

GCSE ENGLISH LANGUAGE PAPER 2

WRITERS' VIEWPOINTS AND PERSPECTIVES



QUESTION ONE CHOOSE four true or false statements from a list of 8. ☐ 4 marks = 5 mins (4 boxes shaded) ☐ Named lines ☐ AO1 – find & inference	BEFORE YOU BEGIN LOOK AT THE SUMMARY INFORMATION ABOUT BOTH TEXTS – THEY GIVE YOU CLUES. Spend 15 minutes reading through both sources. ☐ Only look at lines named in question to in order to find answers. ☐ Only shade 4 boxes (1 box = 1 mark) - this is not a trick question – it is easy. ☐ Follow the instruction on the paper if you shade the wrong box.	Bands 1-4 5 – CLEAR, RELEVANT 2 - SOME, ATTEMPTS 1 – SIMPLE, LIMITED	Imperatives Adjective/Adverb Modal Verbs Alliteration Figurative language Opinions Repetition Exaggeration/Expert opinion Statistics Triplets Emotive Language Rhetorical Question
QUESTION TWO Write a SUMMARY of the DIFFERENCES between Source A and B ☐ 8 marks = 8mins ☐ Two texts ☐ AO1 – summarise differences	☐ Read and highlight key words in the question ☐ Start mini essay with an overview sentence stating main difference then your summary of differences using short quotes and stating specific effects. ☐ E.g. “Firstly, the differences between Eddie and Henry are vast as Henry’s experience of school is much harsher than Eddie’s; we can see this when Henry complains about not being able to write freely as Mr. Smith, ‘would flog me if he knew it.’ This is in contrast to...” ☐ Track through each text; space your quotes out throughout the whole text.	Q2 - Perceptive inference and differences from both texts - Well-judged quotations Q3 - Analyses the effects of writer’s choices - Well-judged quotations - Sophisticated subject terminology Q4 - Same as Q2/3 AND... - Detailed understanding of different perspectives & ideas	
QUESTION THREE How does the writer use LANGUAGE to...” in one source only ☐ 12 marks = 12 mins ☐ One text ☐ AO2 – Language (not structure)	☐ Read and highlight key words in the question ☐ Read and highlight text ☐ Start mini essay with an overview sentence, then answer the question using short quotes , naming the device and stating specific effects. ☐ E.g. “Henry uses lots of emotive language ... QUOTE..... in his letter to attempt to influence his father to remove him and his brother from Cotherstone Academy.” ☐ Analyse as many quotes as you can, analysing a technique used by the writer and discussing the multiple effects for the audience. ☐ Write a lot about a little - e.g. “The writer uses personification in this phrase, ‘Death stood at my bedside,’ to create an intense feeling of fear for the reader, suggesting the writer felt death was imminent; it was a threatening being, about to take his life.” ☐ Track through each text, space your quotes out throughout the whole text.	Stretch yourself Paradox/oxymoron Irony Onomatopoeia Euphemism Pun Fronted adverbials or conjunctions Simple/compound/complex sentences Relative or conditional clauses Noun/verb phrases Writing for purpose/audience/type of text Anaphora Tone/Register Narrative perspective	AOs AO1 - Identify and interpret explicit and implicit information and ideas. - Select and synthesise evidence from different texts. AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers - Use relevant subject terminology to support views. AO3 - Compare writers’ ideas across two or more texts.
QUESTION FOUR Compare DIFFERENCES in LANGUAGE in how the two writers present/convey/convince/persuade... in Source A and B ☐ 16marks = 20mins ☐ Two texts ☐ AO3 – compare language (not structure)	☐ Read and highlight key words in the question ☐ Start mini essay with an overview sentence stating the main difference in the language. E.g. The writer of Source A believes that education really is the job of parents and not schools, whereas the writer of Source B has sent both his boys off to a boarding school where he has little control and knows nothing about the conditions for his children, or the standard of education they are receiving. ☐ Then compare the differences in the writers’ viewpoints using short quotes and stating specific effects. E.g. For example, the writer of Source A explains using expert opinion ... QUOTE.....to demonstrate that..., however, the writer of Source B uses statistics QUOTE.....to back up their argument. The effect on the audience is similar as both add weight to the arguments the writers are putting forward and convince their audience of their standpoint. ☐ REFER TO BOTH WRITERS THROUGHOUT. ☐ YOU CAN REPEAT QUOTES & EFFECTS FROM EARLIER QUESTIONS. ☐ Go back and forth between the texts. Use comparison words or phrases = Likewise, Similarly, In the same way, Different to..., UnlikeB, In contrast.....,However, etc.		

