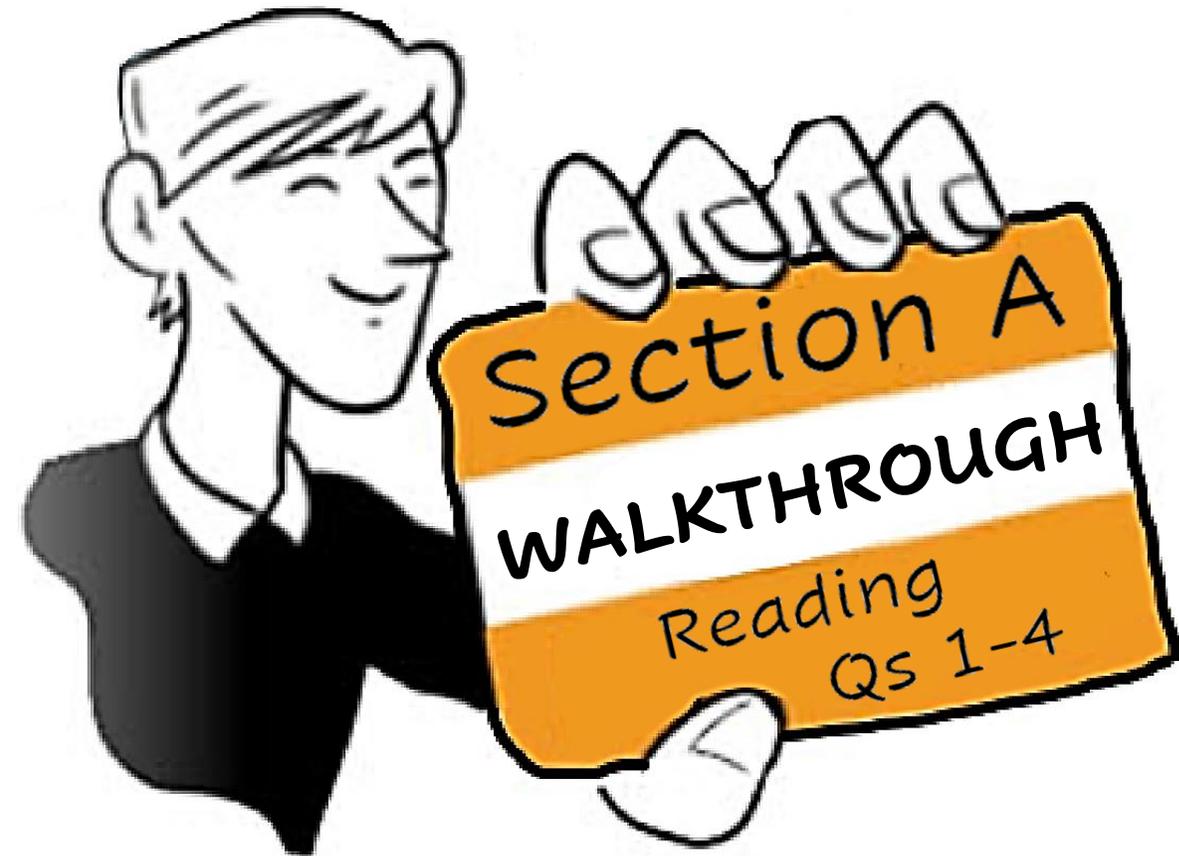


GCSE English Language

Paper 2 Writers' viewpoints and perspectives

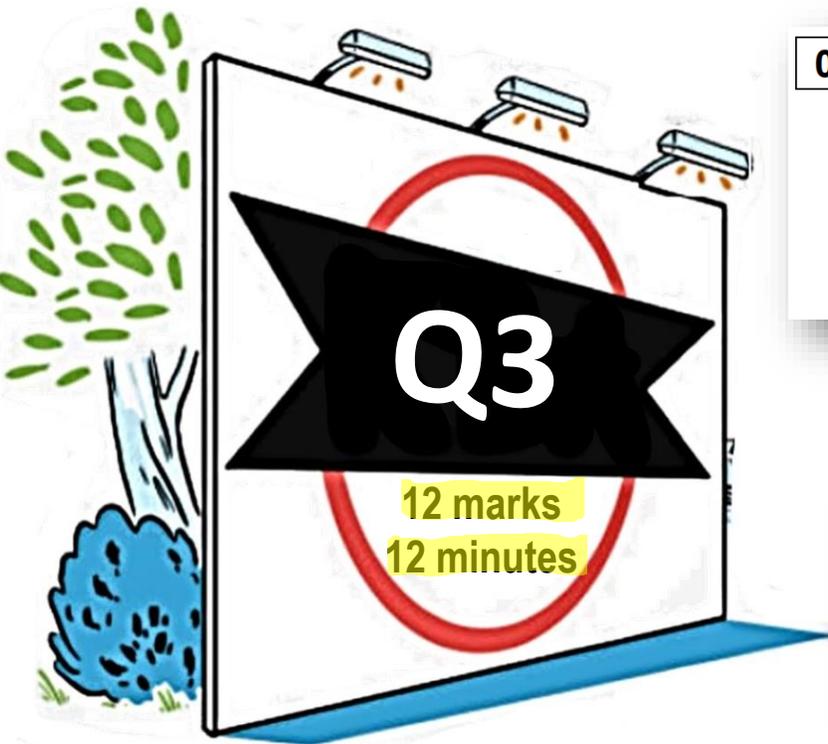


The basics...

- This exam is 1 hour 45 minutes
- 45 minutes for Section A (writing Q5)
- 1 hour for Section B (reading Qs 1-4)
 - ↓
 - 15 minutes to read both texts
 - ↓
 - 45 minutes to answer Qs 1-4
- 2x non-fiction texts

Key information...

- This question directs you to a **section of either Source A or Source B.**
- The key skill being tested here is your ability to **explain the effects of language.** The examiner wants to see how well you can **analyse how language methods used** by the writer affect the readers' understanding/perception/feelings.
- In order to **identify and analyse** language methods, you will need to use **evidence (quotations)** from the directed section of text!



0 3

