

Language non-fiction

Higher

Q1- 8 marks- 12 minutes

- Firstly, we learn that...
- Followed by- this suggests, this implies...INFERENCE
- Cover the entire text
- Link learning to purpose
- Select precise quotations to support your idea

DO NOT

- paraphrase**
- retell the story**
- forget to use quotes!**

- 1 What do you learn from Elisabeth Hyde's article about where she has been and what she has been doing? (8 marks)

I had learnt many things such as, she was on a trip ~~on~~ the Colorado river in the Grand Canyon. She was accompanied by her husband and three children. She was taking a 225 mile trip through white water rapids which would take 13 days.

Understanding shown

Their group ~~ed~~ filled five inflatable rafts, rowed by a guide and four or six passengers.

Elisabeth compared the experience to a Disney Land experience. The group ranged from a 13 year old twin daughters and a mid-70s year old couple.

Understanding

The main point in the article was that she fell out of the raft.

Pupil 3

$$\begin{array}{r} 5 \\ \hline 8 \end{array}$$

Clear Understanding shown
Engages with text

to Elizabeth and her husband.

Understanding

She mentions you cannot be "shy" on a Grand Canyon rafting trip as you are spending so much time with each other.

Their "Party" filled ^{five} ~~3~~ of the inflatable rafts, each rowed by a guide and four or six passengers.

All their gear was strapped tightly to the raft, being the "tightest packing system I ~~had~~ 've ever seen."

Elizabeth enjoyed gazing up at the steep walls of terracotta sandstone, flakey gray shale and massive maroon cliffs, streaked with black during the calmer stretches.

We next learn, that Elizabeth had fallen out of the boat at one point in the journey, she describes the experience of this as being ejected into the foaming madness.

Was she scared? A little. Exhilarated? More than she had ever been.

Pupil 2

$$\begin{array}{r} 6 \\ \hline 8 \end{array}$$

Clear understanding and engagement. Covers all of **Band 3**

You learn that Elisabeth, her husband and three teenage children are going on a 13 day, 225 mile trip down the Colorado river through the ~~good~~ Grand canyon. ✓

Understanding

The first thing you learn though, IS that their guide, called Ed, gives them to rules which are both stay in the boat. You later learn that Elisabeth violates the rules. "We hit one rapid at the wrong angle, and the boat rose up and pretty much ejected me into the foaming madness. For the next 45 seconds, I got sucked down and spun around and finally spat up into sunlight, gasping for air." This sounds like a very scary experience but you find out about Elisabeth's character and that she was more exhilarated than scared. You can also see that the article is informal, as it says, 'pretty much', which you would not expect to see in a formal piece of writing. ✓

Quote

Lit

Interp

Interp

Valid?

Pupil 1

Clear evidence of understanding, engages fully, perceptive interpretation. Makes lots of comments and connections.

BAND4

(6/7)

Keep the 7 for the RANGE 7

Q2- 8 marks- 12 minutes

- Skill focus= analysis
- Things to look for in a headline=

Word play (puns)

Alliteration

Imagery

Sentence structure and punctuation

- Things to look for in an image=

Colour

Size

Position

- Spend 4 minutes annotating the headline and image and then find evidence to match this in the rest of the text.
- PEAL- LINK TO THE TEXT!!

DO NOT

Forget to quote from the text

Forget to talk about the effect on the reader

Slimezilla! Monster jellyfish armada
threatens
divers and
nuclear
plants



Slimezilla! Monster jellyfish armada threatens divers and nuclear plants

HEADLINE

'Slimezilla'= a pun

Links to Godzilla- a monster

Simple sentence designed to shock.

Use of exclamation also used to shock

'Armada'- metaphorical- comparison to fleet of armed ships- dangerous

Vocab- 'nuclear' and 'threatens' heightened sense of danger



PICTURE

Comparison of size between jellyfish and the human

Use of dark colours- harder to see- danger

Q3- 8 marks- 12 minutes

- Key skill= Inference
- Pin point the moment the emotion changes (volte)
- Read the question properly. The text might be about two people but the question asks about one- only write about that specific person.
- Articulate feelings
- Label words with techniques e.g. If it's a simile- say so!
- Analyse key words to support your ideas
- How do the feelings impact on behaviour?

