

Home learning activities

Year 9

Subject: English

Year Group:

9

Unit of work:

Broken Britain

Workbook 2

Activities

'Broken Britain'



Overview

As well as completing the tasks in this booklet, you should be logging in to GCSE Pod and carrying out any activities set on there. You need to send your teacher at least one piece of work, every two weeks, to be marked. The tasks that can be sent will be sign posted to you- **(This is a task that you can send to your teacher!)** You can choose which task you want to send. As well as this, you will be given the opportunity to self- assess aspects of your work; this will also be sign posted to you- **Self-Assess**. At the end of this booklet you will find the answers for self-assessment.

Week 1:

The overall aim of this week is to create a believable character. You will learn 'what makes a good character' and revisit methods such as 'show don't tell'. You will have the opportunity to analyse existing character descriptions, in order to see how writers' put these methods into action. By the end of the week you will plan and write a character monologue or description of a Refugee/ Asylum seeker.

Week 2:

The focus of week two is being able to form opinions and support with evidence; this is a key feature of GCSE. The subject matter that you will concentrate on is 'Stop and Search', a power given to the Police force in the UK. You will watch a series of clips to help you form your opinions and then complete and 'exam styled' question, followed by some non- fiction- letter writing.

Week 3:

The objective of this week is to introduce you to the concept of 'structure'. You will be made aware of some key structural terms and have a guided introduction to structure by looking at a Tv show. By the end of the week, you will carry out some independent analysis of structure using a Tv/ movie trailer.

Where do you complete the work?

In this booklet/ paper/ word document

What to do if you finish the work?
(Extension activity)

Ty your luck at a writing competition. You have the opportunity to win cash, money towards days out at UK attractions and for your work to be published online.

<https://www.thetouristtrail.org/competition/young-persons-writing-competition/>
<https://www.wilbur-niso-smithfoundation.org/index.php/awards/author-of-tomorrow>
<http://www.writingeastmidlands.co.uk/young-writers/solstice-prize-2020/>

These websites might help:

Types of characters: <https://nybookeditors.com/2018/01/5-important-characters-to-have-in-every-story/>

Language/ Literary devices: <https://self-publishingschool.com/literary-devices/>

Refugees: http://www.refugee-action.org.uk/about/facts-about-refugees/?gclid=EAlalQobChMI9fSX6LD56AIVheh3Ch30QA35EAAAYASAAEgLF1fD_BwE

Letter writing: <https://www.youtube.com/watch?v=G0EXT89D4Jk>

Police powers to stop and search: <https://www.gov.uk/police-powers-to-stop-and-search-your-rights>

Story structure by Pixar: <https://www.youtube.com/watch?v=bKrCKg9ggVI>

Language and Structure: <https://www.youtube.com/watch?v=nM8EMfHhovs>

Tone: <https://literarydevices.net/tones/>

Week 1

Character Descriptions

When writing a story, it is important that you have well developed characters that readers have confidence in.



Task 1:

Define the following terms and provide an example from a movie, book, TV show, game etc:

1. Protagonist:

Example:

2. Antagonist:

Example:

3. Mentor:

Example:

4. Sidekick:

Example:

Challenge: Why are each of these types of characters important?

Task 2:

Self-Assess

Use the links provided to watch the videos. Answer each question that follows.

(Read the questions before you watch each video, that way you will know what to look out for.)

<https://www.youtube.com/watch?v=UdDZFr31ApE>

1. What four things does Pixar say makes characters memorable?

-
-
-
-

<https://www.youtube.com/watch?v=u8CpDHJuyF4>

2. Pixar argues that, '*most good stories revolve around watching a character struggle outside of their comfort zone*', what does this enable a character to do?

