

**English Language Paper 2 Section A Knowledge Organiser**

<b>English Language Paper 2 - Writers' Viewpoints and Perspectives</b>		It is a 1 hr 45 min paper. Recommended timings: 10/15 mins reading sources, 45/50 mins on section A and 45 mins on section B.	
<b>Key terms</b>	Viewpoints	The opinion of the writer	
	Perspectives	The writer's attitude towards the topic	
<b>Assessment Objectives</b>			
AO1	<ul style="list-style-type: none"> <li>• identify and interpret explicit and implicit information and ideas</li> <li>• select and synthesise evidence from different texts</li> </ul>		
AO2	<ul style="list-style-type: none"> <li>• Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</li> </ul>		
AO3	<ul style="list-style-type: none"> <li>• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</li> </ul>		
<b>BEFORE</b> attempting to answer any question, spend approximately 10 minutes reading the two sources carefully. Read them as many times as you can within the 10 minutes to ensure you fully understand them.			
<b>Question 1:</b>	4 marks	Approx. 5 mins	Assessing AO1
Steps for Success	1. Read an indicated part of <b>source A</b>		
	2. Choose four, from a choice of eight, statements which are true.		
	3. Shade the boxes of the ones that you think are true		
	4. Choose a maximum of four statements.		
Knowledge Needed	explicit	stated clearly and in detail, leaving no room for confusion or doubt: some of the true statements in question 1 may be explicitly stated in the text.	
	implicit	suggested and hinted at, not stated clearly: some of the true statements in question 1 may be implicit in the text.	
<b>Question 2:</b>	8 marks	Approx. 10 mins	Assessing AO1
Steps for Success	1. Refer to both <b>source A and B</b>		
	2. Read the question and identify what element of the texts it wants you to summarise: this could be a difference between the texts <b>OR</b> a similarity.		
	3. Scan each text selecting 3 or 4 things that you could compare from each text		
	4. State the connection within your answer using quotations from both sources		
	5. Write what may be implied by the similarity or difference you have identified		
	6. Repeat steps 4 and 5 until you have used all the points you identified in step 3		
Avoid	<ul style="list-style-type: none"> <li>• Do not comment on the writers' techniques</li> <li>• Do not comment on the effect on the reader</li> </ul>		
Knowledge Needed	Scan	Quickly and briefly reading a text looking for key words and ideas	
	Implied	Similar to implicit. Meaning which is suggested and you may have to "read between the lines"	
	Quotation	Selecting words directly from the text to support the summary and write them surrounded by " " – limit them to no more than 10 words per quotation	
	Words/phrases for similarity	Similarly, likewise, ...which echoes..., ...which mirrors..., both, also, In the same way...	
	Words/phrases for difference	However, in contrast, but, contrastingly, opposes, whereas, unlike, on the other hand...	
	Phrases to show implied meaning	<ul style="list-style-type: none"> <li>• This might suggest that...</li> <li>• You could infer from this that...</li> </ul>	<ul style="list-style-type: none"> <li>• An interpretation may be that...</li> <li>• This could convey that...</li> </ul>
<b>Question 3:</b>	12 marks	Approx. 15 mins	Assessing AO2
Steps for Success	1. Read the question and identify the type of language the question wants you to analyse		
	2. Scan <b>source B</b> and identify 3 to 4 words or phrases that you could use as quotations to address the question		
	3. Write a point, using the question to help		
	4. Use one of the quotations you have identified, which links to your point		
	5. Use subject terminology to introduce the analysis of the quotation		
	6. Explain why the quotation addresses the question		
	7. Explore what is suggested to the reader		
	8. Repeat stages 3 to 7 until you have used all the quotations found in stage 2		

