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| Expert Guide | | | | **AQA English Language** | | | | |
| Paper 2 Section A | | | Writers’ viewpoints and perspectives | | | | | |
| Text: Unseen Non-Fiction including pre 20thC text | | | | | | Weighting: 25% (Sec A) | | |
| The questions: | | | | | | | | |
| Q1: Read again the first part of **source A,** lines \* to \*. Shade the boxes of the ones that you think are true. *(Identify and interpret explicit and implicit information and ideas.)* | | | | | | | Marks: 4 | |
| Q2: You need to refer to **source A** and **source B** for this question.  Use details from **both** sources to write a summary of the differences. | | | | | | | Marks: 8 | |
| Q3: You now need to refer only to **source B**, (from line \*\* to line \*\*).  How does the writer use language to …? | | | | | | | Marks: 12 | |
| Q4: For this question, you need to refer to the **whole of source A** together with the **whole of source B**. Compare how the writers have conveyed their different views and experiences of ...  In your answer, you could:  • compare their different views and experiences  • compare the methods they use to convey those views and experiences  • support your ideas with quotations from both texts. | | | | | | | Marks: 16 | |
| Skills: | | | | | | | | |
| *Critical reading and comprehension: identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text.* | | | | | | | | |
| *Summary and synthesis: identifying the main theme or themes; summarising ideas and information from a single text; synthesising from more than one text.* | | | | | | | | |
| *Evaluation of a writer’s choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail; analysing and evaluating how form and structure contribute to the effectiveness and impact of a text.* | | | | | | | | |
| *Comparing texts: comparing two or more texts critically with respect to the above.* | | | | | | | | |
| Assessment Objectives: | | | | | Questions: | | | |
| AO1 | Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts. | | | | | | | 1, 2 |
| 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. | | | | | | | 3 |
| AO3 | Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts. | | | | | | | 4 |
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| Timings: Approximately 50 minutes including thinking & planning time. | | | | | | | | |
| How to approach this section: | | | | | | | | |
| **Q1:**  **4 marks**  **5 mins** | | **SOURCE A** | | | | | | |
| Underline key words in question. Students MUST read all the statements before the shade ANY boxes. Only shade 4. Students shouldn’t fill the box unless they are certain. Write the letters (eg A, C, D, G) at the bottom of the page & check the text before they shade the box. This is marked by a computer; it won’t understand scribbles. Some statements will require inference so students must double check their answer. | | | | | | |
| **Q2:**  **8 marks**  **10-12 mins**  **3 paras** | | **SOURCE A & B – Read both Q2 & Q4 first to check what to write about** | | | | | | |
| Before starting, students must pick out the point of connection from the question, eg ‘*Things to see & do’*. | | | | | | |
| AQA suggestion:  Make clear statements about the connections (in some cases differences)  Quote details  Make an inference from the quotation which shows understanding. | | | | | | |
| Use ‘Both… (both…), However, Whereas, Suggesting…’ approach x3. Must embed/use quotations. Must infer information (Suggesting part) Eg:  *Both Glastonbury and Greenwich have a focus on outdoor fun, but whereas modern crowds can camp out at Glastonbury in ‘a series of tents …’ which could be chaotic because “some lose their moorings” and go there to see bands like “Coldplay and The Killers”, at Greenwich the crowd went for treats to eat like “spice nuts” and “pennyworths of pickled salmon”. This suggests people have more leisure time to spend at Glastonbury than the crowd at Greenwich who seem to be enjoying a rare day out…* (AQA ‘Prepare to Teach’ 2015) | | | | | | |
| Students must infer meaning from the information they extract from the text. Subtle & implied meaning will make a better answer & avoid paraphrasing the articles. | | | | | | |
| Students who refer to only one source are not in effect synthesising information and would be capped in level 2 of the mark scheme. | | | | | | |
| The question will **not** require students to consider writers’ techniques or effects of language. | | | | | | |
| **Q3:**  **12 marks**  **12-15 mins**  **3 or 4 paras** | | **SOURCE B** | | | | | | |
| This question can be on **either text** depending on the language in each source. | | | | | | |
| Students must analyse **language in context of the extract**. | | | | | | |
| What is the **focus** of the question? Tie answers closely to that. Use it in your point. | | | | | | |
| Teach students to look for word patterns, phrases, language features, language techniques, sentence forms/ length to enhance mood, adjectives to enhance description, patterns in words or phrases, imagery (simile) adding to overall piece.  The key point here is that students MUST analyse language – it is not enough that they can select a word/phrase or method. They must be able to refer to specific details, name the technique and attempt to closely examine how the writer has conveyed an effect or meaning; they need to interpret their quote by analysing a key word in context of the extract. | | | | | | |
| *Henry uses direct address to his father which suggests familiarity, ‘’you will not let …’, ‘you will let me come home’ and shows how his future is in the hands of his father, but this is also contrasted with a much more distant and formal mode of address, ‘my dear*  *Father’. This noun phrase is repeated in a number of places as an emotional tool to try and reinforce that his father is ‘dear’ to him – though the distance and time lapse of them being together suggests to the reader this may not be so – and is a deliberate choice by Henry to appeal to his father.* | | | | | | |
| Even where students are required to analyse language from a 19th century text, the emphasis will always be on aspects of language within the text itself – there is no requirement for students to know contextual, social or historical aspects outside of the text. | | | | | | |
| Acronyms are NOT advised by the exam board. Students should start with the text and find what there is, not look for things that might not be there. | | | | | | |
| Sentences can be a language feature – simple, compound or complex sentences used for effect on the reader. | | | | | | |
| **Q4:**  **16 marks**  **25-30 mins**  **2 sides / 4-5 paras / ideas** | | **SOURCE A & B Check Q2 – it should be a different focus** | | | | | | |
| Not purely a language analysis question. This must be focussed on **the writer, not the reader**. | | | | | | |
| *Compare how the writers convey their different perspectives…*  *Compare how the writers convey their different ideas and perspectives…*  *Compare how the writers have conveyed their different views and experiences…*  *Compare how the two writers convey their different attitudes to…* | | | | | | |
| *Jay Rayner uses humour to good effect in his article and uses it both in his attitudes to parenting, ‘too busy killing things on Skype’ – showing his warm, relaxed attitude to his son and in his attitudes to education. He refers to his own education using self-deprecating humour however, using the simile, ‘like a line of Pac-Men doing a conga to refer to his own grades. This is in direct contrast to ….* | | | | | | |
| Use the key words at the start of the paragraphs.  Eg, the writer’s *perspective/idea/view/attitude* is …  The writer conveys this message by using… \*quote\* which shows that his attitude is… | | | | | | |
| 1. What does the writer feel / think about the subject which they have written about? 2. What **method** have they used to demonstrate this idea? 3. How is it different to what he second writer think about their subject? 4. Embed short quotations and infer meaning about the writer’s ideas / attitude | | | | | | |
| Subject terminology is not mentioned in the mark scheme for this question BUT they **should** be identifying **writer’s methods** which demonstrate their experience / feelings / attitudes. | | | | | | |
| The writer suggests that… S/He feels that… The tone of the article suggests that… | | | | | | |
| Use discourse markers to compare: Whereas, On the other hand, However, Equally, Similarly, Likewise etc | | | | | | |
| Is it an article written for the public? Or private? | | | | | | |
| Is the tone mocking, humorous, serious? Is colloquial or formal language used? | | | | | | |
| Is one more traditional and one more modern and forward thinking? | | | | | | |