

Year 10 Home Learning Language Paper 2 (Writing Section) Booklet

Activities by Miss Linden

Question Five

Summer Term (Week 7 and 8)

1st week: Complete all the work up until you are instructed to plan your responses to the question 5s.

REMEMBER that you are required to complete this on GCSEPod.

2nd week: Complete all the work up until you are instructed to write a response to a question 5. Use all the information from both weeks to help you complete this.

Where do you complete the work?

Complete all work in your Language GCSE exercise book.

When you come to the subheading **Deliberate Practice** please log on to your GCSEPod account, and you will find the same question. Complete the question and submit it on GCSEPod.

This work must be submitted by Friday every week!

Guidance

Where a subheading is in **black, purple** or **green** it is important that you **get the relevant information into your books**. It will either be new knowledge or a knowledge recap.

Where a subheading is in **red**, it is important that **you try the tasks and activities** stated in the booklet **to 'make sense' of the learning**.

Help:

Remember to **use GCSE Pod** to find the pods that are relevant to your weekly learning. **Links to relevant Pod areas:**

Q5 <https://members.gcsepod.com/shared/podcasts/title/11266>
<https://members.gcsepod.com/shared/podcasts/title/13617>
<https://members.gcsepod.com/shared/podcasts/title/10297>

Mr Bruff videos <https://www.youtube.com/watch?v=v0aAitntCvo>
<https://www.youtube.com/watch?v=8bhpgRzrs64>

Email your teacher if you would like any further support, or send a message to the SWAEnglish Instagram account.

Question 5

Write a non-fiction text: letter, article, essay, speech or leaflet in which you explain/argue your point of view on the statement.

40 marks (AO5 – 24 and AO6 – 16)

45 minutes (5 planning, 35 writing, 5 checking)

Example Question:

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 'Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.'

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]

The question will make the **purpose, audience** and **form** clear to you.

You will always get **statement** that will allow you to begin thinking about your opinion on the topic.

Examiner's advice:

- Plan before you start writing
- What characterised the best of these responses was the ability to engage with the 'big ideas': politics, economics, gender, aesthetics, class, morality, psychology, even philosophy.
- Choose which side of the debate you are going to argue and stick to it – your job is to create a strong argument on one opinion, not to weigh up different arguments
- Clarity of argument is the MOST IMPORTANT part of this question
- Begin with an introductory short paragraph, which engages the reader and makes your perspective clear from the very first sentence
- Your paragraphs should be logically sequenced and work together to build an argument, rather than a random selection of unlinked paragraphs

Mark Scheme Requirements:

AO5 (24 marks)	AO6 (16 marks)
<ul style="list-style-type: none"> - Writing is clear and compelling for the targeted audience - Writing matched to purpose - Ambitious vocabulary and well-selected language techniques embedded into writing - Inventive structural features - Ideas are compelling and convincing - Linked paragraphs with discourse markers 	<ul style="list-style-type: none"> - Grammatically correct sentences - Accuracy and variety of punctuation - Variety of sentence types - Standard English and control over grammar - Accurate spelling of all words, including ambitious vocabulary -

Below, each subheading is colour coded so that you can see whether you are working on **AO5** or **AO6**.

Matching the Form:

You could be asked to write a newspaper article, text for a speech, a letter, text for a website/blog or a leaflet.

Fill in the table below with the typical features of each text type:

Text Type	Features
Newspaper	E.g. A headline...
Speech	
Letter	
Text for a website	
Leaflet	

Rhetorical Devices:

Write down the following devices into your book and add an example for each:

PERSUADE Acronym	Device	Example
P	Power of three – a list of three things Position the reader – describe the world you are trying to create or demolish to allow them to gain a better understanding e.g. imagine...	
E	Exaggeration (hyperbole) – a statement that makes something seem better or worse than what it is Emotive language – words used to cause an emotional reaction from the audience	
R	Rhetorical question – a question used to make a point rather than be answered Repetition – repeating words or phrases to make them more memorable	E.g. Are you going to allow this to happen?
S	Shock – use extreme examples to shock the audience Statistics – numerical facts	
U	Undermine opposing views – mention the opposing side of the argument to point out flaws, weaknesses or to ridicule	
A	Anecdote – short, real-life story used to justify your view: a personal event	
D	Direct address – directly addressing the audience through the pronouns: we, our, you, us	
E	Expert opinions – Cite expert opinions/research in your field e.g. Dr. Smith from the University of Oxford found...	

Want to stretch yourself further?

