



Utter Basics

- In June of your Year 11.
- Paper 2 is worth 50% of your *English Language* GCSE.
- **Section A Reading** is worth 25% of your GCSE and takes 60 minutes.
- You will be given **two nonfiction texts** to read: one modern, one 19th century. They will be on a similar topic.
- Section B Writing is worth 25% of your GCSE and takes 45 minutes.
- You have **four questions** to answer in Section A Reading.
- You should use a **highlighter** to help you with this paper.

Question 1 4 marks

What will the question look like?

Read lines 1 to 12 of Source A. Choose four statements below which are **true**:

A	Pandas are dangerous.	<input type="radio"/>
B	Pandas eat human flesh.	<input type="radio"/>
C	The man loves a panda.	<input type="radio"/>
D	China is made of Pandas.	<input type="radio"/>
E	We should do more to educate pandas.	<input type="radio"/>
F	The panda was driving under the influence.	<input type="radio"/>

- Be quick: it's only worth four marks.
- Read the questions and answers carefully: have you chosen the right lines? Have you spotted any trick questions?
- Running out of time? Have a guess and move on. You've nothing to lose.

Question 2 8 marks

COMPARISON AND IMPLICATIONS

What will the question look like?

Read Source A and Source B. Write a summary of the differences in the pandas' habitats in zoos and in the wild.

- Highlight the key focus of the question: they do **not** just ask for a general comparison.
- This is basically a **fact-based** comparison— not attitudes or ideas.
- Look for quotations which allow you to show your intelligence, not the obvious.
- Show layers of implications but do not bother with technical terms.
- The question *could* ask you to compare **differences or similarities**.

How do I write it?

One difference is in Source A... while in Source B...

For example, in source A is tells us "quote". This implies...

In Source B it tells us "quote". This implies...

Another difference is...

(repeat).

Go! give it a **GETTING IT WRONG IS ABSOLUTELY OKAY. NOT EVEN HAVING A GO IS JUST A BIT PATHETIC.**

Question 3 12 marks

LANGUAGE FOCUS

What will the question look like?

Now look at Source B. Read lines 12 to 40. How does the write use **language** to make the zoo sound unpleasant?

- Highlight the key focus of the question: they do **not** just say "write about language".
- Highlight the **techniques** you can find which allow you to be able to discuss impressions, impact and connotations.
- Try to begin with word/meaning based points rather than points about sounds/sentences etc. Do these later in the answer.

How do I write it?

To describe the zoo as _____ the writer uses...

descriptive lexical choices	dynamic verbs	adjectives / adverbs	emotive lexical choices
semantic field	metaphors / similes	lists / repetition	short sentences for emphasis

For example, we are told "quote".

(Pick out single words.)

implies... suggests...

might also imply moreover,

has connotations of... furthermore,

links to... creates an impression of...

(Repeat).

Question 4 16 marks

ATTITUDE AND METHODS COMPARISON

What will the question look like?

Compare the different attitudes to the topic in Source A and Source B.

- compare their attitudes
- compare the methods they use to present these attitudes

- Note down **pairs** of differing attitudes/feelings between the two sources; eg *impressed/ disgusted, approving/shocked*. They do not need to be opposites, just differences.
- For each pair, find **techniques** (like for language) and quotations to show how they communicate their attitudes.
- This is the answer with the **most marks** in the Reading Section: it should be longer.
- The question *could* ask you to compare **differences or similarities**.

How do I write it?

One difference is that Source A has the attitude that... whereas Source B has more the attitude that...

For example, Source A tells us "QUOTES" + DETAILED TECHNICAL ANALYSIS.

On the other hand, Source B tells us "QUOTES" + DETAILED ANALYSIS.

(Repeat).

Example Attitudes / Feelings

impressed by..	concerned about...	amused by...
indignant about...	shocked by...	approving of...
admiring of...	critical of...	frustrated by...



