

| Section A – Reading- 2 literary non-fiction texts (1 hour and 15 minutes) Autobiography/ biography/ reviews/articles/travel writing | | | | Key Terminology |
|--|--|-------------------------------------|---|--|
| Text 1 Q's 1,2 and 3 | Q1 –AO1 Finding info. (1) | 25 mins 5 mins reading | Select short, precise quotation that answers the question. | Structure: Key Questions <ul style="list-style-type: none"> How has the writer used the opening to engage the reader? Does it introduce the main points, set the scene and grab the attention of the reader? How have they developed their ideas in the middle of the text? Is sequential? Is there a shift in focus? How has the writer used signposting/ discourse markers? What lasting impression is created by the conclusion? Is there a vivid image, a warning, a sudden twist, positivity or a summary of the key points? Sentence types <ul style="list-style-type: none"> Simple sentences (subject and a verb) Coordinate clauses (FANBOY) Subordinate clauses (e.g. although, until, if) Minor sentences (do not contain a verb) Declarative (statement) Interrogative (question) Exclamatory (!) Imperative (commands) Other structural devices include: <ul style="list-style-type: none"> Repetition Parallel sentence structures Lists and use of contrast Anaphora and cataphora |
| | Q2 AO2- (2) Lang. | 5 mins Q1+Q2 | Select a precise quotation that shows how the writer has used language and explain the impact of this language use. | |
| | Q3 – AO2 Language and Structure Analysis (15) | 15 mins Q3 | Analysis of BOTH language and structure using a wide range of references. Comment on the impact of techniques-refer back to question. <i>Be specific about the impact! This highlights/ emphasises/ reinforces... The reader is manipulated into thinking/ feeling...</i> | |
| Text 2 Q's 4, 5 and 6 | Q4- AO1 finding information (1) | 25 mins 5 mins reading | Select short, precise quotation that answers the question. | |
| | Q5- AO2 effects of language (1) | 5 mins Q4 and 5 | Comment on the impact of language in the example given. Be specific! | |
| | Q6 – AO4 Evaluation (15) | 15 mins Q6 | <ul style="list-style-type: none"> Use the Q focus to track through the extract. Use SITE to group your ideas. What is your overall viewpoint? (Umbrella sentence?) Use evaluative language! <i>Importantly/ clearly/notably/significantly</i> PECS: Powerfully/effectively/creatively/successfully Evaluation of ideas, events, themes or settings. (SITE) Critical judgement about the text using apt and discrimination references | |
| Texts 1 + 2 7a and 7b | Q7a)- AO1 and AO3 (6) | 25 mins 5-10 mins for 7a) | Find 3 points of similarity related to the question focus. For each point: start with both writers... in text 1 the writer demonstrates the "...". Similarly in text 2 the writer highlights how "...". For full marks- try to find more subtle similarities . | Language- rhetorical devices Direct address Alliteration/ anecdotes Facts Opinions Rhetorical questions Emotive language/experts/examples Statistics/similes Triples (traidic structure) Hyperbole Colloquialism Use of personal pronouns Superlative adjectives/comparatives Adverbs/ powerful verbs |
| | Q7b)- AO2 and AO3 (15) <i>Equally Likewise Similarly Differently In contrast Unlike</i> | 15 -20 mins for 7b) | You need to compare how the writer has used language OR structure to show perspectives of the writer . You should comment on similarities and differences . For higher marks, aim to discuss subtle differences between the texts. Aim to write 4 comparative points that you can develop with examples of language or structure. Stay focussed on the perspectives of the writers- the writer clearly feels/ thinks/ believes... | |

