## **1A Reading 20<sup>th</sup> Century Fiction:** Knowledge Organiser

| Exam details  | 1A Exam is 1  | 40 marks   | The 3   | Write your  | Box bracket  | Use a   | Remember that  |
|---|---|--|---|---|--|---|--|
|   | hour long   | available  | questions in  | times for   | up/draw lines  | highlighter   | Q5 Evaluate will   |
|   | (1B CPW   |  | the middle are  | each  | to divide into   | (s) to  | ask you about  |
|   | follows it for  | 2x 5 mark  | 'Writer's Craft'  | question  | sections   | select the  | the ending of  |
|   | an  | questions at   | questions and   | down on the   | according to   | evidence  | the text but be  |
|   | additional  | the start and  | can be set in a   | front of your   | the line   | that you  | sure to follow   |
|   | 45 minutes)   | 3x 10 mark   | different   | paper.  | numbers  | need  | the guidance   |
|   | Stick to 1  | questions to<br>follow   | order. Check<br>the marks   | Stick to the  | given in each<br>question  |   | that asks you to<br>track through all  |
|   | hour timing   | TOHOW  | available   | times.  | question   |   | of the text.   |
|   | for 1A  |  | available   | times.  |  |   | of the text.   |
| Q1 Identify &   |   | required lines fo  | or Q1.  |   |  |   | 1  |
| Interpret   | T: Locate and   | retrieve 5/6 fact  | s from this boxed   | off section only  | Ι.   |   |  |
| (5 marks) 5 mins  |   |  | d answers, which  |   |  |   |  |
|   |   | -  | ng each idea out a  |   |  |   | -  |
|   |   |  | re than one idea i  | n the same sen  | tence, you will on   | ly be credited  | for one.   |
| Car   |   | uestion will be <i>l</i>   | ist. So list!<br>you lift samples o   | f evidence from   | the text Aim to  | embed it or pu  | it into your own   |
|   | words.  |  | you int samples o   | evidence iron   | the text. Aim to   |   | it into your own   |
|   | Words.  |  |   |   |  |   |  |
|   | Note: Question  | n 2 is worth 5 m   | arks and could be   | e Impression/Lai  | nguage/Structure   | and Language  | e, so ensure that  |
|   |   |  | nments, whateve   | -   |  |   |  |
|   |   |  |   |   |  |   |  |
| Q2 Language   |   | dence-comme  |   |   |  |   |  |
| Analysis  | · -   | is Language in t<br>required lines fo  |   |   |  |   |  |
| (Text A)<br>(5 marks) 10 mins   |   | •  | of Language : Wo  | rd Classes Sent   | ences Tone and 9   | Structure   |  |
| (5 marks) 10 mins   |   | -  | iere appropriate e  |   |  | structure   |  |
| 2 Mars  | -   |  | tives: firstly, in ad   |   |  |   |  |
|   |   |  | ail analysis. e.g. re   |   | S  |   |  |
|   | T: Link back to   |  |   |   |  | seeks   |  |
|   |   | what the Lungu   | lage evokes in the  | reducti e.g. As   | Such, the reduct .   | JCCKJ   |  |
| Philippe  |   | questionand to   | -   |   |  |   |  |
| Contraction of the second   |   | questionand t  | -   | . Teauer: e.g. As   |  |   |  |
| Writer's Craft  | T: Stick to the   | questionand t  | -   | . reduct. c.g. A3   | such, the reduct.  | JECK5   |  |
|   | T: Stick to the<br>T: Stretch x2-3  | questionand to<br>comments   | o the time.   | . ieduci: e.g. A3   | <i></i>  |   |  |
| Q3 Impressions  | T: Stick to the<br>T: Stretch x2-3<br>Formula <i>: Evi</i>  | questionand to<br>comments<br>dence-comme  | o the time.   | . reduct: e.g. A3   |  |   |  |
