

Language Paper 2: Writers' Viewpoints and Perspectives

Mock Date: Wednesday 2nd March 2022

Actual Exam Date: Friday 10th June 2022



Introduction

This pack has been together to help and guide you through Language Paper 1 so you perform to the best of your ability.

You should use this guide:

- **During revision in lessons**
- **During period 6**
- **At home revision**

This pack has question outlines, exam techniques, helpful vocabulary, past papers, sample answers and more. It is very important that you practice exam questions as this is the best way to revise for English.

Please email any of your teachers to ask for help.

Exam Overview

Exam length: 1 hour and 45 mins

Exam marks: 80

Section A: Reading (40 Marks) (25% of your overall Language grade) – two non-fiction texts. One will be an autobiography from 21st century. One will be an essay from 19th century.

Q1: True or false (4 marks)

Q2: Summary (8 Marks)

Q3: Language (12 Marks)

Q4: Writers' Viewpoints and Perspectives (16 Marks)

Section B: Writing (40 Marks) (25% of your overall Language grade)

Q5: Transactional Writing (24 Marks for content, 16 Marks for technical accuracy (SPaG)

AQA have stated that this will be an article.

Grade Boundaries

YEAR	9	8	7	6	5	4	3	2	1
2018	65	60	55	49	44	39	28	18	8
2017	61	56	51	45	40	35	26	17	8

Assessment Objectives and Mark Schemes

Section A: Reading

A01	<ul style="list-style-type: none">• Identify and interpret explicit and implicit information and ideas.• Select and synthesise evidence from different texts.
A02	<ul style="list-style-type: none">• 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.
A03	<ul style="list-style-type: none">• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
A04	<ul style="list-style-type: none">• Evaluate texts critically and support this with appropriate textual references.

Section B: Writing

A05	<ul style="list-style-type: none">• 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.
A06	<ul style="list-style-type: none">• Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Time Management:

You want to spend *approximately* a minute per mark allocated for each question. This is how AQA recommends you divide your time:

Section A: Reading

- Reading the source and planning: 15 minutes
- Question 1: 5 minutes
- Question 2: 10 minutes
- Question 3: 12 minutes
- Question 4: 28 minutes

Section B: Writing

- Reading and planning: 5 minutes
- Extended writing: 35 minutes
- Checking and editing: 5 minutes

Question 1

Read again the ... part of the source A from lines... to ...

Choose four statements below which are TRUE. (4 marks)

The first question should be fairly straightforward but do ensure you take a few minutes to think it through carefully. You'll be asked to focus on a small part of source A and select four true statements from a selection of eight. Be a little careful here because there will be some statements that you think could possibly be true, but you should be able to point to where you're told this in the text for it to be true. That will confirm your choice.

Things to remember on this question:

- focus only on the specific section of source A;
- pinpoint where in the text the writer tells you each of your choices;
- don't spend more than 5 minutes here.

Question 2

You need to refer to both sources for this question.

Both sources refer to...

Use details from both sources to write a summary of...

(8 marks)

For question 2 you need to refer to both source A and B. The question is out of 8 marks. You'll be asked to write a summary of the differences or similarities between something/ someone in source A and something/ someone in source B. You don't need to worry about analysing language or structure here, simply identify 3-4 differences or similarities (focused on what is in your specific question). Summarise each of the differences in turn, with quotations, and explore perceptive inferences from both texts. Inferences are not explicitly said, they are the extra layers of understanding that are suggested by the writer and which you pick up from "reading between the lines". To get top marks you need to examine what the writers imply about the issue.

Things to remember for this question:

- you do not need to analyse any language or structure here;
- focus on explaining perceptive inferences from both texts to explain the key differences or similarities;
- cover three or four points with quotations.

Question 3:

You now need to refer only to Source... from lines ... to

How does the writer use language to describe...?

(12 marks)

There are 12 marks up for grabs here. You will always be asked, 'how does the writer use language to describe...' followed by something specific from part of one source. You need to analyse the effects of the writer's choice of language. Make around four points and explore them using good quotations and sophisticated use of subject terminology. The language features you pick out could include things like: metaphors, similes, alliteration, onomatopoeia, personification, sentence forms and the use of specific types of words or phrases.

Things to remember for this question:

- focus on analysing the effects of the writer's choice of language;
- use accurate subject terminology by identifying specific language techniques;
- cover four points with excellent quotations.

