

23rd November 2021

GCSE English Language mock examination: PAPER 2

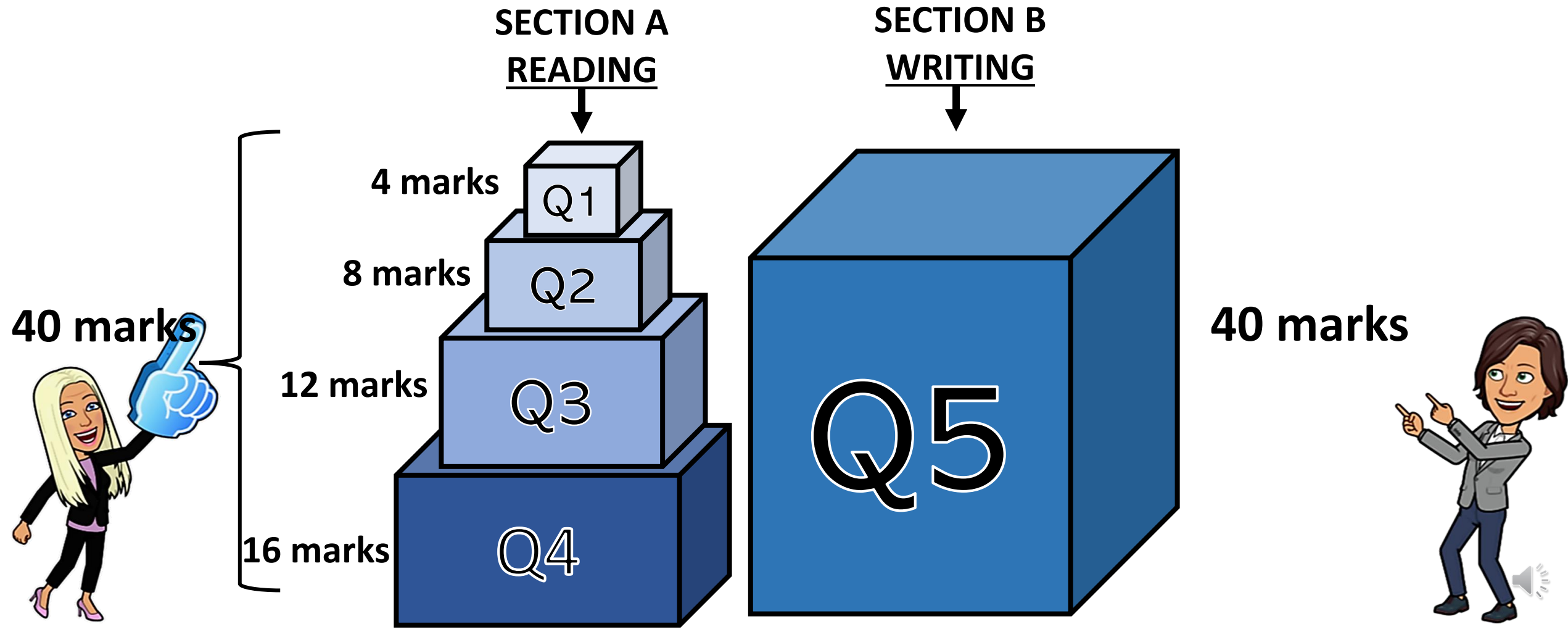
FINAL REVISION & REMINDERS from your English teachers...



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FINAL REVISION & REMINDERS from your English teachers...



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'Education is not just about which school you go to, or what qualifications you gain; it is also about what you learn from your experiences outside of school.'

Write a speech for your school or college Leavers' Day to explain what you think makes a good education.

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

'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]

SECTION B **WRITING**

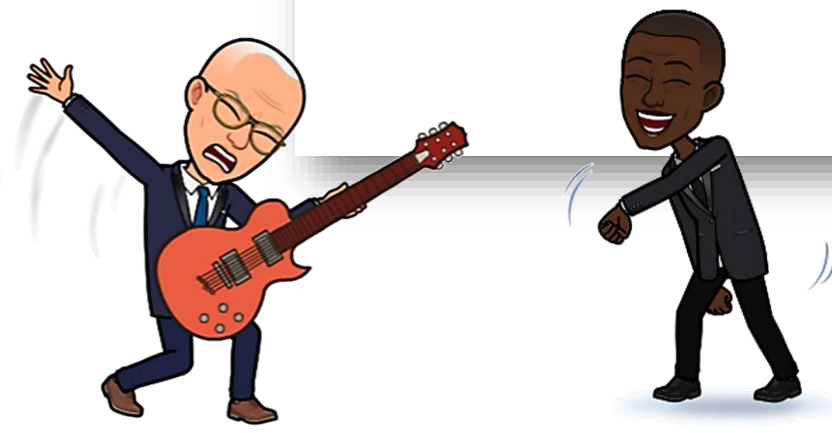
40 marks

Q5

45 minutes

1 task

**Writing to present a
viewpoint**



23rd November 2021

GCSE English Language mock examination: PAPER 2

Read the question/task **carefully** and identify your

P – purpose in writing

A – audience

F – form



Spend 5-10 minutes **PLANNING** your response!