| Q3 Impressions<br>(10 marks) 15   | T: Stick to the<br>T: Stretch x2-3<br>Formula: Evi<br>T: T: Box off th  | questionand to<br>comments<br>dence-commente<br>required lines   | o the time.<br>nt<br>for Q3.  |   |  |   |  |
| Q3 Impressions  | T: Stick to the<br>T: Stretch x2-3<br>Formula: Evi<br>T: T: Box off th<br>T: A range of in  | questionand to<br>comments<br>dence-comment<br>ne required lines<br>mpressions is ne   | o the time.<br><b>nt</b><br>for Q3.<br>eeded.   |   |  |   |  |
| Q3 Impressions<br>(10 marks) 15   | T: Stick to the<br>T: Stretch x2-3<br>Formula: Evi<br>T: T: Box off th<br>T: A range of in<br>T: Provide an o   | questionand to<br>comments<br>dence-comment<br>ne required lines<br>mpressions is ne<br>overview of your   | o the time.<br><b>nt</b><br>for Q3.<br>eeded.<br>r impression. Doe  | s it vary in the s  | elected lines?   |   | he use of the verb   |
| Q3 Impressions<br>(10 marks) 15   | T: Stick to the<br>T: Stretch x2-3<br>Formula: Evi<br>T: T: Box off th<br>T: A range of in<br>T: Provide an o<br>T: Use subject   | questionand to<br>comments<br>dence-comment<br>re required lines<br>mpressions is ne<br>overview of your<br>terminology wh   | o the time.<br><b>nt</b><br>for Q3.<br>eeded.<br>r impression. Doe  | s it vary in the s  | elected lines?   |   | he use of the verb   |
| Q3 Impressions<br>(10 marks) 15   | T: Stick to the<br>T: Stretch x2-3<br>Formula: Evi<br>T: T: Box off th<br>T: A range of in<br>T: Provide an o<br>T: Use subject<br>'cursing' highl  | questionand to<br>comments<br>dence-comment<br>re required lines<br>mpressions is ne<br>overview of your<br>terminology wh<br>ights  | o the time.<br><b>nt</b><br>for Q3.<br>eeded.<br>r impression. Doe  | s it vary in the s<br>n you are explain   | elected lines?<br>hing the Inference   | e section e.g. <i>ti</i>  | he use of the verb   |
| Q3 Impressions<br>(10 marks) 15   | T: Stick to the<br>T: Stretch x2-3<br>Formula: Evi<br>T: T: Box off th<br>T: A range of in<br>T: Provide an o<br>T: Use subject<br>'cursing' highl<br>T: Link in to w   | questionand to<br>comments<br>dence-comment<br>re required lines<br>mpressions is ne<br>overview of your<br>terminology wh<br>ights<br>hat the reader m  | o the time.<br><b>nt</b><br>for Q3.<br>eeded.<br>r impression. Doe<br>nen relevant wher   | s it vary in the s<br>n you are explain<br>onveys a sense o   | elected lines?<br>hing the Inference   | e section e.g. <i>ti</i>  | he use of the verb   |
| Q3 Impressions<br>(10 marks) 15   | T: Stick to the<br>T: Stretch x2-3<br>Formula: Evi<br>T: T: Box off th<br>T: A range of in<br>T: Provide an o<br>T: Use subject<br>'cursing' highl<br>T: Link in to w   | questionand to<br>comments<br>dence-comment<br>re required lines<br>mpressions is ne<br>overview of your<br>terminology wh<br>ights<br>hat the reader m  | o the time.<br><b>nt</b><br>for Q3.<br>eeded.<br>r impression. Doe<br>ien relevant wher<br>hight feel and c   | s it vary in the s<br>n you are explain<br>onveys a sense o   | elected lines?<br>hing the Inference   | e section e.g. <i>ti</i>  | he use of the verb   |
