

# English Language Paper 2

## Practise Paper

Section A: Friday 2<sup>nd</sup> December Lesson 1

Section B: Tuesday 6<sup>th</sup> December Lesson 2

English Language Paper 2 (25%  
of the English Language GCSE)  
**19<sup>th</sup>, 20<sup>th</sup> and 21st Century Non Fiction  
Writing**

Section A Reading – 1 hour

Section B Writing – 45 minutes

# Content and skills for Paper 2 Section A

## Writers' viewpoints and perspectives for Paper 2

- To develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives.
- Two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader.
- Sources will be drawn from the 19th century, and either the 20th or 21<sup>st</sup> centuries depending on the time period selected for paper 1 in each series.
- Choice of genre for the sources will be non-fiction and literary non-fiction such as high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, reports, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.

# Assessment Objectives:

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, using relevant subject terminology to support their views

AO3:

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

AO4:

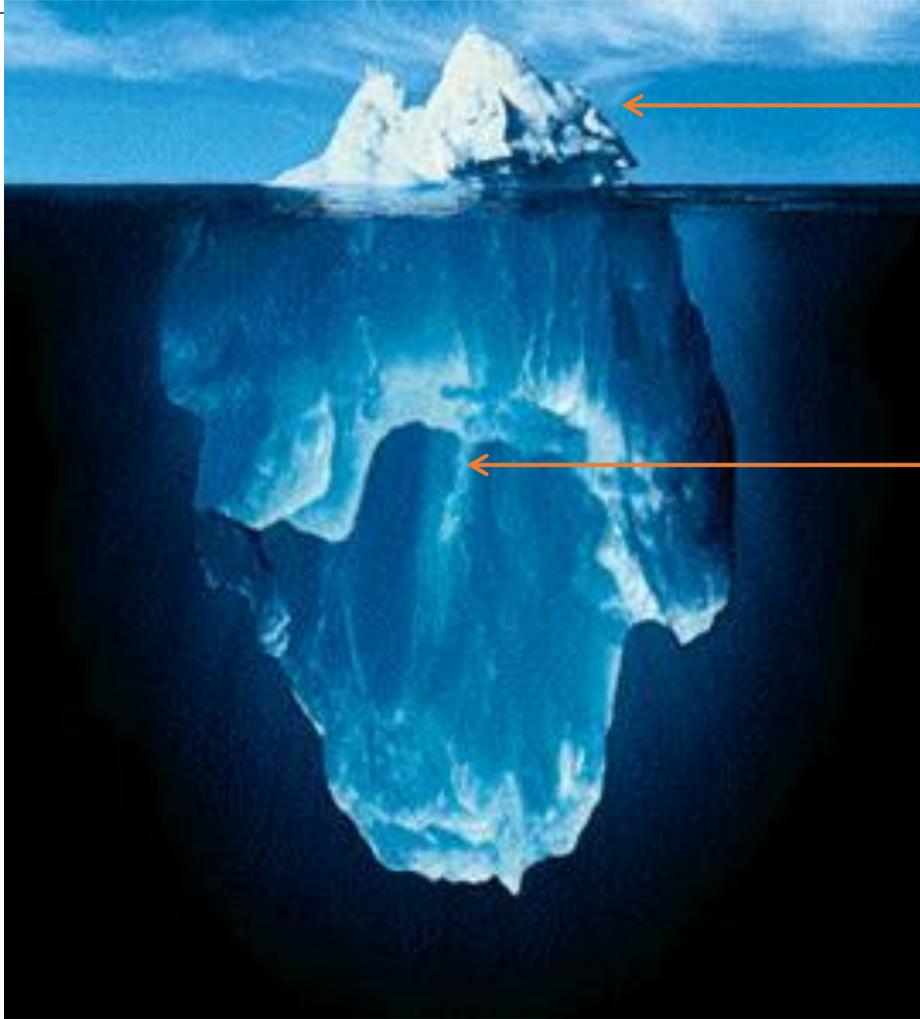
- Evaluate texts critically and support this with appropriate textual references

- What is AO1?

