

# English Language Paper 2

## Revision Booklet 1

Use this booklet to help you to prepare for your mock exams in December. Once you have read the information for each question, you should complete the question.

(Further mock exam papers can be found on KEYS or in your Revision Booklet 2)

Name:

Class:

## English Language Paper 2 Overview

<b>Question</b>	<b>Paper 2</b>	<b>Timing</b>
	Read the extracts carefully before you begin writing. You can use highlighters and make notes as you read.	15 mins
<b>1</b>	<b>AO1</b> Identify four true statements 4 marks	5 mins
<b>2</b>	<b>AO1</b> Write a summary of the similarities/ differences in two sources 8 marks	8 mins
<b>3</b>	<b>AO2</b> How does the writer use language to .. ? 12 marks	12 mins
<b>4</b>	<b>AO3</b> Compare how the writer's use methods to convey their viewpoint and perspectives. 16 marks	20 mins (5 mins planning + 15 mins writing)
<b>5</b>	<b>AO5 and AO6</b> Write to communicate viewpoint and perspective AO5 24 marks AO6 16 marks	45 mins (5 mins planning + 35 mins writing + 5 mins checking/ editing)

# Paper 2 Language

## Mark Scheme

### Question 1 (AO1)

- Choose 4 correct statements

## Question 2 (AO1)

Level	Skills
Level 4 Perceptive, detailed 7-8 marks	<ul style="list-style-type: none"> <li>• Shows a detailed understanding of differences</li> <li>• Offers perceptive interpretation of both texts</li> <li>• Synthesises evidence between texts</li> <li>• Selects judicious range of quotations from both texts</li> </ul>
Level 3 Clear and relevant 5 - 6 marks	<ul style="list-style-type: none"> <li>• Shows a clear understanding of differences</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>
Level 2 Some attempts  3 - 4 marks	<ul style="list-style-type: none"> <li>• Identifies some differences 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 both texts)</li> </ul>
Level 1 Simple comment  1 - 2 marks	<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>

## Question 3 (AO2)

Level	Skills
Level 4 Perceptive, detailed 10 - 12 marks	<ul style="list-style-type: none"> <li>• Shows detailed and perceptive understanding of <i>language</i></li> <li>• Analyses the effects of the writer's choices of language</li> <li>• Selects a judicious range of quotations</li> <li>• Uses a range of subject terminology appropriately</li> </ul>
Level 3 Clear and relevant 7 - 9 marks	<ul style="list-style-type: none"> <li>• Shows clear understanding of <i>language</i></li> <li>• Clearly explains the effects of the writer's choices of language</li> <li>• Selects relevant quotations</li> <li>• Uses subject terminology accurately</li> </ul>
Level 2 Some attempts  4 - 6 marks	<ul style="list-style-type: none"> <li>• Shows some understanding of <i>language</i></li> <li>• Attempts to comment on the effect of language</li> <li>• Selects some relevant quotations</li> <li>• Uses some subject terminology, not always appropriately</li> </ul>
Level 1 Simple comment  1 - 3 marks	<ul style="list-style-type: none"> <li>• Shows simple awareness of <i>language</i></li> <li>• Offers simple comment on the effects of language</li> <li>• Simple references or textual details</li> <li>• Simple mention of subject terminology</li> </ul>

## Question 4 (AO3)

Level	Skills
Level 4 Perceptive, detailed 13 - 16 marks	<ul style="list-style-type: none"> <li>• Shows a detailed understanding of the differences between the ideas and perspectives</li> <li>• Compares ideas and perspectives in a perceptive way</li> <li>• Analyses how methods are used to convey ideas and perspectives</li> <li>• Selects judicious range of quotations from both texts</li> </ul>
Level 3 Clear and relevant 9 - 12 marks	<ul style="list-style-type: none"> <li>• Shows a clear understanding of differences between the ideas and perspectives</li> <li>• Compares ideas and perspectives in a clear and relevant way</li> <li>• Explains clearly how methods are used to convey ideas and perspectives</li> <li>• Selects relevant quotations to support from both texts</li> </ul>
Level 2 Some attempts 5 - 8 marks	<ul style="list-style-type: none"> <li>• Identifies some differences between the ideas and perspectives</li> <li>• Attempts to compare ideas and perspectives</li> <li>• Some comment on how methods are used to convey ideas and perspectives</li> <li>• Selects some quotations/references, not always supporting (from one or both texts)</li> </ul>
Level 1 Simple comment 1 - 4 marks	<ul style="list-style-type: none"> <li>• Simple awareness of different ideas and/or perspectives</li> <li>• Simple cross reference of ideas and/or perspectives</li> <li>• Simple identification of how differences are conveyed</li> <li>• Simple references or textual details from one or both Texts</li> </ul>

