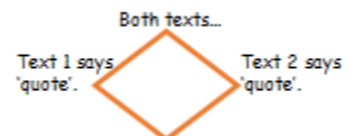


Y10 English Language- Paper 2 Reading Knowledge Organiser

What does the reading section test? It tests your ability to read an unseen text and demonstrate skills of retrieval, analysis, evaluation and comparison.	How many marks are available? 96 marks are available for the whole paper 60% of your GCSE in English Language	How long do I have for this paper? 2 hours and 5 minutes	What type of texts will I get? Non-fiction meaning they are factual and based on real life. One from the 20 th century and one from the 21 st Century.	How is the reading section structured? Q1-3 on text 1 Q4-6 on text 2 Q7a/7b on both texts
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Task:	Text:	Time taken:	Marks available:	Skill needed:	How to answer:	
Read Text 1	Text 1	5 minutes				
Q1 and 2	Text 1	5 minutes	2 marks each	Find and retrieve	Identify quotations from the text	
Q3	Text 1	20 minutes	15 marks	Analysis	3- 4x PETER	Point – here you should put forward an impression about what the writer has done. Evidence – now support this impression with evidence from the text. Technique – identify the technique used by the writer to give you this impression. Explanation – discuss how the technique gives you this impression. Reader effect – explore what the writer has made the reader think, feel or question (you are the reader).
Read Text 2	Text 2	5 minutes				
Q4 and 5	Text 2	5 minutes	1 mark each	Find and retrieve	Identify quotations from the text	
Q6	Text 2	20 minutes	15 marks	Evaluate	3-4 x PETEE	Point – here you should put forward an impression about what the writer has done. Evidence – now support this impression with evidence from the text. Technique - identify the word or phrase used by the writer to give you this impression. Explanation – discuss how the words give you this impression. Evaluate – explore if this is successful by linking back to the question.
Q7a	Text 1 and 2	6 minutes	6 marks	Synthesis	3x Diamond	
Q7b	Text 1 and 2	9 minutes	14 marks	Comparison	3- 4X PETECETER	Point – here you should put forward an impression about what the writer has done. Evidence – now support this impression with evidence from the text. Technique – identify the technique used by the writer to give you this impression. Explanation – discuss how the technique gives you this impression. Compare – summarise what you have discussed in the paragraph and explain how it makes it success for the reader. Evidence – now support this impression with evidence from the text. Technique – identify the technique used by the writer to give you this impression. Explanation – discuss how the technique gives you this impression.

Top Tips for the paper: <ol style="list-style-type: none"> 1. Read the extracts carefully 2. Read the key words in the glossary 3. Use the italics- the mention dates, writers' name and type of text 4. Use PAF when considering each text (purpose, audience and form) 5. Read all of the questions carefully 	<ol style="list-style-type: none"> 6. Identify language and structure for question 3 7. Use SPITE to help with question 6 (setting, people, ideas, tone, events) 8. Ensure you have quotes in all of your paragraphs for Q3, 6, 7a and 7b 9. Find similarities and differences for question 7b 10. Watch the time carefully
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Key skills	Identify/ Retrieve/ Interpret	<ul style="list-style-type: none"> Select the specific information needed to answer the question Isolate key details Interpret meaning and information clearly refer to evidence in the text 	Common mistakes: <ul style="list-style-type: none"> Not reading the question carefully Not identifying information from the correct section of the text 	
	Analysis	<ul style="list-style-type: none"> Comment on the words and phrases used by a writer Comment on the structural techniques used by a writer Consider the reasons why specific words, phrases and techniques have been selected Think about how a writer may manipulate our feelings/ perspective 	Common mistakes: <ul style="list-style-type: none"> Not identifying techniques Not talking about language and structure Not explaining the effect of the technique and why the writer has used it Not choosing the most effective quotations to analyse 	Language to use when analysing: <ul style="list-style-type: none"> This demonstrates... This implies... This highlights... This creates... This suggests... This connotes...
	Evaluation	<ul style="list-style-type: none"> Making a judgement about how effective a writer has been in presenting their ideas Finding evidence to support your judgement Commenting on techniques used that supports your judgement 	Common mistakes: <ul style="list-style-type: none"> Not making a clear judgement (e.g The writer was effective because...) Not supporting ideas with relevant evidence 	Language to use when evaluating: <ul style="list-style-type: none"> This is successful because... This is effective because... This is skilfully done because... This is creatively done because... This powerful because...
	Synthesis (similarities)	<ul style="list-style-type: none"> Show their understanding of key themes or ideas Effectively collate key details from two texts Identify common areas/ themes or ideas across two texts 	Common mistakes: <ul style="list-style-type: none"> Not making the similarities clear Not using evidence from the text Not finding a range of similarities 	Language to use when synthesising: <ul style="list-style-type: none"> Both texts... Similarly... In the same way...
	Comparison (similarities and differences)	<ul style="list-style-type: none"> Compare two different texts Consider the similarities and differences between the texts Sustain a focus on the question and stated area for comparison 	Common mistakes: <ul style="list-style-type: none"> Not finding similarities and differences Not discussing both texts in detail Not using comparative language 	Language to use when comparing: <ul style="list-style-type: none"> Both texts... Similarly... In the same way... On the other hand... However... Whereas...

Language techniques		Structural techniques	
Verb	An action, state or occurrence	Simple sentence	Contains a subject and a verb
Noun	Person, place or thing	Short sentence	Single word or phrase for impact
Adjective	Describes a noun	Compound sentence	Two simple sentences joined by a conjunction
Adverb	Describes a verb	Complex sentence	Simple sentence plus a subordinate clause
Simile	Comparing two things using like or as	Rhetorical question	A question that doesn't require an answer
Metaphor	Comparing two things and saying that one is the other.	Interrogative sentence	A question
Alliteration	The repetition of a letter	Imperative sentence	A command
Hyperbole	Exaggeration	Declarative sentence	A statement
Emotive language	Language that provokes an emotional response from the reader	Repetition	Repeating a word or phrase
Connotation	Ideas that we associate with a word.	Juxtaposition	Two things close to each other that contrast each other
Imagery	Explaining a concept or idea using an image which has similar qualities	Listing	A number of connected items written consecutively
Personification	Giving non- human objects human qualities	Exclamatory sentence	A sentence with an exclamation mark
Onomatopoeia	Words that create sounds	Chronological	Presenting events in order
Sibilance	Using the letter 's' to begin more than one word	Shift	Where the tone or ideas change