

**English Language Paper 2 Section B 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>				
AO5	<ul style="list-style-type: none"> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> </ul>			
AO6	<ul style="list-style-type: none"> <li>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).</li> </ul>			
Question 5	40 marks (24 for AO5 16 for AO6)	Approx. 45 mins	Assesses AO5 and AO6	
What will the question be?	A writing task linked to the topic or theme that is explored in the sources from section A. However, you do not need to directly refer to the sources as the question is wanting YOUR viewpoints and perspectives.			
	It will start with a provocative/ controversial statement, about which, you will express a viewpoint.			
	The question will state an audience, purpose and form for your piece of writing.			
<b>Knowledge needed</b>				
Audience	The audience is those at which you will be aiming the language and style of your writing			
	The audience may be stated clearly in the question e.g., the question may say "write letter to your head teacher..."; therefore, the audience is your head teacher			
	The audience may be implied in the question e.g., the question may say "write an article for a broadsheet newspaper"; therefore, the audience is readers of a broadsheet newspaper			
	The audience will ALWAYS be formal so you never should write in an informal, "chatty" style.			
Form	Form is the type of writing you are expected to produce and it will have a specific layout			
The form could be any of these	Letter	Place your (made up) address in the top right corner		
		Place the address (again, make it up) to whom you are writing on the left side, starting where your address finished		
		Put a date on the right hand side opposite the recipients address		
		Begin by addressing the recipient either by title and surname (Dear Mr Bentley) or Dear Sir/ Madam		
		Sign off	Yours faithfully	Use this if you have started the letter with Dear Sir/Madam
	Yours sincerely		Use this if you have started with the title and surname (Dear Mr Bentley)	
	Article	Headline	A short title which gives the reader an idea of the content of the article.	
		Strapline	A smaller headline written beneath the main headline to highlight a new point or amplify the main headline.	
		Subheadings	One or two word headline inserted at the head of a paragraph to break the monotony of a solid column of type.	
		Introductory Paragraph	A brief summary of the key ideas contained in the whole article. (People often use the 5 Ws to help: Who? What? Where? When? Why?)	
	Text for a leaflet	Title	A phrase which gives the reader an idea of the content of the leaflet.	
		Inventive Subheadings	Creative, small titles, aligned to the left hand side of the page	
		Bullet points	<ul style="list-style-type: none"> <li>Used to list key facts or ideas</li> </ul>	
		Boxing text	Putting separate information or key explanations in a box to make it stand out.	
		Boxing for images	Draw a box and a brief description of an image, table, or data that may go in there (DO NOT DRAW IN THE EXAM).	
	Text for a speech	Introduction	Introduce yourself and why you are at the venue to speak.	
		Pronouns to address the audience	Use words like "you", "your", "we", "us" and "our" to include the audience in your speech.	
		Address the audience throughout	Use DAFORST techniques throughout to help include the audience.	
		Clear sign off	Ensure you have a clear end and thank the audience for listening	
	Essay	Effective introduction	Summarise the ideas that you are <b>going</b> to interrogate throughout the essay. Try not to state any opinions about those ideas in the introductions.	
Convincing conclusion		Summarise the ideas that you <b>have</b> interrogated throughout the essay. Briefly summarise your strongest and most convincing viewpoints.		
Purpose	The purpose is the reason why you are writing – in all of the different purposes, you should use rhetorical techniques (DAFORST)			
The purpose could be any of these	Writing to explain	Clearly explore an idea in detail.		
		Explore question you think people may have around the topic.		
		State an idea simply in your first sentence and then explore the detail throughout the rest of your paragraph.		
	Writing to instruct/advise	Explore options to an idea in detail.		
		Address the reader using "you", "your", "us" and "our".		
		Use modal verbs to show possibility "might", "could", "may" etc.		
		Explore the problems created and possible consequences of action		

	Writing to persuade	A bias, one-sided, account convincing someone of your point of view.
	Writing to argue	Similar to persuade but show an understanding of the opposite point of view to the one you are arguing and then argue against it.

### Rhetorical techniques (DAFOREST) to use in your writing

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.
Advanced Rhetorical techniques	Humour	Being funny about the topic to win over the reader
	Irony	Express an idea by using language that normally communicates the opposite, typically for humorous or emphatic effect – a sophisticated sarcasm.

