

YEAR 10 REVISION BOOKLET

English Language PAPER 2

Writers' Viewpoints and Perspectives



GCSE English Language Overview

Name:

Class:

Teacher:

In the event of school closure, work through the activities in this booklet for 60 minutes during each timetabled slot for English. If you are unsure how to complete an activity, email your teacher who will do their best to assist you. If you do not have access to email, move on to the next activity in the booklet

This booklet has been made to help you understand questions on GCSE Language Paper 2.

Each year, the questions are worded in the same way - it's just the articles and topic that changes.

For each question in this booklet, there is an example of how to answer, sentence stems and a part of a model answer.

You should read all of the advice on how to answer each question carefully, then have a go at the question on your own. At the back of the booklet there is a whole past paper that you can work through.

'You can't revise for English' - this is simply not true! Here is a list of tasks you can do to revise for English. Tick them off as you complete them.

Revision Task	Complete?
Read through this booklet.	
Complete the tasks/questions in the booklet.	
Write down all the timings and marks available for each question - it's good to memorise the format of the exam.	
Write out and memorise all the sentence stems provided in the booklet.	
Complete the AQA Practise Paper at the back of the booklet.	
Watch the Mr Bruff videos online. You can find them here: https://www.youtube.com/watch?v=jD390U_GhwQ	

Q1 - Find FOUR true / false statement - [4 marks] 5mins

Example:

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

Sister Brendan, the Head teacher, saw my car pull up outside her office window and was at the door of the school to greet me before I had the chance to straighten my tie and comb my hair. She beamed so widely that, had she worn lipstick, I would have expected to see traces on her ears. The small school was sited in the disadvantaged centre of Crompton, a dark and brooding northern industrial town. Tall black chimneys, great square, featureless warehouses, and row on row of mean terraces stretched into the valley beyond. The school was adjacent to a grim and forbidding wasteland of derelict buildings and piles of rubble, surrounded by half-demolished houses which seemed to grow upwards like great red jagged teeth from blackened gums. From the grime and dust I walked into an oasis: a calm, bright, welcoming and orderly building.

0 1

Read again the first part of **Source A** from lines 1 to 10.

Choose **four** statements below which are **true**.

- Shade the **circles** in the boxes of the ones that you think are **true**.
- Choose a maximum of **four** statements.
- If you make an error cross out the **whole box**.
- If you change your mind and require a statement that has been crossed out then draw a circle around the box.

[4 marks]

- A The inspector travels to the school by train.
- B Sister Brendan reacts quickly to the arrival of the inspector.
- C The people who live in the centre of Crompton are mostly wealthy.
- D There are no chimneys or warehouses in Crompton.
- E The school is situated next to a wasteland.
- F Some of the houses in the town have been damaged.
- G The inspector thinks Crompton is a lively, cheerful place.
- H The school is well cared for.

You **MUST** shade the circle – do not tick or put an 'x'.

If you make a mistake, put a clear X through it.

The statements are in chronological order.

Your turn:

In this article, Elizabeth Day has been sent to report on the 2005 Glastonbury Festival for a Sunday newspaper.

Are we having fun yet?

Anton is standing knee-deep in tea-coloured water. He is covered in a slippery layer of dark brown mud, like a gleaming otter emerging from a river-bed. The occasional empty bottle of Somerset cider wafts past his legs, carried away by the current. "I mean," he says, with a broad smile and a strange, staring look in his dilated eyes, "where else but Glastonbury would you find all this?" He sweeps his arm in a grandiose arc, encompassing a scene of near total devastation. In one field, a series of tents has lost its moorings in a recent thunderstorm and is floating down the hillside. The tents are being chased by a group of shivering, half-naked people who look like the survivors of a terrible natural disaster.

When I was told that The Sunday Telegraph was sending me to experience Glastonbury for the first time, my initial reaction was one of undiluted horror. Still, I thought, at least the weather was good. England was in the grip of a heat wave.

0 1

Read again the first part of **source A**, lines 1 to 14.

