

English Department Revision Guide

English Language Paper 2

EXAM DATE: FRIDAY 8 JUNE 5 9.00AM 1Hour 45 Minutes

Paper 2 – a breakdown of what you have to do based on the work you have covered in the ‘Success Book’.

Before you start to look at the questions **read the extracts carefully and closely.**

Question 1

Finding what is true

Explicit and implicit information

Explicit - information clearly stated

- **‘Greenhouse gases create global warming’**

Implicit – information is implied – you have to deduce what is being hinted at and work it out for yourself.

- **‘She kept going to the window, looking at the clock and wringing her hands’** - implication is that she is anxious.

4 minutes – 4 marks

Question 2

Dealing with two texts and summarising

1. Identify explicit information
2. Inferring information in a source
3. Summarising the differences between the two sources

8/9 minutes - 8 marks

Source A

20th Century non-fiction: a newspaper article called *Ghostbuster shatters the myths about Phantom* in which the writer, Jack Pleasant, interviews a ghost-hunter.

Ghostbuster shatters the myth about phantoms

by Jack Pleasant

1 Ghostly piano music in the middle of the night was terrifying the occupants of an old house, but
ghost hunter Andrew Green soon solved the mystery. His clues were mouse droppings and
rodent teeth marks inside the piano. He was convinced that mice gnawing felt pads attached to
the piano wires were causing the 'music' and, of course, he was proved right when a few traps
5 caught the culprits and their nightly performances ceased.

'As much as 98% of the hundreds of ghost investigations I've carried out have proved to have
non-occult¹ explanations,' said Mr Green as we chatted in his old cottage, appropriately next to
the churchyard at Mountfield in East Sussex. 'Once, four reports from motorists claiming to
have seen a ghost at a particular spot turned out to be simply a woman's dress left out on a
10 clothes line.'

It's that inexplicable two per cent that intrigues him. Like poltergeist² activity. The frighteningly
violent effects of this type of haunting have been experienced by several people, particularly
13 families with adolescent children.

14 The ghost-hunter claims that on one startling occasion, he actually watched a bowl of oranges
15 rise unaided off a sideboard, as if a clever magician had made his assistant float into the air.
The bowl then shattered into pieces as it plummeted to the ground and oranges bounced all
round the room. In another investigation, he and the family involved saw a heavy clock
mysteriously transport from one end of the mantelpiece to the other and back again. But he is
convinced that such occurrences have nothing to do with the spirits of the dead. He believes
20 they are caused by a type of energy we don't yet understand which is generated by tense
21 human emotions.

The typical poltergeist situation, he says, is a family who have recently moved house. The
husband and wife are probably worried about having to change jobs and shortage of money
because of the expense of moving. The young children are nervously trying to settle into new
25 schools. It all adds up to a tense, emotional atmosphere – and such peculiar effects as he
witnessed himself.

Not that Mr Green disbelieves in ghosts or that some people see them. It's simply that they are
electro-magnetism, he says, electrical impulses given off by people at times of stress.
Somehow this electrical energy remains in the area and from time to time manifests itself in the
30 form of an image.

Seeming to support his belief that ghosts are not spirits of the dead are his experiences with
'living' ones.

'I've investigated a number of cases where people have seen ghost-like figures of individuals
who were very much alive at the time, though elsewhere,' he says. 'Some people running an
35 old bakery reported seeing a ghostly shape by the ovens on a number of occasions.
Significantly, these sightings had only started after an old man who had worked in the bakery
for many years had retired. When he died some months later, they ceased. I believe that after

his retirement the old man had sat around with his former workplace constantly in his thoughts, and so strong was his yearning to be back that in some strange way his image was projected there. When he died, the cause of his 'haunting' no longer existed and it stopped.'

40

He has even been called out to investigate ghostly smells, like the posh London dental surgery where staff and patients often smelled bacon and eggs. There were no kitchens near enough to explain it, but again there was an explanation - the surgery had once been, Green discovered, the kitchen of a big house.

45 'It seems possible,' he says, 'that the hundreds of rashers of bacon and eggs cooked there years before had impregnated their smell in the chimney.'

