

# Mentoring Sessions

## Reviews and Plans

### Mentor AT and Mentee DJ

# Colour Key

**Blue: All Reviews**

**Green: All session work sheets**

**Red: All course information and marking**

Autumn Term (Beginning 5<sup>th</sup> September) 6 week learning plan

<u>Week 1</u> Friday 5 <sup>th</sup> September	Intro to course <i>Class work-</i> Grammar-conjunctions
<u>Week 2</u> Friday 12 <sup>th</sup> September	Intro to course Break down syllabus <i>Class work-</i> Grammar-nouns & adjectives
<u>Week 3</u> Friday 19 <sup>th</sup> September	Quick Grammar quiz <i>Class work-</i> Grammar-verbs & adverbs <i>Coursework-</i> Creative writing-types of genres
<u>Week 4</u> Friday 26 <sup>th</sup> September	<i>Class work-</i> Grammar-Prepositions & determiners <i>Coursework-</i> Introduction to transcripts and examples
<u>Week 5</u> Friday October 3 <sup>rd</sup>	<i>Class work-</i> Grammar-task on identifying grammar Grammar-PC work <i>Coursework-</i> Creative writing introduction & examples

Week 6

Friday October 10th

*Class work-*

Grammar Quiz

*Coursework-*

Creative writing

(Beginning 17<sup>th</sup> October) 6 week learning plan

<u>Week 7</u> Friday 17 <sup>th</sup> October	<i>Class work-</i> Grammar-modifiers <i>Course work-</i> Transcript Introductions
<u>Week 8</u> Friday 24 <sup>th</sup> October (last session before half-term)	<i>Class work-</i> -Creative writing -Re-cap over grammar
<u>Week 9</u> Friday 31 <sup>st</sup> October	Half-term-No session!
<u>Week 10</u> Friday 7 <sup>th</sup> November	<i>Class work-</i> Grammar Quiz <i>Coursework-</i> Spotting features exercise
<u>Week 11</u> Friday 14 <sup>th</sup> November	<i>Class work-</i> Grammar-PC work-Grice's maxims <i>Coursework-</i> Creative writing
<u>Week 12</u> Friday 21 <sup>st</sup> November	<i>Class work-</i> Linguistic terminology (using table) <i>Coursework-</i> Creative writing

(Beginning 28<sup>th</sup> November) 6 week learning plan

<u>Week 13</u> Friday 28 <sup>th</sup> November	<i>Class work-</i> Transcripts-adjacency pairs & spoken features (Friday's terminology) Course work- Transcript Introductions
<u>Week 14</u> Should be Friday 5 <sup>th</sup> December (last session before Xmas holidays) Will be replaced by Tuesday 2 <sup>nd</sup> at 12.45 and Thursday 4 <sup>th</sup> at 11.00.	<i>Class work-</i> Xmas mock exam-revision and preparation.
<u>Week 15</u> Friday 12 <sup>th</sup> December	No session-Xmas Hols!!!
<u>Week 16</u> Friday 19 <sup>th</sup> December	No session-Xmas Hols!!!  Xmas week-Merry Xmas!!!
<u>Week 17</u> Friday 26 <sup>th</sup> December	No session-Xmas Hols!!!

Week 18

Friday 2<sup>nd</sup> January

No session-Xmas Hols!!!

'Happy New Year!'

Last week before starting  
back in college on 5<sup>th</sup>  
January.

## Mentoring session 2-Friday 12<sup>th</sup> September'08

### What we did ?

Today we started by looking over the A level English syllabus that ----- would be studying this year and made it simpler, so that ----- and I was clear about exactly what he would be studying and when. Also we talked about the actual exam itself and what he would have to do in it. (I have done a simple copy of the syllabus, which ----- will have by his next session).

After speaking with----- English teacher ----- and finding out when and what he would be studying, we both thought it would be a good idea to make a learning plan so ----- would know what he would be studying in advance and could plan for the sessions. This would also help us use our time more effectively.

On the word class sheet we looked at Nouns and adjectives, ----- now seems confident with these, so we could tick them off the list. We also discussed how it would be a good idea to write up each word class in colour when we have learnt them, so this will be done by next week. So far, we have now learnt about, conjunction, nouns and adjectives.

