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 19th 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	iviark	Assessment Objective	what you do			
	1	5m	4	AO1	Identify 4 true statements from a section in one source.			
	2	10m	8	12 AO2 Analyse language in a section from one source.				
	3	15m	12					
	4	20m	16					
	ANALYSIS							
Argument Neat evidence			The writer presents the idea of We can see this in the line ""					
		ence						
Additional			Additionally the phrase " "reinforces. This links to the other source as					

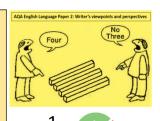
Whilst Source A's writer is more..., the writer of Source B is more focussed upon... Your evaluation

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

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

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

Society and context







Section B

Language

AQA English Language Pape One question in Section B = The exam will provide a stat You have to write convincin You will be asked to write in You must write formally wh						
Assessment Objectives	What you have to show:		The Penta-Plan:	How might this	iccuo	
AO5	Content – making what you write is convincing and compelling; persuasive and interesting to read.				133UE	
Content and organisation	tent and organisation Tone and style – suiting it to the form you are writing (such as a letter or speech – using these features).				PastHave happened in the past?	
24 Marks	Vocabulary and devices – using sophisticated words and devices such as A PERSUADER and other literary devi	tes.				
	Organisation – making sure you have a clear beginning, middle and end. Linking the beginning to the end.		Present	Impact in modern times?		
	Complexity – posing interesting ideas drawing from your own knowledge.					
	Paragraphs – ensuring that you use a wide range of paragraphs structured clearly.		Personal	Affect an indiv	idual person?	
A06	Spelling accurately and using a wide range of vocabulary.		Public			
Technical Accuracy	echnical Accuracy Punctuation – accurately and using a wide range.				Feature in society overall?	
16 Marks	Arrangement – using a variety of sentences and paragraphs.			ol tales o		
	Grammar – writing formally in the correct tone, style and tense.		Prediction	Change in the	future?	

A PERSUADER	Definition:	Example:			
Alliteration	The repetition of sounds at the starts of words for effect – this is good for headlines and short snappy phrases.	Climate Crisis			
<u>P</u> oints	Having clearly persuasive points and emphasising these throughout.	There are three things that must happen to tackle littering: reducing packaging, improving recycling and education.			
Exaggeration	Overstating something for effect – often good to slightly lighten the tone or provide humour.	There is literally nothing more important than this right now.			
Repetition	Saying a word or phrase over and over for effect. Can also include using triplets for impact.	We have to stop bullying. We have to stop abuse. We have to start listening.			
Statistics	Using numbers to reflect facts.	Over 80% of people Nearly a million each year Almost 7/10 say			
<u>U</u> nique ideas	Approaching the issue from an unusual or interesting perspective.	To improve fitness, instead of building more gyms we should just ban cars.			
Anecdote	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			
<u>Direct address</u>	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			
Emotive language	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.			
Rhetorical questions	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?			