# Language Paper 2 – Overview

## Summary of each question

- **Question 5: Persuasive writing (40 marks)**
- **Question 4: Compare how writers convey their attitude/ viewpoints (16 marks)**
- **Question 3: How writer uses language to describe X (12 marks)**
- **Question 2: Summary of similarities/ differences (8 marks)**
- **Question 1: Shade in 4 true statements**

## Timings

- **Question 5: 45 minutes (5 mins planning + 40 mins writing)**
- **Read both extracts: 10 minutes**
- **Question 4: 20 mins**
- **Question 3: 15 mins**
- **Question 2: 10 mins**
- **Question 1: 4 mins**
- **Total: 1hr 44**

## Top Tip!

- Exam starts write down on extract when you need to move on from each question

- E.g. exam starts at 8:30am write down:

  - 9:15 – finish question 5
  - 9:25 – finish reading extracts
  - 9:45 – finish question 4
  - 10:00 – finish question 3
  - 10:10 – finish question 2
  - 10:14 – finish question 1

# Question 5

## Overview

- 45 mins on this
- 40 marks (24 marks for how good your writing is, 16 marks for SPAG)

## Ticklist for creative writing:

| 24 marks | 16 marks |
|---|---|
| • **RRREADSMFQC**<br>• **SWEEP**<br>• Audience<br>• 3 main points | • : ; ! - "" (use semicolon and colon at least twice)<br>• Short sentences<br>• Long sentences<br>• Short paragraphs (includes 1 word paragraphs)<br>• Long paragraphs |

## Planning the question

It is SO important to plan question 5 for this paper. As we can't prewrite it out like question 4, it is important you spend 5 minutes planning it. You could be leaving 10-20 marks on the table if you don't.

Here are two ways you can plan it.

# Option 1

"Artificial intelligence is positive for the world. It allows people to have more creative jobs, have more free time and automate boring tasks"

Write an article for a broadsheet newspaper arguing your point of view on this

| | | | 3 Points | Audience |
|---|---|---|---|---|
| **R**hetorical q<br>**R**ule of 3<br>**R**epetition<br>**E**motive language<br>**A**lliteration<br>**D**irect address<br>**S**imile<br>**M**etaphor<br>**F**acts<br>**Q**uoting reliable source<br>**C**ounter argument | **S**ociety<br>**W**orld<br>**E**nvironment<br>**E**conomy<br>**P**olitics | :<br>;<br>-<br>!<br>?<br>""<br>() | 1)Creative jobs be replaced by AI<br><br>2)People become more consumed with technology<br><br>3)Technology doesn't need to be more progressive - have an adverse effect | Broadsheet newspaper = people in 40-80s<br><br>To mention:<br>-Children's future<br>-Grandchildren |

# Option 2

"Artificial intelligence is positive for the world. It allows people to have more **creative jobs, have more free time** and **automate boring tasks**"

Write an article for a broadsheet newspaper arguing your point of view on this

| | | | |
|---|---|---|---|
| **R**hetorical q<br>**R**ule of 3<br>**R**epetition<br>**E**motive language<br>**A**lliteration<br>**D**irect address<br>**S**imile<br>**M**etaphor<br>**F**acts<br>**Q**uoting reliable source<br>**C**ounter argument | **S**ociety<br>**W**orld<br>**E**nvironment<br>**E**conomy<br>**P**olitics | :<br>;<br>-<br>!<br>?<br>""<br>() | Broadsheet newspaper = people in 40-80s<br><br>To mention:<br>-Children's future<br>-Grandchildren |

## Creative jobs

1) Take away creative jobs

2) AI robs humans of creativity as rely on technology too much

## Have more free time

1) May have more free-time as more people unemployed

2) People use free-time more consumed by technology

## Automate boring tasks

1) Counter: it does, makes human life more convenient and easy

2) Technology gone too far, no need to automate everything

# Option 3

"Artificial intelligence is positive for the world. It allows people to have more **creative jobs, have more free time** and **automate boring tasks**"

Write an article for a broadsheet newspaper arguing your point of view on this

**Audience: 40s - 80s (talk about children and grandchildren)**

**Creative Jobs**

**Take away creative jobs**

**Robs humans of creativity**

Simile

! ;

