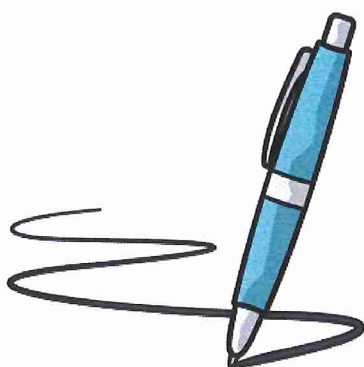


English Language Paper 2

Support Booklet

Name:



This booklet is comprised of 2 past papers:

- The first past paper contains example responses both at grade 5 and grade 7.
- The second past paper is for you to complete as preparation for your exams. You can use the previous paper to check you have met the requirements of each question.
- Effective revision for language is to plan responses and/or write responses.

GCSE ENGLISH LANGUAGE

Paper 2 Writers' viewpoints and perspectives

Insert

The two sources that follow are:

Source A: 21st Century literary non-fiction

The Tent, The Bucket and Me by Emma Kennedy

An extract from an autobiography, published in 2009

Source B: 19th Century non-fiction

In the Wilderness by Charles Dudley Warner

An extract from a book, published in 1878

Please turn the page over to see the sources

Source A

Source A is an extract from *The Tent, The Bucket and Me* in which Emma Kennedy describes her camping holidays in France in the 1970s.

1 'You know,' said my mother who, as far as I could tell, was the only person delighted to be back in France, 'we should treat this holiday as the occasion it is. There's no point in being miserable. Holidays are what you make them.'

Holidays were not what you made them. Holidays were in the hands of malevolent forces
 5 hell-bent on wreaking chaos at every turn. Holidays were assault courses of the mind and body, endurance tests designed to break spirits and shatter spleens. In my nine years on the planet I had learnt one thing: going on holiday was awful. As we sat, chugging along through the French countryside, sunflowers in the fields on either side of us, I thought, 'Yes, it IS nice to
 9 look at. But in the same way that cheese looks nice in a mousetrap.'

10 Eventually we arrived at the campsite where we had stayed the previous year. As is often the way when you revisit somewhere you've been before, the allure was not quite as sparkling. The table tennis hut, once such an astonishment of riches, was now a bit battered around the edges, the pool a little more dull. Even my mother was forced to concede that the place had lost its gloss. 'This isn't quite as nice as I remember it,' she said, hands on hips. 'Still, at least
 15 it's a bit cooler. What a relief!'

'Storm clouds gathering over there,' said Dad, looking up to the west. 'That'll explain the drop in temperature. Still, I'll get the tent up.'

Our pitch backed on to a line of trees that acted as a windbreaker between us and the river. I wandered off, tiptoeing through the branches to stand at the water's edge. The low evening
 20 sun was casting a pink tinge across the water and dragonflies were hovering. Picking up a round, flat stone I skimmed it across the surface of the lake and watched with satisfaction as it bounced away. Sometimes, it was the simplest things that provided the greatest pleasure and as I stood, throwing stone after stone, I felt real contentment as if I were actually enjoying myself.

25 I returned to our pitch, having been called to supper by my mother. Dad was staring skywards. 'Those clouds are shifting,' he said, 'we might get some rain after all.'

'I can't remember the last time I saw rain,' answered my mother, 'must be well over a month. It'll be nice. Clear the air.'

29 Suddenly, there was a squall of activity all over the campsite as the sky darkened and the rain
 30 began to fall in thick, steady drops. Caravan awnings were being winched in, windows slammed shut, towels were being hastily gathered and everywhere, families were retreating to the inside of their tents. Because the ground was so dry, the patter of rain on the hard earth sounded almost metallic and each raindrop sparked up a plume of dust so fine it looked like steam, making the soil look as if it were boiling. In the distance, a low rumble of thunder began
 35 rolling towards us, the starter flag for any decent storm, and the rain which had an individual and random quality became more pack-like, shifting shapes like a flock of starlings. The storm was circling the area before clattering in to do its worst. Soon, the rain was slashing down, the
 38 relentless battering against the tent canvas loud and frightening.

