

Your summer English exam will be comprised of two sections and will last 80 minutes.

**Section A: Animal Farm Question** [40 minutes]

**Section B: Discursive Writing** [40 minutes]

You should make sure all questions are answered fully.

---

### **Section A: Animal Farm**

You will be asked a question about the pigs in Chapter 7 in Animal Farm.

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

- Bullet point the key events in this chapter
- Learn the commandments and how they were changed by the pigs
- Write ten bullet points on what you have learned about the pigs' behaviour on Animal Farm in chapters 1-7
- Make a list of quotes from chapter for the pigs and what we learn about them



To be successful in this section you should:

- Demonstrate good knowledge and understanding of the chapter
- Use quotes from the chapter 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

### Putting quotes 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 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 it's 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

Try the following example question based on Chapter Five to help you practice and look closely at the exemplar answer and teacher comments to show you how to set out your work.

**Section A**  
**Animal Farm**  
**(25 marks)**

1) Show how Napoleon becomes more controlling in Chapter 5.

**Success Criteria:**

- Demonstrate good knowledge and understanding of the chapter
- Use quotes from the chapter to support your answer
- Explain the points you are making
- Paragraph your work
- Use correct spelling, grammar and punctuation
- Use topic sentences



**Model Answer: Show how Napoleon becomes more controlling in Chapter 5.**

Napoleon becomes more controlling in Chapter 5 in his disagreements with Snowball. In the text it states that '*These two disagreed at every point where disagreement was possible.*' In the debates over things like the windmill, Snowball is more persuasive in his speeches but Napoleon '*was better at canvassing support for himself in between times*'. Snowball spent time studying plans and coming up with ideas for how to improve the farm but '*Napoleon produced no schemes of his own.*' Snowball impressed the animals with his intelligence, especially when planning the windmill, but Napoleon pretended that he was against the scheme as he '*urinated over the plans and walked out.*' However before he did this he '*looked closely at every detail... Out of the corner of his eye.*' Which shows he is controlling and manipulative as he plans to use them later.

Napoleon is more controlling in the way that he manipulates and uses the animals. He trains the sheep to bleat '*Four legs good, two legs bad*' at crucial moments in Snowball's speeches'. He also plays on their fears and says that if they follow Snowball they will '*starve to death.*' This shows that he is trying to control how the animals vote and what they think by confusing them and scaring them.

Napoleon becomes more controlling in Chapter 5 when he stops the animals being able to vote for Snowball by scaring him off the farm using the dogs. He has trained the dogs in private which was an underhand thing to do and shows he was planning to something like this for a long time. The animals are '*silent and terrified*' after this happens and the fact that the dogs '*wagged their tails to him*', the way they had to Mr. Jones, shows he is becoming more like a human and therefore more controlling.

Napoleon becomes more controlling by ending Sunday morning meetings without taking a vote on it. 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. In this way Napoleon has become more manipulative.

Finally, Napoleon has become more controlling through using Squealer to explain things to the animals. Squealer is extremely clever and can twist facts to convince the animals that things are true. Squealer explains to the animals that Napoleon didn't want to lead but was doing them a favour in doing so. He also calls Snowball '*a criminal.*' This twisting of the truth shows Napoleon to be very controlling. Also, when Napoleon decides that he wants to build the windmill that Snowball designed, Squealer said that Napoleon had in fact created it and his drawings had '*been stolen from among Napoleon's papers.*' These lies show that Napoleon wants to convince the animals that he is cleverer and more tactical than he really is, which is very manipulative. Squealer repeats things so that the animals remember it and they are not clever enough to challenge it, therefore they eventually believe Napoleon's lies. Also the dogs growl '*so threateningly*' when Napoleon or Snowball speak that the animals are scared into believing them. This adverb shows that the dogs are being used by Napoleon to intimidate and therefore control the other animals.

**Teacher comments:**

**A fantastic response to the question - well done! Quotes are well selected and integrated well into your sentences. Good use of topic sentences at the beginning of every paragraph to show the reader that you are focused on the question. Point, evidence and explanation are done in a fluent and natural way to keep the sense and meaning of your answer clear. Paragraphing, spelling, grammar and punctuation are all accurate.**

## **Section B: Discursive Writing**

In this section you will be asked to respond to a statement and show both sides of the argument.

In advance of the exam you should:

- Learn the discourse markers to use in your argument
- Revise the rhetorical devices and include some of them in your essay
- Do a timed practice essay to help you prepare for the unseen nature of this section

To be successful in this section you should:

- Make a list of all the arguments 'for' and 'against' before you begin writing
- Use an introduction, section 'for', section 'against' and conclusion
- Use a high level of language
- Use a variety of discourse markers
- Use some rhetorical devices to interest and engage the reader
- Use the opinions of others to support your arguments
- Use some of the information given to you on the exam paper to help you make your arguments 'for' and 'against'
- Give your informed personal opinion in the conclusion based on your arguments

### **Discourse markers**

#### **Words that introduce:**

Firstly  
Primarily  
In the first place  
Initially

#### **Words that compare or continue an argument:**

Moreover  
Similarly  
Furthermore  
In addition

#### **Words that form the opposing argument or disagree:**

In contrast  
Alternatively  
On the other hand

**Rhetorical devices for discursive writing:**

Discursive writing is not as forceful as persuasive writing but you should still present both sides of the argument in a convincing and assured way. To help you do this you can use:

- Facts
- Personal anecdotes
- Real life examples
- Expert opinions
- Rhetorical questions
- The rule of three
- Decisive language such as 'clearly', 'undoubtedly', 'it is evident that', 'this proves that'

**In conclusion...**

To write a successful conclusion in discursive writing you should show that you have considered all the arguments and give your informed personal opinion. You could also include personal experience or other reasons why you agree / disagree with the stimulus statement

Complete the practice question below in 40 minutes to practice for your exam.

- Plan your ideas before you write
- Check the success criteria to make sure you have structured it properly, included the right information and used the correct tone and language.

**Section B**  
**Discursive Writing**  
**(25 marks)**

**2) 'Mobile phones should be banned in schools.'**

Write a discursive essay in response to the above statement which addresses both sides of the argument.

**Success Criteria:**

- Use an introduction, section 'for', section 'against' and conclusion
- Use a high level of language
- Use a variety of discourse markers
- Use some rhetorical devices to interest and engage the reader
- Use the opinions of others to support your arguments

You can use some of the information below *as part of your arguments* 'for' and 'against'

**For**

- "Pupils' revision is completely disrupted by mobile phones. They are playing '8 Ball Pool', 'Zig Zag' and 'Crossy Road' in the library instead of revising for G.C.S.E.s" (*R. Hayes, English teacher.*)
- A recent survey shows that 68% of bullying complaints in school are about cyber bullying incidents.

**Against**

- "I use my phone in school to check spelling and to look up facts on Google to help with my work." (*Samantha, age 15*)
- "My mum works far away and I need to keep in touch with her throughout the day about arrangements for picking up my younger siblings." (*Tom, age 16*)