Choose **four** statements below which are TRUE.

- Shade the boxes of the ones that you think are true
- Choose a maximum of four statements.

- | | | |
|---|---|--------------------------|
| A | Anton is standing in water, covered in mud. | <input type="checkbox"/> |
| B | Anton is being carried away by the current. | <input type="checkbox"/> |
| C | Glastonbury is a scene of near-total devastation. | <input type="checkbox"/> |
| D | The moorings of the tents are floating down the hillside. | <input type="checkbox"/> |
| E | The writer is shivering and caught in a thunderstorm. | <input type="checkbox"/> |
| F | Half-naked people are running after their tents. | <input type="checkbox"/> |
| G | At first, the writer was not pleased to be sent to Glastonbury. | <input type="checkbox"/> |
| H | The writer was not surprised to find it was wet and muddy. | <input type="checkbox"/> |

[4 marks]

Q2 - Compare two things across the two Sources [8 marks] -12mins

Example:	
Source A	Source B
from an article in Marketing Week, 2018	from an article in Punch magazine, December 7, 1878
<p>High street toy retailer The Entertainer's new £700,000 flagship store in Westfield London is a children's haven of high-tech tablets, interactive floor projections and fart buttons. Stand in front of its augmented reality mirror and you can change your outfit entirely.</p> <p>To avoid the same fate as recently-folded Toys R Us, The Entertainer knew it needed to offer more than rows of shelves crammed with toys. And with profit up 37% year on year, CMO Phil Geary's belief that specialist high street retailing is "far from dead" certainly seems justified.</p> <p>And so The Entertainer "ripped up its rule book" and decided to transform its traditional static store windows into something that could grab a child's attention and keep it. The hope is there is enough going on for them to remain interested for three to four minutes.</p> <p>The windows now have a variety of branded content jumping between dynamic screens, inspired by "a very long list of fun stuff" children said they wanted to see.</p>	<p>TOYLAND.—As sure as ever Christmas draws near, the bazaars and shops of London put on a festive appearance. Toys innumerable, and various in shapes, sizes, and patterns, are thrust forward, so that kind-hearted uncles and aunts and indulgent grannies, as well as thoughtful fathers and loving mothers, may see what can be done to give pleasure to the little ones.</p> <p>What a bewilderment of pretty things, to be sure! Here are cups and saucers and tea-pots, that little girls may serve out tiny cups of tea to thirsty companions, or to the family of dolls in the nursery. And what a lot of dolls!</p> <p>Shelves are piled up with boxes, and in all of them, wrapped up in tissue-paper, are dolls. Baby dolls, and dolls dressed as brides; some of wax, china, or rag. Here are cradles in which dolly may sleep, or in which she shall be put when she is sent to bed without her supper when she has been naughty; and perambulators, that her little mistress may give her a ride in the park when she has been good.</p> <p>Skipping-ropes, battledores, tennis rackets, and hoops by the dozen, for the girls.</p>

Q2: You need to refer to both Source A and Source B.

The displays in toy shops have been designed to tempt customers in different ways. Use details from both Sources to write a summary of the differences.

Model Answer: Source A describes a high-tech toy shop designed to tempt customers with 'screens' and 'fun stuff' whereas in Source B the toy shop display is all 'piled up' with boxes and all the toys are on display. There are 'hoops by the dozen' and the display causes 'bewilderment'. In Source A the display is seen as more modern and a change from 'shelves crammed with toys'. The shop owners wanted it to 'grab a child's attention' with a non-traditional display. **Carry on with 1 more comparison IF TIME.**

