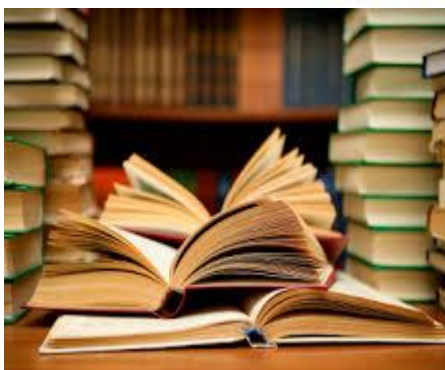




## Language Paper 2:

### Writer's viewpoints and perspectives.



# Paper 2 Question 1

Shade the boxes of 4 true statements.

- 4 marks for 4 points
- 5 minutes
- Identify explicit and implicit information

A01 requires you to:

- Identify and interpret **explicit** and **implicit** information and ideas.
- Explicit meanings are the clear and obvious points from a text. Implicit meanings are implied.

Top Tips:

- Ensure you understand how to shade the circles correctly for Question 1.
- You should not write T or F next to the statements.

**The question will focus on one of the two sources.**

### Example questions:

## Witchcraft

Witchcraft still keeps its hold on the minds of many of our peasants. They never doubt its reality, although their conceptions of its effects, and the powers of those who are supposed to practise the art, have undergone much modification since the time when witchcraft was made a capital crime.

At present, reputed witches are supposed to employ themselves much more in doing mischief than in 'raising storms and causing great devastations both by sea and land'.

Witch feasts are now unknown; nor do the 'old crones' now fly through the air on broomsticks; but they are supposed to be able to cause bad luck to those who offend them; to produce fatal diseases in those they desire to punish more severely; and to plague the farmers by afflicting their cattle, and rendering their produce unprofitable

Sickles, triple pieces of iron, and horse shoes, may still be found on the beams and behind the doors of stables and shippens; which are supposed to possess the power of destroying, or preventing, the effects of witchcraft; and self-holed stones, termed 'lucky-stones', are still suspended over the backs of cows, in order that they may be protected from every diabolical influence.

Shade **four** statements below which are TRUE.

[4 marks]

- Witch feasts are no longer practised in England
- Most people in England still believe in witchcraft
- Lucky stones hung from horses warded off evil spirits
- Only English peasants still believe in witchcraft
- Peasants believe that witches fly on broomsticks
- Lucky stones hung from cows' backs warded off evil
- Peasants believe witches can cause a person to die of disease.

Dear Sir, the present treatment of children is terrible, primarily from people not understanding the psychology of a child's nature. A child cannot understand a punishment inflicted by society.

The terror of a child in prison is quite limitless. I remember once, in Reading prison, as I was going out to exercise, seeing in the dimly-lit cell right opposite my own, a small boy. Two warders — not unkindly men — were talking sternly to him, or perhaps giving him some useful advice about his behaviour. One was in the cell with him, the other was standing outside. The child's face was like a white wedge of sheer terror. There was in his eyes the terror of a hunted animal.

Q1: Read Source A, lines 9 – 24.

[4 marks]

- Wilde believes that prison is a good punishment for children
- Wilde claims that prison is a terrifying experience for children
- Wilde witnessed a child begging to be released from prison
- Wilde believes sending children to prison is a stupid idea
- The boy had lost his own shoes and socks
- The boy was so poor he did not have his own shoes and socks
- The boy cried because he missed his friends

## Paper 2 Question 2

Write a summary of the...

- 8 marks
- 12 minutes
- 3 points

Top Tips:

- You should focus on identifying clear differences/similarities between the texts, which they are then able to infer meaning from.
- Don't worry if you can't see much – you only need 3 examples.
- You need to infer/read between the lines.
- Check the question focus.
- Referring to the time periods is not in itself a valid difference.
- You should be prepared to respond to the precise focus of the task.

You will be looking at both sources.

What you are looking for:

- Identifying differences OR similarities based on a focus.
- Selecting appropriate textual detail from one text.
- Inferring some meaning, before turning to the other text, selecting another textual detail and inferring something about the difference between both texts.

What is this question asking of me?

In this question you will have to write a summary of the similarities or differences between the two texts on a specific topic.

It's important that you stay focused on the question, only writing about the topic in the question and only focusing on similarities OR differences, depending on what the question asks you.