Despite all my father's best efforts to waterproof the tent and lay the ground sheet properly,
40 water was starting to seep in. The ground, dry from so many weeks without moisture, couldn't
cope with the sudden onslaught and the campsite was rapidly turned into a series of streaming
rivers. Not wanting to get our bedding wet, we bundled our sleeping bags together, placing
them on top of the camping table just outside the sleeping compartment. With nothing to sleep
in, and the water ever rising, Dad placed my air bed on top of their air bed and we sat, huddled
45 together, knees against our chests. As the storm fractured the skies, we clung together,
terrified.

Despite a small but intense gnawing in my chest, there was something deliciously spine-tingling
about being trapped inside the tent while hell rained itself down on me.

Turn over for Source B

Turn over ►

Source B

Source B is an extract from *In The Wilderness*, written in 1878 by the American writer Charles Dudley Warner. At this time, some Americans were looking for adventure by camping in the wild.

- 1 The real enjoyment of camping in the woods lies in a return to primitive conditions of living, dress and food and an escape from civilization. It is wonderful to see how easily the limits of society fall off.

When our campers come to the bank of a lovely lake where they hope to enter the primitive life,
 5 everything is beautiful and unspoilt. There is a point of land jutting into the lake, sloping down to a sandy beach, on which the waters idly lap. The forest is untouched by the axe; ranks of slender fir trees are marshalled by the shore. The discoverers of this paradise, which they have entered to destroy, note the babbling of the stream that flows close at hand; they hear the splash of the leaping fish. They listen to the sweet song of the evening birds, and the chatter of
 10 the red squirrel, who angrily challenges their right to be there.

The site for a shelter is selected. The whole group is busy with the foundation of a new home. The axes resound in the echoing spaces; great trunks fall with a crash; views are opened towards the lake and the mountains. The spot for the shelter is cleared of underbrush; forked stakes are driven into the ground, cross-pieces are laid on them, and poles sloping back to the
 15 ground. In an incredible space of time there is the skeleton of a house, which is entirely open in front. The roof and sides must be covered. For this purpose, the trunks of great spruce trees are skinned. It needs but a few of these skins to cover the roof; and they make a perfectly water-tight roof, except when it rains.

Later, whilst we eat supper, a drop or two of rain falls. The sky darkens; the wind rises; there is
 20 a kind of shiver in the woods. We scud away into the shelter, taking the remains of our supper, eating it as best we can. The rain increases. The fire sputters and fumes. All the trees are dripping, dripping, and the ground is wet. We cannot step outdoors without getting a drenching. Like sheep, we are penned in the little hut, where no one can stand upright. The rain swirls into the open front and wets the bottom of the blankets. We curl up in our sleeping rows and try to
 25 enjoy ourselves. How much better off we are than many a shelter-less wretch!

However, as we are dropping off to sleep, somebody unfortunately notes a drop of water on his face. He moves his head to a dry place. Then he feels a dampness in his back and he finds a puddle of water soaking through his blanket. By this time, somebody inquires if it is possible that the roof leaks. One man has a stream of water under him; another says it is coming into
 30 his ear. The roof appears to be a discriminating sieve. Those who are dry see no need of such a fuss. The man in the corner spreads his umbrella, and the protective measure is resented by his neighbour. In the darkness there is recrimination. The rain continues to soak down. The fire is only half alive. The bedding is damp. Some sit up, if they can find a dry spot to sit on, and smoke. A few sleep. And the night wears on.

35 The morning opens cheerless. The sky is still leaking and so is the shelter. The roof is patched up. Even if the storm clears, the woods are soaked. There is no chance of going out. The world is only ten feet square.

This life, without responsibility or clean clothes, may continue as long as the camper desires. Some would be happy to live in this free fashion forever, in rain or sun, but there are others who
 40 cannot exist more than three days without their worldly baggage. These campers will soon leave and the abandoned camp is a melancholy sight.

