



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. Both are about pandas. What differences can you infer about the pandas' food?

- 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 how the writers convey their different attitudes to pandas 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 when...
- 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...