The best way to approach this?

- The best way to start is to make a plan, outline the key points from both texts that you could write about.
- Remember, this is not a question about what the writer is doing; it's a question about the topic you are given in the question.
- Don't forget, you do need to write about both texts for this question. Only focusing on one text will severely limit the number of marks you can achieve. The best answers usually refer equally to both texts in their statements and inferences.

## Example Questions:

***Public hangings were brought to an end in Britain by the Capital Punishment Amendment Act of 1868, but the sentence was still carried out behind closed doors. This eyewitness account of a visit to the prison gallows appeared in The Daily Telegraph, 30th November 1881.***

### **SOURCE A:**

Just as the clock was striking half past eight this morning the little wicket gate of the lodge of Lewes jail was opened by a warder for the purpose of admitting some dozen and a half gentlemen who till then had lingered in the garden which belongs to the prison. A bright sunshine had succeeded a gusty night, and was rapidly driving away the mists that still hung over the South Down hills.

At last we came to the yard – the one for which we were particularly bound – a large irregular space, bounded on one side by the prison, and on three others by high walls. At the end, however, were two objects which forced themselves upon the view. In the right-hand corner as we looked upon them rose a couple of thick black posts, with a huge cross piece, from which dangled a staple and a long, thick rope; in the other, about 10 yards distance, an open grave.

As we filed into the yard, I noticed that we were being one by one saluted by a somewhat diminutive man clothed in brown cloth, who raised his hat and greeted each arrival with a “good morning, gentlemen.” To my horror, the man in the brown coat proved to be no stranger wandering about, but the designer of the horrible structure on the right, and the official most closely connected with that and the open grave. William Marwood it was who thus bade us welcome, and the straps on his arms were nothing less than his “tackle”.

I confess to a shudder as I looked upon the girdle and arm pieces that had done duty on so many a struggling wretch, and half expected that the man who carried them would have attempted to hide them. But no such thing! To him they were implements of high merit, and together with the gallows formed what he now confidentially informed his hearers was “an excellent arrangement”. It was evident that in the gallows and the tackle too he had more than a little pride.

“That rope that you see there,” said he, as he gazed admiringly at the crossbar of black wood, “is two and a half inches round. I’ve hung nine with it, and it’s the same I used yesterday.” Nor does he manifest the quaver of a muscle as he went on to point to certain peculiarities of design in his machinery of death. Had he been exhibiting a cooking apparatus, a patent incubator, or a corn mill, he could not have been more pleased or more calm. To Marwood the whole thing evidently seemed a triumph of art.

At length a warder came battling up, and with a bundle of keys in his hand beckoned to Marwood. It wanted about 10 minutes to 9 o’clock, and the doomed man was waiting. “Ready for you,” remarked the warder, and with an expectant look Marwood gathered up his “tackle” and followed. With an easy skip and a hop, as though he were answering an agreeable call, he left us and disappeared towards the cell of the man about to die.

**SOURCE B: Taken from [www.usnews.com](http://www.usnews.com) , September 29th, 2014**

***The author of this American newspaper article is in favour of the death penalty.***

### **How the Death Penalty Saves Lives:**

**Capital punishment curbs criminal behaviour and promotes a safer country.**

On Sept. 10, Earl Ringo Jr. was executed in Missouri. Before you decide whether or not this is right, consider what Ringo did. In July 1998, Ringo and an accomplice planned to rob a restaurant where Ringo had previously worked. Early one morning, they followed delivery truck driver Dennis Poyser and manager-in-training Joanna Baysinger into the building before shooting Poyser to death and forcing Baysinger to hand over \$1,400. Then, Ringo encouraged his partner to kill her. A jury convicted Ringo of two first-degree murders.

Some crimes are so heinous and inherently wrong that they demand strict penalties – up to and including life sentences or even death. Most Americans recognize this principle as just. A Gallup poll from May on the topic found that 61 percent of Americans view the death penalty as morally acceptable, and only 30 percent disagreed. Even though foes of capital punishment have for years been increasingly vocal in their opposition to the death penalty, Americans have consistently supported capital punishment by a 2-to-1 ratio in murder cases. They are wise to do so.

