



KS4 Knowledge Organisers

Name: _____

Teacher: _____

Tutor: _____

Great English starts with great knowledge. Your organiser sets out the essential knowledge, concepts and skills for each topic on a single page - providing you every opportunity to reach your potential.



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Literature Paper 1

- Section A: Macbeth by William Shakespeare
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Literature Paper 2

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- Section B: Poetry Anthology - Power and Conflict
- Section C: Unseen Poetry Single and Comparison

Language Paper 1

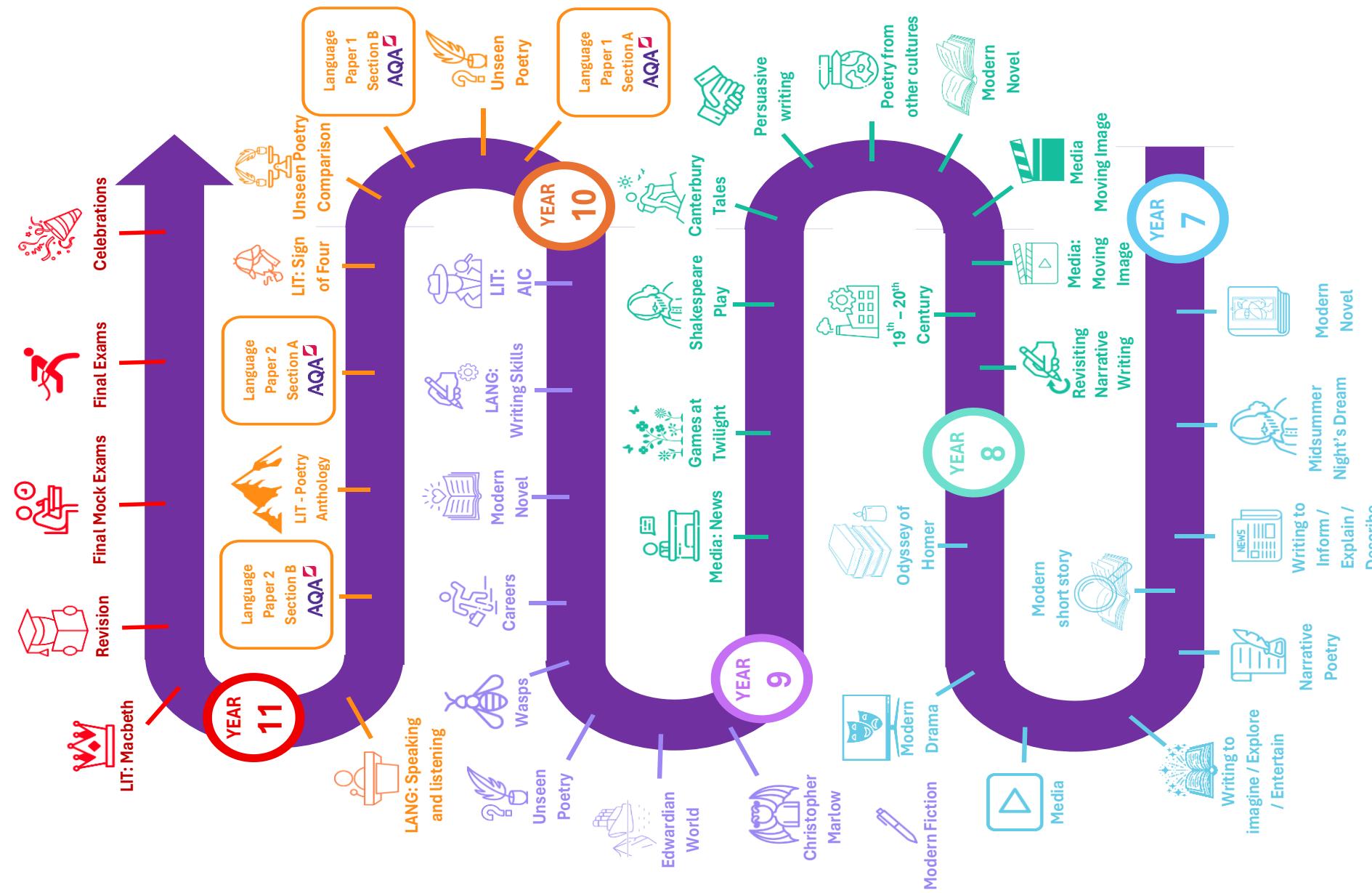
- Explorations in Creative Reading and Writing
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English Learning Journey





Plot [AO1]

Macbeth is given the first three prophecies by the Witches.

Lady Macbeth persuades her husband to murder King Duncan.

Macbeth kills Duncan and becomes king of Scotland.

Macbeth is filled with guilt-fueled paranoia after the murder.

Macbeth has Banquo murdered but Banquo's ghost haunts him.

Macbeth visits the witches again and receives new prophecies.

Macbeth's tyranny grows as he orders the murder of Macduff's family.

Macduff and Malcolm lead an army to defeat Macbeth, and Macduff kills him in battle.

Malcolm becomes the rightful King of Scotland and peace is restored to the kingdom.



LIT Paper 1 Section A – Macbeth

Q: Starting with this scene, explore how far Shakespeare presents [character or theme].

AO1

[30+4 marks]

- Read, **understand** and respond to texts.
- Maintain a **critical** style and **develop** an **informed** personal response
- Use textual **references**, including quotations, to **support** and illustrate interpretations.

AO2

- Analyse the **language**, form and structure used by a writer to create **meanings** and **effects**, using relevant **subject** terminology where appropriate.