<https://www.youtube.com/watch?v=avoM7T2N-WM>

3. Where characters are concerned, what does Pixar say is an '*important ingredient in any story*'?

<https://www.youtube.com/watch?v=-LeKeyvbFuw>

4. What types of characters do we empathise with?

5. How does Pixar get its audience to empathise with characters?

-
-
-

Task 3:

Answer the following questions in FULL SENTENCES:

1. When you describe a character, what things do you need to consider; what would you let your reader know about your character?
2. What language devices could you use?

Task 4:

When describing your character, they should have distinct features and it is always good practice to 'show not tell' your audience about them.

Look at the following details; what can you infer about the character?

Example: 'A character whose clothes are far too big'. This could suggest that the character is poor/homeless and wears any clothes that they are given. The character could be hiding something e.g. a secret pregnancy or may feel uncomfortable about their body.

1. 'A character who never smiles.' *This could suggest that...*
2. 'A character that has a scar on their face.' *This could imply that...*
3. 'A character who sleeps during the day and lives their life at night.' *This could indicate that...*
4. 'A character who has their passport and £1000 in their coat pocket.' *This could insinuate that...*

Task 5:

Look at the following character descriptions and make notes:

What sort of person do you think the character is: *What is their job? What type of personality do they have? Age? Etc.*



What gives you this impression?



What details/ techniques are used to create this character?

e.g. Surrounded by lots of others. Is he in a factory?

e.g. Imperative verb 'made' - being forced, he's considered to be below others/ someone is in charge of him.

When it came to his turn there were only the clothes he'd been in when he arrived and his wallet and cut-throat razor. They made him sign for them, and for the postal order his father had sent, and he was put to get changed in a side room. His clothes didn't fit him properly anymore; the trousers were an inch too short and the arms of the shirt didn't even cover his wrists.

***The Outcast.* By Sadie Jones**

SOME FACTS ABOUT ROSA HUBERMANN

She was five-foot one inch tall and wore her brown-grey strands of elastic hair in a bun. To supplement the Hubermann income, she did the washing and ironing for five of the wealthier households in Molching. Her cooking was atrocious. She possessed the ability to aggravate almost anyone she ever met. But she *did* love Liesel Meminger. Her way of showing it just happened to be strange. It involved bashing her with wooden spoons and words, at various intervals.

***The Book Thief.* By Markus Zusak**

You are going to plan and create your own character.

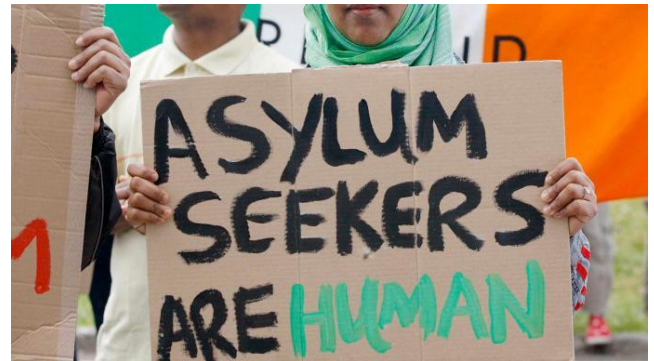
**Your character is going to be a Refugee/ Asylum Seeker.
Before you can complete this task, it will be useful to gain some background knowledge.**

What is a refugee?

A refugee is someone who has to leave their country due to fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion.

What is an asylum seeker?

An asylum seeker is someone who has arrived in a country to ask for shelter, protection and the right to stay/ live in that country. Until they receive a decision as to whether or not they are a refugee, they are known as an asylum seeker. In the UK, this means they do not have the same rights as a refugee or a British citizen would. For example, asylum seekers aren't allowed to work. If they do not meet the criteria to become a refugee, they may be sent back to their home country.



Refugees, in their own words...

You have a choice of whether to watch, listen or read the stories below.