Studies of the death penalty have reached various conclusions about its effectiveness in deterring crime. Indeed, recent investigations, using a variety of samples and statistical methods, consistently demonstrate a strong link between executions and reduced murder rates. For instance, a 2003 study by Emory University researchers of data from more than 3,000 counties from 1977 through 1996 found that each execution, on average, resulted in 18 fewer murders per county. In another examination, based on data from all 50 states from 1978 to 1997, Federal Communications Commission economist Paul Zimmerman demonstrated that each state execution deters an average of 14 murders annually.

A more recent study by Kenneth Land of Duke University and others concluded that, from 1994 through 2005, each execution in Texas was associated with "modest, short-term reductions" in homicides, a decrease of up to 2.5 murders. And in 2009, researchers found that adopting state laws allowing defendants in child murder cases to be eligible for the death penalty was associated with an almost 20 percent reduction in rates of these crimes.

In short, capital punishment does, in fact, save lives. That's certainly not to say that it should be exercised with wild abandon. However, the criminal process should not be abused to prevent the lawful imposition of the death penalty in capital cases.

Refer to Source A and Source B. Write a summary of the **differences** in the writers' attitudes to the death penalty.



## Paper 2 Question 3

**How has the writer structured the text to interest the reader?**

- 12 marks
- 16 minutes
- 4-5 points

**Top Tips:**

- You should understand that the key to success in Question 3 is to focus on comments on the *effects* of language.
- The clear message is that the subject terms can only ever enhance the language analysis and cannot replace it.  
The best responses explore in detail the effect of specific words and phrases.
- Elaborate subject terms can be over-used and misunderstood
- You should only analyse at a sentence level if you are sure they have something pertinent to say.
- You should make you're your analysis is in context e.g analysing the word but not in terms of its relevance in the quote.

**What you should be thinking about:**

- Powerful adjectives, verbs and adverbs – semantic field?  
Imagery – similes, metaphors, personification, hyperbole, pathetic fallacy.
- Symbolism.
- Formal or informal.

**You may be asked to write about all or part of a source.**

**Banned phrases (they do not gain you marks!):**

- ✗ This makes the reader want to read on
- ✗ It has an effect on the reader
- ✗ It draws the reader in
- ✗ The reader can imagine it in their head
- ✗ I know this because...
- ✗ The writer uses words and phrases well

**Use these phrases instead:**

- ✓ The language evokes a particular emotion in the reader to...
- ✓ The [insert word class], '...' implies the idea of...
- ✓ The phrase, '...' create a specific image for the reader, possibly to...
- ✓ The writer uses this to highlight/imply/suggest that...
- ✓ The writer includes this particular tone within an additional part of the text to encourage the reader to consider...
- ✓ The writer uses this language to reinforce/challenge/cause the reader to question ideas of...
- ✓ Alternatively, the word could connote...

## Reminder:

- **Personification** – Attributing a human quality to something non-human.
- **Metaphor** - A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.
- **Simile** - A figure of speech involving the comparison of one thing with another thing of a different kind, using 'like' or 'as'.
- **Adjectives** – A describing word.
- **Adverbs** – Adjectives that describe a verb.
- **Imagery** – Visual images produced using descriptive language.
- **Senses** – Sight, Smell, Taste, Touch, Sound.

## Step-by-Step:

**Step 1** – Read the question – what is it asking of you?

**Step 2** – Read through the extract again.

**Step 3** – Underline/highlight any language techniques you can find that link back to the question.

**Step 4** – Annotate these – What EFFECT do they have? Why has the writer included them? Why might it be interesting to the readers?

**Step 5** – Begin writing your answer, making sure to include three points, three quotations and three levels of analysis. Also, ensure that your points refer to what the question is asking of you.

## Raising it to a Level 8/9:

**ANALYSING AN ALTERNATIVE INTERPRETATION:** This metaphor could also be interpreted as...

**THE COMBINED EFFECT OF TECHNIQUES:** The writer uses ... coupled with ... to highlight...

**MODIFYING TECHNIQUES:** The writer uses violent/gentle/calming adjectives to...

**CUMULATIVE EFFECT OF TECHNIQUES:** The use of these verbs builds to create a \_\_\_\_\_ effect by...

## Example extract and questions:

### Source A

#### The Village that Lost its Children

Few people had ever heard of Aberfan until disaster struck it. It was just another of the small mining villages lying tucked away in the South Wales valleys – a huddle of anonymous terraced houses of uniform ugliness unrelieved except for chapel and pub.

