

# GCSE English Language

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Hub school network meeting

Activities booklet

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# Assessment objectives

## Paper 2 Section A

AO1	Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.	Q1, Q2
AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.	Q3
AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	Q4

## Paper 2 Section B

AO5	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.  Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	Q5
AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).	

# Paper 2: Bank of Questions 2 and 4

Live series	Question 2	Question 4
June 2017	<p>You need to refer to <b>Source A</b> and <b>Source B</b> for this question.</p> <p>The ways the boys spend their time playing as young children is different.</p> <p>Use details from <b>both</b> sources to write a summary of the different activities the boy in Source A enjoys and the boy in Source B enjoyed when he was young.</p>	<p>For this question, you need to refer to the <b>whole of Source A</b>, together with the <b>whole of Source B</b>.</p> <p>Compare how the writers convey their different perspectives and feelings about their children growing up.</p> <p>In your answer, you could:</p> <ul style="list-style-type: none"> <li>• compare their different perspectives and feelings</li> <li>• compare the methods the writers use to convey their different perspectives and feelings</li> <li>• support your response with references to both texts.</li> </ul>
November 2017	<p>You need to refer to <b>Source A</b> and <b>Source B</b> for this question.</p> <p>The children at the primary school and the ragged school behave very differently.</p> <p>Use details from <b>both</b> sources to write a summary of the differences between the behaviour of the children at the two schools.</p>	<p>For this question, you need to refer to the <b>whole of Source A</b>, together with the <b>whole of Source B</b>.</p> <p>Compare how the writers convey their different attitudes to the two schools. In your answer, you could:</p> <ul style="list-style-type: none"> <li>• compare their different attitudes</li> <li>• compare the methods the writers use to convey their different attitudes</li> <li>• support your response with references to both texts.</li> </ul>
June 2018	<p>You need to refer to <b>Source A</b> and <b>Source B</b> for this question. Both sources describe the types of board used for surfing.</p> <p>Use details from <b>both</b> sources to write a summary of what you understand about the different boards used by the surfers.</p>	<p>For this question, you need to refer to the <b>whole of Source A</b>, together with the <b>whole of Source B</b>.</p> <p>Compare how the writers convey their different perspectives on surfing. In your answer, you could:</p> <ul style="list-style-type: none"> <li>• compare their different perspectives on surfing</li> <li>• compare the methods the writers use to convey their perspectives</li> <li>• support your response with references to both texts.</li> </ul>

November 2018	<p>You need to refer to <b>Source A</b> and <b>Source B</b> for this question. Both sources describe the similar ways in which drivers behave.</p> <p>Use details from <b>both</b> sources to write a summary of what you understand about the similar behaviour of the drivers.</p>	<p>For this question, you need to refer to the <b>whole of Source A</b>, together with the <b>whole of Source B</b>.</p> <p>Compare how the writers convey their similar perspectives on cycling in the city. In your answer, you could:</p> <ul style="list-style-type: none"> <li>• compare their similar perspectives on cycling in the city</li> <li>• compare the methods the writers use to convey their perspectives</li> <li>• support your response with references to both texts.</li> </ul>
GCSE SAMs		
SAMS1	<p>Use details from both Sources. Write a summary of the differences between Eddie and Henry.</p>	<p>For this question, you need to refer to the whole of Source A, together with the whole of Source B</p> <p>Compare how the two writers convey their different attitudes to parenting and education.</p> <p>In your answer, you could:</p> <ul style="list-style-type: none"> <li>• compare their different views</li> <li>• compare the methods they use to convey their views</li> <li>• support your ideas with references to both texts.</li> </ul>
SAMS2	<p>The things to see and do at Glastonbury Festival and Greenwich Fair are different. Use details from <b>both</b> sources to write a summary of the differences.</p>	<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 have conveyed their different views and experiences of the festival and fair they describe. In your answer, you could:</p> <ul style="list-style-type: none"> <li>• compare their different views and experiences</li> <li>• compare the methods they use to convey those views and experiences</li> <li>• support your ideas with references to both texts.</li> </ul>

SAMS 3	<p>Both sources give details about the places where the events occur.</p> <p>Use details from <b>both</b> sources to write a summary of the differences between Aberfan and London.</p>	<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 ideas and perspectives of the events that they describe. In your answer, you could:</p> <ul style="list-style-type: none"> <li>• compare their different ideas and perspectives</li> <li>• compare the methods they use to convey their ideas and perspectives</li> <li>• support your response with references to both texts.</li> </ul>
SAMS 4	<p>You need to refer to <b>Source A</b> and <b>Source B</b> for this question. The effects of the weather on people in both sources are very different. Use details from <b>both</b> sources to write a summary of the different ways people are affected by the weather.</p>	<p>For this question, you need to refer to the <b>whole of Source A</b>, together with the <b>whole of Source B</b>. Compare how the writers convey their different perspectives on the extreme weather conditions. In your answer, you could:</p> <ul style="list-style-type: none"> <li>• compare their different perspectives on the extreme weather conditions</li> <li>• compare the methods the writers use to convey their different perspectives</li> <li>• support your response with references to both texts.</li> </ul>
<b>KS3 Packs</b>		
Y9 Pack 1	<p>The laws which apply to children working are different in the two time periods. Use details from both Sources to write a summary of the different laws.</p>	<p>For this question, you need to refer to the whole of Source A, together with the whole of Source B. Compare how each Source conveys the issue of children working. In your answer, you could:</p> <ul style="list-style-type: none"> <li>• compare the different issues</li> <li>• compare the methods used to convey the issues</li> <li>• support your response with references to both texts.</li> </ul>