## Question 5 (AO5)

Level	Skills
Upper Level 4 22 - 24	<p><b>Content</b> Communication is convincing and compelling throughout Tone, style and register assuredly matched to purpose, form and audience; manipulative, subtle and increasingly abstract Extensive and ambitious vocabulary with sustained crafting of linguistic devices</p> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Highly structured and developed writing, incorporating a range of integrated and complex ideas</li> <li>• Fluently linked paragraphs with seamlessly integrated discourse markers</li> <li>• Varied and inventive use of structural features</li> </ul>
Lower level 4 19 - 21	<p><b>Content</b> Communication is convincing Tone, style and register consistently match purpose, form and audience; Extensive vocabulary with evidence of conscious crafting of linguistic devices</p> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Structured and developed writing with a range of engaging complex ideas</li> <li>• Consistently coherent use of paragraphs with integrated discourse markers</li> <li>• Varied and effective structural features</li> </ul>
Upper level 3 16 - 18 marks	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communication is consistently clear and effective</li> <li>• Tone, style and register matched to purpose, form and audience</li> <li>• Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of appropriate linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Writing is engaging with a range of detailed connected ideas</li> <li>• Coherent paragraphs with integrated discourse markers</li> <li>• Effective use of structural features</li> </ul>

## Question 5 (AO5)

Level	Skills
Lower level 3 13 - 15 marks	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communication is clear</li> <li>• Tone, style and register generally matched to purpose, form and audience</li> <li>• Vocabulary clearly chosen for effect and successful use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Writing is engaging with a range of connected ideas</li> <li>• Usually coherent paragraphs with range of discourse markers</li> <li>• Usually effective use of structural features</li> </ul>
Upper level 2 10 - 12 marks	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communication is mostly successful</li> <li>• Sustained attempt to match purpose, form and audience; some control of register</li> <li>• Conscious use of vocabulary with some use of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Increasing variety of linked and relevant ideas</li> <li>• Some use of paragraphs and some use of discourse markers</li> <li>• Some use of structural features</li> </ul>
Lower level 2 7 - 9 marks	<p><b>Content</b></p> <p>Communicates with some success</p> <p>Attempts to match purpose, form and audience; attempts to control register</p> <p>Begins to vary vocabulary with some use of linguistic devices</p> <p><b>Organisation</b></p> <p>Some linked and relevant ideas</p> <p>Attempt to write in paragraphs with some discourse markers, not always appropriate</p> <p>Attempts to use structural features</p>

## Question 5 (AO5)

Level	Skills
Upper level 1 4 - 6 marks	<p><b>Content</b></p> <p>Simple success in communication of ideas</p> <p>Simple awareness of purpose, form and audience; limited control of register</p> <p>Simple vocabulary; simple linguistic devices</p> <p><b>Organisation</b></p> <p>One or two relevant ideas, simply linked</p> <p>Random paragraph structure</p> <p>Evidence of simple structural features</p>
Lower level 1 1 - 3 marks	<p><b>Content</b></p> <p>Communicates some meaning</p> <p>Occasional sense of purpose, form and/or audience</p> <p>Simple vocabulary</p> <p><b>Organisation</b></p> <p>One or two unlinked ideas</p> <p>No paragraphs</p> <p>Limited or no evidence of structural features</p>

## Question 5 (AO6)

Level	Skills
level 4 13 - 16 marks	<ul style="list-style-type: none"> <li>• Sentence demarcation is consistently secure and consistently accurate</li> <li>• Wide range of punctuation is used with a high level of accuracy</li> <li>• Uses a full range of appropriate sentence forms for effect</li> <li>• Uses Standard English consistently and appropriately with secure control of complex grammatical structures</li> <li>• High level of accuracy in spelling, including ambitious vocabulary</li> <li>• Extensive and ambitious use of vocabulary</li> </ul>
Level 3 9 - 12 marks	<ul style="list-style-type: none"> <li>• Sentence demarcation is mostly secure and mostly accurate</li> <li>• Range of punctuation is used, mostly with success</li> <li>• Uses a variety of sentence forms for effect</li> <li>• Mostly uses Standard English appropriately with mostly controlled grammatical structures</li> <li>• Generally accurate spelling, including complex and irregular words</li> <li>• Increasingly sophisticated use of vocabulary</li> </ul>
Level 2 5 - 8 marks	<ul style="list-style-type: none"> <li>• Sentence demarcation is mostly secure and sometimes accurate</li> <li>• Some control of a range of punctuation</li> <li>• Attempts a variety of sentence forms</li> <li>• Some use of Standard English with some control of agreement</li> <li>• Some accurate spelling of more complex words</li> <li>• Varied use of vocabulary</li> </ul>
Level 1 1 - 4 marks	<ul style="list-style-type: none"> <li>• Occasional use of sentence demarcation</li> <li>• Some evidence of conscious punctuation</li> <li>• Simple range of sentence forms</li> <li>• Occasional use of Standard English with limited control of agreement</li> <li>• Accurate basic spelling</li> <li>• Simple use of vocabulary</li> </ul>

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**GCSE  
ENGLISH LANGUAGE  
(8700)**

Paper 2 Writers' viewpoints and perspectives

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**Insert**

The two Sources that follow are:

Source A: 21<sup>st</sup> Century non-fiction

A newspaper article called *Could you do your child's homework?*

Source B: 19<sup>th</sup> Century literary non-fiction

Two letters from the 1820s.

