

Paper 1

Comprehension

- 15 marks - Text A
- “Give” - factual, straight from the text
- “Explain” - interpretive, rephrase from the text

Summary

- 15 marks - Text B
- Write in 120 words
- 10-12 points in the summary (divide equally based on bullet points in question)
- Club similar points together for each paragraph
- Use complex sentences and good vocabulary
- Use sophisticated vocabulary

Language Task

- 10 marks - Text C
- Question 2 a-d
- Identify - a word or phrase from the text which means...
- Explain - what the writer means (in context) - use own words
- Use one example from the text below to explain how the writer suggests his feelings about...(Use your own words in your explanation.) - In this question, focus on one phrase but each word choice within that phrase.

Writer's effect

- 15 marks - Text C
- 200-300 words
- Explain each phrase keeping in mind context and intent
- Pick 6-7 phrases from the text
- PETAL - point, evidence, technique, analysis, link
- Strong and varying use of VERBS and CONNECTIVES
- Different sentence opening every single time (begin with effect, quote, explanation, analysis - each sentence differently)
- Complex sentences encouraged (if you know how to use them)
- Last line comment on structural technique and link with over all effect - if you don't know, don't write incorrectly. Avoid writing at all.
- Always begin with - In paragraph __, + overall effect of that paragraph

Directed writing

- 25 marks - Text C
- 250-350 words
- Writing by taking on the persona of the person you are writing as - Identify dominant trait for the 'voice' as you write (Interview, journal, letter, speech) AND FOR (report and article the voice will not be dominant, content will be)
- Writing based on what you take from the text given
- Read all 3 bullet points and first understand what is expected
- Understand Target Audience, Text Type and Register after reading the question

★ Speech

- Hook + thesis
- Roadmap - follow the flow of events
- Completely biased but appear like you you're aware of the other side - usually argumentative
- Use all the techniques
 - Ethos, pathos, logos
 - Rhetorical questions
 - Anecdotes
 - Analogies
 - Rule of three
 - Repetition
 - Short sentences for emphasis - effective
- Cover all three bullet points
- End is always reassuring and motivating - call for action/ something to think about

★ Letter

- Formal letter: inverted pyramid (w's, how, other details)
 - Unbiased, formal language, no emotive language
- Informal letter: hook + thesis, roadmap (use some emotive language)
 - Subtle bias

★ Reports

- 2 kinds of reports - news reports and formal reports
- Written to a person who has some authority
- Objective: To state and offer recommendations with reasons
- No inclusion of first person at all
- Use sentence starter prompt if given
- Inverted pyramid - most important information on top
- Recommendations or future actions at the end of a report

Paper 1

	Formal Report	News Report
Purpose	To inform ✓	To inform ✓
Target Audience	Variable - Depends on the audience (niche) formal ✓	masses ✓
Register <i>style of formality</i>	Formal Report (Intro is specific & to the point & brief) - In past tense - To the point + brief - Chronological order	Formal ✓
Features	<ul style="list-style-type: none"> Factual - No opinions No bias Focus on topic - (in topic) Structure (title/intro/body/conclusion) Focus has to be about a recent event might = evaluation X sensational emotive language Use jargon - audience is already interested 	<ul style="list-style-type: none"> Unbiased / unopinionated Catchy headline intro, conclusion, body paragraphs intro: 5 Ws, (Who, What, Where, When, Why?) sensational why? emotive language

- Most imp (Intro) - Summary of the event
 - least important
 - Quotes (from the text) - implicit/explicit
 - Use simple language - avoid jargon

★ Newspaper report

- Inverted pyramid
- Para 1 - WHO, WHAT, WHERE, WHEN, WHY
- Para 2 - Para 4 (Addressing each bullet point with HOW + quotes to support)
- Implicit bias through strategic emotive language
- Formal
- Simple vocabulary
- Emotive Language to sensationalise news but objectivity explicit

★ Magazine article

- Hook + thesis
- Roadmap
- Emotive language
- Jargon topic specific can be used
- Semi-formal on most occasions but varies as per target audience
- Voice : More indicative of personality but not too casual
- Can be chatty