| Q3 Impressions<br>(10 marks) 15   | T: Stick to the<br>T: Stretch x2-3<br>Formula: Evi<br>T: T: Box off th<br>T: A range of in<br>T: Provide an o<br>T: Use subject<br>'cursing' highl<br>T: Link in to w   | questionand to<br>comments<br>dence-comment<br>re required lines<br>mpressions is ne<br>overview of your<br>terminology wh<br>ights<br>hat the reader m  | o the time.<br><b>nt</b><br>for Q3.<br>eeded.<br>r impression. Doe<br>ien relevant wher<br>hight feel and c   | s it vary in the s<br>n you are explain<br>onveys a sense o   | elected lines?<br>hing the Inference   | e section e.g. <i>ti</i>  | he use of the verb   |
| Q3 Impressions<br>(10 marks) 15<br>mins   | T: Stick to the<br>T: Stretch x2-3<br>Formula: Evi<br>T: T: Box off th<br>T: A range of in<br>T: Provide an o<br>T: Use subject<br>'cursing' highl<br>T: Link in to wl<br>T: Connectives  | questionand to<br>comments<br>dence-comment<br>re required lines<br>mpressions is ne<br>overview of your<br>terminology wh<br>ights<br>hat the reader m  | o the time.<br><b>nt</b><br>for Q3.<br>eeded.<br>r impression. Doe<br>hen relevant wher<br>hight feel and c<br>dition, Furthermod   | s it vary in the s<br>n you are explain<br>onveys a sense o   | elected lines?<br>hing the Inference   | e section e.g. <i>ti</i>  | he use of the verb   |
| Q3 Impressions<br>(10 marks) 15<br>mins   | T: Stick to the<br>T: Stretch x2-3<br>Formula: Evi<br>T: T: Box off th<br>T: A range of in<br>T: Provide an o<br>T: Use subject<br>'cursing' highl<br>T: Link in to wl<br>T: Connectives  | questionand to<br>comments<br>dence-comment<br>re required lines<br>mpressions is ne<br>overview of your<br>terminology wh<br>ights<br>hat the reader m<br>is to stitch: In add<br>dence-comment   | o the time.<br><b>nt</b><br>for Q3.<br>reeded.<br>r impression. Doe<br>ten relevant when<br>hight feel and c<br>dition, Furthermod  | s it vary in the s<br>n you are explain<br>onveys a sense o<br>re etc   | elected lines?<br>hing the Inference   | e section e.g. <i>ti</i>  | he use of the verb   |
| Q3 Impressions<br>(10 marks) 15<br>mins<br>Writer's Craft<br>Q4 Structure+                              | T: Stick to the<br>T: Stretch x2-3<br>Formula: Evi<br>T: T: Box off th<br>T: A range of in<br>T: Provide an o<br>T: Use subject<br>'cursing' highl<br>T: Link in to wl<br>T: Connectives<br>Formula: Evi<br>e.g. The writer   | questionand to<br>comments<br>dence-comments<br>mpressions is ne<br>poverview of your<br>terminology wh<br>ights<br>hat the reader m<br>is to stitch: In add<br>dence-comment<br>repeats the sing  | o the time.<br><b>nt</b><br>for Q3.<br>reeded.<br>r impression. Doe<br>ten relevant when<br>hight feel and c<br>dition, Furthermod  | s it vary in the s<br>you are explain<br>onveys a sense o<br>re etc<br>between the dia  | elected lines?<br>hing the Inference<br>of X to the reader   | e section e.g. ti<br>t at the beginn  | ing of the extract.  |
| Q3 Impressions<br>(10 marks) 15<br>mins<br>Writer's Craft<br>Q4 Structure+<br>Language                  | T: Stick to the<br>T: Stretch x2-3<br>Formula: Evin<br>T: T: Box off th<br>T: A range of in<br>T: Provide an o<br>T: Use subject<br>'cursing' highl<br>T: Link in to wl<br>T: Connectives<br>Formula: Evin<br>e.g. The writen<br>This structural  | questionand to<br>comments<br>dence-comments<br>mpressions is ne<br>overview of your<br>terminology wh<br>ights<br>hat the reader m<br>is to stitch: In add<br>dence-comment<br>repeats the single   | o the time.<br><b>nt</b><br>for Q3.<br>eeded.<br>r impression. Doe<br>hen relevant wher<br>hight feel and c<br>dition, Furthermod<br><b>nt</b><br>gle word 'Silence'<br>effect of creating  | s it vary in the s<br>you are explain<br>onveys a sense o<br>re etc<br>between the dia  | elected lines?<br>hing the Inference<br>of X to the reader   | e section e.g. ti<br>t at the beginn  | ing of the extract.  |
