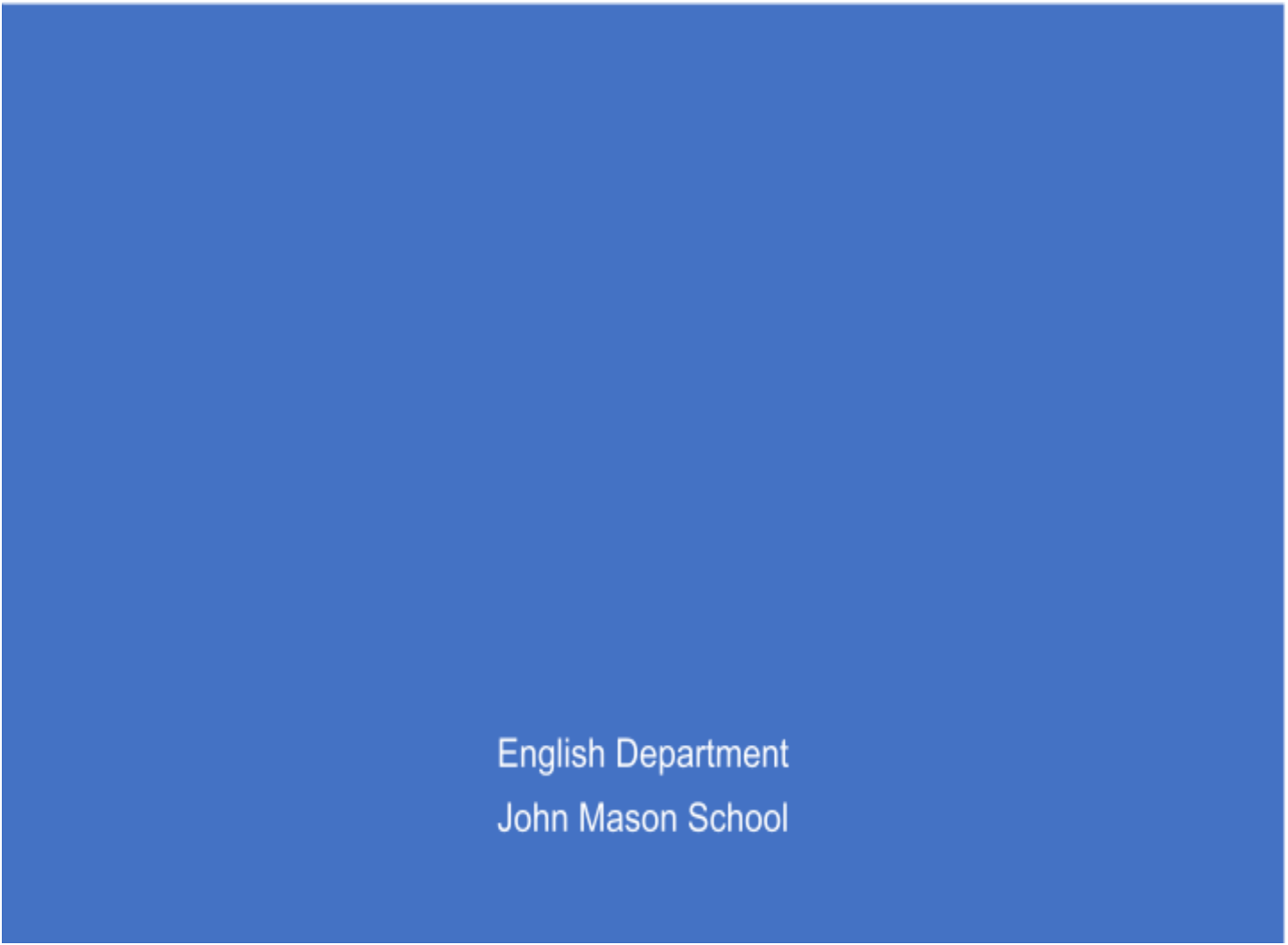




A GUIDE TO ANSWERING LANGUAGE: PAPER 2



English Department
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Paper 2 (1 hour 45 minutes)

Section A:

- There will be 4 questions based on two extracts from non-fiction texts, one from the 19th century and the other either from the 20th or 21st century.
- You should spend an hour on this section
- This is worth 40 marks

The questions will be as follows:

- **Q1:** identifying if a statement is true or false having read **one source**.
- **Q2:** selecting information, spotting differences, making inferences (something hinted by not said) across **two sources**.
- **Q3:** analysing language and the effect of these choices on the reader in **one source**.
- **Q4:** identifying and comparing how **two writers** feel/think about their subject matter. Analysing the language of each to explain what gives you this impression.