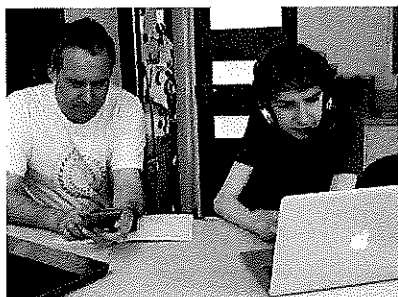
**Please turn the page over  
to see the Source**



Source A – 21<sup>st</sup> Century non-fiction

## Could you do your child's homework?

The Observer, Sunday 15 December 2013



A typical father son scenario

Children appear increasingly weighed down by homework. But how tough can it be? Jay Rayner attempts his son Eddie's maths assignment.

I am staring at a finely printed sheet of paper and trying not to let the bad feelings seep in. This sheet is all my childhood Sunday-night feelings of dread come at once. It is humiliation and "could do better" and "pay attention now".

5 I only have myself to blame. A few months ago over dinner Eddie announced that, in English, they were experimenting with food writing. "I have to come up with metaphors. Give me a metaphor about this pizza," he said. "I don't think I should do your homework for you," I said. He raised his eyebrows. "You can't think of one, can you?" This is what happens if you feed and educate your children. They grow up, become clever and remorselessly take the mickey out of you.

10 He was right. I didn't. On the spot I couldn't think of a single food metaphor worth dragging out and slapping on the table. And so the memories of homework came flooding back: of long nights of carefully planned idleness ruined by the imposition of essays and work sheets, of tasks flunked, of a chilly emptiness at the thought of the way my efforts would be received by teachers. The fact is that I was not especially academic. On the  
15 results sheet, my grades lined up like a line of Pac-Men<sup>1</sup> doing a conga<sup>2</sup>.

20 And so, having failed the English homework test, I decide to show a little solidarity. I will have a go at his maths homework just to get a sense of what it's like to be 14-year-old Eddie. Which is why I'm now staring at the sheet of paper. Ah yes, algebra, the merry dance of  $x$  and  $y$ . Simplify. Wrench things out of brackets. Calculate values. This, I used to be able to do. Or at least I think I used to be able to do this.

Hmmm. Right. Yes. I mean... I stare at the page again, wondering whether I might be able to will a nosebleed to obscure the equations. There are three marks out of a total of 25 available here. Not getting it right would be an early setback.

25 The next one looks more straightforward.  $a^4 \times a^3$ . I'm pretty sure I remember this. Just add the powers together. Which would mean...

30 There is an "expand and simplify" question, which refuses to grow or be simple. In his special mocking voice, Eddie tells me just to draw a sad face. I do as I'm told. Better than a blank. Eddie returns to his room and I press on. Some of them I can manage. I appear to know how to multiply out  $3(5-2x)$ . But with the next one I am firmly back in the weeds. I am so baffled that, shamelessly, I Google a maths website.

35 A few days later Eddie receives his marks. He got 20 out of 25, or 80%, a low score for him. Me? I've got 12 out of 25, or less than 50%. Does it need saying that my biggest miscalculation was to take on Eddie over maths? He doesn't labour the point but he's irritatingly good at it. I knock on his bedroom door. He doesn't look up from his computer screen. He is too busy killing things, while talking on Skype to his friend Theo, who is also in the game trying to kill the same things.

Finally he looks up at me from the computer. Who needs teachers to humiliate you when your son can do it so effectively?

Glossary:

Pac-Man<sup>1</sup> – a popular computer game in the 1980's in which the character follows the lines of a maze to collect points as it goes.

conga<sup>2</sup> – a dance in which participants follow behind a leading person in a long line.

**Turn over for Source B**

**Source B – 19<sup>th</sup> Century literary non-fiction**

This Source consists of two letters. The first letter is from a young boy called Henry writing to his father. Henry is living far away from home at a boarding school. A boarding school is a school where you go to live as well as study and was a very popular way of educating boys, especially from wealthier families, in the 1800s.

Cotherstone Academy Aug. 7. 1822

Dear Father

5 Our Master has arrived at Cotherstone, but I was sorry to learn he had no Letter for me nor anything else, which made me very unhappy. If you recollect, I promised that I would write you a sly Letter, which I assure you I have not forgot, and now an opportunity has come at last. I hope, my dear Father, you will not let Mr. Smith know anything about it for he would flog me if he knew it. I hope, my dear Father, you will write me a Letter as soon as you receive this, but pray don't mention anything about this in yours; only put a X at the bottom, or write to my good Friend Mr. Halmer, who is very kind to me and he will give it to me when I go to Church. He lives opposite and I assure you, my dear Father, they are the kindest Friends I have in Yorkshire and I know he will not show it to Mr. Smith for the Letters I write you are all examined before they leave the School. I am obliged to write what Mr. Smith tells us and the letters you send me are all examined by Mr. Smith before I see them, so I hope, my dear Father, you will mention nothing of this when you write.

15 It is now two years come October since I left you at Islington, but I hope, my dear Father, you will let me come home at Xmas that we may once more meet again alive - if God permit me to live as long.

