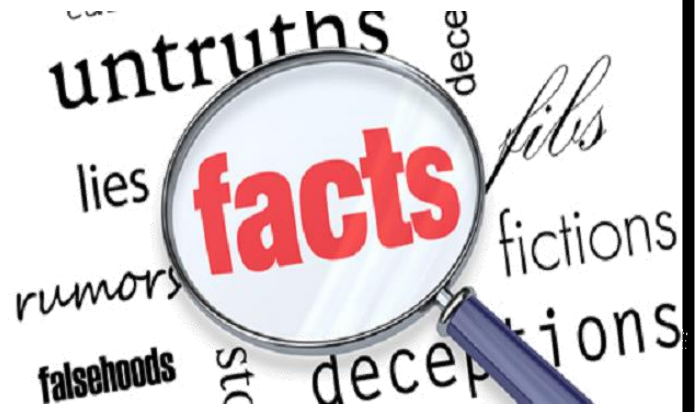


GCSE English Language

Paper 2

Friday 7th June 2019
(morning)



Paper 2, Question 5 Non-Fiction Writing Tasks

You will be given:

a named *purpose*:

1. writing to explain
2. writing to instruct/advise
3. writing to argue
4. writing to persuade

& a named *genre*:

1. Letter
2. Article
3. Leaflet text
4. Speech
5. Essay

Name:

English Teacher:.....

Index:

Cover	Task details
3	Minimum & developed features of text types
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How to use this booklet:

Learn: You should learn the required features listed on the opposite page. Learn the structures below and/or the structures in the planning tables: these will earn you more marks.

Practise: The tasks are not designed to be completed in full. You should use them to practise your planning and crafting your writing with the mark scheme in mind.

It is important to complete some tasks in full: your teacher will guide you toward which ones would be most useful. You are welcome to complete extra tasks: remember, quality practice is far more effective than lots of thoughtless writing.

Review:

Marking your own work or peer assessing with a partner can also be valuable.

The example questions on page 28 have all appeared in real AQA examinations. They give you a clear indication of the types of topics that commonly appear.

Upgrade Your Sentence!		Not only but also Not only are holidays too infrequent, but they also are badly timed.	So, so Holidays are so infrequent, so short, that they feel as if they are over before they begun.
Double adjective start Infrequent and expensive, holidays hit the pockets of families across the country.	Less less less The less time spent with the family means the less time that is spent establishing family values, which means the less time a child is able to connect with their parents.	Fortunately/ unfortunately Fortunately, the holiday companies are aware of holiday dates and can adjust the capacity for those periods, unfortunately this comes at a significant financial premium.	Brackets although School holidays are too infrequent (although, some killjoys will love to tell you otherwise) and the impact this has on students can be seen in the high anxiety rates amongst teenagers.
	Whoever/ whenever Whoever dictates holiday dates, and whenever they decide for them to fall, ultimately controls the happiness of millions of families across the country.		
Verb beginning Considering the amount of time spent apart from their families, holidays are clearly too infrequent.	More more more The more dirt that was shifted away, the more of the statue's belly was exposed, and the more indignant the sacred relic became.		
	Adverb beginning Typically, no one consults children on how they feel about holiday dates and the frequency of their breaks.	Triple noun colon Fury, anger, dismay: the statue felt his sadness slip away and was replaced with more damaging emotions.	

Minimum & developed features of text types (according to AQA)

Article	
As a minimum, students should include:	<ul style="list-style-type: none"> the use of a simple title paragraphs.
More detailed/developed indicators of form could include:	<ul style="list-style-type: none"> a clear/apt/original title a strapline subheadings an introductory (overview) paragraph effectively/fluently sequenced paragraphs.
Text of a speech	
As a minimum, students should include:	<ul style="list-style-type: none"> a simple address to an audience sections a final address to an audience.
More detailed/developed indicators of form could include:	<ul style="list-style-type: none"> a clear address to an audience effective/fluently linked sections to indicate sequence rhetorical indicators that an audience is being addressed throughout a clear sign off e.g. 'Thank you for listening'.
Letter	
As a minimum, students should include:	<ul style="list-style-type: none"> an indication that someone is sending the letter to someone paragraphs.
More detailed/developed indicators of form could include:	<ul style="list-style-type: none"> the use of addresses a date a formal mode of address if required e.g. Dear Sir/Madam or a named recipient effectively/fluently sequenced paragraphs an appropriate mode of signing off: Yours sincerely/faithfully.
Text for a leaflet	
As a minimum, students should include:	<ul style="list-style-type: none"> the use of a simple title paragraphs or sections.
More detailed/developed indicators of form could include:	<ul style="list-style-type: none"> a clear/apt/original title organisational devices such as inventive subheadings or boxes bullet points effectively/fluently sequenced paragraphs.
Essay	
As a minimum, students should include:	<ul style="list-style-type: none"> a simple introduction and conclusion paragraphs.
More detailed/developed indicators of form could include:	<ul style="list-style-type: none"> an effective introduction and convincing conclusion effectively/fluently linked paragraphs to sequence a range of ideas.

