

Angry Relaxed Lonely Fearful

Really quick because it gets across how happy it is.

Dark Sad

Imagine pace and tone as a battery providing energy. How much does each tone need?



AQA English Language Paper 1 Section A

Knowledge Organiser



Reading and Planning (5-10 mins):

Read the source very carefully.
Annotate for key language techniques and key structural techniques.



Q1 (5 mins, 4 marks):

List four things about a section of the source.
Read the question carefully – make sure you answer for the right part.
You can quote from the text but be specific.

Q1: Read again the first part of the source, from lines ____ to ____.

List four things about _____ from this part of the source. [4 marks]

4

You're marked on AO1 for this question. The skills being looked at are:

- Identifying key information
- Interpreting a text
- Being able to understand explicit (made obvious) and implicit (hinted at or suggested) ideas
- Selecting key quotes to support your ideas

Q2 (10 mins, 8 marks):

This is the PETAZL question.
Read the question carefully – make sure you answer for the right lines.
Annotate the text for language techniques and sentence forms in the specific section.

Look in detail at this extract, from lines ____ to ____ of the source:

How does the writer use language here to include the writer's choice of: _____? You could:

- words and phrases
- language features and techniques
- sentence forms. [8 marks]

You're marked on AO2 for this question. The skills being looked at are:

- Explaining, commenting on and analysing how a writer uses language in a text to create effects and affect their readers
- Within analyses, using key terms and language features to support your ideas
- Using specific quotes to support interpretations

Key vocabulary:

Focuses the reader on...	Dramatises
Emphasises	Asserts
Accentuates	Maintains
Illustrates	Underlines
Highlights	Writer
Exaggerates	Audience
Draw attention to	Affirms
	Reiterates
	Effects (Noun)
	Affects (Verb)
	Repeats
	Enlarges

Success criteria:
A range of points (2 or 3 main ones)
Accurate quotes used to support points
Language techniques described and explained why they are used in the quotes.
'Zooming in' on key words.
Linking back to the task.

Possible sentence starters to use for Q2:

In the extract the writer helps the reader to understand

A good example to show this is: "..."

This helps the reader to... because...

The use of [technique] emphasises to the reader...

In particular, the writer says "...".

Therefore, the writer makes the reader see...

Try to avoid using common terms like 'It makes the reader want to read on' or 'It is interesting for the reader'. So many students try to use those and they don't really explain or analyse anything!

Q3 (10 mins, 8 marks):

This is the structure question.
Explain how the text starts and why.
Explain how the focus changes and why.
Think about how the chapter ends and why.
You are writing PETAZLs but for structural techniques instead.

Here's the kind of Q3 you'll get in the exam:

You now need to think about the whole of the Source.

This text is from the middle of a _____ novel.

How has the writer structured the text to interest you as a reader? You could write about:

• how and why the writer changes this focus as the source develops

• any other structural features that interest you. [8 marks]

• what the writer focuses your attention on at the beginning

You're marked on AO2 for this question. The skills being looked at are:

- Explaining, commenting on and analysing how a writer uses structure in a text to create effects and affect their readers
- Within analyses, using key terms and language features to support your ideas
- Using specific quotes to support interpretations

Success criteria:

A range of points (2 or 3 main ones)

Structural features described and explained why they are used in the quotes.

Explaining how the chapter changes in terms of focus and why.

Linking back to the task.

Adding connectives, to add to your initial ideas:

Moreover
Furthermore
In addition
Additionally
Similarly
As well as this

Contrasting connectives, to show a different perspective or idea:

However
On the other hand
Alternatively
Despite this
In contrast
Conversely
As opposed to this

Q4 (25-30 mins, 20 marks):

This is the evaluation GRANDDAD question: Genre, Reader, Atmosphere, Names, Dialogue, Description of character, Archetypes, Description of setting. Use PETAZL to look 'for' and 'against' the argument given to you.
Uses a specific part of the text.

Possible sentence starters to use:

One way I agree with the [person/s] because... This is best shown when it says: "...". This shows the reader that... because... The use of the technique _____ helps to emphasise that... because... Therefore the statement is correct because...

Moreover, we learn _____ when we are told: "...". This shows the reader that... In particular the words "...". and "...". work with the technique _____ to make the reader think...

In contrast, the [person/s] can be said to be wrong because... A good example of this is... The use of [technique] here makes clear to the reader that... Carry on in this style

Success criteria:

A range of points that include both 'for' and 'against' perspectives

A focus on the statement given in the question and **your opinion** on it.

Using PETAZL paragraphs to answer the question.

Using **GRANDDAD** to evaluate the text. Linking back to the task.

Pace and Tone: A way to think about sentences

Sometimes students can feel a little confused when asked to consider 'sentence forms' in Q2, but there is an easier way to look at them. Every writer wants to establish a **pace** and a **tone** to their writing. **Pace** is how fast or slow a text is meant to be read, and **tone** is the kind of sound or mood you want to give to a piece of writing.

If you use lots of short sentences together it can build tension, but it can also speed up a text as a reader becomes more desperate to find out what happens as sentence builds. Alternatively short sentences can make a reader stop and reflect on specific ideas.

Longer, more complex sentence forms can be used to aid description or to help a reader build up an understanding of character.

So when you read the exam text, think about what kind of tone and pace is created and how the writer uses sentences to achieve that effect on the reader.