-----also found out his G.C.S.E mark for English, which was 220! To have a C he had to have 189 and for a B 229, so he had a high C, well done D! You should be really proud!

### How it went ?

Another fantastic session!!! I am so pleased with the progress ----- is making. He is showing he is not afraid of the hard work and is definitely giving it his best go!

He is showing an impressive understanding of the work so far. It is a pleasure to help someone so enthusiastic about his work. ----- organisation is excellent-such an improvement from last year and you can really see how this is helping him work. He is always helpful and prepared for the sessions.

### What is next?

Next week we are going to begin with a short grammar quiz, just to see -----strengths, weaknesses and see where he may like more help. Then we will look at verbs and adverbs for the first part of the session. The second half of the session we will look at different genres for creative writing and ----- will have examples of these.

----- must not forget about last years work as this will come in handy for this year too!

----- has homework:

- Read over his word classes notes
- Look at some of the useful websites he has written down.

### Inspirational quote number 2:

“ Sometimes the best way to LEARN is to TEACH someone else”

### Mentoring session 3-Friday 19<sup>th</sup> September'08

#### What we did?

We started off today's session with some quizzes:

- Conjunctions quiz 1
- Conjunctions quiz 2
- Verb or adverb quiz
- Mixed grammar quiz

I read the questions aloud to ----- in order to engage as many of his senses and explain to him exactly what he had to do. He then answered the questions by himself. It seems that ----- achieves higher results, when we read through questions together. I feel that it is easier for him to process the information this way. -----showed some excellent results today-he had full marks in each of the quizzes he completed, some which not only involved some difficult questions, but new vocabulary. A fantastic effort -----!!!

Next we moved onto our word class sheet. We briefly went over all the previous word classes we had learnt: Nouns, adjectives and conjunctions. Next we moved on to verbs and adjectives. Finally we finished off the lecture by starting to talk about different types of genres for creative writing.

#### How it went?

----- made fantastic progress today. What really impressed me today was that I could actually see that ----- was really thinking questions through, he was not just guessing the answer, he understood why he could eliminate certain answers and why the answer he chose was correct.

Today was one of the first times I had evidence for ----- actually thinking about the MEANING of the question or information and trying to make sense of it. I assume it must be hard for ----- to think metaphorically and 'read between the lines' and he will often take things very literally. I was so impressed to see ----- was thinking about how else he could

interpret the information and not taking the obvious approach. ----- has worked very, very hard. This is such fantastic work!

### What is next?

Next week we will start by once again going over verbs and adverbs. We will then move on to prepositions and determiners.

For the second part of the lesson we will carry on looking at genres in creative writing and then move onto an introduction into spoken text (transcripts).

### Homework

- Type up nouns and adjectives sheets.
- Look at 'Tell Tale heart' short story and decide what genre it is.

Mentoring session 4-Friday 26<sup>th</sup> September'08

### What we did?

We began today's session as normal by briefly going over what we did in the last session in order to re-cap what we had learnt and to see how much ----- fully understood and remembered. We went over verbs and adverbs.

We then moved our focus onto prepositions and particles, it was a nice short topic to learn and ----- seemed to grasp this well, we did not have quite enough time to go onto determiners so this will be done at the start of next weeks session.

Finally we looked at the short-story 'The Tell-Tale Heart', which I gave --- -- for homework and started some work on different types of genres for creative writing.

We then began using some of the work we had learnt by studying grammar and identified different features in the text, so that ----- would be able to go off and do some for homework.

### How it went?

Another fantastic session from -----! I particularly liked the amount of effort he put into his grammar sheets, which he completed for homework. I think that these are a fantastic way to learn as -----can associate the colour and pictures on them with the grammar we are learning. D seemed to get a little tired before the end of the session, which I suggest he should learn to take regular breaks; otherwise he will struggle to remember and process information. Next week we will do some fun work on the computer in order to have a change and break from the session.

### What is next?

Next week we will start by having a very brief re-cap on previous work, we will then go onto to finish the final part of the grammar sheet by studying determiners. -----must not be anxious that we are a little behind on the learning plan as determiners will not take long to learn and we will catch up next session. ----- must not forget if he has any worries he must write them down, as that way they will not go anywhere and we can discuss them in the next session.

