

# Analysing a text



## The Fiction Extract

Word choices used by the author – what do the words mean? What do they make you think of (their connotations)? What word class do they belong to?

Techniques/linguistic devices – identify them and consider their purpose, use and effect

Punctuation and sentence structures – do they change the way you read the piece? Does it tell us about the tone in which something is communicated? Does it make us read the text faster or slower?

## Reading and Planning



Spend time reading and annotating the extract carefully. (You have 15 minutes to read)

Highlight language, language devices that you can use for Q2 and Q4. Annotate structural features from the whole text that you will use for Q3. (STOPSEC)  
Setting / Time / Opening  
Perspective / Shift in focus  
Ending /Character



Annotate the effect of the device you have spotted.  
e.g.  
Simile = like old hags = suggests old /ugly

# Linguistic devices / word classes:

Linguistic devices / word classes:  
Verbs, adjectives, adverbs    Puns  
Rhetorical questions        Punctuation  
??

## Top Tips for Question 1

**Question 1: List four things... (4 marks /5 minutes)**  
Will ask you to read an extract and find four bits of information showing something.  
Worth 4 marks, so you have to find 4 separate points  
You can list the things, use quotations or put quotes in your own words. Always do 4 or more answers.

## Useful Websites



(See assessment resources for past papers)

OR



<https://www.aqa.org.uk/subjects/english/gcse/english-language-2700>  
**CLICK ME**

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

# Top Tips for Question 2



**Question 2: How does the writer's use of language... (8 marks / 10 minutes)**  
**Remember TCS 'Perfect Paragraph'**  
•Here, you are looking at what the author  
•has done to create meaning. This means  
•you should be looking at  
•Word choices used by the author (their meaning and connotations)  
•Techniques used by the author and their effect  
•Punctuation and sentence structures and how they create effect  
-??

# Top Tips for Question 3



**Question 3: How does the writer use structure... (8 marks / 10 minutes)**  
**Structural features you could talk about:**  
How the writer starts and ends the text. Is there a link? Why?  
•The order that things are revealed to the reader. Why has this been done?  
•How paragraphs are organised and linked/ordered.  
•Foreshadowing  
•??  
**Some useful sentence starters:**  
At the beginning of the text...  
We are introduced to the idea of...

## Top Tips for Question 4



### Question 4: To what extent do you agree? (20 marks / 20 minutes)

Here, you will be given a statement about a text. And you have to explain whether you agree or disagree with it. Your answer must:

- Give reasons for your answers
- Comment on the effects achieved by an author that have helped you to come up with your opinion
- Support your comments with relevant quotations from a text.
- Comment on the overall effects that are created by the author
- You must refer to whether you think the extract is successful/effective or not and give reasons why.
- You need PEAL, but part of your explanation must include language analysis, and it must say a phrase similar to this: 'this successfully helps us to understand the characters *because...*'

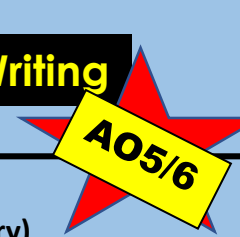
## Top Tips for Question 4

### Possible reasons writing might be engaging/effective/interesting:

- Detailed descriptions (makes us feel like we are there, puts us in the setting, experiencing what the characters are experiencing).
- Effective use of techniques to include the reader (e.g. simile or metaphor to help us see a clear image in our minds, onomatopoeia to help us be part of the setting, rhetorical questions to make us think of the answer, etc).

??  
?

## Top Tips for Section B - Writing



### Question 5 (45 mins, 40 marks)

Question focus: Writing to narrate (story) or describe.

#### Planning (THIS IS REALLY IMPORTANT!)

1. Decide which task you would like to do (narrate or describe).  
There might not be a choice! Reminder of the structure for each below:

Describe		Narrate
Panoramic	Consider STOPSEC to structure your writing in both tasks!	Rule of 1: 1 setting, 1 character, 1 event, 1 hour
Zoom		
Zoom		
Panoramic		Hook → Character intro → Development → Turning point → Resolution

2. Plan using the structures above.
  - Always include descriptive touches, or even paragraphs to create atmosphere and continue to SHOW not only list a series of actions or events.
  - Vary the length of your sentences and your paragraphs.
  - Variety of language devices
  - Commas after subordinate clauses
  - Use plenty of description, even in a narrative.
  - Use a semi-colon (instead of because)
  - Vary your sentence openers with verbs, adverbs, prepositions, adjectives.