Its heart was the coal-pit, and its environment like the others – the debris of a slowly exhausting industry: a disused canal, some decaying rail- tracks, a river black as the Styx<sup>1</sup>, a general coating of grime over roofs and gardens, and the hills above blistered with a century of mining waste.

Such villages learned to accept a twilight world where most of the menfolk worked down the pits. Many died early, with their lungs full of coal-dust, and the life was traditionally grim and perilous. Disaster, in fact, was about the only news that ever came out of the valleys – the sudden explosion underground, miners entombed alive, or the silent death in the dark from gas. Wales and the world were long hardened to such news. But not to what happened in Aberfan. A coal-mine sends to the surface more waste than coal, and a mining village has to learn to live with it. It must be put somewhere or the mine would close, and it's too expensive to carry it far. So the tips grow everywhere, straddling the hillsides, nudging the houses like black-furred beasts. Almost everyone, from time to time, has seen danger in them, but mostly they are endured as a fact of life.

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.

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.

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.

Using Lines 27-40 only...

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

**SOURCE B: FIRE SWEEPS KING'S CROSS TUBE TUNNELS- Taken from *The Guardian* newspaper, November 19<sup>th</sup>, 1987**

**Q3. Now refer to the extract below, taken from Source B.**

Twenty-seven people died last night and dozens were taken to hospital after breathing in smoke after fire broke out under an escalator inside King's Cross underground station in central London.

Police and firemen were searching the tunnels. More than 150 firefighters and 30 engines were involved in what the fire brigade described as the most serious incident in recent years. Eight of those taken to hospital were understood to be seriously ill.

The fire was discovered at about 7.30 pm, and smoke poured through into the mainline station concourse above. Passengers waiting for trains north were asked by loudspeaker to evacuate the station as scores of firemen moved in. Local residents also reported seeing the smoke billowing above ground into the main road.

The body of one victim, a young man whose skin was completely blackened, was brought above ground shortly after 8.30 pm. He was found near the exit on the steps of the underground entrance beside St Pancras mainline railway station, across the road from King's Cross.

How does the writer use language to make this event sound so dramatic?

## Paper 2 Question 4

- 16 marks
- 22 minutes
- 4-5 points

### Top Tips:

- You must comment on methods so that you don't lose marks.
- Introductions are not needed and rarely achieve marks. Go straight into the answer.
- You should be wary of doing too much. It is better to focus in on 2-3 comparison than do lots badly.
- Comparison needs to be explicit, saying "however, in source B..." is not direct comparison of ideas/methods.

### What you should be thinking about:

- Statements about how both writers view the topic in the question.
- Supporting quotations from each text, ideally embedded and concise.
- AO1 inferences from the quotations, explaining how each expresses the writer's thoughts and feelings.
- Language analysis comments that highlight the methods used by the writer. Don't forget, this can be a structural feature or a language feature.
- Embedded quotations or line numbers that exemplify the writers' method.
- Explain the effect the writer is trying to create. These effects should be linked to your original statements so that it is clear you know about the writer's perspective.
- Use words and phrases to COMPARE the views in the two texts: however, similarly, whereas and likewise can be useful words to make comparisons and link one paragraph to the next BUT make sure you have more than just connectives to compare the two sources.

**This will always look at both Source A and Source B.**

## Reminder:

What does the writer feel about... ?
<b>How do they show us this? Use a quotation</b>
Why do you think the writer chose this technique to present ...?
How does it make the reader think/feel..?
<b>Does the writer of the second text have a similar or different perspective on...?</b>
What is similar/different about it?
How do they show us this? Use a quotation
Why do you think the writer chose this technique to present...?
How does it make the reader think/feel..?

## Step-by-Step:

**Step 1** – Read the question –what is it asking of you?

**Step 2** – Read through the extracts again.

**Step 3** – Underline/highlight anything that you can use in your argument.

**Step 4** – Annotate these –Why has the writer included them? How can you link it back to the question and your argument?

