



Bottisham Village College

KNOWLEDGE ORGANISER

ENGLISH LANGUAGE

ALL YEAR



KNOWLEDGE ORGANISERS

At Bottisham Village College, we are striving to create a five-year curriculum plan that builds effective revision strategies into homework and lessons, to ensure that students are able to place powerful knowledge into their long-term memories. Additionally, we hope that this will help build effective learning strategies from early in their time here at the college.

Based on evidence, we know that regular recall activities are the best way of achieving this goal and committing powerful knowledge into the students' memories.

At the start of each term, we shall publish all the knowledge organisers that students will require for their studies in each curriculum area. These will cover a range of aspects: facts, dates, characters, quotes, precise definitions and important vocabulary. We are clear: if this fundamental knowledge is secured, students can then develop their higher-level skills of analysis and critical understanding with greater depth.

They will be given an electronic A4 Knowledge Organiser (KO) booklet for each term containing all of the knowledge required. In lessons, Bottisham staff will be regularly testing this fundamental knowledge, using short-quizzes or even more formal "Faculty Knowledge Tests".

The best way to use these organisers at home, is to follow a simple mantra:

1. Look at a certain aspects of a particular knowledge organiser



2. Cover up part of their knowledge organiser

3. Write it out from memory

4. Check and correct any spelling mistakes, missing bits or mistakes

So simple but so effective.

What to expect...

As a stimulus for students' writing, there will be a choice of scenario, written prompt or visual image that is related to the topic of the reading text in section A. The scenario sets out a context for writing with a designated audience, purpose and form that will differ to those specified on Paper 2.



WRITING PROSE

Example question and how to get top marks

You are going to enter a creative writing competition.
Your entry will be judged by a panel of people of your own age.

Either:

Write a description suggested by this picture:

Or:

Write the opening part of a story about a place that is severely affected by the weather.

24 marks for content and organization

16 marks for technical accuracy (Total 40 marks = 25% of GCSE)

Content	<ul style="list-style-type: none"> <input type="checkbox"/> Register is convincing and compelling for audience <input type="checkbox"/> Assuredly matched to purpose <input type="checkbox"/> Extensive and ambitious vocabulary with sustained crafting of linguistic devices
Organisation	<ul style="list-style-type: none"> <input type="checkbox"/> Varied and inventive use of structural features <input type="checkbox"/> Writing is compelling, incorporating a range of convincing and complex ideas <input type="checkbox"/> Fluently linked paragraphs with seamlessly integrated discourse markers
Technical accuracy	<ul style="list-style-type: none"> <input type="checkbox"/> Wide range of punctuation is used with a high level of accuracy <input type="checkbox"/> Uses a full range of appropriate sentence forms for effect <input type="checkbox"/> Uses Standard English consistently and appropriately with secure control of complex grammatical structures <input type="checkbox"/> High level of accuracy in spelling, including ambitious vocabulary <input type="checkbox"/> Extensive and ambitious use of vocabulary

Assessment Objectives

A05 Content and Organisation	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.
A06 Technical Accuracy	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

Sentence starts

Verb – Running quickly, she (make sure you finish sentence)

Adverb – Darkly, the night sky....

Adjective – Red light filled the ...

Preposition – Down there, all...

Connective – However, his life...

Language devices

Simile

Metaphor

Personification

Onomatopoeia

Alliteration

Imagery

Symbolism

Oxymoron

Juxtaposition

Pathetic Fallacy

The descriptive 'rules'

No names for people

At least 5 zoom-ins

No person described for more than a paragraph

Minimum 5 senses

1-3 sentences of direct speech

Maximum 1 exclamation mark

3rd person

No thoughts

Present or past tense (not both)

Move the camera – like a film

The basics

Capital letters

Full stops

Question marks

Commas

Apostrophes

Consistent tense

Paragraphs

Homophone spellings

Connectives

Semi-colons

Colons

Vary sentence starts/lengths

Vary paragraph lengths

Topic sentences

Stretch yourself

For planning – mind map rather than spider diagram.

Learn some impressive vocab.

Break the rules!!!

Reveal slowly/quickly

Dialogue

Parenthesis

Ascending / descending tri-colon

Syndetic/asyndetic listing

Cohesion (topic sentence, pronouns, chains, prepositions, fronted adverbials)

Cyclical/non-linear structure

READ OTHER NOVELS/SHORT STORIES/POETRY/PLAYS –. IF YOU DON'T KNOW WHAT TO READ - ASK!

