Subject: Year 8 English (Dystopian) Contact: Ms Peterson or Mr McDonnell

Structure of the exam:

- 2 papers
- Paper 1 – Reading (Dystopian): 50 minutes (40 marks)
- Paper 2 – Writing (Dystopian): 45 minutes (40 marks)
- 80 marks in total

Topics to be covered in the exam:

Paper 1 – Reading (Dystopian)

- Retrieving and selecting information from a text (true/false, tick boxes)
- Making inferences about characters and settings
- Identifying words or phrases from the text to support an answer
- Understanding and identifying Dystopian features (e.g. decaying settings, atmosphere of dread, isolation)
- Analysing language and explaining how writers create atmosphere and feeling
- Identifying and explaining foreshadowing
- Identifying and explaining pathetic fallacy
- Identifying and explaining metaphor
- Understanding narrative structure: exposition, rising action, climax, cliffhanger
- Identifying stage directions in drama texts
- Understanding purpose, audience and form (PAF)
- Distinguishing fact from opinion
- Identifying tone and rhetorical techniques in non-fiction (speeches)
- Explaining how a writer persuades an audience

Paper 2 – Writing (Dystopian)

- Using adjectives effectively in descriptive writing
- Selecting effective verbs
- Using brackets correctly (parenthesis)
- Comma use (fronted adverbials, relative clauses, lists)
- Writing similes and metaphors to create atmosphere
- Directly addressing an audience in writing
- Using emotive language to persuade
- Features of a speech (rhetorical devices, anecdotes, emotive language, direct address)
- Extended persuasive writing with accurate SPaG
- Extended Dystopian creative writing with accurate SPaG

Types of question in the exam papers:

Paper 1 – Reading (Dystopian)

- Tick two correct statements (retrieval)
- Tick one correct inference
- Write a word or phrase from the text
- 4-mark language / atmosphere analysis (two quotations + explanations)
- 4-mark feature identification (feature + quotation + explanation, twice)
- Tick examples of a named technique
- 9-mark extended response: atmosphere / language analysis with quotations
- Terminology matching (definitions to terms)
- Feature identification from a sentence
- 3-mark purpose, audience and form (PAF) identification
- Fact or opinion identification
- Tone identification with supporting quotation

- 4-mark persuasive technique analysis with quotation

Paper 2 – Writing (Dystopian)

- Short grammar and punctuation tasks (1–2 marks each)
- Sentence-level writing tasks using a named technique or feature
- 12-mark extended persuasive writing task (includes 3 marks for SPaG)
- 12-mark extended creative writing task (includes 3 marks for SPaG)

Essential subject revision:

Type of revision	Resources needed	Time required
Dystopian Features & Atmosphere Revise key Dystopian conventions and how writers create tension and unease.	Class notes and knowledge organisers Dystopian fiction - KS3 English - BBC Bitesize Oak National Academy: https://www.thenational.academy/teachers/programmes/english-secondary-ks3/units/dystopian-settings-descriptive-writing/lessons	30 minutes
Reading Skills Practice Read a wide range of fiction texts. Practise finding quotations and writing explanations using the P-E-E structure.	Anthology extracts / past reading papers Critical reading - KS3 English - BBC Bitesize Oak National Academy English, secondary, Year 8 - Lesson listing | Oak National Academy	30 minutes

Year 8 English — Exam Command Words

Paper 1 — Reading (Dystopian)		
Command word	**What it means**	**Top tip**
Tick (✓) one box	**Choose one** correct answer only. Read every option carefully before deciding.	Don't rush — wrong ticks cannot be half-right.
Tick (✓) two boxes	**Choose** exactly **two** correct statements. Both must be right for full marks.	Check all options — the two correct ones may not be next to each other.
Write a word or phrase from the text	**Copy words** directly from the text. Do not paraphrase.	The answer must be a word or short phrase — not a full sentence.
How does the writer create…? (4 marks)	Identify two quotations and explain how each creates the effect described.	Quote → explain the language choice → explain its effect on the reader. Do this twice.
How does the writer create…? (9 marks)	Write at least two paragraphs using topic sentences, quotations and language analysis.	Start each paragraph with a topic sentence. Structure: quote → analyse → explain the effect.
Identify [feature] / Explain what it suggests (4 marks)	Name the feature, give a quotation, and explain how the quotation demonstrates it.	Be precise when naming the feature — then focus