★ Journal

- Factual and emotive - embed emotions in the facts
- Thoughts, feelings and emotions are very important so comment on what happened (Content from the passage given but in own words) and how you felt/what you thought about it - based on content only)
- 1 paragraph per bullet point
- Biased based on the question
- Extremely important to write as the 'voice' of the character

- Sequential - chronological
- Semi - formal register

★ Interview

- Identify the character traits of the person you're expected to respond as and list 2-3 most dominant traits in terms of style of speaking

E.g. Rude, Aggressive -- I really don't care...It doesn't matter...Why would you waste time asking such a question - dismissive

Identify the traits by doing the following

- Look for direct information/ adjectives
 - Dialogues (his own, as well as those of others about him)
 - Inferences - based on actions and reactions
 - Behaviours - tone
- Read the question in the first part of the bullet point - underline keyword that you're expected to look for.
E.g. People call you an **eccentric man** who is **odd** in his **behaviour**
 - Now hunt for evidence in the text and list that evidence in your OWN words

Evidence (exact quote)	In your own words as _____(the character)

- Structure of each bullet point:
Quotes
Bring in the points that are from the text
Keep the tone as per the character
Describe the emotions through the tone
Conclude such that it is a hook for the next question.
- Content + Interpretation + Characterisation + Personality + Voice of character (tone) = response to interview question
- Punctuations play a very important role to demonstrate the tone (brackets, on the side) or dashes for effect or ...
However, the trick is to use it judiciously and not unnecessarily - don't over do it

Paper 2

Directed writing (letter, article, speech)

- Discursive, argumentative, persuasive
 - **DISCURSIVE -**
 - You're expected to comment on the biased views in both texts. Don't just support the one that has more points. Pit one point against the other and then take an informed stand.
 - We don't need only one side - both sides need to be brought in to show an intelligent claim awareness.
 - Question - "evaluate" → discursive - thesis is discursive - weighing both - do not take a stand at the beginning.
 - Title - relevant to the bullet point in the question
 - Plan - put one argument with one pro and one con in one paragraph and fit that evidence into this paragraph. Make 4-5 such claims.
 - Anecdote / rhetorical question starter in introduction
 - Thesis statement - Intro's last line that states implicitly what the letter/article/speech is about and displays a balanced view - do not take a stand at the beginning. DO NOT say - In this article, I am going to talk about... that's WRONG.
 - Body - Thesis statement (pit two points for/against each other) and then use other content to support that thesis statement - justifying why counter claim may make sense but... (then state claim and rationale).
 - Conclusion - Take a stand
- Letter example in response to what's written in the given prompts

Model Response

Effective and appropriate trolling must waste people's time and must not be malicious.

What I found particularly shocking was when you asserted that trolling 'must waste people's time' and 'must not be malicious.' Unfortunately, your statement filled me with frustration. Yes, I can appreciate that some internet trolls can be mildly humorous and occasionally even creative. I really can. However, trolling is far from an artform; it's now permeating every crevice of the internet, and it is wearing very thin! To add, Let's not forget about the negative impact trolling can have on people. Is there not an argument that trolling is perpetuating this seemingly ubiquitous problem? I also have to ask- since when did we have to be cautious of trolls invading online social platforms and since when did we have to put up with such tedious and annoying behaviour? The Internet is slowly but surely becoming a minefield – a very unpleasant one! I really can't understand the motive behind any 'trolling' - I really can't. I understand and appreciate that in your article you mentioned that trolling should not be 'malicious'; however, the reality is that 'trolls' can be spiteful and malicious. Isn't it about time that these internet trolls found a new hobby? I think so.

Evaluative/Effective Style

- Balanced Argument
- Evaluative Phrases
- Discourse Markers
- Embedded Quotation

Creating a voice

- Ambitious Vocabulary choices
- Rhetorical Questions
- Hypophora
- Variety of sentence types
- Strong Opinions

- EVALUATIVE PHRASES:

Useful Evaluative Phrases

- You accurately/thoughtfully highlight the issue of....
- It's clear that this certainly is an issue; one which I agree with....
- You thoughtfully draw the reader's attention to....
- Undoubtedly, this is....
- Taking your ideas into account, I agree....