Polar bears in the playground, Insectageddon ... and it's all our fault

Jess French is a zoologist, writer and presenter of CBeebies' *Minibeast Adventures with Jess*

Humans created these disasters, and only humans can solve them. Yet there are a few beacons of hope

Children's books are filled with fantastic friendships between humans and beasts. From a young age, we learn that if a tiger comes for tea we should expect it to eat all our sandwiches, and if a Peruvian bear drops in for lunch we had better have some marmalade in the cupboard.

In this fantasy world, we can coexist peacefully with large mammals. Meanwhile, in real life, young people are having fewer wild interactions than ever before. In part this is a result of increased screen time and decreased access to wild spaces. Perhaps it doesn't help that many countries drove out their most exciting inhabitants – lynx, bears and wolves – centuries ago.



Had they not, more people in the developed world might now be facing similar problems to those in Novaya Zemlya. The playgrounds of this remote Russian archipelago were recently invaded by a prowl of hungry polar bears, driven into human settlements in search of food and shelter after rising temperatures destroyed the last hospitable slices of the Arctic sea ice. It's the same story we see across the world: habitat loss driving elephants to raid crops, human settlements spreading into tiger territory, and people losing their lives to big cats.

The Incident of the Polar Bear in the Playground is not an unanticipated sequel to *The Humans Who Melted the Ice Caps*. We have known for years that Arctic temperatures are rising at horrifying rates. It should come as no surprise that the polar bears we have evicted from their natural homes have ended up clamouring at humans' front doors in search of their basic requirements for survival. Unfortunately, they are more likely to be met with the business end of a shotgun than a marmalade sandwich (crusts off). And who can blame the people in the main settlement, Belushya Guba, for wanting to protect themselves? If an 8ft carnivore stalked into my daughter's nursery with a rumbling tummy, I know what my instincts would tell me. And I'm a die-hard vegan conservationist.

We've had years to address these issues. This is not a freak occurrence but the latest in a list of increasingly frequent human/polar bear incidents. And it's part of an even longer list of rapidly growing areas where there is human/wildlife conflict. We can't blame the local residents of Novaya Zemlya for their quiet town becoming a bear refugee camp. They are not the ones burning fossil fuels, intensively farming cows and jetting across the world for business meetings. It's almost always the case that those making the decisions that are most dire for the environment are the furthest from the consequences.



However, Insectageddon – the fate towards which we are rapidly hurtling if we don't soon change our farming practices, pesticide usage and attitude towards global warming – will be a disaster for all humans, tigers and bears alike. An estimated 84% of EU crops depend on a free workforce of pollinators performing a task that is valued at £12.6bn. The latest study, published on Monday, suggests the world's insects could vanish within a century. Not only do insects pollinate our food plants and clean our water; they also recycle mountains of excrement and rotting corpses – and I for one prefer the world that way.

Without bees and other insects to pollinate the tea plants, orange trees and hundreds of other flowering plants on which we depend for food, we will be forced to pollinate by hand. This is already happening in China, where the eradication of wild bees has led to some farmers pollinating their crops using paintbrushes. This means that the extinction of insect-kind will result in something that businesses fear even more than famine, suffering and death: loss of income.

But amid all this gloom, there are beacons of hope, such as the Swedish teenager Greta Thunberg, who is leading a protest at political inaction on climate change. She is a reminder that there are plenty of young people around today who are aware of the issues facing our planet. And they are more likely to be found protesting about climate change outside parliament than sitting around waiting for fictional animals to visit and share their snacks.

Just as well, because if the latest study is right, our children will soon have neither tea nor marmalade to offer their guests – let alone fruit for the very hungry caterpillar – assuming he's not extinct.



'TAKING ENDLESS SELFIES CAN ONLY HAVE NEGATIVE CONSEQUENCES FOR TEENS: IT TEACHES THEM TO VALUE THE SUPERFICIAL SURFACE & SEEK THE APPROVAL OF OTHERS. SELFIES ARE POISON TO A HEALTHY MINDSET.'

WRITE AN ARTICLE FOR YOUR SCHOOL WEBSITE GIVING YOUR VIEWS.

Sp Adobe Spark



'VAIN, VACANT & SUPERFICIAL, FASHION IS A GREEDY INDUSTRY THAT BRINGS OUT THE WORST IN PEOPLE.'

WRITE AN ARTICLE FOR YOUR SCHOOL WEBSITE GIVING YOUR OPINIONS.

Sp Adobe Spark



'HAZARDOUS & PERILOUS, FIREWORKS SHOULD BE IMMEDIATELY BANNED.'

WRITE A LETTER TO YOUR LOCAL COUNCIL OFFERING YOUR OPINIONS.

Sp Adobe Spark



'MISUNDERSTOOD & UNAPPRECIATED, TATTOOS ARE A BEAUTIFUL ART FORM.'

WRITE A LETTER TO A FRIEND WHO IS CONSIDERING GETTING A TATTOO.

Sp Adobe Spark



'YOUNG PEOPLE ARE TOO OFTEN, AND TOO EASILY, BLAMED FOR SOCIETY'S PROBLEMS. IT'S A LAZY, YET DAMAGING, STEREOTYPE.'

