NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Year 10 English Exam Practice & Revision**

**EXAM INSTRUCTIONS:**

You will have 90 minutes writing time in which to complete two responses. You are to spend 45 minutes on each task.

1. Text Response
2. Personal/Creative Writing

Choose one topic from each section.

VERY IMPORTANT: Write the NUMBER of the topic at the beginning of your essay.

WRITE YOUR NAME on each sheet you use.

Remember to carefully proof read and edit your answers.

**Essay tips – do’s and don’ts**

The number one mistake students make when writing a text response essay is they don’t stick to the topic. It is very important to read the topic carefully, highlight key words, and understand what the topic wants you to discuss. Another tip is to plan your topic sentences for each body paragraph before you begin and ensure you are answering the topic in each one.

The second most common mistake is to spend too much time explaining what happened in a particular scene – this is often referred to as plot summary – keep your references to the events brief and to the point so that you can move on to analysing.

To analyse means to look at both big and little things in the text and give your own explanation of what it means, who the characters truly are underneath, what motivates them, what consequences they cause or get caught up in, and what the writer was teaching the audience about themes and the place and time period (context) when the text was set.

Know your text well – read the class notes, read information online, but most importantly re-read (or re-watch) the text more than once. Form opinions about each character – who are they, what motivates them, what are their strengths, their weaknesses, fears, desires, how much are they influenced by their time period and those around them, what do they value? Identify and understand the themes of the text, how the themes are presented in the text, and what the author might have been meaning to teach audiences about that theme.

**Practise creating essay plans:**

1. Rewrite the topic in your own words.

2. Give a clear statement of your opinion on the topic.

3. Write three or four topic sentences for three or four body paragraphs.

4. Dot point what evidence you would use to support each topic sentence. Be careful not to double up on evidence from one body paragraph to the next.

The scaffold below works best if you type into it on your computer.

Introduction

|  |  |
| --- | --- |
| Address the topic/response to topic/thesis |  |
| Overview of the book – author, main character (depending on the topic question), context |  |
| Brief summary of main ideas/ preview of the essay ideas |  |
| Lead on to next paragraph/link (optional) |  |

Body Paragraph

|  |  |
| --- | --- |
| **Topic sentence** – a sentence that introduces one of your key responses to the topic. It lets the reader know what the paragraph is about. |  |
| **Evidence** – quotes; examples from the text (paraphrasing)**& Explanation** – explain the idea in the topic sentence further; explain how your evidence (ie quote) is an example of what your topic sentence said. Giving your interpretation of characters, events, themes. Adjectives like “loyal” “weak” “strong” show that you’re interpreting. “ly” adverbs “loyally” “weakly” show interpretation too. |  |
| More Evidence and explanation |  |
| **Link** – rounding off sentence – conclusion for the paragraph – restate your point – link either to the topic sentence or the essay topic itself |  |
| *Check that you didn’t – avoid retelling the story – references to events should be brief,* *Detail like quotes are important to the extend that they make the point of your topic sentence. Stick to the idea of your topic sentence.**Avoid repeating the same words/ideas/phrases.**Every sentence should build more of what you want to say.* |

Body Paragraph

|  |  |
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Conclusion

|  |  |
| --- | --- |
| **Summary** of your main ideas (look at your topic sentences from your body paragraph and briefly retell) |  |
| Retell your thesis/response to topic/your view of the topic |  |
| Reflects on what readers can/should learn from having read/viewed the text. “From [title] we learn that… |  |
|  |  |