English Language Paper 1: Explorations in Reading and Creative Writing Knowledge Organiser

1 hour 45 minutes

The absolute basics:

Read the text – 5 mins

Section A
Q1 – List 4 things (5 mins)
Q2 – How does the writer use language to… (10 mins)
Q3 – How does the writer structure the text to… (10 mins)
Q4: [statement] To what extent do you agree? (30 mins)

Section B
Q5: Writing to describe or narrate (45 mins inc. planning time)

Start of the exam (5 mins)

1. **Read the blurb** given for the text. Highlight key words which given you a clue about what you will be reading e.g. character, setting, time.

2. **Read the passage carefully.** Take time to make sure you understand it and text mark (highlight) as you go.

Look out for:

1. Key quotes about character or setting
2. Pivotal moments
3. Sentences which build a particular tone or mood.

Section A: Question 1 (5 mins, 4 marks)

Question stem: *Write down four things you learn…*

Planning

1. Read the question and highlight the key words, including the lines it asks you to focus on.

2. Draw a box around the lines you need to focus on in the insert.

Writing
1. Write in full sentences.
2. One point per line.
3. Keep it simple i.e. explicit inferences

Question 2 (10 mins, 8 marks)

Question stem: How does the writer use language to…

Planning

1. Read the question and highlight the key words to ensure you understand what the focus of your answer will be.

2. Re-read the section of text the question asks you to focus on.

3. Highlight key quotations which will help you answer the focus of the question. Consider the use of different language devices.

Basic things to look out for: 5 senses, colour, adjectives and verbs.

Grade 7+: extended metaphors, semantic fields, assonance.

Writing

1. You are writing 3 clear PEAs to answer the question.

2. Each should focus on a different language device used.

Grade 7+ = Develop PEAs into PEAEAs to show how devices are used across the extract and an overall effect is created.

3. Your 'Points' should use the wording of the question.

Useful sentence starters
Possible intro if time:

Throughout the extract the writer creates a … tone/atmosphere.

Point:

The writer has used a [language device] to suggest/imply/create…

Evidence:

For instance, '…'

Analysis:

The use of … makes it sound like…
The word/phrase/subject term '…' creates an impression of…
We might realise/imagine/feel…

Question 3 (10 mins, 8 marks)

Question stem: How has the writer structured the text to interest you as a reader?

Planning

1. Read the question and highlight the key words. This question is about *how the text is put together and organised*, rather than the language devices used.

2. At the top of the answer booklet write: **STOPSEC**

Setting
Time
Opening
Perspective
Shift in focus
Ending
Character

3. Skim through the whole source again. Highlight and label where you see different STOPSEC features- particularly focus on how the opening and ending are effective.
Top tip: for a really clear response, think about what the writer focuses your attention on at the beginning, what they focus you on at the end-and whether this is similar or different. Then ask WHY?

Writing

1. Aim for 3 PEA paragraphs: *beginning contrasted to the end-to give a general overview of the text first of all, then consider how your focus shifts in the middle of the extract and why* – your analysis isn't focusing on the use of words and phrases, but on the atmosphere/tone created by the different structural (STOPSEC) features used at different points. A final PEA could be written about another interesting structural feature: repetition, juxtaposition, tone, sentences etc.

Useful sentence starters:
Possible intro if time:

Throughout the extract the reader carefully structures the text to interest the reader. They particularly consider [insert STOPSEC feature/s you will focus on.]
Point:
The writer opens the text by introducing/using [insert STOPSEC feature] in order to suggest/create…
This links to/is contrasted with the ending of the text, where there is a shift in focus to…
Evidence:
For instance, this is seen when '…'
Analysis:
The use of … creates a sense of…
It tells us…
We are shown that…
The … develops…
This interests the reader because…

Notice: The analysis is NOT on words but on the effect of the structure and the impressions it creates for us.

Question 4 (30 mins, 20 marks)

Question stem: '[statement about the text]' To what extent do you agree?

Planning

1. Read the question and highlight the key words, including the section of the text if specified. Think carefully about how far you agree with the statement.

Top Tip: Usually it is best to AGREE with the statement. But consider how far you agree. Is there evidence to argue against this opinion? Create a debate in your answer.

2. Draw a box around the section of the text if specified.

3. Read through and highlight words/phrases/language devices you will use to argue FOR, and maybe against the statement.

Writing

1. Aim for 3 PEAEALs in 20 mins. Pick out key words in each and explore their effect.

Useful sentence starters (see previous questions too – you can reuse these if appropriate!):

To some extent I agree with…
I certainly agree that…
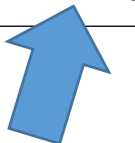However, it could also be argued that…
Overall I agree that…

PROOF READ YOUR WORK!
(Allow 5 mins for this)

-Spelling inc. homophones e.g. to/too/two or there/their/they're

-Improve any dull words to make them more exciting!

Section B: Question 5 (45 mins, 40 marks)

Question focus: Writing to narrate (story) or describe.

Planning (THIS IS REALLY IMPORTANT!)

1. Decide which task you would like to do (narrate or describe). There might not be a choice! Reminder of the structure for each below:

Describe		Narrate
Panoramic Zoom Zoom Zoom Panoramic	Consider STOPSEC to structure your writing in both tasks!	Rule of 1: 1 setting, 1 character, 1 event, 1 hour Hook → Character intro → Development → Turning point → Resolution

2. Plan using the structures above. You should also consider:

-What good vocab could you use from the extract you have just read?

Writing

Vary your sentence openers with verbs, adverbs, prepositions, adjectives.

Use a semi-colon (instead of because)

Remember these things →

Vary the length of your sentences (inc. at least 1 holophrastic phrase) and your paragraphs.

Use plenty of description, even in a narrative.

