

English Language Paper 2: Writers' viewpoints and perspectives



Year 10 self-isolation work – Spring Term 1

Objectives:

- To begin to understand the different components for this exam and the skills required to answer each question.
- To begin practising using the required skills.

This booklet contains two weeks' worth of materials to support your learning at home. Each task or lesson should take you approximately thirty minutes to complete.

Answers will be provided at the back of the booklet for some tasks.

A copy of the English Language exam help mat has been provided on page 2.

Week 1:

- ☐ **Lesson 1** – Introduction to Q4: Writers' Attitudes
- ☐ **Lesson 2** – Studying Source B
- ☐ **Lesson 3 – Task 1: Writing an analysis – UPLOAD TO CLASSCHARTS (p11)**
- ☐ **Lesson 4** – Q4 – Planning

Week 2:

- ☐ **Lesson 5** – Q4 – Reviewing and completing
- ☐ **Lesson 6** – Revising what you understand about Language Paper 2
- ☐ **Lesson 7** – Questions 1 - 3
- ☐ **Lesson 8 – Question 4 – UPLOAD TO CLASSCHARTS (p22)**

Websites you could visit to support your learning:

- <https://www.bbc.co.uk/bitesize/topics/z34dycw>

Non-fiction suggested reading to extend your learning:

- Ben Fogle, *The Accidental Adventurer or The Crossing: Conquering the Atlantic*
- David Attenborough, *Journeys to the Other Side of the World*
- Bill Bryson, *Down Under*
- Bear Grylls, *Mud, Sweat and Tears*
- Victoria Pendleton, *Between the Lines*
- Malala Yousafzai, *I Am Malala*



English Language Paper 2

COMPARING PERSPECTIVES /
LANGUAGE ANALYSIS

FIFTY PERCENT OF THE MARKS FOR THIS PAPER IS FOR THIS QUESTION

BUG the questions!

BOX the key word
UNDERLINE the topic
GLANCE BACK at the question as you write.



TIMINGS

Question 1 + 3 + 2 =
30 minutes
Question 4 =
20 – 25 minutes
QUESTION ORDER: 1, 3, 2, 4, 5

QUESTION
1

Read again SOURCE A/SOURCE B lines x to y. Choose four statements which are true.
[4 marks]

TOP TIP: note down 'F' next to statements you are certain are false to eliminate and/or mark *beside* the boxes of the statements that you believe are true *before* shading in. You must shade the circles of the true statements to achieve your marks.

Remember: complete Question 3 *after* Question 1 (*before* Question 2)

QUESTION
3

You now need to refer only to Source __ lines x to y.
How does the writer use language here to describe...? [12 marks]

1. Check the source, the lines, and box around the relevant text.
2. Check the question focus.
3. Track the text and highlight three powerful quotes that you could use to answer this question.

TOP TIP: This question is testing the same skills as English Language Paper 1 Q2.

P – The writer describes... as...
Q – ...in the quote/metaphor/simile "..."
E – This implies/suggests...because... Furthermore...
A – The adjective/verb "... indicates/conjures up an image of...



QUESTION
2

You need to refer to Source A and Source B. Use details from both sources to write a summary of the differences in.../similarities between...
[8 marks]

P: In Source A, the ... is ...
Q: ...evidenced in the line "...".
Explain/Inference: This implies...
However/Similarly
P: In Source B, the ... is...
Q: ...evidenced in the line "...".
Explain/Inference: This suggests...



Beware: There will usually be very obvious similarities or differences but writing about these will not gain you many marks (unless you can provide an inference).
Instead: Look for ideas where you are able to read between the lines. Demonstrate inference skills to the examiners.
TOP TIP: A developed inference (two or three sentences of ideas) from each source can gain full marks.

QUESTION
4

TOP TIP: Check the TAP (Type – What, Audience – Who, Purpose – Why) of each text. Does this affect their feelings towards the topic? If so, integrate these ideas into your E and A.

You need to refer to Source A and Source B. Compare how the writers *convey* (get across) their different *perspectives/attitudes/viewpoints* (feelings) towards...

