



**ARNOLD HILL
SPENCER ACADEMY**

English Language

AQA 8700

Paper 2 Non-Fiction

Name: _____

Year Group: Year 10

English Teacher: _____

Note: There is some space in this booklet to write your answers but if you need to write more than the space allows or your writing doesn't fit, use your exercise book or lined paper.

English Language Paper 2, Section A: Reading Non-Fiction

Text 1: *Autumnwatch* presenter Chris Packham slams *I'm A Celebrity... Get Me Out Of Here!* for 'killing animals and cruelty to bugs and insects'

In this newspaper article, TV presenter Chris Packham is interviewed about the subject of animal cruelty.

TV wildlife expert Chris Packham has blasted *I'm A Celebrity... Get Me Out Of Here!* for being cruel to bugs and insects. The host of BBC2's *Autumnwatch*, who controversially called for giant pandas to be allowed to die out, says he is appalled by how the show's bosses and celebrities abuse animals in the Aussie outback. The 48-year-old, who shot to fame on the BAFTA-winning BBC1 children's programme *The Really Wild Show*, says it is wrong that creatures are killed for entertainment purposes.

Chris told *Yours* magazine: 'The people working on *I'm A Celebrity... Get Me Out Of Here!* Have no regard for creatures' lives. If a celebrity trod on a cat it would be on the front page of every newspaper but they jump up and down on as many cockroaches, spiders and bugs as they like. From the first series I've been nothing short of appalled by the way they abuse animals. What sickens me more than anything is when people say "But they're only insects". I happen to really like insects and more than anything I like life.

There's not a single living organism on this planet that wants to die. [...]

'Other aspects of the programme like the physical trials can be entertaining but I don't find the treatment of creatures excusable at all. The insects are wriggling as they shove them into their mouths. Surely that have feelings? They do have nervous systems – for example witchety grubs and mealworms shy away from heat.

'There is a lunatic divide whereby it's okay to slaughter as many bugs as we like but if it's anything cute and furry it immediately makes front page news. [...] If a celebrity were genuinely starving I'd have no problems with it. But when they are doing it for entertainment it's no more than exploitation. I'd like to see the animal aspects of the programme taken out. I'm sure there are enough brains in the programming department to come up with different challenges that are equally exciting but don't involve killing creatures.'

[Paper 2 Question 1]

Re-read the first **two paragraphs** of Text 1.

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

- A. Chris Packham is a radio wildlife expert
- B. He is the host BBC 1's *Autumnwatch*
- C. He called for giant pandas to be allowed to die out
- D. He shot to fame on *The Really Wild Show*
- E. He believes it is wrong for creatures to be killed for TV
- F. He's been appalled since the second series of '*I'm a Celeb...*'
- G. He really likes insects
- H. He thinks insects are more important than other animals

[4 marks]

[Paper 2 Question 2] Language - Look in detail at the underlined sections.

1. Chris Packham is "appalled by the way they abuse animals". In other words _____

2. The verbs "appalled" and "abuse" suggests the treatment of insects is **unsettling** and **abnormal** because _____

3. Packham views the treatment of insects as **immoral** because _____

4. The quotation "what sickens me" shows that Packham is **emotional** about the treatment of insects because _____

5. The verb "sickens" suggest a **physical** reaction. It is almost as if _____

6. "There is a lunatic divide whereby it's okay to slaughter as many bugs as we like". Here, there is a sense if **abnormality** because _____

7. The words "lunatic" and "slaughter" reveal the strength of Packham's feelings. It is almost as if _____

8. "Anything cute or furry and it immediately makes front page news". The adjectives "cute" and "furry" are **comforting** because _____

9. In this part of the text, Packham **contrasts** ideas about _____

10. In particular, he **juxtaposes** the words _____
_____ because _____

[Paper 2 Question 3] How does the writer use language to describe the treatment of insects?