- **Structure** for your line of argument?
- **Reasons** for your viewpoint
- Ideas for **techniques** you will use (anecdote, counter argument, persuasive techniques, etc.)

Rhetorical question

Rule of three

Alliteration

Direct address

Anecdote

Statistics

**Expert opinion/
quotation**

Logos, Pathos, Ethos

Juxtaposition

Imagery



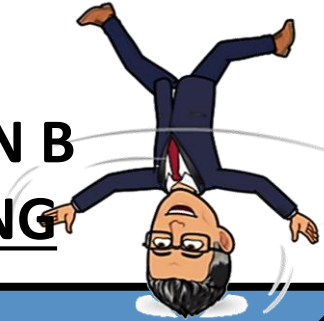
- Ensure you have a clear **opening**
- Explain your viewpoint **clearly**, giving clear, developed **reasons** for your viewpoint and using **language techniques** to be convincing and persuasive
- Ensure you have a clear **closing**



Spend 5 minutes checking:

- * Are all sentences **accurate**?
- * Have you used some **ambitious vocabulary**?
- * Have you used a **range of punctuation**?
- * Are basic **spellings** correct?
there/their/they're
our/are

SECTION B **WRITING**



40 marks

Q5

45 minutes

1 task

**Writing to present a
viewpoint**



23rd November 2021

GCSE English Language mock examination: PAPER 2

0 | 1

Read again the first part of **Source A** from **lines 1 to 10**.

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]

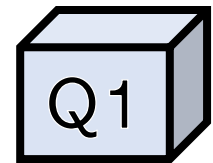
- A The inspector travels to the school by train.
- B Sister Brendan reacts quickly to the arrival of the inspector.
- C The people who live in the centre of Crompton are mostly wealthy.
- D There are no chimneys or warehouses in Crompton.
- E The school is situated next to a wasteland.
- F Some of the houses in the town have been damaged.
- G The inspector thinks Crompton is a lively, cheerful place.
- H The school is well cared for.

Draw a box around the **relevant section of text**.

Make sure you follow the exact instructions and **shade 4!**

Read carefully! Some of the statements will require you to **infer** (read between the lines).

SECTION A READING



4 marks

5 minutes

Read a short section of one of the two Sources.

Select and shade the 4 correct statements from a choice of 8.



23rd November 2021

GCSE English Language mock examination: PAPER 2

0 2

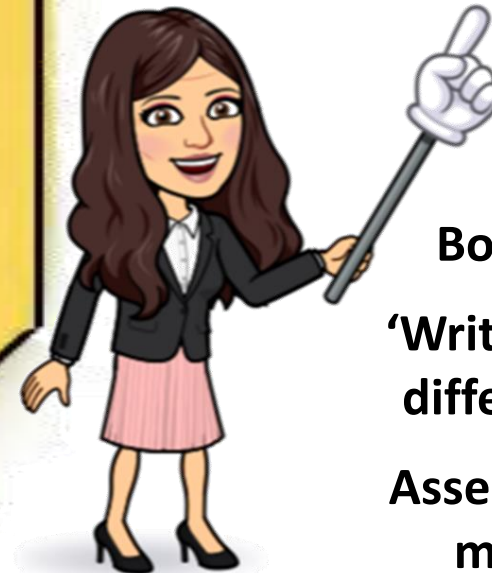
You need to refer to **Source A** and **Source B** for this question.

The children at the primary school and the ragged school behave very differently.

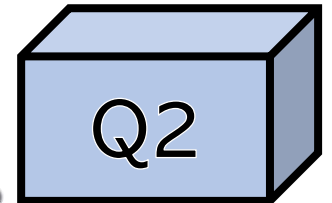
Use details from **both** sources to write a summary of the differences between the behaviour of the children at the two schools.

[8 marks]

The **XXX** in Source A is...
as the writer states that/ describes...
This suggests that... and that...
In contrast, in Source B the **XXX** is...
as it is described as... and the writer mentions...
This implies that...
and differs to the... of Source A.



SECTION A READING



8 marks

10 minutes

Both whole Sources

‘Write a summary of the differences between...’

Assessing your ability to make **INFERENCES**

23rd November 2021

GCSE English Language mock examination: PAPER 2



0 3

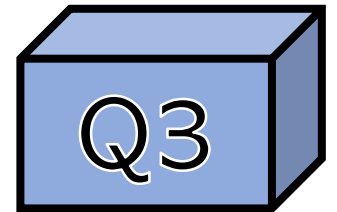
You now need to refer only to **Source A** from **lines 11 to 27**.

