

SECTION A- Reading- 4 questions- 40 marks				
Question	How do I structure my response?	Key things to remember		
Question 1: Select 4 true statements (4 marks) 5 minutes	Shade in only the boxes of the true statements.	<ul style="list-style-type: none"> -Check you are looking at the correct part of the text - Only shade in 4 boxes 		
Question 2: You need to refer to Source A and Source B for this question. What can you infer about the differences/similarities between... Write a summary of the similarities/differences between... (8 mark) 10 minutes	<p>Each paragraph should include:</p> <p>Comparative sentence, referring to both sources. P- Point about SOURCE A E- Evidence to support: I - Explain and infer: what does this reveal / suggest? COMPARATIVE DISCOURSE MARKER (Similarly,... / In contrast, ...) P- Point about SOURCE B E- Evidence to support. I - Explain and infer: what does this reveal / suggest? REMEMBER: Do not analyse language</p>	<p>Sentence starters for explain / infer:</p> <p>The reader can infer... It can be inferred from this that... This might suggest... It could be argued... It seems to the reader that... This possibly means... This has connotations of... This could indicate that...</p>	<p>Phrase/word bank for comparing:</p> <p>Similarly... This is similar to... Likewise... Conversely... This is different to... In contrast...</p>	
Question 3: You now need to refer only to Source B. How does the writer use language to...? (12 marks) 15 minutes Remember: - Words & phrases - Language features and techniques - Sentence forms	<p>Aim for a minimum of two paragraphs. Ideally each paragraph should follow a structure that allow for evidence and analysis. PEEZL is a great way to remember the structure: P- point that clearly links back to question E- evidence that supports your point E- explain what your evidence means and why it is effective Z- zoom in to a powerful word from your evidence and explore the impact (connotations) of key word L- link ideas together by developing opening point in more detail REMEMBER: Offer alternate and developed interpretations</p>	<p>Sentence stems for a paragraph:</p> <p><i>The writer presents the idea that... This is shown when... This suggests/is effective/could mean... In particular the word/phrase... Overall, the impression is created that...</i></p>	<p>Key terms (WHAT):</p> <p>Words: adjective, adverb Verb: 'the phrase' Techniques: metaphor, simile, personification, alliteration, sibilance, repetition Sentence forms: simple, complex, exclamation, command, question</p>	
Question 4: Refer to Source A and B. Compare how the two writers convey their different attitudes/thoughts/feelings to... -compare their different attitudes -compare the methods they use to convey their attitudes -use references to both texts (16 marks) 20 minutes	<p>Remember to compare WRITERS' ATTITUDES – not the attitudes of people in the text. Start with a couple of sentence that compare some of the viewpoints in both sources and why they are similar or different.</p> <p>VMEEZL is a great way to remember the structure: V- a sentence that compares the viewpoints across both Source A and Source B E- evidence that supports your point about source A E- explain what your evidence means, any methods used, why it is effective Z- zoom in to a powerful word from your evidence and explore the impact (connotations) of key word L- link ideas back to your original viewpoint and then link to viewpoint in Source B then repeat for Source B.</p>	<p>Sentence stems for a paragraph:</p> <p>Both Source A and Source B present the viewpoint that... However in Source A... This is shown when... This creates the impression that... In particular the word...makes you think that the writer... This suggests that... whereas in Source B...</p>	<p>Comparative phrase bank:</p> <p>Similarly, Equally, In the same way, Both... and... In contrast, However, On the other hand, Alternatively</p> <p>REMEMBER: You will also be exploring the writer's methods in this response too.</p>	
SECTION B- Writing- 1 question- 40 marks				
Question 5: Writing from a viewpoint. Possible forms: letter, article, leaflet, speech, essay, textbook extract Possible purposes: persuade, argue, explain, inform (40: 24 content & organisation, 16 SPAG) 45 minutes	<p>You will be given a controversial statement and then come up with your own viewpoint (The theme will be based on the texts from Section A).</p> <p>YOU MUST PLAN: what is your GENRE, AUDIENCE and PURPOSE? Make sure your writing meets the genre requirements: Article: 3rd person, headline, strap line, sub-headings Letter: 1st persons, start with 'Dear ..' and end with 'Yours faithfully / sincerely, ..' Speech: Introduce yourself and the topic, end with a sign-off (Thank you for listening) Essay: essay title, sub-headings. Leaflet: Title, Sub-Headings</p>	<p>Use these for effect:</p> <p>Paragraphs of varying length Paragraphs link together and develop argument A one-sentence paragraph for impact A range of sentence types (long, short, simple, complex) A range of punctuation : ; – ... ? ! Ambitious vocabulary (spelled correctly!)</p>	<p>Discourse Markers</p> <p>Firstly, ... Secondly, ... Furthermore, ... Further to my last point, ... Moreover, ... Most importantly, ... Crucially, ... Although some might argue... To conclude,</p>	<p>Persuasive Devices</p> <p>Power of 3 Emotive Language Rhetorical Questions Statistics and Facts Alliteration Direct Address Exaggeration Repetition Counter argument</p>