



English



7th & 8th May 2008



Dear Pupils,

This booklet has been designed to help you with revision for your SATs examination.

The best way to use this is little and often. BUT, do use it!

All the staff in the English Department wish you good luck in all of your exams.

THE READING PAPER—32 MARKS

You will have **three** different texts to read, all linked by a common theme. One text will be pre-twentieth century fiction, the other two will be non-fiction texts such as a newspaper article, a magazine article, a letter, or an advertisement.

READING TIME

You will have **15 minutes to read** the texts. You will **not** be allowed to start answering the questions until after the 15 minutes is up.

WHAT DO I DO DURING THE READING TIME?

As you read:

1. Write next to them a summary of what is being said.
2. Highlight any key words or phrases.
3. Underline and label any language features such as similes, metaphors, alliteration, repetition etc.
4. Look at the way that the text has been structured, how the paragraphs begin and are linked with the next.
5. Identify the purpose of the text: is it to inform, explain, entertain, describe, argue or persuade?
6. Review what you have annotated in the text. Is the language and structure what you would expect for this type of text?

THE QUESTION PAPER— Be guided by the number of marks available for each question



THE READING PAPER — 32 MARKS

HOW DO I ANSWER THE QUESTIONS?

- **Read the questions carefully.**
- Look to see if you are being asked for a word, quote or phrase
- No half marks
- Be accurate
- Sometimes you need to make two points for one mark.
- Questions that ask you to explain - **always use quotations**
- **5 marks** and complete sentences.
- Follow the bullet points carefully.
- Remember to "PEE" on your Paper. (Point, Evidence, Explain).

**Remember to check through your answers
before the end of the examination.**



THE LONGER WRITING TASK—30 MARKS

The task might be:

- a letter
- an article for a newspaper, magazine or newsletter
- a speech
- a descriptive story
- a report

Read the task carefully. **What is the purpose of your writing? Who is your audience?**

PLANNING TIME

- **15 minutes to plan your writing.**
- You may start to answer the question before your 15 minutes is up.

WHAT MUST I DO DURING THE PLANNING TIME?

- **Your plan must be written in your answer booklet.**
- **Make a list of points you intend to make.**
- **Tick off each point as you make it.**



THE LONGER WRITING TASK—30 MARKS

WRITING TIME

- **45 minutes to write** your answer. Including checking time.

WHAT MUST I REMEMBER WHILE I AM WRITING?

1. Make sure you understand your **purpose for writing** -
2. Look carefully at the question for **guidance**.
3. **Be aware of your audience as you write**. Remember to maintain a formal tone if the task demands it.
4. You are being marked on the **quality of your writing** and **how well you can write the type of text** you have been asked to write.



THE SHORTER WRITING TASK—20 MARKS

You will have **30 minutes** to answer the question. As with The Longer Writing Task you will **not** be given a choice of question. Once again you will be asked to write using a particular form and purpose of writing.

PLANNING TIME

Allow yourself **5 minutes** to plan your writing.

WHAT MUST I DO DURING THE PLANNING TIME?

1. **Your plan must be written in your answer booklet.** You will not be given a planning sheet this time but you must plan your ideas, along with words and phrases that you will use to start and end your paragraphs. Your ideas must be written in your answer booklet under the heading 'PLAN'. The examiner will expect to see one. Put a neat line through your plan at the end of the examination.
2. Remember that this is a shorter writing task. Aim to cover one side of your answer booklet.

WHAT MUST I REMEMBER WHILE I AM WRITING?

1. There are more marks for written expression in this section. Be lively in your writing.
2. Ensure that your language and tone is well-matched to your audience and purpose.

HOW WILL MY WRITING BE MARKED?

6 marks available for how well you punctuate and use a variety of sentence structures.

10 marks available for how **effective** your text is in persuading, informing, arguing etc. The extent to which you have used language, tone, sentences and style to achieve your purpose.

4 marks available for spelling.

THE 'MUCH ADO ABOUT NOTHING' QUESTION— 18 MARKS

You will be given an **answer booklet** and a **booklet** containing the set scenes. You have **45 MINUTES** to write your answer:

1. Make sure that you understand what the question is asking you. Reread it if necessary.
2. Highlight quotations and write notes in the margin that you will use to support your answer. Use your skimming and scanning skills.
3. Plan ideas in your answer booklet.

Writing your answer

- ✓ It is **essential** that you refer to both scenes in the booklet and quote appropriately.
- ✓ Use PEE (Point, Evidence, Explain).

You may be asked questions about a variety of different things, for example, character, directing or theme. You will need to:

- ✓ Revise your notes made in class
- ✓ Use a range of connectives to structure your writing
- ✓ Remember to paragraph your writing.

