

Paper 2: Writers' Viewpoints and Perspectives

Time: 1 hour 45 minutes

[NB. These materials have been devised following the model offered by the awarding body in their sample materials. They have not been approved by the awarding body and teachers should use them in conjunction with their own understanding of the AB's assessment criteria.]

Source A

Boating and Sculling¹, by Miss A.D. McKenzie (1892)

Perhaps of all the outdoor amusements, rowing is one of the healthiest for ladies, besides being one of the most enjoyable. Just at first, of course, learning to row is rather tiring, but very soon one will find how far one can go without feeling any fatigue. For a girl who is learning, the great thing is to have someone who can row well to tell her all about it; and then, if she will only row bow² and keep her eyes on stroke's³ back, without looking round every minute to see what her oar is doing – she will find she will soon get on. The great secret, of course, in rowing is not to dip the oar too deeply in the water, but merely to cover the blade, and then pull it well towards one. In going forward one ought to feather one's oar an inch above the water, and get well forward before raking another stroke. 5 10

Sculling is really quite as easy, if not easier, than rowing; and though at the start a beginner finds the sculls are apt to get rather unmanageable, still, after a little practice, she will much prefer it. Rowing is more one-sided than sculling, and the latter is naturally the better exercise, as both arms have a freer motion than in rowing. But, above all things, one should remember that the stretcher⁴ is made for use, not ornament, and that one cannot use it too much. So many ladies make the great mistake of merely rowing with their arms, when, if they only knew it, they could save themselves half the labour by bending forward, and bearing on the stretcher, in pulling each stroke. 15

It is essential for every English girl to learn to row, and no one can say anything against a lady rowing – though, of course, there are 'some folks' who would run down anything that a lady does in the way of athletic exercises, more for the sake of argument than anything else. Twenty years ago it was very different: it was not considered *comme il faut*⁵ for a lady to row and she never dreamt of doing so. Now, however, that everything is changed, it is clearly to be seen that it is the very best thing for her, and affords an amusement that having once gone in for, she would be very sorry to give up. 20 25

Living nearly all the summer by the river gives one many opportunities of observing the river world, and it is often remarked that ladies know as much about managing a boat as men. On the Thames, between Cookham and Wargrave, ladies have for some time indulged in a great deal of rowing. At the former place a few years ago, a ladies' eight⁶ was started, and the crew were all well trained, and kept good time, etc. At the Wargrave Town Regatta ladies have this last year or two come very much to the fore. Double-sculling and punting⁷ races have been competed for by them with much success. A gondola this year at Henley Regatta, pioneered by a lady, went along well and kept clear of the other boats. A ladies' eight was also to be seen paddling up and down, and the rowers here again seemed proficient in the art. Last year there appeared at Marlow Regatta an eight which had come about seven miles down the river, and had been 30 35

successfully steered through crowded locks; and the rowers looked none the worse for the long pull. 40

Ladies who are not adept on the water should not attempt to go out alone in boats and punts. This year at 'Henley' three most beautifully 'gowned' ladies appeared in a punt, and, as everyone knows, a punt is, for an amateur, a by no means easy thing to manage. The three fair occupants found themselves, after they had tried for some time unsuccessfully to move along, struggling in the water, with the punt gaily floating away! They had had quite enough of the river by the time they were helped and pulled onto *terra-firma*; and it was thought then by a good many who saw their deplorable condition that this would be a lesson to them for the future. But, alas! how perverse human nature is. The following day the same thoughtless three were again in their punt, running into the other boats with the sweetest unconcern, and evidently enjoying themselves very much. 45 50

1 Sculling: pulling a boat with two oars, one in each hand (in rowing, one oar is held in both hands).

2 Bow: rower at front of boat.

3 Stroke: rower at back of boat (the rowers sit facing backwards, which is why the person at the front can see the person at the back).

4 Stretcher: device inside a boat that feet are attached to; it slides back and forth with the action of rowing.

5 *Comme il faut*: French phrase, correct in behaviour.

6 Eight: the number of rowers in a boat.

7 Punting: propelling a flat-bottomed boat using a long stick, or punt.

From *Eat, Sweat, Play*, by Anna Kessel (2016)

This extract comes at the end Anna Kessel's book exploring the role that sport plays in women's lives.

