

GCSE ENGLISH LANGUAGE: PAPER 2

Total time: 1 hour 45 minutes. Two sources (nonfiction). **Read the sources carefully, starting with the boxes at the top, before you start.**

Q1	4 marks max 5 mins	<p>Choose four true statements.</p> <ul style="list-style-type: none"> Focus on the right lines of the right source. Read the statements and the text very carefully. Shade the four correct circles in pen. Double check your choices. Make sure the ones you haven't shaded aren't true. 	<p>The sentences below are just a guide of how you might start your answer. Follow the specific instructions that your teacher has given and make sure you show the key skills!</p>
Q2	8 marks up to 15 mins 1-2 pages	<p>Write a summary of what you understand about the different/similar...</p> <ul style="list-style-type: none"> Read both sources and highlight any facts linked to the thing in the topic. (Not opinions!) Make notes on the inferences you can make from the evidence. (Why is it like that?) Write your answer explaining how these things are different/similar and why. 	<p>In Source A, the [topic] is This suggests... . However/ Similarly, in Source B, the [topic] is... . This suggests...</p> <p>The [topic] are different/similar because...</p>
Q3	12 marks up to 15 mins 2 pages	<p>How does the writer use language to...</p> <ul style="list-style-type: none"> Pick 3 juicy quotes from the right lines (metaphorical is best!) Annotate a key word/image from each quote with as many precise meanings as possible. Use subject terminology when writing about each feature (e.g. metaphor, word) Explain the precise meanings of each word/image when writing your answer, then link this to what it shows about the topic of the question (its effects). 	<p>The writer describes _____ as '[quote]'. The use of the [subject term, e.g word] '...' evokes thoughts/the idea/an image of [precise meanings]. Therefore, this suggests [effects] about topic.</p> <p style="text-align: right;">x3</p>
Q4	16 marks up to 25 mins 2-4 pages	<p>Compare how the writers convey their different/similar perspectives about...</p> <p>WRITE ABOUT EACH WRITER'S THOUGHTS AND FEELINGS ABOUT THE TOPIC & ANALYSE THEIR METHODS. THIS SHOULD BE YOUR LONGEST ANSWER IN SECTION A!</p> <ul style="list-style-type: none"> Read both sources carefully, picking out a range of quotations that show each writer's thoughts/feelings about the topic. Think about the tone(s) they create (this could change!) Look for any key words and any other methods you could analyse. Annotate them. Your response must be detailed, explaining each writer's perspective (thoughts) about the topic, supported with analysis of their methods. Think about the contexts (boxes at the top)! Use connectives when comparing one writer to another. If possible, compare in more detail. 	<p>The writer in A thinks/feels... because...</p> <p>The use of the [method e.g. word/metaphor] '...' evokes thoughts/the idea/an image of [precise meanings]. Therefore, this suggests [effects] about topic - writer's thoughts/feelings.</p> <p>However/Similarly, writer B... + analysis.</p> <p style="text-align: right;">using as many quotes as possible!</p>
Q5	40 marks 40 mins Planning page and 2-4 pages of writing	<p>Viewpoint writing task based on a statement. (Article, letter, speech, leaflet or essay.)</p> <p>Read the statement carefully, break it down and make notes about your ideas. Decide your point of view. Think about what would appeal to the audience.</p> <ul style="list-style-type: none"> Plan your structure thoughtfully. A good structure could be: 1) Describe an image or personal story → 2) Introduce your viewpoint → 3) Give facts/reasons/explanations → 4) Make a counter-argument against your opposition's viewpoint → 5) Link back to your opening image/story → 6) Short, powerful closing. Work through your points, including counter-arguments where appropriate. Don't rush your writing. Make sure it is thoughtful, convincing and accurate. Use strong rhetorical features, making sure you persuade your audience of your viewpoint. Edit and improve your writing as you go along and when checking at the end. If useful, apply the sentence structures from the Writing Strategy in class. Make sure you include all the skills needed to earn marks → 	<ul style="list-style-type: none"> Sentences: use a range of types and starters. Use a short sentence for effect. Paragraphs: use them! Include a powerful one-sentence paragraph. Punctuation: accurate and varied. Semicolons (;) join two sentences. Techniques: e.g. simile, metaphor, rhetorical question. Be original. Vocabulary: always use the most powerful words you can think of. <p>Each of these skills is worth a lot of marks - show all of them!</p>