You now need to refer **only** to **source B**, Dickens' description of the fair itself (**from line 19 to the end**).

How does Dickens **use language** to make you, the reader, feel part of the fair?

[12 marks]

AO2

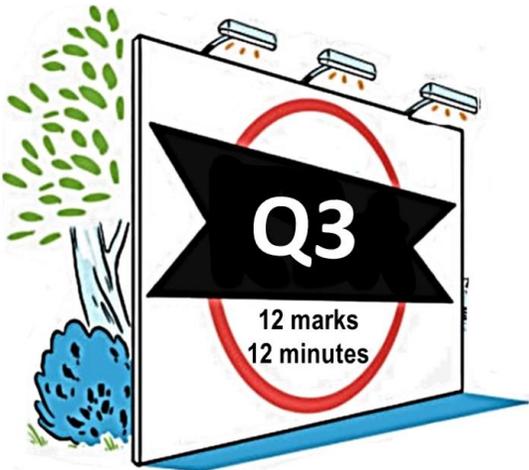
- Explain, comment on and analyse how writers use language **and structure** to achieve effects and influence readers, **using relevant subject terminology** to support their views.



If the first explanation of language effects you give is **clear**, you can achieve Level 3 (at least 7 out of 12) straight away!

Therefore, make sure the first language method you choose to write about is one that you have the most to say about... one that you can zoom in on in some detail.

Then, you can build on that first explanation of language effects and work your way further up the mark scheme.



AO2

- 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.