Techniques you could look for:

- **Alliteration:** Using the same sounds at the beginning of words; e.g. waves willingly washed.
- **Personification:** Using human qualities to describe an object or animal; e.g. The flowers danced on the lawn.
- **Repetition:** Repeating a word or phrase; e.g. Quickly! Quickly!
- **Onomatopoeia:** Words that sounds like their meaning; e.g. zip, bang, whoosh.
- **Metaphor:** When something is described as being something else; e.g. Her hair was silk.
- **Imagery:** When something is described to create a mental image in your head; e.g. The glittering blanket of snow.
- **Simile:** When something is described as being similar to something else; e.g. As fast as a cheetah.
- **Emotive language:** Using words that appeal to the reader's emotions; e.g. He screamed with joy.
- **Adverbs:** Change or add meaning to an adjective or verb. Often ending in '-ly'. E.g. 'slowly' crawling; 'hurriedly' running.
- **Verbs:** A word that is used to express an action. A 'doing' word. E.g. run, cook, swim.
- **Adjectives:** A word that adds a describing feature to a noun. E.g. the 'happy' girl, the 'red' car.
- **Semantic field:** A group of words that are related to one another. For example, 'heart',

'flower', 'music', 'passion' would be in the semantic field of 'love'.

Question 4

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 on...

In your answer, you could:

- Compare their different perspectives on...
- Compare the methods the writers use to convey their different perspectives.
- Support your response with references to both texts. **(16 marks)**

Question 4 is a bigger, extended question with 16 marks at stake. As such, the examiner is expecting more from you. The question will always ask you to "compare how the writers convey their different perspectives/attitudes about..." something specific to the sources. You need to perceptively compare their different perspectives or attitudes, and most importantly, compare the methods the writers use to convey their different perspectives or attitudes. Everything is in scope here, so you can analyse any methods, including both language and structure. Aim to write about four good comparison points. These four paragraphs will cover both sources (in order to compare them properly) and they'll be more developed than in the earlier questions.

Things to remember for this question:

- keep focused on the specific task in the question;
- analyse the methods used by the writers to convey their attitudes to the topic;
- consider both language and structure.

Question 5

This question will begin with a statement. Write an article for... in which you... your point of view on this issue.

(24 marks for content and organisation. 16 marks for technical accuracy. 40 marks total)

Question 5 provides your opportunity to show the examiner how you can write effectively to explain your point of view on a specific issue. There are a whopping 40 marks up for grabs here, so make sure you spend the full 45 mins doing this question. You'll be given a statement on an issue related to those discussed in section A. Your task will be to write in a specific form, for a specific audience, to present your point of view on the issue. You might be asked to write a

newspaper article, letter or speech, amongst other forms. The marks are allocated specifically, with 24 marks available for content and organisation and 16 marks for technical accuracy (spelling, punctuation and grammar).

To do well in this question we recommend spending the first 5 minutes thinking deeply about the task and planning your answer. This plan will ensure your answer has a good, consistent argument and structure. When writing, make sure your style and use of language reflects the form and audience of the task. Use ambitious vocabulary, language techniques and structural features to really demonstrate what you can do. You should, of course, always ensure your spelling, punctuation and grammar are spot on. Leave a couple of minutes at the end to double check your technical accuracy.

Things to remember for this question:

- match your style of writing to the purpose and audience of the task;
- plan your answer first;
- leave the full 45 minutes to complete the task fully; and
- use ambitious vocabulary, language and structural features to present your viewpoint and really show the examiner what you can do.

Level Descriptor	Q2	Q3	Q4	Q5 (AO5)	Q5 (AO6)
L1 Simple, limited	1-2	1-2	1-5	1-6	1-4
L2 Some understanding	3-4	3-4	6-10	7-12	5-8
L3 Clear, relevant	4-6	4-6	11-15	13-18	9-12
L4 Detailed Perceptive	6-8	6-8	16-20	19-24	13-16

Paper 2 mini mock: the life of a prisoner

Source A: In 1836 Charles Dickens imagines the life of a prisoner in *Sketches by Boz*.

We entered the first cell. It was a stone dungeon, eight feet long by six wide, with a bench at the upper end, under which were a common rug, a bible, and prayer-book. An iron candlestick was fixed into the wall at the side; and a small high window in the back admitted as much air and light as could struggle in between a double row of heavy, crossed iron bars. It contained no other furniture of any description. Conceive the situation of a man, spending his last night on earth in this cell.

