

English Language Paper 2

Component 1: Non- Fiction Reading

**Student revision
support pack**

What is it?

- 30% of the final marks for GCSE English Language.
- Exam length: one hour
- 6 questions

This will test your ability to read and understand two non-fiction texts. One will be from the **19th Century** and one will be from the **21st Century**.

They may include: letters, extracts from autobiographies or biographies, diaries, reports, articles and digital multi-modal texts from various kinds of newspapers and magazines and the internet.

You will have to answer 6 questions on the texts.

Sometimes bullet points will be provided – use them!

Each question targets a different assessment objective so you need to be familiar with them.

What questions will be asked?

- Q1 – 21st Century text. Search and find. [3]
- Q2 – 21st Century text. How. [10]
- Q3 – 19th Century text. Search and find. [3]
- Q4 – 19th Century text. Evaluate [10]
- Q5 – **both** texts. Synthesis [4]
- Q6 – **both** texts. Compare. [10]

Timings: 20 mins

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What to do when you see a question

Skills:

- **Step 1:** read the question
- **Step 2:** read the question **again**
- **Step 3:** read the correct piece text or texts
- **Step 4:** highlight any quotes which can be used to answer the questions. Track through the text in chronological order
- **Step 5:** write up your answer

Search and find questions

What are they?

Search and find questions will ask you to identify **explicit** and **implicit** information in the text.

What will they look like?

- 'List 3 reasons why...'
- Who does the writer say is...?'
- 'How much...?'
- 'Where is...?'

Top Tip:

These questions are designed to ease you into the paper (or the text) so try to spend as little time as possible on them.

How many marks?

There are no more than 6 marks for Search and Find questions in the whole paper. One mark per point you make.

How to answer:

If it says list, you may use bullet points. If not, you must answer in sentences. Embed short, focussed quotations into your answers. **Do not** quote whole lengthy sentences.

Top Tip:

Aim to include 1-2 more points than the question asks for to cover yourself.

Sentence Starters:

"I learn..."

Search and find questions – Putting it into practice

To answer this question, you will need to use the magazine article *'Appy Ever After* by John Alridge at the back of this pack.

- A1: (a) How hot was it in Goldwasser's office? [1 mark]
(b) How many electrodes does Alridge have attached to his head? [1 mark]
(c) How small will the consumer version of the electrodes be? [1 mark]

To answer this question, you will need to use the magazine article *'Appy Ever After* by John Alridge at the back of this pack.

- A1: (a) How many hours' sleep did Alridge have before arriving at Goldwasser's office? [1 mark]
(b) In which town is Goldwasser's office located? [1 mark]
(c) What was the temperature when Alridge arrived at Goldwasser's office? [1 mark]

To answer this question, you will need to use the 19th Century extract from *Victorian Hypnotism* by William James at the back of this pack.

- A3: (a) What does the writer mean by "The subject may be shamming" in line 13? [1 mark]
(b) What does the writer suggest a hallucination is usually followed by? [2 marks]

To answer this question, you will need to use the extract from the 19th Century practical guide *Occupations Accessible to Women: Elementary Teaching* at the back of this pack.

- A3: (a) What does the writer mean by "earnest efforts made"? [1 mark]
(b) What does the writer feel is the main educational problem of the time? [2 marks]

How questions

What are they?

How questions assess you for AO2. This means you have to comment on, explain and analyse how writers use language, using relevant subject terminology to support your views.

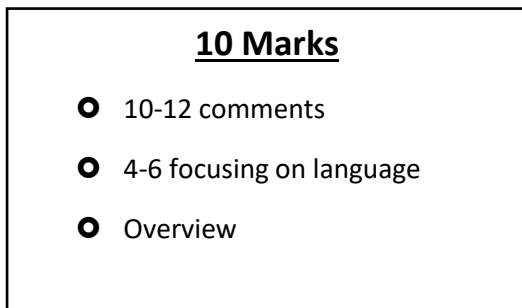
What will they look like?

- “How does the writer show that...”
- “How does the writer...”

How many marks?

