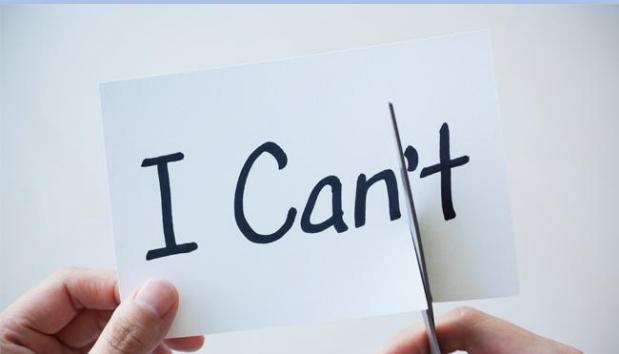




# English Language Paper 2

## Writers' Viewpoints and Perspectives



Walk the Walk, Talk the Talk

# The Purpose of a Walking Talking Mock:

- A dedicated and specific focus on the exam rubric
- Real time
- Memory techniques to help you recall the skills needed
- Provide a tool for revision
- Every mark counts

# One mark per question makes a difference:

	February	June
Q1	3 /4	4 /4
Q2	4 /8	5 /8
Q3	3 /8	4 /8
Q4	8 /20	9 /20
Q5	19 /40	20 /40
Q1	3 /4	4 /4
Q2	4 /8	5 /8
Q3	5 / 12	6 /12
Q4	7 /16	8 /16
Q5	20 /40	21 /40
Total and Grade	76 Grade 3	86 Grade 4

# This afternoon's session ... 2 hours

Bags tucked under the desk. Coats are on, phones are off, brains are ON!

Concentration is absolutely key: now and in the exam.

Please do not communicate with other students during the session.

If you have a question, raise your hand and wait for a teacher to come and speak to you. OR write your question on your exam to come back to later on.

# English Language Paper 2: 1 hour, 45 minutes.

Before you start at 8.45am ...



# Make good decisions and choices.



# What to expect: Writers' Viewpoints and Perspectives

You'll be expected to read two texts from different centuries.

One text will be from the 19<sup>th</sup> Century and the other from either the 20<sup>th</sup> or 21<sup>st</sup> Century (depending on what has been used in Paper 1).

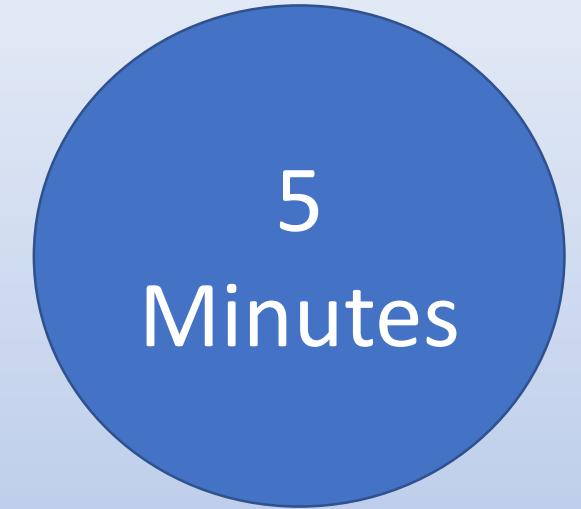
The texts will be non-fiction and literary non-fiction such as:

- High-quality journalism (such as from The Guardian or The Telegraph)
- Articles
- Reports
- Essays
- Travel writing
- Accounts or sketches
- Letters
- Diaries
- Autobiography and biographical passages and other appropriate texts

**You will have to answer four questions on the extracts.**

# First of all ...

Read through the paper briefly. Check both sources and then read all the questions.

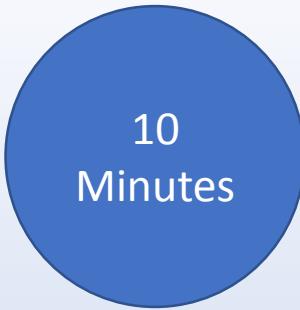


How to tackle the paper:

Read the questions briefly. Label Q2-4:

2. Summary and **Comparison** of Viewpoints
3. Language Analysis (Check the source: A or B?)
4. **Comparison** of Language Features

At the beginning of the paper, write down the order in which you will answer the question: 1, 3, 2, 4.