- A animated story of leaving home-the boat journey:
<https://www.youtube.com/watch?v=B0HWYcFIY-8>
- An interview with a teenager living in a refugee camp:
https://www.youtube.com/watch?v=YIJ_0x1q6l8

Refugee Voices: Omar's Story

In Syria, Omar was a successful businessman who lived happily with his family. War took his home, his livelihood and separated him from his loved ones. Now he's struggling to bring them to safety.

Omar's home in Syria "was like a paradise," he says. But everything changed when war broke out. Violence reached his neighbourhood; anti-government graffiti was sprayed on his house. Omar and his nephew were arrested, beaten and imprisoned for thirteen days. Later, his nephew was shot and killed.

Enough was enough. Omar and his family fled to a town on Turkish side of the Turkey/Syrian border. They hoped they'd soon be able to go home. "We lost everything that we owned," Omar recalls.

For three years, Omar and his family lived in Turkey. Life was tough. "We had no income, no rights to live there. They didn't respect us at all," he says. With his savings running out and his family facing a hopeless future, he took drastic action – selling his car to pay for a passage to Europe.

The cost of the journey was so high, the sale of Omar's car only paid for one person's travel. His hope was that if he made it to a country that respected refugees' rights, his family would be able to join him legally later. He said goodbye to his loved ones and set out on the perilous journey.

In the Mediterranean, the boat Omar took – "plastic, like a balloon" – was sabotaged by its driver, who was afraid of being arrested. Omar found himself in open water, swimming for thirty terrifying minutes until another boat rescued him. The only possessions he was carrying were lost in the sea.

Omar wanted to reach a country that respected refugees and would help him reunite his family. He decided on Britain. "I knew that [the UK] gave rights to people," said Omar. "I wanted to come here and work and start from zero". With the last of his savings, he paid to be smuggled here in a lorry.

In Dover, he was picked up by the police – who immediately took him to hospital. "I was overwhelmed," he says. "I swear now, I cried because they treated me so kindly, they treated me with respect. They gave me a glass of water, they let me sit down. The doctor gave me a check. They looked after me really, really well. It made me forget about everything I had been through."

