

AQA 

GCSE

ENGLISH LANGUAGE

Paper 2 Writers' viewpoints and perspectives

8700/2

Insert

The two sources that follow are:

SOURCE A:

20th Century literary non-fiction

'The Other Side of the Dale'

An extract from a book by Gervase Phinn, published in 1998.

SOURCE B:

19th Century non-fiction

'The Ragged School'

An extract from a diary written by a teacher, published in 1849.

Please turn the page over to see the sources

SOURCE A

This extract is from a non-fiction book called 'The Other Side of the Dale' written in 1998 by Gervase Phinn about his experiences as a School Inspector in the north of England. In the extract he describes a visit to a primary school in Crompton.

SOURCE A cannot be reproduced here due to third party copyright restrictions

BLANK PAGE

[Turn over]

SOURCE B

SOURCE B is taken from a diary written in 1849 by a teacher at a ragged school. Ragged schools were set up to teach children whose parents were too poor to pay for their education. The schools were often housed in unsuitable buildings in poor areas of the city.

**EXTRACTS FROM THE PRIVATE DIARY
OF THE MASTER OF A LONDON
RAGGED SCHOOL**

The image shows a large room with windows. Some of the windows are partially covered up. A formally dressed man stands behind a desk on a raised platform, he is talking to a group of young boys. Behind the man on the wall a sign says 'Brook Street Ragged and Industrial School'. Another sign says 'For the million, Lectures'. In the room there are several rows of empty benches. About 40

young girls and boys are scattered about the room. Many of them do not wear shoes and their clothes are basic. Some of them are standing and talking in groups. Some of the younger children are drawing on benches at the side. One older child is teaching the alphabet to a small group. A woman is teaching another small group to read.



[Turn over]

1 Oct. 29th 1849 –

On the way to the school this morning, it was a dismal scene . . . nothing but squalid dirt and idleness – the lanes
5 leading to the school were full of men, women and children: shouting, gossiping, swearing, and laughing in a most discordant manner. The whole population seemed to be on the eve of
10 a great outbreak of some kind or another, ready for anything but work . . . These lanes are a moral hell . . .
We prepared the school by placing benches for the division of the
15 scholars into four classes, and as they came tumbling and bawling up the stairs, we directed them to seats. Shortly after ten o'clock I spoke to them kindly, and then asked them to
20 join with me in prayer.

No school can be possibly worse than this. Here the very appearance of one's coat is to them the badge of

**class and respectability, for they know
25 very well that we are the
representatives of beings with whom
they have ever considered themselves
at war.**

**I had occasion to punish a boy slightly
30 this morning. He swore most horribly,
and rushed from the school. I took
little notice of this display, and sat
down calmly to hear the class read. I
was suddenly startled by a large stone
35 passing my ear. If it had struck me on
the head, I must have been severely
hurt. I got out of the reach of stones
thrown through the window, and
continued the lesson. Several followed
40 – half-a-dozen at least. He was ready
in the courtyard with a brick in his
hand, to have his revenge when I came
out.**

[Turn over]

Several visitors called in the
45 afternoon, and they had scarcely left
when a most distressing scene
occurred. Two girls of twelve or
thirteen years of age quarrelled. The
first notice I had of this was to see the
50 pair boxing most viciously. Before I
could get at them, they had hold of
each other's hair, and were yelling
most fearfully. They fought like furies,
but before we could separate them,
55 one had received a severe and lasting
injury in the eye, and her nose bled
profusely. I sent her home, and went
again to work, but it had not been
quiet for ten minutes when a fearful
60 outbreak took place. Seven women
rushed into the school and outside, at
least fifty women had collected. These
were the mothers and friends of the
girls who had fought. Having abused
65 me in no measured terms – they
proceeded to fight.

Our boys cheered most tremendously. The women swore and shrieked. Those outside responded. Never, surely, was
 70 such a noise heard before. I did not believe that human beings resident in this city could so behave . . .

So by the help of God we must work harder. It is a post of honour. It is a
 75 forlorn hope.

Oct. 30th 1849 –

If possible the scholars were more unruly to-day than they were yesterday, but no serious outbreak
 80 took place. All our copybooks have been stolen, and proofs exist that the school is used at night as a sleeping-room. We must get a stronger door to it. I must also get a tub to stand by the
 85 pump in the courtyard, and a piece of coarse towelling and soap. My duties must resolve themselves into –

[Turn over]

First – To see the boys and girls well washed and scrubbed

90 Secondly – To try to get prayers said decently

Thirdly – To give them a lesson in their duties and privileges

Fourthly – Some religious instruction

95 Fifthly – Reading

Sixthly – Writing

Seventhly – Arithmetic.

END OF SOURCES

There are no sources printed on this page

There are no sources printed on this page

Copyright information

For confidentiality purposes, acknowledgements of third party copyright material will be published in a separate booklet which is available for free download from www.aqa.org.uk after the live examination series.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team, AQA, Stag Hill House Guildford, GU2 7XJ.

Copyright © 2017 AQA and its licensors. All rights reserved.

IB/M/Nov17/RR/8700/2/Ins/E4