The woods have been despoiled; the stumps are ugly; the bushes are scorched; the pine-leaf-strewn earth is trodden into mud; the ground is littered with all the unsightly debris of a hand-to-hand life. The dismantled shelter is a shabby object; the charred and blackened logs, 45 where the fire blazed, suggest the extinction of life. Man has wrought his usual wrong upon Nature.

END OF SOURCES

Please write clearly in block capitals.

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE ENGLISH LANGUAGE

Paper 2 Writers' viewpoints and perspectives

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	



Section A: Reading

Answer **all** questions in this section.
You are advised to spend about 45 minutes on this section.

0 1

Read again the first part of **Source A** from **lines 1 to 9**.

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 The writer's mother was happy to be going on holiday. | <input type="checkbox"/> |
| B This is the first time the writer has been to France. | <input type="checkbox"/> |
| C The writer thinks evil powers ruin holidays. | <input type="checkbox"/> |
| D The writer thinks holidays are mental and physical challenges. | <input type="checkbox"/> |
| E The writer is a teenager at the time of the holiday. | <input type="checkbox"/> |
| F The family are travelling through a city. | <input type="checkbox"/> |
| G The fields on either side of the road are full of wheat. | <input type="checkbox"/> |
| H The writer admits that holidays can look attractive but she thinks this is a trick. | <input type="checkbox"/> |

4



0 2

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

The writers in **Source A** and **Source B** stay in very different camping sites.

Use details from **both** sources to write a summary of what you understand about the differences between the two camping sites.

[8 marks]

Question 2

- Write a **minimum** of 2 paragraphs.
- You need show the examiner that you can select appropriate quotations, compare the texts and show inference.
- Spend 10 minutes MAXIMUM answering this question.

Marking criteria

Quotation to support ideas

Demonstrating inference

Comparing to the other source

Grade 5 response 5/8

In Source A, the campsite is in the countryside in France and "isn't quite as nice" as it was before suggesting that its slightly run down however still standing and liveable as it used to be an "astonishment of riches" the previous year.

However, in Source B the camp shelter was in the middle of the woods and had been built themselves, but it was "entirely open in the front." This foreshadows later events where the rain leaks through the shelter as it is not stable and would not survive rain that they weren't expecting.

Grade 7 response 7/8

In Source A, the camping site is an established holiday destination that provides facilities such as 'a table tennis hut' and a 'pool', suggesting that these have been developed to provide on-site entertainment for campers to enjoy. Moreover, the writer remembers the site from when the 'stayed the previous year' demonstrating the popularity of this destination as it has access to activities appropriate to families to relax and enjoy leisure activities on holiday.

This is a huge contrast to Source B, where the camping site is created from the natural surroundings and has no purpose-made facilities, where the campers embrace the task of constructing their own shelter, 'The site for a shelter is selected'. However, this return to the wilderness is precisely what appeals to these pioneering American campers, who seek challenge rather than comfort. Interestingly, the writer crafts a serene atmosphere describing a 'babbling' stream and the 'sweet song of birds' and emphasising this return to nature is the focal point of the camping trip. This differs to Source A where man-made facilities are described as having 'lost their gloss' and are initially the focal point for the writer when arriving at the site.

Turn over ►



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Turn over ►



0 3 You now need to refer only to **Source A** from **lines 29 to 38**.

How does the writer use language to describe the rain and the storm?

[12 marks]

Q3

- Write a **minimum** of 3 paragraphs.
- You need show the examiner that you can select appropriate quotations, identify subject terminology (verbs, similes etc) and show inference.
- Spend 15 minutes answering this question.
- **Marking criteria**

Quotation to support ideas	Demonstrating inference	Subject terminology
----------------------------	-------------------------	---------------------

Grade 5 response 7/12

In Source A, the writer uses **metaphors** to describe the storm as aggressive and possibly harmful. The writer states that the **thunder had begun rolling** towards them. The **verb 'rolling'** suggests that the writer perceived the movement of the thunder as almost life-like and when it 'begun rolling' it was almost like a wild being trying to rapidly get to them and purposefully inflict harm as soon as the writer was in its sight.

