**Paper 1 Knowledge Organiser**

**Important Exam Information**

**Section A: Reading** **Section B: Writing**

- 45 minutes - 40 marks - 45 minutes - 40 marks

- Questions 1 – 4 - Question 5 = descriptive or narrative (either or both)

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**Helpful vocabulary for Section A**

impact

suggests

illustrates

demonstrates

foreshadows

indicates

exemplifies

This makes the reader…

- question

- understand

- imagine

- feel

**Band 4** Detailed, perceptive

**Band 3**

Clear, relevant

**Band 2**

Some, attempts

**Band 1**

Simple Limited

**Question 3** (8 marks 10 minutes)

**How does the writer use structure to…**

**Technical terminology**

Contrast Chronological Cyclical Development

Dialogue End Flashback /forward Focus shifts

Lists Narrative

Opening Order

Paragraphs Patterns

Repetition Sentence structures

Simple, compound, complex sentences

Single word sentences Tense

**Top Tips**

* Use the **whole extract**
* Select references judiciously
* Remember ***WHAT?*** structure is being used ***WHERE?*** is there evidence of it ***WHY?*** has it been used?
* Use technical terminology but always consider the **effect**
* Aim for three points / paragraphs

**Question 2** (8 marks 10 minutes)

**How does the writer use language to…**

**Technical terminology**

Adjectives Adverbs

Alliteration Emotive language

Hyperbole Imagery

Metaphor Noun phrases

Nouns Onomatopoeia

Oxymoron Personification

Pronouns Sensory language

Simile Subordinate/main clause

Terms of address Triplets

Verbs

**Top Tips**

* Only use the **section indicated**
* Stick to the **question** – highlight important words
* Select references (probably quotations) judiciously
* Remember ***WHAT?*** language is being used ***WHERE?*** is there evidence of it ***WHY?*** has it been used?
* Use technical terminology but always consider the **effect**
* Aim for three points / paragraphs

Themes and Issues

**Question 1** (4 marks 5 minutes)

**Question**

List four things…

**Top Tips**

Only use the **lines indicated**

Stick to the **question**

Write in **full sentences**

Include **quotations** where appropriate

**Don’t repeat**

**Question 4**

**Top Tips**

* Use the **section indicated** and stick to the **question** – highlight important words from the quote and the question
* Start with an **evaluative comment**: do you agree, partially agree or disagree with the given statement?
* Select references for **language and structure** points judiciously
* Remember ***WHAT?*** language and structure methods are being used ***WHERE?*** is there evidence of them ***WHY?*** have they been used?
* Use **technical terminology** (see above for language and structure terminology you could use) but always consider the **effect.**

*I agree with the statement because…, The writer states…which creates the impression…. This reinforces the idea…., The reader feels…, I get the impression…, This seems to indicate…*



**Important Exam Information**

**Section A: Reading** **Section B: Writing**

- 45 minutes - 40 marks - 45 minutes - 40 marks

- Questions 1 – 4 - Question 5 = descriptive or narrative (either or both)

**Band 4**

Compelling, Convincing

**Band 3**

Consistent, Clear

**Band 2**

Some success

**Band 1**

Limited, simple

**AO6** (16 marks)

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

**AO5** (24 marks)

Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

**Question 5 Writing to Narrate**

* Read the question carefully, establish the audience and purpose and then…
* PLAN carefully – use whatever form works best for you (mind map, paragraph plan, flow chart). Plan an idea for each paragraph then find some vocabulary and technique to go with each.
* Use a careful selection of the descriptive features from the left of this sheet.
* Create tone and atmosphere by using carefully selected lexical fields, pathetic fallacy and imagery.
* Include dynamic verbs which drive the action forward.
* Include dialogue – correctly punctuated.

**WAGOLL**

SCREECH!

The black car swung round the dark, rain drenched street corner like an out of control roller coaster. With breaks squealing, the ominous juggernaut shattered the peaceful quiet of the midnight city street.

“Run!” Shouted an anonymous voice; two men launched from the car onto the slimy, wet pavement. Their determined faces lifted from the asphalt and squinted into the darkness. Hundreds of watching eyes glinted back at them.

The shrieking of sirens could be heard in the distance.

Like a rabbit caught in headlights, both men sprang to their feet and ran – they ran as if their lives depended on it. As they reached the nearest corner they dived to the floor and crumpled in waves of silent laughter.

“CUT!” Came a voice from the shadows.

**Question 5 Writing to Describe**

* Read the question carefully, establish the audience and purpose and then…
* PLAN carefully – use whatever form works best for you (mind map, paragraph plan, flow chart). Plan an idea for each paragraph then find some vocabulary and technique to go with each.
* Use a range of the writing to describe features throughout your writing. These include:
  + Select and use adjectives carefully (sometimes in isolation, sometimes in groups)
  + Use imagery techniques thoughtfully – simile, metaphor, personification (what are you comparing them to? Why?)
  + Show, don’t tell
  + Use sensory writing
  + Experiment with ambitious vocabulary
  + Use a selection of different types of punctuation

. , … ; : ( ) ! ?

* + Use a variety of different length and type of sentences for effect.
  + Vary the way you start sentences: try to start with fronted adverbials, prepositions or an ing verb.
  + Remember topic sentences – these will be the introduction to the whole paragraph, try not to stray too far from what they say throughout that paragraph.
  + Paragraph carefully, use a range of paragraph lengths for effect.