The narrative 'rules'

The story takes place within one hour

Maximum 3 characters

Maximum 3 sentences of direct speech

Show not tell

Minimum 1 adjective per sentence

Minimum 5 senses

Maximum 1 exclamation mark

3rd person

50 % description with zooms

Don't 'chat' to the reader

A 'small' story – make the ordinary extraordinary

Basic narrative structure

Setting

Character

Problem

Climax

Resolution

The Exam

45 minutes – 1 task – A choice of 2 tasks (1 descriptive or 1 narrative.... but could be 2xnarrative or 2xdescriptive.)

Step one: read & highlight key words in question (including PAT/PAF/PAL)

Step two: Study the stimulus (picture) then choose one of the two questions

Step three: Plan 6-8 things you can include, then put them in order (Steps 1 to 3 = 10 mins)

Step four: Write it' (Step 4 = 30 mins)

☐ should be lots of crossing out to show 'crafting'

☐ Should be 1 ½ sides approx

Step five (MOST IMPORTANT): Lip check (Step 5 = 5 minutes)

Reading the Texts

You could read the whole text through at the start of the assessment. However, spend no longer than 10 minutes doing this. OR...

The question will specify which section of a text to focus on. Re-read this section at least 2 times then answer the question and move on.

QUESTION 1 - Retrieval

4 marks = 5 minutes

- Read the question carefully.
- Re-read the section of the source— make sure you only pick answers from this section.
- Do not over think this! Lift direct evidence from the text.
- Write in full sentence.
- Write in

QUESTION 2 - language for effect

8 marks = 10/15 minutes

- Straight forward language analysis question
- Re-read the specified section of the source.
- Pick out key quotes—highlight as you go!
- PEAR paragraphs are needed
- You must analyse the effect on the reader.
- You need to pick out around 4 key points.
- Zoom in on specific words and unpick in detail.
- Write A LOT about a LITTLE.

QUESTION 3 - structural analysis

8 marks = 15 minutes

- Note beside each paragraph to sum up content (you can do this as you answer q.1/2. **Do you notice anything?**
- Look at the beginning and ending—is there a link/contrast?
- Are there changes or shifts? Focus? Tense?
- In your answer, make sure you talk about the whole text—try to link ideas from throughout the passage.

QUESTION 4 - evaluate viewpoint

20 marks = 20/25 minutes

- Think of the statement /quote as a question e.g how does the writer... then look for evidence/devices used in the text.
- Use PEAR to help you structure your answer:

POINT—do you agree/disagree?

EVIDENCE—focused proof/technique used

ANALYSIS—effect created on the reader—how?

RELATE—link back to the statement/your viewpoint/the writer's intention at this point in the text.

- This is very similar to question 2, but you are building your own critical viewpoint based on the statement provided.
- Don't forget to analyse **how** effects are created in the text to show **why** you

QUESTION 5 - Descriptive Writing

40 marks = 45 minutes

Content = 24 marks SPaG = 16 marks

- There will be a choice from 2 tasks.
- These will be a descriptive or narrative piece of writing.
- You may be given an image
- Vary sentence structures—start with adverbs/adjectives.
- Use short, one word sentences.
- Use one word/sentence paragraphs
- Use a range of punctuation: colons, semi-colons,.
- Make an **IMPACT** at the beginning and end - what is the first and last thing that you say? Can you link the beginning and ending?

Key Information

Time: 1 hour 45 minutes

Marks: 80 total

Section A = 40 marks

Section B = 40 marks.



TOP TIPS

- Actively read the extract—**highlight** and **annotate** as you go!
- **Watch the clock** —make sure you answer all questions and **move on** You may well be able to go back at the end.
- Maybe answer question 5 first as it's worth the most amount of marks.
- Answer Section A: **1, 3, 2, 4**—that way you have answer the familiar language analysis question before you get to comparing both texts

You are advised to spend 1 hour on the reading and 45 minutes on the writing.



