

# **GCSE English Language Paper 2**

## **Writers' Viewpoints and Perspectives**

### **What skills are assessed on this paper?**

#### **Reading**

AO1: Finding information in a text and showing your understanding

AO2: Identifying features of language and structure and explaining their effects

AO3: Comparing writers' thoughts and ideas and explaining how they have been presented

#### **Writing**

AO5: Communicate clearly and effectively and organise your ideas

AO6: Be accurate with your spelling, punctuation and grammar

## Paper 2 Overview

### What's assessed

#### Section A: Reading

one non-fiction text and one literary non-fiction text

#### Section B: Writing

writing to present a viewpoint

### Assessed

written exam: 1 hour 45 minutes

80 marks

50% of GCSE

### Questions

**Reading (40 marks) (25%)** – two linked texts

1 short form question (1 x 4 marks)

**Choose Four Statements which are true.**

2 longer form questions (1 x 8, 1 x 12 marks)

**Summarise the differences between two texts.**

**How has language been used?**

1 extended question (1 x 16 marks)

**Compare how two writers have expressed their views**

**Writing (40 marks) (25%)**

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

**Write to express a viewpoint**

You will be given **two texts** to read on this paper.

They will both be **non-fiction** texts such as letters, diaries, articles, speeches, leaflets and essays

They will be from **different time periods**.

They will be **different types of writing**.

## Question 1

The first question will ask you to focus on one text and to **choose four true statements** about what you have read.



**What the mark scheme says...** award one mark for each true statement chosen.

Read the following blog by Hazel Davis and answer the true or false questions as you go.

### Hey! Teachers! I'll leave my kids at home

*Hazel Davis* and her fella are home-educating their kids. This week is all about the importance of biggerstangs and doobries.

When I lived and worked on a Mull sheep farm, I was a hapless teenager with little sense of my own purpose or place in the world. I didn't listen to instructions and hadn't been raised to be useful.

**True or false: Hazel Davis lived on a farm when she was a teenager.**

I still remember with utter shame the day the (long-suffering) farmer told me to walk miles across some fields, get to the other end, open the gate and leave it open. I was so ditzzy that after a few minutes (this was before mobile phones and common sense) I had forgotten whether he'd said to MAKE SURE IT WAS OPEN or DEFINITELY SHUT IT.

**True or false: Hazel Davis had a mobile phone.**

I panicked all the way back and nearly burst into tears. He didn't seem that bothered and it's taken me, ooh, about 22 years to realise why. He was sending me on an errand to make me feel good about myself. To make me feel useful. (Or possibly to get me out of the way.)

**True or false: The farmer wanted to raise Hazel's self esteem.**

That field probably wasn't even in use. It probably wasn't even his field, come to think of it. It took a good few more exercises like this. "Katy-Morag [they called me Katy-Morag, it's a long story], could you varnish this boat?" Pretty sure they never used the boat. "Katy-Morag, could you go and plait some fog?" That fog REFUSED to lie still long enough but I tried my best.

**True or false: Hazel Davies had a nickname when she was younger.**

People like to feel useful. People NEED to feel useful. If they don't, how are they going to develop a sense of their place in the world? And children, I am told, are people too.

**True or false: Hazel Davis doesn't think children need to feel useful.**

So the other day when I overheard this exchange in the garden, I smiled to myself.

The children's father: "Youngest child, come over here and hold this."

Youngest child: "What is it?"

The children's father: "It's a biggerstang."

Youngest child: "What does it do?"

The children's father: "It holds the doobry up."

Youngest child: \*holds it patiently for a good long while\*

The children's father and the oldest child then went off to water the garden/finish levelling some paving slabs. It might have seemed a cruel trick BUT when you have two children, one of whom is too young to do certain tasks easily, there's a tendency to make them do something else altogether or tell them they can't join in. This way, the youngest felt she was part of something and held the stick until she was satisfied she'd done her job well.

**True or false: Hazel Davis thinks the children's father was unkind to his youngest child.**

The youngest is starting to read and write in her own way and she's picking up a fair bit by osmosis but she's not quite up to the 'proper' exercises we're setting the oldest. We tried to give her three-year-olds' exercises but she's not having any of it so we have taken to setting her some 'placebo' tasks alongside her sister's, a slight tweaking of the existing ones so that she understands them but with no real benefit to anyone.

**True or false: Hazel Davis' youngest daughter wants to do what her older siblings can do.**

To not do this is to set her up to fail and to exclude her completely is to make her feel inferior. We don't give two hoots (for now) whether she gets the answers right. What's important is that she feels involved; that homeschooling isn't something that happens to someone else.

