

Learn a range of comparative connectives!

TOP TIPS

READ BOTH texts before you answer the questions.
Use 15 minutes to ensure you've read it carefully

Make sure you understand...

- The PAF of each text
- What are the writers trying to achieve? How have they used LANGUAGE and ORGANISATIONAL features to make their purpose clear?

If you understand these things they will inform your comments on 'writer's intentions' later in the exam.

Annotate the information above the extract to help you understand their role and how close to the action the writer is. How might this effect their perspective?

As you read make notes in the margin about the focus of each paragraph and the writer's opinion of the focus.

Recognise **WHEN** each source was written to help you understand the views expressed by the writers. Source A will be contemporary. Source B will be pre 1914.

P – purpose
Why has the text been written?
A – audience
Who is the text aimed at?
F – form
What type of text is each source?
Viewpoint = the point from which they are viewing.
Perspective = opinion

English Language: Paper 2, section A – QUESTION 1

What is being assessed?

- Pick out explicit/implicit information

How many Marks?

4 marks

Spend no more than

3 minutes

Tip Tips

- ✓ **Make sure you select your answers from the relevant section of the extract.**
- ✓ **READ all possible answers first and then use a process of elimination to select the right 4.**
- ✓ **The statements are in chronological order.**
- ✓ **SHADE the correct boxes ONLY**
- Write a T and F next to the boxes before shading in.

Read again the first part of **Source A** from lines 1 to 15.

Choose four statements below which are TRUE.

- Shade the boxes of the ones that you think are true.
- Choose a maximum of four statements.

- | | | |
|---|--|-----------------------|
| A | Jay Rayner has good memories of his time in school. | <input type="radio"/> |
| B | Jay Rayner was happy to help his son with his homework. | <input type="radio"/> |
| C | As a boy, Jay Rayner worried about handing in his homework on Monday mornings. | <input type="radio"/> |
| D | Jay Rayner could not think of a food metaphor to help his son. | <input type="radio"/> |
| E | Jay Rayner was very able in school. | <input type="radio"/> |
| F | As a boy, Jay Rayner did not enjoy doing homework. | <input type="radio"/> |
| G | Jay Rayner looked forward to receiving feedback from his teachers. | <input type="radio"/> |
| H | Jay Rayner makes a joke to cover up his own real exam results. | <input type="radio"/> |

English Language: Paper 2, section A – QUESTION 2

What is being assessed?

- Identify explicit and implicit meanings (obvious and hidden)
- Synthesise views (link ideas together)
- Select relevant quotations

How many Marks?

8 marks

Spend no more than

10 minutes

Tip Tips

- Skim read both texts and create a grid to plan the differences between the two sources. Go for 2! (You won't have time for any more).
- Make sure you can add a quotation to each point.
- Remember A01 is the focus. So multiple interpretations that add detail are key.

This reveals... which suggests...

Comparative Connectives:

- **Both**
- **However**
- **In contrast/comparison**
- **On the other hand**
- **Whereas**

You need to refer to **Source A** and **Source B** for this question.

Use details from **both** Sources. Write a summary of the differences between Eddie and Henry.

Structuring your response:

P – Make your point about source A

E – Include a quotation to support your point.

E – Explain what we can infer from the quotation x 2. HOW does it influence the reader?

C – Use a comparative connective to make a comparison to source B.

E – Add a quotation for source B.

E – Explain what we infer and reiterate x 2
WHY this is different to source A.

English Language: Paper 2, section A – QUESTION 3

What is being assessed?

- Select relevant quotations
- Use relevant subject terms
- Explain and comment on writer's use of language to influence readers

How many Marks?

12 marks

Spend no more than

15 minutes

Tip Tips

- ✓ **Annotate the source first with a focus on the key words in the question. ENSURE YOU SELECT THE CORRECT SOURCE.**
- ✓ **Remember: What TECHNIQUE does the writer use?**
- ✓ **What EFFECT does it have?**
- ✓ **'Go for 2!' (Aim to write about 2 different ideas).**
- ✓ **Use PETALETAL**

P – make your **POINT** (linked to the question).

E – Include a **QUOTATION** (even better if you can start big and then zoom in on a key word).

T – Name the **TECHNIQUE** used and **HOW** it has been used.

A – Explain the **SPECIFIC EFFECT** created using the technique demonstrated in the quotation.

L – Link to another quote that also proves your point.

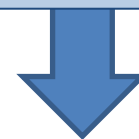
E – Include a **QUOTATION** (even better if you can start big and then zoom in on a key word).

T – Name the **TECHNIQUE** used and **HOW** it has been used.

A – Explain the **SPECIFIC EFFECT** created using the technique demonstrated in the quotation.

L – Link back to the question.

Correct
source



You now need to refer **only** to **Source B**, the letter by Henry written to his father.

How does Henry use language to try to influence his father?