AO3

- Show **understanding** of the **relationships** between **texts** and the **contexts** in which they were written.

Exam Timings

10m
Reading & Planning

30-35m
Writing

5m
Review

Characters [AO1]

Macbeth A brave Scottish general whose ambition leads him to murder Duncan and become a tyrant.

Lady Macbeth Macbeth's ambitious wife who pushes him to commit murder by using expectations of 'manliness' against her husband.

Banquo Macbeth's friend and fellow soldier, whose descendants are prophesied, by the Witches, to be kings.

Weird Sisters Mysterious witches who use prophecy and manipulation to toy with Macbeth and influence his actions.

King Duncan The beloved King of Scotland, murdered by Macbeth. He was the standard that Macbeth was judged by.

Malcolm Duncan's eldest son, who flees after his father's death and later returns to claim the throne and bring Peace to Scotland.

Macduff A nobleman who opposes Macbeth, especially after his family is murdered, and eventually kills him.

Ambition

Loyalty and Betrayal

Kingship

Good and Evil

The Supernatural

Reality and Appearances

Fate and Free Will

What does a Good Paragraph Structure Look Like?

One PEEE Paragraph



What is your idea about the question?

Shakespeare presents [character or theme] as [idea about the question] when [summarise this part of the story].

What quote are you using as evidence?

For example, Shakespeare uses a [Big 8] when [character] says [“quote”].

Zoom in on the device. What does it suggest about the question?

The [Big 8 device + “zoomed in word”] could suggest [idea about the question]. This links to [extra knowledge].

How do you think Shakespeare wanted the reader to feel?

Shakespeare might have intended a Jacobean viewer to feel [emotion] because [...]. However, a modern-day viewer could feel [...].

Foundation Quotes [AO2]

Who?
Macbeth to
Lady Macbeth

When?
After killing
Duncan but
before Banquo's
murder.

**“My mind is full
of scorpions”**

Why?

He tells his wife that he cannot contain the guilty thoughts after committing regicide.

Who?
Lady Macbeth to
Macbeth.

When?
After the
murder of
King Duncan.

**“A little water clears us
of this deed”**

Why?

She tries to convince Macbeth that this sinful act can be undone and cleansed.

Who?
Lady Macbeth to
Macbeth.

When?
Before Duncan's
murder.

**“Look like the innocent flower
but be the serpent under it”**

Why?

The verb “clear” implies their souls are **stained**. Lying makes their souls **murkier**, they fear transparency.

Who?
Lady Macbeth
to herself (for
the audience
to hear).

When?
Before Duncan's
murder, when
she receives
Macbeth's letter.

“Unsex me here”

Why?

She prays to dark spirits to fill her with masculine cruelty – that she doesn't have to convince Macbeth to kill Duncan.

Who?
Macbeth to
himself.

When?
Before the final
climactic fight
with Macduff and
Malcolm's army.

**“I have supped full
with horrors”**

Why?

Shakespeare has Macbeth say this as a final reminder to the audience that Macbeth is human, but irredeemable.

Context [AO3]

Hierarchy

Shakespeare shows that breaking God's natural order (**Great Chain of Being**) by killing the king (God's leader on earth by **Divine Right**) leads to chaos and destruction.

King James I

Shakespeare included supernatural elements to reflect King James I's interest in witchcraft and warn against sin.

Shakespeare suggests that sinful actions (such as by Macbeth) bring ruin. A Christian audience would have expected Macbeth to be punished.

Christianity and Sin

Shakespeare uses expectations of male and female behaviour to shock the audience by having characters deceive and face ruin.

Gender Expectations

Shakespeare presents madness as a divine punishment for guilt and wrongdoing. Lady Macbeth's symptoms and eventual demise was viewed as a spiritual problem rather than a medical one.

Madness



Plot [AO1]



LIT Paper 1 Section B – The Sign of Four

Q: Starting with this extract, explore how Conan Doyle presents [Character or Theme]

AO1

- Read, understand and respond to texts.
- Maintain a critical style and develop an informed personal response
- Use textual references, including quotations, to support and illustrate interpretations.

AO2

- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where

AO3

- Show understanding of the relationships between texts and the contexts in which they were written.

[30 marks]

Exam Timings

10m
Reading & Planning

30-35m
Writing

5m
Review

One PEEE Paragraph



What is your idea about the question?

Conan Doyle presents [character or theme] as [idea about the question] when [summarise this part of the story].

What quote are you using as evidence?

For example, Doyle uses a [Big 8] when [character] says ["quote"].

Zoom in on the device. What does it suggest about the question?

The [Big 8 device + "zoomed in word"] could suggest [idea about the question]. This links to [extra knowledge].

How do you think Doyle wanted the reader to feel?

Doyle might have intended a Victorian reader to feel [emotion] because [...]. However, a modern-day reader could feel [...].

