

Your summer English exam will be comprised of two sections, will last 80 minutes and will test both your reading ability and writing skills.

**Section A: Literary Comprehension** [40 minutes]  
(Reading)

**Section B: Personal Writing.** [40 minutes]  
(Writing)

You should divide your time equally between both sections of the exam.

---

### [Section A – Comprehension]

The word *comprehension* means *understanding* and so the intention of this section of the exam is to test **how well** you understand what you read.



### Your job...



To show the teacher just **how much** you have understood.

This means that you must approach both the text and your written answer **like a lawyer**.

You must not only **find the answer** but you must **prove it**.



You must **look very closely** and repeatedly at the details of the story, such as the particular **words and phrases** the writer has used, and choose **the best possible evidence** to prove that your answer is right.

You must make sure you have read the question carefully and understood what exactly you are being asked to write about. Ask yourself:

*What are the **key words** in the question?*

---



**REMEMBER!**

It's very important to P.E.E.

Each point you make when answering a question should be in the form of a paragraph, and each paragraph should resemble a tasty burger...and make it a Whopper!



- ← The top part of the bun is your **Point**, i.e., your statement that answers the questions
- ← The burger, cheese and dressing is the **evidence** you give. This should normally be a quotation(s) from the text.
- ← The bottom part of the bun is your **explanation**. This is where you explain how your evidence proves that your point is right, and why it is relevant to the question.

Look at this example from a previous exam...

Question:

How does the writer show Fiona's feelings as she takes the puppy home?  
[6 marks]

Answer:

The writer shows us that Fiona is feeling concerned about the puppy she has found when she is described as "holding the puppy protectively," and that she has to "plead" with the bus driver to allow the puppy on the bus. The word "protectively" shows that she does not want the puppy to suffer any more harm, while the verb "plead" shows us just how desperate she is to help the puppy.

**Point** – Fiona feels concerned

**Evidence** – quotations from the story

**Explanation** – explains how the evidence shows that Fiona feels concerned and points out the particular words or phrases that are important

**Now try it yourself.** The next two paragraphs are also part of the answer to the question; highlight or underline the three different parts of the 'burger' in each paragraph.

**WHY SO MUCH?** The paragraph above would be worth 2-3 marks - it makes a clear point, gives evidence and explains (1 mark for each). The question is worth 6 marks, so I need to write more to prove how much I have understood. So I continue...

We can also clearly see that Fiona feels a little bit nervous as she tries to get on the bus with the abandoned puppy. **The writer has Fiona tell us:** "I hid the dog inside my coat," which shows us that she was worried about how the driver might react. She clearly suspected that the driver would be angry and not allow the puppy on the bus so she hid it nervously where he could not see it.

It is very clear from the way the writer has presented Fiona that she feels a great deal of care towards the abandoned puppy. When she first finds it, she says: "moving slowly, I scoop it up carefully." Fiona clearly moves slowly so that she does not frighten the little dog, and when she uses the word "carefully" we can see just how kind she is behaving towards it and how much she cares for it.

**ALWAYS USE QUOTATION MARKS**  
WHEN WRITING A QUOTATION  
FROM THE STORY AS EVIDENCE

Final Checklist for Section A – Comprehension:

1. **P.E.E** – make your **Point**, give **Evidence** for your point and then **Explain** how this evidence supports your point.
2. Read the passage carefully and thoroughly.
3. Then read the questions and highlight any keywords that might help you find where the evidence might come from in the passage.
4. Read the passage again and highlight the keywords, phrases, headings etc that relate to the questions.
5. Look at what marks are allocated to each question. Do not spend 10 minutes answering a question worth 2 marks and 2 minutes answering a question worth 10 marks!
6. Make a note of how long you can afford to spend on each question and try to stick to it.
7. **Remember** if you are quoting from the passage to use **quotation marks**.
8. **Reread** the question after you have written an answer and double-check you have covered all the points asked for.
9. **DO NOT** just copy large chunks out of the text.
10. Remember – **Passage, Questions, Re-read** and **Search** for evidence.

### [Section B – Personal Writing]

In this section of the exam, you will be given three different writing topics. You must **only choose one**.

#### **Personal Writing:**

For personal writing, you will be given three different titles, for example:

1. The best place I have ever been.
2. If only I had listened.
3. How I achieved a goal.

You must then choose a title and write about **your own personal experiences**.

Unlike creative writing, you must write this essay from your own point of view, **using the pronoun “I...”**

Remember the Learning Outcomes for Personal Writing:

1. **Plan carefully** – just like you would do for any other story.
2. Open effectively – **catch the reader’s attention** right at the start with an interesting, funny, or surprising statement that is interesting and relevant to the title.
3. **Always** use paragraphs
4. Describe people and places in a **vivid and realistic** way using a range of expressive adjectives, verbs and adverbs.
5. **Describe using the senses** – things you could see, hear, smell, feel, taste, etc.
6. **Use dialogue** to make the essay interesting and realistic.
7. Use similes, metaphors, personification, onomatopoeia and alliteration to make your writing original and entertaining.
8. Focus on thoughts and feelings – use humour, sadness, etc., when appropriate.
9. Create a clear and **convincing ending**.
10. Check that all of my **Spelling, Punctuation and Grammar** are accurate.

## **NOTES**

Use this page to make notes, write a list of topics that you need to go back and revise, or jot down any questions that you want to ask the teacher.