

# ENGAGE:

Take your seat – read the extract – consider the question – be prepared to give feedback.

GET  
EXAM  
READY ✓

**‘The world's eight richest individuals have as much wealth as the 3.6bn people who make up the poorest half of the world, according to Oxfam.**

The charity said its figures, which critics have queried, came from improved data, and the gap between rich and poor was "far greater than feared". Oxfam's report coincides with the start of the World Economic Forum in Davos. Mark Littlewood, of the Institute of Economic Affairs, said Oxfam should focus instead on ways to boost growth.

"As an 'anti-poverty' charity, Oxfam seems to be strangely preoccupied with the rich," said the director-general of the free market think tank. For those concerned with "eradicating absolute poverty completely", the focus should be on measures that encourage economic growth, he added. Ben Southwood, head of research at the Adam Smith Institute, said it was not the wealth of the world's rich that mattered, but the welfare of the world's poor, which was improving every year.

Task:

What are the **key points** being made in this short news article?

If you had to sum-up with **three** key points what's being said – what would those **three** points be?

# GCSE – Paper 2 - Language

## Learning Objectives:

**Explain, comment on and analyse how writers use language and structure to achieve effects.**



**'NO HANDS UP'  
CLASSROOM**

## Lesson Objectives:

1. Explore examples of Paper 2: Question 3.
2. Consider the success criteria for this question.
3. Identify tactics for answering and practice responding.



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## Key Terms

What do the following words mean?

**Language** – the method with which words, phrases and devices are used to communicate ideas and feelings.



## Today we are looking at: Paper 2 – Question 3

What does a *typical* question 2 look like?

Q2)

You need to refer **only** to **source B**, [description of what **source B**].

How does [author / speaker] use language to [create effect]?

[12 Marks]



# THE BIGGEST TIP:

Don't **PANIC**... you need only 4 details to get the **12 marks**. There is always **MORE** than 4 there.

## Responding Routine:

- 1) **READ** the question fully **BEFORE** engaging with the text.
- 2) Make sure you know **which** text you're responding to (Source A or Source B).
- 3) **Skim** read the source and **identify 4 moments** where language (words, phrases or devices) is used to create the effect the question has asked you to look for.
- 4) **Consider** if there is a **link** between the four moments you've chosen. (Same theme? Patterns? Build up of emotion? Etc).
- 5) Write a **EXPLANATION** about how each moment you've chosen creates the effect identified by question.

## Devices

I	• Irony
S	• Statistics
O	• Opinions
F	• Facts
T	• Triple
W	• Wit
A	• Anecdotes
R	• Rhetorical / Redundant Question
E	• Expert / Evidence / Emotive Language
S	• Sarcasm

*Let's now look at a REAL question 3 with sources  
and have a go at responding....*



Time to spend  
on question:  
**12 minutes  
max.**

**12 minutes**

**(remember you  
would have  
already it)**



*“tone” and “mood”*  
= trigger words for  
explaining authors  
feelings.

*E.g. The writer  
creates an [x] mood  
by...*



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## Paper 2 – Question 3

Q3)

You now need to refer **only** to **Source B**, the letter by Henry written to his father.

How does Henry use **language** to try to influence his father?  
**[12 Marks]**



# Hall Start – Paper 2 Understanding

Remember!

## Key Things To Remember About.... PAPER 2

- Non-fiction
- 5 Questions
- 2 x Sources (Source A [Modern] & Source B [Victorian])
- Sources are linked THEMATICALLY
- There is no *right* order to answer the 5 questions:
  - 1, 2, 3, 4, 5?
  - 1, 3, 2, 4, 5?
  - 5, 1, 3, 2, 4?
- Markers will NOT know if a detail has been used TWICE (e.g. Q2 & Q4)





# Hall Start – Paper 2 Understanding

Remember!

## Think Thematically!

*What are our expectations? What is suggested to us before we even read the texts? What clues are in these overviews?*

Source A: 21st Century non-fiction *Could you do your child's homework?* by Jay Rayner. An article from The Observer printed 2013.

Source B: 19<sup>th</sup> Century non-fiction *Two letters about 1800s education and the problems that arise.* Written by Henry and his father (1822).