Y9 Pack 2	<p>The strange things that happen in both Sources are different.</p> <p>Use details from both Sources to write a summary of the different strange things that happen.</p>	<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 on the strange things that happen. In your answer, you could: <input type="checkbox"/> compare their different views on the strange things that happen <input type="checkbox"/> compare the methods the writers use to convey their different views <input type="checkbox"/> support your response with references to both texts.</p>
Y9 Pack 3	<p>The ways that Toshiko and the ragamuffin boy lead their lives and treat dogs are different.</p> <p>Use details from both Sources to write a summary of the different ways they lead their lives and treat dogs.</p>	<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 perspectives on the treatment of dogs. In your answer, you could: <input type="checkbox"/> compare their different perspectives <input type="checkbox"/> compare the methods they use to convey their perspectives <input type="checkbox"/> support your ideas with references to both texts.</p>
Y8 Pack 1	<p>You need to refer to Source A and Source B for this question. The ways that Milly's vet and Mr Walker's servant look after the dogs are different. Use details from both Sources to write a summary of the different ways that they look after the dogs</p>	<p>For this question, you need to refer to the whole of Source A, together with Source B from lines 15 to the end.</p> <p>The writers have shown how Dalmatians form close relationships with others: Milly with the puppies and Becky, and the small Dalmatian dog with the horse.</p> <p>Compare how the two writers convey these relationships. In your answer, you could: <input type="checkbox"/> compare the different relationships <input type="checkbox"/> compare the methods the writers use to convey the relationships <input type="checkbox"/> support your response with references to both texts.</p>



Y8 Pack 2	<p>Young prisoners at Huntercombe and at Reading Prison are treated differently.</p> <p>Use details from both Sources to write a summary of the different ways they are treated.</p>	<p>For this question, you need to refer to the whole of Source A, together with the whole of Source B</p> <p>Compare how the writers convey their different views of children being imprisoned. In your answer, you could:</p> <p><input type="checkbox"/> compare their different views <input type="checkbox"/> compare the methods the writers use to convey their different views <input type="checkbox"/> support your response with references to both texts.</p>
Y8 Pack 3	<p>The enclosures in which animals are kept in reserves like the Masai Mara and at London Zoo are different. Use details from both Sources to write a summary of the different enclosures.</p>	<p>For this question, you need to refer to the whole of Source A, together with the whole of Source B</p> <p>Compare how the writers convey their different views about animals being kept in zoos.</p> <p>In your answer, you could: <input type="checkbox"/> compare their different views <input type="checkbox"/> compare the methods they use to convey their views <input type="checkbox"/> support your response with references to both texts.</p>
Y7 Pack 1	<p>You need to refer to Source A and Source B for this question. Amber and the Watercress Girl are different. Use details from both Sources to write a summary of the differences between them.</p> <p>You could consider: <input type="checkbox"/> how they look and dress <input type="checkbox"/> how they spend their time <input type="checkbox"/> how you think they feel about their lives.</p>	<p>For this question, you need to refer to the whole of Source A, together with the whole of Source B</p> <p>Compare how the writers convey Amber's and the Watercress Girl's different experiences of childhood.</p> <p><b><i>You could complete the planning grid below to help you answer the question:</i></b></p>
Y7 Pack 2	<p>Performing music at Covent Garden today and in London streets in the nineteenth century is different.</p> <p>Use details from both Sources to write a summary of the differences in performing music.</p>	<p>For this question, you need to refer to the whole of Source A, together with the whole of Source B</p> <p>Compare how the writers convey their different views of musicians and their performances. In your answer, you could: <input type="checkbox"/> compare their different views <input type="checkbox"/> compare the methods they use to convey their views <input type="checkbox"/> support your ideas with references to both texts.</p>

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Y7 Pack 3	<p>Both Sources give details about the places that the hot-air balloons fly over.</p> <p>Use details from both Sources to write a summary of the different places.</p>	<p>For this question, you need to refer to the whole of Source A, together with the whole of Source B</p> <p>Compare how the writers convey their different experiences of the hot-air balloon ride. In your answer, you could:</p> <p><input type="checkbox"/> compare their different experiences <input type="checkbox"/></p> <p>compare the methods the writers use to convey those experiences <input type="checkbox"/></p> <p>support your response with references to both texts.</p>
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# November 2018 Question 2

- You need to refer to **Source A** and **Source B** for this question. Both sources describe the similar ways in which drivers behave.
- Use details from **both** sources to write a summary of what you understand about the similar behaviour of the drivers.

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# Example responses

## Activity

Examples of Question 2 responses from November 2018 series

Read these three example responses

- How does each synthesise the two sources?
- Comment on the different levels of interpretation.
- Discussion point: to what extent does the candidate's vocabulary help them to fine tune their response?

The following examples are complete responses. The commentary refers to the emboldened sections.

