English Department

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

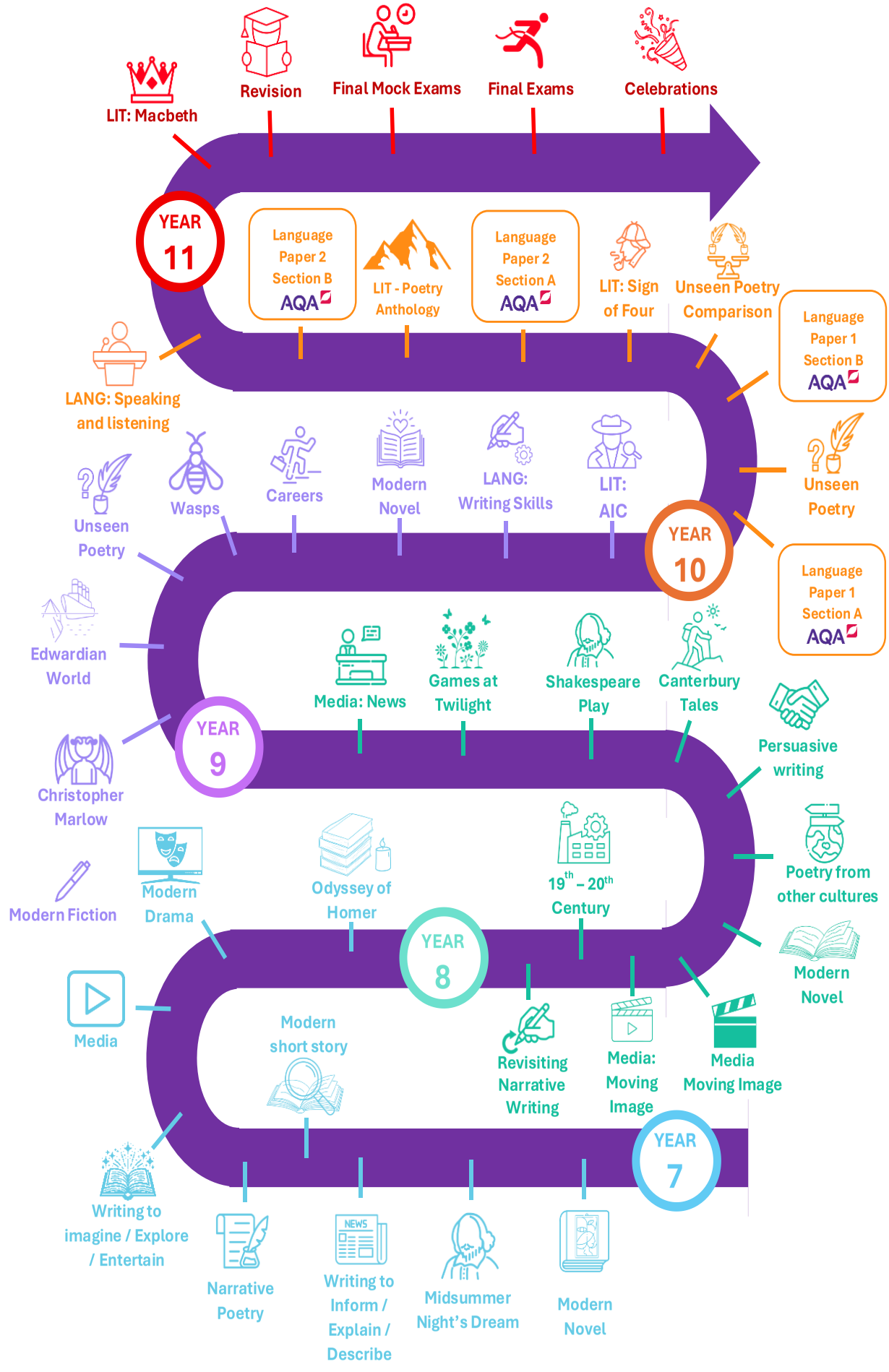
Language Paper 1

- Explorations in Creative Reading and Writing
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  - Section A: Comparing a Non-fiction and a Literary Non-fiction Text
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English Learning Journey



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Plot [AO1]

1. Macbeth is given the first three prophecies by the Witches.
2. Lady Macbeth persuades her husband to murder King Duncan.
3. Macbeth kills Duncan and becomes king of Scotland.
4. Macbeth is filled with guilt-fueled paranoia after the murder.
5. Macbeth has Banquo murdered but Banquo's ghost haunts him.
6. Macbeth visits the witches again and receives new prophecies.
7. Macbeth's tyranny grows as he orders the murder of Macduff's family.
8. Macduff and Malcolm lead an army to defeat Macbeth, and Macduff kills him in battle.
9. Malcolm becomes the rightful King of Scotland and peace is resorted to the kingdom.