### Paragraphing

When to start a new paragraph <b>TIPToP</b>	Time	Switching between periods of time. “In the future...”, “Years ago...” “A second later...”
	Idea	Within a topic you may change to a new idea; you should start a new paragraph.
	Place	Switching places – from exterior to interior
	Topic	Switching the subject of what you are writing
	Person	When a new character is introduced or someone speaks. Also for a quotation which is not embedded.
Paragraph Length	You should have a variety of paragraph lengths: there is no fixed length of a paragraph.	
	Long paragraphs show that you have developed an idea and explored it in detail.	
	Short paragraphs can be used to make a strong, forceful statement.	
	You could try a one word or one sentence paragraph for a dramatic impact.	

### Discourse Markers

Discourse markers are words and phrases used in speaking and writing to 'signpost' communication. Discourse markers do this by showing turns, joining ideas together, showing attitude, and generally controlling your writing.

with regard to	regarding	As regards	As far as _____ is concerned
As for	On the other hand	While	Whereas
However	Nonetheless	Nevertheless	moreover
Furthermore	In addition	therefore	consequently

### Sentencing

Subject	The noun that the sentence is about and is doing or being the verb.	<i>The boy went to the shop.</i> “ <b>Boy</b> ” is the <b>subject</b> as the sentence is about him doing the action of going to the shop.
Verb	A word that expresses physical action, a mental action or a state of being.	<ul style="list-style-type: none"> <li style="width: 33%;">• Run</li> <li style="width: 33%;">• Believe</li> <li style="width: 33%;">• Be</li> <li style="width: 33%;">• Write</li> <li style="width: 33%;">• Hope</li> <li style="width: 33%;">• Is</li> <li style="width: 33%;">• Eat</li> <li style="width: 33%;">• Cry</li> <li style="width: 33%;">• Was</li> </ul>
Main Clause	A part of a sentence which contains one subject and one main verb and makes sense by itself.	Below, both are main clauses with one subject (door) and one verb (closed). The door closed. The large, wooden door closed suddenly.
Subordinate Clause	A part of a sentence which does not make sense by itself and begins with a subordinating conjunction	The bold part is the subordinate clause; the part in italics is the main clause which makes the sentence make sense. <i>The car stopped</i> <b>because the lights were at red.</b>
Coordinating Conjunctions	These join two main clauses together to create a compound sentence	FANBOYS For/And/Nor/But/Or/Yet/So
Subordinating Conjunctions	These start subordinate clauses which help create complex sentences	After, Before, Although, Though, Since, Provided that, Due to, Because, Even though, As, Which, Once
Simple Sentence	A main clause. Just communicates one piece of information. Has one subject and one verb. NOTE: They are not always short sentences as they can contain a lot of detail.	The majestic bird soared through the clear blue sky. <i>Subject = bird Verb = soared</i>

Compound Sentence	Two main clauses joined by a coordinating conjunction. Try not to use more than 1 or 2 coordinating conjunctions in a sentence.		The majestic bird soared through the clear blue sky and the wind whistled melodically. <i>Coordinating conjunction = and</i>
Complex Sentence beginning with main clause	<b>A main clause + A subordinate clause</b> <b>The school was open although it had been snowing.</b>		
Complex Sentence beginning with subordinate clause	<b>A subordinate clause + comma + A main clause</b> <b>Although it had been snowing, the school was open.</b>		
Complex Sentence with an embedded subordinate clause	<b>A main clause with the subordinate clause placed within the main clause:</b> after the subject and before the verb. The <i>subordinate clause</i> should have a comma before it and after it. <b>The school, although it had been snowing, was open.</b>		
Sentence Starters	Present participle verbs – ing	Considering that school is a place of work, there should be a uniform. Walking through the woods, I felt anxious and petrified.	
	Adverbs –ly	Wearily, the man mopped his forehead.	
	Prepositions	Words that show a relationship between two things: beyond, in, on, under, beneath. within	Within the argument, there are many misguided ideas. Behind the corner, the man waited to attack.