Question 3 continued					
Knowledge needed	Creating a point				
	Subject terminology		This is the term for the labels we give to words and writer's techniques. There are some listed below; however, this does not include all subject terminology.		
	Subject Terminology for a Writer's techniques (DAFOREST)				
	D	Direct Address	Where you communicate to the reader directly using "you", "your", "we", "our" etc...		
	A	Alliteration	A consonant sound is repeated at the beginning of words e.g., precious princess		
		Anecdote	A personal, short story used to steer the reader to your way of thinking		
	F	Fact	A statement which can be proven to be true		
		Flattery	Where you subtly compliment the reader to ensure they are "on side".		
	O	Opinion as fact	State an idea in strong, factual manner		
	R	Repetition	Stating a word or phrase multiple times		
		Rhetorical Question	A question that is designed to make the reader think and does not require an answer		
	E	Emotive Language	Words which make you feel a strong emotion		
		Exaggeration	Making something sound more extreme than it is (aka hyperbole)		
		Expert Opinion	Where you quote an expert to back up and validate your ideas		
	S	Superlative	An adjective which expresses the greatest or least extent of something – usually ending in -est e.g., best, worst, tallest, shortest etc.		
		Statistic	A numerical fact or a collection of data		
	T	Triples	Where an idea or image is repeated three times.		
	Word Level Subject Terminology				
		common noun	The word used for a class of person, place, or thing (e.g., boy, town, dog).	auxiliary verb	Accompanies a main verb to help express tense, voice or mood: be, do, and have (in their various forms). E.g., Lee <b>has</b> won the race.
		proper noun	The given individual <b>name</b> of a person, place or thing (e.g., Michael, Halifax, Rover). They should always start with a capital letter.	Imperative verb	A verb that gives an instruction/command (e.g., help, take, give)
		pronoun	A noun that can replace a more specific one in a sentence: it, they, he, she etc. (e.g., Lee likes dancing. = He likes dancing.)	Noun Phrase	group of words containing a noun
		abstract noun	Things you cannot see or touch - ideas and concepts (e.g., evil, hope, the future).	Verb Phrase	Multiple verbs e.g., "was running"
		concrete nouns	Things you can see or touch. For example: tree, hammer, cloud	Adjectival Phrase	A group of words which describe a noun
		action verbs	Verbs that express physical actions (e.g., to sell, to buy, to write).	Adverbial Phrase	A group of words which describe an action or state (verb)
	stative verb	Relates to a state of being, a thought, or emotion (e.g., to be, to love, to believe).	Tense	Is it written in past, present or future – see tense KO for more detail	
	Phrases to explore what is suggested to the reader	<ul style="list-style-type: none"> <li>• This may make the reader think/ feel...</li> <li>• This could suggest to the reader that...</li> <li>• A potential effect on the reader may be...</li> </ul>		<ul style="list-style-type: none"> <li>• This could be designed to make the reader think/feel...</li> <li>• The writer may intend the reader to...</li> </ul>	
<b>Question 4</b>		16 marks	Approx. 20 mins	Assessing AO3	
Steps for Success	1. Carefully read the question to see what viewpoint/ perspective you are being asked to compare				
	2. Scan both texts and highlight approx. 3 quotations from each source which display a viewpoint linked to the question.				
	3. Write a point using a comparison word or phrase, and use the question to help				
	4. Use one quotation from one of the sources and explain what idea/attitude/perspective/viewpoint is being expressed				
	5. Use another quotation from another source and explain the idea/attitude/perspective/viewpoint is being expressed				
	6. State how the view points in the text are similar or different				
	7. Repeat steps 3 to 6 until you have used all the quotations you found in step 2				
	• NOTE: Your response may see similarities AND differences in the viewpoints you are comparing.				
Knowledge needed	Words or phrases for comparison	See the words and phrases in the knowledge needed section of question 2			
	Phrases to explore the writer's viewpoints	<ul style="list-style-type: none"> <li>• This could convey the viewpoint...</li> <li>• The attitude expressed here is...</li> <li>• This could be exploring the perspective...</li> </ul>		<ul style="list-style-type: none"> <li>• The idea communicated is...</li> <li>• This expresses the viewpoint that...</li> <li>• The perspective illustrated is...</li> </ul>	