

AQA English Language Paper 2 Knowledge Organiser				Writing Success Criteria:
Reading Success Criteria:				AO5: Content: <ul style="list-style-type: none"><li>Register is convincing and compelling for audience</li><li>Assuredly matched to purpose</li><li>Extensive and ambitious vocabulary with sustained crafting of linguistic devices</li></ul> Organisation: <ul style="list-style-type: none"><li>Varied and inventive use of structural features</li><li>Writing is compelling, incorporating a range of convincing and complex ideas</li><li>Fluently linked paragraphs with seamlessly integrated discourse markers.</li></ul> AO6: <ul style="list-style-type: none"><li>Sentence demarcation s consistently secure and consistently accurate</li><li>Wide range of punctuation is used with a high level of accuracy</li><li>Uses a full range of appropriate sentence forms for effect</li><li>Uses Standard English consistently and appropriately with secure control of complex grammatical structures</li><li>High level of accuracy in spelling, including ambitious vocabulary</li><li>Extensive and ambitious use of vocabulary</li></ul>
Q2: Shows perceptive synthesis and interpretations of both texts: makes perceptive inferences from both texts; make judicious references/use of textual detail relevant to the focus of the question; statements show perceptive differences between texts.				
Q3: Shows detailed and perceptive understanding of language features: analyses the effects of the writer's choice of language; selects a judicious range of textual detail; makes sophisticated and accurate use of subject terminology.				
Q4: Compares ideas and perspectives in a perceptive ways; analyses how writers' methods are used; selects a range of judicious supporting detail from both texts; shows a detailed understanding of the different ideas and perspectives in both texts.				
Qs	Time	Marks	Assessment Objectives	
Q1	4 minutes	4	AO1 – Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.	
Q2	8 minutes	8	AO1 – Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.	
Q3	12 minutes	12	AO2 – Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.	
Q4	25 minutes	16	AO3 – Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	<b>Acronyms for answering the questions:</b>  Q2 – PEED – Point, Evidence, Explain, Difference  <i>P – The writer in Source A/B describes...</i> <i>E – S/he states that....</i> <i>E – This suggests...</i> <i>D – Conversely/On the other hand/ However in Source A/B....</i>  Q3 – PETAL – Point, Evidence, Technique, Analysis, Link  <i>P – The writer uses language to describe...</i> <i>E – This is shown in the quote '.....'</i> <i>T – The use of the ..... suggests.....</i> <i>A – Connotations of the word '.....' portray.....</i> <i>L – This makes the reader feel..... because.....</i>  Q4 – PETAL – Point, Evidence, Technique, Analysis, Link  <i>P – The writer in Source A/B feels...</i> <i>E – S/he states that...</i> <i>T – The use of .... suggests that....</i> <i>A – Connotations of the word '.....' portray.....</i> <i>L – Conversely/On the other hand/However...</i>
Q5	45 minutes	40 (24 + 16)	AO5 – Communicate clearly, effectively and imaginatively, selecting and adapting tone, 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.	
<b>Synonyms for shows:</b> <ul style="list-style-type: none"><li>Suggests</li><li>Emphasises</li><li>Conveys</li><li>Portrays</li><li>Illustrates</li><li>Presents</li><li>Represents</li><li>Implies</li><li>Evokes</li><li>Displays</li><li>Demonstrates</li><li>Indicates</li><li>Reveals</li><li>Highlights</li><li>Reflects</li></ul>		<b>Useful Language Vocabulary:</b> <ul style="list-style-type: none"><li>Adjective / verb / noun</li><li>Simile</li><li>Metaphor</li><li>Personification</li><li>Zoomorphism</li><li>Alliteration</li><li>Sibilance</li><li>Euphonic / dissonant</li><li>Hyperbole</li><li>Repetition</li><li>Rhetorical question</li><li>Juxtaposition / oxymoron</li><li>Pathetic fallacy</li><li>Interrogative/Imperative/Exclamative/Declarative sentences</li></ul>	<b>DAFOREST – Q5 non-fiction writing:</b>  <b>D</b> – Direct address (second person pronoun) <b>A</b> – Alliteration/Anecdote <b>F</b> - Fact <b>O</b> - Opinion <b>R</b> – Rhetorical question (interrogative)/Repetition <b>E</b> – Emotive language (pathos)/Exaggeration (hyperbole) <b>S</b> – Statistic/Simile <b>T</b> – Triples (tri-colon sentence)	