

Introduction to English Language Paper 2



English Language paper 2.

Paper 2: Explorations in Creative Reading and Writing

What's Assessed?

Section A: Reading

Two non-fiction texts. One modern and one 19th or 20th Century text. They will be linked by theme.

Section B: Writing

Writers' viewpoints and perspectives

Assessment

Written Exam:

1 hour 45 minutes

80 marks

50% of GCSE

Questions

Reading (40 marks) (25%)

- Two texts
- 1 short form question (1x4 marks)
- 1 Asks for facts from both sources (1x8 marks)
- 1 slightly longer analysis question (1x12)
- 1 Extended question where you will need to compare perspectives (16 marks)

Writing (40 marks) (25%)

- 1 Extended writing question (24 marks for content, 16 marks for technical accuracy)

Assessment Objectives	
Section A Reading	
AO1	<ul style="list-style-type: none"> - Identify and interpret explicit and implicit information and ideas - Select and synthesise evidence from different texts.
AO2	<ul style="list-style-type: none"> - Explain comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views
AO3	<ul style="list-style-type: none"> - Compare writers' ideas and perspectives, as well as how they are conveyed, across two or more texts.
AO4	<ul style="list-style-type: none"> - Evaluate texts critically and support this with appropriate textual references.

Section B: Writing	
AO5	<ul style="list-style-type: none"> - 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
AO6	<ul style="list-style-type: none"> - Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.

Paper 2 Question 1

The first question is pretty straightforward - you just need to find some facts.

This question will test the first part of AO1.

The examiner is expecting you to be able to:

- Pick out and understand pieces of explicit and implicit information from the texts.
- Collect and put together information from different texts

The question will look something like this:

[01] Read the first part of Source A, from lines 1-17.

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

- Shade the boxes of the ones that you think are true
- Choose a maximum of four statements
- A Lisa made her first batches of soup with her parents
- B Lisa wasn't initially excited about making and selling soup
- C Lisa's parents liked the first sample of soup she made them try
- D Lisa's aunt didn't like throwing food away
- E Lisa's parents thought the business was a great idea from the start
- F People were surprised by Lisa working at such a young age
- G Lisa's dad wasn't very good at negotiating with farmers
- H Lisa chose working on her business over spending time with friends

[4 marks]

There are four true statements and four false statements. You just need to pick out the four true ones.

It is important that you only select four statements.

The facts might be implicit or explicit. Look at the tone of the text for help with the more implicit ones.

Let's have a look at question 1...('The Death Zone' and 'London Snow' texts below.)

0 1

Read again **Source A** from **lines 1 to 12**.

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

- Shade the **circles** in the boxes of the ones that you think are true.
- Choose a maximum of four statements.
- If you make an error cross out the **whole box**.
- If you change your mind and require a statement that has been crossed out then draw a circle around the box.

[4 marks]

- A Base camp is a cosy and happy place.
- B The temperature at base camp drops when the sun goes down.
- C Salkeld was so cold that she needed to put on more clothes.
- D The storm had hit Everest from the north.
- E Salkeld was excited at the sight of the storm.
- F Salkeld had often seen storms like this on Everest.
- G They watched as the storm got closer to them.
- H The approaching storm looked like something from the end of the world.

True/false
question

You have to
decide which
statements are
true and which
are false.

This is testing
your skills of
inference.

Source A

British climber, Matt Dickinson, together with his team, is attempting to scale Mount Everest. At base camp, a thousand feet below them, his colleague, Audrey Salkeld is the first to see the approaching storm.

The Death Zone

1 At 5,360 metres, base camp is a cheerless place at the best of times, but once the sun has dipped beneath the surrounding ridges, it is like living in a freezer. Shivering with the cold, Salkeld left the mess tent and walked across the ice of the Khumbu glacier towards her tent to find some extra clothing.

5 Glancing into the sky to the south, she became one of the first people, and probably *the* very first, to see what was sweeping up from the lower valleys of the Himalayas towards Everest. It was a sight which fixed her to the spot, all thoughts of seeking out a few more layers of clothing momentarily forgotten.

Sudden squalls are common in the afternoon on Everest but Salkeld had never seen anything like this before. She later described it as looking like a tyre dump fire, great billowing lilac clouds racing up from the south. She called out other members of the team from our tents, and they stood watching in awe as the apocalyptic vision crept silently and swiftly towards them.

13 At speeds touching 80 to 100 kilometres an hour, the storm whipped into the camp just minutes later, plunging the temperature down by ten to fifteen degrees in as many seconds, ripping into the tents in a blinding fury of driving snow. The storm swept up the southern flanks of Everest engulfing the ice-clad slopes effortlessly in a swirling mantle of hurricane-force winds. Within minutes it had the northern side in its grip and then it rose to take the summit. The mightiest mountain in the world disappeared from view as the storm took control.

20 If Shiva, the Hindu god of destruction, and Nemesis, the Greek goddess of retribution, had joined forces they could not have done a better job of devastation than nature itself did on that day. The timing was uncanny, as bad as it was possible to be. If the storm had struck in winter then no one would have been hurt. But as chance would have it, the tempest¹ arrived on the busiest day of the Everest calendar, right in the middle of the pre-monsoon climbing season.

25 Our expedition, a British attempt on the North Face via the North-East Ridge, was at camp three when the storm thundered in.

We immediately knew that this was something far more dangerous than any other storm that had hit us in the eight weeks we had been there. The temperature fell to ten degrees below freezing, then twenty, then thirty degrees below. The wind became a constant, bullying force, pulling guy ropes from the glacier ice, tumbling fully-laden equipment barrels into crevasses and demolishing our canvas mess tent with frightening ease. The dome tents, built to withstand hurricane-force winds, creaked and groaned under the beating, distorted into shapes they were never designed for and straining the tent poles to their limits.

35 We could have been in the Antarctic, on the Greenland ice cap, or at the North Pole, so complete was the blanket of driving snow which obscured every feature around us. Not a single landmark, not even the huge North Ridge, was visible through the raging white-out of the blizzard.

Through the white wall of snow, and rising across the tempestuous roar of the wind across the glacier was another sound: a sinister howl which told of even greater powers at play in the altitudes above us; the scream of the storm as it whirled across the North Face at 8,000 metres and above.

40 There, in the 'Death Zone', more than thirty climbers were fighting for their lives. On the northern side three Indian climbers were stranded, exhausted and with their oxygen supplies running out, high on the North-East Ridge. On the southern side, two commercial expeditions were strung out between the South Col² and the summit.

45 The night that faced them was a night from hell. By the end of the following day, the three Indian climbers on the north side and five of the climbers on the south were dead. The total of eight fatalities made this the greatest loss of life in any twenty-four hour period on the peak.

Glossary:

tempest¹ – storm

South Col² – a mountain path

Source B

Arthur Munby kept a diary in the 1800s, and in these extracts, taken from January 1867, he describes London in the snow.

London Snow

- 1 *Wednesday, 2 January.* Since midnight, snow had silently fallen, to the depth of six to eight inches; by breakfast time it was all over except a slight flaky dropping, and the day was calm and very cold. Nothing could be more beautiful; no change more complete and charming. The trees around the fountain near Garden Court were loaded with snow: an
5 exquisite tracery of white branches, relieved against the dark red house fronts.

