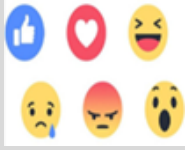# 1A Reading 20ᵗʰ Century Fiction: Knowledge Organiser

Exam details	1A Exam is 1 hour long (1B CPW follows it for an additional 45 minutes) Stick to 1 hour timing for 1A	40 marks available 2x 5 mark questions at the start and 3x 10 mark questions to follow	The 3 questions in the middle are 'Writer's Craft' questions and can be set in a different order. Check the marks available	Write your times for each question down on the front of your paper. Stick to the times.	Box bracket up/draw lines to divide into sections according to the line numbers given in each question	Use a highlighter (s) to select the evidence that you need	Remember that Q5 Evaluate will ask you about the ending of the text but be sure to follow the guidance that asks you to track through *all* of the text.

Q1 Identify & Interpret (5 marks) 5 mins	T: Box off the required lines for Q1. T: Locate and retrieve 5/6 facts from this boxed off section only. T: Bullet point style/numbered answers, which are concise and to the point. T Separate your ideas by writing each idea out as a different bullet point into a brief sentence starting with 'I learn that xxxx' -if you put more than one idea in the same sentence, you will only be credited for one. T: Often this question will be *list.* So list! T: Use quotation marks when you lift samples of evidence from the text. Aim to embed it or put into your own words.

Note: Question 2 is worth 5 marks and could be Impression/Language/Structure and Language, so ensure that you are writing 5 evidence-comments, whatever Writer's Craft question comes first

Q2 Language Analysis (Text A) (5 marks) 10 mins *Writer's Craft*	**Formula: *Evidence-comment*** (Assuming Q2 is Language in this instance….) T: Box off the required lines for Q2. T: Cover a range of Elements of Language : Word Classes, Sentences ,Tone and Structure T: Use subject terminology where appropriate e.g. *adjective, phrase, verb* T: Stitch answers with connectives: *firstly, in addition, also* etc T: Use Analytical Verbs to detail analysis. e.g. reinforces, reveals… T: Link back to what the Language evokes in the reader. e.g. *As such, the reader seeks….* T: Stick to the question…and to the time. T: Stretch x2-3 comments

Q3 Impressions (10 marks) 15 mins *Writer's Craft*	**Formula: *Evidence-comment*** T: T: Box off the required lines for Q3. T: A range of impressions is needed. T: Provide an overview of your impression. Does it vary in the selected lines? T: Use subject terminology when relevant when you are explaining the Inference section e.g. *the use of the verb 'cursing' highlights…..* T: Link in to what the reader might feel … *and conveys a sense of X to the reader* T: Connectives to stitch: In *addition, Furthermore etc…*

Q4 Structure+ Language (10 marks) 15 mins *Writer's Craft*	**Formula: *Evidence-comment*** e.*g. The writer <u>repeats</u> the single word 'Silence' between the dialogue of an adult at the beginning of the extract. This <u>structural choice</u> has the effect of creating tension for the reader because it suggests the silence is ongoing.* T: Box off the required lines for Q4. T: Use subject terminology where appropriate e.g. adjective, phrase, juxtaposition…. T: Assess **descriptive language choices**: verbs, metaphors, adverbs and **structural choices** re. organisation of passage and introduction of direct speech for realism etc T: *Sequence of the passage*: How its organised: Introduction, development, conclusion. Maybe also: contrast, chronology- flashbacks/forwards, repetitions, threads, patterns or motifs.) T: *Changes of focus, ideas or perspectives* (changing focus from wide to narrow, place to place, outside to inside (and vice versa.) T:*Coherence* (connections and links across selected paragraphs, links within paragraphs, topic sentences) T: *Mood and tension*: Do these change? Is the writer withholding any information here How? Suspense/ mystery/ intrigue etc.?

	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 (10 marks) 15 mins	<mark>**Formula:**</mark> **Evidence-comment** *e.g. Secondly, I feel sympathy for Obed as he wanted to stay in Botswana with his family '..no desire to 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.* T: Introduce an overview of the question 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) T: Stitch answers with connectives*: firstly, in addition, also* etc. T:New Evaluation? New paragraph T: Avoid Analysing…you 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. *By doing x, the writer encourages us to….At the end, overall, the writer reduces….*

Analytical Verbs	conveys emphasises highlights reinforces amplifies positions presents depicts 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)

Connectives for Adding	Firstly, Secondly, Also, Furthermore, In addition, Additionally, Moreover, Finally

Impact/Effect on the Reader* **Q Language Analysis** **Q Structure & Language**	*repetition:* makes the subject seem more complicated or interesting; *emotive language*: makes the subject more emotional; provokes a response in the reader…makes us agree/disagree/happy/unhappy;; *metaphor/simile*: makes the image more vivid; *adjectives and adverbs:* adds detail which helps us to visualise, uses the senses to make the text more vivid *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* *evokes tension… evokes curiosity…evokes empathy … evokes amusement… evokes surprise/astonishment* *the reader seeks answers/closure… the reader is on tenterhooks because… the reader might be caught in two minds…* *conveys a sense of mystery…conveys a sense of threat….conveys a sense of mystery* *positions the reader in favour/against……..*