**THE 'MUCH ADO ABOUT NOTHING' QUESTION—
18 MARKS**

Types of Question:

1. Empathy

This type of question asks you to imagine you are one of the characters and write about what you are feeling and your reactions to events and other characters. You write using *first person* ('I') and 'me').

You should use quotations and/or paraphrase by referring directly to the set scenes:

a) (Much ADO About Nothing) when I said 'Beatrice speaks poniards' I knew she meant . . .

b) When I called Beatrice 'My lady disdain' I meant . .

2. Director/Staging

This type of question asks you to imagine you are directing the characters. Write using *third person* ('they'). For example, when Beatrice accuses Benedicts of being "duller than a great thaw". Use **quotations** and explain **how** the words are spoken along with **why** the character behaves in the way he/she does.

3. Analytical

You will be asked to write in a more factual way about:

- a. Characters and their relationships
- b. Themes
- c. Language

TEN KEY POINTS

1. Use paragraphs.
2. Make sure you understand the question.
3. Use a varied vocabulary.
4. Use a full range of punctuation.
5. Vary the length of your sentences, and use a range.
6. Write in the style the question requires.
7. Include quotations in answers, whenever necessary.
8. Read the question carefully.
9. Handwriting must be clear.
10. Don't sit doing nothing at the end of your exam— **CHECK YOUR WORK!**

THE FOUR WRITING TRIPLETS

ARGUE-PERSUADE-ADVISE = POINT OF VIEW

ARGUE

- Make several, separate, clear points
- Examples/facts/opinions/=support these with evidence
- Rhetorical questions/alliteration/triples
- Use 'we' to involve the reader
- Humour/counter-argument/repetition

PERSUADE

- Must convince your reader
- Several, separate, persuasive reasons
- Try shock and/or humour
- Use 'we'/'us'/'our' to involve the reader

ADVISE

- Might reassure and/or challenge
- Imperatives= 'ask someone ...' 'talk to ...' etc.
- Use can/could/may/might/will/would/shall/must/should
- Possibly sub-headings/bullet points

INFORM-EXPLAIN-DESCRIBE = GIVE DETAILS

INFORM

- Must clearly tell your reader something
- Address the reader directly using 'you'
- Best order for your info? = PLAN
- Paragraphs? Links between paragraphs?

EXPLAIN

- Must clearly show or demonstrate
- Develop the detail in your explanation
- Use examples to illustrate your points
- Careful step-by-step order
- Paragraphs must be arranged sensibly

DESCRIBE

- Try to paint a picture with words
- Use five senses: Sights? Sounds? Smells? Touch? Taste?
- Invent similes and metaphors
- Use best descriptive vocabulary
- Use adjectives and adverbs



THE FOUR WRITING TRIPLETS

ANALYSE-COMMENT-REVIEW = A CONSIDERED RESPONSE

ANALYSE

- You should be thinking: How? Why? Effect?
- Usually in the present tense
- Third person: maybe first person if personal opinion
- Vocabulary that judges—'involving', 'engaging'

COMMENT

- Many similarities to 'review' - see below
- Will include your judgement
- Might be more personal
- Might include 'I expect ..'/ 'I noticed ...'/ 'It impressed me ...'

REVIEW

- Shows strengths and weaknesses of something
- Contains analysis/evidence/judgement
- Usually in the third person (not 'I think' ...)
- Connectives—e.g. as a result/however/consequently/therefore/although
- Usually in the present tense

IMAGINE-EXPLORE-ENTERTAIN

With this triplet, you will probably have to write a story: you will have to invent.

Read the instructions carefully to see what is required.

For a story, follow this six-stage structure -

- **B**eginning = catch reader's attention
- **I**ntroduce a problem=trouble of some kind
- **G**ather pace=tension mounts/complications
- **C**risis=peak of action and tension
- **A**ddjustment=cool it/hint at ending
- **R**esolution=put things right?/final twist?

Remember it by **BIG CAR**

- It will probably be in the past tense. Check that this stays consistent throughout
- First or third person? (check instructions). Check that this stays consistent throughout
- You might be able to choose where or when
- Try to create tension/atmosphere
- Vary your sentences at strategic places

KEY WORDS

- Contrast** = to compare by showing difference, for example; to contrast good with bad.
- Effective** = how will the reader think or feel about the ideas, images or language used.
- Explore** = think and write about all the possible meanings and ideas within the text.
- Examine** = look closely at the text and write about the ideas included.
- Analyse** = to examine (something) in detail in order to discover its meaning.