Q2 - Compare two things across the two Sources [8 marks] -12mins

<p>Source A Ghostbuster shatters the myth about phantoms by Jack Pleasant</p>	<p>Source B Henry Mayhew writes about an interview he conducted with a woman who saw a ghost.</p>
<p>Ghostly piano music in the middle of the night was terrifying the occupants of an old house, but ghost hunter Andrew Green soon solved the mystery. His clues were mouse droppings and rodent teeth marks inside the piano. He was convinced that mice gnawing felt pads attached to the piano wires were causing the 'music' and, of course, he was proved right when a few traps caught the culprits and their nightly performances ceased. 'As much as 98% of the hundreds of ghost investigations I've carried out have proved to have non-occult explanations,' said Mr Green as we chatted in his old cottage, appropriately next to the churchyard at Mountfield in East Sussex. 'Once, four reports from motorists claiming to have seen a ghost at a particular spot turned out to be simply a woman's dress left out on a clothes line.' The ghost-hunter claims that on one startling occasion, he actually watched a bowl of oranges rise unaided off a sideboard, as if a clever magician had made his assistant float into the air. The bowl then shattered into pieces as it plummeted to the ground and oranges bounced all round the room.</p> <p>Glossary: occult - supernatural, not scientific</p>	<p>I now offer a trustworthy account, which has come to my own knowledge, of an appearance to someone present at the time of death. Many years ago, Mrs D-----, a person in humble life, but of tried and proved truthfulness, and rather matter of fact, said to me in a conversation about ghosts and ghost-seeing, 'I never saw a ghost, but I have seen a spirit rise. When I was sixteen years old, I was nursing a child of seven who had been ill since his birth with disease of the head. He had been for some days expected to die, but was quite sensible. About noon I left him in a little back parlour on the ground floor. His mother and a friend were with him. I was returning from the kitchen to the child, and had just reached the top of the staircase, when I saw, coming from the door of the room, the form of a little child. It did not step on the ground, but immediately went up over the staircase and disappeared from me. The bed on which the sick child had been lying was close to the door of the room, and that door was not more than about a foot from the top of the staircase which I came up. As I entered the room, his mother said, 'He is just gone.' The figure that I saw was a little child, fair and fresh-looking, and perfectly healthy. It looked fatter and younger than the little sick boy, and had a very animated, happy expression. It was like a living child, only so light.'</p>

You need to refer to both Source A and Source B.

The strange things that happen in both Sources are different.

Use details from both Sources write a summary of the different things that happen.

Sentence starters:

In Source A the strange things that happen are... which ...

Whereas in Source B, the strange thing is that... In Source A the...but in Source B the ...

(you might like to give a reason for the differences - but only if you have time!)

Q3 Use Source B - How does the writer use language ?[12 marks]15 mins

Example:

Source B

The Watercress Girl, from *London Labour and the London Poor*, by Henry Mayhew (1812-1887)

The writer Henry Mayhew wanted to keep a factual record of the people who lived in London during Victorian times, so he spent years interviewing and writing about the people who lived and worked on the streets.

The little watercress girl who gave me the following statement, although only eight years of age, had entirely lost all childish ways, and was, indeed, in thoughts and manner, a woman. There was something cruelly pathetic in hearing this infant, so young that her features had scarcely formed themselves, talking of the bitterest struggles of life. Her little face, pale and thin with privation¹, was wrinkled where the dimples ought to have been, and she would sigh frequently.

The poor child, although the weather was severe, was dressed in a thin cotton gown, with a threadbare shawl wrapped round her shoulders. She wore no covering to her head, and the long rusty hair stood out in all directions. When she walked she shuffled along, for fear that the large carpet slippers that served her for shoes should slip off her feet.

¹ privation – not enough food or water to nourish her

You now need to refer only to Source B

How does the writer use language to describe the Watercress Girl?

(**do exactly the same as you would for Language Paper 1 Question 2**)

Sample Answer: The writer uses emotive language to describe the girl, writing that she had the 'bitterest struggles'. The word 'bitterest' shows how hard her life was, especially compared to other people. 'Bitter' means a harsh, unsweetened, acidic taste but here it means that her life was harsh and not 'sweet'. Furthermore, the word 'struggles' means challenges and difficulty showing that her childhood was full of hard times to overcome.

Continue writing the answer, zooming in on the phrase 'Her little face, pale and thin with privation'

The writer uses the phrase ...

The word suggests / has connotations of / implies / means... which tells us.../ shows us...

