

English Language Paper 2: Section A Reading 19th and 20th/21st Century Non-fiction reading

Take 1 hour for this section: 10 minutes to read and 50 minutes to write your answers. There are four questions to answer worth 40 marks and two extracts to read.

Q	Description	Mins	Example Question	Top tips
-	Read the extracts carefully and thoroughly.	10		<ul style="list-style-type: none"> ✓ Use the glossary to help you with words you do not understand ✓ Try to visualise what is happening in the text in your mind
1	Retrieval of explicit information. (4 marks) AO1 identify explicit and implicit information and ideas	4	Read again the first part of Source A from lines 1 to 9. Choose four statements below which are true. <ul style="list-style-type: none"> • Shade the circles in the boxes of the ones that you think are true. • Choose a maximum of four statements. • If you make an error cross out the whole box. • If you change your mind and require a statement that has been crossed out then draw a circle around the box 	<ul style="list-style-type: none"> ✓ Make sure you are read the statements carefully ✓ Use skimming and scanning techniques to find the detail(s) in the text quickly to check if they are true or false ✓ Make sure that shade in the circles of the 4 true statements only ✓ Only shade in four circles
2	Write a summary (8 marks) AO1 • Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts	8	You need to refer to Source A and Source B for this question. The writers in Source A and Source B stay in very different camping sites. Use details from both sources to write a summary of what you understand about the differences between the two camping sites	<ul style="list-style-type: none"> ✓ Read the question carefully and highlight what you are being asked to find information on ✓ Track through the text for evidence to help you answer the question ✓ Highlight a RANGE of different elements from BOTH texts ✓ Write about SOURCE A summarising what you have learnt (embedding quotes) and making some brief inferences ✓ Link to SOURCE B with a contrasting connective such as WHEREAS ✓ Write about SOURCE B summarising what you have learnt (embedding quotes) and making some brief inferences. ✓ Aim for 3 details per text
3	How does the writer use language (12 marks) 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.	12	You now need to refer only to Source A from lines 29 to 38. How does the writer use language to describe the rain and the storm?	<ul style="list-style-type: none"> ✓ Read and highlight the key focus of the question ✓ Re-read the relevant section and track through the text for evidence to help you answer the question ✓ Select a range of good evidence to write about – look for language, imagery and sentence structure ✓ Write a clear thesis statement that states your ideas clearly ✓ Introduce your ideas explain HOW language is used, supported by with evidence and zoom in on the words or phrases that convey significant meaning ✓ Write about the effects of the language or structural features on the reader – what does it make you understand? ✓ Identify language features using the correct term where appropriate
4	Compare how (16 Marks) AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	16	For this question, you need to refer to the whole of Source A, together with the whole of Source B. Compare how the writers convey their different thoughts and feelings about camping experiences. In your answer, you could: <ul style="list-style-type: none"> • compare their different thoughts and feelings about camping experiences • compare the methods they use to convey their thoughts and feelings • support your response with references to both texts. 	<ul style="list-style-type: none"> ✓ This question is asking you to compare n ideas across two texts, so you MUST write about both texts. Use the bullet points to help you structure your answer – tackle the WHAT and then the HOW (the techniques the writer uses) . ✓ Read and highlight the focus of the question ✓ Skim and scan the texts and highlight a range of evidence to help you answer the question. ✓ Use the bullet points to help you plan and structure your answer ✓ Write a thesis statement for SOURCE A ✓ Support this statement with evidence from the text, explaining what is implied and referencing the method used ✓ Link to SOURCE B with a contrasting connective and write a thesis statement for SOURCE B ✓ Support this statement with evidence from the text, explaining what is implied and referencing the method used ✓ When tackling the HOW discuss the words, phrases and techniques the writer uses to convey their ideas ✓ ALWAYS write about both texts

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AO2: Commenting on language

Look out for the following in texts and comment on the effect the writer creates by using them. It is explaining the effect that is important.

1. Word Types	4. Figurative Language
Nouns: the name of a person, place or thing.	Simile: when a writer compares 2 things using as or like
Verbs: the action word within the sentence eg: <i>sprinting</i>	Metaphor: when a writer compares 2 things directly
Adverbs: the word that describes the verb eg: <i>hysterically</i>	Personification: when an inanimate object is given human
Adjectives: the word that describes the noun eg: <i>tranquil</i>	Alliteration: when two words close together begin with the same letter
Pronouns: words such as he, she, it, they and we . They replace the noun.	Onomatopoeia: when the word chosen creates the sound of the object
2. Sentence types	Emotive Language: language chosen to play on the emotions of the reader be that guilt, disgust, horror, shame, pity or anger
Declaration: a statement eg: <i>John was a liar.</i>	
Exclamation: expresses surprise, shock or anger eg: <i>What a liar he is!</i>	
Interrogative: a question eg: <i>What do you mean John has lied to us?</i>	
Imperative: a command eg: <i>"Stop lying."</i>	
3. Sentence forms	
Simple: a sentence with one clause eg: The house was ablaze.	
Compound: two independent clauses joined by and, but, yet, or, so eg: The house was ablaze and there was nothing she could do.	
Complex: a sentence with a independent and at least one dependent clause eg: Despite the efforts of the fire fighters, the house was ablaze.	

