



# KS3 CET Assessment Revision



This document contains the key information that you will need for your Creative Education Trust Assessment.

## Some strategies to help maximise how you use this pack:

Practise using the vocabulary in your Glossaries (Look in the back of your exercise book)  
Practise using a range of sentence structures

## **Reading:**

Unseen Poem

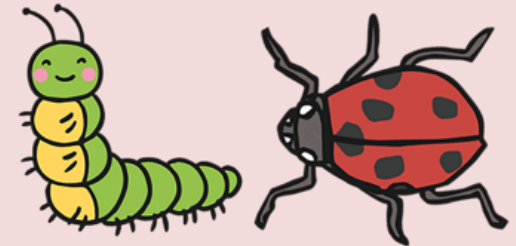
Answer using SEIZE

## **Writing:**

Write a speech / article / letter / leaflet / essay

*Whenever you see an exam-style question, don't forget to **BUG** it!*

- 1. Box the command words*
- 2. Underline the question focus*
- 3. Generate a plan*





# Practise Sentence Structures

## WRITING ASSESSMENT

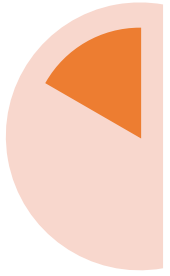


For the **WRITING** assessment:

Use the vocabulary below to practise using a range of sentence types.

<b>UPGRADE YOUR SENTENCES</b>	<b>SIMILE START</b> LIKE THE MOTTLED STUBBLE OF A MUCH OLDER MAN, THE BOY'S DIRTY FACE WAS FLECKED WITH OIL.	<b>TRIPLE NOUN + COLON</b> DIRT, OIL, GREASE: THE BOY'S FACE WAS SMEARED WITH THE GRUBBY WORK OF THE DAY.
<b>MINOR SENTENCE INTO COMPLEX</b> DIRT, I THOUGHT I KNEW THE MEANING OF THAT WORD, UNTIL I SAW THE BOY IN FRONT OF ME.	THE BOY LOOKED DIRTY.	<b>FRONTED ADVERBIAL</b> SELF-CONSCIOUSLY, THE BOY GAVE A MUTED SMILE THROUGH THE GRIME ON HIS FACE.
<b>SO, SO</b> THE BOY'S FACE WAS SO GRUBBY, SO FILTHY, THAT IT WASN'T UNTIL HE TURNED HIS HEAD AND SMILED THAT I REALISED HE WAS A BOY AT ALL.	<b>IT ISN'T/IT IS</b> THE DIRTY ISN'T JUST YOUR ORDINARY, EVERYDAY DIRT; IT IS LAYERS OF DEEP GRIME THAT NO QUICK SHOWER COULD REMOVE.	<b>VERB BEGINNING</b> SMILING SADLY, THE BOY'S FACE WAS JUST ABOUT VISIBLE THROUGH THE LAYERS OF DIRT THAT HAD BUILT UP OVER THE COURSE OF THE DAY'S LABOUR.

# Three Magic Steps to Reading an Unseen Poem



## First read

Read the title  
Read the poem

- **Who** is the poem about or written for?
- **Who** is the speaker?
- **What** is the speaker talking about?
- **What** are their emotions and why?



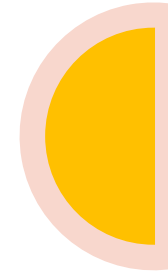
## Second read

Read the poem again

What **language features** can you identify?

**Why** are they used?

- Sound level?
- Word level?
- Sentence level?



## Third read

How is the poem **structured**?

Why is it structured in this way?

- Does it rhyme? It is irregular or regular?
- How is it laid out? How does it look on the page?
- Does it follow a specific metre or 'beat'?



