



AQA English Language Paper 2 – Writers' Viewpoints and Perspectives (1hr45)

Reading time	ESSENTIAL	8 mins	Read through both sources. Summarise the key ideas/events AND writers' feelings/opinions
1	4 marks	4 min	Identify 4 true statements (EITHER source A or B)
2	8 marks	10-12 min	Summarise differences/similarities between the sources (BOTH sources)
3	12 marks	12-15min	How does the writer use language to...? (EITHER Source A or B)
4	16 marks	20-25 min	Compare how the writers present their different/similar viewpoints or methods (BOTH sources)
5	40 marks	45 min	Write a speech, article, letter or essay, giving your opinion about a topic or issue



AQA English Language Paper 1 – Explorations in Creative Writing and Reading (1hr45)

Reading time	ESSENTIAL	8 mins	Read through both sources. Summarise the key ideas/events AND writers' feelings/opinions
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Key steps

1. Start with Source A. Look at the **text type**. What does this tell you? Is it **first hand** or **second hand**?

2. Read the **rubric** at the top. What **key information** do you find out?

3. Read the source slowly. Highlight important information that tells you...

- Key **EVENTS/IDEAS**

- Writers' **FEELINGS/OPINIONS**

4. **Summarise** these ideas at the bottom of the source

5. If you come across an unfamiliar word...

- Look **inside** it. What does it sound like? Do you recognise any parts

- Look **outside** it. Are there any clues?

EVENTS /IDEAS	WRITER'S FEELINGS



EVENTS/IDEAS	WRITER'S FEELINGS
1) The writer is called to investigate a loose elephant 2) The writer collects a gun 3) The writer is followed by a crowd – pressure builds 4) The writer debates whether to kill the elephant 5) The writer kills the elephant	Nervous Anxious Torn Internal conflict Fearful Pressured



AQA English Language Paper 1 – Explorations in Creative Writing and Reading (1hr45)

1	4 marks	4 min	Identify 4 true statements (EITHER source A or B)
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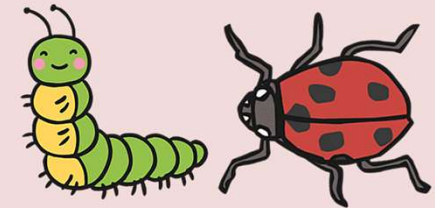
Key steps

1. Turn to question 1 and **BUG** the question
2. Read the first statement. Look for **evidence** to decide if it is true or false. If you think it's true, highlight/underline the evidence and pencil a small tick next to it. Put a cross if you think it's untrue.
3. **Continue** with statements B-H
4. **Shade** in the circles LAST, only when you think you have found the 4 correct ones.

Don't forget that this question is scanned, so you **MUST** follow the instructions!

Whenever you see an exam-style question, don't forget to **BUG** it!

1. *Box the command words*
2. *Underline the question focus*
3. *Generate a plan*



0 | 1

Read again the first part of **Source A** from lines 1 to 5.

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 | Orwell receives the phone call in the afternoon. | <input type="checkbox"/> |
| B | There is only one police station in the town. | <input type="checkbox"/> |
| C | There are reports of an elephant out of control. | <input type="checkbox"/> |
| D | The sub-inspector expects Orwell to sort out the problem. | <input type="checkbox"/> |
| E | Orwell is confident he can sort out the problem with the elephant. | <input type="checkbox"/> |
| F | Orwell is curious about the elephant. | <input type="checkbox"/> |
| G | Orwell takes his rifle to kill the elephant. | <input type="checkbox"/> |
| H | It takes a very powerful weapon to kill an elephant. | <input type="checkbox"/> |



AQA English Language Paper 1 – Explorations in Creative Writing and Reading (1hr45)

2	8 marks	10-12 min	Summarise differences/similarities between the sources (BOTH sources)
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Key steps

1. Turn to question 2 and **BUG** the question
2. Draw an **answer diagram** for Q2

Evidence

Inference

Compare/
contrast

3. Make a **planning grid** – 2 columns. Find 2-3 pieces of evidence from each source to match the question focus.
4. Next to each piece of evidence, write down your **inference** – what do you understand based on this? What can you infer?
5. At the bottom of the grid, **summarise** the key difference between source A and B.

2

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

The ways the boys spend their time playing as young children is different.

Use details from **both** sources to write a summary of the different activities the boy in Source A enjoys and the boy in Source B enjoyed when he was young.

