

Year 10 and 11

AQA English Language

Knowledge Organiser

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Question 1: List four things about ...from this part of the source (4 marks)



0	1
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Read again the first part of the source, from **lines 1 to 4.**

List **four** things about **Focus** from this part of the source.

**For this question you must:**

Check the line numbers

Identify the focus of the question

Write in full sentences ensuring you mention the focus of the question.

Read your statements for clarity.

You can add an extra statement just in case.

## Question 2: How does the writer use language to...? (8 marks)



Use **TEPE** for this question:

<b>Technique</b>	+	<b>Evidence</b>	+	<b>Purpose</b>	+	<b>Effect of the device</b>
The writer uses ...		An example of this is when ...		The writer does this to ...		This emphasises ... because it creates...

<b>Guide:</b>	<b>Language features to look for:</b>	<b>Words to help you analyse effects:</b>	<b>Possible effects: (always explain)</b>
<p>Highlight the <b>focus</b> of the question.</p> <p>Choose two or three ideas to write about.</p> <p>Use <b>magic circles</b> to develop your analysis of specific words.</p> <p>If you are not sure about what terminology to use, use 'the word' or 'the phrase'.</p> <p><b>Don't write about sentence structures.</b></p>	<p><b>The use of...</b></p> <p>the word '...'</p> <p>the phrase '...'</p> <p>the simile '...'</p> <p>personification '...'</p> <p>Metaphor '...'</p> <p>The verb '...'</p> <p>The adverb '...'</p> <p>The adjective '...'</p>	<p><b>This ...</b></p> <p>creates an image of</p> <p>highlights</p> <p>conveys</p> <p>emphasises</p> <p>implies</p> <p>symbolises</p>	<p><b>This makes the reader...</b></p> <p>asks themselves</p> <p>wonder</p> <p>question</p> <p>sympathise</p> <p><b>This makes the reader feel...</b></p> <p>shocked</p> <p>confused</p> <p>saddened</p> <p>frustrated</p> <p>amused</p>

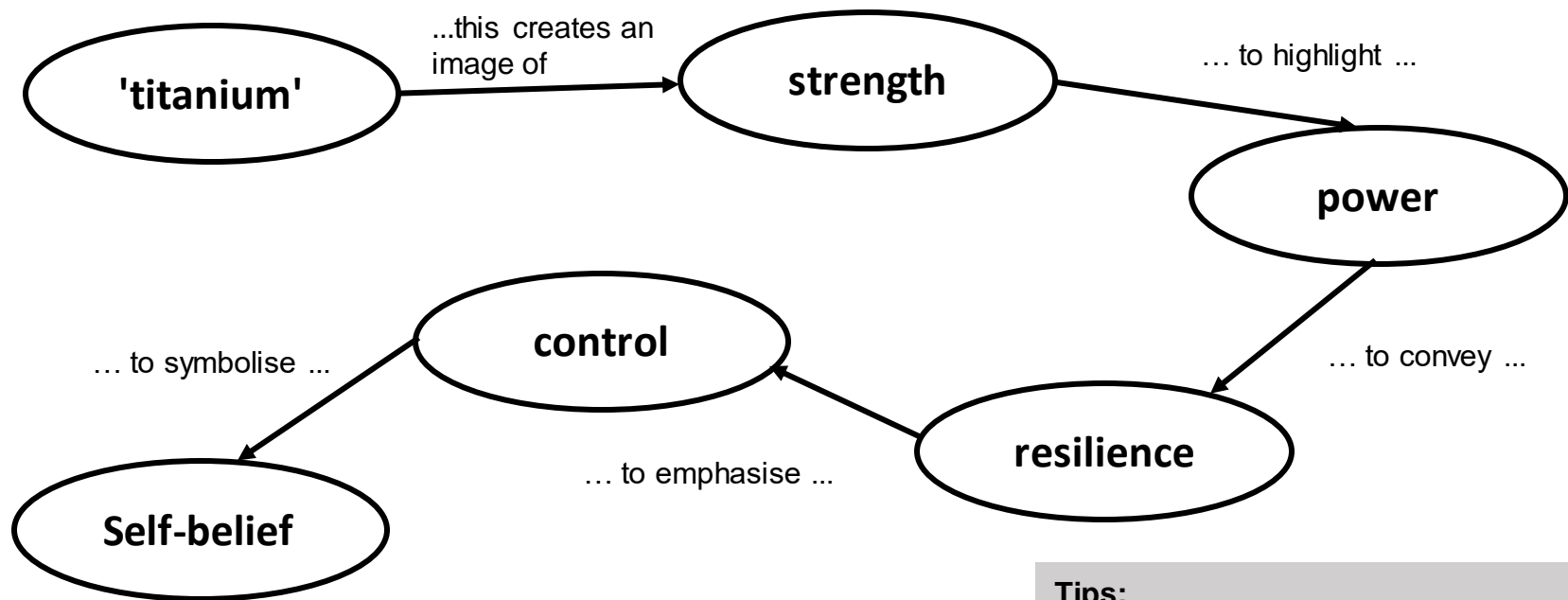
## Question 2: Magic circles

To develop your analysis of the **effects** of language use **magic circles**:

**Quotation:** 'I am bullet proof, nothing to prove. I am **titanium**'

Start with the word that that you are zooming in on. I want to analyse 'titanium':

The writer uses the word:



### Tips:

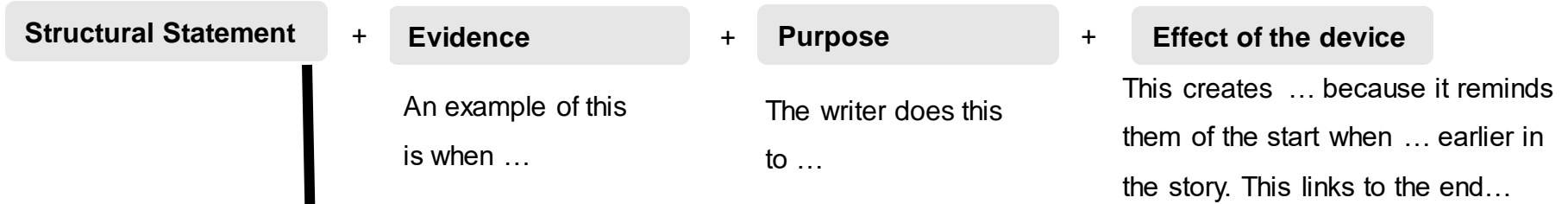
Explain some of your connotations

Mention the focus of the question



### Question 3: How does the write structure the text to ...? (8 marks)

Use **SEPE** for this question:



Guide:	Structural statement sentence stems:	Structural features to look for:	Possible effects: (always explain)
Make sure you write about <b>the end of the source</b> . Link the beginning with the end. <b>Do not analyse language.</b>	In the <b>beginning</b> the writer (structural feature) ... In the <b>middle</b> the writer (structural feature)... In the <b>end</b> the writer (structural feature)... The writer <b>contrasts</b> the <b>beginning</b> with the <b>end</b> when ... The <b>ending</b> and the <b>beginning</b> are <b>similar</b> because ... The writer uses a <b>cyclical structure</b> by ...	uses a chronological order uses a non- chronological order changes focus changes perspective from... to ... introduces the character of ... introduces the setting of ... shifts the location to ... zooms in on ... zooms out ... mirrors	<b>This makes the reader...</b> asks themselves wonder question sympathise remember <b>This makes the reader feel...</b> shocked confused saddened frustrated amused

# Structural Features

## Whole text



A chronological order



A non-chronological order



Flashback



Foreshadowing



Cyclical

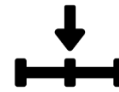


Mirroring

## Beginning



## Middle



## End



## Sections of the text



An introduction of a character



A change of setting



A change of focus



Zooming in on an object/place



Zooming out



Contrast

## Effects:

This links to B/M/E because it ...