The writer uses similar aggressive language to describe the rain as it starts to **patter...on the hard earth** creating an **'almost metallic sound.'** Rain would not usually be seen as harmful as rain is simply little droplets of water, which could easily dissolve into the 'hard earth.' However, the writer uses the **adjective 'metallic'** to show how forceful the impact of the rain was and how it was heavily pouring down. The word 'metallic' has **connotations** of hard metals such as steel or iron. Comparing the rain to these metals suggests the writer felt as though she was in danger because of the rain's harsh and forceful impact on the ground.

Grade 7 response 9/12

The writer utilises language to present the storm as a malevolent force that is purposefully attempting to harm the campers. The writer describes how the storm was **'circling the area'** and **'clattering to do its worst'** demonstrating the seemingly predatory nature of this storm – as if hunting for victims. Such **personification** evokes an animalistic quality and intimidation as if the storm is intentionally trying to frighten the campers. The **verb 'circling'** propounds the feelings of entrapment as the campers are truly exposed to the elements with very little in way of reliable shelter or defence.

Furthermore, the power of rain is accentuated when the writer describes **'thick, steady drops'** at the commencement of the storm. Such **adjectives** illuminate the physical strength of the weather and demonstrate the constant and unrelenting outpouring. Interestingly, the **adjective 'steady'** implies the rain is constant, but almost capable of controlling its power – again reiterating the beast-like nature of this storm.

While the storm is described as being powerful, there is a **sense of elegance** portrayed in its existence. The droplets of rain are described as **'shifting shapes like a flock of starlings.'** Through the **noun 'starlings,'** the **simile** immediately captures the organised formation of the rain as it moves gracefully, just like a bird. However, starlings are renowned for working collaboratively and humans cannot predict the patterns of their movement. This perhaps emphasises the unpredictability of the storm for the campers who are exposed to it. While the storm is threatening and unpredictable, this simile demonstrates the beauty of the storm.

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0 4

For this question, you need to refer to the **whole of Source A**, together with the **whole of Source B**.

Compare how the writers convey their different thoughts and feelings about camping experiences.

In your answer, you could:

- compare their different thoughts and feelings about camping experiences
- compare the methods they use to convey their thoughts and feelings
- support your response with references to both texts.

[16 marks]

Question 4

- Write a minimum of 4 paragraphs (2 on each of the sources)
- Refer to the writer's feelings and perspectives throughout
- Use quotations – embedded for a 6+
- Use subject terminology.
- Analyse! Try to show inference as often as you can.
- Compare the sources.

Quotation to support ideas	Inference/Analysis	Writer's methods	Comparing to the other source
----------------------------	--------------------	------------------	-------------------------------

In Source A, the bad weather during the camping trip made them feel a sense of fear as the writer describes the storm with adjectives such as 'loud' and 'frightening.' However, this changes in the final paragraph as the writer states that the storm made her feel 'something spine-tingling.' This suggests that the fear she once felt had changed into adrenaline. Furthermore, the adverb 'deliciously' suggests something positive, almost like a slight crave for something more implying that she felt excitement at the end of the text. Therefore, the weather has changed the writer's feelings towards camping.

Whereas, in Source B the weather has a direct impact on creating misery for the campers. The writer describes the following morning as 'cheerless' and informs the reader that the sky and the shelter are 'still leaking.' This shows that all the earlier excitement of preparing the camp site has now disappeared as the campers are uncomfortable and cannot find anywhere dry to sleep. By using the word 'still,' the writer refers to the frustration at this change in weather. This somewhat contrasts Source A where the writer felt some excitement at the arrival of the storm.

In Source A, the writer is initially uncertain about the camping experience. She states that she felt holidays were an 'assault on the mind' that were 'designed to break spirits.' This metaphorical language shows she was not looking forward to the camping trip. However, she realises that she can find joy in camping trips saying she found 'real contentment' when throwing 'stone after stone.' This demonstrates that the writer changed her mind about camping trips when she arrived.

