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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.

For Examiner's Use	
Question	Mark
1	
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IM Harris



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Effectiveness of teachers' guides in the Global South Benjamin Piper, Yasmin Sitabkhan, Jessica Mejia, Kellie Betts, 2018-05-10 This report presents the results of RTI International Education's study on teachers' guides across 13 countries and 19 projects. Using quantitative and qualitative methods, we examine how teachers' guides across the projects differ and find substantial variation in the design and structure of the documents. We develop a scripting index so that the scripting levels of the guides can be compared across projects. The impact results of the programs that use teachers' guides show significant impacts on learning outcomes associated with approximately an additional half year of learning, showing that structured teachers' guides contribute to improved learning outcomes. During observations, we find that teachers make a variety of changes in their classroom instruction from how the guides are written, showing that the utilization of structured teachers' guides does not create robotic teachers unable to use their own professional skills to teach children. Unfortunately, many changes that teachers make reduce the amount of group work and interactivity that was described in the guides, suggesting that programs should encourage teachers to more heavily utilize the instructional routines designed in the guide. The report includes a set of research-based guidelines that material developers can use to develop teachers' guides that will support effective instructional practices and help improve learning outcomes. The key takeaway from the report is that structured teachers' guides improve learning outcomes, but that overly scripted teachers' guides are somewhat less effective than simplified teachers' guides that give specific guidance to the teacher but are not written word for word for each lesson in the guide.

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Prepositional Mistakes in German L2 English Speakers Fee Koppenburg, 2022-09-30 Research Paper undergraduate from the year 2021 in the subject Didactics for the subject English Grammar Style Working Technique grade 1 0 University of Freiburg course Introduction to Literary Studies language English abstract When doing an internship at a German secondary school I realised English teachers are pointing out many errors to their students Whether it is grammar wrong use of a vocabulary word or their pronunciation no matter their age or grade the students are corrected whenever they say something wrong but not once did I notice a teacher point out any prepositional mistakes to their students But prepositional mistakes seem to be very common I heard them in loads of sentences students tried to form on their own As a result of this observation I want to conduct in this study how many and what kind of prepositional mistakes are being made in the English language acquisition of German native speakers

Engaging English Learners Through Access to Standards Shelley Fairbairn, Stephanie Jones-Vo, 2015-07-16 Use this six part strategy for measurable cross curricular EL achievement How can districts and schools successfully promote academic English language development through teaching content knowledge and standards based skills and abilities This thoroughly researched book provides concrete answers You ll find practical steps and ideas for developing collaborative cross curricular programs that address EL specific needs Clear tables and templates essays expert research and real life teacher and parent stories illuminate best practices for appropriate standards based instruction that gets results Using the authors six part ENGAGE Model you ll learn to Establish a shared vision for serving ELs Name the expertise to utilize within collaborative teams Gather and analyze EL specific data Align standards based assessments and grading to ELs linguistic and content development Ground standards based instruction in both content and language development Examine results to inform next steps Use this groundbreaking guide to accelerate progress and ensure effective instruction for all ELs Learning requires attention engagement and quality instruction This book provides all three necessary components in one place a model that teachers can use to ensure that their English learners achieve Douglas Fisher San Diego State University This book should be a mandatory must read for all educators as we continue to serve our diverse student populations and strive to ensure we are honestly reaching academic achievement for each and every student Michele R Dean Coordinator Ventura Unified School

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Table of Contents Grade English Paper 2 2014

1. Understanding the eBook Grade English Paper 2 2014
 - The Rise of Digital Reading Grade English Paper 2 2014
 - Advantages of eBooks Over Traditional Books
2. Identifying Grade English Paper 2 2014
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Grade English Paper 2 2014
 - User-Friendly Interface
4. Exploring eBook Recommendations from Grade English Paper 2 2014
 - Personalized Recommendations
 - Grade English Paper 2 2014 User Reviews and Ratings
 - Grade English Paper 2 2014 and Bestseller Lists
5. Accessing Grade English Paper 2 2014 Free and Paid eBooks
 - Grade English Paper 2 2014 Public Domain eBooks
 - Grade English Paper 2 2014 eBook Subscription Services
 - Grade English Paper 2 2014 Budget-Friendly Options
6. Navigating Grade English Paper 2 2014 eBook Formats
 - ePub, PDF, MOBI, and More
 - Grade English Paper 2 2014 Compatibility with Devices
 - Grade English Paper 2 2014 Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Grade English Paper 2 2014
 - Highlighting and Note-Taking Grade English Paper 2 2014
 - Interactive Elements Grade English Paper 2 2014
8. Staying Engaged with Grade English Paper 2 2014

- Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Grade English Paper 2 2014
9. Balancing eBooks and Physical Books Grade English Paper 2 2014
- Benefits of a Digital Library
 - Creating a Diverse Reading Collection Grade English Paper 2 2014
10. Overcoming Reading Challenges
- Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Grade English Paper 2 2014
- Setting Reading Goals Grade English Paper 2 2014
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Grade English Paper 2 2014
- Fact-Checking eBook Content of Grade English Paper 2 2014
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
- Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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