AO2: Commenting on non-fiction techniques

Look out for the following in non-fiction texts and be prepared to comment on their effect

5. Non-fiction extras
Reported speech/ quotations: words or phrases from experts or eye witnesses that are added to the text to give it validity.
Repetition: words, phrases and images that are repeated for impact. If this is repeated at the start of subsequent sentences, it is called anaphora .
Opinions: the directly expressed opinion of the writer
Hyperbole: over exaggeration used for emphasis. A writer might also use superlatives eg: the worst, greatest, cruellest for further emphasis.
Irony: when a writer clearly means the opposite of what they state. Be sensitive to tone.
Facts and statistics: information that supports an argument and adds legitimacy.
Direct Address: directly speaking to the reader to gain their attention and involvement.

AO3: Comparing texts

Questions 5 and 6 always asks you to compare 2 texts. Here are some phrases that will help you to compare between texts.

6. Comparative words	
on the other hand	like
similarly	yet
both	although
unlike	in contrast
whereas	likewise
as well as	however
alternatively	conversely

7. Constructing a clear analysis.

Make a clear point that refers to the question.	<i>Robbins makes the eruption sound exciting when...</i>
Embed the evidence from the text in support of your point.	<i>This is shown when... For example... This is evident when...</i>
Explain , at great depth, what you learn from the evidence.	<i>This implies/ suggests/ conveys...</i>
Zoom in on a key word, phrase or technique and unpick its importance.	<i>In particular... A key phrase is... The writer effectively uses...</i>
Discuss the likely response of the reader to this.	<i>The writer intends the reader to feel... A likely response is... The reader get the impression that...</i>

English Language Paper 2: Section B Transactional and Persuasive

Take 45 mins for this section. Remember that you have to write one extended piece. Plan for 10 minutes and write for 35 minutes. Try to leave time to proofread.

AO5: 60% or 24 marks

- ✓ 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: 40% or 16 marks

- ✓ Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

1. What the examiner is asking you to do

Produce one piece of non-fiction writing in 45 mins.

- ✓ One writing tasks
- ✓ 40 marks each
- ✓ 10 minutes to plan
- ✓ 35 minutes to write
- ✓ Write 400 – 500 words



2. What the task looks like

‘Holidays don’t need to be faraway and expensive. They just need to give people a break from everyday life and the chance to relax.’

Write an article for a magazine in which you argue your point of view on this statement.

(24 marks for content and organisation and 16 marks for technical accuracy) [40 marks]

3. Before writing

1. Read the task carefully.
2. Highlight the keywords in the task that suggest **audience, content, purpose, style, structure and so on.**
3. Try to step back from the task – sometimes you are asked to give your views – try to consider how you feel or what your immediate reaction is.
4. Use the planning time to form a clear plan.

4. What’s my PURPOSE?

PURPOSE – this is the intention of your writing. What are you trying to achieve? Make sure you know the **PURPOSE** of your piece.

TO INFORM:

- ✓ Facts and statistics
- ✓ Impersonal – you’re writing for a broad audience
- ✓ Organise paragraphs logically, or you could use subheadings
- ✓ You should sound like an ‘expert’ in this field – use subject specific vocabulary, e.g. Tech: RAMM, GB, Megapixels

TO EXPLAIN:

- ✓ Give a balanced view
- ✓ Comparative connectives
- ✓ Clear, factual language
- ✓ Logically ordered paragraphs or subheadings

TO ARGUE:

- ✓ Plan – you need a range of points both for and against
- ✓ Lead with your dominant argument – what you think
- ✓ Explore the counter argument – what might others think? Why are they wrong?
- ✓ Use a range of persuasive techniques – see the **persuade** section

TO PERSUADE:

- Use a range of persuasive techniques throughout
- Direct Address
 - Alliteration/ Anecdote
 - Facts
 - Opinions as fact
 - Repetition
 - Emotive Language
 - Statistics
 - Triplets
 - Rhetorical Question
 - Flattery and humour

TO ADVISE:

- ✓ Give choices
- ✓ Make suggestions using modal verbs (could, would, should might, may, must...)
- ✓ Be polite
- ✓ Informal, friendly tone
- ✓ You should sound like an ‘expert’
- ✓ Motivate
- ✓ Encourage



