KS4 Language Paper 2 - Knowledge Organiser

1. **Section A - READING 4 marks**
Question 1 - AO1 - Identify the true statements.

2. **Section A - READING 8 marks**
Question 2 - AO1 - Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.

3. **Section A - READING 12 marks**
Question 3 - AO2 - Explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology to support views.

4. **Section A - READING 16 marks**
Question 4 - AO3 - Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.

5. **Section B - WRITING 40 marks**
Question 5 -
AO5 - Communicate clearly, effectively and imaginatively, selecting and adapting 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.
AO6 - Candidates must use a range of vocabulary and sentence structure for clarity, purpose and effect, with accurate spelling and punctuation.
T - Text type (What?)
A - Audience (Who?)
P - Purpose (Why?)

6. **Vocabulary:** Interpret - *verb* - to give or provide the meaning of words/phrases.

7. **Vocabulary:** Synthesise - *verb* - to combine parts or elements of two texts.

8. **Vocabulary:** Compare - *verb* - to examine two texts in order to note similarities and differences.

9. **Vocabulary:** Perspective - *noun* - points of view.

10. **Vocabulary:** Coherence - *noun* - to write so that it is understood and logical.

11. **Vocabulary - Synonyms for shows:**
• Suggests • Emphasises • Conveys • Portrays • Illustrates • Presents
• Represents • Implies • Evokes • Displays • Demonstrates • Indicates
• Reveals • Highlights • Reflects

18. **Sentence type: A 3 bad -(dash) sentence** - A question has 3 negative adjectives followed by a dash and then a question that links to the adjectives

19. **Vocabulary - Synonyms for ways to 'say' something:**
• Mumble • Murmur • Scream • Shriek • Squeal • Mouths • Chat • Declare • Tell
• Mutter • Blab • Hollers • Utter • Whisper • Shout

21. **DAFORRESTA**
Direct address, **A**lliteration, **F**acts , **O**pinions, **R**hetorical question, **R**epetition, **E**motive language, **S**tatistics, **T**riple (Rule of 3), **A**necdote

22. **Punctuation: Colon** - Use a colon to introduce an item or a series of items (list) **OR** a colon can be use instead of a sem-icolon between independent clauses when the second sentence expands on the first sentence

20.**: Punctuation: Comma** - 5 ways. **1. Lists**; commas are used to separate items in a list, **2. Coordinate adjectives**; when we use more than one adjective to describe a noun, **3. Conjunctions**; a comma should be inserted before a coordinating conjunction (and, but, so, for, nor, yet, or) to separate two independent clauses, **4. Introductory words or phrases**; commas should be used to insert a pause between an introductory word or phrase that comes before the subject of the sentence, **5. Embedded/subordinate clause**; a clause used at the beginning, in the middle or at the end of a sentence that would not work alone without the rest of the sentence.

23. **Punctuation: FULL STOP -** It is used to mark the end of a sentence

24. **Punctuation: Question mark** - Use a question mark at the end of a direct question **OR** used for an internal question mark to show uncertainty.

25.**Punctuation: Parenthesis (brackets)** - Use parentheses to enclose additional information that clarifies or illustrates a point.**OR** use parentheses to offer an afterthought.

26. **Punctuation: Exclamation mark** - Use to convey extreme emotion, command or interjection.

27. **Punctuation: Ellipses** - Use to indicate the omission of words from quoted material, hesitation, or trailing off in dialogue or train of thought.

Section B - WRITING Speech - You **MUST** include: a clear address to an audience, effective/fluently linked sections to indicate sequence, rhetorical devices so that an audience is being addressed/included throughout, effectively/fluently linked paragraphs and a clear sign off e.g. 'Thank you for listening'.**Section B -**

14. **Sentence type: A BOYS sentence** - a two part sentence. The first part always end with a comma [,] and the last part always begins with a conjunction (but, or, yet, so)	**Section B - WRITING <u>Letter</u>** - You <u>**MUST**</u> include: the use of addresses, a date, a formal mode of address if required e.g. Dear Sir/Madam or a named recipient, effectively/fluently sequenced paragraphs and an appropriate mode of salutation: Yours sincerely/faithfully.
15. **Sentence type: A 3_ed sentence** - starts with 3 adjectives that end in _ed and describe emotions.The _ed words must be followed by commas.	**WRITING <u>Essay</u>** - You <u>**MUST**</u> include: an effective introduction and convincing conclusion with effectively/fluently linked paragraphs to sequence a range of ideas.
16. **Sentence type: A description sentence** - detail sentence is a compound sentence where two clauses are separated by a colon. The first clause is descriptive, the second adds more detail.	**Section B - WRITING <u>Leaflet</u>** - You <u>**MUST**</u> include: a clear/apt/original title, organisational devices such as inventive subheadings or boxes, bullet points, effectively/fluently sequenced paragraphs.
17. **Sentence type: An If, If, If, then sentence** - The sentence summarises 4 points of an argument. 3 of these start with 'if' and the last with 'then.' A dash - like this - is used to separate clauses.	**Section B - WRITING <u>Article</u>** - You <u>**MUST**</u> include: a clear/apt/original title, a strapline, subheadings, an introductory (overview) paragraph and effectively/fluently sequenced paragraphs.