Furthermore,

'say a lot about a little'

Q3 Use Source B - How does the writer use language ?[12 marks]15 mins

Your turn:

Hot air balloon ride over London

Henry Mayhew wrote about his experiences of London in the 1800s. In 1852, he decided to ride in a hot-air balloon to get a different view of the city and its surroundings. This account of his experience was published in the Illustrated London Times

As we floated along above the fields, the sight was the most exquisite visual delight ever experienced. The houses directly underneath us looked like the tiny wooden things out of a child's box of toys, and the streets as if they were ruts in the ground; and we could hear the hum of the voices from every spot we passed over, faint as the buzzing of so many bees. Far beneath, in the direction we were sailing, lay the suburban fields; and here the earth, with its tiny hills and plains and streams, assumed the appearance of the little coloured plaster models of countries. The roadways striping the land were like narrow brown ribbons, and the river, which we could see winding far away, resembled a long, gray, metallic-looking snake, creeping through the fields.

Then, as the dusk of evening descended, and the gas-lights along the different lines of road burst into light, one after another, the ground seemed to be covered with little lamps, such as are hung on Christmas-trees, whilst the clusters of little lights at the spots where the villages were scattered over the scene, appeared like knots of fire-flies in the air; and in the midst of these the eye could, here and there, distinguish the tiny crimson speck of some railway signal.

How does the writer use language to describe the view from the hot air balloon?

Sentence starters:

The writer uses the phrase ...

The word suggests / has connotations of / implies / means... which tells us.../ shows us...

Furthermore,

The [technique] '.....' is used to create a sense of The word ... means ... so it suggests that...

Also, ...

'say a lot about a little'

Q4 - Compare writer's opinions and how they convey them in Source A and Source B [16 marks] -20 mins

Example	
<p>Source A Prison can be the right place for kids Angela Neuslatter talks to young offenders about their personal experiences of being in prison.</p>	<p>Source B a letter from the writer Oscar Wilde to the Editor of 'The Daily Chronicle' newspaper about the conditions in prison for children at Reading Prison. He had been imprisoned there.</p>
<p>Charmion Togba was not the kind of kid you'd have wanted living in your neighbourhood. He says it himself. At the age of 16, he was manufacturing drugs and selling guns. But that's all changed. Today he works with children at risk, and he runs rehabilitation courses funded by the Youth Justice Board. Reflecting on the change, he gives a big smile: "It was prison that turned me around." It's not what you expect to hear from someone locked up while still just a child - Charmion was 17 at the time and this was his second sentence. His first sentence, at the age of 16, served at Feltham Young Offender Institution had done nothing to improve his frame of mind: "You learnt survival of the fittest, to shut up and shut down". But his second sentence was served at a place that is pinpointed by many radical thinkers on juvenile punishment as having a particularly humane and constructive ethos and regime.</p>	<p>Sir, I learn with great regret, through the columns of your paper, that the warden of Reading Prison, has been dismissed for having given some sweet biscuits to a little hungry child. I saw the three children myself on Monday preceding my release. They had just been convicted and were standing in a row like frightened mice in the central hall in their pitiful prison dress, carrying their well worn sheets under their arms, previous to their being sent to the cells allotted to them. They were quite small children, the youngest being a tiny little chap, for whom they had evidently been unable to find clothes small enough to fit. I need not say how utterly distressed I was to see these children. Who wouldn't be? The cruelty that is practised by day and night on children in English prisons is incredible, except to those who have witnessed it and are aware of the brutality of the system.</p>

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 views of children being imprisoned.

In your answer, you could:

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

Q4 - Compare writer's opinions and how they convey them in Source A and Source B [16 marks] -20 mins

Example answer:

The writer in Source A seems to feel that how a child is treated in prison can affect their future. She describes two prison experiences that Charmion Togba had. One was positive and the other was negative. To convey this, she uses the phrase 'big smile' to show how the former prisoner has happy memories of his time in prison. She also shows that she is a bit surprised by this 'not what you'd expect to hear'. She seems to condemn putting children in prison and I see this in the phrase 'child locked up' which has connotations of cells, bars and huge padlocks - probably not what modern prisons look like at all. On the other hand, the writer in Source B is utterly disgusted with the conditions child prisoners are kept in. He describes them looking like 'frightened mice' which makes them seem tiny, fragile and vulnerable -like mice chased by a cat.