### Example 1: Level 2

**In both sources cycling is dangerous. I know this as in source A it states 'terrifying or alarming incidents' this tells the reader that the way people drive is not safe. In source B, it states 'not try to kill me'. This shows the hansom cab drivers have an intention to, as it says 'not try' this would imply they do try.**

Also, the behaviour of the drivers has not changed, both in source A and B. It shows graphic words and phrases such as 'kill another human being', in source A and 'they risk your life' in source B. Both show drivers don't care about cyclists or anyone but themselves.

In both sources it talks a lot about near death experiences caused by awful drivers. I know this as it says 'deliberate actions' implying it's all done on purpose, maybe even for fun.

#### Commentary:

The opening statement is helpful as it provides some shape to the response. The textual detail selected from source A is appropriate to the idea that 'cycling is dangerous' but the attempted inference does not take this any further, merely synonymising 'danger'. The comments on source B are again an attempt, with the suggestion of 'intention' showing some engagement with the text. The response would have been further improved by bringing together the two texts with a comment perhaps on the selfishness of both sets of drivers and how this creates the danger for the cyclists.

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## Example 2: Level 3

In both source A and source B the drivers seem to behave carelessly towards the cyclist on the road. In source A, the writer says 'a driver decided to overtake my bike on a narrow residential street' when describing his last 'such incident' on the road.

In source B the writer says 'they love to share your handle bars and wheels' referring to the hansom cabmen driving very closely to the cyclist.

In both sources, the writer shows that drivers in 1896 and 2016 are very similar as their behaviour towards cyclists is dangerous and careless. I know this because both sources show how the drivers drive to the cyclist. **In source A, the writer said the driver was 'gambling' on the decision not to drive close as the cyclist could've easily 'hit a sudden pothole and swerve or wobble'. In source B, the writer describes the hansom cabs passing as 'so close' which will put them at risk. Also, the writer says that 'if you swerve in the slightest it must bring you to serious grief'. This shows that in both sources, the drivers drive far too close to the cyclist and that it could easily put them into much danger if one mistake is made, which is disrespectful and careless behaviour.**

### Commentary:

This level 3 response begins with level 2 similarities and attempts to infer on some appropriate textual detail. The final part of the response begins with some level 1 paraphrasing before attempting to infer with the comment on the risk created by the passing 'so close'. There is a clear similarity made with the final comment on disrespectful and careless behaviour, which also provides a clear inference to place this response in level 3.

## Example 3: Level 4: full response

In source A and B, drivers are seen to consciously be putting the lives of the cyclists at risk. Source A describes the drivers' actions as 'deliberate' and the driver as 'gambling' with the cyclist's life, suggesting that the motor user has full comprehension of the situation and is choosing to potentially inflict danger on the cyclist. This is similar to source B, where the hansom cab is hunting the woman and also knowingly attempting to inflict damage on the cyclist, as the driver is described as 'chasing' its 'prey' and 'inflicting torture' on the woman on the bike. This reveals how the driver understands the consequences of their actions but is continuing to proceed with them anyway.

**One way drivers put cyclists in danger apparent in both sources is driving too close to the cyclist and the fact that the gap is 'narrow' shows the tightness of the cyclist to not only other obstacles but to a major accident occurring, and the driver was reliant that the cyclist wouldn't 'swerve', shifting the responsibility on the cyclist rather than the driver. Likewise in source B, the driver is described as 'passing so close that if you swerve ... bring you serious grief' showing the same theme as in source A, that the driver is putting the cyclist in a stressful situation where they are unable to escape as they are trapped between two obstacles. This helps the reader comprehend the irresponsibility of the drivers and the potential result of their actions.**

### Commentary:

There is perceptive inference and synthesis throughout this response. There is a common thread running through the response with the theme of drivers' reckless behaviour and a lack of due care towards cyclists. The comment on 'shifting the responsibility' is particularly perceptive, and in the final sentence the student reinforces the idea of responsibility (or lack of) which provides a neat synthesis of both texts.

# Question 2: Using images

Source A:



Source B:



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What can you see in source A? (denotation)	What can you infer from this? (connotation)

What can you see in source B? (denotation)	What can you infer from this? (connotation)

	Level 1 comment	Level 2 inference	Level 3 inference	Level 4 inference
The ways that the children are seated	The children are seated differently	In one picture the boys are all <b>sitting at desks</b> , but in the other the children are <b>working on computers</b> so they have more fun	The children are <b>seated at desks</b> which suggests their education is formal and controlled whereas the other children <b>sit on the floor</b> indicating a more relaxed and informal approach...	... <b>the difference in seating</b> suggests a greater degree of regimentation in Victorian society and a lack of individuality, whereas modern expectations of children's behaviour are more relaxed as they are encouraged to express themselves as individuals
The presence/absence of teachers	One has teachers in, the other one doesn't	In the old picture <b>the teachers</b> look really strict but in the other it's <b>just children</b> which shows they get on with their work	<b>The teachers</b> in the old picture look strict and the children seem scared whereas <b>the absence of teachers</b> in the other picture suggests the pupils are more trusted...	... <b>the presence of the teachers</b> reinforces the importance of authority and control whereas <b>the lack of teachers</b> suggests pupils are expected to develop self-control and are trusted to behave without the need for discipline and fear



	Level 1 comment	Level 2 inference	Level 3 inference	Level 4 inference
The physical/ learning environ ment	In one picture there are lots of desks and in the other there are some square seats	The old picture shows <b>lots of desks</b> which means they work hard but the other children <b>have square seats</b> which are more colourful	The old picture shows <b>hard dark desks</b> and benches which look uncomfortable whereas <b>the coloured blocks</b> in the other picture suggest a more creative comfortable place to learn...	... <b>the differences in the furniture</b> in the pictures symbolise two very different approaches to education; on one hand a rigid and repetitive system where pupils are passive, and on the other, a modern theory that encourages pupils to work actively and independently to learn for themselves.

