

Knowledge Organiser

Year 11 Additional English: Unit 4

Exam Revision

GCSE English Literature & GCSE English Language



Name:

Class: 11 Additional English

AQA GCSE English Literature Paper Details:

Assessment

	GCSE English Literature Assessment Objective	What this means
AO1	<p>Read, understand and respond to texts.</p> <p>Students should be able to:</p> <ul style="list-style-type: none">• maintain a critical style and develop an informed personal response• use textual references, including quotations, to support and illustrate interpretations.	<p>This AO focuses on two areas of 'response':</p> <ul style="list-style-type: none">• the student's response to the text – the extent to which they understand the text and its meaning(s) to them as reader• the student's response to the task – the extent to which they produce a coherent response, supported with references to the text.
AO2	<p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p>	<p>This AO focuses on writer's craft: how the writer has communicated meanings to the reader.</p> <p>Ideally students will use subject terminology as a 'shorthand' to scaffold their analysis of craft.</p>
AO3	<p>Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>AO3 is the understanding of the relationship between the ideas in the text and the contexts of the text, such as:</p> <ul style="list-style-type: none">• the context in which the text was written• the context within which the text is set (location/social structures and features/cultural contexts/periods in time)• literary contexts such as genres• the contexts in which texts are engaged with by different audiences.
AO4	<p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>This AO focuses on the student's use of technical accuracy to communicate ideas to the reader.</p>

AQA GCSE English Language Paper Details:

A01	Identify and interpret explicit and implicit information and ideas, select and synthesise evidence from different texts
A02	Explain how writers use language and structure to achieve their purpose and influence readers. Use technical terms to support your analysis of language and structure.
A03	Identify different writers' ideas and perspectives. Compare the method used by different writers to convey their ideas.
A04	Critically evaluate texts, giving a personal opinion about how successful the writing is. Provide detailed evidence from the text to support your opinion.
A05	Write clearly and imaginatively, adapting your tone and style for various purposes and audiences. Organise your writing into a clear structure.
A06	Use a wide variety of sentence structures and vocabulary, so that your writing is clear and purposeful. Write accurately, paying particular attention to spelling, punctuation and grammar.

	Question	Time
Paper One 1hr 45mins	Q1: List four things... 4 marks	5 minutes
	Q2: How does the writer use language... 8 marks	10mins
	Q3: How does the writer use structure...? 8 marks	10mins
	Q4: Statement and to what extent do you agree? 20 marks	20mins
	Q5: Creative writing 40 marks	45mins

	Question	Time
Paper Two 1hr 45mins	Q1: Select 4 true statements... 4 marks	5 minutes
	Q2: Write a summary... 8 marks	10mins
	Q3: How does the writer use language...? 12 marks	15mins
	Q4: Comparison of attitudes of the writers 16 marks	15- 20mins
	Q5: Creative writing 40 marks	45mins

HOMWORK TASKS

Homework Task 1

Due date

Homework Task

Read and complete the Homework Task 1

1. Read the Paper 1 Language extract and annotate this – spend 10/15 minutes doing this
2. Complete the Q1 and Q2 (if you are unsure what to do, have a look at the paper guidance on page 3 of the Knowledge Organiser)

Homework Task 2

Due date

Homework Task

Read and complete the Homework Task 2

1. Read the Inspector's final speech from Act 3 of 'An Inspector Calls'
2. Answer the questions below the speech (if you are unsure, have a look at the back page of the Knowledge Organiser for some useful websites, YouTube channels etc. that may help you)

There are additional homework tasks, as well as some revision links on the final page of the Knowledge Organiser you can look at.

Homework Task 1

Read the extract from a Paper 1 Language exam and complete the Q1 + Q2 exam questions that follow

This extract is taken from Charles Dickens' novel 'A Christmas Carol'.

Oh! But he was a tight-fisted hand at the grindstone, Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster. The cold within him froze his old features, nipped his pointed nose, shrivelled his cheek, stiffened his gait; made his eyes red, his thin lips blue; and spoke out shrewdly in his grating voice. A frosty rime was on his head, and on his eyebrows, and his wiry chin. He carried his own low temperature always about with him; he iced his office in the dog-days; and didn't thaw it one degree at Christmas.

