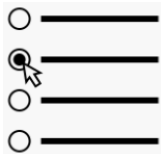


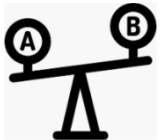



## Term 2 Year 10 English Language Paper 2 – Knowledge Organiser

Section A - Reading		Structure Strip – Sentence Stems	
15 Mins	<p><u>As you read the extracts, underline and annotate any words or phrases that spark an idea</u></p> <ul style="list-style-type: none"> <li>• What is the writer writing about?</li> <li>• How has the writer presented their ideas? Mood, Tone, Purpose.</li> <li>• Why has the writer explored this in the text?</li> <li>• Ensure that you have come up with 10-15 words when you do this.</li> </ul>	<p><b>Q4 – 20 mins</b></p> <p><u>Example Question: Compare how the writers convey similar perspectives on cycling in the city [16 marks]</u></p> <ul style="list-style-type: none"> <li>• Whole text comparisons of both texts.</li> <li>• What is the writer's perspective or viewpoint? How do they show this? Why are they doing this?</li> <li>• Support every idea with evidence.</li> <li>• Aim for 4 points of comparison.</li> </ul>	<p><b>Q1.</b> Shade four correct answers.</p> <p><b>Q2. SUMMARY</b></p> <ul style="list-style-type: none"> <li>• What?</li> <li>• How?</li> <li>• Why?</li> </ul> <p><b>LINK WITH A CONNECTIVE</b></p> <ul style="list-style-type: none"> <li>• What?</li> <li>• How?</li> <li>• Why?</li> </ul> <p>E.g: <i>The author of Source A thinks it is a good idea and writes, "XXXX". From this, we can infer that the author... whereas ...</i></p>
Q 1 – 5 mins	<p><u>Example Question: Choose four statements below which are true [4 marks]</u></p> <ul style="list-style-type: none"> <li>• This will always focus on a small section of the text.</li> <li>• The answers will always be in chronological order.</li> <li>• This should take NO MORE than 5 minutes.</li> </ul>	<p style="text-align: center;"><b>Section B – Writing</b></p> <p><u>Example Question: 'All sport should be fun, fair and open to everyone. These days, sport seems to be more about money, corruption and winning at any cost.'</u></p> <p><u>Write an article for a newspaper in which you explain your point of view on this statement.</u></p> <ul style="list-style-type: none"> <li>• You should decide whether you AGREE or DISAGREE.</li> <li>• Ensure you spend 5-10 minutes creating a really clear plan.</li> <li>• You should have a clear argument throughout that uses TIME to help structure it.</li> <li>• You should give detailed examples that add weight to your argument.</li> <li>• Use techniques delicately so that you achieve a specific effect.</li> <li>• Make sure that your writing is creative and controlled – around 2 to 2.5 pages.</li> <li>• You should use a range of sentence structures to add to the mood/effect you are trying to achieve and a range of vocabulary.</li> <li>• Leave time at the end to proof reading and check your work, particularly your SPAG – remember editing is key.</li> </ul>	
Q2 – 10 mins	<p><u>Example Question: The things to see and do at Glastonbury and Greenwich Fair are different.</u></p> <p><u>Use details from both sources to write a summary of the differences [8 marks]</u></p> <ul style="list-style-type: none"> <li>• Whole text coverage of both texts.</li> <li>• Have a WHAT that summarises your point, and then prove the HOW with a quote, followed by WHY is this the case.</li> <li>• You should compare 3 differences/similarities.</li> </ul>	<p><b>Q3. LANGUAGE FOCUS</b></p> <ul style="list-style-type: none"> <li>• The author's employment of [method] in the phrase: "XXXXXXX" evinces an impression that the author feels</li> <li>• The use of [method] by the writer in the phrase: "XXXXXXX" subtly evokes his opinion that ... ..</li> <li>• The author's choice of [method] in "XXXXX" clearly conveys his attitude towards ...</li> <li>• Write using the <b>What/How/Why</b> method of analysis; <b>Methods</b> – Words/phrases; metaphor; symbolism; simile; verbs; adjectives and sentence forms</li> </ul>	
Q3 – 10-12 mins	<p><u>Example Question: How does the writer use language to describe the storm? [12 marks]</u></p> <ul style="list-style-type: none"> <li>• This question will ask you to analyse specific lines or the WHOLE SOURCE.</li> <li>• Analyse WHAT, HOW, WHY.</li> <li>• Link directly back to focus on the question .</li> <li>• Analyse 4 quotes.</li> <li>• Try and think what big idea is the writer exploring so you can start with an overview.</li> </ul>	<p><b>Q4: COMPARE METHODS</b> (with a focus on <b>ATTITUDES</b>)</p> <ul style="list-style-type: none"> <li>• The authors use a number of [similar or different] methods to convey their viewpoint.</li> <li>• Write using the <b>What/How/Why</b> method of analysis; <b>Methods</b> – Words/phrases; metaphor; symbolism; simile; verbs; adjectives and sentence forms</li> <li>• <b>Use connectives</b> (Similarly; Likewise; or, However; Conversely; In contrast ...)</li> </ul>	