[8 marks]

Source A	Source B
<p>“loves running up to people” – sociable, friendly</p> <p>“barking gibberish” – younger, louder, extrovert</p>	<p>“bows and arrows, whips, tops and go-carts” – older, happier to entertain himself, quieter</p> <p>“drums and tin trumpets” – enjoys toys, introvert</p>
<p>The boy in Source A is younger and more of a sociable player, whereas the boy in Source B is older and more able to entertain himself.</p>	



Evidence

Inference

Compare/
contrast

Evidence

Inference

Compare and contrast

In contrast

Similarly

However

While

On the other hand

More / less

The boy in source A seems to enjoy company and attention shown in the way he “loves running up to people”. This implies the child is rather hyper-active and is comfortable around strangers; the author paints a picture of a confident boy who enjoys playing with others. Whereas the boy in source B seemed to enjoy playing in isolation with “bows and arrows, whips, tops and go-carts”. This suggest the boy felt the most pleasure playing with toys – perhaps implying he preferred the land of ‘make-believe’.

Furthermore, the boy in source B enjoyed making noise with “drums and tin trumpets” – further suggesting the boy found the greatest fun through toys. Conversely, in source A the child – although he loves to make a lot of noise – prefers to irritate his parents by “barking gibberish” which reinforces the idea that the child in source A is noticeably more extroverted and consequently, louder.

AQA English Language Paper 1 – Explorations in Creative Writing and Reading (1hr45)

3	12 marks	12-15min	How does the writer use language to...? (EITHER Source A or B)
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Key steps

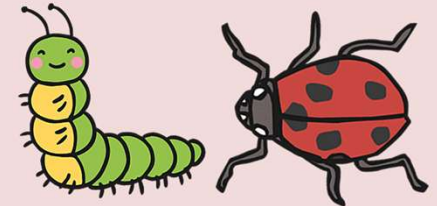
1. Turn to question 3 and **BUG** the question
2. Draw an **answer diagram** for Q2



3. Read through the source and **highlight 3 interesting methods/phrases**. Annotate each one with at least 3 inferences.
4. In each phrase, circle a **zoom word** and annotate it with at least 3 inferences.
5. **Write 3 paragraphs** using the key phrases for Q2

Whenever you see an exam-style question, don't forget to **BUG** it!

1. *Box the command words*
2. *Underline the question focus*
3. *Generate a plan*



Firstly, when considering how the writer uses language to describe [question focus], the reader is first struck by the [method] “_____”. This conveys the impression that _____ because... In particular, the use of the word “[zoom word]” which refers to..., suggests... Alternatively, the fact that “[zoom word]” also refers to... conveys...

Secondly, the reader is also struck by...

Finally, the reader is struck by...

Structural feature	Evidence/ Reference	Effect on reader	X3 Beginning, Middle, End
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Language feature

The reader is struck by the simile / metaphor / personification of adjective / verb / semantic field phrase / word / image / description

Evidence

Zoom in + Explain

This conveys the impression that / paints a picture of / indicates / suggests / presents / insinuates / highlights /

In particular, the use of the word “ _____ ” which usually refers to... suggests...

Alternatively, the fact that [zoom word] also refers to... conveys..

Firstly, when considering how the writer uses language to describe his feelings, the reader is struck by the metaphor ‘he was a sleepy ball of scrunched-up flesh’. The description of the son as a ‘ball’ and as ‘scrunched-up’ suggests to the reader that he is small in size which projects the notion that he is vulnerable and weak. The use of the noun ‘flesh’ suggests to the reader that the son had some innate humanity but was not a fully formed person. This helps to create an impression of vulnerability as it suggests to the reader that he is in need of some sort of protection.

Heritage describes his son’s influence as being shocking and suggests that he is surprised by the way his son changes. Heritage writes that different developments in his son had come ‘along to ambush’ them and that they were ‘confronted with a slightly different child’. The use of the verbs ‘ambush’ and ‘confronted’ have a cumulative effect on the reader which works to suggest an idea of attack. This suggests to the reader that the son’s actions and developments were unexpected and presents the son to be causing shock and uncertainty amongst the parents which suggests that he is the cause of some sort of mental chaos.