| Q3 Impressions<br>(10 marks) 15<br>mins   | T: Stick to the<br>T: Stretch x2-3<br>Formula: Evi<br>T: T: Box off th<br>T: A range of in<br>T: Provide an o<br>T: Use subject<br>'cursing' highl<br>T: Link in to wl<br>T: Connectives<br>Formula: Evi<br>e.g. The writer<br>This <u>structural</u><br>T: Box off the f   | questionand to<br>comments<br>dence-comments<br>mpressions is ne<br>overview of your<br>terminology wh<br>ights<br>hat the reader m<br>is to stitch: In add<br>dence-comment<br>repeats the sing<br>choice has the o   | o the time.<br>nt<br>for Q3.<br>eeded.<br>r impression. Doe<br>hen relevant wher<br>hight feel and c<br>dition, Furthermod<br>nt<br>gle word 'Silence'<br>effect of creating<br>or Q4.  | s it vary in the s<br>n you are explain<br>onveys a sense of<br>re etc<br>between the dia<br>tension for the r  | elected lines?<br>hing the Inference<br>of X to the reader<br>alogue of an adul<br>reader because it   | e section e.g. ti<br>t at the beginn<br>suggests the s.   | ing of the extract.  |
| Q3 Impressions<br>(10 marks) 15<br>mins<br>Writer's Craft<br>Q4 Structure+<br>Language<br>(10 marks) 15 | T: Stick to the<br>T: Stretch x2-3<br>Formula: Evi<br>T: T: Box off th<br>T: A range of in<br>T: Provide an o<br>T: Use subject<br>'cursing' highl<br>T: Link in to wi<br>T: Connectives<br>Formula: Evi<br>e.g. The writer<br>This <u>structural</u><br>T: Box off the m<br>T: Use subject   | questionand to<br>comments<br>dence-comments<br>mpressions is ne<br>overview of your<br>terminology whi<br>ights<br>hat the reader m<br>is to stitch: In add<br>dence-comment<br>repeats the sing<br>choice has the of<br>terminology whi  | o the time.<br>nt<br>for Q3.<br>eeded.<br>r impression. Doe<br>hen relevant wher<br>hight feel and c<br>dition, Furthermod<br>nt<br>gle word 'Silence'<br>effect of creating<br>or Q4.<br>here appropriate e  | s it vary in the s<br>you are explain<br>onveys a sense of<br>re etc<br>between the dia<br>tension for the r  | elected lines?<br>hing the Inference<br>of X to the reader<br>alogue of an adul<br>reader because it   | e section e.g. <i>ti</i><br>t at the beginn<br>suggests the s   | ing of the extract.<br>ilence is ongoing.  |
| Q3 Impressions<br>(10 marks) 15<br>mins<br>Writer's Craft<br>Q4 Structure+<br>Language<br>(10 marks) 15 | T: Stick to the<br>T: Stretch x2-3<br>Formula: Evi<br>T: T: Box off th<br>T: A range of in<br>T: Provide an o<br>T: Use subject<br>'cursing' highl<br>T: Link in to wi<br>T: Connectives<br>Formula: Evi<br>e.g. The writer<br>This <u>structural</u><br>T: Box off the in<br>T: Use subject<br>T: Assess desc  | questionand to<br>comments<br>dence-comments<br>are required lines<br>mpressions is ne<br>overview of your<br>terminology wh<br>ights<br>hat the reader m<br>is to stitch: In add<br>dence-comment<br>repeats the sing<br>choice has the of<br>required lines for<br>terminology wh<br>riptive language  | nt<br>for Q3.<br>eeded.<br>r impression. Doe<br>een relevant when<br>hight feel and c<br>dition, Furthermod<br>nt<br>gle word 'Silence'<br>effect of creating<br>or Q4.<br>here appropriate e<br>e choices: verbs, r  | s it vary in the s<br>n you are explain<br>onveys a sense of<br>re etc<br>between the did<br>tension for the r<br>e.g. adjective, ph<br>netaphors, adve   | elected lines?<br>hing the Inference<br>of X to the reader<br>alogue of an adul<br>reader because it   | e section e.g. <i>ti</i><br>t at the beginn<br>suggests the s   | ing of the extract.<br>ilence is ongoing.  |
