











‘English Language Paper 2’ Knowledge Organiser

| Section A: Reading  | Q1 – Select four true statements | Q2 – Summarise the similarities or differences between something in the texts | Q3 – Analyse the writer’s use of language | Q4 – Evaluate the statement |
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| <p>You should spend 1 hour on this section.</p> <p>You will be given two non-fiction texts.</p> <p>You should spend 12 minutes reading the texts to ensure you understand them clearly and to spot anything that may be useful for future questions.</p> <p>Ask yourself the questions below:</p> <p>What type of text is it?</p> <p>Who is the writer?</p> <p>When was it written?</p> <p>What is the text about?</p> <p>What does the writer think about this topic?</p> | <p>4 marks</p> <p>You should spend about 3 minutes on this question.</p> <p>Step 1: Focus on the correct lines.</p> <p>Step 2: Select 4 true pieces of from information. These can be implicit (implied but not directly stated) or explicit (directly stated).</p> | <p>8 marks</p> <p>You should spend about 10 minutes on this question.</p>  <p>Step 1: Read the question carefully and underline the focus</p> <p>Step 2: Identify two relevant quotes from both sources which show the similarities or differences</p> <p>Step 3: Put this into a response inferring ideas from these quotes</p> <p>Success Criteria:</p> <ol style="list-style-type: none"> 1. Statements show the similarities or differences 2. Quotations 3. Inferences 4. The similarities or differences are brought together (synthesised) <p>Possible sentence starters:</p> <p><i>S - Source A conveys...</i> <i>Qu - Quotation</i> <i>I - This suggests...</i> <i>D - This is similar/different to Source B...</i> <i>S - In Source B...Quotation</i> <i>Qu-Quotation</i> <i>I - This implies...</i> <i>D - Overall, Source B...whereas Source A...</i></p> | <p>12 marks</p> <p>You should spend about 15 minutes on this question.</p>  <p>Step 1: Read the question carefully and then re-read the section of text.</p> <p>Step 2: Think about what impression we get.</p> <p>Step 3: Identify two uses of language which give us this impression.</p> <p>Step 4: Analyse these in three paragraphs.</p> <p>Success Criteria:</p> <ol style="list-style-type: none"> 1. Identify a method using terminology 2. Give an example or examples 3. Analyse what it makes the reader think/feel/imagine 4. Look at the connotations of a word and link to another quotation 5. Link back to the question <p>Possible sentence starters:</p> <p><i>T - The writer uses...</i> <i>E - Quotation</i> <i>A - This makes the reader think/feel/imagine...</i> <i>The word ‘___’ has connotations of...</i> <i>Also, the quotation...</i></p> | <p>16 marks</p> <p>You should spend about 20 minutes on this question.</p>  <p>Step 1: Read the question carefully and underline the focus</p> <p>Step 2: Identify the viewpoints in the two extracts</p> <p>Step 3: Select quotes and methods to convey this viewpoint</p> <p>Step 4: Put into two comparative paragraphs</p> <p>Success Criteria:</p> <ol style="list-style-type: none"> 1. Identify the writer’s viewpoint 2. Relevant quotations 3. Analyse how methods are used to convey viewpoints 4. Compare the writers’ viewpoints <p>Possible sentence starters:</p> <p><i>V -Source A and Source B have different perspectives as In Source A the writer’s attitude is</i> <i>E – quotation</i> <i>M -The writer’s use of...</i> <i>E - It suggests to the reader</i> <i>V - In comparison, in Source B the writer’s viewpoint is</i> <i>E – quotation</i> <i>M – The use of...</i> <i>E - It suggests to the reader</i></p> |

