LANGUAGE PAPER 2

Q1 – Multichoice (/4)

DO re-read and CHECK each answer
DO eliminate the wrong ones to narrow your options!

Q2 – CONTENT COMPARISON (/8)

Use PEEL X3
Analyse CONTENT/IDEAS, rather than language/structure
QUOTE!
Explain meaning/effect – what does this mean?
Use connective of agreement and disagreement (eg. Similarly, furthermore, in addition, however, in contrast, on the other hand)
DO compare both extracts in every paragraph DON'T write about 1 text, then the other text
DO explain which text you're referring to – eg. 'in Extract A', or 'Source B s…..'

TOP GRADES:
Make perceptive (subtle, interesting, less common) points
Choose 'judicious' quotes (interesting, precisely selected, well-compared)
Thoroughly explained the differences between the texts

Q5 – Method (/16)

Choose 5-8 ideas – 1 per paragraph

For each paragraph, plan 3-6 language/persuasive techniques.
Make sure you start and finish in the right form (ef. If it's a letter, write 'dear….'
Check you're righting to the right audience; what register would you use – eg formal or informal?
Make a really powerful point to finish.

INVEST IN PLANNING
Time spent planning means your answer will be richer with techniques, and it will be easier to write it up swiftly. If you don' plan, you will struggle to describe well, and you will run out of ideas.
IF YOU FAIL TO PLAN, YOU ARE PLANNING TO FAIL!

AFORESTPIT TECHNIQUES (see right)

Q3 – LANGUAGE analysis (/12)

Use PEEL x4
Name the technique *(simile, metaphor, adjective, verb, imagery, alliteration, onomatopoeia, adverb, etc)*
QUOTE – shorter is better! 1-3 words ideal.
Explain meaning/effect on reader
DON'T analyse words you don't understand

TOP GRADES:
Dip deep into the 'real' meanings – these are rarely about appearance and often about character/mood/tone

TECHNIQUES
Similes, metaphors, personification, verbs, adverbs, adjectives, pronouns, alliteration, onomatopoeia, punctuation, tone, short sentences juxtaposition, oxymorons, etc

Q5 – Content & Organisation (/24)

Appropriate register/formality/tone
Ambitious vocabulary and CRAFTED language devices – eg metaphors
Creative use of structural features – eg. Foreshadowing
Clearly and fluently linked paragraphs and connectives

AFORESTPIT TECHNIQUES (for Q5)

Alliteration, anecdotes, address/involve the reader
Facts
Opinions
Repetition, rhetorical questions, rhyme
Emotive language, exaggeration(hyberbole)
Statistics, similes
(rule of) three
Punctuation, poetic techniques
Imager, imperatives
Tone

Q4 – WHOLE TEXT COMPARISON (/16)

Use PEEL X6 (some agreeing/disagreeing, or addressing each part of the question
Name the STRUCTURE AND LANGUAGE features (you may/should repeat ideas form Q3 and Paper 1 Q3
QUOTE!
Explain meaning/effect – how does this structural device move the story onwards, or effect the reader? How does it make the reader respond emotionally?

TOP GRADES
Address both parts of the question
Use multi-quotes and layer different techniques which produce similar meanings
Highlight contrasts or changes over time in the extract (use connectives – however, in contrast)
Ink back to the question frequently!

TECHNIQUES
Anything from Q3 (Lang.) + Structure techniques below:
Paragraphs/sentences – short, long
Start, middle end – changes of topic, tone, time?
Foreshadowing
Flashbacks/non-linear narrative, circular narrative
Past, present, future tenses
Point of View – 1st person (I), 3rd person (he/she)?
Limited/omniscient? Unreliable narrator?
Speech
In Media Res (starting in the middle of the action)

Q5 – Technical Accuracy (/16)

Capital letters, full stops!
Fancy punctuation (semi colons, colons, question marks, exclamation marks, speech marks, parentheses)
Standard English – NOT slang
Ambitious and varied vocabulary – well spelled

Varied range of sentence structures, eg Starting with:
Adverbs (slowly),
Adjectives (cold and alone, I….),
Gerunds(-ing verb, eg running along….)
Subsidiary clauses (With no other options, I…)
Preposition (over/inside etc, eg under the mat, I saw….)