

A Guide to Your  
Edexcel English  
Language GCSE  
Paper 2  
Non-Fiction and  
Transactional Writing  
8<sup>th</sup> June 2018



**GCSE English Language**



**Paper 2 – 20<sup>th</sup> and 21<sup>st</sup> century non-fiction and Transactional Writing**

**2 hours**

**5 mins to read text 1**

**Question 1:** Finding a quote (2 mins)

**Question 2:** Identifying a language technique with a quotation (2 mins)

**Question 3:** Analysing the language and structure (20 mins)

**5 mins to read text 2**

**Question 4:** Finding a quote (2 mins)

**Question 5:** Identifying a language technique with a quotation (2 mins)

**Question 6:** Evaluation (20 mins)

**Question 7a:** Comparison (7 mins)

**Question 7b:** Comparison (20 mins)

**Question 8 OR 9:** Transactional Writing (35 mins)

# Question 1 and 2

## Text 1

### Question 1 – 2 marks

Question overview:

You will be asked to identify two phrases from a given area in Text 1.

### Example Question:

From lines 8 to 15, identify two ways in which things changed after Fazullah and the Taliban arrived in Swat.

### Tips to answer Question 1:

Only identify the phrases (two – three words)

Use the words from the text

Make sure you know where you are selecting your quotations from – ‘rule off’ the area given

### Question 2 – 2 marks

You will be asked to select a quotation from the text (1 mark) and then explain clearly how the writer has used language in your chosen quotation – (1 mark).

### Example question:

Give one example from lines 24-31 of how the writer uses language to show that she felt the actions of the Taliban were excessive.

Example from the text: \_\_\_\_\_ (1 mark)

How the writer uses language: \_\_\_\_\_ (1 mark)

### Tips to answer Question 2:

Only identify the words/phrases (two – three words)

Use the words from the text

Make sure you know where you are selecting your quotations from – ‘rule off’ the area given

Explain clearly how the writer uses language to create an effect – link back to the question

# Question 3 – Text 1

## Question 3 – 15 marks

Question Overview: You will be given a specific question about how the writer uses language and structure to create a mood/idea. Use subject terminology in your response.

### Example Question:

Analyse how the writer uses language and structure to engage the reader.

Support your views with reference to the text.

(Total for Question = 15 marks)

### **Your answer should look like this:**

1	P – comment on the <b>language</b> used in the text to answer the question E – use a quotation to support your point E – explain what effect is created by the language Z – ‘zoom in’ on a key word using subject terminology A – analyse the effect of the key word
2	P – comment on the <b>language</b> used in the text to answer the question E – use a quotation to support your point E – explain what effect is created by the language Z – ‘zoom in’ on a key word using subject terminology A – analyse the effect of the key word
3	P – comment on the <b>structure</b> used in the text to answer the question E – refer to the text to support your point E – explain how the structure impacts the text and why you think it has been used
4	P – comment on the <b>structure</b> used in the text to answer the question E – refer to the text to support your point E – explain how the structure impacts the text and why you think it has been used

You should be making points about:

Language Subject Terminology	Structure Subject Terminology
Use of: Powerful words Adjectives Adverbs Semantic field Descriptive language – metaphor, simile, personification, alliteration, sibilance, onomatopoeia, etc.	Use of: Paragraph lengths – long and short Short sentences Juxtaposition Long, complex sentences Engaging punctuation - ! ; ? Sentence types: exclamative, declarative, interrogative, imperative

## Question 4 & 5 – Text 2

### Question 4 – 1 mark

#### Question Overview:

You're asked to identify a phrase to answer the question from an allocated area within the text.

#### Example question:

From lines 6 to 9, identify the conditions in which prisoners are kept in Westerbork.

#### Tips to Answer Question 4

Only identify the phrases (two – three words)

Use the words from the text

Make sure you know where you are selecting your quotations from – 'rule off' the area given

### Question 5 – 1 mark

#### Question Overview:

You're asked to explain how language is used in a given section of the text.

#### Example question:

In the example from lines 15 to 17, how does the writer use language to show their fear of the Gestapo?

#### Tips to Answer Question 5

You need both a quotation and an explanation

Do not just mention a language feature- explain the effect of the feature

Link your answer back to the question

# Question 6 – Text 2

## Question 6– 15 marks

### Question Overview:

You're asked to **evaluate HOW WELL a writer achieves something** (for example, building a mood, or developing an idea).

### Example question:

In this extract, the writer tries to show how both she and others are affected by the war.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text. (15 marks)

### Tips to Answer Question 6

1. Focus on 'how well' not 'how'
2. Use evaluative language – opinion, judgement (see vocabulary boxes below)
3. Focus on ideas, events, themes and settings

### Plan:

**Aim for 4 points focused on the following areas:**

**Setting:** Evaluate how the choice of setting affects the work's theme and mood.

**Ideas:** What ideas or opinions are shown in the text? Evaluate the success of them.

**Theme:** What is the writer trying to communicate overall? Evaluate the success of this.

**Events:** Look at the plot's development: Is there an opening, climax, resolution? Evaluate how successfully the plot develops.

**REMEMBER SITE (Setting + Ideas + Themes + Events) to ensure you cover everything**

# Evaluative Language

Highly imaginative	Highly creative	Perfect	Exemplary	Exquisite
Excellent	Superior	Inventive	Extensive	Outstanding
Inventive	Innovative	Effective	Exceptional	Superb
Thorough	Efficient	Sound	Valid	Appropriate
Lively	Comprehensive	Successful	Skilful	Sufficient

<b>1</b>	<p><b>P – The SETTING in the text is effective/successful/inventive/ insert your opinion)</b></p> <p><b>E – Use a quotation to support your point</b></p> <p><b>E – Explain your opinion and why you think the it is/isn't successful</b> <i>This is successful/isn't successful because...</i></p> <p><b>D – Develop your ideas as much as you can, using subject terminology in your answer</b></p>
<b>2</b>	<p><b>P – The IDEA of .....in the text is valid/controversial/exciting/successful. (insert your opinion)</b></p> <p><b>E – Use a quotation to support your point</b></p> <p><b>E – Explain your opinion and why you think the it is/isn't successful</b> <i>This is successful/isn't successful because...</i></p> <p><b>D – Develop your ideas as much as you can, using subject terminology in your answer</b></p>
<b>3</b>	<p><b>P – The THEME of .....in the text is interesting/dramatic/skilful/unusual (insert your opinion)</b></p> <p><b>E – Use a quotation to support your point</b></p> <p><b>E – Explain your opinion and why you think the it is/isn't successful</b> <i>This is successful/isn't successful because...</i></p> <p><b>D – Develop your ideas as much as you can, using subject terminology in your answer</b></p>
<b>4</b>	<p><b>P – An EVENT in the text that was unexpected/dramatic/frightening/ was.....</b></p> <p><b>E – Use a quotation to support your point</b></p> <p><b>E – Explain your opinion and why you think the it is/isn't successful</b> <i>This is successful/isn't successful because...</i></p> <p><b>D – Develop your ideas as much as you can, using subject terminology in your answer</b></p>

# Question 7a & 7b – Comparing Texts 1 and 2

## Question 7a – 6 marks

### Question Overview

You're asked to compare the **similarities** between the texts focusing on the content.

### Example Question

The two texts both describe times of conflict. What similarities do Anne Frank and Malala Yousafzai share in their experiences of conflict as shown in these extracts? Use evidence to support your answer. (6 marks)

### Tips for Answering Question 7a

- Aim for 2 or 3 similarities to justify 'a range'
- Do not compare language techniques, compare content
- Use comparison connectives: *Similarly... Likewise...Both of the texts...*

1	<p>P – One similarity between the texts is .....</p> <p>E – Use a quotation from text 1 to support your point</p> <p>C – Compare how a similar idea is shown in text 2</p> <p>E – Use a quotation from text 2 to support your point</p> <p>D – Develop your ideas as much as you can focusing on why the ideas are similar</p>
2	<p>P – Likewise in both texts .....</p> <p>E – Use a quotation from text 1 to support your point</p> <p>C – Compare how a similar idea is shown in text 2</p> <p>E – Use a quotation from text 2 to support your point</p> <p>D – Develop your ideas as much as you can focusing on why the ideas are similar</p>
3	<p>P – One final similarity between the texts is .....</p> <p>E – Use a quotation from text 1 to support your point</p> <p>C – Compare how a similar idea is shown in text 2</p> <p>E – Use a quotation from text 2 to support your point</p> <p>D – Develop your ideas as much as you can focusing on why the ideas are similar</p>

### **Question 7b – 14 marks**

You're asked to compare how the writers of text 1 and 2 present their ideas.

### **Example Question**

Compare how the writers of Text 1 and Text 2 present their ideas and perspectives about conflict and war. Support your answer with detailed reference to the texts. (14 marks)

### **Tips for Answering 7b**

- Make comments on the language and structure of the texts
- Link to the themes and ideas of the texts
- Aim for 4 comparisons
- 

**P – Both texts use ..... show .....**  
**E – Use a quotation from text 1 to support your point**  
**C – Compare how a similar idea is shown in text 2**  
**E – Use a quotation from text 2 to support your point**  
**D – Develop your ideas as much as you can focusing on why the language may be similar.**

**P – Likewise in both texts .....**  
**E – Use a quotation from text 1 to support your point**  
**C – Compare how a similar idea is shown in text 2**  
**E – Use a quotation from text 2 to support your point**  
**D – Develop your ideas as much as you can focusing on why the ideas are similar**

**P – However there are differences between the texts is .....**  
**E – Use a quotation from text 1 to support your point**  
**C – Compare how a differently an idea is shown in text 2**  
**E – Use a quotation from text 2 to support your point**  
**D – Develop your ideas as much as you can focusing on why the ideas are different.**

**P – In addition the structure of the texts are similar/different**  
**E – Use a quotation from text 1 to support your point**  
**C – Compare how a similar idea is shown in text 2**  
**E – Use a quotation from text 2 to support your point**  
**D – Develop your ideas as much as you can focusing on why the structure may be similar/different.**



# Question 8 or 9 – Transactional Writing

8 or 9 – 24 MARKS FOR CONTENT 16 MARKS FOR SPaG = 40 marks

## Question Overview:

You will be asked to write a transactional piece of writing, with a particular purpose and audience.

You must be prepared to write in the appropriate form the question asks of you. It could be a letter, speech, report, newspaper article, magazine article.

**Paragraph 1 - Remember your **variety of punctuation**. , ; ! ? ‘ ’ “ ” ( )**

**Introduce your idea remembering the purpose and audience of your writing.**

**(What is the topic and why is it important)**

**Paragraph 2 – Remember your **variety of sentences**, Simple, compound, complex.**

**Make your first point, giving some detail.**

**Paragraph 3 – Remember your **variety of vocabulary****

**Add some emotion/ offer an opposing idea**

**Paragraph 4 & 5 – Remember your **variety of vocabulary****

**Develop your point further, considering the purpose and message of your text**

**Paragraph 6 – Remember simple sentences and repetition**

**Leave your reader with a convincing ending**

# Language Devices and Their Effects

<b>Language device</b>	<b>Possible effect</b>
Imagery: simile, metaphor, personification <b>“Life is a rollercoaster”</b>	Creates a visual image for the reader and helps them to understand what the writer means more clearly.
Powerful verbs/short sentences <b>“spun round and spat out”</b>	Creates a sense of drama and excitement
Adverbs <b>“slowly, gently”</b> <b>“sometimes, often”</b>	Describe how something happens  Describe when something happens
Adjectives <b>“beautiful, glorious”</b>	Give the reader a detailed description
Dialogue	May show the relationship between characters.
Emotive language <b>“Quivering with fright”</b>	Encourages empathy from the reader
Humour	Creates a less serious tone

# Persuasive Techniques and Their Effects

<u>Technique</u>	<u>Example</u>	<u>Effect</u>
Pronouns	I, we you	Makes the text personal
Emotive Language	A small donation could change the lives of many	Provokes an emotional reaction from the reader
Rhetorical Question	Have you ever thought about....?	Makes the reader challenge their own ideas
Statistics	75% of students stated that .....	Adds weight to the argument
Use of authority	A leading expert stated....	Adds weight to the argument
Anecdote	A young boy named .....	Makes the idea believable
Direct appeal	Only you can make a difference.....	Makes the argument personal to the reader.
Exaggeration	Millions of people every day.....	The reader may interpret as fact and be swayed.
Repetition	We will work harder, we will strive for more	Reinforces an idea, helps the reader to remember

# Useful linking words

**Learn 5 from each column**

Connective	The author / language in the text...		The reader... (or 'we'...)
Firstly	Advises	Implies	Is made aware
Secondly	Argues	Indicates	Is informed
Thirdly	Builds	Juxtaposes	Is told
As well as this	Connotes	Narrates	Is shocked /
Furthermore	Contrasts	Persuades	fascinated /
Moreover	Conveys	Realises	persuaded /
Finally	Creates	Recognises	made to
Lastly	Demonstrates	Refers to	sympathise etc.
	Describes	Reflects	
Likewise	Depicts	Represents	Learns
Similarly	Emphasises	Reveals	Discovers
Unlike	Evokes	Signifies	Realises
As well as	Exaggerates	Suggests	
In contrast to	Gives the impression	Symbolises	
	Gives a sense	Shows	
	Highlights	Tells	
	Informs		

## Grade 6+ analysis linking phrases

- *creates the image of...*
- *evokes the sense of ...*
- *presents the ideas that...*
- *projects the writer's message that...*
- *embodies the theme of...*
- *symbolises the idea that...*
- *mirrors*
- *reflects*
- *portrays*
- *conveys*
- *insinuates*
- *demonstrates*

## Tentative language (insert before linking phrase)

- *could*
- *perhaps*
- *may*
- *possibly*
- *might*