WRITING NON-FICTION

Example question and how to get top marks

'Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.' Write an article for a broadsheet newspaper in which you explain your point of view on this statement. (24 marks for content and organisation 16 marks for accuracy)
THIS UNIT AMOUNTS TO 25% OF GCSE RESULT

Content	<ul style="list-style-type: none"> <input type="checkbox"/> Register is convincing and compelling for audience <input type="checkbox"/> Assuredly matched to purpose <input type="checkbox"/> Extensive and ambitious vocabulary with sustained crafting of linguistic devices
Organisation	<ul style="list-style-type: none"> <input type="checkbox"/> Varied and inventive use of structural features <input type="checkbox"/> Writing is compelling, incorporating a range of convincing and complex ideas <input type="checkbox"/> Fluently linked paragraphs with seamlessly integrated discourse markers
Technical accuracy	<ul style="list-style-type: none"> <input type="checkbox"/> Wide range of punctuation is used with a high level of accuracy <input type="checkbox"/> Uses a full range of appropriate sentence forms for effect <input type="checkbox"/> Uses Standard English consistently and appropriately with secure control of complex grammatical structures <input type="checkbox"/> High level of accuracy in spelling, including ambitious vocabulary <input type="checkbox"/> Extensive and ambitious use of vocabulary

Assessment Objectives

A05 - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

A05 - Organise information & ideas, using structural & grammatical features to support coherence & cohesion

A06 - Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Possible layouts/types of text/formats

Letter	<ul style="list-style-type: none"> <input type="checkbox"/> the use of addresses & date <input type="checkbox"/> a formal mode of address e.g. Dear Sir/Madam or a named recipient <input type="checkbox"/> effectively/fluently sequenced paragraphs <input type="checkbox"/> an appropriate mode of signing off: Yours sincerely/faithfully.
Article	<ul style="list-style-type: none"> <input type="checkbox"/> Broadsheet = formal/Local or tabloid = informal <input type="checkbox"/> a clear/apt/original title <input type="checkbox"/> a strapline & subheadings <input type="checkbox"/> an introductory (overview) paragraph <input type="checkbox"/> effectively/fluently sequenced paragraphs.
Leaflet (text only)	<ul style="list-style-type: none"> <input type="checkbox"/> a clear/apt/original title <input type="checkbox"/> organisational devices such as inventive subheadings or boxes <input type="checkbox"/> bullet points <input type="checkbox"/> effectively/fluently sequenced paragraphs.
Speech (text only)	<ul style="list-style-type: none"> <input type="checkbox"/> a clear address to an audience <input type="checkbox"/> effective/fluently linked sections to indicate sequence <input type="checkbox"/> rhetorical indicators that an audience is being addressed <input type="checkbox"/> a clear sign off e.g. 'Thank you for listening'.
Essay	<ul style="list-style-type: none"> <input type="checkbox"/> an effective introduction and convincing conclusion <input type="checkbox"/> effectively/fluently linked paragraphs to sequence a range of ideas.

Devices you can use

Imperative verbs	Repetition
Alliteration	Emotive lang./ expert opinion
Modal verbs	Statistics
Appeal	Triplets
Figurative lang.	Exaggeration
Opinion	Rhetorical q.

Sentence starts

Verb – Running quickly, she

Adverb – Darkly, the night sky....

Adjective – Red light filled the ...

Preposition – Down there, all...

Connective – However, his life...

<i>Possible writing purposes</i>	
Explain	Q - Explain what you think about..... <input type="checkbox"/> Be factual <input type="checkbox"/> Give a balanced view (but not contradictory) <input type="checkbox"/> Use evidence to support your view <input type="checkbox"/> Use connectives of comparison <input type="checkbox"/> Write in 3 rd or 1 st person
Instruct/ Advice	Q - Advise the reader of the best way.... <input type="checkbox"/> Be factual <input type="checkbox"/> Write in present tense <input type="checkbox"/> Use connectives <input type="checkbox"/> Use technical terms <input type="checkbox"/> Write in 2 nd person
Argue	Q - Argue the case for/against.... <input type="checkbox"/> Rhetorical questions <input type="checkbox"/> Emotive language <input type="checkbox"/> Counter arguments <input type="checkbox"/> Rhetorical devices
Persuade	Q - Persuade the writer of the statement that... <input type="checkbox"/> Rhetorical devices <input type="checkbox"/> One-sided argument

<i>Stretch yourself</i>
Take a bold standpoint: hook/tone/style. Also consider cohesive devices: adverbials/pronouns/reference chains/synonyms/rhetorical questions/discourse markers.