Read this example and then use your notes and annotations to write your own answer

Packham depicts the treatment of insects as **unsettling** and **abnormal**, **transgressing** the rules of the **normal**, **natural** world. For example, Packham is "appalled by the way they abuse animals". In other words, he is **unsettled** by the treatment of insects, causing him to have an **emotional** reaction. More specifically, Packham uses the verbs "appalled" and "abuse" to

present this treatment of animals as **immoral**; the verb "appalled" means shocked and disgusted which emphasises the strength of Packham's feelings. It is almost as if Packham aims to present 'I'm a Celebrity...' as **corrupt** and **immoral**, because of their "abuse" of insects. Therefore the reader feels **unsettled** because this treatment of insects is presented as **abnormal** and we can clearly sense the strength of Packham's **emotional** response to this "abuse".

Packham _____

For example _____

In other words _____

More specifically, _____

It is almost as if _____

Therefore the reader _____

Text 2: The hanging of the murderer Francois Benjamin Courvoisier, W.M Thackeray (1840)

Courvoisier bore his punishment like a man, and walked very firmly. He was dressed in a new black suit, as it seemed: his shirt was open. His arms were tied in front of him. He opened his hands in a helpless kind of way, and clasped them once or twice together. He turned his head here and there, and looked about him for an instant with a wild imploring look. His mouth was contracted into a sort of pitiful smile. He went and placed himself at once under the beam, with his face towards St. Sepulchre's. The tall grave man in black twisted him round swiftly in the other direction, and, drawing from his pocket a night-cap, pulled it tight over the patient's head and face. I am not ashamed to say that I could look no more, but shut my eyes as the last dreadful act was going on which sent this wretched guilty soul into the presence of God.

[Paper 2 Question 1]

Re-read all of Text 2.

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

- A. Courvoisier was dressed in an old black suit
- B. His shirt was buttoned up to the collar
- C. His arms were tied in front of him
- D. He opened and clasped his hands together
- E. He stared straight ahead
- F. He appeared calm
- G. His mouth was contracted into a pitiful smile
- H. A night-cap was pulled tightly over his head

[4 marks]

[Paper 2 Question 2] Inferences – look in detail at the quotations below, what can you infer about Thackeray's attitude towards capital punishment?

1. "he opened his hands in a helpless kind of way". From this we can infer _____

2. "and clasped them [his hands] once or twice together". This suggests _____

3. "looked about...with a wild imploring look". This implies _____

4. "I am not ashamed to say that I could look no more". From this we can infer _____

5. "shut my eyes as the last dreadful act was going on". This implies _____

[Paper 2 Question 2] Using details from Text 2, write a summary of Thackeray's attitude towards Courvoisier's execution, and therefore capital punishment.

Read this example and then use your notes and annotations to write your own answer

Thackeray depicts Courvoisier's execution as **unsettling**. We see this in the quotation "looked about...with a wild imploring look". From this we can interpret that Courvoisier is experiencing fear and panic and so would be disturbing to observe.

Thackeray _____

We see this in the quotation _____

Which implies that _____

And so _____

[Paper 2 Question 3] Language - Look in detail at the underlined sections.

1. The writer says that Courvoisier "turned his head here and there...with a wild imploring look". This is **unsettling** because _____

2. Thackeray says that Courvoisier "opened his hands in a helpless kind of way, and clasped them once or twice together". In other words _____

3. The verb "clasped" is **unsettling** because _____

4. "His mouth was contracted into a sort of pitiful smile." It is almost as if this reaction is **idiosyncratic** because _____

5. "I am not ashamed to say that I could look no more". It is almost as if Thackeray feels the execution is **immoral** because _____

6. "Shut my eyes...the last dreadful act". Here we notice that Thackeray feels **unsettled** because _____

7. Thackeray describes Courvoisier as a "wretched guilty soul". In other words _____

8. The adjective "wretched" implies _____

9. Thackeray states that Courvoisier was "sent" into "the presence of God." **Metaphorically**, Thackeray means that _____

_____ This perhaps suggests that Courvoisier will endure **perpetual imprisonment** because _____

10. There is an **unsettling** atmosphere created when _____

[Paper 2 Question 3] How does the writer use language to describe Courvoisier's execution?

Thackeray chooses to depict Courvoisier's execution as **unsettling**.

