

'TOP TIPS' FOR GCSE ENGLISH – PAPER 2

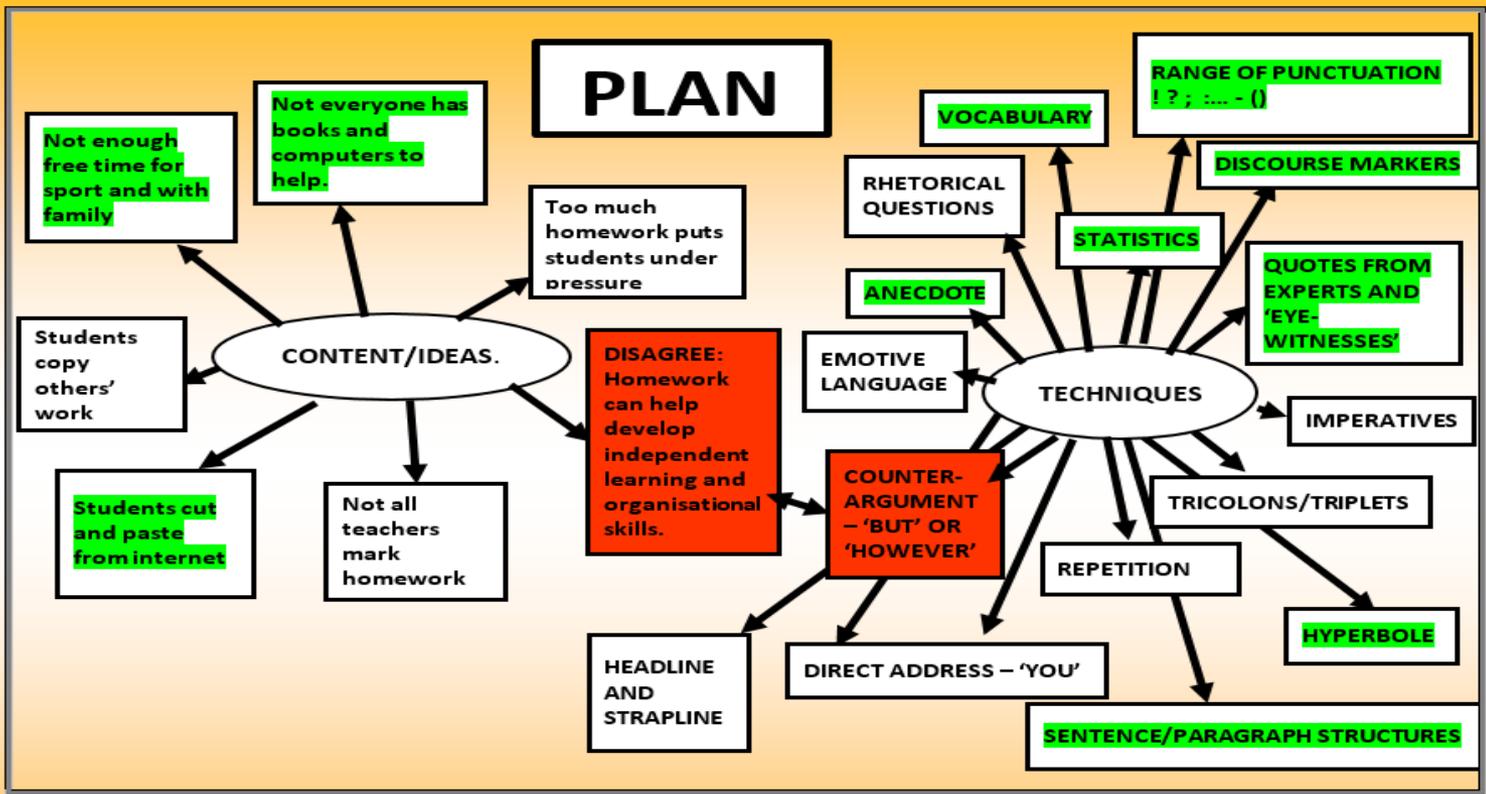
Answer Section B first – question 5.

- This question asks you to produce a piece of **opinion writing**, expressing your **point of view** on a subject or idea, in a particular **form**.
- You could be asked to **explain, instruct, advise, argue or persuade** in the question.
- You may be asked to write a **letter, article, text for a leaflet, text of a speech or an essay** and you need to follow the conventions and style of the text type in the question.
- You have **45 minutes** to plan and answer this question.
- There are **40 marks** for this answer:
 - 24 marks for content and organisation
 - 16 marks for technical accuracy

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Answer Section B first – question 5.

FAIL TO PLAN, PLAN TO FAIL!



PAPER 2 Section B - Q5

Planning an answer – be sure to include the following features in your writing:

- An **engaging/interesting** introduction e.g. a question, a bold statement, an anecdote, emotive language. For example, Is homework hell in your house?
- A clear argument **for OR against** the statement.
- **Paragraphs** organised in an orderly sequence.
- **Discourse markers** to chart the stages of your argument – for example, firstly, also, furthermore, significantly, although, notably, in conclusion.
- A variety of **sentence and paragraph structures**.
- A range of **persuasive techniques**.
- A range of **punctuation** (question marks, exclamation, colon, semi-colon, dash, ellipsis, inverted commas etc.)
- Interesting **vocabulary**.
- End with a **firm, clear** conclusion.
- A style and tone appropriate to your **purpose/audience**.
- The relevant **conventions** for the **form** of your writing.
- Accurate Spelling, Punctuation and Grammar (**SPaG**.)
- **Check** through your work to make **corrections and improvements**.