Characters [AO1]

| | |
|-----------------|--|
| Sherlock Holmes | The detective who investigates the mystery of the Agra treasure and solves the case. |
| Dr. John Watson | Holmes's friend and narrator who assists in the investigation and falls in love with Mary. |
| Mary Morstan | The client who brings the case to Holmes and becomes Watson's love interest. |
| Jonathan Small | The main antagonist who stole the Agra treasure and seeks revenge after being betrayed. |
| Tonga | Small's companion who helps him escape and commits the murder of Bartholomew Sholto. |
| Thaddeus Sholto | The nervous son of Major Sholto who reveals information about the treasure's history. |
| Athelney Jones | The detective who arrests the wrong suspect before Holmes solves the case. |

Key Themes [AO1]

| | |
|--|------------------------|
| The novel explores theft and murder to question what true justice means in Victorian society. | Crime & Justice |
| Holmes approaches every mystery showing faith in the latest scientific techniques and observation. | Science |
| Whereas Sherlock appears 'robotic', Watson is criticised for being too emotional during cases. | Rationality vs Emotion |
| Opposites that reveal information about Victorian society. For example, civilisation and savagery. | Duality |
| The Indian backstory exposes the greed and violence behind Britain's empire.. | Imperialism |
| The Agra treasure drives ambition and betrayal, showing how greed destroys lives. | Wealth & Greed |
| Watson's affection for Mary and loyalty / friendship to Holmes balance the story's darker themes. | Love & Friendship |

Foundation Quotes [AO2]

| | | | | | | | | | |
|--|--|--|---|---|--|---|--|---|---|
| Who? Sherlock Holmes says this to Dr. Watson. | When? Talking in their rooms at the beginning. | Who? Dr. Watson narrates this to the reader. | When? When Mary visits to bring the case. | Who? Mary Morstan says this to Holmes and Watson. | When? As they prepare to go to Pondicherry Lodge. | Who? Dr. Watson narrates it to the reader. | When? During the boat chase on the Thames before Tonga is killed. | Who? Sherlock Holmes says this to Dr. Watson. | When? At the start when Watson brags about his detective skills. |
| <i>"My mind rebels against stagnation."</i> | | <i>"She was a blonde young lady, small, dainty, well-gloved, and dressed in the most perfect taste."</i> | | <i>"Two knight-errants to the rescue," added Miss Morstan, with a bright glance at me."</i> | | <i>"His thick lips were writhed back against his teeth, which ground and chattered at us in animal fury."</i> | | <i>"Detection is, or ought to be, an exact science, and should be treated in the same cold and unemotional manner."</i> | |
| Why? | Meaning? | Why? | Meaning? | Why? | Meaning? | Why? | Meaning? | Why? | Meaning? |
| Holmes says he is restless when he has no mystery to solve; he is dependent on puzzles | The noun "rebels" shows Holmes's solves cases for stimulation, not to help others. | Watson describes how Mary has captivated him upon first seeing her. | The adjective "dainty" shows the desirable traits for women in Victorian society. | Mary is being playful and "joking" suggests they are her gentlemen-savoirs. | The metaphor "knight-errants" suggests chivalry, showing a patriarchal view of men saving women. | Watson finally sees Tonga and is horrified at how he appears more animal than human. | The metaphor "animal fury" compares Small to a wild creature, showing Victorian fears of savagery. | He explains that solving crimes should rely on logic and facts, not emotions. | The adjective "exact" shows Holmes's belief that detection should be precise, logical, and not based on feelings. |

Context [AO3]

| | | | |
|-------------------------|--|--|--------------------|
| Patriarchy | Stereotypes highlight expectations of women to be modest and moral, shown through Mary Morstan. | Reflects Victorian fears about growing crime in London and little faith in the Metropolitan police after they failed to catch Jack the Ripper. | Crime & Justice |
| Science and Rationalism | Victorians lived during technological revolutions. This reflects the growing belief in the power of science. | Reflects Victorian Christian beliefs that greed and dishonesty are sins, and immoral behaviour leads to punishment. | Christianity |
| | | Reflects Britain's global power and the darker consequences of colonial greed and exploitation. Non-European peoples are viewed as 'savage' and not to be trusted. | The British Empire |



The Engagement Celebration

The Inspector Arrives

Mr Birling's Involvement

Sheila's Confession

Gerald's Secret Affair

Mrs Birling's Hypocrisy

Eric's Confession

The Inspector's Final Message

The Twist Ending with the Phone Call.

**LIT Paper 2 Section A – An Inspector Calls****Q:** How does Priestley use [character] to explore or suggest [key theme] in *An Inspector Calls*?**AO1**

- Read, understand and respond to texts.
- Maintain a critical style and develop an informed personal response
- Use textual references, including quotations, to support and illustrate interpretations.

AO2

- Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3

- Show understanding of the relationships between texts and the contexts in which they were written.

[30+4 marks]**Exam Timings**10m
Reading & Planning30-35m
Writing5m
Review**Characters [AO1]****Arthur Birling** A self-important upper-middle class patriarch who believes in individual success and rejects social responsibility.**Sybil Birling** A proud upper-class matriarch who looks down on others and refuses to accept blame.**Sheila Birling** A young woman who starts off shallow but becomes aware of her privilege and guilt.**Eric Birling** A reckless and guilty young man who struggles with his conscience and family expectations.**Gerald Croft** A charming but hypocritical man who abuses his power and avoids true responsibility.**The Inspector** A mysterious moral figure who challenges the family to face their actions and learn social responsibility.**Eva Smith / Daisy Renton** A working-class victim who suffers because of the selfish actions of others. She falls pregnant and commits suicide.**Key Themes [AO1]**

Priestley explores how people judge others unfairly, suggesting that true moral worth is shown through actions, not status.

Judgement

Priestley shows how younger people can learn, offering hope for the future, but the older generation won't.

Learning about Life (maturing)

Priestley uses the Inspector to argue that everyone has a duty to care for others and that ignoring this leads to suffering.

Social Responsibility

Priestley highlights the different expectations on men and women, suggesting gender inequality is unfair and damaging.

Men and Women

Priestley shows the openness of youth with the stubbornness of age, implying the former is more likely to change.