Think carefully about how each writer 'feels' about the particular shared topic and what, in their language, suggests this? (Note: They might feel completely differently, there may be some subtle differences, or they could feel similar).

Comparative Connectives

Both writers feel...
Similarly, Also, Likewise,
In contrast, However,
On the other hand

P – In source B, ...
Q –
E and A –
Optional: TAP

P – In source A, the writer feels... towards...
Q – ...in the quote/metaphor/simile "..."
E and A – follow approach for Q3
Optional: TAP – Why might they feel this way?

Section B: 45 minutes (1hr ET) WRITING TO PRESENT A VIEWPOINT

[40 marks]

QUESTION
5

What are examiners looking for?

You could be asked to write in the form of an article, a letter, a speech, a text for a leaflet, or the text for an essay. You must plan your response so that it is clear and coherent.

HOW YOU COULD PLAN:

- **Underline** the form, audience and purpose.
- **Annotate** the statement for ideas. You could use this as an opportunity to gather arguments for topic paragraphs or to collect some key vocabulary for your writing.
- **Create** a for/against table if you need to map out ideas. If you do this, ensure that your writing still has a clear viewpoint.

Struggling to start? If you are really stuck, you could use some of the statement to begin.
ARTICLE: Modern society has turned a blind eye for too long: ... Increasingly, ... is becoming a concern of many. And so it should be...
LETTER: It has come to my attention that... You are in a position of power, therefore I am writing to ...
SPEECH: It is an honour and a privilege to speak with you today. _____ is a great concern for us all, and I believe ...

CONTENT AND ORGANISATION: 24 MARKS

- ✓ Perceptive understanding of **what** you are writing, **who** you are writing for, and **why** you are writing
- ✓ Clear and convincing viewpoint with a strong sense of register (formality and tone)
- ✓ Extensive use of sophisticated vocabulary with well-crafted linguistic devices (such as figurative language, emotive language, persuasive techniques to *aid* your argument)
- ✓ Topic paragraphs linked fluently to give a sense of coherency to the writing

TECHNICAL ACCURACY . SPaG: 16 MARKS

- ✓ Accuracy in sentence demarcation
- ✓ Uses extensive and ambitious vocabulary
- ✓ Uses formal Standard English consistently
- ✓ Consistency in tense
- ✓ Security in a range of grammatical structures
- ✓ Wide range of punctuation is used with accuracy
- ✓ Varying sentence type and sentence length to dictate pace
- ✓ Accuracy in spelling (included complex words)

LANGUAGE ANALYSIS

INFERENCE

Lesson 1- TITLE: Q4 – Writers’ Attitudes

The final question on the reading section is worth **16 marks**. The skills required are Q2 and Q3 combined.

The question will usually be phrased:

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

Compare how the writers convey their different attitudes towards _____.

In your answer, you could *[should]*:

- Compare **their different views** and experiences – **how they feel**
- Compare the **methods** they use to convey those views and experiences
- Support your ideas with **quotations** from both texts.

Source A is an unnamed (anonymous) prisoner’s account of what it was like to arrive in prison for the first time in the 1800s.

Task 1 – Prediction: What do you expect his experience to be like?

Write 3 adjectives that you think might describe what it was like to be in prison at that time.

e.g. Harsh

- 1.**
- 2.**
- 3.**

Task 2: Read Source A on the next page.

Source A

This is an unnamed prisoner's account of his first day in Newgate Gaol in the 1800s.

Strong and stony as the prison seems to passers by, it looks stonier and stronger to the men who enter it. The multiplicity of heavy walls, of iron gates and doorways; of huge locks, of bolts, spikes and bars of every imaginable shape and size, make of the place a very nightmare dungeon. I followed the gruff under-warden, through some dark and chilly vaulted passages, now turning to the right, now to the left, We crossed a large hall, in the centre of which is a glass room for the use of prisoners when they are giving instructions to their lawyers [...].