As well as the sophisticated equipment he uses for ghost-hunting, such as tape-recorders, infra-red cameras and thermometers, he usually takes along a ruler and a bag of flour.

'The flour is to detect human footprints if I think a hoax is being carried out,' he says.

Glossary:

occult¹ – supernatural, not scientific

poltergeist² – a type of ghost that causes objects to move

Turn over ►

Source B

19th Century literary non-fiction: an extract from a book called *From Matter to Spirit* in which the writer, Sophia Elizabeth de Morgan, published the results of her research into people who could communicate with the spirit world.

- 1 I now offer a trustworthy account, which has come to my own knowledge, of an appearance to someone present at the time of death.

Many years ago, Mrs D-----, a person in humble life, but of tried and proved truthfulness, and rather matter of fact, said to me in a conversation about ghosts and ghost-seeing, 'I never saw a ghost, but I have seen a spirit rise.'

- 5 'If you tell me what you saw,' I said, 'I will write it as you speak, and will beg you to sign your name.'

This she did, and the present account is copied from her own words as I wrote them, and she put her signature:-

- 10 'When I was sixteen years old, I was nursing a child of seven who had been ill since his birth with disease of the head. He had been for some days expected to die, but was quite sensible. About noon I left him in a little back parlour on the ground floor. His mother and a friend were with him. I was returning from the kitchen to the child, and had just reached the top of the staircase, when I saw, coming from the door of the room, the form of a little child. It did not step on the ground, but immediately went up over the staircase and disappeared from me. The bed on which the sick child had been lying was close to the door of the room, and that door was not more than about a foot from the top of the staircase which I came up. As I entered the room, his mother said, 'He is just gone.' The figure that I saw was a little child, fair and fresh-looking, and perfectly healthy. It looked fatter and younger than the little sick boy, and had a very animated, happy expression. It was like a living child, only so light.'

Compare the above account of a vision by a girl of sixteen with the following narration of an imperfect vision of the same kind, which occurred, later in life, to the same person.

- 25 'More than twenty years after that, I was sitting up with the mother of a child who had been ill three or four days with fits. It was no more than two years old. The mother had one arm under the child's head. I was on the other side of the bed, lying by the side of the baby, and the fire was burning brightly on the same side of the room as that on which the mother sat. Suddenly I saw the fire darkened by something that seemed to flutter or move backwards and forwards before it. I noticed this to the mother, who was between the bed and the fire; but she did not see it, and declared that the fire was bright. The fits left the child about six o'clock, and it lay perfectly still till it had ceased to breathe about half-past ten. I saw the darkening of the fire for an hour before the child died, and the instant it expired the fire was distinctly visible.'

- 35 The seer of the above was an uneducated woman who could not account for the variation in her two visions, and who had certainly never heard of the different degrees of opening of the spirit sight. To me, therefore, the account of the second vision confirmed the truth of the first. Had she invented both stories, she would most likely have made the second instance appear the most striking and wonderful. But she was not given to invention. I have known this woman for many years and her character for truthfulness is quite above suspicion.

END OF SOURCES

0 1

Read again **Source A** from lines 1 to 13.

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

- Shade the boxes of the ones that you think are true
- Choose a maximum of **four** statements.

[4 marks]

- | | | |
|---|--|--------------------------|
| A | People living in an old house were scared when they heard music at night. | <input type="checkbox"/> |
| B | The only clue to the mystery that Andrew Green found was mouse droppings. | <input type="checkbox"/> |
| C | The cause of the 'music' was mice chewing on the felt pads of the piano. | <input type="checkbox"/> |
| D | The writer is surprised when Andrew Green solved the mystery. | <input type="checkbox"/> |
| E | Most of Andrew Green's ghost investigations are nothing to do with the supernatural. | <input type="checkbox"/> |
| F | Andrew Green lives in an old cottage next to a churchyard. | <input type="checkbox"/> |
| G | Four motorists claimed they saw a ghost and they were correct. | <input type="checkbox"/> |
| H | Families with very young children are most likely to experience poltergeists. | <input type="checkbox"/> |

0 2

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

The strange things that happen in both Sources are different.

