

Year 8: January Endpoint Assessment Revision Sheet

Analysis Questions:

For analysing an extract of text, you are required to use the following structure:

CED

Comment: - Answer the question with a comment.

Evidence: - Use **relevant** evidence (quotations) to support your response.

Develop: - Explain your response:

- Pick out key words/phrases to zoom in on. Discuss multiple ideas (what it suggests) and multiple connotations (what it makes you think of).
- Discuss the reader's response (how might they think/feel?)
- Discuss the writer's intention (what are they trying to get their audience to consider?)

Revision Task 1:

Read the extract from *Coraline* by Neil Gaiman. Look at how it reflects key Gothic conventions, including the eerie atmosphere, a sense of dread, and a sinister "other world":

Extract from *Coraline* by Neil Gaiman:

Coraline was about to turn away when she saw something that made her stop. In the darkness at the far side of the room, there was a door. It was slightly ajar, just wide enough for her to see the cold, dead light shining through. Something was behind it. It was watching her.

Coraline's heart began to beat a little faster. She had never seen that door before. It wasn't the same one she had come through. And, if she was being honest with herself, she wasn't sure if she had ever really wanted to know what was on the other side.

But something made her move toward it. She reached for the handle and turned it.

It opened. The other world was waiting.

Use the CED structure to answer the following questions:

1. How does Neil Gaiman create a sense of suspense and unease in this passage?

(Consider the words and phrases Gaiman uses, such as “cold, dead light” and “something was watching her.” How do these contribute to the eerie atmosphere?)

2. What can you infer (inference = using clues from the text to figure something out) about the “other world” from the description of the door and the light?

(What does the mention of “dead light” suggest about the nature of this world? Why might it be described this way?)

3. Why do you think Coraline’s heart begins to beat faster when she sees the door?

(What does this physical reaction suggest about her emotional state? What might it foreshadow about what will happen next?)

WAGOLL (Q2):

C - comment	From the extract, the reader can infer that the other world is unnatural and lifeless. Unlike the real world, which is filled with natural, vibrant energy, this world seems to be in a state of decay.
E - evidence	When Coraline first steps through the door, she notices that “The light was dead.” and “there are no shadows.” This description creates an atmosphere of bleakness and lifelessness. The "dead light" is not bright, warm, or inviting. The absence of shadows further emphasises the lifeless, almost oppressive quality of the place.
D- develop (key words and connotations)	The phrase "dead light" also appears to be warning that this world is not a safe or wholesome place, despite the initial allure it might seem to have with its friendly 'Other Mother'. The word "dead" immediately evokes connotations of death, decay, and emptiness, signalling that the world is fundamentally wrong.
D – develop (reader’s response)	A reader encountering the term "dead light" would likely feel uneasy and suspicious about the other world. The phrase immediately raises questions about the nature of this alternate reality and whether it is truly a place of safety and wonder, as it might initially appear. The reader might start to feel a sense of foreboding, understanding that there is something wrong with the other world, even if Coraline doesn't yet see it.
D – develop (writer’s intention)	Neil Gaiman’s use of "dead light" is intentional in creating a sense of otherworldliness and subtle horror. Through this description, Gaiman is not just setting up a visual detail, but also foreshadowing the darker nature of the other world and the danger Coraline will face there.

You Do:

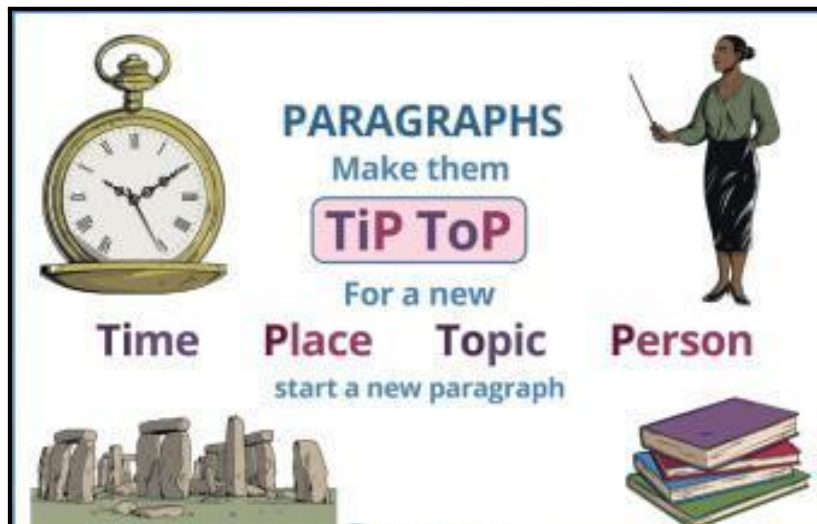
Please write your own CED analysis paragraphs to answer questions 1-3. Continue on lined paper if you run out of space.

