

Question 3

Language Paper 2

WHAT IS THE QUESTION?

- It is a language question (the same as language paper 1 Q2 but more marks) which asks "How does the writer use language to describe X?"
- 12 marks
- Time to take: 15-17 minutes

DIFFERENT LANGUAGE TECHNIQUES

- Adjectives
- Verbs
- Adverbs
- Abstract nouns
- Connotations
- Imagery
- Plosives
- Sibilance
- Juxtaposition
- Oxymoron

See our language technique sheet for more

DOs

- Do remember that some of the language devices may be different as it's a non-fiction text such as tone of voice, opinions presented as facts, biased phrases, statistics and facts.
- Do answer the question first. If you're being asked "How does the writer present the weather" decide 3-5 key words that would answer the question. (They present the weather as fierce, powerful etc)
- Do use these key words to help you then find examples that support your ideas.
- Do look for language techniques inside of those quotes.
- Do look for low level techniques: adjectives, verbs, abstract nouns
- Do also look for higher level techniques: symbolism, personification and metaphors. Both low level and high level techniques are worth exploring.

DON'Ts

- Do not look for language techniques first - examiners know when you're 'spotting' them because your answers don't seem genuine or make sense.
- Do not mention context here ... it's amazing how many students do this.
- Not explain your idea fully
- Just pick out a technique and not explain the effect of a technique

THE MARK SCHEME

WHAT IT MEANS:

Shows perceptive and detailed understanding of language:

- **Analyses the effects of the writer's choices of language**
- **Selects a range of judicious textual detail**
- **Makes sophisticated and accurate use of subject terminology**

- How does the language technique create meaning- WHY does it show what you said
- Short, embedded quotes
- Make sure you understand what the language technique is and what it does (e.g. plosives are the d, t, p and b letters and they make harsh sounds)

AQA model examples

EXAMPLES	WHAT HAS BEEN DONE WELL
<p>The writer establishes a series of hunting images to reflect her sense of being a victim on the roads and uses the simile 'as nervous as a hare that feels the greyhound's breath' to describe her fear of being hounded. The image is a reference to greyhound racing, where the delicate hare races for its life ahead of a much larger, faster and more aggressive dog, emphasising how intimidated and vulnerable the writer feels as she sets off, unprotected, on her fragile bicycle, with much bigger and potentially life-threatening vehicles breathing down her neck - a victim of a cruel sport, for the sake of another's entertainment.</p>	<ul style="list-style-type: none"> Links to the question and uses two techniques to talk about this References the technique and goes into lots of detail for analysis- they explore what the technique emphasises and the deeper meaning
<p>The writer uses the metaphor 'flare of agony' to help the reader visualise the pain he feels as something physical, even violent. The word 'flare' conjures up an explosive image of leaping flames, as if his leg is literally on fire, suggesting the intense, sudden pain he feels each time his leg is jolted.</p>	<ul style="list-style-type: none"> Uses technique to show what it implies Zooms in on a key word to see the deeper meaning of the analysis
<p>The writer uses the metaphor 'sea of faces' to describe how the crowd of people has come together to form one single mass, each of their faces indistinguishable from one another. The image of the 'sea' suggests they have swept in behind him, almost like the tide, and are a powerful and irresistible force of nature, which he cannot withstand.</p>	<ul style="list-style-type: none"> Uses technique and then explores the deeper meaning Uses a second technique when zooming on a word to further explore the quote
<p>The writer describes the surfers riding 'majestically' on the waves, the adverb suggesting how dominant the surfers appear and creating the image of regal figures, riding high above the waves, like Neptune the mythical god of the sea. The royal image emphasises the confidence and assurance of the surfers and the awe they inspire.</p>	<ul style="list-style-type: none"> They zoom in on one word and think about how it contributes to an overall presentation of the individual They give an alternative interpretation of how it also emphasises other qualities

Structure

We've created a little structure to help you tick off what the mark scheme wants. We'd recommend revising the structure and practice using it on unseen extracts. See how much detail you can go into in 10-15 minutes.

Remember: think of 3-5 key words that would answer the question and use these to help you find examples

Point

Technique + Evidence

Analysis (embed another quote)

Technique 2 + Evidence 2

Analysis

Zoom in on word + technique + analysis

Alternative analysis

x2

Sentence starters

- The writer develops an image of.../ the writer conveys.../ the writer depicts.../ the writer portrays...
- The adjective "insert quote" .../ the personification on "insert quote" .../ the simile "insert quote" .../ can use any language technique
- Symbolising.../ suggesting.../ establishing.../ indicates.../ is emblematic of.../ this implies.../ this conveys.../ this showcases.../ this highlights.../ this demonstrates.../ this reinforces.../ this compounds...
- The harsh plosive on "insert quote" .../ the joyous image of "insert quote" .../ the adverbs "quote" and "quotes" ...
- Symbolising.../ suggesting.../ establishing.../ indicates.../ is emblematic of.../ this implies.../ this conveys.../ this showcases.../ this highlights.../ this demonstrates.../ this reinforces.../ this compounds...
- The diction on "insert quote" .../ the lexis on "insert quote" .../ the verb "insert quote"
- Alternatively.../ , on the other hand.../ , on the contrary.../ , Instead.../