Agree

- It appears to me that you choose not to even consider the fact...
- In my opinion, your article doesn't...
- The arguments presented by you fail to take into account...
- Your article inaccurately portrays/presents...
- You express your views on...However, this view doesn't take into account/fails to acknowledge/consider
- Although your claims of are arguably somewhat accurate, a closer consideration of the facts makes it clear to see...
- It's particularly shocking/unfortunate/dismal that you present the idea...

Disagree

Useful Phrases for use in Evaluative Writing

1	X endeavours to show/prove, put forth	Panova endeavours to show that although Holden is not a very likeable character on the surface, one comes to like him in the end.
2	Expresses a view....to the effect that	Panova expresses a view to the effect that although Holden is not a very likeable character on the surface, one comes to like him in the end.
3	X seeks to criticise	Panova seeks to criticise Holden's irresponsible behaviour.
4	He believes	Panova believes that Holden is a loafer.
5	Having dismissed...he then...	Having dismissed Holden as an apparently unlikeable character, Panova then shows how the novel works on the reader in secret and subtle ways.
6	X endeavours to expose...	Panova, at the beginning of her article, endeavours to expose all the negative characteristics of Holden.
7	He goes on to ...(dismiss)	Having dismissed Holden as an apparently unlikeable character, Panova goes on to show how the novel works on the reader in secret and subtle ways.
8	X argues that	X argues that
9	He provides some excellent examples of ...	Panova provides some excellent examples of the kinds of things Holden does to upset readers.
10	In X's analysis...	In Panova's analysis Holden is a loafer.
11	Ultimately, for X...	Ultimately, for Panova the novel is a tragedy.
12	X claims that	X claims that
13	The author gives some examples of...	The author gives some examples of...
14	The author suggests that ...	The author suggests that ...
15	The author makes a connection between	The author makes a connection between Allie and James Castle.
16	He concludes that ...	He concludes that the novel is tragically hopeless.
17	He appears to be saying that ...	She appears to be saying that although Holden does things that the reader cannot approve of the reader ends up liking him because of the artistry of Salinger in working on our emotions in secret and subtle ways.
18	The author states	The author states
19	According to X	According to Panova, Holden is a loafer.
20	He clarifies what he means by ...	She clarifies what she means by giving examples of the ways in which the novel stirs our emotions.
21	Another reason why X thinks... is ...	Another reason why Panova thinks that the reader shouldn't like Holden is his constant lying.
22	X believes that	X believes that
23	X suggests	X suggests

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24	X takes his argument further in suggesting that ...	Burrows takes his argument further in suggesting that even when death is not mentioned directly the theme is still there in the form of imagery.
25	X argues not only that ... but also ...	Panova argues not only that Holden is a loafer but also that he is a
26	One example of this is ...	One example of this is when Holden envisaged himself becoming a 'Catcher in the Rye'.
27	In this text X is describing...	In this text Panova is describing the way in which Holden's behaviour upsets the reader.
28	X offers	X offers
29	His basic argument can be summarised as ...	Burrows basic argument can be summarised as even when not obvious, the theme of death is present in the novel in the form of imagery.
30	In essence what he is saying is ...	In essence what he is saying is that even when not obvious, the theme of death is present in the novel in the form of imagery.
31	X says that ...	X says that ...
32	He also gives many examples of ...	He also gives many examples of ways in which Holden shows how he respects women.
33	X begins by discussing ...	X begins by discussing ...
34	Having discussed ... he eventually focuses on...	Having discussed Holden's faults Panova eventually focuses on the ways in which the novel stirs our emotions.
35	X levels various criticisms against ...	Panova levels various criticisms against Holden's behaviour.
36	For X ...	For Panova, Holden appears to be an unlikeable character.
37	He mentions how ...	He mentions how Holden thinks about Allie when he is depressed.
38	One of the purposes of X's essay/article is to...	One of the purposes of Panova's essay/article is to explain why people like the novel so much.
39	X exemplifies his claim with/by ...	Bloggs exemplifies her claim with the example of Holden telling Mrs Marrow that her son was popular.
40	X contends that	X contends that
41	X attacks ...	X attacks Aldridge for claiming that Holden does not change during the course of the novel.
42	X objects to ...	X objects to Aldridge's claim that Holden doesn't change.
43	X's principle concern is with ...	Burrows' principle concern is with Holden's dealings with death.
44	X presents his views about ...	Burrows presents his views about the theme of death in the novel.
45	A lot of the points he makes are about ...	A lot of the points he makes are about indirect references to death.