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Plan for content and methods/techniques.

Use a range of persuasive and argumentative techniques – for example:

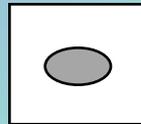
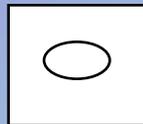
- **RHETORICAL QUESTIONS** e.g. 'What do you think about homework?'
 - **TRIPLETS (groups of three)** e.g. 'I am upset, outraged and disappointed.'
 - **QUOTATIONS FROM EXPERTS AND THOSE WITH FIRST –**
 - **HAND KNOWLEDGE** e.g. Dr Hallam an expert on childhood stated:
• 'Homework damages children for life.' John Smith a pupil at my school said: 'Homework is hard work.'
 - **MAKE UP STATISTICS TO SUPPORT YOUR CASE**
 - e.g. 9 out of 10 children prefer homework to sport. 70% of those surveyed hated moths.
 - **THE COUNTER-ARGUMENT** – present the other side then use the word **but** or **however**.
- e.g. Some people say cat meat tastes fine, **but** it may damage your health.
- **ANECDOTE** – a little story to illustrate your point. E.g. A 13 year old girl tripped over her school bag and was injured by the weight of her homework.

PAPER 2 – SECTION A – 1 hour

*You may want to think carefully about the **order** in which you approach the questions in **Section A** in order to target the highest marks.*

Question 1

- This question asks you to **identify and interpret information** from a **section of Source A** only.
- You have **5 mins** to answer this question.
- There are **4 marks** for this answer.
- You have to find **4 TRUE** statements from a list of 8.
- Check back in the text to find your four answers.
- **Shade the circle** inside the square if the statement is **TRUE**.



- Follow the instructions on the paper if you make a mistake (if you make an error cross out the whole box, if you change your mind again, draw a circle round the box.)

PAPER 2 – SECTION A – 1 hour

Question 2

- This question asks you to write a **SUMMARY** of a particular aspect of the two texts (Source A and B.) e.g. Write a summary of the different ways people are affected by the weather.
- You have 8 mins to answer this question.
- There are 8 marks for this answer.
- **You must write about both Sources.**
- You **DO NOT** have to refer to writers' methods in this answer
- Identify **2** relevant ideas from **each Source**.
- Select **quotations** for each idea.
- Try to respond to **implicit** rather than obvious ideas.
- Use the **P.E.E.** or **S.Q.I.** structure for each idea.
- Draw **inferences** (the impressions you get) from each point that you make.
- Use **discourse markers** to move between the sources e.g. in addition alternately,, also, on the other hand...

PAPER 2 – SECTION A – 1 hour

Question 3

- This question asks you to analyse **how language and sentence structure are used to influence the reader** in a section of **one Source** only.
- You have **15 mins** to answer this question.
- There are **12 marks** for this answer.
- Make sure you **select** the **correct area** of the source.
- Find **3 or 4 interesting quotations** that use imagery and interesting language and that link back to the **key idea in the question**. e.g. how the storm is described.
- Identify the **language methods/techniques** being used in those quotations. e.g. **metaphor, simile, personification, onomatopoeia, adjectives, verbs, sensual language** etc.
- Write about what you **infer** (the impression you get) from those quotations, making the **link back to the key word(s) in the question**.
- Draw **more than one inference** if you want more marks. e.g. 'The wind howled and moaned'... the verbs 'howled and moaned' personify the wind, making it sound as if it is like a person or animal in pain. They also give it a supernatural feel since we associate these words with a ghost...'

PAPER 1 – SECTION A – 1 hour

Question 4

- This question asks you look at the whole of Source A and Source B to **compare**:
 - a) The writers' **perspectives, viewpoints and attitudes** (their thoughts, feelings, opinions about the idea/subject)
 - b) The **methods** they use to convey these perspectives, viewpoints and attitudes (e.g. language techniques, sentences structures etc.)
- You have **22 mins** to answer this question.
- There are **16 marks** for this answer.
- Identify **at least two contrasting viewpoints or attitudes** the writers of Source A and Source B express about their experiences.
- Identify the **methods the writer has used** in each of your quotations to help show their viewpoints and attitudes.
- Select **quotations** to support the viewpoints or attitudes you have identified
- **Analyse** how the writers' use of **methods helps to convey their viewpoints** or attitudes – draw **inferences** and explain how you get an impression of their viewpoint from, for example, the language used...
- Use **comparative discourse markers** ('On the other hand...' / 'In contrast...' etc.) to compare the two texts.

And finally...

- **READ THE QUESTIONS CAREFULLY**
- **MAKE SURE YOU PLAN BEFORE WRITING**
- **KEEP AN EYE ON THE TIME**
- **START WITH SECTION B – THINK ABOUT THE BEST WAY TO TARGET THE HIGHEST MARKS IN SECTION A**
- **TRY TO ANSWER ALL OF THE QUESTIONS**
- **MAKE SURE YOU WRITE DETAILED ANSWERS ON QUESTIONS THAT CARRY HIGH MARKS**
- **THIS IS AN ENGLISH EXAM – WRITE CLEARLY AND ACCURATELY**

GOOD LUCK!