Questions 1 ~ 5:

Question 1 (Text 1/Unseen Text)	• Retrieval and identification • "From lines … select two words or phrases that …"
Question 2 (Text 1/Unseen Text)	• Explain in your own words • "In your own words, explain…"
Question 3 (Text 1/Unseen Text)	• Point + evidence • "From the lines… describe how… . You may support your point with brief quotations"
Question 4 (Text 2/Anthology)	• Anthology - language and structure • "How does the writer use language and structure to … You should support your answer with close reference to the extract, including brief quotations"
Question 5 (Unseen Text & Anthology)	• Comparison of Anthology and Unseen • "Compare how the writers present…. Support your answer with detailed examples from both texts, including brief quotations"

Questions 6 and/or 7:

- Transactional writing.
- Marks based on (accurate and appropriate use) vocabulary, spelling, punctuation, grammar.
- Most times provided stimulus points.
- Different types of questions:

Letter:	**Article:**	**Leaflet:**	**Speech:**
- Dear/Sir, name - Addresses - Date - Paragraphs - Yours sincerely	- Clear, original title - Subheadings - Introductory Paragraph	- Clear, Original Title - Organisational devices such as inventive subheadings or boxes - Bullet Points	- Clear address to audience - Rhetorical indicators that an audience is being addressed throughout - A clear sign of "thank you for listening" (anything similar)
Explain:	**Argue:**	**Persuade:**	**Instruct/Advise:**
- Range of reasons, detail, specific examples - Range of responses to 'why' and 'how' - Different points linked and expanded upon	- Formal Language - People's opinions (this can be real, or made up) - Specific examples of situations - Range and variety of points + counter opposing points - A well made conclusion	- Emotive language - Mixture of first, second, third person - Some short sentences - Collective pronoun 'we' - Attempt to shock reader into agreement - Varied choice of adverbs, adjectives, and literary devices	- Formal Language - Close relationship with audience, provide reasons for a course of action/advice - Empathy w/ audience issues - Multiple suggestions/solutions - Modal verbs (could, should) and Imperatives - Build readers' confidence - Address reader directly ('you') - Raise question + give answers - Lead to a clear conclusion of what to do (overall)

Start of Exam	15 mins	• Read the questions • Highlight words and lines on unseen text (anthology if needed)
Question 1	2 mins (2 marks)	• Read the question carefully - what is it looking for? • Make sure the words and phrases are from the specified lines. • You can repeat these words in questions later on.

Question 2	4 mins
	(4 marks)
		• Highlight what is being asked on the question (whether it is setting, atmosphere, etc)
		• Read through specified lines, and highlight 4 things that can be used.
		• Think of synonyms to "write in your own words" - don't use quotations.
		• Writing tips (for reference):
		     ◦ In Text A the audience learns that…
		     ◦ This suggests that…
		     ◦ It is also clear from the line… that…
		     ◦ Furthermore it is clear that…
		     ◦ Finally, it can be inferred that...

Question 3	5 mins (5 marks)	• ~~Highlight what is being asked on the question (whether it is setting, atmosphere, etc)~~ • ~~Read through specified lines, and highlight 4 things that can be used.~~ • ▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓▓ • Writing tips (for reference): • Write a thesis statement that shows that you are looking at the question's focus/main point. • Use appropriate quotations if there is time. • Repeat this per each point provided.

Question 4	22 mins
	(12 marks)
		• Make sure to revise the anthologies enough before the exam, not to waste time rereading.
		• Rescan the passage and highlight any points that can be used in your answer.
		• Make sure that you comment on both Language and Structure (at least one for each)
		• Remember the techniques that can be used (refer to the end of the document)
		• Writing (for reference):
		     ◦ Start with an opening sentence that clearly answers the question.
		     ◦ Aim for 3 paragraphs focusing on the main point of the question.
		     ◦ Refer to Genre, audience, purpose.

Question 5	38 mins (22 marks)	• Underline the focus of comparison in the question. • Think about similar themes between both texts. • Make a small plan on the top of the paper. Identify techniques that apply to both language and structure - they will not always be used for the same purpose. • Each paragraph should focus on one technique and refer to its effect, or vice versa. • Use at least 2 quotations per paragraph that link back to the question. • Aim for 3 very well done paragraphs. Four if there is time.
Question 6/7	45 mins (45 marks)	• Pick one of the two questions. • Make a plan, and underline form, audience, purpose • Steal good vocabulary from the texts. • Make a list of techniques and punctuations to use. Tick them off as you write. • Start each paragraph in a different way ◦ Verbs (...ing/ed), Adverbs (...ly), Adjectives, Preposition words. • Proof-read the work - if needed, cross out and add another word above.

Techniques:

Direct adress
Alliteration, Anecdote
Fact
Opinion
Rhetorical Question
Emotive Language, Exaggeration
Statistics
Triplets (Rule of Three)

- Metaphor
- Simile
- Hyperbole
- Assonance
- Foreshadowing
- Allusion
- Imagery
- Irony
- Anaphora
- Euphemism

- Repetition
- Soliloquy
- Symbolism
- Tone
- In Medias Res
- Juxtaposition
- Onomatopoeia
- Oxymoron
- Personification

Punctuation:

,   Comma - 2 subordinate clause.

;   Semi Colon - Joining independent clause or items in a list.

:   Colon - Listing or direct comparison of items/words.

!?   Exclamation & Question Mark

'   Apostrophe - Contraction or possessive apostrophe.

' '   Quotes - Quotation from a text or title of works.

" "   Double Quotes - Direct speech.

-        Hyphen - Combining two words or names.

-        Dash - Speech interruption or inserting extra information.

/   Slash - Choice or option, interchangeable.

[ ]   Square brackets - Author has edited a quotation.

…   Ellipses - Suspense or removed something from a quote.

*   Asterisk - Additional information.