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52	He achieves/doesn't achieve	Panova achieves her purpose of showing how readers come to like Holden by focussing on incidences from the novel which draw on our sympathy.
53	Looking briefly at two interrelated examples might allow us to	Looking briefly at two interrelated examples might allow us to see how Holden is incapable of forming long term relationships.
54	In delimiting the ways in which... X ...	In delimiting the ways in which Holden can be considered unlikable, Panova acknowledges that Holden is not perfect.
55	X lists a number of ...	Panova lists a number of things that Holden does that the reader can't approve of.
56	In reading X's article, one may well be convinced that	In reading Panova's article, one may well be convinced that Panova doesn't like Holden.
57	He offers no evidence to support his point	Panova offers no evidence to support her point that Holden is a loafer.
58	It would seem difficult to substantiate	It would seem difficult to substantiate Panova's claim that Holden is a loafer.
59	He simply tells us that	She simply tells us that Holden is a loafer without offering any evidence.
60	Arguably	Arguably , Holden is the complete opposite of a loafer.
61	X would seem to indicate that ...	Panova would seem to indicate that she does not approve of the use of slang.
62	X is under the impression that...	Panova is under the impression that readers in general do not approve of the use of slang.
63	What X fails to consider is the fact that...	What Panova fails to consider is the fact that a large number of readers of the novel use slang themselves.
64	He seems reluctant to take into consideration	Panova seems reluctant to take into consideration the fact that a large number of readers of the novel are in fact teenagers, just like Holden.
65	In general I agree with X...although I think that	In general I agree with Panova although I think that despite his faults, Holden is still a likeable character.
66	X is right.	Panova is right when she says that Holden is the son of a rich father.
67	I agree with his claim	I agree with his claim.
68	I agree with the author that	I agree with the author that Holden is a loafer.
69	X's basic assumption that is...	X's basic assumption that readers disapprove of the use of slang is incorrect if we remember that a large number of readers use slang themselves.
70	X makes a valid point when he says ...	The author makes a valid point when he says that Holden was deeply affected by the death of his brother Allie.
71	It is generally assumed that ...	It is generally assumed that if a boy's father is rich then the boy doesn't have to worry about money.

72	Thus, X's argument is quite valid.	Thus, X's argument is quite valid.
73	X draws a parallel between ...	Burrows draws a parallel between the death of Allie and Phoebe reaching for the gold ring on the Carousel.
74	His argument about ...	Her argument about Holden being an unlikeable character is invalid.
75	... leads him to believe that ...	Panova's assumption that readers don't approve of slang leads her to believe that the reader also doesn't approve of Holden.
76	This is so for him because...	The reader disapproves of Holden. This is so for her because the reader disapproves of Holden's behaviour.
77	X bases his argument on ...	Burrows bases his argument on the belief that falling is a symbol of death.
78	It follows that ...	It follows that if falling is death then flying must be life.
79	X wants to leap from ...	X wants to leap from ...
80	Underlying X's argument appears to be a belief that ...	Underlying X's argument appears to be a belief that falling is a symbol of death.
81	Whilst it would seem... this is only ...	Whilst it would seem that Holden is an irresponsible student, this is only because we judge him by his exam results. If we look at his involvement in other activities ...
82	Ultimately it is the justifiability of ...that needs to be questioned .	Ultimately it is the justifiability of Burrow's belief that falling is a symbol of death that needs to be questioned.
83	His argument rests on the premise that ...	His argument rests on the premise that falling represents death.
84	In order to assess X's argument we need to...	In order to assess Burrows' argument we need to establish whether Salinger intended the sensation of falling to be taken as a symbol of death.
85	Since ... it seems reasonable for X to conclude that ...	Since Holden's father was a rich lawyer it seems reasonable for Panova to conclude that Holden never had to worry about money.
86	It is not so clear that ...	It is not so clear that just because a boy's father is rich that boy is rich too. Some people do not share their riches with others.
87	X seems to attach too much significance to ...	Burrows seems to attach too much significance to the theme of death in the novel.
88	There are some points where he ...	There are some points where Burrowssuggests that Holden was subconsciously thinking about death.
89	While it is true that ... this is generally ...	While it is true that Holden gets on very well with females this is generally only when they expect nothing from him.
90	In fact, in many cases ...	In fact, in many cases when something is expected from him the encounter ends up in disaster.