Find more advanced rhetorical devices below:

Analogy – a comparison between things that have similar features, to help explain an idea

- E.g. Just as a sword is the weapon of a warrior, a pen is the weapon of a writer.

Anadiplosis – the repetition of the last word of a clause at the beginning of the next

- E.g. Our doubt is our passion, and our passion is our task.

Hypophora – a question immediately followed by the answer

- E.g. When will you be satisfied? We can never be satisfied as long as...

Polysyndeton – the intentional use of many conjunctions to emphasise something

- E.g. We need to open our eyes and see what is happening around us and let our voices be heard and not allow this to continue.

Asyndeton – the deliberate omission of conjunctions to emphasise something

- E.g. I came, I saw, I conquered.

Anaphora – Repetition of a word or phrase at the beginning of successive sentences

- E.g. You must do something. You must take a stand.

Epistrophe - Repetition of a word or phrase at the end of successive sentences

- E.g. Where now? Who now? Why now?

Planning Compelling and Convincing ideas:

What to do when planning:

1. Plan around the statement on the exam paper, or on the first few lines of your answer space
2. Briefly outline what each paragraph is going to be discussing
3. You may write out some methods and punctuation marks to have as a reminder to include in your writing

Worked Model:

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

'Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.'

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]

Plan

- ~~Homework is boring and I have better things to do~~
- ~~I need to relax not do homework~~

Think about how you can make your points more convincing than the ones above. E.g.

- Homework can significantly impact a young person's mental health: unnecessary pressure/stress, lack of free time
- Some say homework consolidates our knowledge? Surely the best place to consolidate knowledge is at school where teachers can support/guide (not clueless parents)
- Social skills being jeopardised because of loss of free time – interviews?

Can you think of any other 'compelling' and 'convincing' ideas that could be added to this plan?

Deliberate Practice (Week 1)

Using the 'what to do' and 'worked model' above, have a go at planning a response to the following question 5s:

Section B: Writing

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

You are reminded of the need to plan your answer.

You should write in full sentences.

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

0 5

'Snow seems like it is picturesque, exciting and fun but in reality it causes accidents

'School uniform is the number one most important factor in ensuring that students behave well and achieve academic success at school.'

Write a letter to your head teacher in which you argue your point of view on this statement.

Point 1:

Point 2:

Point 3:

Section B: Writing

You are advised to spend about 45 minutes on this section.
You are reminded of the need to plan your answer.
You should write in full sentences.
You should leave enough time to check your work at the end.

0 5

'Snow seems like it is picturesque, exciting and fun but in reality it causes accidents, inconvenience and economic disruption.'

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

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

Point 1:

Point 2:

Point 3:

WEEK TWO

Structuring your response:

Engaging and thought-provoking introduction

- Snappy, engaging opening which hooks the reader
- Makes clear your argument in 1st two sentences
- Avoid starting with 'I agree with the statement'

1st point – look at how the issue has affected one person

- Try to use a repeated opening sentence structure for each paragraph
- Begin with an anecdote – a story about how the issue has affected someone
- Use a rhetorical question to appeal to the reader and allowing them to create a connection to the person in your anecdote

2nd point – look at how the issue affects people/ society more widely

- Use the same repeated sentence structure
- Explain how the issue affects people/ society more widely
- Include a reference to the counter-argument to highlight its flaws and ridicule it

3rd point – look at how the issue affects the reader/ everyone and what they should do about it

- Use the same repeated sentence structure
- Explain how the issue could affect your reader and what they should do about it
- Explore the impact on the wider reader's lives (how it could affect everyone)
- Use emotive language and shock to appeal to their emotions
- End with a call to action of how they can do something about the issue

Conclusion – give a final call to action

- End with a snappy, convincing conclusion
- Refer back to something you mentioned in your introduction or first paragraph

A good way to start thinking about how you want to approach this question, is to look through examples.

Read the example responses below and think about what each response has done well. To help you select relevant things, use the mark scheme you should have written in your book from last week!

Model response 1:

'School pupils should not be punished with detentions. They are the modern equivalent of being imprisoned.'

Write an article for your school magazine or website in which you argue for or against the statement. (24 marks for content and organisation 16 marks for accuracy) [40 marks]

Detentions: inhumane punishment plagues our schools

20 minutes to go. 19 minutes to go. 18 minutes to go. The clock ticks unbearably slowly in the detention hall. Our hands are weary with writing futile lines: 'I will not get a detention' x80. An innocent soul dares to look at his phone to check the time, and is instantly remanded with an extra 15 minutes. The injustice, the isolation and complete lack of learning mean that detentions – a modern day imprisonment in a dusty school hall – must be abolished for the welfare of children everywhere.

