

English Language Paper 2 Revision booklet

Writers' viewpoints and Perspectives

Timing 1 hour 45 minutes

Sections – 2

**Section A – Reading – two sources – one will always be pre 19<sup>th</sup> century and one from EITHER 20<sup>th</sup> or 21<sup>st</sup> century. Both will be linked by topic/theme. Both extracts will be non-fiction.**

**Section B – Writing to present a viewpoint or perspective – 1 task only so no choice. You should have a statement which you have to respond to.**

- 1) Do the questions in order. Questions increase in demand and challenge as you move through and then lead you to write what you have just been evaluating for the last four questions. Hopefully, it will remind you to use effective language and structural features in your OWN writing. There is LOGIC to the way that the paper has been organised. What you have been analysing and evaluating in section A are REMINDERS about what you need to put into your writing in section B.
- 2) **NEVER EVER EVER LEAVE A QUESTION OUT. YOU HAVE TO BE IN IT TO WIN IT.**
- 3) It is CRUCIAL that students KNOW WHICH ASSESSMENT OBJECTIVE IS BEING TESTED IN EACH QUESTION – for example Q3 on Paper 2 is Language etc.
- 4) **Always read the blurb in the box at the top of the paper as it gives you a clue as to what the text is going to be about and gives you clues as to what problems or conflicts will arise in the text.**
- 5) The examiners read the first paragraph and decide on the band and then see what happens.
- 6) Use the bullet points in the questions to help you – could use means SHOULD use. The bullet points draw your attention to what YOU SHOULD BE LOOKING FOR and so it would be FOOLISH to ignore them (examiner's actual words)

Mark-scheme

Section A and B is divided into four levels

Level 4 – Perceptive and detailed – perceptive means looking at things which are beyond the obvious, making a point that others do not. “Gets it” Extended and Excellence.

Level 3- Clear and relevant – Secure and Low Extended

Level 2- Some attempts - Developing

Level 1 – Simple and Limited - Emerging

## Section A

4 questions

Time 1 hour

### Question 1

Typical question:

Read again the first part of source A from lines 1 -15.

Choose four statements below which are true.

Shade the boxes of the ones which you think are true

Choose a minimum of four statements

Value – 4 marks

Timing – 4 minutes

Assessment objective – A01 -

- identify and interpret explicit and implicit information and ideas

### Advice

**SHADE the boxes provided**

**Pick Four statements**

**They will provide eight**

**BLOCK OFF the LINES that you are being asked to find the information from.**

**The answers won't always be easy to find. You are looking for explicit and implicit answers (explicit – dates, names, locations) (implicit – answers where you have to read between the lines)**

**e.g. Murphy makes a joke to about his exam results – I won't tell you my exam results but if I had gone to a boys' school, I would have been a brain surgeon.**

**This is IMPLICIT – you are not told outright that Murphy did not do well in school, but you can tell that he hasn't.**

## Question 2

**Typical question:** 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 X and Y

X and Y could be person, place, weather etc.

**Value – 8 marks**

**Timing – 13 minutes**

**Assessment objective AO1**

- select and synthesise evidence from different texts

### Advice

When revising for this question, remember the CRAZY CONNECTIONS starters that we completed?

What is the connection between a whale and a spoon, a hospital and a bar of chocolate? Try some more to get your mind connecting differences between items.

Remember that the exam BUILDS in INTENSITY and COMPLEXITY in the demands that it makes.

This is question 2 of 4 in the reading section and so requires you to show the right skill at the right time.

Here the skill is to SYNTHESIS information in a perceptive way.



You need to find a point of overlap -

You need to use quotes from BOTH texts in your answer

You DO NOT need to refer to language/structure/terminology/effect on the reader here, although you MUST USE QUOTES in your answer.

Use connectives – both, similar, however, in contrast, on the other hand.

Infer two differences.

The PERCEPTIVE AND DETAILED, LEVEL 4 marks will come from those who make a DEEP CONNECTION between the texts. Avoid obvious differences, go for less obvious ideas.

Example – see the table which younger students use to help you. It is called Point of Overlap and is included in this booklet.

## Point of overlap

Point of overlap	Source A	Source B	This tells me
Appearance	"eyelids are powdered with gold"	"shuffled"	Both girls have had to grow up quickly, but for different reasons and with different consequences. The girl in Source A is deliberately dressing older whereas the girl in source B has been aged by the stress of having to be responsible at a young age.

A simple point of overlap between Amber and the Watercress girl might be that both girls have lost their childhood. A deeper connection and inference would be that both have lost their childhood, however only one has lost their innocence as in Amber because she is being forced to behave in a sexualised manner. Another perceptive point of overlap between the texts is that the Watercress girl has to behave in a more mature manner out of necessity whereas Amber is doing it out of what seems to be choice until we read further into the text and it appears that both girls are being forced by their mothers into losing their childhood, however, the watercress girl's mother, at least, has taught her essential skills, whereas, Amber's mother is entering Amber into beauty pageants probably to fulfil her own desires from when she was a child.

