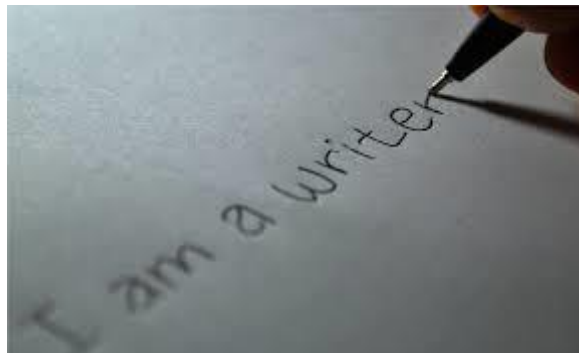


GCSE English Language Paper 2 Revision Guide



Contents

Paper 2 Summary.....	2
Section A: How to use this revision guide:	3
Section A – Reading Texts.....	4
Example Practice Texts and Questions 1: Workhouses.....	4
Example Practice Texts and Questions 2: Women	9
Example Practice Texts and Questions 3: Dalmations.....	15
Example Practice Texts and Questions 4: Ghostbusters	20
Section B – Writing	25
How to use this revision guide.....	25
AFORESTEY.....	26
Bang sentences.....	26
Embedded clauses	27
Pic and Mix Sentences.....	29
Putting it all together – an example response:	30
Paper 2 Section B questions	32

Paper 2 Summary



English Language Paper 2

Question Timing and Order

Reading Qs and extract	15	↑
Q	Marks	
5	40	45
1	4	5
2	8	10
3	12	15
4	16	15

Writing to Argue, Persuade, Explain or advise

Plan first (5 points= 5 paragraphs)

- Use AFORESTEY
- Use BANG sentences
- Use pic 'n' mix sentences
- Use long and short sentences
- Use paragraphs

Reading

1. Identify four things that are true....

Read the text and the question carefully

3. How does the writer use language..?
Identify 4 techniques the writer has used. "The writer uses...."
Discuss the effect "This makes the reader...."

2. Summarise the differences....

Use evidence from both sources.
Say "From this I infer"

4. Compare how the writers....?
• Compare the tone
• Compare the technique
• Use connectives to compare and contrast.

Section A: How to use this revision guide:

This revision guide contains 4 examples of Section A texts. You will find a 20th or 21st Century Non Fiction text alongside a 19th Century non-fiction text on a similar topic, just as you will get in the exam.

Example 1: Workhouses

Examples 2: Women

Example 3: Dalmations

Example 4: Ghostbusters

- As you will see, the questions 2 to 4 in Example 1 have been answered for you. After each question, there is a space for you to reflect on why the answer is a good question, and what you can learn from it.
- Questions 2 to 4 in Example 2 have been answered in a basic way. There is space for you to improve these answers so that you can move up the mark scheme.
- In Example 3, you have been provided with a writing frame for questions 2 to 4. You should follow this to answer the questions independently.
- In Example 4, you should use all of the previous examples to help you write perfect answers to each question without a writing frame.

Section A – Reading Texts

Example Practice Texts and Questions 1: Workhouses

Text A

Mike Ashley running Sports Direct like 'Victorian workhouse' | Business | The Guardian

The billionaire retailer Mike Ashley has been running Sports Direct like a Victorian workhouse, building his success on a business model that treats workers “without dignity or respect”, a scathing parliamentary inquiry has found.

Sports Direct boss had plenty of warning a crisis was looming

The report by the business, innovation and skills (BIS) select committee, which was triggered by a Guardian investigation last year, said Ashley had used “appalling working practices” and treated his “workers as commodities rather than as human beings”.

The committee’s chairman, Iain Wright, said: “Whistleblowers, parts of the media and a trade union shone a light on work practices at Sports Direct, and what they revealed was extremely disturbing. The evidence we heard points to a business whose working practices are closer to that of a Victorian workhouse than that of a modern, reputable high street retailer. For this to occur in the UK in 2016 is a serious indictment of the management at Sports Direct and Mike Ashley, as the face of Sports Direct, must be held accountable for these failings.

“It seems incredible that Mike Ashley, who visits the Shirebrook warehouse at least once a week, was unaware of these appalling practices. This suggests Mr Ashley was turning a blind eye to conditions at Sports Direct in the interests of maximising profits, or that there are serious corporate governance failings which left him out of the loop in spite of all the evidence.”

After taking evidence in June from Ashley, Sports Direct workers, union representatives and the agencies that employ the majority of the 3,000 staff working in the firm’s Derbyshire warehouse, the committee concluded that:

Sports Direct’s “success is founded on a business model that enables the majority of workers in both the warehouse at Shirebrook and at the shops around the UK to be treated without dignity or respect”.

Low prices in the chain’s stores come at a cost to workers who are viewed “as commodities rather than as human beings with rights, responsibilities and aspirations”.

The “six-strikes-and-you’re-out” policy in the warehouse, where workers can be sacked if they receive six black marks over a six-month period, is a “punitive measure, which denigrates the workers at Sports Direct and gives the management unreasonable and excessive powers to discipline or dismiss at will”.

“No convincing reason” was given as to why Sports Direct maintains a workforce of more than 3,000 warehouse workers on short-term, temporary contracts, “other than to reduce costs and pass responsibility”.

Last year, primary schoolteachers told the Guardian that parents working at Sports Direct were too frightened to take time off work, resulting in pupils attending school while ill or returning home to empty houses.

Despite initially refusing to give evidence to MPs, Ashley appeared before the committee in June and admitted his company had broken the law by failing to pay staff the national minimum wage.