10  
Minutes

# Reading and Preparing

Paper 2 requires you to read two extracts. You need to do this carefully and annotate at the same time.

Remember that you are being tested for your understanding of what you have read as well as your ability to analyse language.

You should read in two ways:

On the left	On the right
WHAT is the viewpoint? (understanding)	HOW is it conveyed? (analysis of methods)

## Language Features

**REVISION TIP:**  
Make sure you can identify a range of language features! There are some differences in the most useful for fiction and non-fiction.

Onomatopoeia

Alliteration

Rhetorical Questions

Nouns

Colloquialisms / slang

Personification

Oxymorons

Repetition

Personal pronouns

Hyperbole

Emotive language

Modifiers (Adjectives and Adverbs)

Quotations from other sources/References

Simile

Metaphor

Plosives

Neologisms

Fricatives

anaphora

Syndetic/Asyndetic Listing

Anthropomorphism

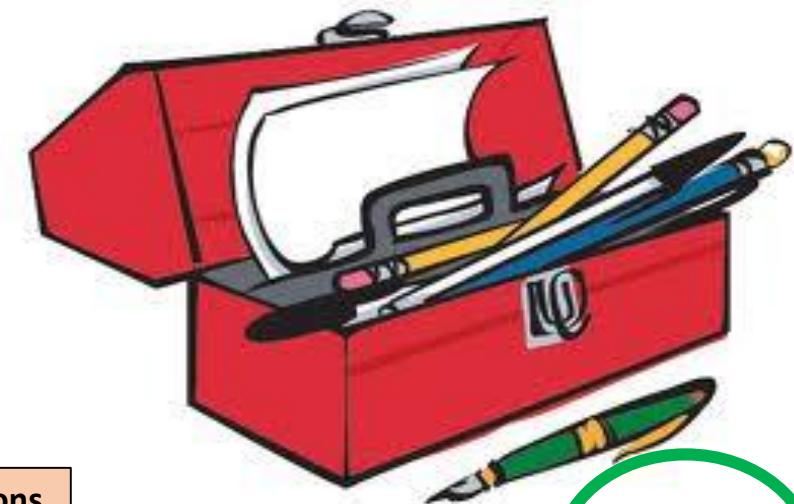
Sibilance

Semantic Fields

Archaic

Verbs

Facts and Statistics



Now read and **annotate** your extracts.

Be informed by the questions. You can answer Q1 and Q3 without necessarily reading both extracts first.

10  
Minutes

Careful reading and annotation is critical here.

- What is the **viewpoint**?
- What is the writer's **opinion**?
- How do you know?
- What are the **methods** used to
- communicate?

Split this into 5 minutes for Source A and 5 minutes for Source B. Answer Q1 and 3 first then read the second source.

On the left	On the right
WHAT is the viewpoint? (understanding)	HOW is it conveyed? (analysis of methods)

Q1: 4 marks.

Choose four statements which are **true**.

**Common Errors:**

Read and stick to the part of the text that has been identified for this question.

**Shade** the circles in the boxes, don't cross or tick, *unless* it tells you to.

The examiner will only mark your first four answers, so don't shade any more than four!

Shade the ones you **know** to be true first.

Then use a process of elimination for the others: ask yourself, is it proved in the text?

(Under)  
5  
Minutes

# Q3: Language Analysis: 12 marks

Whichever source it is, read that one first!

15  
Minutes

Words and Phrases: patterns and connections; verbs, nouns, adjectives.

Language Features and Techniques: metaphor, repetition, rhetorical question, hyperbole, adjectives.

Is there anything interesting about the structure? Are there short/simple sentences used? Does the perspective change part way through? Is there any use of listing?

# Q3: 12 marks

You now need to refer to Source A from lines 18-28.

How does the writer use language to **describe** his son?

