

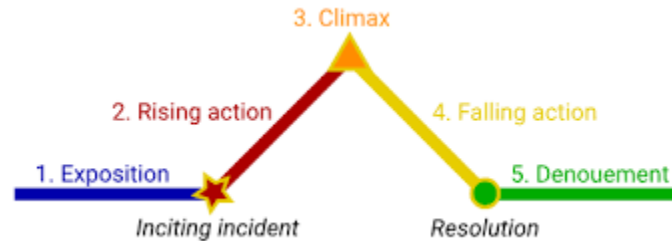
<p>1. Section A - READING 4 marks Question 1 - AO1 - Find 4 things.</p>	<p>19. Pathetic Fallacy - Pathetic fallacy is often used to describe the environment. The weather and season can be described with human emotions to reflect the mood of a character or create a tone. 'The raindrops wept around him.'</p>
<p>2. Section A - READING 8 marks Question 2 - AO2 - Language analysis - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p>	<p>20. Punctuation: Colon - Use a colon to introduce an item or a series of items (list) OR a colon can be use instead of a sem-icolon between independent clauses when the second sentence expands on the first sentence</p>
<p>3. Section A - READING 8 marks Question 3 - AO2 - Structure Analysis - Explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology to support views.</p>	<p>21. Punctuation: Question mark - Use a question mark at the end of a direct question OR used for an internal question mark to show uncertainty.</p>
<p>4. Section A - READING 16 marks Question 4 - AO4 - Evaluate texts critically and support this with appropriate textual references</p>	<p>22. Punctuation: FULL STOP - It is used to mark the end of a sentence</p>
<p>5. Section B - CREATIVE/DESCRIPTIVE WRITING 40 marks Question 5 - AO5 - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. AO6 - Candidates must use a range of vocabulary and sentence structure for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>23. Punctuation: Comma - 5 ways. 1. Lists; commas are used to separate items in a list, 2. Coordinate adjectives; when we use more than one adjective to describe a noun, 3. Conjunctions; a comma should be inserted before a coordinating conjunction (and, but, so, for, nor, yet, or) to separate two independent clauses, 4. Introductory words or phrases; commas should be used to insert a pause between an introductory word or phrase that comes before the subject of the sentence, 5. Embedded/subordinate clause; a clause used at the beginning, in the middle or at the end of a sentence that would not work alone without the rest of the sentence.</p>
<p>6. Vocabulary: Interpret - <i>verb</i> - to give or provide the meaning of words/phrases.</p>	<p>24. Punctuation: Parenthesis (brackets) - Use parentheses to enclose additional information that clarifies or illustrates a point. OR use parentheses to offer an afterthought.</p>
<p>7. Vocabulary: Analyse - <i>verb</i> - to study or examine something in detail in order to discover or understand more about it.</p>	<p>25. Punctuation: Exclamation mark - Use to convey extreme emotion, command or interjection.</p>
<p>8. Vocabulary: Evaluate - <i>verb</i> -to judge or calculate the quality, importance, amount, or value of something.</p>	<p>26. Punctuation: Ellipses - Use to indicate the omission of words from quoted material, hesitation, or trailing off in dialogue or train of thought.</p>
<p>9. Vocabulary: Perspective - <i>noun</i> - points of view.</p>	<p>27. TIPToP Paragraphing - Paragraphs are just a group of sentences sharing the same idea. They structure your writing to make it easier for readers to follow. Always start a new paragraph when you change the focus of your writing. When writing about a new TIME period or about a different PLACE. When writing about a new TOPIC or about or as a new PERSON.</p>
<p>10. Vocabulary: Coherence - <i>noun</i> - to write so that it is understood and logical.</p>	<p>28. Paragraphs and Sentences - Effective, engaging writing is not thoughtless. Paragraphs and sentences must</p>

be used for effect: to guide the reader and develop the narrative through action (shorter sentences, faster pace) description (longer for slower rhythm), dialogue (its own paragraph), and for single, sudden ideas meant to give the reader pause (a single sentence or single word paragraph). Adapt your use of both.

11. Vocabulary - Synonyms for shows:

- Suggests • Emphasises • Conveys • Portrays • Illustrates • Presents
- Represents • Implies • Evokes • Displays • Demonstrates • Indicates
- Reveals • Highlights • Reflects

Section B - WRITING



Freytag's pyramid of dramatic structure was developed from a study of ancient Greek and Shakespearian drama. It helps writers organise and structure their plots when describing the action of their drama. Freytag viewed drama as being divided into five parts (or acts).

12. Vocabulary - Synonyms for ways to 'say' something:

- Mumble • Murmur • Scream • Shriek • Squeal • Mouths • Chat • Declare • Tell
- Mutter • Blab • Hollers • Utter • Whisper • Shout

Section B - WRITING - DESCRIPTIVE

In real life we perceive the world with our five senses;

- smell,
- touch,
- taste,
- hear
- see.

Sensory stimulation helps transport the reader into your character's story. This is where the power of a writer's observation and imagination mix, with amazing results.

13. Narrative perspective: 1st person perspective

written as if the narrator is a character, observing or taking part in the story.

Section B - WRITING - DESCRIPTIVE

Successful description conveys important information to the reader in strategic places about:

- place/background
- emotion and mood
- tension/atmosphere
- action

This can elicit emotions within your reader, creating tension, atmosphere, and a sense of immediacy (being there with the character).

14. Narrative Perspective: 2nd person perspective written as if the narrator is talking directly to the reader.

STEAL

S - Speech (dialogue)

Personality is revealed through language choices (intelligence and education); speed, hesitations and length (temperament); accents (origins); and topics (status).

<p>15. Narrative Perspective: 3rd person perspective written as if the narrator is talking about the characters and events, but not necessarily a character in them.</p>	<p>STEAL T - Thoughts (& feelings) Understanding personality through inner thoughts and feelings can reveal rationality, confidence, mood, intentions, motivations and other characteristics, as well as discrepancies between their inner and outer personas.</p>
<p>16. Narrative Perspective: Omniscient narrator, a narrator who is god-like, able to move from place to place and character to character, realigning the reader to any perspective they wish to share.</p>	<p>STEAL E - Effect (on others) How do they handle themselves socially? What about the relationships they can or cannot form with others? Revealing the emotional response other characters have towards this one shows what explicit aspects of the character's personality are expressed to others.</p>
<p>17. Narrative Perspective -Limited narrator a narrator aligned to a specific character, knowing nothing outside of that character's thoughts and interactions with the world and story.</p>	<p>STEAL A - Actions (& behaviours) Behaviours are a product of inner feelings, revealing a character's drives and motivations. How they physically and verbally interact with others can demonstrate their social standing and their innate nature, i.e.: good, mean, sympathetic, aggressive or selfish.</p>
<p>18. Personification - the attribution of a personal nature or human characteristics to something non-human, or the representation of an abstract quality in human form.</p>	<p>STEAL L - Looks (appearance) Clothing, body language and facial expressions are the non-verbal cues representing 80% of communication. They may be genuine pointers to how the character feels about themselves, their education, wealth, or even their natural state. It could, however, be a deception at odds with their true character.</p>