The admission confirmed the findings of undercover Guardian reporters, who exposed how the company was paying staff less than the legal minimum wage. Ashley also admitted to the committee that his company was under investigation by HM Revenue & Customs for breaching the wage law.

A spokesman for Sports Direct said: "We will study the contents of the committee's report very carefully. It is our policy to treat all our people with dignity and respect.

"We are pleased to see that the committee has recognised Mike Ashley's commitment to engage in addressing any shortcomings in the working practices

Text B

Will Crooks' account of a Victorian Workhouse in 1906

We found the condition of things in the House almost revolting. The place was dirty. The stores were empty. The inmates had not sufficient clothes, and many were without boots to their feet. The food was so bad that the wash-tubs overflowed with what the poor people could not eat. It was almost heart-breaking to go round the place and hear the complaints and see the tears of the aged men and women.

"Poverty's no crime, but here it's treated like crime," they used to say. Many of them defied the regulations on purpose to be charged before a magistrate, declaring that prison was better than the workhouse.

One day I went into the dining-room and found women sitting on the long forms, some sullen, some crying. In front of each was a basin of what was alleged to be broth. They called it greasy water, and that was exactly what it looked and tasted like. They said they had to go out and wash blankets on that. I appealed to the master to give them something to eat, as they said they would sooner go to prison than commence work on that. Those women, like the men, were continually contriving to get sent to prison in order to escape the workhouse. After a few heated words between the master and me he gave them some food, and none of them went to prison that day.

A few weeks later I was in the workhouse when these same women were creating a fearful uproar.

"Ah, there you are," said the master, meeting me. "Go and look at your angels now! A nice lot they are to stick up for!"

I went to the dining-room. There was a dead silence the moment I entered.

"I am right down ashamed of you," I said. "When you were treated like animals, no wonder you behaved like animals. Now that Mr. Lansbury and I have got you treated like human beings, we expect you to behave like human beings."

They said not a word, and later in the day the ringleaders, without any prompting, came to me and expressed their regret. From that day to this no such scene among the workhouse women has ever been repeated.

The staple diet when I joined the Board was skilly. I have seen the old people, when this stuff was put before them, picking out black specks from the oatmeal. These were caused by rats, which had the undisturbed run of the oatmeal bin. No attempt was made to cleanse the oatmeal before it was prepared for the old people.

Whenever one went into the men's dining-room there were quarrels about the food. I have had to protect old and weak men against stronger men, who would steal what was eatable of their dinners. There was no discipline. The able-bodied men's dining-room on Sundays gave one as near an approach to hell as anything on this earth. It was everybody for himself and the devil take the hindmost. If a fellow could fight lie got as much as lie wanted. If he could not, lie got nothing. Fights, followed by prosecutions at the police courts, were common. The men boasted that prison had no worse terrors than that place. They were absolutely beyond

control. They wandered about all over the place, creating all kinds of discord, and even threatening to murder the officers. Two labour masters nearly lost their lives in trying to control them.

The inmates were badly clothed as well as badly fed. Not one of them had a change of clothing. Their under-clothes were worn to rags. If they washed them they had to borrow from each other in the interval. The inmates' clothes were not only scanty, they were filthy. On one occasion the whole of the workhouse linen was returned by the laundry people because it was so over-run with vermin that they would not wash it.

One of the inmates-a woman-who was doing hard work at scrubbing every day, asked me whether she couldn't have a pair of boots.

"Surely," I said, putting her off for the time, "nobody here goes without boots?"

A second and a third time when I came across her scrubbing the floors she pleaded for boots. She raised her skirt from the wet stone floor, and showed two sloppy pieces of canvas on her feet, and that was all she had in the way of boots.

1. Read again the second part of Source A, the last six paragraphs from lines .
Choose four statements below which are TRUE. (4 marks)

- Tick the ones that you think are true.
- Choose a maximum of four statements.
 - A. Employees of Sports Direct were prevented from having time off to attend events for their children.
 - B. Ashley was happy to give evidence.
 - C. Ashley had broken three laws by not paying minimum wage.
 - D. When questioned, Ashley admitted that his company was under further investigation from another government agency.
 - E. The report found that the management had been given too much power to sack employees..
 - F. The inquiry found that Sports Direct's motivations were based on profits.
 - G. Sports Direct have refused to change their policies.
 - H. Sports Direct claim that they endeavour to treat their employees well.

2. You need to refer to Source A and Source B for this question.
Use details from both Sources. Write a summary of the differences between the experiences of Sports Direct employees, and the children in the Victorian workhouse. (8 marks)

Both Sports Direct Employees and children in the Victorian workplace have poor experiences of working. Employees of Sports Direct are treated as "commodities", without "dignity and respect", from which we can infer that their humanity has been forgotten and they are simply there to do a job, like robots or machines. We are told that Sports Direct are not acting as a caring and responsible employer as the workers "can be dismissed at will". From this I infer that Sports Direct workers must feel worried and uncertain about their future as they have no job security. We are also told that they are "frightened to take time off" which implies there is a climate of fear and perhaps even bullying at Sports Direct. We are also told that Sports Direct "failed to pay this minimum wage". From this I can infer that not only are the employees treated badly but they are not paid correctly and in this respect Sports Direct are breaking the law.

