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Knowledge Organiser
English language paper 1 and 2

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**Knowledge Organiser
English language paper 1**

Explorations in Creative Reading and
Writing

Questions 1-4

Tier 3 Vocabulary

Explicit information – clearly stated

Implicit information - it is not directly stated. The reader must understand implicit information and facts based on other clues in the text.

USEFUL SUBJECT TERMINOLGY

Literary device
Simile - is a comparison phrase which finds similar characteristics in two objects and compares them, always by using the words 'like' or 'as'.
Metaphor - A metaphor is a comparison which is not literally true. It suggests what something is like by comparing it with something else with similar characteristics.
Personification - giving an object human characteristics (emotions, sensations, speech, physical movements).
Hyperbole - This is when exaggeration is used for effect.
Onomatopoeia - is when a word makes the sound of the thing it describes

Structural features – the way a text is written/organised for effect.
Focus - This is what the writer focuses on as the text develops.
Shift in focus - Changes in ideas and perspectives, eg outside to inside.
Flashback - A flashback is an interjected scene that takes the narrative back in time from the current point in the story.
Narrative perspective - is the point of view that a story is told from. First-person narration tells the story from one person's viewpoint, using the pronoun 'I' to explain the action. Third-person narratives also tend to use narrative perspectives. Whilst using pronouns such as 'she', 'he', and 'they', they can be focalised through a particular character. This means that the narration primarily deals in that character's thoughts, feelings, actions, and motivations.

Word classes
Noun - is a thing, a person, an animal or a place.
Adjective - words used to describe and give more information about a noun
Verb - expresses a physical action, a mental action or a state of being
Adverb - is a word which modifies a verb, which means that it tells you how, when, where or why something is being done.

Sentence types
Simple sentence-
Compound sentence - is formed by joining two main clauses with a connective.
Complex sentence -is formed when you join a main clause and a subordinate clause with a connective.

Tier 2 Vocabulary

Select   Identify   Effect   Evaluate   opinion   convey   mood   tone   techniques   structure   Language   evidence   quotation   statement   Opinion   respond   question   paragraph   Extract   fiction   reading   examine   Support   impact   comment   focus   shift   Agree   disagree   extent

Skills and Knowledge

Reading (40 marks, 25% of GCSE)
Students will read one literary fiction text (20th or 21st century) in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers, (critical reading and comprehension). Students will answer four questions which will text their understanding of the text and their analysis of language and structure and will focus on AO1, AO2, AO4:

AO1: Finding information in a text and showing your understanding
AO2: Identifying features of language and structure and explaining their effects
AO4: Giving your opinion about how a text has been written

Question 1 – facts
Read lines… to … List 4 things you learn about …
Re-read the specified lines.
Copy 4 facts: do not infer.
Question 2 – Analyse language
Read lines … to … . How does the writer use language to present …?
Re-read the specified lines.
Highlight or underline 3 quotations relevant to the question. You can quickly annotate.
Write 3 analytical paragraphs responding to the question.
Question 3 – Analyse structure
Use the whole source. How does the writer structure the text to interest you as a reader?
Identify 3 or more structural devices, choosing one from the beginning, one from the middle, and one from the end of the text.
Write 3 analytical paragraphs responding to the question, thinking beginning, middle, end.
Question 4 – Present a point of view
Read lines … to … Having read this section of the text, a student said "……." To what extent do you agree?
Re-read the specified lines.
Agree/disagree table.
Write 4 analytical paragraphs.

Independence

1. Revise annotating texts
https://www.bbc.co.uk/bitesize/guides/ztwxhv4/revision/1
2. Practice reading fiction texts and annotate details.
3. Revise language techniques
https://www.bbc.co.uk/bitesize/guides/zq6vg82/revision/1
4. Revise structural techniques
https://www.bbc.co.uk/bitesize/guides/zq6vg82/revision/3
5. Watch Mr Bruff's English language paper 1 videos
https://www.youtube.com/playlist?list=PLqGFsWf-P-cAlttmXkEvJXCxqT-ZzFqAN
7. Visit the AQA site and attempt practice papers for English language paper 1

English Language Paper 1 Q2: Analysing how a writer uses language

Which technique?