Repetition

**Anecdote / alliteration**

**Have more free time**

**Free time = people unemployed**

**Robs humans of creativity**

**Emotive Language**

**: "" ?**

**Rhetorical question**

**Quote from reliable source**

**Direct address**

**Automate boring tasks**

**Counter: makes life more convenient**

**No need to automate everything**

**Counter argument**

**- () ;**

**Rule of three**

**Metaphor**

**Facts**

## General structure to use

Rule of 3

Introduction

Short sentence/ paragraph

First point (split into more than one paragraph if needed)

Repetition of rule of 3 + bit more

Second point (split into more than one paragraph if needed)

Third point + counter

Conclusion

Rule of 3

## Techniques

- Some questions will require you to just use language techniques (Q3), some will require you to use both language and structure techniques (Q4), so here is a list of techniques to remember and be able to spot in the exam

![The Lightup Hub logo]

## Key:

- Easiest to spot
- More impressive techniques

| Language techniques | Structure techniques |
|---|---|
| - **Image** <br> - **Connotation (word associated with another word)** <br> - **Adjective (describing word)** <br> - **Verb (doing word)** <br> - **Adverb (how you describe a doing word)** <br> - **Simile (something is as/like something)** <br> - Metaphor (saying something is something else) <br> - Alliteration (start with same letter) <br> - Repetition <br> - Personification (give object human traits) <br> - **Oxymoron (two conflicting words side by side)** <br> - **Juxtaposition(opposite images not necessarily side by side but within a text)** <br> - **Motif (recurring symbol/theme)** <br> - **Semantic field (group of words linked by an overall topic)** <br><br> See language technique sheet for more | - **Sentence lengths (long/short)** <br> - **Paragraph lengths (long/short)** <br> - **Shifts in focus (how focus shifts from one thing to another in each paragraph)** <br> - **Pace** <br> - Flashbacks/ flashforwards <br> - Chronological order / nonlinear order <br><br> See structure technique sheet for more |

# Question 4

## Overview

- **What it is:** Compare both sources and their attitudes/viewpoints towards a topic

- **What lines you can use:** use whole of both sources

- **Marks:** 16 marks

- **Time:** 20 minutes

- **Technique:** both language and structure

## Top Tips!

### 1) Make sure to compare language and structure, but also the writer's methods

- **Tone of voice:** objective (unbiased, more factual), persuasive (trying to convince the reader about the topic), conversational (informal and engaging)

- **Format of the text:** letter, speech, article, essay (think why they've chosen that form to communicate their ideas and viewpoints)

- **Narrative techniques:** anecdotes (short personal stories to make a point), descriptive details (engage reader and make them feel like they're there)

### 2) Every language/ structure technique mentioned should link back to HOW it helps show the writer's viewpoint and perspective

Every technique should link back to how it allows you as a reader to further understand their view/opinion/ perspective

E.g. the writer uses [insert technique] which highlights their viewpoint of...

E.g. the writer uses [insert technique] suggestive that they view [insert topic] as...

E.g. The [insert technique/writer's method) indicates the writer's perspective on [insert topic], highlighting that they feel...

## Structure:

**P** oint about Source A (explore in depth)

**E** vidence Technique Analysis)

**C** omparison

**P** oint about Source A (explore in depth)

**E** TA about source B

**M** ini comparison

(1 on language, 1 on structure, 1 on writer's methods)

## Sentence starters:

- Within Source A, the writer...

- insert quote + technique] Symbolising...

- this contrasts...

- The writer within Source B clearly displays...

- [insert quote + technique] demonstrates...

- However, despite their differences of [insert], they both similarly...

# Question 3

## Overview

- **What it is:** How does the writer use language to describe [insert]?
- **What lines you can use:** specific lines (normally 20-30)
- **Marks:** 12 marks
- **Time:** 15 minutes

**Technique:** only language techniques

## Top Tips!

1. **Make sure you explain WHY for everything**

- After you say 'this shows...' there should be a reason after. To make sure you've done this, use the word 'as' or 'because' after it and it will help you explain

- E.g. this shows he is boring **AS**...

