

GCSE English Language Paper 2- Non Fiction

Text 1

Text 2

Reading time: 5 minutes

Reading time: 5 minutes

Questions 1 and 2

Questions 4 and 5

| AO1 | How to approach the questions: | Timing | Marks | AO1 | How to approach the questions: | Timing | Marks |
|--|--|-----------|----------------------------|--|--|-----------|--------------------------|
| Identify and interpret explicit and implicit information and ideas | 1. Box the line numbers 2. Find the quote which answers the question DO NOT explain/ comment on the quotation | 5 minutes | Q1- 2 marks Q2- 2 marks | Identify and interpret explicit and implicit information and ideas | 1. Box the line numbers 2. Find the quote which answers the question DO NOT explain/ comment on the quotation | 5 minutes | Q4- 1 mark Q5- 1 mark |

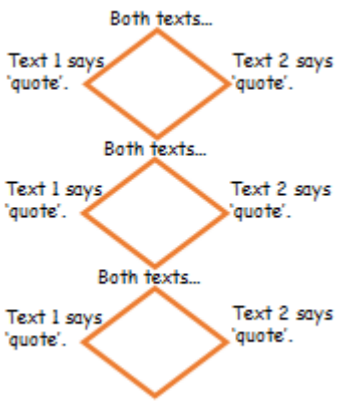
Question 3

Question 6

| AO2 | How to approach the question: | Timing | Marks | AO4 | How to approach the question: | Timing | Marks |
|---|--|--|----------|---|---|--|----------|
| 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. | 1. Read the question 2. Re-read text 1 and look for key quotations that address the question 3. Look for language AND structural features 4. Produce at least 3 PETER paragraphs aiming to identify multiple techniques in each quote YOU MUST talk about language and structure to get above level 2. | 20 minutes | 15 marks | Evaluate texts critically and support this with appropriate textual references. | 1. Read the question 2. Re-read text 2 and identify potential SPITE points that link to the question 3. Produce at least 4 PETER paragraphs ensuring that you have SPECS in your point and final sentence of each paragraph | 20 minutes | 15 marks |
| | | Acronym: | | | | Acronym: | |
| | | Point – here you should put forward an impression about what the writer has done. Evidence – now support this impression with evidence from the text. Technique – identify the technique used by the writer to give you this impression. Explanation – discuss how the technique gives you this impression. Reader effect – explore what the writer has made the reader think, feel or question (you are the reader). | | | | Point – here you should put forward an impression about what the writer has done. Evidence – now support this impression with evidence from the text. Technique – identify the word or phrase used by the writer to give you this impression. Explanation – discuss how the words give you this impression. Evaluate – explore if this is successful by linking back to the question. | |

| Language features | Structural features | SPITE | SPECS |
|---|---|--|--|
| <ul style="list-style-type: none"> • Adjective • Noun • Verb • Adverb • Preposition • Pronoun • Simile • Metaphor • Alliteration • Hyperbole • Imagery | <ul style="list-style-type: none"> • Simple sentence • Complex sentence • Compound sentence • Exclamatory sentence • Interrogative sentence • Declarative sentence • Imperative sentence • Punctuation • Rhetorical Question • Repetition • Listing • Juxtaposition | <p>Setting- Are any interesting, powerful or unusual settings or places mentioned? Why? Do they contribute to the meaning or ideas discussed in the question?</p> <p>People- Does the writer focus on anyone in particular? Do they contrast their own views with anyone else's? How are we expected to react to them?</p> <p>Ideas- How does the writer sound? What kind of mood/emotion do you think they are feeling? Use the question to help you.</p> <p>Tone- How does the writer sound? What kind of mood/emotion do you think they are feeling? Use the question to help you.</p> <p>Events- Does the writer use any significant events to justify his message? Are different events mentioned? Why? What is the point of mentioning these?</p> | <p>Successfully</p> <p>Powerfully</p> <p>Effectively</p> <p>Creatively</p> <p>Skillfully</p> |