I have explained to ----- that we will not always be able to exactly follow the guide as some things may take longer than we expected and it would be impossible to work out exactly how long everything on the plan will take, it is just there as a guide to help motivate and organise him. -----appears to understand this. He must not worry if some topics take slightly longer or even less time to cover, we will move things around so that by the end of term ----will have completed the whole learning plan.

In second part of the lesson we will practice identifying grammar and features in creative writing pieces and look at transcripts (spoken texts).

Homework

- Continue revising grammar
- Practice spotting grammar and features in creative writing

Inspirational quote number 4: "The most important educational goal is to learn!"

Mentoring session 5-Friday 3rd October'08

What we did?

For the first part of our session we started off as usual by looking at ----- grammar sheet and quickly re-capping on everything we had learnt so far.

We then went onto looking at determiners, which I was impressed to see that ----- had read up on before hand. This was great as we did not need to spend as long on the topic. We have now completed all the grammar on the work sheet! This is fantastic, ----- has said that he has even got a head start on the work he is doing in class. For the second part of the session we looked at creative writing in preparation for his coursework, which he will be starting shortly. We focused on the horror/gothic genre and started to pick out features that were interesting.

### How it went?

I am extremely impressed with the work ----- is doing, as I struggle to remember most of the grammar myself sometimes! It is difficult to grasp, especially as it is not the most interesting topic! ----- focus has been excellent throughout the sessions. His motivation and determination inspires me. I can see he has been revising over work, which really pleases me. The only thing that ----- needs to work on is remembering and understanding the meaning of the grammar. He is excellent at remembering definitions, but he tends to struggle with giving examples, which I understand is difficult for him. However, last session I could see him beginning to improve on this, so I think with continued help he can do it, he just lacks confidence in himself. ----- should not worry as he is doing brilliantly and needs to believe in himself otherwise he will prevent himself from getting better at the work. He can improve this by doing more exercises, where he can put his knowledge into practice. I asked him to do some for homework on the computer, which I think will really help his understanding.

### What is next?

For the first part of the session ----- is going to have a grammar quiz, which will cover most of the work he has done so far. He has now finished the grammar sheet, so I feel it will be a good idea to see how much he has learnt and what he finds difficult.

For the second part of the lesson we will move back onto creative writing. We will go over ----- homework on 'The Tell-Tale Heart'. We will then move onto an introduction to transcripts, which will take us right up to date. We will have then covered everything on the learning plan. Excellent!

### Homework

- Revise grammar for quiz
- Complete 'Tell-Tale Heart' exercise.

Inspirational quote number 5:

"You don't have to be great to start, but you have to start to be great!"

## Mentoring session 6-Friday 10th October'08

### What we did?

Today we began by chatting about how ----- week had gone. I was extremely impressed to see some of his business studies work-well done----- . I have to admit I didn't have a clue what it was about, but excellent work -----! We then went on to do -----quiz, which he had been preparing for throughout the week. When we did the last quiz I read out the questions for -----, however this week I let him complete the quiz on his own and answer the questions on the paper, as this is what he would have to do in an exam situation. I felt it was important to put into practice. I marked ----- homework exercise on 'The tell-tale Heart' whilst he completed his quiz. During the last part of the session we went over -----homework so that I could explain some of the comments I had written and how he could improve.

### How it went?

Today's session was the last one on our six week plan and I was really pleased with the progressed we made. We managed to complete all the tasks set in the six weeks and cover all the topics. Well done -----! -----focus, as I keep saying is fantastic throughout the session, which allows us to get a lot done.

-----did really well in his quiz today as I particularly made it more difficult than he might have expected to see how he would cope with more challenging situations.