# Real world relevance

Activity

Source A

## Location - Playa Blanca

This adults-only resort is ideally located overlooking the sea and is just 800 metres from the beach of Playa Flamingo on the south of the island. The resort's position offers stunning views across to the island of Fuerteventura and is perfect for enjoying the sunset. The attractive swimming pool and bungalows are nestled among palm trees with mountains as their backdrop.

## Accommodation

One bedroom bungalows offer individually controlled air-conditioning/heating and feature a lounge area, satellite TV, telephone, safe\*, tea/coffee making facilities, fridge and a hairdryer.

## Facilities

- 2 pools (one heated in winter)
- Solarium with deck chairs & parasols
- Snack bar
- Buffet restaurant with show cooking
- 2 saunas\*
- Gym
- 2 tennis courts\*
- Mini-golf
- Beach volleyball
- Laundry\*

## Your All-Inclusive package<sup>^</sup>

Includes breakfast, lunch and dinner daily, plus local alcoholic and soft drinks, snacks and afternoon tea/coffee with pastries and sandwiches

Rooms: **100** Floors: **0** Lifts: **0**  
Transfer time: **40 mins**

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## Source B

### Location - Benidorm

With the Levante Beach just 500 metres and shops a mere 50 metres away, the 4-star Hotel RH Princesa occupies an enviable position in the centre of Benidorm. Rooms and corridors have modern Mediterranean décor and give this hotel a feeling of warmth and real quality. The Hotel RH Princesa boasts a wealth of amenities including an indoor pool (at the spa) and outdoor pool, a large bar and lounge and FREE Wi-Fi.

### Accommodation

All rooms have en suite bathrooms and air-conditioning/central heating<sup>^</sup>, satellite TV, piped music, telephone and hairdryer. Tea/coffee making facilities are available on request.

### Facilities

- Outdoor swimming pool with a hydro massage whirlpool
- Children's pool with a slide and splash zone (May-October)
- Outdoor hydro massage bath
- Day time and night time entertainment programmes with musical performances 3 nights a week
- Television room
- Babysitting service on request
- Bowling<sup>+</sup>
- Children's playground (seasonal)
- Mini-golf (seasonal)
- FREE Wi-Fi

Rooms: **226** Floors: **16** Lifts: **6**  
Transfer time: **45 mins**

© Mercury holidays

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## Activity: interpreting differences

What can we understand about each hotel from:

- the description of each hotel's location
- the description of the accommodation
- the list of facilities provided for each hotel
- the numbers and sizes of room?

Source A	Source B

### Some example comments:

The hotel in source A is aimed at 'adults only' and this is reinforced by the various elements described therein. There is an emphasis on the aesthetic qualities of the location – with its 'stunning views' – whilst the text also emphasises the location's peaceful and relaxing qualities: the 'one-bedroom bungalows' are 'nestled among palm trees' and provide opportunities to '[enjoy] the sunset'. There is a clear emphasis on peace and tranquility and the intended demographic is catered perfectly by the single level accommodation which offers minimum hassle. The relative calm and simplicity of the resort in source A is quite different from source B which prides itself on being in the 'centre of Benidorm' and '50 metres' from the shops and thus conveys a sense of hustle and bustle, which will be enjoyed by the younger, family-oriented holidaymaker. The difference in the target audience is emphasised by the facilities on offer. Whilst source B has numerous adventure-related things to do such as 'slides' and 'splash zones' as well as a range of entertainment themes such as 'musical performances 3 times a week', source B prides itself on its 'buffet restaurant with show cooking' and its '2 saunas', 'deck chairs and parasols'. These different elements are indicative of the target demographic: source A is geared for rest and relaxation, whilst the hotel in source B is all about filling every minute with fun and entertainment.

