

# AQA ENGLISH LANGUAGE PAPER 2

<p>Reading:</p> <p>8 minutes</p> <p>Underline key words in Q 1 - 4</p> <p>Underline key points <u>in relation to the question!</u></p>	<p>Question 1</p> <p>4 marks</p> <p>AO1 – Identifying 4 things.</p> <p>True or False</p> <ul style="list-style-type: none"><li>Read question – underline the section of the text you are being asked to focus on</li><li>In the margin of the source, draw a line next to the specific lines you have been asked to focus on</li><li>You need inference skills for some of the statements!</li></ul>	<p>Question 2</p> <p>8 marks</p> <p>AO1 synthesis and interpretation</p> <p>Time 12 minutes:</p> <p>Plan</p> <ul style="list-style-type: none"><li>Establish the Focus of the question</li><li>Find, gather and note as many differences/similarities as you can.</li><li>Plan 2-3 ideas</li><li>Think/make inferences: what do these points show the reader?</li><li>Write about both texts</li><li>Make comparisons – how are they different?</li><li>Use connectives to compare</li><li>Support your points with evidence</li></ul> <p>Write</p> <p>Make inference points: write about what these things show the reader.</p>	<p>Question 3</p> <p>8 marks</p> <p>AO2 – Analysing language.</p> <p>Time 16 minutes</p> <p>Analyse the language features found in the extract given. Carefully annotate evidence of:</p> <ul style="list-style-type: none"><li>Words and phrases: adjectives, powerful verbs, onomatopoeia etc.</li><li>Language features and techniques: simile, metaphor, personification etc.</li><li>Sentence forms: lists, questions, declarations, imperatives.</li></ul> <p>Select three/four ideas and write up clearly using embedded quotations and the correct terminology</p>
<p>Question 4</p> <p>20 marks</p> <p>AO3 – Comparison of writers’ ideas.</p> <p>Boil down the text:</p> <p>Think:</p> <p>What is the writer’s intention in each text?</p> <p>What message is each writer trying to give me?</p> <p>Look carefully at each source and find the paragraph that you feel most sums up the writer’s perspective and ideas.</p> <p>Then consider:</p> <p>What is their point?</p> <p>What are they thinking, feeling, experiencing?</p> <p>How do they show it? AO2: Language choice? Structure?</p> <p>Success Criteria:</p> <ul style="list-style-type: none"><li>Write about both texts</li><li>Make comparisons – how are they different/similar?</li><li>Use connectives to compare</li><li>Support your points with evidence</li><li>Comment on methods: words/linguistic techniques/sentences</li><li>Make inference points: write about what these things show the reader.</li></ul> <p>Write</p>	<p>Question 5 – 45 minutes</p> <p>24 marks - content</p> <p>The writing task is linked to the topic or theme of the reading sources.</p> <ul style="list-style-type: none"><li>A statement is used at the start of the question setting out a clear audience, purpose and form.</li><li>The statement will be an enabling, provocative/controversial statement that prompts you to write a response offering your own attitude/viewpoint.</li><li>You will be expected to: include rhetorical devices (DAFORSESTER);</li><li>select, organise and emphasise facts, ideas and key points; cite evidence and quotation.</li></ul> <p>Make sure you use the correct form. For example: a letter should have an address, date, Dear... and be signed either yours faithfully, or yours sincerely; an article should use a headline and subheadings; a speech must address the listener etc.</p> <p>16 marks - SPaG</p>	<p>Key TECHNIQUES for Q5:</p> <p>Typically you are asked to put forward a point of view and must show an understanding that the topic presented in the quotation is understood. Example structure for persuade/argue:</p> <ul style="list-style-type: none"><li>Start with an anecdote</li><li>Use a rhetorical questions to end first paragraph/begin second</li><li>Explain why the topic is important and why the audience should care about it</li><li>Include comments/quotations: _____ commented, “.....”</li><li>Include facts, statistics, further anecdotes that support your points.</li><li>Show a contrasting viewpoint/counter argument</li><li>End strongly</li></ul> <p>Key connectives: It is my plea... In modern society... All reasonable people would... Another point to be considered is... Research shows that... The facts are... Clearly you must agree... I wonder...? Is it not true that...? Is it time we...? For how long can we...? In my experience... The evidence clearly shows that... Several sources state... It has been proven.... Common sense dictates that... This is exemplified by... The real truth is... Although some people believe...</p>	

**DIFFERENT:** However, /Whereas, / In contrast, / On the other hand, Conversely, / Alternatively, / On the contrary, **SIMILAR:** Both, / Likewise, / In the same way, / Equally, /Similarly,