20 Our bread is nearly black; it is made of the worst Barley Meal, and our Beds are stuffed with chaff<sup>1</sup> and I assure you we are used more like Bears than Christians<sup>2</sup>. Believe me, my dear Father, I would rather be obliged to work all my life time than remain here another year.

George is quite well but very unhappy.

Your respectful son

Henry

The second letter, written two weeks later, is from the boy's father to a family friend, asking him to investigate the problem. The father has two sons at the school, Henry and George.

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Public Office, Worship Street, 21st August 1822.

Sir,

Having lately received a Letter from my Son Henry, who is at Mr. Smith's School close by you, complaining of the Treatment he receives, I am induced to write to you, confidentially, to request you will do me the favour to endeavour to see both of them, privately, (at your own House) if possible and ascertain whether you think it would be advisable for me to send for them home. I will certainly be guided by what you say; Boys will sometimes complain without cause, and therefore I hope you will excuse the liberty I take in troubling you. Henry speaks very highly of your kind attention.

30

I do not approve of the System of Education, for they do not appear to have improved. When they left home, they could both spell, and in Henry's Letter I see several words wrong spelt – I also do not like the injunction laid upon them of not being allowed to write to me without the Master's seeing the contents of their Letters.

35

If you should not be able to get a private interview with them in the course of a fortnight, I shall be obliged by your writing to me to say so and I will immediately give notice to Mr. Smith that I intend to have them home at Christmas. I should prefer your seeing George if you can, and hear what he says, as I can rely more on the truth of his story, than Henry's, for I believe Henry's principal object is to get home. We have all a great desire to see him, but particularly to see George, our other son, who is a meek Boy and not so able to endure ill treatment as Henry – George is a great favourite with us all, and so he was with his late dear Mother who is now no more.

40

45

You will no doubt see my object in thus troubling you and I hope you will excuse the liberty I take, but as I know you have been very kind to the Boys. I shall esteem it an additional favour by your attention to this, and an answer at your earliest convenience.

I remain Sir, very respectfully

50 Your obliged honorable servant

William Heritage

## Glossary:

chaff<sup>1</sup> – chopped straw or hay.

Bears than Christians<sup>2</sup> – bears were sometimes mistreated, perhaps suggesting he feels he's being treated more like an animal than a human being, or in a Christian way.

**END OF SOURCES**

**Section A: Reading**

Answer **all** questions in this section.  
You are advised to spend about 45 minutes on this section.

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Read again the first part of **Source A** from **lines 1 to 15**.

Choose **four** statements below which are TRUE.

- Shade the boxes of the ones that you think are true.
- Choose a maximum of four statements.

**[4 marks]**

- |   |  |                          |
|---|--|--------------------------|
| A | Jay Rayner has good memories of his time in school.                            | <input type="checkbox"/> |
| B | Jay Rayner was happy to help his son with his homework.                        | <input type="checkbox"/> |
| C | As a boy, Jay Rayner worried about handing in his homework on Monday mornings. | <input type="checkbox"/> |
| D | Jay Rayner could not think of a food metaphor to help his son.                 | <input type="checkbox"/> |
| E | Jay Rayner was very able in school.  | <input type="checkbox"/> |
| F | As a boy, Jay Rayner did not enjoy doing homework.                             | <input type="checkbox"/> |
| G | Jay Rayner looked forward to receiving feedback from his teachers.             | <input type="checkbox"/> |
| H | Jay Rayner makes a joke to cover up his own real exam results.                 | <input type="checkbox"/> |

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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]

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## Q2: Summary (AO1)

A summary means you have to show your understanding of the two texts.

In your summary try to make connections between the two texts, use a table to plan quickly like below and then you will be able to make connections:

What do I learn about Henry?	What do I learn about Eddie?

### **Example Level 4:**

*Eddie is quite academic and so is Henry but Eddie doesn't seem to try particularly hard. 'He's irritatingly good at it' and 'he is too busy killing things, while talking on Skype! This suggests he wants to do well and does do well, without trying very hard, and is living in comfort.*

*Whereas Henry is having a very uncomfortable time at boarding school, 'our bread is nearly black', suggesting they have very scarce or low quality food but Henry works hard and looks after himself unlike Eddie. Henry also does not have his father's support as Eddie does. Eddie just ignores his father as he comes into the room but Henry is pleading to see his father at all. 'If God permit me to live as long,' this shows that Henry is basically saying how desperate he is! This contrasts with Eddie, who doesn't realise how lucky he is!*

### **Tips:**

- Statement/ quotation/ inference (PEE) x 3
- Integrate differences/ similarities/ inferences as you write





### Q3: Language analysis (AO2)

How is language used to ... ?

This question tests your skills of analysis and always gives you the purpose of what language is being used to do - keep referring to this point. You get more marks for being able to comment on the effect of language so pick examples that have made you respond in a particular way, don't just pick an adjective because it is there - why has it been used?