... reminds us of ...  
 ... makes us rethink...  
 ... makes us reevaluate ...



... foreshadows ...  
 ... predicts ...  
 ... hints ...

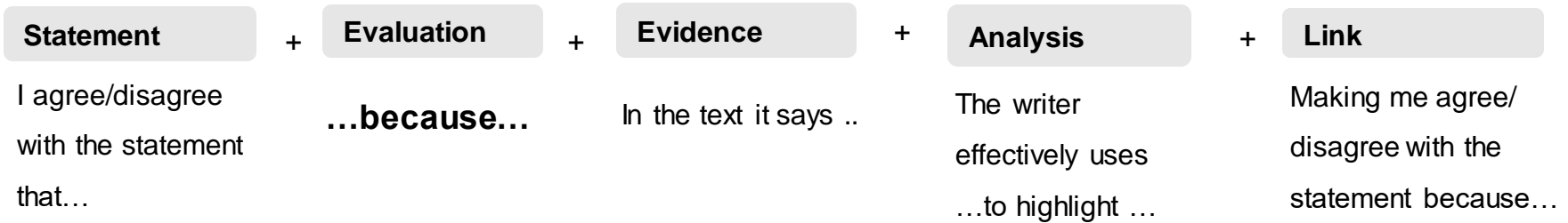
Be **specific** in terms of what is happening in the source.





## Question 4: To what extent do you agree? (20 marks)

Use **SEAL** for this question:



<b>Guide:</b>	<b>Evaluative adverbs:</b>	<b>Words to help you analyse effects:</b>	<b>Possible effects:</b> (always explanation)
<p>Use <b>the correct part</b> of the text.</p> <p>Divide the statement into different foci.</p> <p>Make sure you used evidence to support your points.</p> <p>When analysing methods, you must <b>evaluate</b> how effective they are.</p> <p>It is your own opinion – explain it in detail.</p> <p><b>Do not</b> leave this question blank.</p>	<p><b>This ...</b></p> <p>successfully shows that ...</p> <p>effectively shows that ...</p> <p>aptly shows that ...</p> <p>clearly shows that...</p> <p>interestingly highlights that...</p> <p>mostly implies that ...</p> <p>immediately creates...</p> <p>particularly conveys that...</p>	<p><b>This ...</b></p> <p>shows</p> <p>conveys</p> <p>reveals</p> <p>creates</p> <p>reminds</p> <p>implies</p> <p>hints</p> <p>foreshadows</p>	<p><b>This makes the reader...</b></p> <p>asks themselves</p> <p>wonder</p> <p>question</p> <p>sympathise</p> <p>remember</p> <p><b>This makes the reader feel...</b></p> <p>shocked</p> <p>confused</p> <p>saddened</p> <p>frustrated</p> <p>amused</p>



## Question 5: Descriptive or Narrative writing (40 marks)

### AO5

#### The exam: AO5 (24 marks) and AO6 (16 marks)

Spend 5 minutes planning

Spend 35 minutes writing

Spend 5 minutes proof-reading your work

#### AO5: Remember to paragraph – USE TiPToP



Start a new paragraph to show a change in **time**.



Start a new paragraph to introduce a new **place**.



Start a new paragraph to introduce a new **topic**.



Start a new paragraph to introduce a new **person**.

#### AO5: Structure your ending



Use a **cyclical structure** – repeat an idea from the start at the end.



**Contrast** – end your story in a way that contrasts the start. If your story starts calmly, end it chaotically.

#### AO5: Remember to use linguistic features:

**Simile** - comparing one thing with another, usually using 'as' or 'like'.

The trees stood **as tall as** towers.

**Metaphor** – comparing one thing to another by saying it is the other thing.

The **circus was a magnet** for the children.

**Personification** - attributing human feelings to an object.

The **sun smiled** at the hills.

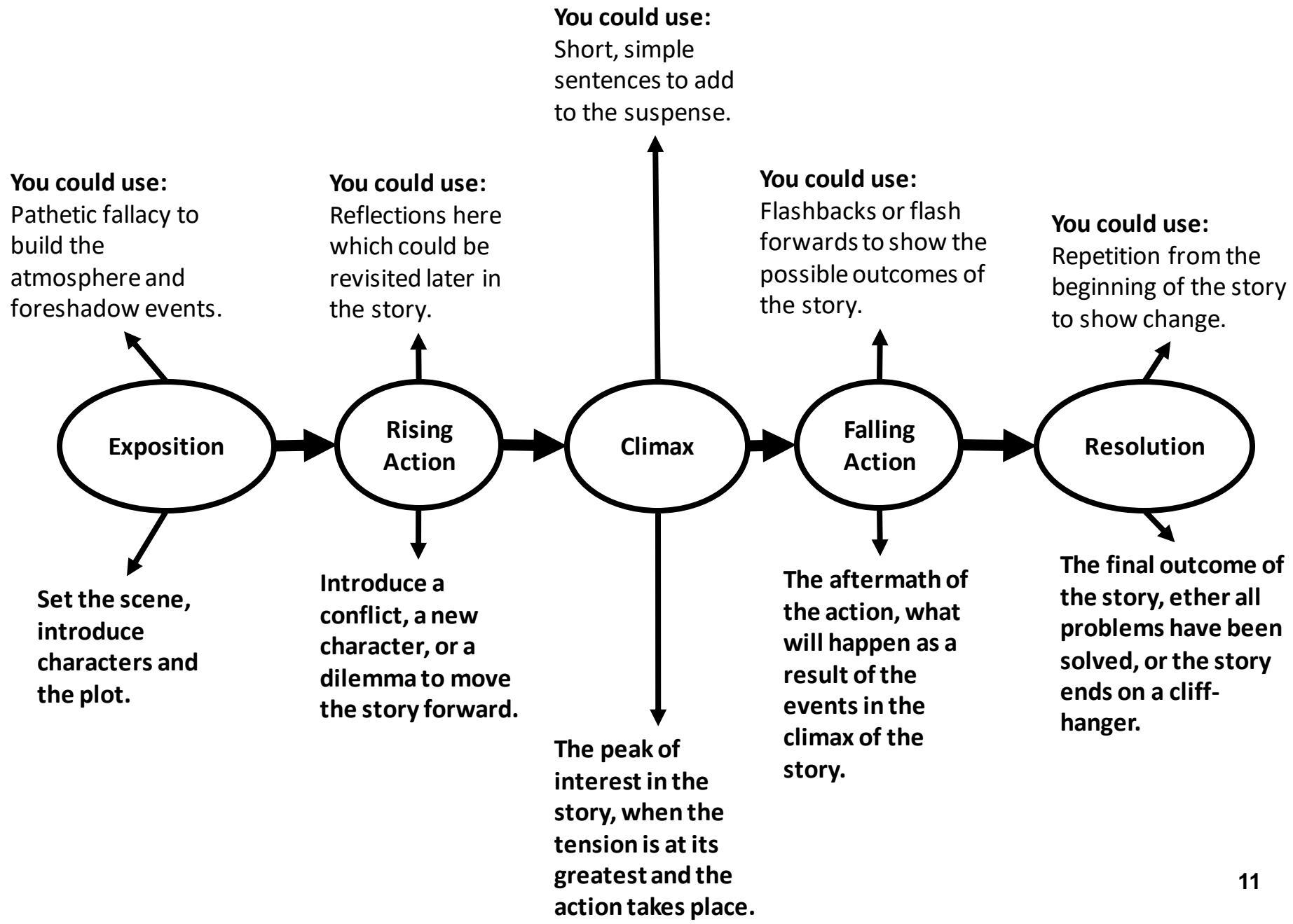
**Pathetic fallacy** - a type of personification where emotions are given to the weather.