However, in the Victorian workhouse, workers are treated not as commodities but “like animals”. From this I infer that the physical conditions that they have to work in are not satisfactory. They have to drink “greasy water”, and from this infer that the employers at the workhouse do not care for their employees’ physical health. We are also told that there are “rats in the oatmeal”. From this we can infer that the hygiene and sanitary conditions of the workers are very poor, so their experience is one of extremely unclean conditions which could damage their physical health. The workhouse is compared to “hell”. From this I infer that the conditions are inhumane and frightening.

Look at the answer above:

Can you find and label:

- Evidence from the text
- Inferences.

Based on this example answer, explain what makes a good answer to question 2?

3. You now need to refer only to Source B, the account of the visit to the Victorian Workhouse. How does Will Crooks use language to try to convey his disgust at the conditions of the workhouse? (12 marks)

The writer uses adjectives to express his disgust at the conditions of the workhouse. The workhouse is described as “almost revolting” and “dirty” and “almost heart-breaking”. These adjectives evoke a sense of disgust and pity in the reader as they emphasise how unpleasant the conditions were. The adjectives describe both the physical conditions “dirty” and the emotional effects of these conditions “heartbreaking”, suggesting that the workhouse is a hard place to be both physically and emotionally.

The writer also uses emotive language, for example, Crooks describes “the tears of the aged men and women”. The juxtaposition of the noun “tears” and the adjective “aged” surprises the reader as it is perhaps more unusual for older people to cry, and this incongruity surprises the reader and again evokes a sense of pity.

The writer also uses a simile, to describe the men’s dining room: “as near an approach to hell as anything on this earth” and continues this reference to hell by saying “it was everybody for himself and the devil take the hindmost”. The references to hell and the devil suggest that this is a place where there is no humanity, decency and goodness, and also suggests that this is a place of punishment which links to the idea earlier in the text that “poverty’s no crime, but

here its treated like a crime". The references to hell emphasise the idea that the poor are being castigated by having to work in such inhumane conditions.

Look at the answer above:
Can you find and label:

- Evidence from the text
- Labelling of techniques
- Discussion of the effect on the reader.

Based on this example answer, explain what makes a good answer to question 3?

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

Compare how the two writers convey attitudes towards working conditions.

In your answer, you could:

- compare the different attitudes
- compare the methods they use to convey the attitudes
- support your ideas with references to both texts.

(16 marks)

The tone of Source A is factual and measured, and explains the shortcomings of Sports Direct as an employer in an accurate way using lots of statistical evidence and direct speech from the select committee to support its claims that employment practices are very poor.

On the other hand, the tone of Source B is much more emotive, using vivid descriptions and anecdotes of a first hand trip to the workhouse rather than second hand accounts, for example, "one day I went into the dining room and found women...some sullen, some crying". This first hand account gives an immediacy to the description, whereas the Guardian text has a greater sense of objective distance by quoting from the committee chairman who describes the "appalling working practices".

Both texts use similes but in different ways. Sports Direct is described as "like a Victorian workhouse", which suggests that employment practices are seen as outdated and archaic. The audience will feel shocked that such "Victorian" practices are still being carried out in the 21st century and may feel worried that we as a society are going backwards through these abhorrent working conditions.

On the other hand, Source B uses a simile which compares the workhouse to "hell". The religious connotations of this term would be especially shocking to the audience and the term also carries connotations of punishment and chastisement.

Source A uses very formal language such as describing the “punitive measure” of the six strikes and you’re out policy. This makes the reader understand the serious nature of the breaches of Schools Direct employment practices, that it is a severe and irresponsible way for an employer to behave.

On the other hand, Source B uses more emotive descriptions of individual workers rather than focusing on the workers as a whole. An example of this is the anecdote at the end of the text about the woman who wore “two sloppy pieces of canvas on her feet” instead of boots. The adjective “sloppy” here creates the impression of shoes that are insubstantial and do not offer sufficient protection, and makes the reader feel pity for the woman that she does not have something basic such as shoes.

Look at the answer above:

Can you find and label:

- Comparison of tone
- Comparison of technique
- Evidence from both texts
- Connectives to compare and contrast
- Discussion of the effects on the reader

Based on this example answer, explain what makes a good answer to question 4?

Example Practice Texts and Questions 2: Women

Text A

Physical, sexual and psychological violence against female MPs is undermining democracy and efforts to end gender inequality, according to a study of parliamentarians around the world.

More than 40% of female MPs interviewed by the Inter-Parliamentary Union (IPU) said they had received threats of death, rape, beatings or abduction while serving their terms, including threats to kidnap or kill their children. More than a fifth said they had been subjected to one or more acts of sexual violence and almost a third said they’d witnessed an attack on a colleague in parliament.

Recent analysis looking at political leadership contests between female and male candidates found that US presidential candidate Hillary Clinton and former Australian prime minister Julia Gillard received twice as many abusive tweets as Bernie Sanders and Kevin Rudd, respectively.

In May, MPs from the UK’s three main political parties launched the Reclaim the Internet campaign to shine more light to the online abuse women receive. The name of the campaign is a nod to the Reclaim the Night marches against rape and other forms of violence against women, which began in the 1970s.

“A female colleague in parliament confided to me that the speaker of parliament had requested sexual relations. Since she had refused he had never again given her the floor in parliament,” said one respondent from Africa.

A European parliamentarian told the IPU: “If a woman speaks loudly in parliament, she is ‘shushed’ with a finger to the mouth ... That never happens when a man speaks loudly.”

“Respondents said they must constantly deal with old-school thinking about their appearance, how they express themselves and behave, and the role they should play,” said the report. “More generally, their excessively or insufficiently feminine demeanour is a subject of regular and widespread comment, attacks and derision. The same is true of their conjugal status, emotional, sexual and family life, imagined or real.”