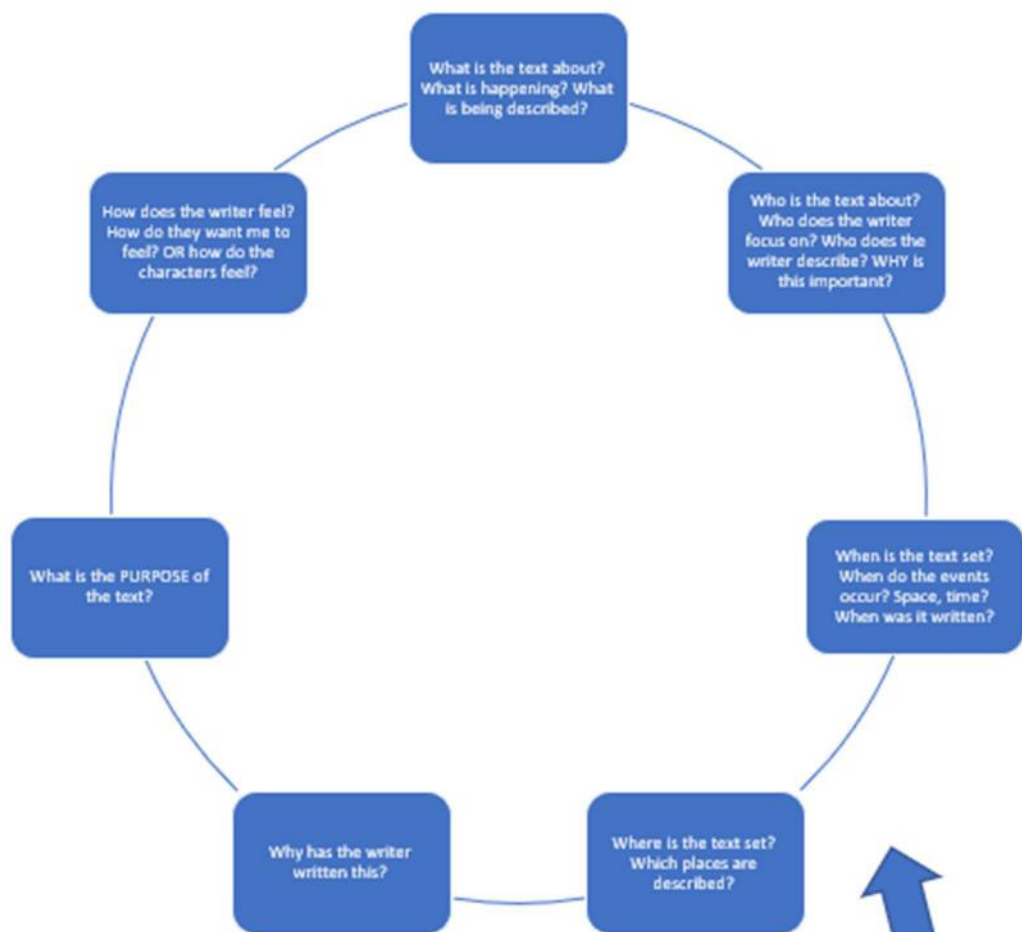
But in the streets the transformation was greatest. All traffic, except afoot, was stopped; no cabs, no omnibuses, no wagons. The snow lay in heaps in the road; men were scraping and shovelling the footways; and people in thick coats and wrappers stepped noiselessly along. The Strand was as quiet and empty as a village street at nightfall; even the foot
10 passengers were far fewer than usual.

Here in the heart of London, and at midday, there was absolute cleanliness and brightness, absolute silence: instead of the roar and rush of wheels, the selfish hurry, the dirt and the cloudy fog, we had the loveliness and utter purity of new-fallen snow. It fell without force or sound; and all things huge and hasty and noisy were paralyzed in a moment. I walked
15 along enjoying the wondrous lovely scene, the long perspective of houses, all grown picturesque and antique; their gable roofs white against a clear sky, and every overhanging joint and beam in their outline picked out in brilliant white; and beneath them, the tumbled and peopleless pavement of snow. It was like the quaint still London of old; one might have been arm in arm with Mr. Pepys, or even Mr. W. Shakespeare. And this state of things
20 lasted all day.

There were many crossing sweepers about: I noticed one near Saint Clement Danes, a girl of seventeen or so, in ragged but warm shawl, and a bit of an old bonnet, whose dark rough hair was covered with snow, and hung in a tangled white mass, like the foam of a waterfall, over her brown bonny face, as she stood with her broom under her arm, stamping and
25 blowing her fingers.

Friday, 4 January. The cold out of doors at ten this morning was more intense, to my apprehension, than I ever remember. My beard froze, and the nape of my neck, and my heart seemed paralyzed. A headache came on, and by the end of the short walk from here to Whitehall I was almost helpless.

30 At 4pm I walked westward, thinking to call on my friends, the Thackerays. The Horseguards Parade and the Mall were one sheet of snow, with paths trodden but not swept: a thick brown fog brooded over it, deepening the twilight; and muffled spectral figures hurried to and fro across the slippery ground. In Victoria Street a girl begged of me: a ragged tall girl of nineteen, by name Caroline Randall, by trade an ironer; who has no home; who slept last
35 night on a step in a sheltered corner, and felt 'as cold as a frog', she said.



Get thinking

Read each of the extracts based upon the questions posed here

Let's have a look at question 1...('The Death Zone' and 'London Snow' texts below.)

0 1

Read again **Source A** from **lines 1 to 12**.

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

- Shade the **circles** in the boxes of the ones that you think are true.
- Choose a maximum of four statements.
- If you make an error cross out the **whole box**.
- If you change your mind and require a statement that has been crossed out then draw a circle around the box.

[4 marks]

- A Base camp is a cosy and happy place.
- B The temperature at base camp drops when the sun goes down.
- C Salkeld was so cold that she needed to put on more clothes.
- D The storm had hit Everest from the north.
- E Salkeld was excited at the sight of the storm.
- F Salkeld had often seen storms like this on Everest.
- G They watched as the storm got closer to them.
- H The approaching storm looked like something from the end of the world.

True/false
question

You have to
decide which
statements are
true and which
are false.

This is testing
your skills of
inference.

Top Tips

On the source, put a highlighted box around the lines you are being asked to answer about

Highlight 'shade the circle in the boxes'.

When you read through the statements the first time, put a little dot next to the letter of the statements which you think are true.

Read the statements really carefully; question fully and cross reference with the text

When you're happy you've selected the right four, shade the circles in the boxes.

Spend no more than 5 minutes answering this question and then move on.

0 1

Read again **Source A** from **lines 1 to 12**.

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

- Shade the **circles** in the boxes of the ones that you think are true.
- Choose a maximum of four statements.
- If you make an error cross out the **whole box**.
- If you change your mind and require a statement that has been crossed out then draw a circle around the box.

[4 marks]

- | | | |
|---|--|-------------------------------------|
| A | Base camp is a cosy and happy place. | <input type="checkbox"/> |
| B | The temperature at base camp drops when the sun goes down. | <input checked="" type="checkbox"/> |
| C | Salkeld was so cold that she needed to put on more clothes. | <input checked="" type="checkbox"/> |
| D | The storm had hit Everest from the north. | <input type="checkbox"/> |
| E | Salkeld was excited at the sight of the storm. | <input type="checkbox"/> |
| F | Salkeld had often seen storms like this on Everest. | <input type="checkbox"/> |
| G | They watched as the storm got closer to them. | <input checked="" type="checkbox"/> |
| H | The approaching storm looked like something from the end of the world. | <input checked="" type="checkbox"/> |

Self Assessment

Award 1 mark for each correct answer

PAPER 2 QUESTION 2

Question 2 will test both parts of assessment objective 1. It will test your ability to find information and ideas in two sources and summarise what you find.