The **clouds** crowded together suspiciously overhead as the **sky darkened**.

#### AO5: Possible narrative structures:

Setting	Weather	In medias res	End
Character	Problem	Character	Exposition
Problem	Character	Setting	Flashback
Climax	Climax	Climax	Climax
Resolution	Weather	Cliff-hanger	Resolution

# NARRATIVE STRUCTURE



## Question 5: AO6

### AO6: Varying your sentence structures

**Simple Sentence** A simple sentence is a complete piece of information. It contains a subject and a verb.  
E.g. The cat (S) sat (V) on the mat (O).

**Compound Sentence** Two main clauses. These are joined by a coordinating conjunction: **and, but, so, yet**.  
E.g. The cat (S) sat (V) on the mat and the mouse (S) hid (V) under the table (O).

**Complex Sentence** A complex sentence contains a main clause and a subordinate clause. You can create a subordinate clause using subordinating clauses: **because, when, whether, although, before, while**.

E.g. **While** the cat sat on the mat (SC), the mouse hid under the table (MC).

You can place the subordinate clause in the middle of the sentence:

The mouse, **while** the cat sat on the mat, hid under the table.

**Minor Sentence** An incomplete sentence E.g. Darkness.

### AO6: Varying the way you start your sentences:

**Simile** **Like a lost ship**, the moon sailed the night.

**Preposition** **Beneath the blue sky**, they lived in peace.

**Adverb** **Ominously**, the night enveloped the world.

**Connective** **However**, his life was important to her.

**-ed verb** **Exhausted**, he fell asleep immediately.

### AO6: Using a range of punctuation:

**Full stop (.)** At the end of sentences and paragraphs.

**Semi-colons (;)** To separate main clauses.  
E.g. The cat sat on the mat; the mouse hid under the table.

**Colons (:)** To introduce a list or an idea.  
E.g. They new what they had to do: survive.

**Question mark (?)** To mark a question.  
E.g. What do you mean?

**Exclamation mark (!)** To signify a surprised emotion.  
E.g. Never!

**Apostrophes (')** Check whether you need them for a contraction or a possession.  
E.g **contraction:** it's / **possession:** Peter's room.



ISPACE indicates the various ways you can start a sentence. It stands for –  
ING verbs, Simile, Preposition, Adverb, Connective, -ED verbs.

### **–ING verb**

-ING verb example: Flying proudly in the wind,  
the flag reigned over the castle

### **Simile**

Simile example: Like a predator, the child caught  
the escaping balloon.

### **Preposition**

Preposition example: Turning to my right, I saw  
the corridor I was meant to walk down.

### **Adverb**

Adverb example: Nervously, the cat padded its  
way across the room.

### **Connective**

Connective example: Finally, she arrived at her  
front door.

### **-ED verb**

-ED verb example: Withered, the trees stood like  
ancient guards.

## Sample Q5- Descriptive

7:00 am.

The rising sun began to peer from behind its curtains. A blue sky spread over the towering mountains waking every creature from its slumber. Like a choir, birds whistled in the glazing heat of the sun and the earth began to shimmer in splendour. It was all mesmerising, beautiful. The lake bubbled; the grass exhaled a warm air. Looking down, the mountains fixed their gaze upon a remote house set in the ancient Scottish landscape. A hidden treasure.

The house sat in direct view of the sun as spears of light hit its stoney roof. The gable end cast a dark shadow down the side of it. Trees stretched their long arms upwards towards the light and their verdant leaves waltzed in the light breeze. Like a Monet colour palette, flowerbeds framed the parameters of the home; crawling vines illustrated the walls.

The gentle rustling of sheets could be heard as its inhabitants started to stretch and yawn, slowly getting out of bed. There were sounds- the sound of sluggish feet padding on the floor and the creaking of bed frames stirring the air. Whispers. Murmurs. Sighs.

### AO5

Personification

Simile

Sibilance

Metaphor

Ambitious vocabulary

Paragraph for change of focus

Semantic field of art

Developing ideas

Paragraphing for effect

Cyclical structure

### AO6

Minor sentences

Complex sentence

Compound sentence

Semi-colon

Colon

Dash

Spelling of ambitious vocabulary

Full stops

Commas

In the kitchen, the refrigerator door opens and closes. The clatter of dishes and utensils being pulled out of drawers and cupboards harmonise to the sound of the collapsing bubbles from the kettle. Warm bread, coffee, sweet jam: the comforting smells of breakfast waft through the house signalling the start of a new day. The earlier mumbles converted to fully strung sentences bouncing with excitement.

Windows flung their shutters open.

A world of moorland, thistles and peat unfolded, opened like a story book.

A door slammed shut. Rushing feet scuffled along the tarmac of the driveway. An engine chugged, roared as it moved the heavy metallic structure that encased it. Fumes dispersed in the clean air. The inhabitants left for a day in the concrete city.

The sun had taken its throne in the sky and a murmuration began a dazzling show. The mountains, lakes and grass watched and continued to breathe.