What type of texts?  
What are the purposes?

What do the titles suggest  
about the writers viewpoint?

Public vs Private Consumption?  
Agenda? Subjective / Objective?

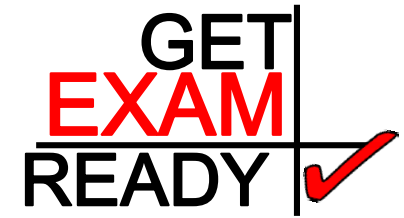


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**'The search for the Malaysian airliner that disappeared three years ago with 239 on board has been suspended.** In a statement, Australia, Malaysia and China said the decision was taken with "sadness" after a fruitless search in more than 120,000 sq km (46,300 miles) of the Indian Ocean. Families of the victims called it an "irresponsible" move that must be reconsidered. Flight MH370 vanished en route to Beijing from Kuala Lumpur in 2014. So far only seven of the 20 pieces of recovered debris have been identified as definitely or highly likely to be from the Boeing 777. A report in November 2016 said the plane probably made a "high and increasing rate of descent" into the Indian Ocean. "Whilst combined scientific studies have continued to refine areas of probability, to date no new information has been discovered to determine the specific location of the aircraft," Tuesday's joint statement said. "We remain hopeful that new information will come to light and that at some point in the future it will be found'

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## Paper 2 – Question 3

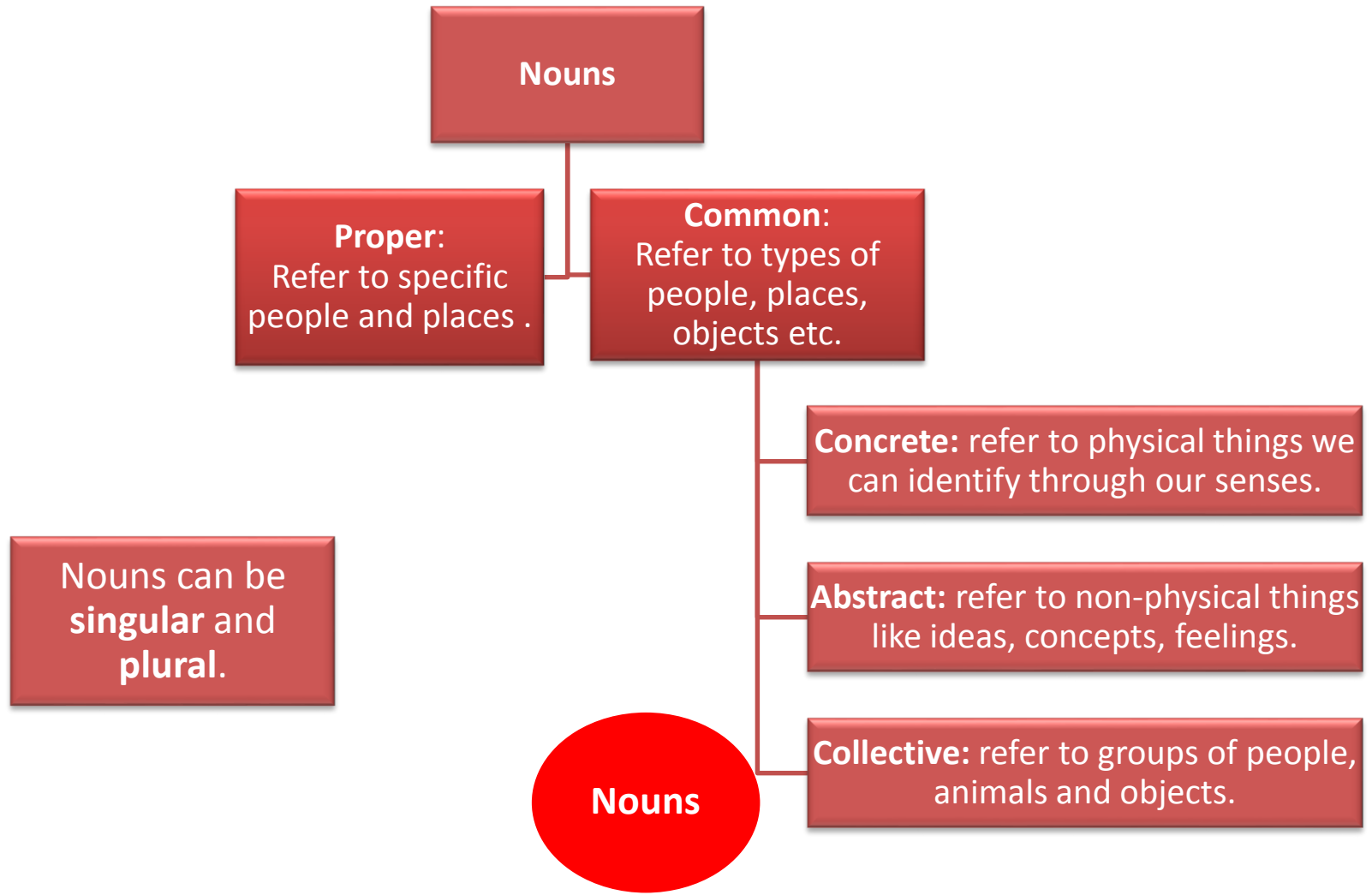
Q3)