Still following, I was led into another large recess or chamber, on one side of which was a huge boiler with a furnace glowing under it, and on another side a large stone bath. On the third was there were a couple of round towels on a roller, with a wooden bench beneath them.

"Stop," cried the warden, "take your clothes off." I hesitated. "Take off your clothes, do you hear?" My clothes were soon laid on the bench, and a hot bath filled, and I went in. The officer had then his opportunity of taking up my garments one by one, searching their pockets and their linings, feeling them about and holding them against the light. My boots appeared to be especially suspicious. After he had put his hands into them, he thumped them violently on the stone floor; but there rolled nothing out.

Having bathed, I was led down another passage, at the end of which were two gratings of iron bars, closely woven over with wire-work, distant about two feet from each other. Unlocking both he pushed me through, and started me up two or three steps into a square court-yard, where there was a man walking to and fro very violently. After shouting "One in!" he locked the two gratings, and retreated rapidly in the direction of his dinner. Another warden with a bunch of keys came from a gloomy building that formed one side of the court. "Go up," he said to the pedestrian; who disappeared up a staircase instantly.

"Where are you from?" the jailor asked me, and "What are you here for?" Being replied to on these points, he said shortly, "Come this way." He led up the dark stone staircase to a corridor with cells on one side, having iron doors to them a foot or more in thickness. One of those cells was to be mine. Venturing as I went in to ask "Whether I might be allowed to walk in the yard when I pleased?" he answered sharply, "You'll just please to walk where and when you're told." He slammed the door, bolted it, locked it, and padlocked it.

The cell was about eight feet by four, lighted by a loophole above eye-level. It contained, besides an iron bedstead with straw mattress and two coarse rugs upon it, an uncomfortable stool and a slanting reading-desk fastened to the wall, on which were a Bible, a prayer-book, and hymn-book. Alone for the first time since my apprehension, I stretched myself upon the bed; and, with my hands over my eyes endeavoured to collect my thoughts.

I was soon aroused by the undoing of bolts and bars below, while a stentorian* voice shouted from the yard, "All – down!" I heard the cell doors being opened in the corridor; and, in due turn mine was flung open, and the jailor looked in. The impression my body had left upon the rugs enraged him dreadfully. "What," he cried, almost in a scream, "you've been a lying on
40 that `ere bed, have you! You just let me catch you on it again till night, that's all!"

"Oh," I said soothingly, "I didn't know. Now that I do know, I will not lie down again."

"If I find you on it again I'll have you up before the governor or stop your supper. That's all. Go down."

***stentorian** – loud, powerful, booming (describing a voice)

Question 4 is assessing your ability to understand writers' perspectives, their attitudes, and feelings towards a certain subject or theme.

Firstly, it's useful to work out the TAP of a text.

This stands for:

- **Type:** What is it?
- **Audience:** Who do you think the text is aimed at?
- **Purpose:** Why has it been written?

Task 3: Working out TAP

Read the context box (above) for Source A, and using your knowledge of the source, write out what you think the TAP might be.

- **Type:** What is it? _____
- **Audience:** Who do you think the text is aimed at?

- **Purpose:** Why has it been written? _____

Answers can be found at the end of the document.

Task 4: Identifying quotes

Write down a short quote from each paragraph that reveals how the writer feels about prison. The first one has been done for you:

Paragraph

1. 'a very nightmare dungeon' – fearful and intimidated

2.

3.

4.

5.

6.

7.

Lesson 2- TITLE: Q4 – Writers’ Attitudes

Q4 is asking you to compare writers’ attitudes about the topic in common. The theme in our sources is prison.

Ultimately, the question is asking you about how each writer feels/what attitudes they have/what perspective they have towards prison

Source B is an account of life in a 21st century women’s prison.

Task 1 – Prediction: In what ways do you think the prisoners’ experience might be different from the Victorian prison in Source A?

- 1.
- 2.
- 3.

Read Source B

This text is made of extracts from a prison diary published in a tabloid newspaper. In them, Vicki Pryce describes her experience as a first time prisoner in a 21st century women’s prison.

