

English Language Paper 2: Recap and Revision



Y11 self-isolation work – Autumn Term 2

Objective: to understand the skills required for this component of the exam; to refine the skills needed for each question in the exam.

This booklet contains two weeks' worth of materials to support your learning at home. Each task or lesson should take you approximately thirty minutes to complete.

Answers will be provided at the back of the booklet for some tasks.

Tasks

- ☐ **Lesson 1** – Understanding the exam. Checking your knowledge. Answer Q1.
- ☐ **Lesson 2** – Revising Q3.
- ☐ **Lesson 3** – Revising Q2
- ☐ **Lesson 4** – Approaching Q4 and planning.
- ☐ **Lesson 5** - Revising Q4.
- ☐ **Lesson 6** – Revising Q5.
- ☐ **Lesson 7** – Revising Q5.
- ☐ **Lesson 8** – Revising Q5.

Websites you could visit to support your learning:

- <https://www.bbc.co.uk/bitesize/topics/z34dycw>

Non-fiction suggested reading to extend your learning:

- Ben Fogle, *The Accidental Adventurer or The Crossing: Conquering the Atlantic*
- David Attenborough, *Journeys to the Other Side of the World*
- Bill Bryson, *Down Under*
- Bear Grylls, *Mud, Sweat and Tears*
- Victoria Pendleton, *Between the Lines*
- Malala Yousafzai, *I Am Malala*



BUG the questions!

BOX the key word
UNDERLINE the topic
GLANCE BACK at the question as you write.



TIMINGS

Question 1 + 3 + 2 =
30 minutes
Question 4 =
20 – 25 minutes
QUESTION ORDER: 1, 3, 2, 4, 5

QUESTION 1

Read again **SOURCE A/SOURCE B** lines x to y. Choose four statements which are true.
[4 marks]

TOP TIP: note down 'F' next to statements you are certain are false to eliminate and/or mark *beside* the boxes of the statements that you believe are true *before* shading in. You must shade the circles of the true statements to achieve your marks.

Remember: complete Question 3 *after* Question 1 (*before* Question 2)

QUESTION 3

You now need to refer only to **Source** __ lines x to y.
How does the writer use language here to describe...? [12 marks]

1. Check the source, the lines, and box around the relevant text.
2. Check the question focus.
3. Track the text and highlight three powerful quotes that you could use to answer this question.

TOP TIP: This question is testing the same skills as English Language Paper 1 Q2.

P – The writer describes... as...
Q – ...in the quote/metaphor/simile "..."
E – This implies/suggests...because... Furthermore...
A – The adjective/verb "... indicates/conjures up an image of...



QUESTION 2

You need to refer to **Source A** and **Source B**. Use details from both sources to write a summary of the differences in.../similarities between...
[8 marks]

P: In Source A, the ... is ...
Q: ...evidenced in the line "...".
Explain/Inference: This implies...
However/Similarly
P: In Source B, the ... is...
Q: ...evidenced in the line "...".
Explain/Inference: This suggests...



Beware: There will usually be very obvious similarities or differences but writing about these will not gain you many marks (unless you can provide an inference).
Instead: Look for ideas where you are able to read between the lines. Demonstrate inference skills to the examiners.
TOP TIP: A developed inference (two or three sentences of ideas) from each source can gain full marks.

QUESTION 4

TOP TIP: Check the **TAP** (Type – What, Audience – Who, Purpose – Why) of each text. Does this affect their feelings towards the topic? If so, integrate these ideas into your E and A.

You need to refer to **Source A** and **Source B**. Compare how the writers *convey* (get across) their different *perspectives/attitudes/viewpoints* (feelings) towards...

Think carefully about how each writer 'feels' about the particular shared topic and what, in their language, suggests this? (Note: They might feel completely differently, there may be some subtle differences, or they could feel similar).

Comparative Connectives

Both writers feel...
Similarly, Also, Likewise,
in contrast, However,
On the other hand

P – In source B...
Q –
E and **A** –
Optional: TAP

P – In source A, the writer feels... towards...
Q – ...in the quote/metaphor/simile "..."
E and **A** – follow approach for Q3
Optional: TAP – Why might they feel this way?

Section B: 45 minutes (1hr ET) WRITING TO PRESENT A VIEWPOINT

[40 marks]

QUESTION 5

What are examiners looking for?

You could be asked to write in the form of an article, a letter, a speech, a text for a leaflet, or the text for an essay. You must plan your response so that it is clear and coherent.

HOW YOU COULD PLAN:

- **Underline** the form, audience and purpose.
- **Annotate** the statement for ideas. You could use this as an opportunity to gather arguments for topic paragraphs or to collect some key vocabulary for your writing.
- **Create** a for/against table if you need to map out ideas. If you do this, ensure that your writing still has a clear viewpoint.

Struggling to start? If you are really stuck, you could use some of the statement to begin.
ARTICLE: Modern society has turned a blind eye for too long: ... Increasingly, ... is becoming a concern of many. And so it should be...
LETTER: It has come to my attention that... You are in a position of power, therefore I am writing to ...
SPEECH: It is an honour and a privilege to speak with you today. _____ is a great concern for us all, and I believe ...