| Q3 Impressions<br>(10 marks) 15<br>mins<br>Writer's Craft<br>Q4 Structure+<br>Language<br>(10 marks) 15 | T: Stick to the<br>T: Stretch x2-3<br>Formula: Evi<br>T: T: Box off th<br>T: A range of in<br>T: Provide an of<br>T: Use subject<br>'cursing' highl<br>T: Link in to wh<br>T: Connectives<br>Formula: Evi<br>e.g. The writer<br>This <u>structural</u><br>T: Box off the in<br>T: Use subject<br>T: Assess desc<br>passage and in   | questionand to<br>comments<br>dence-comments<br>required lines<br>pressions is ne<br>poverview of your<br>terminology wh<br>ights<br>hat the reader m<br>is to stitch: In add<br>dence-comment<br>repeats the sing<br>choice has the of<br>required lines for<br>terminology wh<br>riptive language<br>ntroduction of di   | o the time.<br>nt<br>for Q3.<br>reeded.<br>r impression. Doe<br>ten relevant when<br>hight feel and c<br>dition, Furthermod<br>nt<br>gle word 'Silence'<br>effect of creating<br>or Q4.<br>tere appropriate effect speech for re-<br>irect speech for re-   | s it vary in the s<br>n you are explain<br>onveys a sense of<br>re etc<br>between the dia<br>tension for the r<br>e.g. adjective, ph<br>metaphors, adve<br>ealism etc   | elected lines?<br>ning the Inference<br>of X to the reader<br>alogue of an adul<br>reader because it<br>nrase, juxtapositic<br>erbs and <b>structura</b>   | e section e.g. to<br>t at the beginn<br>suggests the s<br>on<br>a <b>l choices</b> re. o  | ing of the extract.<br>ilence is ongoing.<br>organisation of   |
| Q3 Impressions<br>(10 marks) 15<br>mins   | T: Stick to the<br>T: Stretch x2-3<br>Formula: Evi<br>T: T: Box off th<br>T: A range of in<br>T: Provide an of<br>T: Use subject<br>'cursing' highl<br>T: Link in to wi<br>T: Connectives<br>Formula: Evi<br>e.g. The writer<br>This <u>structural</u><br>T: Box off the<br>T: Use subject<br>T: Assess desc<br>passage and in<br>T: Sequence of  | questionand to<br>comments<br>dence-comments<br>mpressions is ne<br>poverview of your<br>terminology whi<br>ights<br>hat the reader m<br>to stitch: In add<br>dence-comments<br>repeats the sing<br>choice has the of<br>required lines for<br>terminology whi<br>riptive language<br>throduction of di<br>f the passage: H  | o the time.<br>nt<br>for Q3.<br>reded.<br>r impression. Doe<br>ien relevant when<br>hight feel and c<br>dition, Furthermod<br>nt<br>gle word 'Silence'<br>effect of creating<br>or Q4.<br>here appropriate effect speech for re-<br>low its organised:  | s it vary in the s<br>n you are explain<br>onveys a sense of<br>re etc<br>between the dia<br>tension for the r<br>e.g. adjective, ph<br>metaphors, adve<br>calism etc<br>Introduction, d  | elected lines?<br>hing the Inference<br>of X to the reader<br>alogue of an adul<br>reader because it<br>hrase, juxtapositic<br>erbs and <b>structura</b><br>evelopment, cond   | e section e.g. to<br>t at the beginn<br>suggests the s<br>on<br>a <b>l choices</b> re. o  | ing of the extract.<br>ilence is ongoing.<br>organisation of   |
