Language Paper 2 – Cheat Sheet

What is it all about?

This paper has five questions to answer and you will need to complete all of them to achieve your target grade. Questions 1-4 are based on two non-fiction texts and are worth 25% of your overall GCSE English Language grade (40 marks). Question 5 is a writing task where you will be instructed to write a non-fiction text. Again, it is worth 25% of your overall grade (40 marks).

Timing

You should spend 60 minutes on the reading section and 45 minutes on the writing section.
Start by **reading the blurb** for each text and then **read and highlight** the key information in the questions.

- **5 minutes:** Question 1
- **10 minutes:** Question 2
- **15 minutes:** Question 3
- **25 minutes:** Question 4

Question 1 – True or false?   4 marks

You will need to identify the four pieces of information, which are TRUE from the list.

- ✓ Read the statements carefully – it might not be obvious.
- ✓ Only shade in 4 answers.
- ✓ Only spend five minutes on this question – even if you have not completed it, move on!

Question 2 – Summarising two texts   8 marks

You need to compare what you learn from two texts about a particular topic. E.g. *What are the differences between how the two boys play?*

Top tips:

- ✓ Highlight what the question wants you to focus on – it will always be specific.
- ✓ Highlight whether the question is asking you to look for similarities or differences.
- ✓ Name the source you are referring to (A or B)
- ✓ Use quotes to back up your points.
- ✓ Infer by saying what the hidden meaning is in a quote
- ✓ Use comparative statements as well as connectives e.g.

    Better, happier, faster, noisier

    In contrast,   However   Similarly   Likewise

Good way to structure your answer:

(Text 1 difference or similarity + quote + infer) + (text 2 difference or similarity + quote + infer) X2 + a final comparative statement = a good response ☺

Question 3 – Language analysis   12 marks

You need to analyse the language that the writer has used and explore the impact that it has on the reader.

Top tips:

- ➢ Identify the key focus of the question and refer to it throughout
- ➢ Include the writer's name in your answer
- ➢ Use short , embedded quotes (preferably no more than five words)
- ➢ Explain why the writer has chosen to use particularly methods or language techniques and refer to them using the correct terminology.
- ➢ Focus on the WHY. Try to question the text by using the question stem: "Why did the writer…?"

Good way to structure your answer:

1. Respond to the question
2. Embed a quote
3. Refer to a method the writer has used
4. Explain why the writer made that language choice and what the impact was.

Question 4 – Comparing views and methods   16 marks

This will ask you to compare the writers' viewpoints or attitudes AND the language/structural methods that they use in their writing.

- ✓ Identify what both writers think about the subject and explain how this is similar or different in your introduction.
- ✓ Find **three** quotes from source A which show what the writer thinks about the subject and analyse them using subject terminology.
- ✓ Then find three quotes from source B and explain how this viewpoint is similar or different using comparative connectives (see below) and subject terminology.

TOP TIP: Think: What does source A say? How does source A say it (subject terminology)? What is the effect on the reader? Comparative connective, then what does source B say? How does source B say it (subject terminology)? What is the effect on the reader?

Question 5 – Argument writing   40 marks

You will be asked to write either a letter, speech, essay, leaflet or article.
You are marked on SPAG (16 marks) and Content and Organisation (24 marks).

Make sure you:

- ✓ Plan your work, thinking about how you can make your argument convincing.
- ✓ Write at least five paragraphs
- ✓ Write in sentences that make sense, begin with a capital letter and end with a punctuation mark.
- ✓ Use the most precise and effective words you can. Take care to spell them accurately
- ✓ Use a range of sentence types and make sure you vary your sentence openers (ISPACED)
- ✓ Use a range (5+) types of punctuation
- ✓ Proof read your work before you finish and edit any mistakes.

Language Features (Q3 and 4)

- ➢ Key words or phrases (remember to identify as a noun/verb/adverb/adjective/pronoun…).
- ➢ Language features (similes, personification, alliteration, onomatopoeia, metaphor…).
- ➢ Sentence structures (simple, compound or complex).
- ➢ Punctuation used for a certain impact.
- ➢ Repetition used to emphasise a certain thing.
- ➢ The tone of the writing (sarcastic, ambiguous, nostalgic…)
- ➢ Persuasive techniques (such as use of facts, expert quotes or anecdotes).
- ➢ The level of formality (colloquial, slang, technical, profane, archaic…).
- ➢ Exaggeration/hyperbole.
- ➢ Emotive language (either leading the reader to feel positive or negative emotions).
- ➢ Use of humour.
- ➢ Intertextuality – where the writer alludes to or quotes another famous work of literature.

Comparative connectives (Q2 and 4)

Similarities
- • Like
- • Similarly
- • Likewise
- • In the same way
- • Equally

Differences
- • Whereas
- • Unlike
- • On the other hand
- • Conversely
- • Alternatively

Comparative adjectives (Q2 and 4)

– More positive	- worse
– Less emotional	- quieter than
– More direct	- busier than
– Less opinionated	- bigger
– Better	- smaller
– More effective	- more factual

AREDFOREST (Language Devices)

- ✓ A – Alliteration/anecdote
- ✓ R – Repetition
- ✓ E – Emotive language
- ✓ D – Direct address
- ✓ F – Facts
- ✓ O – Opinion
- ✓ R – Rhetorical Question
- ✓ E – Exaggeration
- ✓ S – Statistics
- ✓ T - Threes

The 'five' method (Q5)

The Five Method

- • 5 paragraphs
- • 5 language devices
- • 5 types of punctuation

These five paragraphs:

1. Punchy opening statement
2. Facts and statistics to support your argument
3. Anecdote to illustrate your argument
4. Engage with opposing argument and successfully disprove it
5. Emotive closing

A choice of 5 language devices.

A choice of 5 punctuation marks (not full stops or commas!).

Supporting details might be:

- • Examples
- • Explanation
- • An anecdote
- • Facts and statistics

Helpful glossary to revise

- • **nouns**: objects / things (concrete or abstract).
- • **verb**: an action or doing word.
- • **adjectives**: describes a noun (thing).
- • **adverbs**: describes a verb (action).
- • **pronouns**: words used to replace the noun / proper noun, such as he, she, it
- • **proper noun**: a noun that requires a capital letter
- • **imagery:** when the writer creates a strong image in the reader's mind.
- • **alliteration**: where 2+ words start with the same letter / sound.
- • **metaphor**: an object is described as something it's not.
- • **simile**: an object is compared to something it's not (often using the words 'as' or 'like').

ISPACED to help you vary sentence openers (Q5)

Try starting with:
I – and **ing** word such as 'Screaming,…'
S – a **simile** such as 'Like a thunderstorm I…'
P – a **preposition** such as 'Behind..'
A – and **adverb** (ly word) such as 'Savagely…'
C - a **connective** such as 'Meanwhile…'
E- an **ed** word such as 'Panicked I…'
D – **dialogue** such as '"Shut up!" I screamed.'