CONTENT AND ORGANISATION: 24 MARKS

- ✓ Perceptive understanding of **what** you are writing, **who** you are writing for, and **why** you are writing
- ✓ Clear and convincing viewpoint with a strong sense of register (formality and tone)
- ✓ Extensive use of sophisticated vocabulary with well-crafted linguistic devices (such as figurative language, emotive language, persuasive techniques to *aid* your argument)
- ✓ Topic paragraphs linked fluently to give a sense of coherency to the writing

TECHNICAL ACCURACY . SPaG: 16 MARKS

- ✓ Accuracy in sentence demarcation
- ✓ Uses extensive and ambitious vocabulary
- ✓ Uses formal Standard English consistently
- ✓ Consistency in tense
- ✓ Security in a range of grammatical structures
- ✓ Wide range of punctuation is used with accuracy
- ✓ Varying sentence type and sentence length to dictate pace
- ✓ Accuracy in spelling (included complex words)

COMPARING PERSPECTIVES /
LANGUAGE ANALYSIS

FIFTY PERCENT OF THE MARKS FOR THIS PAPER IS FOR THIS QUESTION

LANGUAGE ANALYSIS

INFERENCE

LESSON 1. TITLE – ENGLISH LANGUAGE PAPER 2

Study the exam mat on the previous page. Here, you will find information about: the exam itself, allocation of marks, the skills required for each question, general timings, as well as helpful sentence starters that you might need for the later lessons.

Tip: Knowing the requirements of the English Language exams and revising good exam technique is a great way to prepare yourself for these exams.

Task 1: Answer the following

1. Section A is the 'Reading Section'. How many sources will you need to read?
2. How many questions are in Section A?
3. How long should you spend on Section A?
4. In what order should you complete questions 1 to 4?
5. In Q1 you will need to mark true statements. How many true statements will you need to mark?
6. What skill is Q3 assessing?
7. How many sources will you need to refer to in Q2?
8. What is the main skill(s) of Q2?
9. Fill in the blanks for a typical Q4: _____ how the writers convey their different _____ ...
10. In Section B you will need to write something to express your viewpoint. What sort of text might you have to create?

Answers can be found at the end of the document.

Task 2 (optional)

If you completed the last task but feel as if an explanation might help to support you, use the following link: https://www.youtube.com/watch?v=yKZ_Tr2Y-CE&list=PLqGFsWf-P-cB-GSeqYup7PXld4pbldQVg

Task 3: Exam Paper – June 2018

The following pages include the sources for a past exam paper. You will need to refer to these throughout your learning.

Consider the following:

- What do you learn about Source A?
- What do you learn about Source B?

The two sources that follow are:

Source A: 20th Century literary non-fiction

Morning Glass

An extract from Mike Doyle's autobiography, published in 1993.

Source B: 19th Century non-fiction

The Hawaiian Archipelago

An extract from a letter written by Isabella Bird, published in 1875.

Source A

Source A is taken from *Morning Glass*, the autobiography of professional surfer Mike Doyle. In this extract, he describes his introduction to the world of surfing at the beach near his home in California in the 1950s.

1 The first time I ever saw somebody riding a surfboard was at the Manhattan Pier in 1953. As much time as I'd spent at the beach, you'd think I would have at least seen one surfer before then. But there were only a few dozen surfers in all of California at that time and, like surfers today, they were out at dawn surfing the morning glass. By the time the crowds arrived, they were gone.

10 But this one morning I took the first bus to the beach, walked out onto the Manhattan Pier, looked down and saw these bronzed gods, all in incredibly good shape, happier and healthier than anybody I'd ever seen. They sat astride their boards, laughing with each other; at the first swell they swung their long boards around, dropped to their stomachs, and began paddling towards shore. From my viewpoint, it was almost as if I were on the board myself, paddling for the swell, sliding into the wave, coming to my feet, and angling the board down that long wall of green water. It was almost as if I already knew that feeling in my bones. From that day on, I knew that surfing was for me.

20 There were several surfers out that day. Greg Noll was just a kid then, about sixteen years old, but he was hot. On one wave he turned around backward on his board, showing off a bit for the people watching from the pier. I was just dazzled.

Once I'd discovered there was such a thing as surfing, I began plotting my chance to try it. I used to stand out in the surf and wait until one of the surfers lost his board. The boards then were eleven feet long, twenty-four inches wide and weighed fifty or sixty pounds. When they washed in broadside, they would hit me in the legs and knock me over. I would jump back up, scramble the board around, hop on, and paddle it ten feet before the owner snatched it back – 'Thanks, kid' – and paddled away.

30 Most surfers at that time were riding either hollow paddle-boards (a wooden framework with a plywood shell), or solid redwood slabs, some of them twelve feet long. The much lighter and much better balsa wood boards were just starting to appear.

One day in 1954, when I was thirteen, I was down at Manhattan Pier watching a guy ride a huge old-fashioned paddle-board – what we used to call a kook box. It was hollow, made of mahogany, about fourteen feet long, maybe sixty-five pounds and had no fin. It was the kind of paddle-board lifeguards used for rescues; they worked fine for that purpose, but for surfing they were unbelievably awkward. When the guy came out of the water, dragging the board behind him, I asked if I could borrow it for a while. He looked at me like 'Get lost, kid.' But when he sat down on the beach, I pestered him until he finally shrugged and nodded toward the board.

40 I'd watched enough surfing by then to have a pretty clear idea of the technique involved. I dragged the board into the water and flopped on top of it. After a while I managed to paddle the thing out beyond the shore break and got it turned around. To my surprise, after a few awkward tries, I managed to get that big, clumsy thing going left on a three foot wave. I came to my feet, right foot forward, just like riding a scooter. I had no way of turning the board but for a few brief seconds, I was gliding over the water.

As the wave started to break behind me, I looked back, then completely panicked. I hadn't thought that far ahead yet! My first impulse was to bail out, so I jumped out in front of the board, spread-eagled. I washed up on the beach, dragged myself onto the dry sand, and lay there groaning.



Source B

In 1875, the British explorer Isabella Bird travelled to Hawaii, an island in the Pacific Ocean. Source B is an extract from a letter she wrote to her sister back in England, describing a visit to the Hawaiian town of Hilo. At that time in Britain surfing, or 'surf-bathing', was a completely unknown sport.