Do not

Use reception stage words- 'they feel happy...'

He says his friend Pertemba isn't used to moving without ropes and you wonder if he's able to carry on.

Part and effect

Effect

Later on in the text it says they find ropes. This helps keep the reader engaged by scaring them for a second then relieving them. ✓

Tension

Effect of tension

It says they see ropes they recognise from the morning. The reader may think the climbers have gone in circles, however it's a sign they're heading in the right direction; again building tension. ✓✓

Interpretation

Q4- 16 marks- 20 minutes

- Plan for comparison- similarities and differences table for language
- PEA C PEA
- In both texts rhetorical questions are used to
“ _____..._____ ”= integrated comparison
- Link to purpose and audience in your analysis
- Learn a variety of language techniques- go beyond AFOREST

Do not

- **Make sweeping generalisations- this makes it interesting/ this catches the readers attention**
- **Write about presentation**
- **Just think language means similes and metaphors**

For comparing similarities:

Similarly...

Likewise...

Comparably...

Equally...

Analogously...

In the same way...

This can be compared with...

This is conterminous with...

This is synonymous with...

This technique is also deployed in...

This technique is also evident in...

This is commensurate with...

For contrasting differences:

This is different from...

This is contrast with...

This differs from...

This can be distinguished from...

This is opposed to...

Alternatively...

Contrastingly...

Conversely...

An opposition can be drawn...

Planning- it's not a waste of time!

Source 3	Source 1
Purpose= persuade Audience= adults Flattery Rhetorical questions Repetition Emotive language Facts First person Anecdotal evidence Imperative verbs	Purpose= inform Audience= teenagers Facts Statistics Third person Repetition Rhetorical questions Modal verbs

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graph LR; S3_RQ[Rhetorical questions] -- blue --> S1_RQ[Rhetorical questions]; S3_Rep[Repetition] -- blue --> S1_RQ; S3_F[First person] -- red --> S1_MV[Modal verbs]; S3_IV[Imperative verbs] -- red --> S1_MV; S3_Fc[Facts] -- blue --> S1_Fc[Facts];
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Vocabulary- Banned words/ phrases



- This is interesting
- Shows
- This is eye catching
- The sentence flows
- This creates a picture in the reader's mind
- This keeps the reader engaged (without saying why)
- This fits the purpose of the text....?
- Happy, sad, boring, nice/ I like the text- it's not a review!
- Writing in the first person

Vocabulary to be loved and revered



- Therefore/ Moreover/ However
- One could see/ Here we can see that...
- Comparatively/ By contrast/ Equally/ Similarly
- Conveys, implies, suggests, connotes, presents, evokes
- Modal auxiliary
- Imperative
- Irony/ sarcasm
- Allusion
- Hyperbole
- Superlatives
- Synonyms/ antonyms
- Antithesis
- Parenthesis

Q3- vocabulary- express yourself!

- Critical
- Optimistic
- Pessimistic
- Frustrated
- Indifferent
- Exhilarated
- Enraged
- Delighted
- Annoyed
- Forthright
- Decisive
- Awe
- Judgemental
- Bitter
- Cynical
- Sincere
- Sarcastic

Timing is Key!

- Use every available minute.
- Divide the paper up into timed sections.
- 2 hours 15 minutes allocated for exam.
- 1 hour Section A
- 1 hour Section B
- 15 minutes for reading questions, extracts, your answers, checking & drafting.

Timing is Key!

- Section A
- Question 1: 12 minutes
- Question 2: 12 minutes
- Question 3: 12 minutes
- Question 4: 20 minutes
- Section B
- Question 5: 25 minutes
- Question 6: 35 minutes

Develop your Timing

- Step 1: Do a practise question and time yourself to see how long it takes to complete.
- Step 2: Set a stopwatch timer and see how far you get in the question in the allocated time.
- Step 3: Self assess your methods – what is taking up the time?
- Step 4: Time yourself every time you do a practise question. Repeat steps 1-3 until you are completing the question in the allotted time.