<i>The Exam</i>
45 minutes – 1 task – no choice
Step one: read & highlight key words in question
Step two: Identify the PAT/PAF/PAL
Step three: Plan 6 -8 things you can include, then put them in order (Steps 1 to 3 = 10 mins)
Step four: Write it (Step 4 = 30 mins)
Step five (MOST IMPORTANT): Lip check (Step 5 = 5 minutes)

<i>Audience</i>
An audience your age: <input type="checkbox"/> Colloquial expressions and sayings and references to modern culture. <input type="checkbox"/> Frequent use of direct address. <input type="checkbox"/> Use of humour and sarcasm. <input type="checkbox"/> Affronted conjunctions (So...)
An older audience: <input type="checkbox"/> Keep it formal. BUT remember they're not the Queen! (One is outraged my good sir) <input type="checkbox"/> Avoid references to modern culture, humour and sarcasm. <input type="checkbox"/> Avoid using contractions (do not instead of don't)

<i>The Basics</i>
Capital letters
Full stops
Question marks
Commas
Apostrophes
Consistent tense
Ellipsis
Homophone spellings
Connectives
Semi-colons
Colons
Vary sentence starts/lengths
Vary paragraph lengths
Topic sentences

Reading the Texts

You could read the whole text through at the start of the assessment. However, spend no longer than **10 minutes** doing this. **OR...**

The question will specify which section of a text to focus on. Re-read this section **at least 2 times** then answer the question and **move on**.

QUESTION 1 - True or false

4 marks = 5 minutes

- Read the question *carefully*.
- Re-read the section of the source 1 carefully— **make sure you only pick answers from this section**.
- **Select only four answers**
- **Follow instructions given**

QUESTION 2 - summarising the differences between BOTH texts

8 marks = 10/12 minutes

- Straight forward comparative summary of BOTH sources.
- Identify the **focus** in the question— what *difference* are you looking for?
- Re-read each source and pick out 3/4 quotes —**highlight** as you go and **annotate** the text.
- **Point, Quote, Infer** paragraphs are needed
- You **must** make a statement about sources 1 and then source 2—repeat 3/4 times.
- **NO NEED TO ANALYSE LANGUAGE**

QUESTION - language for effect

12 marks = 10/15 minutes

Always source 2 19th Century

- Straight forward language analysis question
- Re-read the source.
- Pick out key quotes—**highlight** as you go!
- PEAR paragraphs are needed
- You **must** analyse the effect on the reader.
- You need to pick out around 4 key points.
- Zoom in on specific words and unpick in detail.
- **Write A LOT about a LITTLE.**

QUESTION 4 - Compare how two writers present their ideas

16 marks = 18/20minutes

- Remember you have the whole of both sources to use **BUT** you do not have to cover everything.
- Use PEAR to help you structure your answer:

POINT—what is the person thinking and feeling?

EVIDENCE—focused proof/technique used
ANALYSIS—effect created on the reader—**how?**

REPEAT FOR SECOND TEXT USING CONNECTIVES

In a different way, in contrast to, similarly, however

- This question is about understanding **how** the writer is thinking or feeling about a situation — getting inside their heads.
- You then **MUST** analyse **how** the writers use language/techniques to show what they are thinking and feeling—the effect on the reader!
- This is a very similar question to q. 2, but you are writing about **how** the writer shows the reader their thoughts and feelings.

QUESTION 5—Point of View Writing

40 marks = 45 minutes

Content = 24 marks SPaG = 16 marks

- These will be a statement as a way into the question
- Make sure you look at the **PAF** and use **DAFOREST**
- **Write in the correct form—letter, article, speech.**
- **Give reasons why you agree or disagree**
- Vary sentence structures—start with adverbs/adjectives.
- Use short, one word sentences.
- Use one word/sentence paragraphs.
- Use a range of punctuation: colons, semi-colons.
- Make an **IMPACT** at the beginning and end - what is the first and last thing that you say? Can you link the beginning and ending?

Key Information

Time: 1 hour 45 minutes

Marks: 80 total

Section A = 40 marks

**TOP TIPS**

- Actively read the extract—**highlight** and **annotate** as you go!
- **Watch the clock** —make sure you answer all questions and **move on** You may well be able to go back at the end.
- Maybe answer question 5 first as it's worth the most amount of marks.
- Answer Section A: **1, 3, 2, 4**—that way you have answer the familiar language analysis question before you get to comparing both texts

You are advised to spend 1 hour on the reading and 45 minutes on the writing.