AO1:

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

# Explicit v/s Implicit



Explicit ideas  
are obvious and  
clear to see.

Implicit ideas  
are not as  
obvious - they  
are often  
beneath the  
surface....

# Explicit v/s Implicit

Explicit - say what you see!

It is a picture of...

Implicit - what is *suggested*...  
what is going on beneath the  
surface...

The boy looks bored which  
might suggest that...



You try... draw a table in your book with two columns titled: Explicit and Implicit

Explicit - say what you see!

Implicit - what is *suggested*...



# You try...

Explicit - say what you see!

Implicit - what is *suggested*...



# You try... what does the speaker want?

Explicit - say what you see!

Implicit - what is *suggested*...

"This day is going so slowly -  
can't believe how long is left.  
I am absolutely desperate  
for a coffee."

- According to her letter, what progress does she say has been made so far? AO1
- This question is asking you to show you understand what the text is about, and that you can select relevant material from it to show your understanding. You need to explain the subject matter of the letter in your own words.

AO1:

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

# Florence Nightingale's letter to *The Times* on 'Trained Nurses for the Sick Poor'

What is the explicit meaning?  
What is implied?

The beginning has been made, the first crusade has been fought and won, to bring real nursing, trained nursing to the bedsides of cases wanting real nursing among the London sick poor, in the only way in which real nurses can be so brought to the sick poor, and this by providing a real home within reach of their work for the nurses to live in – a home which gives what real family homes are supposed to give:- materially, a bedroom for each, dining and sitting rooms in common, all meals prepared and eaten in the home; morally, direction, support, sympathy in a common work, further training and instruction in it, proper rest and recreation, and a head of the home, who is also and pre-eminently trained and skilled head of the nursing.

If a hospital must first of all be a place which shall do the sick no harm, how much more must the sick poor's room be made a place not to render impossible recovery from the sickness which it has probably bred? This is what the London District Nurses do; they nurse the room as well as the patient, and teach the family to nurse the room.

Hospitals are but an intermediate stage of civilization. At present, hospitals are the only place where the sick poor can be nursed, or, indeed, often the sick rich. But the ultimate object is to nurse all sick at home.

The district nurse costs money, and the district homes cost money. Each district nurse must

# Paper 2 Question 2

See information on next slides.

# Assessment Objectives:

Paper 2 Question  
2 assesses →

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, using relevant subject terminology to support their views

AO3:

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

AO4:

- Evaluate texts critically and support this with appropriate textual references

# Paper 2: Question 2 – summary and synthesis skills.

*Your need to refer to Source A and Source B for this question.*

*Use details from both sources. Write a summary of the differences in  
WHATEVER THE TEXTS ARE ABOUT.*

*(8 marks)*

Skills be assessed:

**Summary** – to give the mains points of a text, briefly.

**Synthesis** - Produce something that has been blended together from different sources.

# Q2 Mark scheme

Level	Skill descriptors
Level 4 Perceptive, detailed 7–8 marks	Shows a <b>detailed</b> understanding of differences between the information <ul style="list-style-type: none"><li>• Offers <b>perceptive</b> interpretation of both texts</li><li>• <b>Synthesizes</b> evidence between texts</li><li>• Selects <b>judicious</b> range of quotations from both texts</li></ul>
Level 3 Clear, relevant 5–6 marks	Shows a <b>clear</b> understanding of differences between the information <ul style="list-style-type: none"><li>• Begins to interpret both texts</li><li>• Demonstrates <b>clear</b> connections between texts</li><li>• Selects <b>relevant</b> quotations/references from both texts to support response</li></ul>
Level 2 Some, attempts 3–4 marks	Identifies <b>some</b> differences between the information <ul style="list-style-type: none"><li>• <b>Attempts</b> some inference from one/both texts</li><li>• <b>Attempts</b> to link evidence between texts</li><li>• Selects <b>some</b> quotations/references; not always supporting (from both texts)</li></ul>
Level 1 Simple, limited 1–2 marks	Shows <b>simple</b> awareness of difference(s) <ul style="list-style-type: none"><li>• Offers paraphrase rather than inference</li><li>• Makes <b>simple</b> or no links between texts</li><li>• <b>Simple</b> reference or textual details from one/both texts</li></ul>

# Question 2 Useful phrases

In source A we are informed / told that...

