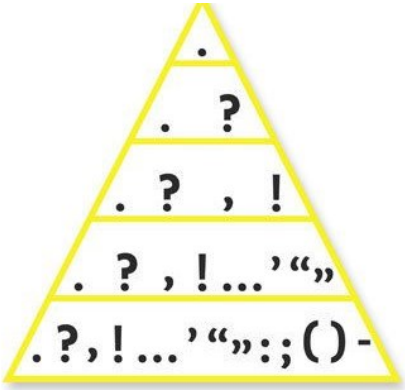



AQA English Language Paper 2 - Non- Fiction 15 mins reading time	Language devices and their effects (Q3 and Q4) - Also can be used in Q5 response	Sentence starters / Key vocabulary											
<p>Question 1</p> <ul style="list-style-type: none"> ○ Marks: 4 ○ Time: 5 minutes ○ Focus: Identifying 4 true statements from a list. ○ Tips: Always pick 4/ read carefully as some are re-worded phrases trying to trick you. 	<p><u>Word / Sentence types</u></p> <p>Verb - An action word. Adjective - A word that describes a noun. Adverb - A word that describes an action. Noun - A person, place or thing.</p> <p><i>Simple sentence</i> - A sentence containing one verb. <i>Compound sentence</i> - Two or more simple sentences linked with coordinating conjunctions (One of <u>For</u> <u>And</u> <u>Nor</u> <u>But</u> <u>Or</u> <u>Ye</u> <u>So</u>) <i>Complex sentence</i> - A simple sentence combined with a subordinate clause (a clause that cannot stand on its own). <i>Asyndetic listing</i> - Listing of words without the use of conjunctions.</p>	<p>Question 2</p> <ul style="list-style-type: none"> ○ <i>Although both sources portray 'x', in Source A we see...</i> ○ <i>The writer writes the phrase _____ to highlight/imply/ suggest that....</i> ○ <i>In contrast / however, in Source B, the phrase _____ implies...</i> 											
<p>Question 2</p> <ul style="list-style-type: none"> ○ Marks: 8 ○ Time: 12 minutes ○ Focus: Summary of two texts <p>Tips: Give inference from quotations/2 or 3 quotations/Surface level similarities, underlying differences</p>	<p><u>Rhetorical Devices</u></p> <p><i>Alliteration</i> - Two or more words that start with the same letter. Plosive /b/ /p/ /k/ /d/ sounds create an abrupt, sharp, sometimes shocking effect. Sibilant /s/ sound can create a soft, devious or sinister atmosphere. It can also present a hissing sound. Fricative /f/ /th/ /ph/ sound can create a harsh sound as you are spitting out the words or ideas.</p> <p>Facts - Statement based on evidence. Opinion - A personal opinion on a topic. Rhetorical questions - A question that does not require an answer. Emotive language - Language used to provoke emotion in the reader. Statistics - Facts using numbers, usually percentages. Tricolon - Ideas or words that come in three.</p> <p>Logos - Appealing to logic. Pathos - Appealing to emotions. Ethos - Appealing to a sense of honesty or authority. Irony - the expression of meaning by using language that normally signifies the opposite, typically for humorous or emphatic effect.</p>	<p>Question 3</p> <ul style="list-style-type: none"> ○ <i>The writer uses a _____ in the phrase... to highlight/imply/ suggest that....</i> ○ <i>The word, '....' implies the idea of...</i> ○ <i>This is reinforced / contradicted by the idea that...</i> <p>(See previous column for key phrases) Cumulative effect, reinforce, contradict.</p>											
<p>Question 3</p> <ul style="list-style-type: none"> ○ Marks: 12 ○ Time: 15 minutes ○ Focus: Analysing language <p>Tips: Pick out 3-4 phrases/identify language techniques/ explain effect / reinforce or contrast with another quotation / think about the order that the ideas are presented.</p>		<p>Question 4</p> <ul style="list-style-type: none"> - <i>In Source A, the writer is showing that...</i> - <i>This is shown in the quotation...</i> - <i>This implies that...</i> - <i>(The use of the _____ shows that...</i> - <i>(As a result, the reader will feel...)</i> <p>Then compare to other source.</p> <p>(See previous column for key phrases)</p>											
<p>Question 4</p> <ul style="list-style-type: none"> ○ Marks: 16 ○ Time: 20 minutes ○ Focus: Comparing viewpoints <p>Tips: What does each writer 'think'/Pick out key ideas and analyse/'methods' are the same as language techniques.</p>	<p><u>Punctuation pyramid</u></p> 	<p><u>Language analysis pyramid</u></p> 	<p><u>Analytical phrases</u></p> <table border="0"> <tr> <td>Implies</td> <td>epitomises</td> </tr> <tr> <td>Suggests</td> <td>critiques</td> </tr> <tr> <td>Emphasises</td> <td>evokes</td> </tr> <tr> <td>Symbolises</td> <td>alludes to</td> </tr> <tr> <td></td> <td>Insinuates</td> </tr> </table>	Implies	epitomises	Suggests	critiques	Emphasises	evokes	Symbolises	alludes to		Insinuates
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Suggests	critiques												
Emphasises	evokes												
Symbolises	alludes to												
	Insinuates												
<p>Question 5</p> <ul style="list-style-type: none"> ○ Marks: 40 (24 content / 16 organisation) ○ Time: 45 mins (10 planning, 30 writing, 5 checking) ○ Quick wins: Hook openings/ ;however, Amplification of ideas 		<p><u>Acronyms</u></p> <p>PEAL (Question 2-4) AFOREST (Question 5)</p>											