Young and Old

Priestley presents the Birlings as a broken family held together only by appearances, suggesting empathy is needed for unity.

Family Life

Priestley exposes the unfairness of class, showing how the rich abuse their power while the poor are treated unjustly.

Social Class**What does a Good Paragraph Structure Look Like?****What is your idea about the question?**

Priestley presents [character or theme] as [idea about the question] when [summarise this part of the story].

What quote are you using as evidence?

For example, Priestley uses a [Big 8] when [character] says [“quote”].

Zoom in on the device. What does it suggest about the question?

The [Big 8 device + “zoomed in word”] could suggest [idea about the question]. This links to [extra knowledge].

How do you think Priestley wanted the reader to feel?

Priestley might have intended an initial viewer to feel [emotion] because [...]. However, a modern-day viewer could feel [...].

Foundation Quotes [AO2]**Who?** Arthur Birling to Eric Birling and Gerald Croft.**When?** His lecture before the Inspector first arrives.**Why?****Meaning?** The adjective “hard-headed” implies greed and selfishness is valued over kindness and social responsibility.**Who?** The Inspector to the whole Birling family.**When?** His final speech before he leaves.**Why?****Meaning?** The metaphor “body” suggests society is like a living being – everyone suffers if one member does.**Who?** The Inspector to the whole Birling family.**When?** His final speech before he leaves.**Why?****Meaning?** The verb “drove” implies collective guilt, showing how their selfish actions pushed Eva down the one-way road to her tragic end.**Who?** Sheila Birling to the rest of the family.**When?** After learning each family member’s actions hurt Eva Smith.**Why?****Meaning?** She realises that they all played a part in destroying Eva’s life, and she begins to accept moral responsibility..**Who?** Arthur Birling to Eric Birling and Gerald Croft.**When?** His lecture before the Inspector first arrives.**Why?****Meaning?** The verb “drove” implies collective guilt, showing how their selfish actions pushed Eva down the one-way road to her tragic end.**Who?** Sheila Birling to the rest of the family.**When?** After learning each family member’s actions hurt Eva Smith.**Why?****Meaning?** The verb “drove” implies collective guilt, showing how their selfish actions pushed Eva down the one-way road to her tragic end.**Who?** Arthur Birling to Eric Birling and Gerald Croft.**When?** His lecture before the Inspector first arrives.**Why?****Meaning?** The verb “drove” implies collective guilt, showing how their selfish actions pushed Eva down the one-way road to her tragic end.**Who?** Arthur Birling to Eric Birling and Gerald Croft.**When?** His lecture before the Inspector first arrives.**Why?****Meaning?** The verb “drove” implies collective guilt, showing how their selfish actions pushed Eva down the one-way road to her tragic end.**Context [AO3]****World War One & Two****Factory Experience**

Priestley, who served in WWI, saw working-class soldiers suffer under privileged officers and generals; he questioned class injustice.

Priestley's early job at a wool textile mill in Bradford exposed him to worker's harsh conditions and low-pay.

When returning soldiers were promised ‘homes for heroes’, the founding of the National Health Service (NHS) offered hope for a fairer society for all.

Seeing worldwide poverty during the Great Depression meant many, including Priestley, blamed greedy bankers for causing the crisis.

The campaign for women's rights influenced Priestley to use Sheila's development to highlight changing gender roles and the how women were challenging inequality.

Post-War Britain**The Great Depression****Women's Suffrage**



LIT Paper 2 Section B Poetry Anthology: Power and Conflict

Q: Compare how poets present [theme based on Power or Conflict] in [Named Poem] and in one other poem from 'Power and conflict'. **[30 marks]**

AO1

- Read, **understand** and respond to texts.
- Maintain a **critical** style and **develop** an informed personal response
- Use textual **references**, including quotations, to **support** and illustrate interpretations.



AO2

- Analyse the **language**, form and structure used by a writer to create **meanings** and **effects**, using relevant **subject terminology** where appropriate.

AO3

- Show **understanding** of the **relationships** between **texts** and the **contexts** in which they were written.

Top Tips

- Aim to write **three PEEE comparative paragraphs**.
- Break down the themes. What different **types** of power and conflict are there in the question?
- Remember to show your understanding of the: events of the poem; the Poet's intended meaning; the context and how it influenced the poet.
- Unless you are given 'Tissue' as the named poem, **avoid** using this for your comparison poem. You **won't** get any extra marks for it!

8 What are the Big 8?

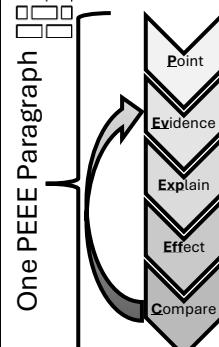
| | |
|---|--|
| Noun (A name) | Adjective (Describes a noun) |
| Verb (An action word) | Adverb (Describes an action) |
| Repetition (Repeats for effect) | Personification (An object with human qualities) |
| Metaphor (Comparing without 'like' or 'as') | Simile (Comparing using 'like' or 'as') |

What are the Poems?

