1. Command Words

Describe: Write creatively, using a combination of metaphor, imagery, sensory language and adjectives.

Express: Write a clear point of view which is argued through supporting ideas, each organised in a different paragraph. Each idea is developed through realistic detail, persuasion and argument.

Summarise: Identify key ideas expressed by a writer and state each one simply, supporting it with a quick quotation and an inference.

Analyse: Using specific references to the text, usually a quotation, explain precisely how a writer has conveyed an idea through words and choices they have made.

Compare: Identify clear similarities or differences between the ideas in two texts, focussing particularly on the way that they have been conveyed.

2. Tier 3 Vocabulary

Euphemism: a mild or indirect word or expression substituted for one considered to be too harsh or blunt.
Hyperbole: exaggeration.
Irony: the expression of meaning by using language that normally signifies the opposite.
Literal: words at their most basic sense without deep inference
Metaphorical: comparisons associated with words.
Connotation: an idea provoked by words beyond the literal.
Nuance: a subtle difference or shade of meaning.
Line of Reasoning: a sequence of reasons or thoughts.
Counter Argument: reasons which oppose an argument.

Language Paper 2

3

1 hour 45 minutes

1 hour reading (40 marks) – 45 minutes writing (40 marks)

Q1 – choose true statements (4 marks) (3 mins)

Q2 – Summary similarities /differences … (8 marks) (12 mins)

Q3 – How does the writer use language …(12 marks) (15mins)

Q4 – Compare writers' views/attitudes (16 marks) (20mins)

Q5 – Writing to give your views (45 mins) (40 marks)
24 marks content and organisation, 16 marks SPA

Language Paper 2 – Q1 – the Statements Question

Stick to the lines specified in the question. 4

Choose only four.

Q1. Choose four statements that are true.

Read **all** of the statements carefully.

Some will be clearly correct.

A couple of choices will seem possible for your final selection; you will need to work out the definite answer.

Before you shade the dots, tick, cross and ? mark the list of statements to make your possible choices a bit clearer.

Language Paper 2 – Q2 – the Summary Question

This is not difficult. Look for obvious points you can summarise. 5

Make sure you read the question and actually summarise what you are asked for (not what you think you're being asked for).

You will either be asked to summarise similarities or difference between the two texts.

Keep the links or differences relatively simple. Go for the obvious similarities and differences.

Try to summarise **three** differences / similarities.

Language Paper 2 – Q2 – the Language Question

6

1. Summarise the difference (or similarity)

2. Make a point, quotation and inference from source

3. Make a point, quotation and inference from source 2.

4. Clearly identify the difference (or similarity)

<u>Both</u> texts describe how the explorers travel though their journeys, but the explorers have different experiences of their transport. In source A, the explorer travels dangerously "at breakneck speed in an ancient bus" which suggests that he travels far too quickly and is experienced with other passengers. However, in source B, the writer travels in a more leisurely way, "floating down the river in the summer breeze." It's clear that this writer is far more relaxed in the boat he uses and feels close to nature on his journeys. **<u>Both</u> writers use fairly common means of transport but they experience very different stress levels on their journeys.**

Language Paper 2 – Q2 – the Summary Question

7

1. Summarise the difference (or similarity).

2. Make a point, quotation and inference from source 1.

3. Make a point, quotation and inference from source 2

4. Clearly identify the difference (or similarity).

All of the above in one paragraph.
Repeat for another two similarities / differences in two more paragraphs.

Language Paper 2 – Q3 – the Language Question

8

This is exactly the same as the language question on Paper 1. There are 12 marks this time, so spend a little longer and write five or more points.

Find five quotations you can easily analyse the effect of language choices in the section they pick out for you.

Say a lot about a little – three inferences is good. Drill into the precise suggestions – get involved in your analysis.

Embed terminology within your inference as you go.