Hours have glided by, and still he sits upon the same stone bench with folded arms, heedless alike of the fast decreasing time before him, and the urgent entreaties of the good man at his side. The feeble light is wasting gradually, and the deathlike stillness of the street without, broken only by the rumbling of some passing vehicle which echoes mournfully through the empty yards, warns him that the night is waning fast away. The deep bell of St. Paul's strikes - one! He heard it; it has roused him. Seven hours left! He paces the narrow limits of his cell with rapid strides, cold drops of terror starting on his forehead, and every muscle of his frame quivering with agony. Seven hours! He suffers himself to be led to his seat, mechanically takes the bible which is placed in his hand, and tries to read and listen. No: his thoughts will wander. The book is torn and soiled by use - and like the book he read his lessons in, at school, just forty years ago! He has never bestowed a thought upon it, perhaps, since he left it as a child: and yet the place, the time, the room - nay, the very boys he played with, crowd as vividly before him as if they were scenes of yesterday; and some forgotten phrase, some childish word, rings in his ears like the echo of one uttered but a minute since. He falls upon his knees and clasps his hands to pray. Hush! what sound was that? He starts upon his feet. It cannot be two yet. Hark! Two quarters have struck; - the third - the fourth. It is! Six hours left. Tell him not of repentance! Six hours' repentance for eight times six years of guilt and sin! He buries his face in his hands, and throws himself on the bench.

Source B: Michael Romero writes about his American prison experience in 2012.

We are confined to one cellblock and not allowed in any other. From our cellblock we can go to the yard, the mess hall, or our job. Movements are allowed hourly during a ten-minute period. Many of us spend our free time in the yard, which is a precious place indeed. In the yard, we have handball courts, tennis courts, weights, basketball, volleyball, a running track, green grass, and miles and miles of blue sky and fresh air. It's the place where we play, shaking off the dust, disease, and gloom of the cage.

A man with an afternoon job may come to spend his mornings on the yard, afternoons at work, and his evenings studying in his cell. This routine is as certain to him as the years he must do.

Back in the cellblock, some of us remove our running shoes and go back to bed, sleeping all day and tossing and turning all night. Others sit in the stuffy cellblock and watch the rays of sunshine filtering through the iron security screens on the windows.

Taking away the yard spoils our routine and unbalances our body clocks. Tempers begin to go bad; we snap at each other like too many rats crammed into a cardboard box; hating becomes second nature.

No matter how we approach the issue intellectually, it doesn't dampen the rage we acquire from being packed in gloomy cages while there is blue sky and sunshine just beyond the wall. We have to share this place down to our germs. If one gets the flu, we all get it.

When our routines are disrupted, chaos is once again among us. The future seems fragmented, uncertain. A strange type of resolve takes hold among the convicts; should our keepers choose to deal in pain, chaos, and destruction, we will try to give them a good game. After all, we invented it.

<p>Q1 – 4 marks – 5 minutes Using source B shade the boxes of the four true statements.</p>		<p>Q2 – 8 marks – 10 minutes Write a summary of the differences between the facilities and environment in each prison.</p>
The prisoners are not allowed out of their cellblock.	<input type="checkbox"/>	
They have the chance to play volleyball or basketball.	<input type="checkbox"/>	
Some people work the mornings in prison.	<input type="checkbox"/>	<p>Q3 – 12 marks – 15 minutes In source B how does the writer use language to describe being confined in a prison?</p>
If they work in the morning they can't go to the yard.	<input type="checkbox"/>	
The prisoners often get a good night's sleep.	<input type="checkbox"/>	
The prisoners always have access to the yard.	<input type="checkbox"/>	<p>Q4- 16 marks – 20 minutes Compare how the writers convey their attitudes to prison and the prisoners within them.</p>
The prisoners get angry when they have to stay indoors.	<input type="checkbox"/>	
The yard is very important to the prisoners.	<input type="checkbox"/>	
<p>Q5 – 40 marks – 45 minutes 'The death sentence is the only humane way to treat criminals that have committed murder. It provides closure to the family, reduces the cost of imprisonment and stops the suffering of the criminal.' Write an article for a broadsheet newspaper arguing your point of view on this statement.</p>		

Paper 2 mini mock: disease

Source A: An article from *The Morning Chronicle* from 1849 titled 'Cholera District'