Use details from **both** Sources to write a summary of the different strange things that happen.

[8 marks]

0 3

You now need to refer **only** to **Source A** from lines 14 to 21.

How does the writer use language to describe the strange things witnessed by the ghost-hunter?

[12 marks]

0	4
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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 views on the strange things that happen.

In your answer, you could:

- compare their different views on the strange things that happen
- compare the methods the writers use to convey their different views
- support your response with references to both texts.

[16 marks]

Advice for Question 2

Write a summary of the differences (or similarities) in the two articles (The question will most likely ask you to focus on two main features)

This question is asking you to:

- Summarise the main arguments the writer makes (about 3)
- Provide evidence to support your ideas
- Compare similarities or differences
- Synthesise quotes and ideas from across the text
- Make subtle inferences

Key Tips:

- There may be a general similarity, but also a subtle difference – The two articles both suggest that the event they went to was chaotic and noisy. However in source one the chaos and the noise is also described as polite, where in source two it almost seems threatening in places.
- A paragraph will often start with a topic sentence introducing the writer's attitude. It will also often end with the point they have built to.
- A writer will often put strong views at the beginning of the article. They will often end the article with a clear message.

To revise independently for this question:

Read opinion articles and highlight the main points the writer makes.

Summarise these ideas and put them in your own words.

Practice writing a summary of the sources you find.

Read non-fiction articles regularly. Good readers practice reading.

02

You need to refer to source A and source B for this question.

The strange things that happen in both sources are different.

Use details from **both** sources to write a summary of the differences.

[8 marks]

Statement to
show some
difference.

In source A there are many different, quite random, strange things that happen, whereas in source B there is just one, although it does happen twice. The strange things in source A include 'ghostly piano music in the middle of the night' and 'four reports from motorists claiming to have seen a ghost at a particular spot'. But, ~~there~~ there were perfectly

clear
inference.

rational explanations for both of these because the 'music' was caused by mice chewing on the piano and the other 'ghost' was 'simply a woman's dress left out on a clothes line'. This tells us that the strange things in source A were not supernatural at all - but in source B

clear
difference
between
texts.

it suggests that they are. Mrs D--- was 'a spirit rise' twice in her life, once when she was just 16 and a seven year old boy died. She says that she saw 'the form of a little child' floating above the ground. Then twenty years later she saw something 'glitter' in front of a fire

clear,
relevant
inferences.

clear
inference.

when another child had died, suggesting this was also a spirit rising from the dead, and that Mrs D--- must have some sort of psychic power.

Turn over ▶

Perceptive
difference
between
texts.

However, the strange things in source A are witnessed by a range of different people but it's just Mrs D--- who sees them in source B.

Perceptive
inference.

This casts doubt on Mrs D---'s accounts because she was ~~only~~ the only witness so there's no one to back her claims. Also, the first spirit she saw was 'fair and fresh-looking, and ~~perfectly~~ perfectly healthy', which is ironic because in reality he was a 'sick child', so maybe she was just projecting what she wanted to see and there ~~is~~ was nothing supernatural here either, just like in source A.

Level 4: 7 marks

All Level 3 and perceptive inference by the end; judicious use of textual detail.

Advice for question 3

How does the writer use language to.....(based on a short extract about 10 lines from source 2)

The question is asking you to:

- Explain the effect of the writer's language choices
- Explain the impression created by the choice of language
- Identify language techniques
- Identify word classes
- Zoom in on key words and explain their effects and connotations
- Explain how the language creates the effects

Key tips:

- The question is about the writer's use of language rather than just being about analysing a word or a phrase. Wherever possible look for links to similar language use in the extract and develop your analysis.
- You need to aim to be very specific and precise. If you find an example of a technique being used, you should also closely analyse the words that create the effect as well as the effect of the technique or the overall phrase. E.g.

'like the survivors of a terrible natural disaster'

Noun **'Survivors'** – creates the impression that they have been through a terrible, even life threatening experience.

Noun **'disaster'** – something has gone badly wrong and created much suffering

Adjective – **'natural'** disaster – could suggest the destructive power associated with powerful weather events.