<p>Level 4</p> <p>Detailed, perceptive analysis</p> <p>10-12 marks</p>	<p>Shows detailed and perceptive understanding of <i>language</i>:</p> <ul style="list-style-type: none"> • Analyses the effects of the writer's choices of <i>language</i> • Selects a judicious range of textual detail • Makes sophisticated and accurate use of subject terminology
<p>Level 3</p> <p>Clear, relevant explanation</p> <p>7-9 marks</p>	<p>Shows <u>clear</u> understanding of <i>language</i>:</p> <ul style="list-style-type: none"> • <u>Explains clearly the effects of the writer's choices of <i>language</i></u> • Selects a range of relevant textual detail • Makes clear and accurate use of subject terminology
<p>Level 2</p> <p>Some understanding and comment</p> <p>4-6 marks</p>	<p>Shows some understanding of <i>language</i>:</p> <ul style="list-style-type: none"> • <u>Attempts to comment</u> on the effect of <i>language</i> • Selects some appropriate textual detail • Makes some use of subject terminology, mainly appropriately

20 Five minutes' walking brings you to the fair itself; a scene calculated to awaken very different feelings. The entrance is occupied on either side by the vendors of gingerbread and toys: the stalls are gaily lighted up, the most attractive goods profusely disposed, and un-bonneted young ladies induce you to purchase half a pound of the real spice nuts, of which the majority of the regular fair-goers carry a pound or two as a present supply, tied up in a cotton pocket-handkerchief. Occasionally you pass a deal⁶ table, on which are exposed pennyworths of pickled salmon (fennel⁷ included), in little white saucers: oysters, with shells as large as cheese-plates, and several specimens of a species of snail floating in a somewhat bilious-looking green liquid.

25

Imagine yourself in an extremely dense crowd, which swings you to and fro, and in and out, and every way but the right one; add to this the screams of women, the shouts of boys, the clanging of gongs, the firing of pistols, the ringing of bells, the bellowings of speaking-trumpets, the squeaking of penny dittos⁸, the noise of a dozen bands, with three drums in each, all playing different tunes at the same time, the hallooing of showmen, and an occasional roar from the wild-beast shows; and you are in the very centre and heart of the fair.

30

This immense booth, with the large stage in front, so brightly illuminated with lamps, and pots of burning fat, is 'Richardson's,' where you have a melodrama (with three murders and a ghost), a pantomime, a comic song, an overture, and some incidental music, all done in five-and-twenty minutes.

35

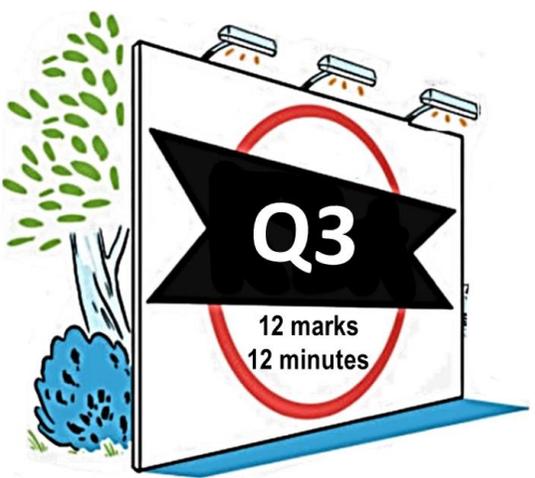
'Just a-going to begin! Pray come for'erd, come for'erd,' exclaims the man in the countryman's dress, for the seventieth time: and people force their way up the steps in crowds. The band suddenly strikes up and the leading tragic actress, and the gentleman who enacts the 'swell' in the pantomime, foot it to perfection. 'All in to begin,' shouts the manager, when no more people can be induced to 'come for'erd,' and away rush the leading members of the company to do the first piece.

40

0 3 You now need to refer **only** to **source B**, Dickens' description of the fair itself (from **line 19 to the end**).

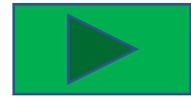
How does Dickens use language to make you, the reader, feel part of the fair?

[12 marks]



AO2

- 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.



