

More detail on the back...

Skills Coverage

Assessment Questions

How are 2 text written to show similarities or differences in content?
 How does a writer use language to present his attitude or opinion?
 How do writers use language/structure to present their different perspectives on a theme?
 How do I write effectively in a range or formats and styles to engage my audience?

English Language Assessment Objectives

AO1: R2 R3 R4* R5	AO2: ET1 ET2 E3 E4* E5 E6 E7 E8 E9 E10 E11* E12*
AO3: R6 R7 R8 R9 R10 R11	
AO5: W1 W2 W3 W4* W5 W6* W7* W8 W9 W10 W11*	AO6: W12 W13 W14* W15 W16* W17 W18*

Curriculum Intent:

Why are we studying this?

1. Knowledge of universal themes & ideas from different centuries.
2. Increase our own self-awareness of the society we live in.
3. Be successful at writing in different formats that are used in wider career choices.
4. Confidence & resilience in exams

What to write about:

You will need to know about:
Language & structural analysis – why and how it is used, impact on the reader
Summary/synthesis – retrieving information from a range of sources and looking for similarities and differences.
Comparison – how two texts are written to present different attitudes/perspectives
Creating non-fiction – how to write a non-fiction text in a variety of formats and styles.



5 Mins
4 marks AO1

What do I need to do?
INFORMATION RETRIEVAL

- **BUG** the question and look for key words in the question & the extract very carefully.
- Make sure you are using the **correct SOURCE**.
- You may be asked to read between **selected lines**
- You will have 8 statements – pick **4** that are **true**.
- Look for the **trick statement!**

Common Spelling Errors in English @SPA

Writer Because Beginning There / their/they're Were/we're Happened
 Language Opposite Interest



10 Mins
12 marks AO2

What do I need to do?
EXPLORE LANGUAGE

- **BUG** the question & look for key words in the question – check the **SOURCE!**
- **Devices** – identify how the writer uses language only!
- **Evidence** – select words and phrases (judicious quotes) and embed them within your sentences
- **Analysis** – examine the reason for the writer's choices & impact in detail.
- Make sure you refer to language that relates to the task



10 Mins
8 marks AO1

What do I need to do?
SYNTHESISE

- **BUG** the question and look for key words in the question.
- You will need to read **BOTH** sources
- You will need at least **2** quotations from **BOTH** sources
- Use **Statement, Quotation, Inference** to organize your ideas
- Remember to make suggestions on similarities or differences

Literacy Recaps

Quotations marks: all words taken from the text need '...' around them.
Capital Letters – for names, places and the start of sentences.
Convey means show

Write about the reader...

The reader: ask themselves wonders questions agrees sympathises assumes remembers believes BECAUSE...AND...SO
This makes the reader feel... shocked amused disgusted outraged confused puzzled melancholy frustration fury BECAUSE...AND...SO

Tier 2 Vocabulary: *
 The writer... shows conveys portrays implies communicates insinuates creates highlights displays alludes hints expresses



25 Mins
16 Marks AO

What do I need to do?
COMPARE

- **BUG** the question and look for key words in the question.
- You will need to read **BOTH** sources
- You will need at least **2** quotations from **BOTH** sources
- **Devices** – identify how the writer uses language and structure* (if applicable), especially in the source not used for Q3
- **Analysis** – examine the reason for the writer's choices and the impact on the reader in detail
- Make sure you list things only relating to the task
- **Compare** – how are the two sources presenting similar or different attitudes or viewpoints

Definition: Synthesizing

When you synthesize you

- look at what two or more writers say about the same topic.
- paraphrase each main idea.
- identify how the points of view are similar or different.
- come up with a general statement that expresses the relationships among the individual sources.
- add your own point of view to the statement if your purpose is persuasive.

AQA ENGLISH LANGUAGE Paper 2 Section B

5

45 Minutes

24 Marks AO5

16 Marks AO6

Wherever you see * on an English knowledge organiser it means this is a **stretch & challenge**

WRITING TO PRESENT A VIEWPOINT: EXAMPLE

Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.'

Write **an article** for a **newspaper** in which you explain your point of view on this statement.

ROUTINE:

FLAP the question – format, language, audience, purpose

Plan out your ideas using **Pathos, Logos, Ethos**

- What **moral** ideas could you use?
- What ideas make your ideas **credible and trustworthy**?
- What are the **factual** ideas?
- What are the **emotional** ideas?
- Try to plan 4 different ideas that make up your whole answer.
- This should take no more than **10 minutes**
- You can link the language methods below to your ideas.

How do I use rhetorical language devices to appeal to my audience?

PATHOS (PASSION)

The use of emotional appeal

Heart-warming personal stories (anecdotes), shocking experiences, humorous jokes (if applicable), personal opinions, assertion*, hyperbole*.



LOGOS (LOGIC)

The use of logical argument

Statistics, facts, reasonable arguments, logical organisation of ideas and information. brutal truth*, expert opinions, allusion*.



ETHOS (ETHICS)

The use of credibility and trust

Expert opinions, celebrity endorsements, use of own personal qualifications, morally correct ideas, rhetorical questions, repetition, anadiplosis*, hypophora*.

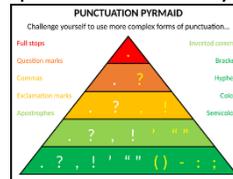


Connectives and Discourse markers to link my ideas...