| | | | | | |
|---|---|--|--|--|--|
| Ozymandias A traveller finds a ruined statue in the desert. | London A man walks through London seeing suffering. | The Prelude A boy steals a boat and begins to fear nature's power. | My Last Duchess A duke brags about his dead wife's portrait. | Charge of the Light Brigade Soldiers ride bravely into battle. | Exposure Soldiers freeze and lose hope amongst WWI's trenches. |
| Bayonet Charge Time slows as a soldier leaves the trenches. | Remains A soldier suffers PTSD As he questions a killing. | Poppies A mother struggles mourns her darling son's death in war. | War Photographer The narrator feels livid that nobody cares about a war. | The Emigree A woman clings to happy memories of her lost home. | Kamikaze A pilot turns back from suicide mission and is shunned by family. |
| Checking Out me History | | | | | |

| | Power of Nature | Power of Humans | Conflict | Loss and Absence | Memory | Anger | Guilt | Fear | Pride | Identity | Individual Experience |
|-----------------------------|-----------------|-----------------|----------|------------------|--------|-------|-------|------|-------|----------|-----------------------|
| Ozymandias | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| London | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| The Prelude | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| My Last Duchess | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Charge of the Light Brigade | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Exposure | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Storm on the Island | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Bayonet Charge | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Remains | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Poppies | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| War Photographer | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| The Emigree | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Kamikaze | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Checking Out me History | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

What structure do I use to write my paragraphs?



What is the device used in the first poem?
In [first poem], the writer uses a [device] to show [connotation].

What quote are you using as evidence?
For example, the author uses a [Big 8] when it says ["quote"].

Zoom in on the device. What does it suggest about the question?
The [Big 8 technique + "zoomed in word" could suggest [idea].

How do you think the poet wanted the reader to feel?
The Poet might have intended the reader to feel [emotion] because [...]

Use connectives to compare similarities or differences between the poems.
This is [similar or different] to [second poem] which uses a [device] to show [...]

Connectives

| |
|---------------|
| Similarly |
| Likewise |
| Equally |
| Contrastingly |
| However |
| Alternatively |



Paper 2 Section C Unseen Poetry Single

Q: In [poem], how does the poet present ideas about [theme]?

[24 marks]

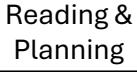
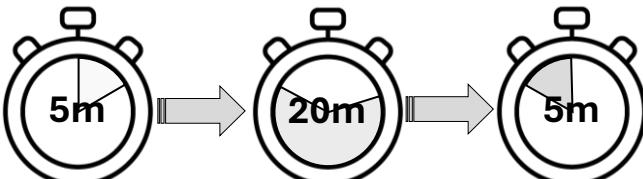
AO1

- Read, **understand** and respond to texts.
- Maintain a **critical** style and **develop** an **informed** personal response
- Use textual **references**, including quotations, to **support** and illustrate interpretations.

AO2

- Analyse the **language**, form and structure used by a writer to create **meanings** and **effects**, using relevant **subject terminology** where appropriate.

Exam Board Timings [15minutes Total]



Top Tips

- Aim to write **three** PEEE paragraphs.
- Consider what the poet might be suggesting about the theme. What message are they conveying?
- Use **speculative language**, such as 'could suggest' or 'implies', when applying the question to the theme.
- Focus **only** on language. There is **no extra marks** for structure or form.
- Compare the theme to what you would expect normally. Does the poem challenge or reinforce this?



How do I analyse the question?

Analyse the concepts presented in the question.

Routine / Boredom?

Passing Time?

Expectations & Responsibility?

In 'The washing never gets done', how does the poet present ideas about **daily life** and **connecting with the natural world**?

Inspiring?

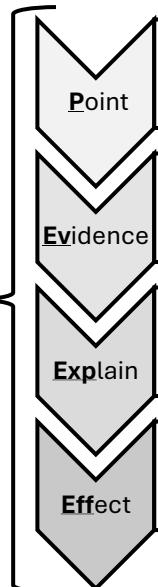
Escape?

Nostalgic?



What structure do I use to write my paragraphs?

One PEEE Paragraph



What is the device used in the first poem?

In [first poem], the writer uses a [device] to show [connotation].

What quote are you using as evidence?

For example, the author uses a [Big 8] when it says ["quote"].

Zoom in on the device. What does it suggest about the question?

The [Big 8 technique] + "zoomed in word" could suggest [idea].

How do you think the poet wanted the reader to feel?

The Poet might have intended the reader to feel [emotion] because [...]

8

What are the Big 8?

Noun
(A name)

Adjective
(Describes a noun)

Verb
(An action word)

Adverb
(Describes an action)

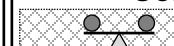
Repetition
(Repeats for effect)

Personification
(An object with human qualities)

Metaphor
(Comparing without 'like' or 'as')

Simile
(Comparing using 'like' or 'as')

Connectives



Similarly

However

Likewise

Contrastingly

Equally

Alternatively



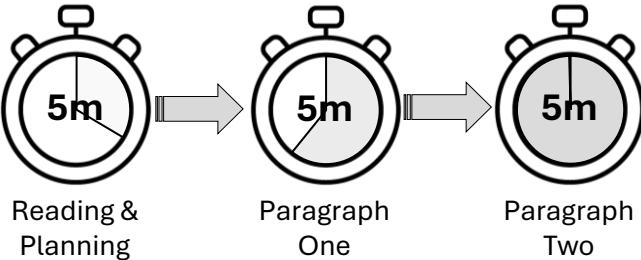
Paper 2 Section C Unseen Poetry Comparison

Q: In both [1st Poem] and [2nd Poem], the poets present ideas about [idea]. What are the similarities and/or differences between the methods the poets use to present these ideas?

AO2

- Analyse the language, form and structure used by a writer to **create meanings** and effects, using relevant subject terminology where appropriate.

Exam Board Timings [15minutes Total]



- Aim to write **two** PEEE comparative paragraphs.

- You'll have five minutes per paragraph.