This is your headteacher speaking: proceed to the hall for your 30-minute detention. This is how it starts. A tiny, innocent Year 7, terrified of the older students arrives late to her lesson due to a horrendous crush in the corridor. She limps as fast as she can to her next lesson, her tie askew and bag ripped from being brutally pushed by two intimidating Year 11s – but she is too late. Her eyes brim with tears as her teacher issues a 30-minute late detention. She quickly brushes them away and sniffs, silently taking her seat in defeat – knowing that if she dares to question this decision, the detention length will be doubled. Now this young victim faces half an hour of silence and isolation, as well as the wrath of her parents who will be notified by text. How can we stand by and let this injustice continue?

This is your headteacher speaking: proceed to the hall for your 1-hour detention. As horrific as this story is, the inhumane nature of detentions affects not just one innocent Year 7, but hundreds and thousands of children across the country. Imagine this: between 3.30pm and 4.30pm, students in inner-city London and rural Scotland are unified in the isolating hour of punishment. These students all sit, obediently facing the front, writing lines in isolation. This isolation, the lack of contact and communication is unnatural for children and teenagers, and an inhumane way to punish them. Supporters of detentions argue it is necessary to take these harsh measures, but if children are forced to spend this precious portion of time in isolation, how can we expect them to develop emotionally and socially? When will they spend time with their friends and family? The cruelty of this practice is obvious, as is its devastating impact.

This is your headteacher speaking: proceed to the hall for your 2-hour detention. I know what you are thinking – no detention lasts 2 hours! That's where you're wrong. Research suggests most schools have a severe sanction of 2 hours or more, sometimes on a Saturday to punish repeat offenders. It goes without saying that to imprison children in a dusty hall for so long is an extreme infringement of their liberty. Imagine your child, your hardworking, darling child being treated in this inhumane way, possibly due to misunderstanding, like the innocent Year 7 we already mentioned.

Your child would be sitting, writing lines, learning nothing, suffering in silence and boredom. Most children who sit detentions will also sit more – so they do not even succeed in teaching children right or wrong. Would you stand for this? If your answer is no, you have the power to change this sorry situation. Write to the headteacher today to express your discontent for this cruel and ineffective system, and together we can tackle this injustice of vulnerable children being unfairly punished.

3 minutes to go. 2 minutes to go. 1 minute to go. Time is running out for the old-fashioned and inhumane use of detentions as the main punishment in schools – what will you do to help end this barbaric practice?

Write the subheading 'Model Response 1' into your book and **bullet point 5 things that this response has done well.**

Model Response 1

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Repeat the same task for the following model –

Model response 2:

'Parents today are overprotective. They should let their children take part in adventurous, even risky, activities to prepare them for later life.'

Write an article for a broadsheet newspaper in which you argue for OR against this statement

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

Playing It Safe Is the Greatest Risk

There was a time when playgrounds had concrete underneath the swings. There was a time when children played out in the evening down the streets, out in the fields, in the woods, without any phones to call their parents. All they had was a time by which they were supposed to be home. Parents accepted that in order to grow and thrive, their children needed to be able to explore the world, to stretch their minds and limbs. But that time is gone. When you walk through suburban streets on a summer's evening, they are eerily deserted. Where are the boys doing stunts on their bikes? What happened to the endless games of 'three and in', and the challenge to find ever more obscure places to hide, and ever more devious ways to get back to 'base'?

Nowadays, children spend their time in virtual reality. Locked away in their homes, they play video games or spend hours on social media. Is this actually safer than playing outside in the street or in the fields? There are dangers on the internet which are far more worrying than those outside. Outside, the dangers are physical. Children could fall from trees and break their arms. They could be hit by cars. But on the internet, they could watch videos of self-harm or inducements to take part in extremist activity. The merely physical dangers of tree-climbing pale in comparison to the celebrity

suicides and jihadi propaganda which can easily be encountered online. The irony here is that parents think that they are keeping their children safe by keeping them indoors, in virtual reality. Nothing could be further from the truth.