LIT Paper 1 Section A – Macbeth

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

[30+4 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.

Exam Timings

- 10m Reading & Planning
- 30-35m Writing
- 5m Review

What does a Good Paragraph Structure Look Like?

One PEEE Paragraph

Point

What is your idea about the question?

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

Evidence

What quote are you using as evidence?

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

Explain

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].

Effect

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 [...].*

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.

Key Themes [AO1]

Shakespeare shows how ambition and greed can drive people to commit terrible acts and destroy themselves in the process.	**Ambition**
Shakespeare explores how breaking loyalty leads to chaos, while true loyalty is shown as noble and moral.	**Loyalty and Betrayal**
Shakespeare suggests that a good king rules with justice and kindness, while a bad one brings suffering to the land.	**Kingship**
Shakespeare shows a constant battle between good and evil, showing that evil may rise, but goodness will eventually win.	**Good and Evil**
Shakespeare uses the witches and visions to show how the supernatural (or guilt) can tempt and mislead humans.	**The Supernatural**
Shakespeare suggests that people and events are not always what they seem, warning against trusting appearances.	**Reality and Appearances**
Shakespeare questions whether actions are controlled by fate or choices, leaving the answer open to the audience.	**Fate and Free Will**

Foundation Quotes [AO2]

Who?	When?	Quote	Why?	Meaning?
Macbeth to Lady Macbeth	After killing Ducan but before Banquo's murder.	*"My mind is full of scorpions"*	He tells his wife that he cannot contain the guilty thoughts after committing regicide.	The metaphor "scorpions" shows his mind has been **poisoned** and **overrun** with **nightmarish** thoughts..
Lady Macbeth to Macbeth.	After the murder of King Duncan.	*"A little water clears us of this deed"*	She tries to convince Macbeth that this sinful act can be undone and cleansed.	The verb "clear" implies their souls are **stained.** Lying makes their souls **murkier**, they **fear transparency**.
Lady Macbeth to Macbeth.	Before Duncan's murder.	*"Look like the innocent flower but be the serpent under it"*	She warns Macbeth that he must learn to be deceptive or their plan will never succeed. He must hide his true feelings.	The adjective "innocent" implies Macbeth is **child-like**; he is not yet capable of being **deceptive**. Links to the story of **Adam and Eve**.
Lady Macbeth to herself (for the audience to hear).	Before Ducan's murder, when she receives Macbeth's letter.	*"Unsex me here"*	She prays to dark spirits to fill her with masculine cruelty – that she doesn't have – to convince Macbeth to kill Duncan.	It shows gender can be a **weapon** and a **restriction**. It shows her **frustration** that he is **reliant** on Macbeth for advancing.
Macbeth to himself.	Before the final climactic fight with Macduff and Malcolm's army.	*"I have supped full with horrors"*	Shakespeare has Macbeth say this as a final reminder to the audience that Macbeth is human, but irredeemable.	The verb "supped" shows he has a familiar **bond** with evil. He invited them in but now must, regretfully, pay the price.

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

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Plot [AO1]

1. The Mysterious Letter and the Case Begins.
2. The Meeting with Thaddeus Sholto.
3. Discovery of Bartholomew Sholto's Murder.
4. Holmes's Investigation and meeting with Atheley Jones.
5. Sherlock deduces who the killer is (Jonathan Small).
6. The Chase on the Thames and Loss of the Treasure.
7. Jonathan Small's Confession
8. Watson and Mary's Engagement



LIT Paper 1 Section B – The Sign of Four

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

[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

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

What does a Good Paragraph Structure Look Like?

One PEEE Paragraph

Point
What is your idea about the question?
*Conon Doyle presents [character **or** theme] as [idea about the question] when [summarise this part of the story].*

Evidence
What quote are you using as evidence?
For example, Doyle uses a [Big 8] when [character] says ["quote"].

Explain
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].

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

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
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

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Plot [AO1]

1. The Engagement Celebration
2. The Inspector Arrives
3. Mr Birling's Involvement
4. Sheila's Confession
5. Gerald's Secret Affair
6. Mrs Birling's Hypocrisy
7. Eric's Confession
8. The Inspector's Final Message
9. 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*?

[30+4 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.

Exam Timings

- 10m Reading & Planning
- 30-35m Writing
- 5m Review

What does a Good Paragraph Structure Look Like?

One PEEE Paragraph

Point

What is your idea about the question?

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

Evidence

What quote are you using as evidence?

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

Explain

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].

Effect

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 [...].