Will be worth 10 marks

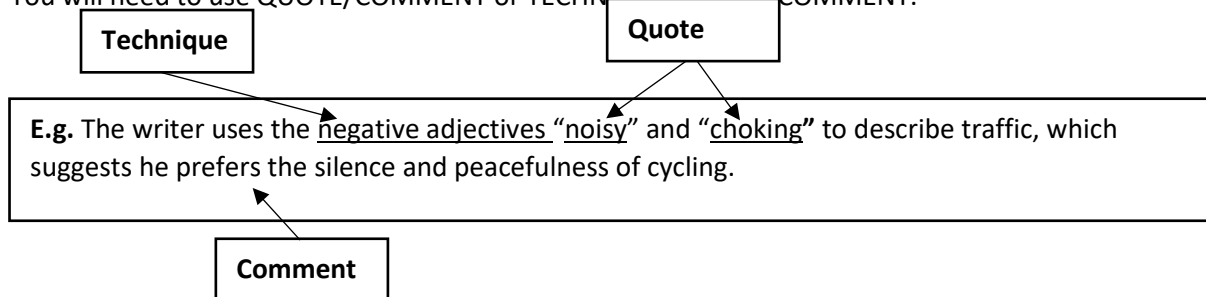
Success Criteria



You must also comment on **structure and tone**.

How to answer:

You will need to use QUOTE/COMMENT or TECHNIQUE/QUOTE/COMMENT.



Sentence Starters:

“The writer uses...when they write...which suggests...”

“The writer writes...which suggests...”

Top Tip:

Don't just define a technique in your answer. You must comment on its effects on the reader:

The writer uses a metaphor "The final instrument of his anger against them" to compare the will to an instrument.

The writer uses a simile "felt like running a marathon" to compare his activity to running a marathon. **X**

The writer uses a simile when he describes the effort of moving about the school as "like running a marathon" which suggests he is very busy and stressed out. **✓**

How questions – Putting it into practice

To answer this question, you will need to use the magazine article '*Appy Ever After* by John Alridge at the back of this pack.

A2: John Alridge is trying to engage the reader by explaining mood-altering techniques. How does he try to do this?

You should comment on:

- What he says to entertain the readers
- His use of language and tone
- The way he presents his argument

[10 marks]

To answer this question, you will need to use the extract from *Okay, you try teaching 13-year-olds* at the back of this pack.

A2: Michelle Hanson is trying to show us how difficult it is to be a teacher. How does she try to do this?

You should comment on:

- What she says to entertain the readers
- Her use of language and tone
- The way she presents his argument

[10 marks]

Evaluate questions

What are they?

In the AO4 question, you will need to explain and explore your own response as a reader. It is partly to do with your personal feelings about what the writer has to say, but you will need to do more than express simple feelings of like and dislike. You are required to explain and analyse what a writer does in order to make you respond as you do. You need to use evidence in order to make sensible conclusions about your own response to what you have read. The examiner will be looking to see whether you can assess what you have been reading and come to a sensible judgement about it.

What will they look like?

- “What do you think and feel about...”
- “What does the writer think and feel about... How far do you agree?”

How many marks?

Will be worth 10 marks

Top tip

If the question begins by asking how far you agree with a statement, make sure you answer that at the start of your response.

How to answer:

You will need to use EVALUATE/COMMENT/QUOTE.

Evaluate

Quote

E.g. I think the writer shows what a determined person she was in overcoming all the difficulties she faced as “Not a single friend encouraged” her which shows what can be achieved if you are determined to achieve something.

Comment

Sentence Starters:

“I fully/partially agree with the statement because...”

“The writer writes...which suggests...”

“I think she is... as it says”

“The writer says “...” . This use of makes me think s/he is... “

Evaluate Question Key terms:

- Evaluate: to form an idea of; to assess and decide a value
- Judgement: a considered decision or sensible conclusion
- Critical: independent study and evaluation in order to form a judgement

Evaluate questions – Putting it into practice

To answer this question, you will need to use the extract from *The Boys are back in town* at the back of this pack.

A4: What do you think and feel about Simon Carr's views about bringing up children?

You should comment on:

- What is said
- How it is said

[10 marks]

To answer this question, you will need to use the extract from *Victorian Hypnotism* at the back of this pack.

A4: What do you think and feel about William James's view of hypnosis?

You should comment on:

- What is said
- How it is said

[10 marks]

To answer this question, you will need to use the extract from *The Rearing and Management of Children* at the back of this pack.