**Step 5** – Begin writing your answer (see advice below)

## Writing a Paragraph:

1. In Source A, the writer...
2. For example... / This can be seen in the line...
3. The writer has used *(add method linked to language/structure/tone e.g. emotive language)* to suggest that...
4. It also implies that...
5. On the otherhand / similarly the writer in Source B...
6. For example...
7. The writer has used *(add method linked to language/structure/tone e.g. a formal tone)* to suggest that...
8. It also implies that...
9. In Source A... whereas/similarly in Source B...

***Source A is part of a speech that was delivered to the MPs in the Houses of Parliament in 1842 by a man named Lord Shaftesbury who was appalled at the working conditions of women and children in the coal mines across England. He wanted a new law to improve their working conditions.***

***SOURCE A: Lord Shaftesbury's speech, 1842***

Sir, the next subject to which I shall request your attention is the nature of the employment in the coal mines. Now, it appears that the common practice is to make young persons and children of a tender age drag carts of coal by means of a belt and a chain. This practice is common in Shropshire, in Derbyshire, in the West Riding of Yorkshire, in Lancashire, in Cheshire, in the east of Scotland, in North and South Wales, and in South Gloucestershire. The child, it appears, has a belt bound round its waist, to which is attached a chain, which passes between the legs, and is attached to the cart filled with coal. The child is expected to drag it on all fours, and the chain passes under what, therefore, in that posture, might be called the hind legs; and thus they have to pass through passages not as good as a common sewer, quite as wet, and oftentimes more unpleasant. This kind of labour they have to continue for several hours, hours in a temperature described as perfectly unbearable. By the testimony of the people themselves, it appears that the labour is exceedingly severe; that the belt blisters their sides and causes them great pain. "Sir," said one old miner, "I can only say what the mothers say, it is barbarity - absolute barbarity."

Robert North says: "I went into the pit at 7 years of age. When I drew by the girdle and chain, the skin was broken and the blood ran down. . . . If we said anything, they would beat us. I have seen many draw at 6. They must do it or be beat. They cannot straighten their backs during the day. I have sometimes pulled till my hips have hurt me so that I have not known what to do with myself."

In the West Riding, it appears, girls are almost universally employed to do the same work as boys. They commonly work quite naked down to the waist, and are dressed - as far as they are dressed at all - in a loose pair of trousers. These are seldom whole on either sex. In many of the coal mines the adult miners, whom these girls serve, work perfectly naked.

Near Huddersfield the sub-commissioner examined a female child. He says, "I could not have believed that I should have found human nature so degraded. Mr Holroyd, and Mr Brook, a surgeon, confessed, that although living within a few miles, they could not have believed that such a system of unchristian cruelty could have existed." Speaking of one of the girls, he says, "She stood shivering before me from cold. The rug that hung about her waist was as black as coal, and saturated with water, the drippings of the roof."

"In a pit near New Mills," adds the sub-commissioner, "the chain passing high up between the legs of two girls, had worn large holes in their trousers. Any sight more disgustingly indecent or revolting can scarcely be imagined than these girls at work. No brothel can beat it."

Surely it is evident that to remove, or even to mitigate, these sad evils will require a vigorous and immediate change to the law. That change is demanded by public reason, by public virtue, by the public honour, by the public character, and, I rejoice to add, by the public sympathy: for never, I believe, since the disclosure of the horrors of the African slave-trade, has there existed so universal a feeling on any one subject in this country as this.

**SOURCE B:** *Taken from www.bbc.co.uk February 5th , 2014*

## **CHILD LABOUR: INDIA'S HIDDEN SHAME**

Two child protection officers hold her on either side as she walks into the police station. She was abducted four years ago from her village in north-east India. Until her rescue, she had been working in people's homes across West Delhi - cooking, cleaning and taking care of children.

"I was not allowed to rest," she says. "If I did something wrong or it was not what they wanted, they hit me. If I wanted to sit down for a bit because I was so tired, they would scream at me. I was never allowed to leave the house, so I didn't realise that I'm in Delhi. My employers told me that we are in Madras in South India."

As the police and counsellors question her, Lakshmi breaks down. She tells the police that she was sexually assaulted by the men who kidnapped her. She was threatened that if she told anyone about it, they would tell everyone back home in her village and her honour would be destroyed. And then, when she started working the agent who arranged her work withheld all her wages leaving her with nothing.