One-fifth of MPs said they had been slapped, pushed or struck and about 12% said they had been threatened with or been attacked with a weapon. More than 12% said they had been denied funds or resources they were entitled to that their male colleagues had received.

Despite the abuse, 80% who had experienced sexual violence and harassment said the abuse would not prevent them from running for another term.

“Parliaments need to put their own house in order if they want to lead by example and stop discrimination and violence against women in all walks of life,” said Chungong. “The effectiveness of parliaments, progress toward equality between men and women, and the vitality of democracy itself all depend on it ... The parliamentary community must speak out against sexism and harassment, and make clear that it cannot be tolerated as the price to be paid for women’s political involvement.”

Text B

Extract from Katie Black's diary: Friday November 18th 1910

They were soon swallowed up in a seething mob and I simply flew with many other women by short cuts to Parliament Square where I landed more or less by chance in the thick of it. One could hardly see the plan of it all amid the hurly burly excitement, shouts, laughter applause & rushes of the enormous crowd which grew every minute. I was almost struck dumb and I felt sick for hours. It was a most horrible experience. I have rarely been in anything more unpleasant – it was ghastly and the loud laughter & hideous remarks of the men – so called gentlemen – even of the correctly attired top-hatted kind – was truly awful. It made all the men and women seem mad together. And the poor women – the look of dogged suffering & strain on their faces.

I first reached the wall of the moat [round the Houses of Parliament] at the angle so I could see the door plainly and Mrs Pankhurst and the elderly lady [Elizabeth Garrett Anderson] – over 70 years of age – with her. Then I saw policemen breaking up the little standards held by a group of women. I saw deputations pass along and ugly rushes and ever the crowd grew.

I stood some time but I had to give up my place by the wall people pushed so and I was awfully afraid of getting crushed. So I got out to the road and there watched the deputations come along and saw the horrible hustling by the crowds of roughs and overheard the hideous laughter and remarks of the men looking on. Half of them made the remark that it was the funniest thing they had ever seen in their lives – all had their mouths open in an insane grin. One or two were so horrible that I just gazed upon them till they noticed me and moved away, not liking I suppose to be overheard. Several spoke to me – many indignant: ‘What good do you suppose this will do?’ ‘What else would you suggest?’ said I. Then he began the usual – that the militant methods had disgusted all nicely feeling people etc. I turned his attention to my two badges – constitutional societies, as I told him – and asked ‘What help have you ever given us?’ He walked away. Not one man did I hear speak on the women’s side. There may have been some, but not near me.

As the crowd grew and the crowd kept being pressed back – I moved away and once, seeing some fighting women & policemen on the pavement coming my way, I stood back to the railing expecting them to go by. But, oh no – a burly policeman, taking me for one of a deputation, caught hold of me with an ‘Out you come’ and for some minutes I was tossed about like a cork on an angry sea, turning round and round – sometimes bumped on to a policeman – sometimes on a hospital nurse, who was fighting for all she was worth – pale to the lips but determined (and I afterwards saw her led off arrested) – until I was with the others pushed out of the danger zone.

1. Read again the first part of Source A from lines 1 to 15. Choose four statements below which are TRUE. (4 marks)

- Tick the ones that you think are true.
 - Choose a maximum of four statements.
- A. The majority of MPs interviewed had witnessed a physical act of violence upon a female MP.
 - B. Under half of the MPs interviewed had received a threat of violence.
 - C. The report analyses and compared the treatment on Twitter of different presidential nominees in the US.
 - D. The Australian Prime Minister received twice as much abuse via Twitter than her male counterpart.
 - E. The two campaigns 'Take Back the Night' and 'Take Back the Internet' were launched by the same Female Rights campaigners.
 - F. The survey included only MPs from Europe and Northern America.
 - G. The survey was based on simple yes or no answers.
 - H. The discrimination reported was included a range of different types of discrimination, not just violence.

2. You need to refer to Source A and Source B for this question. Use details from both Sources. Write a summary of the differences between the experiences of women at the Suffragette protest, and in the survey of MPs. (8 marks)

Read this answer carefully and explain how it could be improved:

4. For this question, you need to refer to the whole of Source A, together with Source B, the diary entry about the Suffragette protest.

Compare how the two writers convey attitudes towards women.

In your answer, you could:

- compare the different attitudes
- compare the methods they use to convey the attitudes
- support your ideas with references to both texts.

(16 marks)

Read this answer carefully and explain how it could be improved:

The tone of the Source A is very angry and has lots of factual and statistical information in about the mistreatment of female MPs, for example that “More than 12% said they had been denied funds”. The tone of source B is much more emotional, for example, “I felt sick for hours”.

Both texts use adjectives, for example, Source A uses “abusive” which makes the reader feel sorry for them, and source B uses “seething”, “enormous”, and “hideous” to make the crowd seem scary.

Both texts use verbs, for example, Source A says that female MPs are “slapped, pushed or struck” whereas in Source B the writer says she was “tossed”. These verbs make the women seem like victims and make the reader think.

Source B uses pronouns “I” and “me” to show that this is personal first person account, whereas Source A is based on a survey of a larger group of MPs eg “One fifth of MPs”. This makes the reader think that it must be a widespread problem.

What is good about the above answer?	How could it be improved?

Write an improved version of this answer in the space below:

Two years ago, when it was time for Milly to become a mother, Becky set about the business of canine love-matching via the internet. This eventually led her to Coventry, the home of a spotty suitor named Dexter. Then, when Milly failed to go into labour two days after her due date, the vet decided to perform a caesarean.