A4: What do you think and feel about the writer's view of bringing up children?

You should comment on:

- What is said
- How it is said

[10 marks]

To answer this question, you will need to use the extract from *Occupations Accessible to Women* at the back of this pack.

A4: What do you think and feel about the view of female teachers presented in *Occupations Accessible to Women*?

You should comment on:

- What is said
- How it is said

[10 marks]

Synthesis questions

What are they?

The synthesis question will ask you to comment on both of the texts, but you **do not** need to compare them. This is, in essence, a **search and find** question which asks you about both texts, rather than just one.

What will they look like?

- “According to the two writers, why should...”
- “According to the two writers, what does...”
- “Using information from both texts, explain how...”

How many marks?

Will be worth 4 marks

Success Criteria

4 Marks

- 2-3 points from text A
- 2-3 points from text B
- What do they both do/say

How to answer:

If it says list, you may use bullet points. If not, you must answer in sentences. Embed short, focussed quotations into your answers. **Do not** quote whole lengthy sentences.

Top tip

You must always make it clear which text you are talking about. Don't just use “text A/B” as the examiner may not know which you are referring to. Use the name of the writer, the name of the text or, in a pinch, the era (e.g. “the 21st Century text”)

Synthesis questions – Putting it into practice

To answer this question, you will need to use the magazine article '*Appy Ever After* by John Alridge **and** the extract from *Victorian Hypnosis* at the back of this pack.

A5: According to these two writers, what are the positive aspects of mind-altering techniques?

[4 marks]

To answer this question, you will need to use the extracts from *The Boys are Back in Town* **and** *The Rearing and Management of Children* at the back of this pack.

A5: According to these two writers, what are the rules for mothers bringing up their children?

[4 marks]

To answer this question, you will need to use the magazine article '*Appy Ever After* by John Alridge **and** the extract from *Victorian Hypnosis* at the back of this pack.

A5: According to these two writers, in what ways can a person's mind or mood be altered?

[4 marks]

Comparison questions

What are they?

These questions use the same Quote/Comment skills as before. The new skill is being able to see the similarities and differences between the two texts and use comparative phrases to write about these findings.

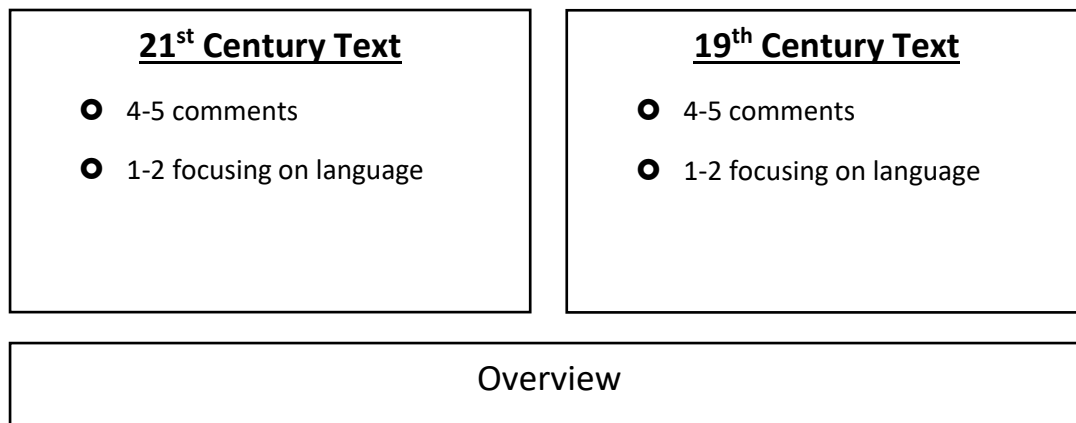
What will they look like?

- “Both of these texts are about... Compare...”

How many marks?