However, Source B initially presents a sense of excitement but is critical of the campers. He describes the 'melancholy sight' when the campers leave and states that they leave woods 'despoiled' and trees 'scorched.' These adjectives show that the writer feels the campers have destroyed this natural place. Furthermore, they indicate the damage that humans have created. While the writer initially seemed to approve of the camping idea, the results have left him disgusted by the campers' behaviour which contrasts Source A who is staying at an established site.



Quotation to support ideas	Inference/Analysis	Writer's methods	Comparing to the other source
----------------------------	--------------------	------------------	-------------------------------

Grade 7

Both writers describe different camping trips. Source A initially appears dubious about the camping holiday, however this is elevated with the arrival of the storm and finding a moment of solitude in nature. Whereas, the writer's excitement in Source B is evident describing the 'real enjoyment' of camping being the 'return to primitive conditions.'

Source A initially worries that the trip will be monotonous and somewhat trying for a young person describing it as an 'assault on the mind' that is 'designed to break spirits.' This metaphorical language demonstrates the writer's belief that camping will test her ability to adapt to a new living environment with her parents. Such description is reminiscent of a gruelling test and this hyperbolic tone portrays the writer's uncertainty as to whether this camping trip will be enjoyable. However, as the text progresses, the writer clearly changes her feelings towards camping. She describes the 'relentless battering' of the rain on their tent, yet this seems to create a 'deliciously spine-tingling' feeling of adrenaline. The adverb 'deliciously' suggests something positive, almost like a slight crave for something more implying that she was awe-struck by the impressive and domineering nature of the storm.

Whereas, in Source B, the writer's initial excitement is thwarted by the sudden arrival of torrential rain. At first, the writer utilises aural imagery describing the 'babbling stream,' the 'sweet song' of birds and 'chatter' of a squirrel. Such pastoral imagery depicts calm and serene setting which is abruptly interrupted when the 'sky darkens' and the 'rain increases.' Clearly, the writer notices the campers change in feeling towards camping as they are described 'like sheep' as they are trying to shelter and are 'penned in the little hut.' This simile is a direct contrast to the freedom the campers anticipated and the verb 'penned' propounds the notion that they are trapped by the weather. Interestingly, the campers revelled in the possible liberty from their civilised lives however the writer depicts them as farm animals whose lives are completely controlled by the farmer – or in this case, the exposure to the weather. Ultimately, the writer conveys that the natural world has true power and dominion over humankind. This differs from Source A which implies that the writer gains a sense of freedom from the weather.

In Source A, the writer recounts her disappointment when arriving at the campsite which she feels is dilapidated and somewhat shabby. The family clearly feel that the camping site is not how they remembered with

Unfinished, so you can continue.



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Section B: Writing

You are advised to spend about 45 minutes on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

→ The question usually gives you 3 clear points for your writing.

- 0 5 'Holidays don't need to be faraway and expensive. They just need to give people a break from everyday life and the chance to relax.'

Write an article for a magazine in which you argue your point of view on this statement.

type of text you should produce.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

Purpose of your text.

You are advised to plan your answer to Question 5 before you start to write.

Plan

Agree

Disagree

- BUT
- Pressure on social media to go to places like Dubai
 - Increase carbon footprint
 - Damaging for finances.
 - STAYCATION!

- Educational and cultural.
- We have the technology.
- It is a personal choice.

END → It should be a choice.

Remember:

- RAs, rule of 3, expert opinion, anecdotes, listing, repetition . , ; : ! ? " () -

PLAN → Imagine ... because ... but ... so

Turn over ►



It's your Monday mid-morning break during July. Sunlight streams through the office windows, your cup of tea is waiting and, of course, an obligatory check of social media is a must. You open SnapChat, Facebook, Instagram (et al, as the list of apps continually grows) and begin the habitual scroll. And that's where your peace ends! An image of freedom consumes your screen; translucent skies, sparkling waters, the Burj Khalifa lining the horizon. All coupled with a seemingly wholesome, good-hearted and well-intentioned message – Happy Monday all! #itcouldbeworse...