<p>AQA English Language Paper 1 – Fiction 10 mins reading time</p>	<p>Language devices and their effects (Q2 and Q4) - Also can be used in Q5 response</p>	<p>Sentence starters / Key vocabulary</p>										
<p>Question 1</p> <ul style="list-style-type: none"> ○ Marks: 4 ○ Time: 5 minutes ○ Focus: Identifying explicit information in the text. ○ Tips: Use quotations or paraphrase from specific lines of the text. 	<p>Word / Sentence types</p> <p>Verb - An action word. Adjective - A word that describes a noun. Adverb - A word that describes an action. Noun - A person, place or thing. Noun phrase - Noun + adjective [and / or predicate or modifier]</p> <p>Simple sentence - A sentence containing one verb. Compound sentence - Two or more simple sentences linked with coordinating conjunctions (One of For And Nor But Or Ye So) Complex sentence - A simple sentence combined with a subordinate clause (a clause that cannot stand on its own). Asyndetic listing - Listing of words without the use of conjunctions.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Verb: Mr Cotton _____. Adjective: Mr Cotton is _____. Adverb: Mr Cotton ran _____. Noun: Mr Cotton is a _____.</p> <p>To help students remember!</p> </div>	<p>Question 2</p> <ul style="list-style-type: none"> ○ The writer uses a _____ in the phrase... to highlight/imply/ suggest that.... ○ The word, '....' implies the idea of.... ○ This is reinforced / contradicted by the idea that... <p>(See previous column for key phrases) Cumulative effect, reinforce, contradict.</p>										
<p>Question 2</p> <ul style="list-style-type: none"> ○ Marks: 8 ○ Time: 12 minutes ○ Focus: Analysing language <p>Tips: Pick out 3-4 phrases/identify language techniques/ explain effect / reinforce or contrast with another quotation.</p>	<p>Figurative devices</p> <p>Simile - A comparison of something with another thing using the terms 'as' or 'like'. Metaphor - A comparison stating that something 'is' something else. Personification - Giving an inanimate object human characteristics. Hyperbole - Extreme exaggeration. Anthropomorphism - Giving an animal human characteristics.</p>	<p>Question 3</p> <ul style="list-style-type: none"> ○ In the establishment, the focus is on... This is important because... ○ At this point, the atmosphere is... ○ The reader therefore learns that... ○ The reader will therefore question... <p>Establishment, Development, Conclusion, Focus, Shift, Cyclical, Coda, holistic, foreshadows, zenith, nadir</p>										
<p>Question 3</p> <ul style="list-style-type: none"> ○ Marks: 8 ○ Time: 12 minutes ○ Focus: Analysing structure <p>Tips: 3 paragraphs/'what happens when and why' / focus and atmosphere shift / what new idea does the reader learn in each part of the text / cyclical structure.</p>	<p>Language devices</p> <p>Alliteration - Two or more words that start with the same letter. Plosive /b/ /p/ /t/ /d/ sounds create an abrupt, sharp, sometimes shocking effect. Sibilant /s/ sound can create a soft, devious or sinister atmosphere. It can also present a hissing sound.</p> <p>Imperative - A command Onomatopoeia - When a word sounds like its meaning. Repetition - When words are repeated Sensory imagery - Appealing to the senses (smell, taste, touch, hearing, sight) Aural imagery - The creation of an idea through sounds rather than visuals.</p>	<p>Question 4</p> <ul style="list-style-type: none"> ○ I agree with the statement because... OR I partially agree that... ○ The writer uses a _____ in the phrase... to highlight/imply/ suggest that.... ○ The word, '....' implies the idea of.... ○ This is reinforced by the idea that... <p>(See previous column for key phrases)</p>										
<p>Question 4</p> <ul style="list-style-type: none"> ○ Marks: 20 ○ Time: 20 minutes ○ Focus: Evaluating a statement <p>Tips: Always agree (could disagree)/analyse language/explain effect/ link back to statement/no conclusion needed/ reinforce or contrast with another quotation.</p>	<p>"Secret strings"</p> <p>Juxtaposition - When two or more ideas are placed next to each other for comparison. Reinforce - When an idea is further emphasised through another word or phrase. Antithesis - When an idea goes against an idea previously written about. Oxymoron - Two words next to each other that mean the opposite.</p>	<p>Analytical phrases</p> <table border="0"> <tr> <td>Implies</td> <td>epitomises</td> </tr> <tr> <td>Suggests</td> <td>critiques</td> </tr> <tr> <td>Emphasises</td> <td>evokes</td> </tr> <tr> <td>Symbolises</td> <td>alludes to</td> </tr> <tr> <td></td> <td>Insinuates</td> </tr> </table>	Implies	epitomises	Suggests	critiques	Emphasises	evokes	Symbolises	alludes to		Insinuates
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<p>Question 5</p> <ul style="list-style-type: none"> ○ Marks: 40 (24 content / 16 organisation) ○ Time: 45 mins (10 planning, 30 writing, 5 checking) ○ Quick wins: Cyclical structure/Single line paragraphs/ ;however, 	<p>Common allusions</p> <p>Pathetic fallacy - When the weather reflects the atmosphere of the surroundings. Colour symbolism - Red - Anger, lust, suffering; Green - Nature, Envy; Black - Evil, suffering, death; White - purity, innocence. See Allusions booklet.</p> <p>N.B. Punctuation and language analysis pyramid also to be applied (see KO for Paper 2)</p>	<p>Acronyms</p> <p>PEAL (Question 2-4) ISPACE (Question 5) SIMPLES (Question 5)</p>										

