

English exam checklist

This short guide can be used from now until your exams. It's a checklist of the key ideas that you need to remember. It contains:

A list of **when** your exams are and **what** each exam involves (just in case you need to check).

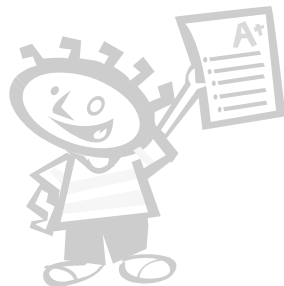
Mnemonics: these are words where each letter stands for something else; they will help you remember things more easily, e.g. PEE = Point, Evidence, Explanation/Exploration.

Synonyms: these are words that mean nearly the same thing, e.g. 'large' is a synonym of 'big'; they help to make your writing sound more interesting.

Helpful **checklists** of words and terms.

Information on how to **argue, persuade, advise.**

Information on how to inform, explain, describe.



When are my exams?

Paper 1:

Paper 2:

What do my exams involve?

Paper 1

Section A: Reading. You will need to read the texts that you are given and spend **60 minutes** answering questions about their content, use of language and effects.

Section B: Writing. You will need to spend **45 minutes** answering one question. You will need to write to *Argue, Persuade or Advise*.

Paper 2

Section A: Reading. You will need to compare two poems from the *Poems from Different Cultures* section of your Anthology. You will spend **45 minutes** on this section of your exam.

Section B: Writing. You will need to spend **45 minutes** answering one question. You will need to write to *Inform, Explain or Describe*.



Making an effective point - PEE

- P** = Point
E = Evidence
E = Explanation and exploration



Poetry framework - SUSTIT

- S** = Subject
U = Unusual language
S = Structure
T = Tone
I = Images
T = Themes



Non-literature framework - SLAPP

- S** = Structure
L = Language
A = Audience
P = Purpose
P = Presentational devices



Media checklist

- | | |
|---------------|--------------|
| bold | italics |
| broadsheet | logos |
| bullet points | masthead |
| by-line | paragraphs |
| capitals | photographs |
| charts | pictures |
| colour | quotations |
| cropping | slogans |
| diagrams | sub-headings |
| font style | tabloid |
| headlines | text wrap |

Language checklist

- | | |
|--------------|--------------------|
| anecdote | interesting |
| bias | ironic |
| colloquial | narrative |
| descriptive | opinion |
| dull | puns |
| emotive | repetition |
| fact | rhetorical devices |
| first person | scientific |
| formal | serious |
| humorous | symbolic |
| impersonal | technical |
| informal | third person |
| informative | |

Connectives**Illustrate**

as demonstrated
as revealed by
as suggested by
for example
for instance

in other words
such as
thus
to show that

Emphasis

above all
especially
in fact
in particular

indeed
more importantly
notably
specifically

Comparisons

comparatively
compared with
equally
in contrast

in the same way
likewise
similarly

**Connectives (contd.)****Contrast**

albeit
alternatively
as for
but
despite this
equally

however
instead
nevertheless
still
the opposite
yet

Cause and effect

because
consequently
eventually
inevitably

therefore
until
wherever

Summary/conclusion

after all
finally
in brief
in conclusion

in short
on the whole
overall
to sum up



Better ways to say 'shows'

- | | |
|-------------|------------|
| accentuates | implies |
| conveys | indicates |
| describes | infers |
| displays | introduces |
| emphasises | portrays |
| establishes | presents |
| evokes | proves |
| exhibits | reinforces |
| explains | reveals |
| exposes | suggests |
| highlights | symbolises |
| hints | tells |
| illuminates | unveils |
| illustrates | |



Better ways to say 'effective'

- | | |
|--------------|-------------------|
| accurate | inventive |
| apt | original |
| clever | sensational |
| disturbing | sensual |
| dramatic | successful |
| dynamic | thought-provoking |
| eye-catching | unique |
| graphic | unusual |

GCSE English paper one: Writing

(to argue, persuade, advise)