- You could analyse **perspective** and **tone** as every poem will contain these elements.

- Use **speculative language** such as 'could suggest' or 'implies'.

- Focus **only** on language devices, avoid structure or form.



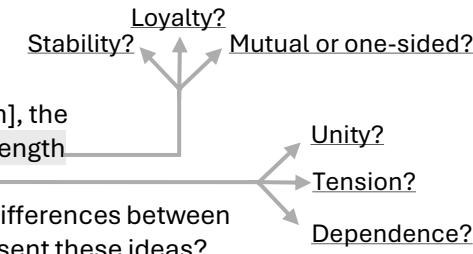
How do I analyse the question?

Analyse the concepts presented in the question.

Passion?

Loving & Tender?

Naïve?



In both [1st Poem] and [2nd Poem], the poets present ideas about the strength of romantic relationships.

What are the similarities and/or differences between the methods the poets use to present these ideas?

What structure do I use to write my paragraphs?

One PEEE Paragraph

Point

What is the device used in the first poem?

In [first poem], the writer uses a [device] to show [connotation].

Evidence

What quote are you using as evidence?

For example, the author uses a [Big 8] when it says ["quote"].

Explain

Zoom in on the device. What does it suggest about the question?

The [Big 8 technique + "zoomed in word" could suggest [idea].

Effect

How do you think the poet wanted the reader to feel?

The Poet might have intended the reader to feel [emotion] because [...]

Compare

Use connectives to compare similarities or differences between the poems.

This is [similar or different] to [second poem] which uses a [device] to show [...]

8. What are the Big 8?

Noun
(A name)

Adjective
(Describes a noun)

Verb
(An action word)

Adverb
(Describes an action)

Repetition
(Repeats for effect)

Personification
(An object with human qualities)

Metaphor
(Comparing without 'like' or 'as')

Simile
(Comparing using 'like' or 'as')

Connectives



Similarly



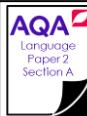
However

Likewise

Contrastingly

Equally

Alternatively



English Language Paper 1 Section A One Source.

AO1

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise 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.

AO4

- Evaluate texts critically and support this with appropriate textual references.

Begin by Reading the Source

- Read the sources using a **highlighter**. Make sure you understand the **meaning** of the source.
- Box the questions so you stay within the lines outlined in each question.
- Read once to make sure you **understand** the source. **Then**, read and highlight the notes accordingly.



Q1: True Statements

List four things about [The Source] from this part of the source.

[4 marks]

Q1 Top Tip:

- Write your answers in full sentences to make what you can learn **clear**.

Q2: Language Analysis



Look in detail at this extract, from lines X to Y of the source:

How does the writer use language here to describe [topic]?

[8 marks]

💡 What am I being tasked to do?

- This question wants you to: Zoom in on a word; identify the writer's methods (BIG8); analyse the connotations and the impact that the word has on the reader.

✅ Which AOs apply to this question?

AO2

What writing structure should I use for question two?





English Language Paper 1 Section B

AO5

- Communicate clearly, **effectively** and **imaginatively**, selecting and adapting **tone**, **style** and register for different forms, purposes and audiences.
- Organise information and **ideas**, using **structural** and grammatical features to support coherence and cohesion of texts.

AO6

- Students must use a **range** of **vocabulary** and **sentence structures** for clarity, purpose and effect, with accurate spelling and punctuation.



Creative and Descriptive Writing Devices

Repetition

Using the same word or phrase to make a message stick.

Personification

Giving human qualities to objects or animals...

Metaphor

Comparing something to another thing **without** using 'like' or 'as'.

Simile

Comparing something to another thing **using** 'like' or 'as'.

Alliteration

Using words that start with the same sound for impact.

Amplification

Using an intensifier word to develop an argument for greater emphasis.

Onomatopoeia

Words that sound like the noise they describe.

Exaggeration (Hyperbole)

Overstating something to make a strong point.

Juxtaposition

placing two opposite ideas or objects close together.

Pathetic Fallacy

Using the weather to signify the mood to the reader. I.e. a thunderstorm.

Rhetorical Question

A question that doesn't need an answer, yet makes the reader reflect.

Emotive Language

words chosen to create strong emotions within the reader.



Punctuation Devices

Colon (:)

Used to introduce a list.

Ellipsis (...)

Used to create suspense and hesitation, making them guess what happens next.

Semi-colon (;)

Links two independent clauses, showing a stronger connection than a full stop.

Question mark (?)

Used to show a question, which is often used to make the reader think.

Exclamation mark (!)

Used to show strong emotion, urgency, or emphasis.

Hyphen (-)

Replaces a comma and is used to create a pause - adds tension for the reader.



What structure do I use for descriptive writing?

'Write a description of'



Opening

Set the tone using sophisticated adjectives, then describe the overall setting.

It usually helps to describe (don't directly tell the reader!) the sky, the ground and any movement (i.e. people / crowds etc). Make sure your description matches the tone of the prompt.



Zoom x3

Use a preposition and zoom in on a specific area. Create a small problem that occurs (like a mini-story).

Use prepositions such as 'Over by', 'Under the', or 'Next to'. Describe the object you're zooming in on in layers of detail. Create a small problem or emergency that occurs.



Overview

Imagine that time has passed – what's happened to each emergency? Finish with the tripartite list.

Create a cyclical (repeating) structure the tripartite list by either: repeating it, using synonyms, or using antonyms. For example, 'Floating; independent; calm'. Alternatively, you could use 'Heavy; trapped; panicked.'. Make sure you stick to the tone of the story that you've given so far.



