Writers' Viewpoints and Perspectives (GCSE English Language Paper 2 Section A – AQA)

Q 5-10 mins to read the sources

1 ***Read lines… to … Choose 4 statements below which are TRUE.*** ***4 marks – 5 minutes***

1. Re-read the specified lines. 2. Circle the numbers of the statements you think are true. Double-check. 3. Shade the boxes of the statements you think are true.

	What is the Q asking?	*Subject terminology*	*Excellence criteria*	*Sentence starters*
2: summarise similarities/differences	***Use details from both sources to write a summary of the similarities / differences in….*** 1. Planning table – ideas for Source A / Source B. 2. Draw lines linking similar ideas. 3. Use this to write 2 PEELEE paragraphs ***8 marks – 10 minutes***	***Connectives showing similarity:*** o Similarly o In comparison o Likewise o Just as o Both texts ***Connectives showing difference*** o On the other hand o In contrast o Contrasting with this o However o Meanwhile o Whilst For this question, you need to ***infer and explain*** rather than ***analyse***. In order to infer and explain, ask yourself o What is this quotation telling me about the topic? o What can I infer (learn) about the writer's attitude, beliefs, feelings and thoughts about this topic? o Why might the writer feel this way? o Why is the writer giving this information; what do they want to persuade you of? ***Do not analyse (zoom in on) words for Question 2.***	***Point*** o Start with a comparative connective (e.g. Both…) o Respond directly to the Q using precise vocabulary o Use "in order to" to address key concepts ***Evidence from Source A*** o Select precise evidence o Embed fluently in a sentence ***Explain / analyse*** o What can you infer? ***Link to source B.*** Then ***EE*** for source B.	Both writers portray … as …. The writer of Source A presents it in this way in order to suggest that… This is clear when we read "…" Evidence of this is "…" This means that… We learn that… The writer communicates that… This indicates that… This reinforces the idea that… Similarly / In contrast, in Source B … is shown to be… + EVIDENCE + EXPLAIN
3: analyse language in 1 source	***Refer only to Source … How does the writer use language to describe…?*** 1. Re-read the relevant section, highlighting 3-4 appropriate quotations. 2. Quickly annotate these quotations. 3. Write 3-4 PEEAs. ***12 marks – 15 minutes***	1. ***Address reader***: talking to the reader (you) 2. ***Alliteration***: sound repeated at the start of words 3. **Allusion**: reference to another text or event 4. ***Amplification***: repeating an idea whilst adding more detail 5. ***Anaphora***: repetition of the same words at the start of phrases (e.g. we will fight them on the beaches, we will fight them on the landing places…) 6. ***Anecdote***: short, personal story used to illustrate a point 7. ***Chiasmus***: reversing the order of repeated words 8. ***Emotive language***: vocabulary which appeals to the emotions 9. ***Hyperbole***: over-exaggeration 10. ***Imperative verbs***: command verbs 11. ***Irony***: words conveying the opposite of the apparent meaning (e.g. More homework – how exciting!) 12. ***Juxtaposition***: placing contrasting ideas side by side 13. ***Metaphor***: comparing two things 14. ***Personification***: giving an object human characteristics 15. ***Plural pronouns***: we, our, us 16. ***Rhetorical question***: a Q intended to prompt thought, not asking for an answer 17. ***Simile***: comparing using "like" or "as" 18. ***Statistics***: using numbers as facts 19. ***Symbolism***: using an image or object to represent an idea 20. ***Triple***: a list of three	***Point*** o Respond directly to the Q using precise vocabulary o Use "in order to" to address key concepts ***Evidence*** o Select precise evidence o Embed fluently in a sentence ***Explain / analyse*** o What do the words suggest, imply or symbolise? o Explore more than one interpretation / word. o Use subject terminology	The writer portrays … as … in order to suggest that… This is clear when we read "…" Evidence of this is "…" This means that… We learn that… The writer communicates that… The word / language device suggests / conveys… This indicates that… In addition, the word / language device is used because… This reinforces the idea that…
4: comparing the language in both sources	***Refer to Source A and Source B. Compare how writers convey similar perspectives on….*** 1. Planning table – ideas for Source A / ideas for Source B. 2. Draw lines to link ideas. 3. 2-3 PEEALEEA paragraphs. ***16 marks – 20 minutes***	***See Question 3*** ***Use analytical verbs to prompt you to consider key concepts ("big ideas"):*** o ***presents***: portrays, conveys o ***shows***: demonstrates, illustrates o ***suggests***: hints, implies, indicates o ***reveals*** that…: exposes, clarifies o ***emphasises***: confirms, highlights o ***creates*** debate about…: initiates, generates, provokes o ***explores*** the idea that…: considers, prompts, questions o ***challenges*** the idea that…: confirms o ***confirms*** the idea that…: supports, justifies, develops o ***believes***…: perceives, trusts, learns, observes o ***considers***…: appreciates, clarifies, examines o ***sympathises***…: emphasises, senses, pities, understands o ***discovers***…: realises, understands, decides, concludes o ***develops*** the idea that…: builds, changes	***Point*** o Start with a comparative connective (both…) o Respond directly to the Q using precise vocabulary o Use "in order to" ***Evidence from Source A*** o Select precise evidence o Embed fluently in a sentence ***Explain / analyse*** o What do the words suggest, imply or symbolise? o Explore more than one interpretation / word. o Use subject terminology ***Link to Source B*** then ***EEA*** for Source B.	In both texts, the writers present… as… In Source A, the writer does this in order to suggest that… This is clear when we read "…" Evidence of this is "…" This means that… The writer communicates that… The word / language device suggests / conveys… This indicates that… In addition, the word / language device is used because… This reinforces the idea that… Similarly / In contrast in Source B the writer shows… to be…