'He started lifting the puppies out and eventually got to eight,' says Becky. 'We thought that was it but then he said: "I'll start on the other half now." We couldn't believe it. It wasn't long before they were running all over the place, tipping over boxes of cotton wool and almost sliding off the table on to the floor.' Back home, the family made space for Milly and the puppies in their conservatory, with Becky sleeping on the sofa beside their basket, unwilling to leave them for even a minute.

When the puppies are ready to be taken away next week, there will no doubt be tears for Becky and her family. 'The first one to go and the last are usually the most emotional,' says Becky. 'But you know they are going to the next stage in their lives and that they will be loved.'

As for Milly - and all the family - they will be having a very well-earned rest. 'When you watch the Disney cartoon, you have to wonder if anyone could ever cope with that many dogs in real life. We've loved having the puppies, but it's been hard enough looking after 16 of them - let alone 101!'

Glossary:

bedlam – was a Victorian hospital for people with mental illness

Suitor- a mate for Milly

caesarean – an operation to remove the puppies from the mother's womb if they are overdue or if the mother's health is at risk

Text B Carriage Dogs In the 19th century,

Dalmatians were known as carriage dogs. They used to run alongside stagecoaches to protect the horses because they were thought to have a calming effect on them. In this text by Edward Jesse, the bond between Dalmatians and horses is clearly shown.



The Dalmatian is handsome in shape, something between the British foxhound and English pointer ; his head more delicate than that of the latter, and something longer: his general colour white, and his whole body and legs covered with small irregular sized black or reddish-brown spots. The pure breed has tanned cheeks and black ears. A singular opinion prevailed at one time in this country that this beautiful dog was made more handsome by having his ears cropped: this barbarous fancy is now fast dying away.

The late Mr. Thomas Walker, of Manchester, had a small Dalmatian dog, which was accustomed to be in the stable with two of his carriage-horses, and to lie in a stall with one of them, to which he was particularly attached. The servant who took care of the horses was ordered to go to Stockport (which is distant about seven miles), upon one of the horses, and took the one above mentioned (the favourite of the dog), with him, and left the other with the dog in the stable; being apprehensive in case the dog, which was much valued by his master, should be lost upon the road.

After the man and horse had been gone about an hour, some person coming accidentally into the stable, the dog took the opportunity of quitting his imprisonment, and immediately set off in search of his horse companion. The man, who had finished the business he was sent upon, was just leaving Stockport, when he was surprised to meet the dog he had left in the stable, coming with great speed down the hill into the town, and seemed greatly rejoiced to meet with his friendly companion, whom he had followed so far by scent.

The friendship between these animals was mutual; for the servant, going one day to water the carriage-horses at a large stone trough, which was then at one end of the marketplace, the dog as usual accompanying them, was attacked by a large mastiff, and in danger of being much worried, when the horse (his friend), which was led by the servant with a halter, suddenly broke loose from him, and went to the place where the dogs were fighting, and with a kick of one of his heels struck the mastiff from the other dog clean into a cellar opposite; and having thus rescued his companion, returned quietly with him to drink at the trough.

Glossary:

foxhound, pointer – different breeds of dog.

barbarous fancy – a cruel procedure.

Stockport – a town in Greater Manchester

trough – stone drinking troughs were provided along many roads for animals to drink from

mastiff – a large dog known for its size and strength.

much worried – badly injured.

halter – a head collar used for leading horses.

Questions:

1. Read again Source A from lines 1 to 12. Choose four statements below which are TRUE.
 - Tick the ones that you think are true.
 - Choose a maximum of four statements. [4 marks]
 - A. The countryside where Becky lives is normally quiet.
 - B. The puppies are 16 weeks old.
 - C. The puppies run between Becky's legs and bite her wellingtons.
 - D. Becky is a trainee teacher in a secondary school.
 - E. The puppies live on a farm in Hampshire.
 - F. Milly is the much-loved mother of the puppies.
 - G. The puppies were born in July.
 - H. The puppies cause chaos on the farm. (4 marks)

2. 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. (8 marks)

Use the writing frame below to answer this question.

The vet in Source A looked after the Dalmation in labour.....

The servant in Source B left one of the dogs in the stable.....

3. You now need to refer only to Source B. How does the writer use language to show the relationship between the dogs and the servant? [12 marks]

Use the writing frame below to answer this question.

The writer uses adjectives....

The writer uses verbs.....

The writer uses the noun "friend".....

4. For this question, you need to refer to the whole of Source A, together with Source B from lines 15 to the end.
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.

Compare how the two writers convey these relationships.

In your answer, you could:

- compare the different relationships
- compare the methods the writers use to convey the relationships
- support your response with references to both texts. [16 marks]

Use the writing frame below to answer this question.

The tone of Source A is very

.... _____

However, the tone of Source B is very

*Both texts use
verbs....*

*Both texts use
adjectives.....*

Example Practice Texts and Questions 4: Ghostbusters

20th Century non-fiction: a newspaper article called Ghostbuster shatters the myths about Phantom in which the writer, Jack Pleasant, interviews a ghost-hunter.

Source A Ghostbuster shatters the myth about phantoms by Jack Pleasant

Ghostly piano music in the middle of the night was terrifying the occupants of an old house, but ghost hunter Andrew Green soon solved the mystery. His clues were mouse droppings and rodent teeth marks inside the piano. He was convinced that mice gnawing felt pads attached to the piano wires were causing the 'music' and, of course, he was proved right when a few traps caught the culprits and their nightly performances ceased.

