

Language Paper 2: 'how to' Guide

Question	Typical wording	Step-by-step
Q1 4 marks	Read again the first part of source A from lines X to X . Choose four statements below which are true.	<ul style="list-style-type: none"> - Ensure you are looking at the right portion of text. Stick to the lines they have given. - Only choose 4.
Q2 8 marks	You need to refer to Source A and Source B for this question. Use details from both sources to write a summary of the different...	<ul style="list-style-type: none"> - Draw a quick table on your exam paper or take two different coloured highlighters. - Highlight (or sort into your table) the information linked to the question that is different in each source. - Look for the more implicit (less obvious) detail rather than obvious details. - Pick the three most interesting differences / the ones that you can infer the most detail from and circle them. - Write up your findings in the following SQL format: Statement of difference: In source A... however, in source B... Quotations as evidence: This is shown in ' _____ ' and ' _____ '. Inference: The first quote reveals that... whereas the second quote reveals that... <p>Repeat x 2</p>
Q3 12 marks	You now need to refer only to source A from lines X to X . <ul style="list-style-type: none"> • How does the writer use language to...? 	<ul style="list-style-type: none"> - Highlight all words of interest to you, in the section they direct you to. By 'interest' we mean language that creates imagery. - Pick five of the most interesting words /phrases the three you think you have the most to say about. - Label them with accurate subject terminology if possible. - Write a minimum of three paragraphs: one per interesting word/phrase and say AS MUCH AS YOU CAN without waffling, about each word. <p>Suggested structure: The writer has presented the _____ as [own impression].</p> <ul style="list-style-type: none"> - The word [use correct term] is particularly interesting because it shows... it implies... it makes us think of... it creates imagery of... we feel... we learn about the character... REPEAT.
Q4 16 marks	For this question, you need to refer to the whole of source A , together with the whole of source B . Compare how the writers convey their different perspectives and feelings about... In your response, you could: <ul style="list-style-type: none"> • Compare their different perspectives and feelings • Compare the methods the writers use to convey their different perspectives and feelings • Support your responses with references to both texts 	<ul style="list-style-type: none"> - Highlight any language that is interesting (creates imagery) and is linked to the question in both sources. - In a quick table, identify 2-3 differences in views/perspectives between the two texts. These become the 'P' to your PEAs. - Allocate evidence to each difference you have identified. - Aim to write at least 4 paragraphs: two about source A and two about source B. - Be sure to use comparative language to show you are comparing the two texts and not writing two separate essays (e.g. in comparison, similarly, on the other hand, whereas). - Use the bullet points they give you to structure each paragraph. It is easier if you address them in this order though: <ol style="list-style-type: none"> 1. Point) compare their different perspectives and feelings In source A, the writer's perspective of... is... 2. (Evidence) Support your response with references to both text this is shown in... ' _____ ' 3. (Analysis) compare methods the writers use to compare their different perspectives and feelings Specifically, the writer has used the word [use correct term] to show... to imply... to makes us think of... to creates imagery of...to make us feel... to help us understand that their feeling/perspective is... <p>Repeat for source B.</p>
Q5 40 marks (16 for technical accuracy and 24 for content and organisation)	Write an article for a broadsheet newspaper in which you argue for or against this statement. 'Parents are overprotective. They should let their children take part in adventurous, even risky, activities to prepare them for later life.'	<ul style="list-style-type: none"> - First, make note of the format. It could be a speech, letter, article, blog – anything! Your format of writing should acknowledge this. E.g. if it's a letter, start with a salutation (Dear...) if it's a speech, begin by addressing your audience. If it's a newspaper, include a heading and subheading (no need for columns). - Always use the appropriate tone, voice and vocabulary to suit the correct audience and purpose of your written piece. <p>Checklist:</p> <ul style="list-style-type: none"> - Punctuation range: colon, semi colon, brackets, commas, apostrophe, speech marks, exclamation, question, full stop, capital letters. - Write using a variety of sentences (golden 8) and also, try to start each sentence differently. - DA FOREST persuasive techniques. - Connectives (e.g Furthermore, however) - Change paragraph accurately (new time, place, person, topic). - Use sophisticated vocabulary.

