

# KNOWLEDGE ORGANISER: LANGUAGE PAPER 2

## OVERALL TIMINGS

	Time	Extra Time (25%)
<b>Exam</b>	1 hr 45 mins	2 hrs 10 mins
<b>Section A: Reading</b>	1 hr	1 hr 15 mins
<b>Section B: Writing</b>	45 mins	55 mins

## INITIAL PREPARATION STEPS

On the **insert** read & underline the **context/background** information- this is on the front page and on the **top boxes above each source**. *Understanding this will help you with the rest of the questions* (1 min)

Go straight to **question 1**- only read the relevant source and line numbers. Then answer the question. (4 mins)

Move onto **question 2**. Read the question. Now you can read both sources fully and follow the steps below.

Work your way through the **rest of the exam**.

## QUESTION 1 (4 MARKS)

**This tests your ability to:** understand explicit (obvious) and implicit (less obvious) ideas (facts, words, implied meanings) in the source text.

**Time:** 4 mins

**Extra Time:** 7 mins

### Preparation Steps:

Read the **question** carefully and **underline** key words

Read the **relevant source** and **line numbers** carefully- don't rush

### Writing Steps:

**Shade in four circles**

If you make a mistake put a cross through the whole box.

## QUESTION 2—SUMMARISE DIFFERENCES OR SIMILARITIES (8 MARKS)

**This tests your ability to:** make **inferences** (to interpret implied meanings) and **compare** texts.

### Time:

Reading both sources: 10 mins

Writing your answer: 10 mins

### Extra Time:

12.5 mins

12.5 mins

### Preparing to write:

**Read the question carefully** and **underline** the **question focus** (you may be asked to compare similarities OR differences)

**Read** the two sources, underline around **2 key quotations per source** linked to the question focus. Pick quotations which allow you to **infer** (dig under the surface for hidden meaning)

### Writing Steps:

#### Paragraph 1: Source A

**Provide 1-2 quotations and make perceptive inferences about them**

*In source A the ..... is/are described as...* + quotation 1

*This implies.....*+ inference

*Furthermore .....+ quotation 2... this suggests.....*+ inference.

#### Paragraph 2: Source B

**Make a comparison with source A**, then provide 1-2 quotations and make perceptive inferences about them

*However, in source B the ..... is/are described as...* + quotation

*This implies.....*+ inference

*Furthermore ....+ quotation 2 This suggests.....* + inference

**Make a final link back** to source A. *This contrasts to source A...*

### Further tips:

Some students prefer to weave more between source A and B which is absolutely fine (A-B-A-B)

## QUESTION 3—ANALYSING LANGUAGE (12 MARKS)

**This tests your ability to:** analyse the effects of the language choices of the writer

**Time:** 15 mins

**Extra Time:** 20 mins

### Preparation Steps:

**Read the question** carefully and **underline** key words

**Draw a box** around the relevant line numbers from the given source

Think: what is the **overall impression** you're getting of whatever it is the question has asked you to focus on?

**Briefly highlight and annotate** the extract, looking for key words and phrases that help create that effect. Consider the **connotations** of words/phrases/images

Remember- an examiner is always wanting you to explain **how a specific method/quotation achieves a particular effect**.

Look for **language patterns/motifs** throughout the extract

### Avoid:

Choosing quotations which are difficult to analyse or you don't understand

**Being vague** in your analysis. Never write *this creates an image in the reader's mind!* Or *this creates a positive/negative tone*.

Vague comments about colour imagery eg. *"white represents purity"* - unless it's actually useful to your answer!

### Writing Steps:

Start with a big idea about the question focus eg. *The writer presents the waves as completely unstoppable...* Give some evidence (QUOTE) and analyse your evidence in detail—ZOOM IN.

*The writer presents... This is first shown when "....." The writer here uses (technique) to imply... Furthermore the word "....." could suggest... This idea is further exemplified in the quote "....."*

Write your answer using **short embedded quotations** using phrases like *this: suggests/implies/indicates/emphasises/ highlights* etc

You may wish to use **alternative interpretations** of quotations. *Alternatively this could imply...*

### Language methods include:

Semantic field, extended metaphor, verbs, adverbs, nouns, adjectives, imagery, metaphors, similes, personification, contrast, juxtaposition, oxymoron, repetition, alliteration, lists, onomatopoeia, symbolism etc

Turn over for questions 4 and 5!

### Aiming High?

Integrate your evidence into your sentences

Develop inferences further— be perceptive!

### Examiner's tips:

You'll get more marks for making developed inferences on just a couple of quotations than making lots of underdeveloped inferences.

### Aiming High?

Group your quotations together into groups and look for overall effect

Write about how language in the extract links to the 'big abstract ideas' in the source eg. Man vs nature etc.

Short integrated quotations

Detailed and perceptive exploration of effects.

### Examiner's tips:

Choose the richest bits of language you can really pull apart. Don't get hung up on writing about a particular line just because it's a simile! Find something you can really comment on the effect of.

**QUESTION 4: COMPARE WRITER'S PERSPECTIVES (16 MARKS)**

**This tests your ability to:** Identify writers' perspectives, compare these perspectives and analyse the methods used to show these perspectives.