Carry on writing the answer, using the parts underlined in the Sources.

Sentence starters:

In Source A, the writer has the opinion that...

The phrase she uses to show this is.... The word ... suggests that...

Also,...

However / Similarly / On the other hand / Interestingly, there is a different viewpoint in Source B

The writer of Source B thinks that...

He conveys this viewpoint with the [technique] ... which implies...

Furthermore,...

'WHAT is each writer's opinion // HOW do they get that opinion across?'

Q4 - Compare writer's opinions and how they convey them in Source A and Source B [16 marks] -20 mins

<p>Source A Elizabeth Day has been sent to report on the 2005 Glastonbury Festival 1 for a Sunday newspaper.</p> <p>Are we having fun yet?</p>	<p>Source B - 19th Century non-fiction Greenwich Fair: Where Dickens let his hair down Charles Dickens is writing in 1839 about a fair in London which was a popular annual event he enjoyed.</p>
<p>Anton is standing knee-deep in tea-coloured water. He is covered in a slippery layer of darkbrown mud, like a gleaming otter emerging from a river-bed. The occasional empty bottle of Somerset cider wafts past his legs, carried away by the current. "I mean," he says, with a broad smile and a strange, staring look in his dilated eyes, "where else but Glastonbury would you find all this?" He sweeps his arm in a grandiose arc, encompassing a scene of near total devastation.</p> <p>In one field, a series of tents has lost its moorings in a recent thunderstorm and is floating down the hillside. The tents are being chased by a group of shivering, half-naked people who look like the survivors of a terrible natural disaster.</p> <p>When I was told that The Sunday Telegraph was sending me to experience Glastonbury for the first time, my initial reaction was one of undiluted horror. Still, I thought, at least the weather was good. England was in the grip of a heat wave. But then the rains came: six hours of uninterrupted thunderstorm in the early hours of Friday morning. When I arrived later that day, there was a polite drizzle. By yesterday, the rain had given way to an overcast sky, the colour of exhaled cigarette smoke. The mud, however, remained, and the only way to get around the 900-acre site was - like Anton - to resign oneself to getting very dirty indeed. Everything else might have been damp, but the crowd remained impressively good-humoured throughout. "It's a very</p>	<p>The road to Greenwich during the whole of Easter Monday is in a state of perpetual bustle and noise. Cabs, hackney-coaches¹, 'shay' carts², coal-waggons, stages, omnibuses³, donkeychaises² - all crammed with people, roll along at their utmost speed. The dust flies in clouds, ginger-beer corks go off in volleys, the balcony of every public-house is crowded with people smoking and drinking, half the private houses are turned into tea-shops, fiddles are in great request, every little fruit-shop displays its stall of gilt gingerbread and penny toys; horses won't go on, and wheels will come off. Ladies scream with fright at every fresh concussion and servants, who have got a holiday for the day, make the most of their time.</p> <p>Everybody is anxious to get on and to be at the fair, or in the park, as soon as possible. The chief place of resort in the daytime, after the public-houses, is the park, in which the principal amusement is to drag young ladies up the steep hill which leads to the Observatory⁴, and then drag them down again at the very top of their speed, greatly to the derangement of their curls and bonnet-caps, and much to the edification of lookers-on from below. 'Kiss in the Ring⁵', and 'Threading my Grandmother's Needle⁵', too, are sports which receive their full share of patronage.</p> <p>Five minutes' walking brings you to the fair itself; occasionally you pass a deal⁶ table, on which are exposed pennyworths of pickled salmon (fennel⁷ included), in little white</p>

safe, family-friendly atmosphere," says Ed Thaw, a music student from London. "This is my sixth time at Glastonbury and I've never had any trouble."

