

READING NON-FICTION PAPER 2

60 mins (25% GCSE) – Two non-fiction texts – one from 19th Century & one from 20th/21st century.

QUESTION ONE

CHOOSE four true or false statements from a list of 8.

- 4 marks = 5 mins (4 boxes shaded)
- Named lines
- AO1 – find & inference

BEFORE YOU BEGIN

LOOK AT THE SUMMARY INFORMATION ABOUT BOTH TEXTS – THEY GIVE YOU CLUES. ALSO FIGURE OUT THE PAT/PAF/PAL OF BOTH TEXTS – THEY ALSO GIVE YOU CLUES.

- Only look at lines named in question to in order to find answers.
- Only shade 4 boxes (1 box = 1 mark) - this is not a trick question – it is easy.
- Follow the instruction on the paper if you shade the wrong box.

QUESTION TWO

Write a SUMMARY of the DIFFERENCES between Source A and B

- 8 marks = 10mins
- Two texts
- AO1 – summarise differences

Read and highlight key words in the question

- Start mini essay with an overview sentence stating main difference then your summary of differences using **short quotes** and stating specific effects.
- E.g. "Firstly, the differences between Eddie and Henry are vast as Henry's experience of school is much harsher than Eddie's; we can see this when Henry complains about not being able to write freely as Mr. Smith, 'would flog me if he knew it.' This is in contrast to..."
- Track through each text; space your quotes out throughout the whole text.

QUESTION THREE

How does the writer use LANGUAGE to...: in one source only

- 12 marks = 20mins
- One text
- AO2 – Language (not structure)

Read and highlight key words in the question

- Read and highlight text
- Start mini essay with an **overview sentence**, then answer the question using **short quotes**, naming the **device** and stating specific effects.
- E.g. "Henry uses lots of emotive language ... QUOTE..... in his letter to attempt to influence his father to remove him and his brother from Cothertstone Academy."
- Analyse as many quotes as you can, analysing a technique used by the writer and discussing the multiple effects for the audience.
- Write a **lot about a little** - e.g. "The writer uses personification in this phrase, 'Death stood at my bedside,' to create an intense feeling of fear for the reader, suggesting the writer felt death was imminent; it was a threatening being, about to take his life."
- Track through each text, space your quotes out throughout the whole text.

QUESTION FOUR

Compare DIFFERENCES in LANGUAGE in how the two writers present/convey/convince/persuade... in Source A and B

- 16marks = 25mins
- Two texts
- AO3 – compare language (not structure)

Read and highlight key words in the question

- Start mini essay with an **overview sentence** stating the main difference in the language. E.g. The writer of Source A believes that education really is the job of parents and not schools, whereas the writer of Source B has sent both his boys off to a boarding school where he has little control and knows nothing about the conditions for his children, or the standard of education they are receiving.
- Then compare the differences in the **writers' viewpoints** using **short quotes** and stating **specific effects**. E.g. For example, the writer of Source A explains using expert opinion ... QUOTE.....to demonstrate that...; however, the writer of Source B uses statistics QUOTE.....to back up their argument. The effect on the audience is similar as both add weight to the arguments the writers are putting forward and convince their audience of their standpoint.
- REFER TO BOTH WRITERS THROUGHOUT.
- YOU CAN REPEAT QUOTES & EFFECTS FROM EARLIER QUESTIONS.
- Go back and forth between the texts. Use **comparison words or phrases** = Likewise, Similarly, In the same way, Different to..., UnlikeB, In contrast.....,However, etc.

Mark Scheme

I AM A FORESTER (Q3-4)

Bands 1-4	4 – DETAILED, PERCEPTIVE 3 – CLEAR, RELEVANT 2 – SOME ATTEMPTS 1 – SIMPLE, LIMITED	Imperatives Adjective/Adverb Modal Verbs Alliteration Figurative language
Q2	<ul style="list-style-type: none"> • Perceptive inference and differences from both texts • Well-judged quotations 	Opinions Repetition Exaggeration/Expert opinion Statistics Triplets Emotive Language Rhetorical Question
Q3	<ul style="list-style-type: none"> • Analyses the effects of writer's choices • Well-judged quotations • Sophisticated subject terminology 	AOs
Q4	<ul style="list-style-type: none"> • Same as Q2/3 AND... • Detailed understanding of different perspectives & ideas 	AO1
Stretch yourself		AO2
Paradox/oxymoron		<ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts.
Irony		AO3
Onomatopoeia		<ul style="list-style-type: none"> • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers • Use relevant subject terminology to support views.
Euphemism		AO3
Pun		<ul style="list-style-type: none"> • Compare writers' ideas across two or more texts.
Fronted adverbials or conjunctions		
Simple/compound/complex sentences		
Relative or conditional clauses		
Noun/verb phrases		
Writing for purpose/audience/type of text		
Anaphora/epistrophe		
Tone/Register		
Narrative perspective		