Commas after subordinate clauses

Variety of language devices

English Language Paper 2:

Writers' Viewpoints and Perspectives Knowledge Organiser

1 hour 45 mins

The absolute basics:

Read the texts: 10 mins

Section A:

Q1: 4 true statements (5 mins)
Q2: Summarise differences (10 mins)
Q3: How does the writer use language… (15 mins)
Q4: Compare writers' perspectives…(20 mins)

Section B:

Q5: Writing an opinion text (45 mins)

READ

Start of the exam (10 mins)

1. Read the blubs for BOTH sources. What is the GAP? (Genre, audience, purpose – Consider how might this effect how the text is written and the opinion of the writers)

2. Read BOTH sources and ensure you understand what is going on in each one.

2. Read through the glossary for words you are unsure of.

Section A: Question 1 (5 mins, 4 marks)

Question stem: Choose 4 statements which are true.

Planning

1. Read the question carefully and highlight key words inc. line specification.

2. Read each of the statements carefully.

3. Cross through the numbers of those which are clearly false. E.g. 3̶

Writing

1. Shade in the boxes of the 4 you think are true.

2. If you are unsure of one, make an educated guess!

Question 2 (10 mins, 8 marks)

Question stem: Write a summary of the different…

Planning

1. Read the question and highlight the key words. What differences does it what you to focus on?

2. Skim back over both sources. Highlight key quotations which answer the question. Are there any clear differences between the two sources? Try to match up the quotes to allow you to make the best inferences.

Writing

1. Use SQI (statement, quotation, inference).

2. Try to do at least 2 pairs (so 4 SQIs in total). Grade 7+ = 3 pairs.

3. Use comparative connectives like 'however', 'in contrast' etc.

Useful sentences starters:

Possible intro if time:

In Source A and B, the writers describe different… In Source A… however, in Source B…

Statement:

In Source A we learn that…
In Source A the writer focuses on/describes…

Quotation:

For instance/for example

I**nference:**

This could suggest that…
From this we can infer…
The writer evokes…

Grade 7+ = It could also imply that… (Alternative interpretation)

Top Tip: Try to use the writers' names, rather than just saying 'the writer'. This makes you sound more sophisticated!

Remember: There are no marks available for using subject terminology or doing language analysis – you are examined on this is Q3 and 4.

Question 3 (15 mins, 12 marks)

Question stem: How does the writer use language to…

This question is exactly like Q2 on Lang P1! It's just language analysis!

Planning

1. Read the question carefully. Which source are you asked to focus on and which lines?

2. Draw a box around the correct section of text on the insert.

3. Highlight the key words in the question so you know what to focus your answer on. Consider the purpose of the language linked to the question. Will you be looking for persuasive, descriptive or inclusive language?

4. Skim through the relevant section of text. Highlight and label key words/phrases/devices which will help you to answer the question.

Writing

1. Aim to write 3 PEA paragraphs in the time.

2. Write an introductory sentence explaining the mood/tone linked to the question.

Useful sentence starters:

Possible intro if time:

In Source… the writer uses language to cleverly build a tone of…

Point:

Firstly, the writer uses [insert language device] in order to…

Evidence:

For instance/for example this is seen when…

Analysis:

This evokes a sense of…
The word/subject term has connotation of … and therefore creates an atmosphere of…
We might feel compelled to…
The writer helps us to imagine/realise…

Grade 7+ = consider the overall effect of the language. Link different examples together to support your points (i.e. PEAEALs)

Question 4 (20 mins, 16 marks)

Question stem: Compare the writers' viewpoints and perspectives…

Planning

SQIME

1. Read the question carefully and highlight the key words. You know you are analysing the different opinions, but their opinions of what? Identify this.

2. Skim through the two texts again. Highlight and label the different opinions they have on the topic you have been asked about. **Select your evidence carefully:** consider interesting language or structural devices used to get their message across. You will need to analyse these in your answer!

Writing

1. Write an opening sentence that clearly refers to the question.

2. Use SQIME (statement, quotation, inference, method, effect). Basically, Q2 + Q3.

Useful sentence starters:

Possible intro but adapt as necessary:

In Source A and B, both writers discuss… However, they have different opinions and use a range of methods to communicate these feelings.

For the SQI section of the SQIME – see sentence starters for Q2 for help!

For the ME:

Method:
The writer uses [insert subject term] to evoke a sense of…/to create…

Effect:
This might make us feel/imagine/realise…

Statement = WRITER'S feelings
Effect = READER'S feelings

Question 5 (45 mins, 40 marks)

Question stem: Writing to convey your opinion on a given topic.

Planning

OPINION

1. Read the task carefully and identify the GAP you need to write for. Highlight the key words. You need to consider how you will adapt your writing to suit the specified GAP. Have a look below for some hints:

Text type	To include
Letter	Dear Sir/Madam/name Yours sincerely (know name)/yours faithfully (don't know name)
Speech	Lots of direct address Rhetorical indicators Clear sign off
Article	Original title Subheadings Introductory paragraph
Leaflet	Original title Subheadings Introductory paragraph Bullet points
Essay	Introduction and conclusion
	CLEAR PARAGRAPHS IN ALL!

2. Make a note of key words and techniques you have seen used in the extracts you have just read. What can you STEAL?

3. Write AAFORREESTY at the top of the page. Which of these will you include and where? Tick them off as you use them in your writing.

4. Plan using the following structure:

Hook
Define the scope of the debate
Other side of the argument
Your opinion
Draw it all together
Catchy one-liner

PROOF READ YOUR WORK! Inc. spelling of homophones and editing dull words!

Writing

- Vary sentence openers
- Vary sentence and paragraph openers
- Use a range of punctuation, including a semi-colon

Remember you should use descriptive techniques too like adjectives, similes, metaphors, semantic fields etc.