- 1 Our host came in to say that a grand display of the national sport of surf-bathing was going on, and a large party of us went down to the beach for two hours to enjoy it. It is really a most exciting pastime, and in a rough sea requires immense nerve. The surf-board is a tough plank of wood shaped like a coffin lid, about two feet broad, and from six to nine feet long, well-oiled
5 and cared for. They are usually made of wood from the native breadfruit tree, and then blessed in a simple ritual.

The surf was very heavy and favourable, and legions of local people were swimming and splashing in the sea, though not more than forty had their Papa-he-nalu, or 'wave sliding boards,' with them. The men, each carrying their own hand-carved boards under their arms,
10 waded out from some rocks on which the sea was breaking, and, pushing their boards before them, swam out to the first line of breakers*, and then diving down were seen no more till they re-appeared half a mile from shore.

What they seek is a very high breaker, on the top of which they leap from behind, lying face downwards on their boards. As the wave speeds on, and the bottom strikes the ground, the
15 top breaks into a huge comber*. The swimmers appeared posing themselves on its highest edge by dexterous movements of their hands and feet, keeping just at the top of the curl, but always apparently coming down hill with a slanting motion.

18 So they rode in majestically, always just ahead of the breaker, carried shorewards by its mighty impulse at the rate of forty miles an hour, as the more daring riders knelt and even stood on
20 their surf-boards, waving their arms and uttering exultant cries. They were always apparently on the verge of engulfment by the fierce breaker whose towering white crest was ever above and just behind them, but just as one expected to see them dashed to pieces, they either waded quietly ashore, or sliding off their boards, dived under the surf, and were next seen far out at sea, as a number of heads bobbing about like corks in smooth water, preparing for fresh
25 exploits.

The great art seems to be to mount the breaker precisely at the right time, and to keep exactly on its curl just before it breaks. Two or three athletes, who stood erect on their boards as they swept exultingly shorewards, were received with ringing cheers by the crowd. Many of the less expert failed to throw themselves on the crest, and slid back into smooth water, or were caught
30 in the breakers which were fully ten feet high, and after being rolled over and over, disappeared amidst roars of laughter, and shouts from the shore.

At first I held my breath in terror, thinking they were smothered or dashed to pieces, and then in a few seconds I saw the dark heads of the objects of my anxiety bobbing about behind the breakers waiting for another chance. The shore was thronged with spectators, and the
35 presence of the elite of Hilo stimulated the swimmers to wonderful exploits. I enjoyed the afternoon thoroughly.

Is it always afternoon here, I wonder? The sea was so blue, the sunlight so soft, the air so sweet. There was no toil, clang, or hurry. People were all holidaymaking, and enjoying themselves, the surf-bathers in the sea, and hundreds of gaily-dressed men and women
40 galloping on the beach. It was so serene and tropical. I envy those who remain for ever on such enchanted shores.

Glossary

* breaker/comber – terms used by surfers for a large wave that breaks into white foam

Task 4: Question 1

The final task for today is to complete Q1. Write out the letters of the four true statements, eg. ABCD.
Check your answers at the back of the booklet.

Read again the first part of Source A from lines 1 to 13.

Choose four statements below which are true.

[4 marks]

- A. The first time Mike Doyle saw anyone surfing was in 1953.
- B. Mike Doyle spent very little time at the beach as a child.
- C. In the 1950s there were very few surfers in California.
- D. Most surfers like to surf in the early morning.
- E. Surfers often stayed later in the day to entertain the crowds.
- F. Mike Doyle took the train to the beach.
- G. The first time he saw them, Mike Doyle was unimpressed by the surfers.
- H. The surfers looked fit and suntanned.

LESSON 2. TITLE – Q3 Language Analysis

Remember, the sources are printed on pages 4 and 5. You will need to refer to these throughout the lesson.

Remember, a help mat is available on page 2.

Task 1: Underline the key words

3. You now need to refer only to Source B from lines 18 to 25.

How does the writer use language to describe the surfers and the sea?

[12 marks]

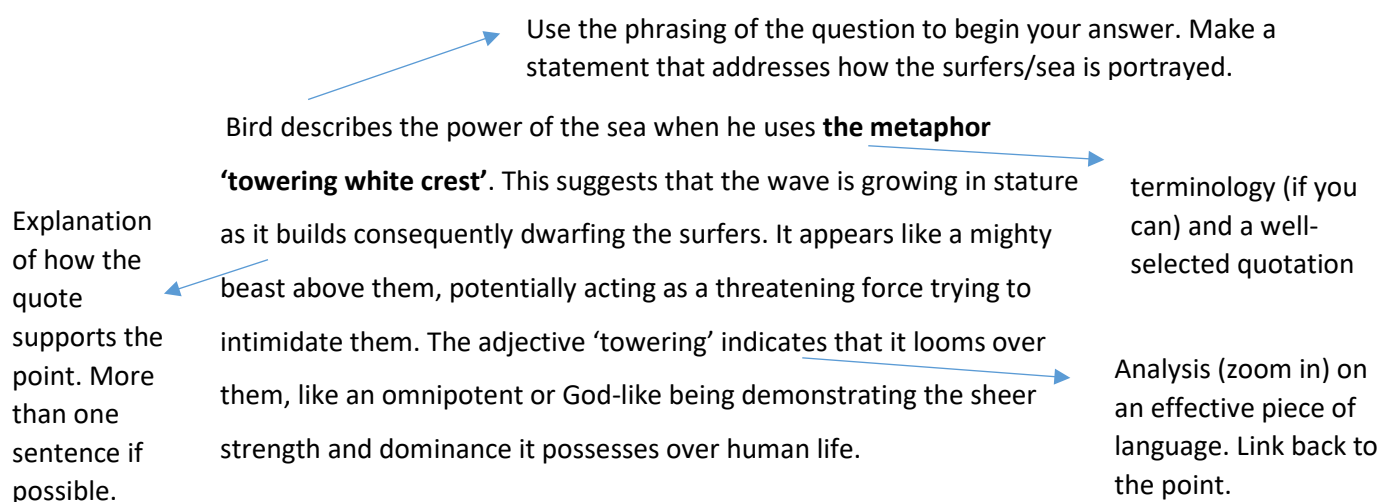
Answers can be found at the end of the document.