The examiner is expecting you to be able to:

- Pick out and understand pieces of explicit and implicit information from the texts.
- Collect and put together information from different texts

The question will usually look something like this:

[02]

You need to refer to source A and the whole of source B for this question: Use details from both sources. Write a summary of the differences between Lisa Godwin's parents and the parents of the Victorian street sellers

[8 marks]

Pick out bits of implicit and explicit information to support your points. Remember to include quotations.

This question is asking you to summarise information from both texts.

This part of the question will always ask about something that both texts have in common - it might be a topic or character based.

Let's have a look at question 2 in more detail... (Use the two extracts that we have been working on).

Q2.

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

The effects of the weather on both sources are very different.

Use details from both sources to write a summary of the different ways that people are affected by the weather.

The question is asking you to summarise information from both texts - use linking words to show you're thinking about both texts together.

This is the **specific focus**. You must find evidence from the identified lines that describes this focus. If you are given two focuses ie, the leader and the follower, you must address both.

**This question is really asking you:
To Summarise the different ways that people are affected by
the weather.**

Q2. requires you to consider the different ways that people are affected by the weather.

Jot down your initial ideas.

Source A	Source B
1. They were caught unawares	1. It is not life-threatening

Q2 continued... If it helps.....Match the statement to the source

It was a unique experience

It is a pleasant experience

It was frightening

They were caught unawares

Less traumatic, more pleasurable

They weren't prepared

They are more vulnerable to its impact

It causes disruption to everyday life

It makes you forget where you are

It is overpowering and overwhelming

The weather is more relentless

The effects are not as life-threatening

The people in this source have less control

Structuring P2 Q2.

Source A...

However, Source B...

Statement (Source A)

Inference (Source A)

Link/difference

Statement (Source B)

Quotation (Source B)

Inference (Source B)

Summarise the differences between the texts. This involves making a point about each of the texts, backing it up with good quotations as evidence, then clearly explaining how this shows a difference between them.

You could then develop your points, e.g. by linking different points together or offering insights into why the texts are different. To get top marks, you need to interpret information from the texts. This means also picking out the things that aren't immediately obvious about the texts.

Paper 2 Q2 Example paragraph...

Source A conveys the horrific consequences of a sudden storm on Mount Everest when thirty climbers become trapped in the 'Death Zone' and are left exposed and 'fighting for their lives'. Three Indian climbers are 'stranded, exhausted and with their oxygen supplies running out', which suggests that they were caught unawares by the unexpected severity of the weather. Maybe more significantly, 'two commercial expeditions were strung out between the South Col and the summit', showing the weather attacks both recreational climbers and business enterprises, who would consider the safety of their clients as important. This implies the effects are catastrophic for even the most prepared of people because there were eight fatalities: 'the greatest loss of life in any twenty-four hour period on the peak'. This is different to Source B which focuses on a less traumatic event: a heavy snowfall in London in the 1800s. The people are cold and wrapped in 'thick coats' but the effects are not life-threatening. Even the homeless girl who sleeps on a step is only 'cold as a frog' rather than hypothermic. Most people stay inside but those who do venture out are suffering little more than frozen beards, headaches and cold fingers. Overall, the people in Source B have some sense of control over the weather and it merely inconveniences their daily lives, whereas in Source A, it exposes the vulnerability of the climbers and is life-threatening.

Tip

Select at least three different ideas from both

Statement (Source A)

Inference (Source A)

Link/difference

Statement (Source B)

Quotation (Source B)

Inference (Source B)

Now it is your turn... See if you can write another paragraph...

Paper 2 Question 3

This question will test the language part of AO2.

The examiner is expecting you to be able to:

- Explain how writers use language to achieve their purpose and influence readers.
-
- Use technical terms to support your analysis of language

The question will usually look something like this...

[03] You now need to refer **only** to **source B**, the interview with the flower seller. How does the flower seller use language to appeal to the reader's emotions?

[12 marks]

Another 'how' question so you need to write about the techniques the writer has used to achieve their purpose.

Refer specifically to particular words, phrases, language features and techniques.

Let's have a look at question 3 in more detail...

Q3.

You now only need to refer to source A from lines 13-23.

How does the writer use language to describe the storm?

[12 marks]

How has the writer used language to affect the reader?

Make sure you read the question carefully - in this example, you're only supposed to write about source A.

The sample question is about how the writer uses language to appeal to the reader.

Use a range of technical terms to describe the writer's techniques

This question is really asking you to comment on things like:

The effect of words and phrases

Language features and techniques

The effect of different sentence forms

Tips for analysing language...

Question 3

- Put a highlighted box around the lines you are being asked to analyse
- Remember: words and phrases; language features and techniques; sentence forms.
- Highlight the focus of the question e.g. to describe the storm.
- **3 is the magic number!** Find three words or phrases that most grab your attention in relation to the question. What effects do these words/phrases have? Can you identify any techniques the writer has used?

You are not allowed to say...

Makes the reader want to read on

Puts an image in the reader's mind (OF WHAT!?!?!?)

Makes it interesting/engaging

Makes it flow

- Say a lot about a little. Don't select things you don't think you can explore - that's the danger of feature spotting rather than picking things that grab your attention.
- Fully explore the effect of the language used by the writer - what does it make the reader think, feel or imagine?
- Write 3 PEEE
- Spend no more than 10 minutes answering this question and then move on.

Source A

British climber, Matt Dickinson, together with his team, is attempting to scale Mount Everest. At base camp, a thousand feet below them, his colleague, Audrey Salkeld is the first to see the approaching storm.

The Death Zone

- 1 At 5,360 metres, base camp is a cheerless place at the best of times, but once the sun has dipped beneath the surrounding ridges, it is like living in a freezer. Shivering with the cold, Salkeld left the mess tent and walked across the ice of the Khumbu glacier towards her tent to find some extra clothing.
- 5 Glancing into the sky to the south, she became one of the first people, and probably *the* very first, to see what was sweeping up from the lower valleys of the Himalayas towards Everest. It was a sight which fixed her to the spot, all thoughts of seeking out a few more layers of clothing momentarily forgotten.

Sudden squalls are common in the afternoon on Everest but Salkeld had never seen anything like this before. She later described it as looking like a tyre dump fire, great billowing lilac clouds racing up from the south. She called out other members of the team from our tents, and they stood watching in awe as the apocalyptic vision crept silently and swiftly towards them.

- 13 At speeds touching 80 to 100 kilometres an hour, the storm whipped into the camp just minutes later, plunging the temperature down by ten to fifteen degrees in as many seconds, ripping into the tents in a blinding fury of driving snow. The storm swept up the southern flanks of Everest engulfing the ice-clad slopes effortlessly in a swirling mantle of hurricane-force winds. Within minutes it had the northern side in its grip and then it rose to take the summit. The mightiest mountain in the world disappeared from view as the storm took control.

20 If Shiva, the Hindu god of destruction, and Nemesis, the Greek goddess of retribution, had joined forces they could not have done a better job of devastation than nature itself did on that day. The timing was uncanny, as bad as it was possible to be. If the storm had struck in winter then no one would have been hurt. But as chance would have it, the tempest¹ arrived on the busiest day of the Everest calendar, right in the middle of the pre-monsoon climbing season.

25 Our expedition, a British attempt on the North Face via the North-East Ridge, was at camp three when the storm thundered in.

We immediately knew that this was something far more dangerous than any other storm that had hit us in the eight weeks we had been there. The temperature fell to ten degrees below freezing, then twenty, then thirty degrees below. The wind became a constant, bullying force, pulling guy ropes from the glacier ice, tumbling fully-laden equipment barrels into crevasses and demolishing our canvas mess tent with frightening ease. The dome tents, built to withstand hurricane-force winds, creaked and groaned under the beating, distorted into shapes they were never designed for and straining the tent poles to their limits.