Simile – makes a comparison to exaggerate how bad the situation was.

The writer describes the scene at Glastonbury using the simile, **'like the survivors of a terrible natural disaster.'** The nouns **'survivors'** and **'disaster'** create the impression of an experience that causes great suffering and even life threatening. This is further emphasised by the adjective **'natural'** in the phrase **'natural disaster'** which has connotations of an extreme and powerful event which is very destructive. As a result the comparison implied by the simile can be seen to be exaggerating just how bad her experience of the festival was.

To revise independently for this question

- You need to know and be able to identify language techniques and word classes. You can revise this by creating a list and then researching others on the internet. You should then try to find examples of each of the techniques, before writing your own.
- Find a piece of opinion writing, choose a paragraph and analyse the language the writer uses to create effect.

This is an example of an answer given nearly top marks. Again this is based on the texts at the beginning.

03

You now need to refer only to source A, lines 14 - 21.

How does the writer use language to describe the strange happenings witnessed by the ghost-hunter?

[12 marks]

Perceptive analysis of language.

Sophisticated use of subject terminology.

Range of relevant textual detail.

Clear explanation of the effect of language.

One way the writer uses language to describe the haunted occurrences witnessed by the ghost-hunter is through the use of imagery. The bowl of oranges moves up into the air all by itself 'as if a clever magician had made his assistant float into the air'. The use of 'as if' is important because it's conditional, so the simile really emphasises the disbelief of the ghost-hunter because the event is just too weird to be true. It's like a spell has been cast and none of it is real, just a brilliant illusion, a stage of act of theatrical trickery and deceit performed on the ghost hunter and designed to deliberately deceive those watching. Another way the writer uses language is by using quite violent and harsh sounding verbs such as 'plummeted' and 'shattered'. The verb 'plummeted' to describe how the bowl of oranges fell to the ground creates a sense of speed, and also suggests a lack of control, as if the bowl is plunging to the ground and no one can stop it because supernatural forces are at work. 'Shattered' describes the force of the landing, because the bowl smashes into millions of pieces on impact.

Level 4: 11 marks

Perceptive analysis of language; sophisticated use of subject terminology with judicious textual detail.

Turn over ▶

Advice for Question 4

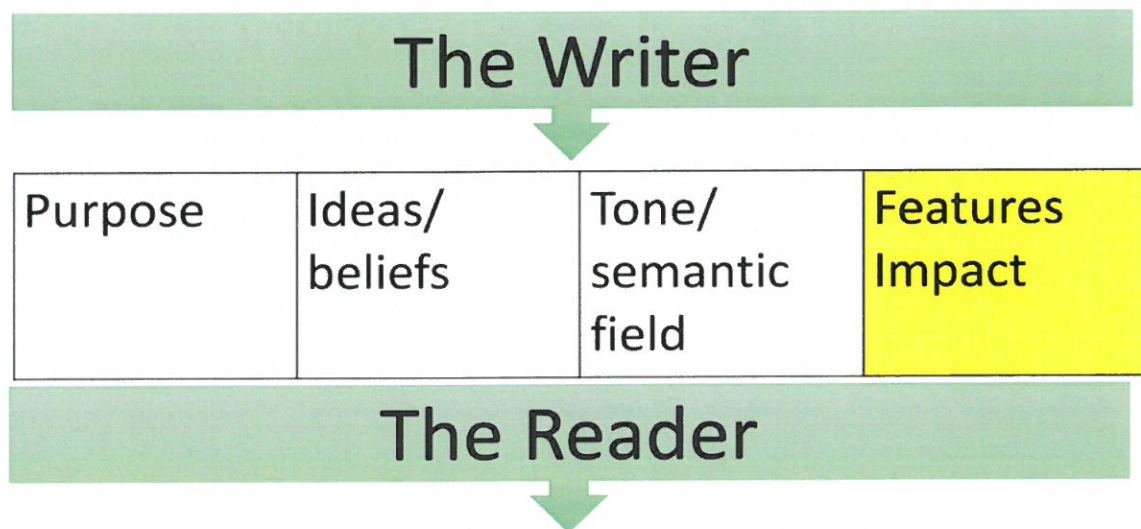
Using both sources, compare how the writers present/describe.....