We then journeyed on to London-street, down which the tidal ditch continues its course. In No. 1 of this street the cholera first appeared seventeen years ago, and spread up it with fearful virulence; but this year it appeared at the opposite end, and ran down it with like severity. As we passed along the reeking banks of the sewer the sun shone upon a narrow slip of the water. In the bright light it appeared the colour of strong green tea, and positively looked as solid as black marble in the shadow - indeed it was more like watery mud than muddy water; and yet we were assured this was the only water the wretched inhabitants had to drink. As we gazed in horror at it, we saw drains and sewers emptying their filthy contents into it; we saw a whole tier of doorless privies in the open road, common to men and women, built over it; we heard bucket after bucket of filth splash into it, and the limbs of the vagrant boys bathing in it seemed, by pure force of contrast, white as Parian marble. And yet, as we stood doubting the fearful statement, we saw a little child, from one of the galleries opposite, lower a tin can with a rope to fill a large bucket that stood beside her. In each of the balconies that hung over the stream the self-same tub was to be seen in which the inhabitants put the mucky liquid to stand, so that they may, after it has rested for a day or two, skim the fluid from the solid particles of filth, pollution, and disease. As the little thing dangled her tin cup as gently as possible into the stream, a bucket of night-soil was poured down from the next gallery.

In this wretched place we were taken to a house where an infant lay dead of the cholera. We asked if they really did drink the water? The answer was, "They were obliged to drink the ditch, without they could beg a pailfull or thieve a pailfull of water. But have you spoken to your landlord about having it laid on for you?" "Yes, sir; and he says he'll do it, and do it, but we know him better than to believe him." "Why, sir," cried another woman, who had shot out from an adjoining room, "he won't even give us a little whitewash, though we tell him we'll willingly do the work ourselves: and look here, sir," she added, "all the tiles have fallen off, and the rain pours in wholesale."

Source B: Nashon Tado reports on Cholera for the Norwegian Refugee Council in 2018.

Violence has forced thousands of Congolese to seek safety in neighbouring Uganda, with overcrowded refugee camps there putting pressure on hygiene and sanitation facilities, increasing the risk of deadly cholera outbreaks. Violence in the Democratic Republic of the Congo (DR Congo) has forced nearly 44,000 people to cross Uganda's south-west border out of the country so far this year. This has put pressure on sanitation facilities in refugee settlements, and has led to deadly cholera outbreaks.

With hundreds of people arriving in Uganda every day, aid organisations are striving to prevent the disease from spreading across the settlements. Our teams work around the clock building hygiene and sanitation facilities to help alleviate and prevent the suffering of these displaced people.

Désiré is among the thousands who has been forced to adapt to a new life in Maratatu settlement in south-west Uganda. "There are people everywhere in the settlement. It's a big risk in terms of the spreading of cholera. Something should be done to ease the congestion," he says.

Those who have made it to Uganda now face this new life-threatening situation. Désiré worries about the conditions he and his fellow arrivals face in the packed settlement as a threat to public

health: "With so many people crowded in one location, the risk of spreading of contagious diseases such as cholera is very high, and many people can be severely affected within a short time." Meanwhile, hygiene and sanitation facilities in Kagoma transit centre, where newly arrived refugees are registered, also struggle to bear the brunt of overcrowding.

<p>Q1 – 4 marks – 5 minutes Using source B shade the boxes of the four true statements.</p>		<p>Q2 – 8 marks – 10 minutes Write a summary of the differences between the people described in each source.</p>
The refugees are seeking safety from Uganda.		<p>Q3 – 12 marks – 15 minutes In source A how does the writer use language to describe his surroundings?</p>
44,000 refugees have crossed the border this year.		
The refugees have brought cholera with them.		<p>Q4- 16 marks – 20 minutes Compare how the writers convey their attitudes to disease and sanitation in each source.</p>
The refugee camps are becoming overcrowded.		
Désiré believes the refugee camps should be helped.		<p>Q5 – 40 marks – 45 minutes 'The national lockdown during Covid-19 was the only safe way to protect people. Despite the effect it had on businesses and mental health, it was inevitable and prevented the harm and deaths of many.' Write an article for a broadsheet newspaper explaining your point of view on this statement.</p>
The cholera outbreaks can kill people in the camp.		
The volunteers are doing nothing to improve hygiene.		
They have left their home country to seek new jobs.		