

More detail on the back...

Skills Coverage

Assessment Questions

How are sources written to help you to infer meaning of characters and places?
 How does a writer use language to describe characters and places?
 How do writers use structure to interest the reader? How do you justify your opinions?
 How do I write effectively when writing to describe and narrate to engage my audience?

English Language Assessment Objectives

A01: R2 R3 R4* R5	A02: ET1 ET2 E3 E4* E5 E6 E7 E8 E9 E10 E11* E12*
A04: R12* R15* R17 *	
A05: W1 W2 W3 W4* W5 W6* W7* W8 W9 W10 W11*	A06: W12 W13 W14* W15 W16* W17 W18*

Curriculum Intent:

Why are we studying this?

1. Knowledge of universal themes & ideas from different centuries.
2. Increase our own self-awareness of the society we live in.
3. Be successful at writing in different formats that are used in wider career choices.
4. Confidence & resilience in exams.

What to write about:

You will need to know about:
Inference skills: How to look for both explicit and implicit information in a text.
Language & structural analysis – why and how it is used, impact on the reader. Also, what is the difference between the two methods. *
Evaluate critically – How to use evidence from a text to support your opinions and ideas. *
Creative writing– how to write to describe and narrate effectively.



5 Mins
4 marks AO1

What do I need to do?
Inference skills.

- **BUG** the question and look for key words in the question & the extract very carefully.
- Make sure that you **box off** the lines stated on the source.
- You will need to pick 4 accurate and precise statements. *
- You will need to check that the word **'and'** is not in the sentence. If it is class, it as one answer.

Common Spelling Errors in English @SPA

Writer Because Beginning There / their/they're Were/we're Happened
 Language Opposite Interest to/too



10 Mins
8 marks AO2

What do I need to do?
Explore Structure.

- **BUG** the question & look for key words in the question.
- **Devices** – identify how the writer uses structure only!
- **Evidence** – select judicious quotes and embed them within your sentences
- **Analysis** – examine the reason for the writer's choices & impact in detail. *
- Make sure you refer to structure that relates to the task. Aim to pick one from the start, middle and end.



10 Mins
8 marks AO2

What do I need to do?
Explore Language.

- **BUG** the question & look for key words in the question.
- **Devices** – identify how the writer uses language only!
- **Evidence** – select words and phrases (judicious quotes) and embed them within your sentences
- **Analysis** – examine the reason for the writer's choices & impact in detail. *
- Make sure you refer to language that relates to the task

Literacy Recaps

Triple, abstract noun and colon.

Despair, degradation, desolation:

Triple adjectives, dash

Cold, dark, airlessness-

Write about the reader...

The reader:
 ask themselves
 wonders
 questions
 agrees
 sympathises *
 assumes
 remembers
 believes
 BECAUSE...AND...SO
This makes the reader feel...
 shocked
 amused
 disgusted
 outraged
 confused
 puzzled
 melancholy *
 frustration
 fury
 BECAUSE...AND...SO

Tier 2 Vocabulary: *

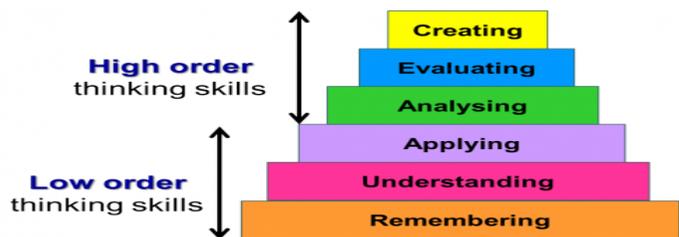
The writer...
 shows
 conveys*
 portrays
 implies
 communicates
 insinuates *
 creates
 highlights
 displays
 alludes
 hints
 expresses*



25 Mins
20 Marks AO4

What do I need to do?
Agree or disagree with a statement.

- **BUG** the question and look for key words in the question.
- You will need at **least 6 quotations** to support your ideas.
- **Devices** – identify how the writer uses language and structure, to aid you to either agree or disagree with the statement.
- **Analysis** – examine the reason for the writer's choices and the impact on the reader in detail*
- Make sure you list things only relating to the task
- If there is an opportunity to disagree with the statement then please do so, if there is not, do not force the source to disagree. This will show lack of understanding of the source.



AQA ENGLISH LANGUAGE Paper 1 Section B.



45 Minutes

24 Marks AO5

16 Marks AO6

Wherever you see * on an English knowledge organiser it means this is a **stretch & challenge**

Routine:

- **Read both questions** and pick the one that would show off your skills the most.
- **BUG** the question in full.
- **Plan your ideas x6:** What methods could you use? How could you make your work stand out structurally? What high level vocabulary could you use? What sentence types and punctuation could you use for effect? How could you get your 5 senses into your

Describe Structure. *

'Hook' your reader by launching them into the action and creating questions to spark their curiosity.
I thought it must have been a lie, or some sort of prank to get my hopes up. I never thought they'd actually work.

Zoom in on something very specific and the impact that your initial idea has had on this.

As the tranquil waters sat still, the man could see a droplet of water diving through the soft air and into the lake, quietly disturbing the calmness of the scene, the microscopic waves as they expand along the lake.

Flashback – to show how things have changed

*"There was once a time when..."
 "Time hadn't been kind to this...it had..."
 "it would be foolish to believe that this was the common state of life here..."*

Anaphora (repeated word or phrase) to end to the work.

He realised then that there would be no surprise arrival. No future hope. No enjoyment to feel.

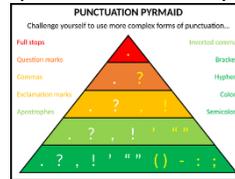
Nothing.