Her uncle is just relieved to have found her. A tea garden worker from Assam, he says her parents died when she was young and her grandmother is worried sick about the young girl. He is also angry about the abduction. "What can we really do? We are poor people - I didn't have enough money to come to Delhi to look for my missing niece. Unscrupulous agents and middlemen just come into our homes when parents are away working at the tea gardens and lure young girls with new clothes and sweets. Before they know it, they are on a train to a big city at the mercy of these greedy men."

He is not alone. One child goes missing every eight minutes in India and nearly half of them are never found. Kidnapped children are often forced into the sex trade. But many here feel that children are increasingly pushed into domestic labour - hidden from public view within the four walls of a home. The government estimates half a million children are in this position.

At a rehabilitation home in northern Delhi run by a charity for children, many families have gathered. They are all tea workers from the north-east state of Assam and have come here searching for their missing daughters. They estimate that just from one particular area - Rangpura in Assam - 16 girls have been lost in the last three to four years.

Helping these families find their daughters is Kailash Satyarti, the head of one charity: "This is the most ironical part of India's growth. The middle classes are demanding cheap labour," he says. "The cheapest and most vulnerable workforce is children - girls in particular. So the demand for cheap labour is contributing to trafficking of children from remote parts of India to big cities."

Offering them a ray of hope is the case of 18-year-old Sumila Munda, who was rescued earlier this month. The information she provided led to police arresting a couple of alleged traffickers. She says she still has nightmares about her employers: "I don't want anyone to go through what I did. I often wondered if I will ever escape from the hellish life I was stuck in. I had dreams of being in school, studying. Now I will get back to my studies."



**Compare** how the writers convey their **attitudes** to child labour.

In your answer you should:

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

**SOURCE A:** Charlotte Brontës letter to her father, written in 1851. TO REV. P. BRONTË 112 GLOUCESTER TERRACE, HYDE PARK, June 7th, 1851.

DEAR PAPA,—I was very glad to hear that you continued in pretty good health, and that Mr. Cartman came to help you on Sunday. I fear you will not have had a very comfortable week in the dining-room; but by this time I suppose the parlour reformation will be nearly completed, and you will soon be able to return to your old quarters. The letter you sent me this morning was from Mary Taylor. She continues well and happy in New Zealand, and her shop seems to answer well. The French newspaper duly arrived.

Yesterday I went for the second time to the Crystal Palace. We remained in it about three hours, and I must say I was more struck with it on this occasion than at my first visit. It is a wonderful place—vast, strange, new, and impossible to describe. Its grandeur does not consist in one thing, but in the unique assemblage of all things. Whatever human industry has created, you find there, from the great compartments filled with railway engines and boilers, with mill-machinery in full work, with splendid carriages of all kinds, with harness of every description—to the glass-covered and velvet-spread stands loaded with the most gorgeous work of the goldsmith and silversmith, and the carefully guarded caskets full of real diamonds and pearls worth hundreds of thousands of pounds. It may be called a bazaar or a fair, but it is such a bazaar or fair as an Eastern genii might have created. It seems as if magic only could have gathered this mass of wealth from all the ends of the earth—as if none but supernatural hands could have arranged it thus, with such a blaze and contrast of colours and marvellous power of effect. The multitude filling the great aisles seems ruled and subdued by some invisible influence. Amongst the thirty thousand souls that peopled it the day I was there, not one loud noise was to be heard, not one irregular movement seen—the living tide rolls on quietly, with a deep hum like the sea heard from the distance.

Mr. Thackeray is in high spirits about the success of his lectures. It is likely to add largely both to his fame and purse. He has, however, deferred this week's lecture till next Thursday, at the earnest petition of the duchesses and marchionesses, who, on the day it should have been delivered, were necessitated to go down with the Queen and Court to Ascot Races. I told him I thought he did wrong to put it off on their account—and I think so still. The amateur performance of Bulwers play for the Guild of Literature has likewise been deferred on account of the races.

I hope, dear papa, that you, Mr. Nicholls, and all at home continue well. Tell Martha to take her scrubbing and cleaning in moderation and not overwork herself. With kind regards to her and Tabby, I am your affectionate daughter, C. BRONTË.