And so the holiday takeover on Snapchat begins. An onslaught of 5* locations, business class flights and adrenaline filled activities engulf our social media lives.

A summer holiday is a precious thing; a calendrical right; a necessary pleasure. A time and space where one can relax, be spontaneous and regenerate all that positive hope that is so common in our youth. The very words (summer holiday – just to be clear) summon a plethora of childhood images by the seaside, at a park or camping with family. Yet the 21st century would have us believe that every summer holiday should wildly increase our carbon footprint and cost us the price of a small car. Sometimes, the price of a substantially larger vehicle. Is such spending necessary to enjoy a holiday? Do we have to post our selfies in the Maldives to enjoy a getaway? Or backpack across the Australian outback in under a fortnight?

Now I appreciate that the aforementioned places are truly wonderful destinations. We live in a world of technological advancement that for our great-grandparents was simply a wildly imaginative piece of fiction. Of course, anyone who wishes to expand their horizons, deepen their knowledge and immerse themselves in another culture should be encouraged. But what about those of us left where international travel is not a viable option? Are our holidays to the British seaside something to hide? Or does a staycation still give us essential R and R time? Is the old cliché true: a change is as good as a rest?

Jordan Summerfield, leader of Camp Summer UK is a true believer in the staycation. Camp Summer UK is a charity that runs 2-week summer holidays for underprivileged children in the UK where a summer holiday is rarely an option. "We aim to provide an escape for the children who attend our camps. Many of these children are young carers and our camps give them the freedom to be children, even if it is just a fortnight." Camp Summer UK teaches children the basics of camping in the English countryside and there are some incredible experiences to boot. Hiking up Mam Tor or mountain cycling in the Peaks to name just a few. Summerfield vouches that "ultimately, we want our children to gain skills and enjoy the outdoors. They are removed from their ordinary lives and while our camp days are busy, they return to their families refreshed and excited for next summer." I only have to think of my own childhood at my grandparents' farm where the nearest neighbour was 12 miles away to appreciate the staycation. Left to our own devices with working grandparents, my siblings and I created secret forts, found a wishing well and perfected our football skills. The days were long, but the time went quick!

Long live the staycation! Equally, long live the backpacker, the sun-seeker, the designer shopper. Holidays don't need to be faraway and expensive, but nor should we judge those who holiday abroad. Surely in a world where there are always so many options, you should have the option to choose the right holiday for you.

refer to task.

Sensory language and rule of 3.

IMAGINE paragraph

BECAUSE paragraph

BUT paragraph

Defence

So paragraph.

rule of 3.

repetition

anecdote

final argument.



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GCSE ENGLISH LANGUAGE

Paper 2 Writers' viewpoints and perspectives

Insert

The two sources that follow are:

Source A: 20th Century literary non-fiction

Morning Glass

An extract from Mike Doyle's autobiography, published in 1993.

Source B: 19th Century non-fiction

The Hawaiian Archipelago

An extract from a letter written by Isabella Bird, published in 1875.

Please turn the page over to see the sources

Source A

Source A is taken from *Morning Glass*, the autobiography of professional surfer Mike Doyle. In this extract, he describes his introduction to the world of surfing at the beach near his home in California in the 1950s.

1 The first time I ever saw somebody riding a
surfboard was at the Manhattan Pier in 1953.
As much time as I'd spent at the beach,
you'd think I would have at least seen one
5 surfer before then. But there were only a few
dozen surfers in all of California at that time
and, like surfers today, they were out at
dawn surfing the morning glass. By the time
the crowds arrived, they were gone.