The question is asking you to:

- Show understanding of the writer's attitude and purpose
- Identify the tone and explain the effect
- Identify the methods (language, structure and tone) that the writer uses to achieve their purpose
- Explain the impact and effect of the writer's methods on a reader

Key tips:

- Question 2 was about the things in the article. Question 3 was about the effect of language on a reader. Question 4 is asking you to focus on the writer and how they express their attitudes.
- You need to start by deciding what attitudes the writer has. You then need to find the methods they use to achieve their purpose (e.g. how do they persuade you?; how do they inform you?; how do they describe?) You then have to analyse the way that their choices create the effects.



Independent revision

- All the things you practice for question 1 and 2 will help
- You need to find articles about the same contentious issue in contrasting newspapers or texts. Often, for example, the Guardian will have a different attitude to an issue than that expressed in the Mail.

0 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 views on the strange things that happen.

In your answer, you could:

- compare their different views on the strange things that happen
- compare the methods the writers use to convey their different views
- support your response with references to both texts.

[16 marks]

Clear explanation of writer's methods.

Relevant details from both texts.

Clear understanding of both writers' perspectives.

In Source A, Pleasant begins to talk about how his views of the supernatural are shaped by the ghost-hunter he interviews. he begins by using adjectives such as "ghostly" and "terrifying" but then confirms his disbelief by putting the word "music" in inverted commas, and describing the strange occurrences with the humorous word, "performances" suggesting artificiality. this is different to the introduction of Source B where the writer, de Morgan, includes a semantic field of honesty, not only in the introduction, but throughout the extract. words such as "trustworthy", "knowledge", "truthfulness" are used to support that she really believes those strange experiences were caused by the supernatural.

In the third paragraph of Source A there is a slight change of perspective as 2% of the sightings have proved not to be nonsense and

Turn over ▶

<p>Clear understanding of writer's perspective - valid interpretation and relevant textual details.</p>	<p>made up stories. Given that statistic, we are led to believe that the writer believes in or at least is interested by "Pattergeist activity". There is however some contrasting vocabulary which shows a conflict between belief and disbelief, for example "claims" and shortly after, "actually watched" which could suggest that his perspective is mixed and it is not yet set in stone, what he believes in.</p>
<p>Clear explanation of writers' methods and clear comparison - becoming perceptive.</p>	<p>This is similar in Source B where the writer weighs up the fact that the woman reporting was "uneducated" yet the vision was "compromised". Both writers evaluate the reality of the strange occurrences using contrasting vocabulary to show that their perspective, opinion and report is educated and consolidated through their experiences although they cannot be supported by evidence and facts.</p>
<p>Analysis of writer's methods.</p>	<p>Also in Source A, the writer uses language commonly found in detective stories throughout the first paragraph. For example words like "clues" and "evidence" which are used to</p>
<p>Detailed understanding of different perspectives.</p>	<p>personify the mice, show an overall sense of amusement in those incidents. This is the opposite of de Morgan's perspective, as Mrs D.....</p>

Perceptive
interpretation
of writer's
perspective.

provides two reports of witnessing a spirit, each
"twenty years" apart which she uses to confirm
the truth of the account and to make the story
seem more factual and convincing. The fact
that she, herself, offered an "imperfect vision"
for the second account, would potentially
make the reader believe it less, but actually
makes the writer believe both.

Level 4: 15 marks

Compare ideas and perspectives in a detailed way; analysis
of writers' methods with a range of judicious supporting
detail from both texts.

***AQA English Language Paper 2:
Writers' Views and Perspectives***

RAIL DISASTERS



***Two non-fiction texts based on
the same theme or topic***

The Victorian era saw an horrific number of fatal train crashes. The writer Charles Dickens was involved in a train crash in Staplehurst on 9th June 1865 but fortunately survived. Here is his eyewitness account in a letter written to a friend:

SOURCE A

My dear Mitton,

I should have written to you yesterday or the day before, if I had been quite up to writing. I am a little shaken, not by the beating and dragging of the carriage in which I was, but by the hard work afterwards in getting out the dying and dead, which was most horrible.