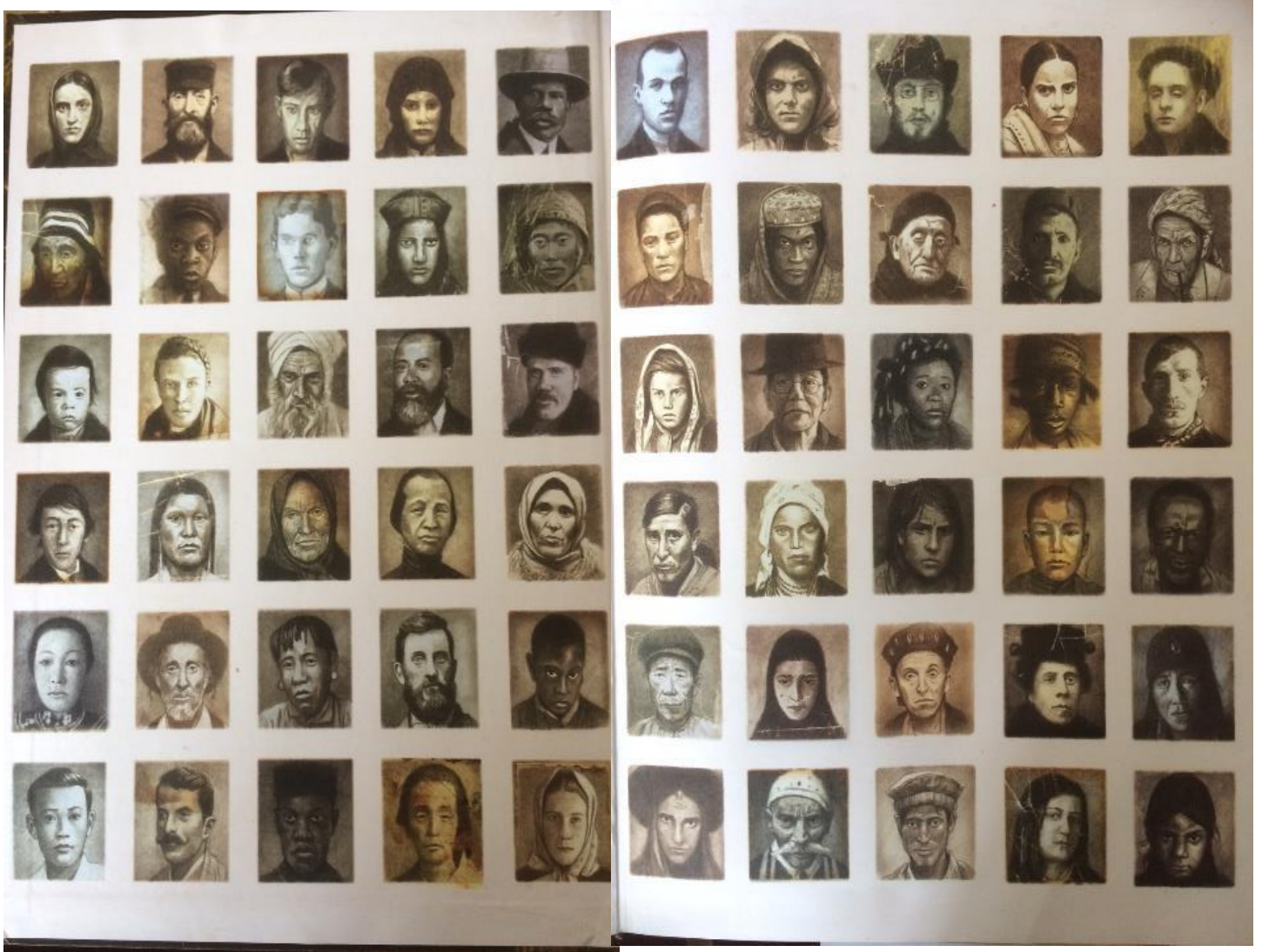
As a Syrian, Omar was quickly granted asylum. But his dream of reuniting his family has proved harder than he expected. Under UK rules, only his wife and youngest son are potentially eligible to join him in Britain. The rest of his family – his older children, his mother and his grandchildren – are unlikely to be able to come to the UK.

Omar doesn't want his family to risk their lives. One of his sons and his daughter-in-law are already missing, kidnapped by people smugglers trying to make the crossing to Greece. If his family cannot be reunited, "I'll be destroyed," he says. "I want them to come here and live with me. Life is short and we have always lived together. I would give my life for them to come here."

Despite his problems, Omar is hugely grateful to the UK – and still hopes his family will one day find safety here too. "Britain gave me another life," he says. "All the people I've met have been nice to me. In my religion [Islam] the values are to respect people. We have to respect; we have to help each other. I have not seen that [in many countries]. But I see it in the UK."

Task 6:

You may wish to use one of the images below as inspiration to help plan your character description.



Now use the following table to help you build key details of your character.

Don't forget what you learnt from the Pixar videos and have in the back of your mind- 'show don't tell'.

<p>How would you describe their appearance? Expression, clothing, hair and eye colour, build etc</p>	<p>What is their personality like? Consider both positives and negatives. What motivates them? What are their flaws?</p>
<p>Your character is running away from their country. Why? What was it like there?</p>	<p>What are their hopes and dreams? What do they worry about? what is their biggest fear?</p>
<p>What do you think your character is thinking? Feeling?</p>	<p>What is unusual or unique about them? Are they hiding something? What is their background story that lead them to where they are today?</p>

Task 7:

(This is a task that you can send to your teacher!)

Use your planning grid to write a first-person monologue OR a third person description.

Challenge: Think about your character's age. How might this change the vocabulary they use to describe themselves? Show this in your writing.

Help!

