

Welcome!

Walking/Talking Paper 2

Paper 2,
Section B success

I can
understand
the
requirements
of each
question for
Paper 2

I can **identify**
and interpret
explicit and
implicit
information
and ideas in
the texts.

I can **write well**
within the time
allowed.

Let's try something different.

Look through the paper in front of you.

The exam board are recommending that you complete Q3 FIRST. Why do you think that is?

Let's remind you of Q3 and what you need to write about ...

You now need to refer only to Source A from lines 27 to 40.

How does the writer use language to describe the coal tips?

What about
'sophisticated use
of subject
terminology'?

AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

This question assesses Language ie: Words / Phrases / Language Features / Language Techniques / Sentence Forms

Useful Discourse Markers

- At first
- by creating ... in the reader's mind
- making them seem
- encouraging the reader to see
- a total contrast to
- He builds on this
- which expresses
- We sense
- When he describes

You now need to refer only to Source A from lines 27 to 40.

How does the writer use language to describe the coal tips?

On the mountain above Aberfan there were seven such tips. The evening sun sank early behind them. To some of the younger generation they had always been there, as though dumped by the hand of God. They could be seen from the school windows, immediately below them, rising like black pyramids in the western sky. But they were not as solid as they looked; it was known that several had moved in the past, inching ominously down the mountain.

What was not known however was that the newest tip, number 7, was a killer with a rotten heart. It had been begun in Easter 1958, and was built on a mountain spring, most treacherous of all foundations. Gradually, over the years, the fatal seeping of water was turning Tip 7 into a mountain of moving muck.

Then one morning, out of the mist, the unthinkable happened, and the tip came down on the village. The children of Pantglas Junior School had just arrived in their classrooms and were right in the path of it. They were the first to be hit by the wave of stupifying filth which instantly smothered more than a hundred of them.

What language and techniques are used?

What is the writer's perspective of these tips?

12 marks ... how long?

18 minutes **including reading.**

GO!

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Question 1: True/False.

Now, because you have read Source 1 and answered a question on it, Q1 should be straightforward.

3 minutes ... ?

GO

Now, the two comparison questions are left.

What is the difference between Q2 and Q4?

Read them and match the AO to the question.

AO1

- Identify and interpret explicit and implicit information and ideas
- Select and synthesise evidence from different texts

Comparing ideas.

AO3

Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

Comparing ideas and **methods**.

You need to refer to Source A and Source B for this question. Both Sources give details about the places where the events occur.

Use details from both Sources to write a summary of the differences between Aberfan and London. (8 marks)

Planning for this answer is very simple and you must stay focused.

What is Aberfan like?	What is London like?

Read the texts and annotate the planning: aim for three points (one can be a similarity and could be simple).

12 minutes on this question. 6 minutes to read and annotate. GO!

The start of a Q2 ...

Both Aberfan and London appear to be miserable places to live. Aberfan is a small, isolated village 'tucked away' in Wales and surrounded by coal tips that are threateningly 'nudging the houses like well-furred beasts' whereas London is built on 'a deep bed of clay' and the houses are 'well-built' but the people there are also so 'accustomed to noises, shocks and tremors' that they barely noticed an earthquake. Both places have a river running through them, Aberfan's river is 'black as the styx' suggesting that death is always close and London's river is described as 'great' and is surrounded by busy, bustling 'vast' warehouses.

Follow the method: PEALEAS. 6 minutes to write it up. GO!

Point (viewpoint)

(Integrated) Evidence.

Analysis and Interpretation (what does it show?)

Linking Phrase (see here)

(Integrated) Evidence

Analysis and Interpretation

Summarise (briefly)

Useful Discourse Markers

On the other hand

Although

Whereas

However
that

Unlike

Similarly

In the same way

We are told that

We can assume that

The writer explains

We learn that

We sense that

Q4: For this question, you need to refer to the whole of Source A, together with the whole of Source B.

Compare how the writers convey their **different ideas and perspectives of the events that they describe**.

In your answer, you could:

compare their different ideas and perspectives

compare the methods they use to convey their ideas and perspectives

support your response with references to both texts.

Source A	Source B	Comparison
Attitude + Evidence + Terminology + Effect	Attitude + Evidence + Terminology + Effect	The same because.../ Different because...

16 marks = 24 minutes. So, you do have time to plan thoroughly. Plan for 10 minutes. GO!

Alliteration Simile Personification Metaphor Hyperbole Emotive language Verbs, adjectives, adverbs, nouns Rhetorical question Imagery Semantic Field Facts Opinions Complex sentences Listing Simple sentences Minor sentences	Source A	Source B	Comparison
	Attitude + Evidence + Terminology + Effect	Attitude + Evidence + Terminology + Effect	The same because.../ Different because...

Now, you have 14 minutes to write up your answer. GO!

- Alliteration
- Simile
- Personification
- Metaphor
- Hyperbole
- Emotive language
- Verbs, adjectives, adverbs, nouns
- Rhetorical question
- Imagery
- Semantic Field
- Facts
- Opinions
- Complex sentences
- Listing
- Simple sentences
- Minor sentences

Useful Discourse Markers

On the other hand	In the same way
Although	We are told that
Whereas	We can assume that
However	The writer explains
that	
Unlike	We learn that
Similarly	We sense that

Assertion

The Writing Section: 45 minutes

‘Floods, earthquakes, hurricanes and landslides – we see more and more reports of environmental disasters affecting the world and its people every day.’