I was in the only carriage that did not go over into the stream. It was caught upon the turn by some of the ruin of the bridge, and hung suspended and balanced in an apparently impossible manner. Two ladies were my fellow passengers; an old one, and a young one. This is exactly what passed:- you may judge from it the precise length of the suspense. Suddenly we were off the rail and beating the ground as the car of a half emptied balloon might. The old lady cried out "My God!" and the young one screamed. I caught hold of them both (the old lady sat opposite, and the young one on my left) and said: "We can't help ourselves, but we can be quiet and composed. Pray don't cry out." They both answered quite collectedly, "Yes," and I got out without the least notion of what had happened. 5 10

Fortunately, I got out with great caution and stood upon the step. Looking down, I saw the bridge gone and nothing below me but the line of the rail. Some people in the two other compartments were madly trying to plunge out of the window, and had no idea there was an open swampy field 15 feet down below them and nothing else! The two guards (one with his face cut) were running up and down on the down side of the bridge (which was not torn up) quite wildly. I called out to them "Look at me. Do stop an instant and look at me, and tell me whether you don't know me." One of them answered, "We know you very well, Mr Dickens." "Then," I said, "my good fellow for God's sake give me your key, and send one of those labourers here, and I'll empty this carriage." 15 20

We did it quite safely, by means of a plank or two and when it was done I saw all the rest of the train except the two baggage cars down in the stream. I got into the carriage again for my brandy flask, took off my travelling hat for a basin, climbed down the brickwork, and filled my hat with water. Suddenly I came upon a staggering man covered with blood (I think he must have been flung clean out of his carriage) with such a frightful cut across the skull that I couldn't bear to look at him. I poured some water over his face, and gave him some to drink, and gave him some brandy, and laid him down on the grass, and he said, "I am gone", and died afterwards. 25

Then I stumbled over a lady lying on her back against a little pollard tree, with the blood streaming over her face (which was lead colour) in a number of distinct little streams from the head. I asked her if she could swallow a little brandy, and she just nodded, and I gave her some and left her for somebody else. The next time I passed her, she was dead. No imagination can conceive the ruin of the carriages, or the extraordinary weights under which the people were lying, or the complications into which they were twisted up among iron and wood, and mud and water. 30

I don't want to be examined at the Inquests and I don't want to write about it. It could do no good either way, and I could only seem to speak about myself, which, of course, I would rather not do. But in writing these scanty words of recollection, I feel the shake and am obliged to stop. 35

Ever faithfully, Charles Dickens

SOURCE B: *A newspaper interview with the parents of a woman who was killed in a train crash 15 years earlier known as the Paddington Rail Disaster, which occurred in London on October 5th 1999*

Those present at the scene of the Paddington rail crash have said that the worst memory they have endured over the past 15 years is the sound of mobile phones ringing from the bodies of the dead. Among the scorched metal carcasses of the two trains involved in one of Britain's worst-ever rail disasters, a cacophony of telephones bleeped and buzzed. At the other end of the line were anxious family and friends, their desperation building with each missed call.

5

Denman Groves first phoned his daughter, Juliet, at around 8.30am on October 5 1999. He and his wife Maureen had woken up in their home in the village of Ashleworth, near Gloucester, and as usual, switched on the television news. Like the rest of the nation watching that crisp autumn morning, they stared in shock at the plume of smoke rising from the wreckage of the two passenger trains that had collided just outside Paddington station. Neither could even imagine that their 25-year-old daughter might have been on board.

10

"I didn't even think she was anywhere near Paddington that day," says Denman. Still, when he left for work, he tried to phone her from the car – just to make sure. There was no answer. "I thought I'd try again, but then I was so busy that I forgot. It wasn't until lunchtime that I called. I still couldn't get an answer, so phoned her company. They said: 'We're afraid she hasn't arrived yet, Mr Groves, and we're very worried.' At that point my heart sank."