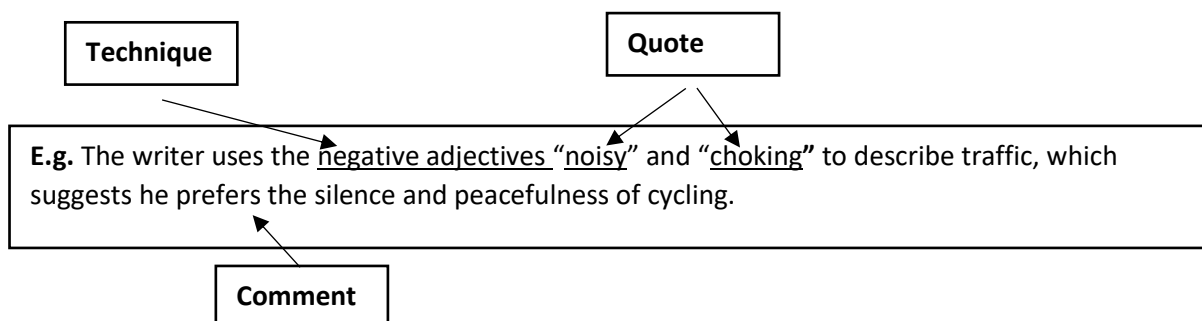
Will be worth 10 marks

Success Criteria



How to answer:

- Overview – what do both texts agree on generally? Compare structure and tone.
- The question gives you two bullet points about what to include in your answer. Treat them as separate parts of the question and make sure you have compared both things.



Sentence Starters:

Writer A (insert name) writes...which suggests... Likewise/Whereas Writer B (insert name) writes...which suggests...

Writer A uses... when they write...which suggests... Likewise/Whereas Writer uses... when they write...which suggests...

Both writer A and Writer B think..... Writer A shows this by writing “...” whereas Writer B shows this by writing “...”

Both writers think... Writer A shows this by using...when they write... which suggests... whereas Writer B uses... when they write... which suggests....

Top Tip:

Use lots of **comparative phrases** to show similarities/differences between the texts. E.g.:

- Similarly
- However
- Likewise
- Equally
- Also
- As with
- Conversely
- Whereas

Comparison questions – Putting it into practice

To answer this question, you will need to use the magazine article '*Appy Ever After* by John Alridge **and** the extract from *Victorian Hypnosis* at the back of this pack.

A6: Both of these texts are about the ability to control the mind. Compare the following:

- The writers' attitudes to the way the mind can be altered
- How they get their arguments across [10 marks]

You must refer to the text to support your answer

To answer this question, you will need to use the extracts from *The Boys are Back in Town* **and** *The Rearing and Management of Children* at the back of this pack.

A6: Both of these texts are about parenting and childhood. Compare:

- The writers' attitudes to parenting and childhood
- The ways in which they get their ideas and arguments across [10 marks]

You must refer to the text to support your answer

'Appy ever after

5 “Try to relax,” says Isy Goldwasser. It should be easy. I’ve had seven hours’ sleep, coffee and eggs for breakfast. It’s 10am but it’s already 27°C. I’m sitting in a picture-book-pretty converted 19th-century opera house that now serves as Goldwasser’s office at the centre of Los Gatos, one of the most prosperous towns in Silicon Valley. The trouble is, Goldwasser has just attached two electrodes to my head and is about to start pumping electricity straight into my brain.

10 In the home of moonshots and “anything goes” optimism, the serial entrepreneur Goldwasser and his business partner, the neuroscientist Dr Jamie Tyler, are the most off-the-chart business brains you’ll find. “We’ll soon launch a consumer electronics product that you can use to shift your state of mind,” Goldwasser assures me as he hands me the machine that controls how much electricity flows from the electrodes through my skull.

20 You mean hack my brain to make me feel what I want to feel, rather than what I actually do feel? I ask. “Yeah. We want to marry neuroscience and consumer electronics.”

25 He hands me the controller. I select Calm mode. I turn the dial up and – *Holy silicon mad professors!* – it hurts. There’s a sharp vibration that feels like the neurons in my head are pogoing. Not relaxing at all. I turn it down and wait. And then something remarkable happens. After a few minutes, I begin to feel waves gently flowing through my head. I don’t notice at first but soon I begin to slump in my chair, my pupils dilate and my breathing slows. I really do begin to feel more relaxed. I have another go for 20 minutes and the same thing happens.

35 “See!” says Goldwasser, not at all calmly.

