



Year 9 - Homework

Skills for KS4 Essay Writing

Student Name: _____

Teacher: _____



Instructional Phase:

Over term Summer Term 3b, you will be completing a range of activities linked to skills that you will need for your next step into Key Stage 4.

In this booklet you will be expected to revise some key terms linked to non-fiction writing and punctuation - this knowledge will be tested in your class retrieval tasks.

You will also have two reading tasks to complete. These non-fiction texts with comprehension questions will give you the opportunity to read articles about mobile phones in schools. You will read about government initiatives and the positive and negative impacts that mobiles have in school.

Your final KEY PIECE will be to, independently, write an essay on your opinion on the statement below:

'Mobile phones will be prohibited in schools across England under new government guidance. The UK Education Secretary Gillian Keegan stated, 'Schools are places for children to learn, and mobile phones are an unwanted distraction in the classroom. We are providing teachers with the tools to improve behavior and focus on teaching.'

Your essay must be one sided - you can AGREE or DISAGREE with the statement. You could use evidence from the two non-fiction texts to support your opinion or complete further research.

This essay MUST be submitted by: Friday 28th June 2024.

This will then give your teacher the opportunity to mark it and give you feedback before you complete a DIRT task in the last two weeks of term.

Good luck year 9!

Please speak to your teacher if you have any questions about the tasks.

Task Organiser

Task	Date Due	Completed	Evidence
Knowledge organiser. (Numbers 1-10) Page 4	In class retrieval tasks during the term.	Revised <input type="checkbox"/> Yes <input type="checkbox"/> No	Marks out of 10
Read the article about the changes in parliament about mobile phones in school and answer the questions. Pages 5 and 6	Week 41 14/06/2024	Read <input type="checkbox"/> Yes <input type="checkbox"/> No	Marks out of 8
Read the article on the dangers and benefits of having mobile phones in school. Pages 7 - 9	Week 42 21/06/2024	Read <input type="checkbox"/> Yes <input type="checkbox"/> No	Marks out of 8
Write your essay Use pages 10-13	Week 43 Last day for submission is - <u>28/05/24.</u> Teachers will need to mark these.	Completed <input type="checkbox"/> Yes <input type="checkbox"/> No	Teacher Grade: <input type="checkbox"/> Bronze <input type="checkbox"/> Silver <input type="checkbox"/> Gold <input type="checkbox"/> Platinum
D.I.R.T task completed Use teacher feedback to improve your work. Use pages 15 and 16	Week 45 In class DIRT task Booklets need to be added to your school folders.	Completed <input type="checkbox"/> Yes <input type="checkbox"/> No	Peer Assessment: <input type="checkbox"/> Bronze <input type="checkbox"/> Silver <input type="checkbox"/> Gold <input type="checkbox"/> Platinum

Knowledge organiser - You will be tested on these over the next term.

1. DAFORRESTA

Direct address, **Alliteration**, **Facts**, **Opinions**, **Rhetorical question**, **Repetition**, **Emotive language**, **Statistics**, **Triple (Rule of 3)**, **Anecdote**

2. **Punctuation: Colon** - Use a colon to introduce an item or a series of items (list) **OR** a colon can be used instead of a semi-colon between independent clauses when the second sentence expands on the first sentence

3.: **Punctuation: Comma** - 5 ways. **1. Lists**; commas are used to separate items in a list, **2. Coordinate adjectives**; when we use more than one adjective to describe a noun, **3. Conjunctions**; a comma should be inserted before a coordinating conjunction (and, but, so, for, nor, yet, or) to separate two independent clauses, **4. Introductory words or phrases**; commas should be used to insert a pause between an introductory word or phrase that comes before the subject of the sentence, **5. Embedded/subordinate clause**; a clause used at the beginning, in the middle or at the end of a sentence that would not work alone without the rest of the sentence.

4. **Punctuation: FULL STOP** - It is used to mark the end of a sentence

5. **Punctuation: Question mark** - Use a question mark at the end of a direct question **OR** used for an internal question mark to show uncertainty.

6. **Punctuation: Parenthesis (brackets)** - Use parentheses to enclose additional information that clarifies or illustrates a point. **OR** use parentheses to offer an afterthought.

7. **Punctuation: Exclamation mark** - Use to convey extreme emotion, command or interjection.

8. **Punctuation: Ellipses** - Use to indicate the omission of words from quoted material, hesitation, or trailing off in dialogue or train of thought.

9. **Punctuation: Semi Colon** - Use a semicolon between closely related independent clauses which are not joined by a coordinating conjunction. This rule means that semicolons are used between two complete sentences which are not already linked by words like and, but, or, nor, for, so, yet.

10. **WRITING Essay** - You **MUST** include: an effective introduction and convincing conclusion with effectively/fluent linked paragraphs to sequence a range of ideas.

