

# English Language — Unit 2 — Description, Narration and Exposition (40% - 80 marks)

## Section A — Reading (20% - 40 marks)

### Question Types

**Retrieval**— locate the required information in the text and relay it.

**Explain** — to make a point clear by giving reason / justifying something.

**'What'** - provide specific information.

**'How'** - comment on how the writer has used language to achieve particular effects .

**Sequencing**— to put something in order.

**Summary**— present key points without too much detail. Must use your own words.

**Synthesis**— bring together information from a range of sources to create a new text.

**Comparison**—identify and comment on the similarities and differences between a number of texts.



### Comparative Connectives

**Contrast:** However, on the other hand, alternatively, contrastingly, on the contrary, opposingly.

**Compare:** Additionally, likewise, similarly, also, in comparison.

### Synonyms for

#### 'because'

- As a result of
- Due to
- Considering
- Since
- Seeing that

### Writing Verbs

#### The writer/author...

suggests, implies, conveys, presents, emphasises, highlights, portrays, shows, illustrates, outlines, characterises.

### Tips and Tricks!

- Read the question carefully - only provide information to the question asks for!
- Use a highlighter to identify key words in the question and information in the texts.
- Play close attention to the number of marks available for each question. This will determine the level of detail and number of points required.
- Divide your time sensibly. Ensure you are aware of how long you take on each section (use past papers to test this).
- Use skimming and scanning skills to save time.
- Plan your Section B response. This is often overlooked, however, it is a vital step in accurate and engaging writing.
- Always leave time to proofread your answers!
- Use the reading material to support the writing of Section B.

## Section B — Writing (20% - 40 marks)

### Possible Tasks

#### Description

Describe an occasion when you, or someone you know, showed courage.

Describe a time when you had to create a good impression.

#### Narration

Write an account of a time when you did something for the first time.

Write an account of a time you were unwilling to do something.

#### Exposition

Emergency and rescue services such as the RNLI and Air Ambulance do amazing work to save lives. Write an essay on the importance of emergency and rescue services, giving clear reasons and examples.

"School uniform is vitally important in all schools." Write an essay explaining your views on this, giving clear reasons and examples



### Skills / Techniques

**Simile**—compares two different things using 'like' or 'as' in order to convey a clearer image in the reader's mind.

**Metaphor**—direct comparison directly relating one thing to another unrelated thing. Suggests something *is* something else.

**Personification**—giving an inanimate object human qualities.

**Imagery**— figurative language that creates an image in the mind of the reader.

**Senses**—describing what the writer/speaker can see, hear, feel, taste and smell.

**Alliteration**—words that begin with the same letter or sound that are placed close together.

**Onomatopoeia**—words which sound like the action they are describing.

**Oxymoron**—a figure of speech that puts together opposite elements.

**Dialogue**—speech between characters.

**Repetition**— repeating words or phrases to place emphasis on them.

**Flashback**— insight into earlier events within the story.

### Key Vocabulary

Main clause subordinate clause firstly secondly eventually meanwhile notably especially therefore although moreover for instance furthermore consequently

# English Language — Unit 3 — Argumentation, Persuasion and Instructional (40% - 80 marks)

## Section A — Reading (20% - 40 marks)

### Question Types

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**Explain** — to make a point clear by giving reason / justifying something.

**'What'** - provide specific information.

**'How'** - comment on how the writer has used language to achieve particular effects .

**Sequencing**— to put something in order.

**Summary**— present key points without too much detail. Must use your own words.

**Synthesis**— bring together information from a range of sources to create a new text.



### Comparative Connectives

**Contrast:** However, on the other hand, alternatively, contrastingly, on the contrary, opposingly.

**Compare:** Additionally, likewise, similarly, also, in comparison.

### Synonyms for 'because'

- As a result of
- Due to
- Considering
- Since
- Seeing that

### Writing Verbs

#### The writer/author...

suggests, implies, conveys, presents, emphasises, highlights, portrays, shows, illustrates, outlines, characterises.

### Tips and Tricks!

- Read the question carefully - only provide information to the question asks for!
- Use a highlighter to identify key words in the question and information in the texts.
- Play close attention to the number of marks available for each question. This will determine the level of detail and number of points required.
- Divide your time sensibly. Ensure you are aware of how long you take on each section (use past papers to test this).
- Use skimming and scanning skills to save time.
- Plan your Section B response. This is often overlooked, however, it is a vital step in accurate and engaging writing.
- Always leave time to proofread your answers!
- Use the reading material to support the writing of Section B.

## Section B — Writing (20% - 40 marks)

### Possible Tasks

**Article-** "You don't have to spend money to find happiness." Write a lively magazine article for your school or college magazine giving your views about this statement.

**Report-** Write a report outlining the importance of reducing your carbon footprint.

**Review-** Write a lively review for a teenaged magazine of a film you have recently watched.

**Letter-** Your school/college is considering using more Fairtrade items in its canteen. Although this will help to support Fairtrade farmers, it will mean an increase in the price of meals. You feel strongly about this proposal and decide to write a letter to your Headteacher/Principal giving your views.

**Speech/Talk-** You would like to raise some money to support a local charity. Write a talk to your year group to raise awareness about your local charity and to persuade local people to support it.

**Leaflet/Guides-** Write a guide for other students persuading them to stay safe when using social media and the internet.

### Skills / Techniques

**Direct Address**— Addressing the audience through the use of pronouns or names.

**Facts**— Something that is proven to be true.

**Opinion**— Including your own point of view.

**Repetition**— Using a word or phrase more than once for emphasis.

**Rhetorical Questions**— A question asked not for the answer, but for the effect.

**Emotive Language**— When certain words are used to evoke an emotional response from the reader.

**Statistics**— a fact or piece of data obtained from a study of a large quantity of numerical data.

**Tripling**— A word or phrase repeated three times, in different ways, to add emphasis.

**Imperatives**— A verb that tells someone to do something, so that the sentence it is in becomes an order or command.



### Key Vocabulary

firstly secondly eventually meanwhile notably especially therefore  
although moreover for instance furthermore consequently formal  
informal