# Question 2 indicative standard from Summer 2018 mark scheme

AO1		
<ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different texts</li> </ul>		
This question assesses both bullets		
Level	Skills Descriptors	Indicative Standard
Level 4 Perceptive, detailed summary  7-8 marks	Shows perceptive or detailed synthesis and interpretation of both texts: <ul style="list-style-type: none"> <li>Makes perceptive inferences from both texts</li> <li>Makes judicious references/use of textual detail relevant to the focus of the question</li> <li>Shows perceptive differences between texts</li> </ul>	<p>This indicative standard provides an exemplification of the skills descriptors at each level. It is not a model answer, nor a complete response, nor does it seek to exemplify any</p> <p>Although the surfboards appear outwardly similar, the Hawaiian boards are no more sophisticated than a primitively shaped 'plank of wood' cut from 'the native breadfruit tree,' whereas some of the Californian boards use new 'lighter' materials such as 'balsa wood,' suggesting the Americans are keen to develop their boards for a smoother performance. There is a sense of innovation in the way the surfers regard their boards, as the mahogany paddle-board is dismissed as 'old-fashioned' and 'unbelievably awkward'. The Hawaiians use natural resources to create 'hand-carved' surfboards in the same traditional way as they would make 'a coffin lid' which suggests that their boards are an important part of their cultural way of life, not just a fashion accessory.</p>
Level 3 Clear, relevant summary  5-6 marks	Shows clear synthesis and interpretation of both texts: <ul style="list-style-type: none"> <li>Makes clear inferences from both texts</li> <li>Selects clear references/textual detail relevant to the focus of the question</li> <li>Shows clear differences between texts</li> </ul>	<p>In Source B, the surfboards used by the people of Hawaii are made of wood from 'the native breadfruit tree', suggesting that they use local, natural materials. The boards are quite basic: 'a tough plank of wood,' suggesting Hawaiian surfboards are more traditional, whereas in Source A the Americans are developing different types of board for different purposes. For example the 'huge old-fashioned paddle-board' is used by lifeguards for rescues. They are designing newer surfboards and using 'much better and much lighter' wood which implies they want to improve their performance.</p>

<p>Level 2 Some, attempts at summary</p> <p>3-4 marks</p>	<p>Shows some interpretation from one/both texts:</p> <ul style="list-style-type: none"> <li>• Attempts some inference(s) from one/both texts</li> <li>• Selects some appropriate references /textual detail from one/both texts</li> <li>• Shows some difference(s) between texts</li> </ul>	<p>In Source B, the surfboards are described as being made 'from the native breadfruit tree,' and they are 'well-oiled and cared for' which shows they are well-treated. On the other hand, in Source A, the surfboards are made from different types of wood such as 'redwood' and 'plywood.' Some of them are made to be hollow and not just planks of wood like Source B. In Source A they say some of the boards are very heavy and 'awkward' which makes them hard to use.</p>
<p>Level 1 Simple, limited summary</p> <p>1-2 marks</p>	<p>Shows simple awareness from one/both texts:</p> <ul style="list-style-type: none"> <li>• Offers paraphrase rather than inference</li> <li>• Selects simple reference(s)/textual detail(s) from one/both texts</li> <li>• Shows simple difference between texts</li> </ul>	<p>The boards used in Source B are made of wood from a tree called the 'breadfruit tree' and they are the same shape as a coffin. They are just planks of wood. In Source A it says they have different types of board but they are all made out of wood, which is the same as Source B, but these ones are made of 'redwood' or 'plywood.'</p>
<p>Level 0 No marks</p>	<p>Nothing to reward</p>	

Note:

- If the quality of the response is L1 but only deals with one text, the mark must be 1 not 2.
- If the quality of the response is L2 but only deals with one text, the mark must be 3 not 4.
- A candidate has to deal with both texts and address the correct focus of the question to achieve L3 or above.

The focus of this question is the different boards used by the surfers

AO1 content may include ideas such as:

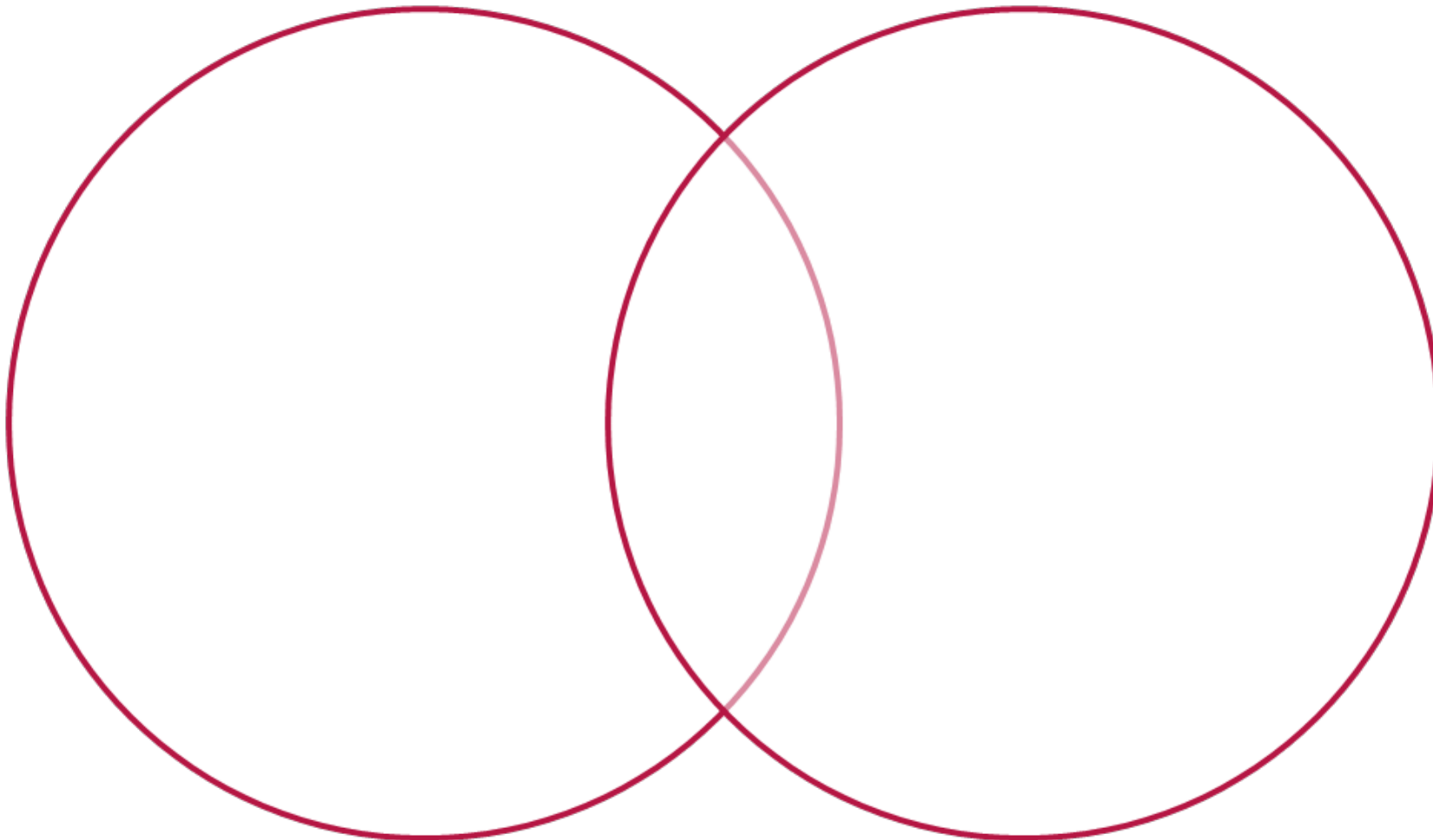
- the different materials
- the different sizes
- the different types of board
- the different levels of innovation
- the different names given to the boards
- the different symbolic value they represent.