This question is testing your ability to analyse the methods the writer uses.

Source A

This is an article published in The Guardian newspaper in 2016. The writer, Stuart Heritage, explores how he feels now that his son is a year old.

**How can my son be a year old already?**

My son turned one last week. The day marked the end of what has been both the longest and shortest year of my life. From the instant he was born, it's felt as if my son has always been part of this family. I don't mean that in an obnoxious, heart-eyed, this-was-always-meant-to-be way. I simply mean that I haven't slept for a year and I don't really know how time works any more. Whole years have passed in some of the afternoons I've spent with him lately. Entire galaxies have been born and thrived and withered and died in the time it's taken him to eat a mouthful of porridge.

How is he one already? First he was born, and then I blinked, and now in his place is a little boy who can walk and has teeth and knows how to switch off the television at precisely the most important moment of anything I ever try to watch. It's not exactly the most unprecedented development in all of human history – child gradually gets older – but it's the first time I've seen it close up. It's honestly quite hard to grasp.

A year ago, he was a sleepy ball of scrunched-up flesh, but is now determinedly his own person. I can see everyone in him – me, my wife, my parents – yet he's already separate from all of us. He's giddy and silly. He's a show-off, albeit one who's irrationally terrified of my dad. He loves running up to people and waiting for them to twang his lips like a ruler on a table. When he gets tired and barks gibberish in the middle of the room, he throws his entire body into it, like he's trying to shove the noise up a hill.

With every tiny development – every new step he takes, every new tooth and sound and reaction that comes along to ambush us – we're confronted with a slightly different child.

Photos of him taken in the summer seem like dispatches from a million years ago. Photos of him taken last week seem like a different boy. He's blasting ahead as far as he can. He's leaving milestone after milestone in his wake and tiny parts of me along with them.

He'll never again be the tiny baby who nestled in the crook of my arm, sucking on my little finger in the middle of the night while his mum slept. Nor will he be the baby amazed by the taste and texture of solid food. Soon enough he'll stop being the baby who totters over and rests his head on my shoulder whenever he gets tired, or laughs uncontrollably whenever I say the word 'teeth' for reasons I don't think I'll ever work out.

But I've had a year of this and it's ok. He's never going to stop changing, and I don't want him to. This sadness, this constant sense of loss, of time slipping just beyond your grasp, is Accept it

**WHAT**

close  
miss  
not soppy  
time goes  
fast  
slow  
annoying  
surprised  
he is  
joyful  
always  
surprised  
he is  
changing  
fast  
sad  
we're  
Accept it

**NOW**

rep  
my son  
process  
hyperbole  
synecdoche  
listing  
te & Q

**metaphor**  
ads  
simile  
rep  
sim  
rep  
wi Pus  
(con)  
Declaratives  
here  
choose  
for

# Q3: Lang Analysis: 12 Marks

15  
Minutes

How does the writer use language to describe his son?

You should read the extract carefully and make **at least 3 inferences** as to what the writer thinks about his son.

You then need to link them to the methods used.