KEY TERMINOLOGY

Language Subject Terminology		This Quotation/ Reference...			Structural Subject Terminology	
Word Classes					Types of Narrator	
Noun	Identifies a person (girl), thing (wall), idea (luckiness) or state (anger).	Achieves	Advances	Affects	Limited 3 rd person	External narrator with knowledge of one character's feelings (he).
Verb	Describes an action (jump), event (happen), situation (be) or change (evolve).	Allows	Alludes to	Builds	Omniscient 3 rd person	External narrator- knowledge of more than one character's feelings (he).
Adjective	Describes a noun (happy girl, grey wall).	Concludes	Confirms	Conveys	1 st person	Told from a character's perspective (I).
Adverb	Gives information about a verb (jump quickly), adjective (very pretty) or adverb (very quickly).	Denotes	Develops	Demonstrates	2 nd person	Directed to the reader (you).
Sentence Structures		Displays	Justifies	Exaggerates	Unreliable narrator	When the perspective offered makes us question the narrator's credibility.
Fragment	An incomplete sentence (no subject verb agreement). <i>"Nothing."</i> <i>"Silence everywhere."</i>	Encourages	Enhances	Establishes	Narrative Styles	
Simple	A sentence with one independent clause. <i>"She went to the shop."</i>	Exemplifies	Explains	Explores	Linear	Events are told chronologically.
Compound	A sentence with multiple independent clauses. <i>"She went to the shop and bought a banana"</i>	Exposes	Forces	Generates	Non-Linear	Events are not told chronologically.
Complex	A sentence with one independent clause and at least one dependent clause. <i>"Sometimes, when she goes to the shop, she likes to buy a banana."</i>	Highlights	Hints	Identifies	Dual	Told from multiple perspectives.
Language Techniques		Ignites	Illustrates	Impacts	Cyclical	Ends the same way it begins.
Diction	The writer's choice of words.	Implies	Identifies	Indicates	Explaining the Extract.	
Hyperbole	The use of extreme exaggeration.	Initiates	Introduces	Involves	Introducing	An idea or character is first shown.
Imagery	When the writer provides mental "pictures".	Justifies	Juxtaposes	Kindles	Focusing	Our attention is aimed somewhere.
Irony	Like sarcasm, where the opposite is implied.	Launches	Leads to	Maintains	Building	When an idea/tension is increased.
Juxtaposition	Two ideas together which contrast each other.	Manifests	Notifies	Offers	Developing	An earlier point is extended.
List (of three)	A number of connected items (three= effect).	Portrays	Presents	Produces	Changing	A shift is created for an event/idea.
Metaphor	Something is presented as something else.	Progresses	Promotes	Prompts	Concluding	Ideas/ events are drawn to a close.
Oxymoron	Contradictory terms together <i>"bittersweet"</i> .	Provokes	Questions	Represents	Structural Techniques	
Pathos	Language used to appeal to the emotions.	Reveals	Shows	Signifies	Atmosphere	The mode or tone set by the writer.
Personification	Giving human traits to something non-human.	Sparks	Suggests	Supports	Climax	The most intense or decisive point.
Repetition	When a word, phrase or idea is repeated.	Symbolises	Transforms	Triggers	Dialogue	The lines spoken by characters.
Semantic Field	A set of words from a text related in meaning.	Typifies	Upholds	Underscores	Exposition	The start where ideas are initiated.
Simile	Something is presented as like something else.	Validates	Verifies	Yields	Flashback	(Analepsis) Presents past events.
Symbolism	An idea is reflected by an object/character etc.	Effect on the Reader			Flash-forward	(Prolepsis) Presents future events.
Syntax	The way words and phrases are arranged.	Believe	Consider	Decide	Foreshadowing	Hints what is to come(can mislead).
		Discover	Realise	Understand	Motif	A recurring element in a story.
		Appreciate	Conclude	Visualise	Resolution	The answer or solution to conflict.
		Sympathise	Empathise	Sense	Setting	A geographical/historical moment.
		Wish	Assume	Track	Spotlight	Emphasis is placed on something.
		Build	Question	Picture	Shift	A switch or change of focus.
		Compare	Focus	Perceive	Tension	The feeling of emotional strain.
		Contrast	Clarify	Know		
		Discover	Think	Feel		
		Examine	Note	Imagine		
		Identify	Pity	Consider		