

**WELCOME TO THE YEAR 11  
PARENT AND CHILD  
WORKSHOP!**

**PAPER 2**

# OBJECTIVES FOR THIS WORKSHOP

- To inform you about the requirements for the English Language Paper 2 exam.
- To equip you with an understanding of how you can help your child at home.
- To provide you with additional resources which you and your child can use at home.

# LANGUAGE PAPER 2

- Worth 50% of the language GCSE.
- 1 hour and 45 minutes
- Will consist of 5 questions testing both reading and writing skills.
- Uses two non-fiction texts (one from the 19<sup>th</sup> Century) for students to make comparisons between.

# **FOR THIS SESSION EACH PAIR WILL NEED:**

- An enlarged copy of the unseen text (smaller one if you prefer).
- A variety of highlighters, markers and pens.
- A terminology sheet.
- Your child!

# QUESTION 1:

- For this question, your child will be asked to read a few lines and tick four answers which are true.
- Worth 4 marks
- Spend a maximum of 5 minutes.

## **Pupil tip:**

Make sure you tick 4 boxes.

Some answers may not be obvious.

## **Parent tip:**

This is a question that can very easily be practised at home – use any short paragraphs from newspapers, magazines, the internet or books that you have at home and ask your child to answer true or false questions about the piece!

# QUESTION 1:

- Read the first two paragraphs.
- Worth 4 marks
- Spend a maximum of 5 minutes.

- A David Mitchell sees people who dislike Christmas as his enemies. ✓
- B David Mitchell strongly dislikes Christmas.
- C David Mitchell thinks other festivals are now more celebrated than Christmas.
- D Some people believe that Christmas is too commercial. ✓
- E David Mitchell particularly enjoys eating lots of food and lazing about. ✓
- F David Mitchell feels the same way about Christmas now as he did as a child.
- G David Mitchell suggests his liking for Christmas is so he can avoid the idea that it is actually not true, and embrace the magic of the season. ✓
- H David Mitchell describes Christmas as a “living hell”. ✓

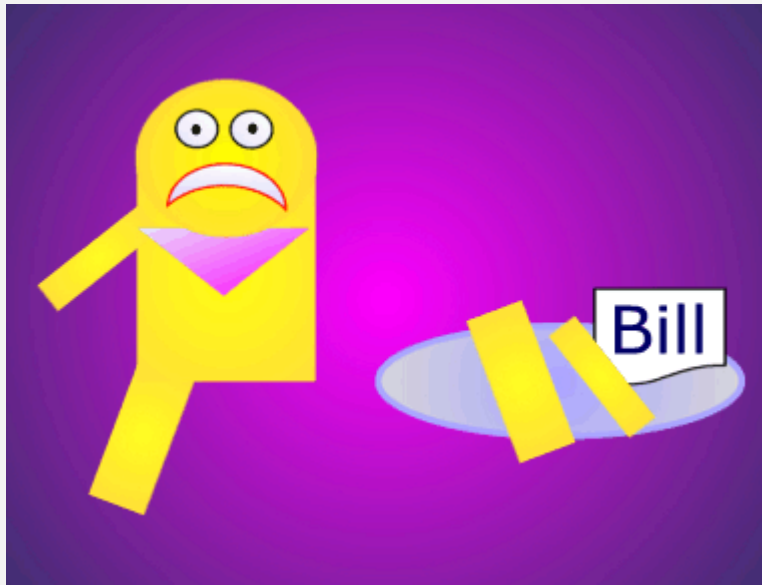
# QUESTION 2

For this question your child will be asked to compare the two sources for either similarities or differences.

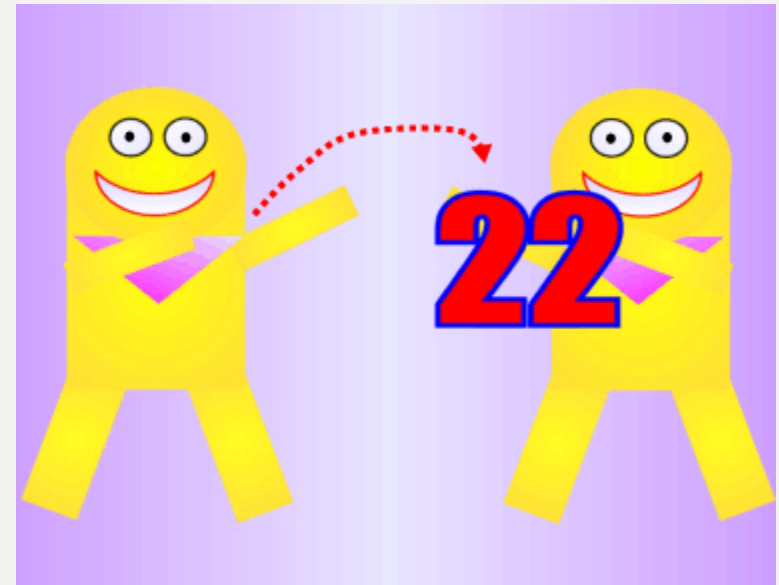
Point

Evidence

Explain



Say what  
you see!