In any case, there is no such thing as a risk-free life. The only risk-free place is a coffin. Risk is a normal part of life. Every time we step out of our front door, we are encountering risk. Crossing the road is risky. Meeting new people is risky. The logical conclusion of trying to keep our children's lives risk free is that they should be locked up indoors and never permitted to meet anyone or do anything outside. But even this will lead to other risks. Children will become obese from lack of exercise. They will not develop any social skills. They will be unhealthy and lonely. Once again, the attempt to avoid risk will lead to greater and more harmful risks.

Even when parents do allow their children to engage in more adventurous activities, they want a continual connection with them via mobile phones. Not so long ago, no one had mobile phones, and it meant that people could actually focus on what they were doing in the present, rather than incessantly taking photographs of it to share on social media, or sending messages to friends and family about their wonderful experiences. Parents need to allow children to engage in adventurous activities without the distraction of continually communicating, so that they can really focus and learn from the experience.

We need to ask ourselves what we want for our children in the end. Do we want them to become healthy, vigorous, active, independent adults? If so, we need to give them the opportunity to grow and develop physically and mentally; we need to stop wrapping them up in cotton wool. If they experience suffering and setback when they are outside engaging with the real world, then this will all be part of the learning experience. Struggling on and persevering through difficulty is something that we all need to be able to do. Without this essential quality of fortitude, we will just give up whenever something gets a little bit difficult. Cushioning children's lives so that they never experience danger or difficulty will cripple them. It will make them think that life is supposed to be comfortable and easy; it will make them give up whenever something involves struggle. But nothing worthwhile was ever achieved without struggle.

So I urge all parents reading this article to reconsider how they are raising their children. Are the online activities which they are doing in the comfort of their own home really safe? Is it really safe to allow children to grow up without experiencing adventure and risk? Or are we just indulging ourselves and our own fears, and holding our children back, by locking them up for fear they might hurt themselves?

Model Response 2

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Knowledge Recap of AO6

Varying Punctuation:

Semi-colon

- Used to separate items in a list in which each item is long and complicated
 - E.g. 'I did lots at the weekend: I went to the shops with my friends; I visited my aunt for Sunday lunch; I watched a lot of films'
- Used to join two main clauses that have a common subject
 - E.g. 'Ellie was a student at SWA; she was an extremely hard-working girl'

Colon

- Used to introduce a list
 - E.g. 'For lunch today I had: a cheese sandwich, a packet of crisps and an apple.'
- Used to add further explanation to a point previously made
 - E.g. 'Schools nowadays are much improved: corporal punishment is no longer, and teachers make lessons much more engaging.'

Parenthesis



- Used to add information that is not always essential to the sentence itself
 - E.g. 'SWA (Smith's Wood Academy) was founded in 2017'

Sentence forms:

Simple sentence – a sentence made up of one independent clause, including a subject and one verb

E.g. I went to the shop.

Compound sentence – a sentence made up of independent main clauses that have related ideas. They can be joined by a coordinating conjunction (for, and, nor, but, or, yet, so) or by a semicolon

E.g. I went to the shop and I purchased some beads.

Complex sentence – a sentence made up of one independent clause and at least one dependent clause. The word used to link the clauses are called subordinating conjunctions (although, because, before, even though, if, since, until, and when)

E.g. Although it was raining, I still went to the shop.

Fragment sentence – a sentence, grammatically incomplete, made up of a word or phrase

E.g. Alone.

Sentence starters:

Adverbial start

E.g. Clumsily, the boy tripped up the step.

Simile start

E.g. Like a discarded tissue, the man was completely forgotten.

Verb start (-ing or -ed)

E.g. Cowering, the helpless child tried to escape from reality.

Double adjective start

E.g. Dark and desolate, the city had been destroyed.

Time progression start

E.g. Then... Later... Previously...

Location start

E.g. Below... Next... Over... Above...

Deliberate Practice (Week 2)

Now you have covered all the AO5 content, have a go at Question 5 below:

Q5) 'The use of smart phones is destroying young peoples' lives today: they are addicted to social media, obsessed with appearance and constantly comparing themselves to others. Smart phones should be banned for under 16s to allow them to focus on what is important - school.'

Write a letter to a local newspaper explaining your perspective on the statement.

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

[40 marks]

Vocabulary: Addiction, Obsession, Comparison, Perfection, Objectification, Unattainable standards, Mental health issues, Communication, Independence, Connectedness, Technology, Sophistication, Technological advancement, Artificial intelligence, Virtual reality, Identity

Big issues to link to: Role of young people, mental health, self-image, impact of technology

SUCCESS:

- Spend 45 minutes on the question
- Plan for 5-10 minutes
- Spend 5 minutes proof reading your work