'As much as 98% of the hundreds of ghost investigations I've carried out have proved to have non-occult explanations,' said Mr Green as we chatted in his old cottage, appropriately next to the churchyard at Mountfield in East Sussex. 'Once, four reports from motorists claiming to have seen a ghost at a particular spot turned out to be simply a woman's dress left out on a clothes line.'

It's that inexplicable two per cent that intrigues him. Like poltergeist activity. The frighteningly violent effects of this type of haunting have been experienced by several people, particularly families with adolescent children.

The ghost-hunter claims that on one startling occasion, he actually watched a bowl of oranges rise unaided off a sideboard, as if a clever magician had made his assistant float into the air. The bowl then shattered into pieces as it plummeted to the ground and oranges bounced all round the room. In another investigation, he and the family involved saw a heavy clock mysteriously transport from one end of the mantelpiece to the other and back again. But he is convinced that such occurrences have nothing to do with the spirits of the dead. He believes they are caused by a type of energy we don't yet understand which is generated by tense human emotions.

The typical poltergeist situation, he says, is a family who have recently moved house. The husband and wife are probably worried about having to change jobs and shortage of money because of the expense of moving. The young children are nervously trying to settle into new schools. It all adds up to a tense, emotional atmosphere – and such peculiar effects as he witnessed himself.

Not that Mr Green disbelieves in ghosts or that some people see them. It's simply that they are electro-magnetism, he says, electrical impulses given off by people at times of stress. Somehow this electrical energy remains in the area and from time to time manifests itself in the form of an image.

Seeming to support his belief that ghosts are not spirits of the dead are his experiences with 'living' ones. 'I've investigated a number of cases where people have seen ghost-like figures of individuals who were very much alive at the time, though elsewhere,' he says. 'Some people running an old bakery reported seeing a ghostly shape by the ovens on a number of occasions. Significantly, these sightings had only started after an old man who had worked in the bakery for many years had retired. When he died some months later, they ceased. I believe that after 20th Century non-fiction: a newspaper article called Ghostbuster shatters the myths about Phantom in which the writer, Jack Pleasant, interviews a ghost-hunter. 3 Insert to Paper 2 40 45 his retirement the old man had sat

around with his former workplace constantly in his thoughts, and so strong was his yearning to be back that in some strange way his image was projected there. When he died, the cause of his 'haunting' no longer existed and it stopped.'

He has even been called out to investigate ghostly smells, like the posh London dental surgery where staff and patients often smelled bacon and eggs. There were no kitchens near enough to explain it, but again there was an explanation - the surgery had once been, Green discovered, the kitchen of a big house.

'It seems possible,' he says, 'that the hundreds of rashers of bacon and eggs cooked there years before had impregnated their smell in the chimney.'

As well as the sophisticated equipment he uses for ghost-hunting, such as tape-recorders, infra-red cameras and thermometers, he usually takes along a ruler and a bag of flour.

'The flour is to detect human footprints if I think a hoax is being carried out,' he says.

Glossary: occult – supernatural, not scientific

poltergeist – a type of ghost that causes objects to move

Source B - From Matter to Spirit

19th Century literary non-fiction: an extract from a book called *From Matter to Spirit* in which the writer, Sophia Elizabeth de Morgan, published the results of her research into people who could communicate with the spirit world.

I now offer a trustworthy account, which has come to my own knowledge, of an appearance to someone present at the time of death.

Many years ago, Mrs D-----, a person in humble life, but of tried and proved truthfulness, and rather matter of fact, said to me in a conversation about ghosts and ghost-seeing, 'I never saw a ghost, but I have seen a spirit rise.'

'If you tell me what you saw,' I said, 'I will write it as you speak, and will beg you to sign your name.'

This she did, and the present account is copied from her own words as I wrote them, and she put her signature:-

'When I was sixteen years old, I was nursing a child of seven who had been ill since his birth with disease of the head. He had been for some days expected to die, but was quite sensible. About noon I left him in a little back parlour on the ground floor. His mother and a friend were with him. I was returning from the kitchen to the child, and had just reached the top of the staircase, when I saw, coming from the door of the room, the form of a little child. It did not step on the ground, but immediately went up over the staircase and disappeared from me. The bed on which the sick child had been lying was close to the door of the room, and that door was not more than about a foot from the top of the staircase which I came up. As I entered the room, his mother said, 'He is just gone.' The figure that I saw was a little child, fair and fresh-looking, and perfectly healthy. It looked fatter and younger than the little sick boy, and had a very animated, happy expression. It was like a living child, only so light.'

Compare the above account of a vision by a girl of sixteen with the following narration of an imperfect vision of the same kind, which occurred, later in life, to the same person.

‘More than twenty years after that, I was sitting up with the mother of a child who had been ill three or four days with fits. It was no more than two years old. The mother had one arm under the child’s head. I was on the other side of the bed, lying by the side of the baby, and the fire was burning brightly on the same side of the room as that on which the mother sat. Suddenly I saw the fire darkened by something that seemed to flutter or move backwards and forwards before it. I noticed this to the mother, who was between the bed and the fire; but she did not see it, and declared that the fire was bright. The fits left the child about six o’clock, and it lay perfectly still till it had ceased to breathe about half-past ten. I saw the darkening of the fire for an hour before the child died, and the instant it expired the fire was distinctly visible.’

The seer of the above was an uneducated woman who could not account for the variation in her two visions, and who had certainly never heard of the different degrees of opening of the spirit sight. To me, therefore, the account of the second vision confirmed the truth of the first. Had she invented both stories, she would most likely have made the second instance appear the most striking and wonderful. But she was not given to invention. I have known this woman for many years and her character for truthfulness is quite above suspicion.