In source A

In source B

However...

One difference between...

Unlike source A, source ...

Whereas...

# So far...learning review time!

- Learnt the difference between EXPLICIT and IMPLICIT meanings.
- Revised how to write summaries – which is selecting the key information, writing it up in your own words with short quotations to support your understanding, picking up on implied / implicit meanings in the text.
- Synthesising information from the two texts into one overall summary.

# Paper 2 Question 3

See information on next slides.

Example question:

How does the writer use language in his speech to influence the jury's view of the relationship between a dog and its owner?

# Assessment Objectives:

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, using relevant subject terminology to support their views

Paper 2 Question  
3 assesses



AO3:

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

AO4:

- Evaluate texts critically and support this with appropriate textual references

Level	Skill descriptors
Level 4 Perceptive, detailed 7–8 marks	Show <b>detailed</b> and <b>perceptive</b> understanding of <i>language</i> <ul style="list-style-type: none"> <li>• <b>Analyses</b> the effect of the writer's choices of <i>language</i></li> <li>• Selects a <b>judicious</b> range of quotations</li> <li>• Uses <b>sophisticated</b> subject terminology accurately</li> </ul>
Level 3 Clear, relevant 5–6 marks	Shows <b>clear</b> understanding of <i>language</i> <ul style="list-style-type: none"> <li>• <b>Clearly explains</b> the effects of the writer's choice of <i>language</i></li> <li>• Selects a range of <b>relevant</b> quotations</li> <li>• Uses subject terminology <b>accurately</b></li> </ul>
Level 2 Some, attempts 3–4 marks	Shows <b>some</b> understanding of <i>language</i> <ul style="list-style-type: none"> <li>• <b>Attempts to comment</b> on the effect of <i>language</i></li> <li>• <b>Selects some</b> relevant quotations</li> <li>• Uses some subject terminology, <b>not always appropriately</b></li> </ul>
Level 1 Simple, limited 1–2 marks	Shows <b>simple</b> awareness of <i>language</i> <ul style="list-style-type: none"> <li>• Offers <b>simple comment</b> on the effect of <i>language</i></li> <li>• <b>Simple references</b> or textual details</li> <li>• <b>Simple mention</b> of subject terminology</li> </ul>

explores and explains in depth and detail

correctly and precisely

deep, clever and high level

well chosen and appropriate

high level

related to what is being discussed or dealt with

See the next slide for an example question 3 response which has been highlighted for the different skills you have to demonstrate.

Henry is quite clearly trying to persuade his father to leave the school and express his unhappiness whilst he is at school.

In the first paragraph, Henry describes his letter as a 'sly letter' which implies that whatever he is writing, will be implying something deeper, meaner, than what appears on the surface. We know he is doing this as he is trying to tell his Father how bad the school is without being overly rude and directly stating it.

In terms of language devices, Henry directly states that the bread is made from 'the worst Barley Meal'. As it IS the 'worst' his father may have a different more extreme perception of the 'worst Barley Meal' so that he will be more persuaded to bring Henry home.

Henry also says that he is 'used more like Bears than Christians' which leads his father to believe that Henry is being treated like an animal rather than a human. Further influencing his father to collect him from the school.

Also by saying that he was 'obliged' and 'examined' with his letters shows how the school may force the pupils into doing things rather than giving 'opportunities and if these things were not done, Henry would meet the consequences in this case, the teacher would 'flog' him.

Henry, by putting 'George is quite well but very unhappy' as a direct statement which is very open to his fathers interpretation as it is not elaborated upon, further persuades his father to bring him home. As he is 'quite well' it suggests that he could be anywhere on the spectrum of being well, worrying his father on George's state using 'but' as a conjunctive suggests that he is well in health but 'very unhappy', Henry by saying this and then repeating how he is unhappy, surely believes that his father believes that mindset and emotional well being comes before physical health.