MailOnline

Diary of a middle-class jailbird. VICKY PRYCE, ex-wife of disgraced minister Chris Huhne, reveals the grim reality of life inside Britain's most notorious women's prison

- *Vicki Pryce was jailed for eight months for accepting Huhne's speeding point*
- *Her prison diaries reveal the truth about life behind bars in Britain*

Many people think that prison must be a terrifying place with lots of violent women locked behind bars. It isn't. My arrival at Holloway was smooth and expertly carried out, involving quick fingerprinting and the BOSS chair (Body Orifice Security Scanner), which is essentially a metal detector.

There was no strip search but there are rules. It was clear I had brought in far too many clothes. I was allowed to keep just 12 tops (shirts, T-shirts and jumpers) and six bottoms (trousers, tracksuit bottoms and pyjamas).

No toiletries were allowed but I was given an emergency bag with prison issue and I bought a 'welcome' bag for £2.99, which would be subtracted from the cash I brought in with me.

It contained a bottle of orange squash, biscuits, a bar of milk chocolate, deodorant, toothbrush and toothpaste, a comb and some tea bags and sugar. I had the choice of that or a smoker's bag. But I could take in my books, all 18 of them and many given to me by my children, as well as my writing pads and a couple of pens.

The welcome group and prison guards helped me and some other new inmates move our personal belongings, which had been transferred into transparent prison plastic bags, to landing A3, the reception landing, which ended up being my home for the next few days.

The lovely girl who had secured the food for me told me on the way that she had two more years to do but enjoyed doing the reception work because it kept her out of her cell until quite late in the evening.

That night was bitterly cold and I soon realised that the windows in Holloway cells do little to keep the chill out.

At first I was shown a cell with no curtains and my helpers tried to fasten an orange blanket on to the railings, without much success. Fortunately there was another single cell available with curtains, this time near the guards' office, but the TV was not working so there was another quick changeover.

Then it was obvious that one thin orange blanket on the bed was not enough. Soon the girls were at my cell door with extra blankets even though that was apparently not normally allowed; within a few minutes I ended up with five and had to turn down the offer of a sixth.

And then extra fruit and sandwiches that the girls must have had in their own cells started arriving, and shampoo for the shower and extra toilet roll for the loo in my cell. I couldn't believe the kindness of them all.

Many have commented about the solidarity in women's prisons – yes, there is bitching and some bullying but there is also a lot more demonstrable empathy among the women prisoners than in a men's prison.

They say that when that first lock-up happens and you are left alone in your room, reality finally takes its toll; when they finally lie in bed most new prisoners turn their heads towards the wall and start crying.

I watched the coverage of my case on TV and fell promptly asleep.

THURSDAY 14 MARCH

I learn how a plastic spoon can be a key

In the morning, a female guard from a different floor told me that there had been discussion for me to move to D0, the enhanced wing on the ground floor.

I told her I was happy to stay where I was for the time being. Frankly, I had already become friendly with the girls on my landing and had no wish to move.

And I had learned quite a lot of things from them – for example, how to put a pin on the latch door and pull it shut, or almost shut, from the inside if someone had left the hatch open and the lights on in the corridor through the night. This also cut out noise. Strangely, it gave you a feeling of being in control, which was welcome.

At the same time the girls showed me what to do if an overenthusiastic guard had locked the latch door and there was no one there to unlock it – the back of the plastic spoon worked very well as a key.

A morning spent outside my cell, given the horror stories of very long lock-ups endured by many prisoners, was a relief.

I went to see the lovely nurse, and an instant friendship developed. She filled in my personal medical history details, checked my blood pressure (which had gone down sharply after a couple of nights in Holloway) and suggested I should have a hepatitis B injection.

I at first refused as I don't much like needles but she explained it was for my protection in case an inmate were to bite me.

There are a lot of drug addicts in prison who may be carrying the virus from infected needles. After her explanation, I did not hesitate for an instant.