WRITE AN ARTICLE FOR YOUR SCHOOL WEBSITE GIVING YOUR OPINIONS.

Sp Adobe Spark



'MANY COUNTRIES SEEM TO HAVE A STRONG NATIONAL IDENTITY & CELEBRATE THEIR CULTURE, BUT WHAT DOES IT REALLY MEAN TO BE BRITISH & WHAT SHOULD WE CELEBRATE?'

WRITE A LETTER TO A NEWSPAPER WITH YOUR OPINIONS.

Sp Adobe Spark



'SCHOOL DOESN'T TEACH YOU THE IMPORTANT THINGS: WHO TO VOTE FOR, HOW TO DO TAXES & MANAGE MONEY, HOW TO LEARN INDEPENDENTLY, HOW TO MANAGE TIME... THE LIST GOES ON AND ON.'

WRITE A LETTER TO YOUR HEADTEACHER GIVING YOUR OPINIONS.

Sp Adobe Spark



'GRAFFITI - WHEN DONE SKILLFULLY - IS A WONDERFUL ART STYLE THAT BRIGHTENS A CITY LIKE NOTHING ELSE.'

WRITE AN ARTICLE FOR YOUR LOCAL NEWSPAPER OFFERING YOUR OPINIONS.

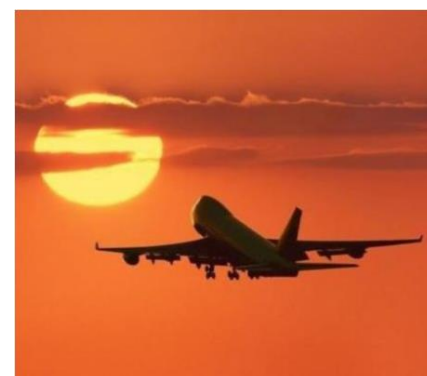
Sp Adobe Spark



'SPACE EXPLORATION IS A WASTE OF MONEY THAT COULD BE SPENT ON MORE WORTHWHILE CAUSES.'

WRITE A LETTER TO YOUR LOCAL MP TO GIVE YOUR OPINION.

Sp Adobe Spark



'TRAVELLING ABROAD DAMAGES THE ENVIRONMENT, IS EXCESSIVELY EXPENSIVE & CAN BE EXTREMELY DANGEROUS. UK-BASED HOLIDAYS ARE BETTER.'

WRITE A LETTER TO A LOCAL NEWSPAPER GIVING YOUR OPINIONS.

Sp Adobe Spark

Level	Content and organisation Skills descriptors
Level 4 19-24 marks Convincing, compelling	<p>Content</p> <ul style="list-style-type: none"> • Register is convincing and compelling for audience • Assuredly matched to purpose • Extensive and ambitious vocabulary with sustained crafting of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Varied and inventive use of structural features • Writing is compelling, incorporating a range of convincing and complex ideas • Fluently linked paragraphs with seamlessly integrated discourse markers
Level 3 13-18 marks Consistent, clear	<p>Content</p> <ul style="list-style-type: none"> • Register is consistently matched to audience • Consistently matched to purpose • Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Effective use of structural features • Writing is engaging, using a range of clear connected ideas • Coherent paragraphs with integrated discourse markers
Level 2 7-12 marks Some success	<p>Content</p> <ul style="list-style-type: none"> • Some sustained attempt to match register to audience • Some sustained attempt to match purpose • Conscious use of vocabulary with some use of linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Some use of structural features • Increasing variety of linked and relevant ideas • Some use of paragraphs and some use of discourse markers
Level 1 1-6 marks Simple, limited	<p>Content</p> <ul style="list-style-type: none"> • Simple awareness of register/audience • Simple awareness of purpose • Simple vocabulary; simple linguistic devices <p>Organisation</p> <ul style="list-style-type: none"> • Evidence of simple structural features • One or two relevant ideas, simply linked • Random paragraph structure

Level	Technical accuracy Skills descriptors
Level 4 13-16 marks	<ul style="list-style-type: none"> • Sentence demarcation is consistently secure and consistently accurate • Wide range of punctuation is used with a high level of accuracy • Uses a full range of appropriate sentence forms for effect • Uses Standard English consistently and appropriately with secure control of complex grammatical structures • High level of accuracy in spelling, including ambitious vocabulary • Extensive and ambitious use of vocabulary
Level 3 9-12 marks	<ul style="list-style-type: none"> • Sentence demarcation is mostly secure and mostly accurate • Range of punctuation is used, mostly with success • Uses a variety of sentence forms for effect • Mostly uses Standard English appropriately with mostly controlled grammatical structures • Generally accurate spelling, including complex and irregular words • Increasingly sophisticated use of vocabulary
Level 2 5-8 marks	<ul style="list-style-type: none"> • Sentence demarcation is mostly secure and sometimes accurate • Some control of a range of punctuation • Attempts a variety of sentence forms • Some use of Standard English with some control of agreement • Some accurate spelling of more complex words • Varied use of vocabulary
Level 1 1-4 marks	<ul style="list-style-type: none"> • Occasional use of sentence demarcation • Some evidence of conscious punctuation • Simple range of sentence forms • Occasional use of Standard English with limited control of agreement • Accurate basic spelling • Simple use of vocabulary

Mark Scheme

Take note of the importance of the technical elements (AO6)!

