


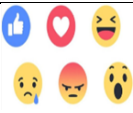




2A Reading 19th and 21st Century Non-Fiction: Knowledge Organiser

Exam details	Exam is 1 hour long (2B TPW follows it for an additional hour)	40 marks available	This exam is double-weighted compared to 1A and 1A Reading 20 th C Fiction	Adapt your time accordingly: 12-15 minutes for 10 mark questions (3x 10 mark questions)	Q1, has 3 marks, Q3 has 3 marks and Q4 has 4 marks: the remaining 10 marks. (You do the maths on the time!)	Write your times for each question down on the front of your paper. Stick to the times. Use a highlighter(s) to select the evidence that you need
Q1 Identify & Interpret (3 marks) 3 mins		T: Locate and retrieve facts. T: Bullet point style answers, which are concise and to the point. T: Number up the answers.				
Q2 Language Analysis (Text A) (10 marks) 15 mins		Formula: Evidence-comment T: 8-10 pieces of evidence embedded in the answer T: Stretch 4 comments (if they are of value) T: Cover elements of language : Word Classes, Sentences ,Tone and Structure T: Stitch answers with connectives: firstly, in addition, also etc T: New Analysis? New paragraph . T: Stick to the question...and to the time.				
Q3 Identify & Interpret (Text B) (3marks) 3 mins		T: Check the focus of the question T: Number up the answers T: Check the marks:2 marks=2 points to make				
Q4 Evaluate: Thoughts and Feelings (Text B) (10 marks) 15 mins		Formula: Writer's View (What /How +Evidence+ My Response (I Think/Feel/I partially agree.....) T: Begin with an overview of your opinion: Overall I feel that T: 8-10 pieces embedded within answer T: Stitch answers with connectives: firstly, in addition, also etc T: Use 'I' rather than 'the reader' here: I think/I feel/I partially agree/I disagree... T: Avoid Analysing...you are Evaluating the writer's views/ approaches. What are your reactions?				
Q5:Synthesise (Texts A&B) (4 marks) 6 mins		T: Look at both texts and link, contrast or compare. T: Ensure that you name the writer you are talking about. Start your answer with 'Both of the writers discuss....' T: Ensure there is a total of 6 quotations: 3 +3. (Use quotation marks) T: Be precise and concise :4 marks in 6 minutes T: Have an overall statement at the end				
Q6 Compare (Texts A &B) 10 marks 15 mins		T:Spend 3 minutes building a planning grid T: Provide an overview to the question e.g Both writers explore the theme of X. (Think about the PAF for each extract.) T: Write 2x chunky paragraphs. T: Write first chunky paragraph about how the <u>writer feels</u> in Text 1 and link in similarities of Text 2's feelings. Then link in Text 2's <i>contrasts/differences</i> in feelings. T: Write your second chunky paragraph about <u>how Text 1 creates</u> those feelings e.g. anecdote, emotive language etc. and then link similar techniques that Text 2 has used e.g. anecdotes –but shorter ones. Then link differences. E.g. scientific language and rhetorical questions. T: Ensure that you use comparative connectives.: Similarly/In contrast/ T: Allow 12-15 minutes for this answer.				

How they feel		
Text 1-	Text 2-	Differences
How they make their views clear		
Text 1-	Text 2-	Differences

Elements of Language (Terminology)



Word Classes	noun; adjective; verb; adverb, connective, preposition...
Punctuation	impact of type (Structural/Rhetorical device too)
Rhetorical Devices	examples, quotations, anecdotes, lists, comparison, personal pronouns, exaggeration, repetition, statistics, undermining of opposing views, direct address, emotive language, parallel structure, hyperbole, contrast. superlatives, sound patterns, statistics, triplets; emphasising discourse markers e.g. especially, absolutely.
Literary Devices	metaphor, simile, personification, onomatopoeia, appeal to the senses, implicit, explicit, sensory details
Tone	Tone is the way that something is written, or the manner in which a reader is addressed: calm, aggressive, formal, ranting, serious, ironic/sarcastic, reasonable, emotional, factual, opinionated, conversational/colloquial, informal, measured, elevated, flippant/ light-hearted or earnest...caustic, critical direct earnest impartial incensed ironic light-hearted negative objective resigned solemn witty worried
Structural Devices	title, organisation of ideas/details (How does the text begin? How does the text end?); subheadings, topic sentences, viewpoint, perspective, direct speech, juxtaposition of ideas, development/stages of argument; punctuation, cause and effect discourse markers e.g. therefore ; qualifying dms e.g. although, however.etc
Terminology Extras	phrase.....(if you are lifting small excerpts as evidence) actual words that the writer uses: explore/reference these and analyse

Analytical Verbs (Q2)	conveys emphasises highlights reinforces amplifies positions presents depicts implies connotes illustrates confirms reveals demonstrates suggests infers
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Connectives for Adding (Q2, Q4, Q6)	Firstly, Secondly, Also, Furthermore, In addition, Additionally, Moreover, Finally
Comparative Connectives (Q5 Synthesis + Q6 Comparison)	Similarly, In the same way, Equally, As with, Likewise In contrast, However, Unlike, Whereas, Instead of, Alternatively, In comparison, In opposition



Impact on the Reader* (Q2 Language Analysis)	<p><i>repetition</i>: makes the subject seem more complicated or interesting;</p> <p><i>alliteration</i>: catches the reader's interest visually and aurally; makes the text more like poetry which.....:</p> <p><i>emotive language</i>: makes the subject more emotional; provokes a response in the reader...makes us agree/disagree/happy/unhappy;</p> <p><i>the formality</i>: makes the text feel more authoritative/powerful/convincing;</p> <p><i>the informality</i>: makes the text appeal to us as its speaking to us on our level, conversational;</p> <p><i>metaphor/simile</i>: makes the image more vivid;</p> <p><i>pun</i>: makes the text amusing/quirky;</p> <p><i>direct address</i>: makes us empathise/feel involved/encourages our emotional reaction</p> <p><i>adjectives and adverbs</i>: adds detail which helps us to visualise, uses the senses to make the text more vivid</p> <p><i>short sentences</i>: give clarity and authority;</p> <p><i>long sentences</i>: may make it more formal or conversational</p> <p><i>use of statements/commands/questions</i>: adds interest by varying tone of voice; commands may provoke us and establish a bond between writer and reader. Questions draw us into the text</p> <p><i>use of dialogue</i>: helps bring the text to life by adding human voices; grabs our interest by personalising the subject; adds visual interest on the page by being different from other paragraphs.</p>
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