SBB English Department- KS4 Paper 2, Writers' Viewpoints and Perspectives Knowledge Organiser

How to tackle the paper

This paper lasts 1 hour and 45 minutes.

You should spend **15 minutes** at the start reading and annotating the text and all of the questions.

You should answer Q5 first and spend 45 minutes on it.

You should then answer questions 1, 2, 3 and 4 which are based on an extract from two non-fiction texts.

You must answer each question.

Q1 True or false (4 marks)

This question will ask you to read 8 statements about one of the sources from specific line numbers. **Four** of these statements are true.

Shade the boxes of the statements that you think are true.

Don't rush ahead and make sure you read every statement carefully.

Spend 5 full minutes on this question and check each of your answers using the source. Only look at the line numbers named in the question.

Make sure you read the question carefully – not doing so could mean you lose 4 easy marks.

Q3 How does the writer use language to……? (12 marks) Focus on the whole of the source

Only use quotations from the line numbers specified in the question

Start each paragraph with "The writer uses…."

Name the language technique

Give an example

Explain the effect – "This symbolises/suggests/creates a sense of/emphasises/makes the reader feel…." Develop your ideas here by explaining how the language has this effect. Link it back to the question.

Repeat this three/ four times.

Spend 12 minutes on this question.

Q2 – Write a summary of the differences/similarities between… (8 marks)

Read the question carefully. Only write about what is specifically named in the question. Even if you compare valid differences, if they're not named in the question then you won't get the marks (e.g. 'Write a summary of the differences between Newcastle and London' only the two places). The information required may only be in a small section of each source, so read the source and the question carefully. Use quotations from both texts

Write about what you understand/infer from both quotations. Focus on the meaning behind the words. DO NOT write about language or structural techniques here, you will get no marks for it.

Use connectives (In contrast, similarly etc) to make the differences clear. Don't just write about the two texts separately.

Aim to write 3 paragraphs, with each paragraph containing a direct comparison. Spend 10 minutes on this question.

Source A: Two quotes and two inferences

From this I infer…

A linking sentence stating whether the texts are similar or different(always been different so far)

Source B: Two quotes and two inferences

From this I infer… This is different to…This contrasts with….In contrast…

Words to Describe Tone:

Aggressive Benign Caustic Determined
Enthusiastic Flabbergasted Giddy Harrowing
Indignant Joyous Kind Light-Hearted Morose
Nihilistic Optimistic Playful Quizzical Resigned
Sarcastic Thoughtful Urgent Vindictive Worried

Q4 – Compare how the two writers convey their different attitudes to… (16 marks)

Focus on what the question asks you to compare.

Start by comparing the tone and perspectives that the texts are written in, before comparing language features and then structure.

For each :

Use a small quotation

Identify the method in the quotation – remember you have already analysed language methods in question 3 for one of the sources.

Explore the effect of the quotation and what viewpoint it expresses. Use words like *implies/suggests/communicates/emphasises/conveys/reinforces.*

Then compare to the second source and repeat a minimum of 3 times.

You should spend 18 minutes on this question.

Use connectives all the way through to show the examiner you are comparing.

Begin with a comparison of tone or perspective

Wider Reading:

You can apply these question types to almost any piece of high-quality Non-Fiction.

Log on to https://www.english.ox.ac.uk/diseases-modern-life-resources to find a large selection 19th Century Non-Fiction texts.

Log on to
https://www.chestnutgrove.wandsworth.sch.uk/MainFolder/Krystel/English/2017/Paper-2-Revision-Booklet-READING.pdf for a large selection of non-fiction texts to compare.

Finally, access the website of broadsheet publisher eg The Guardian or The Independent for daily high-quality non-fiction texts.

Linguistic Features: Use the space underneath to make notes on word definitions if you feel it will help.

Alliteration Assonance Colloquial Language Connotation Dialect Denotation Dialogue Dissonance Enjambment Hyperbole Imagery Irony Metaphor Monologue Onomatopoeia Oxymoron Pathos Personification Repetition Rhyme Rhythm Simile Symbolism Tone Word Choice

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Structural Features: Use the space underneath to make notes on word definitions if you feel it will help

Exposition In Medias Res Contrast Switches in subject, speaker, time or place Acute Focus Foreshadowing Enigma Cyclical Reference Climax Flashback Zoom in/out Inner Monologue Bathos Dual Narrative Simple, Compound or Complex Sentences Juxtaposition Chronological Structure Narrative Voice Tense

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Both writers express differing perspectives on childhood…

Source A uses (language feature/structure…

The creates a _____ tone, because…

This implies/suggests/communicates/emphasises/conveys/reinforces the viewpoint that…..

This is similar to/in stark contrast to/indicates a parallel with……Source B, which makes use of (language feature/structure)… to create a _____tone or perspective…

Now make a language comparison

In Source A, the writer uses (language feature) to suggest that…

This implies/suggests/communicates/emphasises/conveys/reinforces the viewpoint that…..

This is similar to/in stark contrast to/indicates a parallel with……Source B, which makes use of (language feature/structure)… to create a _____tone or perspective…

Now make a comparison of structure

In Source A, the writer uses (structural feature) to suggest that…

This implies/suggests/communicates/emphasises/conveys/reinforces the viewpoint that…..

This is similar to/in stark contrast to/indicates a parallel with……Source B, which makes use of (language feature/structure)… to create a _____tone or perspective…