35 We could have been in the Antarctic, on the Greenland ice cap, or at the North Pole, so complete was the blanket of driving snow which obscured every feature around us. Not a single landmark, not even the huge North Ridge, was visible through the raging white-out of the blizzard.

Through the white wall of snow, and rising across the tempestuous roar of the wind across the glacier was another sound: a sinister howl which told of even greater powers at play in the altitudes above us; the scream of the storm as it whirled across the North Face at 8,000 metres and above.

40 There, in the 'Death Zone', more than thirty climbers were fighting for their lives. On the northern side three Indian climbers were stranded, exhausted and with their oxygen supplies running out, high on the North-East Ridge. On the southern side, two commercial expeditions were strung out between the South Col² and the summit.

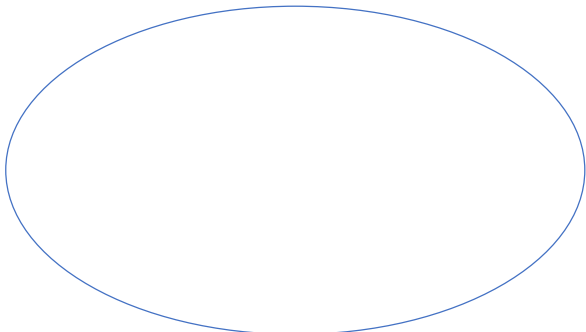
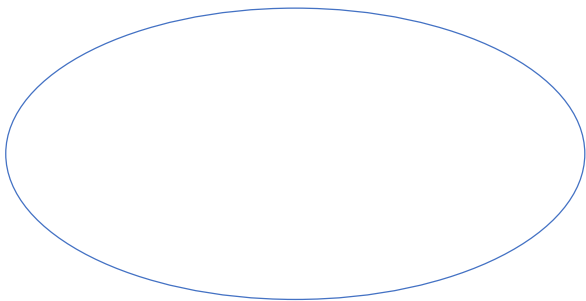
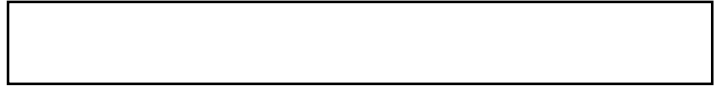
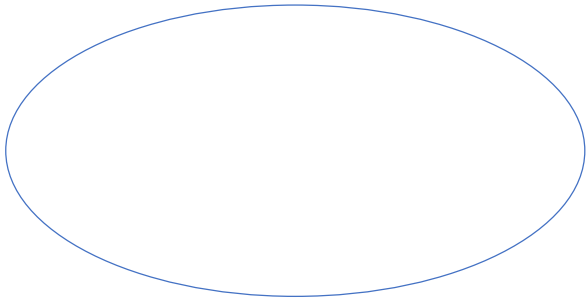
45 The night that faced them was a night from hell. By the end of the following day, the three Indian climbers on the north side and five of the climbers on the south were dead. The total of eight fatalities made this the greatest loss of life in any twenty-four hour period on the peak.

Glossary:

tempest¹ – storm

South Col² – a mountain path

P2 Q3: How does the writer use language to describe the storm?



Ovals: select three quotations from the extract which describe the storm

Rectangles: What technique is being used? What can we say about the WORDS used?

- the storm **whipped** into the camp just minutes later, **plunging** the temperature
- ripping** into the tents in a **blinding** fury of driving snow.
- The storm **swept** up the southern flanks of Everest **engulfing** the ice-clad slopes **effortlessly** in a swirling mantle
- Within minutes it had the northern side in its **grip**
- If **Shiva**, the Hindu god of destruction, and **Nemesis**, the Greek goddess of retribution

Making your analysis more sophisticated...

To get higher grades, you need to think about the methods that the writer has used.

- Which of the highlighted words are adjectives? Verbs?
- Which is the personification?
- Where is the metaphor?
- Where is the allusion to mythology?

Now try to include these in your PEEE paragraph

Structuring a response to paper 2 question 3

Paper 2 question 3

This is a 12 mark question.

You can use the PEEE format to help to structure your response.

Point	Relate to the question. Write about a technique. Talk about feelings.
Evidence	Supporting evidence which should relate to the question/ point you are making.
Explain	Show your understanding of the quotation/evidence and/or technique.
Explore	Link to other techniques across the poem. Look closely at language and explore the writer's intentions language. How does the language affect the reader? Critical, perceptive, personal opinion?

Use the focus of the question in each of your points - this allows the examiner to see you are directly addressing the question

Another way that might help you to answer paper 2 Q3 is to consider the What? HOW? AND Why? Questions:

What?

What is the writer telling us about the character/theme/setting?

What do they want us to feel as a reader?

How?

How does the writer use language to do this?

How does the writer use keywords to do this?

Why?

What are they doing this?

Why have they chosen this language over other language?

Why might the writer want us to interpret this in different ways?

Example paragraph:

The writer uses a long complex sentence to suggest that the storm is racing through the camp and is never ending. There are lots of violent verbs such as 'whipped' and 'plunging' which all convey the power of the storm and the way it is seen as a brutal force of nature. The writer personifies the storm conveying it as a person who is intent on destroying the camp 'in a blinding fury of driving snow'. This suggests that the storm has embarked on a deliberate and savage attack. The writer also says the storm took the mountain 'in its grip' which again shows the power and force of the storm. Verbs such as these emphasise that the storm is fully in control of the mountain. It is also evident that the climbers are at risk of losing their lives. This makes the reader feel terribly uneasy and tense and we fear concerned for the safety of the mountaineers. This type of storm, and the way that the writer has brought it to life, serves as a stark reminder that nature can be so beautiful and at the same time so threatening.

Using the AO2 checklist can you identify all of the points from the example above?

AO2	<ul style="list-style-type: none">• Explain, comment on and analyse how writer's use language and structure to achieve effects and influence reader, using relevant subject terminology to support their views	<ul style="list-style-type: none"><input type="checkbox"/> I can choose relevant evidence based on the focus on a question<input type="checkbox"/> I can label the evidence I choose with relevant word classes, language techniques and structural techniques<input type="checkbox"/> I can explain the connotations of the evidence I choose<input type="checkbox"/> I can relate the connotations back to the main focus on the question<input type="checkbox"/> I can explain what effect these connotations have on readers
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Now it's your turn...

Answer the following question:

Q3.

You now only need to refer to source A from lines 13-23.

How does the writer use language to describe the storm?

[12 marks]

Once you have completed your response, use the AO2 checklist to mark your work.

Paper 2 Question 4

This is your chance to bring all of your skills together and really show that you've understood the text.

This question will test AO3.

The examiner is expecting you to be able to:

Identify different writers' ideas and perspectives

Compare the methods used by different writers to convey their ideas.

The question will look something like this:

04] For this question, you need to refer to the whole of source A together with source B, the interview with the nut seller.

Compare how Lisa Godwin and the nut seller convey their different attitudes to work and childhood.

In your answer, you should:

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

[16 marks]

Make sure that you cover everything on the bullet points - you need to write about what the writer's attitudes are and how they are similar or different.

Make sure you include quotations and examples from both sources.

This part of the question will change depending on the topics covered.

Try to identify how the writers have used language and structure to show subtle differences in their attitudes.

Paper 2 question 4

This question asks us to compare **VIEWPOINTS/PERSPECTIVES**

We need to identify **WHAT** the writer feels and **HOW** they get across these feelings - so you need to comment on and **analyse METHODS**

What do we mean by a VIEWPOINT?

