# KS4 Language Paper 2 - Knowledge Organiser

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| 1. **Section A - READING 4 marks**<br>Question 1 - AO1 - Identify the true statements. | 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 |
| 2. **Section A - READING 8 marks**<br>Question 2 - AO1 - Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts. | 19. **Vocabulary - Synonyms for ways to 'say' something:**<br>• Mumble • Murmur • Scream • Shriek • Squeal • Mouths • Chat • Declare • Tell<br>• Mutter • Blab • Hollers • Utter • Whisper • Shout |
| 3. **Section A - READING 12 marks**<br>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. | 21. **DAFORRESTA**<br>**D**irect address, **A**lliteration, **F**acts, **O**pinions, **R**hetorical question, **R**epetition, **E**motive language, **S**tatistics, **T**riple (Rule of 3), **A**necdote |
| 4. **Section A - READING 16 marks**<br>Question 4 - AO3 - Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. | 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 |
| 5. **Section B - WRITING 40 marks**<br>Question 5 -<br>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.<br>AO6 - Candidates must use a range of vocabulary and sentence structure for clarity, purpose and effect, with accurate spelling and punctuation.<br>**T** - Text type (What?)<br>**A** - Audience (Who?)<br>**P** - Purpose (Why?) | 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. |
| 6. **Vocabulary:** Interpret - *verb* - to give or provide the meaning of words/phrases. | 23. **Punctuation: FULL STOP -** It is used to mark the end of a sentence |
| 7. **Vocabulary:** Synthesise - *verb* - to combine parts or elements of two texts. | 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. |
| 8. **Vocabulary:** Compare - *verb* - to examine two texts in order to note similarities and differences. | 25.**Punctuation: Parenthesis (brackets)** - Use parentheses to enclose additional information that clarifies or illustrates a point.**OR** use parentheses to offer an afterthought. |
| 9. **Vocabulary:** Perspective - *noun* - points of view. | 26. **Punctuation: Exclamation mark** - Use to convey extreme emotion, command or interjection. |
| 10. **Vocabulary:** Coherence - *noun* - to write so that it is understood and logical. | 27. **Punctuation: Ellipses** - Use to indicate the omission of words from quoted material, hesitation, or trailing off in dialogue or train of thought. |
| 11. **Vocabulary - Synonyms for shows:**<br>• Suggests • Emphasises • Conveys • Portrays • Illustrates • Presents<br>• Represents • Implies • Evokes • Displays • Demonstrates • Indicates<br>• Reveals • Highlights • Reflects | **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 -** |

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| 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. |

1. Context: **Romeo & Julie**t was written by William Shakespeare around 1594-96. It was first published in 1597.Shakespeare was born in 1564, during the reign of Queen Elizabeth I; he died in 1616 during King James I's reign.

2. Context: Elizabethan society - maintaining **family honour** was seen as very important. If a man of the family was challenged to a duel and refused to fight, he and his family would be seen as cowardly - this would **dishonour their status and power.** This strong regard for honour could lead to **violence** and **unrest.**

3. Context: **Patriarchal society** - **men** held much of the power in society. Women were seen as the weaker sex and were expected to be **obedient** to their **families and husbands**.

4. Context: **Arranged marriage** - wealthy families often arranged marriages for their children, sometimes when they were very young. This was always about **status, power and wealth** - not about love.

5. Context: **Religion** - as the play is set in Italy, **Catholicism** was the main religion. Religious tensions existed in England between the Church of England and Catholicism - Catholics were sometimes seen as **untrustworthy.** To Catholics, **marriage** was **sacred** and could not be undone. **Mortal sins** such as **murder** and **suicide** were believed to lead to **damnation**.

6. Context: **Family and children -** Children were considered **property of** their parents. It was common for children of wealthy families to have a **'wet nurse'** who raised them from a very young age, which could mean they may **not** have had close relationships with their parents.

7. Context: **Courtly love** - Romance in the higher classes of Elizabethan society was all about behaviour and was supposed to be polite, restrained and courteous. Gifts were exchanged but there was little contact. The passion and emotion we associate with 'real love' were not encouraged.

8. Dramatic Methods: **Dramatic irony** -  the audience is told information that the characters on stage do not know. This can be used by the writer to create **tension, atmosphere and humour**.

9. Dramatic Methods: **Sonnets** - some parts of the play are written as sonnets - a **14 line poem** with a set number of syllables per line and rhyme scheme. Shakespeare wrote many sonnets, which were based on the

13. Characters: **Romeo** Montague - son of the Montague family, who are sworn enemies of the Capulets. No age is given but he is usually assumed to be slightly older than **Juliet** Capulet - daughter of the Capulet family  - who is aged **13** when the play is set.

14. Characters: **Benvolio** - his name means 'good will' - Romeo's cousin. Mercutio - Romeo's best friend, a relative of Prince Escalus. 'Mercury', in Roman mythology, was the messenger of the Greek gods - famed for his skill in speaking. 'Mercurial' suggests a person who is unpredictable and quick to change.

15. Characters:  **Lord Capulet** - head of the Capulet family.

**Tybalt** - Capulet's nephew, Juliet's cousin - a renowned swordsman.

16. Characters: **Friar Lawrence** - a Franciscan friar, representative of the Catholic church. **The Nurse** - a wet nurse for the Capulets, who raised Juliet from a baby.

17. Characters: **Prince Escalus** - the ruler of Verona, which was a 'city-state' - the Prince had **absolute authority**.

**Count Paris** - a relative of the Prince; wants to marry Juliet.

18. Plot: **Prologue to Act 1**: A sonnet which tells us that two families have a long-standing feud that will only be ended by their children's deaths. This creates **dramatic irony** as we know they will die.

19. Plot: **Act 1** -  Set in Verona (Italy), we meet two warring families - the Montagues and Capulets. The Capulets hold a feast at which Romeo and JUliet meet and fall in love

20. Plot: **Act 2**: Romeo and Juliet meet in secret, at night. They make plans and secretly marry.

21. Plot: **Act 3**: Tybalt (Juliet's cousin) challenges Romeo, who refuses to fight. Mercutio (Romeo's friend) goads Tyblat into a fight and is killed by Tybalt when Romeo tries to stop them. Romeo then murders Tybalt in

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| Italian poet **Petrarch's** version from the 13th century. | anger and is banished. |
| 10. Dramatic Methods: **Bawdy humour** - Shakespeare's plays feature a wide variety of moods and emotions, including humour. Bawdy language involves jokes that may be slightly rude, and involve **innuendo**. | 22. Plot: **Act 4**: Juliet asks for help from Friar Lawrence. He gives her a sleeping potion that will make her appear dead so that she can avoid being married to Paris. She will be carried to the Capulet tomb, where Romeo will find and rescue her. |
| 11. Dramatic Methods: **Peripeteia** - a sudden change or reversal in the protagonist's fortunes. Often a key plot feature in a **tragedy** such as *Romeo & Juliet.* | 23. Plot: **Act 5**: Romeo doesn't receive the Friar's letter about the plan. He is told Juliet is dead and buys poison. Romeo enters the tomb and poisons himself. Juliet awakes and, realising what has happened, kills herself. The families reconcile in the wake of the tragedy. |
| 12. Dramatic Methods: **Imagery and language** - Shakespeare uses a rich variety of imagery, such as oppositions - **light/dark, day/night**, **simile, metaphor**, and language features such as **puns (**a play on the meaning of words). | 24. **Key Themes**: Love, Fate, Individuals vs Society, Violence and Conflict, Death, Power. |