Now the youngest is in charge of biggerstangs and doobries and she feels pretty special about it.

Me? I'm still trying to remember whether he said shut the gate or make sure it's open. And wondering whether all those sheep escaping was actually an accident like they said it was...

**True or false: Hazel Davis is trying to make her children feel inferior.**

## **Audience, Purpose and Form**

You will get marks for relating your ideas about texts to their audience (the type of person the text was written for), the purpose of the text (arguing, persuading, informing...) and the form (speech, blog, letter...)

**Hazel Davis is writing for other parents. How can you tell?**

**Hazel Davis is writing to express her point of view and to entertain. How can you tell?**

**Hazel Davis has written a blog. How can you tell? (hint: think about formality)**

## Question 2

Question 2 asks you to **summarise the differences** between the information in two texts. You might be asked to summarise the differences between two people, two places or two writer's attitudes for example.

This is a test of your ability to pick out information from two different texts and compare it. (AO1)

**Summarise** means that you put the key information into your own words. A summary should be shorter than the original text.



What the mark scheme says:

Shows clear synthesis and interpretation of both texts:

- Makes clear inferences from both texts
- Selects clear references/textual detail relevant to the focus of the question
- Statements show clear differences between texts

### Comparative Connectives:

Different	Similar
Whereas	Similarly
On the other hand	Both
However	In the same way
In contrast	Also
Unlike	Like

Use these to clearly signal that you are comparing

## Source A

Read the following letter from the children's author Dr Seuss to a young writer.

Dr. Seuss  
THE TOWER  
La Jolla, California

May 12, 1957

Dear Howard:

I am very sorry to have been so long in answering your very friendly letter of April 13th. But I've been East. And the letter's been waiting me here in the West.

Your theatre productions sound wonderful. And I am very proud that you dedicated it to me.. and performed so many of my stories in it.

About giving you advice...pointers on how to properly write and illustrate a picture book...all I can say is this:

This is a field in which no one can give you pointers but yourself.

The big successes in this field all succeeded because they wrote and they wrote and they drew and they drew. They studied what they'd drawn and they studied what they'd written each time asking themselves one question: How can I do it better, next time?

To develop an individual style of writing and drawing, always go to yourself for criticism. If you ask advice from too many other people, then you no longer are yourself.

The thing to do, and I am sure you will do it, is to keep up your enthusiasm! Every job is a lot of fun, no matter how much work it takes. If you'll plug away and do exactly what you are doing, making it better and better every month and every year...that you CAN be successful.

The very best of luck to you!

Your friend,

(Signed, 'Dr. Seuss')

## Source B

Now read the following letter from the author Kurt Vonnegut to a class of school children.

November 5, 2006

Dear Xavier High School, and Ms. Lockwood, and Messrs Perin, McFeely, Batten, Maurer and Congiusta:

I thank you for your friendly letters. You sure know how to cheer up a really old geezer (84) in his sunset years. I don't make public appearances anymore because I now resemble nothing so much as an iguana.

What I had to say to you, moreover, would not take long, to wit: Practice any art, music, singing, dancing, acting, drawing, painting, sculpting, poetry, fiction, essays, reportage, no matter how well or badly, not to get money and fame, but to experience becoming, to find out what's inside you, to make your soul grow.

Seriously! I mean starting right now, do art and do it for the rest of your lives. Draw a funny or nice picture of Ms. Lockwood, and give it to her. Dance home after school, and sing in the shower and on and on. Make a face in your mashed potatoes. Pretend you're Count Dracula.

Here's an assignment for tonight, and I hope Ms. Lockwood will flunk you if you don't do it: Write a six line poem, about anything, but rhymed. No fair tennis without a net. Make it as good as you possibly can. But don't tell anybody what you're doing. Don't show it or recite it to anybody, not even your girlfriend or parents or whatever, or Ms. Lockwood. OK?

Tear it up into teeny-weeny pieces, and discard them into widely separated trash recepticals. You will find that you have already been gloriously rewarded for your poem. You have experienced becoming, learned a lot more about what's inside you, and you have made your soul grow.

God bless you all!

Kurt Vonnegut



**Q2. 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 the advice given by Dr Seuss and Kurt Vonnegut.**

**[8 marks]**

First, pick out 3 or 4 main points from each source – 6-8 in total. Put the ideas into your own words.

<b>Source A: Dr Seuss</b>	<b>Source B: Kurt Vonnegut</b>
<i>Successful writers practise and are always looking for ways to improve their writing</i>	<i>Don't worry whether you are any good or not, do it to find out who you are inside.</i>



### Question 3

Question 3 will ask you to look at **source B only**. You will be asked to look at the whole of the extract and to write about how language has been used.