I can tell that ----- is really working hard both in and outside of the session-a brilliant effort -----! When reading back over ----- questions to him I was finding that when hearing the questions aloud he was finding it easier to answer the questions I had set and was identifying some of his wrong answers. I have encouraged -----, if he can, to try and say the questions out loud in his head as hearing what they sound like, I feel makes it easier for him to process the information. I was also very impressed with the effort ----- had gone to with his homework. He had made some excellent annotations on the text. However he needs to improve on spotting features rather than sentences as he ends to waffle. D needs to move away from G.C.S.E level by practising more of these exercises, after all practise makes perfect! I have seen a great improvement, ----- understanding of metaphors and imagery is increasing; he is now thinking of all different ways of interpreting text. We must remember this is only ----- sixth session so he is exceeding my expectations-keep at it -----!

### What is next?

On the learning plan it states next week we will be moving onto modifiers, but I feel it will be more beneficial to ----- if we cover sentence types and complete modifiers he week after. We will also go onto an introduction to transcripts.

### Homework

- Revise grammar for quiz

- Complete 'Tell-Tale Heart' (2<sup>nd</sup> text sample) exercise.

Inspirational quote number 6:

"Winning isn't everything, but wanting to win is."

Mentoring session 7-Friday 17th October'08

#### What we did?

Today we started off by looking over ----- homework on the second section of the tell tale heart 'Tell-Tale heart'. I then wrote some comments on it while -----was present and watching, so he could see what he had done well and maybe where he needed some slight improvements.

For the second part of the lesson we learnt about sentence types, by using PowerPoint on the computer and some of my hand written notes.

#### How it went?

I found that today's session was brilliantly structured, and that we stuck really well to our learning plan. I think that it is important to not have a very long session and it is not good for remembering information. ----- is still not taking enough breaks.

I get the feeling he may be thinking that if he gets all his work over and done with, it will be done and he won't have to go back to. However this is not the case as, he needs to revise and then take breaks, so that his memory can process the information effectively.

I have seen massive improvement in ----- work this session. -----thought about all my comments on his homework last week and has used them this week. I can see how he has taken them on board and understands how he can improve them, also how much better his work looks. -----is proving to me that he is steering away from G.C.S.E level and he knows what he has to do to write at AS level. I am extremely impressed with his work this week. If you compare the two pieces of homework from last week and this week you can see such a positive difference.

Excellent work -----!

----- seemed to learn really well when we used the PowerPoint presentation for sentence types, so we will use more of these. I feel that they are a really good visual aid

#### What is next?

Next week we will move onto modification. We have already touched on this topic, but I feel that it will make more sense as we have now effectively gone over sentence types. ----- has the section of the 'Tell-Tale heart' to complete for homework. He has proved to me he is more than capable of doing it this week so he just needs more confidence!

#### Homework

- Continue grammar revision.

- Complete 'Tell-Tale Heart' (3<sup>rd</sup> text sample) exercise.

Inspirational quote number 7:

"If you are prepared, you will be confident and do the job."

### Mentoring session 10-Friday 7th November'08

#### What we did?

We began our session by chatting about how ----- had got on with his work over half time and if he had any difficulties. We then took a look at the work -----had done over half-term. ----- had completed his work fantastically, as I asked.

He finished 'Tell-Tale Heart' exercise and also a poster on the work on word classes he had done before half-term.

I then gave ----- a grammar quiz, for the first part of the quiz I asked ----- to do some examples of noun phrases, I also asked him to identify all the different components in the noun phrase. For the second part of the quiz I gave ----- an extract from a short story and asked to spot as many features as he could.

#### How it went?

-----, once again has made an impressive improvement! He has put such great effort into his work and you can see how it is really paying off, so well done -----!

-----homework was a fantastic improvement. Before half-term I feel that -----was a little disappointed with his last piece of homework, even though he has no reason to be! ----- use of the P.E.E structure is fantastic and he has definitely become more confident with spotting features. He is proving to form his own metaphorical ideas in the writing. I feel that now -----has gained more confidence, he is not afraid of exploring the text and attempted to think about the meaning of words and the text as a whole. He understands that even if he gets the analysis wrong he will still be learning! I am finding the more questions ----- is asking the better he is getting!

I was really impressed with ----- noun phrase poster, the colour style grid is really useful and I think ----- finds it really helpful, so he should keep revising over this as it includes a lot of the grammar etc he has learned.