The writer uses ____

The writer includes ____

In the first paragraph, the writer uses____

In the second paragraph, the writer uses ____

At the end of the text, the writer uses _____

adjectives to describe _____

verbs

imagery

similes

metaphors

alliteration

personification

+ add quote

Effect on the reader

The reader imagines

This makes the reader

This tells the reader

The reader feels

This creates a feeling of

_ which creates_

English Language Paper 1 Q3: Analysing how a writer has used structure

Where in the extract?

At the beginning of the extract____

In the second paragraph ____

Later in the extract, _____

Later the focus shifts to _____

At the end of the extract ____

Which technique?

the writer focuses the reader's attention on____

the writer changes the focus to____

the writer introduces ___

the writer develops____

the writer concludes by ____

the writer uses short/ long sentences to ____

+ add quote

Effect on the reader

The reader imagines

This makes the reader

This reminds the reader of ____

This tells the reader

The reader feels

This creates an atmosphere of ____

The increases/ slows down the pace and creates a feeling of__

English Language Paper 1 Q4: Agreeing with a statement

Agreeing

I agree that ____

I support the view that ____

There is much evidence to support the view that _____

It is true that ____

I agree that the writer

I agree with the statement that

Supporting a point

For example,

An example of this is ____

The writer uses

adjectives to describe ____

verbs

imagery

similes

metaphors

alliteration
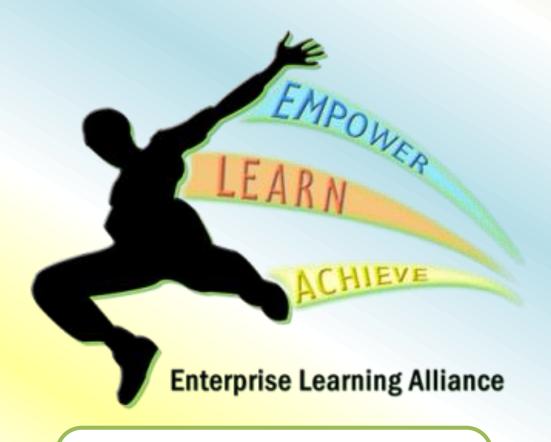
personification

+ add quote

Conclusion

Overall,

To sum up

On balance,

To conclude,

In summary,

**Knowledge Organiser
English language paper 1
Question 5**

Tier 3 Vocabulary

Genre A literary genre is **a style of writing**.

Protagonist The main character in a film, play or story.

Figurative Language Writing, or dialogue in drama, that makes the writer's ideas more meaningful, descriptive or memorable. Includes metaphors, similes, hyperbole, personification, onomatopoeia and oxymoron.

Characterisation How an author presents or conveys a character's personality.

Structural features
To be influenced by thoughts and feelings, rather than facts

Narrative foreshadowing Clues suggesting the outcome of a story (but not when the outcome is deliberately revealed through the use of a narrator or flashback).

Tier 2 Vocabulary

Senses, sight, sound, taste, touch, taste,
Paragraphs, communication, story, description, audience, vocabulary, content, organisation, accuracy, punctuation

Skills and Knowledge

Writing (40 marks, 25% of GCSE)
Students will write their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image, (producing clear and coherent text and writing for impact). Students will complete one prescribed extended writing question (24 marks for content and organisation, 16 marks for technical accuracy) and will be assessed for AO5 and AO6.

AO5: Communicate clearly and effectively and organise your ideas

AO6: Be accurate with your spelling, punctuation and grammar

Example question:

Write a description for a magazine inspired by this image:

OR

Write the opening of a story about isolation.