| Section B: Writing | Writing an Argument | Structure and Skills | | | | | | | | | | | | | | | | | |
|---|--|----------------------|----------|-----|--------------------------|------|--|-----------|------------------------|--------|-------------------------------|------------|-----------------------------------|-----------|------------------------------------|-------|-------------------------------|---|--|
| <p>You should spend 45 minutes on this section.</p> <p>You will be given an opinionated statement and then asked to produce a certain type of text arguing your point of view.</p>  <p>You should spend 5 minutes planning and 40 minutes writing</p>  <p>Your plan should include the structure of your writing and any key reminders.</p> <p>Check your work after each paragraph.</p>  <p>2-3 pages of quality writing.</p> | <p>Form</p> <p>Letter – Dear..., Yours sincerely (if you know the name of the recipient) Yours Faithfully (if you don't know their name)</p>  <p>Speech – Hello, welcome, Thank you for listening...</p>  <p>Article/blog – Headline, byline, possibly subheadings</p> <table><tr><th>Vocabulary</th><th>Synonyms</th></tr><tr><td>Bad</td><td>Abysmal, abhorrent, dire</td></tr><tr><td>Good</td><td>Beneficial, excellent, agreeable, splendid</td></tr><tr><td>Pointless</td><td>Futile, inane, useless</td></tr><tr><td>Boring</td><td>Tedious, monotonous, tiresome</td></tr><tr><td>Ridiculous</td><td>Ludicrous, preposterous, farcical</td></tr><tr><td>Important</td><td>Significant, essential, imperative</td></tr><tr><td>Angry</td><td>Outraged, indignant, incensed</td></tr></table>  | Vocabulary | Synonyms | Bad | Abysmal, abhorrent, dire | Good | Beneficial, excellent, agreeable, splendid | Pointless | Futile, inane, useless | Boring | Tedious, monotonous, tiresome | Ridiculous | Ludicrous, preposterous, farcical | Important | Significant, essential, imperative | Angry | Outraged, indignant, incensed | <p>Picture the scene (bad)</p> <ul style="list-style-type: none">Start with ‘Picture the scene:’Choose something people can relate to or imagineDescribe at least 3 things about the scenarioUse a some; others sentenceUse antithesis (two opposites) e.g. At best...at worstUse asides in brackets <p>Position (your opinion linked to the statement)</p> <p>Therefore, _____.</p> <p>Clarify</p> <ul style="list-style-type: none">Start a discourse marker e.g. Firstly, importantlyThen use a topic sentenceInclude a the more, the more sentenceInclude an authority figure e.g. Scientists/studies...Include a fact or statisticInclude a simileEnd on a rhetorical question <p>Picture the scene (good)</p> <ul style="list-style-type: none">Start with ‘Now, picture the scene:’Choose something people can relate to or imagine that contrasts with your first ‘picture the scene’Describe at least 3 things about the scenarioUse direct address ‘you’Use anaphora (starting 2 or more sentences in the same way) e.g. No more...no more...no more...Use emotive language <p>The solution is simple (what the reader should do/what should happen)</p> <p>The solution is simple:</p> <p>_____</p> | <p>Accurate and Ambitious Punctuation</p> <p>Use commas accurately:</p> <p>Use in lists, after introductory phrases and to separate a main clause from a subordinate clause when the subordinate clause is at the beginning or in the middle of the sentence.</p> <p><i>As it has been proven multiple times, homework increases exam success.</i></p> <p>Use colons and semi-colons accurately:</p> <p>; To connect two main clauses which are related – The average secondary school student is set 2 hours of homework a week; this usually increases each year.</p> <p>: To connect two main clauses where the second explains the first – Teachers often set homework; it helps students to consolidate knowledge.</p> <p>Sentence Variety</p> <p>With Verbs: <u>Perplexed</u>, I question why some students choose not to complete homework.</p> <p>With adverbs: <u>Worryingly</u>, around 50% of students think homework is pointless.</p> <p>With adjectives: <u>Conscientious and hardworking</u>, many students complete work independently.</p> <p>So, so: Homework can be so time consuming, so onerous, there is little time for anything else.</p> <p>The more, the more: The more homework that is set, the more it will be rushed.</p> <p>Some; others: Some students complete every piece of homework; others do not complete any.</p> |
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