10 But this one morning I took the first bus to
the beach, walked out onto the Manhattan
Pier, looked down and saw these bronzed
13 gods, all in incredibly good shape, happier and healthier than anybody I'd ever seen.
They sat astride their boards, laughing with each other; at the first swell they swung their
15 long boards around, dropped to their stomachs, and began paddling towards shore. From
my viewpoint, it was almost as if I were on the board myself, paddling for the swell, sliding
into the wave, coming to my feet, and angling the board down that long wall of green water.
It was almost as if I already knew that feeling in my bones. From that day on, I knew that
surfing was for me.

20 There were several surfers out that day. Greg Noll was just a kid then, about sixteen years
old, but he was hot. On one wave he turned around backward on his board, showing off a
bit for the people watching from the pier. I was just dazzled.

Once I'd discovered there was such a thing as surfing, I began plotting my chance to try it. I
used to stand out in the surf and wait until one of the surfers lost his board. The boards then
25 were eleven feet long, twenty-four inches wide and weighed fifty or sixty pounds. When
they washed in broadside, they would hit me in the legs and knock me over. I would jump
back up, scramble the board around, hop on, and paddle it ten feet before the owner
snatched it back – 'Thanks, kid' – and paddled away.

30 Most surfers at that time were riding either hollow paddle-boards (a wooden framework with
a plywood shell), or solid redwood slabs, some of them twelve feet long. The much lighter
and much better balsa wood boards were just starting to appear.

One day in 1954, when I was thirteen, I was down at Manhattan Pier watching a guy ride a
huge old-fashioned paddle-board – what we used to call a kook box. It was hollow, made of
mahogany, about fourteen feet long, maybe sixty-five pounds and had no fin. It was the
35 kind of paddle-board lifeguards used for rescues; they worked fine for that purpose, but for
surfing they were unbelievably awkward. When the guy came out of the water, dragging the
board behind him, I asked if I could borrow it for a while. He looked at me like 'Get lost, kid.'
But when he sat down on the beach, I pestered him until he finally shrugged and nodded
toward the board.

-
- 40 I'd watched enough surfing by then to have a pretty clear idea of the technique involved. I dragged the board into the water and flopped on top of it. After a while I managed to paddle the thing out beyond the shore break and got it turned around. To my surprise, after a few awkward tries, I managed to get that big, clumsy thing going left on a three foot wave. I came to my feet, right foot forward, just like riding a scooter. I had no way of turning the
- 45 board but for a few brief seconds, I was gliding over the water.

As the wave started to break behind me, I looked back, then completely panicked. I hadn't thought that far ahead yet! My first impulse was to bail out, so I jumped out in front of the board, spread-eagled. I washed up on the beach, dragged myself onto the dry sand, and lay there groaning.

Turn over for Source B

Source B

In 1875, the British explorer Isabella Bird travelled to Hawaii, an island in the Pacific Ocean. Source B is an extract from a letter she wrote to her sister back in England, describing a visit to the Hawaiian town of Hilo. At that time in Britain surfing, or 'surf-bathing', was a completely unknown sport.

- 1 Our host came in to say that a grand display of the national sport of surf-bathing was going on, and a large party of us went down to the beach for two hours to enjoy it. It is really a most exciting pastime, and in a rough sea requires immense nerve. The surf-board is a tough plank of wood shaped like a coffin lid, about two feet broad, and from six to nine feet long, well-oiled
5 and cared for. They are usually made of wood from the native breadfruit tree, and then blessed in a simple ritual.

The surf was very heavy and favourable, and legions of local people were swimming and splashing in the sea, though not more than forty had their Papa-he-nalu, or 'wave sliding boards,' with them. The men, each carrying their own hand-carved boards under their arms,
10 waded out from some rocks on which the sea was breaking, and, pushing their boards before them, swam out to the first line of breakers*, and then diving down were seen no more till they re-appeared half a mile from shore.

What they seek is a very high breaker, on the top of which they leap from behind, lying face downwards on their boards. As the wave speeds on, and the bottom strikes the ground, the
15 top breaks into a huge comber*. The swimmers appeared posing themselves on its highest edge by dexterous movements of their hands and feet, keeping just at the top of the curl, but always apparently coming down hill with a slanting motion.