For example _____

In other words _____

More specifically, _____

It is almost as if _____

Therefore the reader _____

Furthermore, Thackeray chooses to depict Courvoisier's execution as _____

For example _____

In other words _____

More specifically, _____

It is almost as if _____

Therefore the reader _____

Text 3: Extract from *The Girl of the Period*, Eliza Lynn Linton (1883)

Eliza Lynn Linton was in her 60s when she wrote this about the young women of her day.

The liberty allowed to young girls grows yearly more and more unchecked. They walk alone, travel alone, visit alone; and the gravest evils have been known to arise from the habit which modern mothers have of sending their daughters of sixteen and upwards unaccompanied in London to colleges and classes.

Mamma has grown stout and lazy, and has always some important matter on hand that keeps her at home, half asleep in the easy-chair, while the girls go to and fro, and take the exercise befitting their youthful energies. Of course no harm can befall them. They are her daughters, and the warnings given by the keener-eyed, who have had experience, are mere inventions of the enemy and slanders against the young. So they parade the streets, dressed in the most startling and meretricious* costumes; and that fatal doctrine of self-protection counts its victims by the score as the consequence.

*meretricious — superficially attractive but actually worthless, vulgar or flashy

[Paper 2 Question 1]

Re-read all of Text 3.

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

- A. Young women can walk alone, travel alone and visit alone
- B. Mothers have a habit of sending their daughters to London
- C. Daughters are sent to London unaccompanied to find work
- D. Mothers stay at home and grow fat and lazy
- E. The young girls are also lazy
- F. They do not take exercise suited to their youth
- G. Young women wear vulgar and flashy outfits
- H. They send money back to their mothers at home

[4 marks]

[Paper 2 Question 2] Inferences – look in detail at the quotations below, what can you infer about Linton’s attitude towards young women?

1. “The liberty allowed to young girls grows yearly more and more unchecked. This reveals that _____

2. “They walk alone, travel alone, visit alone”. This suggests that young women have become more **liberated** because _____

3. Linton states that young women “unaccompanied in London” leads to the “gravest evils”. This implies that she views their **liberation** as **immoral** because _____

4. "They parade the streets". This reveals _____

5. They wear the "most startling and meretricious costumes". This implies their appearance is **idiosyncratic**, perhaps **unsettling** because _____

[Paper 2 Question 2] Using details from Text 3, write a summary of Linton's attitude towards young women.

Linton _____

We see this in the quotation _____

which implies that _____

and so _____

Furthermore, Linton _____

We see this in the quotation _____

From this we can infer _____

and so _____

Text 4: Letter to the Editor, Jenni Herd

In March 2014, 16-year-old Jenni Herd read an article in The Times newspaper about teenage brains, which annoyed her so much she decided to write this letter.

Annoyed

Sir,
I am getting increasingly annoyed at the barrage of articles about teenagers, and the adults who keep trying to explain our behaviour ("Moods and meltdowns.' what's inside the teenage brain?". Mar 1). I am 16 and a straight-A student, like most of my friends. We are not as irrational and immature as adults seem to think. We've grown up with financial crises and accept that most of us will be unemployed. We no longer flinch at bloody images of war because we've grown up seeing the chaos in the Middle East and elsewhere. Most of us are cynical and pessimistic because of the environment we've grown up in, which should be explanation enough for our apparent insolence and disrespect, without "experts" having to write articles about it.

Has no one ever seen that we are angry at the world we live in? Angry that we will have to clean up your mess, while you hold us in contempt, analysing our responses as though we were another species?

I would like adults to treat us not as strange creatures from another world but as human beings with intelligent thought—a little different from yours, perhaps, but intelligent thought nonetheless.

Stop teaching adults how to behave around us, and instead teach them to respect us.

Jenni Herd

[Paper 2 Question 1]

Re-read the first **two paragraphs** of Text 4.
Choose **four** statements below which are TRUE.

- A. Jenni Herd is annoyed by adults' opinions about teenagers
- B. She is 17 years old
- C. She is a straight-A student
- D. She thinks she will be able to find a job easily in the future
- E. She is shocked by images of war
- F. Young people have grown up seeing chaos and wars
- G. Young people today are optimistic about the future
- H. Articles are written about their insolence and disrespect

[4 marks]

[Paper 2 Question 2] Inferences – look in detail at the quotations below, what can you infer about Herd's view of young people and their concerns?