<p>Ethos</p>	<p>Why should we listen to this speaker? Explain your value / legitimacy.</p>	<p>"Woz and I started Apple in my parents' garage when I was 20. We worked hard, and in 10 years Apple had grown from just the two of us in a garage into a \$2 billion company with over 4000 employees. We had just released our finest creation — the Macintosh — a year earlier, and I had just turned 30... During the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife. Pixar went on to create the world's first computer animated feature film, Toy Story, and is now the most successful animation studio in the world. In a remarkable turn of events, Apple bought NeXT, I returned to Apple, and the technology we developed at NeXT is at the heart of Apple's current renaissance. And Laurene and I have a wonderful family together." Steve Jobs..</p>	<p>We all know online privacy in the face of social media is a concern: we hear the laments on the news, we read the diatribes in the papers, we (ironically) see the rants online. In some cases, we write the rants online! As a member of the generation who first signed up for Facebook, I am more than familiar with the downsides and, as a member of the generation who, frankly, doesn't fully understand Snapchat, I am familiar with the ever-changing and ever-expanding range of social media platforms.</p>
<p>Logos</p>	<p>Logical reasons for this point of view. Appeal to the logic and reasoning of your audience.</p>	<p>"However, although private final demand, output, and employment have indeed been growing for more than a year, the pace of that growth recently appears somewhat less vigorous than we expected. Notably, since stabilizing in mid-2009, real household spending in the United States has grown in the range of 1 to 2 percent at annual rates, a relatively modest pace. Households' caution is understandable. Importantly, the painfully slow recovery in the labour market has restrained growth in labour income, raised uncertainty about job security and prospects, and damped confidence. Also, although consumer credit shows some signs of thawing, responses to our Senior Loan Officer Opinion Survey on Bank Lending Practices suggest that lending standards to households generally remain tight." Economic Outlook and Monetary Policy by Ben Bernanke.</p>	<p>The core problems are clear: data and security. With the relatively recent implementation of GDPR, the protection of the data users so willingly type into search engines has improved, but the concern remains about the availability of information (addresses, phone numbers, bank details, passwords, photographs and more) to the unscrupulous hackers we see lurking in the basement of seemingly-every modern film.</p>
<p>Pathos</p>	<p>Emotional reasons for this point of view. Appeal to the hopes, fears and feelings of your audience.</p>	<p>"I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. And some of you have come from areas where your quest -- quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed." Martin Luther King Jr..</p>	<p>More frighteningly, the data shared by users isn't simply their own address, their own bank details, their own photograph. No, the wider concern has become that wherever we enter our data, we are trusting the recipient with that most precious of commodities: privacy. Upload a photograph of your child to Facebook and you offer it to every 'friend' you have. Let them 'Like' it and they offer it to their friends. Ten clicks of a keyboard and the faces of our children have gone viral. In real life, we would balk at the mere idea of sending our children away with a stranger: online, we share their image without a second thought. Stranger-danger has evolved.</p>
<p>Call to arms</p>	<p>A solution or reaction. Specify what we should do now.</p>	<p>"It's time for a breakthrough. We've got to break through the silence. We've got to break through the hate. A breakthrough until every poor person has a guaranteed income. A breakthrough until voting rights are secure, until we are truly one nation," Rev Dr William Barber</p>	<p>The question is what we can do to manage this fundamental change in our society. Ban social media entirely? Boycott the internet as a whole? Of course not: we need to be practical, not panicked; pragmatic, not fearful and, ultimately, sensible. Think about closely-protected friends lists, limited photographs and never repeating passwords. Ultimately, it's the same old message in a new forum: keep what's private, private.</p>

Section B: Writing

Q5. 'These days, there is no point in travelling to see the world: we can see it all on TV or on the Internet.'

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

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

[40 marks]

VIPS

- **Vocabulary:** list 5 interesting pieces of vocabulary you hope to use for effect

exploratory				
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- **Imagery**

Simile:	
Metaphor:	

- **Punctuation**

Example:	Travel is for the rich. Even the flights are unaffordable for most people.
	<i>Travel is for the rich; even the flights are unaffordable for most people.</i>
Your turn:	Instagram is overflowing with images of worldwide travel. The lure for young people is irresistible.
Your own creation:	

Sentence lengths/structures

Example:	Young people want to see it all: the myths of Ancient Greece; the crystal blue water of the Maldives; the aftermath of the Vietnam war.
Your turn to change the items listed:	
Your own creation:	
A 3 or 4 word sentence for effect:	

- **Planning:**

Ethos	
Logos	
Pathos	
Call to Arms	

Section B: Writing

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

Write in full sentences.

You are reminded of the need to plan your answer.

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

Q5. Write a speech to deliver in a school assembly about the importance of having a healthy lifestyle.