Methods that you could use:

Adjectives Adverbs Alliteration 5 Senses* Connotations * Pathetic fallacy * Anecdotes* Personification Onomatopoeia Simile Metaphor Symbolism* Nouns Verbs Oxymoron Rule of three Foreshadowing Juxtaposition* Dialogue Narrative voice * Direct Address Emotive language.

AO6: SPAG Checklist

1. Check common spellings e.g. there=place, their=owner, they're = they are
2. Have you used a full stop accurately?
3. Check your variety of sentences: minor, monosyllabic*, compound, complex*
4. Check your punctuation variety:



5. Check your choice of vocabulary. Have you always chosen the most sophisticated word?

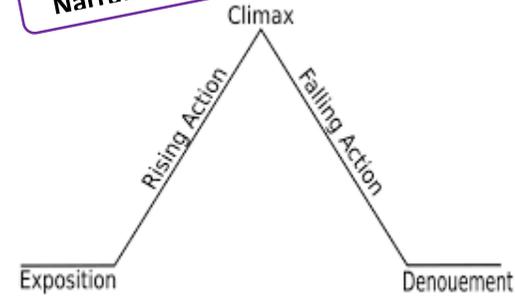
Literacy Recap.

Capital Letters – for names, places and the start of sentences.

Full stops at the end of sentences.

Paragraphs: New idea – new paragraph. //P if you forget!

Narrate Structure. *



Creative ways to structure your writing:

- Extended Metaphor.
- Widened Perspective.
- Pivotal Moment.
- Narrowed perspective.
- Cyclical Structure.



Writing to describe example paragraph: *

Through the haze of the window the city burned before her in a cacophony of neon laser lights, blazing across the world of darkness like stars across a night sky.

Upon the great stone and metal monoliths, the stars danced and flashed, swirled, and sparkled in proud shades of red, green, yellow, blue; every colour that could be imagined was roaring in the silent symphony. These lights played and twinkled in her wide eyes. The city rose within her, a feeling long forgotten: one of wonder, beauty, adventure, one subdued by the monotony of life, one that had been sorely missed.

Sharing the will of those terrific, persistent stars, she tore her eyes away from the scene to look back, to reflect how she had ever come to live without this.

Writing to narrate example paragraph: *

Creeping forwards, one inch at a time, he moved towards the line. Cautiously he lowered himself onto the floor and sat still.

After sitting, the girl moved out of the crouch she had put herself in unconsciously. She looked confused, brows digging deep trenches on her forehead, turning a still lake into a turbulent sea of waves. She shuffled closer.

The boy didn't move. His stormy grey eyes tracked her movements as she slid forwards, one step at a time. Reaching the line, she paused. A dizzying second passed before she folded in on herself, sinking into the sand as if there was running water in her bones, effortlessly flowing and ebbing.

+ Deepen Your Knowledge & Understanding

Revise and Test Your Knowledge

English Language Paper 1	
Term	Definition
1. Foreshadowing	Hints of what is to come in the story.
2. Conveys	make (an idea, impression, or feeling) known or understandable.
3. Precision	Marked by or adapted for accuracy and exactness.
4. Evaluate	Weigh up.
5. Explicit	Stated clearly and in detail, leaving no room for confusion or doubt.
6. Insinuates	Suggest or hint (something bad) in an indirect and unpleasant way.
7. Implies	Indicate the truth or existence of (something) by suggestion rather than explicit reference.
8. Judge	Form an opinion or conclusion about.
9. Implicit	Suggested though not directly expressed
10. Alludes	Suggest or call attention to indirectly; hint at
11. In media res	"Into the middle of things" opens in the midst of the plot.
12. Expresses	Convey (a thought or feeling) in words or by gestures and conduct

Learn this vocabulary, the definitions and how to use them when referring to a text. These will develop your responses in both lessons and assessments.

How to learn these:

1. Make flashcards with all the relevant information on them. Some information could be on the back so that you can test yourself on it.
2. Create a revision group either physically or using social media – for example WhatsApp to revise with your peers.
3. Create a 'memory palace' which means you tag a word to an object in a room at home. You should then be able to imagine that room and the objects within it to retrieve the word, when needed. You could have a different room in your house for each different Literature text.
4. Tag words to landmarks you come across on your journey into school. This could be different shops, crossings, bus stops... As you go back and forth to school, try to remember each of the words when you come across the tagged landmarks.
5. Re-write the information a number of times. Each time reduce it into less information until you end up with 3/4 words only to explain the words meaning. You could also create a list of synonyms in order to avoid repeating the word too often in your writing.

1		5		9	
2		6		10	
3		7		11	
4		8		12	

Extended Writing Opportunities

How does the writer use language to present...?
 How does the writer use structure to present...?
 To what extent do you agree that...?
 Write a description of a place that you would consider heaven.
 Imagine a deserted beach: write a description.
 Write a narrative of a meeting of two people from different backgrounds.
 Rewrite the ending of a novel of your choice.

Wider Reading and Viewing

Youtubers:

Mr Bruff, Miss Cole, Stacey Reay, Mr Salles, Mrs Wheelan, Dr Aiden.

Websites:

<https://www.aqaenglishrevision.com/lang-paper-1>

<https://www.stokenewingtonschool.co.uk/asset/4332>

<https://park.academies.aspirationsacademies.org/wp-content/uploads/sites/12/2020/06/AQA-GCSE-English-Language-Paper-1-revision-booklet.pdf>

<https://www.ilovelanguages.com/how-to-revise-for-gcse-english-language-paper-1/>

Easy Ways to Improve Creative Writing: 11 Steps (with Pictures) (wikihow.com)

English-Language-Paper 1 Sample-Papers.pdf (theacademycarlton.org.uk)

https://padlet.com/MrDowling/Language_Paper1