Genre

many different genres and sub-genres. Here are some:

Action/Adventure
Crime/Detective Fiction
Comedy
Fable
Fairy tale
Fantasy
Historical fiction
Horror
Mystery

Science fiction
Suspense/Thriller
Tragedy

It's particularly important for Q4 to think about what genre the text belongs to and why the writer may have chosen that particular genre. How does it make the reader feel? Why?

If you're not sure how to work out a text's structure, think of it like a graph or a rollercoaster. When the text is more tense or exciting, the graph's line goes up. When it is less exciting or tense, the line goes down. You could even draw a tension graph on the side of your exam text if it helps! Picturing it this way can really help to see what a writer is trying to achieve with their structure.

Beginnings

How a writer begins and finishes a text is incredibly important. How does a writer engage you right from the start and what kind of thoughts or feelings do they want you to have at the end of the chapter or text? Know these different beginnings and endings so you can discuss which ones are being used in the exam text you have been given and what effects they think they have on the reader. Additionally, you can use these techniques in your own writing for Question 5/Section B!

A puzzle! Hook your reader in with something that isn't clear at the beginning, perhaps something unusual has happened?

Direct address. Talk directly to your readers as a way of engaging them.

Visual hook. Use a powerful image or description to engage the reader at the start.

Amusing hook. Use a joke to establish a comedic tone at the beginning of your text.

Dialogue. Have characters talking to each other right from the beginning to establish characters and relationships.

Subtle hook. Hint at what is going to happen in the rest of the text/chapter.

Atmospheric hook. Use your descriptive language to build up a particular tone and atmosphere right at the very beginning.

Endings

Cyclical ending: where the ending returns back to the beginning of the narrative.

Plot twist: a complete change in direction from where the narrative was going.

Uncertain ending: an end which is unclear to the reader they have to think about it and what it means

Converging storylines: where two or more different storylines combine together at the end

Deus ex machina (Latin for 'God within the machine'): where a seemingly unsolvable problem is resolved thanks to the introduction of a new character, place or object.

Happy ending: a joyful celebration at the end

Sad ending: a very negative and possibly tragic finish

Epiphany: a sudden moment of realisation or a sudden idea or emotional change.

Simile	Using like/as to compare one thing to another. The man was <u>as</u> tall <u>as</u> a skyscraper. She moved <u>like</u> a snail!	Alliteration	This where a number of words begin with the same letter or sound. The <u>g</u> raphy <u>g</u> ardener <u>g</u> ave <u>g</u> ifts <u>g</u> ifts. Mr <u>M</u> <u>w</u> rote <u>q</u> uickly <u>o</u> n the <u>q</u> uickboard.
Metaphor	Transforming one thing into another. He <u>was</u> a monster truck on the football field. She <u>is</u> over the moon about her exam results.	Onomatopoeia	Noises are people, places or objects. E.g. Table, window, calling, computer, Birmingham, etc. Verbs are actions or 'doing' words: E.g. run, skip, jumping, arguing, shouting, crying, crying, etc.
Personification	This is a type of metaphor, where something non-human is described in a human way. The wind <u>whistled</u> past his face. The trees <u>danced</u> in the breeze.	Adjectives and Adverbs	Adjectives are words that describe nouns. E.g. quickly, amazingly, powerfully, slowly, shockingly. They usually end in -ly. Adverbs are words that describe verbs. E.g. quickly, amazingly, powerfully, slowly, shockingly. They usually end in -ly.
Repetition	Repetition is where you repeat a word, phrase or idea again and again. E.g. "Run! Run! Run!" she shouted at him. Repetition helps to stick an idea in the readers' heads or helps to emphasise a particular idea or feeling.	Rhetorical questions	This is a question that is asked in order to create a dramatic effect or to make a point rather than to actually get an answer. Example: Why had they put me in this place?
Onomatopoeia	This is incredibly difficult to spell! It is when words describe sounds, e.g. Splish! Splash! Splish! Snap, crackle, pop, Bang!	Tone	This is the way a piece of writing <u>feels</u> . E.g. it can have a sad tone, or a happy tone. It could sound angry, depressed, energetic, etc.
Imagery	This can be used for emphasis or to create particular imagery in the readers' heads. BANG!	Hyperbole	E.g. a newspaper wants to be treated seriously, so its tone will be serious and formal as a result. A birthday card wants to be treated humorously, so its tone will be light-hearted and jolly.

Here are some different structural features you could look out for in Q3:

Zooming in from something big to something much smaller (and vice versa).

Switching between different points of view.

Shifting between different times and places (you may notice this between paragraphs).

Developing and reiterating (focusing on a point of view by expanding and repeating it).

Sudden or gradual introduction of new characters at significant points.

Cyclical structure (returning at the end to what happened at the beginning).

Moving from inside to the wider world outside (and vice versa).

Positioning of key sentences and their impact on the whole text.

Genre: What type of story is it? Is it horror? Romance? A mystery? What conventions does the story include that make it fit into that genre? Why has the writer chosen this genre?

Reader: How is a reader supposed to respond to this text? Are they meant to be scared? Happy? Confused? How does the writer achieve this?

Atmosphere: What type of mood or tone does the writer create in their story? How do they achieve it?

Names: Which characters are named? What are they called? Which characters are not named? Why not this one? Why might these names be important?

Dialogue: Do characters speak to each other? Why? Why do they talk about? What does this tell us about character, theme or plot?

Description of character: How are the characters described? What does this information reveal to us about them?

Archetypes: What types of characters do we have in this story? Villains? Heroes? Antiheroes? Comedic characters?

Description of setting: How is the setting described? Why is this important? Is setting more important than character?