Monologue starter sentence: *'Everyone looks at me like I'm an alien, like I don't belong, like I shouldn't be here but they don't know my story...'*

Third person description starter sentence: *'She is just what a young lady ought to be, educated, well-mannered and good humoured; you wouldn't think she arrived on a boat like the rest of them...'*

Success criteria

- ✓ Remain in the same narrative throughout, either 1st person or 3rd.
- ✓ Use interesting vocabulary
- ✓ Use a range of punctuation and sentence types
- ✓ Give your character a strong opinion
- ✓ Make your character relatable, through their desires and what motivates them to act
- ✓ 'show don't tell', try to suggest ideas, without directly stating them e.g. rather than say 'I was nervous', state *'I paced back and forth for what seemed like an eternity. My palms were searing and my thoughts racing...'*

Week 2

Media Representations of 'Stop and Search'

Task 1:

Read the article below and answer the question that follows

Stop and search up by almost a third in England and Wales

This article is more than 5 months old

Police use tactic 370,454 times in year to March – up from 279,728 in previous 12 months



Black people are 9.7 times more likely to be stopped and searched than white people. Photograph: Alamy Stock Photo

The number of stop and searches carried out by police officers in England and Wales has increased by 32% in a year, official figures have shown.

In the 12 months to March 2019 there were 370,454 stop and searches conducted by forces under section 1 of the [Police and Criminal Evidence Act \(Pace\)](#), up from 279,728 in the previous 12 months.

The rise follows a downward trend in the use of the power between 2010 and 2018, although only 15%, or 58,251, of people who were stopped and searched were arrested.

White people made up the largest ethnicity group searched under police powers, at 187,761, followed by black people, who were stopped 70,648 times. However, black, Asian and minority ethnic (BAME) people were still over four times more likely to be stopped than white people.

For those who identified as black or black British, the disparity was even greater – they were 9.7 times more likely to be stopped and searched by an officer than a white person.

After the Home Office rolled back restrictions to the controversial tactic in August as part of an attempt to curb knife crime, an equality impact assessment warned that **more people from BAME backgrounds** were likely to be targeted despite not having committed crimes.

The government report also warned that relaxed conditions could create “broader issues” among the public in terms of their trust in the police.

The statistics, **published by the Home Office**, also revealed that the number of people being detained under the Mental Health Act rose by 12% in the same year – a total of 33,238 compared with 29,662 the year before.

Under the act, an officer can remove someone suffering from mental ill health from a public place to a place of safety if in their judgment the person requires immediate care or control in the interests of their safety or others.

Although the most common reason for carrying out a PACE stop and search was on suspicion of drug possession – accounting for 61% of all instances – the number of people searched on suspicion of carrying knives or other weapons also rose to 59,272.

A further 13,175 stop and searches were carried out under section 60 of the Criminal Justice and Public Order Act in anticipation of violence – more than five times the number of searches made under this power the year before.

In March this year Sajid Javid, the then home secretary, enhanced section 60 powers, giving police officers more scope to stop and search people without reasonable suspicion.

The move came after official statistics showed fatal stabbings were at their **highest level** since records began.

Then in August, the prime minister, Boris Johnson, and the current home secretary, Priti Patel, **loosened restrictions** on the use of the tactic even further.

Writing in the **Mail on Sunday**, Johnson said the time had arrived to “come down hard on crime”, while Patel told the **Sun on Sunday** she would ensure police had “the resources and the powers they need” to protect people.

Of the overall 383,629 stop and searches carried out by forces in England and Wales, 73% (279,601) resulted in no further action.