## Language Paper 1 Mark Scheme Section A

QUESTION 2 – 8 marks	
<b>Level 1</b> Simple comments (1-2)	<b>Simple</b> comment on <b>language</b> , limited and stating the obvious <b>Simple</b> textual detail <b>Simple</b> terminology
<b>Level 2</b> Some attempts (3-4)	<b>Some attempts</b> to analyse language; comments on some <b>connotations</b> <b>Some</b> textual detail <b>Some</b> terminology
<b>Level 3</b> Clear (5-6)	<b>Clear</b> analysis of language; <b>explains</b> effects <b>Range</b> of textual detail <b>Accurate</b> terminology
<b>Level 4</b> Detailed/ Perceptive (7-8)	<b>Detailed</b> and <b>perceptive</b> analysis of language; explained effects <b>Judicious</b> textual detail <b>Sophisticated</b> and accurate use of subject terminology

QUESTION 3 – 8 marks	
<b>Level 1</b> Simple comments (1-2)	<b>Simple</b> comment on <b>structure</b> , limited and stating the obvious <b>Simple</b> textual detail <b>Simple</b> terminology
<b>Level 2</b> Some attempts (3-4)	<b>Some attempts</b> to analyse structure; some comments on effects <b>Some</b> textual detail <b>Some</b> terminology
<b>Level 3</b> Clear (5-6)	<b>Clear</b> analysis of structure; makes connections between sections of the text <b>explaining</b> effects <b>Range</b> of textual detail <b>Accurate</b> terminology
<b>Level 4</b> Detailed/ Perceptive (7-8)	<b>Detailed</b> and <b>perceptive</b> analysis of structure; explained effects <b>Judicious</b> textual detail <b>Sophisticated</b> and accurate use of subject terminology

## Language Paper 1 Mark Scheme Section A

QUESTION 4 – 20 marks	
<b>Level 1</b> Simple comments (1-5)	simple, <b>limited evaluation</b> simple, limited response to the <b>focus of the statement</b> limited <b>limited</b> understanding of <b>methods</b> simple, limited textual reference(s)
<b>Level 2</b> Some attempts (6-10)	<b>some attempts</b> at evaluation some response to the <b>focus of the statement</b> some understanding of writer's <b>methods</b> some appropriate textual reference(s)
<b>Level 3</b> Clear (11-15)	<b>clear</b> and relevant <b>evaluation</b> clear and relevant response to <b>the focus of the statement</b> clear understanding of writer's <b>methods</b> <b>a range</b> of relevant textual references
<b>Level 4</b> Detailed/ Perceptive (16- 20)	Shows perceptive and / or <b>detailed evaluation</b> convincing and critical response to the <b>focus of the statement</b> perceptive understanding of writer's <b>methods</b> range of <b>judicious</b> textual detail



## Language Paper 1 Mark Scheme Section B

AO5 Marks		Ideas	Vocabulary and techniques	Structural features
1-6	<b>Simple, limited</b>	One or two simple but relevant ideas	Simple	No paragraphs, basic organisation
Lower Level 7-9	<b>Some success</b>	Some linked and relevant ideas	Some variation of vocabulary, some language devices	Attempts to use structural features, <b>some paragraphing</b> (not always accurate)
Upper Lever 10-12		Increasing variety of linked, relevant ideas	Conscious use of vocabulary, some use of linguistic devices	Some use of structural features, some use of paragraphs, some discourse markers
Lower Level 13-15	<b>Consistent, clear</b>	Connected ideas, engaging	Vocabulary <b>clearly chosen</b> for effect, appropriate use of language devices	Usually <b>coherent</b> paragraphs, a range of discourse markers
Upper Lever 16-18		<b>Clear</b> , connected ideas, engaging and a <b>coherent</b> piece	Increasingly <b>sophisticated vocabulary</b> and phrasing, a range of successful language devices	<b>Effective, coherent paragraphs</b> , integrated discourse markers
Lower Level 19-21	<b>Compelling, convincing</b>	<b>Highly engaging</b> , a range of complex ideas	<b>Extensive</b> vocabulary, <b>conscious</b> crafting of linguistic devices	<b>Varied and effective</b> structural features, consistently coherent use of paragraphs
Upper Lever 22-24		<b>Compelling</b> , incorporating a range of <b>imaginative</b> and complex ideas	Extensive and <b>ambitious</b> vocabulary, <b>sustained crafting</b> of linguistic devices	Varied and inventive use of structural features, <b>fluently linked</b> paragraphs; <b>seamlessly</b>

## Language Paper 1 Mark Scheme Section B

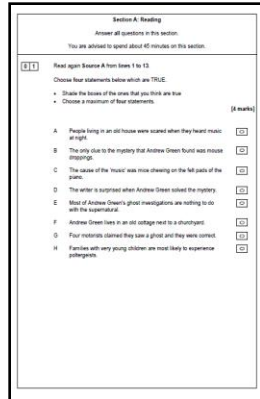
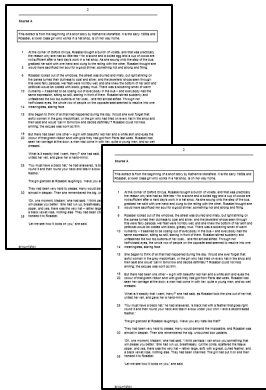
AO6 Marks					
	Sentences	Punctuation	Use of Standard English	Spelling	Vocabulary
1-4	Some demarcation, simple range	Some evidence	Occasional, limited control	Accurate basic spelling	Simple
5-8	Attempts a variety, secure and sometimes accurate demarcation	Some control, a range	Some use and control	Mostly accurate, some accuracy of high-level words	Varied
9-12	A <b>variety</b> , used for effect, mostly accurate demarcation	A <b>range</b> , mostly successful	<b>Consistent</b> , appropriate, secure control of grammar	<b>Generally accurate</b> , including complex and irregular words	<b>Sophisticated</b>
13-16	A <b>full range</b> , used for effect, accurate demarcation	<b>Wide range</b> , high level of accuracy	<b>Consistent</b> , appropriate, secure control of <b>complex</b> grammar	<b>Accurate</b> , including ambitious vocabulary	<b>Extensive</b> , ambitious

# Paper 2 Writers' viewpoints and perspectives – Layout

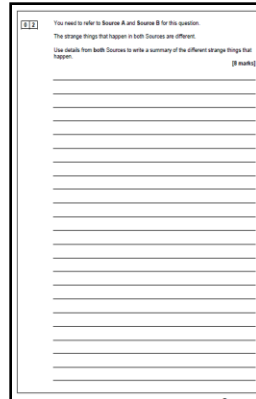
1 hour and 45 minutes

## Section A 1 hour

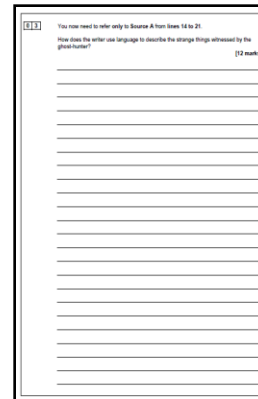
## Section B 45 minutes



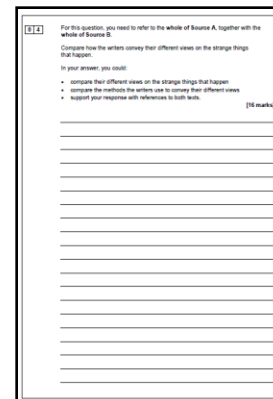
4 marks



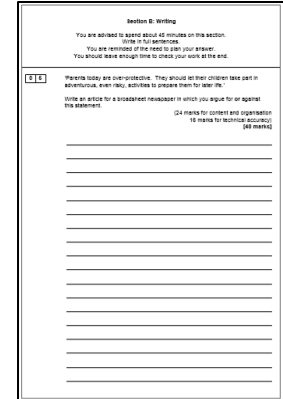
8 marks



12 marks



16 marks



40 marks

2 Sources

Question 1:  
Select 4 true  
statements.