1. "We are not as irrational and immature as adults...think". In other words _____

2. "We've grown up with financial crises and accept that most of us will be unemployed". This suggests that young people are **metaphorically imprisoned** because _____

3. Herd states that young people are "cynical and pessimistic because of the environment we've grown up in". This reveals _____

4. "We are angry at the world we live in". From this we can infer that Herd is **emotional** because _____

5. Herd wants adults to treat young people "as human beings with intelligent thought". From this we can infer _____

[Paper 2 Question 2] You need to refer to Text 3 and Text 4 for this question.

Using details from both texts, write a summary of the differences between young people

First you need to identify differences, selecting appropriate quotations to support your points.

The first one has been done for you.

Text 3 - Eliza Lynn Linton	Text 4 - Jenni Herd
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young women have too much freedom <i>"liberty...grows yearly more unchecked"</i>	young people are imprisoned by modern society <i>"accept that most of will be unemployed"</i>

[Paper 2 Question 2] You need to refer to Text 3 and Text 4 for this question.
Using details from both texts, write a summary of the different attitudes towards young people.

In Text 3, Linton _____

We see this in the quotation _____

which implies that _____

and so _____

On the other hand, Herd _____

We see this in the quotation _____

which implies that _____

and so _____

[Paper 2 Question 4] You need to refer to Text 3 and Text 4 for this question.

Compare how the writers convey their different perspectives on young people.

Fill in the table below. First, identify the points of comparison between the experiences of the two writers.

Then choose the quotations, identify the methods used and then fill in the notes / 'brain dump'.

The first one has been done for you.

Point of comparison Similarity / difference?	Quotations and methods	Notes / 'brain dump'
Difference (however) They have different views on the liberation of young people.	Linton - "They walk alone, travel alone, visit alone." - repetition, asyndetic listing Herd - " <u>cynical</u> and <u>pessimistic</u> because of the environment we've grown up in" - abstract nouns	Liberation / freedom / abnormal / idiosyncratic / imprisoned / trapped / vulnerable / emotional / angry / unsettling

[Paper 2 Question 4] Compare how the writers convey their different perspectives on young people.

Read this example and then use your notes and annotations to write your own answer

Clearly the writer of Text 3, Eliza Lynn Linton, feels that young women in the late 19th Century have too much freedom. This is seen when the writer says "They walk alone, travel alone, visit alone." In other words, as young women have become more and more **liberated**

they are permitted to "walk", "travel" and "visit" unaccompanied, which Linton views as **unsettling**. In particular, the **use of repetition** implies that Linton finds this behaviour almost **abnormal**, **transgressing** social norms. More specifically, through the use of the **syndetic list** it is almost as if Linton aims to present this **idiosyncratic** event as **perpetual**. Therefore the reader imagines that Linton is **unsettled** as she views this **liberation** of young women as a **transgression** of **normal**, civilised society.

However, in Text 4, Herd _____

This is seen when _____

In other words _____

In particular, _____

It is as though _____

Therefore the reader _____

Furthermore, in Text 3, Linton _____

For example _____

In other words _____

More specifically, _____

It is almost as if _____

Therefore the reader _____

On the other hand, in Text 4, Herd _____

This is seen when _____

In other words _____

In particular, _____

It is as though _____

Therefore the reader _____

Text 5: Extract from *Goodbye to All That*, Robert Graves

Collecting the draft of forty men we had with us, we followed [the man] through the unlit suburbs of the town — all intensely excited by the noise and flashes of the guns in the distance. None of the draft had been out before, except the sergeant in charge. They began singing. Instead of the usual music-hall songs, they sang Welsh hymns, each man taking a part. The Welsh always sang when pretending not to be scared; it kept them steady. And they never sang out of tune.

We marched towards the flashes, and could soon see the flare-lights curving across the distant trenches. The noise of the guns grew louder and louder. [.. .] From about two hundred yards behind us, on the left of the road, a salvo of four shells whizzed suddenly over our heads. This broke up Aberystwyth in the middle of a verse, and sent us off our balance for a few seconds; the column of fours tangled up. The shells went hissing away eastward; we saw the red flash and heard the hollow bang where they landed in German territory [...]

