

English Language Paper 2 – *Writers' Viewpoints and Perspectives in Non-Fiction* – Revision Organiser

Key Knowledge			Questions and Guidance		
Text Types:			Active Reading – 8 minutes		
<ul style="list-style-type: none"> • Diary entries • Articles • Speeches • Letters • Essays 	<ul style="list-style-type: none"> • Autobiographies • Biographies • Memoirs • Reviews • Advertisements • Leaflets 		Q1 – Select 4 true statements 3 minutes 4 Marks 1 text only	Mark 4 true statements only Read each statement carefully before marking any Only mark 4	
Viewpoints and perspectives:			Q2 – Summarise the differences (inference, synthesis)		
Sceptical Amused Appalled Shocked Horrified Joyful Determined Defeated	Complacent Terrified Nervous Anxious Content Genuinely concerned Cowardly Bitter	Outraged Disgusted Nostalgic Amazed Awe-struck Brave Critical Despondent	11 minutes 8 marks BOTH texts	List 2 differences in the texts (depending on the question) Find quotations from each text to support each difference Infer what is different about the texts from each quotations in a summative comment Do not analyse writers' methods	Structure x2 State similarity / difference 1 Provide evidence from text A Comparative connective (similarly, in contrast, whereas, however) Provide evidence from text B Infer similarity / difference 1 in a summative comment
Possible language techniques:			Q3 – Language Analysis (LP1 Q2)		
metaphor simile alliteration oxymoron personification imperative verbs modal verbs onomatopoeia facts direct address extended metaphor juxtaposition	semantic field repetition personal pronouns questions superlatives emotive language hyperbole humour anecdotes opinions flattery anaphora		13 minutes 12 marks 1 text only	Select at least 4 rich quotations Pick out more than 1 device per quote Pick out language techniques and explain the effect on the reader Pick out sentence types and the effect on the reader Comment on the connotations of key words in each quote (identify the word class) Tentatively what the writer might be intending to convey (perhaps, might)	When analysing quotes The xxx creates the image of... The xxx has connotations of... The xxx suggests / conveys / implies The xxx may highlight... The use of xxx could suggest The use of xxx could signal... The use of xxx creates the impression of... When building your analysis Furthermore... In addition... Having first thought... it appears that... Although the reader is positioned to think that...
Q4 – Comparing Perspectives and Viewpoints			Model Q4:		
17 minutes 16 marks BOTH texts Spend 6 mins planning Identify what the different perspective or viewpoint is in each text Find multiple rich quotations that support this perspective Analyse in detail how this perspective is created by the writer in each text. REPEAT X2			In Source A, the writer is sympathetic towards the passengers who have a negative experience of train travel whereas in Source B a superior attitude is adopted towards other passengers. In source A, a sarcastic tone is created when the writer describes the “ever-increasing number of ‘passengers’”, with the inverted commas being used ironically – the passengers have not yet been picked up for their journey. This sympathy is developed through the phrase “a kind of exhaustion and grey-eyed disbelief.” The adjectives “exhaustion” and “disbelief” create sympathy for the commuters who are suffering as a result of the cancellations. In contrast, the writer in Source B has a superior attitude towards the other passengers. One of the passengers is described as being “of the most rough sort” and as “barging through the crowd”, with the verb “barging” implying that he does not care about anyone else on the platform. Whilst this may initially create a negative view of the man, the writer’s use of the phrase “rough sort” is judgemental and changes to “creature” later on in the extract, with this noun dehumanising the man and suggesting that the writer feels superior to the other passengers. This superior view of the passengers is in direct contrast to the writer in Source A who sympathises with the other passengers’ negative experience of train travel and shares their frustration.		
Structure			Whilst the writer in Text A..., in Text B...		
State similarity / difference in viewpoint 1 and compare to viewpoint 2 Explore how the writer has conveyed viewpoint 1 and analyse rich quotations Compare to viewpoint 2 Explore how the writer has conveyed viewpoint 2 in detail			Both the writers in Texts A and B... In Text A, the writer uses... to convey their ideas on... Whereas in Text B, the writer deploys... to convey their views that...		