Question 2:  
Summarise and  
infer

Question 3:  
Analyse  
language.

Question 4:  
Compare writers'  
perspectives and  
analyse methods.

Question 5:  
Opinion  
writing.





## Question 1: Choose four statements below which are true. (4 marks)

0 1

Read again the first part of **Source A** from **lines 1 to 13.**

Choose **four** statements below which are **true**.

- Shade the **circles** in the boxes of the ones that you think are **true**.
- Choose a maximum of **four** statements.
- If you make an error cross out the **whole box**.
- If you change your mind and require a statement that has been crossed out then draw a circle around the box.

[4 marks]

- A The first time Mike Doyle saw anyone surfing was in 1953.
- B Mike Doyle spent very little time at the beach as a child.
- C In the 1950s there were very few surfers in California.
- D Most surfers like to surf in the early morning.
- E Surfers often stayed later in the day to entertain the crowds.
- F Mike Doyle took the train to the beach.
- G The first time he saw them, Mike Doyle was unimpressed by the surfers.
- H The surfers looked fit and suntanned.

**For this question you must:**

Check which source you need

Check the line numbers

Shade the boxes (don't cross or tick)

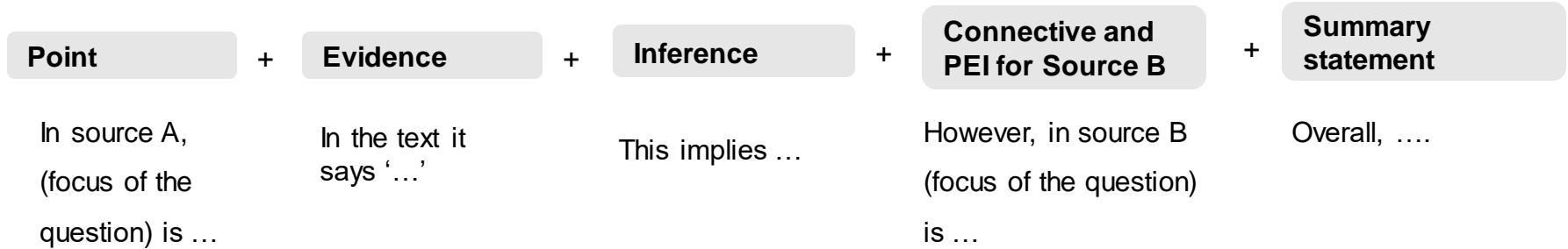
Read the statements carefully.

Don't tick more than 4 boxes.



## Question 2: Summarise the similarities or differences between ... (8 marks)

Use PEICPEIS for this question:



Guide:	Sentence stems:	Inference stems:	Connectives:
Highlight <b>the focus</b> of the question. The key skill is <b>inference</b> – make sure you infer from both sources. <b>Don't write</b> about the writer's feelings about the focus- this is question 4. Make comparative statements <b>about the focus of the question</b> . <b>Don't not analyse language.</b>	In source A (focus of the question) is ... whereas in source B, (focus of the question) is ...  In Source A the...but in Source B the ...  In both source A and source B (focus of the question) is ...	This implies that ... This suggests that ... We learn that ... This shows that ... This conveys that ... This infers that ...	<b>For similarities:</b> Similarly, ... Likewise, ... Equally, ...  <b>For differences:</b> However, ... Conversely, ... Whereas, ...

## Question 2: What is inference?

An inference is a **conclusion** reached on the basis of evidence and reasoning from what you have read.

To help you infer, you need to think about what the author is trying to tell you about an object, situation, character, person ... (the focus of the question helps you focus on this).

You can **ask yourself a few questions** to help you reach to logical conclusions:

What can I infer about the size of an object?

What can I infer about the age of an object?

What can I infer about the value of an object?

What can I infer about the situation? Is it positive or negative?

What can I infer about the outcomes of a situation?

What can I infer about the effects of a situation?

What can I infer about a person's personality?

What can I infer about a person's age?

What can I infer about a person's ability?

Conclude by always **explaining** why you think what you think.

**Here is an example of an inference made about cats:**

'Owning a cat can be an extremely rewarding relationship. Although cats are independent animals who like to scavenge and explore on their own terms, they are also very affectionate with their owners and people they trust.'

**Questions you may ask yourself and the answer:**

What can I infer about the **benefits** of owning a cat?

I can infer that owning a cat is a positive experience as you can build a bond with your cat.

What can I infer about **cats' personalities**?

I can infer that cats are curious as they like to explore.

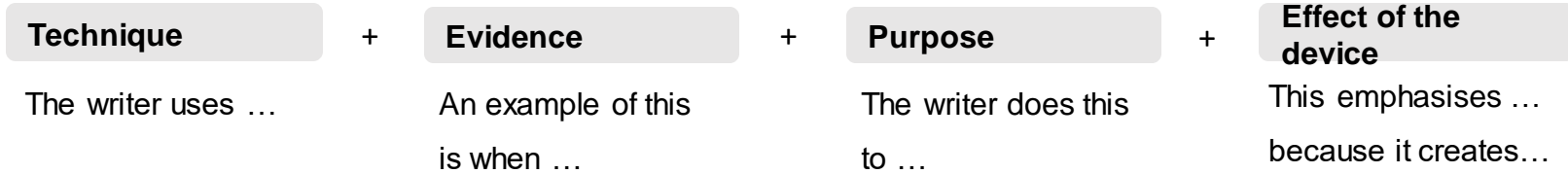
I can infer that cats are stubborn as they like to do things when they want to, suggesting they might not be easy to train.

I can infer that cats are careful about strangers – they must trust someone to become affectionate suggesting that they are cautious.



