

Your summer English exam will be comprised of two sections. It will last 80 minutes and will test your reading and writing ability. You will read a passage, answer some questions on it and then write a piece of Creative Writing.











Section A: Fiction Comprehension

You have been analysing war themed fiction all term, and your exam will be similar to the style of questions you have been doing. Lots of the skills you have picked up when writing about your novels will be useful for this exam.

You should be able to:

- Read and understand the passage
- Recognise commonly used language devices
- Answer in full sentences
- Comment on how the writer makes the passage interesting
- Use P.E.E. to show that you understand the text, can find the appropriate evidence and explain your choices.
- Use linking phrases like *in addition*, *moreover*, *also*, *furthermore* to build on your points in an answer
- Use a sophisticated vocabulary to analyse the text

Key components to look out for in a fiction text:

- Use of the first person 'I'  or the third person he/ she
- Descriptions of people
- Detailed description of place and circumstance   
- Experiences that are unique and informative  OR experiences that feel familiar to the reader 
- Use of direct speech to add to the story 
- Occasional use of humour , exaggeration or other emotive language 
- Effective use of similes, metaphors, verbs, adverbs, adjectives to maintain the readers' interest 

Take a look at this extract from 'Lord of the Nutcracker Men' by Iain Lawrence:

Adjective Metaphor

Verb

All of London seemed to celebrate. Men joined up by the hundreds, by the thousands, marching away in tremendous, cheering parades. They passed my father's toy shop, stepping along, singing along, as the women shouted and the children dashed in amongst them. Through a blizzard of rose petals, they passed in such numbers, with such a stamping of feet, that the smaller toys shook on my father's shelves. But Dad didn't go with them.

Dialogue/ speech First person narrator

"Aren't you signing up?" I asked him. "Aren't you going to the war?"

Simile

"Johnny," he said, "I'm afraid the King doesn't need me just now."

We were watching them pass, the new soldiers. They were clean and smart, like freshly made toys.

In your exam you will be asked to identify some methods and provide evidence:

- 1) Give an example of a simile. (1 mark)

Answer: An example of a simile is 'like freshly made toys.'

You will be asked to infer (or read between the lines):

- 2) How do you think Johnny feels about his father not going to war? (2 marks)

Answer: I think Johnny feels like his father should be going to war as 'men joined up by the hundreds' and were cheered as heroes. He asks his father why he isn't going as he probably feels he should be.

You will be asked for straightforward information:

- 3) What is Johnny's father's occupation? (1 mark)

Answer: Johnny's father's occupation is a toy maker as it says the soldiers passed 'my father's toy shop'.

You will also be asked to use P.E.E:

4) How does the writer show that the soldiers were popular as they walked through the city? (4 marks) * 1 PEE = 2 marks so you need 2 for this answer.*

Answer: The writer makes the soldiers seem popular by using the metaphor, ' a blizzard of rose petals'. People throwing petals in such numbers gives a feeling of celebration. The writer also describes the men 'marching away in tremendous, cheering parades'. The adjective 'tremendous' suggests that it is positive and exciting and the verb 'cheering' shows the soldiers are popular as they head off to war.

Although it will be an unseen passage, it will be similar to the reading work you have done all year. Read carefully and work quickly and you will do well!



Section B: Creative Writing

For creative writing, you will be given **an image** and you will have to use it as a prompt to write a story.

Remember the Learning Outcomes for Creative Writing:

1. Be creative – use your **imagination**
2. **Plan** your story carefully – a story should have a clear development:
 - (a) **Orientation** – set the scene and introduce the main character(s) – the opening line you are given will help you to start this
 - (b) **Complication** – something happens to set the story in motion
 - (c) **Crisis** – the events of the story reach a climax (like a cliff-hanger moment) where things could turn out well or badly
 - (d) **Resolution** – the problem is solved, the situation is dealt with. Your resolution can be happy or sad
3. **Show, don't tell!** Don't simply tell the reader that the character was scared, or that the weather was good. Show us – be descriptive. Use **similes** and **metaphors**.
4. **Use strong, interesting verbs** Avoid using boring old verbs like 'said', 'walked' and 'looked'. Instead, use words like 'bellowed', 'marched' and 'glared' – these words help **show us** the character's emotions.
5. **Use dialogue** Conversations help show us a lot about the characters by what they say and how they say it. Conversations also help bring a story to life.
6. **Revise** the rules for **Direct Speech**.
7. Always use **paragraphs** – take a new paragraph for a new speaker, new place or new time.
8. Never mix up **tenses**. Choose either the **past** tense or **present** tense and **stick to it**.
9. Use a range of different **sentences structures**: simple sentences for impact; complex sentences for explanation and description.
10. Check the accuracy of all **Spelling, Punctuation and Grammar**.

Examples of the type of images you can expect:

