

# AQA English Language Paper 2

## Section A

**AQA English Language Paper 2 Section A - key information and guidance:**

- 1 hour 45 minute exam.
- Section A = Reading which has 4 questions based upon your understanding of the texts.
- There are two non-fiction texts labelled Source A and Source B.
- The sources can be things like speeches, articles, letters, biographies, autobiographies, leaflets and travel writing.
- One of them will be from the 19<sup>th</sup> Century (Victorian era). The other one will be more modern.
- They might be in full or edited extracts (parts of).
- They will have a bit of text at the top in italics which explains where the text is from – read this carefully.
- Spend 10m reading through the questions and both texts.
- Identify the sections the questions ask you to focus on (Question 1 and Question 3).
- Write something for each question. Spend 1 hour on Section A.

Question	Timing	Mark	Assessment Objective	What you do
1	5m	4	AO1	Identify 4 true statements from a section in one source.
2	10m	8	AO1	Summarise and infer from both sources.
3	15m	12	AO2	Analyse language in a section from one source.
4	20m	16	AO3	Compare writer's perspectives from both sources.

**ANALYSIS**

**Argument** The writer presents the idea of...

**Neat evidence** We can see this in the line... "..."

**Additional** Additionally, the phrase "... reinforces... This links to the other source as...

**Language** The word "... causes the reader to... The writer's choice of [device] has the effect of...

**Your evaluation** Whilst Source A's writer is more... , the writer of Source B is more focussed upon...

**Structure and form** The article/biography/autobiography/letter/speech/... is written from the perspective of...

**Intentions of writer** The writer presents... in order to convey the message of...

**Society and context** -----

AQA English Language Paper 2: Writer's viewpoints and perspectives

- 1.
- 2.
- 3.
- 4.

## Section B

**AQA English Language Paper 2 Section B - key information and guidance:**

One question in Section B = Question 5.

The exam will provide a statement that you must express your views in relation to.

You have to write convincingly – you can consider both points of view but it is important to make your opinion clear.

You will be asked to write in a particular form which will be either: an article, letter, speech, leaflet or essay.

You must write formally which means that you do not use slang and instead use sophisticated vocabulary and a professional tone.

Assessment Objectives	What you have to show:
<b>AO5</b> Content and organisation 24 Marks	<b>Content</b> – making what you write is convincing and compelling; persuasive and interesting to read. <b>Tone and style</b> – suiting it to the form you are writing (such as a letter or speech – using these features). <b>Vocabulary and devices</b> – using sophisticated words and devices such as A PERSUADER and other literary devices. <b>Organisation</b> – making sure you have a clear beginning, middle and end. Linking the beginning to the end. <b>Complexity</b> – posing interesting ideas drawing from your own knowledge. <b>Paragraphs</b> – ensuring that you use a wide range of paragraphs structured clearly.
<b>AO6</b> Technical Accuracy 16 Marks	<b>Spelling</b> – accurately and using a wide range of vocabulary. <b>Punctuation</b> – accurately and using a wide range. <b>Arrangement</b> – using a variety of sentences and paragraphs. <b>Grammar</b> – writing formally in the correct tone, style and tense.



**The Penta-Plan: How might this issue...**

<b>Past</b>	...Have happened in the past?
<b>Present</b>	...Impact in modern times?
<b>Personal</b>	...Affect an individual person?
<b>Public</b>	...Feature in society overall?
<b>Prediction</b>	...Change in the future?

A PERSUADER	Definition:	Example:
<b>Alliteration</b>	The repetition of sounds at the starts of words for effect – this is good for headlines and short snappy phrases.	Climate Crisis
<b>Points</b>	Having clearly persuasive points and emphasising these throughout.	There are three things that must happen to tackle littering: reducing packaging, improving recycling and education.
<b>Exaggeration</b>	Overstating something for effect – often good to slightly lighten the tone or provide humour.	There is literally nothing more important than this right now.
<b>Repetition</b>	Saying a word or phrase over and over for effect. Can also include using triplets for impact.	<b>We have to stop bullying. We have to stop abuse. We have to start listening.</b>
<b>Statistics</b>	Using numbers to reflect facts.	Over 80% of people... Nearly a million each year... Almost 7/10 say...
<b>Unique ideas</b>	Approaching the issue from an unusual or interesting perspective.	To improve fitness, instead of building more gyms we should just ban cars.
<b>Anecdote</b>	Telling a very short personal story that illustrates your idea.	Jane, a 15 year old student, experienced... Tom, an ordinary 25 year old, went through this...
<b>Direct address</b>	Talking directly to the reader using pronouns such as 'you' or 'we'. Good to combine with imperatives (commands or instructions).	You must understand... We all know that... You have experienced this yourself...
<b>Emotive language</b>	Appealing to reader's emotions to persuade them – good to use imagery to emphasise things here.	When you hear a tiny infant crying out in hunger it is not about numbers, budgets or benefits anymore – it is simply suffering. Suffering that needs to stop.
<b>Rhetorical questions</b>	Presenting a question that you don't need to be answered because it persuades the reader to agree. Easy to do this as a tag question added to a statement.	Do you want people to be healthier and happier? Of course you do... How many times do you check your phone each day? 20? 30? 100? So, how much is too much?