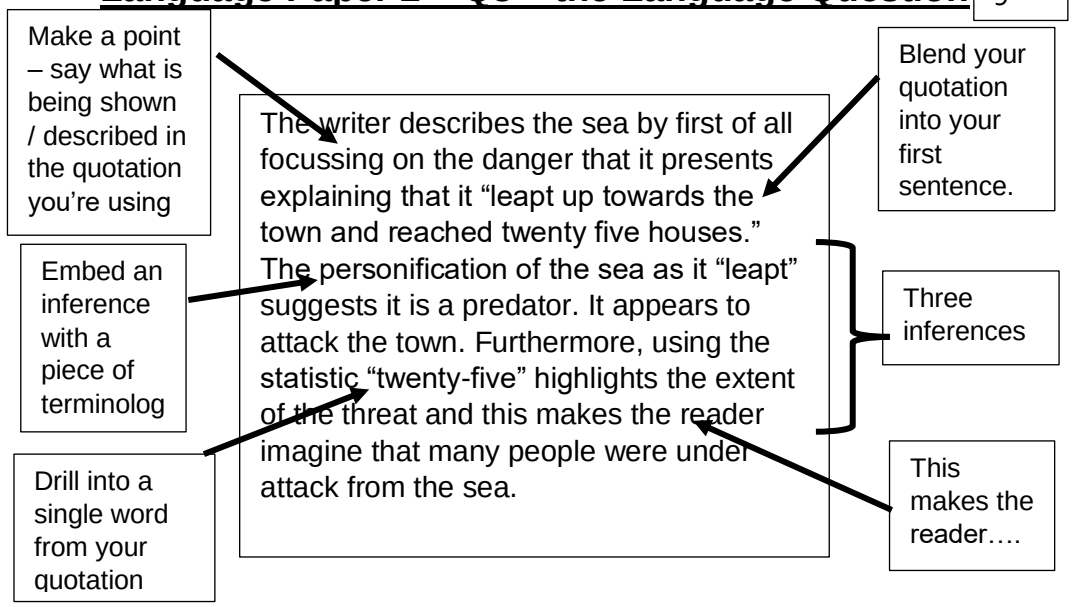
Use the words "makes the reader…. (think/feel/ imagine/ understand... etc)" to show effect.

Avoid the word "language". Use Key Question Words.

<u>Extension</u>: link/contrast two of the quotations you analyse.

Language Paper 2 – Q3 – the Language Question

9



Language Paper 2 – Q4 – the Writers' Views Question

10

You will be asked to compare the two writers' views.

Use the words "views", "attitudes", "opinions", "perspectives" "feels" and "believes" very frequently in your answer. They all mean the same thing (nearly!).

It is unlikely that the writer will state their views plainly. You will have to infer them.

Look to see where they seem to have a view or opinion about the topic they are writing about. Identify the quotation which suggests their view. Identify their view clearly. Ask yourself: "What does the writer think here?"

Language Paper 2 – Q4 – the Writers' Views Question

11

Begin with the easier text.

Locate a quotation which seems to show a view that the writer has which links to the question.

Underline the quotation.

Quickly annotate in the margin what the view is.

Repeat, trying to find perhaps five different views the writer of your chosen text seems to have.

Now look at your other text. Where does the writer seem to have views which match up to those of the first writer? (They could be similar or different). Quickly underline and annotate.

Language Paper 2 – Q4 – the Writers' Views Question

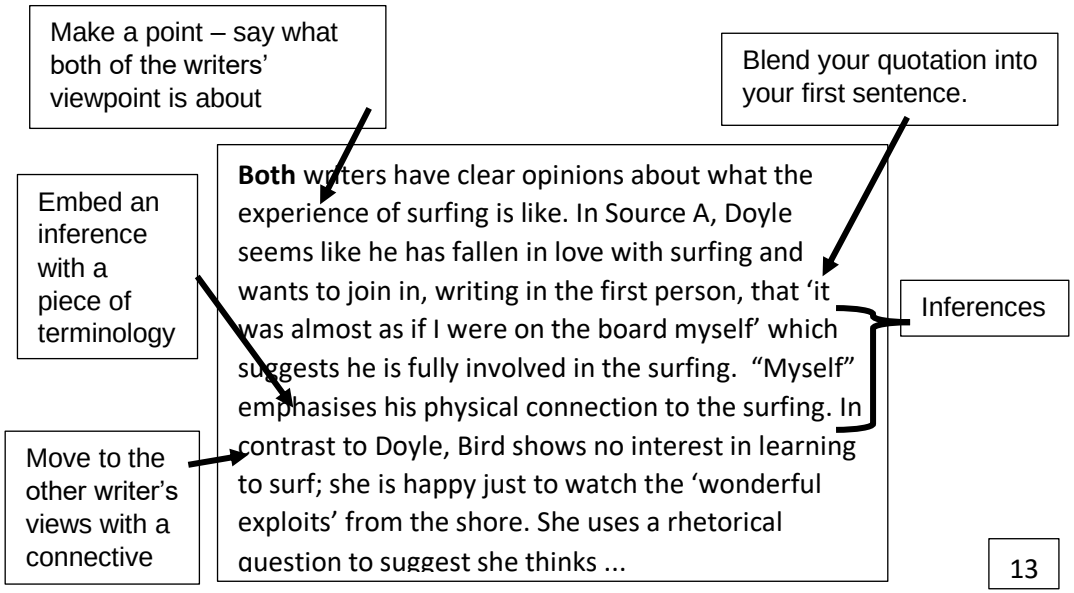
It doesn't matter if some of the views the two writers have are similar and if some of them are different.

