

English Language AQA

revision guide

Effects on the reader:

Key word	Used in a sentence...	Key word	Used in a sentence...
Empathy	<i>This helps the reader to empathise with the main character's situation</i>	Nostalgia	<i>The audience experiences nostalgia about their own childhood</i>
Sympathy	<i>We sympathise because we have felt this way too</i>	Relate	<i>We are able to relate this situation to our own experiences</i>
Anger	<i>The audience feels the same anger towards his as ... does</i>	Surprise	<i>The element of surprise attracts our attention</i>
Laughter	<i>... which provokes laughter from the audience</i>	Outrage	<i>The feeling of outrage that the audience experiences makes them want to...</i>
Sadness	<i>... sadness consumes the audience</i>	Fear/horror	<i>The audience reacts with horror when...</i>
Visual 'seeing things'	<i>... creates a visual representation of...</i>	Guilt	<i>When the audience feels a sense of guilt...</i>
Aural 'hearing things'	<i>... creates an aural experience which...</i>	Suspense	<i>We are left in suspense about...</i>
Trust	<i>This enables the reader to trust the writer and their opinion</i>	Tension	<i>The tension makes the reader...</i>
Inform	<i>This is necessary to inform us about...</i>	Curious	<i>... sparks the reader's curiosity</i>
Shock	<i>The reader is shocked and...</i>	Relief	<i>The sudden relief the audience feels makes...</i>
Remember	<i>...helps us to remember what was previously discussed</i>	Ease	<i>It is necessary at this point to ease the reader into...</i>

English Language GCSE (AQA)**Paper 1** Explorations in Creative Reading and Writing Tuesday 6th June 2017- 1 hour 45 mins - AM**Paper 2** Writers' Viewpoints and Perspectives Monday 12th June 2017- 1 hour 45 mins - AM

Topic- PAPER 1	Red – I need more help	Amber – Keep revising and plan answer to example Q.	Confident/example answer completed
Paper 1- Question 1- reading a paragraph and selecting short, standalone points			
Paper 1- Question 2- selecting 3 significant language points and linking them to why a writer has chosen to use them			
Paper 1- Question 3- being able to make 3 distinct points on the structure of a whole text and how it interests the reader			
Paper 1- Question 4- consider to what extent you agree with the student's statement			
Paper 1-Question 4- consider your own impressions in relation to the question			
Paper 1- Question 4- consider how the writer has crafted these impressions			
Paper 1- Question 4- I have planned and proof read my answer			
Paper 1- Question 5- I can plan 5 paragraphs which are informed by the PAF/GAPS of the question			
Paper 1- Question 5- I know the difference in how to write a narrative and a description and the conventions of both which I must include			
Paper 1- Question 5- AO5 Content- I understand- register matched to audience, purpose, extensive vocabulary, linguistic devices used throughout			
Paper 1- Question 5- AO5 Organisation- varied and effective structural features, highly engaging with developed complex ideas, paragraphs and discourse markers			
Paper 1- Question 5- AO6 technical accuracy- sentence demarcation consistently secure and accurate, wide range of punctuation, full range of sentence forms used, ambitious vocabulary			
Paper 1- Question 5- proof reading whole answer			
Paper 1- I have highlighted key words in every question on the paper before answering it			
Paper 1- I can write about effects on the reader in a meaningful way (use list on the first page to help you)			

Topic- PAPER 2	Red – I need more help	Amber – Keep revising and plan answer to example Q.	Confident/example answer completed
Paper 2- Question 1- selecting four statements which are true			
Paper 2- Question 2- highlighting key words in the question			
Paper 2- Question 2- using both sources and clearly comparing them (similarities or differences depending which the Q asks for)			
Paper 2- Question 3- selecting 3 significant language points and linking them to why a writer has chosen to use them from only 1 source only			
Paper 2- Question 4- comparing different ideas and perspectives between the 2 extracts			
Paper 2- Question 4- comparing different methods used by the writers in the 2 extracts			
Paper 2- Question 4- have 3 points to compare and to have planned the question before writing			
Paper 2- Question 5- I can plan 5 paragraphs which are informed by the PAF/GAPS of the question			
Paper 2- Question 5-I know the difference between and the conventions of a newspaper, article, letter, leaflet information or an essay			
Paper 2- Question 5- I know the difference between and the conventions of writing to explain, to inform to argue and to persuade			
Paper 2- Question 5- AO5 Content- I understand- register matched to audience, purpose, extensive vocabulary, linguistic devices used throughout			
Paper 2- Question 5- AO5 Organisation- varied and effective structural features, highly engaging with developed complex ideas, paragraphs and discourse markers			
Paper 2- Question 5- AO6 technical accuracy- sentence demarcation consistently secure and accurate, wide range of punctuation, full range of sentence forms used, ambitious vocabulary			
Paper 1- Question 5- proof reading whole answer			
How?	<ol style="list-style-type: none"> 1. Use your revision guides and work books 2. Complete practise questions and use the AQA mark scheme and assess them 		