Level 3	Shows clear understanding of language:
Clear, relevant explanation	<ul style="list-style-type: none"> • Explains clearly the effects of the writer's choices of language • Selects a range of relevant textual detail • Makes clear and accurate use of subject terminology
7-9 marks	

20 Five minutes' walking brings you to the fair itself; a scene calculated to awaken very different feelings. The entrance is occupied on either side by the vendors of gingerbread and toys: the stalls are gaily lighted up, the most attractive goods profusely disposed, and un-bonneted young ladies induce you to purchase half a pound of the real spice nuts, of which the majority of the regular fair-goers carry a pound or two as a present supply, tied up in a cotton pocket-handkerchief. Occasionally you pass a deal⁶ table, on which are exposed pennyworths of pickled salmon (fennel⁷ included), in little white saucers: oysters, with shells as large as cheese-plates, and several specimens of a species of snail floating in a somewhat bilious-looking green liquid.

30 Imagine yourself in an extremely dense crowd, which swings you to and fro, and in and out, and every way but the right one; add to this the screams of women, the shouts of boys, the clanging of gongs, the firing of pistols, the ringing of bells, the bellows of speaking-trumpets, the squeaking of penny dittos⁸, the noise of a dozen bands, with three drums in each, all playing different tunes at the same time, the hallooing of showmen, and an occasional roar from the wild-beast shows; and you are in the very centre and heart of the fair.

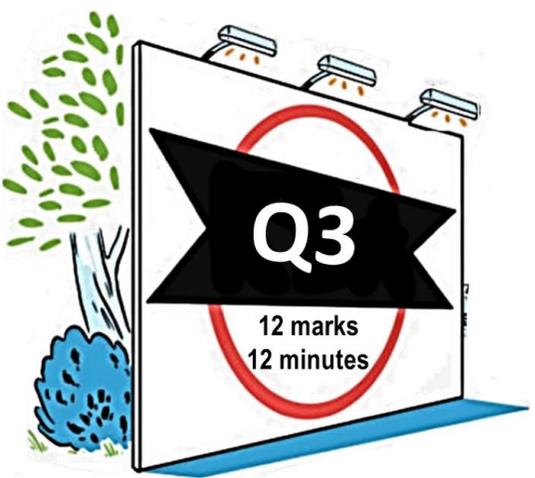
35 This immense booth, with the large stage in front, so brightly illuminated with lamps, and pots of burning fat, is 'Richardson's,' where you have a melodrama (with three murders and a ghost), a pantomime, a comic song, an overture, and some incidental music, all done in five-and-twenty minutes.

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0 3 You now need to refer **only** to **source B**, Dickens' description of the fair itself (from line 19 to the end).
 How does Dickens use language to **make you, the reader, feel part of the fair?**
 [12 marks]

listed noises/sounds → continuous sentences

Dickens makes the reader feel part of the fair by giving a very clear sense of the chaos and noise there when he lists the many sounds that overwhelm you as part of the crowd. Lines 28 to 33 are made up of one prolonged list of the noises such as 'the screams of women... clanging of gongs... ringing of bells' and the 'noise of a dozen bands' mixed with the 'hallooing of showmen', and this prolonged list, all within one continual sentence, emphasises just how many varied sounds there are at once. The reader imagines all these discordant sounds and gets a sense of how loud and raucous it is, making us feel like we are part of it.



AO2 • 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.

7
12

Level 3	Shows clear understanding of language:
Clear, relevant explanation	Explains clearly the effects of the writer's choices of language
7-9 marks	Selects a range of relevant textual detail
	Makes clear and accurate use of subject terminology

20 Five minutes' walking brings you to the fair itself; a scene calculated to awaken very different feelings. The entrance is occupied on either side by the vendors of gingerbread and toys; the stalls are gaily lighted up, the most attractive goods profusely disposed, and un-bonneted young ladies induce you to purchase half a pound of the real spice nuts, of which the majority of the regular fair-goers carry a pound or two as a present supply, tied up in a cotton pocket-handkerchief. Occasionally you pass a deal⁶ table, on which are exposed pennyworths of pickled salmon (fennel⁷ included), in little white saucers: oysters, with shells as large as cheese-plates, and several specimens of a species of snail floating in a somewhat bilious-looking green liquid.