Henry has also included a man called 'Mr Harmer' whom is a 'good friend' the fact that his 'kindest' friend is by the sounds of it a grown man, could connote that Henry has had difficulty in making friends with the other students. By including that he is friends with 'Mr Harmer' (a grown man) could indeed worry his father as he may not want Henry to have friends who aren't children, he may want Henry to have a childhood.

He uses the language which he has chosen to persuade his father to let him leave the school which he is attending.



show/hide all Filter: All

COMMENT ON EFFECT

QUOTATION/SELECTION

SUBJECT TERMINOLOGY

SUMMATIVE COMMENT

MARK

QUESTION

9 Marks.

Level 3

# Paper 2 Question 4

See information on next slides.

Example question:

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]**

Q4 – comparing **viewpoints** and **perspectives** in two different texts.

Question 4 – basically you have to use the skills of question 2 and question 3!

**A03 - Compare writer's ideas and perspectives as well as how these are conveyed, across two or more texts.**

# Example Question

Compare how the different views of childhood are expressed in the two texts.

In your answer, you should:

- compare the different points of view of the writers
- compare the methods used by the writers to convey these points of view
- support your ideas with quotations from the texts.

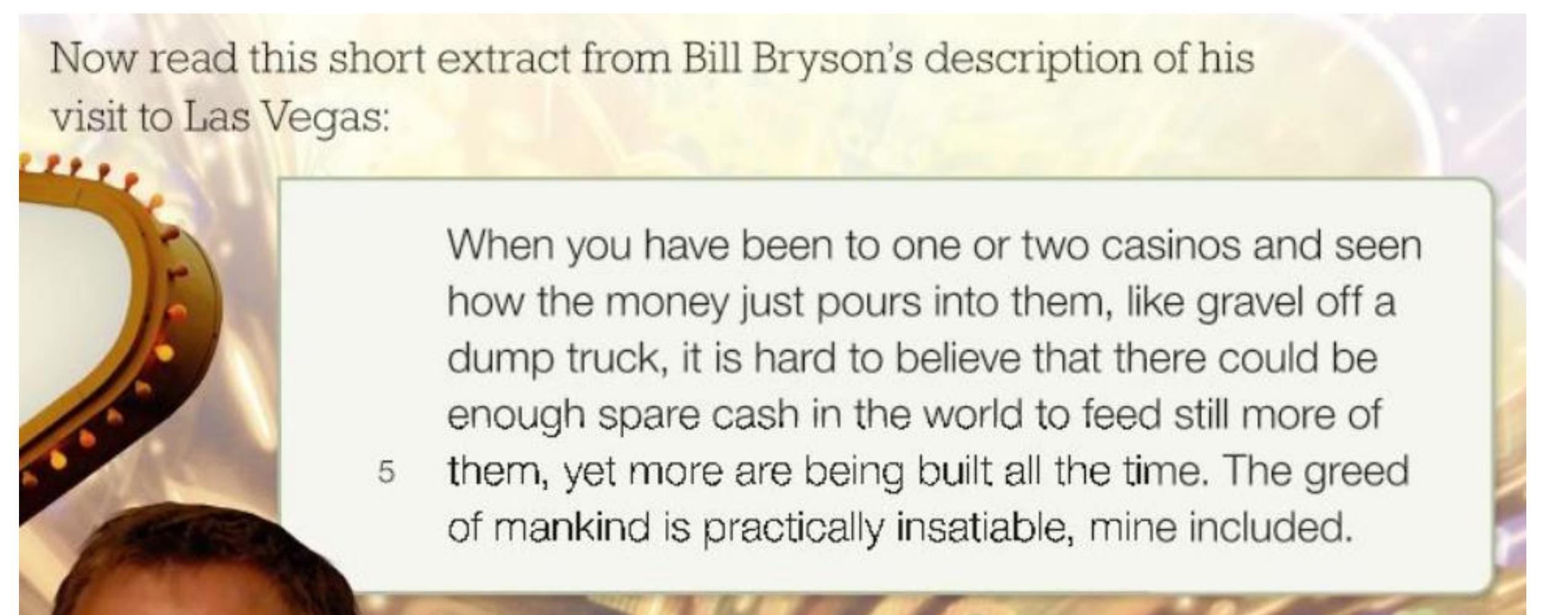
# Key Learning: **Writer's viewpoint / point of view**

Viewpoint / Point of View – refers to the way that a writer think or feels about a topic. This might be explicit, clearly stated by the writer, or implicit, implied by to the tone and language used.