40 Next year Thync, Goldwasser and Tyler’s company, will launch the consumer version of the product I’m testing. The two men won’t go into detail because the design is still confidential. But the electrodes, which will come with a mini power pack, will be small enough to fit in the palm of your hand and be simple to attach to your head. They are likely to be controlled using a mobile phone app. You will use the app to select the mood you want to be in and determine how much current flows into your brain, using a simple slide bar. Two

modes – moods – will be on offer first: calm and energy. More will follow. Thync is focusing on willpower, self-control, motivation, confidence and creativity.

Goldwasser believes harnessing willpower will have big implications in the treatment of obesity, alcoholism or gambling addiction...

55 Mankind has used mood-altering substances ever since we discovered alcohol, coffee and tobacco and later drugs, prescription or otherwise. Goldwasser and Tyler want to add that to the list of little helpers neuro-signalling algorithms, to give their brainwave technology its fancy name. Goldwasser, former president of the materials sciences company Symyx Technologies, and Tyler, a professor at Arizona State University, argue that “unlocking the power of the mind – regulating biology with technology – is the biggest new frontier of this century and will be one of the greatest advances of our lifetime. We’re kicking it off.”

70 Goldwasser and Tyler may sound bonkers, but if their timing is anything to go by, they’re the smartest guys in the lab. Wearable gizmos are the hottest new sector in the trillion-pound global technology sector. Apple launches its first smartwatch in the new year and will be followed by wearable kit from Microsoft and Google, which promises new versions of its web-enabled spectacles, Google Glass. Many of the new devices are designed to improve our health by monitoring our blood pressure and our stress levels, keeping tabs on how much exercise we take and helping us to feel refreshed in the morning by waking us up as we are coming out of a period of deep sleep. Goldwasser and Tyler are taking the idea one step further, giving us the power to change the way we feel, whenever we want.

85 “Tap into your self-control. Tap into your creativity. Tap into your energy. Tap into your calm. Think of us as your third cup of coffee in the morning or your glass of wine at night,” Goldwasser smiles.

John Arlidge

The Sunday Times, 30 November 2014

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Victorian Hypnotism

Hallucinations of all the senses and delusions of every conceivable kind can be easily suggested to good subjects. You can make the subject think that he is freezing or burning, itching or covered with dirt, or wet; you can make him eat a potato for a peach, or drink a cup of vinegar for a glass of champagne; ammonia will smell to him like cologne water; a chair will be a lion, a broom-stick a beautiful woman, a noise in the street will be an orchestral music, etc., etc., with no limit except your powers of invention and the patience of the lookers on. Illusions and hallucinations form the pieces de résistance at public exhibitions. The comic effect is at its climax when it is successfully suggested to the subject that his personality is changed into that of a baby, of a street boy, of a young lady dressing for a party, of a stump orator, or of Napoleon the Great. He may even be transformed into a beast, or an inanimate thing like a chair or a carpet, and in every case will act out all the details of the part with a sincerity and intensity seldom seen at the theatre. The excellence of the performance is in these cases the best reply to the suspicion that the subject may be shamming – so skilful a shammer must long since have found his true function in life upon the stage. Hallucinations and histrionic delusions generally go with a certain depth of the trance, and are followed by complete forgetfulness. The subject awakens from them at the command of the operator with a sudden start of surprise, and may seem for a while a little dazed.

Real sensations may be abolished as well as false ones suggested. Legs and breasts may be amputated, children born, teeth extracted, in short the most painful experiences undergone, with no other anæsthetic than the hypnotizer's assurance that no pain shall be felt. Similarly morbid pains may be annihilated, neuralgias, toothaches, rheumatisms cured. The sensation of hunger has thus been abolished, so that a patient took no nourishment for fourteen days. An interesting degree of the phenomenon is found in the case related by M. Binet of a subject to whom it was suggested that a certain M. C. was invisible. She still saw M. C., but saw him as a stranger, having lost the memory of his name and his existence. – Nothing is easier than to make subjects forget their own name and condition in life. It is one of the suggestions which most promptly succeed, even with quite fresh ones. A systematized amnesia of certain periods of one's life may also be suggested, the subject placed, for instance, where he was a decade ago with the intervening years obliterated from his mind.