Q5 – Transactional Writing												
<p>40 marks (24+16) AO5 – 24 AO6 – 16</p> <p>Spend 7 minutes planning Highlight the focus of the question Decide whether you are going to argue for or against the question Pay attention to the form you have been asked to use Write the structure of the form Remember the topic will be connected to the texts in section A (use these to support your brainstorm) Brainstorm key arguments for the focus of the question Create a paragraph planning following the structure for the form asked for in the question</p>	<p>Planning / Structures: (suggested)</p> <ul style="list-style-type: none"> ○ Introduction (answer the question, make it clear whether you are agreeing / disagreeing, summarise your key arguments) ○ Paragraph 1 (use a rhetorical question) ○ Paragraph 2 (begin with data and illustrate this with an anecdote) ○ Paragraph 3 (making the counter argument) ○ Strongest point paragraph 4 ○ Conclusion (don't bring any new ideas in – summarise your points) <p>Consider the line of argument structure:</p> <p>Apply a cyclical structure</p> <div data-bbox="1525 254 1923 716" data-label="Diagram"> </div>	<p>Model Q5:</p>										
<p>Forms:</p> <ul style="list-style-type: none"> • Article • Letter • Speech • Essay • Leaflet 	<p>Sentence Types</p> <table border="1"> <tr> <td>Simple</td> <td><i>We need to work together.</i></td> </tr> <tr> <td>Compound</td> <td><i>Exercise is good for you, so we need to do it regularly.</i></td> </tr> <tr> <td>List</td> <td><i>We need to agree to work together, come up with a solution and act quickly.</i></td> </tr> <tr> <td>Sophisticated list</td> <td><i>There are three things we need to consider: whether school uniform improves behaviour; if uniform reduces peer pressure and bullying; how we can change this ugly, uncomfortable uniform for the better.</i></td> </tr> <tr> <td>Begin with an adverb</td> <td><i>Surely, we can agree on this.</i></td> </tr> </table>	Simple	<i>We need to work together.</i>	Compound	<i>Exercise is good for you, so we need to do it regularly.</i>	List	<i>We need to agree to work together, come up with a solution and act quickly.</i>	Sophisticated list	<i>There are three things we need to consider: whether school uniform improves behaviour; if uniform reduces peer pressure and bullying; how we can change this ugly, uncomfortable uniform for the better.</i>	Begin with an adverb	<i>Surely, we can agree on this.</i>	<p>Even if we ignore social media, the famous reforms to GCSE examinations just a few years ago intensified the pressures on young people. Perhaps it makes sense in the media to demand more rigour in exams and to challenge young people. Perhaps it makes sense for some individual exams to be more memory-based. Perhaps. Or perhaps raising the difficulty for 10 or more GCSEs adds fuel to the mental health fire as students are asked to cope with a poorly prepared change.</p>
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<p>Possible language devices to deploy</p> <table border="1"> <tr> <td>metaphor simile alliteration oxymoron personification imperative verbs modal verbs onomatopoeia facts direct address extended metaphor juxtaposition</td> <td>semantic field repetition personal pronouns questions superlatives emotive language hyperbole humour anecdotes opinions flattery anaphora</td> </tr> </table>	metaphor simile alliteration oxymoron personification imperative verbs modal verbs onomatopoeia facts direct address extended metaphor juxtaposition	semantic field repetition personal pronouns questions superlatives emotive language hyperbole humour anecdotes opinions flattery anaphora	<table border="1"> <tr> <td>Begin with a verb</td> <td><i>Hoping for others to step up will not solve this, so we need to step up ourselves.</i></td> </tr> <tr> <td>Embedded clause</td> <td><i>Caring for our environment, which is our duty, must come first.</i></td> </tr> <tr> <td>Begin with conjunction</td> <td><i>Because we haven't acted so far, the crisis has gotten worse.</i></td> </tr> <tr> <td>One word</td> <td><i>Shocking.</i></td> </tr> </table>	Begin with a verb	<i>Hoping for others to step up will not solve this, so we need to step up ourselves.</i>	Embedded clause	<i>Caring for our environment, which is our duty, must come first.</i>	Begin with conjunction	<i>Because we haven't acted so far, the crisis has gotten worse.</i>	One word	<i>Shocking.</i>	<p>But let us get to the heart of the issue: the impact of doing nothing. Students are entering a world without the tools to effectively survive. Students are suffering in silence. Students are dying. Hoping that we will work it out for ourselves has clearly not worked. Clearly, society's procrastination and obstinate refusal to address this ticking time-bomb has only served to increase the problems we young people are facing. This is unacceptable and we need to make a change.</p> <p>This pandemic needs to be addressed urgently and I hope that you hear our pleas, before it is too late.</p> <p>Yours sincerely,</p> <p>Simon Student</p>
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