For example, a writer might visit Las Vegas and say:

'I hate Las Vegas. It is a terrible, tacky place and the casinos are only interested in encouraging visitors to lose all their money.'

Here, the viewpoint is stated explicitly. We are in no doubt about what the writer thinks.



Now read this short extract from Bill Bryson's description of his visit to Las Vegas:

When you have been to one or two casinos and seen how the money just pours into them, like gravel off a dump truck, it is hard to believe that there could be enough spare cash in the world to feed still more of  
5 them, yet more are being built all the time. The greed of mankind is practically insatiable, mine included.

**TASK:** annotate your copy of this extract for words / phrases / techniques that tell us what Bryson thinks of Las Vegas and how it makes him feel.

This **simile** is very striking but it is ugly. We don't see a torrent of gold, we see 'gravel'. The word 'dump' implies something of no worth. It uses **bathos** to undercut the beautiful image of money pouring.

The intensifier 'just' adds emphasis.

The word 'pours' implies a torrent of money - almost like a natural phenomenon. We can envisage the money pouring like a river or stream.

By ending with 'mine included' we see that he feels that he is likely to be tricked into losing money too. He is no better than the rest of us.

When you have been to one or two casinos and seen how the money just pours into them, like gravel off a dump truck, it is hard to believe that there could be enough spare cash in the world to feed still more of them, yet more are being built all the time. The greed of mankind is practically insatiable, mine included.

'Spare cash' again sounds worthless and insulting.

'Feed' is **personification** and makes the casinos seem like monsters.

The 'greed of mankind' sounds Biblical. Bryson is judging us all, not just Las Vegas.

Read the conversation between two students below.

# Key Learning: Writer's **Perspectives**

Writer's perspectives – refers to the way that writers might view a topic differently depending on WHEN they are writing. You should expect to see a topic being viewed from two different perspectives: a modern one and a historical one.

# Q4 Mark scheme

Level	Skill descriptors
Level 4 Detailed, perceptive, 13–16 marks	Shows a <b>detailed understanding</b> of the similarities and differences between the ideas and perspectives <ul style="list-style-type: none"><li>• Compares ideas and perspectives in a <b>perceptive way</b></li><li>• <b>Analyses</b> how methods are used to convey ideas and perspectives</li><li>• Selects <b>judicious range</b> of quotations from both texts</li></ul>
Level 3 Clear, relevant 9–12 marks	Shows a <b>clear understanding</b> of similarities and differences between the ideas and perspectives <ul style="list-style-type: none"><li>• Compares ideas and perspectives in a <b>clear and relevant way</b></li><li>• <b>Explains clearly</b> how methods are used to convey ideas and perspectives</li><li>• <b>Selects relevant</b> quotations to support from both texts</li></ul>

Read the two texts you have been given. As you are reading – bare the question in mind and annotate if you need to. You will have time to do this after the reading time too.

Compare how the different views of childhood are expressed in the two texts.

In your answer, you should:

- compare the different points of view of the writers
- compare the methods used by the writers to convey these points of view
- support your ideas with quotations from the texts.