- What a writer feels about...
- What a writer focuses on might give us a clue
- The writer's attitude towards...
- Tone - how do they 'come across'?

This is assessed for AO3 which for language is 'comparing writers' ideas and perspectives and how they are conveyed'

Paper 2 question 4

Check List Question 4 AQA English Language Paper 2

Words	Direct address
Focus on particular details	Anecdotes
Adjectives/nouns/verbs	Triplets
Emotive language	Hyperbole
Metaphor/simile/personification	Rhetorical questions
Repetitions	Statistics
Lists	Humour
Semantic field	Purpose
Facts	Audience
Opinions	Intended impact
Form	humour
Tone – serious/sad/intense/excitement/dramatic	Sequencing of events
Irony	Narrative focus
Use of terminology	Sentence structures
Imagery	tenses

We need to ask ourselves THREE things:

1. How do the writers **FEEL** about what they're describing?
2. How do they **CONVEY** these feelings?
3. How are they viewpoints different or similar?

Paper 2 Question 4

Look at these two extracts from the texts...

Source A

We immediately knew that this was something far **more dangerous than any other storm that had hit us in the eight weeks we had been there**. The temperature fell to ten degrees below freezing, then twenty, then thirty degrees below. The wind became **a constant, bullying force, pulling guy ropes from the glacier ice**, tumbling fully-laden equipment barrels into crevasses **and demolishing our canvas mess tent with frightening ease**. The dome tents, built to withstand hurricane-force winds, creaked and groaned under the beating, **distorted into shapes they were never designed for** and straining the tent poles to their limits

Source B

The cold out of doors at ten this morning **was more intense, to my apprehension, than I ever remember**. My beard froze, and the nape of my neck, and my heart seemed paralyzed. **A headache came on, and by the end of the short walk from here to Whitehall I was almost helpless**.

At 4pm I walked westward, thinking to call on my friends, the Thackeray's. The Horseguard's Parade and the Mall were one sheet of snow, with paths trodden but not swept: **a thick brown fog brooded over it, deepening the twilight; and muffled spectral figures hurried to and fro** across the slippery ground. In Victoria Street a girl begged of me: a ragged tall girl of nineteen, by name Caroline Randall, by trade an ironer; who has no home; who slept last night on a step in a sheltered corner, **and felt 'as cold as a frog', she said**.

1. VIEWPOINTS - how do the writers feel?

2. METHODS- how do the writers CONVEY their feelings?

3. Now think about how the viewpoints are similar or different.

Paper 2 question 4

You need to structure your response appropriately in order for it to make sense.

Remember to use your discourse markers.

Discourse markers are like the signposts of your writing. They link paragraphs and create *cohesion*, making it flow and make sense.

<u>ADDING</u> and also as well as moreover too furthermore additionally	<u>SEQUENCING</u> <u>first, second, third...</u> finally next meanwhile after then subsequently	<u>ILLUSTRATING</u> for example such as for instance in the case of <u>as revealed</u> by... illustrated by	<u>CAUSE and EFFECT</u> because so therefore thus consequently hence
<u>COMPARING</u> similarly likewise as with like equally <u>in the same way..</u>	<u>QUALIFYING</u> but however although unless except apart from as long as if	<u>CONTRASTING</u> whereas instead of alternatively otherwise unlike <u>on the other hand..</u> conversely	<u>EMPHASISING</u> above all in particular especially significantly indeed notably

Example paragraph...

The writers of Source A and Source B have contrasting perspectives on the weather due to their very diverse circumstances: Matt Dickinson is facing a life and death ordeal on Everest and Arthur Munby is exploring the silent snowscape of 1867 London. In Source A, Dickinson conveys a strong feeling of vulnerability when faced with an unprecedented storm. He achieves this through personifying the wind as a 'bullying force', thus implying Mother Nature is treating the climbers with contempt, punishing them, maybe even toying with them, until they experience nothing but fear and intimidation. This is in complete contrast to the writer of Source B who walks the streets of London in contemplative silence. His focus is on its aesthetic charm rather than its debilitating effects on the city and its homeless. Far from Dickinson's view of the weather as a life-threatening force, Munby appreciates the positive transformation which the weather brings, using the phrase 'an exquisite tracery of white branches' to describe the beauty of the scene.

Begin with a comparative sentence- and continue to compare.

Analyse each source in depth - use PEEE

Make sure you refer to VIEWPOINTS

Make sure you refer to METHODS

Try and say TWO things about a quotation

Check your work...

- Have you shown a detailed understanding of both texts by comparing the differences in an insightful way?
- Have you analysed the methods both writers use and compared them?
- Have you shown understanding of both texts and their ideas by selecting appropriate quotations?



Paper 2 question 5

Paper 2, question 5.

This question will test AO5 and AO6.

The examiner is expecting you to be able to:

- Write clearly and imaginatively, adapting your tone and style for various purposes and audiences.
- Organise your writing into a clear structure.
- Use a wide variety of sentence structures and vocabulary, so that your writing is clear and purposeful.
- Write accurately, paying particular attention to spelling, punctuation and grammar.

The question will look something like this:

[05] 'More children should get a job before the age of sixteen. Part-time work would teach children valuable skills that they don't learn in school.'

Write an article for a broadsheet newspaper in which you explain your point of view on this statement.

[24 for content and organisation]
[16 for technical accuracy]

The question will always give you a specific purpose, form and audience - you need to show that you've adapted your writing style to match these.

The task will usually ask you to respond to a prompt. It might be an opinion, a scenario or a statement.

Lots of the marks are awarded for AO5 - so you need to make sure your writing is clear, imaginative and well-structured.

There are also quite a few marks available for AO6 - make sure you've used standard English throughout and your spelling, punctuation and grammar are accurate.

Paper 2 Question 5

Tips

Read the question carefully and calmly.

Make sure that you're clear about what the question is asking you to do by underlining key words.

Jot down your main ideas before you start writing.

Work out the PAF.

Purpose, Audience, Format (PAF).

Purpose: What do you hope to achieve? I.e. persuade, argue, inform, advise, comment, review. Look these command words up if you don't already know what they mean.

Audience: This means who you are writing for. This could be parents, school council, governors, etc. You need to change your formality according to your audience.

Format: This means what style you are writing in. Is it a letter, speech, article, leaflet, etc. You need to adjust your writing accordingly.

Writing well

1. Keep your writing formal but interesting.
2. Use paragraphs to structure your answer.
3. Use correct spelling, punctuation and grammar.
4. Check over your work when you've finished.
5. Make corrections as neatly as possible.

Remember to include features of AFOREST to make your writing more interesting.

A	ALLITERATION
F	FACTS
O	OPINIONS
R	RHETORICAL QUESTIONS REPETITION REFUTATION
E	EMOTIVE LANGUAGE
S	STATISTICS
T	TRIPLES

[05]

'Snow seems like it is picturesque, exciting and fun but in reality it causes accidents, inconvenience and economic disruption.'

Write an article for a broadsheet newspaper in which you explain your point of view on this issue.

[24 marks for content and organisation
16 marks for technical accuracy]

Decide on your point of view - what opinion do you intend your response to convey.