My children came that Thursday afternoon for an hour. It was a tightly supervised setting, but it was brilliant. We had to sit opposite each other after we kissed and I reassured them that I was OK.

There were strict rules about moving around so we had to stay in our seats except when they got me a much-needed cup of coffee. I wasn't allowed to do it myself.

It was the first I'd had since I went into Holloway, so quite a treat for a coffee addict.

On Wednesday I had received some 20 letters, causing the officer in charge to profess that in all his time at Holloway he had never seen anyone receive so much post in one day. The girls all came to my cell to marvel at the number of letters on my bed – and also to see whether there were any unfranked stamps that they could peel off and reuse. Stamps had become the new parallel currency, functioning like cigarettes used to.

Today it was a feast for them as 40 letters arrived. The letters themselves would have been enough to occupy me for the rest of the night if Chelsea, the football team I support, hadn't been playing in the Europa League quarter final that evening.

The small portable TV in my cell worked well enough; there was one problem, however – it blew its fuse each time I used the adjacent plug to boil some water for tea.

By day three I had learned to use the plugs in the corridor to boil the kettle if I wanted to avoid that happening. So far so good.

I was pleased with how I was handling such an alien environment but it was only day three.

Task 2: TAP

What is the TAP of Source B? Complete the bullet points below.

Type: What is it?

-

Audience: Who do you think the text is aimed at?

-

Purpose: Why has it been written?

-

Task 3: Preparing your response

Reread Source B.

Find and write down 2 short quotes from the beginning of the source, anywhere in the middle and the end of the Source to show how Vicki Pryce feels about being in prison. Write out the quote and a brief comment about how Pryce feels.

Beginning

- 'My arrival at Holloway was smooth and expertly carried out' – comfortable and reassured
-

Middle

-
-

End

-
-

Lesson 3: TITLE - Writing an analysis

Remember, Q4 focuses on **comparing the writers' attitudes in both texts.**

Reread lines 1-7 from Source A (the 1800s, Victorian prison)

Task 1 – UPLOAD TO CLASSCHARTS

- **Highlight all the quotes that show how the prisoner feels about what is happening to him/their experience of prison.**
- **Use these ideas to write an analytical paragraph based on these lines from the text.**

How does the writer use language to describe the prison in lines 1-7?

Point: How can you use the phrasing of the question to begin?

- ***At the beginning, the writer feels... about prison.***

Quote: embed a quote from the text.

- ***This opinion is shown when he says...***

Explain and Analyse: unpick the effective words and link back to the focus of the question.

- ***This (verb/adjective/metaphor/simile/image) creates an impression of... because...***

Write your paragraph on Source A here or on paper.

Task 2

Now you've practised writing a paragraph about Source A, re-read the first 10 lines of Source B (up to '... and a couple of pens') and complete a paragraph for Source B.

However, before you start, use a comparative word to show the examiner that you understand if the writers feel in a similar way or a different way.

Point: How can you use the phrasing of the question to begin?

- ***In lines 1-10 of Source B, Pryce feels ... about her experience of prison.***

Quote: embed a quote from the text.

- ***This opinion is shown when she says...***

Explain and Analyse: unpick the effective words and link back to the focus of the question.

- ***This (verb/adjective/metaphor/simile/image) creates an impression of... because...***

Write your paragraph on Source B here or on paper. Only begin with the comparative phrase that you need for this question.

In a similar way to Source A / Unlike Source A...

Lesson 4 - TITLE: Q4

Now you've had a practice of writing analytical paragraphs on both texts, we need to look at putting the whole answer together.

Planning a Q4 response.

Remember, the question is:

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 perspectives of the experience of prison.

In your answer, you could:

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

[16 marks]

When planning Q4, you need to identify evidence of **how** the writers **feel** about the topic (of prisons in this case) throughout the source.

Task 1 - Complete the table below to fill in how Anon. and Pryce feel about their experience of prison in their writing.

1. Find a quote to demonstrate each of the different feelings the writer has about the prison experience.
2. Underline the most powerful word/phrase from the quotation (in preparation for analysis when you write up your response in the next lesson).