WRITING NON-FICTION		Assessment Objectives	Audience
Example question and how to get top marks		A05 - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.	An audience your age: ☐ Colloquial expressions and sayings and references to modern culture. ☐ Frequent use of direct address. ☐ Use of humour and sarcasm. ☐ Affronted conjunctions (So...)
'Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.' Write an article for a broadsheet newspaper in which you explain your point of view on this statement. (24 marks for content and organisation 16 marks for accuracy) THIS UNIT AMOUNTS TO 25% OF GCSE RESULT		A05 - Organise information & ideas, using structural & grammatical features to support coherence & cohesion	
Content	☐ Register is convincing and compelling for audience ☐ Assuredly matched to purpose ☐ Extensive and ambitious vocabulary with sustained crafting of linguistic devices	A06 - Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	An older audience: ☐ Keep it formal. BUT remember they're not the Queen! (One is outraged my good sir!) ☐ Avoid references to modern culture, humour and sarcasm. ☐ Avoid using contractions (do not instead of don't)
Organisation	☐ Varied and inventive use of structural features ☐ Writing is compelling, incorporating a range of convincing and complex ideas ☐ Fluently linked paragraphs with seamlessly integrated discourse markers	Possible layouts/types of text/formats	Sentence starts
Technical accuracy	☐ Wide range of punctuation is used with a high level of accuracy ☐ Uses a full range of appropriate sentence forms for effect ☐ Uses Standard English consistently and appropriately with secure control of complex grammatical structures ☐ High level of accuracy in spelling, including ambitious vocabulary ☐ Extensive and ambitious use of vocabulary	Letter - the use of addresses & date - a formal mode of address e.g. Dear Sir/Madam or a named recipient - effectively/fluently sequenced paragraphs - an appropriate mode of signing off: Yours sincerely/faithfully.	Adjective – Infuriating, enraging and ignorant...
Possible writing purposes		Article - Broadsheet = formal/Local or tabloid = informal - a clear/apt/original title - a strapline & subheadings - an introductory (overview) paragraph - effectively/fluently sequenced paragraphs.	Adverb – Firstly...
Explain	Q - Explain what you think about.... ☐ Be factual ☐ Give a balanced view (but not contradictory) ☐ Use evidence to support your view ☐ Use connectives of comparison ☐ Write in 3 rd or 1 st person	Leaflet (text only) - a clear/apt/original title - organisational devices such as inventive subheadings or boxes - bullet points - effectively/fluently sequenced paragraphs.	Preposition – Down there, all...
Instruct/Advice	Q - Advise the reader of the best way.... ☐ Be factual ☐ Write in present tense ☐ Use connectives ☐ Use technical terms ☐ Write in 2 nd person	Speech (text only) - a clear address to an audience - effective/fluently linked sections to indicate sequence - rhetorical indicators that an audience is being addressed - a clear sign off e.g. 'Thank you for listening'.	Connective – However, the issue...
Argue	Q - Argue the case for/against.... ☐ Rhetorical questions ☐ Emotive language ☐ Counter arguments ☐ I AM A FORESTER / A HARMLESS RIME	Essay - an effective introduction and convincing conclusion - effectively/fluently linked paragraphs to sequence a range of ideas.	PERSUASIVE DEVICES (AFOREST)
Persuade	Q - Persuade the writer of the statement that... ☐ I AM A FORESTER / A HARMLESS RIME ☐ One-sided argument	Stretch yourself	Alliteration
		Take a bold standpoint: hook/tone/style.	Facts and statistics
			Opinions
			Rhetorical questions
			Emotive language
			Similes and metaphors
			Triplets/the rule of three