

## English Language GCSE Paper 2: Writer's Viewpoints and Perspectives – Section A and B

The aim of this paper is 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. It will encourage students to demonstrate their skills by:

- In section A, reading two linked sources from different time periods and genres in order to consider how each present a perspective or viewpoint to influence the reader.
- In section B, producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced in section A. 1

### Content:

The sources for the reading questions will be non-fiction and literary non-fiction texts. They will be drawn from the 19<sup>th</sup> century, and either the 20<sup>th</sup> or 21<sup>st</sup> century. The combination selected will always provide students with an opportunity to consider viewpoints and perspectives over time. Choices of genre will include high quality journalism, article, reports, essays, travel writing, accounts, letters, diaries, autobiography and biographical passages.

- **1 hour 45 minutes written exam**
- **80 marks**
- **50% of GCSE**

### Section A: Reading

Question and Approach	Marks Available	Suggested Timing
Initial read through of both source texts		Approx. 5-10 minutes (included in your initial read-through of the whole paper)
<b>Question 1:</b> This question just relates to the first source text, so re-read it carefully before answering it.	<b>4 marks</b>	Approx. 5 minutes
<b>Question 2:</b> This question relates to both texts, so re-read the second text carefully before answering it.	<b>8 marks</b>	Approx. 10 minutes
<b>Question 3:</b> This question relates to just one source text. You may want to skim read it again before answering the question.	<b>12 marks</b>	Approx. 10-15 minutes
<b>Question 4:</b> This question relates to both source texts, so you may want to skim read the second text again before answering the question.	<b>16 marks</b>	Approx. 15-20 minutes

- Two extracts from literary non-fiction and no –fiction from the 19<sup>th</sup> Century and either 20<sup>th</sup> Century or 21<sup>st</sup> Century depending on the time period in Paper 1.
- 4 questions:
  - 1 short form question
  - 2 longer form questions
  - 1 extended response question
  - Total of 40 marks for Section A.

### **Section B: Writing**

- 1 extended writing response in which students write about their own viewpoint.
- 40 marks
  - 24 marks for content and organisation
  - 16 marks for technical accuracy

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- In section A, reading two linked sources from different time periods and genres in order to consider how each present a perspective or viewpoint to influence the reader.
- In section B, producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced in section A.

### **Assessment Objectives for Section A Reading:**

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.

### **Assessment Objectives for Section B Writing:**

AO5: 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.

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

### **How to Revise:**

- Read through the non-fiction texts you’ve studied in lessons
- Familiarise yourself with topics relevant in the 19<sup>th</sup> century, such as sexism, the portrayal of women, working conditions, travelling

- Learn the AFOREST mnemonic for Section B: Writing to aid with persuasive/argumentative writing.
  - A Alliteration
  - F Facts
  - O Opinions
  - R Rhetorical questions/ repetition
  - E Emotive Language
  - S Statistics/ sibilance
  - T Tone/ rule of three
- Learn PAF
  - P Purpose
  - A Audience
  - F Format

	Question 1	Question 2	Question 3	Question 4	Section B
Paper 2	<b>AO1</b> True/false statements... Identify and interpret explicit and implicit information and ideas  <b>4 marks</b>	<b>AO1</b> Write a summary... Synthesis of explicit and implicit ideas and information  <b>8 marks</b>	<b>AO2</b> How does the writer's use of language... Explain, comment on, analyse  <b>12 marks</b>	<b>AO3</b> How the writers present... Compare writers' ideas and perspectives, and how they are conveyed  <b>16 marks</b>	<b>AO5/AO6</b> Students write about their own views As above  <b>40 marks</b>

## Section A: Reading

### Question 1

This question asks for four correct statements to be chosen from a selection of correct and incorrect statements. If the student chooses more than four statements, only the first four selected in the order presented will be marked.

### Question 2

Students need to take information from each text and combine it to produce a third text. They will be expected to refer to the text including the use of quotations. It will always be a synthesis question requiring students to take details from two texts and combine these into a third text. The vehicle for doing this may be a summary. However, the response needs to be written in continuous prose.

### Question 3

This question will always deal with the language part of AO2.

### Question 4

This question deals with AO3: compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. The focus could be similarities, differences or both and how they are conveyed. This highlights that writers craft their writing deliberately and use a range of techniques around language and structure in order to achieve their desired effect, creating an impact on the reader.

## **Section B: Writing**

### **Question 5**

In this question, there is a polemic or controversial statement that students are required to respond to with their own view/perspective. It will be writing that argues/persuades/allows the student to give their perspective. The response will be based on their own ideas. There is nothing to stop students referring to the material in Q1-4 if this is relevant, but the response should be their own ideas. If they use material from Q1-4, it should be the students' view of this material and it should support the point(s) they are trying to make. The question sets a task based on the theme/topic of the two reading sources. The writing questions will be linked to the theme/issues/perspectives in the reading sources, but not necessarily the form. Students will produce a written text for a specified audience, purpose and form in which they give their own perspective on the theme in Section A.