Task 2: Preparing the question

- Draw a mark or box around the relevant section of the relevant source.
- Actively read the source with the question focus in mind and highlight three or four powerful phrases that you could use to answer the question.

Answers can be found at the end of the document.

Task 3: Writing an analytical paragraph



Writing an analytical paragraph (continued).

Use the model to help you. Have a go at writing your own response to this question.

In an exam, you should spend **no more than 15 minutes on this question.**

Aim to write three paragraphs in total.

Feel like you need further support? Use page 2 and look at the sentence starters for Q3.

Task 4: Reviewing

Look back at your response and colour code (if possible) where you have demonstrated:

- A clear point that uses the phrasing of the question: Bird describes the sea/the surfers as...
- A quote (from the relevant section of text)
- An explanation about what the quote means and how it supports your point. *Even better if you have managed more than one sentence.*
- Analysis of language where you select a powerful/effective word/phrase from the original quote and unpick (further) why it is effective. *Even better if you can manage to say three different ideas about the word/phrase chosen for analysis.*
- Linked back to the focus of the question.

Could you make any improvements to what you had written?

LESSON 3. TITLE – Q2 – Summarising and Inferring

Task 1: Reading

Q2 requires you to read through both sources in their entirety.

*Before reading the sources, look at the question focus and **underline the focus of the question**. Then, read the sources.*

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

Both sources describe the types of board used for surfing.

Use details from **both** sources to **write a summary of what you understand about the different boards used by the surfers**.

[8 marks]

Task 2: Inferring (reading between the lines)

Use the following questions to guide you to make inferences about the surfboards in each source.

An inference is 'reading between the lines'. It is not stating facts (such as the boards are shorter in Source B than in Source A).

Source A:

- How do people feel towards their surfboards if someone was reported to 'drag' the board?
- How many different types of boards are there (size/materials)? What might this tell you about the availability of surfboards, and why might this be?
- The much 'lighter and much better balsa wood boards were just starting to appear'. What does this tell you about technology and popularity of surfboards/surfing?

Source B:

- The board is made out of a 'tough plank'. Why might this be?
- How do the Hawaiian people feel about their surfboards? Clue: line 4 and 5.
- What does line 6-7 tell you about the importance of surfboards to these people's lives?
- How are they made (line 9) and what could you presume about how they appear?

Task 3: Read the example Q2.

As you read, underline where the student displays inference.

Question reminder: Use details from **both** sources to **write a summary of what you understand about the different boards used by the surfers.**

In Source A, one individual is described to ‘drag’ the board. This implies that in the 1950s, people demonstrated much less care towards the boards. The boards, to the surfers, were simply there to serve a purpose – to give them the ability to surf. This is in stark contrast to Source B where Bird writes about how the boards are ‘well-oiled and cared for’. This shows that the Hawaiian surfers have a sense of adoration for their boards; they cherish and respect them. To them, they want to keep them in pristine condition and show them far more respect than in the 1950s. This may be because the Hawaiian surfers had to hand-craft their boards (as opposed to buying them ready-made from a retailer).

Task 4: Have a go at your own.

Use the answer pages to check your ideas for the inference questions. Then, have a go at completing another paragraph (similar to the one above).

Feel like you need further support? Use page 2 and look at the sentence starters for Q2.

LESSON 4. TITLE – Q4 - Planning

Task 1: TAP

Question 4 is assessing your ability to understand writers' perspectives, their attitudes, and feelings towards a certain subject or theme. Firstly, it's useful to work out the TAP of a text.

This stands for:

- Type: What is it?
- Audience: Who do you think the text is aimed at?
- Purpose: Why has it been written?

Source A

Source A is taken from *Morning Glass*, the autobiography of professional surfer Mike Doyle. In this extract, he describes his introduction to the world of surfing at the beach near his home in California in the 1950s.

Read the context box (above) for Source A and look at the example answers for TAP:

- Type: What is it? An autobiography written by Mike Doyle, a professional surfer.
- Audience: Who do you think the text is aimed at? The text is likely to be aimed at people who are interested in surfing as a sport or fans of Doyle.
- Purpose: Why has it been written? To inform the audience about his inspiration and his path to success, and possibly to entertain.

Source B

In 1875, the British explorer Isabella Bird travelled to Hawaii, an island in the Pacific Ocean. Source B is an extract from a letter she wrote to her sister back in England, describing a visit to the Hawaiian town of Hilo. At that time in Britain surfing, or 'surf-bathing', was a completely unknown sport.

Read the context box (above) for Source B. Work out the TAP for the text.

Answers are at the end of the document.

TASK 2: Planning Q4 response.

The question is:

4. For this question, you need to refer to the whole of Source A, together with the whole of Source B.

Compare how the writers convey their different perspectives on surfing.

In your answer, you could:

- compare their different perspectives and feelings
- compare the methods the writers use to convey their different perspectives and feelings
- support your response with references to both texts.

[16 marks]

A way of planning Q4 is to think carefully about how the writers *feel* about the topic (of surfing in this case) throughout the source.

Complete the table below to fill in how Doyle and Bird feel about their experience of surfing in their writing. You *could* underline the most powerful word/phrase from the quotation (in preparation for analysis when you write up your response in the next lesson). The first one has been done for you:

Source A:

FEELING	QUOTATION
Spellbound / inspired / captivated	“saw these <u>bronzed gods</u> , all in incredibly good shape, <u>happier</u> <u>and healthier</u> than anybody I’d ever seen...”
Eager	“I began
	“I pestered him...”
Fearful	

Even though the Source ended negatively, it’s important to remember the influence that Doyle’s first experience of surfing had on him. What did he become when he was older?

