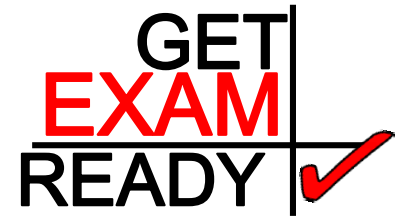


# ENGAGE:

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



**‘Customers at a restaurant in Virginia left their black waitress a racist note instead of a tip, local media report.** Kelly Carter says a couple at the diner in Ashburn had written on the receipt: "Great service don't tip black people." But the waitress said she would gladly serve the pair again, adding "one hateful remark cannot stop me". Tipping is customary in the US, where restaurant servers often earn less than the minimum wage, with tips supposed to make up the difference in pay. ‘He only makes me stronger’, Ms Carter says about the diner who left her the note. Ms Carter told local media that one of the diners had even complimented the breakfast she served them on Saturday. She said she would recognise them if they returned to Anita's New Mexico Style Cafe. "My arms are still opened to him," she said, offering to serve them again. "That's him, not me," she said during her morning shift, adding that "he only hurt himself. He only makes me stronger."

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:

**Identify and interpret explicit and implicit information and ideas.**



**'NO HANDS UP'  
CLASSROOM**

## Lesson Objectives:

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



**C.T.S. English Department**



## Key Terms

What do the following words mean?

**Summary** – a brief statement or account of the main points of something.

**Difference** – a point or way in which people or things are dissimilar.



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

What does a *typical* question 2 look like?

Q2)

You need to refer to **source A** and **source B** for this question.

**Using details from both sources write a summary about the different ways they talk about [insert here the theme of the sources]?**

**[8 Marks]**



# Question 2 – Success Criteria



## AO1 (GCSE) Assessment Criteria - Reading

Assessment Objective	<ul style="list-style-type: none"> <li>- Identify and interpret explicit and implicit information and ideas.</li> <li>- Select and synthesis evidence from different texts.</li> </ul>	GCSE Grading
<b>Level 4</b>	<ul style="list-style-type: none"> <li>- Shows detailed understanding of differences between texts</li> <li>- Offers perceptive interpretation of different texts</li> <li>- Synthesises evidence between texts</li> <li>- Selects a range of judicious quotations from both texts</li> </ul>	9
		8
		7
		6
<b>Level 3</b>	<ul style="list-style-type: none"> <li>- Shows a clear understanding of difference between texts</li> <li>- Begins to interpret both texts</li> <li>- Demonstrates clear connections between texts</li> <li>- Selects relevant quotations / references from both texts to support response</li> </ul>	5
		4
		3
<b>Level 2</b>	<ul style="list-style-type: none"> <li>- Identifies some differences between texts</li> <li>- Attempts some inference from one / both texts</li> <li>- Attempts to link evidence between texts</li> <li>- Selects some quotations / references; not always supporting (from one/both texts)</li> </ul>	2
		1
<b>Level 1</b>	<ul style="list-style-type: none"> <li>- Shows simple awareness of difference (s)</li> <li>- Offers paraphrase rather than inference</li> <li>- Makes simple or no links between texts</li> <li>- Simple reference or textual details from one / both texts</li> </ul>	



## Top Tips

# THE BIGGEST TIP!

This DOESN'T have to be a direct source vs source comparison!

### Responding Routine:

- 1) **READ** the question fully **BEFORE** engaging with the texts (Source A & Source B).
- 2) Decide what the **AGENDA** of the question is e.g. what are they asking you to summarise?
- 3) Quickly identify what the writer makes you think are the **3** most important details from Source A (writer's feelings count too).
- 4) Quickly identify what the writer makes you think are the **3** most important details from Source B (writer's feelings count too).
- 5) Write a **SUMMARY** about Source A (three most important details).
- 6) Write a **SUMMARY** about Source B (three most important details).
- 7) At end of stage 6 refer back to Source A and how it differs from Source B.



Q **Quotation** that you feel is important.

I

I **Infer** what you think the writer is saying.

D

D **Develop** your explanation by focusing on key words writer uses.

x6

or Identify the **difference** between sources.

*Let's now look at a REAL question 2 with sources  
and have a go at responding....*



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

**5 minutes  
reading  
+  
8 minutes  
writing**



*“seem” or “seems” =  
trigger word for  
inferring.*

*E.g. It **seems** the  
writer is saying  
that....*



**C.T.S. English Department**



## Paper 2 – Question 2

Q2)

You need to refer to **Source A** and **Source B** for this question.

Use details from **both** Sources. Write a summary of the differences between Eddie and Henry.

**[8 Marks]**





### Responding Routine:

- 1) **READ** the question fully **BEFORE** engaging with the texts (Source A & Source B).
- 2) Decide what the **AGENDA** of the question is e.g. what are they asking you to summarise?
- 3) Quickly identify what the writer makes you think are the **3** most important details from Source A (writer's feelings count too).
- 4) Quickly identify what the writer makes you think are the **3** most important details from Source B (writer's feelings count too).
- 5) Write a **SUMMARY** about Source A (three most important details).
- 6) Write a **SUMMARY** about Source B (three most important details).
- 7) At end of stage 6 refer back to Source A and how it differs from Source B.