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91	X's criticism of ... seems unjustified	Panova's criticism of Holden's behaviour seems unjustified
92	While he is certainly correct in observing that ...	While Bloggs is certainly correct in observing that Holden has been dismissed from every school he has attended, he is not correct in assuming that Holden is unintelligent.
93	There is nothing inherently wrong in ...	There is nothing inherently wrong in saying that Holden came from a fairly typical family.
94	In some cases ...	In some cases Holden is seen to be extremely polite.
95	Something may be ... but still not exactly ...	Someone may be rich but still not exactly free from worries about money.
96	X has a tendency to exaggerate.	Panova has a tendency to exaggerate Holden's faults. (His lies are only 'white lies')
97	X makes many sound points	Panova makes many sound points when she claims that Holden is an unlikeable character.
98	His discussion of ...	Burrows' discussion of the topic of death is thought provoking.
99	If we look at some of ... we can see that ...	If we look at some of the lies that Holden actually told, we can see that he told them only in order to avoid hurting other people.
100	He also seems to ...	He also seems to assume that if your father is rich, you are also rich.
101	He seems to have forgotten that ...	Panova seems to have forgotten that many readers of the novel are teenagers themselves.
102	Does X expect us to ...	Does X expect us to believe that she has never told a lie?
103	As for his ... argument ...	As for her argument that Holden is a loafer I'm afraid I cannot agree.
104	This is a fact that X seems all too ignorant of	Practically everyone uses slang of one form or another . This is a fact that Panova seems all too ignorant of.
105	X's argument focussed very much on ...	Panova's argument focussed very much on Holden's behaviour in the environment of school.
106	He does not support this statement ...	Panova says that Holden is a loafer but she does not support this statement.
107	X takes this to be the logical conclusion of his foregoing discussion	Holden is an unlikeable character . Panova takes this to be the logical conclusion of her foregoing discussion.
108	There is clearly a difference between ... and ...	There is clearly a difference between being intelligent and doing well at school.
109	I would agree with X that ...	I would agree with Panova that Holden isn't doing very much with his life.
110	I would not go so far as to say that ...	I would not go so far as to say that Holden is a loafer.
111	His argument suffers from serious shortcomings with regard to ...	His argument suffers from serious shortcomings with regard to the lack of a variety of examples to support his claim.

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<http://home.ku.edu.tr/~doregan/Writing/evallangpanova.htm> - More such prompts

<https://open.maricopa.edu/english101open/chapter/evaluation-essays/> - How to evaluate an argument

Introduction

- Write a clear introduction that states what you are evaluating, the criteria or standards, and your thesis statement.
- Introduce the subject by writing about it to provide your readers with a clear picture of the subject in the context that you focus on writing.
- Establish the criteria or standards upon which you will be proving your thesis.
- Write a thesis statement that asserts your judgment. A good thesis statement determines the focus of your entire essay and aids in understanding the gist of your essay. In addition, the thesis presents a point of view you are taking.
- Should comprise 10% of the word count

Body Paragraph 1

- Write the topic sentence that outlines the first criterion along with the judgment of the criterion. Use transition words to move from the thesis to the first reason
- Provide relevant support to your first reason using examples, quotes, expert findings, statistics, comparisons, etc.
- Fortify your main arguments by addressing the objections or opposing viewpoints.

Body Paragraph 2

- Write the topic sentence that outlines the second criterion along with the judgment of the criterion. Use transition words to move from the thesis to the first reason
- Provide relevant support to your second reason using examples, quotes, expert findings, statistics, comparisons, etc.
- Fortify your main arguments by addressing the objections or opposing viewpoints.