18 So they rode in majestically, always just ahead of the breaker, carried shorewards by its mighty impulse at the rate of forty miles an hour, as the more daring riders knelt and even stood on
20 their surf-boards, waving their arms and uttering exultant cries. They were always apparently on the verge of engulfment by the fierce breaker whose towering white crest was ever above and just behind them, but just as one expected to see them dashed to pieces, they either waded quietly ashore, or sliding off their boards, dived under the surf, and were next seen far out at sea, as a number of heads bobbing about like corks in smooth water, preparing for fresh
25 exploits.

The great art seems to be to mount the breaker precisely at the right time, and to keep exactly on its curl just before it breaks. Two or three athletes, who stood erect on their boards as they swept exultingly shorewards, were received with ringing cheers by the crowd. Many of the less expert failed to throw themselves on the crest, and slid back into smooth water, or were caught
30 in the breakers which were fully ten feet high, and after being rolled over and over, disappeared amidst roars of laughter, and shouts from the shore.

At first I held my breath in terror, thinking they were smothered or dashed to pieces, and then in a few seconds I saw the dark heads of the objects of my anxiety bobbing about behind the breakers waiting for another chance. The shore was thronged with spectators, and the
35 presence of the elite of Hilo stimulated the swimmers to wonderful exploits. I enjoyed the afternoon thoroughly.

Is it always afternoon here, I wonder? The sea was so blue, the sunlight so soft, the air so

40 sweet. There was no toil, clang, or hurry. People were all holidaymaking, and enjoying themselves, the surf-bathers in the sea, and hundreds of gaily-dressed men and women galloping on the beach. It was so serene and tropical. I envy those who remain for ever on such enchanted shores.

Glossary

* breaker/comber – terms used by surfers for a large wave that breaks into white foam

END OF SOURCES

Please write clearly in block capitals.

Centre number

--	--	--	--	--

Candidate number

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Surname

Forename(s)

Candidate signature

GCSE ENGLISH LANGUAGE

Paper 2 Writers' viewpoints and perspectives

Friday 8 June 2018

Morning

Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- **Source A** and **Source B** – which are 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.
- 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	



Section A: Reading

Answer **all** questions in this section.
You are advised to spend about 45 minutes on this section.

0 1

Read again the first part of **Source A** from **lines 1 to 13**.

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** The first time Mike Doyle saw anyone surfing was in 1953. ☐
- B** Mike Doyle spent very little time at the beach as a child. ☐
- C** In the 1950s there were very few surfers in California. ☐
- D** Most surfers like to surf in the early morning. ☐
- E** Surfers often stayed later in the day to entertain the crowds. ☐
- F** Mike Doyle took the train to the beach. ☐
- G** The first time he saw them, Mike Doyle was unimpressed by the surfers. ☐
- H** The surfers looked fit and suntanned. ☐



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

Both sources describe the types of board used for surfing.

Use details from **both** sources to write a summary of what you understand about the different boards used by the surfers.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Turn over ►

Do not write
outside the
box

8



You now need to refer only to **Source B** from **lines 18 to 25**.

How does the writer use language to describe the surfers and the sea?

[12 marks]

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There is no handwriting or other markings on the paper.

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[illegible]

For this question, you need to refer to the **whole of Source A**, together with the **whole of Source B**.

In your answer, you could:

- compare their different perspectives on surfing
- compare the methods the writers use to convey their perspectives
- support your response with references to both texts.

[16 marks]

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Section B: Writing

You are advised to spend about 45 minutes on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

0	5
---	---

'All sport should be fun, fair and open to everyone. These days, sport seems to be more about money, corruption and winning at any cost.'

Write an article for a newspaper in which you explain your point of view on this statement.

(24 marks for content and organisation
16 marks for technical accuracy)

[40 marks]

You are advised to plan your answer to Question 5 before you start to write.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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[illegible]

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery. There is no handwriting or other markings on the page.

Do not write
outside the
box

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.