The roadside cottages were now showing more and more signs of dilapidation. A German shell came over and then whoo — oo — ooo — oooOOO — bump — CRASH! landed twenty yards short of us. We threw ourselves flat on our faces. Presently we heard a curious singing noise in the air, and then flop! Flop! Little pieces of shell-casing came buzzing down all around. 'They call them the musical instruments,' said the sergeant. 'Damn them,' said my friend Frank Jones-Bateman, cut across the hand by a jagged little piece, 'the devils have started on me early.' 'Aye, they'll have a lot of fun with you before they're done, sir,' grinned the sergeant. Another shell came over. Everyone threw himself down again, but it burst two hundred yards behind us. Only Sergeant Jones had remained on his feet. [...] After a meal of bread, bacon, rum, and bitter stewed tea sickly with sugar, we went through the broken trees to the east of the village and up a long trench to battalion headquarters. The wet and slippery trench ran through dull red clay. I had a torch with me, and saw that hundreds of field mice and frogs had fallen into the trench but found no way out. The light dazzled them, and because I could not help treading on them, I put the torch back in my pocket.

[Paper 2 Question 1] Re-read the first **two paragraphs** of **Text 5**
Choose **four** statements below which are TRUE.

- A. There was a draft of fifty men
- B. They were excited by the noise and flashed of guns
- C. Only the sergeant had been out before
- D. They sang Welsh hymns
- E. The Welsh always sang out of tune
- F. The noise of the guns was quieter
- G. Five shells whizzed over their heads
- H. They saw a yellow flash

[4 marks]

[Paper 2 Question 2] Inferences – look in detail at the quotations below, what can you infer about Graves' experience of war?

1. They were "all intensely excited by the noise and flashes". This reveals _____

2. "The noise of the guns grew louder and louder". This suggests _____

3. "The shells went hissing away eastward". This implies _____

4. "Flop! Flop! Little pieces of shell-casing came buzzing down all around". In other words, _____

5. "The wet and slippery trench ran through dull red clay". This implies _____

Text 6: Extract from *Finished with War – A Soldier's Declaration*, Siegfried Sassoon

I am making this statement as an act of wilful defiance of military authority because I believe that the war is being deliberately prolonged by those who have the power to end it. I am a soldier, convinced that I am acting on behalf of soldiers. I believe that the war upon which I entered as a war of defence and liberation has now become a war of aggression and conquest. I believe that the purposes for which I and my fellow soldiers entered upon this war should have been so clearly stated as to have made it impossible to change them and that had this been done the objects which actuated us* would now be attainable by negotiation.

I have seen and endured the sufferings of the troops and I can no longer be a party* to prolong these sufferings for ends which I believe to be evil and unjust. I am not protesting against the conduct of the war, but against the political errors and insincerities for which the fighting men are being sacrificed. On behalf of those who are suffering now, I make this protest against the deception* which is being practised on them; also I believe it may help to destroy the callous complacency* with which the majority of those at home regard the continuance of agonies which they do not share and which they have not enough imagination to realise.

*the objects which actuated us – the aims that motivated us

*be a party to – be involved in

*deception – lying and secrecy

*callous complacency – unfeeling smugness

[Paper 2 Question 2] Inferences – look in detail at the quotations below. What can you infer about Sassoon's experience of war?

1. "I believe that the war is being deliberately prolonged". From this, we can infer _____

2. "I have seen and endured the suffering of the troops". This suggests _____

3. Sassoon states that he believes the war is "evil and unjust". This implies _____

4. "I am not protesting against the conduct of the war, but against the political errors". This reveals _____

5. Sassoon is angry because of the "insincerities for which the fighting men are being sacrificed," which implies _____

[Paper 2 Question 2] You need to refer to Text 5 and Text 6 for this question.

Using details from both texts, write a summary of the writers' different experiences of war

First you need to identify differences between their experiences, selecting appropriate quotations to support your points.

Text 5 - Robert Graves	Text 6 - Siegfried Sassoon

[Paper 2 Question 2] You need to refer to Text 5 and Text 6 for this question.

Using details from both texts, write a summary of the writers' different experiences of war.