Question 1

Using source A shade the boxes of the **four** true statements.

- a) The writer was born and raised in London
- b) Tower Bridge goes over the river Thames
- c) The writer's friends have lived in London for some time
- d) The writer didn't get a chance to walk across the bridge
- e) The writer was not interested in Big Ben
- f) The writer is no longer interested in Tower Bridge
- g) She was walking with friends when first saw the bridge
- h) She has now walked past the bridge lots of times **(4 marks)**

Always make sure you mark **four** statements

You could read source A and then immediately answer this question before reading source B and answering question 2.

Question 2

The diagram shows a question box on the left and two annotation boxes on the right. The question box contains the following text:

02 You need to refer to **source A** and **source B** for this question:
The two seaside towns that Emin and Dickens remember were different.
Use details from **both** sources to write a summary of the differences.
[8 marks]

Below the question box are two horizontal lines for the answer.

The first annotation box, labeled 'Refer to both sources', has an arrow pointing to the words 'source A' and 'source B' in the question text.

The second annotation box, labeled 'Highlight the focus of the question and if it's differences or similarities you are looking at.', has an arrow pointing to the words 'differences' in the question text.

Answer the

question using this structure x 2:

Difference: *One difference ...* Make a general point about both texts being either similar or different in some way, depending on the focus of the question.

Quote: *For example...* Use a quote

Inference: *From this we can infer that...* (DON'T analyse language! Observe, wonder, infer. Oooh that person has sunburnt feet, I wonder what happened? It could suggest they didn't put on any sun cream and spent too long in the sun)

Connective: *However/Similarly...* (include a quote and inference for the second extract)

Quote: *For example...*

Inference: *From this we can infer that*

Model answer

One difference is that the activities and entertainment on offer were different in both towns. For example Margate offers a wider range with 'beauty competitions' and 'talent shows', from this we can infer that it appeals to younger visitors. However, Broadstairs appears to be more rural, for example it states that 'ripening corn' and 'world of butterflies'. From this we can infer that Broadstairs was more relaxing than Margate.

Question 3

You now need to refer only to **Source A** from **Lines 26 to 35**.

The diagram shows a question box on the left and an annotation box on the right. The question box contains the following text:

You now need to refer only to **Source A** from **Lines 26 to 35**.

The annotation box, labeled 'Highlight the section you need to refer to', has an arrow pointing to the words 'Lines 26 to 35' in the question text.

How does the writer use language to describe the crowd of people?

(12 marks)

Use the exact same skills as the Literature paper and structure as you do to answer Paper 1 Question 2 but write 3 paragraphs

Language techniques you could identify:

Single word choices	Adjectives	Verbs	Adverbs
Semantic fields	Connotation	Simile	Metaphor
Imagery	Symbolism	Personification	Zoomorphism
Alliteration	Sibilance	Assonance	Onomatopoeia
Repetition	Rules of three	Rhetorical questions	Anecdote
Hyperbole			

Answer the question using this structure x 3:

Point: Answer the question making a general point about the effect of the language / In the extract the writer uses language to...

Quote: Use a quote/ For example...

Method: What technique is being used in the quote or what interesting word are you zooming in on?/ The use of...

Effect: What effect does the language have on the reader? Write a lot about a little and offer more than one interpretation / This suggests / implies / highlights / emphasises...

Model answer

In the extract the writer uses language to show how the crowd has come together as a massive group. For example, a 'sea of faces'. The use of a metaphor shows how a number of individual people or 'faces' have come together into one massive group. The idea of the 'sea' suggests the huge size of the crowd and that they are moving together as one, like waves in the ocean.

Question 4

For this question, you need to refer to the **whole of Source A**, together with the **whole of Source B**.

This question is all about the **writer** and what they **think** and **feel** about what they are writing about. Your job is to **identify and describe** their view/

Compare how the writers convey their different attitudes to the elephants.

In your answer, you could:

- Compare their different attitudes to the elephants
- Compare the methods the writers use to convey their attitudes
- Support your responses with references to both texts

(16 marks)

Are their attitudes similar or different?

Tone

- Tone words are specific words that help express an author's attitude about the subject matter.
- Words typically have a positive or negative tone, so even just saying positive or negative is a good start.