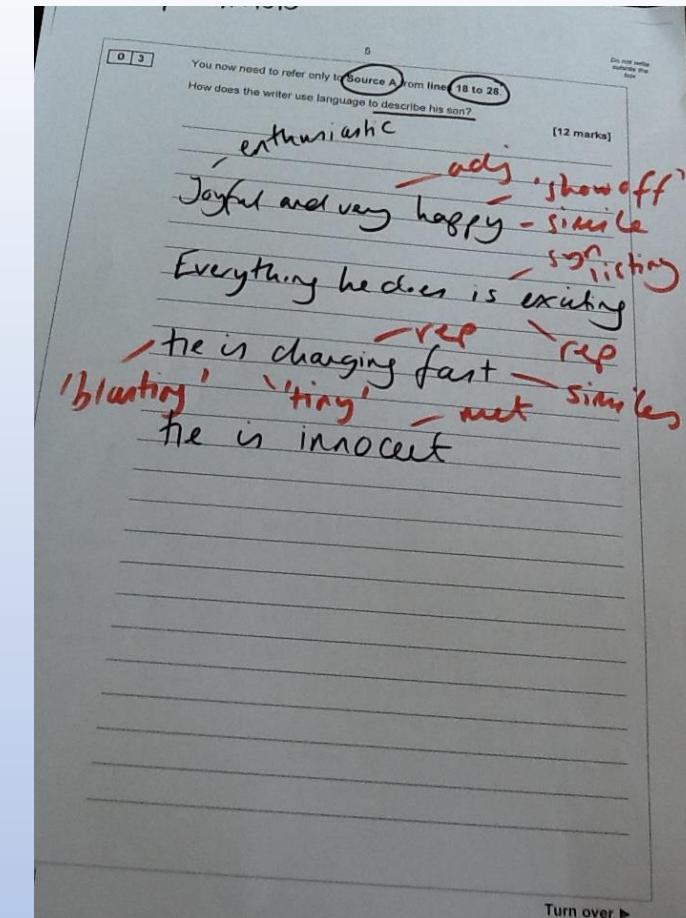
Start each sentence with the **method** or **language** choice example so that you are very focused *then* explain the effect it has:

The writer uses ...

The writer starts with ...

The phrase '...' suggests ...

Plan your answer on the question page.

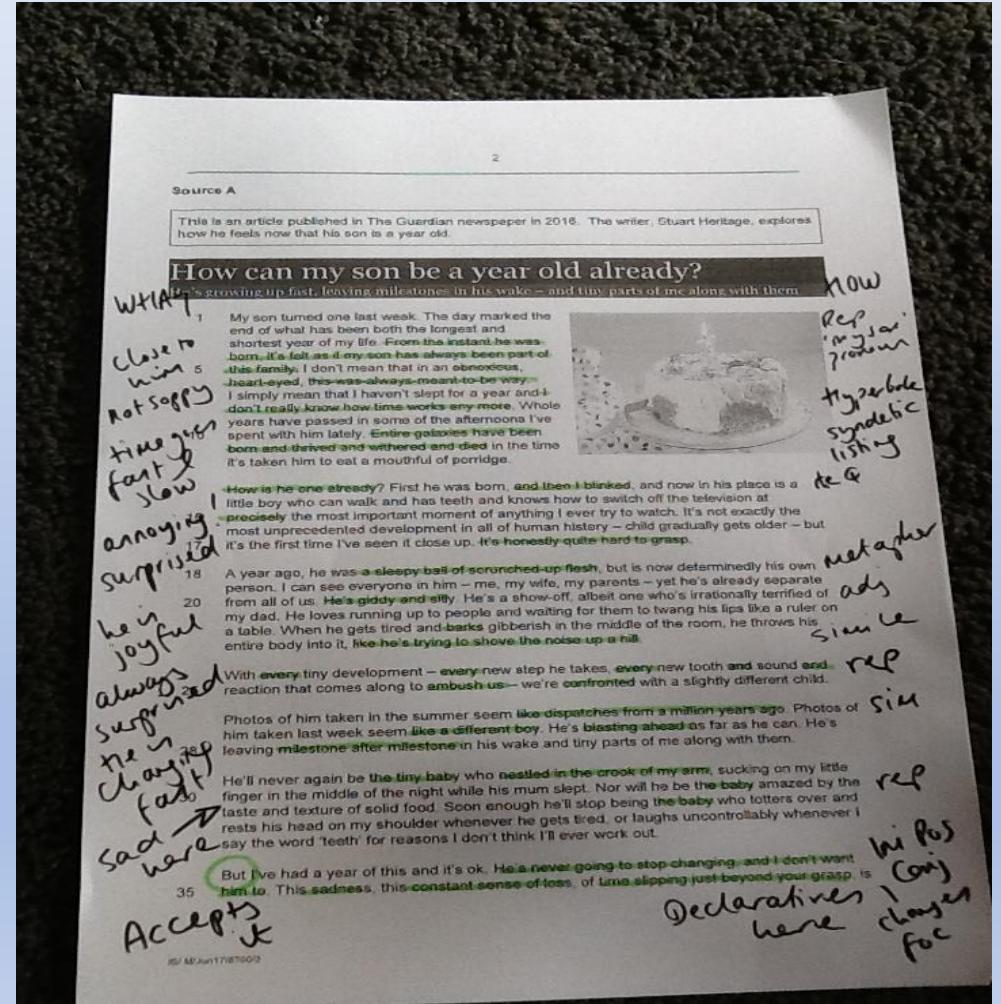


Now we need to go back to the sources and read and prepare for Q2 and Q4.

