

*As teachers of English at Harrow High, we want our learners to be critical thinkers and readers who are equipped with the knowledge and skills with which to make their own choices and decisions throughout their lives and who are compassionate, conscientious and creative. We want our learners to be effective communicators and we believe that mastery of the written and spoken word is fundamental to ensuring our learners have every opportunity to succeed in life.*

**AQA Language GCSE Paper 2: Writers' Viewpoints and Perspectives**

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- AO1** - Identify and interpret explicit and implicit information and ideas, select and synthesise evidence from different texts
- AO2** - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- AO3** - Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- AO5** - 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** - Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

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In section A, reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader

In section B, producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.

**Required knowledge:**

- Knowledge of question requirements (marks, timing, criteria, approach)
- Knowledge of word types (adjective, verb, noun, adverb, pronoun, preposition)
- Knowledge of language devices (imagery, simile, metaphor, personification, alliteration)
- Knowledge of sentence forms (minor sentence, short sentence, exclamative, declarative, interrogative syndetic list, asyndetic list)
- Knowledge of rhetorical devices (emotive language, statistics, facts, opinion, rhetorical questions, tricolon, repetition, imperatives, direct address, anecdotes, humour, irony, flattery)
- Knowledge of different non-fiction forms of writing (letters, speeches, newspaper articles, magazines articles)

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This specification should encourage students to read fluently and write effectively. They should be able to demonstrate a confident control of Standard English and they should be able to write grammatically correct sentences, deploy figurative language and analyse texts.

Courses based on this specification should enable students to:

- read a wide range of texts, fluently and with good understanding
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading and writing