24 marks for content and organisation,
16 marks for technical accuracy

Technical accuracy: 16 marks	
Sentence demarcation is accurate – *full stops, commas etc are in the correct place*	
Wide range of punctuation used accurately	
Uses the full range of sentence forms for effect	
Secure control of complex grammatical structures	
High level of accuracy in spelling	
Extensive and ambitious use of vocabulary	

Content and organisation: 24 marks	Target
	Communication is convincing – *it reads like a novel / short story*
	Communication is compelling – *it is a short story I would be interested in reading*
	Tone, style and register are matched to audience – *you have written in the style of a novelist*
	Extensive and ambitious use of vocabulary
	Sustained crafting of linguistic devices – *you have used a range of language devices throughout*
	Use of structural features – *e.g. circular structure*
	Inclusion of a range of complex ideas – *e.g. you explore different moods, emotions, aspects of character*
	Paragraphs are linked

Independence

1. Revise 'writing fiction'
https://www.bbc.co.uk/bitesize/guides/zy47xsg/revision/1
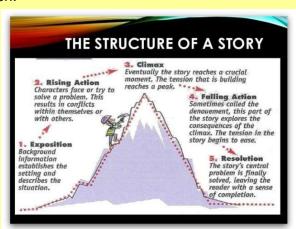2. Create a character profile for your favourite character (this can be an existing character from film/play/book)
3. Think about your favourite film and book story, plot its storyline on the story mountain.

Story mountain
A story mountain is a way of visually planning the plot and structure of a story, by separating the plot and structure into clear stages or sections. This is done by following the path of the main character up one side of a mountain to the climax of the story at the peak, then down the other side with the resolution.

4. Find examples of films from the following genres: horror, thriller, fairytale, action, crime.
How do these films fit these genres (consider plot, setting, characters)?
6. Watch Mr Bruff's revision video for question 5 on youtube
https://www.youtube.com/watch?v=uM_0PshTEjs&list=PLqG FsWf-P-cAlttmXkEvJXCxqT-ZzFqAN&index=5
7. Visit the AQA site and attempt a second question.

ZOOM TECHNIQUE!

Using the zoom technique will help you structure your descriptive writing and ensure that you cover a range of stimulus within your picture.

This is the zoom format we will be exploring in this task.

Introduction to the setting and atmosphere - Describe the weather using pathetic fallacy to create an atmosphere.
Zoom - Focus your lens in on one segment of the image (draw a box)
Single line – emphasise the key feeling of your description in one line, apart from the text. BE DRAMATIC!
Shift - Focus your lens in on another segment of the image (draw a box)
Shift - Focus your lens in on another segment of the image (draw a box)
Panoramic – Zoom out to look at the scene as a whole, how has it changed/given the new perspective?

Knowledge Organiser
English language paper 2

Writers' Viewpoints and Perspectives

Questions 1-4

Tier 3 Vocabulary

Connotation - Associations or ideas attached to words.

Rhetoric - The art of speaking to impress and/or persuade an audience

Inference – working out what is meant in a text.

Synthesise - the skill of bringing together materials from more than one text to create new material.

KEY TERMINOLOGY

Literary device
Simile - is a comparison phrase which finds similar characteristics in two objects and compares them, always by using the words 'like' or 'as'.
Fact - a thing that is known or proved to be true.
Statistic – numerical data
Rhetorical question - a question asked in order to create a dramatic effect or to make a point rather than to get an answer.
Hyperbole - This is when exaggeration is used for effect.
Onomatopoeia - is when a word makes the sound of the thing it describes

Word classes
Noun - is a thing, a person, an animal or a place.
Adjective - words used to describe and give more information about a noun
Verb - expresses a physical action, a mental action or a state of being
Adverb - is a word which modifies a verb, which means that it tells you how, when, where or why something is being done.

Sentence types
Compound sentence - is formed by joining two main clauses with a connective.
Complex sentence -is formed when you join a main clause and a subordinate clause with a connective.

Tier 2 Vocabulary

Perspective Select Identify Effect Evaluate opinion convey mood tone techniques structure compare Language evidence quotation statement Opinion respond question paragraph Extract fiction reading examine Support impact comment Agree disagree extent similarities differences convey

Skills and Knowledge

The aim of this paper is to develop student' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives.The written exam lasts for **1 hour and 45 minutes**, and is worth a total of 80 marks.