# QUESTION 2

This is always worth 8 marks and your child should spend 8 minutes on it.

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

The two writers describe very different Christmas scenes, and different ideas about the meaning of Christmas.

Use details from **both** sources to write a summary of the differences.

## **Pupil tip:**

Remember to compare both sources.

Always use evidence.

**[8 marks]**

## **Parent tip:**

This can be practised at home.

You can play spot the difference.

Ask your child to read two articles and explain why they are similar or different.



# PLAN AN ANSWER WITH YOUR CHILD

1 Point	2 Evidence	3 Explain
In source A the writer loves Christmas.	'It is a happy and magical time'	The writer believes that this is a time when Christmas miracles can happen.

**Parent tip:**

Your child can practise this at home.

# QUESTION 3

## Language Devices:

Verbs/adjectives/nouns/adverbs

Metaphor/Personification/Simile/

Pathetic Fallacy/Alliteration

You now need to refer **only** to **source b**, Charles Dickens's description of a traditional Victorian Christmas dinner.

How does Dickens use language to show the excitement and enjoyment at the dinner?

[12 marks]

## Pupil tip:

Your child can reuse a quote from question 2.  
Always use terminology.  
Always comment on explicit and implicit detail.

## Parent tip:

This can be practised at home.  
Ask students to identify the writer's choice of language in a paragraph.  
Ask what the effect of the sentence is.

Using the summary plan for question 2 – mindmap inferences for each quote.



1 Point	2 Evidence	3 Explain
In source B the writer loves Christmas.	'As to the dinner it is perfectly delightful'	The writer is looking forward to his Christmas Dinner.

'As to the dinner it is perfectly delightful'



The adjective 'delightful' suggests pleasure and excitement.



'delightful' also has connotations of heaven, goodness and happiness.



The use of the adverb 'perfectly' suggests that this dinner cannot be matched. Thus, adding to the excitement of Christmas.

**Parents:**  
Take sometime to run through this with your child!

# QUESTION 4

For this question, you need to refer to the **whole of source A** together with the **whole of source B**.

Compare how the writers have conveyed their views about Christmas and its meaning your answer, you could:

- Compare their different views and experiences
- Compare the methods used to convey those views and experiences
- Support your ideas with quotations from both texts.

**[16 marks]**

**Pupil tip:**

Remember this is a combination of question 2 & 3!

The most important word as it asks students to write about the effects of language and structure through the techniques used by the writer.

## Parents & Students:

Draw the additional columns

## Parents & Students:

Complete the plan with your child.

1 Point	2 Evidence	3 Explain	4 Keyword	5 Explain	6 Comparison phrase.
In source A loves Christmas.	'It is a happy and magical time'	The writer believes that like Christmas is a time when Christmas miracles can happen.	The use of the adjective 'magical'	Creates a sense of childlike enthusiasm, as well as expressing a hope for the future.	Whereas,
In source B the writer loves Christmas.	'As to the dinner it is perfectly delightful'	The writer is looking forward to his Christmas Dinner.	The adjective 'delightful'	Suggests pleasure and excitement. 'Delightful' also has connotations of heaven, goodness and happiness.	

# QUESTION 5

This is an extended writing question – students will be asked to adapt their writing to fit a variety of purposes and genres.

**Persuade**  
**Argue**  
**Inform**  
**Review**

**Leaflet**  
**Article**  
**Speech**  
**Letter**

## **Parent Tip**

You can ask your child to recreate this at home. Perhaps they can write you a letter, or write a review of a film that they have recently watched!

With your child,  
please create a slow  
writing formula that  
they could use in their  
exam.

Write a letter persuading  
Mr Harper to treat the  
year 11s to a trip to  
Disney Land!



Punctuation:

;;, ‘ ? “” ! . ()

Sentence  
types:

Minor, simple,  
compound,  
complex, list

Techniques:

Fact, opinion,  
alliteration,  
question, repetition,  
triple

## Slow Writing Help – Paper 2 Q 5

At home your child can write argumentatively/persuasively/informatively. They can follow the slow writing framework (below). Again, this can be added to.

- Rhetorical question with a personal pronoun
- Facts and statistics and brackets
- Minor exclamatory sentence
- Opinion
- Discourse marker, colon and a list (triple)
- Compound sentence with emotive language
- I sentence paragraph
- New paragraph anaphora (rhetorical question)
- Superlatives
- Complex with alliteration
- Begins with a verb
- Quotations/speech with speech marks
- Imperative

To prepare for the extended writing question, ask your child to write a description or a short story from one of your holiday photos! They could describe the garden or their bedroom. They can write about anything!