You now need to refer **only** to **Source B**, the letter by Henry written to his father.

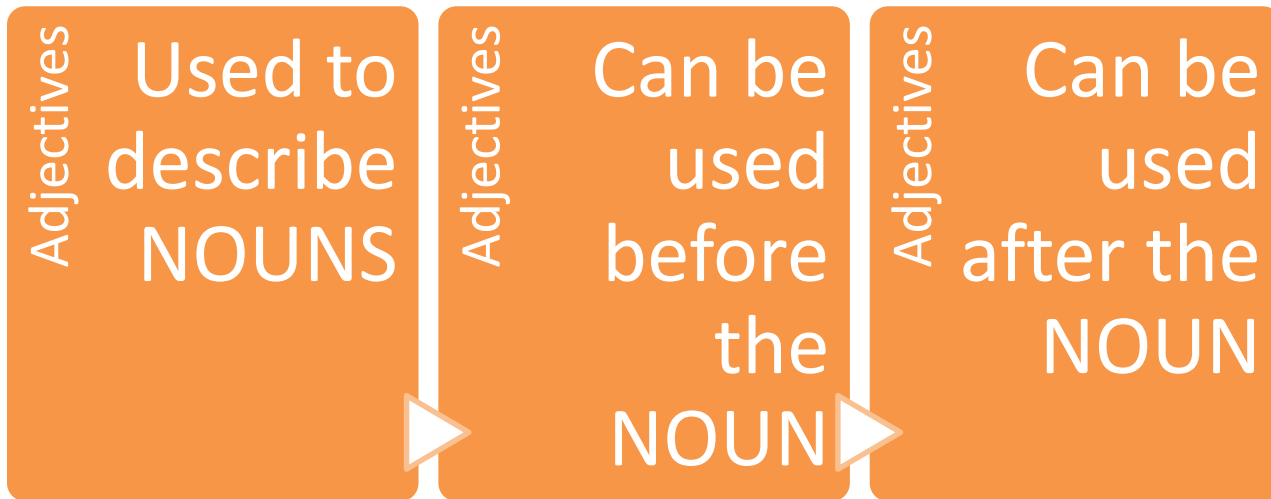
How does Henry use **language** to try to influence his father?  
**[12 Marks]**



# nouns = “naming words”



adjectives = “describing words”