#### Example Level 4:

*He uses proper nouns such as "August", "October" and Xmas' as well as "Cotherstone" and 'Islington' to create a sense of time and place and emphasise to his father the length of time they have been apart and the distance between them. He adds to this with the use of other phrases linked to time and separation such as 'It is now two years' and 'since I left you' to create an emotive appeal on his father, and also creates a real sense of his isolation and homesickness. In addition to the proper nouns, Henry also capitalises other words such as 'Letter' and 'Friend' as though to inflate their importance and point out to his father how much he is need. He also uses this device later in the letter when he is pointing out the faults of the academy 'Barley Meal' and 'Beds' to highlight his hardship.*

*Henry uses direct address to his father which suggests familiarity, "you will not let ...", 'you will let me come home' and shows how his future is in the hands of his father, but this is also contrasted with a much more distant and formal mode of address, 'my dear Father'. This phrase is repeated in a number of places as an emotional tool to try and reinforce that his father is 'dear' to him - though the distance and time lapse of them being together suggests to the reader this may not be so - and is a deliberate choice by Henry to appeal to his father.*

*The formal tone is continued in complex phrases such as 'If you recollect', 'pray don't mention', 'I assure you' and 'would be obliged' which are like persuasive, rhetorical devices designed to make the letter a very polite and respectful request. In some ways, these seem to emphasise the distance between them. This contrasts to the simple use of 'unhappy' - a childlike word - and 'good', 'kind', 'Friend' which are applied to Mr Halmer. These simple adjectives seem to suggest that these simple things are all that Henry wants.*

*Henry also uses simple descriptive to point out the faults of his school, 'nearly black,', 'worst Barley Meal', 'stuffed with chaff'. However, he goes on to use a rather hyperbolic simile 'used more like Bears ... Christians' to try and convince his father they are being treated inhumanely. Additionally, the letter employs a semantic field of religion referring to 'church', 'If God permit me'. Henry seems to be using this as an influence on his father, perhaps reminding his father to act in the way his religion tells him to. Henry again uses hyperbole in the dramatic phrase 'if God permit me to live as long' aiming to convince his a father his life is at risk in the school.*

Language terminology - add your own in the remaining boxes

Simile / metaphor	Hyperbole
Imagery	Alliteration
Verbs/ adverbs	Intensifier
Adjectives	Superlative
Colloquial	Pronouns (first/ second /third)
Senses	Adverbials
Personification	Repetition
Onomatopoeia	

Tips:

- This question could be asked about Source A or Source B.
- Exactly the same skills as Paper 1 Q3
- 3 x PEEA paragraphs
- You need accurate terminology for a level 3+
- Focus on connotations of words/ phrases and effect
- Link to the question - it always tells you what it is looking for

## How to comment on the effect of language:

P2 Q3	P2 Q3
<p><b>Level 4</b></p> <ul style="list-style-type: none"> <li>• which suggests</li> <li>• shows how</li> <li>• reinforces that</li> <li>• suggests to the reader this may not be</li> <li>• draws the modern reader into</li> <li>• makes effective use of</li> <li>• creates the impression of a</li> <li>• is suggestive of</li> <li>• which suggests</li> <li>• forewarns us of</li> <li>• is seductive for the reader</li> <li>• intriguing of itself for the modern reader,</li> <li>• is engaging for the reader,</li> <li>• elicits help and sympathy from the readers</li> <li>• conveys a picture of ...</li> <li>• emphasises the</li> <li>• strengthens the mental image</li> </ul>	<p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• which suggests/suggests that</li> <li>• putting the reader firmly in</li> <li>• hurries the reader along</li> <li>• gives the sense of</li> <li>• which is also suggested by</li> <li>• makes the reader fee</li> <li>• which implies that</li> <li>• This impression is added to</li> <li>• makes a connection for the reader</li> <li>• the choice of verb captures its...</li> <li>• further implying that</li> <li>• This makes the reader realise</li> <li>• makes a reader think that</li> <li>• to emphasise to the reader how</li> <li>• It would make the reader feel</li> </ul>
<p><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• to build up the</li> <li>• has the effect of</li> <li>• making the reader feel</li> <li>• This makes the reader feel that</li> <li>• Puts ... into the mind of the reader</li> <li>• makes us realise that</li> <li>• tells us</li> <li>• This makes it sound</li> <li>• suggesting it</li> <li>• so it sounds</li> <li>• It would make a reader feel sorry for them and want to</li> </ul>	<p><b>Level 1</b></p> <ul style="list-style-type: none"> <li>• which makes you think</li> <li>• so making you feel that</li> <li>• makes the reader think that</li> <li>• sound like</li> <li>• we know</li> <li>• tells us</li> <li>• which sounds</li> <li>• It would make a reader feel</li> <li>• It makes you feel</li> <li>• Which makes it seem</li> </ul>

0 4

For this question, you need to refer to the **whole of Source A**, together with **Source B**, the father's letter to a family friend.

Compare how the two writers convey their different attitudes to parenting and education.

In your answer, you could:

- compare their different attitudes
- compare the methods they use to convey their attitudes
- support your ideas with references to both texts.

**[16 marks]**

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Turn over ►

## Q4: Comparison (AO3)

What is viewpoint and perspective?