Indeed, on my train to Castle Cary, the carriages are crammed with well-spoken degree students sipping Pimms² and making polite chit-chat. The acts for 2005 included Coldplay, Elvis Costello and the American rock band The Killers, who brought a touch of salubriousness to the proceedings by performing in tuxedo³ jackets and glitter. But Glastonbury has still managed to preserve a healthy degree of wackiness. In the Lost Vagueness area, a 1950s-style diner comes complete with fancy-dress rock 'n' roll dancers and a constant stream of Elvis songs. The Chapel of Love and Loathing has a disc jockey booth disguised as a church organ. Apparently, couples can get married here. Outside, a man wearing a huge pink Afro-wig⁴ is twirling round and round in bare feet. "What happened to your shoes?" I ask. "They got washed away with my tent," he says, cheerily. Bizarrely, everyone seems to be having a brilliant time and there are broad grins wherever I look. In fact, it's almost nice, this Glastonbury thing.

Glossary

1 Glastonbury Festival - a famous pop-music festival held in the summer in Somerset

2 Pimms - a pink alcoholic drink, often drunk with ice in the summer

3 tuxedo - a black or white, formal jacket, usually worn in the evening

4 afro-wig - a curly wig with a rounded shape

saucers: oysters, with shells as large as cheese-plates, and several specimens of a species of snail floating in a somewhat bilious-looking green liquid. Imagine yourself in an extremely dense crowd, which swings you to and fro, and in and out, and every way but the right one; add to this the screams of women, the shouts of boys, the clanging of gongs, the firing of pistols, the ringing of bells, the bellows of speaking-trumpets, the squeaking of penny dittos⁸, the noise of a dozen bands, with three drums in each, all playing different tunes at the same time, the hallooing of showmen, and an occasional roar from the wildbeast shows; and you are in the very centre and heart of the fair.

Glossary

1 hackney coaches - a horse-drawn carriage for hire

2 shay carts 2 donkey chaises - a lightweight, open horse-drawn carriage

3 omnibuses - a large (in this case horse-drawn) bus for public transport

4 Observatory - Greenwich is the location of a famous astronomical observatory situated on top of a hill

5 Kiss in the Ring / 5 Threading my

Grandmother's Needle - traditional children's games

6 deal - a softwood timber such as pine

7 fennel - an edible plant with an aniseed flavour

8 penny dittos - short pieces of music/songs

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 views and perspectives of the festivals?

In your answer, you could:

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

You can use a simple grid like this to plan your answer...

	<u>Source A</u>	<u>Source B</u>
<u>WHAT</u> is the writer's opinion	That the festival would be unpleasant, muddy affair. That...	That... That...
<u>HOW</u> do they use language to convey it ?	her initial reaction was of 'undiluted horror' (hyperbole, connotations of horror films, lots of suffering)	

Sentence starters:

In Source A, the writer has the opinion that...

The phrase she uses to show this is.... The word ... suggests that...

Also,...

However / Similarly / On the other hand / Interestingly, there is a different viewpoint in Source B...

The writer of Source B thinks that...

He conveys this viewpoint with the [technique] ... which implies...

Furthermore,...

'WHAT is each writer's opinion // HOW do they get that opinion across?'

Language Paper 2 Writers' Viewpoints and Perspectives

Section B: Writing

Q5 - Non-fiction piece of writing on a social issue 40 marks (45mins) including 10mins planning

Sample Question:

A politician made the following statement in her speech about education: *'we need to ensure all children are doing the appropriate amount of homework every night. Homework teaches resilience, persistence and a good work ethic as well as reading, writing and arithmetic'*

To what extent do you agree with the statement? Write a letter to the politician in which you give your viewpoint.

