

GCSE English Language Paper 2

Viewpoints and Perspectives

Q	Time	(Extra Time)	Marks	Skill	Mnemonic
Section A					
Q1	5	5	4	T/F	
Q2	10	15	8	INFERENCE	SQUID-C-SQUID
Q3	15	15	12	LANGUAGE	PETAZEL
Q4	20	25	16	COMPARING PERSPECTIVES	C-PETAZEL
Section B					
Q5	45	1 hour	40	VIEWPOINT WRITING	

START

1. Read the blurbs
2. Highlight / underline useful information in the blurbs
3. Read the sources carefully

15 MINS

Q1 - T/F

4 marks / 5 minutes

0 1

Read again the first part of **Source A** from lines 1 to 12.

Choose **four** statements below which are **true**.

- Shade the **circles** in the boxes of the ones that you think are **true**.
- Choose a maximum of **four** statements.
- If you make an error cross out the **whole box**.
- If you change your mind and require a statement that has been crossed out then draw a circle around the box.

[4 marks]

A It would be dark for another three hours. ☐

B Ben usually rowed the sunrise shift. ☐

C The waves were starting to calm down. ☐

D It was the first time during the race that Ben felt he was at risk. ☐

E If it were light, Ben thought he would be able to judge the danger. ☐

F Ben felt homesick. ☐

G Ben was enjoying this early morning shift. ☐

H There was no sign of daybreak. ☐

4

Q1 - T/F

4 marks / 5 minutes

Strategy

1. Read the task.
2. Underline key words.
3. Put a circle round the lines on the source.
4. Read this section again carefully.
5. Cross check each statement with the source.
6. Be SURE to get FOUR!

8 marks / 10 mins (E.T. 15 mins)

Q2-inference

What can you infer about...

0 2

You need to refer to **Source A** and **Source B** for this question.

The writers in **Source A** and **Source B** ...

What can you infer about ...

[8 marks]

8 marks / 10 mins (E.T. 15 mins)

Q2-inference

Strategy

1. Read the task & **underline** key words.
2. **Skim read** source A, looking for details about ... and **underline** them.
3. **Annotate** - what do you INFER from these details?
4. **Repeat** for source B.
5. **Decide** on the main differences - **jot** by the task. You want TWO KEY FOCUS AREAS.
6. **Write** up your answer (SQUID-C-SQUID (X2)
7. **DO NOT ANALYSE LANGUAGE** (that's Question 3!)

8 marks / 10 mins (E.T. 15 mins)

Q2-inference

Some useful phrases

USEFUL PHRASES

INFERENCE

From this I infer...

This suggests...

This implies...

This indicates...

USEFUL PHRASES

COMPARISON

However, in Source B...

Whereas in Source B...

On the other hand, in

Source B ...

Q2

8 marks / 10 minutes (E.T. 15 minutes)

1. Comparison point about both sources	2. STATEMENT about Source A	3. QUOTATION from Source A	4. INFERENCE & 5. DEVELOP / Further INFERENCE	6. COMPARISON STATEMENT- word or phrase to move on to a similarity / difference in Source B	7. QUOTATION from Source B	8. INFERENCE & 9. DEVELOP / Further INFERENCE
Both sources describe...	In source A,...	The writer states, "..." We read, "..." This is evident when the writer says, "..."	This suggests... This implies that... From this we can infer... Furthermore, this also implies / conveys / suggests...	Similarly, in source B... This is also the case in source B... On the other hand, in source B... In contrast, in source B...	The writer states, "..." We read, "..." This is evident when the writer says, "..."	This suggests... This implies that... From this we can infer... Furthermore, this also implies / conveys / suggests...

12 marks / 15 mins (E.T. 15 mins)

Q3 - Language

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

0 3

You now need to refer only to **Source A** from lines 16 to 26.

How does the writer use language to describe ...

[12 marks]

12 marks / 15 mins (E.T. 15 mins)

Q3 - Language STRATEGY

1. Read the task & **underline** key words.
2. Put a **circle** round the lines on the source.
3. Read this section again carefully.
4. **Underline** relevant details on the source.
5. **Annotate** with your ideas, analysis & terminology.
6. Write up response (2-3 x PETAZEL paras)

12 marks / 15 mins (E.T. 15 mins)

Q3 - Language

Some techniques to look out for
(not an exhaustive list – look at what is there!)

alliteration

simile

metaphor

personification

interesting verbs

semantic field

juxtaposition

contrasts

colours

senses

adjectives

etc

12 marks / 15 mins (E.T. 15 mins)

Q3 - Language

1. P oint about overall effect of language used.	2. E vidence	3. T echnique used	4. A nalysis	5. Z oom	6. E ffect of technique	7. L ink back to task
The writer uses language to make the ... seem ... In this extract, the writer uses language to suggest that the... is ...	For example, ...	A ... is used here The writer uses ... here The use of ... here is interesting.	This suggests... This implies that...	The word, "..." The image of the "..." The use of the phrase "..."	This suggests... conveys... indicates...	Overall, the language makes the ... seem.

16 marks / 20 mins (E.T. 25 mins)

Q4 - Comparing perspectives

0 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 feelings and perspectives about XXX
XXX

In your answer, you could:

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

16 marks / 20 mins (E.T. 25 mins)

Q4 - Comparing perspectives STRATEGY

1. **Read** the task & **underline** key words.
2. **Skim read** source A, looking for the writer's **perspective/ feelings/ viewpoint** about ... and underline them.
3. **Annotate** - what **METHODS** has the writer used?
4. **Repeat** for source B.
5. Decide on the **main points of comparison** - jot by the task.
6. **Write up response**

16 marks / 20 mins (E.T. 25 mins)

Q4 - Comparing perspectives