# Example Paragraph

The two texts give very different views of childhood. The girl in the Victorian text has to work for a living and she's only a year older than Tim Lott's daughter. Mayhew describes the watercress seller as 'in thoughts and manner, a woman' and this tells us that, because of her situation, she has to take on adult responsibilities. On the other hand, the modern child is taken on expensive holidays and looked after very well by her parents. *Mayhew shows us that the watercress seller has no concept of normal childish things like going to the park, toys and games - in fact she responds to these ideas with 'amazement' and 'eyes brightened up' to show how unfamiliar she is with these parts of what might be called a normal childhood. Her life is all about her work; her life is harsh and a normal childhood has been denied her.* Whereas the modern child gets attention and care by 'screaming', the writer says 'my daughter is an habitual screamer' suggesting that she did it often to get attention. The writer seems to accept that this is part of normal childhood as he uses the word 'habitual' *but in comparison to the ideas in the other text the modern child seems pampered and less resilient than the watercress girl.*

## Task: Write your own practise paragraph.

**INSTRUCTIONS:** Select **ONE** viewpoint from each source that is different. Then write up these two viewpoints, saying how they are different in your own words.

**Useful Sentences:** Red = viewpoints / perspectives Blue = methods / language

In source A, the viewpoint of the writer is...

This is clearly shown in the quotation...

Another aspect to the writer's viewpoint in source A is...

The words / phrase / technique.....suggest this by....

However, in source b the writer's viewpoint is...

Evidence for this point of view can be seen in the quotation ..... which shows the reader that...

The viewpoint in source b is different because it says...

This viewpoint is shown in the quotation...

However,  
Differently,  
Alternatively,

The word / phrase /  
technique implies / suggests

**EXTENSION:** Can you make a comment about the different perspectives being displayed by the writer's because of the time they are writing in? What evidence do you have for this?

- Remember to support your work with quotations from the texts. Embedded quotations are best.

# Question 4 Markscheme

(ideas = viewpoints, the dastardly exam board love to confuse us):

Level	Skill descriptors
Level 4 Detailed, perceptive, 13–16 marks	Shows a <b>detailed understanding</b> of the similarities and differences between the ideas and perspectives <ul style="list-style-type: none"><li>• Compares ideas and perspectives in a <b>perceptive way</b></li><li>• <b>Analyses</b> how methods are used to convey ideas and perspectives</li><li>• Selects <b>judicious range</b> of quotations from both texts</li></ul>
Level 3 Clear, relevant 9–12 marks	Shows a <b>clear understanding</b> of similarities and differences between the ideas and perspectives <ul style="list-style-type: none"><li>• Compares ideas and perspectives in a <b>clear and relevant way</b></li><li>• <b>Explains clearly</b> how methods are used to convey ideas and perspectives</li><li>• <b>Selects relevant</b> quotations to support from both texts</li></ul>

# English Language Paper 2

Section B: Writing – 45 minutes

Please see the next slides for the mark scheme  
for the writing section.

# Writing Practise Questions

'It has been said that nowadays, young people spend far too much time watching screens and far too little time reading books.'

Write a letter to a magazine of your choice which you explain your point of view on this statement.

'Some people make a lot of fuss about handwriting; surely it's what you write that matters, not how you write it.'

Write an entry for your blog in which you explain your point of view on this statement.

### AO5 Content and Organisation

Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

Level		Skills Descriptors	How to arrive at a mark
Level 4 19-24 marks <b>Compelling, Convincing</b>	Upper Level 4  22-24 marks	<b>Content</b> <ul style="list-style-type: none"><li>Register is convincing and compelling for audience</li><li>Assuredly matched to purpose</li><li>Extensive and ambitious vocabulary with sustained crafting of linguistic devices</li></ul> <b>Organisation</b> <ul style="list-style-type: none"><li>Varied and inventive use of structural features</li><li>Writing is compelling, incorporating a range of convincing and complex ideas</li><li>Fluently linked paragraphs with seamlessly integrated discourse markers</li></ul>	<p>At the top of the upper range, a student's response will meet all of the skills descriptors for Content and Organisation.</p> <p>At the bottom of the upper range, a student's response will have the lower range of Level 4 and at least one of the skills descriptors for Content and Organisation from the upper range of Level 4</p>

Language techniques / methods



## AO6 Technical Accuracy

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

Level	Skills Descriptors	How to arrive at a mark
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>	<p>At the top of the level, a student's response will meet all of the skills descriptors</p> <p>At the bottom of the level, a student will have Level 3 and at least one of the skills descriptors</p>