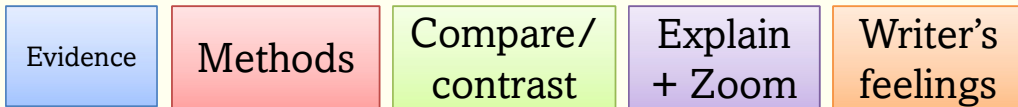
Finally, the reader is struck by Heritage’s use of violent language to describe the son as ‘blasting ahead’ and leaving ‘tiny parts of me along with him’. This suggests to the reader that the son is some sort of disruptive force in the writer’s life. The verb ‘blasting’ carries quite a violent connotations and also assures the reader of the overwhelming presence of the son in writer’s life. This idea is furthered when the writer says that ‘tiny parts’ of him are being left behind. This suggests to the reader that the son is having an impact on the writer physically and personally.

AQA English Language Paper 1 – Explorations in Creative Writing and Reading (1hr45)

4	16 marks	20-25 min	Compare how the writers present their different/similar viewpoints or methods (BOTH sources)
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Key steps

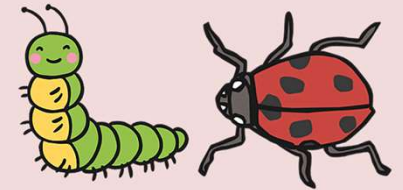
1. Turn to question 4 and **BUG** the question
2. Draw an **answer diagram** for Q4



3. Create a planning table with two columns
4. Fill in each side of the table with 2-3 quotes that link to the question. Next to each one, annotate it with at least one **method/zoom word** and an inference about the writer's feeling

Whenever you see an exam-style question, don't forget to **BUG** it!

1. *Box* the command words
2. Underline the *question focus*
3. *Generate* a plan



Source A	Source B
<p><i>“this sadness, this constant sense of loss”</i> – nouns <i>“sadness” “loss”</i> – depressed</p>	<p><i>“I can never have him back again”</i> – word “never” – writer feels lost and alone, depressed</p>
<p><i>“it’s ok”</i> – “ok” – writer is accepting of his feelings, knows sadness will pass</p>	<p><i>“If only I had my little boy again”</i> - repetition of conditional “if” – writer can only be happy with their child back</p>

Evidence

Methods

Compare/
contrast

Explain
+ Zoom

Writer's
feelings

Compare/contrast

Evidence / key moment in the text

Method

simile / metaphor / personification of /
adjective / verb / semantic field / imagery /

Zoom in + Explain

This conveys the impression that / paints a
picture of / indicates / suggests / presents /
insinuates / highlights /

In particular, the use of the word “___” which
usually refers to... suggests...

Alternatively, the fact that [zoom word] also
refers to... conveys..

Writer's feelings

Sad depressed anxious bitter angry
furious hurt isolated afraid fearful
nervous joyful pleased excited relieved
regret shocked annoyed frustrated

The writer of source A does, at first, present his feelings towards his son growing up as quite negative as he uses the phrase “this sadness, this constant sense of loss”. The negative abstract nouns “sadness” and “loss” portray how the writer is feeling almost depressed about the situation, with the adjective “constant” adding to the sense of prolonged misery.

The same idea is presented in Source B through the phrase “I can never have him back again”. This gives the reader an impression of the desperation and feeling of want that the writer must be experiencing. The word “never” gives a sense of hopelessness to the mother which makes the situation seem all the more sad. It also implies that the mother will ALWAYS have this yearning for something she can't have, which conveys a similar sense of prolonged sadness as in Source A.

However, the writers' attitudes towards feeling this way are very different. The writer of Source A has a more laidback attitude, stating that the feeling is “an important part of this process”. This shows that the reader thinks the feeling of sadness is inevitable and that it has to be felt so you should just move on. The use of the word “process” was deliberate as it could refer to the process of grieving, which not only strengthens the idea that the writer is losing something and feels very sad, but also brings with it the idea of acceptance (the final stage of grief supposedly) and that is how it is and there is nothing you can do. The writer ends the extract with the phrases “it's ok” and “You just have to make the most of what you have”, which gives the extract an almost bittersweet sense of acceptance and finality.

Source B is almost the antithesis of this. The extract is full of feelings of longing and the want to change something that the mother ultimately can't. The writer uses phrases such as “If only I had my little boy again” and “If I had been more to my little boy”, which shows that she wants to change her past actions. The repetition of the conditional “if” shows that she is stuck in the past and is refusing to let go. This constant wondering and yearning to change the past shows strong feelings of regret and desperation, much stronger than those of the father in Source A, which could imply the strong bond between a mother and her son and an almost unhealthy maternal instinct. This idea is emphasised by the writer constantly referring to the child as “my little boy” which is both possessive and patronising. This presents her as very desperate and emphasizes the sadness felt throughout the extract.



