to persuade

You will be marked on your ability to:

- give and respond to information
- select, organise and emphasise facts, ideas and key points (paragraphing and structure)
- cite evidence and quotation
- include rhetorical devices. (Be FEARLESS!)

Know your forms!

For revision, ensure you understand what you need to do for each type of writing you might get:

Letter	
As a minimum, students should include:	<ul style="list-style-type: none"> <li>• an indication that someone is sending the letter to someone</li> <li>• paragraphs.</li> </ul>
More detailed/developed indicators of form could include:	<ul style="list-style-type: none"> <li>• the use of addresses</li> <li>• a date</li> <li>• a formal mode of address if required e.g. Dear Sir/Madam or a named recipient</li> <li>• effectively/fluently sequenced paragraphs</li> <li>• an appropriate mode of signing off: Yours sincerely/faithfully.</li> </ul>

Article	
As a minimum, students should include:	<ul style="list-style-type: none"> <li>• the use of a simple title</li> <li>• paragraphs.</li> </ul>
More detailed/developed indicators of form could include:	<ul style="list-style-type: none"> <li>• a clear/apt/original title</li> <li>• a strapline</li> <li>• subheadings</li> <li>• an introductory (overview) paragraph</li> <li>• effectively/fluently sequenced paragraphs.</li> </ul>

Text for a leaflet	
As a minimum, students <b>should</b> include:	<ul style="list-style-type: none"> <li>the use of a simple title</li> <li>paragraphs or sections.</li> </ul>
More detailed/developed indicators of form <b>could</b> include:	<ul style="list-style-type: none"> <li>a clear/apt/original title</li> <li>organisational devices such as inventive subheadings or boxes</li> <li>bullet points</li> <li>effectively/fluent sequenced paragraphs.</li> </ul>

Text of a speech	
As a minimum, students <b>should</b> include:	<ul style="list-style-type: none"> <li>a simple address to an audience</li> <li>sections</li> <li>a final address to an audience.</li> </ul>
More detailed/developed indicators of form <b>could</b> include:	<ul style="list-style-type: none"> <li>a clear address to an audience</li> <li>effective/fluent linked sections to indicate sequence</li> <li>rhetorical indicators that an audience is being addressed throughout</li> <li>a clear sign off e.g. 'Thank you for listening'.</li> </ul>

Essay	
As a minimum, students <b>should</b> include:	<ul style="list-style-type: none"> <li>a simple introduction and conclusion</li> <li>paragraphs.</li> </ul>
More detailed/developed indicators of form <b>could</b> include:	<ul style="list-style-type: none"> <li>an effective introduction and convincing conclusion</li> <li>effectively/fluent linked paragraphs to sequence a range of ideas.</li> </ul>

Example of a question:

*"Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time."*

Write an **article** for a **broadsheet newspaper** in which you **explain** your point of view on this **statement**.

**Approach:**

1. FLAP at the question
2. Plan - have at least 4 main points,, but ensure that you have supporting evidence/ideas for each point - that could be a statistic, evidence, anecdote (think FEARLESS devices).
3. Start writing: ensure your opening sentence has impact.
4. Use connectives to build a clear structure.
5. Use an OSP.
6. When concluding, make sure you end with something that packs a punch!
7. Proof read - there are 16 marks just for spelling, punctuation and grammar!