Spend 5 minutes reading and annotating the second source.

Remember the focus:

On the left	On the right
WHAT is the viewpoint? (understanding)	HOW is it conveyed? (analysis of methods)



# Q2: Summary of Viewpoints/Perspectives 8 marks.

10  
Minutes

The exam board says:

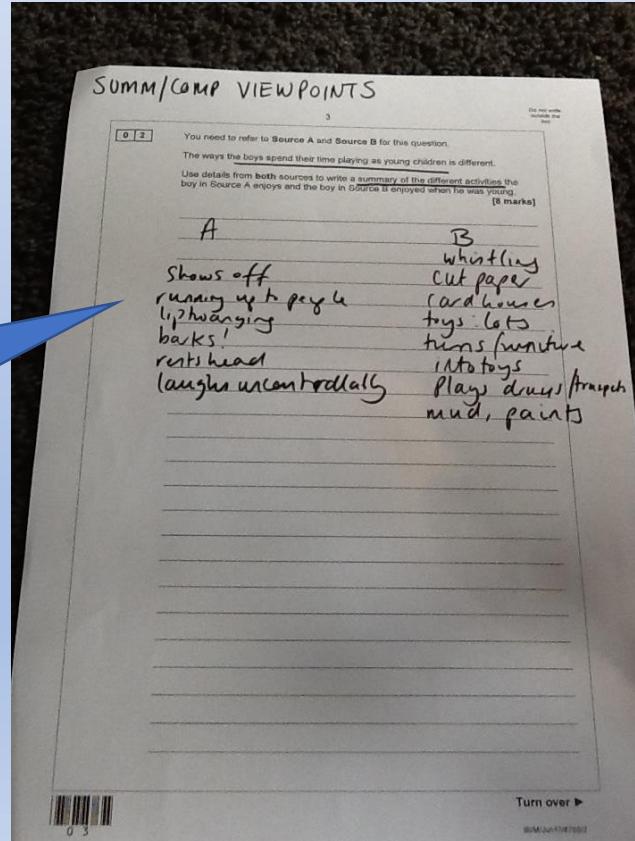
To be successful, students need to identify and select only the information that is relevant to the question set. They then need to write, in continuous prose, a summary of the selected information, inferring what they understand from their reading.

You are required to synthesise information from both texts. You are NOT being tested on language analysis or spotting methods, you are just focusing on information.

10  
Minutes

## Q2: Summarising: 8 marks

Plan this answer carefully and start the first sentence with a comparison: does one boy do more activities than the other, for example?



Do a brief table listing the activities for each source so that your answer is focused.

It is unlikely the information will be across the whole source so skim it until you find it.

10  
Minutes

## Q2: Summarising

Write one paragraph summarising the information you have been given, synthesising the information from **both** sources.

Aim for two paragraphs that both include information from both sources.

The activities of the boy in Source A are limited compared to the Victorian boy who has a wider choice of exciting and adventurous games to play. The toddler in Source A enjoys making a noise, exploring the sound effect of his own voice as he 'barks gibberish in the middle of the room.' His noisy outburst takes all his energy as 'he throws his entire body into it' showing how, at this self-centred stage of development, he just wants to express himself and attract attention. **In contrast**, the Victorian boy makes his own noise with 'a hearty shout' but has also been given purpose-built musical toys such as 'drums and tin trumpets'. He is at a different stage of maturity and needs more stimulation to develop his creativity, although perhaps both the boy's trumpet tooting and the toddler's 'gibberish' are just as irritating for any parent listening.