The first one has been done for you:

Source A:

FEELING	QUOTATION
Afraid	"...make the place a very <u>nightmare dungeon</u> ..."
Humiliated	
Isolated	
Bullied	

Task 2 - Now, do the same for Source B (the modern women's prison)

Source B:

FEELING	QUOTATION
Accepted	
Treated well	
Kept busy	
Learns new things	

Think:

How do the writer's feelings of shock in Source B compare with the feelings of surprise in Source A?

Lesson 5 - TITLE: Q4

Here is a reminder of the question:

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 surfing.

In your answer, you could:

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

[16 marks]

Task 1: Read the example paragraphs

Both writers share an element of surprise: Pryce's experience suggests that prison was a pleasant surprise when she suggests that having a drink made for her was **'quite a treat for a coffee addict.'** Pryce's use of humour here implies that life in prison was reasonably comfortable, even enjoyable when she received a coffee that she'd longed for. Here, Pryce uses some comedy to highlight the comfort of prison and perhaps tries to suggest that the justice system is laughable.

Contrastingly, Source B's writer's surprise comes as more of a shock. When he describes his movement through the prison he notices a **"dark stone staircase...having iron doors...a foot or more in thickness."** This imagery seems frightening and the writer seems to feel trapped. The reference to the iron doors 'foot or more in thickness' might reveal his anxiety about being locked up in such a horrible place; he feels like he may never escape this 'nightmare dungeon'. In contrast to Pryce, this writer wanted to highlight the intimidating conditions of prisons during the Victorian era and seemed to be fearful .

Now, try to identify where the student demonstrates the following skills:

- Writer's feeling is made explicit in Source A *and* Source B
- Well-selected quotation
- Explained how the quotation supports the feeling
- Analysis evident (zooming in on powerful words/phrases)
- A link (or reference to) relevant TAP information
- Comparative word to link to Source B or comparing the texts.

Task 2: Using the model, write the next 2-4 paragraphs.

Use the planning grid from the previous lesson to help you with quotations and feelings.

Task 3: Review your Q4.

Use the bullet-point list from Task 1 to check your response.

Were you able to include each of the skills?

Lesson 6- TITLE: Revision

The second Assessment Week in Y10 will test your knowledge of English Language Paper 2.

Using the help mat on page 2, what you have learned in lesson, and what you have learned in self-isolation booklets, create a revision page that summarises key information / skills / timings / useful sentence starters for English Language Paper 2.

One of the best ways to prepare for an English Language exam is to revise exam technique. This will help you to do this.

Use the bullet points below to ensure that you cover key information.

- How many sections are in English Language Paper 2?
- How long should you spend on each section?
- How many sources will you be expected to read?
- How many reading questions will you need to answer?
- How long should you spend on each reading question?
- How many marks are available for each reading question?
- How many writing questions will you need to answer?
- What will students be expected to do in the writing section?
- What do 'viewpoints' and 'perspectives' mean?
- What are some useful sentence starters/phrases for each question?

A knowledge organiser for this component has been included at the end of the document.

Lesson 7 – TITLE: Q1 – 3

In this lesson you will complete Q1 – Q3 of a specimen exam paper in preparation for next lesson where you will complete and upload your work for Q4.

The work that you complete in today's lesson will be in support of the work that you will complete tomorrow.

The sources have been included on the next pages.

The questions are below:

01 - Read again the first part of **Source A** from **lines 1 to 21**.

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

[4 marks]

- A Aberfan was a well-known place in Wales.
- B The village did not have a chapel or a pub.
- C Pit waste had been building up for at least 100 years.
- D Village life centred around the coal pit.
- E Mining was a new and thriving industry.
- F Life for miners and their families was tough.
- G There wasn't much good news in Aberfan.
- H The men lived long and healthy lives.

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

Both Sources give details about the places where the events occur.
Use details from **both** Sources to write a summary of the differences between Aberfan and London.

[8 marks]

03 - You now need to refer **only** to **Source A** from **lines 27 to 40**.

