

Your winter English exam will include just one extended question and will last 50 minutes.

**Animal Farm Question: 50 minutes**

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### **Animal Farm**

**You will be asked a question on Chapters 1-5.**

To help prepare for this section in advance of the exam you should:

- Re-read chapters 1-5 making sure you understand who all the characters are and the key themes
- Bullet point the key events in these chapters
- Learn your quotes about the animals and their behaviour in these chapters
- Complete the practice question that your teacher sets

To be successful in this section you should:

- Demonstrate good knowledge and understanding of the novel so far
- Use quotes from the chapters to support your answer
- Explain the points you are making
- Paragraph your work, using topic sentences at the beginning of each one
- Use correct spelling, grammar and punctuation



### **What makes a good topic sentence?**

Ensure that you address the question directly in your topic sentences - use the exact terms of the question and refer to Orwell.

For example, if the question was *Show that the pigs are controlling* the following would be good topic sentences:

- Orwell emphasises how manipulative Squealer is to emphasise that the pigs are controlling
- Moreover, the pigs are shown to be controlling during the Sunday morning meetings
- In addition, Orwell uses the character of Napoleon to reinforce the controlling nature of the pigs

### **Integrating quotation into sentences**

When you are explaining your answer in this section you should use P.E.E. and in Year 10 your teacher expects you to do that in a more sophisticated way.

Remember to use different words in your point, evidence and explanation and integrate the quotes naturally into your sentences. For example:

**Point:** Napoleon becomes more controlling by ending Sunday morning meetings without taking a vote on it. 👍😇

**Evidence:** He also announces that all questions relating to the farm would be '*settled by a special committee of pigs, presided over by himself.*' The animals would be told the decisions. Similarly there would be no more debates and the animals would only assemble to '*receive their orders for the week*' and salute the flag which means that they are showing obedience. 👍😇

These points are integrated really well into the flow of the sentences and are well chosen to support the point.

**Explanation:** Therefore through reducing the amount of power that the other animals have and increasing his own, Napoleon has become more manipulative.



The pupil concludes by using a different word for 'controlling' and explains the link to the examples they have given.

Not:

**Point:** Napoleon becomes more controlling by ending Sunday morning meetings without taking a vote on it. 👍😇

**Evidence:** "*the animals would receive their orders for the week.*" 👎😞

The quote isn't integrated into the sentence and is set out on its own, not related in a clear way to the previous statement.

**Explanation:** By telling the animals their orders for the week, and by ending Sunday morning meetings Napoleon is shown to be more controlling. 🙅🏻🙄

This simply reuses the words from the point and the quote and doesn't explain the links between them