| Q3 Impressions<br>(10 marks) 15<br>mins   | T: Stick to the<br>T: Stretch x2-3<br>Formula: Evi<br>T: T: Box off th<br>T: A range of in<br>T: Provide an of<br>T: Use subject<br>'cursing' highl<br>T: Link in to wi<br>T: Connectives<br>Formula: Evi<br>e.g. The writer<br>This <u>structural</u><br>T: Box off the f<br>T: Use subject<br>T: Assess desc<br>passage and ir<br>T: Sequence of<br>chronology-fia  | questionand to<br>comments<br>dence-comments<br>mpressions is ne<br>overview of your<br>terminology whi<br>ights<br>hat the reader m<br>is to stitch: In add<br>dence-comment<br>repeats the sing<br>choice has the sing<br>terminology whi<br>riptive language<br>netroduction of di<br>f the passage: H<br>ashbacks/forward  | nt<br>for Q3.<br>eeded.<br>r impression. Doe<br>nen relevant wher<br>night feel and c<br>dition, Furthermod<br>nt<br>gle word 'Silence'<br>effect of creating<br>or Q4.<br>here appropriate e<br>e choices: verbs, r<br>irect speech for re<br>low its organised:<br>rds, repetitions, th                       | s it vary in the s<br>n you are explain<br>onveys a sense of<br>re etc<br>between the did<br>tension for the r<br>e.g. adjective, ph<br>netaphors, adve<br>ealism etc<br>Introduction, d<br>nreads, patterns  | elected lines?<br>hing the Inference<br>of X to the reader<br>alogue of an adul<br>reader because it<br>hrase, juxtapositic<br>erbs and <b>structura</b><br>evelopment, cond<br>s or motifs.)  | e section e.g. <i>ti</i><br>t at the beginn<br>suggests the si<br>on<br>al choices re. o  | ing of the extract.<br>ilence is ongoing.<br>organisation of<br>e also: contrast,  |
| Q3 Impressions<br>(10 marks) 15<br>mins   | T: Stick to the<br>T: Stretch x2-3<br>Formula: Evi<br>T: T: Box off th<br>T: A range of in<br>T: Provide an of<br>T: Use subject<br>'cursing' highl<br>T: Link in to wi<br>T: Connectives<br>Formula: Evi<br>e.g. The writer<br>This <u>structural</u><br>T: Box off the f<br>T: Use subject<br>T: Assess desc<br>passage and ir<br>T: Sequence of<br>chronology-fia  | questionand to<br>comments<br>dence-comments<br>mpressions is ne<br>overview of your<br>terminology whi<br>ights<br>hat the reader m<br>is to stitch: In add<br>dence-comment<br>repeats the sing<br>choice has the sing<br>choice has the sing<br>terminology whi<br>riptive language<br>troduction of di<br>f the passage: H<br>ashbacks/forwar<br>focus, ideas or f   | nt<br>for Q3.<br>eeded.<br>r impression. Doe<br>nen relevant wher<br>night feel and c<br>dition, Furthermod<br>nt<br>gle word 'Silence'<br>effect of creating<br>or Q4.<br>here appropriate e<br>e choices: verbs, r<br>irect speech for re<br>low its organised:<br>rds, repetitions, th                       | s it vary in the s<br>n you are explain<br>onveys a sense of<br>re etc<br>between the did<br>tension for the r<br>e.g. adjective, ph<br>netaphors, adve<br>ealism etc<br>Introduction, d<br>nreads, patterns  | elected lines?<br>hing the Inference<br>of X to the reader<br>alogue of an adul<br>reader because it<br>hrase, juxtapositic<br>erbs and <b>structura</b><br>evelopment, cond<br>s or motifs.)  | e section e.g. <i>ti</i><br>t at the beginn<br>suggests the si<br>on<br>al choices re. o  | ing of the extract.<br>ilence is ongoing.  |
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|               | T: Comment like a filmmaker! focusing, zooming, narrowing. widening, introducing, developing, changing focus,  |
