

Please write clearly in block capitals.

Centre
number

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number

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signature

GCSE ENGLISH LANGUAGE

Paper 2 Writers' viewpoints and
perspectives

Monday 12 June 2023

Morning

Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- **Source A** and **Source B** – provided as a separate insert.

Instructions

- Answer **all** questions.
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- You must answer the questions in the spaces provided.
- Do not write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.
- You must refer to the insert booklet provided.
- You must **not** use a dictionary.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- There are 40 marks for **Section A** and 40 marks for **Section B**.
- You are reminded of the need for good English and clear presentation in your answers.
- You will be assessed on the quality of your **reading** in **Section A**.
- You will be assessed on the quality of your **writing** in **Section B**.

Advice

- You are advised to spend about 15 minutes reading through the sources and all five questions you have to answer.
- You are advised to plan your answer to **Question 5** before you start to write.
- You should make sure you leave sufficient time to check your answers.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
TOTAL	

Aqa Gcse English Past Papers November 2013

none



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2012 GCSE English results Great Britain: Parliament: House of Commons: Education Committee, 2013-06-11 The 2012 GCSE English results prompted significant controversy which ultimately resulted in an application for judicial review This report sets out the background to these events and identifies lessons to be learned The problems with GCSE English can be traced back to the 2007/09 development phase of the qualification in particular the turbulence which resulted from the shift away from a mostly linear to a modular system combined with a high proportion of controlled assessment and generous marking tolerances Exam board experts raised concerns at the time but these were not acted upon by the regulator the then interim Ofqual Further difficulties arose because of pressures from the school accountability system The problems experienced with GCSE English in 2012 highlighted serious weaknesses in the moderation of speaking and listening with consequences for grade awarding The current status of Ofqual as an independent regulator accountable to Parliament is the right one However the Coalition Government is bringing in wholesale changes to GCSEs and A levels to a tight timetable and at the same time Ofqual must have systems in place The Committee is also concerned that there is a rush towards separate exam systems for England Wales and Northern Ireland without careful reflection on what might be lost or consensus that this is the right thing to do

The Coalition Effect, 2010-2015 Anthony Seldon, Mike Finn, Ilias Thoms, 2015-03-26 The essential verdict on Britain's first coalition government since the Second World War delivered by an unrivalled team of experts

Oxford International AQA Examinations: International GCSE English Language Imelda Pilgrim, 2016-07-07 The only textbook that completely covers the Oxford AQA International GCSE English Language 9270 specification for first teaching in September 2016 Written by an experienced author who has contributed to the new specification the clear international approach develops the inference exploration analysis and deduction skills required to effectively analyse a wide range of texts This textbook contains a wide range of texts accompanied by activities and questions that provide opportunities for reading writing speaking and listening along with a focus on grammar punctuation and spelling It develops the key skills needed for the Oxford AQA International GCSE English Language exams and provides an excellent grounding for A Level study

Bringing the English Curriculum to Life David Didau, 2024-04-12 Bringing the English Curriculum to Life builds on David Didau's groundbreaking book Making Meaning in English by showing how the principles of the original book can be applied in schools and classrooms Drawing together experiences of designing teaching supporting and assessing English across the schools within Ormiston Academies Trust OAT this book demonstrates what an ambitious coherently sequenced broad and balanced English curriculum with successful adaptation for students with SEND can look like in practice Designed around the explicit teaching of the powerful conceptual knowledge students need to master the discipline the book offers a fully resourced English curriculum packed with teaching suggestions and examples of high quality practice Covering intent implementation and assessment and outlining in detail what is included in each module for KS3 and 4 the curriculum

can be adopted in its entirety but is also flexible enough for departments to take modules and slot them into their own curriculum Providing an inspiring model for teaching English that enables all students to succeed this is an essential resource for all English teachers and school leaders responsible for curriculum development *Independent Schools Yearbook 2012-2013* none,2013-06-20 The highly respected book of reference of sought after Independent Schools in membership of the Independent Schools Council s Associations HMC GSA The Society of Heads IAPS ISA and COBIS

Multilingual Classrooms for Young Children in the UK Jieun Kiaer,2025-01-14 This book demonstrates the importance of raising multilingual children in the UK both for the children s own benefit and for the benefit of society as a whole Against the backdrop of both the rich linguistic diversity already present in the UK and the challenges faced by any languages other than a few major European languages to find any space in educational contexts the author challenges the myth that multilingualism hinders English language acquisition and use instead emphasising the cultural and cognitive advantages of multilingual education and support for home and community languages The book is a call to action for educators policymakers and parents combining practical strategies with research based insights to support its readers in advocating for multilingual education It presents a hopeful vision for education in the UK where teachers can combine technological innovations and the linguistic resources of their classrooms and communities to support and promote multilingualism

AQA Advanced Maths: Mathematical Studies Level 3 Certificate June Haighton,2020-07-16 In full colour and written specifically for the AQA Level 3 Certificate in Mathematical Studies this book provides plenty of worked examples practice questions and practice exam papers Set in engaging contexts relevant to a wide range of other post 16 subjects AQA Mathematical Studies is also supported by online teacher notes **The New Newbolt Report** Andrew Green,2021-11-29

This book offers a pivotal re evaluation of English teaching one century on from The Newbolt Report of 1921 responding to this seminal work and exploring its impact on issues and contemporary aims of English teaching today Bringing together a range of experts in English higher education the book provides a twenty first century inflection on the enduring issues highlighted by Newbolt s original report It examines topics including the demands of assessment the narrowing of the literary curriculum the impact of education reform targets related to social mobility class and widening participation as well as broader questions about the function of literature and the arts in education Chapters also consider issues surrounding the promotion of community cohesion diversity and how technological advances might reshape literary education This unique re evaluation of the achievements and findings of the Newbolt Commission will be essential reading for those researching English education and the history of education **Пространство научных интересов:иностраные языки и межкультурная коммуникация - современные векторы развития и перспективы** Е. Г. Кошкина,2019-01-01 IV

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Haydn, Alison Stephen, James Arthur, Martin Hunt, 2014-10-10 An excellent companion to Learning to Teach in Secondary School full of good ideas and better advice Mentors will certainly want to use it and so I m sure will the rest of the history department Make sure they buy one and keep your copy under lock and key Michael Duffy Times Educational Supplement A very well written and readable book Overall this is an excellent book and one which students and teachers outwith England would find a valuable addition to their library Scottish Association of Teachers of History Resources Review This book is without question the standard text for the history PGCE market Dr Ian Davies University of York on the first edition Learning to Teach History in the Secondary School provides an accessible introduction to teaching and learning history at secondary level Underpinned by a theoretical perspective and backed up by the latest research it encourages student teachers to develop a personal approach to teaching history This fourth edition has been thoroughly updated for the new curriculum with a brand new chapter on subject knowledge and a new section on action research to better support those reflecting on and developing their own practice It provides an array of references and materials that give a sound theoretical foundation for the teaching of history including weblinks to further resources while a range of tasks will enable students to put their learning into practice in the classroom Practical advice is combined with reference and access to a wide range of recent and relevant research in the field of history education to support Masters Level research and aid reflective practice Key issues covered include The benefits of learning history Planning The use of language and strategies for teaching Inclusion Technology in history teaching Assessment Continuing professional development Offering comprehensive and accessible support to becoming a history teacher this book remains an invaluable resource for all training and newly qualified history teachers

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