I find it useful to think, what does this tell me? If in doubt, I always think about the environment, the person and the attitude (thoughts and feelings) of people mentioned in the text.

Be ELEGANT with your time EARLIER in the paper on the questions that are worth less marks (8 marks here) where Q3 – 12, Q4 – 16 and Q5 – 40 marks so that you have more time for Q5.

You are pairing ideas so you are looking for two or three quotations from each text because you are not analysing them in great detail.

### Question 3

Typical question: You need only to refer to Source B.

How is language used to.....?

Value – 12 marks

Timing – 18 minutes

Assessment objective:

- 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

#### Advice

Paper 2 - Q3 – Language – 12 marks – This question is similar to q2 on paper 1 as it asks you to look at language. It's worth 12 marks on this paper and is harder because it doesn't give you bullet points and expects you to find your own details. There is nothing stopping you from using the bullet points from paper 1 on this question though if you can learn them.

Talk about three quotations maximum. Use specific language.

Plan your answer . Highlight the language that is effective and then narrow it down to your final three.

Don't refer to quotations if you don't know what the words mean. Find three quotations where you know what the words mean and can analyse the language.

You could be asked to look at whole or part of the source.

It might be source A or B

Identify terminology

Select words that link, words that describe the same thing and whether it changes – an orphan child might be referred to as a small, little, tiny, infant, in the extract, notice how the size gets smaller etc.

Analyse the effect on the reader

**This is a hard question – you will probably be analysing pre 19<sup>th</sup> century non-fiction text where the writer won't be using techniques that you would normally see. It seems that the exam board have selected to use private writing like diaries etc.**

**LANGUAGE means – individual words, phrases, language techniques and sentence structures.**

**There is a lot of crossover with paper 1, question 2. This paper requires you to analyse non-fiction language – words, patterns of words (negative adverbs etc)**

**It is likely that this question will be PERSUASIVE in nature.**

Pick up any usage of language that seems to be deliberate. You do not have to look for techniques only.

Look for language that goes beyond the literal meaning

Look for language that seems to be deliberately chosen for a certain effect – why has the writer done that?

ARRESTED – Alliteration, rhetorical question, repetition, emotive language, statistics, tripling, exaggeration, direct address – worst case scenario, look for these devices, just don't make it obvious that you are doing it.

A perceptive answer will not only SPOT these techniques, but will OBSERVE WHERE they are used in the text and HOW they are used – contrast, juxtaposition and effect on the reader. Mr Bruff’s video on this question is great.

You can look at sentence length for effect here.

#### Question 4

Typical question: For this question, you need to refer to the whole of Source A and B.

Compare how the two writers convey their different attitudes to.....

Value – 16 marks

Timing – 20minutes

Assessment objective:

- AO3: **Compare writers’ ideas and perspectives**, as well as how these are conveyed, across two or more texts

#### Advice

You know the sources well by now.

The different attitudes should be easy to spot – informal and humorous v serious, formal attitude

The challenge is not what the attitudes are but HOW these attitudes are presented.

Think about – which bit of the text made you think that it was informal or formal

Remember to COMPARE – find something that is similar and see if it becomes different as you analyse it. Do the writers use the same technique but for a DIFFERENT EFFECT ON THE READER?

Use language of comparison – both, contrast, similar,

Paper 2 - Q4 - Compare how the writer ...is the “difficult question” You are allowed to repeat information from Q2 in Q4 as long as you analyse language and structure in Q4.

Use Q2 to find bits that you want to expand upon in Q4.

It is whole text based

It is pre 19<sup>th</sup> century (one text)

Demystify the word perspective – view

Same deal as usual: language and structure. It draws together all of the skills from the paper so far.

Find your first appropriate quotation in source A early on in the text and then look for its comparison in source B.

Don't get tripped up by time. 16 marks in comparison to 40 marks for Q5 spend no more than 20 minutes on this question and move on to Q5.

Compare use of language, how the texts are structured and tone used to convey their perspective. Look at page 33 of the PowerPoint slide handout.

## Section B – Writing to present a viewpoint or perspective

Typical question – Homework has no value. Some students get it done for them; some don't do it 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.

Marks – 40 24 for content 16 for GPS (Grammar, punctuation, spelling, sentence forms)

Timing45 minutes

Assessment objective

- AO5: 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: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

Advice

**1)Get the time spent on each question RIGHT.  
Students MUST allow themselves 45 minutes for Q5 – the writing question as it is worth 40 marks out of 80 on the paper. No other question comes close to having that many marks allocated to it.**

**PLAN – YOU CANNOT ATTEMPT THIS QUESTION WITHOUT PLANNING.**

Remember that you will be asked to write on the topic that you have been analysing in source A.