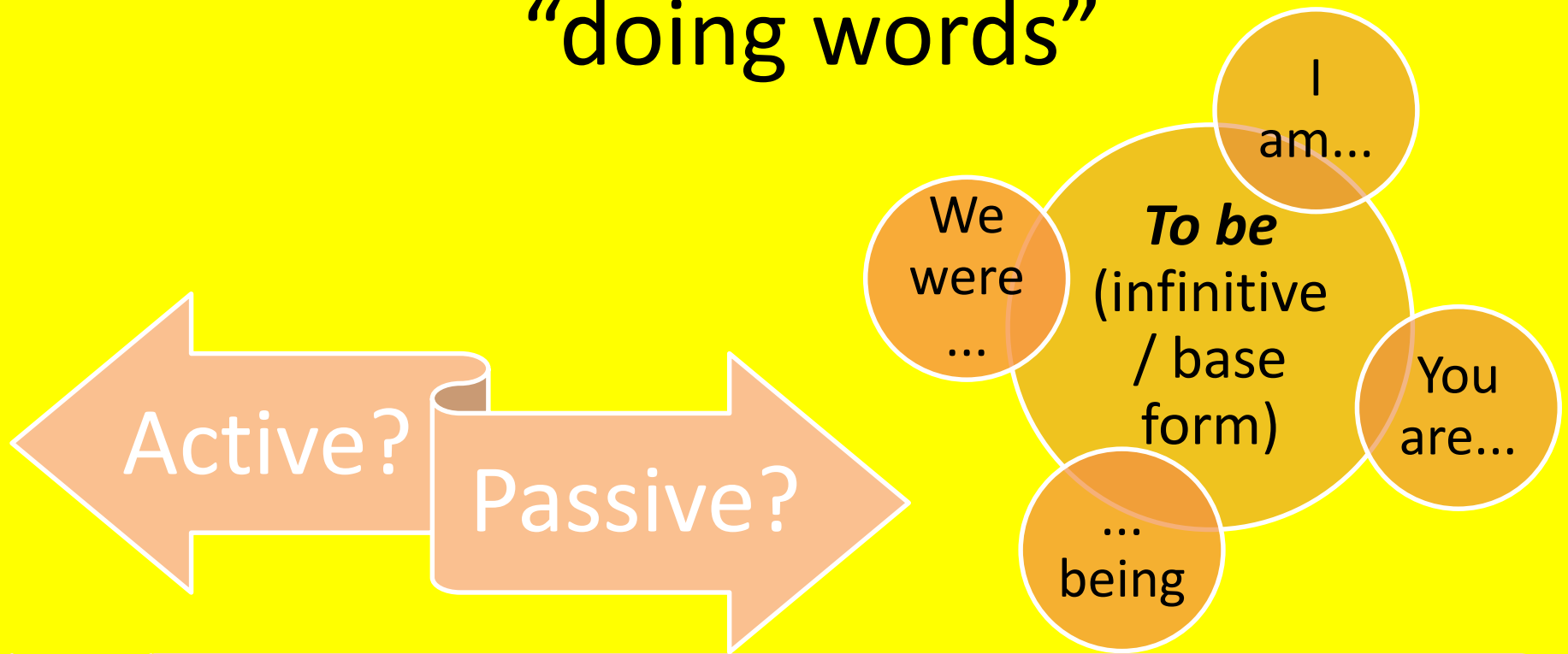


Comparatives

Superlatives



# “doing words”



Main

- Main verbs – single verb expressing the main meaning. E.g. She **ran** quickly.

Auxiliary

- Auxiliary verbs – verbs placed in front of the main verb (helping it). E.g. She **is** running quickly.

Primary

- Primary verbs: be, have and do.

Modal

- Modal verbs: can, will, shall, may, must, could, would, should, might.

Verbs

## Paper 2 – Question 3

Q3)

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**[12 Marks]**



Q  
U

**Quotation** that highlights how language is being used.

I

**Infer** what you think the writers feelings are by what he/she is saying.

D

**Detail / develop** your explanation by focusing on key words / devices writer uses and their effects on the audience.

**x4**



## Success Criteria – Paper 2: Question 3



“...which made me very unhappy” – Henry’s use of this phrase early in his letter in order to establish his feelings. The phrase is designed to make his father feel sorry for him – there is no uncertainty in the phrase at all. The use of ‘unhappy’ shows Henry’s father that he is not enjoying his time at school and by having ‘very’ before ‘unhappy’ really emphasises Henry’s unhappiness. It is clear that Henry hopes to influence his father by saying this. He later repeats the idea when talking about his brother, George: “George is quite well but very unhappy.”