Paragraphs

You must paragraph any piece of writing.

If you are using the CED structure, use a new paragraph each time you make a new comment and begin the CED structure again.

For descriptive/narrative pieces of writing, TiPToP will help you:



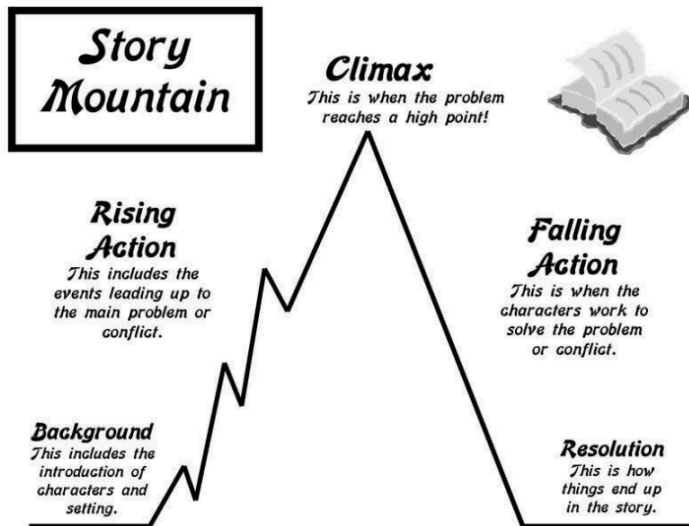
Revision Task 2:

You Do: Using TiPToP to help, add in paragraphs to the following unstructured piece of text:

I went to the shopping centre to do some shopping for new clothes. The shops were crowded, and there were lots of people walking around. I didn't know where to start. I went to the first clothing shop I saw. Inside, it was full of bright colours, and there were so many racks of clothes to look through. I started picking out a few things to try on, but I wasn't sure what would fit. I looked at the prices and some of the clothes were more expensive than I thought. After a while, I decided to try on the clothes. I went to the changing room and started trying on the outfits. Some of the clothes looked good, but others didn't fit right. I felt frustrated because I had hoped to find something perfect. I left the changing room and walked around a bit more. I finally found a shop that had exactly what I wanted. I picked out a shirt and a pair of jeans and went to the checkout. The cashier was friendly. They asked, "Would you like to join our loyalty programme?" Eagerly I replied "Yes please!" Afterwards, I paid for my items and left the shopping centre. It had taken longer than I expected, but I was happy with what I had bought.

Narrative/Creative Writing:

Think of any book you’ve ever read, story you’ve heard, film you’ve seen, or narrative video game you’ve played. Take a look at “Story Mountain” below. This gives the structure which a great story follows:



Also, creative writing needs to be descriptive. Remember to use the following in your writing:

Method	Definition	Example
Simile	A comparison between two things using “like” or “as”.	The room was so cold it was like a freezer!
Metaphor	A comparison between two things using “is” or “was”. This is a closer comparison than a simile!	There they stood in front of me; they were a skyscraper, a giant!
Personification	Giving non-living object human characteristics.	The grass tickled my legs. The windows groaned in the storm.
Onomatopoeia	Words which sound like the sound they represent.	Walking through the forest, I branched snapped under my feet.
Pathetic fallacy	Using weather and/or setting to establish the feeling/mood.	Happiness: It was a bright sunny day. Confusion: Fog hovered on the track.

		Anger: Thunder rumbled, and lightning crashed in the sky.
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Revision Task 3:

Using the image below, write a story or descriptive piece. Use each technique from the table above in your description.



WAGOLL:

In the heart of the forest, where the trees twist into ancient, gnarled shapes, there stands a place untouched by time. Here, the sun seems to falter, casting weak rays through a canopy so dense that even noon feels like twilight.

The air is thick, heavy with the weight of secrets long buried. Darkened trunks of trees bend ominously, their bark etched with symbols older than memory. From the vast arches above, snaking tendrils of moss sway like forgotten prayers, their silence broken only by the occasional rustle of the wind, or the whisper of footsteps unseen.

In the stillness, the silence is palpable; it is unnaturally quiet, as though the very earth holds its breath. Beneath the eternal twilight, shadows dance with a life of their own, stretching long and thin, embracing the stone floors in their cool, silent grip.

Here, time loses its meaning. No clock ticks, no hour passes. The world outside fades away as if it never existed, and all that remains is the quiet hum of mystery, waiting to be uncovered. The Forgotten Light flickers faintly from above, casting an eerie glow that never fully illuminates but instead invites the mind to wander, to dream, to forget.