		your explanation on the language itself.
Tick (✓) the examples of [technique]	Choose the quotations that demonstrate the named technique.	Read each option carefully — eliminate ones that clearly don't fit first.
Write the term next to each definition	Match the given terms to their correct definitions.	Learn all terms on your revision list — they may appear in any order.
Write the [feature] from each sentence	Identify and copy the named feature from the sentence provided.	Copy it exactly — do not paraphrase or rewrite.
Identify the purpose, audience and form	For each scenario: state why it was written, who it is for, and what type of text it is.	Purpose = why. Audience = who for. Form = what type of text (e.g. leaflet, article, speech).
Fact or opinion?	Decide whether each statement can be proven (fact) or is a personal view (opinion).	Facts can be checked or measured. Opinions use words like "should", "best", "better".
Which tone best matches…? / Select the supporting quotation	Choose the tone, then find the quotation that best demonstrates it.	Read the whole text first — tone is about the overall feeling, not just one word.
Explain how the writer/speaker persuades… (4 marks)	Identify a technique, explain how it persuades, and support with a quotation.	Name the technique then analyse its effect — do not just spot it and move on.

Paper 2 — Writing (Dystopian)		
Command word	**What it means**	**Top tip**
Write one sentence using [feature]	Produce a sentence that clearly demonstrates the named feature.	Re-read your sentence — does it actually show the feature you were asked for?
Write a more effective [word]	Replace the bold word with one that is more precise or powerful.	Think about the mood or image you want to create — not just a synonym.
Which sentence uses [punctuation] correctly?	Choose the sentence where the punctuation mark is used correctly.	Check every option — the correct one follows the rule exactly.
Insert the missing [punctuation]	Add the correct punctuation marks in the right places in the passage.	Re-read the sentence aloud after — does it still flow correctly?
Continue the description using [technique]	Write your own example of the named technique that fits the atmosphere.	Make sure your example matches the mood

		described — tense, peaceful, Dystopian, etc.
Rewrite the sentence so that…	Change the sentence to include the specific feature described in the question.	The whole sentence must still make sense after your changes.
Tick (✓) the sentence that uses [technique] most effectively	Choose the sentence that best demonstrates the named technique.	Look for the option where the technique has the strongest effect on the reader.
Write the opening of a speech… (12 marks)	Produce a speech opening that persuades your audience. Use the features listed in the question.	Plan first. Use the 'you should' bullet points as a checklist. 3 marks are for SPaG.
Write the opening paragraphs of a story… (12 marks)	Produce creative writing that uses the features and atmosphere described in the question.	Plan first. Apply the required features throughout — not just in one sentence. 3 marks are for SPaG.

Key phrases used across both papers	
Phrase	**What to do**
"Use evidence from the text"	You must use a quotation — a general comment will not gain marks.
"At least two quotations"	Two is the minimum — using more, with analysis, can improve your mark.
"Topic sentences"	Begin each paragraph with a sentence that states your main point.
"SPaG" (spelling, punctuation & grammar)	3 marks in each extended writing task are awarded specifically for accuracy.
"Planning space"	Use it — even bullet points help structure your answer. Planning is not marked.
"You should…"	The bullet points in the question are your checklist — tick them off as you write.

Additional subject revision:

Type of revision	Resources needed	Time required
Dystopian Creative Writing Practise writing Dystopian opening paragraphs using dark settings, tension and atmosphere.	Fiction writing - KS3 English - BBC Bitesize	30 minutes

Type of revision	Resources needed	Time required
Persuasive Writing & Speeches Revise rhetorical devices, emotive language and the features of a speech.	Persuasive writing - KS3 English - BBC Bitesize	30 minutes
Figurative Language Revise similes, metaphors, pathetic fallacy and how writers create atmosphere.	Class notes / knowledge organiser: Literary Techniques	20 minutes
Vocabulary & Spelling Revise effective verbs, adjectives and emotive language vocabulary.	Look, cover, write, check – using your knowledge organisers Grammar - KS3 English - BBC Bitesize	20 minutes
Self-quizzing Test yourself using a range of strategies: (1) Blurting – write down everything you can remember about a topic, then check your notes and fill in gaps in a different colour. (2) Look, cover, write, check – learn a key term or definition, cover it, write it from memory, then check. (3) Mind maps – create a mind map for each topic using your knowledge organisers. (4) Flashcards – make cards with a key term on one side and the definition or example on the other, then test yourself.	Knowledge organisers Paper, pens and your class notes	20–30 minutes per strategy