This is similar to question 2 on paper 1 except you have to choose which parts to concentrate on. It is worth **12 marks**.



What the mark scheme says...

Shows clear understanding of language:

- Explains clearly the effects of the writer's choices of language
- Selects a range of relevant textual detail
- Makes clear and accurate use of subject terminology

Here is an extract from Source B.

Remember – you will not be given an extract on the exam paper.

What I had to say to you, moreover, would not take long, to wit: Practice any art, music, singing, dancing, acting, drawing, painting, sculpting, poetry, fiction, essays, reportage, no matter how well or badly, not to get money and fame, but to experience becoming, to find out what's inside you, to make your soul grow.

Seriously! I mean starting right now, do art and do it for the rest of your lives. Draw a funny or nice picture of Ms. Lockwood, and give it to her. Dance home after school, and sing in the shower and on and on. Make a face in your mashed potatoes. Pretend you're Count Dracula.

What techniques has the writer used to encourage his readers?

Technique	Example	Effect
Imperative	"Dance home after school"	Strengthens the suggestion because it sounds firm and definite.
Informal language		
Long list		

Here's an assignment for tonight, and I hope Ms. Lockwood will flunk you if you don't do it: Write a six line poem, about anything, but rhymed. No fair tennis without a net. Make it as good as you possibly can. But don't tell anybody what you're doing. Don't show it or recite it to anybody, not even your girlfriend or parents or whatever, or Ms. Lockwood. OK?

Tear it up into teeny-weeny pieces, and discard them into widely separated trash receptacles. You will find that you have already been gloriously rewarded for your poem. You have experienced becoming, learned a lot more about what's inside you, and you have made your soul grow.

What techniques has the writer used to encourage his reader in this part? Try to pick out different techniques from last time.

Technique	Example	Effect

Now it is time to write your answer.

Use **SQI paragraphs**: statement/quotation/inference. You might know this as PEE, PEA, PETAL or PETA paragraphs.

For more marks, add a **because** or an **alternative interpretation**.

In your answer, make sure that you talk about the audience, purpose and form of the extract.

**Sample paragraph:**

reference to  
audience/purpose/  
form

named technique  
or feature

quotation

In order to encourage his **young readers**, Kurt Vonnegut uses **imperative sentences** such as, **“Dance home after school”**. **The effect of this is to** strengthen the suggestions he is making so that they sound fun things to do. He tries to make the reader imagine themselves following his instructions.

the effect of the  
writer's choices

Start each section of your answer with a reference to how the writer has addressed the audience, purpose or form of the text, then name a technique, quote, and finally explore the effect:

Because Kurt Vonnegut is writing a letter, he uses direct address “you” repeatedly. The effect of this is to...

**W + APF + T + Q + E = Success!**



## Question 4

This is what the question will look like.

For this question, you need to refer to the whole of Source A, Race To The Pole, together with Source B, Scott's Diary.

Compare how the two writers convey their different thoughts and feelings about the Antarctic.

In your answer, you could:

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

[16 marks]

Question 4 links the skills from Question 2 and Question 3.

You are being asked to compare the language and structure of two texts.



What the mark scheme says

- Compares ideas and perspectives in a clear and relevant way
- Explains clearly how writers' methods are used
- Selects relevant detail to support from both texts
- Shows a clear understanding of the different ideas and perspectives in both texts

In order to compare effectively, you must write about the two texts together and link your ideas with clear comparative discourse markers.

Different	Similar
Whereas	Similarly
On the other hand	Both
However	In the same way
In contrast	Also
Unlike	Like

## Source A

**Race to the Pole: In this extract from his autobiographical account, Ben Fogle describes the training that he and his colleague James went through before undertaking a race across Antarctica.**

A fierce wind scoured our faces, and ice snapped at our heels. The inside of my nose had frozen and icicles were beginning to form on my eyelashes. The cold cut through to the core, and my bones ached from the chill.

On we trudged. I'd long lost all feelings in my fingers, and my toes felt like ice cubes. I shook my arms furiously in an effort to get the blood flowing again. Every breath stung as the freezing air burnt my throat, while the moisture from my exhalations formed ice crystals on my unshaven chin.

It was minus 40 degrees Celsius, a temperature at which, even in polar clothing, the body is pushed to its limit. I knew that my fingertips had dropped below freezing; the moisture in the skin had frozen and if I didn't do something about it soon, I would be in danger of losing them to frostbite. Even my eyelids were beginning to stick together.