Imagine yourself in an extremely dense crowd, which swings you to and fro, and in and out, and every way but the right one; add to this the screams of women, the shouts of boys, the clanging of gongs, the firing of pistols, the ringing of bells, the bellows of speaking-trumpets, the squeaking of penny dittos⁸, the noise of a dozen bands, with three drums in each, all playing different tunes at the same time, the hallooing of showmen, and an occasional roar from the wild-beast shows; and you are in the very centre and heart of the fair.

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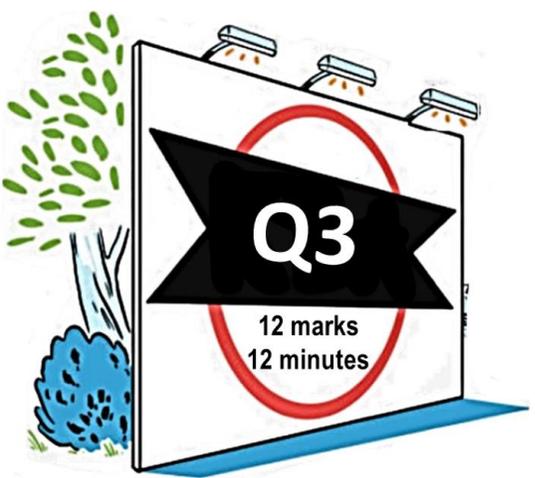
You now need to refer **only** to **source B**, Dickens' description of the fair itself (from line 19 to the end).

How does Dickens use language to make you, the reader, feel part of the fair?

[12 marks]

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Dickens also provides the reader with very precise descriptive details of what we would see at the fair so that it is almost like we are there, walking amongst the stalls and seeing them for ourselves. He describes how the oysters on display have 'shells as large as cheese-plates', a simile which provides us with a clear, precise idea of how impressive in size the oysters are and encourages us to feel the same wonderments as Dickens. He describes Richardson's as an 'immense booth... brightly illuminated with lamps'; the adjective 'immense' helps us to visualise how large and grand this attraction is and the adverb 'brightly' gives a clear sense of how striking and appealing it is, making the fair vivid in the reader's imagination.



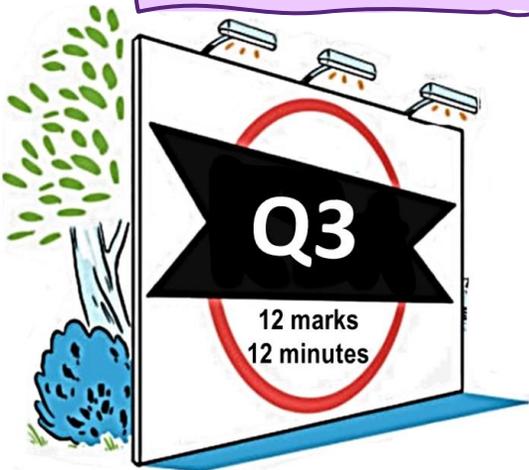
AO2

- 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.

9
—
12

Level 3	Shows clear understanding of language:
Clear, relevant explanation	<ul style="list-style-type: none"> • Explains clearly the effects of the writer's choices of language
7-9 marks	<ul style="list-style-type: none"> • Selects a range of relevant textual detail • Makes clear and accurate use of subject terminology

1. Draw a box around the **relevant section** of the **identified Source**.
2. Read the question carefully... it asks you: 'How does the writer use language to... **what?**'
3. Re-read the relevant section, looking for **language methods** used to achieve the effect named in the question.
4. What **language method** do you have the **most** to say about? Which one can you give the most **clear** explanation of? Write about this one first, making sure you are as **clear** and **detailed** as possible, and that you use **subject terminology** to **identify/name the language method** being used and support with **quotations**.
5. Now add to your answer, identifying and explaining effects of other **language methods** used by the writer to achieve the effect named in the question. Keep using subject terminology and quotations!



AO2

- 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.