|---------------|--|
|               | foreshadowing, concluding)   |
|               | T: Explore hidden and obvious meanings.  |
|               | T: Explain how it affects the reader: This evokes curiosity in the reader because  |
|               |  |
| Q5:Evaluate   | Formula: Evidence-comment  |
| (10 marks) 15 | e.g. Secondly, I feel sympathy for Obed as he wanted to stay in Botswana with his family 'no desire to   |
| mins          | leave'The writer uses this phrase to indicate that the thought of travelling to a different country and being  |
|               | separated from his family was never of interest to Obed. It would be awful to have to make such a decision.  |
|               | <ul> <li>T: Introduce an overview of the question</li> <li>T: Then work chronologically through the text: start from the beginning and then ensure that you are incorporating the final lines as referenced in the question. (x3 ideas from the start, x3 from the middle, x3 from the end and then an overall paragraph)</li> <li>T: Stitch answers with connectives: <i>firstly, in addition, also</i> etc.</li> <li>T:New Evaluation? New paragraph</li> <li>T: Avoid Analysingyou are Evaluating the writer's views/ approaches. What are your reactions? Have you explained how the writer is provoking you to this reaction? e.g. <i>By doing x, the writer encourages us toAt the end, overall, the writer reduces</i></li> </ul> |

| Analytical Verbs | conveys emphasises highlights reinforces amplifies positions presents depicts | <u> </u> |
|------------------|---|----------|
|                  | implies connotes illustrates confirms reveals demonstrates suggests infers    |          |

## (For extra Elements of Language detail, please see the 2A Reading 19th &21st Century Non-Fiction Knowledge Organiser)

| (For extra Elements of Lar | nguage detail, please see the 2A Reading 19 <sup>th</sup> &21 <sup>st</sup> Century Non-Fiction Knowledge Organiser) |  |
|----------------------------|--|--|
| Connectives for Adding     | Firstly, Secondly, Also, Furthermore, In addition, Additionally, Moreover, Finally                                   |  |

| Impact/Effect             |  |
|---------------------------|--|
| on the                    | repetition: makes the subject seem more complicated or interesting;  |
| Reader*                   | emotive language: makes the subject more emotional; provokes a response in   |
|                           | the readermakes us agree/disagree/happy/unhappy;;  |
| Q Language                | metaphor/simile: makes the image more vivid;   |
| Analysis                  | adjectives and adverbs: adds detail which helps us to visualise, uses the senses to make the text more vivid   |
| Q Structure &<br>Language | use of dialogue: helps bring the text to life by adding human voices; grabs our interest by personalising the subject;   |
| Q5 Evaluate               | intriguing entertaining shocking compelling<br>evokes tension evokes curiosityevokes empathy evokes amusement evokes surprise/astonishment<br>the reader seeks answers/closure the reader is on tenterhooks because the reader might be caught in two minds<br>conveys a sense of mysteryconveys a sense of threatconveys a sense of mystery<br>positions the reader in favour/against |