

# STM Knowledge Organiser



Year: 10

Subject: English language

Unit: Paper Two

Two extracts from 19th and a 20th or 21st century non-fiction text (5 minutes)

1. Read the information about both sources on the front of the insert.
2. Read Source A and B WITHOUT looking at the questions. Focus on just understanding what is going on. Check the glossaries.

## Question 1 T/F (5 minutes)

### Planning the answer:

1. Read the INSTRUCTIONS about how to shade VERY carefully (this is marked electronically and so must be shaded right!)
2. Read ALL the statements BEFORE selecting.
3. Eliminate those you know are definitely wrong.
4. Re-read ALL of the sentence of the ones you think are correct – make sure by highlighting the evidence on the insert.

## Question 2— Write a summary (10 minutes)

### Planning the answer:

1. On the question underline whether you are being asked to look for similarities or differences.
2. Underline the part of the question that tells you what you have to comment on. e.g. ‘things to see and do ...’
3. On the sources underline quotations that link to the focus of the question.
4. Match the pairs of quotations that allow you to show the most inference. (3 pairs)

### When writing the answer:

In Source A, we learn about/that {question focus} is ... This suggests that ... It could also imply (use an alternative interpretation or a deeper meaning depending on what works best.) **Comparative Phrase .....**

In Source B, we learn about/that ... This suggests that ... It could also imply (use an alternative interpretation or a deeper meaning depending on what works best.)

Complete MINIMUM of **two** REALLY well (three if you can manage.)

## Key Vocabulary

alliteration	Words in the same sentence that begin with the same letter or sound.
fact	An undisputed and evidenced truth
opinion	A personal viewpoint
statistics	Numerical data
rhetorical question	A question that provokes thought.
emotive language	Words that provoke thoughts
anecdote	A story that illustrates a point.
anaphora	A phrase that is repeated at the start of a sentence.
hyperbole	Exaggeration
imperatives	Commands/ orders
direct address	Addressing the audience using ‘You’
pattern of three	Using three words for emphasis

# STM Knowledge Organiser

Year: 10

Subject: English language

Unit: Paper Two



## Question 3—Analysing language (15 minutes)

**Planning the answer:** MAKE sure you are writing about the right source and the right lines. Draw a block around it.

1.Underline the part of the question that tells you what you have to comment on. e.g. ‘ how does Dickens use language to make the reader feel part of the fair?’ and identify the purpose of the language linked to the question (persuasive, descriptive, inclusive).

2.On the insert, highlight words and phrases linked to the key focus of the question and try to identify •Language features (e.g. imagery or persuasive techniques) •Sentence form (if aiming for top band)

### **When writing the answer:**

1.Write an establishing sentence explaining the writer’s overall intention.

2.Write three paragraphs using evidence and word focused analysis e.g. **In Source B, Dickens makes us feel part of the fair by using sensory imagery such as ‘ bellowing of speaking trumpets’. Coupled with the adverb ‘gaily’ in ‘stalls lighted gaily’ the readers’ senses are awakened. The cumulative effect of the imagery evokes the lively atmosphere of the fair.**

## Question 4– Comparison (20 minutes)

**Planning the answer:** Draw a box around the phrase that says, ‘you need to refer to’. Make sure you know which lines from each source you are writing about.

1.Underline if you are being asked for differences or similarities.

2.Circle the attitude word (attitude/ viewpoint/perspective/experience)

3.Draw a box around the focus: e.g. the fair

4.Split a section of your page into two. Label each side with the names of the writers.

Note down ideas about each of the writers’ attitudes about the topic.

5.Underline quotations from each source which show the writers’ views/ ideas.

### **When writing the answer:**

1.Write an opening sentence that clearly refers to the question.

2.Write your 5 points from the plan into at least 5 PETAL paragraphs (Point/Evidence / Technique/Analysis/Link (**Comparative Phrase** )...

## Question 5– Writing to argue/persuade (45 minutes)

### **Planning the answer: 15mins**

1.Underline the form/audience/purpose in the question.

2.Write the techniques for the purpose (explain, argues, persuade, instruct/advise) at the top of the paper and write a punctuation list (!?,.-)

3.Bullet point/mind map your ideas and then number them in the order you are going to write them in. Think about circular structure.

### **When writing the answer: 30mins**

1. If it is argue or persuade, open with a rhetorical question, controversial idea or emotive imagery and return to this at the end.

2.Write each paragraph with an idea of which techniques you are going to use.

3.At the end of the paragraph cross off the techniques and punctuation you have used.

4.Remember to use a semi-colon (easiest way is instead of ‘so’/ ‘because’).

5.Start each paragraph in a different way:

•Verb: ‘ing’ / ‘ed’ word •Adverb: ‘ly’•Adjective: describing word •Preposition/Place word: ‘on’ / ‘next to’ / ‘near’