1. Read through the question in full. TAP it, highlighting the **purpose, audience** (e.g. young people) and **text type** (e.g. letter) and write down **what** you will include in your writing to meet these.

2. Find the **central statement**. Decide if you **agree** or **disagree** and write down at least **3 reasons for your opinion**. Try to connect these to **big ideas** in society

3. Make a plan

+ **past** – how were things **better** in the past?

- **present** – what are the **problems** now, in the present?

S future – how can things **improve** in the future? What is the solution?

Big ideas

- The climate crisis
- The strain on the NHS
- The cost of living crisis
- Mental health
- Health and wellbeing
- Crime and safety



Intro

- Text type opening (e.g. *Dear...*, headline)
- More and more..., yet fewer and fewer...
- Shouldn't....?

Past +

- In the past...

Present -

- But now, things are vastly different.
Today,....

Future S -

- So, how can we fix this?
- Firstly,...
- Secondly..

+ DAFOREST

Direct address

Alliteration

Facts

Opinions

Rhetorical

questions

Emotive

language

Statistics

Triples



Let's read through an example 'INTRO' paragraph now

What makes it effective?

Let's colour code and annotate our exemplar with the success criteria.

Dear Minister,

I am writing to you regarding the pressing issue of social media.

More and more people have social media accounts than ever, yet fewer and fewer people are reporting that they feel safe online. Shouldn't more be done to limit the toxic effects of modern social media, so that society is protected, safe and happy?

Text type opener

More and more...
yet fewer and
fewer... - state the
issue

Shouldn't...? – give a
solution

Opinions/links to
the topic



Let's read through an example 'PAST' paragraph now

What makes it effective? Let's colour code and annotate our exemplar with the success criteria.

In the past, before today's social media obsession, life was simpler, safer and happier. In those glory days, people were free: free to be themselves, free to socialise, and free to communicate. Back then, not only were friendships more genuine, but communication was more safe too. Without the ability to hide behind a screen, without the possibility of creating an anonymous account, without the mask of a fake account, the opportunity to abuse and bully others was impossible. After getting home from school, children would head straight outdoors to socialise with their friends, rather than spending hours scrolling on social media. Running, laughing and playing until the late hours was a common sight on every street. It was truly a golden age: more healthy and more social. What wouldn't we give to return to those innocent halcyon days?

DAFOREST
techniques

Language of
nostalgia

Range of
punctuation

Links to the topic



Let's read through an example 'PRESENT' paragraph now

What makes it effective? Let's colour code and annotate our exemplar with the success criteria.

But now, things are different. When was the last time you went somewhere without seeing anyone on their phone? Scrolling, tapping and messaging people are everywhere you look. Social media is a plague sweeping the modern world: more people addicted to their phones than ever before, and more people unable to focus for more than a few minutes. Shockingly, a recent study from the University of Oxford discovered that people who spend more than 2 hours per day on their phones or tablets experience withdrawal symptoms, similar to alcoholism or drug abuse. Not only is social media addictive, but it also extremely harmful too. The ability to add a filter or photoshop an image has completely warped people's views on what beauty is. Rather than people feeling comfortable in their own, natural skin, these effects have had a toxic impact. People are insecure: insecure in their own skin, insecure in who they are, insecure in themselves. Why is this being allowed to happen in this day and age?

DAFOREST
techniques

Negative language

Range of
punctuation

Links to the topic



Let's read through an example 'FUTURE' paragraph now

What makes it effective? Let's colour code and annotate our exemplar with the success criteria.

So, how can we fix this? In the future, we must make changes to prevent the problem from worsening. A simple solution would be to ensure that social media platforms have tighter security systems to lock out online predators and trolls. Without free access to anonymous profiles, without dodging consequences and punishments, and without open security, trolls would no longer be able to attack and harm innocent people who simply want to connect with friends. Another easy fix would be to encourage people to limit the amount of time that they are spending online by educating society to make healthier choices. Not only would people spend less time online, but they would rediscover what genuine socialising is, face to face. Society would return to its roots and become a happier, healthier and safer place. People would once again be liberated: liberated from the prison of social media, liberated from their addiction, and liberated from insecurity.

DAFOREST
techniques

Language of urgent
change/solutions

Range of
punctuation

Links to the topic