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Example question:

Statement of opinion, linked to the Sources in Section A. start by drawing an agree/disagree table to generate ideas.

Instructions for which Genre, Audience and Purpose to use

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

Structuring your writing

Beginnings	Imagine this:... Now imagine this:...	-Use descriptive language techniques -Juxtapose two views on the same topic -*e.g. Imagine this: a world in which social media has ruined young people's mental health due to emphasis on body image.... Now imagine this: a world in which social media boosts mental health because it helps people connect...*
	One word + amplification	-*e.g. Social media. What comes to mind when you hear these words? Well, to many people social media conjures up images of... and...*
	Anecdote	-Use descriptive language techniques -Use a personal story to engage your reader -*e.g. Josie joined Instagram when she was 14, three years after she started endlessly pestering her parents to get an account. But after just one week, it all went wrong...*
Middles	XXOX	X = agree, O = show the other side of the argument (then demolish it)
	Develop your points	Use descriptive language and detailed anecdotes to expand on your ideas
Endings	Circular structure: return to the start	*e.g. Remember the world we imagined...* Return to the character you described in your opening anecdote. How have they changed? What might they have learned? How has your perspective on this character's situation changed?
	Use collective language and a call to action	*e.g. Let's join together in a call to improve social media. Our voices need to be heard so that the technological giants which increasingly control our online interactions will change for the better...*
	Offer a solution	e.g. In order to see an improvement in this, we need to...

GAP the question:

Genre	Newspaper article	Include a headline Broadsheet – serious, academic, factual Tabloid – less serious, humorous, focussed more on personal stories and experiences
	Speech	Address the audience directly Use inclusive pronouns (we, us, our) Use anecdotes which the audience will relate to
	Letter	Start with *Dear...* End with *Yours faithfully...*
	Blog	Slightly more informal; but not as chatty as the examples you will have read online Include the audience (we, our) Include personal stories and experiences
Audience	Formal	Teacher Headteacher Politician
	Informal	Friends Class at school Year group Family
Purpose	To persuade or argue	You need to provide evidence (facts, statistics, anecdotes) to convince your readers to agree with you
	To inform or describe	Explain your point of view on a topic or detail your experiences

Using a range of sentence structures – start with...

1. –ing verbs	**Consider** the idea that...
2. Two or three adjectives	**Unsettling, worrying and disturbing**, the idea...
3. –ly adverbs	**Importantly,** we must consider...
4. A preposition (over, under)	**Above all else**...
5. A simile	**Like a...**
6. A connective	**First**, we...
7. The noun – adjective, adjective - sentence:	**Social media – dangerous and attractive** – draws all of us in...
8. More, more, more sentence:	The **more** you tweet, the **more** likes you get...

Using a range of punctuation

.	End a sentence
,	Separate clauses in a sentence (where you take a breath)
-	Add additional information in an informal way
;	Add additional information – full sentence before and after the ;
:	Introduce a list OR a shocking idea e.g. Morning arrived: disaster!
( )	Include additional information that isn't essential to the sentence
?	Pose a question
!	Show shock or surprise (use sparingly)
'	Indicate possession (Amy's work) or omission (I can't do it)

Excellence criteria for self-assessment

	Target
Content and organisation: 24 marks	**Communication is convincing** – *it reads like an article*
	Communication is compelling – *it is an article I would be interested in reading*
	Tone, style and register are matched to audience – *you have written in the style of a journalist*
	Extensive and ambitious use of vocabulary
	Sustained crafting of linguistic devices – *you have used a range of language devices throughout*
	Use of structural features – *e.g. circular structure*
	Inclusion of a range of complex ideas – *e.g. you explore different points of view and perspectives*
	Paragraphs are linked
Technical accuracy: 16 marks	**Sentence demarcation is accurate** – *full stops, commas etc are in the correct place*
	Wide range of punctuation used accurately
	Uses the full range of sentence forms for effect
	Secure control of complex grammatical structures
	High level of accuracy in spelling
	Extensive and ambitious use of vocabulary