



This examination paper has been broken down with each question having the strategies you might use to answer them written beneath the question.



**AQA**

Please write clearly in block capitals.

Centre number

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Candidate number

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Surname

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Forename(s)

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Candidate signature

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# GCSE ENGLISH LANGUAGE (8700)

**Paper 2** Writers' viewpoints and perspectives

Consider answering the questions in one of the following orders:

1, 3, 2, 4, 5

or

5, 1, 3, 2, 4

Time allowed: 1 hour 45 minutes

## Materials

For this paper you must have:

- Source A and Source B – which are provided as part of the question paper.

## Instructions

- Answer all questions.
- Use black ink or black ball-point pen.
- Fill in the boxes on this page.
- You must answer the questions in the spaces provided.
- Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- You must refer to the insert booklet provided.
- You must not use a dictionary.

## Information

- The marks for questions are shown in brackets.
- The maximum mark of this paper is 80.
- There are 40 marks for Section A and 40 marks for Section B.
- You are reminded of the need for good English and clear presentation in your answers.
- You will be assessed on the quality of your reading in Section A.
- You will be assessed on the quality of your writing in Section B.

## Advice

- You are advised to spend about 15 minutes reading through the Source and all five questions you have to answer.
- You should make sure you leave sufficient time to check your answers.

**PAPER 2 = NON - FICTION**

**2 Extracts (Modern & Pre-19<sup>th</sup> Century)**

**4 Reading Questions**

**1 Writing Task**

**Section A: Reading**

Answer all questions in this section.  
You are advised to spend about 45 minutes on this section.

0	1
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Read again the first part of Source A from lines 1 to 15.

Choose four statements below which are TRUE.

- Shade the boxes of the ones that you think are true.
- Choose a maximum of four statements.

[4 marks]

- |   |  |                          |
|---|--|--------------------------|
| A | Jay Rayner has good memories of his time in school.                            | <input type="checkbox"/> |
| B | Jay Rayner was happy to help his son with his homework.                        | <input type="checkbox"/> |
| C | As a boy, Jay Rayner worried about handing in his homework on Monday mornings. | <input type="checkbox"/> |
| D | Jay Rayner could not think of a food metaphor to help his son.                 | <input type="checkbox"/> |
| E | Jay Rayner was very able in school.  | <input type="checkbox"/> |
| F | As a boy, Jay Rayner did not enjoy doing homework.                             | <input type="checkbox"/> |
| G | Jay Rayner looked forward to receiving feedback from his teachers.             | <input type="checkbox"/> |
| H | Jay Rayner makes a joke to cover up his own real exam results.                 | <input type="checkbox"/> |

0 2

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 Eddie and Henry.

[8 marks]

**THE BIGGEST TIP!**  
This DOESN'T have to be a direct source vs source comparison!

The question is asking you to give a SUMMARY of EACH text and how they're DIFFERENT.

For this question:  
*Think* **Q.U.I.D.** x 3

**REMEMBER:**  
Decide what the AGENDA of the question is e.g. What are they asking you to summarise?

**SOURCE A**

Identify what the writer makes you think are the 3 most important details from Source A (writer's feelings count too) in relation to the question.

**SOURCE B**

Identify what the writer makes you think are the 3 most important details from Source B (writer's feelings count too) in relation to the question.

Using QUID summarise one aspect of SOURCE A and then using QUID summarise one aspect of SOURCE B; make a comparison between them at the end and then repeat two more times.

**Q**

**Quote**  
What evidence illustrates the point you are making (quote or reference)?

**U**

**Understanding**  
What does your evidence literally tell us is happening?

**I**

**Infer**  
Explain what it is you think the writer is trying to tell us in your quote.

**D**

**Device / Detail**  
Which words in your evidence stand out? What are they? Are they part of a device?

Q

## Quote

What evidence illustrates the point you are making (quote or reference)?

- *In Source A [insert quote] to show [insert effect].*
- *[Insert quote] is used by the writer in Source A to show [insert effect].*
- *[Insert quote] from Source A has an [insert effect].*

U

## Understanding

What does your evidence literally tell us is happening?

- *This shows the audience that [insert effect].*
- *[Insert effect] is shown occurring here.*
- *The writer wants us to see that [insert effect] is happening here.*

I

## Infer

Explain what it is you think the writer is trying to tell us in your quote.