**Time:** 20 mins      **Extra Time:** 25 mins

**Preparation Steps:**

- Read the **question** carefully and **underline key words**
- Skim-read both texts. Establish and make a note of the perspective/feelings/opinions of each writer in relation to whatever the question has asked you.
- Now go through each source and underline key **quotations** and **methods** which reveal the writers' perspectives/ feelings/views
- Structure** is a useful **method** to look out for- especially if the **tone** changes through the progression of the text, eg an optimistic tone changing to a despondent tone.
- Look to find opportunities to compare **'like with like'** (ie make comparisons which deal with similar things in both texts)

**Writing Steps:**

- Intro:** Write a short introductory paragraph in which you clearly explain **WHAT** both writers' perspectives are.  
*In source A the writer is + perspective..... Whereas in source B the writer is + perspective....*
- Main Body:** Now move onto **HOW** these perspectives are presented.
- Source A:** Write about a key method and quotation the writer uses to convey their perspective.  
*The writer in source A believes/feels/views etc + perspective + quotation and method + analysis/zoom in/further evidence/zoom in*
- Move over to Source B by making a comparison.**  
*In contrast OR similarly the writer is source B + perspective + quotation and method + analysis/zoom in. Try and make a comparison back to Source A This is different to Source A....*
- Move back to Source A and look at another perspective - later in the text for example. Perspective+ quotation and method + analysis**  
Now move back to Source B, making a comparison with Source A. Perspective + quotation and method + analysis

**Learn useful perspectives/feelings words eg:**

bitter, angry, resentful, calm, respectful, fearful, suspicious, regretful, vulnerable, nostalgic, over-awed etc-add your own.

**Aiming High?**

You need to show a detailed, nuanced understanding of the perspectives: not just the obvious.

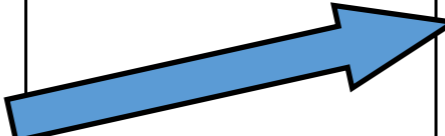
Look at how perspectives shift or develop throughout the sources; explore the writer's tone as a method.

Be selective with your quotations (remember 'judicious') and integrate evidence into your paragraphs.

Keep making links back and forth between sources

**Examiner's tip:**

A **'perspective'** can be defined as how the writer is **'positioned'** in relation to what they are writing about. For example are they part of the action OR an outsider/observer, experienced OR new to this, at the start looking ahead OR at the end looking back etc. The **context boxes** at the top of each source are helpful here.



**Aiming High?**

Think about clever structural techniques you can use eg. Extended metaphor

Use sophisticated vocabulary and develop your arguments thoughtfully

**Check your accuracy:**

**Sentence variety**- some longer and some shorter for impact, including single word sentences. *And these people think they're right. Wrong!*

**Accurate basic punctuation:** Full stops, commas, capital letters

**Accurate advanced punctuation:** apostrophes, colons, semi-colons, dashes, brackets, exclamation/question marks

**Accurately used ambitious vocabulary**—avoid words you don't understand!



**QUESTION 5—WRITING TO ARGUE/PERSUADE (40 MARKS—24 CONTENT; 16 ACCURACY)**

**This tests your ability to:** clearly argue a point of view in relation to a given statement, structure writing for effect, develop arguments fully, write with accuracy, use impressive vocabulary.

**Time:** 45 mins      **Extra Time:** 55 mins  
5- plan, 35-write, 5- check      10- plan, 40-write, 5- check

**Preparation Steps:**

- TAP** the question: **Text type** (what eg letter, article, speech) **Audience** (who eg parents, editor, headteacher, Yr 11), **Purpose** (why) and underline the **question focus in the statement**
- Consider your **viewpoint** in relation to the statement. What are you going to argue? You must have a strong viewpoint—**do not sit on the fence!**
- Plan and sequence** (number) your ideas (steps 1-3= 5-10 mins)
- Write**- in a **formal style**, 2-3 sides of A4 is fine (30-35 mins)
- Check for clarity of argument** and **technical accuracy** (5 mins)

**Writing Steps/suggested plan:**

**Suggested plan:**

- Intro**-make this punchy, clearly express your point of view. It helps to give a scenario. *Picture this.../Imagine the scene... + statement which gives your point of view*
- Argument 1** *To begin with/firstly/etc...*
- Argument 2** *But that's not all...*
- Argument 3** *Finally...*
- Conclusion**-make this punchy and thoughtful .  
Link your conclusion back to your introduction paragraph in some way.

You can use **some** persuasive devices **carefully** such as personal pronouns (we/you/I), emotive language, direct address, rule of 3, rhetorical question, repetition. These should be used sparingly and are not a substitute for the quality and detail of your arguments.

**More sophisticated persuasive features/approaches you should use include:**

- Cyclical structure**- so your conclusion refers back to the scenario in your argument
- Humour/sarcasm/irony**- this helps give you a lively, engaging voice.
- Comparisons** (metaphors and similes) and **contrasts**. Extended metaphor that runs throughout your whole piece.
- Hyperbolic** (over-exaggerated) language-often to ridicule an idea eg: *It is ridiculous/outrageous that today's students..., This glaring inconsistency highlights the need for... If this is considered 'civilised behaviour' then...The current state of affairs is ludicrous...*
- Discussion of 'big ideas'**- morality, political issues, gender, class
- Integrated discourse markers** ie connectives/phrases which develop your argument eg: *Let me ask you a question..., What is often forgotten..., Of course..., You could be forgiven for thinking..., You may wonder how/why... In my experience...It is undeniable that...Whilst I agree that... it is nevertheless... It is generally agreed that... You only have to look at...Take for example...*

**Examiner's tips:**

You are being assessed on your argument and how it is structured. Remember to **develop** your points by giving **examples** or **ideas** from your own life/experience, or borrow from the source material!

**Examiner's tips:**

Think carefully about how you link your paragraphs:  
*But that's not all/ closer to home.../this isn't the only reason that.../and while we're on the subject,*

**Try this!**

A clever structural technique is dystopia to utopia.

Paragraph 1: set out the worst case scenario in colourful expressive language.

Body paragraphs: give your arguments as to how this could be changed for the better.

Conclusion: present the 'utopia' (ideal scenario) in colourful expressive language: how you see the future if your argument is taken into consideration!