### Question 3: How does the writer use language to...? (12 marks)

Use **TEPE** for this question:



<b>Guide:</b>	<b>Language features to look for:</b>	<b>Words to help you analyse effects:</b>	<b>Possible effects:</b> (always explain)
Highlight the <b>focus</b> of the question. Choose two or three ideas to write about. Use <b>magic circles</b> to develop your analysis of specific words. If you are not sure about what terminology to use, use 'the word' or 'the phrase'. <b>Don't write about sentence structures.</b>	<b>The use of...</b> the word '...' the phrase '...' the simile '...' personification '...' Metaphor '...' The verb '...' The adverb '...' The adjective '...'	<b>This ...</b> creates an image of highlights conveys emphasises implies symbolises	<b>This makes the reader...</b> asks themselves wonder question sympathise  <b>This makes the reader feel...</b> shocked confused saddened frustrated amused

### Question 3: Magic circles

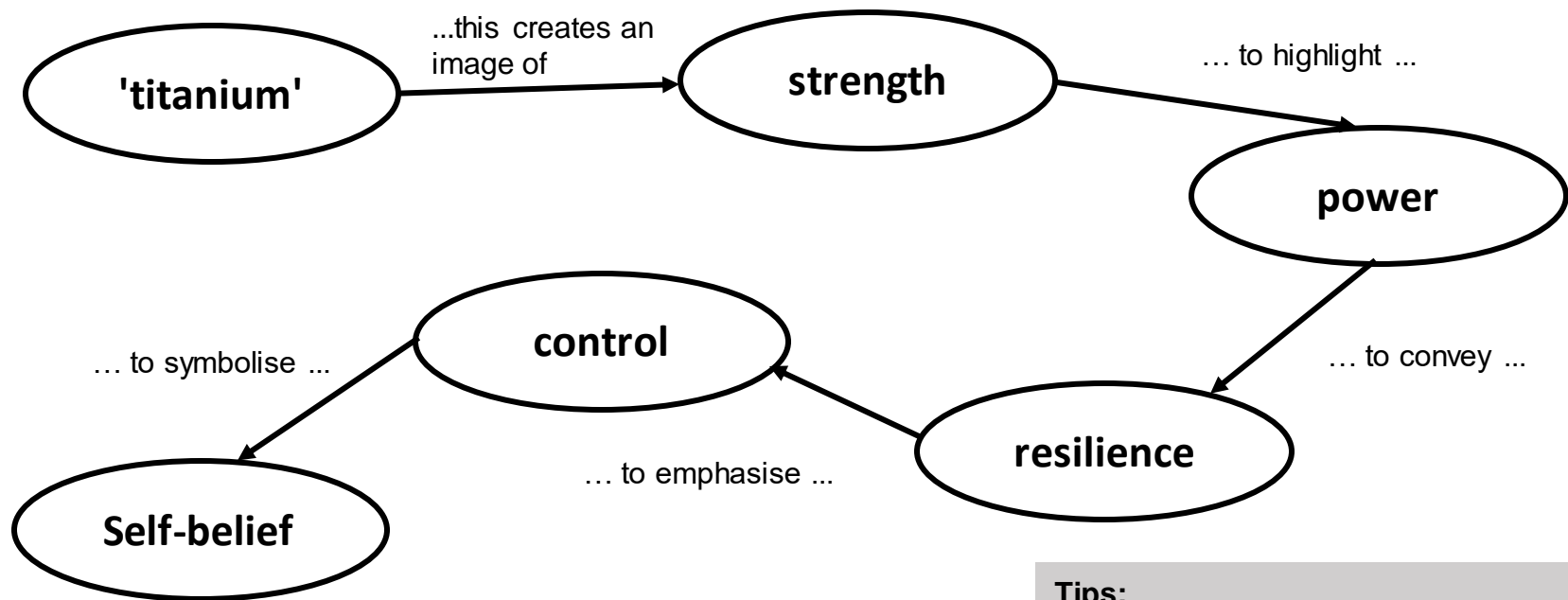
To develop your analysis of the **effects** of language use **magic circles**:

**Quotation:** 'I am bullet proof, nothing to prove. I am **titanium**'

Start with the word that that you are zooming in on. I

want to analyse 'titanium':

The writer uses the word:



#### Tips:

Explain some of your connotations

Mention the focus of the question

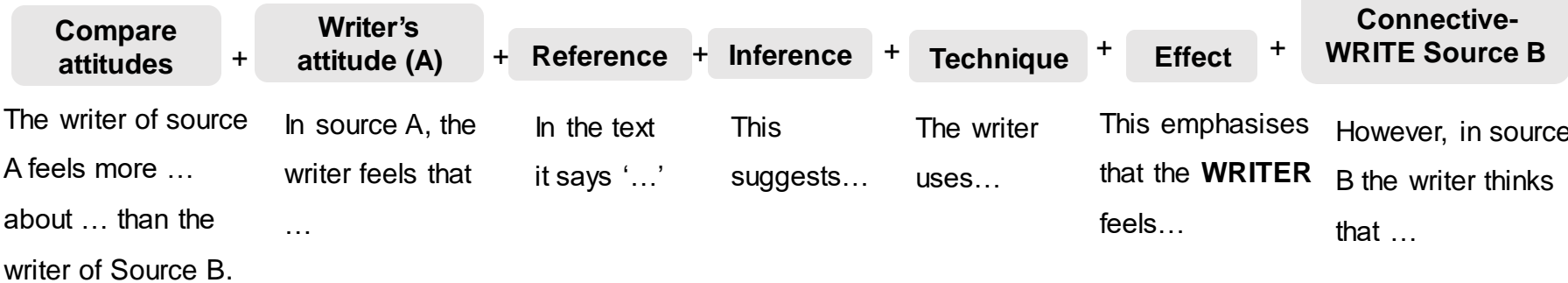


# Question 4: Compare or contrast how writers' present their perspectives



(16 marks)

Use CWRITECWRITE for this question:



Guide:	Sentence stems:	Synonyms for feelings – think of the intensity of the feeling:					
Highlight <b>the focus</b> of the question. You must write what the writers <b>think, feel or believe</b> about the focus of the question. <b>Don't comment</b> on the effects on the reader; <b>evaluate</b> the effects of methods in. <b>The focus of this question is different to Question 2.</b>	The writer of source A feels that (focus of the question) is ... whereas in source B, thinks (focus of the question) is ...  Both writers feel that (focus of the question) is ...		<b>happy</b>	<b>sad</b>	<b>angry</b>	<b>confused</b>	<b>afraid</b>
		<b>High</b>	passionate overjoyed elated	hopeless miserable dejected	furious outraged seething	perplexed bewildered	terrified horrified shocked
		<b>Medium</b>	relieved satisfied gratified	sombre solemn distressed	frustrated agitated disgusted	puzzled bemused baffled	uneasy concerned
		<b>Low</b>	pleased contented glad	dissatisfied upset	annoyed irritated	stumped surprised startled	cautious worried anxious



## Question 5: Opinion writing (40 marks)

### AO5

#### The exam: AO5 (24 marks) and AO6 (16 marks)

Spend 5 minutes planning

Spend 35 minutes writing

Spend 5 minutes proof-reading your work

#### The Question:

You will get given a statement to give you the topic of your writing – **do not write the phrase** 'I agree with the statement'.

The statement is the stimulus.

