

English Language Paper 2:

Writers' Viewpoints and Perspectives Knowledge Organiser

1 hour 45 mins

The absolute basics:

Read the texts: 10 mins

Section A:

Q1: 4 true statements (5 mins)

Q2: Summarise differences (10 mins)

Q3: How does the writer use language... (15 mins)

Q4: Compare writers' perspectives...(20 mins)

Section B:

Q5: Writing an opinion text (45 mins)



Start of the exam – Reading time 10 mins (13)

1. Read the blurb given for each text. Highlight 5Ws (Who/What/Where/When/Why) which give you a clue about what you will be reading e.g. where the extract is taken from; what century it is from.

2. Read the questions and text mark off the relevant sources/sections for Q1 and Q3. What are the questions telling you about the thematic link between the texts and the writers' viewpoints?

3. Read the sources carefully. Track the events by numbering paragraphs and using First, Next, Then, Finally.

*You may wish to read the Q1 source first and then attempt Q1. Then read the source for Q3 and complete Q3.

Consider:

1. What is the theme of the text?
2. What is the topic per paragraph?
3. Overall tone of the writing
4. Big picture thinking – what is the writer's viewpoint?

Section A: Question 1 (5 mins, 4 marks)

Question stem: Choose 4 statements which are true.

Planning

1. Read the first sentence and draw a box around/mark off the line numbers that you have been give

2. Read all 8 statements **carefully**

3. Go through each statement, highlighting evidence in the text to support whether it is true or false

4. As you go, write T or F by the letter for each statement – you should have 4 for each by the end

Writing

5. When completed and confident, shade the circles next to the TRUE statement

6. If you are unsure of one, make an educated guess!

Question 3 (15 mins, 12 marks)

Question stem: How does the writer use language to...

This question is exactly like Q2 on Lang P1! It's just language analysis!

Planning

1. Read the question and highlight the topic words to ensure you understand what the focus of your answer will be.

2. Mark off and read the source/the section of text the question asks you to focus on.

3. Highlight key quotations (anchor and satellite quotations) which will help you answer the focus of the question. Consider the use of different language methods.

Basic things to look out for: adjectives, verbs, nouns, AAFORRETTY, imagery.

Grade 7+: extended metaphors, semantic fields, irony.

Writing

1. You are writing 3 clear PEAs to answer the question.

2. The Point for each PEA should state the language method identified.

Grade 7+ = Develop PEAs into PEAEAs to show how methods are used across the extract and an overall effect is created – anchor AND satellite quotations.

3. Your 'Points' should use the wording of the question.

Useful sentence starters

Possible intro if time:

Throughout the extract the writer uses language to...

Point: The writer has used a [language device] to suggest/imply/create...

Evidence: For instance, '...'

Analysis: The use of ... makes it sound like... The word/phrase/subject term '...' creates an impression of...

We might realise/imagine/feel...

Question 2 (10 mins, 8 marks)

Question stem: Write a summary of the differences/similarities between...

Planning

1. Read the question and highlight the key words. What differences/similarities does it what you to focus on?

2. Skim back over both sources. Highlight key quotations which answer the question. Are there any clear differences/similarities between the two sources? Try to match up the quotes to allow you to make the best inferences.

Writing

1. Use SQI (statement, quotation, inference).

2. Try to do at least 2 pairs (so 4 SQIs in total). Grade 7+ = 3 pairs.

3. Use comparative conjunctions like 'however', 'in contrast' etc.

Useful sentence starters:

Possible 'coat-hanger' intro if time:

In Source A and B, the writers describe different/similar...

In Source A... however, in Source B...

Statement:

In Source A we learn that...

In Source A the writer focuses on/describes...

Quotation:

For instance/for example!

Inference:

This could suggest that...

From this we can infer...

The writer evokes...

Grade 7+ = It could also imply that... (Alternative interpretation)

Remember: There are no marks available for using subject terminology or doing language analysis – you are examined on this is Q3 and 4.



Top Tip: Try to use the writers' names, rather than just saying 'the writer'. This makes you sound more sophisticated!

Question 4 (20 mins, 16 marks)

Question stem: Compare the writers' viewpoints and perspectives...

Planning

PETAL

1. Read the question carefully and highlight the key words. You know you are analysing the different opinions, but their opinions of what? Identify this.

2. Skim through the two texts again. Highlight and label the different opinions they have on the topic you have been asked about. **Select your evidence carefully:** consider interesting language or structural devices used to get their message across. You will need to analyse these in your answer!

Writing

1. Write an opening sentence that clearly refers to the question.

2. Use PETAL (point, evidence, terminology, analysis, link)

Useful sentence starters:

Possible intro but adapt as necessary:

In Source A and B, both writers discuss... However, they have different opinions and use a range of methods to communicate these feelings.

Use skills from PEA Q3.

Point:

In Source A/B, the writer's view is...

In Source A/B, the writer feels...

Evidence: Quotation as evidence

Terminology: The writer has used...

(Insert method)

Analysis: effect on the reader – what the methods make you think/feel/imagine

Link: Link back to the topic words in the question

Comparative Conjunctions in Points/Analysis/Link

(Just the same as your Lit P2 Love and Relationships poetry essay)

| Point = WRITER'S feelings

| Effect = READER'S feelings

Question 5 (45 mins, 40 marks)

Question stem: Writing to convey your opinion on a given topic.

Planning

1. Read the task carefully and identify the PAFF you need to write for. Highlight the key words. You need to consider how you will adapt your writing to suit the specified PAFF: Purpose/Audience/Formality/Form... Have a look below for some hints:

Forms	To include
Letter	Dear Sir/Madam/name Yours sincerely (know name)/Yours faithfully (don't know name)
Speech	Lots of direct address Rhetorical indicators Clear sign off
Article	Original title Subheadings Introductory paragraph
Leaflet	Original title Subheadings Introductory paragraph Bullet points
Essay	Introduction and conclusion

CLEAR PARAGRAPHS IN ALL!

2. Make a note of key words and techniques you have seen used in the extracts you have just read. What can you MAGPIE?

3. Write AAFORRETTY at the top of the page. Which of these will you include and where? Tick them off as you use them in your writing.

4. Plan using the following structure:

Hook

Define the scope of the debate/Introduce topic

Accept and Debunk

My Argument

Draw it all together

Catchy one-liner

Writing

- Vary sentence openers
- Vary sentence and paragraph openers
- Use a range of punctuation, including a semi-colon

Remember you should use descriptive techniques too like adjectives, similes, metaphors, semantic fields etc, especially effective in anecdote hooks.

OPINION



PROOF READ YOUR WORK! Inc. spelling of homophones and editing dull words!