What structure do I use for narrative writing?

'Write a story about'



Opening

Set the tone using sophisticated adjectives, then describe the setting. This enables the reader to build a picture.

Consider three adjectives that set the tone which matches the prompt. For example: 'Weightless; liberated; peaceful'. Then describe (don't directly tell the reader!) the setting based on: touch, taste, sight, smell and sound).



Development

Develop your character's backstory using a flashback – why should the reader care about this narrative?

Create a reason why the reader should be invested in this character – why are they in this moment and why does it matter? For example, 'Previously, a few weeks ago...'



Problem

Create a realistic problem that catches the reader's attention.

'Now...'. Choose something simple and construct it well with detail. Avoid anything too ridiculous or high stakes. Especially avoid any fights, guns, drugs etc. These restrict you to telling rather than describing using writer's devices.



Climax

Use an adverb to increase the tension by having the problem get even worse.

'Suddenly...'. Suggest what the consequences could be if the problem isn't tackled immediately. Remember to keep the idea simple, yet the consequences significant.



Cliffhanger

Finish with your cliffhanger, then link the story back to the beginning with the tripartite list.

Include a plot point that isn't resolved and use an ellipsis (...).

Create a cyclical (repeating) structure the tripartite list by either: repeating it, using synonyms, or using antonyms. For example, 'Floating; independent; calm'. Alternatively, you could use 'Heavy; trapped; panicked.'



Top Tips

- Make a **checklist** of every writer's device and punctuation that you know.
- To receive marks, you need a well-structured and organised answer, such as OZZZO or ODPCC (AO5).
- Write about **simple ideas** and a **small number of characters** in layers of descriptive detail – **avoid any dialogue** between characters.
- Review your work and replace any boring verbs or adjectives with more interesting vocabulary (AO6).
- When you're planning, consider what vocabulary you'd expect that matches with the prompt. I.e. an oxygen mask for a hospital.



English Language Paper 2 Section A Two Sources.

AO1

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise 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.

Begin by Reading the Sources

- Read the sources using a **highlighter**. Make sure you understand the **meaning** of each source.
- Box the questions so you stick within the lines of each question.
- Read once to make sure you **understand** the source. **Then**, read and highlight the notes accordingly.

Q1: True Statements

Read again the first part of Source A from lines X to Y.

Choose **four statements** below which are **true**. [4 marks]

Q1 Top Tip:

- Some statements might be deliberately vague. Don't spend more than five minutes on this question! Trust your instinct.

Q2: Synthesis



You need to refer to Source A **and** Source B for this question.

Use details from **both sources** to write a summary of what you understand about the [Similarities **or** differences] between [topic].

[8 marks]

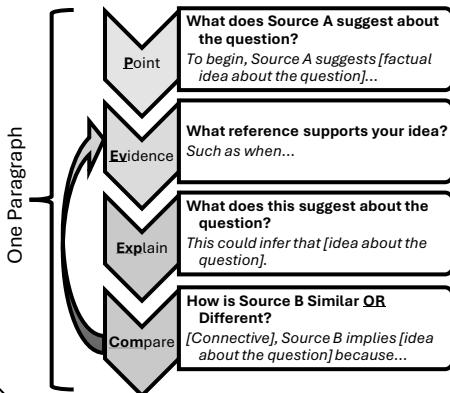
💡 What am I being tasked to do?

- This question wants you to **infer** (use connotations and suggestive language) factual similarities or differences. You **must not** use language devices here.

✅ Which AOs apply to this question?

AO1

What writing structure should I use for question two?



Q2 Top Tips:

- Aim to write **two to three** paragraphs which **both compare** Source A & B.
- Read the question **carefully**. You **only** need to look for similarities **OR** differences, **NOT** both.
- Use your inference skills – what can you **learn** about similarities **or** differences that isn't directly stated?

Q3: Language Analysis



You now need to refer only to Source A.

How does the writer use language to describe [theme].

[12 marks]

💡 What am I being tasked to do?

- Write **two to three** paragraphs analysing what the language devices **could** suggest about the question.

✅ Which AOs apply to this question?

AO2

What connotation have you found? Firstly, the writer suggests [what is your idea about the question?].

What BIG8 language device supports your idea? For example, the writer uses a [BIG8 Technique] when the text says [“quote”].

What does this connotation suggest about the question? The [BIG 8 + “zoomed in word”] suggests [link to the question].

What do you **think** is the author's intended effect on the reader? The author could have used the [BIG 8 + “zoomed in word”] to make the reader feel [emotion] because ...

8 What are the Big 8?

| | |
|---|--|
| Noun (A name) | Adjective (Describes a noun) |
| Verb (An action word) | Adverb (Describes an action) |
| Repetition (Repeats for effect) | Personification (An object with human qualities) |
| Metaphor (Comparing without using 'like' or 'as') | Simile (Comparing using 'like' or 'as') |

Q4: Writer's Attitudes



For this question, you need to refer to the whole of Source A and Source B.

Compare how the writers convey their different feelings and perspectives on [theme].

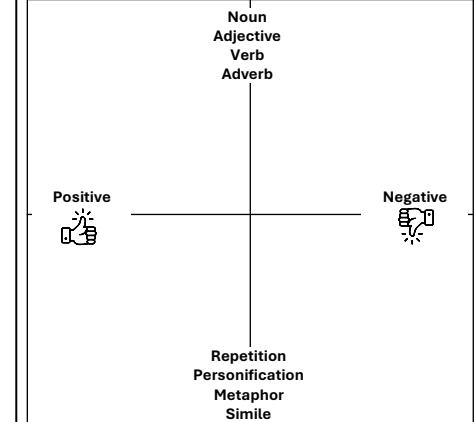
[16 marks]

💡 What am I being tasked to do?