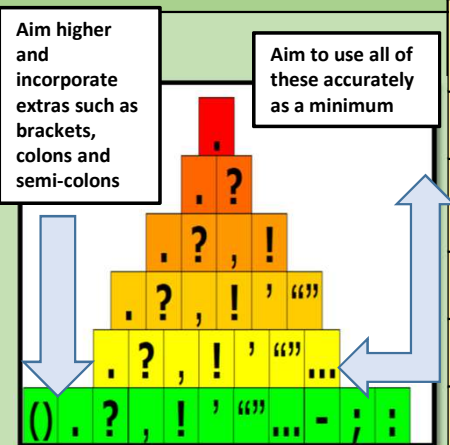


5. Who’s my audience?

Friends/Family	Peers/Teens	VIPS	Other Adults
<ul style="list-style-type: none"> • Be friendly, but polite, e.g. Do you remember that ridiculous time that we...? • Use informal language • Contractions are appropriate, e.g. we’re instead of we are; I’m instead of I am • You can use minor sentences for effect 	<ul style="list-style-type: none"> • Friendly, but confident tone, e.g. We all have voices worth hearing. We are the future. • Formality will depend on the form and purpose 	<ul style="list-style-type: none"> • Respectful tone, e.g. I am writing to inform you of/to request that/regarding • Use formal language • Avoid contractions, e.g. ensure that you use we are instead of we’re • Avoid minor sentences 	<ul style="list-style-type: none"> • Use a polite tone, e.g. As educated members of the Exmouth community... • Avoid contractions • Identify common ground, e.g. Like you, I live in this beautiful part of the world, where...

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6. Understanding features of form.

Form: An Article	Form: Speech	Structure of an argument (because, but, so)	Rhetorical Features to use:	
Features <ul style="list-style-type: none"> ✓ Informative headline, ✓ An opening 'five Ws' paragraph – use at least 3 Ws ✓ Formal language ✓ Third person ✓ Past tense ✓ Expert/witness quotations 	Features <ul style="list-style-type: none"> ✓ Bold, attention grabbing opening statement ✓ Use direct address or personal pronouns ✓ Organise ideas logically into paragraphs by topic ✓ Use persuasive techniques ✓ Use a killer last statement ✓ Formality will depend on audience 	<ol style="list-style-type: none"> 1: Hook the reader in with a powerful opening statement that clearly expresses your point of view. 2: State your main line of argument in the following paragraph (because) 3: Support with a range of further arguments that develop your stance (because) 4: Address a counter argument and destroy it (but) 5: Sum up your argument or call to action (so) 	Direct Address	Use <i>you, we, us</i> to directly speak to your audience
			Alliteration	Emphasise important words eg; <i>climate crisis</i>
			Anecdote	Tell a short story to keep it real
			Facts	Add them sparingly to appeal to logic
			Opinion	Offer it clearly and with conviction
			Rhetorical Question	Ask one to make the reader consider the possibilities
			Repetition	Use this to make a point stick
			Emotive Language	Appeal to the reader's heart through your language choice
			Exaggeration (hyperbole)	Make it sound worse than it is
			Statistics	Use occasionally to sound like the expert
			Threes	Use for emphasis and drama
Form: Informal Letter	Form: Formal Letter	Use a range of punctuation accurately:		
Features <ul style="list-style-type: none"> ✓ Sender's address ✓ Date ✓ Informal 'Dear' line – forename, nickname ✓ Friendly opening paragraph – ask questions, family, etc ✓ Topic sentences ✓ Persuasive techniques (if it is a persuasive letter) ✓ Friendly closing paragraph – 'Hope everything is okay your send. Look forward to hearing from you soon. ✓ Informal sign off <ul style="list-style-type: none"> <input type="checkbox"/> Love, <input type="checkbox"/> Best wishes, <input type="checkbox"/> Take care, ✓ Forename/abbreviation/nickname 	Features <ul style="list-style-type: none"> ✓ Sender's address ✓ Recipients address ✓ Date ✓ Formal 'Dear' line – title or Sir/Madam ✓ Reference line ✓ Intentions paragraph ✓ Topic sentences ✓ 'Reply assumption' paragraph ✓ Formal sign off <ul style="list-style-type: none"> <input type="checkbox"/> Yours sincerely (if addressed to a name) <input type="checkbox"/> Yours faithfully (if addressed to Sir/Madam) ✓ Signature ✓ Full name - printed 			
Wow them with your sentences:				
Imagine: <i>Imagine a time when no one is homeless, when no one has to worry about where the next meal comes from, when everyone feels safe: well that time could be now!</i>	Adjective/Adjective: <i>Brutal is the only word to describe this government's attitude to the poor - <u>brutal</u> because it lacks any compassion or understanding for their plight.</i>	3 ed: <i>Shocked, horrified and disgusted: I remember my initial responses to your recent article very clearly.</i>	2 pairs: <i>Demoralised and exhausted, ignored and neglected, nurses have every right to reject the most recent pay rise offer.</i>	
3 bad (dash) question: <i>Bullied, ignored and isolated – is this what it's really like to be at school these days?</i>	Because, because, because: <i>Because we are bombarded by social media, because we are judged on appearances, because we are made to feel inferior, our self-esteem is eroded.</i>	The more, the more: <i>The more we accept the treatment, the more common it will become.</i>	Colon clarification: <i>I despair: despair because all around me I see inaction and apathy.</i>	