How does the writer use language to describe Sister Brendan?

[12 marks]

The writer describes Sister Brendan as enthusiastic and excitable as she moves through the school 'fluttering along the corridors,' with the verb 'fluttering' emphasising how quick and energetic her movements are as it has connotations of constant action and quick pace. The writer uses further bird imagery when he describes her as 'the hungry blackbird out for the worm' – here, the adjective 'hungry' could have sinister connotations as it implies that she is looking for prey, perhaps in this case the writer. However, the writer also describes the 'mischievous glint in her shining eyes' and the adjective 'mischievous' indicates that the writer views her as harmless as it has connotations of playfulness rather than real danger.

SECTION A READING



12 marks

12 minutes

Focuses on a section of one of the two Sources

'How does the writer use language to...'

Assessing your ability to
ANALYSE EFFECTS OF LANGUAGE

23rd November 2021

GCSE English Language mock examination: PAPER 2



0 3

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How does the writer use language to describe Sister Brendan?

[12 marks]

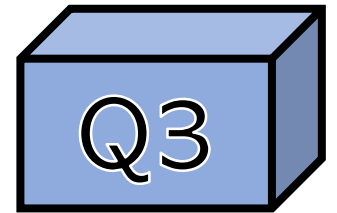
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embedded quotations

subject terminology to identify language methods

clear explanation of how/why each methods suggests something

SECTION A READING



12 marks

12 minutes

Focuses on a section of one of the two Sources

'How does the writer use language to...'

Assessing your ability to **ANALYSE EFFECTS OF LANGUAGE**

23rd November 2021

GCSE English Language mock examination: PAPER 2



0 4

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

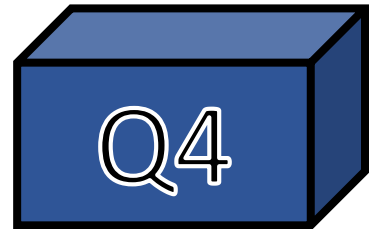
Compare how the writers convey their different attitudes to the two schools.

In your answer, you could:

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

[16 marks]

SECTION A READING



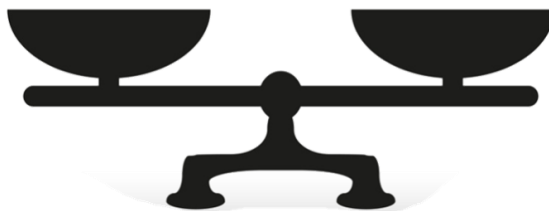
16 marks
18 minutes

Both whole Sources

**'COMPARE HOW THE WRITERS
PRESENT THEIR VIEWPOINTS/
ATTITUDES/ FEELINGS ABOUT
XXX'**

Explaining / comparing
what the writers
think and feel

Analysing / comparing
effects of methods used
by the writers to convey
their thoughts & feelings



23rd November 2021

GCSE English Language mock examination: PAPER 2



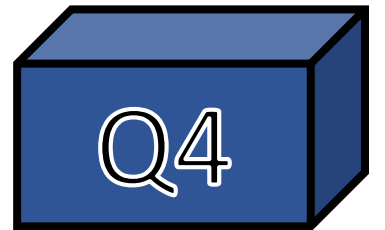
The writer of Source A, who is only visiting for the day, is very impressed by the school; whereas the writer of Source B, who has taken a permanent job, is frustrated by the students and finds his job and the school very challenging. The writer in Source A describes how hard the pupils work using a list: 'reading, writing, discussing, solving problems' to emphasise the variety of educational activities available and how impressive work-ethic of the school and children are, and he compares the school to 'a hive of activity', suggesting an admiration for the children working busily and in a focused way, like bees who are renowned for being effective and efficient workers in the natural world. On the other hand, in Source B, the writer's negative attitude is clear when he says 'No school can possibly be worse than this'. His hyperbole emphasises his dismay, which is further shown through his adverbs when describing how the children act 'viciously' and 'horribly'; 'viciously' has connotations of wildness and savagery, showing that he is shocked by the behaviour and chaos.

Identify a comparison between the writer's views...

Give evidence from A and explain what this evidence suggests the writer feels and how/why it suggests it...

Give evidence from B and explain what this evidence suggests the writer feels and how/why it suggests it...

SECTION A READING



16 marks
18 minutes

Both whole Sources

'COMPARE HOW THE WRITERS PRESENT THEIR VIEWPOINTS/ ATTITUDES/ FEELINGS ABOUT XXX'



23rd November 2021

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Good luck!

Do your
very best...

We believe
in you 😊

