

## Paper 2 Section A - READING

AO1: identify and interpret explicit and implicit information and ideas

select and synthesise evidence from different texts

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

AO4: [REDACTED]

**Marks per question / time:**

READ the extract [4 minutes]

Q1 – 4 marks [4minutes]

Q2 – 8 marks [10 minutes]

Q3 – 12 marks [15 minutes]

Q4 – 16 marks [20 minutes]

**QUESTION 1:** AO1: identify and interpret explicit and implicit information and ideas

select and synthesise evidence from different texts

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

AO4: [REDACTED]

**Question 2:** You need to refer to Source A and Source B for this question:

Use details from both sources to write a summary of what you understand about the different ..... (It may say similarities) 8 marks


### Mark scheme

**Level 3 Clear, relevant summary** 5–6 marks

Shows clear synthesis and interpretation of both texts:

- Makes clear **inferences** from both texts
- Selects clear references/ **textual detail** relevant to the focus of the question
- Shows **clear differences (or similarities)** between texts

A good way to structure your answer for Q2:

- ✓ Clear **statements** of difference
- ✓ **Quotes** to prove difference (or similarity)
- ✓  **INFERENCE:** your idea or conclusion that's drawn from evidence and reasoning/thinking

**INFERENCE is the KEY to Q2**

**Question 3:** How does the writer use language to describe ??

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

Effect / Influence = THINK/FEEL/KNOW/DO/LEARN/UNDERSTAND/IMAGINE

### Mark scheme

**Level 3 Clear, relevant explanation** 5–6 marks

Shows clear understanding of language:

- Explains clearly the **effects** of the writer's choices of language
- Selects a **range of relevant textual detail**
- Makes **clear and accurate use of subject terminology**

### How to structure your answer for Q2

**Thoughts and feelings/quote/method/explanation**

- 1) We must identify what the writer did. (Method/technique/word choice)
- 2) We must use a quotation that matches our writer choice point.
- 3) We must explore in detail the effects of the writer's choice. Why did they use this word/device? **This should be the most developed part of the response. Without this, you cannot get to grade 4 or above.**

**Question 3: Writing up the Question: What might the writer's purposes be?**

To introduce the setting:

To create an atmosphere of mystery and intrigue:

To convey a sense of isolation and unease:

To establish the character's task at hand:

To evoke a contrast

### Effects:

Character understanding is increased

Entertain

Nostalgia

Create atmosphere and mood

Develop liking of/ dislike for/ curiosity about /understanding of a character

Establish

Confirm

Use time to create a sense of urgency

Imagine

Understand

Understanding of events

To create expectations, desires or anticipation about future events in the text

Learn

Intrigue

Make laugh

Evoke sympathy

Build tension or a sense of foreboding

Evoke curiosity

**Effects:** (continued)

incredulous response

Desire/ Envy

Vicarious pleasure

Foreshadowing

To establish underdog characters

To leave the reader with unanswered questions with multiple 'what if' scenarios racing through their brain

To introduce a character for the reader to champion, the reader is more satisfied when characters like this succeed.

**Question 4:** For this question, you need to refer to the whole of Source A, together with the whole of Source B.

Compare how the writers convey their different perspectives/ideas/feelings about .....? (16 marks)

Key word **HOW**

**HOW**= Method: Technique/Lexical choice /Sentence types

AO3-Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

### Mark scheme

**Level 3 Compares ideas and perspectives in a clear and relevant way** 9-12 marks

- Explains clearly **how writers' methods are used**
- Selects **relevant detail** to support from both texts
- Shows a clear understanding of the **Different (or similar) ideas and perspectives** in both texts

### PLC

Sign post the examiner:

What do the writers think and feel about the subject they write about and HOW do you know?

What methods are used to make their ideas and perspective clear?

Use quotes to prove the ideas and method points you make.

How are their ideas, or the methods used similar of dissimilar? Use compare words! Is one writer more skilled at conveying their point of view? How? Why?

**Use the ideas from Question 2 as a starting point.**

**Use your 3 method points and quotes that you used in your question 3 to save time.**

### Method:

Verb,

Adverb

Determiners

Adjectives

Noun

Pronouns

Similes

Imagery

Metaphors

Personification

Onomatopoeia Zoomorphism

Hyperbole

Emotive language

Repetition

Lexical choice