Purpose, Audience, Language – PAL

Audience – who are we writing to? What are they thinking about the topic? What is the tone that we should take? How to win every argument? How can we make sure that we can convince our audience?

Anticipate how our reader is going to respond and deal with it in your argument. Pre emptively strike against the reader's viewpoint, you will the argument and be more convincing. See Mr Bruff's video which is great.

Form – you do not need to use columns. I'd only use headlines, sub-headings etc. See Mr Bruff's video Language Paper 2 question 5 part 2.

Paper 2 – Q5 –

You will always be given a statement linked to the resources in section A. That may change over the years, but for this first time through, you will get a statement.

There will be no choice; you will have to answer this one question.

A typical question will look like this:

“Snow seems like it is picturesque, exciting and fun, but in reality it causes inconvenience, accidents and economic disruption” Write an article for a broadsheet newspaper in which you explain your point of view on this issue.

Writing – Deconstruct the question. Write one paragraph about each idea in the statement – picturesque, exciting and fun, accidents etc

Use the thinking hats (see revision booklet)

Think about the opening, develop, develop, switch, switch, conclusion.

You need to deal with the PALL if you are going to be successful (purpose, audience, language and layout)

You don't need to write in columns, but a headline and a nod to the style of writing that you have been asked to write is necessary.

Emphasis on formal register and using Standard English. This is PUBLIC writing.

Be PERSUASIVE/CONSTRUCT AN ARGUMENT

Come down on ONE side of the argument. You don't need to be balanced.

Borrow ideas from the text in section A.

ADOPT A PERSONA – sometimes, it is easier to be scathing, sarcastic, persuasive, convincing of a strong opinion if you are pretending to be someone else.

Link openings and closing paragraphs/ideas.

Use persuasive techniques sparingly and well judged. Are you a sniper or a machine gun? Some devices are better than others – emotive language over alliteration. List of three or tripling is effective.

Use the structural features that you are analysing in paper 1 – one sentence paragraphs, repetition of opening phrases for two or three paragraphs.

Put edits on separate page not in the margin and hand it in as it will get marked. Repetition counts as a structural device.

Discourse markers are firstly, secondly, thirdly, fourthly, in conclusion – just add more sophisticated connectives. Additionally, Furthermore, Moreover.

### Ideas and approaches

- 1) 6-8 paragraphs – 1 – engaging start – picture this: or Have you ever...?  
Paragraphs 2 – 5 – develop your ideas, 6 and 7 – the switch (where you consider the argument from the other perspective and quash it) 8 – conclusion possibly return to your opening question or image.
- 2) Use thinking hats when planning ( yellow – positive, black – negative – red – emotions, white – information that you have or know , green – alternative ideas/solutions – blue – organisation of ideas) Each “hat” represents a way of viewing, a possible perspective on the issue in the question.
- 3) You don’t have to see both sides of the argument, unless you want to. I would HAVE A STRONG OPINION on the topic. Think about the switch – HOWEVER and then CRUSH it.
- 4) Get your TONE right: appropriate sarcasm, humour balanced with a formal tone. If your sarcasm becomes personal or hurtful then it is offensive and unnecessary.
- 5) Use persuasive techniques (emotive language, rhetorical questions, imperatives, addressing the reader, superlatives, repetition of sentences forms for effect, alliteration, statistics)ARRESTED use them.  
BE WARNED: DO NOT RELY TOO MUCH ON TECHNIQUES. It is better to use the sniper rather than machine gun approach with techniques (hit the desired target once and fatally than spray ideas everywhere hoping for the best)
- 6) Use paralleling and cumulative sentences in this type of writing. Think about using the sentence up-gardes.
- 7) ALWAYS address your audience. If you are talking toy your peers, then use examples that they would understand, without alienating your older audience (difficult skill)
- 8) Exam boards are not keen on formulaic approach to writing – do not use DA FOREST.
- 9) Remember to CRAFT YOUR WRITING – SHORT PARAGRAPH, SEMI COLON, COLON, SENTENCE STARTERS, CONTRAST IN SENTENCE LENGTH. To get a SECURE you need to write clearly and be increasingly successful in how successfully you get your information across, to move up you need to be consistently clear and consciously craft your work (to knowingly and deliberately mould and re-shape your work)

## Openings

Have you ever?

Picture this?

Focus on tone and language choice and impact – What effect are you intending to have on your reader?

# Boys are better than girls

- I disagree with the statement because girls are far more mature than boys. Picture any classroom in the United Kingdom: who causes the trouble? Boys. Who are disruptive? Boys. Who don't work to their full potential, miss deadlines and spoil group work so the rest of us can't share ideas? Boys. How can any right minded individual think that boys are better than girls?

## Development



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Think about developing an idea like developing as a person: you are born, grow, change and become complete – notice how there are five stages here as there are five levels of assessment. Lots of students get stuck between stage 3 and 4 of this image – that is where a discourse marker such as Additionally, Moreover can be used.

Look at the example below:

“Boys are better than girls”