- *By including this it seems the writer is showing [insert effect].*
- *It seems the writer includes this to show [insert effect].*
- *It makes me respond with a feeling that the writer wants us to see [insert effect].*
- *I cannot help but respond to the writers language with a feeling of [insert feeling].*

D

## Device / Detail

Which words in your evidence stand out? What are they? Are they part of a device?

- *It is the writer's use of [insert method] that highlight....*
- *The use of [insert method] is effective shows us....*
- *The writer uses [insert method] to make us think....*

Example QUID paragraph.

In Source A 'Mocking voice' is used to show how Eddie speaks to his father. This shows the audience that Eddie is a typical modern teenager who is cheeky and speaks to his father disrespectfully (even though it is in jest). It seems the writer includes this to emphasise the close relationship between them.

The adjective 'mocking' highlights the playful relationship they have.

In contrast in Source B 'my dear father' is used frequently. This shows the audience that Henry is speaking formally to his father. It seems the writer (Henry) is trying to be respectful to his father either highlighting the difference in status between them or simply showing that they have a distant relationship.

0 3

You now need to refer **only** to **Source B**, the letter by Henry written to his father.

How does Henry use **language** to try to influence his father?

[12 marks]

Think **Q.U.I.D.** x 4

The question is asking you to **FOCUS** on the **IMPACT** of **LANGUAGE** on the **AUDIENCE**.

**THE BIGGEST TIP:**

Don't **PANIC**... you need only 4 details to get the **12** marks. There will always be **MORE** than 4 there.

Identify 4 moments where language (words / phrases / devices) are used to create **IMPACT** on the audience.

LINK

Consider if there is a link between the 4 language methods you've identified.

There are extra marks if you can identify a pattern or link between them.

**Q** **Quote**  
What evidence illustrates the point you are making (quote or reference)?

**U** **Understanding**  
What does your evidence literally tell us is happening?

**I** **Infer**  
Explain what it is you think the writer is trying to tell us in your quote.

**D** **Device / Detail**  
Which words in your evidence stand out? What are they? Are they part of a device?

Top language methods to spot and comment on:

- Interesting verbs and adverbs
- Adjectives
- Nouns
- Metaphors / Similes
- The Senses
- Personification
- Onomatopoeia
- Alliteration
- Listing (Rule of Three)
- Repetition
- Sound patterns
- Direct address

**S P A M R O D**

**I S O F T W A R E S**

Turn over >



## Quote

What evidence illustrates the point you are making (quote or reference)?

- *The writer uses the phrase [insert quote] to influence the reading into thinking [insert effect].*
- *[Insert quote] is used by the writer to influence the audience.*
- *[Insert quote] has influence us into thinking that [insert effect].*



## Understanding

What does your evidence literally tell us is happening?

- *This shows that the audience is being influence in to thinking that [insert effect].*
- *[Insert effect] is shown occurring here through the language being used by the writer.*
- *The writer encourages us to think that [insert effect].*



## Infer

Explain what it is you think the writer is trying to tell us in your quote.

- *By including this the writer creates a mood of [insert effort] making me feel [insert feeling].*
- *A tone of [insert mood] is created making me feel [insert feeling] by using this language.*
- *It makes me respond with a feeling / thought of [insert feeling].*
- *I cannot help but respond to the writer's language with a feeling of [insert feeling].*



## Device / Detail

Which words in your evidence stand out? What are they? Are they part of a device?

- *It is the writer's use of [insert method] that makes this quotation particularly effective in influencing the audience.*
- *The use of [insert method] is effective here.*
- *The writer uses [insert method] to influence the reader into feeling [insert feeling].*

Example QUID paragraph.

**“You will not let” and “You will let me come home” shows Henry using direct address to his father. The use of direct address suggests to the reader that there is familiarity between Henry and his father. This is surprising as there is a more serious and formal mood established when Henry addresses his father by saying ‘my dear Father’. This noun phrase is repeated in a number of places as an emotional tool to try and reinforce that his father is ‘dear’ to him – though the distance and time lapse of them being together suggests to the reader this may not be so – and is a deliberate choice by Henry to appeal to his father.**

0 4

For this question, you need to refer to the whole of Source A, together with Source B, the father's letter to a family friend.

Compare how the two writers convey their different attitudes to parenting and education.

In your answer, you could:

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

The question is asking you to FOCUS on how the texts differ.