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

VIPS

- **Vocabulary:** list 5 interesting pieces of vocabulary you hope to use for effect

welfare				
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- **Imagery**

Simile:	
Metaphor:	

- **Punctuation**

Example:	Sugary, fatty foods are bad for us. We all know it.
	<i>Sugary, fatty foods are bad for us; we all know it.</i>
Your turn:	Obesity has become a leading cause of death in the Western World. This is appalling for a preventable concern.
Your own creation:	

Sentence lengths/structures

Example:	The problem is, the range is delicious: donuts dripping with sleek icing; ice cream dotted with honeycomb; crisp apple strudel ladled with cream...and that's just the sweet stuff!
Your turn to change the items listed:	
Your own creation:	
A 3 or 4 word sentence for effect:	

- **Planning:**

Ethos	
Logos	
Pathos	
Call to Arms	

Q5. 'Your identity has nothing to do with the town or country or continent you come from. Being British, European, Asian or African makes no difference to who you are.'
Write an online article aimed at teenagers, giving your thoughts in response to this statement.

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

[40 marks]

VIPS

- **Vocabulary:** list 5 interesting pieces of vocabulary you hope to use for effect

<i>native</i>				
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- **Imagery**

Simile:	
Metaphor:	

- **Punctuation**

Example:	Humans have never been more voluntarily mobile. We choose to travel, explore or even migrate permanently.
	<i>Humans have never been more voluntarily mobile; we choose to travel, explore or even migrate permanently.</i>
Your turn:	Your identity has nothing to do with the town or country or continent you come from. Being British, European, Asian or African makes no difference to who you are.
Your own creation:	

Sentence lengths/structures

Example:	Take an average city high street and consider the cultural riches: a Lebanese restaurant perhaps; gleaming sari displays; St James' church hall; a halal butcher; a sushi bar.
Your turn to change the items listed:	
Your own creation:	
A 3 or 4 word sentence for effect:	

- **Planning:**

Ethos	
Logos	
Pathos	
Call to Arms	

Q5. 'Survival skills should be a part of the school curriculum.'

Write an article for an e-magazine aimed at people your age, giving your thoughts in response to this statement.

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

VIPS

- **Vocabulary:** list 5 interesting pieces of vocabulary you hope to use for effect

endure				
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- **Imagery**

Simile:	
Metaphor:	

- **Punctuation**

Example:	Spelling, some knowledge of Pythagoras and the occasional route to the station in French were my key skills at school and I look forward to the day they save my life.
	<i>Spelling, some knowledge of Pythagoras and the occasional route to the station in French were my key skills at school; I look forward to the day they save my life.</i>
Your turn:	Survival skills are nonsense skills for teenagers, because I do not need the ability to make fire from a twig.
Your own creation:	

Sentence lengths/structures

Example:	Things every young person should learn to do: boil an egg (or pasta); wash their own clothes; make a telephone enquiry; pay a bill. Hunt? Make fire? Not so much.
Your turn to change the items listed:	
Your own creation:	
A 3 or 4 word sentence for effect:	

- **Planning:**

Ethos	
Logos	
Pathos	
Call to Arms	

Q5. ‘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.

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

VIPS

- **Vocabulary:** list 5 interesting pieces of vocabulary you hope to use for effect

<i>domestic</i>				
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- **Imagery**

Simile:	
Metaphor:	

- **Punctuation**

Example:	Where should teenage priorities lie? According to this MP: cleaning, ironing school uniforms and perhaps cooking for Mum and Dad.
	<i>Where should teenage priorities lie? According to this MP: cleaning; ironing school uniforms; perhaps cooking for Mum and Dad.</i>
Your turn:	The priorities of an average teenager are clear: Snapchat updates, Instagram followers by the hundred, reflective Yeezys, and avoiding homework whenever possible.
Your own creation:	

Sentence lengths/structures

Example:	There is plenty of time for the responsibilities of a working life: filing pay slips; paying tax; the endless forms to ensure your suitability...
Your turn to change the items listed:	
Your own creation:	
A 3 or 4 word sentence for effect:	

- **Planning:**

Ethos	
Logos	
Pathos	
Call to Arms	

Q5. '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.

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

[40 marks]

VIPS

- **Vocabulary:** list 5 interesting pieces of vocabulary you hope to use for effect

mystical				
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- **Imagery**

Simile:	
Metaphor:	

- **Punctuation**

Example:	It is insanity to think that we know all the answers. There are forces beyond our comprehension.
	<i>It is insanity to think that we know all the answers; there are obviously forces beyond our comprehension.</i>
Your turn:	From a child in a Halloween bedsheet to wispy shadows in an over-exposed photograph, ghosts are part of our folklore. That doesn't mean they truly exist.
Your own creation:	

Sentence lengths/structures

Example:	The tales are fascinating: headless horsemen; wandering nuns; even ghostly children.
Your turn to change the items listed:	
Your own creation:	
A 3 or 4 word sentence for effect:	

- **Planning:**

Ethos	
Logos	
Pathos	
Call to Arms	

Q5. 'Pets are treated either too well or too cruelly!'

Write the text for an article to be published on your school's website in which you explain your point of view.