Pick the four TRUE statements below:

Self-Assess

- A. Stop and Search has been used more times than the previous 12 months
- B. Stop and Search is up my almost a fifth in England and Wales
- C. 15% of people who were Stopped and searched were arrested
- D. Those who identify as Asian are 9.7 times more likely to be stopped than white people
- E. BAME stands for 'Black and mixed ethnicity'
- F. White people made up the largest ethnicity group searched under Police powers
- G. The most common reason for people being stopped and searched was for suspicion of drug possession

Extension: Research the law and details surrounding 'Stop and Search'

Task 2:

Watch the clip from EastEnders <https://www.youtube.com/watch?v=ig-xx-PxxUM>

- 1. Do you think the stop and search was justified? Why/ why not?
- 2. How does the character Vinnie react to the stop? What could have caused him to react this way?
- 3. How was Keegan's reaction different to Vinnie's? why do you think he reacted the way that he did?
- 4. How would you feel if you were in this situation? Explain

Watch the 2nd clip from EastEnders <https://www.youtube.com/watch?v=BXELuFuofos>

- 1. What is the difference between this stop and search and the last one that Keegan had?
- 2. How does Keegan feel about stop and searches?

Watch the short film <https://www.youtube.com/watch?v=Yv7E5KF5Xxo>

Self-Assess

- 1. What tips/ advice is given in this film about how to handle stop and search?
S:

E:

A:

R:

C:

H:

Task 3:

'In the first EastEnders clip, Keegan was shown to be following the advice set out in the short film'
To what extent do you agree?

- Write about your own impressions of Keegan and the way he reacted towards being stopped and searched.
- Support your opinions with specific references to the clip and the advice given in the short film
- Consider the methods used by the creators of EastEnders to affect the audience

Challenge: What about Vinnie?

Planning

Evidence that Keegan follows the S.E.A.R.C.H guidance	Evidence that Keegan does not follow the S.E.A.R.C.H guidance

Task 4:

(This is a task that you can send to your teacher!)

Write up...

Possible Sentence Starters

I agree with the statement that 'In the first EastEnders clip, Keegan was shown to be following the advice set out in the short film' because...

Firstly Keegan...

This fits with advice given in the short film as the 'S' in the anagram SEARCH stands for....

Another way in which Keegan follows the SEARCH guidance is by.... This is shown when he...

When Keegan reacts this way, the audience feel/ think... because....

The creators of EastEnders did this purposely to show that...

Task 5:

(This is a task that you can send to your teacher!)

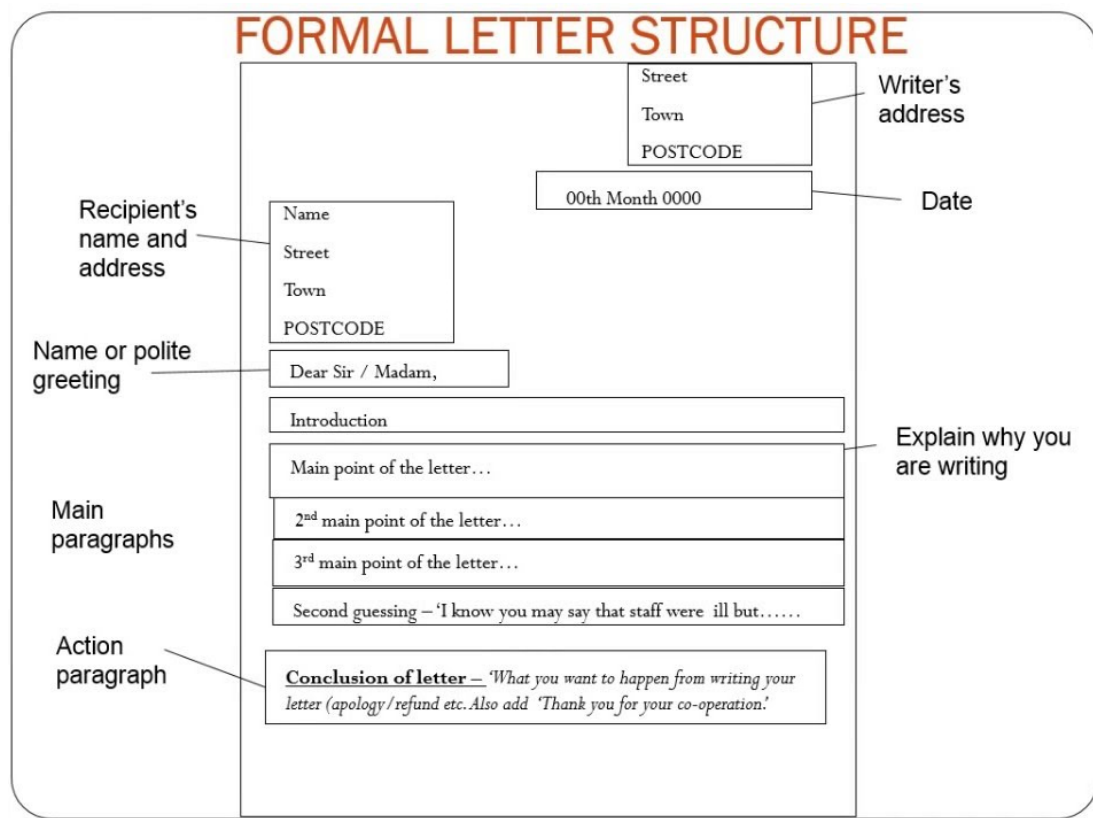
You are going to write a letter to the Commissioner of the Metropolitan Police; this is often considered to be the highest police rank within the UK.

