

**Threshold Concept- Year 10- Language- Reading:**

- TC1 -Understanding texts: identifying explicit and implicit information; selecting accurate and precise quotations.
- TC2 – Demonstrate and appreciation of the writer's craft through analysis and critically evaluative comments.
- TC4 – Evaluate writer's craft including comparison skills.



**Showing your understanding of texts- use PEEZL to structure your answers.**

Component 1, Question 2 response- 5/5 marks.

**Point**-rephrase key words from question to start your answer.

**Evidence**- introduce quotation(s).

**Explanation**- explain what quotations shows.

**Zoom**- pick a single word choice made by the writer and explain what it implies.

**Link to reader** - mention how reader may react and why.

Mention techniques here!

The writer creates the impression that there is a misunderstanding between the characters of Emma and Robbie. For example, the writer describes how Robbie "was well known for his grumpiness", yet "Emma mistook it for shyness". The fact that Emma mistakes his grumpy attitude for being shy emphasises how the couple do not fully understand each other as they misinterpret each other's behaviour.

The writer also creates the impression that Emma and Robbie are both very different people. Whilst Robbie is "twenty years older than her" and quite grumpy, Emma is impressionable and slightly naive as she believes "he was more mature than he was" as a result of his sulking attitude. This impression is reiterated when the writer explains how after a week "Emma was feeling the need for some time apart from Robbie". This highlights the distant nature of their relationship and suggests it may not be as strong or loving as she believes.

You should use this info to get the base knowledge needed to confidently answer the different types of question on component 1 and 2.

Frequent, short quotations weaved into your answers and explained will make your work even more successful!

**Expressing higher order ideas in explanations (for analysis/evaluation).**

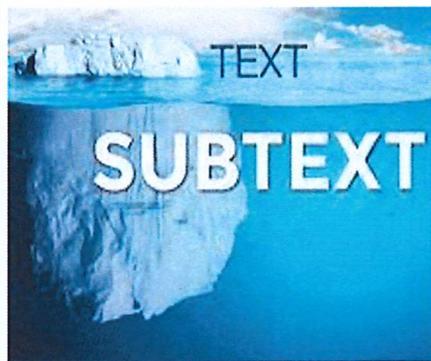
Use this to transform your responses from this...

**Text** = what is directly written in a piece of literature.

(Don't include in your explanations- you'll just be repeating yourself/ retelling the story.)

**Subtext** = the meanings beneath the surface of what is written.

These are the things that show you are thinking deeply about the writer's choices.



What happens.

Connotations of words.

Implied emotions of characters.

Alternative interpretations.

Writer's intentions.

The quotation: "as strong as a bull" reflects that the man is like a strong cow. X

To this...

The quotation "as strong as a bull" shows that the man in question is a powerful physical specimen. It may also reflect the man is mentally tough, perhaps even stubborn. The noun "bull" might reflect the writer's intention to show that the man is aggressive, perhaps foreshadowing harm he does to others later in the story. ✓



**Identifying language and structural features.**

0 2 Read lines 7-16. What impressions does the writer create of Emma and Robbie in these lines? [5] You must refer to the language used in the text to support your answer, using relevant subject terminology where appropriate.

Whenever you see the highlighted words, try to identify and mention the writer's technique choices in your essays.

Common language techniques	Common structural features
Simile Metaphor Personification Adjective Adverb	Lists Repetition of words Lexical (word) patterning Repetition of a technique Tone shift

Use this to transform your responses from this...

The quotation: "as strong as a bull" shows...

Make sure you can confidently identify these!

To this...

The quotation: "as strong as a bull" is a simile, which shows...