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.
Shelia 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**

Foundation Quotes [AO2]

Who?	When?	Quote	Why?	Meaning?
Arthur Birling *to* Eric Birling and Gerald Croft.	His lecture before the Inspector first arrives.	*"Hard-headed businessman"*	To educate Eric and Gerald about Capitalist values.	The adjective "hard-headed" implies greed and selfishness is valued over kindness and social responsibility.
The Inspector to the whole Birling family.	His final speech before he leaves.	*"We are members of one body."*	He lectures about socialism and social responsibility towards one another.	The metaphor "body" suggests society is like a living being – everyone suffers is one member does.
The Inspector to the whole Birling family.	His final speech before he leaves.	*"fire and blood and anguish."*	He is warning the family and audience that, if they don't learn to care for others, society will suffer terribly.	The nouns suggest pain comes when people ignore social responsibility, such as WWI & WWII or a revolution.
Sheila Birling to the rest of the family.	After learning how each family member's actions hurt Eva Smith.	*"Between us we drove that girl to commit suicide."*	She realises that they *all* played a part in destroying Eva's life, and she begins to accept moral responsibility..	The verb "drove" implies collective guilt, showing how their selfish actions pushed Eva down the one-way road to her tragic end.
Arthur Birling to Eric Birling and Gerald Croft.	His lecture before the Inspector first arrives.	*"A man has to make his own way – has to look after himself – and his family too, of course."*	He explains that his success comes form self-interest, showing his capitalist attitude.	The metaphor "make his own way" is for surviving alone, showing his rejection of social responsibility.

Context [AO3]

World War One & Two	Priestley, who served in WWI, saw working-class soldiers suffer under privileged officers and generals; he questioned class injustice.
Factory Experience	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.	Post-War Britain
Seeing worldwide poverty during the Great Depression meant many, including Priestley, blamed greedy bankers for causing the crisis.	The Great Depression
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.	Women's Suffrage

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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.

Exam Timings

- 5m Planning
- 35m Writing
- 5m Review

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!

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.*	**Storm on the Island** People face a violent storm.	**Tissue** Paper symbolises how fragile human life and power are.
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** *A man rejects colonial education and admires black heroes.*	

	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?

One PEEE Paragraph

- **P**oint
- **E**vidence
- **Ex**plain
- **E**ffect
- **C**ompare

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]

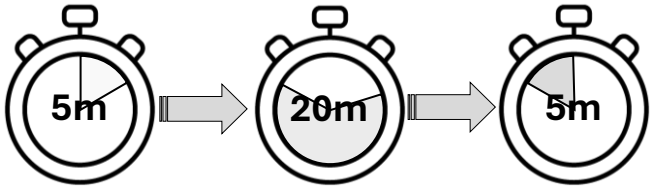
AO1

- 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]



Reading & Planning | Writing | Review

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

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 [...]

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*

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Paper 2 Section C Unseen Poetry Comparison

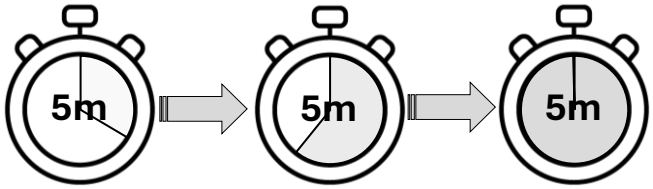
Q: In both [1st Poem] and [2nd Poem], the poets present ideas about [idea].
What are the similarities and/or differences between the methods the poets use to present these ideas?

[8 marks]

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]



Reading & Planning | Paragraph One | Paragraph Two

- 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?

Loyalty? / Stability? / Mutual or one-sided?

Unity? / Tension? / Dependence?

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 [...]

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*

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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?

One Paragraph

- **Point** — **What connotation have you found?** *Firstly, the writer suggests [what is your idea about the question?].*
- **Evidence** — **What BIG8 language device supports your idea?** *For example, the writer uses a [BIG8 Technique] when the text says ["quote"].*
- **Explain** — **What does this connotation suggest about the question?** *The [BIG 8 + "zoomed in word"] suggests [link to the question].*
- **Effect** — **What do you *think* is the author's intended effect on the reader?** *The author may have used the [BIG 8 + "zoomed in word"] to make the reader feel [emotion] because ...*

Q2 Top Tips:

- **Analyse** the **key words** in the question and what the connotations *could* be.
- Scan the source for **interesting** vocabulary that stands out. Remember, you only need 3 quotes.
- Use **connectives** to identify **multiple** connotations for <u>*each*</u> zoomed in word. Multiple ideas about one quote gives much more marks than a lots of quotes but few ideas.

Q3: Structural analysis

You now need to think about the whole of the source.
This text is taken from the middle of a novel.
How has the writer structured the text to interest you as a reader?

[12 marks]

What am I being tasked to do?

- Write **three Ws paragraphs** (beginning, middle and end) identifying the structural technique and **explain** why the author choose this method to interest the reader.

Which AOs apply to this question?