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

[12 marks]

Source A – 20th Century literary non-fiction

This is an extract from an essay written in 1967 called *The Village that Lost its Children* by Laurie Lee. Aberfan was a small mining village in Wales. In 1966, many of its people, including children at a local school, were killed when heavy rain caused a landslide.

The Village that Lost its Children

1 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
5 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
10 of a slowly exhausting industry: a
disused canal, some decaying rail-
tracks, a river black as the Styx¹, a
general coating of grime over roofs and
gardens, and the hills above blistered
15 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
20 gas. Wales and the world were long hardened to such news. But not to what happened in
21 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-
25 furred beasts. Almost everyone, from time to time, has seen danger in them, but mostly they
are endured as a fact of life.

27 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
30 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
35 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
40 instantly smothered more than a hundred of them.

The catastrophe was not only the worst in Wales but an event of such wanton and indifferent cruelty it seemed to put to shame both man and God.

Glossary

¹Styx – the Styx was a river in Greek mythology that was supposed to separate the world of the living from the world of the dead.

Source B – 19th Century non-fiction

This is an extract from a Victorian newspaper article published in October 1863. A minor earthquake had been felt in some parts of Great Britain.

5 We have had an Earthquake. The men of science all tell us that we have every right to expect earthquakes. This country lies on the great volcanic belt. There runs under us a huge crack in the earth's crust, – who knows how deep or how wide? A few flimsy strata¹ have fallen in and now, who knows what enormous voids, what huge quantities of imprisoned gas, what seas of molten metal, there may be only a few miles below this fair surface?

The scientists tell us that there are probably many earthquakes which we do not feel. But if a small earthquake, even an imperceptible one, why not an earthquake to destroy a metropolis²?

10 But, the earth-wave has been faint, and only a feeble echo of some distant shock, for it was not everywhere, nor was it everybody that was waked by the earthquake of Tuesday, October 6. More than half the nation has to accept the word of the rest. Yet many felt it that will never forget the feeling; and many even heard it that will carry the "awful" sound in the ear to their dying day. In some places it even did damage. It upset furniture and
15 broke crockery. It displaced bricks, and even revealed a crack in a wall. We should not be surprised to hear of more serious damage. But if this much, why not more?

BRITANNIA'S³ fabled rock has been shaken from its basis. Be it only an inch or two, the ocean throne has been tilted up. Throughout the Midland counties, the earthquake appears to have been felt the most. At Birmingham walls were seen to move, and people
20 rose from their beds to see what damage had been done. At Edgbaston successive shocks were plainly felt, houses were shaken to their foundations, "a dreadful rattle" was rather felt than heard, and people woke one another to ask the meaning. Everything around was violently agitated. The houses cracked and groaned as if the timbers had been strained. The policemen on duty saw the walls vibrate, heard everything rattle about
25 them, and were witnesses to the universal terror of the roused sleepers.

In London, we are situated on a deep bed of clay, where our houses are well built, and where we are so accustomed to noises, shocks, and tremors that we are almost startled to find it calm and quiet. Noises from vast warehouses along the river banks, bathed by the muddy and dull water of the great river, while trains rush past at full speed or rumble
30 underground uttering horrible cries and vomiting waves of smoke. London: where men work in darkness, scarcely seeing their own hands and not knowing the meaning of their labour. London: a rainy, colossal city smelling of molten metal and of soot, ceaselessly streaming and smoking in the night fog. Fog which persists and assumes different hues – sometimes ashen – sometimes black. With the lighting of the fires, it soon becomes
35 yellow and pungent, irritating the throat and eyes.

Here, on this day, a large proportion of us felt a sort of shock and shiver, and the feeling of being upheaved; but very few of us could trust our own sensations, and be sure it was something out of the usual course.

40 Who can say what strange trial of shaking or upheaving, sinking, dividing, or drying up, may await us? We know by science these isles have gone through many a strange metamorphosis⁴, and science cannot assure us that there are none more to come.