Article 1- Ministers confirm plan to ban use of mobile phones in schools in England

Teaching unions say guidance includes practices already adopted and most schools already have policies in place

Ministers have confirmed plans to ban the use of mobile phones in English schools, releasing guidance for headteachers that some unions said included practices that had already been widely adopted.

However, one headteacher welcomed the Department for Education (DfE) plan, saying it would help give schools the confidence to make a change that would benefit pupils but could meet resistance from parents.

The guidance is not statutory, and offers schools a variety of ways to implement the ban, ranging from an order to leave all phones at home, to handing them in on arrival or keeping them in inaccessible lockers, or allowing students to keep them on condition they are not used or heard.

The proliferation of smartphones in schools – Ofcom data says 97% of children have one by the age of 12 – has brought concerns about not just distraction but the potential for bullying or other social pressure.

In interviews on Monday about the plan, Gillian Keegan, the education secretary, said the DfE had consulted headteachers and believed the guidance would “empower” those yet to fully ban phones, and “would send a clear message about consistency”.

“You go to school, you go to learn, you go to create those friendships, you go to speak to people and socialise and you go to get educated – you don’t go to sit on your mobile phone or to send messages whilst you could actually talk to somebody,” she told BBC Radio 4’s Today programme.

There is also wider concern about phone use by children and the harmful content they can access. Esther Ghey, mother of the murdered teenager Brianna Ghey, has called for tech companies to do more on this, and for under-16s to be stopped from accessing social media. Ghey has also argued for phone manufacturers to make specific products for under-16s that prevent them from accessing harmful content, after it emerged that her daughter’s killers viewed violent material before the murder.

Keegan told Today that while ministers would discuss the idea with Ghey, “it’s not something that we have actually looked at or considered and those conversations will take place”.

The 13-page DfE guidance says the policy on phones should be clearly communicated to pupils, with the reasons for it also explained. It adds that teachers should not be seen in schools using a phone except when necessary for work.

Parents also needed to be involved in the ban, it says, with a reminder that they should contact students via the school office rather than directly.

Practice Phase: Article 1 Comprehension Questions

1. “**Ofcom data says 97% of children have one by the age of 12**” is an example of:
 - a) A fact
 - b) A statistic
 - c) An opinion
 - d) An anecdote
2. “**After it emerged that her daughter’s killers viewed violent material before the murder**” is an example of which DAFORRESTA technique?
 - a) Alliteration
 - b) Anecdote
 - c) Repetition
 - d) Emotive Language
3. Give one example from the article of how schools could implement the mobile phone ban.
4. Which DAFORRESTA technique is being used in Keegan’s speech, beginning “**You go to school, you go to learn...**”?
5. How old does Esther Ghey believe children should be before they can access social media?
6. How many pages long is the DfE guidance on mobile phones?
7. How does the DfE suggest that parents can support the phone ban?
8. What is the purpose of this article?

Article 2 - Navigating the Mobile Phone Debate: Dangers and Benefits in Secondary Schools

On Monday 19th February 2024, the government announced that they are issuing guidance for secondary schools to prohibit the use of mobile phones in school. In today's digital age, mobile phones have become an integral* part of our daily lives, especially for secondary school pupils and with 97% of 12-year-olds according to Ofcom now having mobile devices, for some Primary pupils too.

These handheld devices offer a plethora of advantages, from instant access to information to communication with peers and family. However, alongside the benefits come inherent dangers that educators, parents, and policymakers must consider if allowing mobile phone use in schools. In issuing their guidance the government seems to have decided that the benefits do not outweigh the potential negative aspects of having mobiles in schools. Here we explore both sides of this divisive debate.

The Benefits:

1. Access to Information:

Mobile phones provide students with immediate access to a wealth of information. From researching academic topics to accessing educational apps and resources, smartphones can enhance learning both inside and outside the classroom.

2. Communication:

Mobile phones facilitate communication among students, parents, and teachers. They allow for quick and easy communication regarding important school-related matters, such as assignment updates, schedule changes, and emergencies.

3. Digital Learning Tools:

With the right apps and resources, mobile phones can serve as powerful educational tools. They can support personalised learning, assist students with special needs, and foster creativity through multimedia projects.

4. Emergency Situations:

In the event of emergencies, mobile phones enable students to quickly contact authorities or seek assistance from teachers and peers. They can also serve as a means of staying connected with parents during times of crisis.

The Dangers:

1. Distraction:

One of the most significant concerns surrounding mobile phone use in schools is the potential for distraction. With social media, games, and endless notifications vying for attention, students may struggle to stay focused during lessons, leading to decreased academic performance.

2. Cyberbullying:

Mobile phones provide a platform for cyberbullying, which can have devastating effects on students' mental health and well-being. Without proper monitoring and intervention, students may become victims or perpetrators* of online harassment.

3. Health Impacts:

Excessive mobile phone use has been linked to various health issues, including eye strain, disrupted sleep patterns, and neck and back problems. Prolonged screen time can also contribute to sedentary* behaviour and reduced physical activity levels.