Planning:

- Decide your opinion of stop and search.
- What would be the counter arguments for your ideas?
- Decide on your persona – who are you writing in the persona of (somebody who has experienced stop and search, parent, police officer, victim of crime etc)?
- Research facts, statistics, anecdotes to support and enhance your views



Cressida Dick, CBE, QPM (Commissioner)



Structure/ layout of the letter

- An introduction: state your reason for writing and your viewpoint on the matter.
- X3 paragraphs explaining your reasons for having this point of view.
- A conclusion: summary of your views and what you hope to see in the future.

Success criteria

- ✓ Write in 1st person
- ✓ Clear focused argument- easy to follow- paragraphs link
- ✓ Use interesting vocabulary
- ✓ Use a range of punctuation for effect
- ✓ Use a variety of sentence types for effect
- ✓ Use persuasive techniques e.g. rhetorical question (refer to booklet 1)

Week 3

Structure

Structure is the way a text/ media is organised to make it most favourable to an audience. The simplest form of structure is beginning, middle and end but we also need to consider what the writer/ director does in-between to engage the audience. Does the writer focus on a particular aspect of a character or location, do they then swap to a different point in time etc.

Task 1:

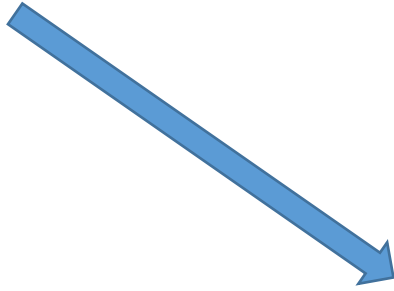
Self-Assess

Draw lines to match each structural technique with its definition.

Challenge: What effect do you think each technique has? Why are they used?

Structural Technique	Definition
a) Non-linear writing	1) When the point of view of the text moves between different characters and/ or locations.
b) Perspective shift	2) a scene in a film, novel, etc. set in a time earlier than the main story
c) Liner writing	3) When the story begins and end in the same place, time or in a similar way.
d) Cyclical structure	4) Writing that tells the events of the story in a chronological order.
e) Flashback	5) Writing that tell the events in a non- chronological order.

Other structural devices to consider



Structural devices

- Order of events (beginning, middle, end)
- Change in focus
- Repetition
- First sentence
- Last sentence
- Patterns
- Juxtaposition
- Tense changes
- Foreshadowing
- Zoom in/Zoom out
- Atmosphere/ tone
- Setting
- Character focus
- Length of paragraph

Task 2:

Let's start with the structure of a Tv programme...