### Useful Advanced Vocabulary

abhor	(v). to hate, detest (Because he always wound up getting hit in the head when he tried to play cricket, Marcin began to <i>abhor</i> the sport).
acquiesce	(v). to agree without protesting (Though Mr. Pospieszny wanted to stay outside and work in his garage, when his wife told him that he had better come in to dinner, he <i>acquiesced</i> to her demands).
amiable	(adj). friendly (An <i>amiable</i> fellow, Neil got along with just about everyone).
brazen	(adj). excessively bold, brash, clear and obvious (Critics condemned the writer's <i>brazen</i> attempt to plagiarise Frankow-Czerwonko's work).
brusque	(adj). short, abrupt, dismissive (Simon's <i>brusque</i> manner sometimes offends his colleagues).
cajole	(v). to urge, coax (Magda's friends <i>cajoled</i> her into drinking too much).
callous	(adj). harsh, cold, unfeeling (The murderer's <i>callous</i> lack of remorse shocked the jury).
coerce	(v). to make somebody do something by force or threat (The court decided that David Beckham did not have to honour the contract because he had been <i>coerced</i> into signing it).
fabricate	(v). to make up, invent (When I arrived an hour late to class, I <i>fabricated</i> some excuse about my car breaking down on the way to work).
gratuitous	(adj). uncalled for, unwarranted (Every evening the guy at the fish and chip shop gives me a <i>gratuitous</i> helping of vinegar).
hypocrisy	(n). pretending to believe what one does not (Once the politician began passing legislation that contradicted his campaign promises, his <i>hypocrisy</i> became apparent).
myriad	(adj). consisting of a very great number (It was difficult to decide what to do on Saturday night because the city presented us with <i>myriad</i> possibilities for fun).
nadir	(n). the lowest point of something (My day was boring, but the <i>nadir</i> came when my new car was stolen).
nuance	(n). a slight variation in meaning, tone, expression (The <i>nuances</i> of the poem were not obvious to the casual reader, but the teacher was able to point them out).
obtuse	(adj). lacking quickness of sensibility or intellect (Political opponents warned that the prime minister's <i>obtuse</i> approach to foreign policy would embroil the nation in mindless war).
plethora	(n). an abundance, excess (The wedding banquet included a <i>plethora</i> of oysters piled almost three feet high).
superfluous	(adj). exceeding what is necessary (Samantha had already won the campaign so her constant flattery of others was <i>superfluous</i> ).
sycophant	(n). one who flatters for self-gain (Some see the people in the cabinet as the Prime Minister's closest advisors, but others see them as <i>sycophants</i> ).
zenith	(n). the highest point, culminating point (I was too nice to tell Emily that she had reached the absolute <i>zenith</i> of her career with that one top 10 hit of hers).

### Punctuation

Full stops .	To separate sentences.	Colin thought long and hard. He had a tough journey ahead and needed to be prepared.
Comma ,	To separate clauses and items in a list.	He planned to pack a wash bag, his clothes, a medical kit and his hunting knife. After he packed his bag, he hugged his parents goodbye.
Apostrophe '	To show that something belongs to something or indicate that there are letters missing in a word.	You're – You are                      That's – That is Greg's shoes – shoes that belong to Greg.
Exclamation Mark !	To show a strong feeling; it goes at the end of a sentence or phrase.	What fools people can be! Crash!                      Help!
Question Mark ?	To show that the sentence is a direct question.	How are you? Is this the correct answer?
Speech/Quotation Marks " "	To indicate when somebody is talking.	"What are you doing?" Joe asked. Jo replied "Just dancing."
Semi Colon ;	To join two sentences which are closely related. Often used instead of a coordinating conjunction (FANBOYS) particularly "and".	I walked my dog; we went to the park. I won the lottery; drinks are on me.
Ellipsis ...	When you are deliberately missing out information. Creates tension in creative writing or can edit a quotation.	I slowly opened the door and suddenly... "...deliberately missing out information... [to] edit a quotation."
Colon :	Indicates a list is going to follow or joins a main clause to another clause in a similar way to a semi colon but instead of replacing a word such as "and", it replaces a word such as "because" or "therefore". There must be a complete sentence before the colon.	Carl was jealous: Lenny knew all the answers. We found lots of treasures in the attic: a gold watch, shares in an oil company and old photographs.
Brackets ( )	To interrupt a sentence with an aside comment.	Joe (rather rudely) barged in to the room. I love toast in the morning (Hovis, wholemeal, crispy, melted butter).