[16 marks]

**THE BIGGEST TIPS:**

1. When looking at **WHOLE** texts there **MAY** be a changing perspective (from start to finish).
2. The question is always asking you:
  - i) **WHAT** the writers think
  - ii) **HOW** do they show what they think

Job 1: Identify what the different attitudes in the sources are.  
 Job 2: Identify a quote from each source that presents the writers' attitudes.  
 Job 3: Use QUID – explaining the writer's thoughts and how they're presented.  
 Job 4: Repeat (four double QUIDs needed).



**Quote**

What evidence illustrates the point you are making (quote or reference)?

- *The writer uses the phrase [insert quote] to show the reading that he believes [insert effect].*
- *[Insert quote] is used by the writer to show his attitude towards [insert attitude].*
- *[Insert quote] is used to show us the writer's attitude towards [insert attitude].*



**Understanding**

What does your evidence literally tell us is happening?

- *This shows that the audience the writer's opinion on [insert focus].*
- *The use of this phrase presents to the audience the writer's attitude on [insert focus].*
- *The writer encourages us an audience to think that [insert attitude].*



# Infer

Explain what it is you think the writer is trying to tell us in your quote.

- *The inclusion of this phrase shows us that the writer wants us to [insert effect].*
- *By including a comment on this the writer creates a feeling of [insert effect] making us feel [insert feeling].*
- *A tone of [insert mood] is created by the writer showing us [insert effect] by using this phrase.*
- *We cannot help but respond to the writing with a feeling of [insert feeling]. The writer encourages us to do this.*



# Device / Detail

Which words in your evidence stand out? What are they? Are they part of a device?

- *It is the writer's use of [insert method] in this phrase that creates the effect of [insert effect].*
- *The use of [insert method] is particularly effective here.*
- *The writer uses [insert method] to influence the reader into feeling [insert feeling] just like they do.*

Example QUID paragraph.

**'Too busy killing things on Skype' is used by the writer, Jay Rayner, to show his attitude to parenting and education.**

**The use of this phrase shows to the audience his warm and relaxed attitude towards his son and his education.**

**The inclusion of this phrase shows us that the writer wants to highlight how his son's attitude towards school and his ability in school is so much better than his was.**

**It is the writer's use of humour that creates this effect. He later refers to his own education using self-deprecating humour, using the simile, 'like a line of PacMen doing a conga' to refer to his own grades. This is in direct contrast to ....**



Blank lines for writing.



**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

'Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.'

Write an article for a broadsheet newspaper in which you explain your point of view on this statement.

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

Always double check and be conscious of what you're writing and who you're writing for.

Marks for what you write

Marks for what how well (and accurately) you communicate.

**THE BIGGEST TIP:**

This will always be an argue / persuade / advise piece - consider what they're asking you to do and apply your argument clearly and succinctly (well-structured) .

**PLAN YOUR RESPONSE BEFORE YOU START WRITING.**

**Methods You Might Want to Use:**

**I S O F T W A R E S**

**I**

**Irony**

Expressing meaning using language that suggests the opposite.

**S**

**Statistic**

Numerical data used to support an argument.

**O**

**Opinion**

A personal view or judgement formed about something.

**F**

**Fact**

Knowledge that is known or proven to be true.

**T**

**Triple**

Repeating an idea three times (often phrased differently each time).

**W**

**Wit**

An inventive, quick or funny comment.

**A**

**Anecdote**

A short story about a real experience.

**R**

**Rhetorical**

A question asked to create dramatic effect rather than receive an answer.

**E****Expert / Emotive**

1. Using an expert to support your response.
2. Using language that creates an emotional response.

**S****Sarcasm**

Showing disapproval by mocking an idea.

## Use a FULL RANGE OF PUNCTUATION

. , ? ! : ; " " ' ( ) -

The more different types you use the more marks you'll get.

## Use PARAGRAPHS to structure your work effectively.

### What to Write:

Consider using this framework when writing.

#### Introductory Paragraph

Grab the reader's attention by using a "hook."

Give an overview of the argument.

Close with a statement that reveals the position to be argued.

#### Body Paragraphs

Each body paragraph should focus on one piece of evidence or an aspect of the argument you want to present.

Within each paragraph, provide sufficient supporting detail and ISOFWARES methods to highlight your points.

#### Opposing View Paragraph

Describe and then refute the key points of the opposing view.

#### Concluding Paragraph

Restate and reinforce your argument and supporting evidence.