**Genre** What type of text are you being asked to write?

**Audience** Who is your writing aimed at?

**Subject** What are you writing about?

**Purpose** Why are you writing about it?

#### AO5: Use linguistic features:

Extended metaphor	Direct address	Rhetorical question	Collective pronouns
Anaphora	Hypophora	Lists	Epiphora
Anecdote	Similes	Facts	Repetition

#### AO5: Structuring your argument



##### Introduction:

Make your opinion clear.



##### Because:

Offer your first point by using a topic sentence. Explain your reason.



##### Because:

Offer your second point by using a topic sentence. Explain your reason.



##### But:

Acknowledge an opposing point of view but then challenge it.



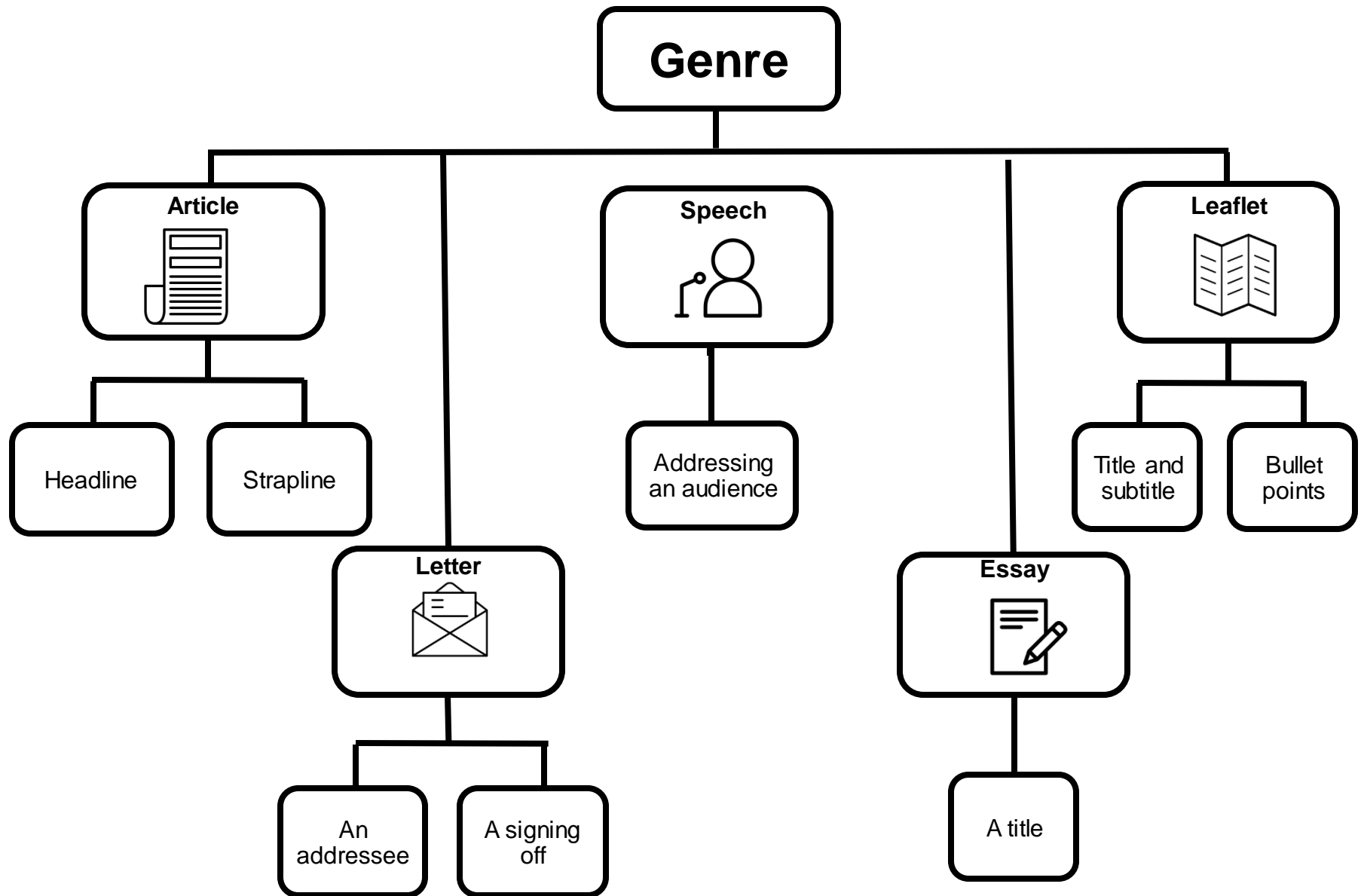
##### So:

Offer solutions.



##### Conclusion:

Repeat your point from the start.



## Question 5: AO6

### AO6: Varying your sentence structures

**Simple Sentence** A simple sentence is a complete piece of information. It contains a subject and a verb.  
E.g. The cat (S) sat (V) on the mat (O).

**Compound Sentence** Two main clauses. These are joined by a coordinating conjunction: **and, but, so, yet**.  
E.g. The cat (S) sat (V) on the mat and the mouse (S) hid (V) under the table (O).

**Complex Sentence** A complex sentence contains a main clause and a subordinate clause. You can create a subordinate clause using subordinating clauses: **because, when, whether, although, before, while**.

E.g. **While** the cat sat on the mat (SC), the mouse hid under the table (MC).

You can place the subordinate clause in the middle of the sentence:

The mouse, **while** the cat sat on the mat, hid under the table.

**Minor Sentence** An incomplete sentence E.g. Really?

### AO6: Varying the way you start your sentences:

**Simile** **Like a lost ship**, the moon sailed the night.

**Preposition** **Beneath the blue sky**, they lived in peace.

**Adverb** **Ominously**, the night enveloped the world.

**Connective** **However**, his life was important to her.

**-ed verb** **Exhausted**, he fell asleep immediately.

### AO6: Using a range of punctuation:

**Full stop (.)** At the end of sentences and paragraphs.

**Semi-colons (;)** To separate main clauses.  
E.g. The cat sat on the mat; the mouse hid under the table.

**Colons (:)** To introduce a list or an idea.  
E.g. They new what they had to do: survive.

**Question mark (?)** To mark a question.  
E.g. What do you mean?

**Exclamation mark (!)** To signify a surprised emotion.  
E.g. Never!

**Apostrophes (')** Check whether you need them for a contraction or a possession.  
E.g **contraction**: it's / **possession**: Peter's room.

## Sample Q5- Letter

Dear Minister of Transport,

Imagine. Imagine this: a world enveloped by a choking, creeping smog. A world smothered by a toxic stench. A world where our little children cough and splutter their way to school. Every. Single. Day. Once you've imagined all of these things you are facing the reality of life in a British city centre today.

What is causing this hell like scene? Cars. Loud, poisonous, filthy: a stain on our society.

So, should you be allowing the driving of cars on our city streets? Absolutely not. You have the power to effect change. You have the power to create a legacy of hope for our Earth and our children and I'll tell you why you should use your power as a force for good.

