

English Language Paper 2: Step-by-Step guide

Revision Objective:

- To understand the skills required for each question



ENGLISH LANGUAGE GCSE

Paper 2 (1 hour 45 minutes)

Writers' viewpoints and perspectives

Reading
source
material
15mins

Section A - Reading

Two sources – non-fiction and literary non-fiction

Q1 – Select statements that are true – Source A

4 marks
5mins

Q2 – Summary of given topic in Sources A & B

8 marks
8mins

Q3 – Use of language – Source A/B

12 marks
12mins

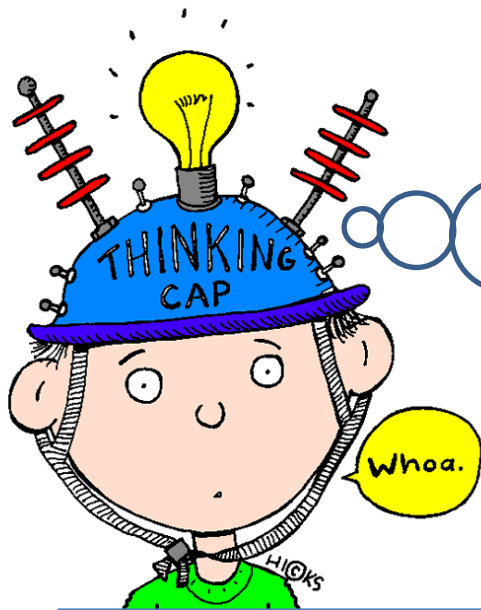
Q4 – Comparing attitudes and methods in Sources A & B

16 marks
20mins

Section B – Writing

Q5 – Writing to explain/argue own ideas on topic covered in Section A

40 marks
45mins



Before the exam, think about whether you will answer the questions in order, or do Question 5 first. **This should be decided after an individual chat with your teacher!**

15mins: Reading the sources

- Read both non-fiction sources carefully and think about the **purpose**, the **audience**, the **form** and **when** they were written!
- You should have a quick look at the questions before you read, to give you an idea of which details to look for and **where**.
- **Annotate** the sources while reading!

5mins!

Q1 – Four true statements

- Read the question carefully and underline the key words (the biggest mistake made is students not reading the question properly!)
- Shade in the four TRUE statements
- Make sure you actually shade!
- SIMPLE!
- **Spend no more than 5mins on this question!**

8mins!

Q2 – Comparing differences

DO's:

- Read the question carefully and underline the key words!
- Big Idea – Summarise differences of PAF
- Make clear points to answer the question
- Choose quotations as evidence
- Make inferences about quotations by explaining what they SUGGEST (use the word BECAUSE) in your response
 - Point
 - Qotation
 - Inference
 - Connective

DON'Ts:

- Don't forget to use words from the question in your response!
- Don't analyse language (not a language Qu)!
- Don't mention the READER!

x2 Comparatives

8mins –
2 comparisons!

Q2. Use details from both Sources to write a summary of the differences/similarities between

- In Source A, the writer presents.....
- This is shown in the quotation, “
- This could suggest,
because.....

- In contrast/Similarly, in Source B, the writer presents.....
- This is shown in the quotation, “
- This could suggest,
because.....

Make INFERENCES by saying what the quotation SUGGESTS and using the word BECAUSE!

12mins!

Q3 – Language effects on READER

DO's:

- Read the question carefully and underline the key words!
- Only refer to the section names in the question
- Make clear points to answer the question
- Choose quotations as evidence
- Identify language devices
- Spotlight key words
- Explain effects on the READER

DON'Ts:

- Don't forget to use words from the question in your response!
- Don't analyse quotations outside the specified lines
- Don't mention the WRITER'S FEELINGS!

Q3. How does the writer use language to

- The writer uses to describe
- This is shown in the quotation, “.....”
- The use of the word, “.....” has connotations of because
- This makes the reader feel because.....