Utter Basics

- In June of your Year 11.
- Paper 2 is worth 50% of your **English Language** GCSE.
- **Section B Writing** is worth 25% of your GCSE and takes 45 minutes.
- You will be offered only one task—no choices. It will link to the nonfiction topic in Section A.
- You are marked for the following:

style, vocabulary, structure and paragraphing	24
technical accuracy (punctuation, sentence forms, spelling, grammar, vocabulary)	16
TOTAL:	40

Task Types

- You will be given a statement to which you are to respond, giving your own points of view.
- It is probably best to argue either for **or** against as you only have 45 minutes.
- You could be asked to write a newspaper article, letter or speech—and are expected to know how to lay these out properly.

Example

“Zoos are cruel and simply a waste of money.” Write a letter to a national newspaper where you present your point of view on this topic.

Paragraph Plan

- A possible plan might be:

SHORT INTRODUCTION

ARGUMENT

Logical reasons for your point of view.

ANECDOTES

Experiences and examples which prove your points.

ATTACK

Present the other side's view then dismantle them.

SHORT CONCLUSION

A confident candidate will also insert a very **short, stylish paragraph** at some point.

Vocab. you should be able to use

clear-sighted	<i>adj.</i> having clear, sharp judgement
fruitful	<i>adj.</i> producing good results
prudent	<i>adj.</i> sensible and wise
ethical	<i>adj.</i> morally right
astute	<i>adj.</i> clever and wise
deleterious	<i>adj.</i> harmful
injurious	<i>adj.</i> harmful
misguided	<i>adj.</i> mistaken, poorly informed
hasty	<i>adj.</i> not properly thought through
questionable	<i>adj.</i> doubtful, uncertain, dodgy

Punctuation you should be able to use

: colon for lists	— single dramatic dash
; semicolon to join	— — double bracket dash

Phrases for the Argument

- Fundamentally,...
- Clearly,...
- Most of us would accept, I am sure, that...
- My personal conviction on the question of ... is...
- Although I can see that the issue is a complex one, I would argue that...
- Self-evidently, in my view,...
- In my view,...
- It is my considered opinion that...
- My approach to the issue is essentially a practical one: ...
- My approach to this issue is essentially a moral one: ...
- Moreover,...
- Furthermore,...
- What is more,...
- We should also remember that...

Phrases for the Anecdotes

- I feel it is relatively easy to find evidence for my claims. For example,...
- All of us have, I am sure, experienced...
- Evidence for my view can be found / seen when...
- In practical terms, we have only to look to... for evidence of the truth of my claim.
- Evidence for this can be seen when...
- Particularly egregious (bad) / positive examples can be seen
- I can remember an instance when...
- I feel the truth of my position is amply demonstrated by...
- Each of us can, I am sure, recall instances when...
- The situation is particularly observable when we look to cases of...
- A conspicuous examples to prove my point can be seen in...
- I once read of a person who...

Phrases for the Attack

- Some people would argue that . . .
- There is a school of thought that...
- I have heard the opinion put forward that . . .
- Some might advance the idea that . . .
- Some might make the assumption that . . .
- Some might refute my points, asserting that . . .
- It could be argued — mistakenly, in my view — that .
- Some might repudiate my points by claiming that...
;however, ;nonetheless, ;despite this,
- I still believe that . . .
- I would respond that . . .
- I would counter this view by saying . . .
- in my humble opinion, it still remains clear that . . .
- I feel that a more clear-sighted view is . . .
- a more sensible evaluation would seem to be that . . .
- I feel it remains doubtlessly the case that . . .
- I would fiercely defend the idea that...

Phrases for Conclusions

- Ultimately, I suppose we all must admit that..
- To conclude, I think it is important for us to recognise that...
- After reflection, I feel we all must concede that...
- How, then, should we proceed on this topic? I would contend that...
- Is there, ultimately, a solution amenable to all? I would propose that...
- I end with a call to action: all of us should...
- Let me end with a prediction...
- I feel I should end with something of a warning...
- Let me end with a final thought / question for you to ponder...