Uses some inference here to explain.

Ends paragraph with a comparison.

# Q4: Comparison of Language Features and methods. 16 marks.

20  
Minutes

For this question, you need to refer to the whole of Source A, together with the whole of Source B.

Compare how the writers convey their different perspectives and feelings about **their children growing up**.

In your answer, you could:

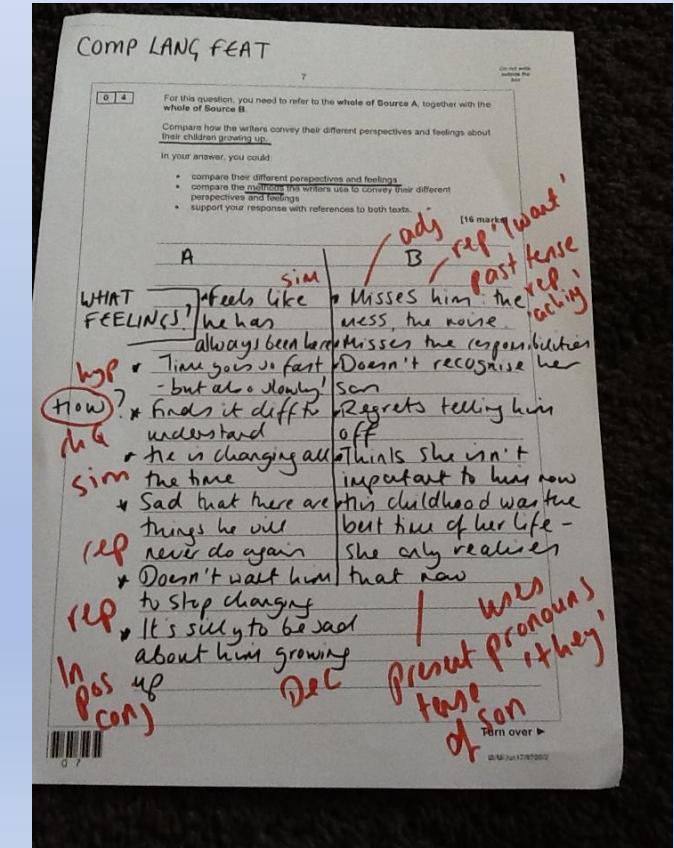
- compare their **different perspectives and feelings**
- compare the **methods** the writers use to convey their different perspectives and feelings
- support your response with references to both texts.

## Q4: Comparison of methods.

You need to plan this carefully in your booklet. You have already done the hard work in your annotations so this is now a matter of organising your thoughts.

Make sure you lead with the methods used but use them to compare the viewpoints and feelings.

Spend a good five minutes planning this before you start to write.



## Q4: Comparison of methods.

The writer of Source A, a modern father, is both saddened and pleased by his son's growth. He finds it difficult to accept that time is moving so quickly; he 'blinked' and his son is already a year old. However, the pleasure he feels is also obvious, using phrases like 'blasting ahead' to suggest his son is metaphorically taking off like a rocket before his eyes. In contrast, the writer of Source B, who presents a Victorian mother's perspective, has a negative reaction to her son growing into a young man. She conveys a sense of loss at his independence, even using the phrase 'My little boy is lost'. By using the word 'lost' we understand that she no longer sees herself as part of his life and she regrets that he is no longer dependent on her to 'replace lost buttons'.

# Summary of Section A

Timings, be careful to spend NO LONGER than the following. You can spend less time on any of the questions but ensure you leave enough time for Q4:

10 minutes: Read paper, read Source A, answer Q1.

15 minutes: Answer Q3.

5 minutes: Read Source B

10 minutes: Answer Q2

20 minutes: Answer Q4

These timings are more complicated than Paper 1, make sure you write down your order at the start and answer the questions.

