



KS4 English Language Paper 2 - Section A



Question 1 – AO1 (Implicit/Explicit)

Choose **four** statements which are true.

Marks: 4

Time: 5 mins

Top Tip – Double check that there is evidence in the text for each of the statements you have selected for your answer.

Question 2 – AO1 (Synthesis)

Refer to Source A and Source B.

What can you **infer** about the similarities **OR** differences between _____?

Marks: 8

Time: 10 mins

Use SQI (statement/quotation/inference) to structure your response.

- Make a statement about Source A. Support with a quotation. State what can be inferred in detail!
- Now link to the other text by making a statement about Source B. Support with a quotation. State what can be inferred in detail.
- Repeat the above process for a second and even a third time if possible.

Top Tip – Avoid analysing language as this does not feature in the mark scheme.

Question 3 – AO2 (Language)

How does the writer use **language** to describe _____ in Source B?

Marks: 12

Time: 15 mins

Write 3 H1H2 (How 1, How 2) paragraphs like this:

- **HOW 1** – What language technique is used by the writer? For what reason?
- **HOW 1** – How is this conveyed? (Quotation)
- **HOW 2** – What is the effect? What does it make you understand?
- **HOW 2** – Are there any individual words within the quotation that can be explored further?

Top Tip – choose evidence that you can write about in detail.

Question 4 – AO4 (Evaluation)

Refer to the whole of Source A and the whole of Source B.

Compare how the writers convey their **perspectives/attitudes** to _____

Marks: 16

Time: 20 mins

- What are the writers' perspectives/attitudes to _____?
- How do the two writers present their perspectives/attitudes to _____?
- Identify evidence in the first text to support your point
- Analyse evidence and link to writer's attitudes/reader response
- Make a comparison to the second text
- Identify evidence in the second text to support your point
- Analyse evidence and link to writer's attitudes/reader response
- Aim to make 3 comparative WHW paragraphs.

Top Tip – Look for changes in perspectives and feelings.

Language Features

Anadiplosis

The repetition of words/phrases at the end of a sentence and at the start of the next.

Anaphora

Starting each sentence with the same words

Anecdotes

A short amusing or interesting story about a real incident or person.

Adjectives

A word that describes a noun.

Superlative - Used to compare differences between two nouns either adding the suffix '-er' or 'more'

Comparative - Used to compare more than two nouns to the highest degree either by adding the suffix '-est' or using 'most'

Adverbs

A word that describes a verb, and adjective or another adverb (usually ending in -ly).

Colloquial language

Informal or sometimes slang words or expressions.

Hyperbole

Exaggeration

Hypophora

When a question is posed and then immediately answered.

Listing

When a word class is listed together.

Asyndetic listing – Lists that contain no conjunctions.

Polysyndetic listing – Lists that contain many conjunctions (often 'and')

Pronouns

A word that takes the place of a noun - I, me, he, she, you, our, we.

Statistics

A fact using a number.

Syntactic parallelism

A deliberate repetition of sentence or clause structure.

Tricolon

Use of a list of three, or repetition of something three times, to emphasise a point.



KS4 English Language Paper 2 - Section B



Question 5 – AO5/AO6 (Content/Organisation)

Section B: Writing to present a viewpoint

Marks: 40

Timings: 10 mins planning/25 mins writing/10 mins editing

Your answer needs to include the following:

- Planned, structured, developed ideas in clear paragraphs (start each with a topic sentence that clearly indicates where the paragraph is going. Use a short paragraph for effect somewhere)
- A clear purpose with carefully chosen language devices (see other side!)
- Formal, controlled standard English (check tenses and avoid /)
- A wide range of accurate punctuation (use : ; , . ? ! () – and check carefully that every sentence makes sense)
- A variety of sentence lengths, types and openings (think about adding extra detail to some sentences and making some very short sentences for effect)
- Sophisticated vocabulary with accurate spelling.

WAGOLL - Point

It is undoubtedly clear that the climate is changing. It is undeniable that thousands of species are going extinct even as you read this. Yet it is also irrefutable to state that we, the ordinary people around the world, are not doing enough – nowhere near. We cannot rely solely on the government, which focuses only on what buys them votes, nor businesses that only care about profit. We are on the Titanic, but most would rather look anywhere else but at the gigantic iceberg right in front of us. Are you willing to let our civilisation sink, to borrow Al Gore's phrasing, due to an 'inconvenient truth'?

WAGOLL - Counter Argument

Some may say that biggest and most environmentally damaging companies are solely responsible, but that is over-simplifying the issue. We buy the goods services that habitat-destroying, atmosphere-polluting companies produce. We literally pay them to destroy the planet just so that we can have conveniences and luxuries – multiple holidays abroad a year, five course meals we struggle to eat and the latest SUV. Enough is enough.

Sophisticated Vocabulary

ambiguous	to be unclear, can be interpreted in different ways. E.g. 'This statement is not ambiguous. It is clear that if we do not act now...'
astounding	surprisingly impressive or notable. E.g. 'It is astounding that 74 per cent of the British population are unaware that...'
demystify	to make (a difficult subject) clearer and easier to understand. E.g. 'These statistics should help demystify the matter.'
elucidate	to make something clear; explain. E.g. 'Allow me to elucidate the biggest issue...'
exacerbate	to make worse. E.g. 'Some people suggest... but this would only exacerbate the issue.'
horrific	causing a feeling of horror/revulsion. E.g. 'There are few things as horrific as witnessing...'
hypothetical	being based on an idea or a theory, not necessarily something that exists. E.g. 'This is not hypothetical. This is happening right now.'
inconceivable	impossible to imagine or think of, unbelievable. E.g. 'It is inconceivable that we carry on as normal...'
irrefutable	impossible to deny or disprove. E.g. 'It is irrefutable that the issue is thus: '
obfuscate	to make something unclear or unintelligible. E.g. 'Some people may say... but do not let them obfuscate the issue.'
phenomenal	remarkable, extraordinary. E.g. 'We have a phenomenal opportunity here to...'
undeniable	impossible to deny or argue with. E.g. 'Undeniably, this has always been an issue. But we have never experienced anything of this magnitude before...'
unprecedented	never done or known before. E.g. 'The COVID pandemic and subsequent lockdowns were unprecedented.'

Writing Structure - PACEsyo

- **Point** – It is undoubtedly clear that...
- **Anecdote** – You may wonder why I feel so passionately about this...
- **Counter argument** – Some may say... But...
- **Expert** – It's not just me that feels like this...
- **Statistics** – The statistics speak for themselves.
- **You** - You could also be affected by this.
- **Outcomes** – It's time to...