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## Notes

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## Question 2/Question 4 mash-up





## Activity

Question 2 or question 4?

Place these statements in the appropriate section of the Venn diagram

- Drivers behave in a deliberate, selfish and reckless manner
- Drivers are playing with fate
- The writer in source A believes the way drivers behave is indicative of their personalities
- Drivers are insensitive to the environment
- Drivers are convinced that they have the priority on the road
- Some drivers are not always so ignorant or careless
- Some drivers see the intimidation of cyclists as a sport
- The writer in source B feels like she is a hunted animal
- Cycling has the potential to be pleasurable
- Cycling is a challenge
- Cycling feels like a feat of endurance
- Cyclists have a legal right to be safe on the road
- They both believe that drivers fail to respect cyclists
- They would both like drivers to be more considerate
- The writer in source B is quite resigned to the way she is treated
- Cycling in the UK is safe but is made difficult by the thoughtless behaviour of drivers
- The writer in source A believes that society as a whole needs to think long and hard about how drivers behave on the roads

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## Activity

### Question 4 – 12 marks (level 3)

In both Source A and Source B, the road is described to be a dangerous environment and, to an extent, not safe for cyclists.

In Source A the writer describes the road to be ‘congested traffic.’ The use of the adjective ‘congested’ shows that the road is extremely busy and connotes feelings of suffocation and stress. In Source B the writer also describes the road to be very busy; ‘the wild and skirmishing jungle.’ The use of ‘wild’ could suggest that the countess is intimidated as she is exposed to the unknown and violent environment.

In Source A Walker writes that ‘riding a bike is still safer than many people think.’ This suggests that, although he has earlier explained a hazardous event that occurred during his time riding a bike, it is not impossible to ride safely on the city roads without having an accident.

In Source B the Countess also includes positive elements into her article: ‘Many acts of kindness have I received.’ The use of the word ‘kindness’ suggests that there are still considerate drivers who respect cyclists on the roads and contrasts earlier negative messages written by her such as ‘they risk your life.’

Both writers present positive and negative views to give a balanced view of cycling so that they can encourage more people to start cycling and not to be scared of the dangers.

#### Commentary:

This is a full level 3 response. The ‘coat-hanger’ statement in the introduction sets out the student’s ideas and provides a framework for their answer. The student then switches between both sources, with each observation on the writers’ perspectives accompanied by a clear comment on method. Comparisons are addressed not just through the opening and concluding paragraphs; throughout, the student compares ‘like with like’: busy roads, and positive elements of cycling for example. The response is methodical and clear throughout.

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# Paper 2: Bank of Q5 tasks

## Y9 Pack 1

'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.

## Y9 Pack 2

'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.

## Y9 Pets

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

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

## Y8 Lauren Child and Zoos

'Visiting a good zoo can be entertaining and informative, but there are lots of other tourist attractions that can make a suitable day out for all the family.'

Write the text for a leaflet in which you **advise** families about the best attractions to visit in your area.

## Y8 Kes and Prisons

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

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

## Y7 Fire eaters and street musicians

'Performing music on the street should not be allowed. It is far too noisy. It causes disturbances and is just a form of begging.'

Write a letter to the editor of your local newspaper in which you **argue** for or against the opinion expressed in this statement.