# Section B

Stretch (shoulders, neck, arms)

Shake

Wiggle your fingers

Breathe

Refocus



## Question 5 (40 marks)

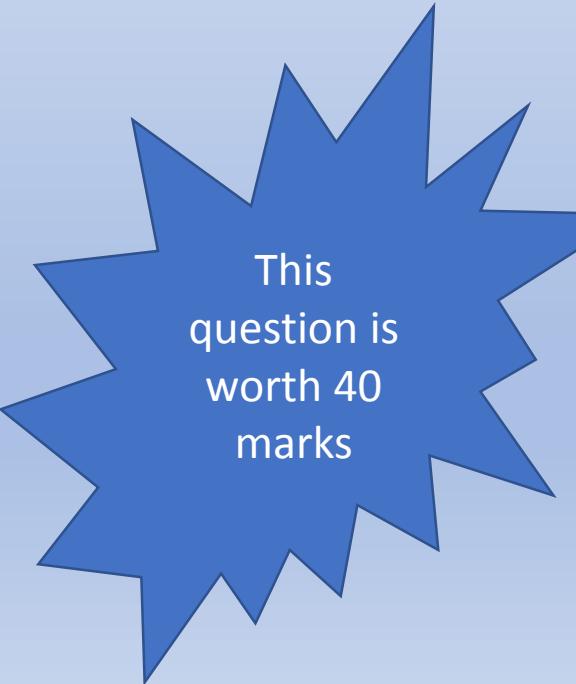
**You should spend about 45 minutes on this section of the paper.**

**You are advised to plan your answer.**

**Write in full sentences.**

**Leave enough time to check your work.**

You will need to give your own perspective on a given theme. The theme will be similar to the one that was covered by the two sources in Section A. You can use some of the ideas and vocabulary from the sources to create your own viewpoint.



This question is worth 40 marks

**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**.

**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.

5

'Parents today are over-protective. They should let their children take part in adventurous, even risky, activities to prepare them for later life.'

Write an article for a broadsheet newspaper in which you argue for or against this statement.

(24 marks for content and organisation  
16 marks for technical accuracy)  
**[40 marks]**

Q5: 45 minutes

45  
minutes

10 minutes to plan

30 minutes to write

5 minutes to check

Read the question  
carefully and  
underline key  
words

## 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.

'Parents today are over-protective. They should let their children take part in adventurous, even risky, activities to prepare them for later life.'

Write an article for a broadsheet newspaper in which you argue for or against this statement.

(24 marks for content and organisation)

16 marks for technical accuracy

**[40 marks]**

Look again at the question, what is the

- **Purpose?**

- **Audience?**

- **Form?**

10  
minutes  
planning

'Parents today are over-protective. They should let their children take part in adventurous, even risky, activities to prepare them for later life.'

Write an article for a broadsheet newspaper in which you argue for or against this statement.

(24 marks for content and organisation  
16 marks for technical accuracy)  
[40 marks]

form  
An article

Purpose  
Writing to argue  
Audience  
Readers of broadsheet news

# For OR Against?

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.

0 | 5  
'Parents today are over-protective. They should let their children take part in adventurous, even risky, activities to prepare them for later life.'

Write an article for a broadsheet newspaper in which you argue for or against this statement.  
(24 marks for content and organisation  
16 marks for technical accuracy)  
[40 marks]