It only matters that you can explain how **both** of the writers feel about the topic.

Finding and explaining **both** of the writers' opinions matters more than a detailed comparison. You can just use connectives to suggest you are comparing them: "on the other hand", "Similarly", "In a different way", "However", "Contrastingly", "Also".

12

Language Paper 2 – Q4 – the Writers' Views Question



13

Language Paper 2 – Q5 – the Non Fiction Writing Question

Non fiction writing should sound confident, assertive and adult. Be ambitious. Push the boundaries of your formal ability.

You will have no choice of question. It is important that you carefully read the question to make sure you are certain you know what the purpose, format and audience of the writing task are.

Do not write pages and pages. Two sides (small to average handwriting size) of great quality will score more. If you write over this, it's likely you will start to make errors and your deliberate choices will become less frequent.

Write five paragraphs with at least five sentences in each.

14

Language Paper 2 – Q5 – the Non Fiction Writing Question

Deliberately watch your language. Sound formal. Sound in control. You will probably use persuasive devices as you write.

A anecdote, alliteration, addressing the audience (you)
F facts
O opinions (of an expert)
R rhetorical questions, repetition
E exaggeration, emotive language
S statistics
T rule of three (in a list)

Beware! Using these is NOT enough: you have to actually argue a point of view. These just help you argue it.

15

Language Paper 2– Q5 – the Non Fiction Writing Question

16

Top tips

Plan arguments and points which are <u>relevant</u> to the audience and format.
Be **far** more formal than you think you need to be.
Vary your sentence structures.
Use an opener or subordinate clause in **most** sentences.
Use a deliberately short sentence.
Use a range of punctuation : ; - () !
Use **at least** five sentences in each paragraph.
Use your best words even if you're not 100% with the spelling.
Leave time to check and find your errors. They **<u>will</u>** be there.
<u>Common error:</u> comma splicing between two sentences.

Language Paper 2 – Q5 – the Non Fiction Writing Question

17

Colon : use it instead of the word "because".

Life-giving light cascaded down : the dreary clouds had dissolved..

Semi-colon ; use it between two complete sentences which are about the same topic.

Romantic moonlight pooled on the ground ; starlight added to the unearthly gleam.

Dashes – use like a pair of brackets. They <u>point out</u> the clause they surround.

Throwing heat like an onslaught – despite it being late in the day – the violent sun attacked our skin with flame-like passion.

Language Paper 2 – Q5 – the Non Fiction Writing Question

Use sentence openers. Embed them after the first noun to create easy complex sentences.

Time opener (after, before, during…)

Prepositional opener (on, under, below, along, through …)

-ing word opener (having, being, looking, thinking …)

2A opener (2 adjectives or two adverbs)

Simile opener ("Like a … ,)

Causal opener (Because …… ,)

Language Paper 2 – Q5 – the Non Fiction Writing Question

You will be asked to write in one of the following formats:

A formal letter
An essay
An article
A leaflet text
A speech

The question will look like one of these:

Explain what you think about…
Argue the case for or against …
Persuade ….
Advise the reader of the best way to …

Language Paper 2 – Q5 – the Non Fiction Writing Question

Whatever the task, the mark scheme is the same. Do not think that any of the formats require less careful, deliberate and formal writing. **Always** write an **introduction**, **three or four main paragraphs** and a **conclusion**.