## What is next?

----- must keep revising over his work-his posters and work sheets are really helpful for this. He must read as it will improve his writing by giving him ideas and also his written expression. ----- has another extract from a short story to analyse for homework. ----- has also expressed an interest in writing for the college magazine. I feel that this would be a really good opportunity for him, as it can be a new hobby and he can learn new skills, it will also be fun (which, of course is the main thing!) So I have suggested starting his involvement that we do an article together. I have asked him to write up some ideas for this. He doesn't need to worry about this! Just do his best and we will work together with the rest of it. Next week we will carry on with identifying features and look at transcripts (spoken text).

## Homework

- Short story exercise.
- Mentoring piece for college magazine.

Inspirational quote number 10:

“Eighty percent of success is showing up.”

## Mentoring session 11-Friday 14th November'08

### What we did?

We began the first part of the session, by looking over ----- homework and doing some revision of the noun phrase table he completed in colour on the computer. We then moved on to looking at transcripts (spoken text), we worked through ----- booklet and went over anything, which was not clear to him.

Finally we completed an exercise on Grice's Maxim's, we used a presentation on PowerPoint for this and a work sheet.

### How it went?

The structure of this session was fantastic and I was really impressed with ----- focus throughout the session. His homework grid was fantastic! He has one piece of homework left to come to me on creative writing. We will look over this next week if he finds this. Once again I think that the PowerPoint presentation was a very useful learning tool and I was very impressed with -----understanding today, especially as Grice's

Maxims is quite a tricky subject. D's piece for the magazine was done extremely well. He had fantastic use of Audience and purpose-all great practice for him!

### What is next?

----- must keep revising over his work-his posters and work sheets are really helpful for this. He must read as it will improve his writing by giving him ideas and also his written expression. ----- needs to catch up on his creative writing exercises. He must keep in the habit of doing these, as they will benefit him when it comes to revising for his exam. Next session we will continue work on transcripts, looking at examples and perhaps hear what they look like when spoken. If we have time we will also look at ----- linguistic features sheet, to make sure -----understands them all.

### Homework

- Highlight linguistic feature sheet.
- Short story exercise.
- Photocopying

Inspirational quote number 10:

"Commitment leads to action. Action brings your dream closer."

### Mentoring session 12-Friday 21st November'08

#### What we did?

As we only had time for a short session, we began by looking over the work that ----- had been doing during the week. I was also really impressed to see that not only is Dave doing well in English, but he is making excellent progress in Business studies. His results have been fantastic and he should be very proud of himself!

We spent the rest of the session re-capping over -----sheet of linguistic terminology, which is really important for his exams. I put dashes next to the ones he needs to highlight as he needs to know them for the exam.

#### How it went?

Today's session had to be cut down due to a meeting which I had to attend. However, I was really impressed with amount of work ----- managed to complete. Well done! It is important that D keeps recapping over his terminology as he may forget some. We will do some quizzes to go over these in the future.

### What is next?

As -----had a short session I have told him that I will try and catch up with him sometime next week in order to make up for our lost time. He does not need to worry though because we are ahead of our schedule and we seem to have covered more than enough work at this moment in time.

In our next session, we will continue to look over ----- terminology. We will also continue with transcripts and look at spoken features and practice identifying them.

#### Homework

- Photocopying
- Highlight linguistic features on sheet and revise over them.

Inspirational quote number 12:

*"Believe it is possible to solve your problem. Tremendous things happen to the believer. So believe the answer will come. It will."*

#### Mentoring session 13-Friday 28<sup>th</sup> November'08

##### What we did?

As usual we started off today's session by recapping over ----- week and talking about how he felt it went. We then went on to looking at his linguistic terminology and I was pleased to see how he completed the homework of highlighting and revising over them. After this we then went on to study 'adjacency pairs' some features of spoken language, which I called 'Friday's terminology.'

##### How it went?

We managed to get lots done this session, which was very pleasing. Well done -----! As usual ----- focus throughout the session was fantastic! ----- seemed to be able to complete most of the work today confidently and I have seen a massive improvement! -----is surprising me with amount of work he is remembering, which is proving his understanding is improving a lot.