- Furthermore, the writer uses to describe
- This is shown in the quotation, “.....”
- The use of the word, “.....” has connotations of because
- This makes the reader feel because.....

20mins!

Q4 – Comparing viewpoints of WRITERS

DO's:

- Read the question carefully and underline the key words!
- Big Idea – Summarise differences of PAF and OVERALL TONES
- Identify clear feelings/emotions of the WRITERS
- Compare viewpoints of the writers using connectives
- Choose quotations as evidence
- Identify language devices/perspectives/structure
- Spotlight key words
- Explain effects how language used to express feelings/emotions of WRITER'S FEELINGS!

DON'Ts:

- Don't forget to use words from the question in your response!
- Don't mention the READER!

x2 Comparatives

20mins – 2
comparisons!

Q4. Compare how the writers have conveyed their different ideas and perspectives about.....

- In Source A, the writer feels about
- This is shown in the quotation, “.....”
- The use of the word, “.....” has connotations of because
- This illustrates how the writer feels
because.....

- In contrast, in Source B, the writer feels about
- This is shown in the quotation, “.....”
- The use of the word, “.....” has connotations of because
- This illustrates how the writer feels
because.....

- In Source A, the writer feels about
- This is shown in the quotation, “.....”
- The use of the word, “.....” has connotations of because
- This illustrates how the writer feels
because.....

- In contrast, in Source B, the writer feels about
- This is shown in the quotation, “.....”
- The use of the word, “.....” has connotations of because
- This illustrates how the writer feels
because.....

Focus on the WRITER’S FEELINGS!

45mins!

Section B – Q5

DOs:

- Read the question carefully and underline the key words!
- Identify audience, purpose & the form of your response
- Decide on your point of view and express your opinion clearly – It should be one-sided!
- Write in standard formal English
- Support any points with evidence and explanation
- Use a *range* of language devices and sentence structures
- Explain to express feelings/emotions

DON'Ts:

- Don't forget to plan
- Don't make it balanced
- Don't forget to use words from the question in your response!
- Don't forget to clearly paragraph
- Don't forget to check your spelling, punctuation and grammar!
- Don't write too much – Quality over quantity to keep your point of view focused

1½ - 2 sides! You don't need to write loads

45mins – Write
only 1.5/2 pages!

Q5. Writing to express your POINT OF VIEW (be persuasive)!

Structure your ideas in the following 5/6 sections:

1. Introduce your argument – interesting and engaging from start (use a device from AFOREST)! Start with some rhetorical questions? Short sentences?
2. Brief mention of argument against and why it's wrong, or why the positives of your argument are more important than the negatives. Destroy it! (This is optional!)
3. Idea 1 – What feature(s) of AFOREST can you include?
4. Idea 2 – What feature(s) of AFOREST can you include?
5. Idea 3 – What feature(s) of AFOREST can you include?
6. Closing – Make a link back to the opening? End with a device (e.g. One-word sentence)

**Make it one sided – you don't need to
balance your point of view!**

45mins – Write
only 1.5/2 pages!

Q5. Writing to express your POINT OF VIEW (be persuasive)!

Possible sentence starters for each of the 5/6 sections:

1. (three one-word sentences)
2. Some people may say that, however they are definitely wrong because
3. Firstly,
4. Secondly,
5. Finally,
6. So what do you think about now? Do you think that things need to change?
.....