Model Answer:

Dear Politician,

We need to talk about homework. Overworked, tired and stressed out students don't need to be spending their precious free time toiling away over an essay or algebra equations. They need freedom! They need to get some much-needed exercise. They need to fill their young lungs with fresh air. They need to socialise with their friends. Every night, young people up and down the country are not getting what they really need and it's all the fault of their terrible teachers and pushy parents. Unfortunately, adults seem to believe that homework is good for young people. Despite evidence that proves otherwise, some people still believe homework helps young people learn. I've got news for you - it doesn't!

Picture this: ashen faced teenagers, who have piles of homework to slog through, slump over their desks. Although their parents and teachers believe are doing the 'right thing', they are mistaken! Homework has been scientifically proven to overload the teenage brain. 5 hours of school work a day is enough yet teachers and schools still pile it on. I have a friend who was so overworked, so stressed, so tired that she made herself ill. She was crying like a fountain and became increasingly pale and drawn. Even though she looked so obviously unhappy, it took a break down for her teachers to realise what they were doing to her. We mustn't let this happen again!

If you're a parent, you need to make time in your child's day for rest, relaxation and fun. If you are a teacher, avoid setting homework if you can and if you must, make sure it isn't too difficult or stressful. If you are a teenager who feels overworked and stressed out by homework, try taking a walk and getting some fresh air instead of picking up that Maths book. Don't get your algebra finished? What's the worse that could happen? Nuclear Armageddon? No. We need to change our attitudes to homework. We need to remember that life is about balance. I hope you will agree with me that it really is time we talked about homework!

Notice that the answer is made up of 3 clear parts

- Paragraph 1 – WHAT is the issue? Who is being affected? WHERE is it happening? WHY is it so important?
- Paragraph 2 – ANECDOTE to illustrate the point
- Paragraph 3 – HOW should your audience/readers respond? What should they do/change?

Section B: Writing

Q5 - Non-fiction piece of writing on a social issue 40 marks (45mins) including 10mins planning

3 Part Plan for ANY Topic

Paragraph 1: WHAT

What is the issue? Who is involved? Where is it happening? When? Why is it such an important issue?

Sentence stems could include:

Let's face it.

It's time to talk about... Use the words from the question in your first sentence.

Paragraph 2: ANECDOTE

a descriptive story to illustrate your point.

Picture this:

I have a friend who...

Use your creative writing skills here (alliteration, simile, metaphor, adjectives, emotive language, powerful verbs)

Paragraph 3: HOW

Tell your readers how to react or respond to your persuasive argument.

Sentence stems could include:

Change your attitude to... / Everyone needs to...

Talk to everyone you know about...

It's time to...

If we want to ..., then we need to.... Use words such as 'we' 'together' 'us' here.

Section B: Writing

Q5 - Non-fiction piece of writing on a social issue 40 marks (45mins) including 10mins planning

Revision task -

Read through each of the statements. What would you write if these came up on the exam? Spend 10 minutes per revision session coming up with a '3 Part Plan' for one of these tasks.

1. 'Mobile phones should be permitted for academic purposes in lessons..' Write a letter to your Head Teacher giving your viewpoint.
2. 'We need to do more to protect our environment' Write a speech for an assembly to younger students in your school.
3. 'Detentions do nothing to support students to make good choices and improve their behaviour' Write an article for the newspaper in which you give your viewpoint on this statement.
4. 'Social networking and social media sites are detrimental to our emotional well being and are making us feel more disconnected than ever before' Write a post for your blog in which you give your opinion on this statement.
5. **'Video games promote co operation and team work. Even games that have some violence in them are beneficial because they teach risk and resilience.'** Write an article for an online magazine called *Tech Today* in which you give your viewpoint.
6. 'Celebrities have too much influence on young people. We should promote the real role models in our society' Write a speech for Year 11 Assembly in which you give your opinion on the statement.
7. 'It is better to be honest and poor or dishonest and rich?' Write a blog post in which you give your opinion on this statement.
8. 'Young people need to be more involved and take more responsibility in their communities' Write a letter to your local MP (politician) in which you give your perspective on this statement.

Can you come up with some other possible issues/questions that might come up on the Viewpoints and Perspectives paper? What social issues have been in the news recently? Try to write some questions of your own.