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

VIPS

- **Vocabulary:** list 5 interesting pieces of vocabulary you hope to use for effect

<i>doting</i>				
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- **Imagery**

Simile:	
Metaphor:	

- **Punctuation**

Example:	Clothes for dogs are ludicrous. Frankly, the situation should be considered an embarrassment to all humans and canines concerned.
	<i>Clothes for dogs are ludicrous; frankly, the situation should be considered an embarrassment to all humans and canines concerned.</i>
Your turn:	There is nothing cuter than a pup in a Christmas jumper and there is nothing funnier than a Daschund dressed as a hot dog. What's not to like?
Your own creation:	

Sentence lengths/structures

Example:	I am an animal lover, but my favourites are canine: bog dogs; small dogs; handsome dogs; ugly dogs; fluffy dogs; those half bald-tufted dogs and especially dogs with an underbite.
Your turn to change the items listed:	
Your own creation:	
A 3 or 4 word sentence for effect:	

- **Planning:**

Ethos	
Logos	
Pathos	
Call to Arms	

Q5. ‘Floods, earthquakes, hurricanes and landslides – we see more and more reports of environmental disasters affecting the world and its people every day.’

Write the text for a speech for a debate at your school or college in which you persuade young people to take more responsibility for protecting the environment.

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

VIPS

- **Vocabulary:** list 5 interesting pieces of vocabulary you hope to use for effect

<i>obligation</i>				
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- **Imagery**

Simile:	
Metaphor:	

- **Punctuation**

Example:	The news is overwhelmed by reports of sudden floods, earthquakes that costs lives and livelihoods, terrifying hurricanes and landslides.
	<i>The news is overwhelmed by reports of sudden floods; earthquakes that costs lives and livelihoods; terrifying hurricanes and landslides.</i>
Your turn:	Across the globe, reports pour in of melting ice caps, rising sea levels destroying coastal towns and villages, bush fires and more.
Your own creation:	

Sentence lengths/structures

Example:	It's time to make some simple changes: turn off the light switch; recycle the textbook; find a reusable bottle.
Your turn to change the items listed:	
Your own creation:	
A 3 or 4 word sentence for effect:	

- **Planning:**

Ethos	
Logos	
Pathos	
Call to Arms	

Q5. '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.

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

VIPS

- **Vocabulary:** list 5 interesting pieces of vocabulary you hope to use for effect

<i>commotion</i>				
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- **Imagery**

Simile:	
Metaphor:	

- **Punctuation**

Example:	I have no interest in a bohemian lifestyle. I do not need or wish to be surrounded by people in wellies with plastic flowers in their hair 'roughing it' in Tesco.
	<i>I have no interest in a bohemian lifestyle; I do not need or wish to be surrounded by people in wellies with plastic flowers in their hair 'roughing it' in Tesco.</i>
Your turn:	It is a chance to experience the freedoms and joys of the big festivals. I enjoy the light-hearted impractical clothing, the sparkle and the sense of camaraderie.
Your own creation:	

Sentence lengths/structures

Example:	The damage after last year's festival was obscene: decimated flowerbeds; piles of rubbish which was eventually infested by rats; even a smashed shop window.
Your turn to change the items listed:	
Your own creation:	
A 3 or 4 word sentence for effect:	

- **Planning:**

Ethos	
Logos	
Pathos	
Call to Arms	

Q5. '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.

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

VIPS

- **Vocabulary:** list 5 interesting pieces of vocabulary you hope to use for effect

<i>fraudulent</i>				
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- **Imagery**

Simile:	
Metaphor:	

- **Punctuation**

Example:	We have heard it all before: footballers earn too much, sport is rife with performance-enhancing drugs and the officials are corrupt.
	<i>We have heard it all before: footballers earn too much; sport is rife with performance-enhancing drugs and the officials are corrupt.</i>
Your turn:	Expectations of professionals can be punishing: long periods away from friends and family, constant physical exertion, strict diets and, in many cases, the ever-watching eye of the media.
Your own creation:	

Sentence lengths/structures

Example:	The entertainment value is undoubtable: the thrill of the roaring crowd; that starter whistle; the sense of camaraderie when your team scores; the joy of a Mexican wave...
Your turn to change the items listed:	
Your own creation:	
A 3 or 4 word sentence for effect:	

- **Planning:**

Ethos	
Logos	
Pathos	
Call to Arms	

Example Questions:

Q5. 'Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.'

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

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

Q5. 'Snows seems like it is picturesque, exciting and fun, but in reality it causes accidents, inconvenience and economic disruption.'

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

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

Q5. 'Parents today are overprotective. They should let their children take part in adventurous, even risky, activities to prepare them for later life.'

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

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

Q5. 'Education is not just about which schools 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 Leaver's day to explain what you think makes a good education.

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

In the **old AQA specification**, these questions were used. They were marked differently, but you might wish to consider them as they are AQA style.

2011:

Write a brief article for a website of your choice telling your reader about an interesting or unusual journey or travel experience you have had. Explain why it was memorable.

2012:

Write a letter which you hope will be published in your local newspaper. Inform readers what leisure facilities are available for young people and families in your area and explain how you think they could be improved.