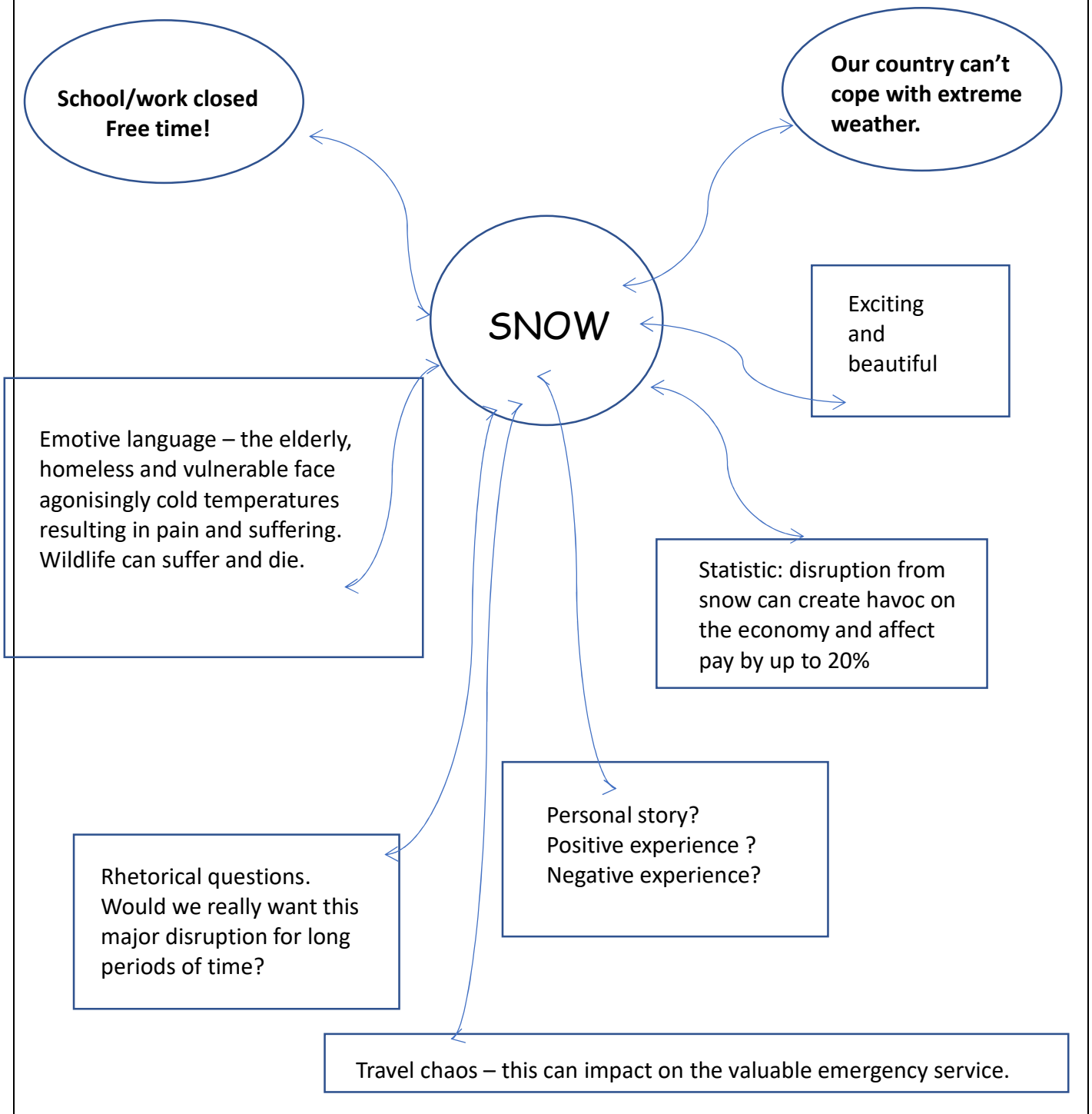
Focus on the key words and phrases in the task.

You need to write in the form of a non-fiction text.

To effectively structure your writing, you should consider:

- including a controversial idea/personal story/anecdote
- using an introduction that instantly engages your reader
- writing a conclusion that leaves a lasting impression
- sequencing your ideas so that the most powerful ones have maximum impact.

Before you write, you need to plan your response.



Structuring your response

SEQUENCING/ STRUCTURING	FURTHERING A POINT	COUNTER ARGUING
To begin with...	Many people believe	Others might argue
In the first place...	In addition to this...	However,
First and foremost..	Similarly,	Whereas...
Primarily,	Equally,	On the other hand...
Firstly,	Likewise,	Nevertheless...
Secondly,	Furthermore,	In comparison...
Thirdly,	In the same way,	On the contrary...
Lastly,	For example,	Nonetheless...
Finally,	For instance,	Conversely,

Snow. Magical or Brutal?

Picture this: wrestling the curtains apart to be met by the sparkling landscape covered in fresh snow! Dazzling, magical... Snow makes everything better. It's like living in a fairy-tale where every day is Christmas Day. Memories of idyllic childhoods sweep over us and we rush, bundled warm, to play in the powdery joy that covers our garden. All responsibilities temporarily forgotten...

Fast forward 24 hours.

As we struggle to balance on treacherous icy paths for the extended journey to work or school, the dream seems a long way away. Black, greasy sludge clings to our feet as cars skid dangerously close. The elderly and the vulnerable huddle over small fires to stave off the icy fingers of winter who is intent on freezing their bodies and their homes. Chaos ensues. The country is crippled. The agony of extreme weather is a brutal reality, often forgotten until it is upon us...

Complete the article!

Assess your writing

Grade 5

To achieve grade 5, candidates will be able to:

- Write clearly and keep the reader's interest.
- Use paragraphs throughout.
- Use different types of sentences, words and some language techniques.
- Spell and punctuate accurately with only occasional mistakes.

Grade 8

To achieve grade 8, candidates will be able to:

- Write interestingly and engage the reader.
- Use ambitious words and lots of language techniques.
- Structure text clearly and use paragraphs throughout.
- Write with few spelling mistakes and clear use of punctuation.

Read through each of these, what grade would you give to your exam response? You need to be able to say why.

PRACTICE PAPERS

1. Mock paper: Poverty

Source A In this extract James Mahoney describes what he saw when he travelled around Southern Ireland during the Irish Potato Famine of 1847. I started from Cork, by the mail, for Skibbereen and saw little until we came to Clonakilty, where the coach stopped for breakfast; and here, for the first time, the horrors of the poverty became visible, in the vast number of famished poor, who flocked around the coach to beg alms: amongst them was a woman carrying in her arms the corpse of a fine child, and making the most distressing appeal to the passengers for aid to enable her to purchase a coffin and bury her dear little baby. This horrible spectacle induced me to make some inquiry about her, when I learned from the people of the hotel that each day brings dozens of such applicants into the town.

After leaving Clonakilty, each step that we took westward brought fresh evidence of the truth of the reports of the misery, as we either met a funeral or a coffin at every hundred yards, until we approached the country of the Shepperton Lakes. Here, the distress became more striking, from the decrease of numbers at the funerals, none having more than eight or ten attendants, and many only two or three. We next reached Skibbereen... We first proceeded to Bridgetown...and there I saw the dying, the living, and the dead, lying indiscriminately upon the same floor, without anything between them and the cold earth, save a few miserable rags upon them. To point to any particular house as a proof of this would be a waste of time, as all were in the same state; and, not a single house out of 500 could boast of being free from death and fever, though several could be pointed out with the dead lying close to the living for the space of three or four, even six days, without any effort being made to remove the bodies to a last resting place. After leaving this abode of death, we proceeded to High - street, or Old Chapel - lane and there found one house, without door or window, filled with destitute people lying on the bare floor; and one, fine, tall, stout country lad, who had entered some hours previously to find shelter from the piercing cold, lay here dead amongst others likely soon to follow him. The appeals to the feelings and professional skill of my kind attendants here became truly heart - rending; and so distressed Dr. Donovan, that he begged me not to go into the house, and to avoid coming into contact with the people surrounding the doorway... A specimen of the in - door horrors of Scull may be seen in the annexed sketch of the hut of a poor man named Mullins, who lay dying in a corner upon a heap of straw, supplied by the Relief Committee, whilst his three wretched children crouched over a few embers of turf, as if to raise the last remaining spark of life. This poor man, it

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appears, had buried his wife some five days previously, and was, in all probability, on the eve of joining her, when he was found out by the untiring efforts of the Vicar, who, for a few short days, saved him from that which no kindness could ultimately avert. Our Artist assures us that the dimensions of the hut do not exceed ten feet square; adding that, to make the sketch, he was compelled to stand up to his ankles in the dirt and filth upon the floor. “

Source B This extract looks at the plight of farmers in a newspaper article of 2011 We must not ignore the plight of our farmers - Rowena Davies reports on one farmer's struggle to cope.