I looked across at James. His hair was tangled with ice, his balaclava was covered in a thick layer of frost and his legs were buckling with fatigue. We had been going for twelve hours and it was time to admit defeat, get inside and warm up.

Minutes later, we clambered into the tent and collapsed with exhaustion. Unzipping the door with my frozen hands had been like buttoning a shirt with an oven glove. The thin fabric gave us some protection from the wind chill, but even inside, as I struggled to light the stove, it was still minus 25.

The lighter had frozen. I fumbled with a box of matches, but the stove was too cold to ignite. I started to feel the pressure of the situation. We had to get the stove alight, or we'd freeze. We were hungry and dehydrated, but above all we needed heat. I began to wonder what we'd let ourselves in for.



## Source B

**This is an extract from Scott's diary. Scott led an expedition to be the first to reach the South Pole. Unfortunately, they were beaten to it by a Norwegian team led by Edmundson. Sadly, Scott and his team all died on the return journey. In this entry Scott and his men are in the Antarctic, preparing for the expedition.**

Thursday, January 19th, 1911

The hut is becoming the most comfortable dwelling-place imaginable. We have made unto ourselves a truly seductive home, within the walls of which peace, quiet, and comfort reign supreme.

Such a noble dwelling transcends the word 'hut,' and we pause to give it a more fitting title only from lack of the appropriate suggestion. What shall we call it?

'The word "hut" is misleading. Our residence is really a house of considerable size, in every respect the finest that has ever been erected in the Polar regions; 50 ft. long by 25 wide and 9 ft. to the eaves.

'If you can picture our house nestling below this small hill on a long stretch of black sand, with many tons of provision cases ranged in neat blocks in front of it and the sea lapping the icefoot below, you will have some idea of our immediate vicinity. As for our wider surroundings it would be difficult to describe their beauty in sufficiently glowing terms. Cape Evans is one of the many spurs of Erebus and the one that stands closest under the mountain, so that always towering above us we have the grand snowy peak with its smoking summit. North and south of us are deep bays, beyond which great glaciers come rippling over the lower slopes to thrust high blue-walled snouts into the sea. The sea is blue before us, dotted with shining bergs or ice floes, whilst far over the Sound, yet so bold and magnificent as to appear near, stand the beautiful Western Mountains with their numerous lofty peaks, their deep glacial valley and clear cut scarps, a vision of mountain scenery that can have few rivals.

'Ponting is the most delighted of men; he declares this is the most beautiful spot he has ever seen and spends all day and most of the night in what he calls "gathering it in" with camera and cinematograph.'

The wind has been boisterous all day, to advantage after the last snow fall, as it has been drifting the loose snow along and hardening the surfaces. The horses don't like it, naturally, but it wouldn't do to pamper them so soon before our journey. I think the hardening process must be good for animals though not for men; nature replies to it in the former by growing a thick coat with wonderful promptitude. It seems to me that the shaggy coats of our ponies are already improving. The dogs seem to feel the cold little so far, but they are not so exposed.

	Source A: Race To The Pole	Source B: Scott's Diary
Audience		
Form		
Purpose		
Writer's thoughts and feelings about the Antarctic	S Feels miserable because of the cold	S Feels happy and optimistic
	Q "ice snapped at our heels"	Q "wind has been boisterous all day"
	I makes the ice sound like a dog - "snapped"	I "boisterous" sounds strong but also fun and playful
	S Q I	S Q I
	S Q I	S Q I

Sample Paragraph

Clear comparison of thoughts and feelings

Quotations from both texts

**Ben Fogle seems miserable whereas Scott seems optimistic.** He says that the **“ice snapped at our heels”** which suggests that the weather is against them. The **onomatopoeia** “snapped” creates the **image** of a dog chasing them **so it’s as if they can’t escape the cold**. When Scott writes about the weather he says, **“the wind has been boisterous all day”** which suggests that it is strong. However, instead of making it sound like a nuisance he uses the **adjective** “boisterous” which reminds the reader of a lively child having fun.