1. Draw a box around the **relevant section** of the **identified Source**.
2. Read the question carefully... it asks you: 'How does the writer use language to... *what?*'
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5. Now add to your answer, identifying and explaining effects of other **language methods** used by the writer to achieve the effect named in the question. Keep using subject terminology and quotations!

0 3

You now need to refer **only** to **Source A** from **lines 27 to 40**.

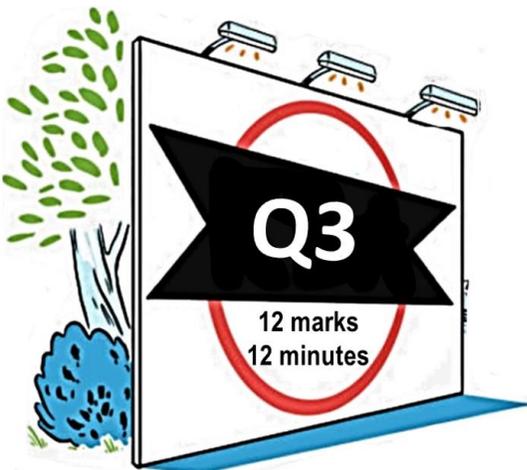
How does the writer use language to describe the coal tips?

[12 marks]

27 On the mountain above Aberfan there were seven such tips. The evening sun sank early behind them. To some of the younger generation they had always been there, as though dumped by the hand of God. They could be seen from the school windows, immediately below them, rising like black pyramids in the western sky. But they were not as solid as they looked; it was known that several had moved in the past, inching ominously down the mountain.

30
35 What was not known however was that the newest tip, number 7, was a killer with a rotten heart. It had been begun in Easter 1958, and was built on a mountain spring, most treacherous of all foundations. Gradually, over the years, the fatal seeping of water was turning Tip 7 into a mountain of moving muck.

40 Then one morning, out of the mist, the unthinkable happened, and the tip came down on the village. The children of Pantglas Junior School had just arrived in their classrooms and were right in the path of it. They were the first to be hit by the wave of stupifying filth which instantly smothered more than a hundred of them.



AO2

- 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.



1. Draw a box around the **relevant section** of the **identified Source**.
2. Read the question carefully... it asks you: 'How does the writer use language to... **what?**'
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0 3

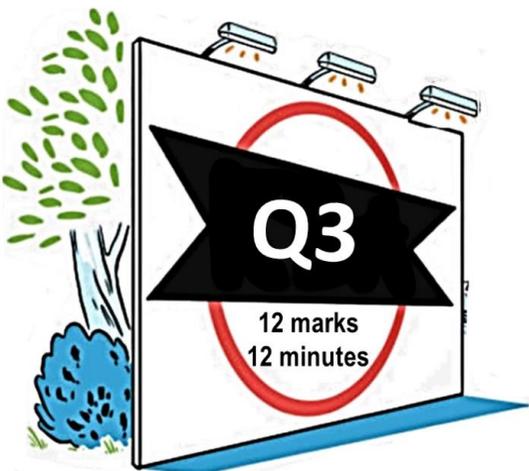
You now need to refer **only** to **Source A** from **lines 13 to 23**.

How does the writer use language to describe the storm?

[12 marks]

13 At speeds touching 80 to 100 kilometres an hour, the storm whipped into the camp just minutes later, plunging the temperature down by ten to fifteen degrees in as many seconds, ripping into
15 the tents in a blinding fury of driving snow. The storm swept up the southern flanks of Everest engulfing the ice-clad slopes effortlessly in a swirling mantle of hurricane-force winds. Within minutes it had the northern side in its grip and then it rose to take the summit. The mightiest mountain in the world disappeared from view as the storm took control.

If Shiva, the Hindu god of destruction, and Nemesis, the Greek goddess of retribution, had joined
20 forces they could not have done a better job of devastation than nature itself did on that day. The timing was uncanny, as bad as it was possible to be. If the storm had struck in winter then no one would have been hurt. But as chance would have it, the tempest¹ arrived on the busiest day of the
23 Everest calendar, right in the middle of the pre-monsoon climbing season.



AO2

- 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.