So how do we create change in our own lives? I'm not talking diets, boot camps, or even joining a sports club. I'm talking about sustainable, incremental change. Change that is do-able, and change that makes us feel good – not overwhelmed with extra pressures to adopt a new lifestyle.

Sometimes it's just about making the tiniest adjustments in your brain, being open to new things. Like when my husband asked if I wanted a game of pool and, instead of running in the opposite direction as I usually would, terrified of being awful, I said yes. And so we played – and we laughed. We were both terrible, and my hands shook and wobbled inelegantly as the cue rested on my fingers, and I chipped the white up in the air, and missed the easiest of shots. 'We must be the worst sports journalist pool players ever,' I joked. 5

And then, something happened. Because I was having fun, I began to relax. The twenty years since I last played pool as a teenager floated away, and in my hands the cue took on a renewed purpose – and I potted a ball. I felt amazing! I punched the air! 'Are you trying to hustle me?' my husband asked, grinning. It was game on. Off we went, then, potting balls, missing balls, laughing and joking and enjoying ourselves together. Negotiating the edges of the green baize with my six-month pregnancy bump, I immediately thought of ten-times world champion snooker player Reanne Evans, an inspirational female figure battling for equality in her sport – who once won a world title while seven and a half months pregnant. How triumphant must she have felt that day? 'I did it for both of us,' she told me in 2015, 'me and my daughter. It was two against one ...' In the end my husband's skills won over, and he potted the black while I still had three balls on the table. But it didn't matter. We'd been competitive together. And it made us smile. 15

Writing this book helped the changes sink into my own brain. When my daughter asked me to run down the street with her, I stopped automatically saying, 'I can't because Mummy's got a baby in her tummy.' Instead I started saying, 'OK ... race you!' Out of breath, hips sore, shopping bags bumping by my side, I lolloped along with her. We both laughed our heads off, and the baby was fine. Or we'd be in the park, Ella pedaling furiously on her bike with pink stabilizers, me lightly jogging alongside her in my winter boots, or chasing after her, racing in the wintry rain with my husband, the three of us grinning with delight. And each and every time I couldn't help but marvel how physical activity brings such an unadulterated joy, unmatched by anything else. 25

Over the Christmas holidays I grew more and more aware of each time our family interacted with sport, as for example, my husband sat watching Tottenham on the TV, while I, an Arsenal fan, quietly seethed in the background, and Ella delighted in this game of divided loyalties between her mum and dad. She would cosy up next to my husband and cheer her head off – occasionally for Arsenal, just to see the look on his face – and ask lots of questions. She wanted to understand what was happening, and she was most fascinated that adults had to follow rules, enforced by a referee handing out punishments to those who transgressed. 'I want to be a referee, Daddy,' she told my husband, 'or a goalkeeper'. 35

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Conscious of how much men's sport is on TV, and of the lack of female role models for my daughter to follow, I took her down to our local athletics track where elite coach Christine Bowmaker, a rare example in her sport of a female coach, had invited us to watch her training sessions. Determined to make sure that my daughter has a better relationship with sport and her own body than I ever did, I was thrilled – and awestruck – as together we watched women and girls thundering around the bends of the indoor track, leaping onto boxes and into sandpits, and powering through circuits in the weights room.

[Source: © Anna Kessel, *Eat, Sweat, Play: How Sport Can Change Our Lives*, Pan Macmillan]

Section A: Reading

Answer all questions in this section.

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

[N.B. Each question specifies the Assessment Objective it is being marked against. This does NOT happen in the awarding body sample materials.]

1.

- Read again the first part of **Source B** from **lines 1 to 11**.
- Choose **four** statements below which are **TRUE**.
- Shade the boxes of the ones that you think are true. Choose a maximum of four statements.

[4 marks, AO1]

A	It was unusual that the author agreed to play pool with her husband.	
B	The author is good at lots of sports.	
C	The author is determined to become a good pool player.	
D	The author is asking how to bring about change that makes people feel good.	
E	The author was not very good at pool when she started playing.	
F	The author's husband is a professional pool player.	
G	The author is married to a sports journalist.	
H	The author usually accepts a new challenge.	

2.

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

- Use details from **both** Sources. Write a summary of the similarities and differences between Miss A. D. McKenzie and Anna Kessel in their approaches to sport.