form  
An article

purpose  
Writing to argue

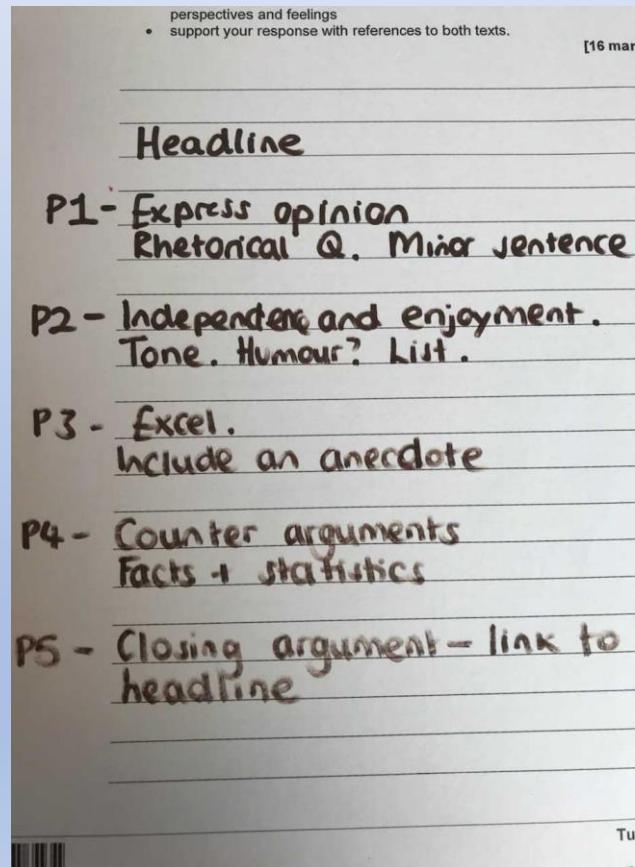
Audience  
Readers of broadsheet news

FOR      OR      AGAINST ✓

Parents job to keep them safe	Need to try new experiences Learn independence Enjoyment - adventure Learn to be safe Only way to excel
----------------------------------	--

# Develop your plan.

Start to consider which techniques you may include in each paragraph



## Techniques

Anecdote

Tripling

Rhetorical question

Counter-argument

Short opening sentence

Single sentence paragraph

Varied paragraphs

Interesting adjectives

Initial position conjunction

Varied punctuation  
;:?!,( )

# Make it clear you're writing in the correct form

- **Letter**: Dear....., Yours sincerely/faithfully
- **Speech**: Welcome/ Thank you for listening
- **Article**: Headline, clear tone

- Write a headline to go with your article
- Would you add a subheading?

**How can my son be a year old already?**

*He's growing up fast, leaving milestones in his wake – and tiny parts of me along with them*

# Q5: Writing your piece: Fluent and engaging

**Techniques:** include a variety of language techniques: simile, rhetorical questions, tripling etc.

**Vocabulary:** make sure it is appropriate and as ambitious as you can (don't use words you don't understand though!)

**Connections:** how will you ensure your structure is coherent? PLANNING! Paragraphing!

**Openers:** ensure you open your sentences in different ways: use a verb, two adjectives, an adverb at the start.

**Punctuation:** check your punctuation is accurate first of all. Be more adventurous and attempt to use a colon, a semi-colon, a question mark.

**Sentence Structure:** Aim to have one sentence on its own in a paragraph. Finish a paragraph with a very short sentence. Create a list using semi-colons. Variety is the spice of great writing!

# How did you do? Can you annotate your answer so far?

Content and Organisation	SPAG
Is your register appropriate? Is your viewpoint clear and convincing?	Have you used full stops and commas? Have you used more varied punctuation such as question marks, colons and semi-colons?
Does your tone and style fit in with the PAF? Have you crafted your writing using precise, sophisticated vocabulary and linguistic devices?	Have you used a range of sentence structures? Is your Standard English correct and consistent?
Have you included a range of paragraph lengths? Do all your paragraphs open in different ways? Are your paragraphs in a coherent order and do they link to each other?	Are all your spellings correct? Have you used a wide range of ambitious vocabulary?

# Some Revision Activities:

Make a list of 5 things you want to include in your first paragraph and do them every time: short sentence, colon, triple adjectives, simile, adverb opening.

Write an opening paragraph, re-write it, re-write it again until it is perfect.

Practise writing different kinds of sentences. Look up examples in other stories and copy the structure. Practise, practise, practise.

Spend time reading opinion articles online: The Guardian and The Telegraph both have 'Opinion' or 'Viewpoint' sections on their websites' navigational toolbars.

5 minutes  
checking

## Q5: Check your SPAG!

Are your spellings correct?

Have you punctuated accurately? Apostrophes?

Read your sentences. Do they all make sense? Are any of them ridiculously long and need some punctuation?

Have you paragraphed?!



“That's all Folks!”