

AQA GCSE ENGLISH LANGUAGE

PAPER 2: WRITERS' VIEWPOINTS AND PERSPECTIVES

What is Paper 2?

1 hour 45 minutes | 80 marks

You will read **TWO non-fiction texts** from different time periods and answer questions about what they say and how the writers communicate their ideas.

You will then complete a **transactional writing task**.

Section	What you do	Marks
Reading	Questions 1–4	40
Writing	Question 5	40



READING: QUESTIONS 1–4

QUESTION 1 — RETRIEVE

4 marks | 5 minutes

Find **FOUR things** from the specified part of the text.

-  Use information directly from the text.
-  Keep answers short and precise.
-  Don't explain or analyse.

Tip: Read the question carefully — only use the lines you are told to use.

QUESTION 2 — LANGUAGE

8 marks | 10 minutes

How does the writer use **language** to...?

Look for:

WORDS → PHRASES → METHODS → EFFECTS → IDEAS

You could analyse:

- individual words
- imagery
- verbs
- adjectives/adverbs
- semantic fields
- repetition
- contrasts
- sentence choices
- tone

A useful structure:

The writer uses the word/phrase “_____” to...

The word “_____” suggests/connotes...

This makes the reader think/feel...

This is important because...

★ **ZOOM IN:** Don't just identify a technique. Explore the writer's specific word choices.

QUESTION 3 — STRUCTURE

8 marks | 10 minutes

How does the writer **structure** the text to interest you as a reader?

Think about the **whole text**:

BEGINNING

What does the writer introduce?

MIDDLE

What changes, develops or becomes more important?

END

How does the writer finish?

Look for:

- shifts in focus

- changes in tone
- contrasts
- changes in time/place
- introductions of people or ideas
- withholding/revealing information
- repetition
- cyclical structure
- short/long paragraphs
- changes in perspective

★ **Remember:** Question 3 is about **WHAT** the writer focuses on and **WHEN**, not individual language techniques.

QUESTION 4 — EVALUATION

20 marks | 20 minutes

A statement will be given about the text.

You must decide **how far you agree**.

Use evidence and analyse the writer's methods.

Think:

WHAT?

What is the writer saying/doing?

HOW?

What methods are used?

WHY?

What effect does this have?

HOW FAR?

Do you agree completely, partly or not at all?

Strong paragraph structure:

I agree with the statement because...

The writer presents...

This is shown by “_____”.

The use of _____ suggests...

This makes the reader...

Therefore, the statement is convincing because...

★ **Don't sit on the fence!** Make your viewpoint clear and support it with precise evidence.



QUESTION 5 — WRITING

40 marks | 45 minutes

You could be asked to write a:

ARTICLE • SPEECH • LETTER – Formal or Informal

Your writing is assessed for:

AO5 — 24 marks

Content & organisation

- ✓ Clear viewpoint
- ✓ Engaging ideas
- ✓ Appropriate tone
- ✓ Logical structure
- ✓ Paragraphs
- ✓ Varied sentence structures

AO6 — 16 marks

SPaG

- ✓ Accurate spelling
 - ✓ Accurate punctuation
 - ✓ Varied vocabulary
 - ✓ Accurate grammar
 - ✓ Sentence variety
-



PERSUASIVE WRITING TOOLKIT

Try to use a range of:

Rhetorical questions

How can we possibly accept this?

Direct address

You have the power to make a difference.

Rule of three

It is unfair, unnecessary and unacceptable.

Emotive language

We cannot ignore the devastating consequences.

Statistics/facts

Research shows that...

Imperatives

Take action today.

Contrast

We can choose change — or choose to do nothing.

Repetition

We need change. We need action. We need it now.



PAPER 2 TOP TIPS

BEFORE YOU START

- ◆ Read the questions carefully.
- ◆ Read the texts with the questions in mind.
- ◆ Highlight useful quotations.

FOR READING

- ◆ Use **short, precise quotations**.
- ◆ Analyse the writer's choices.
- ◆ Always explain the **effect and meaning**.
- ◆ For Q4, keep returning to the statement.

FOR WRITING

- ◆ Spend **5 minutes planning**.
- ◆ Make your viewpoint clear.
- ◆ Match your tone to your audience and purpose.

- ◆ Use paragraphs to organise your argument.
- ◆ Leave **5 minutes to proofread**.

REMEMBER:

READ → FIND → ANALYSE → EVALUATE → WRITE

Good luck — read like a writer and write like a reader!