[8 marks, AO1]

3.

You need only refer to **Source A**, the article about boating and sculling.

- How does Miss A. D. McKenzie use language to try to convince the reader that rowing and sculling are suitable sports for women?

[12 marks, AO2]

4.

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

- Compare how the two writers convey their different attitudes to women and sport.

In your answer, you could:

- compare their different attitudes
- compare the methods they use to convey their attitudes
- support your ideas with references to both texts.

[16 marks, AO3]

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.

'It's a waste of time making students play sport in school. Those who like sport will play it in their own time anyway, and everyone else is forced to do something they don't like.'

- Write an article for a broadsheet 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]

EXAMPLE RESPONSES FOR PAPER 2 READING AND WRITING

Example Responses for Paper 2, Section A, Reading

The following contains complete answers for all of the questions in the model paper for Paper 2, Section A. They have been written in timed conditions by someone who is very good at English. However, because they were done within a time limit, they will not be perfect and you might well spot some things that can be improved.

- Have a go at answering the question paper on pages 10-16 on your own in timed conditions.
- Now compare your answers to the ones here.
- Decide what you might have done differently having looked at the sample answers? What do you think that you have done better?
- Finally check your own answers and those in the model against the Assessment Objectives that apply to each question. How effectively have you written your answers with the AOs in mind? How effectively have the sample answers been written with the AOs in mind?

1.

■ Read again the first part of **Source B** from **lines 1 to 11**.

■ Choose **four** statements below which are **TRUE**.

■ Shade the boxes of the ones that you think are true. Choose a maximum of four statements.

[4 marks, AO1]

A	It was unusual that the author agreed to play pool with her husband.	
B	The author is good at lots of sports.	
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F	The author's husband is a professional pool player.	
G	The author is married to a sports journalist.	
H	The author usually accepts a new challenge.	

2.

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

- Use details from **both** Sources. Write a summary of the similarities and differences between Miss A. D. McKenzie and Anna Kessel in their approaches to sport.

[8 marks, AO1]

Both Kessel and McKenzie believe that women should take part in sport and that it is very important that they simply have a go, even if they are not, at first, particularly good. For example, Kessel, recounts how she was laughing away with her husband even though she was terrible at playing pool and McKenzie explains that 'a beginner finds the sculls are apt to be rather unmanageable'. They both stress that it does not take long to get better though. Kessel explains how she soon began to relax and then potted a ball, while McKenzie writes that after 'a little practice', sculling becomes manageable.

Both authors recognise that there are some barriers in the way of women being active. McKenzie explains that 'some folks would run down anything a lady does in the way of athletic exercises' while Kessel finds the barrier is in her own mind, but that writing a book helped 'changes sink into my own brain'.

Kessel is, ultimately, more relaxed about women taking part in sport. She takes delight in running with her daughter when heavily pregnant. McKenzie, on the other hand, has a paragraph that finds fault with women going out on the river alone when they are 'not adept on the water'. Perhaps this best summarises the differences in what is a broadly similar approach to women in sport: with Kessel there are no boundaries, with McKenzie some still exist.

3.

You need only refer to **Source A**, the article about boating and sculling.

- How does Miss A. D. McKenzie use language to try to convince the reader that rowing and sculling are suitable sports for women?

[12 marks, AO2]

The tone of the language in this piece is light and positive throughout. Perhaps anticipating that some people might not like the idea of women rowing or sculling, the author presents her piece as if being out on a boat is the most natural thing in the world for women to do. Of course, she does not call them women, but 'ladies'. The politeness of this term suggests that this is an activity only for particular kinds of women. It might encourage these women, though, because it suggests that they can row but still remain 'lady-like' [my inverted commas].

The polite tone slips into gentle irony in the final paragraph. Here the inverted commas around 'gowned' draw attention to how unprepared the three women on a punt are. These women are not really engaging in sport though, so, in a way, the way they are described adds to the force of McKenzie's argument. The women are described as 'evidently enjoying themselves' despite being 'thoughtless' and having 'the sweetest unconcern' for what they are doing. If you are engaged in proper sport – rowing or sculling – then presumably you are not any of these things. This is clear in the previous paragraph. Women who do manage their boats successfully are described as 'proficient'. They compete 'with much success' and they 'steered through crowded locks'.