- Writer's opinion
- Writer's ideas
- How the writer views/ sees a particular topic/ idea

In this question you are asked to compare **HOW** the writer communicates their viewpoint and perspective. Follow this step by step guide:

1. What is the writer's viewpoint and perspective?
2. How is this communicated? What methods are used to do this?
3. Support with evidence from the text
4. **INTEGRATE** - look for the similarities/ differences of viewpoints and/ or methods uses in texts
5. Repeat this structure of comparison 2 - 45 times.

**Plan:**

	Source 1	Source 2	Similar/ different?
<b>Viewpoint</b>			
<b>Methods used to communicate this viewpoint</b>			
<b>Effect? What does it show/ convey/ suggest?</b>			

**Tips:**

- Methods = language and structure used by the writer
- Comparative connectives: similarly, differently, in the same way. However, on the other hand, In contrast to ...
- Use **topic sentences** to structure your answer, for example: The writer's have different viewpoints on .... / Both writer's use .... to convey ...
- Topic sentences = signposts to the examiner that you are structuring a comparative response

#### Example Level 4:

*Jay Rayner clearly has a much closer relationship with his son than Henry's father in Source 2. There is a physical closeness in that Jay and his son live in the same house and share everyday life and concerns, whereas Henry lives away from his father at boarding school and rarely comes home, "It is now two years come October since I left you at Islington." This means that Henry's father has no real idea of Henry's everyday life and concerns apart from the occasional letter.*

*Jay Rayner clearly empathises with his son's concerns, including homework and decides to "share a little solidarity" by attempting his maths homework. While Henry's father has to rely on the intervention of a friend to find out more about Henry's problems and asks him to "ascertain whether you think it would be advisable for me to send for them home."*

*Jay Rayner writes in an informal tone which matches his relaxed and more modern approach to parenting. He talks about children, such as his who "take the mickey" out of their parents. Henry's father uses a much more formal tone with his choice of language, "induced to write to you", "excuse the liberty I take" which reflects the language of the time the letter was written. The letter was not even written to his son, but to a friend.*

*Both fathers seem to value education but have different approaches to their sons' learning.*

*Jay Rayner uses humour to convey his own moderate academic achievement. He confessed that his "grades lined up like a line of Pac-Men doing a conga". He also uses humour to express his pride at his son's educational achievement in Maths when he describes him as being "irritatingly good at it." Irritatingly reflects Jay's wonder at his son's natural talent while he struggles.*

*Henry's father is very concerned about his son's education, particularly his spelling "I see several words wrong-spelt." This is ironic as the father has made grammatical mistakes himself "several words wrong-spelt". He is unaware of his educational weaknesses whereas Jay Rayner makes a joke.*



## Q5: Writing for viewpoint and perspective (AO5 and AO6)

### Tips:

- Purpose and audience is important in this question - read the question carefully
- You've got to ensure that you communicate a viewpoint and perspective clearly so planning is important
- Apply what you have learnt about writer's methods to your own writing here - how can you use language and structure effectively to communicate a viewpoint?
- AO5 is worth 24 marks. Ask yourself, do you:
  - Make your viewpoint and perspective clear?
  - Organise your writing in a coherent and clear way?
  - Use the appropriate structure for the form you are writing in?
  - Use interesting and engaging language features and vocabulary to communicate your point?
- AO6 is worth 16 marks. Ask yourself:
  - Correct spelling of common words?
  - Correct spelling of ambitious vocabulary?
  - A range of punctuation used accurately and to achieve effects?
  - Used a variety of sentence forms for effect?
- You may get asked to write a:

<b>Letter</b>	
As a minimum, students <b>should</b> include:	<ul style="list-style-type: none"> <li>• an indication that someone is sending the letter to someone</li> <li>• paragraphs.</li> </ul>
More detailed/developed indicators of form <b>could</b> include:	<ul style="list-style-type: none"> <li>• the use of addresses</li> <li>• a date</li> <li>• a formal mode of address if required e.g. Dear Sir/Madam or a named recipient</li> <li>• effectively/fluently sequenced paragraphs</li> <li>• an appropriate mode of signing off: Yours sincerely/faithfully.</li> </ul>

<b>Text of a speech</b>	
As a minimum, students <b>should</b> include:	<ul style="list-style-type: none"> <li>• a simple address to an audience</li> <li>• sections</li> <li>• a final address to an audience.</li> </ul>
More detailed/developed indicators of form <b>could</b> include:	<ul style="list-style-type: none"> <li>• a clear address to an audience</li> <li>• effective/fluently linked sections to indicate sequence</li> <li>• rhetorical indicators that an audience is being addressed throughout</li> <li>• a clear sign off e.g. 'Thank you for listening'.</li> </ul>



<b>Article</b>	
As a minimum, students <b>should</b> include:	<ul style="list-style-type: none"> <li>• the use of a simple title</li> <li>• paragraphs.</li> </ul>
More detailed/developed indicators of form <b>could</b> include:	<ul style="list-style-type: none"> <li>• a clear/apt/original title</li> <li>• a strapline</li> <li>• subheadings</li> <li>• an introductory (overview) paragraph</li> <li>• effectively/fluently sequenced paragraphs.</li> </ul>