In Text 5, Graves _____

We see this in the quotation _____

which implies that _____

and so _____

On the other hand, Sassoon _____

We see this in the quotation _____

which implies that _____

and so _____

Furthermore, Graves _____

We see this in the quotation _____

which implies that _____

and so _____

Whereas, Sassoon _____

We see this in the quotation _____

Which implies that _____

and so _____

[Paper 2 Question 4] You need to refer to Text 5 and Text 6 for this question.

Compare how the writers convey their different perspectives on war.

Fill in the table below. First, identify the points of comparison between the experiences of the two writers.

Then choose the quotations, identify the methods used and then fill in the notes / 'brain dump'.

Point of comparison Similarity / difference?	Quotations and methods	Notes / 'brain dump'

[Paper 2 Question 4] Compare how the writers convey their different perspectives on war.

Clearly the writer of Text 5, Graves _____

For example _____

In other words _____

More specifically, _____

It is almost as if _____

Therefore the reader _____

However, in Text 6, Sassoon _____

This is seen when _____

In other words _____

In particular, _____

It is as though _____

Therefore the reader _____

Furthermore, in Text 5, Graves _____

For example _____

In other words _____

More specifically, _____

It is almost as if _____

Therefore the reader _____

On the other hand, in Text 6, Sassoon _____

This is seen when _____

In other words _____

In particular, _____

It is as though _____

Therefore the reader _____

English Language Paper 2, Section B: Writing Fiction

EPIIIC: A paragraph planning resource for non-fiction writing

First, decide your opinion. Then notice the *form* that your writing is expected to take and imagine who you are writing for- your audience (small details like whether the chair is comfortable or if they are holding a quickly cooling cup of tea will help). Then, make it 'EPIIIC.' 'EPIIIC' is your paragraph structuring tool.

Establish your audience, their views and where they might be	As you stand/sit/gaze/stare/observe/contemplate... ...there's probably only one question running/plodding/skipping through your mind: '.....?' To that, I say:undoubtedly... ...self-evidently... ...indisputably... ...unquestionably...	
Picture this: (appeal to the reader's emotions or <i>pathos</i>)	Picture this:dystopia... ..insidious... ...crumble... ..perpetual... ...fall... ..pestilence... ..desolation... ..inferno... ...apocalypse / apocalyptic... ..diabolical... ...omen... ..portent... ...subversive... ..hazardous... ...transgressive...	
Imagine... (paint a picture of the ideal situation)	Now imagine... ..fleeting... Visualise... ..your life... ...utopia... ..ideal... This could be a reality if... ..perfection... ...peace...	
Information (appeal to the reader's reason or <i>logos</i>)	Experts agree that... ..multiple... ...undeniable... ..scholars... ...factually... ..most notably... ...interviews... ..unequivocal...	
I (create credibility using person)	I can't help but recall/remember... I am reminded of...	

experience: <i>ethos</i>)	I am visited by a vivid image of... I can't help but call to mind...	
Counter argument + conclusion	You may still be left with... However, it is absurd to... Perhaps you... You might...	To believe... is to... To disagree is to... To blindly... is to... To insist on... is to...

Rules of form

Letter

You should include:	<ul style="list-style-type: none"> ● To whom it may concern... ● Paragraphs
You could include:	<ul style="list-style-type: none"> ● Addresses ● A date ● Formal language ● Fluently sequenced paragraphs ● Yours sincerely / faithfully

Article

You should include:	<ul style="list-style-type: none"> ● A simple title ● Paragraphs
You could include:	<ul style="list-style-type: none"> ● An original or humorous title ● A strapline ● Subheadings ● Fluently sequenced paragraphs

Leaflet

You should include:	<ul style="list-style-type: none"> ● A simple title ● Paragraphs
You could include:	<ul style="list-style-type: none"> ● An original or humorous title ● Subheadings ● Bullet points ● Fluently sequenced paragraphs

Speech

You should include:	<ul style="list-style-type: none"> ● A simple address to your audience ● Paragraphs
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	<ul style="list-style-type: none"> ● A final address to your audience
You could include:	<ul style="list-style-type: none"> ● A clear address to an audience ● Awareness of the audience throughout ● Fluently sequenced paragraphs

Essay	
You should include:	<ul style="list-style-type: none"> ● A simple introduction and conclusion ● Paragraphs
You could include:	<ul style="list-style-type: none"> ● An effective introduction and conclusion ● Fluently sequenced paragraphs

Use the EPIIIC structure to write non-fiction writing based on the tasks below. Try to write at least four whole essays. They should each have an E, P, I, I, I, C paragraph. Email any you write to your teacher.