Body Paragraph 3

- Write the topic sentence that outlines the third criterion along with the judgment of the criterion. Use transition words to move from the thesis to the first reason
- Provide relevant support to your third reason using examples, quotes, expert findings, statistics, comparisons, etc.
- Fortify your main arguments by addressing the objections or opposing viewpoints.

Conclusion

- Restate the thesis statement in a redefined manner. It has not to be the same as the one in the introduction.
- Ensure that you show your final position
- Clarify how your final position is relevant given the topic or essay question
- Explain who should be concerned with the findings in your essay
- Notify your readers about the importance of the topic.
- Make it brief and 10% of the word count

- **ARGUMENTATIVE** - State the claim in the beginning and then use evidence from text to justify your argument + shown awareness of other perspectives at the end. Use all possible techniques of the text type you are expected to adopt.

Intro - Begin with a hook starter (Imagine, Question, Analogy, Anecdote - here also don't create these - take from the prompt given only)

Body - Counter Claim + Rejection because (evidence from the passages) + State Claim (5 paragraphs)

Conclusion - Use techniques such as repetition in speech, questioning, etc to sum up all the counter claims and then sum up why the claims hold better against these myths.

- **PERSUASIVE** - State the stand you wish to take + Convince everyone about your point of view alone - not concerned with what others consider or think - negate all other ideas but the one you seek or aim to promote

Question 2 —

Composition - Descriptive

TITLE IS A MUST - First letter of each word (except article and preposition) must be written using a capital letter. Try to use a technique in the title - alliteration, rhyme, metaphor, etc.

Decide the dominant mood/contrast if needed (contrast not in action just in setting)

Read the question carefully to figure context

E.g. - Describe the end of a tiring climb on a mountain

Be conscious about not getting narrative by cutting out any time-related connectives such as 'then'

INTENT is very very important - choice of words must marry the mood - Use excessive literary devices but not confused ones - keep the mood in mind and choose vocabulary accordingly.

E.g. You've given the beautiful description of the resort and then used the verb, 'littered with couches' which has a negative connotation.

TENSE - Be mindful what tense you are writing in

Always begin zoomed out and then slowly zoom in

Ensure you have a bank that caters to all senses

Literary devices are a must

Active very choice

Use prepositions to show relationships between different objects (E.g. **Further down the road**, hanging bravely **on** the ominous banyan tree, **in** a petite hive, resided the not-so-petite Mr.Bumble Bee.)

Description -

Strange silhouettes begin to dance around the room as the rain shrewdly impinges my efforts to fall into a deep slumber. It intensifies. The tiny shards of light once peeking through the blinds quickly diminish and the darkness momentarily envelopes me. The somber pitter-patter of the rain turns into unforgiving drumming. Relentless. The silhouettes unexpectedly return - jagged, sinister and demonic. I wrap myself up in my cocoon - layer upon layer of thick blankets, trying to focus my best on something otherworldly - a place where I can momentarily escape without the fear of having to face tomorrow. The heating is on but my body aches, there isn't the absence of light yet my thoughts darken and my body is full of regrets. Relentlessly tossing and turning, I focus on the dream catcher hanging precariously above me. There is enough light to make to make out its intricate patter - its interwoven threads, once seen as beauty and a gift, now seeming meaningless and futile.

https://www.youtube.com/watch?v=r4ML5Y_hlBQ

<https://www.youtube.com/watch?v=l4A194p7Jv8>

Composition - Narrative

TITLE IS A MUST - First letter of each word (except article and preposition) must be written using a capital letter. Try to use a technique in the title - alliteration, rhyme, metaphor, etc.

PLOT - Beginning/Exposition (Description of character and setting) - Rising action - Twist - Climax - Falling action - Twist - End

2 characters - develop both

Use irony as devices for twists

Dialogue is crucial and must move the action forward - not more than 3 sets of dialogues spread out

In questions which have an opening or ending line or line in between, you must use it as it is.

Structure paragraph lengths for effect.

Make realistic stories - not imaginative ones

<https://www.youtube.com/watch?v=Qp0pYkOx-Pk>

<https://www.youtube.com/watch?v=Gg8AdEFHURY>

https://drive.google.com/file/d/1HwVPKpsl2odcgtsD3y76uMjblH3koRaj/view?usp=share_link