

EXAM LENGTH: 1hr 45mins

Section A: Reading 1hr

Section B: Writing 45 mins

ENGLISH LANGUAGE PAPER 2

KNOWLEDGE ORGANISER

EXTRA TIME ? (add 25%): 2hrs 10mins

Section A: Reading: 1hr 15mins

Section B: Writing: 55 mins

QUESTION 1: 4 marks – 5 minutes

Overview

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

Prepare to write

1. Read the question carefully and underline key words.
2. Read the relevant lines of the source carefully.
3. Check which circles you will be shading.

Writing steps

1. Double-check the question statements carefully before answering.
2. Shade in four circles.
3. If you make a mistake draw a cross through the shaded circle.

QUESTION 2: 8 marks – 15 minutes

Focus: Summarise Differences Or Similarities

Overview

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

Prepare to write

1. Read the question carefully and underline the question focus (you may be asked to compare similarities OR differences)
2. Read the two sources carefully, underline 2 key quotations per source linked to the question focus.
3. Ensure your chosen quotations allow you to infer (dig under the surface for hidden meaning).

Writing steps

You will create at **least one comparative paragraph that contains:**

1. A quote from Source A that allows you to make perceptive inference.
"In source A the ... is/are described as... **quote 1**. This implies... **inference**..."
2. A 'hinge' sentence where you will use a comparative to show how Source A is different/similar to Source B.
"However, in Source B... / Similarly, Source B... / Unlike in Source A, Source B... / This is also true for Source B, where..."
3. Then follow this with a quote from Source B that allows you to make perceptive inference showing a direct comparison with your quote for Source A,
"However, in source B the ... is/are described as... **quote 2**. This implies... **inference**... that demonstrates it's different to source A because..."

QUESTION 3: 12 marks – 20 minutes

Focus: Analysing Language

Overview

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

Tips

- An examiner always wants you to explain how a specific method/quotation achieves a particular effect.
- 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.
- Make quotations short-ensure that they have the potential to be squeezed of different ideas.
- Integrate quotes into your sentences.
- Ensure your exploration of effects are detailed and perceptive.

Prepare to write

1. Read the question carefully and underline key words.
2. Draw a box around the relevant line numbers from the given source.
3. Think: what is the overall impression you're getting of whatever it is the question has asked you to focus on?
4. Briefly highlight and annotate the extract, looking for key words and phrases that help create that effect. Consider the connotations of words/phrases/images.
5. Look for language patterns/motifs throughout the extract.

Writing steps

1. Start with a **big idea** about the question focus eg. "The writer presents the waves as completely unstoppable and threatening..."
2. Provide, short, embedded quotes and then analyse your in detail by 'zooming in'. To do this:
3. Explore how the quote demonstrates your big idea in depth and by developing deeper interpretations.
Eg. "The writer here uses **technique 1**" could suggest... This idea is further exemplified with "**quote 2**" which could indicate ...
4. Write your answer using short embedded quotations using analytical verbs like: suggests/implies/depicts indicates/emphasizes/highlights etc.
5. You may wish to use alternative interpretations of quotations, for example: "Alternatively this could imply..." / "This may also suggest..."

Language methods you might identify and analyse:

Semantic field, extended metaphor, verbs, adverbs, nouns, adjectives, imagery, metaphors, similes, personification, contrast, juxtaposition, oxymoron, repetition, alliteration, lists, onomatopoeia, symbolism, plus selected others that you may find relevant to identify & explore.

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ENGLISH LANGUAGE PAPER 2 KNOWLEDGE ORGANISER

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Section B: Writing: 55 mins

QUESTION 4: 16 marks – 20 minutes

Focus: Compare writer's perspectives

QUESTION 5: 40 marks (24 for content; 16 for accuracy) – 45 minutes

Focus: Writing To Argue/Persuade

Overview

Identify **writers' perspectives**, compare these perspectives and **analyse** the methods used to show these perspectives.

Tips

- 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? The context boxes at the top of each source are helpful in providing insight.
- You need to show a detailed, nuanced understanding of the perspectives: not just the obvious. For this you will need to use precise vocabulary.
- 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.

Prepare to write

- 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 text, eg an optimistic tone changing to a despondent tone.
- Look to find opportunities to compare 'like with like' where you can make comparisons between similar things in both texts.

Examples of perspectives/feelings:

bitter, angry, resentful, calm, respectful, fearful, suspicious, regretful, vulnerable, nostalgic, overawed, plus selected others that you may find relevant to identify and explore.

Writing steps

- Intro:** Write a short introductory paragraph in which you clearly explain **WHAT** both writers' perspectives are. Eg, "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. Start with Source A and write about a key quote and a method the writer uses to convey their perspective. Eg, The writer in Source A believes/feels/views etc **perspective**, when they write "quote". Their use of **method** suggests that **analysis**...
- Move over to Source B by making a comparison. Eg, In contrast OR similarly, the writer in Source B believes/feels/views etc **perspective**, when they write "quote". Their use of **method** suggests that **analysis**...which is in contrast OR similar to Source A because.
- Then, move back to Source A and look at another perspective, ideally one later in the text, using the structure from step 2.
- Now move back to Source B, making a comparison with Source as we did in step 3.

Overview

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** and use impressive vocabulary.

Tips

- Think about clever **structural** techniques you can use eg. Extended metaphor, semantic fields etc.
- Use **sophisticated** vocabulary to help develop your arguments thoughtfully, for example developing **tone** of your language throughout.
- 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!
- Discourse markers** Use integrated discourse markers which **develop** your argument. For example: "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... Take for example..."

Prepare to write

- Spend **5 minutes planning**. To do this:
 - TAP the question**. Think: **Text type** (what eg letter, article, speech) **Audience** (who eg parents, editor, headteacher, Year 11), **Purpose** (why)
 - Underline the question focus** in the statement.
 - Consider your **own viewpoint** in relation to the statement and **plan**: what are you going to argue? Note that you **must** have a strong viewpoint: **do not equivocate!**
 - Plan and sequence (number) your ideas using the structure to the right and through use of integrated **discourse markers** to develop your argument.

Writing steps

Introduction:

1. Hook your reader with an **anecdote** that offers your viewpoint/s via a short personal story used to engage set out your argument/s.

Main body:

2. Personal Opinion:

provide the opinion of your, or someone else's opinion, develop your hook and provide a personal response that **appeals to the heart**. **3. Expert Opinion:** Using statements from a person considered to be an expert on the topic; Statistics; Using research to support the writer's view that **appeal to the head**.

Conclusion:

4. Conclusion: link back to your initial response and idea by providing a **call to action** or **solution** to the problem and arguing how the issue can be improved or resolved.

Try this: dystopia to utopia

A clever structural technique is 'dystopia' to 'utopia'-explaining how the current situation is dire but can be improved by through a specific series of events. To do this:

Introduction: set out the worst-case scenario in colorful, expressive language.

Main body: give your arguments as to how this could be changed for the better.

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