

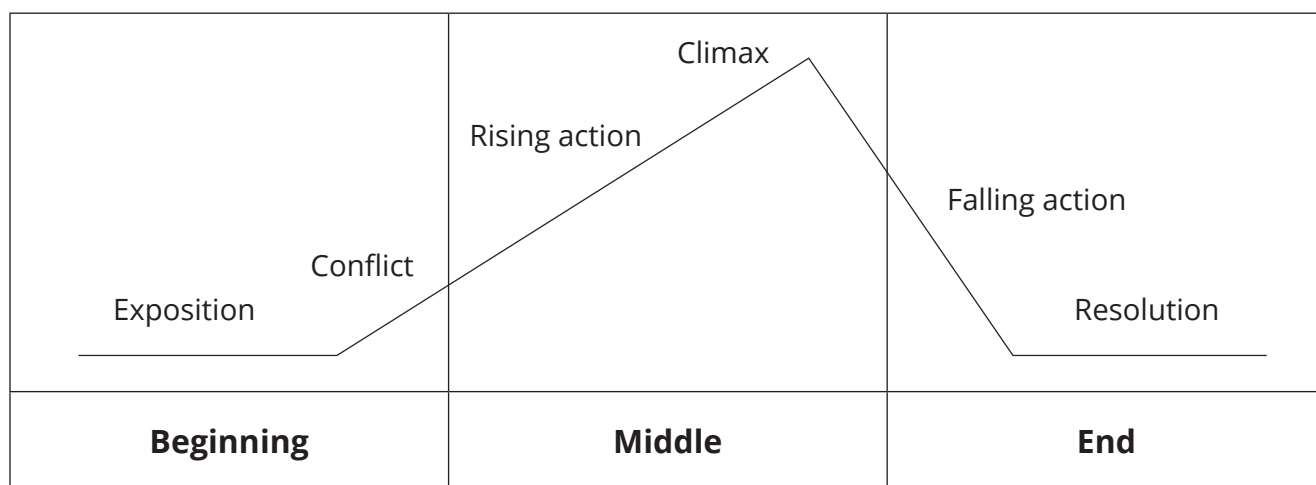
Step Up Unit 1: AQA GCSE English Language

Section A - Lesson Five **Structure**

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

AO2 is relevant to other questions but our focus this session is on Question 3 of Paper 1. With regards to this question, highlight what you think are the three most crucial key words in the text box above. Explain your choices to a partner and then discuss as a class.

Classic narrative structure:



Think
Pair
Share

Can a short extract still contain a beginning, a middle and an end, or any other features of the classic narrative structure?

Think back to the text we looked at last session.

Do you have any other examples to support your thinking?

It is important to be aware that plot is only one structuring device. Just as you have been trained with language to select textual evidence and then funnel it down to the most effective word(s), with structure you might look at the overall story arc before picking out smaller elements that have an impact in leading readers through the story. For example, in narrative terms the resolution will come at the end, but there might be lots of sub-plots and mini resolutions, such as changes in relationship or a character coming to terms with an emotion, thereby resolving an internal conflict.

Before turning to the next page, in pairs, make a list of any other structuring devices you know...

Writing about structure:

As with language features, the more structuring devices that you are aware of, the easier they are to identify and write about. The table below contains examples of devices or techniques that a writer might use to structure or organise their ideas. Work as a group to define all of them and consider how they might affect the reading of a text. They have been broadly categorised under three headings to help you structure your own thoughts. As we looked at last lesson, you need to be alert to any changes in usage across the course of a text.

Action	Time	Perspective
Sentence types Whole texts can also be analysed at sentence level. Typically, simple sentences convey fast-paced action while complex sentences convey more detail and thought.	Chronology Events placed in order of occurrence. Authors often play with timelines to make them non-chronological and create confusion or mystery.	Narrative style First person tells the story from one character's perspective. Third person appears to be told from an objective authorial voice.
Punctuation Often goes unnoticed but this is the grammatical cement that allows writers to build sentences into paragraphs. An exclamation might alter tone! An ellipsis might lead to a change in perspective...	Foreshadowing	Omniscience
Conflict	Flashbacks/ Flashforwards	Dialogue
Climax	Repetition	Tone



Spotting the writer's structuring devices is only one part of the challenge. You also need to analyse them and organise your own thoughts. The academic language below will help you to do this...

begins	introduces	focuses	reveals	informs
explains	shifts	develops	progresses	changes
affects	engages	interests	summarises	concludes

Revisit the analytical paragraph you wrote in the last session. Did you use any of these words?

Extend your response by writing a full answer. Can you incorporate any of the structuring devices that we've looked at this session?

Sentence starters:

The extract begins by focusing on... This interests readers because...

It shifts to... This affects...

It then progresses by... This engages readers because...

It concludes with... This is effective because...