Focus of
Question



The writer has used **TECHNIQUE** when he says **EVIDENCE** to show the readers that **POINT**. The **EFFECT** on the reader is...**LINK**
This can also be seen when...

English Language: Paper 2, section A – QUESTION 4

What is being assessed?

- Recognise WRITER'S VIEWS in two texts and COMPARE them
- Select relevant quotations
- Use subject terminology to identify HOW the writer has put across his/her view

How many Marks?

16 marks

Spend no more than

20 minutes

Tip Tips

- ✓ **Firstly, mind map what the writer's views are in each text.**
- ✓ **Next, identify where you can make links between the ideas for each text. 'Go for 3!'**
- ✓ **Make sure you name the TECHNIQUES used by the writers and focus on HOW they've used them.**
- ✓ **Add a quotation to every idea.**
- ✓ **Introduction: briefly compare the perspectives of each writer and how their viewpoints may have impacted their perspective.**

For this question, you need to refer to the **whole of Source A**, together with **Source B**, the father's letter to a family friend.

Compare how the two writers convey their different attitudes to parenting and education.

In your answer, you could:

- compare their different attitudes
- compare the methods they use to convey their attitudes
- support your ideas with references to both texts.

Structuring your response:

- P** – make your **POINT** about the writer's perspective from Source A
- E** - Include a **QUOTATION** (even better if you can start big and then zoom in on a key word).
- T** – Name the **TECHNIQUE** used and **HOW** it has been used.
- A** – Explain the **SPECIFIC EFFECT** created using the technique demonstrated in the quotation.
- L** – Link using a comparative connective to source B.
- E** - Include a **QUOTATION** (even better if you can start big and then zoom in on a key word).
- T** – Name the **TECHNIQUE** used and **HOW** it has been used.
- A** – Explain the **SPECIFIC EFFECT** created using the technique demonstrated in the quotation.
- L** – Link back to the question.

QUALITY,
not
quantity.
Don't write
to fill the
pages,
consider the
impact of
every word.

Create a
persona

Remember
to check
SPaG – this is
worth 16
marks!

TOP TIPS

MAKE THE LINK TO SECTION A

Make sure you use the skills and techniques demonstrated in the first text in section A (the modern one).

Think about:

- What was the **PAF** of the text in the section A? Make a note of the organisational features, language features and structure.
Apply these to your own writing.
- What is your **PURPOSE**? Is it to explain, argue, persuade or advise/instruct? What devices do you need to use?
- Who are you writing for? **AUDIENCE**? Consider whether to make your tone formal or informal, chatty or assertive.
- What is the **FORM** you need to write in? What features do these types of text use? (letter, article, speech, leaflet, essay).

If you recognise and USE all of these features you will automatically be meeting the success criteria.

Make sure
you
respond to
the
statement
in the
question.
Try to
come up
with 3
ideas to
base your
response
around.
The
examiner
is looking
for your
views!

English Language: Paper 2, section B – QUESTION 5

What is being assessed?

- Can you communicate your ideas clearly and imaginatively?
- Can you use language to create a specific effect?
- Can you structure your writing for impact on the reader?
- Can you use a range of punctuation, sentence structures and vocabulary accurately?
- Is your spelling accurate?

How many Marks?

40 marks

Spend no more than

45 minutes

(10 mins planning, 30 mins writing, 5 mins checking)

Tip Tips

- ✓ **You will be given a statement to respond to. Your view doesn't have to be 'real' as long as it is realistic.**
 - ✓ **Come up with a persona that would convincingly write for the form/audience/topic.**
- The examiner is checking that you can:**
- ✓ Write engagingly and fluently.
 - ✓ include rhetorical devices (but not too many).
 - ✓ Organise your writing effectively.

'Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.'

Write an article for a broadsheet newspaper in which you explain your point of view on this statement.

Language Devices

- Anecdote
- Repetition
- Rhetorical Questions
- Emotive language
- Statistics and facts
- Triadic (rule of three)
- Exaggeration (hyperbole)
- Direct address

As well as any others you can recall.

What features do I need for each 'form'?

Letter	Article	Speech	Leaflet	Essay
Address in top right corner	Title	An opening comment to the audience e.g. 'Welcome. I am here to talk about...'	Title	Opening argument
Date underneath	Introductory paragraph (you could use the 5 W's)	Paragraphs	Sub-headings	Development of ideas using discourse markers e.g. firstly, secondly, next, finally
Dear... (at the start) and Yours sincerely or faithfully... (at the end)	Sub-headings to organise	Rhetorical devices throughout to show awareness of a listening audience e.g. rhetorical questions, pauses, hyperbole, use of 'we' etc	Paragraphs	Paragraphs (with fluent links)
Paragraphs	Paragraphs		Possible a short section including bullet points (DO NOT OVER USE)	
	Conclusion or summing up at the end	A closing comment to the audience e.g. 'thank you for listening.'	Final impactful statement	Conclusion