4. Privacy Concerns:

The pervasive* use of mobile phones raises concerns about privacy and data security. Students may unknowingly share sensitive information or engage in risky online behaviour, putting themselves at risk of exploitation or harm.

Navigating the Debate:

While the dangers of mobile phone use in secondary schools are undeniable, outright banning may not be the most effective solution. Instead, educators and policymakers could focus on establishing clear guidelines and promoting responsible use. This includes:

- Implementing comprehensive digital literacy programs to educate students about online safety, responsible digital citizenship, and the consequences of inappropriate behaviour.
- Encouraging the use of mobile phones as educational tools rather than distractions. Incorporating mobile-friendly learning resources and apps into the curriculum can harness the potential of smartphones for academic enrichment.
- Establishing designated times and areas for mobile phone use, such as during breaks or designated tech-free zones in classrooms.
- Collaborating with parents to enforce consistent rules and boundaries regarding mobile phone use at home and school.

The government's new approach seems to offer schools much sought-after support in prohibiting mobile phone use but also allows for each individual school to issue their own policy.

The government guidance offers 4 approaches:

1. A complete ban – no mobile phones on school property
2. Handed in on arrival – schools take receipt of pupils' mobiles on arrival, acknowledging that they may be beneficial in travelling to/from school
3. Kept in a secure area – mobiles are locked away in a secure space such as a locker and not accessed during the school day
4. Not seen/heard/used – students retain their phones in their own possession under the knowledge that they may face consequences should their mobiles be in use during the day

Ultimately, striking a balance between the benefits and dangers of mobile phone use in secondary schools requires a multifaceted* approach that prioritises student well-being and academic success. By fostering a culture of responsible digital citizenship and providing support for students to navigate the complexities of the digital world, schools can harness the potential of mobile technology while mitigating* its associated risks. Schools issuing outright bans may face localised pressure from their pupil and potentially parent communities who believe the benefits far outweigh the dangers.

*** Glossary**

Integral - An essential and important part

Perpetrators - Someone who carries out an illegal or harmful act

Sedentary - Someone who is sitting a lot, or not very active

Pervasive - Seen and felt everywhere

Multifaceted - Having a lot of features

Mitigating - Making something less harmful or unpleasant

<https://www.supplyandteach.org/post/navigating-the-mobile-phone-debate-dangers-and-benefits-in-secondary-schools>

Practice Phase: Article 2 - Comprehension Questions

1. On which date was the new guidance issued?
2. Copy the **statistic** found in the first paragraph.
3. Find an example of **alliteration** used in the introduction.
4. Find an example in the 'Benefits' section of where the author has used a **triplet**.
5. What is the impact of mobile phones on academic performance?
6. Which of these is not a health concern linked to the use of mobile phones?
 - a) Eye strain
 - b) Neck and back problems
 - c) Stomachaches
 - d) Disrupted sleep patterns
7. True or False: The writer thinks the most effective way to reduce phone use is by banning them outright in schools.
8. Which argument presented by the author do you find most convincing? Why?

Practice Phase: ESSAY plan and writing task

Essay Task:

'Mobile phones will be prohibited in schools across England under new government guidance. The UK Education Secretary Gillian Keegan stated, 'Schools are places for children to learn, and mobile phones are an unwanted distraction in the classroom. We are providing teachers with the tools to improve behavior and focus on teaching.'

Write an essay in which you present your point of view in response to the statement.

This must be a convincing essay showing your own personal viewpoint on the subject.

You must include:

- Introduction
- Point based paragraph - 1
- Point based paragraph - 2
- CHALLENGE - Point based paragraph - 3
- Conclusion

Plan your ideas: Ask yourself "Do I agree or disagree with the statement?" - remember you need to stick to one side for a convincing response.

Sentence starters that you could use:

1. In my opinion, _____ is better than _____ because _____.
2. The best thing about _____ is _____.
3. I am strongly against _____ because _____.
4. Although some people believe _____, I believe _____.
5. Ever since _____, I have believed _____.

Teacher Feedback:

WWW:

Bronze	Silver	Gold	Platinum
<ul style="list-style-type: none">• Communicates simply• Simple awareness of matching tone, style and register to purpose and audience• Simple vocabulary; simple linguistic devices	<ul style="list-style-type: none">• Communicates with some success• Some elements of tone, style and register are generally matched to purpose and audience• Begins to vary vocabulary with some use of linguistic devices	<ul style="list-style-type: none">• Communicates with some sustained success• Tone, style and register are generally matched to purpose and audience• Conscious use of vocabulary with some use of linguistic devices	<ul style="list-style-type: none">• Communication is consistently clear• Tone, style and register are consistently matched to purpose and audience• Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices

EBI:

Practice Phase: DIRT

Peer Assessed by: _____

Rubric Grade: _____

WWW: _____

EBI: _____