- This question wants you to **compare** (see the structure for Q2) the two writer's **perspectives** (views and opinions) using your **inference** skills.

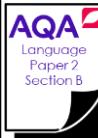
✅ Which AOs apply to this question?

AO3



Q4 Top Tips:

- Planning is the key to this question – organise your thoughts first before writing!
- Use two different colour highlighters to organise your grid (above) into Source A and Source B.
- Use the grid above to **compare** **like-for-like** language techniques as well as positive and negative perspectives.
- Remember to analyse the **writer's** viewpoint, and **not** any other people's viewpoints.
- Use the same structure in Q2 (comparative PEEE paragraphs).



English Language Paper 2 Section B [Statement]

Write an article for [audience and style] in which you argue your point of view on this statement.

(24 marks for content and organisation
16 marks for technical accuracy)

[40 marks]

AO5

- Communicate clearly, **effectively** and **imaginatively**, selecting and **adapting tone, style** and register for different forms, purposes and audiences.
- Organise information and **ideas**, using **structural** and grammatical features to support coherence and cohesion of texts.

AO6

- Students must use a **range of vocabulary** and **sentence structures** for clarity, purpose and effect, with **accurate spelling and punctuation**.

Persuasive Writing Devices

Rhetorical Question

A question that's not meant to be answered but to make the reader think.

Amplification

Using an intensifier word to develop an argument for greater emphasis.

Emotive Language

Words that make the reader feel a strong emotion.

Rule of Three

Grouping three words or ideas for emphasis.

Repetition

Using the same word or phrase to make a message stick.

Direct Address

Speaking straight to the reader or audience using "you".

Inclusive Language

Using "we" or "our" to make readers feel involved.

Exaggeration (Hyperbole)

Overstating something to make a strong point.

Alliteration

Using words that start with the same sound for impact.

Imperative (Command)

Giving an instruction to encourage action.

Imagery

Creating a vivid picture to help readers imagine the issue.

Expert Opinion

Quoting specialists to sound credible.

Punctuation Devices

Colon (:)

Used to introduce a list.

Ellipsis (...)

Used to create suspense and hesitation, making them guess what happens next.

Semi-colon (;)

Links two independent clauses, showing a stronger connection than a full stop.

Question mark (?)

Used to show a question, which is often used to make the reader think.

Exclamation mark (!)

Used to show strong emotion, urgency, or emphasis.

Hyphen (-)

Replaces a comma and is used to create a pause - adds tension for the reader.



How do I tailor my answer to the audience given in the prompt?

| Type | Definition | Typical Audience | Style and Tone |
|-------------------------------------|---|--|---|
| Broadsheet Newspaper Article | A formal, structured article written for a serious newspaper, focusing on reasoned arguments and clear evidence. | Educated adult readers; general public interested in serious issues. | Formal — precise vocabulary, complex sentences, balanced arguments, logical tone. |
| Tabloid Newspaper Article | A lively, engaging article written for a popular newspaper, using emotional or dramatic language to grab attention. | General public; everyday readers looking for entertainment or bold opinions. | semi-formal to informal — punchy sentences, emotive language, direct address ("you", "we"). |
| Website / magazine | An online article sharing opinions, advice, or personal views in an accessible, conversational style. | Online readers, often young people or general audiences. | Semi-formal — clear, chatty, and engaging; mix of facts, opinions, and rhetorical devices. |
| Speech | A persuasive or inspirational piece designed to be spoken aloud, aiming to convince or motivate an audience. | A live audience — e.g. students, community members, or professionals. | Semi-formal — passionate, direct, includes repetition, rhetorical questions, and emotive language. |
| Letter | A written message to a person or organisation, using the correct layout and tone to suit the recipient. | Named individuals (e.g. MP, headteacher, editor, friend). | Formal when addressed to authority; semi-formal for personal or familiar recipients. |



What structure do I use to write my answer?



Hook the reader in with a rhetorical question, then clearly state your overall view.

Ask a rhetorical question that starts with: 'Think about it, would you...?', 'Have you ever?' or 'Picture this'. Then, explain your answer to the rhetorical question using a list (colon and commas).

Give your first idea based on a fact:

Write 'A recent report states that...' and complete with a statistic. Create a story which tells the reader what is implied by the statistic and why it's so important they pay attention.

Give your second idea based in an anecdote:

Write 'From personal experience' and include a convincing anecdote. Present what you think should happen based on this anecdote. Write 'There would be outrage if', then present the alternative.

Present, then dismiss, a counter-argument:

Write 'Some fools may argue...' then provide a difference of opinion. Explain why this idea is wrong and offer an alternative idea that favours your argument. Highlight three positive effects of the action you want (think local/ national/ global?).

Summarise your argument and why it's so important the reader pays attention.

'Once again, I would ask you...' then repeat your rhetorical question from the Opening. Then summarise (in one sentence each) the points you made in the above sections. Finish on an imperative, reminding them why this issue is so essential.



Top Tips

- Before you read the question, make a **checklist** of as many devices and punctuation that you can remember.
- Annotate the form **and** audience identified in the question. What would this audience expect?
- Make sure you spend time **reviewing** your checklists, SPAG and improve any weaker vocabulary.

Exam Timings