Sentence Structure information

Sentence structures: **simple** – a short sentence which uses capital letter at the start and full stop at the end and has only one clause in it. **Compound** – two clauses joined by a connective (use the FANBOYS acronym), A **complex** sentence contains one independent clause and at least one dependent clause. Unlike a compound sentence, however, a **complex** sentence contains clauses which are not equal. **Complex** sentences are sometimes called a three part sentence and often use a variety of sentence openings (use the PANIC acronym). **Clause**: a clause is one independent idea which forms part of a sentence

Word Class Analysis

*****Adjective**: a word used to describe***

*****Adverb** – often ly words which describes how things are done***

*****Modal verbs**: verbs which offer a choice – could, should will etc.***

*****Connotations**: implied or suggested meanings of words or phrases***

*****Noun**: the name of something (Proper Noun: people, places, dates & months must have a capital letter at the start)***

Pronoun: Pronouns are short words like 'it', 'she', 'he', 'you', 'we', 'they', 'us', and 'them', used instead of names

Preposition: A preposition is a word such as after, in, to, on, and with. Prepositions are usually used in front of nouns or pronouns and they show the relationship between the noun or pronoun and other words in a sentence

*****Verb**: a word used to describe an action***

The 7 Steps to Success!

1. Make a statement and find a quote.
2. What does the quote imply/tell us?
3. Could it mean anything else?
4. Are there any keywords? Do they suggest anything?
5. Have any devices been used and what is their effect?
6. What does the writer want us to think, feel or understand?
7. How does this link to the question or context?

Sentence type	Explanation	Example
Simple	ONE main clause. A subject (who or what it's about), verb (action/doing), object (consequence or what the verb affects). Easy way to think about it is ONE main event/action.	- The boy kicked the ball. - Snow fell onto the ground.
Compound	TWO main clauses, joined by 'and', 'but' or 'so'. Remember to make main clauses interesting by building up the noun phrase and clause (add adjectives and adverbs)	- The boy kicked the ball and his father caught it. - She walked to the shop but it was closed. - They picked up the food shopping so they could share it later.
Complex – subordinate clause before or after the main clause	ONE main clause (a simple sentence) but with extra detail added which doesn't make sense on its own (subordinate clause). No comma needed if the extra detail comes after the main clause, but comma needed if the extra detail starts the sentence. Remember: the extra detail (subordinate clause) might say when, where, how or add specific information to the main clause – NOT A NEW EVENT. Often uses 'although', 'while', 'because', 'as'.	- She stayed with him although she was angry. - Although she was angry, she stayed with him. - As they shuffled in, the crowd parted. - The crowd parted as they shuffled in.
Complex – internal/ embedded clause	The subordinate clause is in the middle of the main clause to add more information specifically to the subject of the sentence (the one doing the action). Commas should be on either side of the extra information. If it's less important information, either dashes or brackets can be used.	- The boy, whose clothes were drenched, stood in the doorway. - The ball – which was slowly deflating – fell at his feet.
Complex – starting with an adverbial phrase	A subordinate clause that begins with an -ly word to describe how the action of the main clause is completed. Remember, if you just use an -ly word, the comma comes immediately after. If there is a full subordinate clause, the comma ends the subordinate clause.	- Eagerly, she grabbed the bag. - Eagerly stretching her hand out, she waited for the present.
Complex – beginning or ending with an -ing or -ed verb subordinate clause	The subordinate clause begins with a verb (present tense -ing, past tense -ed). A comma must separate it from the main clause whether it is before or after.	- Getting tired, she collected her bag to go to bed. - He moved to the door, getting blocked by the guard. - Frustrated, he screamed. - Frustrated by the noise, he screamed. - He screamed, frustrated by the noise.
Question/ Interrogative	Curiosity. Often a main clause, but any sentence form that asks for more information or a response. Rhetorical questions imply a silent thinking response.	- Could you live with it? - Why do you always do that? - Although you normally say no, I was wondering whether you could help me?
Triple	Three points to build up description. Often three adjectives in a row. Can be three verbs in a row. Could be three consecutive sentences that begin in the same way for persuasive purposes or tension. Occasionally, the final point is in contrast slightly to the first two (see example).	- The dog was white, fluffy and cute. - Tripping, stumbling, falling, he made his way out the door. - Light shone from the flicker of the candle. Light shone from the moon out of the window. Light did not shine from the shadow pacing towards him.
Speech/ dialogue/ thought	Indicating conversation or thought. Must have "" to indicate the change from narration. A capital letter must start the sentence once opened, and punctuation must end the sentence before closing speech marks.	- "Where are you going?" - She screeched, "Don't do it!" - His thoughts reverberated around his mind, "I'm never getting out."
Fragment/ minor	One or two words. Do not use too much because it is for sudden effect or mood change. Often misses out the auxiliary verb.	- Nothing. - Silence. - Such fun!