## Y7 Gaiman and ballooning

'It is important to travel and go on adventures so that you can learn more about other people, the countries they live in and their ways of life.'

Write the text of a speech to be given at a school assembly in which you **persuade** your audience to agree with this view.

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### SAMS1

'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.

### SAMS 2

'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.

### SAMS3

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

### SAMS4

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.

## Live series

### June 2017

'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.

### November 2017

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

### June 2018

'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.

### November 2018

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

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

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# Example Question 5 responses from November 2018

## Activity

### Question 5: 'because – but – so'

Look at the example response below. Can you match this essay to the 'because – but - so' model?

#### Example response 1: Level 4

I am writing to you today to argue that cars should be banned from our cities, for a multitude of reasons.

Firstly, cars are pollutive, they create noises and particle pollution making the air in city centres dirty. This high level of particulates in the air in the city centres is terrible for the health of the people who live and work there, increasing the likelihood of diseases like cancer. In some areas the pollution is so bad that it has a similar impact on people's lungs to smoking. On top of the pollutive issues and health issues already displayed, cars seem to be completely pointless for travel purposes. This is because of the amount of congestion caused, so as a result, walking is faster than taking the car. The public transport links in city centres are also already good enough that people can access any area of a city centre via to be or train. So overall, cars are mostly pointless in city centres.

You could argue that vehicles are needed for deliveries to shops and other similar things, however, the resupplying shops need to do can easily be completed without the use of motor vehicles. An alternative could be a system similar to luggage transport in airports, where smaller more pedestrian-friendly vehicles could resupply all the shops. There are already zones in some of our city centres dedicated to pedestrians, and these zones have worked flawlessly already. Therefore, the simple expansion of them would create hardly any hassle, as most people are already used to using these zones on a daily basis. These places are also proven to be far less dangerous as pedestrians don't make rash decisions when faced with a road to cross.

I would disagree, however, that it is the cars that make places more dangerous. The only reason cars are dangerous to people on foot is because of the pedestrian's decision-making skill. If people just obeyed the traffic lights and crossed roads when they were supposed to, there would be no danger at all. This, however, is an impossible thing to prevent. There are always going to be those people that think crossing the road two seconds earlier in front of a car is worth it just to save those two seconds. If you do not consider removing cars, please at least consider the proper education of people regarding road safety.

Across the world, there are some cities in quite developed areas, like Japan, that have made the move to ban cars from city centres. This has only gone well for them so far, and as they keep investing in the city centres, it will only keep getting better. They have introduced cycling schemes in these areas with wide, easy to distinguish cycle lanes that many people use daily to commute and go to events. The success of these schemes largely depends on the willingness of people to cooperate and so I would personally recommend some sort of vote on the subject to take place.

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To conclude, cars in city centres are pollutive and, from a transport point of view, pointless. They also can be dangerous to pedestrians in the wrong circumstances. Also, pedestrian zones have been proven efficient and well-executed in our cities, and in other countries entire centres pedestrianised has been a huge success.

I hope you will consider this matter. Thank you for your time.

## Question 5: Example response 2

### Level 4

I am writing to you today to inform you about the pressing issue that is cars. I wake up every morning to the inharmonic whirring of a car's engine whilst it speeds down my road in the early hours of the day. I'll tell you now, Minister, I've had enough!

They constantly pump harsh chemicals into the air around us which make our streets smell, our atmosphere toxic and most importantly puts young children's lives in danger as they're almost always breathing more harmful gasses into their weak and underdeveloped lungs. Do you want your child continuously breathing in your car's waste? I know I don't.

Now, I understand that cars make certain aspects of human life easier – but at what cost? Oil rigs repeatedly drain the earth of its finite resources just so that people can waste it on cars. If for just one week every car-user used a bus or train on their commute to work instead of killing our planet by using a car, then the amount of petrol used would drop significantly and make the world a better place.

It's also proven that it's much safer to use a bus, train, or even a bike than a car. Public transport drivers are hired professionals and put your safety first: they're not your average Joe who's risking theirs (and other drivers') lives by driving to work hungover and not being on full alert. In conclusion, cars waste money, materials, resources and – if you're unlucky enough – lives. Please take this into consideration and liberate walkers and cyclists alike of the fear of the danger of cars.

I hope to hear from you soon.

## Question 5: Example response 3

### Level 3

Dear the Minister of Transport

Hello, I am writing to you today to discuss the matter of cars in city centres and towns. 'Cars are noisy, smelly and downright dangerous. They should be banned from all town and city centres, allowing people to walk and cycle in peace.

This may not be clearly practical but, however, there are ways around the problem that may occur. For example, many people travel vast distances for work or tourism, in this case they should be provided with free parking outside these cities and towns, allowing them to then cycle or walk to work. This will not only stop dangerous accidents but stop work traffic and help people get fitter and stay healthier.

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Having a lot of less cars on the roads in big cities or towns help keep families and children safer whilst they are walking around or crossing a road. I believe by doing this, it will prevent injuries and accidents and therefore have better health of people.

However, I do not believe that getting rid of all cars is the answer, disabled people should still be allowed to travel on these roads and so should lorries with large deliveries for shops or businesses. Therefore, any vehicle that wishes to use the roads in the centres should need to get a badge or licence to prove they are eligible to use these roads.