**Comparing successfully- using comparative connectives.**

- |  |  |
|--|--|
| <p><b>Words that signal a comparison</b></p> <ul style="list-style-type: none"> <li>As</li> <li>Also</li> <li>Like</li> <li>Alike</li> <li>Likewise</li> <li>Resembles</li> <li>Similar</li> <li>Just as</li> <li>Just like</li> <li>Equally</li> <li>Same both</li> </ul> | <p><b>Words that signal a contrast</b></p> <ul style="list-style-type: none"> <li>however</li> <li>Although</li> <li>Whereas</li> <li>In contrast</li> <li>Yet</li> <li>Differs from</li> <li>Instead</li> <li>Unlike</li> <li>On the contrary</li> <li>Different from</li> <li>On the other hand</li> </ul> |
|--|--|

Platinum answers may include: The words "more" "less" regularly AND comparative adjectives.

Words that end in 'er' that compare two things i.e. greater.

Use these frequently when comparing non-fiction texts.

Both the 'Penny Review' and the Chilean mining article finish with the miners being rescued. This creates a sense of drama as the rest of the texts build up tension and anticipation for their rescue. However, in the Chilean article the day of the rescue is also mentioned at the beginning: the "scenes of jubilation erupted" as the miners were rescued. This dramatic verb 'erupted' portrays the excitement and



Make sure you clearly mention which specific text you are discussing every time.

**Threshold Concept- Year 10- Writing:**

TC5 - Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

TC6 - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

TC7 - Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

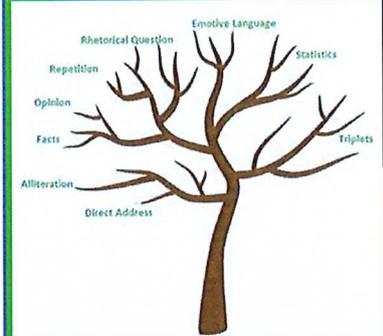
**Vocabulary:**

Common word	Better word
Big	Vast
Small	Microscopic
Happy	Elated
Sad	Melancholy
Scary	Blood-curdling
Scared	Petrifying
Loud	Thunderous
Quiet	Soundless
Said	Declared
Red	Vermillion



To be a successful writer, you need to juggle all of these different skills.

**Techniques:**



**Ask yourself these questions:**

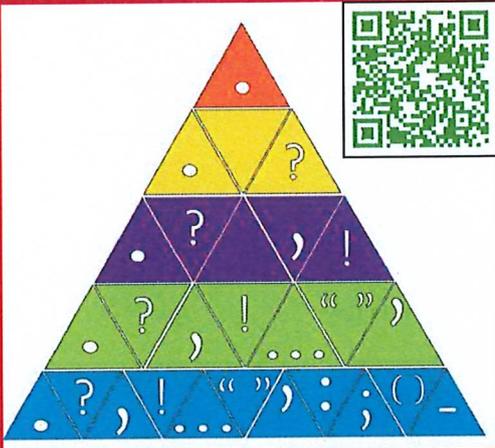
- Do I know what all these techniques are?
- Do I use a range of these (and maybe even some others!) in my own writing?

**Ask yourself these questions:**

- Do I know, use and spell correctly plenty of better words for common words?
- Do I push myself to use more ambitious words in all my work- not just English?



**Punctuation:**



**Ask yourself these questions:**

- Am I aware of the function and when to use each of these pieces of punctuation?
- Do I consistently use all these pieces of punctuation in my writing?

**Structure:**

For fiction texts- SCIT:

**40 min successful plot structure- SCIT.**

- Section 1:** Describe the **setting**.
- Section 2:** Describe the main **character**.
- Section 3:** Describe **ONE incident**.
- Section 4:** Describe how the **setting/character** has now **transformed**.



For non-fiction texts- PAF:

Purpose	WHY you are writing your non-fiction text.	Inform, persuade, advise, review, entertain.
Audience	WHO you are writing to/for.	Wide audience, council, parents, tourists, teenagers.
Form	WHAT you are writing and HOW it is uniquely laid out.	Letter, magazine article, newspaper article advertisement, speech.



**Ask yourself these questions:**

- Does my writing achieve what I want it to?
- Do I adapt my writing (i.e. word/language choices) based on the task I am set?