**SOURCE B:** Excerpt from *A History of Modern Britain* by Andrew Marr, published 2007

Other early initiatives would crumble to dust and ashes. One of the most interesting examples is the Dome, centrepiece of millennium celebrations inherited from the Conservatives. Blair was initially unsure about whether to forge ahead with the £1 billion gamble. He was argued into the Dome project by Peter Mandelson who wanted to be its impresario, and by John Prescott, who liked the new money it would bring to a blighted part of east London. Prescott suggested New Labour wouldn't be much of a government if it could not make a success of this. Blair agreed, though had the Dome ever come to a cabinet vote he would have lost.

Architecturally the Dome was striking and elegant, a landmark for London which can be seen by almost every air passenger arriving in the capital. Public money was spent on cleaning up a poisoned semicircle of derelict land and brining new Tube and road links. The millennium was certainly worth celebrating. But the problem ministers and their advisers could not solve was what their pleasure Dome should contain. Should it be for a great national party? Should it be educational? Beautiful? Thought-provoking? A fun park? Nobody could decide. The instinct of the British towards satire was irresistible as the project continued surrounded by cranes and political hullabaloo. The Dome would be magnificent, unique, a tribute to daring and can-do. Blair himself said it would provide the first paragraph of his next election manifesto.

A well-funded, self-confident management was put in place but the bright child's question –yes, but what's it for? – would not go away. When the Dome finally opened, at New Year, the Queen, Prime Minister and hundreds of donors, business people and celebrities were treated to a mishmash of a show which embarrassed many of them. Bad organization meant most of the guests had a long, freezing and damp wait to get in for the celebrations. Xanadu this was not. The fiasco meant the Dome was roasted in most newspapers and when it opened to the public, the range of mildly interesting exhibits was greeted as a huge disappointment. Far fewer people came and bought tickets than was hoped. It turned out to be a theme park without a theme, morphing in the public imagination into the earliest and most damaging symbol of what was wrong with New Labour: an impressively constructed big tent containing not very much at all. It was produced by some of the people closest to the Prime Minister and therefore boomeranged particularly badly on him and the group already known as Tony's cronies. Optimism and daring, it seemed, were not enough.

### Example Question:

Refer to both Source A and Source B. Compare how the writers convey their different attitudes to the exhibitions.

In your answer, you should:

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

## Plan:

### Source A

**Letter - describes her awe and wonder from a personal PoV. Full of praise.**

- Triplet - 'vast, strange, new, and impossible to describe.'
- Semantic field of greatness: 'grandeur', 'great', 'splendid', 'gorgeous'
- Lengthy descriptions of the many things to see – 'the glass-covered and velvet-spread stands loaded with the most gorgeous work of the goldsmith and silversmith, and the carefully guarded caskets full of real diamonds and pearls'
- Simile - 'it is such a bazaar or fair as an Eastern genii might have created'
- References to a higher power – highlight her wonder - 'supernatural hands'

### Source B

**Personal opinion on history – Can seem like it is objective but it isn't'. Taken from a historical non-fiction - critical of the plans for the dome and its opening.**

Fact and negative noun - £1 billion gamble

Positive adjectives- 'striking and elegant'

Rhetorical questions - 'Should it be for a great national party? Should it be educational? Beautiful? Thought-provoking? A fun park?'

Negative nouns- 'mishmash' 'fiasco'

Negative verb - 'roasted'

Triplet – 'a long, freezing and damp wait'

Refer to both Source A and Source B. Compare how the writers convey their different attitudes to the exhibitions.

In your answer, you should:

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

## Paper 2 Question 5

- 40 marks
- (24 marks for content, 16 marks for organisation)
- 40 minutes

**You will be given a statement that you need to respond to.**

### Top Tips: AO5 (Content)

- Write less and craft your answer.
- You should consider whether the use of statistics and experts is useful to their argument.
- Planning is recommended to produce a coherent structure or argument.
- Responses should be well structured and considered – quality over quantity.
- You should stick to one side of the argument.
- You should consider how to create an inventive structure for their argument.

### Top Tips: AO6 (Organisation)

- Students should spend less time writing longer responses and more time checking, proofreading and improving their work for technical accuracy.
- Avoid formulaic use of linguistic devices.
- Students should be encouraged to plan and incorporate more structural features.

### What will be asked of me?

- Letter
- Article
- Speech
- Broadsheet
- Leaflet
- Essay

### What you should be thinking about:

- This question has the following format:
- There will be a statement expressing a point of view on a topic (thematically linked to Section A)
- You will be asked to respond to the statement
- You will be asked to present an argument/point of view based on the statement. You will need to decide if you are for or against the viewpoint expressed in the statement, where appropriate.

