

English Language Paper 2:

Writers' viewpoints and perspectives

1 hour and 45 minutes



Note the title on the exam paper – 'writers' viewpoints and perspectives'.

How to answer questions in Section A (Reading)

Questions 1-4 in Section A are the reading questions. Spend a total of 1 hour on this section of the paper, including your reading time.

First, spend **10 minutes reading** Sources A and B, and all the questions on the paper. During the reading time, annotate the Sources, summing up paragraphs/ sections of text with key words down the side of the page and a small number of key quotations highlighted. **Think of preparing for Question 2 as you do this.**

Question 1: 4 marks, 5 minutes

Read through Source A again and write T or F on the exam paper on the left-hand side next to each statement *as you read through the Source*. Once ready, shade the boxes; shade only the four True statements. **Don't spend long on this question!**

Question 2: 8 marks, 10 minutes

Write a **summary** of the differences **or** similarities **about a specific aspect of** Sources A and B. (You will not be asked to write about both similarities and differences; it will be one **or** the other.)

Read the question very carefully to identify the specific focus for the summary, as you will **NOT** be asked just to compare the two texts as a whole.

SUMMARY means **briefly stating** the main points.

Do **not** analyse language. This is a 'content' question – a 'synthesis' question.

Either: write one point about Source A and then write one point about Source B; this would be one paragraph. Write 2-3 paragraphs. **Or:** write all the points about Source A and then write all the points about Source B. Write two large paragraphs.

When you make a point, you **must** use textual detail/ make references to the texts, or use short quotation (a few words).

The best answers will make inferences about the content from the Sources, uncovering implicit meaning.

Use comparison connectives (Similarly, On the other hand, whereas...). This is enough for the comparison.

No introduction or conclusion needed. 'Straight in, straight out.'

7-8 marks requires '*perceptive*' inferences – 'insights'; 5-6 marks requires 'clear' inferences – 'clear' *understanding* of the text.

Question 3: 12 marks, 15 minutes

This question is the same as Question 2 of Paper 1 – on language....

The question is on one source only.

Write about how language is used for a particular purpose or function – stated in the question, so read the question carefully.

Questions typically focus on the emotive use of language (e.g. 'persuade', 'influence', 'emphasize a message'). Think of the title of the exam paper: how is language used to convey a writer's viewpoint or perspective?

Annotation – Highlight 3-4 striking quotations to comment on – where language is used in a striking or interesting way for the purpose in the question.

You must link the technique or language method with meaning/ content in the Source – with detail from the Source; otherwise, your answer will just be 'technique-spotting'.

No introduction or conclusion needed. 'Straight in, straight out.'

Write 3-4 P.E.E. paragraphs. You must use short quotation. Always embed quotation.

Techniques to consider include: emotive language, images/ imagery, vocabulary/ connotations of the vocabulary, facts/ opinions, metaphors/ similes, pronouns, tone of voice, humour. Use subject terminology. How and why are these devices used? Think back to the writer's viewpoint or attitude towards the topic to help you explain.

Question 4: 16 marks, 20 minutes

Compare the similarities and differences between the **attitudes or viewpoints, ideas or experiences, views or perspectives** towards the topic in both sources; the question will specify a focus to compare. Read the question carefully to identify the content that is the focus to compare, but ultimately you are comparing viewpoints.

Use comparison language (e.g. similar, different, the same, In contrast, Similarly, On the other hand, However, whereas, In the same way, In a different way, Alternatively, Conversely).

In Question 4, '**how** the writers **convey**' their viewpoints requires you to examine the language. You need to analyse language but not as much as in Question 3. You are *comparing viewpoints*, not

language techniques in Question 4. (Use subject terminology as you comment on how the language in the quotation helps to convey the viewpoint.)

You **must** deal with the bullet points in the question in your answer, but you should of course blend these into your P.E.E. paragraphs. The first bullet point goes into the Point, the second bullet point goes into the Explanation, and the third bullet point is the Evidence.

No introduction or conclusion needed. 'Straight in, straight out.'

Write 4 or 6 P.E.E. paragraphs – that is, 2 or 3 comparison points between Source A and Source B.

For Both English Language Papers – Reading Sections – Some Messages:

Do pay attention to vocabulary in the Glossary under each Source – on both papers. Only vocabulary that might be needed in a response appears in the Glossary, so do use this vocabulary in quotations in your answers.

Remember that each question requires a different approach.

You don't need to fill up all the available answer space for each question in your answer booklet.

You must keep to timings for each question. You **must** divide your time for each question using the exam hall clock.

Before answering a question, annotate the question and annotate the Sources in a way that helps you plan or prepare to answer the question.

These are the different Levels on the reading mark scheme:

Perceptive understanding 2-3 'insights'
Clear understanding Understanding the text/ the question. All students should aim for this Level – at least.
Some understanding The main issue for students/ teachers is to move answers at this Level to the Level above.
Limited/ simple understanding Very weak answers indeed.

Section B – Writing

Question 5: 40 marks, 45 minutes

(24 for content and organisation; 16 for accuracy)

You must answer the one question. Read carefully the viewpoint in the statement. Identify the form (type of text) and style that the question requires. **Work out the viewpoint that you will adopt in your piece of writing.** In the Reading Section, you explained other writers' viewpoints and perspectives; now, you get to write your own viewpoint....

- The **final** question is worth **the most marks**. You must ensure you give yourself the full amount of time for this question.
- Spend 5-10 minutes planning your answer before you begin. First of all, 'brainstorm' ideas – writing out points/ arguments, then shape these ideas into a paragraph plan (e.g. by numbering points). Give your writing a whole text shape or whole text structure; the quality of the overall structure of your writing helps to get the most marks. What structural features do you use to link paragraphs/ the text together (e.g. discourse markers)? A well-connected sequence of points is vital to argue a convincing case.
- Match the style of your writing to the task – to the Form (text type), Audience (level of formality or register), Purpose (explaining or arguing your viewpoint persuasively on the topic). What **VOICE** will you try to capture? What viewpoint will you argue?
- The best answers will see the 'imaginative potential' in the task, not writing as a 16-year old student answering a question in an exam hall, but writing as (for example) a journalist who is passionate about an issue that could change the world! The best writing will be compelling and a pleasure to read.
- Shape or craft your writing 'for effect'. Section B of the English Language Papers is where your writing itself is under the spotlight – the vocabulary, every sentence structure and each transition between paragraphs. Pay great attention to the accuracy of your Spelling, Punctuation and Grammar (SPAG). Shaping memorable, persuasive sentence structures is important to hammer home your points.
- Use a range of 'writing techniques'. Anecdotes (a short story in a sentence or paragraph) are highly effective. Quotations ('make them up') are powerful. Humour works well. Remember **AFFOREST** – the mnemonic for the persuasive writing techniques (**A**necdotes, **F**igurative language – similes/ metaphors/ imagery, **F**acts, **O**pinions, **R**epetition/ **R**hetorical questions, **E**motive language/ **E**xaggeration, **S**tatistics, **'Threes'** – rule of threes). Detail or examples always make the writing more colourful and convincing (again 'make up' examples).
- Spend 5 minutes checking your writing at the end.