#### Example Task:

**Write a story set in a mountainous area suggested by this picture.**

OR

**Write a story with the title 'Discovery'.**

## Your column – Include your own ideas

Your targets / EBIs from previous work:

## Analysing a text



### Two Non-Fiction Extracts

Word choices used by the author – what do the words mean? What do they make you think of (their connotations)? What word class do they belong to?

Techniques/linguistic devices – identify them and consider their purpose, use and effect

Punctuation and sentence structures – do they change the way you read the piece? Does it tell us about the tone in which something is communicated? Does it make us read the text faster or slower?

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Spend time reading and annotating the extract carefully. (You have 15 minutes to read)

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Annotate the effect of the device you have spotted. e.g. Simile = like old hags = suggests old / ugly

## Top Tips for Question 1

AO1

Question 1: List four things... (4 marks /5 minutes)

Question stem: Choose 4 statements which are true.

1. Read the question carefully and highlight key words inc. line specification.
2. Read each of the statements carefully.
3. Cross through the numbers of those which are clearly false. E.g.
4. Shade in the boxes of the 4 you think are true.
5. If you are unsure of one, make an educated guess!

## Language devices

AFORESTPIE – What does each letter stand for?

Beyond AFORESTPIE – research:

<https://examples.yourdictionary.com/examples-of-rhetorical-devices.html>

CLICK ME

## Useful Websites



(See assessment resources for past papers)

OR

BBC Bitesize

<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

CLICK ME

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

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## Top Tips for Question 2

AO1

Question 2 (10 mins, 8 marks)

Question stem: Write a summary of the different...

1. Use SQI (statement, quotation, inference).
2. Try to do at least 2 pairs (so 4 SQIs in total).
3. Use comparative connectives like 'however', 'in contrast'

Useful sentences starters:

Possible intro if time:

*In Source A and B, the writers describe different... In Source A... however, in Source B...*

Statement:

In Source A we learn that... In Source A the writer focuses on/describes...

How to use this knowledge organiser:  
Use the 'Top Tips' for each question to practise answering past paper questions / tasks.

The absolute basics:

Read the texts: 10 mins

Section A:

- Q1: 4 true statements (5 mins)
- Q2: Summarise differences (10 mins)
- Q3: How does the writer use language... (15 mins)
- Q4: Compare writers' perspectives...(20 mins)



Section B:

Q5: Writing an opinion text (45 mins)

**Top Tips for Question 3**

**A02**

**Question 3 (15 mins, 12 marks)**

Question stem: How does the writer use . . .

**Planning**

1. Draw a box around the correct section of text on the insert.
2. Highlight the key words in the question so you know what to focus your answer on
3. Skim through the relevant section of text. Highlight and label key words/phrases/devices which will help you to answer the question.

**Writing**

1. Aim to write **3 PEAL** paragraphs in the time.
2. Write an introductory sentence explaining the mood / tone linked to the question.

**Useful sentence starters:**

Possible intro if time:

In Source... the writer uses language to cleverly build a tone of...

**Point:** Firstly, the writer uses [insert language device] in order to...

**Evidence:** For instance/for example this is seen when...

**Analysis:**

This evokes a sense of...

The word/subject term has connotation of ... and therefore creates an atmosphere of... We might feel compelled to...

The writer helps us to imagine/realise...

**Top Tips for Question 4**

**A03**

**Question 4: (20 mins, 16 marks)**

Question stem: Compare the writers' viewpoints and perspectives...

**SQIME**

**Planning**

1. Read the question carefully and highlight the key words. You know you are analysing the different opinions, but their opinions of what?

**Identify this.**

2. Skim through the two texts again. Highlight and label the different opinions they have on the topic you have been asked about. Select your evidence carefully: consider interesting language or structural devices used to get their message across. You will need to analyse these in your answer!

**Writing**

1. Write an opening sentence that clearly refers to the question.
2. Use SQIME (statement, quotation, inference, method, effect).

**Useful sentence starters:**

In Source A and B, both writers discuss... However, they have different opinions and use a range of methods to communicate these feelings.

For the section of the SQIME – see sentence starters for Q2 for **SQI** help!

