

English Language Paper 2: The Facts

How long?

How many marks?

How many questions?

What percentage of the GCSE in English Language?

Which skills are tested?

What is the title of this paper?

How can you prepare for this paper?

English Language Paper 2: The Facts

1 hour and 45 minutes

There are 80 marks available

There are 5 questions on this paper.

Reading skills such as ‘information retrieval’, inference, analysis and comparison are tested in Section A. In addition, there are 40 marks available for writing: your ability to put together an argument in a persuasive way, use paragraphs and your SPAG is assessed in Section B.

The title of this paper is ‘Writers’ Viewpoints and Perspectives.’

Refer to the massive list of activities we have given you!

English Language Paper 2

I can identify the rubric of the exam paper

I can understand what I need to do to prepare for this paper

I can approach each question effectively to gain as many marks as possible.

I can meet the requirements of the English paper confidently

What does 'viewpoint'
mean?

What does 'perspective'
mean?

So, what can we expect from this paper?

Viewpoint: a position giving a good view; a position of observation; a person's opinion or point of view.

Perspective: a particular way of considering something; a particular attitude towards or way of regarding something; a point of view.

Reading: Writers' Viewpoints and Perspectives.

You will have to read two texts in the exam: these could be from the 19th, 20th or 21st Century.

Your focus needs to be to uncover the viewpoints and perspectives in both texts. Their content may be similar but their viewpoints could be different.

What is the viewpoint of the writer here?

‘All over the country this month, GCSE pupils will be sitting down, once again, to slog through their exams.’

What does this phrase tell you?

How about this word?

The writer is sympathetic to young people who are taking their exams. The use of the phrase ‘once again’ and the verb ‘slog’ implies that it is hard work and that there is no pleasure in it. It could also suggest that the writer has known many students take their exams in the past and that it is a cycle that repeats itself over and over again: everyone has to do it but it isn’t any fun.

What is the perspective of the writer here?

‘A boy in a friend’s science GCSE exam wore a pair of earplugs to **muffle** the maddening soundtrack of **ticking** clocks, **sniffing** classmates and **sobbing** companions.’

Verb

Noun phrases

Listing (as a triple)

Alliteration

So, when you are analysing an unseen text, keep the following in mind ...

What message is the writer trying to communicate?

How do they feel about their subject?

How do they want the reader to feel?

What language techniques are employed to entertain or persuade the reader?

How is the text structured (at sentence and whole text level) to communicate these ideas?

What is their **viewpoint or perspective**?

Read Source A and Source B

What message is the writer trying to communicate?

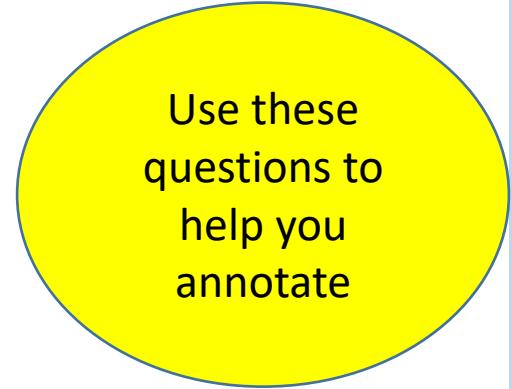
How do they feel about their subject?

How do they want the reader to feel?

What language techniques are employed to entertain or persuade the reader?

How is the text structured (at sentence and whole text level) to communicate these ideas?

What is their **viewpoint** or **perspective**?

A yellow circle with a black outline, containing the text "Use these questions to help you annotate".

Now, pull it together.

Compare how the writers have conveyed their different views and experiences of the places they describe.

This means:

Identify a similarity or difference in their ideas and attitudes

And/or

Identify a similarity or difference in the way they convey them

And

Closely analyse how language and/or structure has been used to convey them

And

Use quotations from both texts to back up your ideas.

Key Words: Both, however, similarly, differently, conversely, furthermore, likewise, on the other hand

How could this paragraph be improved? What works here?

Both writers try to describe the experience of seeing an amazing place: the pyramids in Source A and the Grand Canyon in Source B. The writer of Source B describes how when he was a ‘talkative and obnoxious child’, the sight of the Grand Canyon ‘stopped me cold’; highlighting how he was talkative but was silenced by the canyon emphasises the impact it can have even on a child. The writer of Source A, however, describes a strange dream he had as a child but then the impact of the pyramids is described more immediately as he feels it ‘fill and load my mind.’ The word ‘fill’ suggests there is no room for anything else in his mind while the word ‘load’ helps to convey the hugeness and heaviness of the pyramid itself and its effect on the writer. Both texts focus on their personal experience to convey the great impact of these places.