I would also like to comment on -----organisation skills-they are fantastic! He always comes prepared for sessions and never leaves anything to chance. This gives his learning a massive advantage. His files and notes are in an extremely impressive order. ----- has asked if she can use our reviews as examples for other mentors and mentees, so ----- has kindly agreed to produce a duplicate copy of his folder for homework. Excellent!

##### What is next?

We now need to concentrate more on preparing ----- for his mock exam, so I have offered to come in for two short sessions next week in order to help him prepare and practice for it (it takes place in Friday 5<sup>th</sup> December). I will be coming in for the following times:

#### Revision sessions

Tuesday: 12:45-1.15

Thursday: 11:00-12.00

Instead of having a review for next Friday as ----- has his exam, I will be completing one for the times above instead. So this will be replacing Friday's session. These sessions will be the last ones before Christmas; our next session will then be on Friday 9<sup>th</sup> January 2009! We will go on to studying transcripts and creative writing in more detail, now that we have learnt the basis of them.

#### Homework

- Photocopying
- Produce file for -----
- Type up 'adjacency pairs' sheet.
- Type up 'Friday's terminology'.

Inspirational quote number 13:

*"Believe it is possible to solve your problem. Tremendous things happen to the believer. So believe the answer will come. It will."*

#### Mentoring session 14-Tuesday 2<sup>nd</sup> and Thursday 4<sup>th</sup> December'08

##### What we did?

We used these two sessions as re-cap and revision sessions.

I worked with ----- to come up with a structure in order to answer his exams questions and also looked at what the mock exam would entail. We went over the types of questions that -----may have and I tried my best to answer any concerns or questions he may have had in preparation for the mock exam.

I have typed up an exam guide, which will help ----- answer his exam questions if he follows it. Tuesday was a short half-an hour session, whereas Thursday was nearly two hours long. On the Thursday we spent most of the session revising over ----- terminology sheet.

I would like to also mention the effort ----- put in to producing a copy of his filed reviews-It was very impressive. Thank you ----- and Well done.

### How it went?

----- worked really hard in what could be described as quite intense mentoring sessions. There was a lot of last minute preparation to cover and we were able to get all of this done. ----- concentration remained fantastic. However there are a few things we have found that ----- needs to revise (but he also needs to understand them-not just learn definitions):

1. Sentence types (----- has a coloured sheet on this)
2. Sound (alliteration-for example, fricative, plosives, nasal, bilabials etc)
3. Active and Passive Voice (He has a work sheet in his grammar file under verbs)
4. Listing-Asyndetic/Syndetic listing.
5. Parallelism (I will need to go over this next term with -----)

----- must not be afraid of asking questions in class or in our sessions as it is the best way for him to learn and helps us understand how much ----- understands.

### What is next?

----- has his mock English Exam on Friday 5<sup>th</sup> December. He is fully prepared for it so he has no need to worry at all. He is more than welcome to email me with any questions before it-and of course I will do my best to help. I check my emails very regularly.

I know that in the back of ----- mind he is worried that he is going to 'mess up' the exam. This should not concern him as I know he knows exactly how to answer the questions, just remember PEE all over the paper! He has his structure, so he must not rush or panic or it will make him anxious.

D must remember that if he has the frame of mind that he thinks he is definitely going to mess up-he will as he will be so worried and will not be able to concentrate!

Mentoring  
Sessions

Grammar  
Sheets

Mentor AT &  
Mentee DJ

Mentoring  
Sessions

Course  
Information

Mentor AT &  
Mentee DJ

# The AS Level Simple Structure

**60%** Summer AS level exam (May/June)

Two Sections:

Section A

- Analyse two texts by comparing and contrasting them.

Section B

- Analyse one text relating to the attitude of it.

**40%** Coursework

- 1<sup>st</sup> piece taught by J-M (Creative writing)
- 2<sup>nd</sup> piece taught by M (Spoken texts)

## The Decades

1910's- The 1910's represent the culmination of militarism.

- WW1 (1914-18)



- Sinking of titanic in 1912.
- Spanish Flu from 1918-20 killing 20-100 million people Worldwide.

1920's- "The Jazz era/age" "The golden twenties"



- Decade of Economic prosperity
- Radical political movement
- Rapid Urbanisation

1930's- 'The dirty Thirties'

- The great depression
- Opening of Empire state building



- WW2 begins in 1939.