**Quotation** that you feel is important.



**Infer** what you think the writer is saying.



**Develop** your explanation by focusing on key words writer uses.

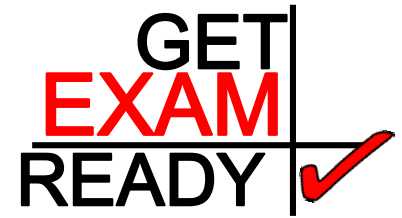
**x6**

or Identify the **difference** between sources.



# ENGAGE:

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



**President Barack Obama recently joked that he was hoping for a job at Spotify when he leaves the White House.** And it seems the music streaming service is keen to oblige him, after it posted on its careers page a vacancy for “President of Playlists”. The job ad says applicants should have "at least eight years' experience running a highly-regarded nation". It also calls for "a friendly and warm attitude, and a Nobel Peace Prize". Spotify CEO Daniel Ek gave the commander-in-chief a heads-up tweet, writing: "I heard you were interested in a role at Spotify – check this out”. While the posting does not name Mr Obama, it nods to his best-known buzzwords, saying Spotify is "full of hope, and always open to change". The advert also takes a swipe at President-elect Donald Trump, saying the President of Playlists must "attend daily briefings", and "analyze data and performance of playlists ... using all available intelligence".

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:

**Identify and interpret explicit and implicit information and ideas.**



**'NO HANDS UP'  
CLASSROOM**

## Lesson Objectives:

1. Explore example questions fully.
2. Continue practicing Paper 2: Question 2 responses.
3. Assess example responses – use success criteria to grade.



**C.T.S. English Department**



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

What does a *typical* question 2 look like?

Q2)

You need to refer to **source A** and **source B** for this question.

**Using details from both sources write a summary about the different ways they talk about [insert here the theme of the sources]?**

**[8 Marks]**



Remember this is  
a **SUMMARY** task

**NOT** a

**COMPARISON**

task!

*Let's now look at a REAL question 2 with sources  
and have a go at responding....*



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

**5 minutes  
reading  
+  
8 minutes  
writing**



*“seem” or “seems” =  
trigger word for  
inferring.  
E.g. It **seems** the  
writer is saying  
that....*



**C.T.S. English Department**



## Paper 2 – Question 2

Q2)

You need to refer to **Source A** and **Source B** for this question.

Use details from **both** Sources. Write a summary of the differences between Eddie and Henry.

**[8 Marks]**



# Example Response – Paper 2: Question 2

<p>Level 4</p> <p>Perceptive summary</p> <p>7-8 marks</p>	<p>Shows perceptive synthesis and interpretation of both texts:</p> <ul style="list-style-type: none"> <li>Makes perceptive inferences from both texts</li> <li>Makes judicious references/use of textual detail relevant to the focus of the question</li> <li>Statements show perceptive differences between texts</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors.</p>	<p>Eddie is a typical modern teenager who is cheeky and speaks to his father in a 'mocking voice' emphasising their close relationship and good humour with each other. Henry however is distant and formal with his father addressing him in a respectful tone, 'my dear Father' emphasising the difference in status between them.</p>
<p>Level 3</p> <p>Clear, relevant summary</p> <p>5-6 marks</p>	<p>Shows clear synthesis and interpretation of both texts:</p> <ul style="list-style-type: none"> <li>Makes clear inferences from both texts</li> <li>Selects clear references/textual detail relevant to the focus of the question</li> <li>Statements show clear differences between texts</li> </ul>	<p>At the top of the level, a student's response will meet all of the skills descriptors.</p> <p>At the bottom of the level, a student will have Level 2 and at least one of the skills descriptors.</p>	<p>Eddie is really cheeky as he speaks to his father in a 'mocking voice' showing he is not afraid of him, but Henry is much more formal and respectful, 'my dear Father' showing he may be somewhat afraid of him.</p>



# Success Criteria – Paper 2: Question 2



“They grow up, become clever and remorselessly take the mickey out of you” – by writing this the author seems to be showing that Eddie jokes around with his father and takes the ‘mick’ out of him. By using the word ‘remorselessly’ it comes across that this happens a lot.



“In his special mocking voice” shows us that Eddie is a little cheeky. It seems they have a good relationship as Eddie has a ‘special’ voice reserved just for mocking his dad. Also by using the word ‘mocking’ Eddie does not come across as too mean but rather more jokey or humorous.



“Who needs teachers to humiliate you when your son can do it...” is used by the author to show that sometimes his son gets the best of him. It seems that whilst he is ‘humiliated’ by his son that he is a little proud that his son can do it and do it ‘so effectively.



“Dear Father” and “my dear Father” shows us that Henry is being very formal with his father. It seems as though he is a little distant from him whereas we might call him ‘Dad’, Henry calls him ‘father’.



“I can rely more on the truth of his story, than Henry’s” shows us that Henry isn’t trusted by his father. This seems to show that either Henry is known to be a liar by his father or that he doesn’t trust him.



“Particularly to see George” makes it seem that of the two sons, George is the favourite which seems a little mean. We feel sorry for Henry who comes across as quite upset by what’s happening to him at school.



The boys are different in that Eddie seems quite close with his father: he is able to joke and mock him and the way they talk with each other is friendly and informal. Henry however seems very distant from his father: he writes to him formally and his father seems to have a poor opinion of him – preferring his other son over him.