Create a list of as many words as you can think of to describe different tones and learn them e.g.

Positive	Negative
Confident	Confused
Relaxed	Anxious
Peaceful	Embarrassed
Joyful	Uneasy

Answer the question writing a introduction using the information in the context boxes and using this paragraph structure x 3:

Both writers (say what they are writing about). **However, while the writer of source A is writing a** (what type of text) **about** (what was their experience) **in** (date) , **the writer of source B is writing a** (what type of text) **about** (what was their experience about) **in** (date).

Point: The writer of Source A feels/thinks... (make a general statement about what they think/feel you can often pick this up from the context box)

Quote: They write "... " (use a quote)

Method: The use of... (this could be a language method or structural method or just zooming in on a word)

Explanation: This shows/highlights/emphasises... (what the quote does. Extend your analysis by including a further quote or showing how an attitude changes)

Compare: **However/Similarly...** (appropriate connective)

Point, quote, method, explanation for the second text

Model answer

Both writers write about their experiences with an elephant. **However, while the writer of source A is writing** an essay **about** the time an elephant escaped and he had to decide whether to shoot it or not **in 1922, the writer of source B is writing a book about** his time as Head Zookeeper **in 1898**.

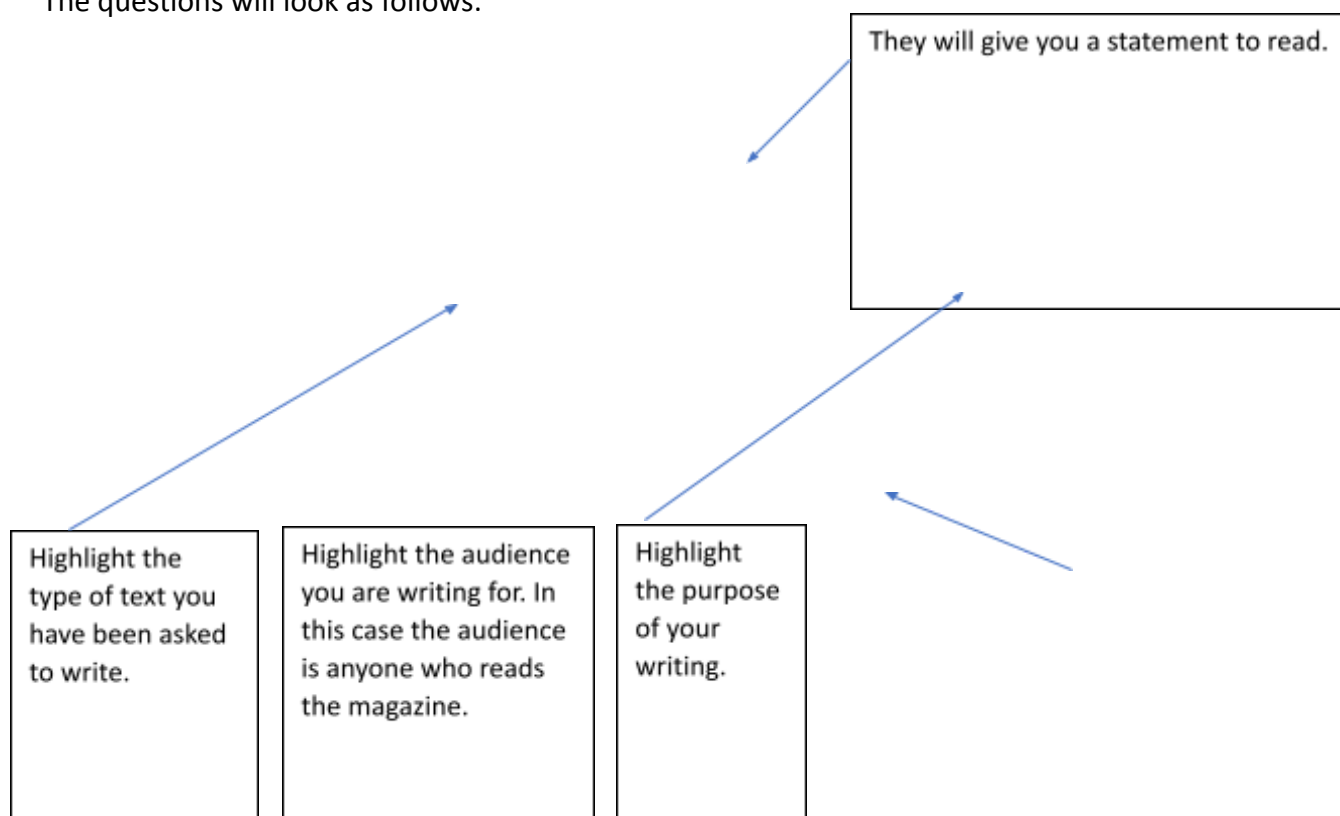
The writer of Source A feels sorry for the elephant and doesn't want to kill the elephant as the rifle he takes is too small for the job. They write, 'I did not know what I could do.' The use of the phrase 'I did not know' shows how confused he felt about what he had been asked to do. Towards the end of the text Orwell's attitude had changed and he now knows 'with perfect certainty that I ought to shoot him'. The choice of language, 'with perfect certainty' shows he now knows exactly what he has to do and that he doesn't have a choice as it is what the crowd expects. **However, Bartlett's attitude towards the elephant is that he plans to shoot it as soon as it becomes a risk.** They write 'I made an application to the council to be supplied with a powerful enough rifle'. **Bartlett establishes a confident tone and uses formal language to show he holds an important position at the zoo and his calm approach shows he feels responsible for the elephant's behaviour.**