<b>Text for a leaflet</b>	
As a minimum, students <b>should</b> include:	<ul style="list-style-type: none"> <li>• the use of a simple title</li> <li>• paragraphs or sections.</li> </ul>
More detailed/developed indicators of form <b>could</b> include:	<ul style="list-style-type: none"> <li>• a clear/apt/original title</li> <li>• organisational devices such as inventive subheadings or boxes</li> <li>• bullet points</li> <li>• effectively/fluently sequenced paragraphs.</li> </ul>

<b>Essay</b>	
As a minimum, students <b>should</b> include:	<ul style="list-style-type: none"> <li>• a simple introduction and conclusion</li> <li>• paragraphs.</li> </ul>
More detailed/developed indicators of form <b>could</b> include:	<ul style="list-style-type: none"> <li>• an effective introduction and convincing conclusion</li> <li>• effectively/fluently linked paragraphs to sequence a range of ideas.</li> </ul>

### Example level 4:

*Why? Why do schools think they have the right to dictate every waking moment of my life?  
I am a name; not a number!*

*There is an argument that says homework helps to create an independence of thought. School is a social institution, a bee hive with lots of little drones and workers buzzing about the place. If we encounter a problem, we consult a teacher or, at the very least, we ask our friends. There is always someone on hand to help. At home, the theory is that we continue this education but independently. We learn to think for ourselves. That's the theory. In reality, of course, we just log on to a revision web site, or interact with our peers through social networking and find out the answer that way. It's the modern day equivalent of borrowing your mate's homework. There's no such thing as independence if we choose otherwise.*

*Homework improves our academic achievement and leads to better results. On that fateful day in August, as we queue like lab rats at the factory of expectation, we are given the keys to our future. We are launched into the world with our golden ticket, a handful of qualifications that we achieved because we worked hard at home as well as at school and fulfilled our potential. Well, hello? I work hard at school. I'm entitled to a life when I go*

*home. I'm not a troublemaker. I don't cause problems and I want to do well. I really do. It's just that sometimes, just sometimes, I'd like to draw breath.*

*If I'm honest, I don't actually mind doing homework. My main issue is that there's just too much of it. Mr Left never talks to Mrs Right. They both set essays that have to be in the next day and it just can't be done. Please, Mr Left, give me the weekend. Then I can do Mrs Right's Maths homework for tomorrow and devote my weekend to your History assignment. I promise I'll do it. Just give me enough time.*

*My other issue is that most of it is a pointless exercise. Homework for homework's sake. If there's a purpose, fine. But please don't just make it up for the sake of it. Just because your subject appears on my homework timetable for a Wednesday night doesn't mean you have to set something meaningless for me to do.*

*There's more to me than educational qualifications. I like to play badminton; go pony trekking with my family in the woods near our house; practise my clarinet. I even help out at the old people's home in town for my Duke of Edinburgh Award when I have the time. I want to be a rounded person, not just a walking encyclopaedia with a head stuffed full of facts. Why do schools think they have the right to dictate every waking moment of my life? I am a name; not a number!*

## Further revision:

- Visit KEYS for further mock exams and revision tips for each question
- Use your revision booklets from your Life Skills lessons
- Log onto Doodle for lots of practise in spelling, punctuation and grammar
- Complete the mock exam next in this pack
- Attend the revision sessions after school with your English teacher
- Read, read, read! Everytime you read an article, fiction extract, literary non-fiction, ask yourself:
  - What is the writer's viewpoint and perspective?
  - What does the writer want the reader to understand?
  - How has the writer used language?
  - What methods has the writer used to communicate their ideas?
  - How effective is the writer in communicating their viewpoint and perspective
- Practise your writing techniques with some of these questions:
  1. "There are little facilities for young people in local towns. It's no wonder that health and fitness is a growing concern for teenagers." Write a letter to the local council arguing for more sports clubs for young people in your area.
  
  2. Fitness isn't all about football and netball; there are so many more activities for young people to enjoy. The 2016 Olympics and popular TV talent shows has enthused so many young people to try something new. Write an article for a teenage magazine in which you describe fitness activities that you think young people would enjoy.
  
  3. "Young people need to take more responsibility for the future of the planet and the animals that inhabit it." Write the text for a speech in which you give your viewpoint and perspective on this topic.

**PILOT MATERIAL**



**KS3**  
**ENGLISH LANGUAGE**

Provisional Year 9

Paper 2 Writers' viewpoints and perspectives

**Insert**

**Source A: 21<sup>st</sup> Century non-fiction** – an article from *The Guardian* newspaper

**Source B: 19<sup>th</sup> Century literary non-fiction** – a journal entry by Sidney Smith, incorporating a chimney sweep's evidence to a Parliamentary Committee.

**Please turn the page over  
to see the source**

## Source B

In this source, a journal entry by Sydney Smith from 1819, the writer introduces his views on the subject of child labour and chimney sweeps. He then proceeds to provide evidence heard by a Parliamentary Enquiry on the subject.

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An excellent and well-arranged dinner is a most pleasing occurrence, and a great triumph of civilised life. The hour of dinner, in short, includes everything of gratification which a great nation glories in producing.