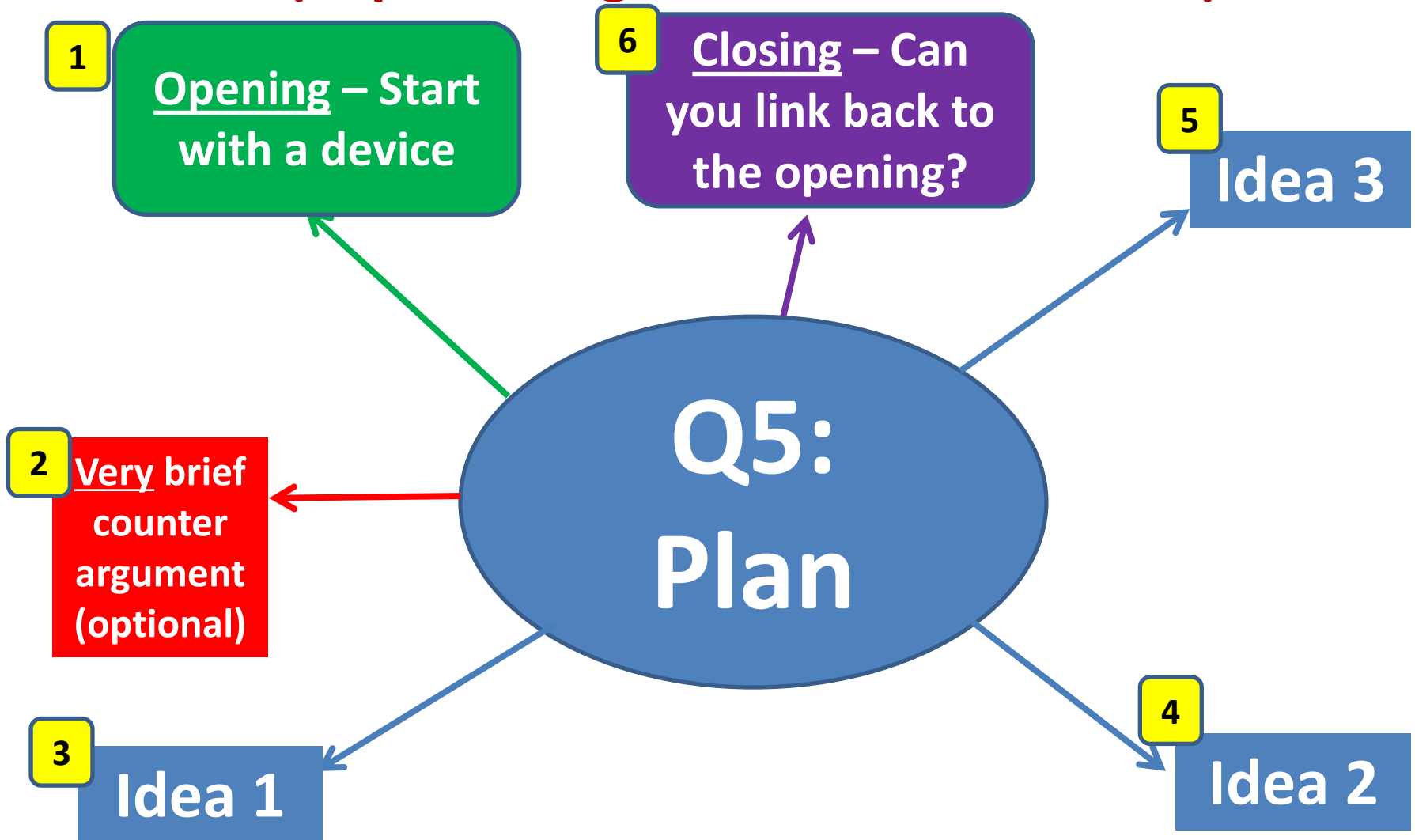
Make it one sided – you don't need to balance your point of view!

45mins – Write
only 1.5/2 pages!

Q5. The Mark Scheme – DROPS

- **D** – Have you used any language devices?
- **R** – Have you used a range of punctuation?
- **O** – Have you created an interesting opening/closing?
- **P** – Have you planned interesting ideas?
- **S** – Have you structured their ideas using a range of sentences and paragraphs?

Q5: Writing to present your point of view (Explain/Argue/Persuade/Advise)



Persuasive Devices

- A** • Anecdotes
- F** • Facts
- O** • Opinion
- R** • Rhetorical question/Repetition
- E** • Emotive language/Exaggeration
- S** • Short sentences
- T** • Triplet/Rule of Three