Firstly, cars represent the biggest threat to air quality in our cities today. This ominous, vile, dark poison is inching its way into the lungs of our children; causing untold damage. Studies have shown that children who live in built up areas and are exposed to these toxins are four times more likely to suffer from breathing difficulties and disease in later life. A price worth paying?

### AO5

Anaphora

Hypophora

Rhetorical question

Ambitious vocabulary

Paragraphs

Metaphor

Developing ideas

Connectives

Cyclical structure

### AO6

Minor sentences

Complex sentence

Compound sentence

Semi-colon

Colon

Dash

Spelling of ambitious vocabulary

Full stops

Commas

Secondly, the increasing and consistent use of cars is without a doubt contributing to the devastating change in our climate. A ban is the only way to avert the disaster that is going to befall humanity. Cars equal carbon. Carbon clogs our atmosphere. Our polluted atmosphere is causing the world to heat up. This has far reaching consequences: floods, fires and increasingly frequent destruction of delicate ecosystems. A price worth paying?

Some people say that banning cars is not the answer. That modern life demands the ownership of private vehicles, and that public transport is too infrequent to be relied upon. I disagree. Change has to start with everyone. We worship our cars like a religion. We pray at the altar of convenience and materialism. Give people the opportunity to repent! Give them an effective alternative and redemption will follow.

Imagine. Imagine this: a world where clear sky and clear air are the norm. A world where we can enjoy the aroma of blossom and freshly cut grass. A world where little children can safely make their way to school; free from the malicious effects of toxic gas. Every. Single. Day.

So, should you be allowing the driving of cars on our city streets? Absolutely not.

## Language Paper 2 Mark Scheme Section A

QUESTION 2 – 8 marks	
<b>Level 1</b> Simple comments (1-2)	<b>Inference:</b> Mostly paraphrasing/ stating the obvious <b>Simple</b> textual detail <b>Simple</b> or no comparison
<b>Level 2</b> Some attempts (3-4)	<b>Attempts some inference(s)</b> from one/both texts <b>Some</b> textual detail <b>Some</b> difference(s) between texts
<b>Level 3</b> Clear (5-6)	<b>Clear</b> inferences from both texts - <b>explained</b> <b>Range</b> of textual detail <b>Clear</b> differences between texts
<b>Level 4</b> Detailed/ Perceptive (7-8)	<b>Perceptive</b> inferences from both texts <b>Judicious</b> textual detail <b>Perceptive</b> differences between texts

QUESTION 3 – 12 marks	
<b>Level 1</b> Simple comments (1-3)	<b>Simple</b> comment on <b>language</b> , limited and stating the obvious <b>Simple</b> textual detail <b>Simple</b> terminology
<b>Level 2</b> Some attempts (4-6)	<b>Some attempts</b> to analyse language; comments on some <b>connotations</b> <b>Some</b> textual detail <b>Some</b> terminology
<b>Level 3</b> Clear (7-9)	<b>Clear</b> analysis of language; <b>explains</b> effects <b>Range</b> of textual detail <b>Accurate</b> terminology
<b>Level 4</b> Detailed/ Perceptive (9-12)	<b>Detailed</b> and <b>perceptive</b> analysis of language; explained effects <b>Judicious</b> textual detail <b>Sophisticated</b> and accurate use of subject terminology

## Language Paper 2 Mark Scheme Section A

QUESTION 4 – 16 marks	
<b>Level 1</b> Simple comments (1-4)	simple, <b>limited cross reference</b> simple awareness of ideas and/or perspectives simple, limited textual references from one or both texts simple identification of methods
<b>Level 2</b> Some attempts (4-8)	<b>attempts</b> to compare ideas and perspective <b>identifies</b> some ideas and perspectives <b>some</b> appropriate textual references from one or both texts <b>some</b> comments on how <b>writers' methods are used</b>
<b>Level 3</b> Clear (9-12)	<b>clear and relevant</b> comparison of ideas and perspective <b>clear</b> understanding of ideas and perspectives - explained <b>range</b> of textual references from both texts <b>explains clearly</b> how <b>writers' methods are used</b>
<b>Level 4</b> Detailed/ Perceptive (12-16)	<b>critical and perceptive</b> comparison of ideas and perspective <b>detailed</b> understanding of ideas and perspectives - explained <b>a judicious range</b> of textual references from both texts <b>analyses</b> how <b>writers' methods are used</b>

## Language Paper 2 Mark Scheme Section B

AO5 Marks		Ideas	Vocabulary and techniques	Structural features
1-6	<b>Simple, limited</b>	One or two simple but relevant ideas	Simple	No paragraphs, basic organisation
Lower Level 7-9	<b>Some success</b>	Some linked and relevant ideas	Some variation of vocabulary, some language devices	Attempts to use structural features, <b>some paragraphing</b> (not always accurate)
Upper Level 10-12		Increasing variety of linked, relevant ideas	Conscious use of vocabulary, some use of linguistic devices	Some use of structural features, some use of paragraphs, some discourse markers
Lower Level 13-15	<b>Consistent, clear</b>	Connected ideas, engaging	Vocabulary <b>clearly chosen</b> for effect, appropriate use of language devices	Usually <b>coherent</b> paragraphs, a range of discourse markers
Upper Level 16-18		<b>Clear</b> , connected ideas, engaging and a <b>coherent</b> piece	Increasingly <b>sophisticated vocabulary</b> and phrasing, a range of successful language devices	<b>Effective, coherent paragraphs</b> , integrated discourse markers
Lower Level 19-21	<b>Compelling, convincing</b>	<b>Highly engaging</b> , a range of complex ideas	<b>Extensive</b> vocabulary, <b>conscious</b> crafting of linguistic devices	<b>Varied and effective</b> structural features, consistently coherent use of paragraphs
Upper Level 22-24		<b>Compelling</b> , incorporating a range of <b>imaginative</b> and complex ideas	Extensive and <b>ambitious</b> vocabulary, <b>sustained crafting</b> of linguistic devices	Varied and inventive use of structural features, <b>fluently linked</b> paragraphs; <b>seamlessly</b>



## Language Paper 2 Mark Scheme Section B

AO6 Marks					
	Sentences	Punctuation	Use of Standard English	Spelling	Vocabulary
1-4	Some demarcation, simple range	Some evidence	Occasional, limited control	Accurate basic spelling	Simple
5-8	Attempts a variety, secure and sometimes accurate demarcation	Some control, a range	Some use and control	Mostly accurate, some accuracy of high-level words	Varied
9-12	A <b>variety</b> , used for effect, mostly accurate demarcation	A <b>range</b> , mostly successful	<b>Consistent</b> , appropriate, secure control of grammar	<b>Generally accurate</b> , including complex and irregular words	<b>Sophisticated</b>
13-16	A <b>full range</b> , used for effect, accurate demarcation	<b>Wide range</b> , high level of accuracy	<b>Consistent</b> , appropriate, secure control of <b>complex</b> grammar	<b>Accurate</b> , including ambitious vocabulary	<b>Extensive</b> , ambitious