In the midst of all this, who knows that the kitchen chimney caught fire half an hour before dinner! And that a poor little wretch<sup>1</sup>, of six or seven years old, was sent up in the midst of the flames to put it out? We could not, previous to reading this evidence, have formed a conception of the miseries of these poor wretches, or that there should exist, in a civilised country, a class of human beings destined to such extreme and varied distress. We will give here a short account of what is developed in the evidence before the two Houses of Parliament. 5 10

Boys are made chimney sweepers at the early age of five or six.

'Little boys for small flues'<sup>2</sup>, is a common phrase on the cards left at the door by itinerant chimney sweepers. Flues made to ovens and coppers are often less than nine inches square; and it may easily be conceived, how slender the frame of that human body must be, which can force itself through such an aperture<sup>3</sup>. 15

The following is a specimen of the manner in which they are taught this art of climbing chimneys:

*Questions are asked by a member of the Parliamentary Committee set up to investigate how boys are being mistreated when forced to work as chimney sweeps. The answers are in the boy's own words.*

MP:<sup>4</sup> Do you remember being taught to climb chimneys? 20

Boy: Yes.

MP: What did you feel upon the first attempt to climb a chimney?

Boy: The first chimney I went up, they told me there was some plum pudding<sup>5</sup> and money up at the top of it, and that is the way they enticed me up; and when I got up, I would not let the other boy get from under me to get at it, I thought he would get it; I could not get up, and shoved the pot and half the chimney down into the yard. 25

MP: Did you experience any inconvenience to your knees, or your elbows?

- Master: *Very badly indeed in some Places; in other places, they are very well.*
- MP: *For the most Part are they ill or well lodged?*<sup>8</sup> 60
- Master: *Very bad indeed; some have no more than One Blanket, some a Bit of Straw*<sup>9</sup>, *and some a few Sacks to lie on.*
- MP: *What Sort of Clothing are they generally allowed?*
- Master: *According to the Masters; some Masters use the Boys pretty well as to giving them Clothes, other Masters altogether keep them Months and Months before they are washed to the Skin.* 65
- The MP's questioning then alternates between the Boy and the Master)*
- MP: *During the Winter-time, when the Boys go out on their Duty, have they Shoes and Stockings?*
- Boy: *If I go out with a Journeyman*<sup>10</sup> *in the Morning, if I have got bad Chilblains*<sup>11</sup>, *and if I cannot get on fast enough, I must off with my Shoes, or they will knock me down with their Hand, an I must run through the snow without Shoes, which I have done many times.* 70
- MP: *Do you know of the Boys being subject to any Accidents?*
- Master: *Yes, I have known one at Temple Bar:*<sup>12</sup> *I came myself, and went up to him, but it was too late; the Boy was lost through a woman forcing him up, it was his Mistress; he was not thoroughly learned, and he stuck himself in, and it was the Death of him; it was up Devereux Court, Temple Bar; he was dead.* 75

Glossary:

<sup>1</sup> Wretch – a very poor child

<sup>2</sup> Flues – a chimney

<sup>3</sup> Aperture – an opening/hole

<sup>4</sup> MP – a Member of Parliament

<sup>5</sup> Plum Pudding – a dark, fruit pudding

<sup>6</sup> Durst – dare not

<sup>7</sup> Master – an old name for an employer

<sup>8</sup> Well lodged/ill lodged – well looked after or badly looked after.

<sup>9</sup> A bit of straw – straw was used for bedding

<sup>10</sup> Journeyman – a workman/tradesman who travels around the country looking for work.

<sup>11</sup> Chilblains – a common complaint for people who cannot keep their feet warm enough in winter.

<sup>12</sup> Temple Bar – part of the City of London.

**Section A: Reading**

Answer **all** questions in this section.  
You are advised to spend about 45 minutes on this section.

**0 1**

Read again **source A**, from **lines 1 to 12**.

Choose **four** statements below which are TRUE.

- Shade the boxes of the ones that you think are true
  - Choose a maximum of **four** statements.
- a. A McDonald's restaurant has been fined more than £12,000.
- b. It is illegal for schoolchildren to be employed at McDonald's.
- c. There is a franchise of McDonald's in Camberley, Surrey.
- d. 50 child employment officers from Surrey found breaches of the law at a McDonald's.
- e. A second firm, Ikhya Enterprises, was fined £12,400.
- f. The legal limit for children working on a Saturday is nine hours.
- g. Children are not supposed to work after 7 pm if they have school next day.

**[4 marks]**







0 4

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

**Compare** how each source conveys the issue of children working.

In your answer, you should:

- compare the different issues
- compare the methods used to convey the issues
- support your ideas with quotations from both texts.

**[16 marks]**

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**Section B: Writing**

You are advised to spend about 45 minutes on this section.  
Write in full sentences.  
You are reminded of the need to plan your answer.  
You should leave enough time to check your work at the end.

**0 5**

The following statement has been made by your local Councillor:

“Children of school age should not be working at all. They should be focused on their school work and helpful to their parents. Working for money comes later”.

The Councillor will take part in a debate on the subject at your school or college.

Write the **text for a speech** that you would give at the debate in which you **argue** your point of view in response to the statement.

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

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