Source B:

FEELING	QUOTATION
	“exciting pastime, and in rough sea requires immense nerve.” And “blessed in a simple ritual.”
Awe	
	“just as one expected to see them dashed to pieces...”
Envious (of the lifestyle and beauty of the place) / somewhat captivated	

How does the fear in Source B compare with the fear in Source A?

LESSON 5. TITLE – Responding to Q4

Task 1: Read the example paragraphs

Here is a reminder of the question:

For this question, you need to refer to the whole of Source A, together with the whole of Source B.

Compare how the writers convey their different perspectives on surfing.

In your answer, you could:

- compare their different perspectives and feelings
- compare the methods the writers use to convey their different perspectives and feelings
- support your response with references to both texts.

[16 marks]

In Source A, Doyle describes the awe he felt associated with seeing surfers for the first time. He uses the metaphors ‘bronzed gods’ in ‘incredibly good shape.’ Here, this quote emphasises how captivated he was by the surfers and the sport itself. It implies how he felt as if the surfers were elite beings, the word ‘gods’ suggest that they were idols worthy of worship. When he viewed surfing for the first time, he was so mesmerised that it’s as if surfing became his religion. Doyle was so inspired by the surfers and the sport that it became his ambition to, one day, become one of these ‘bronzed gods’ himself.

Similarly, Bird also felt some awe towards surfing when she witnessed it for the first time. She described how they would ride ‘majestically’ and that they were ‘daring...athletes’. The word ‘majestically’ demonstrates that they perform the sport with grace and poise, like a powerful monarch; they are able to command the sea. This is what she is in awe of, though, unlike Doyle, she is a little fearful of the sport. This is exemplified in ‘daring’. Bird may have thought that surfing, albeit an adrenaline-inducing sport, was a little dangerous. Lastly, she suggests that the surfers are ‘athletes’ and though she is in awe of their performance and the fact that they appear to be professionals, her awe doesn’t seem to express the same level of admiration as Doyle since he refers to the surfers as a mightier being.

Now, try to identify where the student demonstrates the following skills:

- Writer’s feeling is made explicit in Source A *and* Source B
- Well-selected quotation
- Explained how the quotation supports the feeling
- Analysis evident (zooming in on powerful words/phrases)
- A link (or reference to) relevant TAP information
- Comparative word to link to Source B or comparing the texts.

Answers can be found at the end of the document.

Task 2: Using the model, write the next two – four paragraphs.

. Use the planning grid from yesterday's lesson to help you with quotations and feelings.

Feel like you need further support? Use page 2 and look at the sentence starters for Q4.

Task 3: Review your Q4.

Use the bullet-point list to check your response.

Were you able to include each of the skills?

LESSON 6. TITLE – Section B – Writing to present a viewpoint

LO: To understand typical conventions of text types and to identify key features.

In the GCSE exam, you will be asked to complete some extended writing in which you present your viewpoint on a particular topic for debate. It's expected that you complete an introduction, around four paragraphs of argument, and a concluding paragraph. You will have 45 minutes to complete Section B. You will be asked to write your argument in the form of: a letter, an article, a speech, the text for an essay, or the text for a leaflet.

Task 1: What a 'good one' looks like

We have included two examples of 'top-level' student responses taken from real GCSE papers. The first is a speech and the second is a letter.

'Education is not just about which school you go to, or what qualifications you gain; it is also about what you learn from your experiences outside of school.'

Write a speech for your school or college Leavers' Day to explain what you think makes a good education.

[24 marks for content and organisation 16 marks for technical accuracy]

A good speech should acknowledge the audience.

- Can you identify moments where the audience is acknowledged or spoken to by the speaker?

All well-written viewpoint pieces should **include ambitious and sophisticated vocabulary**.

- Can you highlight at least three examples of strong vocabulary?

(Challenge: Can you add an adjective of your own into the letter to improve their description?)

All well-written viewpoint pieces will demonstrate a strong understanding of their audience (who the piece is aimed at).

- Can you identify moments where the writer makes it clear that they are writing for students? What sort of ideas do they include?

Ext: All well-written viewpoint pieces should be **well structured**.

- How has the student structured their argument? Consider how the use of repetition, how they begin their paragraphs, how they use a rhetorical question (and answer it), and the effect of the conclusion? Why is this particular conclusion effective?

Education. What is it? Six painful hours of mandatory work for thirteen mandatory years of wretched school life, for a few hours of stressful exams which test how much you've been listening and how much you understand.

Education is reading from a textbook and memorising each and every word because who knows what questions could come up in the test?

Education is listening to a teacher when they tell you 'Write this down, it may come up in the test' because you don't want to fail.

Education is learning the cruel mark scheme off by heart in order for you to know how to answer the question the way the examiner wants it answered and to dodge any sneaky tricks they add in to try and trip you up to fail you.

Education is whatever the government wants it to be.

However, to us, it can become much more. People will tell you that you must hand in your homework at a certain time because it prepares you for deadlines that you will meet at work, correct? And they will bang on about how important it is to use high level words so you sound sophisticated in your work, correct? And they will also tell you that you must score highly in your test because there's nothing else left for you to do if you don't, correct?

Incorrect. Some people struggle with being organised and actually need help becoming more organised. Some people don't have an enormous advanced dictionary in their minds, maybe due to lack of skill or maybe due to learning difficulties. Some people don't perform at their best under pressure, maybe due to nerves or even anxiety. My point is that not everyone has the same skills and abilities and strengths, so why treat them as if they do? Not everyone learns the same way, eats the same way, moves the same way or thinks the same way, so don't treat them as if they do.