- E.g. this shows that he is terrified **BECAUSE**...

2. Think about **4 key words** that would answer that question then try to find quotes that support that

If the question is '*how does the writer use language to describe the weather*' think of 4 key words that you would answer it with e.g. '*miserable, rainy, gloomy, cold*' and then group together the 2 words that are most similar into one paragraph, and then the other 2 into the other paragraph

E.g. '*miserable*' and '*gloomy*' would be one paragraph – then i'd find quotes to support that

E.g. '*rainy*' and '*cold*' would be the other paragraph – then i'd find quotes to support that

## Structure:

**PETAETAZA**

**P**oint
**E**vidence + Technique
**A**nalysis (embed another quote)
**E**vidence + Technique
**A**nalysis
**Z**oom in on word + technique + analysis
**A**lternative analysis
**X2**

## Sentence starters:

The writer develops an image of…

The adjective "insert quote"…

Symbolising…

The harsh plosive on "insert quote"…

this implies…

The diction on "insert quote"…

Alternatively…

# Question 2

## Overview

- **What it is:** summary comparison of the two sources
- **What lines you can use:** specific focus of what part to compare
- **Marks:** 8 marks
- **Time:** 10 minutes
- **Technique:** NO TECHNIQUES

## Top Tips!

1. **Be very focused on what the question is asking you to compare**

- If the question is 'write a summary of the different experiences of the park' every bit of evidence and comparison you must make should be about the park

- No bit of evidence or comparison should be on anything else – be laser focused

- BONUS TOP TIP: if I was to pull out a quote from the paragraph, without reading the rest of your paragraph, I should know that it is about the park. That's how focused it should be

2. **Explain the difference you're comparing and what the quote shows**

When showing the difference, explain how they are different. You can think about how they're different in their viewpoint/ tone/ theme they focus on

When explain what the quote shows, use the word **AS** or **BECAUSE** after you say what it shows to make sure you're explaining why

E.g. this shows the writer adores the park **BECAUSE** she…

## Structure:

**PEACPEA**

**P** oint about source A

**E** vidence

**A** nalysis

**C** omparison with source B (explained)

**P** oint about source B

**E** vidence

**A** nalysis

**X2-3**

## Sentence starters:

Within source A, the writer presents...

Embed evidence

This suggests...

This juxtaposes source B as...

In source B it is clear that...

Embed evidence

this highlights...

# Question 1

## Overview

- **What it is:** shade in 4 true statements
- **What lines you can use:** The ones given in the text (normally the first few lines)
-
- **Marks:** 4 marks
- **Time:** 4 minutes
- **Technique:** no techniques

**Source A**

This extract is from Clive James' autobiography, published in 1980. Here, he writes about going to the cinema as a child in Australia in the 1940s.

1    Every Saturday afternoon at the pictures there was a feature film, sixteen cartoons and an episode each from four different serials. The programme just went on and on and on. The Margaret Street children would join up with the Irene Street children and the combined mass would add themselves to the Sunbeam Avenue children and they would join the
5    swarm of children from all the other areas, all moving north along Rocky Point Road towards Rockdale, where the Odeon stood.

In summer, the concrete footpaths were hot. The tarmac footpaths were even hotter: bubbles of tar formed, to be squashed flat by our leathery bare feet. Running around on gravelled playgrounds throughout the spring, by summer we had feet that could tread on a
10   drawing pin and hardly feel it.

**0 1**  Read again the first part of **Source A** from **lines 1 to 10**.

Choose **four** statements below which are **true**.

- Shade the **circles** in the boxes of the ones that you think are **true**.
- Choose a maximum of **four** statements.
- If you make an error cross out the **whole box**.
- If you change your mind and require a statement that has been crossed out then draw a circle around the box.

**[4 marks]**

**A**  The cinema programme was every Saturday morning.  ○

**B**  The cinema programme was short.  ○

**C**  The children all came from the same street.  ○

**D**  The children formed a large group as they moved through the streets.  ○

**E**  The Odeon was in Rockdale.  ○

**F**  The children wore shoes.  ○

**G**  The children went to the cinema on foot.  ○

**H**  The children had really tough feet.  ○