**For the READING ASSESSMENT, use SEIZE as your writing frame to ensure you meet the success criteria**

<b>S</b>	Clear, relevant statement of opinion is expressed	<ul style="list-style-type: none"> <li>• At the beginning of the text, ...</li> <li>• Towards the middle of the text, ...</li> <li>• At the end of the text, ...</li> <li>• The writer/poet presents/describes/implies/ portrays/ insinuates/suggests/indicates</li> </ul>
<b>E</b>	Concise evidence/reference supports statement	<p>‘ ... ’</p> <p>• • •</p>
<b>I</b>	Inference provides different or sensitive interpretations of evidence	<ul style="list-style-type: none"> <li>• This could be / This suggests / This implies</li> <li>• This might be because the writer/poet wants us to think about</li> <li>• This could also be because</li> <li>• This is possibly / Whilst some readers may think... This may be</li> <li>• I can infer from this that / We can infer...</li> <li>• This is perhaps because / Audience members may...</li> </ul>
<b>Z<sub>i</sub></b>	Student ‘zooms in’ on key evidence [language/techniques] for further discussion	<ul style="list-style-type: none"> <li>• The writer/poet’s specific choice/use of the word/phrase ‘...’ suggests/connotes/implies</li> <li>• This could be / may be / might be / could also / is possibly / suggests / implies / perhaps /</li> </ul>
<b>E<sub>f</sub></b>	Student considers the effect that the writer is trying to achieve [on thoughts/feelings]	<ul style="list-style-type: none"> <li>• Overall, the writer/poet may want us to think about</li> <li>• Overall, the writer/poet may be attempting to create feelings of</li> <li>• Overall, the writer/poet may be trying to evoke thoughts/feelings/ideas from us as a reader/audience and ask us to consider xxx</li> </ul>

# Language Techniques to Use and to Analyse

## 1. Metaphor:

1. Definition: Metaphor is a figure of speech that implies a comparison between two unlike things by stating that one thing is another.
2. Example: "Time is a thief." Here, time is not literally a thief, but the metaphor emphasizes how time takes things away stealthily.

## 2. Simile:

1. Definition: Simile is a figure of speech that directly compares two different things using "like" or "as."
2. Example: "Brave as a lion." The use of "as" directly compares bravery to the courage associated with a lion.

## 3. Personification:

1. Definition: Personification attributes human qualities or characteristics to non-human entities or inanimate objects.
2. Example: "The wind whispered through the trees." Wind, a non-human entity, is described as if it has the human ability to whisper.

## 4. Alliteration:

1. Definition: Alliteration is the repetition of initial consonant sounds in neighboring words or syllables.
2. Example: "Sally sells seashells by the seashore." The repetition of the "s" sound in multiple words creates an alliterative effect.

## 5. Onomatopoeia:

1. Definition: Onomatopoeia refers to words that imitate or resemble the sound they represent.
2. Example: "Buzz," "hiss," "boom," and "murmur" are words that sound like the noises they describe.

## 6. Oxymoron:

1. Definition: An oxymoron is a figure of speech that combines contradictory or opposite words to create a new meaning.
2. Example: "Jumbo shrimp" combines the contradictory terms "jumbo" (meaning large) and "shrimp" (meaning small).

## Word Classes:

**Adjectives** (describe nouns e.g. *brown, tall, weak*)

**Nouns** (People, Places, Objects, Feelings e.g. *Table, Cat, Laughter, Happiness*)

**Verbs** (Actions e.g. *Walking, Write, Laugh*)

**Adverbs** (Describe Verbs e.g. *Cautiously, Fast, Happily*)

<b>Technique</b>	<b>Explanation</b>	<b>Teacher Example</b>	<b>Your Example</b>	<b>Effect on the Reader</b>
<b>Direct Address</b>	Addressing the reader directly using pronouns such as “we”, “our” or “you”.	“It is our moral imperative to...”		Engages the reader as they feel the text is talking specifically to them.
<b>Alliteration</b>	A group of words which begin with the same letter or sound	“She sells seashells on the seashore”		This is catchy and makes the text stick in the reader’s head. Great for headlines.
<b>Facts</b>	Something which can be proven true	“‘E’ is the most common letter as it appears in 11% of all English words”		This makes the text seem well researched, authoritative and, thus, trustworthy to the reader.
<b>Opinions</b>	A belief which cannot be proven true – someone’s ideas.	“_____ is the greatest football club of all time”		This aims to bring the reader closer to the writer’s point of view.
<b>Rhetorical Question</b>	A question which does not require a response.	“Do you want to pass your exams?”		Addresses the reader with a question to really get them thinking about the topic at hand.
<b>Emotive Language</b>	Words which provoke an emotional response from the audience.	“The furious father screamed at the innocent child”		These words help the writer subtly consolidate to the reader, their positive or negative point of view on a topic.
<b>Statistics</b>	Numerical facts and data used to support a point.	“8 out of 10 students love English”		Statistics make the text seem well researched, authoritative and, therefore, more trustworthy.
<b>Three (rule of)</b>	List of three things in a sentence.	“Smoking is a filthy, selfish and costly habit”		This makes the text catchy and allows for it to stick in the reader’s head. It also draws emphasis to the writer’s point of view about a subject.