William James

The Principles of Psychology, 1890

OK, you try teaching 13-year-olds

5 Shocking news: a young trainee languages
teacher on placement at Tarleton High in
Lancashire "lost it" in class, barricaded the door
with furniture, trapping the pupils, and threatened
to kill them with something nasty that she had in
her handbag. But why shocking? Imagine yourself
in her place, "teaching" about 30 13- or 14-year-
old creatures. Do you have one or two in your
house? Are they polite, quiet and cooperative? Or
10 are they breathtakingly insolent, noisy, crabby,
offensive, skulking, smoking, drugging, and
whingeing that they are not suitably entertained?
What if you had 30? Wouldn't you like something
in your handbag to shut the little toads up?

15 I'm trying not to sound bitter here, but I have
taught; I have known supply-teaching hell; and I,
too, have blown my top, even though it was
3.30pm and nearly over, because by then they were
still climbing up walls (really), throwing scissors,
20 dribbling glue and screaming all the while ... and
when that happens, sometimes one just cannot
keep one's cool a second longer.

25 And 13 is a particularly cruel age. In my first
year's teaching, I crashed the car and sliced my
forehead open on the sun-visor. Back at school,
with my unsightly 27-stitch scar, I passed two
13-year-old girls. "She looks uglier than ever," said
they, laughing merrily.

To be a teacher, one must be calm, sensible,
tough, smartly dressed ALL THE TIME, and
attractive. Otherwise, you are done for. Any degree
of sensitivity can be a handicap. I blame the
parents, partly. They often think teacher is a child-
minding serf and their huge babies are innocent
and truthful. A big mistake.

Now think of that young teacher. "She had been
trying to get them to be quiet," we learn. So she
had probably been shouted at and humiliated for
40 minutes. This was her very last day of several
horrible weeks of a placement. The end of her
torment was a whisker away, but, driven barmy by
pupils, she still blew it. Her career is now ruined.
But the children were "petrified ... burst into tears"
and were offered "support". The pathetic little
wets. She was pretending, you fools - dredging up
a last desperate ploy to shut the monsters up. If
she had cried, they would have laughed out loud.
Hopefully, she won't be sacked. If that's what she
really, really wants.

Michele Hanson

The Guardian, 21 June 2006

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Occupations Accessible to Women: Elementary Teaching

THE great difficulty of the educational question in the present day, and the obstacle to complete success in the earnest efforts made, is the difficulty, almost impossibility, of finding sufficiently-qualified teachers. The demand created by the Education Acts is estimated at over 25,000 of both sexes – the women, however, being in the majority.

5 The demand at present in upper-class girls' schools, and in private families, for teachers holding some kind of certificate, is quite beyond all means of supply; and amateur teachers, with no guarantee for their powers, are quite a drug in the market. Even the Government certificate, which represents the low, but thorough standard of attainment required for national schools, is much sought after; and it seems that, in future, the passing of some recognised form of examination, and
10 the possession of some kind of a certificate, will be essential to, and ensures the success or failure of every teacher's future prospects.

Some hard study would, in some cases, be needed to supply the inaccuracy of the general style of a woman's knowledge as a very thorough grounding in elementary subjects is needful. Very few, even
15 the most highly-educated of women, can work a sum in fractions or proportion with rapidity, much less explain every step of the process so clearly as to bring it within the comprehension of a class; and how few who write good English from habit can teach the rules of grammar correctly.

The school selected should be taught by a very good certificated master or mistress, where an assistant should be likely to learn the system of school drill and discipline, and also how practically
20 to manage children en masse, according to the latest approved Government rules.

The duties of teachers in elementary schools are both healthful and congenial. The hours of work vary in some schools according to the season of the year, but usually the children assemble at 9:30
25 a.m. and are dismissed at 4:30 p.m. A quarter of an hour's run is allowed them at eleven, and an hour and a quarter (sometimes more) for dinner, thus reducing the actual school hours to five hours and a half. After school the hours are free for recreation, pleasant visits, or study.

From various authorities we find the average income of the certificated mistresses of girls' schools to be reckoned at £58, and of infant schools at £56 per annum. They live, in addition, rent free, and
30 in some cases allowances are made for fuel, light, etc. Under the School Boards of large towns higher emoluments are offered, £75 per annum having been fixed as the minimum salary for mistresses. The comfort and advantage of possessing a small home would render the position of an elementary school-mistress an eminently tempting one to many a poor governess, could she but manage to qualify herself to hold the position.