## Planning:

- Higher achieving candidates frequently acknowledge the counter argument, but use this as a way of strengthening their own point of view to show they had considered their own ideas in depth.
- Ideas expressed by lower achieving candidates are often simple and undeveloped or repetitive.
- Where the question clearly asks students to choose one side of the argument, those who attempt to argue for both sides do not produce writing that is powerful or convincing.

# Letter

Letter	
As a minimum, students <b>should</b> include:	<ul style="list-style-type: none"><li>• an indication that someone is sending the letter to someone</li><li>• paragraphs.</li></ul>
More detailed/developed indicators of form <b>could</b> include:	<ul style="list-style-type: none"><li>• the use of addresses</li><li>• a date</li><li>• a formal mode of address if required e.g. Dear Sir/Madam or a named recipient</li><li>• effectively/fluently sequenced paragraphs</li><li>• an appropriate mode of signing off: Yours sincerely/faithfully.</li></ul>

### ★ Success Criteria

- ★ An address
- ★ A date
- ★ A formal mode of address – Dear Sir/madam or name
- ★ Effectively sequences paragraphs
- ★ Appropriate sign off
- ★ Rule of three
- ★ Rhetorical Question
- ★ High level vocabulary

# Article

Article	
As a minimum, students <b>should</b> include:	<ul style="list-style-type: none"> <li>the use of a simple title</li> <li>paragraphs.</li> </ul>
More detailed/developed indicators of form <b>could</b> include:	<ul style="list-style-type: none"> <li>a clear/apt/original title</li> <li>a strapline</li> <li>subheadings</li> <li>an introductory (overview) paragraph</li> <li>effectively/fluently sequenced paragraphs.</li> </ul>

- ★ Success Criteria
- ★ Headline
- ★ Sympathetic tone
- ★ Helpful advice
- ★ Realistic Statistic
- ★ Rule of three
- ★ Metaphor
- ★ Rhetorical Question
- ★ High level vocabulary

# Leaflet

Text for a leaflet	
As a minimum, students <b>should</b> include:	<ul style="list-style-type: none"> <li>the use of a simple title</li> <li>paragraphs or sections.</li> </ul>
More detailed/developed indicators of form <b>could</b> include:	<ul style="list-style-type: none"> <li>a clear/apt/original title</li> <li>organisational devices such as inventive subheadings or boxes</li> <li>bullet points</li> <li>effectively/fluently sequenced paragraphs.</li> </ul>

# Speech

Text of a speech	
As a minimum, students <b>should</b> include:	<ul style="list-style-type: none"> <li>• a simple address to an audience</li> <li>• sections</li> <li>• a final address to an audience.</li> </ul>
More detailed/developed indicators of form <b>could</b> include:	<ul style="list-style-type: none"> <li>• a clear address to an audience</li> <li>• effective/fluent linked sections to indicate sequence</li> <li>• rhetorical indicators that an audience is being addressed throughout</li> <li>• a clear sign off e.g. 'Thank you for listening'.</li> </ul>

- ★ **Success Criteria**
- ★ Addressing the audience
  - ★ Repetition
  - ★ Rhetorical Questions
  - ★ Emotive Language
  - ★ Facts/Opinion
  - ★ Rule of three
  - ★ Formal Sign-Off
  - ★ High level vocabulary

# Essay

Essay	
As a minimum, students <b>should</b> include:	<ul style="list-style-type: none"> <li>• a simple introduction and conclusion paragraphs.</li> </ul>
More detailed/developed indicators of form <b>could</b> include:	<ul style="list-style-type: none"> <li>• an effective introduction and convincing conclusion</li> <li>• effectively/fluent linked paragraphs to sequence a range of ideas.</li> </ul>

## Example Questions:

- 1) *'The more social media we have, the more we think we are connecting, yet we are really disconnecting from each other.'*

Write a letter to your local newspaper in which you argue for or against this statement.

- 2) *'Floods, earthquakes, hurricanes and landslides – we see more and more reports of environmental disasters affecting the world and its people everyday.'*

Write a speech for a school debate where you try to persuade young people to take more responsibility for protecting the environment.

- 3) *Write an article for your school magazine advising students on how to deal with stress and anxiety.*