2013:

A website called *The Best and the Worst* is asking for contributions. Write an entry for it which describes the best meal you ever had and the worst. Explain reasons for your choices

2014:

There is going to be a Summer festival in your area and the organisers are asking for ideas about what to put on. Write a letter to the organisers which describes what you would like to include and explains why your ideas would appeal to the community.

Example responses:

Section B
Q5

4f Overbearing and overprotective - is it overlooked by society? ^{is true}

'Parents today are over-protective. They should let their children take part in adventurous, even risky, activities to prepare them for later life' says one dissident of society.

They are not wrong. ^{sent you}

Of course it varies hugely, some parents in this country would't show surprise or even concern upon hearing of the various antics and possible indiscretions of their child - 'it's all part of growing up' they would say 'it's their business how they spend their time' whilst some would forbid their child from taking one step outside the front door on their own claiming that 'it is in their child's best interests'. In their child's best interests to be rendered naive and clueless from being sheltered from everything outside their own bubble? In their child's best

engages
4f

interests to be unable to go to parties or gatherings with friends and socialise? In their child's best interests to be prohibited from enjoying their time being young before they are sat behind a desk or rearing a family for years into their adulthood? When looking at these questions from any rational perspective, the surefire answer is no, no it is not in any child's interest to be screened from a world in which they will have to make their way through life on their own anyway. To be given some degree of freedom when young, particularly in their teens, allows a person to acquire common sense, 'street smarts', a greater degree of knowledge about the society they are soon to become independent adults in through making their own choices and mistakes. Learning from these mistakes is what will shape them from irresponsible teens into balanced adults instead of being shaped from screened and sheltered teens into clueless and confused adults.

A prominent example of how overprotection cause problems manifests itself in school and university life. If unable to go to parties hosted by school friends, a child will likely resent you as parents and not enjoying a social life due to isolation from potential friends. Many parents voice their concern about drink, drugs and unruly sex which feature at teenage parties but these rarely present issues if you have an honest and frank discussion with your child about the dangers of these. Extending from this, it has been seen time and time again that some freshers at university go completely off the rails, having gone from a teenage life with overbearing parents, having never been to a party or consumed a drop of alcohol, their first and sudden exposure to all of this could be disastrous. In contrast, a teen who has experienced parties and learned from mistakes they may have made will have a far greater ability to handle themselves when making this huge step into independence.

One has to bare in mind that whilst traditionally seen as lazy, unintelligent and unruly, young people have often emulated a greater degree of balance and common sense than some adults. I can almost hear the cries of outrage now but lest we forget some decisions made by adults in the sense

level 4.

vocab
p
regi
asp

crafty
ideas
vocab
convincing
compelling

vocab
convincing
argu

engages

- compelling + convincing
- crafting of ling d + vocab
- complex ideas

iii) all level 4

24/10

Section B: Writing

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

Write in full sentences.

You are reminded of the need to plan your answer.

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

0 5

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

Write an article for a broadsheet newspaper in which you **argue for or against** this statement.

(24 marks for content and organisation)

16 marks for technical accuracy)

[40 marks]

REMOVING THE BUBBLE WRAP - NOW EVEN CLIMBING TREES COMES WITH A HEALTH AND SAFETY WARNING

Let's protect the kids, ^{you} we say - ~~that's the way to~~
~~be~~ no climbing trees, no hanging
upside down from climbing frames, no
playing outdoors beyond the garden - but in
reality, what good does all these restrictions
have? ~~with all the~~ ~~problems~~

~~perhaps~~ ~~clearly~~ in today's world, many
adults have the urge to bubble wrap we
children from the outside world so entirely
many of us kids forget it exists - but how
can they realistically hold us to blame for
not wanting to venture into the great outdoors
when they feed us ~~such~~ macabre stories
of what will happen if we do? We must
pour a whole bottle of sun cream over ourselves,

factor so, to protect our pale, porcelain
skin from being burnt to shreds by the laser
beam that is British sunlight - you know,
the thin grey sliver that appears through
the clouds once every month during the
summer ^{even} (that's being optimistic.) we
~~mustn't~~ ~~venture~~ beyond the lamppost
at the end of the road because, strange,
untoward, terrible things clearly happen to
the unfortunate children who step ~~too~~ beyond
the line - perhaps they're absorbed by the
vortex, perhaps they're kidnapped - or
maybe they just decided to go for a walk
With all these conundrums facing us
kids every time we step out of the door, it's
no wonder we lurk indoors, perhaps
nursed by the adults once or twice as we
~~are~~ ~~elusive~~ ~~to~~ ~~our~~
phone screens.

Here's what I think: parents are the
real monsters; the real dangers - - as in
their ^{valiant} effort to protect us from the dangers
of real life, they are preventing us from
understanding how to cope with the ^{reality} dangers
of the outside world. A few bumps and
bruises did not hurt anyone.

Let young children explore outside with
no sunscreen.