For the ME: **Method:**

The writer uses [insert subject term] to evoke a sense of.../to create...

**Effect:**

This might make us feel/imagine/realise...

**Top Tips for Section B - Writing**

**A05/6**

**Question 5 (45 mins, 40 marks)**

Question stem: Writing to convey your opinion on a given topic.

**Planning**

1. Read the task carefully and identify the GAP you need to write for. Highlight the key words. You need to consider how you will adapt your writing to suit the specified GAP. Have a look below for some hints:



Text type	To include
<b>Letter</b>	Dear Sir/Madam/name Yours sincerely (know name)/yours faithfully (don't know name)
<b>Speech</b>	Lots of direct address Rhetorical indicators Clear sign off
<b>Article</b>	Original title Subheadings Introductory paragraph
<b>Leaflet</b>	Original title Subheadings Introductory paragraph Bullet points

2. Make a note of key words and techniques you have seen used in the extracts you have just read. What can you STEAL?

3. Write AFORESTPIE at the top of the page. Which of these will you include and where? Tick them off as you use them in your writing.

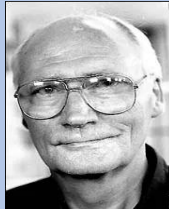
## Year 11 – Most classes will have looked examples including:



Imtiaz Dharker: 'Blessing'



Carol Ann Duffy: 'Quickdraw' / A Child's Sleep



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Wendy Cope: 'The Lavatory Attendant'



Ruth Fainlight: 'Handbag'



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**Unseen poetry: (From AQA Spec)** Students will answer **one** question on one unseen poem and **one** question comparing this poem with a second unseen poem.

Use the SMILE acronym to remember what to look for. **S**tructure, **M**eaning, **I**magery, **L**anguage and **E**ffect

## Poetic Techniques

### LANGUAGE

**Metaphor** – comparing one thing to another

**Simile** – comparing two things with 'like' or 'as'

**Personification** – giving human qualities to the nonhuman

**Imagery** – language that makes us imagine a sight (visual), sound (aural), touch (tactile), smell or taste.

**Tone** – the mood or feeling created in a poem.

**Pathetic Fallacy** – giving emotion to weather in order to create a mood within a text.

### STRUCTURE

**Stanza** – a group of lines in a poem.

**Repetition** – repeated words or phrases

**Enjambment** – a sentence or phrase that runs onto the next line.

**Caesura** – using punctuation to create pauses or stops.

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### Example questions:

In 'On Aging' how does the poet present the speaker's attitudes to growing old?

In both 'Jessie Emily Schofield' and 'On Aging' the speakers describe their attitudes to the effects of growing old.

What are the similarities and/or differences between the ways the poets present these attitudes?(May 2018)



<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

Website:

CLICK ME

## Language for comparison

### When poems have similarities

Similarly, ... / Both poems convey / address...  
Both poets explore / present... / This idea is also explored in... / In a similar way, ... / Likewise, ...

### When poems have differences

Although... / Whereas... / Whilst... /In contrast, ...  
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Wider / Further Reading / viewing: Mr Bruff

[https://www.youtube.com/watch?v=\\_oKY\\_RRM-Wg](https://www.youtube.com/watch?v=_oKY_RRM-Wg)

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Bitesize (Unseen poetry)

<https://www.bbc.co.uk/bitesize/guides/z3gfg82/revision/1>

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Previous Poets used by AQA: Alan Bold, Billy Collins  
Maya Angelou, Judy Williams, Lindsay Macrae,  
Michael Laskey, Amy Lowell, Norman MacCraig

## Year 11 – Poets / poems term 4

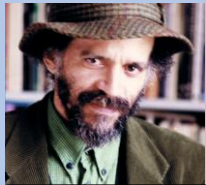
William  
Blake:  
‘London’



Carol Ann  
Duffy: ‘War  
Photographer’



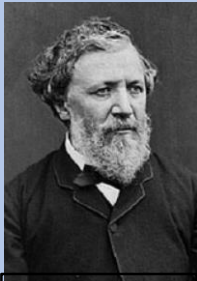
Imtiaz  
Dharker:  
‘Tissue’



John Agard:  
‘Checking  
Out Me  
History’



Carol  
Rumens:  
‘The  
Emigree’