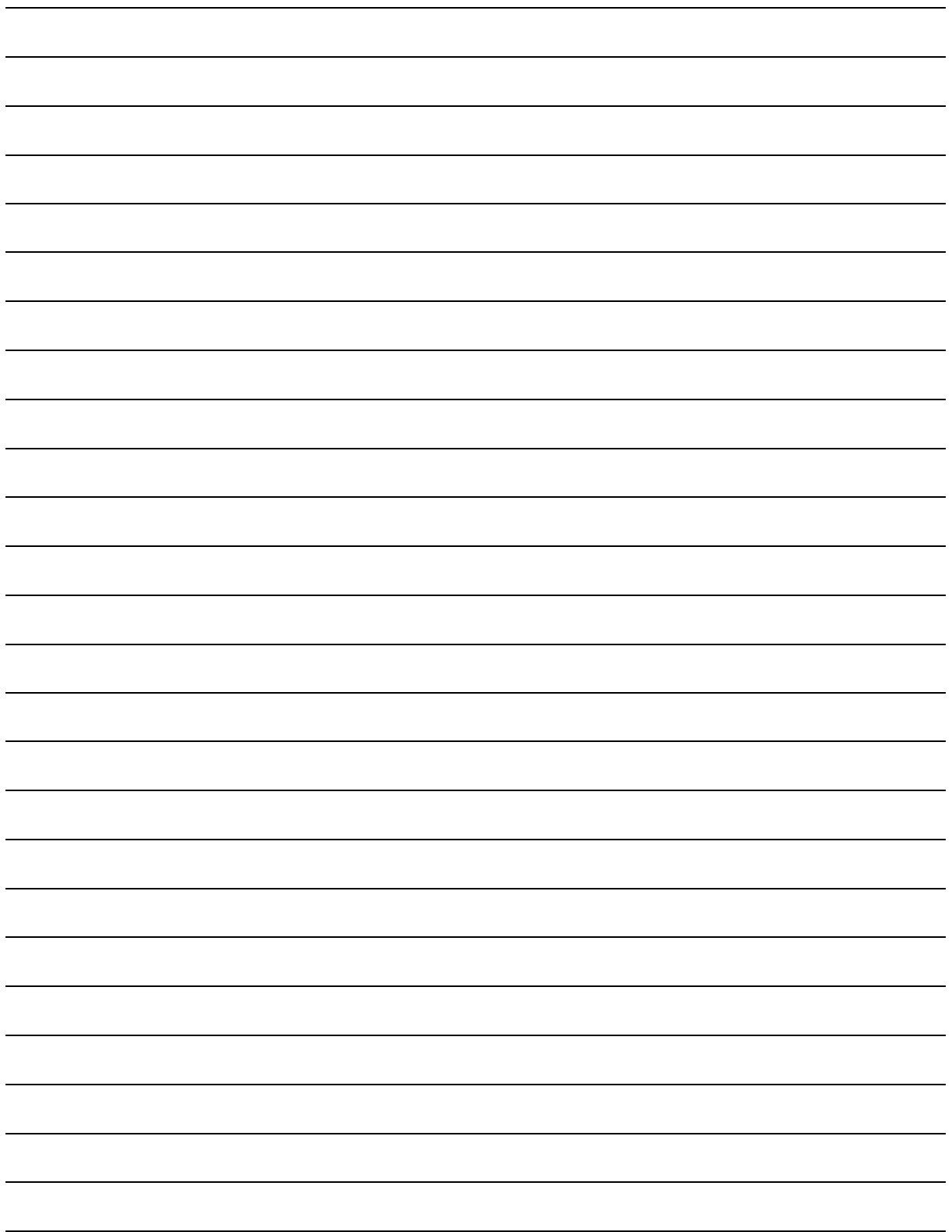
Named techniques or single word picked out

inferences

**Try to make clear connections and comparison between the two texts. In this paragraph, the weather is the connection and the writer’s contrasting moods is the comparison.**

Now write two or three more paragraphs like the example. Remember to focus on the question.





## Question 5

You will be asked to write to express your point of view. The task will ask you to write for a specific audience, purpose and in a specific form.

All genres should be organised into effectively linked paragraphs to sequence a range of ideas. You should also include...

### Formal Letters

- Two addresses – sender and recipient
- A date written in full
- A formal salutation: Dear Mr Brown, Dear Sir/Madam,
- An appropriate sign off: Yours sincerely, Yours faithfully,

### Informal Letters

- Sender's address
- A date written in full
- An informal salutation: Dear John,
- An appropriate sign off: Best wishes, Lots of love,

### Articles

- A clear, appropriate title
- A strapline
- Subheadings
- A clear overview paragraph to start

## Leaflets

- A clear, appropriate title
- Inventive subheadings
- Boxes
- Bullet points

## Speeches

- Direct address to the audience
- Clear discourse markers to link sections
- Rhetorical devices
- A clear sign off such as “Thank you for listening.”

## Essays

- An effective introduction to outline the issues
- Clear discourse markers
- A convincing conclusion

## 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.

Q5

“Travelling to remote places like Antarctica is a dangerous waste of time best left to the professionals. Ordinary people should stay at home.”

Write an article for an online travel magazine in which you express your views on this statement.

(24 marks for content and organisation

16 marks for technical accuracy)

[40 marks]