

Year 9: 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 *Never Let Me Go* by Kazuo Ishiguro. This excerpt is part of the protagonist's (Kathy) reflection on her time at Hailsham, a school for children who are later revealed to be part of a more sinister project.

Extract from *Never Let Me Go* by Kazuo Ishiguro:

(Kathy speaking)

I keep thinking about this one time, when I was in my first year at Hailsham, and Miss Emily came to give us a talk. She said something I'll never forget: that we were all part of a great plan. We had our own role to play, our own purpose, but it was a purpose we could never really understand, at least not while we were still at school.

She told us that we were different, and it was important that we didn't let that make us feel strange. But there was something in the way she said it, something in the way she looked at us, that made it clear that the difference wasn't something we should try to ignore. We had to accept it. And once we did, we would find our way, as if we were all part of something much larger than ourselves.

It was a talk I've thought about a lot over the years, especially in the moments when I've felt so confused and unsure. And now, looking back, I wonder if it wasn't the very first time I truly understood what it meant to be us.

Use the CED structure to answer the following questions:

1. **What can you infer (inference = using clues from the text to figure something out) about Miss Emily's words that the children are "part of a great plan"?**
(Consider the use of the word "plan" and how it might hint at something larger and more controlled.)
2. **How does this passage make you feel about the children at Hailsham?**
(Do you feel sympathy for them, confusion, or perhaps discomfort? Why?)
3. **What mood or atmosphere does the extract create? How do the descriptions of Miss Emily's talk and Kathy's reflections contribute to this mood?**
(Is the atmosphere sombre, unsettling or something else? How does Kathy's tone affect the reader's emotional response?)

WAGOLL (Q1):

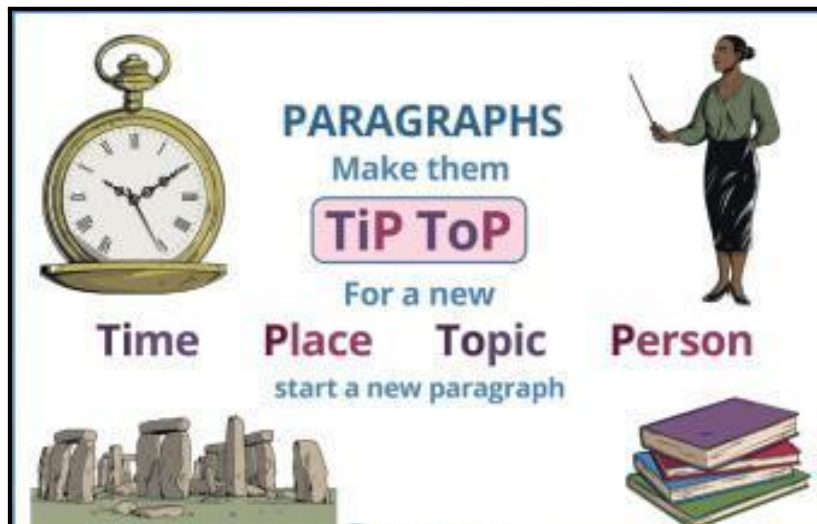
C - comment	<p>From Miss Emily's mention of a "great plan" the reader can infer that the children at Hailsham are not living their lives freely but are instead part of a larger, controlled system.</p>
E - evidence	<p>The word "plan" conveys a sense of inevitability and structure, suggesting that the children's lives have been predetermined from the start, with no room for choice or rebellion.</p>
D- develop (key words and connotations)	<p>The word "plan" in this context is significant because it suggests a larger, impersonal force at work— connoting something methodical, cold, and efficient. The adjective "great" further emphasises the scope and scale of this system, suggesting that the children are only small, replaceable parts in a much grander scheme. The connotation of the word "plan" implies an absence of individual freedom, and the "greatness" of it suggests something impersonal, reinforcing the idea that the children's lives are insignificant in the wider context.</p>
D – develop (reader's response)	<p>Upon hearing Miss Emily's statement, a reader might feel a sense of shock or horror at the realisation that the children's lives are not their own; they have been manipulated for a purpose they may not fully understand. Readers may begin to feel sympathy for the characters, who appear to have been somewhat dehumanised.</p>
D – develop (writer's intention)	<p>Kazuo Ishiguro's use of the phrase "great plan" highlights the way individuals are treated as tools for a larger, impersonal project. This notion forces readers to confront the moral implications of such a system, prompting reflection on the nature of human rights and the value of individuals.</p>

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:



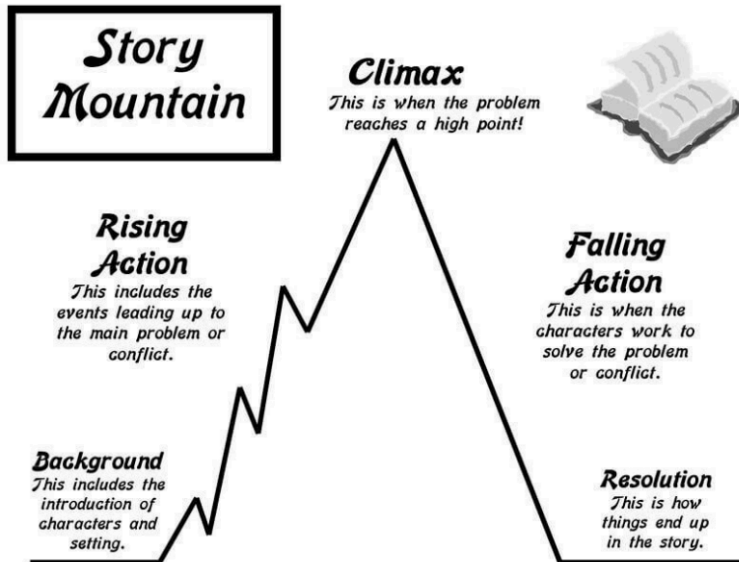
Revision Task 2:

Using TiPToP to help, add in paragraphs to the following unstructured piece of text. Remember that "Person" includes dialogue (speech).

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 objects 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.	<p>Happiness: It was a bright sunny day.</p> <p>Confusion: Fog hovered on the track.</p> <p>Anger: Thunder rumbled, and lightning crashed in the sky.</p>
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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:

Sprawling like a corpse beneath a shroud of ash-grey skies, the earth appears a miserable sight. Towering columns, hollow and desolate, rise from the cracked wasteland like skeletal remains of a forgotten civilisation. Howling in grief, the wind's cries slice through the vicious void, where humanity's echoes have long faded. A lone figure trudges forward, a shadow against the barren canvas, dwarfed by the cold indifference of the looming structures. The land is parched, its surface scabbed and scarred, a testament to ruin. Veiled in mist, the distant horizon whispers in despair, as if hope itself has been banished from this broken world.