AO1 - Identify and interpret explicit and implicit information and ideas. Select and synthesize evidence from different texts.
AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

Q2 summarise similarities/differences
Use details from both sources to write a summary of the similarities / differences in….
Planning table – ideas for Source A / Source B.
Draw lines linking similar ideas.
Use this to write 3 analytical paragraphs responding to the question.
8 marks – 10 minutes

Q3 analyse language in 1 source
Refer only to Source … How does the writer use language to describe…?
Re-read the relevant section, highlighting 3-4 appropriate quotations.
Annotate these quotations.
Write 3-4 analytical paragraphs responding to the question.
12 marks – 15 minutes

Q4 *comparing the language in both sources*
Refer to Source A and Source B. Compare how writers convey similar perspectives on….
Planning table – ideas for Source A / ideas for Source B.
Draw lines to link ideas.
2-3 analytical paragraphs responding to the question.
16 marks – 20 minutes

Independence

English Language Paper 2 Q2: Comparing similarities or differences

Comparing similarities

There are a number of similarities between Source A and Source B.
Source A and Source B agree that _____
Both sources include ____

+ add quotes

Another way they are similar is _____
Both writers _____
Source A is similar to Source A because
Source and Source B are both _____
Similarly,....   In the same way,   Another similarity is,

Comparing Differences

There are a number of important differences between Source A and Source B. _____
Source A, _____whereas in Source B   Source A, _____while in Source B
Source A is _____. On the other hand, Source B _____
In Source A, _____This contrasts with Source B _   **+ add quotes**
Source A _____. Unlike Source B which _____
Source A differs from Source B because
These are very different situations because _____
One of the key differences between Source A and Source B is _____
However,....   Conversely,   In contrast,   Another difference is,

English Language Paper 2 Q3:
Analysing how a writer uses language

Which technique?

The writer uses ____

The writer includes ____

In the first paragraph, the writer uses____

In the second paragraph, the writer uses ____

At the end of the text, the writer uses _____

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formal language

persuasive language

facts and statistics

simile

rhetorical question

metaphor

hyperbole

alliteration

personification

(negative/ positive) adjectives to describe ____

+ add quote

Effect on the reader

This tells the reader

This conveys to the reader that

This conveys the author's opinion that _____

This persuades the reader

This shows the reader

Single word analysis

The word _____ tells the reader

The word _____ indicates that

The word _____ makes the reader think of

The word _____ connotes *(makes the reader think of)*

English Language Paper 2 Q4: Comparing writers' attitudes and methods

Comparing attitudes

In Source A, the writer _____
Whereas in Source B, the writer conveys that he/she __

In Source A, the writer believes that _____
But in Source B, the writer believes _____

+ *Attitude*

approves of / disapproves of
is for ___ / is against ___
likes / dislikes
agrees with __ / disagrees with ___
defends / criticises
sympathises with / dismisses

_____ + add _____
quote _____

Comparing methods

In source A, the writer uses _____

formal language/ persuasive language/ facts and statistics/ simile/ rhetorical question/ metaphor hyperbole/ alliteration/ personification (negative/ positive) adjectives to describe ____

+ add quote

Whereas in Source A, the writer uses _____

But in Source B, the writer uses _____

Effect on the reader

This tells the reader
This conveys the author's opinion that _____
This persuades the reader

This conveys to the reader that

This shows the reader

**Knowledge Organiser
English language paper 2**

Writers' Viewpoints and Perspectives

Question 5

Tier 3 Vocabulary

Compelling – if a reason, argument etc. is compelling, it makes you believe it or accept it because it is so strong.

Hyperbole – a way of speaking or writing that makes someone or something sound bigger, better, more, etc. than they are.

Perspective – a particular way of considering something.

Emotive – language designed to target emotion – positive or negative.

Key terminology

TECHNIQUE	DEFINITION
*D*irect address	Referring to the reader directly using the pronouns 'we' or 'you'.
*A*lliteration	A group of words beginning with the same letter or sound.
*F*acts	Something which can be proven to be true.
*O*pinions	A belief which cannot be proven to be true – someone's own ideas.
*R*hetorical Questions	Any question in a piece of writing which does not require an answer.
*E*motive Language	Words which elicit a powerful response.
*S*tatistics	Numerical facts and data used to support a point.
*T*hree (rule of)	Lists of three things in a sentence.