Robert  
Browning:  
‘My Last  
Duchess’

William  
Wordsworth:  
extract from  
‘The Prelude’

**Section B Poetry:** students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

**Dharker** *“Paper that lets the light shine through, this is what could alter things.”*

**Blake:** *“In every voice, in every ban,  
The mind-forg'd manacles I hear..”*

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How can you link these poems, and to those we did in Year 10?  
e.g. ‘Ozymandias’ and ‘Tissue’

#### Example question:

Compare how poets present the effects of war in ‘Bayonet Charge’ and in one other poem from ‘Power and conflict’. (May 2017)



<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

Website:

CLICK ME

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**Wider /  
Further  
Reading /  
viewing:  
Mr Bruff**

<https://www.youtube.com/watch?v=d7Mo57vc104>

CLICK ME

**Bitesize**

<https://www.bbc.co.uk/bitesize/topics/zprysg8>

CLICK ME

[https://www.youtube.com/watch?v=a\\_zmCWgbzso](https://www.youtube.com/watch?v=a_zmCWgbzso)

CLICK ME

**‘Tissue’ reading**

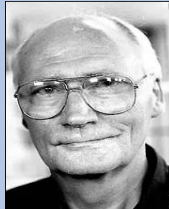
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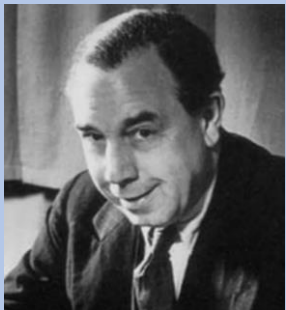
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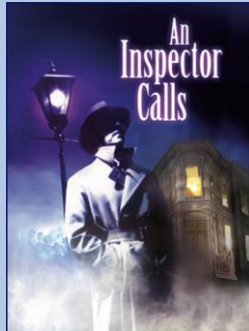
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Previous Poets used by AQA: Alan Bold, Billy Collins, Maya Angelou, Judy Williams, Lindsay Macrae, Michael Laskey, Amy Lowell, Norman MacCraig



**JB Priestley**

**'An Inspector Calls'**



Characters	Role / importance in play	Key Words
Inspector Goole	Priestley's mouthpiece and advocates social justice. Serves as Birlings' conscience	Powerful, socialist, intimidating, mysterious, moralistic, omnipotent
Arthur Birling	Businessman, capitalist . . . .	Capitalist, arrogant, foolish . .

**Add the remaining characters – see Bitesize**  
<https://www.bbc.co.uk/bitesize/guides/zwscxsg/revision/1>

Plot	
Act 1	Set in April 1912, Brumley, Midlands, UK. The Birling family and Gerald Croft are celebrating Sheila Birling's engagement to Gerald with a dinner. Mr Birling lectures his son, Eric Birling, and Gerald about the importance of every man looking out for himself if he wants to get on in life. Edna (the maid) announces that an inspector has arrived. Inspector Goole says that he is investigating the death of a young woman who committed suicide, Eva Smith. Mr Birling is shown a photograph of Eva, after initially denying recognising the woman in the photo, he remembers firing her in 1910 for organising a strike over workers pay. Sheila recalls also having Eva sacked about her manner when served by her in an upmarket department store. The Inspector reveals that Eva Smith changed her name to Daisy Renton. Gerald reveals to Sheila he had an affair with Daisy Renton.

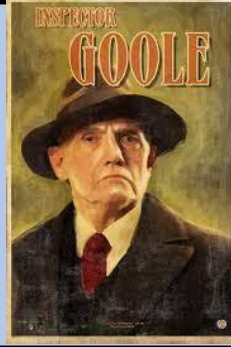
**Thematic Quotes - Can you analyse and comment on each?**

<b>Social responsibility</b>	"We are responsible for each other" <i>Inspector</i> "Public men, Mr Birling, have responsibilities" <i>Inspector</i> "It's what happened to the girl and what we all did to her that mattered." <i>Eric</i>
<b>Capitalism</b>	"These silly capital vs labour agitations." <i>Birling</i> "A man has to make his own way" <i>Birling</i>
<b>Class</b>	"A girl of that class" <i>Mrs Birling</i> "Well, we've several hundred young women there, y'know, and they keep changing." <i>Birling</i>
<b>Age</b>	"the famous younger generation" <i>Birling</i> "What's the matter with that child?" <i>Birling</i> "Just keep quiet, Eric" <i>Birling</i>
<b>Gender &amp; attitudes to women</b>	"I hate those <i>hard-eyed dough-faced women</i> " - <i>Gerald</i> "And you think young women ought to be protected against unpleasant and disturbing things?" <i>Inspector</i> "She had far too much to say, far too much" <i>Birling</i>

Can you add a summary for Act 2 and 3?  
<https://www.bbc.co.uk/bitesize/guides/z27p9qt/revision/1>



Context – point????