Everyone is different and unique and I believe that education is key to highlighting those differences and evolving them to become something even greater. Education should be about encouraging people to explore the world and themselves, to gain experience, to try new things, to find what works best for them. Not forcing them to do everything the same, stripping them of everything but their name for non-identification in a test.

I refuse to be a marionette and let someone else pull my strings. I challenge education to let go and do something different for a change, to let itself evolve like the world around it, before it becomes extinct.

A good education should be dispensed to all. Education with an open mind and diverse ways of thinking. No one is the same so treat them as they deserve to be treated. Don't let us become the victims of education, let us become proud children of it.

Which of the following techniques did the student use effectively? How is it effective?

- | | |
|---|---|
| <input type="checkbox"/> Direct address (using 'you' to address the audience) | <input type="checkbox"/> Anecdotes/examples |
| <input type="checkbox"/> Repetition | <input type="checkbox"/> Emotive language |
| <input type="checkbox"/> Imperatives (command/instruction sentences) | <input type="checkbox"/> Facts and/or statistics |
| <input type="checkbox"/> Varied sentence types (including rhetorical questions) | <input type="checkbox"/> Varied sentence lengths |
| | <input type="checkbox"/> Metaphor/Figurative language |
| | <input type="checkbox"/> Rule of three |

‘Cars are noisy, dirty and smelly and downright dangerous. They should be banned from all town and city centres, allowing people to walk and cycle in peace.’

Write a letter to your Minister of Transport arguing your point of view on this statement.

[24 marks for content and organisation 16 marks for technical accuracy]

A good letter should use an appropriate greeting (eg. Dear Sir/Madam...) and ‘sign off’ (Yours sincerely/Yours faithfully).

- Can you identify moments where the writer has used the appropriate form for a letter?

All well-written viewpoint pieces should **include ambitious and sophisticated vocabulary**.

- Can you highlight at least three examples of strong vocabulary?

(Challenge: Can you add an adjective of your own into the letter to improve their description?)

All well-written viewpoint pieces will demonstrate a strong understanding of their audience (who the piece is aimed at).

- Can you identify moments where the writer makes it clear that they are writing for students?
What sort of ideas do they include?

Killing Machines!

Dear Minister of Transport

I plead for not only the mercy of our citizens, but for the mercy of our planet. Millions and millions of cars in our city centres are destroying not only our livelihood, but our environment. My little siblings are coming home each day with blackened faces, tainted from the dirty smog that oozes so unhealthily out of those tin cans that patrol our streets. The walls of our once opal and silver architecture are now covered with a dull brown stain of depression and failure.

I write to you here today not only speaking for myself, but also for the public. The daily commuters on foot who have to put up with the endless racket and drone of cars killing everything it sees with its horrible blast of noise and disgusting blow of fumes. They must be banned today!

Take a minute and think about your child. How would you feel knowing that they can't walk safely in their own city without their lungs being stuffed constantly with bacteria and smog. Remove cars from main city areas and you will literally be restoring peace to the community. Cleaner air, peaceful sounds and altogether healthier people.

The lack of cars will free the roads up for cyclists, this will lead to drops in obesity as people will be exercising more often. It will also lead to a complete eradication of road accidents, saving taxpayers millions over the coming years.

Dare I mention the slash of police time that would be saved? No more speeding, no more driving in bus lanes, and best of all, no more drink drivers. This will force the yearly death numbers to plummet into the ground, leaving our community safer, happier and healthier.

So I ask you today, fulfil your responsibility at making our transport systems safer, and you can be the person that saves our society not only money, but their lives.

Yours sincerely

Ext: All well-written viewpoint pieces should be **well structured**.

- How has the student structured their argument? Consider how the use of repetition, how they begin their paragraphs, how they use a rhetorical question (and answer it), and the effect of the conclusion? Why is this particular conclusion effective?

Which of the following techniques did the student use effectively? How is it effective?

- | | |
|---|---|
| <input type="checkbox"/> Direct address (using 'you' to address the audience) | <input type="checkbox"/> Anecdotes/examples |
| <input type="checkbox"/> Repetition | <input type="checkbox"/> Emotive language |
| <input type="checkbox"/> Imperatives (command/instruction sentences) | <input type="checkbox"/> Facts and/or statistics |
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| | <input type="checkbox"/> Metaphor/Figurative language |
| | <input type="checkbox"/> Rule of three |

LESSON 7. TITLE – Planning Q5

In this lesson, you will be planning your response for the following question:

‘All sport should be fun, fair and open to everyone. These days, sport seems to be more about money, corruption and winning at any cost.’

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

[40 marks]

Task 1: Read through the following example of an article

Here is an example of a real article (published on The Guardian’s website) that engages with the theme of drugs in sport. It *may* help you with ideas when you come to plan your own article.

A good article should use an appropriate headline for the task.

As you are reading, identify and comment on the effect of:

- ☐ Features of an article (eg. Headline)
- ☐ What is the writer’s viewpoint? How do they make this clear?
- ☐ The opening sentence
- ☐ Varied sentence types (including rhetorical questions)
- ☐ Ambitious vocabulary
- ☐ The final paragraph to close the argument

The Guardian view on drugs in sport: a deep corruption

Editorial

A devastating report from a parliamentary select committee shows a culture of studied evasion around the abuse of performance-enhancing substances in professional sport

Mon 5 Mar 2018 18.14 GMT

What is the point of sport? The recent death of [Sir Roger Bannister](#), who ran the world's first four-minute mile in 1954 while he was a medical student training in his time off, suggested one answer. The publication two days later of [a devastating report](#) into doping in cycling and athletics by a parliamentary select committee suggests a rather different one. [Sebastian Coe](#), a Conservative peer who had held, as a professional, the world mile record that had once been Bannister's, gave a dismal showing in his testimony about his time in the International Association of Athletics Federations. Before becoming president Lord Coe was vice-president for eight years, a period in which one of the then president's sons was, the IAAF [said](#), taking bribes to expunge the records of failed drug tests on Russian athletes. He told the committee that he was aware only in the vaguest terms of suspicions about the organised, industrial-scale doping of Russian athletes, and the possible involvement of the president. Later an email came to light showing him forwarding detailed allegations from a whistleblower to the head of the Federation's ethics committee (a body that does in fact exist) although he says he never read them. The committee observed that his account of his own incuriosity about these allegations "stretches credibility". It further described his reason for not publishing a scientific study into the prevalence of doping in athletics as "frankly risible".