Questions:

1. Read again Source A from lines 1 to 13. Choose four statements below which are TRUE.

- Tick the ones that you think are true
- Choose a maximum of four statements. [4 marks]

- A. People living in an old house were scared when they heard music at night.
- B. The only clue to the mystery that Andrew Green found was mouse droppings.
- C. The cause of the ‘music’ was mice chewing on the felt pads of the piano.
- D. The writer is surprised when Andrew Green solved the mystery.
- E. Most of Andrew Green’s ghost investigations are nothing to do with the supernatural.
- F. Andrew Green lives in an old cottage next to a churchyard.
- G. Four motorists claimed they saw a ghost and they were correct.
- H. Families with very young children are most likely to experience poltergeists.

2. You need to refer to Source A and Source B for this question. The strange things that happen in both Sources are different. Use details from both Sources to write a summary of the different strange things that happen.

Below is the start of a tone word bank.

Ensure you know what all these words mean.

Add your own adjectives to your tone word bank to develop your understanding of tone.

Serious		Satirical	
Sombre		Harsh	
Stern		Accusatory	
Pious		Cynical	
Irreverent		Quizzical	
Humorous		Contemplative	
Mocking		Forthright	
Respectful		Gloomy	
Restrained		Haughty	
Calm		Indignant	
Pessimistic		Reflective	
Judgemental		Earnest	
Jovial		Erudite	
Morose		Sincere	
Optimistic			

Section B – Writing

How to use this revision guide:

In Section B of the exam, you will be asked to write to express your viewpoint. You will be given a statement and will be asked to respond to that statement by writing in a particular form. In this guide there are lots of techniques which will help you to practice this style of writing. There are also 8 possible questions which you should plan and write.

Form, Audience, Purpose

You must think carefully about the **form, audience and purpose** of anything you write.

What are the features of the following forms:

Letter	
Article	
Speech	
Blog	

AFORESTEY

AFORESTEY is a useful acronym which lists 9 different techniques which are useful for Paper 2 Section B.

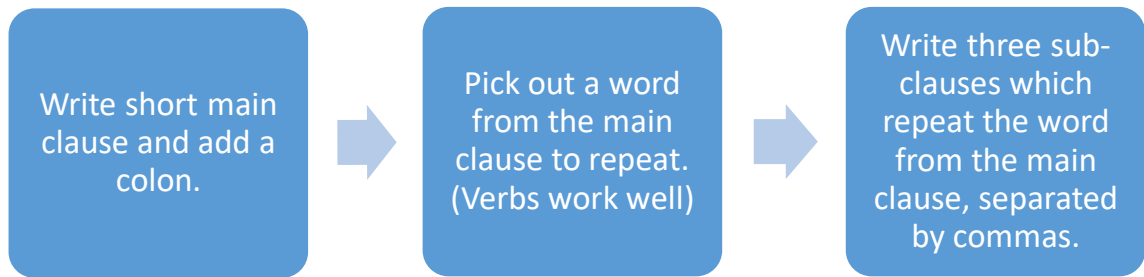
Make sure that you know what the AFORESTEY techniques are, and use them when planning your response. You don't have to use all of them. Instead you should pick the ones which are the most appropriate to your task.

Anecdote	A short account of a personal incident or experience
Facts	something that can be proved to be true.
Opinions	someone's personal view on a subject.
Rhetorical Questions	a question that does not require an answer but is asked for effect.
Emotive Language	language which aims to make the audience feel strongly about something.
Statistics	facts and figures used as evidence.
Triplets	repeating the same word or language device three times
Expert Opinion	information from a specialist in a certain subject, aimed to give credibility and trustworthiness to the article.
"You"	the second person pronoun to address the audience directly.

Bang sentences

Using this type of sentence just once in a piece of writing will instantly transform your work into a sophisticated and well-crafted piece as long as it is perfectly punctuated! Bang sentences work especially well as opening sentences.

Here is a how to create a bang sentence:



Here are some example “bang sentences”.

I was **shocked** by the news: **shocked** by where it had happened, **shocked** by when it had happened, but most of all **shocked** by why it had happened.

Our society should be **ashamed** of our treatment of old people: **ashamed** of how we ignore them, **ashamed** of how we mock them and most of all **ashamed** of how we forget about them.

Social media **destroys** the lives of teenagers: it **destroys** their self-esteem, it **destroys** their friendships and it **destroys** what should be a happy and carefree time of their lives.

Write your own bang sentences, using these main clauses to begin with:

1. I am worried about the future:
2. We all adore chocolate in my family:
3. I was fascinated by the programme I watched last night:
4. He was horrified by the noise:
5. We were nauseated by what we saw:

Embedded clauses

The basic sentence structure in English is Subject Verb Object. See the examples below:

- The boy kicked the ball.
- The dog padded down the street.
- The sun shone onto the sand.

These sentence can be made more interesting by adding in an embedded clause between the subject and the verb:

- The boy, **exhausted from a long day at school**, kicked the ball.

- The dog, **whose coat was matted and mangy**, padded down the street.
- The sun, **which had not been seen for days**, shone onto the sand.

These embedded clauses can have a variety of effects:

- To slow down the pace of the sentence by separating the subject and the verb.
- To increase tension by delaying the verb, so the reader has to wait longer to find out what the subject of the sentence is doing.
- To add extra information about the subject in a more concise and fluent way.