15

Juliet Groves, an accountant with Ernst & Young, was one of hundreds aboard a Thames Trains commuter service from Paddington station at 8.06am that morning. Petite, pretty and fiercely intelligent – the previous year she had come seventh in the entire country in her chartered accountancy exams, Juliet lived in Chiswick but was travelling by train to Slough, where she was winding up a company. Despite her young age, she was already a specialist in bankruptcy and was being fast-tracked to become a partner in the company. From birth she had suffered from partial blindness and was unable to drive. As a result, she travelled everywhere by rail.

20

She was in the front carriage of the train when it passed through a red signal at Ladbroke Grove and into the path of the oncoming Paddington-bound First Great Western express travelling from Cheltenham Spa in Gloucestershire. Both drivers were killed, as well as 29 passengers, and 400 others were injured. Juliet's body was one of the last to be discovered. She was finally found on the eighth day.

25

The outcry that followed led to the biggest-ever safety shake-up of the country's rail network. In 2007, after years of campaigning by the families, Network Rail was fined £4 million for health and safety breaches.

Travelling by train on the same line from Paddington towards Gloucestershire, it is easy to imagine the scene in those carriages seconds before the impact. Passengers gaze out of windows across the snaking railway lines bordered by city scrub. A few talk business into mobile phones; others sip coffees and browse through their newspapers. The disaster, says Network Rail, "simply could not happen today".

30

But that promise is not enough for Denman and Maureen Groves. Neither have boarded a British train since the crash, and never will again. Their grief would not allow it, nor the sense of lingering injustice. "I can't do it, I won't do it," says Denman. "I don't want any involvement with Network Rail. The last contact I had with them was at the trial in 2007. I told the chairman he ought to be ashamed of himself."

35

Q1: Read lines **4 to 11** of Source **A**.

Choose four statements below which are TRUE.

[4 marks]

- Two carriages did not go over into the stream
- There were two ladies in the carriage with Dickens
- The young lady screamed. The old lady said "My God!"
- Two old ladies were in the carriage with Dickens
- Only one carriage did not go over into the stream
- The old lady screamed. The young one said "My God!"
- Dickens told the ladies to be quiet and calm down

Q2: Refer to Source A **and** Source B. Write a summary of the **differences** in the writers' **viewpoints** of the rail disasters they each describe.

[8 marks]

Q3: Refer to Source **A**.

How does Charles Dickens use **language** to convey his thoughts and feelings about the disaster?

[12 marks]

Q4: Refer to Source A **and** Source B.

Compare how the writers present their different **perspectives** of the national railway disasters they describe.

[16 marks]

In your answer, you should:

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

Section B: Writing

You are advised to spend about **45 minutes** on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

Q5

“The government should invest more money in public transport as there are so many good reasons to use it.”

Write a letter to the editor of your local newspaper, explaining your views on this statement.

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

[40 marks]

Acknowledgements

Source B taken from The Telegraph, published September 28th 2014

<http://www.telegraph.co.uk/news/uknews/road-and-rail-transport/11124741/Paddington-rail-disaster-Her-last-words-to-me-were-goodbye-Daddy.html>

Source A taken from www.mytimemachine.co.uk

where lots of great 19th C and 20th C extracts already grouped by theme can be found!

Question 3

Analysing persuasive language

1. Purpose, audience and context
2. Register and tone
3. How the audience is addressed
4. Authority and argument
5. Emotive language
6. Rhetorical techniques

12/13 minutes – 12 marks

Question 4

Comparing viewpoints and writers' methods

1. Comparing ideas and perspectives
2. Comparing how purpose, audience and context influence methods.
3. Comparing methods
4. Comparing register and tone

16/17 minutes – 16 marks

In total there are **40** marks for this section of the paper.

AQA allow **15** minutes reading time and **45** minutes to answer the four questions – read closely and carefully and highlight anything you think might be relevant.

There are no marks for spelling in this section but still aim to be accurate with your spelling, sentence structure, paragraphing and punctuation.

For this paper they are testing your ability to

- Find information and link evidence from the source.
- Comment on how the writer uses language and structure for effect
- Use subject terminology to support your views
- Compare writers' ideas and how they present them
- Judge the source critically and support what you say with evidence from the sources