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Key Images - Skills	Key Vocabulary and Subject Terminology		Ways in which writers use tone to convey what they are saying - synonyms
 <p>Q1 – Identify</p>	<p><b>Comparison</b> – the fact of thinking about whether something is similar or of equal quality to something else.</p> <p><b>Synthesis</b> – the act of combining different ideas or things to make a whole that is new and different to the original.</p>	<p><b>Epizeuxis</b> – a direct repetition of a word or a phrase.</p> <p><b>Anadiplosis</b> – where the last word on one sentence or clause is used to open the make sentence or clause.</p> <p><b>Hypophora</b> - where a writer includes a question and then immediately answers it.</p>	<p><b>Persuasive</b> – coercive, convincing, cajoling, urging</p> <p><b>Ironic</b> – sardonic, sarcastic</p>
 <p>Q2 – Summary</p>	<p><b>Perspective</b> - how the writer sees things.</p> <p><b>Identify</b> – to be able to pick an idea/fact out from the text.</p> <p><b>Pathos</b> - the power of a person, situation, piece of writing to cause a feeling of sadness or pity.</p>	<p><b>Rhetorical Question</b> – a question that does not require an answer.</p> <p><b>Superlative</b> – an adjective that is the highest quality or the best. For example, ‘greatest’.</p>	<p><b>Humorous</b> – comical, witty, wry, playful</p> <p><b>Advisory</b> – assisting, recommending, consultative</p>
 <p>Q3 – Language Analysis</p>	<p><b>Bias</b> – the action of supporting or going against a particular person or thing in an unfair way, because of allowing personal opinions to influence your judgment.</p> <p><b>Attitude</b> - how the writer feels about things</p>	<p><b>Opinion</b> – a thought or belief about something or someone.</p> <p><b>Flattery</b> – the act of praising someone because you want something from them.</p>	<p><b>Instructional</b> – educational, guiding, didactic</p> <p><b>Formal</b> – reserved, detached, conventional</p> <p><b>Informal</b> – colloquial, causal, conversational</p>
 <p>Q4 – Comparison</p>	<p><b>Summary</b> – an explanation that gives the main ideas about something.</p> <p><b>Form</b> – the shape or appearance of a text.</p>	<p><b>Authoritative</b> – showing that you are confident and in control. What you write is complete and accurate.</p> <p><b>Observational</b> – describing something carefully and closely from a 3<sup>rd</sup> person perspective.</p>	<p><b>Synonyms to describe the mood of a text</b></p> <p><b>Anger</b> - irritated, annoyed, rage, hostility, agitation, aggravated, contempt, scathing, judgemental</p>
 <p>Q5 – Non-Fiction Writing</p>	<p><b>Inference</b> – an opinion that you form based on the information in the text.</p> <p><b>Autobiography</b> – a book about a person’s life, written by that person.</p> <p><b>Conventions</b> - a typical feature you may find in writing of the same form.</p>	<p><b>Register</b> – the style of language, grammar and words used for particular situations.</p> <p><b>Tone</b> – the way in which the writer expresses their thoughts and feelings.</p> <p><b>Anecdotal</b> - based on reports or things someone saw rather than on facts (personal experience).</p>	<p><b>Surprised</b> - confusion, overcome, stimulated, astounded, awe-struck, dismayed</p> <p><b>Sadness</b> - disappointed, despair, dismayed, regretful</p> <p><b>Evaluative Verbs</b></p> <p><b>Criticises</b> - to express disapproval or something or someone.</p> <p><b>Evinces</b> – to make something clear.</p> <p><b>Reveals</b> – makes a meaning/an interpretation clear.</p> <p><b>Reiterates</b> – repeats or supports the same point/feeling/idea.</p>