Write the text of a speech for a debate at your school or college in which you persuade young people to take more responsibility for protecting the environment.

(24 marks for content and organisation 16 marks for technical accuracy) [40 marks]

PAF?

You need to read the question carefully and highlight the PAF as well as the key words in the statement.

Then, move back, and decide what you want to present as your viewpoint. REMEMBER: this does not have to be what you actually think!

Planning is **Essential**



Content

Content is about **register and tone**: your viewpoint should be convincing and compelling for your audience.

Content is primarily about the **what**: this comes before the **how**. What are your actual ideas going to be? What will you tell your reader? Decide this before you decide how to tell them.

Is your piece humorous or angry? Do your language choices reflect this?

Write the text of a **speech** for a debate at your school or college in which you **persuade young people** to take more **responsibility** for protecting the environment.

Why should young people try to protect the environment?

How could young people take more responsibility for protecting the environment? What could they do?

Write the text of a **speech** for a debate at your school or college in which you **persuade young people** to take more responsibility for protecting the environment.



Organisation

Organisation is about **planning**. You cannot write an effective article without properly planning and organising your ideas.

Plan to include:

- Varied and effective structural features: using anecdotes, tripling, repetition or quotations to support your ideas.
- Think about incorporating some description to illustrate your point to help make your argument compelling.
- Link your paragraphs with discourse markers. Plan a beginning that links to the end. Perhaps end with a triple? Or a single sentence paragraph?

Write the text of a **speech** for a debate at your school or college in which you **persuade young people** to **take more responsibility** for protecting the environment.

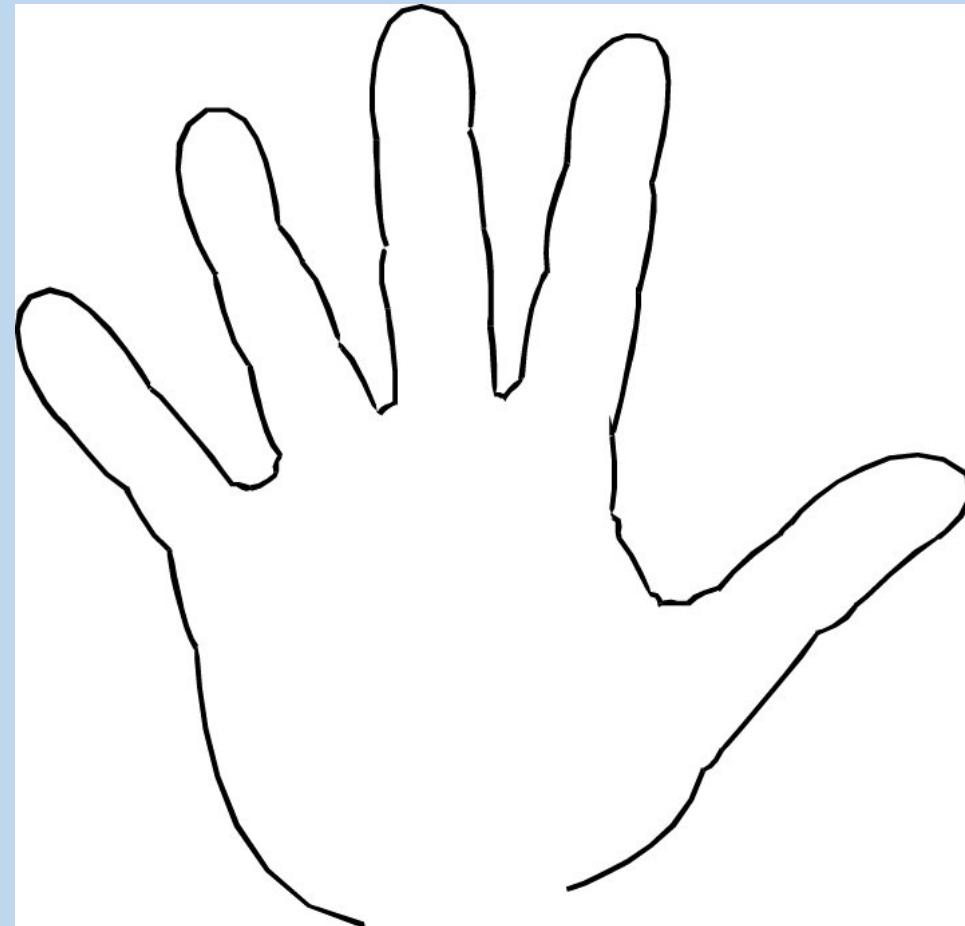
Let's try a planning technique:

Draw round your hand.

The palm is for your opening sentence.

Each finger represents a technique you will use:

- Single sentence paragraph.
- Short opening sentence.
- Alliteration.
- Rhetorical Question
- Anecdote



Sentence Structure

In each piece of writing you should aim to include a colon (to introduce an idea or a list), a semi-colon (to break up long and descriptive clauses effectively) and at least one ‘drop-in’ clause (putting additional description in the middle of a sentence).

You should also think about interesting ways to start your sentences and paragraphs (with a verb, an adverb or a double adjective).

Don’t forget to use a short sentence or two for impact (works really well at the bottom of a paragraph where you are building an argument!)

WELL DONE!

Write your name on your paper, and your teacher's name.

Eat some chocolate.

Happy holidays!