Overall, I believe that cars are too dangerous for city and town centres. They cause major pollution and lots of lives are lost a year due to accidents. Cars should be banned.

Yours sincerely,

## Question 5: Example response 4

### Level 4

Killing Machines!

Dear Minister of Transport

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

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

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

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

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

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

Yours sincerely

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# Articles

## Telling children ‘hard work gets you to the top’ is simply a lie – Hashi Mohamed

From The Guardian, April 2017

The article is a polemic against what the writer sees as inherent and institutionalised prejudice towards class and social background. Whilst it is often compellingly written, it is worth asking delegates to consider the effectiveness of the argument, whether sufficient evidence is provided to support the writer's views, or whether in fact it is a forceful but ultimately flawed argument. There are several activities outlined in the slides that can be used in the classroom to develop an understanding of a higher level rhetorical structure.

It is a common promise made to the next generation. “If you work hard, and do the right thing, you will be able to get on in life.” I believe that it is a promise that we have no capacity to fulfil. And that’s because its underlying assumptions must be revisited.

Imagine a life living in quads. You attend a highly prestigious school in which you dash from one quad to the next for your classes. You then continue on to yet another prestigious institution for your tertiary education, say Oxford or Cambridge University, and yet more quads with manicured lawns. Then you end up in the oasis of Middle Temple working as a barrister: more manicured lawns and, yes, you guessed it, more quads. You have clearly led a very square and straight life. Effortlessly gliding from one world to the next with clear continuity, familiarity and ease.

Now contrast the above oasis with the overcrowded and under-performing schools of inner cities, going home to a bedroom which you share with many other siblings. A home you are likely to vacate when the council can’t house you there anymore. Perhaps a single-parent household where you have caring duties at a young age, or a household where no one works. A difficult neighbourhood where the poverty of ambition is palpable, stable families a rarity, and role models very scarce.

The former trajectory, in some or all its forms, is much more likely to lend itself to a more successful life in Britain. The latter means you may have the grades and talent, despite the odds, but you’re still lacking the crucial ingredients essential to succeeding. I don’t have to imagine much of this. I have experienced both of these extremes in my short lifetime.

My mother gave birth to 12 children. I arrived in London at the age of nine, speaking practically no English. I attended some of the worst performing schools in inner-city London and was raised exclusively on state benefits. Many years later I was lucky enough to attend Oxford on a full scholarship for my postgraduate degree. Now as a barrister I am a lifetime member of The Honourable Society of Lincoln’s Inn.

Is my route possible for anyone in the next generation with whom I share a similar background? I believe not. And this is not because they are any less able or less dedicated to succeed.

What I have learned in this short period of time is that the pervasive narrative of “if you work hard you will get on” is a complete myth. It’s not true and we need stop saying it. This is because “working hard, and doing the right thing” barely gets you to the starting line.



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As a form of short-term distraction, we are obsessed with elevating token success stories which distort the overall picture. The story of the Somali boy who got a place at Eton, or the girl from the East End who is now going to MIT. These stories may seem inspiring at first blush, but they skew the complex picture that exists in deprived communities.

The reality is that there are many like them trying hard to do better, but may be lacking the environment to fully realise their potential. Are they worth less? When told to “dream big” and it will happen, who will tell them that failure had nothing to do with their lack of vision? But that real success, especially from their starting point, often boils down to a complex combination of circumstances: luck, sustained stability, the right teachers at the right time, and even not experiencing moments of grief at crucial, destabilising junctures.

Perversely, class and accents remain an overwhelmingly important way of judging intelligence. In France or Germany, for example, your accent rarely matters. Your vocabulary and conjugation will give much more away, but never your accent, apart from regional perhaps. I don't see this mindset shifting, so my advice to youngsters has remained: you need to adapt yourself. You need to find the right way to speak to different people, at different times in different contexts. This is not compromising who you are, but rather adapting to the relevant surroundings.

We need to do more to double down on improving environments both at home and at school which continuously constrain potential. If the adage that hard work truly matters rings true, then we must do more – at all levels of society – to make it a reality.

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# Thesis planning tool

Issue:

Because...

1.

2.

3.

But...

1.

2.

So...

1.

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## Sentence models

### Contrast

Whilst we sleep in our comfortable beds safely within our secure homes, there is another world out there which literally begs us to listen.

### The question

When will we as a society learn that we need to do more to help the disadvantaged, the destitute and the diseased?

### The dramatic sentence

Tonight, a homeless person near you will die.

### The 'trailer' opening with three semi-colons and a colon

We live in a world where there are people dying on the streets; where young adults starve for the want of a warm meal; where old men collapse with hypothermia for the sake of a comfortable bed: is this the world we want for our children?

### The 'For too long' and a colon sentence

For too long, we have ignored the pressing issue of the homeless in our society: it is time that we as a community did something about it

### Now more than ever...

Now more than ever, we need to ensure that those who lack the basic human rights of shelter and warmth are provided with hope and a better future.

### The 'I understand ... (semi-colon) however...' sentence

I understand that there are people out there who claim that some homeless people are not genuine; however, can we afford to play with people's lives based on what we think are a minority?

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# Notes

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## Notes

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## Notes



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