Turn over ►

COMPELLING COMM (UL4)

Sust. conscious crafting (UL4)

CONSIST CLEAR CON

Highly acc sp/amb vocab (L4)

Highly acc sp/amb

Full range sentences (L4)

let them climb trees, let them fall and get stitches - but at least they will have had the experience. How can you expect us kids to grow up independent if you, the adults, spend your entire lives bubble wrapping us and believing the world is something that it's not? I implore you - remove the bubble wrap and therefore the real world will be considerably less of a shock to us.

Of course, I'm not advocating that ~~parents~~ ^{Highly acc sp/amb vocab (L4)} should let go of the metaphorical reins entirely - as much as we kids don't like to admit it, we do need support some of the time - but a better way to support us is to let us live life. ^{Highly acc sp/amb vocab (L4)} let us get things wrong, let us explore, let us try new things - but do not bubble wrap us to the ^{extent} ~~point~~ it cuts off our circulation. If we are ^{modern} not careful, health and safety will prevent us from ~~doing anything~~ ^{perhaps} and our over-protective parents will restrict us from doing anything - what will be next, the ban of exams in case we students die from paper cuts? ~~I don't think you'd find that idea quite~~ ^{judicial} I think you'd find that idea quite ludicrous.

COMPELLING COMM (UL4)

Full range sentences (L4)

Highly acc sp/amb vocab (L4)

25 Giants of Rhetoric

by florianmueck.com

"Knowing rhetorical devices is good. Detecting them is better. Using them is MasterCard."

Alliteration Recurrence of initial consonant sounds. <i>Veni, vidi, vici. — Cesar</i> <i>Suddenly, tragedy traveled through our trivial life.</i>	Allusion Short, informal reference to a famous person or event. <i>If only Leonidas and his 300 were here. And then I faced my personal Waterloo.</i>	Amplification Repeating a word or expression while adding more detail to it. <i>Adventure. My life is an adventure. My life is an adventure similar to the one of Tom Sawyer.</i>	Anadiplosis Repetition of word or phrase at or very near the beginning of the next clause or sentence. <i>I grew up in a village, a village full of cows. These cows were our friends back then.</i>	Anaphora Repetition of the same word or words at the beginning of successive phrases, clauses, or sentences. <i>Love is the question. Love is the answer. Love is everything.</i>
Antimetabole Reversing the order of repeated words or phrases (a loosely chiasmic structure, AB-BA). <i>When you doubt your power, you give power to your doubt. — Honore de Balzac</i>	Antithesis Contrasting relationship between two ideas. <i>That's one small step for a man, one giant leap for mankind. — Neil Armstrong.</i> <i>I was the right fish in the wrong pond.</i>	Assonance Similar vowel sounds repeated in successive or proximate words containing different consonants. <i>One proud round cloud in white high night.</i>	Asyndeton Omitting of conjunctions between words, phrases, or clauses. <i>Public speaking is all about self-confidence, message, impact.</i>	Climax A good-better-best structure. <i>The good thing about Barcelona is the food. What's even better is the Mediterranean flair. The best, by far, is the climate.</i>
Epistrophe Repetition at the end of successive phrases, clauses or sentences. <i>When I was a child, I spoke as a child, I understood as a child, I thought as a child. — The Apostle Paul</i>	Epizeuxis Repetition of words in immediate succession, for vehemence or emphasis. <i>O horror, horror, horror. — Macbeth</i>	Eponym Substitutes for a particular attribute the name of a famous person recognized for that attribute. <i>Is she smart? That girl is an Einstein.</i>	Hyperbole Deliberately exaggerates conditions for emphasis or effect. <i>The bag weighed a ton.</i> <i>I can give you a thousand reasons!</i>	Metaphor Comparing two things saying one is the other. <i>All the world's a stage, And all the men and women merely players. — Shakespeare, As You Like It</i>
Oxymoron Combines contradictory terms. <i>Black milk.</i> <i>Dark light.</i> <i>Likeable lawyer. ;)</i>	Paradox Anomalous juxtaposition of incongruous ideas. <i>I can resist anything except temptation. — Oscar Wilde</i> <i>We spend the time we don't have.</i>	Paralipsis Asserts or emphasizes something by pointedly seeming to ignore, or deny it. <i>If you were not my father, I would say you were perverse. — Antigone</i>	Parallelism Gives two or more parts of the sentences a similar form. <i>What you see is what you get.</i>	Personification Gives an inanimate (non-living) object human traits and qualities. <i>The stars danced playfully in the moonlit sky.</i> <i>The book cried; everyone ignored it.</i>
Pleonasm Use of more words than required to express an idea; being redundant. <i>The point he made was blank, empty and hollow.</i>	Procatlepsis Anticipates an objection and answers it. <i>In the past, I faced objection at this point. What convinced them was the fact that ...</i>	Rhetorical Question Asking a question as a way of asserting something. <i>Don't we all work too much?</i> <i>Have you never lied in your life?</i>	Simile Directly compares two things through some connective. <i>They fought like lions.</i> <i>Cute as a kitten.</i> <i>I feel happier than a bee on a spring flower field.</i>	Synecdoche A type of metaphor in which the part stands for the whole. <i>Four wheels on fire.</i> <i>All these brains in the room, and no answer to the problem.</i>