External heat and cold had little influence on Scrooge. No warmth could warm, no wintry weather chill him. No wind that blew was bitterer than he, no falling snow was more intent upon its purpose, no pelting rain less open to entreaty. Foul weather didn't know where to have him. The heaviest rain, and snow, and hail, and sleet, could boast of the advantage over him in only one respect. They often came down handsomely, and Scrooge never did.

Nobody ever stopped him in the street to say, with gladsome looks, ``My dear Scrooge, how are you. When will you come to see me." No beggars implored him to bestow a trifle, no children asked him what it was o'clock, no man or woman ever once in all his life inquired the way to such and such a place, of Scrooge. Even the blindmen's dogs appeared to know him; and when they saw him coming on, would tug their owners into doorways and up courts; and then would wag their tails as though they said, ``No eye at all is better than an evil eye, dark master! "

But what did Scrooge care! It was the very thing he liked. To edge his way along the crowded paths of life, warning all human sympathy to keep its distance, was what the knowing ones call nutsto Scrooge.

Once upon a time -- of all the good days in the year, on Christmas Eve -- old Scrooge sat busy in his counting-house. It was cold, bleak, biting weather: foggy withal: and he could hear the people in the court outside, go wheezing up and down, beating their hands upon their breasts, and stamping their feet upon the pavement stones to warm them. The city clocks had only just gone three, but it was quite dark already: it had not been light all day: and candles were flaring in the windows of the neighbouring offices, like ruddy smears upon the palpable brown air. The fog came pouring in at every chink and keyhole, and was so dense without, that although the court was of the narrowest, the houses opposite were mere phantoms. To see the dingy cloud come drooping down, obscuring everything, one might have thought that Nature lived hard by, and was brewing on a large scale.

The door of Scrooge's counting-house was open that he might keep his eye upon his clerk, who in a dismal little cell beyond, a sort of tank, was copying letters. Scrooge had a very small fire, but the clerk's fire was so very much smaller that it looked like one coal. But he couldn't replenish it, for Scrooge kept the coal-box in his own room; and so surely as the clerk came in with the shovel, the master predicted that it would be necessary for them to part. Wherefore the clerk put on his white comforter, and tried to warm himself at the candle; in which effort, not being a man of a strong imagination, he failed.

“A merry Christmas, uncle! God save you!” cried a cheerful voice. It was the voice of Scrooge's nephew, who came upon him so quickly that this was the first intimation he had of his approach.

“Bah!” said Scrooge, “Humbug!”

He had so heated himself with rapid walking in the fog and frost, this nephew of Scrooge's, that he was all in a glow; his face was ruddy and handsome; his eyes sparkled, and his breath smoked again.

“Christmas a humbug, uncle!” said Scrooge's nephew. “You don't mean that, I am sure.”

“I do,” said Scrooge. “Merry Christmas! What right have you to be merry? what reason have you to be merry? You're poor enough.”

Answer the questions below:

Q1: Read the first paragraph again. List 4 things that you learn about Mr Scrooge (4 marks)

1. _____

2. _____

3. _____

4. _____

Q2: How does Dickens use language to present the character of Mr Scrooge? (8 marks)

Task 2 – Identify 2 language techniques used here in this speech and write what they are and their effect/ purpose.

1. _____

2. _____

Task 3 – What is the purpose of this speech? What are the Birling family supposed to take from this?

Task 4 – Priestley mentions common names such as 'Eva' and 'John' and the surname 'Smith' in this speech – why do you think he does this? Link this to Socialism.

Task 5 – Choose one word you think is the most important in this speech. Write it down and your reasons why you think it is so important.

My word is...

Extract Activities for Revision

This unit is all about your ability to revise and recap the knowledge required for your English Literature Exams & English Language Exams. Here are some suggested wider revision websites and YouTube channels you can use

www.senecalearning.com – SENECA learning is a general revision site that you can use to test your understanding of topics

<https://www.youtube.com/user/mrbruff> - Mr Bruff has lots of videos for Language and Literature revision

[Stacey Reay - YouTube](#) – Stacey Raey has lots of videos for revision, particularly on characters and how to write high level essays

[GCSE English Language - AQA - BBC Bitesize](#)

[GCSE English Literature - AQA - BBC Bitesize](#)

[Home - Lightbulb Revision](#) – a useful website with lots of essay examples from the Literature exam you can refer to

Remember, you also have your other Knowledge Organisers from Year 10 to support you with:

Macbeth

An Inspector Calls

Jekyll & Hyde

Unseen Poetry