




GCSE English Language Paper 2: the ultimate knowledge organiser!

Here you have **two** sources which will be non-fiction articles from 21st and 19th century which focus on a similar issue.

- Section A: Reading (60mins):** 12 minutes to read the extracts carefully to make sure you understand them
- Make sure you read each question carefully and underline what lines you are meant to be looking at and from which lines of the extract

Q	Focus	Marks	Mins	How to structure	Tips
1	Choose 4 true statements	4	2	Shade the correct circles!	Focus on explicit details that are clearly written in the extract. 
2	Summarise a focus in both sources	8	10	<p>In source A, the writer gives us the impression that... This is highlighted in the quote, '_____'. This suggests/insinuates/implies...</p> <p>However, in source B, the writer gives us the impression that... This is highlighted in the quote, '_____'. This suggests/insinuates/implies...</p>	<p>You must look carefully at the question. There will be a focus to the summary which means you can only use certain parts of the text.</p> <p>This is structured as SQI (Statement: Quote. Inference)</p> <p>Identifying differences will be straightforward as they are written from different periods in time</p> <p>Embed additional quotes with precise explanations for a higher level response</p> <p>X 2 differences (Source A/Source B & Source A/ Source B)</p>
3	Analyse the writer's use of language	12	16	<p>The writer uses the [word type] '____' to describe _____. This makes the reader imagine_____.</p> <p>The writer uses the [language feature] '____' to describe _____. This makes the reader imagine_____.</p> <p>Furthermore, the use of the [word type], '____' to describe is interesting as it suggests_____.</p>	<p>Focus on the effect of individual words. Don't just say what the word means if you looked it up in the dictionary. Why has the writer used it here? What effect does it have?</p> <p>Be accurate with terminology Make sure you say what the word you are picking out is describing.</p> <p>X 5 language features/word types</p>
	Compare the writer's perspectives (viewpoints)	16	20	<p>In source A, the writer seems to... This is highlighted in the quote, '_____'. This insinuates that the writer feels.... Furthermore, the writer also uses {method} to imply/insinuate/suggest..</p> <p>However, in source B, the writer seems to..... *repeat as you wrote for source A* Close each para with a comparative statement</p>	<p>Be specific with your language terminology just like in Q3. It's best to focus on the effect of individual words (adjectives, verbs, adverbs etc.) and explain how they help to get across how the writer feels.</p> <p>Consider when the texts were written or other relevant information in comparative statement</p> <p>X2 developed comparisons (3 if time)</p>



Section B: Writing

Q5: Remember that is no choice for this question. You will be given a statement and have to explain to what extent you agree, in a persuasive argument

45 minutes = 5 minutes planning and 40 minutes writing.

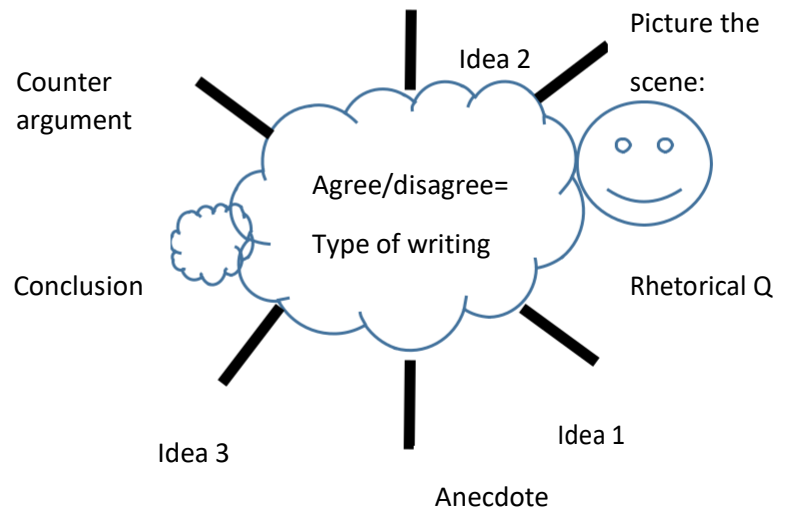
Check your work after each paragraph.

You don't need to fill the booklet. 2 pages of real quality are better than 4 pages of mediocre writing.

Banging sentence openers (in order):

- Many people perceive this as a fractious issue.
- Picture the scene:
- Now, let's be clear, the real issue here is....
- For instance, there was this one time when....
- Yes, I can see why some people may think....
- The solution is simple:

➤ **Planning your response: Use the sheep!**



Use the power 5!

- Range of sentence structures (vary lengths and openers)
- Range of punctuation
- Range of paragraph lengths
- WOW words
- Language features (DAFOREST)

Vocabulary for effect:

Boring WOW words	word
<i>Good</i>	Outstanding, exceptional, remarkable
<i>Bad</i>	Abhorrent, abysmal, appalling
<i>Boring</i>	Tedious, lacklustre, monotonous
<i>Angry</i>	Irritated, exasperated, vexed
<i>Pointless</i>	Futile, inane, absurd

Using language features for effect:

- D**irect address
- A**lliteration
- F**acts
- O**pinions
- R**hetorical devices
- E**motive language
- S**tatistics
- T**riadic/ rule of three

Avoid statistics: they are dull.

Also use **sarcasm** & **humour** to engage the reader e.g.

I'd enjoy the prospect of living with ignorant, climate-change deniers, as much as I'd enjoy eating wool.

Add some power to your writing

Punctuation

'	Apostrophe	.	Full Stop
()	Brackets	-	Hyphen
:	Colon	?	Question Mark
,	Comma	;	Semi-colon
!	Exclamation Mark	"	Speech Mark

Only use a colon once. Here's how:

- The solution is simple: climate change has to be taken seriously.

Only use dashes once. Here's how:

- Let common sense – for once- prevail.