'Dave' is not his real name. He's too scared to tell me that in case his family farm becomes a target for animal rights activists, just because he agrees with the government's plan to cull badgers as a way of stopping the spread of tuberculosis (TB), a serious disease, in cattle. He's been a farmer in Devon for over fifty years. His family works an exhausting fourteen hours a day, seven days a week, to look after their dairy herd of 1,000 cows, nursing them through birth and hand feeding them when they're sick. When Dave started farming fifty years ago, he used to shoot badgers, and none of his cows suffered from TB. When badgers became a protected species he stopped shooting them. Now there are badgers on his land and regular cases of TB in his herd. This picture has been repeated at a national level. TB is now devastating herds of cattle across the countryside. In 1998, fewer than 6,000 cows were killed because they had TB. In 2011, the figure rose to 34,000. To deal with the huge number of cattle being infected with TB, the government is planning to allow farmers to shoot badgers. It believes that badgers are responsible for spreading this devastating infection that is killing cattle and driving farmers out of business. Science is very much on the side of culling badgers, because TB was under control in the 1970s and 1980s and has only become a problem since 1992 when it was made illegal to kill badgers. Since then the badger population has grown considerably and TB in cows has increased dramatically. "Farmers don't want to kill all badgers, just those that have TB," says Dave. "It's only when their numbers get out of control that they start causing infections. Because they have no natural predators, it's up to us to keep the numbers down or they take over."

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Working so closely with infected animals meant that Dave's son-in-law came down with TB himself. His family stood by as he lay in bed rapidly losing weight and coughing, but they still want to keep going. "My family want to carry on farming," says Dave, "They love it and their children love it. It's in our blood." Animal rights groups and charities say that the answer is vaccines. But there is no suitable vaccine for cows. The National Farmers Union says vaccinating badgers is incredibly difficult because to be effective each badger has to be caught in a cage and needs to be vaccinated once every year for four years. This makes it a very expensive operation. It's difficult to explain how difficult life in the countryside already is. Back in Devon, one of Dave's neighbours has recently gone out of business. The price of milk paid to farmers has been slashed by 4p a litre this year, and supermarkets now sell milk at barely the cost of production. It's been too wet to graze the cows outside, so feed supplies have been used up and the increased price of grain is hitting farmers hard. Britain has lost 40 per cent of its dairy farms over the last ten years and TB is increasing that percentage every year. Something has to be done.

Exam style questions:

Question 1: Read paragraphs 1 - 3. Shade the four statements below that are true:

- A. The writer is from Cork.
- B. He stopped for breakfast in Clonakilty
- C. A lady is begging for money for a coffin for her dead child
- D. More than 20 people attended all the funerals the writer saw
- E. The writer stopped at Shepperton Lakes
- F. The writer went to Skibbereen after Bridgetown
- G. The writer was attending a funeral in Skibbereen
- H. The writer ate porridge for breakfast.

Question 2. Use details from both sources. Write a summary of the similarities of those people who are suffering in these two extracts. (8 marks)

Question 3 Refer only to Source B, the newspaper article on the plight of farmers.

How does the writer use language in this article to present her views on the plight of farmers? (12 marks)

Question 4 For this question you should refer to both Source A and Source B. Compare how the two writers convey their views on the suffering of those described in these two extracts. (16 marks)

In your answer you should:

compare their views about the suffering of those they are describing

compare the methods the writers use to convey their views

Support your ideas from quotations from both texts.

Question 5

Climate change and global warming is having an impact on everyone.

It is the responsibility of young people to take action to protect the planet.

Write an article for a newspaper that gives your viewpoint and perspective on this topic.

2. Mock paper: Sport and Entertainment

Source A Towards the end of the nineteenth century, cycling became much more popular. Although it was unusual, some women also began to cycle. In her book, 'A Wheel within a Wheel', Frances Willard writes about why and how she learned to ride a bicycle. Not a single friend encouraged me to learn to ride the bicycle except a young schoolteacher who came several times with her bike and gave me lessons. But at fifty three I was at more disadvantage than most people, for not only had I the problems that result from the unnatural style of dress, but I also suffered from a lack of exercise. Those who loved me best, and who considered themselves largely responsible for me, did not encourage me, but thought I should, "break my bones" and "spoil my future." It must be said, however, to their everlasting praise, that they raised no objection when they saw that I was firmly set to do this thing;

Many doctors are now coming to regard the bicycle as beneficial to the health of women as well as of men and I agree entirely with them. One doctor said: "As an exercise, bicycling is superior to most, if not all, other activities. It takes one into the outdoor air; it is entirely under control; can be made gentle or vigorous as one desires; is active; takes the rider away from the thoughts and cares of his daily work; and develops his attention and independence. Moreover, the exercise is well and equally distributed over almost the whole body, and no muscle is likely to be over-exercised." Needless to say, when I was learning to ride a bicycling costume was necessary. This consisted of a skirt and blouse of tweed, with belt, rolling collar, and loose cravat, the skirt three inches from the ground; a round straw hat, and walking-shoes with gaiters. It was a simple, modest suit, to which no person of common sense could take exception. If I am asked to explain why I learned the bicycle I should say I did it because my doctor kept telling me, "Live out of doors and take much exercise" but I have always hated walking and horseback-riding, which does promise vigorous exercise, is expensive. The bicycle meets all the conditions to keep healthy. Therefore, I learned to ride. I did it from pure natural love of adventure, and because a good many people thought I could not do it at my age. As nearly as I can make out, it took me about three months, with an average of fifteen minutes' practice daily, to learn, first, to pedal; second, to turn; third, to dismount; and fourth, to mount independently this most mysterious animal. In just three months I had made myself master of the most remarkable, ingenious and inspiring machine ever devised upon this planet.

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Source B This newspaper article from 2012 describes a trip to a theme park THORPE PARK: how to scare your teenagers

Thorpe Park – Rollercoaster Central, the thrill capital of England, the most terrifying location inside the M25 – holds a special place in the affections of all teenagers in the south-east of England, and a kind of horrified fascination for their parents. It is where the teens want to go for their first independent day out and, although their parents may wonder why, they are unlikely to issue a blanket ban. The high-speed rides are billed as scary – and most are certainly that – but it's a pretty safe destination.