Why is his name important?

**Inspector: "One Eva Smith has gone- but there are \_\_\_\_\_ and \_\_\_\_\_ of Eva Smiths and John Smiths still left with us,"**

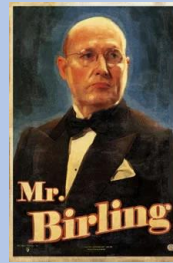
**Key Words:**  
**Socialism / Capitalism / social class**      **Dramatic Irony**  
**Genre (Tragedy, Morality play, Well-made play)**      **Context**



## Character Quotes

<b>Birling's Confidence</b>	"We're in for a time of steadily increasing prosperity"
<b>Birling on society</b>	"The way some of these cranks talk and write now, you'd think everybody has to look after everybody else"
<b>Sheila's recognition</b>	"but these girls aren't cheap labour – they're people"
<b>Sheila's regret</b>	"it's the only time I've ever done anything like that, and I'll never, never do it again to anybody"
<b>Sheila on the inspector</b>	"we all started like that – so confident, so pleased with ourselves until he began asking us questions"
<b>Sheila on Eric</b>	"he's been steadily drinking too much for the last two years"
<b>Inspector on guilt</b>	"I think you did something terribly wrong – and that you're going to spend the rest of your life regretting it"
<b>Mrs Birling defends herself</b>	"she was claiming elaborate fine feelings and scruples that were simply absurd in a girl in her position"
<b>Eric explains</b>	"I'm not very clear about it, but afterwards she told me she didn't want me to go in but that – well, I was in that state when a chap easily turns nasty – and I threatened to make a row"
<b>The inspector says</b>	"but each of you helped to kill her. Remember that"

Why is each quote important? Zoom in on language and link to context



Mr Birling: "The titanic \_\_\_\_\_, absolutely \_\_\_\_\_"

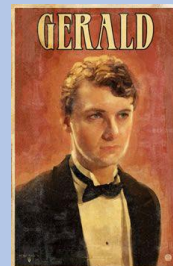
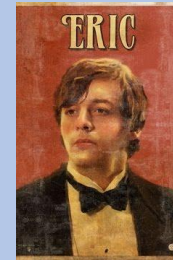


"But these girls aren't \_\_\_\_\_ – they're people."



Mrs B: "What an expression, Sheila! Really, the things you girls \_\_\_\_\_ these days!"

"He (Birling) could have \_\_\_\_\_ instead of throwing her out."



"I didn't \_\_\_\_\_ about her as she \_\_\_\_\_ about me."

Can you fill in the missing words?



Context Point??



### Key concepts and context: Think about...

<b>1912</b>	Set just before WWI and the sinking of the Titanic. A moment of rising international tensions and industrial expansion. End of Victorian era saw the demise of the rigid class system. Labour Party, founded in 1900, gaining momentum. The Russian Revolution began in 1917.
<b>1945</b>	People were recovering from six years of warfare, danger and uncertainty. Class distinctions greatly reduced as a result of two world wars. Women had a more valued place in society. Desire for social change. Following WW2, Labour Party won a landslide victory over Winston Churchill and the Conservatives.
<b>Wealth, Power and Influence</b>	The Birlings and the Crofts are representative of the wealthy upper-class. They all misuse their social influence to benefit themselves. Their actions adversely affect the vulnerable people in society.
<b>Blame and Responsibility</b>	Who is to blame for Eva's death? Each of the Birlings contribute to a chain of events leading to the destruction of Eva Smith. What responsibilities do the characters have to each other? To society?
<b>Public v Private</b>	How do the public lives, the facades, of the Birlings juxtapose their private personas? What are their motivations for this? What are the repercussions, and for who?

Answer these questions and link to evidence from the text?