Glossary

¹strata – layers of rock

²metropolis – a major city

³Britannia – Great Britain

⁴metamorphosis – change

Lesson 8 – UPLOAD TO CLASSCHARTS

Q4

In this lesson you will need to complete Q4 and upload your work to ClassCharts or hand it to your teacher on your return for feedback.

This Q4 is based on the sources that you studied in the last lesson.

04 - 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 ideas and perspectives of the events that they describe. In your answer, you could:

- ☐ compare their different ideas and perspectives
- ☐ compare the methods they use to convey their ideas and perspectives
- ☐ support your response with references to both texts.

[16 marks]

OPTIONAL:

Want to extend your learning? Complete the Q5 on this exam paper.

05 - 'Floods, earthquakes, hurricanes and landslides – we see more and more reports of environmental disasters affecting the world and its people every day.'

Write the text of a speech for a debate at your school or college in which you persuade young people to take more responsibility for protecting the environment.

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

[40 marks]

ANSWERS

Lesson 1

Task 3

- **Type:** What is it? An anonymous account of a prisoners' experience in a 19th century prison.
- **Audience:** Who do you think the text is aimed at? The text is likely to be aimed at people who are interested in understanding what prison was really like.
- **Purpose:** Why has it been written? To inform the audience about what happened to him when he arrived in prison for the first time.

English Language Paper Two Knowledge Organiser

Overview	Section B
<p>Q1: Choose four true statements (4) <i>There will be eight statements. Shade in four boxes.</i></p> <p>Q3: Refer to Source...and read lines...to... How has the writer used language to describe...? (12) <i>Identify the source and lines. Read the extract carefully. Choose interesting quotes, rich for language analysis and analyse them in as much depth as you can. Aim to write 3 paragraphs.</i></p> <p>Q2: Write a summary of what you understand about the similarities/differences in... (8) <i>Read the question focus carefully and select quotes that directly address the question. Make a point, include a quote, and develop inferences for both sources.</i></p> <p>Q4: Refer to the whole of Source A and the whole of Source B. Compare how the writers convey their different attitudes/viewpoints /perspectives on x. (16) <i>What are each writer's feelings towards the shared topic? What methods (quotes) do they use to convey these feelings? Why do they feel like this?</i></p> <p>Q5: One question only. There will be a controversial statement; you will be expected to respond with your viewpoint in the form of an article, letter, text for a speech, text for an essay or text for a leaflet. (40) <i>Ensure that you fully understand what you are writing, who you are writing for, and why you are writing.</i></p>	<p style="text-align: center;">Content and Organisation (24)</p> <p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>Level 4: convincing and compelling Level 3: consistent and clear communication Level 2: some successful communication Level 1: simple, limited communication</p> <p style="text-align: center;">Technical Accuracy (16)</p> <p>Level 4: 13-16 marks Sentence demarcation is consistently secure Full range of sentence forms High level of accuracy Extensive and ambitious vocabulary</p> <p>Level 3: 9-12 marks Sentence demarcation mostly secure Variety of sentence forms Generally accurate Increasingly sophisticated vocabulary</p> <p>Level 2: 5-8 marks Level 1: 1-4 marks</p> <p style="text-align: center;">Planning your argument</p> <p>Introduction: engage with the topic, outline your view Central paragraphs: aim for four or five central paragraphs of argument that support your point of view Conclusion: reiterate your point of view and leave the audience with a powerful message.</p> <p>Recreate an authentic piece of text.</p>
<p>Useful Advice</p> <p>Spend one hour on Section A, and forty-five minutes on Section B. Complete the questions in the following order: 1, 3, 2, 4, 5. Read the questions carefully and underline the key words. Remember to read the context boxes for additional information.</p>	<p>Text Types</p> <ul style="list-style-type: none"> • Article – headline, byline, engaging, formal. • Letter – addresses, date, form of introduction, appropriate sign off. • Speech – acknowledge the audience, persuasive techniques • Text for an essay – formal tone throughout. • Text for a leaflet – approach in a similar way to the article; you could bullet point one section.