There really isn't anywhere like it so close to London. Legoland has rides and the London Dungeon has scares but the former is hardly likely to set a teenager's pulse racing and the latter is creepy rather than thrilling. You can tell from the names of the rides what Thorpe Park is about: Nemesis

Inferno, Colossus and Slammer are not designed for the very old, the very young or the very timid. Which is just the way the customers want it. You don't have to be scared witless. There are some gentle rides but these are aimed at the wimpiest in teenage parties. You could aim for the water-based rides, in which case you won't die of fright but you will get very damp or – in the case of Tidal Wave – soaked to the skin. But raw thrills are the name of the game. Rollercoaster purists will aim for Colossus where they will gain mighty satisfaction from the sheer number of loops. Nemesis Inferno dangles its participants as it whips them through gravity-defying swoops and swirls. Stealth – probably the fastest rollercoaster in Europe – is all about ultimate speed and Saw Alive adds a supremely creepy horror movie to a route crammed with stomach-challenging action. The latest (and by all accounts the scariest) attraction is The Swarm. Two of the more basic concepts are still staggeringly effective. Detonator is essentially an enormous, multi-person, seated freefall and Slammer is almost artistic in its simplicity. It is just a gigantic platform which rises and then rotates around its halfway line. Many teenagers scoff on approach but they have all changed their tune by the time they stagger away, jelly-legged. Saw Alive is very scary indeed but that is down to the ancient expedient of having actors to do the scaring rather than machinery-based thrills. It's good stuff and there is plenty enough for a day's entertainment, which makes the admission charge good value. It's particularly good value if the teens are alone, because – we are reliably informed – long queues are very much part of the fun, allowing endless opportunities to anticipate the thrills ahead and dissect those already experienced. Adults may find the prospect of such queues too much so Fastrack (queue jumper!) tickets are the answer. In summary, teens will enjoy themselves immensely and talk about it for weeks afterwards but adults who are only present as supervisors or chauffeurs should be prepared to make sure that they book in advance and arrive in good time for the queue for the Fastrack tickets.

Exam style Questions

Question 1 Read paragraphs 1 to 3 and shade the four correct statements below:

- A. A school teacher gave the writer lessons on how to ride a bike
- B. The writer tried to ride a bike again when she was 54 years old
- C. The writer was very fit and healthy for her age
- D. The writer broke her bones when learning to ride a bicycle
- E. The doctor said that riding a bicycle is good for people's health
- F. The writer thought appropriate dress for riding a bike was a skirt and blouse
- G. The writer wore a straw hat when riding her bicycle
- H. The writer wore trainers when riding her bike

Question 2 Use details from both sources. Write a summary of the similarities between the extract on learning to cycle and the visit to a theme park. (8 marks)

Question 3 Refer only to Source B, the newspaper article describing a visit to a theme park. How does the writer use language in this article to present his views on theme parks as a place to visit? (12 marks)

Questions 4 For this question you should refer to both Source A and Source B. Compare how the two writers convey their views on their experiences in these two extracts. (16 marks)

In your answer you should:

compare their views about their experiences

compare the methods the writers use to convey their views

Support your ideas from quotations from both texts.

Question 5 Young people have nothing to do in their spare time. Government cuts to local services, diminishing pocket money and little free activities available mean that most teens have little options to enjoy themselves.

Write the text for a speech to your local council that gives your viewpoint and perspective on what young people need in your local community.

3. Mock paper: Crime and Punishment

Source A The following extracts are from Sir James Graham describing the newly built prison at Pentonville which was opened in 1842.

“Instruction and probation rather than oppressive discipline”.

“The first thing that strikes the mind on entering the prison passage, is the wondrous and perfectly Dutch - like cleanliness pervading the place. The floor, which is of asphalt, has been polished, by continual sweeping, so bright that we can hardly believe it has not been black - leaded, and so utterly free from dust are all the mouldings of the trim stucco walls, that we would defy the sharpest housewife to get as much off upon her fingers as she could brush even from a butterfly’s wing. In no private house is it possible to see the like of this dainty cleanliness, and as we walk along the passage we cannot help wondering why it is that we should find the perfection of the domestic virtue in such an abiding - place.”

“The separate system is defined by the Surveyor - General of Prisons as that mode of penal discipline ‘in which each individual prisoner is confined in a cell, which becomes his workshop by day and his bed - room by night, so as to be effectually prevented from holding communication with, or even being seen sufficiently to be recognized by a fellow - prisoner.’

The object of this discipline is stated to be twofold. It is enforced, not only to prevent the prisoner having intercourse with his fellow - prisoners, but to compel him to hold communion with himself. He is excluded from the society of the other criminal inmates of the prison, because experience has shown that such society is injurious, and he is urged to make his conduct the subject of his own reflections, because it is almost universally found that such self - communion is the precursor of moral amendment.”

Source B In this website newspaper article from 2016, the overhaul of prisons in the United Kingdom is discussed.

Six “reform prisons” are to be created in England and Wales as part of a pilot to tackle high levels of violence and re-offending, David Cameron has said.

The governors would have autonomy over their operation and budgets, he said.

The PM also announced new powers to speed up the deportation of foreign inmates and plans for all jails to be assessed through league tables.

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Penal charities said reforms would not work if prisoners were “crammed into filthy institutions with no staff”. Mr Cameron said “current levels of prison violence, drug - taking and self - harm should shame us all”, with a typical week seeing 600 incidents of self - harm, at least one suicide and 350 assaults including 90 on staff. In what he described as the “biggest shake - up of prisons since the Victorian era”, he said prisoners should be seen as “potential assets to be harnessed” and the “failure of our system today is scandalous”. In other developments: ☐ Ministers will work with network operators to block phone signals to prisons to target the problem of smuggled mobiles

being used for criminal purposes. League tables will be published showing how successful prisons are at cutting reoffending, improving literacy and helping inmates find jobs. Improved satellite tracking will mean some convicted criminals only spend the weekend in prison. The processes used to establish free schools could help transform young offenders institutions into secure academies, with a focus on education. Mr Cameron said he wanted former prisoners to have a better chance of getting a job interview by allowing them to apply for positions without declaring unspent convictions straight away. Prisons in England and Wales in 2015: 85,641 prisoners; 147 prisoners per 100,000 population; 14,247 prisoner-on-prisoner assaults; 595 serious assaults on staff; 89 self-inflicted deaths; 32% of offenders with one previous custodial sentence re-offend. 'We need action now to tackle sentence inflation and the profligate use of prison. Then the prime minister's vision can become a reality' said Frances Crook, Howard League for Penal Reform. Simon, who was released from prison in June after serving 16 years of a life sentence, told the BBC "more professional staff, more support and more education" was key. "Taking a humane and personal approach towards addressing offending behaviour, allows them to access support and build a better self - to the benefit of all in society."

"We need prisons. Some people - including, of course, rapists, murderers, child abusers, gang leaders - belong in them," Mr Cameron said. "I also strongly believe that we must offer chances to change; that for those trying hard to turn themselves around, we should offer hope; that in a compassionate country, we should help those who've made mistakes to find their way back onto the right path."

Exam style questions:

Question 1

Read paragraphs 1 - 3 of source A and shade four true statements:

- A. Pentonville prison was opened in 1842
- B. The prison is very clean
- C. The prison was cleaned by housewives
- D. Each prisoner is confined in a cell
- E. The purpose of the prison was for discipline
- F. Prisoners are not allowed to communicate with each other
- G. Prisoners didn't have to do any work
- H. Prisoners should pray everyday

Question 2 Use details from both Sources. Write a summary of the similarities in the prisons and the conditions for prisoners that are described in these two extracts. (8 marks)

Question 3 Refer only to Source B, the website article on the overhaul of prisons. How does the writer use language in this article to present his feelings about the current state of prisons?

(12 marks)

Question 4 For this question you should refer to both Source A and Source B. Compare how the two extracts convey information on prison conditions in these two extracts. (16 marks) In your answer you should:

compare the information conveyed about prison conditions they are discussing

compare the methods the writers use to convey their views

Support your ideas from quotations from both texts.

Question 5

Punishments aren't tough enough in society and young people think that the law is lenient. Write an article on this topic in which you give your viewpoint on punishment for young people.