McKenzie manages to argue strongly for the importance of rowing, despite her polite tone. For example, she uses the superlatives 'one of the healthiest' and 'one of the most enjoyable', and the emphatic adjective 'essential' to describe the sport. She also begins sentences with phrases that present her as an expert, and enable her to develop her line of thought. For example, she writes 'For a girl who is learning, the great thing is...', as well as, 'The great secret, of course ...' and 'Sculling is really quite as easy...'. She also presents her argument in a very staged, logical way. For example, the sentence that begins, 'Twenty years ago...' uses a colon to indicate exactly what was thought in the past, before the adverbial of time, 'Now', plus the conjunctive adverb, 'however', emphasise how the situation has changed.

4.

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

- Compare how the two writers convey their different attitudes to women and sport.

In your answer, you could:

- compare their different attitudes
- compare the methods they use to convey their attitudes
- support your ideas with references to both texts.

[16 marks, AO3]

Both writers are keen for women to take part in sport, but Kessel's attitude is much more informal and inclusive than McKenzie's. While McKenzie goes into the technicalities of how you might learn to row or scull, using technical language such as 'stroke', 'bow' and 'stretcher', Kessel bases much of her argument around an unplanned game of pool and considers jogging alongside her daughter in the park as sport. Kessel also pokes fun at her own inability to play pool well, recounting how she joked with her husband about them being 'the worst journalist pool players ever', while McKenzies gently chastises three women who twice went out on a punt when they were not able to fully control it.

McKenzie gives the impression that in order to play sport, women must learn it correctly and abide by rules, both of how to perform and how to behave. For example, she describes the actions required for rowing and sculling in her first two paragraphs. Kessel, in contrast, suggests that women need to break rules, if not of how to play a sport, then of expectations around their general behaviour. For example, she plays pool with her husband and runs around with her daughter when she is six months pregnant, which, in turn, makes her think about a woman who once won the world snooker championship while seven and a half months pregnant.

While both passages rely heavily on anecdotes for their examples, Kessel's is much more personal. McKenzie describes other women rowing, but does not once mention taking part herself, or even knowing those who do. Kessel, on the other hand, can relate personally to every one of her anecdotes. As well as playing pool with her husband and running with her daughter, she also writes about watching football on television with her family and taking her daughter to watch a training session at a local athletics track.

McKenzie seems to have the attitude that sport is part of an enjoyable, but disciplined life. This is suggested at the start with the juxtaposition of 'healthiest' and 'most enjoyable'. The two go hand in hand. The language is then relatively restrained throughout: the verbs and verb phrases used to describe the women's actions, for example, include 'indulged in a great deal of rowing', 'pioneered', 'steered' and 'looked none the worse for the long pull'. In contrast, the women Kessel watches on the running track are described in terms of power and force. They 'thundered around the bends', as well as 'leaping onto boxes and into sandpits' and 'powering through circuits in the weight room'.

Ultimately, the writers want roughly the same thing for women: they want them to take part in sport. However, Kessel's attitude is much more relaxed and informal in tone, compared to the restrained approach of McKenzie.

Example Response for Paper 2, Section B, Writing

'It's a waste of time making students play sport in school. Those who like sport will play it in their own time anyway, and everyone else is forced to do something they don't like.'

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

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

[40marks]

A response to the above task has been printed out below.

- Read it through and discuss in a small group your general impressions of it as a piece of writing. For example, do you think it is well written? Did it hold your attention? Were there any bits you liked more than others? Is there anything you don't like about it?
- Now discuss it in relation to the Assessment Objectives for writing, reproduced here:

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.

- Finally consider the response in relation to the skills descriptors published by AQA in their mark scheme. You can find these online and your teacher can point you in the right direction. You can use the grid on page 53 to help you. It is based on the skills descriptors at the top end of the mark scale.

My Dad enjoys running. In fact he loves it. Three times a week he pulls on his well-worn trainers and, with a breezy goodbye to his largely sedentary family, bounds out of the house for an hour or two of solitary exercise and freedom. He can run a long way for an old fella. Sometimes he'll come back, red in the face and stinking like a laundry basket of mouldy socks, and tell us that he's covered 12 or 13 miles. And once a year, he takes it to the limit and runs a complete marathon. 26 miles and however many extra metres. In one go!