Both Text 1 and Text 2

| Question 7A | | Question 7B | | | |
|--|--|--|--|---|--|
| AO1 | How to approach the question: | AO3 | How to approach the question | Timing | Comparative Language: |
| Select and synthesise evidence from different texts. | 1. Read the question carefully 2. Look through both texts to find 3 similarities 3. Use the diamond structure to produce 3 paragraphs  | Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. | 1. Read the question 2. Look back over both texts for similarities and differences (you can use ideas from Q3 and Q6) 3. You need 4 PETECETER paragraphs | 19 minutes Marks 14 marks | Similarity: Similarly In the same way In both texts Likewise Contrast: On the other hand Unlike Whereas However |
| Marks | | Acronym: Point – here you should put forward an impression about what the writer has done. Evidence – now support this impression with evidence from the text. Technique – identify the technique used by the writer to give you this impression. Explanation – discuss how the technique gives you this impression. Compare – summarise what you have discussed in the paragraph and explain how it makes it success for the reader. Evidence – now support this impression with evidence from the text. Technique – identify the technique used by the writer to give you this impression. Explanation – discuss how the technique gives you this impression. | | | |
| 6 marks | | | | | |
| Timing | | | | | |
| 6 minutes | | | | | |

Section B- Transactional Writing

| How to approach the question: | AO5 | AO6 | Timing | Marks |
|--|---|---|--|--------------------------------|
| 1. Read the questions and choose one to answer 2. Identify PAF (purpose, audience and form) 3. Spend 5 minutes planning your response 4. Write down the question number 5. Complete your response | <ul style="list-style-type: none"> 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 | Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation | 5 minutes planning 35 minutes writing | AO5- 24 marks AO6- 16 marks |

| Text Types | | | | | | DAFOREST |
|--|---|--|---|---|---|--|
| Letter | Article | Report | Guide | Review | Speech | |
| They may ask for a formal or informal letter The letter must start (Dear) and end correctly (Yours sincerely/ faithfully) or for informal letters (see you soon) 1. Opening: <ul style="list-style-type: none"> Establish your audience and purpose, be formal, use the correct salutation- Dear Sir/Madam if you don't know the person or Dear (name) if you do 2. Main part: <ul style="list-style-type: none"> Paragraphs- each one with a clear topic 3. Ending: <ul style="list-style-type: none"> End with a decisive statement or a clear indication of what you want the recipient to do or feel. 4. Sign off with yours faithfully (if you don't know them) or yours sincerely (if you do know them) Formal - standard english Informal - colloquial language, recipients first name- more chatty tone. You may refer to shared experiences. | 1. Catchy headline 2. Subheading with more information 3. Opening- engage the reader/ outline the main points of the article 4. Middle- series of paragraphs that go into more detail 5. End- concluding paragraph that draws the points together- call to action/ further help You may want to use a circular structure where the conclusion links back to the opening idea | 1. Introduction- overview of the report's topic 2. Divide the topic into sections with subtitles 3. Recommendations at the end in a conclusion- need at least 3 suggestions/ recommendations 4. Signed and dated by the inspector | 5. Clear headline 6. Subheadings- for each sub topic 7. Clear introduction- what is the guide about? 8. Lists with bullet points 9. Website/ contact details at the end | 1. Strong opening statement- Overview of the piece you're reviewing- writer/ director/ genre/ actors and present your opinion 2. Provide more details about the content- eg. Film- explain the plot briefly or a product- briefly say what the product does 3. Write about strengths and weaknesses (one paragraph on each- start with strengths if it is a positive review and weaknesses if it is negative) 4. You may want to consider including recommendations Conclusion- state your opinion- are you recommending it or not? | 3 part structure: 1. Highly engaging and motivational opening- make it clear you are writing a speech- 'Ladies and gentlemen, I am delighted to be here to...' 2. A well- structured argument with several main points that considers possible counter arguments- use paragraphs 3. A dynamic and memorable conclusion- maybe a call to action | Direct Address Alliteration Facts Opinions Rhetorical Question Repetition Emotive Language Statistics Triples (Hyperbole/ Anecdote) |