Reading Paper 2

Paper Two						
	Reading	1	Identify four true statements from a list of eight	AO1	4	5 MINUTES
		2	Produce a summary using information from two texts	AO1	8	8 MINUTES
		3	Write about the writer's use of language + the effect(s) of the devices and techniques they use	AO2	12	12 MINUTES
		4	Compare two writers' perspectives and writing methods	AO3	16	20 MINUTES IN TOTAL (e.g. 5 minutes planning + 15 minutes writing up)
	Writing	5	Produce one piece of transactional writing (article / speech / letter etc.) making sure my writing is accurate	AO5	24	45 MINUTES IN TOTAL (e.g. 5 minutes planning + 35 minutes writing + 5 Minutes checking/editing.)
				AO6	16	

CHRIS RICE

Conveys
Highlights
Reflects
Implies
Suggests
Reinforces
Infers
Connotes
Emphasises

Question 2 Focus: Synthesis
Your response needs to bring together key details from two texts to create synthesised new text. There is no need to analyse; instead, lifting details from both text and interpreting the similarities/differences is the way forward. Inference is rewarded.

Question 3 Focus: Language
Your response needs to select language features from given lives and analyse the impact these choices make in light of the question.
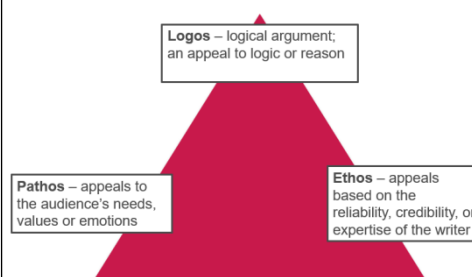
Question 4 Focus: Comparison
Focus on BOTH writers' viewpoints (perspectives and ideas) and their methods of presenting their views – a **what, how** approach.

Key phrases:
In contrast / on the other hand
Despite / though/ although
Both / indeed
Likewise / similarly / similar to
[insert writer] most uses… / [insert writer] feels most ___ in comparison to…

Q3 Language Features

- Key words → connotations, meanings, syllables, sound
- Methods → simile, metaphor, personification, dialogue, description etc.
- Small scale structure → Syntax, sentence types and punctuation

Q4 Comparison

BOTH,
1.
3.
THEREFORE,
2.
HOWEVER, LIKEWISE,

Writing Paper 2

Viewpoint writing allows you to convince your audience/readers about a particular topic, making an argument on a given statement or debate. Different text types and audience require you to adapt your tone and purpose.
Some common text types: articles, reviews, speeches, formal and informal letters, letters to magazines/newspapers, reports.
Some common audiences: head teacher, classmates, local council, elderly people, young children, teenagers, newspaper/magazine readers

Elements of a strong argument:

Logos – logical argument; an appeal to logic or reason

Pathos – appeals to the audience's needs, values or emotions

Ethos – appeals based on the reliability, credibility, or expertise of the writer

Structuring an argument:

Overview (clear stance on issue)
Reason/argument 1 – topic sentence + evidence
Reason/argument 2 – topic sentence + evidence
Reason/argument 3 – topic sentence + evidence
Counter argument + dismissal
Conclusion – strong finish

Remember to thread a range of persuasive devices throughout.

Persuasive Devices:

Direct address – you
Alliteration
Facts
Opinions
Rhetorical questions
Repetition
Emotive language
Statistics
Triple (Rule of three – tri-colon)

Superlatives – most, best etc
Anaphora – repeating the opening phrase of a sentence/line
Flattery/bribery
Simile / Metaphor
Hyperbole/Litotes (That sword was not useless to the warrior now.)
Captatio Benevolentiae – Appeal to the good will of the audience
Praeteritio - talking about something by pretending not to e.g. I will not mention the appalling litter at school

Paragraphing:

Time
Place
Topic
Person

Sustain / Develop / Contrast

Varied lengths
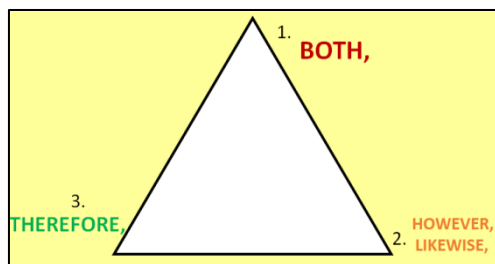
Sentence Openings:
1. Use a **connective** → **After** they had their dinner, they ate desert.
2. Use an **adverb** → **Cautiously**, she removed the bandage.
3. Use a **simile** → **Like a mouse**, he tiptoed through the house.
4. Use a **noun** or **adjective** → **Cobwebs** spanned the corridor. **Bright** stars filled the sky.
5. Use a **feeling** → **Lonely**, she walked the corridor.
6. Use an **–ing** → **Giggling** and **laughing**, they ran to school.

Homophones:
There = location/statement e.g. *There is the shop.*
Their = ownership e.g. *Their dog is friendly.*
They're = They are e.g. *They're going on holiday.*

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