Over in the world of professional cycling, [Team Sky](#), founded to "win clean", turns out to have had a terrible problem with asthma among its athletes. Sir Bradley Wiggins apparently suffered from an asthma that could only be treated with a steroid which has the side-effect of allowing endurance athletes to lose fat rapidly while maintaining muscle mass. This is legal provided a doctor has certified that the drug is needed to treat the asthma. [Body weight](#) is extremely important to road cyclists: when Sir Bradley raced in the Olympics on a flat track, he weighed 82kg; competing later over the mountains of the Tour de France, he weighed only 72kg. The rigours of training needed to lose so much weight from the body of an Olympic athlete can only be imagined. The evidence given to the committee – as well as the refusal of the team's then doctor to clarify one vital point – suggest that when Sir Bradley won the Tour de France in 2012 he may have been treated with this steroid at a time when he had applied for, but not yet received, the necessary certificate of exemption. Since the records have been lost, if they ever existed, we will never be sure. Sir Bradley strongly denies any wrongdoing.

Performance-enhancing drugs in sport need to be suppressed for three reasons. They can damage an athlete's physical health, especially important when their bodies are still growing. Once past a certain threshold, they corrupt the whole sport, as happened with professional cycling in the 90s, when no one who did not cheat stood a chance of winning. Perhaps worst of all, they make it seem that the only point of competing is to win. This is a hugely damaging attitude, although it permeates almost all professional and televised sports, where the financial rewards for winners can be quite grotesque. Yet sport has moral or mental benefits as well as physical ones. That's why the state should encourage mass participation, and most of the people who do that will never be champions. They need to be taught to want to win and how to lose gracefully. Coping with failure while reaching for success means our role models should not be cyclists, or track athletes, but the England football team.

Task 2: Planning

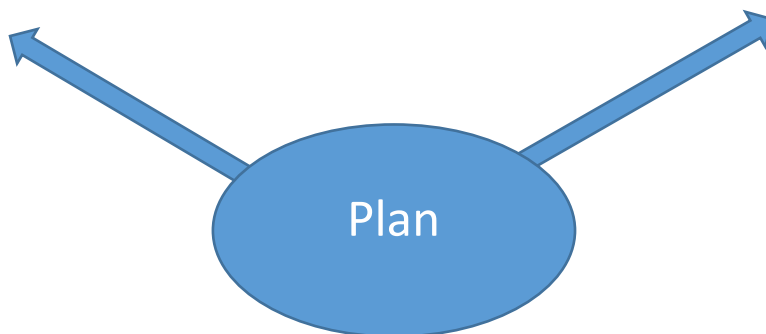
‘All sport should be fun, fair and open to everyone. These days, sport seems to be more about money, corruption and winning at any cost.’

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

[40 marks]

Thinking Points:

- Highlight, underline, or write out the key words in the statement.
Do you agree that sport seems to be more about the ‘money’ and ‘corruption’ so that people can ‘win at any cost’?
- What type of text is the question asking you to create? (Speech/Article/Letter)
Therefore, what does your writing need? (Look at the example for helpful layout tips.)
- In your plan think of reasons **why** you agree or disagree with the statement. Aim to come up with four lines of argument to support your viewpoint.



LESSON 8. TITLE – Q5 response

Using your plan from the previous lesson, write your answer. *In an exam, you would have 45 minutes to answer this question.*

‘All sport should be fun, fair and open to everyone. These days, sport seems to be more about money, corruption and winning at any cost.’

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

[40 marks]

Feedback Task:

We expect you to upload your work for this lesson onto ClassCharts if you complete it electronically or upon your return, give your written response to your teacher.

Help

MONEY AND CORRUPTION TAKE THE GOLD IN SPORT

Some people say that sport is all about...

Sport should be...

What is the point of sport? ...

It is clear that sport has become...

Nowadays, it seems...

Sports such as ... have to...

Overall, it must be....

ANSWERS

LESSON 1

Task 1:

1. Section A is the 'Reading Section'. How many sources will you need to read? **Two**
2. How many questions are in Section A? **Four**
3. How long should you spend on Section A? **1 hour (1 hour 10 mins with extra time)**
4. In what order should you complete questions 1 to 4? **1, 3, 2, 4 (because Q1 and Q3 are only about one source)**
5. In Q1 you will need to mark true statements. How many true statements will you need to mark? **Four**
6. What skill is Q3 assessing? **Language Analysis**
7. How many sources will you need to refer to in Q2? **Two**
8. What is the main skill(s) of Q2? **Summarising and inferring.**
9. Fill in the blanks for a typical Q4: _____ how the writers convey their different _____...
Compare and **perspectives/attitudes/ideas**
10. In Section B you will need to write something to express your viewpoint. What sort of text might you have to create? **Letter / Article / Speech / Essay / Leaflet. Note: the last two are less common.**

Task 3: Exam Paper – June 2018

- What do you learn about Source A?
Source A is the modern text and is an autobiography.
- What do you learn about Source B?
Source B is the older text and is a letter (possibly from Hawaii or from someone who has visited Hawaii).