Although	Consequently	Interestingly	Naturally	Obviously
Clearly	Linking to my original idea	Consider this	Unmistakably	
Ask yourself this question		Nevertheless	Despite this view	

AO6: SPAG Checklist

1. Check common spellings e.g. there=place, their=owner, they're = they are
2. Have you used a full stop accurately?
3. Check your variety of sentences: minor, monosyllabic*, compound, complex*
4. Check your punctuation variety:



5. Check your choice of vocabulary. Have you always chosen the most sophisticated word?

Literary Recaps

Capital Letters – for names, places and the start of sentences.
Full stops at the end of sentences.
Paragraphs: New idea – new paragraph. //P if you forget!

Letter

Your Address
 Date
 Receiver's address
 Dear Sir/Madam
 Introduction – explain why you are writing to them
 Paragraph 1
 Paragraph 2
 Paragraph ...
 Paragraph ...
 Concluding paragraph – sum up the purpose of the letter.
 Yours faithfully/sincerely,
 Your name

Article/Leaflet

Headline
 Sub headline
 Strapline*
 Introduction – 1 or 2 sentences (overview of topic or Point of view)
 Paragraph 1
 Paragraph 2
 Paragraph ...
 Conclusion – sum up the overall ideas.
N.B you can use
 • Underlining
 • Capital letters
 • Bullet points
 • Sub headings for each idea

(Text for a) Speech

Address your listeners – Good afternoon ladies and gentlemen. I am delighted to be here today to talk to you about ...
N.B you could be creative here with how you introduce yourself.
 Paragraph 1
 Paragraph 2
 Paragraph ...
 Conclusion – sum up the overall ideas.
 Thank your audience – finish by recapping any important ideas

Essay

Introduction – make an opening statement or argument that links to the question.
 * Thesis – address your theories
 Paragraph 1
 Paragraph 2
 Paragraph ...
 Conclusion – sum up the overall ideas.

Formats and organisation

Introductory paragraph example

Just once in our lifetime we would like the opportunity to finally end the monotonous debate of HOMEWORK. Even the mention of the dreaded 'H' word sends shivers through the spines of teachers, parents and students across the globe. Consider this... is it really that soul destroying to complete some independent work at home? Since the late 19th Century, when an education curriculum was offered to all, homework has been used with positive and negative outcomes. Today, lets end the debate once and for all!

Conclusive paragraph example

Consequently, and more importantly despite some viewpoints, the days of independent learning, flipped classrooms, Kahoot, and the age-old invention of the BOOK will remain the essentials in the diet of students across the world. Until, we have bridged the ever increasing gap in disadvantage worldwide, education will always be a stepping stone to success. Scientifically, there may be little proof that homework is beneficial. Anecdotally, it can be the cause of bitter household wars. But, simply put, in the words of Aristotle, 'The roots of education are bitter, but the fruit is sweet'.

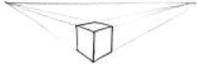


Revise and Test Your Knowledge

English Language Paper 2	
Learn this vocabulary, the definitions and how to use them when referring to a text. These will develop your responses in both lessons and assessments.	
Term	Definition
1. Compare	Note the similarity or dissimilarity between.
2. Creates	Bring (something) into existence.
3. Summary	A brief statement or account of the main points of something.
4. Effective	Successful in producing a desired or intended result.
5. Portrays	Describe (someone or something) in a particular way.
6. Highlight	Draw special attention to.
7. Structure	Construct or arrange according to a plan; give a pattern or organization to.
8. Perspective	A particular attitude towards or way of regarding something; a point of view.
9. Communicates	Share or exchange information, news, or ideas.
10. Critical	Expressing or involving an analysis of the merits and faults of a work of literature, music, or art.
11. Viewpoint	A person's opinion or point of view.
12. Transfer	Move from one place to another.

How to learn these:

1. Make flashcards with all the relevant information on them. Some information could be on the back so that you can test yourself on it.
2. Create a revision group either physically or using social media – for example WhatsApp to revise with your peers.
3. Create a 'memory palace' which means you tag a word to an object in a room at home. You should then be able to imagine that room and the objects within it to retrieve the word, when needed. You could have a different room in your house for each different Literature text.
4. Tag words to landmarks you come across on your journey into school. This could be different shops, crossings, bus stops... As you go back and forth to school, try to remember each of the words when you come across the tagged landmarks.
5. Re-write the information a number of times. Each time reduce it into less information until you end up with 3/4 words only to explain the words meaning. You could also create a list of synonyms in order to avoid repeating the word too often in your writing.

1		5		9	
2		6		10	
3		7		11	
4		8		12	

Extended Writing Opportunities

How does the writer use language to present...?
 Read a text and write a summary of the key points.
 Read two texts and compare the similarities and differences.
 Write a speech arguing that....
 Write a letter persuading...
 Write an article informing of the dangers of climate change.

Wider Reading and Viewing

Youtubers:

Mr Bruff, Miss Cole, Stacey Reay, Mr Salles, Mrs Wheelan, Dr Aiden.

Websites:

[AQA GCSE English Language Past Papers - Revision World](#)

[4333 \(stokenewingtonschool.co.uk\)](#)

[AQA GCSE English Language: paper 2 question 5. Coherence and cohesion 1: importance of planning – Mr Hanson's English \(wordpress.com\)](#)

[GCSE English Language - AQA - BBC Bitesize](#)

[Year-11-Paper-2-writing.pdf \(whitecross.hereford.sch.uk\)](#)

[Covid-19-Language-Paper-2.pdf \(e-act.org.uk\)](#)

[P2 Example Answers | gcseenglish \(clovie7.wixsite.com\)](#)

[Revision-Guide-Language-Paper-2.pdf \(cheney.oxon.sch.uk\)](#)

[Englishbiz - Argument](#)