Watch the clip from The Jeremy Kyle Show https://www.youtube.com/watch?v=eMrj_bXzIn4

- What happens in the beginning?

Example: Jeremy introduces the show. He addresses the audience at home through his speech and addresses the audience in the studio through his body language by shaking their hands etc.

- Why has the director chosen this structure at the beginning?

Example: The director opens with Jeremy because he is the star of the show, his name is on the title and so the audience expect him to be at the centre of the action. By greeting the audience, Jeremy seems friendly and approachable, which makes the audience feel more comfortable watching him, almost like we know him personally.

1. After a brief outline of the upcoming story by Jeremy, the director then shifts the focus to?
2. What is the purpose of this?

There is then a change in character focus, from Jeremy to the guests.

3. When this occurs, how does the director draw our attention to it? *e.g. both guests walk on at the same time...*

4. Why does the director use this method? How does it help to engage the audience? *E.g. the guests walk on at the same time, almost like opponents in battle ready to face one another, this creates tension for the audience...*

The focus then shifts again...

5. What does the focus change to?
6. How do we know this?
7. What does the director do?
8. Why does the director do this? What is the purpose?

There is a pattern from then on...

9. What is this pattern?
10. How does this help to keep the audience engaged?

Task 3:

(This is a task that you can send to your teacher. Please include the link to the trailer that you use, if it is not the one provided.)

Using the trailer of the Tv show, Ackley Bridge <https://www.youtube.com/watch?v=7v7spxHuQHM>, or a trailer of your own, make notes on the structure used.

Remember to consider:

- What your attention is drawn to at the beginning
- How does the clip then shift focus? What to? Why?
- Are there any patterns?
- Does it show setting and/ or characters? What about them? Why?
- How does the clip end?

Challenge: Try to use key terminology, as provided in the yellow box above

Extension: Write up a detailed written response of your findings, supported by specific references/ evidence from the clip.

SELF-ASSESS

WEEK 1

Task 2:

1. What four things does Pixar say makes characters memorable?
 - Inner motive
 - Having a 'want'
 - Have 'needs'
 - Achieve or fail the wants/ needs
2. Pixar argues that, *'most good stories revolve around watching a character struggle outside of their comfort zone'*, what does this enable a character to do?
'grow and change'
3. Where characters are concerned, what does Pixar say is an *'important ingredient in any story'*?
Characters need to have strong opinions to create a cause in the story, something worth fighting for.
4. What types of characters do we empathise with?
Characters that are like us or characters that we wish we were like.
5. How does Pixar get its audience to empathise with characters?
 - Through desire- wanting to get something
 - Success achieved through trying/ acting upon something
 - Having motivation

WEEK 2

Task 1:

Pick the four **TRUE** statements below:

- H. Stop and Search has been used more times than the previous 12 months
- I. Stop and Search is up my almost a fifth in England and Wales
- J. 15% of people who were Stopped and searched were arrested
- K. Those who identify as Asian are 9.7 times more likely to be stopped than white people
- L. BAME stands for 'Black and mixed ethnicity'
- M. White people made up the largest ethnicity group searched under Police powers
- N. The most common reason for people being stopped and searched was for suspicion of drug possession

Watch the short film

What tips/ advice is given in this film about how to handle stop and search?

- S: stay calm
- E: eye contact
- A: ask questions
- R: receipt/ record
- C: confidence
- H: hold to account

WEEK 3

Task 1:

Draw lines to match each structural technique with its definition.

ANSWERS

A= 5
B= 1
C= 4
D= 3
E= 2

Structural Technique	Definition
a) Non-linear writing	1) When the point of view of the text moves between different characters and/ or locations.
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c) Linear writing	3) When the story begins and end in the same place, time or in a similar way.
d) Cyclical structure	4) Writing that tells the events of the story in a chronological order.
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