So my Dad must be a fantastic example of the benefits of playing sport at school? Right? He must have been inspired to run by a PE teacher introducing him to cross-country running? Right? Wrong on both counts. My Dad hated running at school and between the ages of 16 and 36 ran no further than the distance it takes to catch the next bus. He is living breathing evidence that it is a waste of time making students play sport at school.

This information came as something of a shock to me when I first found out about it. Growing up with someone who treats running like a religion, you assume that they have always loved it. At my last school parents' evening though, the Year 11 one where half the parents don't turn up because they know their kids aren't going to make the grade, he had some kind of traumatic flashback.

It was after our meeting with Mr Tyrone, a dinosaur in a tracksuit, trying to pass himself off as a human being. Mr Tyrone had just done his T-Rex routine with me, growling in a way that

transmitted his disapproval of my lacklustre approach to PE without the need for actual words. Dad actually had a go back at him. Only with real words. He told him it was ridiculous to make young people run such long distances against their wishes and when they're not ready for it.

It's hard to be proud of your parents at a parents' evening (which, when you think about it, is an evening that has very little to do with parents at all). But I was proud of my Dad when we left school later on. He explained his logic to me. 'I know you're fit and can bomb around all over the place at your age, but long-distance running requires a different fitness. You build up to it. Small increments. He has you running six miles from scratch and that just hurts. It's painful. Horrible. It's why I packed up running for so many years. Because my only memory was one of pain.'

I was amazed. I thought I was a genetic oddity, that Dad's ability to run had skipped a generation. But it turns out we both share a hatred of running when it hurts too much, which is basically what running is all about at school.

I know that there are some people who love running at school, but my Dad's revelation got me thinking about the purpose of sport when you are in full-time education. I can see that there is a purpose. But that purpose becomes redundant if young people are actually turned off sport by what they are made to do. So when I say it's a waste of time making students play sport at school, my emphasis is on the word 'make'; and it might usefully be replaced by the word 'force'. My Dad was forced to run long distances against his will at school and it stopped him running for 20 years. Purpose redundant. I'm forced to run long distances at school and I don't feel like running for the next 20 years. Purpose redundant.

The same goes for lots of other stuff Mr Tyrone puts us through. He always cranks up the physical demands, whether we're playing football or netball, cricket or hockey. Lots and lots of repetitive tasks and hard, physical graft. And it's his way or the highway, with no prospect of going a little off-message, experimenting with your own technique. If students are to develop a love of sport that extends beyond school, then they cannot be made to do it. They need to have freedom to choose – both what they take part in and how. And if they hate all sport, then they need the opportunity to explore the physical side of life in other ways – by taking dance classes for example, or keep fit classes, where the emphasis is on exercise rather than competitiveness and pushing yourself to extremes.

Assessment Grid for Written Responses

Comment on how effectively the sample response matches with ideas based on the AQA skills descriptors for **Paper 1, Section B** and **Paper 2, Section B**.

Aspect of writing	Comments
AO5 Content	
<ul style="list-style-type: none"> Register – is it convincing and compelling for an audience? 	
<ul style="list-style-type: none"> Purpose – does it do what it's meant to do? Does it address all aspects of the task question? 	
<ul style="list-style-type: none"> Vocabulary – is it extensive and ambitious? 	
<ul style="list-style-type: none"> Linguistic devices – are these sustained and well crafted? 	
AO5 Organisation	
<ul style="list-style-type: none"> Structural devices – are these varied and used inventively? 	
<ul style="list-style-type: none"> Ideas – are they convincing and complex? 	
<ul style="list-style-type: none"> Fluency – are the paragraphs seamless, using discourse markers where necessary? 	
AO6 Technical Accuracy	
<ul style="list-style-type: none"> Sentence demarcation – is it consistently secure and accurate? 	
<ul style="list-style-type: none"> Punctuation – is there a wide range and is it used accurately? 	
<ul style="list-style-type: none"> Sentence forms – is a full range used appropriately? 	
<ul style="list-style-type: none"> Standard English – is this used consistently and appropriately? 	
<ul style="list-style-type: none"> Spelling – a high level of accuracy, including of ambitious vocabulary? 	
<ul style="list-style-type: none"> Vocabulary – is it extensive and ambitious? 	