TIER 2 VOCABULARY

Paragraphs   communication   audience   vocabulary   content   organisation   accuracy   punctuation   persuasive   article   letter   essay   blog   leaflet   persuade   advise   explain   argue

Skills and Knowledge

Sample question
'Our addiction to cheap clothes and fast fashion means young people in poorer countries have to work in terrible conditions to make them. We must change our attitude to buying clothes now.'

Write an article for a magazine or website in which you argue your point of view on this statement.

ASSESSMENT CRITERIA
Content and organisation: 24 marks

Communication is convincing – *it reads like an article*
Communication is compelling – *it is an article I would be interested in reading*
Tone, style and register are matched to audience – *you have written in the style of a journalist*
Extensive and ambitious use of vocabulary
Sustained crafting of linguistic devices – *you have used a range of language devices throughout*
Use of structural features – *e.g. circular structure*
Inclusion of a range of complex ideas – *e.g. you explore different points of view and perspectives*
Paragraphs are linked
Technical accuracy: 16 marks
Sentence demarcation is accurate – *full stops, commas etc are in the correct place*
Wide range of punctuation used accurately
Uses the full range of sentence forms for effect
Secure control of complex grammatical structures
High level of accuracy in spelling
Extensive and ambitious use of vocabulary

Independence

1. Watch Mr Bruff Paper 2 question 5 video.
2. Revise for paper 2 question 5 on bbc bitesize https://www.bbc.co.uk/bitesize/guides/zwt3rdm/revision/1
3. Watch the Mr Brff video on different features of writing
https://www.youtube.com/watch?v=GauwoIz_nHI
4. Attempt theses sample questions. Make sure you plan your answer first!

'Our addiction to cheap clothes and fast fashion means young people in poorer countries have to work in terrible conditions to make them. We must change our attitude to buying clothes now.'
Write an article for a magazine or website in which you argue your point of view on this statement.

"It has never been easy being a teenager, but young people today face more challenges than they have ever done before."
Write a speech for your school assembly, stating whether or not you agree with this view.

'Young people are not responsible enough to drive cars until they are at least twenty-one years old.'
Write an **article** for a broadsheet newspaper in which you explain your point of view on this statement.

Q5 - LETTER	Q5 - ARTICLE	Q5 - Text for a LEAFLET	Q5 - Text of a SPEECH	Q5 - ESSAY
• Dear Sir/Madam or name • Addresses • Date • Paragraphs • Yours sincerely/faithfully	• Clear/apt/original title • Strapline / subheading • Subheadings • Introductory paragraph	• Clear/apt/original title • Organisational devices such as inventive subheadings or boxes • Bullet points	• Clear address to audience • Rhetorical indicators that an audience is being addressed throughout • A clear sign off, e.g. 'Thank you for listening'	• An effective introduction and conclusion.

Q5 - EXPLAIN	Q5 - ARGUE	Q5 – PERSUADE	Q5 – INSTRUCT / ADVISE
• AFORESTPACK • range of reasons • range of appropriate detail • specific examples of different kinds to support explanation • range of responses to 'why' • range of responses to 'how' • different points expanded and linked	• AFORESTPACK • formal language • balanced sentences • people's opinions (real or made up) • specific examples of situations • range and variety of points • countering opposing points of view • a neat conclusion	• AFORESTPACK • emotive language • apparent balance • mixture of first, second and third person • some short sentences • identify with audience by using 'we' • perhaps some attempt to shock reader into agreement • varied choice of adverbs and adjectives • some 'literary' devices such as alliteration, groups of three	• AFORESTPACK • formal language • close relationship with audience providing reasons for a course of action • empathy with the audience's problem • several suggestions about what to do • use of modal verbs (e.g. might, could should) • build the confidence of the reader • address the reader directly in the second person (you) • use imperatives (e.g. 'you should', 'make sure that you', 'be careful to') • raise questions and give answers • lead to a clear conclusion about action to be taken