Model example:

From November 2021 paper

You now need to refer only to SOURCE A from LINES 20 TO 28

HOW DOES THE WRITER USE LANGUAGE TO DESCRIBE EATING FANTAIL SWEETS? [12 MARKS]

The writer creates an image of fantails being irresistibly dangerous as they were “chocolate coated toffee”. The alliteration “chocolate coated” emphasises how these fantails were delicious and enticing, consequently luring in many “groups” of children to indulge in this fantastical, perhaps prohibited by their parents, sweet. Thus, the writer’s description makes eating fantail sweets seem synonymous with childhood delights and forbidden pleasures. This forbidden irresistible danger is compounded with the gruesome metaphor of “mouths” being “chipped open with a cold chisel” once indulged in. The metaphor, paired with the alliterative phrase, reinforces how the damage that these innocent sweets required hyperbole to demonstrate the true extent of the damage. The comparison with it being alike to a “cold chisel” is emblematic of how gruelling the damage of the sweets could be on the mouths of so many children, almost alike to a tool used to break away hard materials. The verb “glutinous” paints a vivid image to the reader of the stickiness of such a sweet and why it was such a danger to the children who continually indulged in them. Alternatively, as “glutinous” is a homophone for gluttonous, connoting excessive greed, this could allude to how despite the immensely sticky texture, the children’s excessive glutton made it irresistible for them not to indulge in.

Moreover, the fantail sweets are described with a dark comical twist, describing how they were almost torturous in the process of eating them and the effects physically it would have on the children. A semantic field of torture is established through the verb “strangled” and the idea that teeth would be “removed instantly”. The use of hyperbole almost gives the description a comical element, paired with an underlying darker tone. The semantic field is used as comical as it is pairing it with the idea of children simply eating sweets, yet also suggests that this innocent sweet would produce mass hysteria and “crying” from the children that consumed them. The adverb “removed instantly” makes the description of the sweets sound like a horrifying warning and makes the sweet appear some omnipotent, it had the ability to remove fillings, something strong and designed to be durable, when a child innocently consumed it. The adverb “forever” makes the fantails appear so powerful and dangerous; they almost seem eternal- torturing the endless children that consume them. This comical element also suggests how although they lasted “forever”, the children continually purchased them as they enjoyed, despite its dangers, that they could continually chew these sticky delights. Alternatively, as it is described as taking “hard work”, connoting a battle, it presents how not only do the Fantails seem eternal, it poses an eternal battle for the children consuming.

Breaking it down

Paragraph 1

Point

Technique + Evidence

Analysis (embed another quote)

Technique 2 + Evidence 2

Analysis

Zoom in on word + technique + analysis

Alternative analysis

The writer creates an image of fantails being irresistibly dangerous as they were “chocolate coated toffee”. The alliteration “chocolate coated” emphasises how these fantails were delicious and enticing, consequently luring in many “groups” of children to indulge in this fantastical, perhaps prohibited by their parents, sweet. Thus, the writer’s description makes eating fantail sweets seem synonymous with childhood delights and forbidden pleasures. This forbidden irresistible danger is compounded with the gruesome metaphor of “mouths” being “chipped open with a cold chisel” once indulged in. The metaphor, paired with the alliterative phrase, reinforces how the damage that these innocent sweets required hyperbole to demonstrate the true extent of the damage. The comparison with it being alike to a “cold chisel” is emblematic of how gruelling the damage of the sweets could be on the mouths of so many children, almost alike to a tool used to break away hard materials. The verb “glutinous” paints a vivid image to the reader of the stickiness of such a sweet and why it was such a danger to the children who continually indulged in them. Alternatively, as “glutinous” is a homophone for gluttonous, connoting excessive greed, this could allude to how despite the immensely sticky texture, the children’s excessive glutton made it irresistible for them not to indulge in.

Paragraph 2

Point

Technique + Evidence

Analysis (embed another quote)

Technique 2 + Evidence 2

Analysis

Zoom in on word + technique + analysis

Alternative analysis

Moreover, the fantail sweets are described with a dark comical twist, describing how they were almost torturous in the process of eating them and the effects physically it would have on the children. A semantic field of torture is established through the verb "strangled" and the idea that teeth would be "removed instantly". The use of hyperbole almost gives the description a comical element, paired with an underlying darker tone. The semantic field is used as comical as it is pairing it with the idea of children simply eating sweets, yet also suggests that this innocent sweet would produce mass hysteria and "crying" from the children that consumed them. The adverb "removed instantly" makes the description of the sweets sound like a horrifying warning and makes the sweet appear some omnipotent, it had the ability to remove fillings, something strong and designed to be durable, when a child innocently consumed it. The adverb "forever" makes the fantails appear so powerful and dangerous; they almost seem eternal- torturing the endless children that consume them. This comical element also suggests how although they lasted "forever", the children continually purchased them as they enjoyed, despite its dangers, that they could continually chew these sticky delights. Alternatively, as it is described as taking "hard work", connoting a battle, it presents how not only do the Fantails seem eternal, it poses an eternal battle for the children consuming.