

Preparing for the Preliminary Yearly Exams

Revisiting an essay scaffold

Introduction (outlines your question, your texts and composers, your techniques and your angle on change)

- Statement about ‘stepping out’
- Restate question
- Title of texts and composers
- Techniques used to convey ‘stepping out’

Body (make a statement, provide examples and evidence, use quotes and link to question)

- Topic sentence - text 1 and technique 1
- Example from text about ‘stepping out’
- Analysis of the technique used to convey aspects of the T00
- Summative sentence - sums up point and links information to question

- Topic sentence - text 1 and technique 2
- Example from text about ‘stepping out’
- Analysis of the technique used to convey aspects of the T00
- Summative sentence - sums up point and links information to question

- Topic sentence - text 2 and technique 1
- Example from text about ‘stepping out’
- Analysis of the technique used to convey aspects of the T00
- Summative sentence - sums up point and links information to question

- Topic sentence - text 2 and technique 2
- Example from text about ‘stepping out’
- Analysis of the technique used to convey aspects of the T00
- Summative sentence - sums up point and links information to question

Conclusion (outlines your texts and composers, your techniques and your understanding of change)

- Restate question
- Title of texts and composers
- Techniques discussed to show ‘stepping out’
- Contextual statement about ‘stepping out’ based on a common idea of your texts

Building an Essay a Sentence and Paragraph at a Time

Topic sentence starters - for either related material or your set text

1. In the [text] the composer uses [] to convey the idea of stepping out of one's comfort zone.

Comment [N1]: The title of the set text or related material.

Comment [N2]: Technique 1

Comment [N3]: Synonyms:

- Explore
- Establish
- Introduce
- Reinforce

1. [] explores the concept of stepping out in the text [] through the use of []

Comment [N4]: Composer

Comment [N5]: Text title

Comment [N6]: Technique

1. Through the use of [], the responder understands the [] of stepping out of one world into another.

Comment [N7]: Technique

Comment [N8]: Aspect of the TOO formula – eg (Trigger)

- The instigators
- The catalyst
- The reason
- The motivation
-

(Obstacles)

- The challenges
- The adversities
- The opportunities
- The limitations

(Outcome)

- The rewards
- The disappointment
- The personal growth involved
- The freedom

Comment [N9]: The transition

Write your own topic sentence for a paragraph on your set text

Write your own topic sentence for a paragraph on your related material

Building an Essay a Sentence and Paragraph at a Time

Paragraph fillers (after topic sentence)

T.O.O

Trigger

2. In a world where [], [] felt [].

Comment [N10]: Context – comment on what is the world like of the person is living in

Comment [N11]: The name of the character or person

Comment [N12]: Quote
Establish how this person felt in this world

- Isolated
- Rejected
- Alone
- An outsider
- Humiliated
- Abuses
- Unwanted
- Uncomfortable
- Unwelcomed

3. These emotions are [] conveyed through []

Comment [N13]: Describe the emotions felt - quote

Comment [N14]:

- Clearly
- Effectively
- Critically

Comment [N15]: Same techniques as Topic Sentence

4. In the [], [], [] to leave the familiarity of [] and is faced with [].

Comment [N16]: Scene, chapter, sequence

Comment [N17]: Trigger

Comment [N18]: Context of their world - quote

Comment [N19]: Obstacles

Summative Sentence

5. After [], [] and therefore []

Comment [N20]: Comment on the obstacles and the emotional, physical or psychological impact

Comment [N21]: The person or character

Comment [N22]: Comment on the outcome – textual details

Comment [N23]: Link back to the question

General essay tips for Module C - 'Stepping Out'

- Always get your ideas down first - worry about **structure** and **language** second
- Once your ideas are down - start to organise using scaffold
- Describe the existing world as well as the world the person steps into
- Avoid personal language
- Use synonyms (especially for the TOO formula as well as stepping out) to avoid being repetitive
- Use an elevated vocabulary
- Use the language of the question in your topic and summative sentences
- The order of mention of texts and techniques is the order of the paragraphs
- When using quotes remove the quote marks and the sentence should make sense on its own (these should be quotes of the existing world, the technique of the new world)
- Always check you are answering the question (this should be evident if your scaffold is right - topic and summative sentences)
- Think variety - techniques, one paragraph might be on the trigger, one on the obstacles and one on the outcomes of the different texts
- Draft, draft and redraft. Learn
- Proper nouns are titles of texts
- Composers are proper nouns
- Titles of texts need to be recognised
- Introduce text with composer