Cassell's Household Guide, 1880s

The Boys Are Back in Town

The fact is, I run a pretty loose ship. There's a lot of give in the structure. In our world of fuzzy logic and more-or-less, we need a lot of give to get by.

5 It hasn't been easy eliminating the details but we've managed to work our way into a very light-handed regime: we found that the more rules we had the more crimes were created; petty prosecutions started to clog up the machinery of life. Conversely, the fewer the rules we had, the nicer we were to each other.

Fewer rules, that's the important thing, fewer but bigger rules.

10 It is what I like to think of as a masculine quality, the theory of outer markers. The boys have very definite limits that they mustn't go beyond. Inside the perimeter they can do very much as they please, but they must stay inside the boundaries. It's murky on the other side, they're frightened of the dark out there, I've had to see to that. But within the limits it's summertime and it's easy living. And that's what boys like – which is just as well because it's what fathers are good at: exercising a regime of benign indifference and establishing outer markers their children mustn't go beyond.

15 Mothers tend to a different theory. They take a more active interest in the details and the way stations through the day. Mothers like a routine; they even say that children like a routine ('It gives them security'). The bath before bedtime calms them down. This may be true, too, but in our house there aren't bedtimes, let alone baths before them.

20 The canon law say boys operate to is listed here in no particular order. No interrupting adults. Of course we like talking to children and we like them talking to us, but those demands for food, drink or attention that come in from nowhere, unasked, unexpected, they drive you nuts. Yes, and no swearing if you're a child not even words that sound like swearing. Except damn, of course, and hell. What else? As little stealing and lying as possible. No wanton littering, no fighting except for fun or out of earshot. Be polite as much as possible – of course, you can't when you're very angry. *You must work hard at school*. Screaming insanely, running round the house making absurd and disgusting noises, sliding in mud in the park after dark and throwing water bombs and tennis balls at windows – all these were encouraged.

25 But essentially, here was only one rule: they had to do what I told them. The advantage of this regime was obvious to them: I told them less – much less – than half of what two parents would tell them to do. I had also taken President Hoover's remark seriously: 'My children always obey me. And the reason is that I find out what it is they want to do and then advise them very strongly to do it.'

30 Not surprisingly, respectable women have found it all very under-regulated. Something must be missing, they feel. Proper homes aren't like this. It's hard to understand how my boys can be so nice without bath times. They can't understand why my boys do what they're told without complaining.

35 Even though their own children behave with much less respect, obedience, politeness, I feel an amused attitude to our household from a certain sort of mother. When they're pleasant about us, I'm told, they call us 'free-range'. I haven't asked what they call us when not so well-disposed. Perhaps we are 'semi-feral', perhaps we are 'feral'. Perhaps they've looked through our hedges when we're playing a summer session of garden laser hunting.

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Simon Carr

The Rearing and Management of Children: Moral Influence – Obedience

It is commonly believed that no harm can come of letting a child have its own way, so long as it is a mere babe. But this is a serious delusion. As soon as a child is of an age to express its wants, whether by one means or another, it is old enough to be brought into habits of obedience. Obedience is the first lesson to be taught and very sensible are all well-managed babes of its meaning. No harsh words, no impatient gestures, need be added to enforce the rule, which consists simply in not doing as the babe demands, if it be not the right time and the proper place for the desired gratification.

Taking food as an example. If children were left to their own choice, they would be eating and drinking perpetually of whatever came in their way, till the stomach could no longer retain the improper substances. Wholesome food would be rejected for more palatable sweets and dainties. Before long, depraved tastes would be confirmed. Much the same misfortune sometimes befalls over-fed children of the wealthy, notwithstanding the care bestowed in other respects on their nurture; and an impaired constitution is the result. With respect to the time of feeding, irregularity should be guarded against, by not giving children scraps to eat between meals; neither should they be exposed to the sight of tempting food at unsuitable times.

Another early opportunity of implanting a spirit of obedience will be found in the impulsive habit which little children have of seizing whatever they desire to possess. This habit requires great firmness in checking, and a determination on the parent's part to risk a flood of tears rather than let the coveted article remain in the child's possession. Added to the danger which results to little children from letting this habit of snatching have sway, the destruction of property is liable to be very great.

Cassell's Household Guide, 1880s