Planning a descriptive

Focused creating an image in the reader's mind and describing a scene in detail.

Establishment- Observations on the bigger picture: *5 senses / hook opening / single line paragraph.*
Shift focus I - zoom in on a close detail (ISPACE) / SIMPLES
Shift Focus II- zoom in on a close detail (ISPACE) / SIMPLES
Shift focus III- zoom in on a close detail (ISPACE) / SIMPLES
Scope- zoom back out to look back at the bigger picture / link back to your hook opening.

Planning a Narrative

Focused on character, setting and plot development with descriptive elements as well as dialogue and action,

Approach to question 5s

1. Establishment	A narrative device often used at the beginning of a work that provides necessary background information about the characters.
2. Inciting Incident	An event that begins the action/plot.
3. Rising Action	Events leading up to the climax
4. Climax	Most exciting moment of the story; turning point
5. Falling Action	Events after the climax, leading to the resolution
6. Resolution	Ends the conflict and leaves reader content
7. Cliffhanger	A dramatic moment leaving suspense over what is to come
8. Flashback	A method of narration in which present action is temporarily interrupted so that the reader can witness past events
9. The one sentence opener	Start with a one-sentence paragraph or rhetorical question. Your next paragraph should then jump back in time. Recount the events leading up to this first line.
10. Twist in the tale	Tell the story in a way that suggests one thing about a character only to surprise the reader at the end.
11. Flipped narrative	Start with the end - the most dramatic moment (present tense) and then flashback to the events leading up to it.
12. A tale of two halves	Tell the incident from one character's perspective and then tell the whole thing again from a completely different point of view.

Acronyms to remember (Paper 1)

ISPACE

-Ing
 Similes
 Prepositions
 Adverb
 Connectives
 -Ed

SIMPLES

Senses
 Imagery
 Metaphors and similes
 Paragraph length
 Lots of punctuation variety
 Effective vocabulary
 Sentence structures



Acronym to remember (Paper 2)

AFOREST

Alliteration
 Facts
 Opinion
 Rhetorical questions
 Emotive language
 Statistics
 Triple

Quick wins to teach:

Paragraphing - Starting your story with a single line paragraph (possibly with ellipses and a rhetorical question to hook the reader.

Punctuation variety - use ;however, to ensure use of semi colons. A semi colon can also replace 'and'.

Coda / cyclical structure - Start and end your stories with exactly the same wording / Start with a rhetorical question which is then answered at the end of your story.

Sentence upgrades - Use adjectives or adverbs to start sentences alongside ISPACE.

Short use of dialogue - A couple of lines of dialogue can show a variety of punctuation and add nuance.

Allusions - Use a common allusion as a metaphor in your answer (you can use words and phrases from your literature texts).