Every **main paragraph** should have a topic sentence, three or more sentences which explore, develop, argue the topic, and then a concluding sentence. There should be at least 5 full stops in every **main paragraph**.
Each **main paragraph** should be on ONLY ONE TOPIC.
Argue ONE TOPIC persuasively in each paragraph. Do not be tempted to cram in random ideas which are not linked or argued: you will lose marks.

Language Paper 2 – Q5 – the Non Fiction Writing Question

Choose to EITHER be FOR or AGAINST. DO NOT ARGUE BOTH.

Plan your three or four main paragraphs.

Plan the way you will develop your argument of each topic in each paragraph.

You will gain most marks for arguing persuasively and making your views well developed.

Language Paper 2 – Q5 – the Non Fiction Writing Question

Letter

22

13, Winthorpe Close,
Skegness,
Lincolnshire.
PE24 5BA

10th June 2019

Dear sir,
Yours faithfully,

Dear Mr Wilkinson,
Yours sincerely,

Language Paper 2 – Q5 – the Non Fiction Writing Question

Letter

23

Address
Date
Introduction – avoid "I am writing to.,,"
Three or four main paragraphs
Conclusion – hope that your ideas will be considered; hope to hear from your recipient shortly;

Clearly focus the topics you argue on the intended audience.

Language Paper 2 – Q5 – the Non Fiction Writing Question

Article

24

Headline / title – DO NOT use fancy style of font – just write it
Subheadings
Introduction – Make it attention grabbing.
Three or four main paragraphs
Conclusion – Link it back to the introduction

Clearly focus the topics you argue on the intended audience. Remember that articles are for a wide, formal audience and should not include personal details; your arguments should explore examples that many people will be able to relate to.

Language Paper 2 – Q5 – the Non Fiction Writing Question

Leaflet text

25

Headline / title – DO NOT use fancy style of font – just write it
Subheadings
Introduction – Make it attention grabbing. Begin with three questions.
Three or four main paragraphs
Conclusion – Link it back to the introduction. Suggest where further information can be found.

Clearly focus the topics you argue on the intended audience. Do not be fooled into thinking a leaflet contains less writing than a letter etc.

Language Paper 2 – Q5 – the Non Fiction Writing Question

26

Speech text

Introduction: Address the audience – avoid "My name is xxx and I am here to talk to you about…" Be more original and assertive.
"The environment is at a point of crisis and I am delighted to be with you this afternoon, talking to you about the urgent action we need to take to save it." **Then follow with three questions.**

Three or four main paragraphs
Remember that this is the only form which is intended to be spoken – write directly addressing and including the audience.

Conclusion – Link it back to the introduction. Thank your audience for listening and comment on your hopes.

Clearly focus the topics you argue on the intended audience.

Language Paper 2 – Q5 – the Non Fiction Writing Question

27

Essay

Don't worry! This is basically the same as everything else: just an argument in paragraphs!

Introduction – State your argument / belief simply
Three or four main paragraphs
Conclusion – Link it back to the introduction. Try to summarise what you have argued. "It is clear, then, that saving the planet is our main priority and it is the duty of us all to achieve it as quickly as possible."

Use connectives and signposts clearly. "A key point to consider…"

Language Paper 2 – Q5 – the Non Fiction Writing Question

28

Linking and signposting:

Use **interesting connectives**. "And, so, because, then, also and but" are fine: "**However, moreover, contrary to, unlike and therefore"** will score better.
Avoid "Firstly, … " "My first point is… " etc.
Instead begin a paragraph's topic sentence with something more original: "**A key consideration is…"** or **"It is vital to remember that…"** or **"One of the most important ideas to explore is…"**
It's great to be able to refer to something you wrote in an earlier paragraph: **"As mentioned earlier…"**

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Language Papers 1 and 2 - the Writing Questions

All sections of the papers are worth the same.

There are the **same** amount of marks for writing as for the comprehensions.

It is foolish – crazy – to get your timings wrong.

Spend an hour on the comprehensions.

Spend the full 45 minutes on the writing tasks.

You **will** pick up a few more marks if you proof read carefully, make improvements and corrections.