Question 5

Section B:

- This is the writing section of the paper and you will be given one task to complete.
- You should spend 45 mins on this section
- This is worth 40 marks: 24 marks for organisation and content, 16 marks for SPAG

The questions will look as follows:



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'People protest about the cruelty of keeping animals in captivity, but they seem happy enough to eat meat, keep pets and visit zoos. All animals should be free!'

Write an article for a magazine in which you explain your point of view on this statement.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

You are advised to plan your answer to Question 5 before you start to write.

Spend 5 mins **PLANNING!**
Because/But/So paragraph

Different forms you might be asked to write:

Letter	
As a minimum, students should include:	• an indication that someone is sending the letter to someone • paragraphs.
More detailed/developed indicators of form could include:	• the use of addresses • a date • a formal mode of address if required e.g. Dear Sir/Madam or a named recipient • effectively/fluent sequenced paragraphs • an appropriate mode of signing off: Yours sincerely/faithfully.

Article	
As a minimum, students should include:	• the use of a simple title • paragraphs.
More detailed/developed indicators of form could include:	• a clear/apt/original title • a strapline • subheadings • an introductory (overview) paragraph • effectively/fluent sequenced paragraphs.

Text for a leaflet	
As a minimum, students should include:	• the use of a simple title • paragraphs or sections.
More detailed/developed indicators of form could include:	• a clear/apt/original title • organisational devices such as inventive subheadings or boxes • bullet points • effectively/fluently sequenced paragraphs.

Text of a speech	
As a minimum, students should include:	• a simple address to an audience • sections • a final address to an audience.
More detailed/developed indicators of form could include:	• a clear address to an audience • effective/fluently linked sections to indicate sequence • rhetorical indicators that an audience is being addressed throughout • a clear sign off e.g. 'Thank you for listening'.

Essay	
As a minimum, students should include:	• a simple introduction and conclusion • paragraphs.
More detailed/developed indicators of form could include:	• an effective introduction and convincing conclusion • effectively/fluently linked paragraphs to sequence a range of ideas.

Different sentence structures you should use:

Our Five Sentence Forms

Ask a Question Then Answer It:

- *"Is this the greatest catastrophe of our time? **No!** This is a massive exaggeration."*
- *"Can we afford to risk the health of our children? **No!** Something needs to change."*

Adverb Pairs

- *"**Unfortunately**, we risk losing everything. **Fortunately**, there is a solution if we act now."*
- *"**Unhappily**, this is the reality for many children living in poverty. **Happily**, we can all make a difference if we change some simple things."*

Three adjectives of/on/to

- *"We are **tired**. **Tired** of waiting, **tired** of struggling, **tired** of losing out."*
- *"This is **unfair**. **Unfair** to students, **unfair** to teachers, **unfair** to parents."*

Not only, but also

- *"**Not only** has this policy cost time and money, **it is also** extremely unpopular with the student population."*
- *"**Not only** could this initiative help local businesses, **it could also** support young people to find work."*

Less, less, less/more, more, more

- *"**The less** we help, **the less progress** will be made and **the less** they will care."*
- *"**The more** these are used, **the more** they will be embedded and **the more** marks students will get."*