Task 1

“Arts education has no place in schools. Students should spend all of their time learning the basics of English and Mathematics.”

Write a letter to the Head Teacher of your school arguing either for or against this statement.

Model ‘E – Establish your audience’ paragraph:

As you lounge, reclining after a long day of detentions, assemblies and meetings, unfolding this letter you saved from the recycling bin, there’s probably only one question slowly plodding through your mind: “How can I improve outcomes in English and Mathematics?” To that, I say: by doing away with the foolish so-called ‘arts’. It is unquestionably a disgrace; it is undoubtedly an outrage; it is indisputably a scandal that you are so attached to subjects that have no academic value.

Task 2

“Our climate is in crisis. We must all act now to stop climate change.”

Write an essay to be published on a blog aimed at young adults arguing either for or against this statement.

Model ‘E – Establish your audience’ paragraph:

As you stand, scrolling aimlessly and silently in your short break between banal meetings, there’s probably only one question running through your mind: “When can I get my next coffee?” To that, I say: our climate is in crisis. It is time to stop focusing on ourselves and our short-term needs. Your next caffeine fix is irrelevant. The climate needs our attention. It is unquestionably a disgrace; it is undoubtedly an outrage; it is indisputably a scandal that so few people with the ability to do so refuse to act to halt climate change.

Task 3

A recent report states: “Homelessness in the UK is a crisis that is destroying the lives of all people, especially young people. We must take action.” Write an article for your school newspaper persuading young people to support charities that help the homeless.

Model ‘P – Picture this:’ paragraph:

Picture this: a dystopian world, full of perpetual misery. Society crumbles beneath the weight of injustice. The success of individuals, families and businesses falls as desolation reigns, cruelly conquering what was once a peaceful place. Dogmatic ignorance of the insidious problem of homelessness has thrust us into a perpetual social apocalypse. The

misanthropy of the fortunate has fractured the hearts, souls and minds of those without shelter or resources and now, the cries of the oppressed echo through this infernal land. Crime, misery and melancholy spreads: a predatory pestilence.

Task 4

“Regardless of their crimes, children in prison still deserve love, care and support. They are currently not receiving this”.

Write the text for a speech to be delivered to local Prison Governors in which you explain your opinion on this statement.

Model ‘P – Picture this:’ paragraph:

Picture this: a dystopian world, full of perpetual misery. Society crumbles beneath the weight of injustice; innocent children in prison are corrupted by the misanthropic cruelty they perpetually face. The success of individuals, families and businesses falls as desolation reigns, causing misery that comes from the ultimate predator: our prisons. The villains in this dystopia are those who ignore the purity of our children; those who stand, static, as love, care and support is withheld from them.

Task 5

“Social media is damaging for young people.”

Write the text for a leaflet to be delivered to local schools in which you persuade students to agree with your opinion on this statement.

Model ‘C – counter argument:’ paragraph:

You may still be left with the idea that social media is a benevolent force; you might even be tempted to check Instagram as you slip this leaflet between the pages of your textbook. Perhaps you think that society’s addiction to the cruel rectangle of the phone screen is normal and natural. However, it is absurd to blindly ignore the malevolence of social media.

To believe that young people are not damaged by social media is to deny the undeniable: social media is a predatory, immoral villain.

Task 6

“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.

Task 6

“Festivals and fairs should be banned. They encourage bad behaviour and are disruptive to local communities.”

Write a letter to your local newspaper in which you argue for or against this statement.

Task 7

“Children of school age should not be working at all. They should be focused on their school work and helpful to their parents. Working for money comes later.”

Write the text for a speech to be given at a school debate in which you argue for or against this statement.

Task 8

“Ghosts don't exist. Anyone who believes in them is being fooled.”

Write an article for your school magazine or website in which you argue for or against the statement.