AO2

What writing structure should I use for question two?

One Paragraph

- **When?** — **Are you discussing the beginning, middle or end?** *During the [beginning / middle / end] of the extract...*
- **What?** — **Summarise what happens at this point.** ...we can see that [summary].
- **Why?** — **What structural device did the author choose and why?** *The author choose to use a [structural device] to hook the reader's interest as it...*

What are the structural devices?

- **Flashback:** A shift to an earlier moment that makes the reader question its link to the present
- **Shift in Focus:** Interests the reader because it moves their attention to something new or unexpected.
- **Foreshadowing:** Subtle hints that encourage the reader to anticipate future developments
- **Introduction of a New Character:** Interests the reader because it brings a new personality or problem into the story.
- **Change of Focus** (Zoom in/Zoom Out): A shift in attention that directs the reader towards key details
- **Shift in Setting:** Movement to a new place that leads the reader to expect change or development
- **Dialogue:** Interests the reader by showing relationships and creating a sense of intimacy.
- **Cliff-Hanger or Twist:** A sudden, unresolved moment that urges the reader to seek what happens next

Q4: Writer's Attitudes

"Statement"

To what extent to you agree / disagree?

[20 marks]

What am I being tasked to do?

- Give your evaluative response. Comment on both content **and** the writer's techniques.

Which AOs apply to this question?

AO4

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 Top Tips:

- Address *all* elements of the statement.
- Write about **language** as well as **content** of the source.
- Write using PEEE paragraphs.

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English Language Paper 1 Section B

AQA Language Paper 2 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 at the start of each zoom; zoom in on a specific area and describe it.

Use prepositions such as 'Over by', 'Under the', or 'Next to'. Describe the object you're zooming in on in layers of detail.

Overview

Imagine that time has passed and create a sense of closure. 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.'.

What structure do I use for narrative writing?

'Write a story about'

Opening

Set the tone using a tripartite list, 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 the setting.

Development

Develop your story by adding additional information about the character or setting.

Give more information to help the reader be more invested in this story. You may wish to use a flashback, such as 'Previously, a few weeks ago...'.

Problem

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

Choose something simple and construct it well with detail. Avoid anything too ridiculous or high stakes. Especially avoid any fights, guns, drugs etc. If you used a flashback, start the paragraph with, 'Now, '.

Climax

Increase the tension by having the problem get even worse.

Suggest what the consequences could be if the problem isn't tackled immediately. Remember to keep the idea simple, yet the consequences significant. You could start with an adverb or an onomatopoeic word.

Cliffhanger

Finish with your cliffhanger.

Ensure your final sentence either finishes on an ellipsis or a question.

Top Tips

- Make a ***checklist*** of every writer's device and punctuation that you know.
- Choose a tense and narrative perspective and stick with it.
- Write about **simple ideas** in layers of descriptive detail – **avoid any dialogue.**
- Review your work and replace any simple verbs or adjectives with more interesting vocabulary (AO6).
- When you're planning, consider what vocabulary you'd might expect that matches with the prompt. I.e. an oxygen mask for a hospital.

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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?

One Paragraph

- **Point** — **What does Source A suggest about the question?** *To begin, Source A suggests [factual idea about the question]...*
- **Evidence** — **What reference supports your idea?** *Such as when...*
- **Explain** — **What does this suggest about the question?** *This could infer that [idea about the question].*
- **Compare** — **How is Source B Similar OR Different?** *[Connective], Source B implies [idea about the question] because...*

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

One Paragraph

- **Point** — **What connotation have you found?** *Firstly, the writer suggests [what is your idea about the question?].*
- **Evidence** — **What BIG8 language device supports your idea?** *For example, the writer uses a [BIG8 Technique] when the text says ["quote"].*
- **Explain** — **What does this connotation suggest about the question?** *The [BIG 8 + "zoomed in word"] suggests [link to the question].*
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What are the Big 8?

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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.

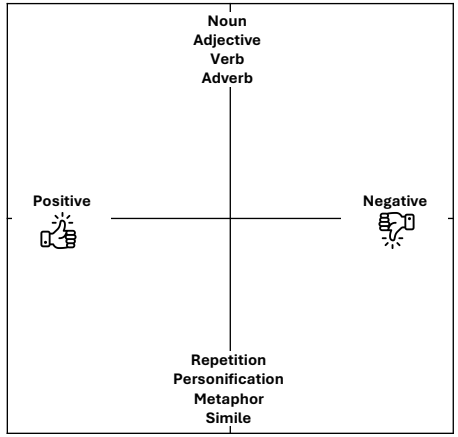
Compare how the writers convey their different feelings and perspectives on [theme]. **[16 marks]**

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).

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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?

Opening
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).

Development
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.

Development
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.

Switch
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?).

Conclusion
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