1940's-D day 1944



- End of WW2 in 1945

1950's-



- Elizabeth II becomes Queen (1952)
- Cold war between Soviet Union



- Hollywood Glamour-Marilyn Monroe
- Rock and Roll era

### 1960's- "Flower power " or "Swinging Sixties"

- Assniation of JFK (1963)
- Martin Luther King assonated (1968)
- The more social/cultural youth from the movement were called [hippies](#). Together they created a new liberated stance for society, including the [sexual revolution](#), questioning authority and government, and demanding more freedoms and rights for women, homosexuals, and minorities.



- Rise in feminism in America
- First humans to walk on the moon 1969-Apollo 11



- Progress made in technology-first home recorder made, first heart transplantation, first computer mouse demonstration.
- Popular music-Beatles, rolling stones, Beach boys, Pink Floyd



### 1970's-Disco

- Economic strain caused by rise in oil prices
- Stabilisation in social dynamics due to invention of contraceptive pill in sixties
- Growing feminism

### 1980's-

- The decade saw social, economic and general upheaval as wealth, production and western culture migrated to new industrializing economies.
- [Gay rights](#) began to weaken as people came to dislike (and even downright hate) homosexuals.
- Pop artists such as [Madonna](#) and [Michael Jackson](#) mastered the format and turned it into big business.



- [New Wave](#) and [Synthpop](#) were developed by many British and American artists, and became popular phenol
- [Hard rock](#), [heavy metal](#), [Big Hair Bands](#) and [Glam metal](#), experienced extreme popularity in 1980s, becoming one of the most dominating music genres of the 1980s.mena throughout the decade, especially in the early and mid eighties.
- [Live Aid](#) concert in 1985 containing many artists promotes attention and action to send food aid to [Ethiopia](#) whose people were suffering from a major [famine](#).
- 'Fame' (the film) fashion



### 1990's-

- During this time, the widespread adoption of [personal computers](#), the [Internet](#) and the increased economic [productivity](#) led to the equity market booms around the world,

and caused an influx of wealth to the United States, Europe and Asia.



- [Youth culture](#) in the 1990s was characterized by [environmentalism](#) and [entrepreneurship](#). [Western world](#) fashions were often [individualistic](#), [tattoos](#) and [body piercing](#) gained popularity, and "retro" styles inspired by fashions of the 1960s and 1970s were also prevalent. Some young people became increasingly involved in outdoor activities that combined embracing athletics with the appreciation of nature.
- In 1990, the [World Health Organization](#) removed [homosexuality](#) from its list of diseases. Increasing acceptance of homosexuality occurs in the western world throughout the 1990s.
- First McCdonalds opens in 1990 in Moscow
- [Reality television](#) began on [MTV](#); this would grow in importance in the western world into the 2000s.



- [Video games](#) became more popular and advanced, with [Sony's PlayStation](#) popularizing three dimensional games as well as helping expand video games' target markets.
- The [Internet](#) becomes available for public use in the 1990s and expands rapidly.

# Exam Guide

## 1. Context, audience & Purpose



What is outside the text that will shape the meaning of it?



Who it is written for?



Why is it written?

## 2. The text as a whole

<b>Grammar</b> Relationship of words in a SENTENCE.	Mode of address- (1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> person) Sentence types- (complex, simple, compound, clauses). Sentence mood - (declarative/exclamatory/interrogative/imperative) End focus/foregrounding Repetition Tripling Active/Passive Voice Ellipsis Juxtaposition Parallelism
<b>Lexis-</b> WORDS	Lexical Sets Nouns, Pronouns, Adjectives- Superlatives/Comparatives/Compound adjectives, Verbs. Archaisms Definite ('The')/Indefinite article ('A') Double negatives Elision

<p>Imagery</p>	<p>Metaphor/Conceit/Idiom/Allusion Connotations Simile Symbolism Hyperbole/Litotes Oxymoron Pathetic Fallacy Euphemism</p>
<p>Phonolog</p> <p>y- SOUND</p>	<p>Alliteration- Sibilants/aspirants/bilabials/fricatives/plosives Assonance Internal Rhyme Onomatopoeia</p>