The two sources that follow are:

Source A: 20th Century literary non-fiction

Morning Glass

An extract from Mike Doyle's autobiography, published in 1993.

Source B: 19th Century non-fiction

The Hawaiian Archipelago

An extract from a letter written by Isabella Bird, published in 1875.

Task 4: Question 1

A C D H are the true statements.

ANSWERS

LESSON 2

Task 1: Underline the key words

3. You now need to refer only to **Source B** from **lines 18 to 25**.

How does the writer use language to **describe the surfers and the sea**?

[12 marks]

Task 2: Preparing the question

Quotations that you may have identified.

'rode in majestically' ; 'mighty impulse' ; 'daring riders' ; 'on the verge of engulfment' ; 'fierce breaker whose towering white crest...' ; 'bobbing about like corks'.

ANSWERS

LESSON 3

Task 2: Preparing the question

Source A:

- How do people feel towards their surfboards if someone was reported to 'drag' the board?
They are less important, less valuable to them. They don't show them the same level of respect as in Source B. They serve a purpose.
- How many different types of boards are there (size/materials)? What might this tell you about the availability of surfboards, and why might this be?
Surfing was becoming more popular so surfboards were more readily available and mass-produced. This is due to advancements in technology. Having surfboards mass-produced will suggest that they were less individual and more standardised.
- The much 'lighter and much better balsa wood boards were just starting to appear'. What does this tell you about technology and popularity of surfboards/surfing?
Technology and understanding of effectiveness was improving. Surfing was becoming more popular. Surfboards were used for 'sporting' purposes now.

Source B:

- The board is made out of a 'tough plank'. Why might this be?
Hawaii – island in 1800s. Resources may have had to be more natural due to import/export difficulties. The country may also need to rely on natural resources because surfboard were something that they created (rather than bought).
- How do the Hawaiian people feel about their surfboards? Clue: line 4 and 5.
Pride, love, care for their boards. They create them and enjoy the process of making/looking after them.
What does line 6-7 tell you about the importance of surfboards to these people's lives?
Spiritual significance. The boards are part of their culture. They are integral to their way of life.
- How are they made (line 9) and what could you presume about how they appear?
Hand-carving reinforces time and care taken to create the board. They would presumably be much more individual and unique to each surfer.

ANSWERS

LESSON 4

TASK 1:

- Type: What is it? A letter written by Bird (having travelled to Hawaii).
- Audience: Who do you think the text is aimed at? Her sister – it is a private letter.
- Purpose: Why has it been written? To inform her sister about the culture in Hawaii (which was probably a place where not many British citizens had visited during the 1800s). In addition to this, surfing (or surf-bathing) was completely unheard of in Britain.

Source A:

FEELING	QUOTATION
Spellbound / inspired / captivated	“saw these <u>bronzed gods</u> , all in incredibly good shape, <u>happier</u> <u>and healthier</u> than anybody I’d ever seen...”
Eager	“I began <u>plotting my chance to try it.</u> ”
Eager	“I pestered him...”
Fearful	“Completely <u>panicked.</u> ” “ <u>jumped</u> out in front of the board... <u>dragged</u> myself...lay there <u>groaning.</u> ”

Even though the Source ended negatively, it’s important to remember the influence that Doyle’s first experience of surfing had on him. What did he become when he was older?

This moment, arguably, defined the course of his life – he became a professional surfer.

Source B:

FEELING	QUOTATION
Intrigued / Interested in the culture.	“exciting pastime, and in rough sea requires <u>immense nerve.</u> ” And “ <u>blessed</u> in a simple <u>ritual.</u> ”
Awe	Lines 18 – 25. Lots of ‘good’ quotes from Q3.
Fearful	“just as one expected to see them dashed to pieces...”
Envious (of the lifestyle and beauty of the place)	“so blue...so soft...so sweet.” “enchanted shores.”

How does the fear in Source B compare with the fear in Source A?

Doyle's fear inspired him to try surfing again.

Bird's fear may have been due to the fact that she hadn't seen or experienced anything like this before.

Doyle experiences surfing personally.

Bird is a spectator and fears for the safety of the others.

ANSWERS

LESSON 5

TASK 1:

In Source A, Doyle describes the awe he felt associated with seeing surfers for the first time. He uses the metaphors 'bronzed gods' in 'incredibly good shape.' Here, this quote emphasises how captivated he was by the surfers and the sport itself. It implies how he felt as if the surfers were elite beings, the word 'gods' suggest that they were idols worthy of worship. When he viewed surfing for the first time, he was so mesmerised that it's as if surfing became his religion. Doyle was so inspired by the surfers and the sport that it became his ambition to, one day, become one of these 'bronzed gods' himself.

Similarly, Bird also felt some awe towards surfing when she witnessed it for the first time. She described how they would ride 'majestically' and that they were 'daring...athletes'. The word 'majestically' demonstrates that they perform the sport with grace and poise, like a powerful monarch; they are able to command the sea. This is what she is in awe of, though, unlike Doyle, she is a little fearful of the sport. This is exemplified in 'daring'. Bird may have thought that surfing, albeit an adrenaline-inducing sport, was a little dangerous. Lastly, she suggests that the surfers are 'athletes' and though she is in awe of their performance and the fact that they appear to be professionals, her awe doesn't seem to express the same level of admiration as Doyle since he refers to the surfers as a mightier being.

Now, try to identify where the student demonstrates the following skills:

- Writer's feeling is made explicit in Source A *and* Source B
- Well-selected quotation
- Explained how the quotation supports the feeling
- Analysis evident (zooming in on powerful words/phrases)
- A link (or reference to) relevant TAP information
- Comparative word to link to Source B or comparing the texts