

# AQA GCSE English Language Paper 2



## Walking, Talking Mock



# This session:



- Work through Language Paper 2 **with hints and tips**
- Develop **strategies** for answering each question
- Practise under strict timings for each question
- Look at good responses to support revision

## Aims:

- ✓ To **improve** our English **exam technique**
- ✓ Build our **confidence** for the real exam

# Walking-Talking Mock Exam

You should have:

- An insert with the two extracts
- Lined paper (booklet)
- **AT LEAST** one black pen!

and ideally...

- **Highlighters**



Please write clearly in block capitals.

Centre number

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Candidate number

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Surname

\_\_\_\_\_

Forename(s)

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Candidate signature

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# GCSE ENGLISH LANGUAGE (8700)

Paper 2 Writers' viewpoints and perspectives

Time allowed: 1 hour 45 minutes

## Materials

For this paper you must have:

- Source A and Source B – which are provided as a separate insert

## 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 sources and all five questions you have to answer.
- You should make sure you leave sufficient time to check your answers.

- 1 hour 45 minutes
- 80 marks
- 50% of GCSE

# Writers' Viewpoints and Perspectives

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GCSE

ENGLISH LANGUAGE

(8700)

Paper 2 Writers' viewpoints and perspectives

## Insert

The sources that follow are:

Source A: 20<sup>th</sup> Century non-fiction

The Death Zone by Matt Dickinson

An extract from a book printed in 1997.

Source B: 19<sup>th</sup> Century literary non-fiction

London Snow

An extract from a diary written by Arthur Munby published in 1867.

Please turn the page over  
to see the sources

Read the titles of  
extracts to get  
an initial  
impression of  
the content

What  
connections are  
suggested from  
the titles?

- 1 hour 45 minutes
  - 80 marks
  - 50% of GCSE

# The Question Paper

Section A:  
Reading  
- Two non-fiction texts on *connected theme*

**Reading (40 marks) (25% of final grade)** – two linked texts

- 4 Questions to answer:
- 1 x 4 marks (short) **True/False**
- 1 x 8 marks (longer) **Summary**
- 1 x 12 marks (longer) **Language analysis**
- 1 x 16 marks (extended) **Comparison of viewpoints**

**Writing (40 marks) (25% of final grade)**

- 1 Question to write about:
- Extended Writing
- **Argue/Persuade**
- 24 marks for Content
- 16 marks for accuracy
- Total Marks: 40

Section B:  
Writing – to present a viewpoint

Question 1 only concerns certain lines in Source A

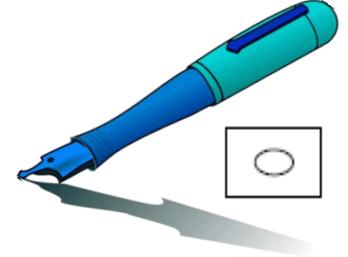
# Question 1

4 Marks  
Spend 5 minutes on this question.

- A Base camp is a cosy and happy place.
- B The temperature at base camp drops when the sun goes down.
- C Salkeld was so cold that she needed to put on more clothes.
- D The storm had hit Everest from the north.
- E Salkeld was excited at the sight of the storm.
- F Salkeld had often seen storms like this on Everest.
- G They watched as the storm got closer to them.
- H The approaching storm looked like something from the end of the world.

You only need to find 4 statements.

**AO1: Identify and interpret explicit and implicit information and ideas.**



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# Question 2 Both sources

## *8-10 minutes writing time*

### Summary

The **effects of the weather on people** in both sources are very different.

Use **details from both sources** to write a summary of the different ways people are affected by the weather.

**AO1: Select and synthesise evidence from different texts.**

# Question 2 = 8 marks

## 8 minutes response time

### Response strategy = SQL

1. Statement – *'In Source A, the effects of the storm are shown to be severe*
2. Quote - This is shown when we learn *'three Indian climbers were stranded, exhausted and with their oxygen supplies running out'*
3. Inference - *' this shows that in this situation the weather is so dangerous it is life threatening.'*

# SQI

In Source A the weather is shown to affect people very severely and causes death. For example "the greatest loss of life on the peak"

This shows that storm in Source A was so severe that it actually caused fatalities. It also shows the overwhelming effect that it had physically on the people. The phrase

The effects of the weather on people in both sources are very different. Use details from both sources to write a summary of the different ways people are affected by the weather.

1. Source A SQI x 2

2. Linking comparative sentence

*e.g. However, in Source B, the weather is shown to have a far less serious effect on people.*

1. Source B SQI x 2

2. Final statement to show understanding of difference

*e.g. Overall the effects of the weather are very different in both sources –one is life threatening, one is merely uncomfortable.*

# Question 3 = 12 marks

## 12 minutes response time

Language

Only look at  
the 2<sup>nd</sup> source.

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

How does the writer use language to

**describe the storm?**

AO2: Analyse language and structure and how this achieves effects and influences readers, using relevant subject terminology

to describe the storm, with the verbs 'Whipped', 'plunging' and 'ripping'. This is used to emphasise the danger, deadliness and brutality of the storm. Violent language is used throughout the extract to emphasise that the storm was continuously violent and there was no respite. This implies that there was no visible end to the storm and that the climbers did not know when it would end.

# Question 4 = 16 marks

20 minutes response time

## Perspectives (Thoughts and feelings)

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 the extreme weather conditions.

In your answer, you could:

- compare their different perspectives on the extreme weather conditions
- compare the methods the writers use to convey their different perspectives
- support your response with references to both texts.

Source A presents Dickinson as ~~being~~ feeling vulnerable because

he says "tempestuous roar". This uses animals to help emphasise the danger, and the word tempestuous makes us think that the storm is enormous because of tempests, this helps us to understand the fear going through his mind. He

On the other hand in source B, ~~the~~  
Munkey appears to be delighting  
in the snow, and thinks it's very  
beautiful. We see this when he  
says "enjoying the wondrous  
lovely scene" this is very contrasting  
to the other extract where ~~the~~ the  
weather is seen as awful, but here  
is a lot more happy and positive.