Practice forming your own sentences using embedded clauses.

Add embedded clauses to the following sentences.

1. The rain fell down onto the football pitch.
2. The fans in the stadium roared loudly.
3. The computer would not turn on.
4. The lady looked towards the sea.
5. The boy lay on the sofa.

1	
2	
3	
4	
5	

- ✓ Is the embedded clause between the subject and the verb?
- ✓ Does your sentence have two commas and a full stop?

Pic and Mix Sentences

Construct sentences from the pic and mix chart to incorporate more sophisticated vocabulary into your writing.

I + adverb	Negative verb	O R	Positive verb	Noun
I vehemently	renounce		support	the idea
I strongly	deny		celebrate	the proposal
I ardently	deplore		delight in	the notion
I vociferously	refute		agree with	the argument
I firmly	reject		Reiterate	the statement
I emphatically	dismiss		Repeat	the suggestion
I unequivocally	object to		assert	the opinion
I wholeheartedly	distance myself from		proclaim	the claim
I staunchly	take exception to		affirm	the policy
I profoundly	take issue with		stress	the assertion
I fervently	disagree with		emphasise	the assumption

Construct 6 sentence stems from the grid above and remember them for your exam:

1	
2	
3	
4	
5	
6	

Putting it all together – an example response:

“17 year olds are not old enough to learn to drive. The driving age should be increased to 21 at the earliest”. Write an article for your local newspaper in which you explain your point of view on this statement.

The solution to young road casualties? Raise the driving age.

Ashley Brown, 16. Alex White, 19. Cameron Green, 21. These are just some of the names that have appeared in the pages of my local newspaper, each one the name of one more young person killed in a road accident. Sometimes, the article is accompanied by a picture, an image of a teenage boy or girl smiling with youthful promise, but cruelly juxtaposed with the devastating news that their future has been violently denied to them. And each time I look at the details of the accident, the ages of those drivers involved are rarely above the early twenties.

Young male drivers are now the biggest killer of young women in the UK, according to a report from the transport select committee. They are also a danger to themselves: more than three times as many are killed as young female drivers, although they are more likely to pass the driving test. Crashes involving drivers under 25 killed more than 1,000 people last year and almost one in two drivers killed at night is under 25. This is why it is important for further restrictions to be imposed on younger drivers. I propose that the age at which it is possible to learn to drive should be raised and that learners should have to have lessons for a year before they are eligible to sit their test.

These proposals may seem radical, but can we really keep on allowing young lives to be wasted? Those who oppose these plans may argue that increasing the age limit will not necessarily cut the accident rates. Inexperience will always lead to problems – whether you learn to drive when you are 18 or 38, those first few months will still be risky as you learn the rules of the road. However, this argument misses a vital point. The average 18 year old boy is an impulsive risk taker, blind to his own fallibility and fiercely competitive. These are not the qualities that someone in charge of a powerful machine should have. Raising the age limit would ensure that learners would be calmer, wiser and safer, having vented their impulsivity earlier in life.

Safety however, is not the only concern. Another argument is that driving is an important life skill which is as valuable and useful as the skills that are taught at school. This again, is a misguided point of view. In our environmentally aware future, driving will become increasingly stigmatized as a toxic and unsustainable method of transport, one which our teenagers should not take for granted.

In addition to these environmental concerns, it is unbelievable that the current system allows young drivers to pass their test after a few months of learning. This means they could learn during the summer months and pass their test having never experienced bad weather conditions such as ice, fog and snow. Would you get on a plane flown by a pilot who had not been prepared for the worst of conditions? Surely young drivers cannot be considered competent if they have not experienced the worst Britain's treacherous winter roads have to offer?

Overall, the evidence from those roads is incontrovertible. Who wants a system that injures thousands, destroys families and ruins young lives? Although it may be an unpopular decision amongst those approaching their seventeenth birthday, the younger generation will thank the government in the long term for making a decision that will help save not only the planet, but themselves.

Can you label the following features in the above article:

- Anecdote
- Fact
- Opinion
- Rhetorical Question
- Emotive Language
- Statistics
- Triplets
- Expert Opinion
- You
- Links between paragraphs.

How could this answer be improved?

Paper 2 Section B questions

Plan and write answers to the following questions.

Self assess them using the checklist at the end.

1. 'People become too attached to their pets. Animals are here to be useful, not to be spoilt.' Write the text to appear on a website about the treatment of animals in which you explain your point of view on this statement. (24 marks for content and organisation 16 marks for technical accuracy) [40 marks]
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. (24 marks for content and organisation 16 marks for technical accuracy) [40 marks]
3. '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]
4. '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. (24 marks for content and organisation 16 marks for technical accuracy) [40 marks]
5. '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. [24 marks for content and organisation 16 marks for technical accuracy] [40 marks]
6. 'Beauty contests and talent competitions are a good idea because they give young children confidence and something to aim for.' Write a letter to your local radio station in which you argue for or against the opinion expressed in the statement. [24 marks for content and organisation 16 marks for technical accuracy] [40 marks]
7. '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. [24 marks for content and organisation 16 marks for technical accuracy] [40 marks]
8. '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 a speech to give at a school assembly in which you argue for or against this view. [24 marks for content and organisation 16 marks for technical accuracy] [40 marks]

Self Assessment Checklist

- Anecdote
- Fact
- Opinion
- Rhetorical Question
- Emotive Language
- Statistics
- Triplets
- Expert Opinion
- You
- Links between paragraphs.
- Bang sentences
- Pic and Mix sentences
- 5 different types of punctuation.