Argue: useful phrases

| | |
|---|--|
| firstly... secondly... whereas... the most important aspect... sometimes... on the other hand... on balance... opponents declare... but... other people say... but... | moreover... despite the view that... notwithstanding... research shows that... another factor to be considered is... however... nevertheless... |
|---|--|

Key features of writing to **argue**

| | |
|---|--|
| formal language balanced sentences people's opinions (real or made up) specific examples of situations | range and variety of points countering opposing points of view a neat conclusion |
|---|--|

Persuade: useful phrases

| | |
|--|---|
| some people think... what would happen if... all reasonable people think... we need to make sure that... imagine what would happen if... it would be useful to consider... do we really want to...? I am sure you will agree... | in my experience... what would the consequences be...? it is frightening to think that... I have no doubt... there can only be one conclusion... do they really think that...? by far the best solution would be... |
|--|---|

Key features of writing to **persuade**

| | |
|--|---|
| emotive language apparent balance mixture of first, second and third person some short sentences rhetorical questions some use of alliteration, metaphor, groups of three | identify with the audience by using 'we' perhaps attempt to shock the reader into agreement varied choice of adverbs and adjectives |
|--|---|

Advise: useful phrases

| | |
|---|---|
| you might be able to... make sure that you... don't... I understand that you feel... one solution might be to... you could... I think you should... If... then... | think about... you should be careful to... if you don't ... then you could... don't worry if... be careful to... in order to avoid... be confident about... on the other hand... |
|---|---|

Key features of writing to **advise**

| | |
|---|--|
| formal language providing reasons for a course of action several suggestions about what to do build the confidence of the reader use imperatives lead to a clear conclusion about actions to be taken. | close relationship with your audience empathy with audience's problems use of modal verbs (e.g. might, could, should) address the reader directly using the second person (you) raise questions and give answers |
|---|--|

GCSE English paper two: Writing
 (to inform, explain, describe)

Inform: useful phrases

| | |
|--|---|
| there are many kinds of... the one I am most interested in is... I really enjoy... the excitement lies in... by far the most interesting aspect... in order to begin you need to... | make sure that you... some people enjoy... other kinds of... you may find that... it is possible to see... if you want to... then you need to... |
|--|---|

Key features of writing to **inform**

| | |
|--|---|
| clear introduction provide a context for what you are going to write wide range of different aspects of the topic detail technical language, perhaps briefly explained | use of personal experience use of present tense clear links between paragraphs unusual and interesting detail specific to the subject systematic and logical organisation |
|--|---|

Explain: useful phrases

| | |
|-----------------------------|-------------------------------|
| because... | contrary to popular belief... |
| above all else... | as a result... |
| another reason... | consequently... |
| although... | inevitably... |
| nevertheless... | despite the fact that... |
| the most important part... | later on I... |
| the first thing to do is... | ultimately... |

Key features of writing to **explain**

| | |
|---|--------------------------------------|
| range of reasons | range of responses to 'why' |
| range of appropriate detail | range of responses to 'how' |
| specific examples of different kinds to support explanation | different points expanded and linked |

Key features of writing to **describe**

| | |
|---|---|
| wide range of appropriate detail | words to convey feelings and atmosphere |
| use of metaphor and simile, perhaps use of personification | perhaps personal reactions |
| variation of sentence length and type | rich, varied, interesting, unusual vocabulary |
| use of senses: sight, touch, texture, hearing, taste, sound | use of modifiers such as adjectives and adverbs |
| use of colour | denser language than in many other forms |

Remember:

Be on time for your exams. Arrive at least 15 minutes before the time stated on your exam timetable.

Bring at least **two pens** (black or blue). Your stationery should be kept in a clear pencil case, or clear plastic bag.

A **blank copy** of the *Anthology* will be provided for you. You **cannot** use a copy with annotations in it for your exam.

Wear full school uniform.

Turn off your mobile phone and **leave it in your bag**.

Check you are sitting in the right place and have the correct exam paper in front of you (i.e. foundation or higher).

