



Friday, 12 April 2024

English Language paper 2

Learning Question

Lesson Vocabulary

- Callous
- Perverse
- Atavistic
- Sadistic
- Primitive

Do Now Recap Questions:

1. How do you approach question 4?
2. What are you expected to do for question 5?
3. How does Blake show the oppression of the poor in 'London'?

English Language Paper 2

Revision and reminders

A journey through the exam paper

Question 1 - 5 minutes
– True/False



Question 2 - 10/15
minutes – Summary of
differences/similarities



Question 3 - 15
minutes – Analysis of
language (TEAz)



Question 4 - 25
minutes – Comparison
of attitudes and
perspectives



Question 5 - 45
minutes – write an
opinion piece

Task: Think about the journey of the exam. What are you most worried about? Where are you likely to lose time? Where do you know that you have struggled previously? How will you deal with this?

Question 1 – True or False – Source a

Reminders

- Read the correct lines.
- Read the statements; the answers will be largely chronological in the source.
- Shade the ones you know are definitely TRUE.
- Read very carefully for any you are not sure of – one will always try to trip you up!

Source A	Source B

Question 2 – Summarise the differences/similarities

Strategy

1. Read the question.
2. Read Source A – annotate inferences; list inferences.
3. Read Source B – annotate inferences; list inferences.
4. Identify links between sources – clear differences.

Source A	Source B

Question 2 – Summarise the differences/similarities

Success Criteria

- 3 x inferences per source
- 3 x evidence per source
- Clear similarities/differences using comparative adjectives

Model

Question 3 – Analyse the effects of language

Strategy

1. Read the question focus.
2. No bullet points – remember these from paper 1? Words and phrases, language features and techniques, sentence forms.
3. Underline the powerful words and phrases, then annotate techniques.
4. Write 4 x TEA(z) paragraphs analysing the **IMPACT** of the language on readers.

4 x TEA as it is worth 12 marks!

Question 3 – Analyse the effects of language

Model paragraph

Why?

Images

Why?

Patterns

Why?

Context

IMPACT

Mood /
emotions

Associations

Tone

Why?

Why?

Why?

Question 4 – Comparing attitudes and perspectives

Strategy

1. Read the question.
2. Complete a Double Bubble plan – perspectives, attitudes, methods.
3. Write four paragraphs, using point, evidence, explanation, technique, analysis, zoom, link.

Q4: Now refer to **both** Source A and Source B.

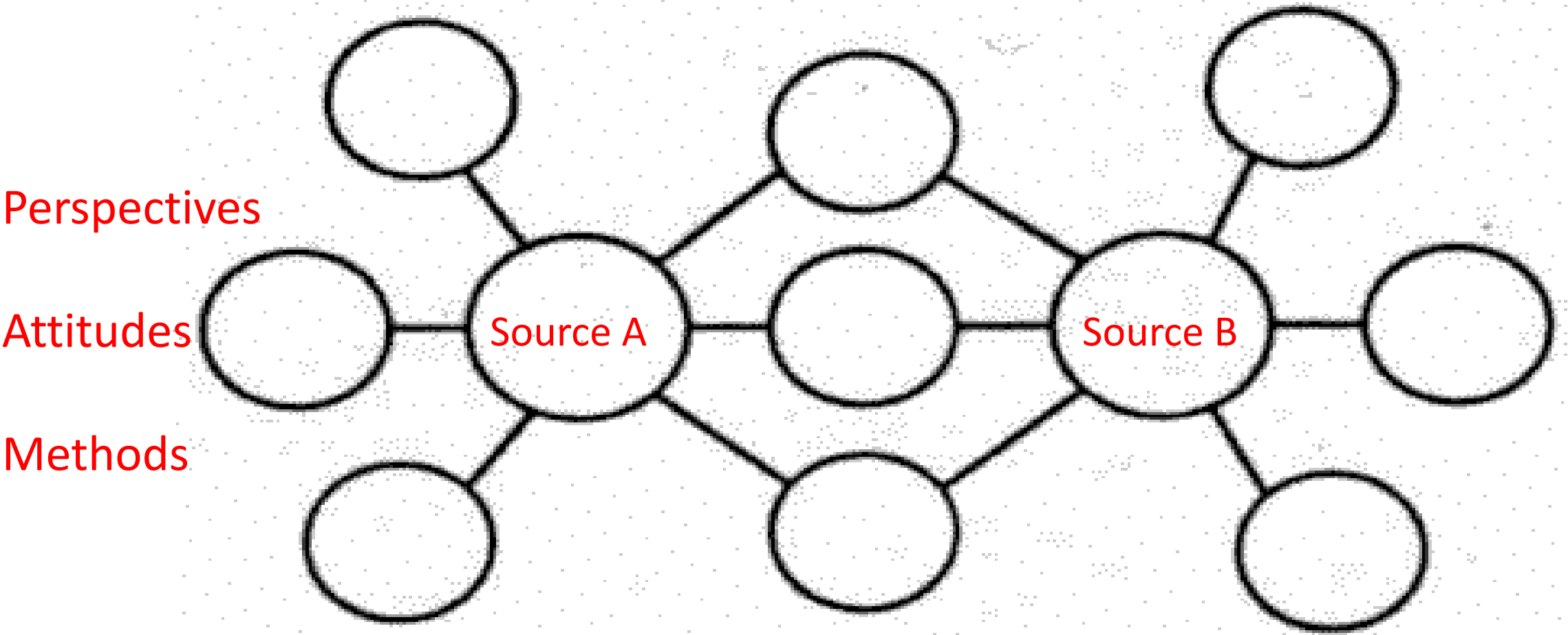
Compare how the writers convey their attitudes to the elephant they each describe.

[16 marks]

In your answer, you should:

- **compare their** different **attitudes**
- **compare** the **methods** they use to convey their attitudes
- **support** your ideas **with quotations** from both texts.

Double Bubble



Question 4 – Comparing attitudes and perspectives

Success Criteria

Both... However...

Source A

Thesis

Evidence

Explanation

Techniques

Analysis

Source B

Repeat!

Model Paragraph

In Source A, the writer is an officer who, despite knowing that he will have to shoot the elephant, views the experience with reluctance and dismay. The writer conveys their reluctant and dismay through the use of conjunctions when stating 'But I did not want to shoot the elephant'. This reveals that, although he knows that he must kill the elephant, he is reluctant to do so and does not want to cause any more suffering to the creature. The use of the conjunction 'But' highlights how the writer feels distanced from 'happy and excited' crowds; whilst they are eager to see the elephant killed, the use of conjunction conveys how the writer feels isolated from their joy and exhilaration.

Task: Write the next paragraph, comparing with Source B.



Friday, 12 April 2024

English Language paper 2

Learning Question

Lesson Vocabulary

- Callous
- Perverse
- Atavistic
- Sadistic
- Primitive

Do Now Recap Questions:

1. Write down your quotes for War Photographer
2. Which quote can be used to show secrecy in Jekyll and Hyde?
3. How does Juliet subvert the expectations of a woman in Romeo and Juliet?

“We live in a ‘throwaway society’ where people have forgotten the value of the things they have.”

Write an article for your school newspaper, stating whether or not you think this is true.

Title –

Strapline –

- Material commodities are far too accessible in westernized countries – wider impact – global warming, waste, economy, poverty in third world countries
- Greed and laziness, can acquire things from the comfort of your home, take things for granted
- Amazon – Jeff Bezos
- People can lease items that they otherwise couldn't afford
- People are far too interested in material wealth and appearing more affluent than they are
- Phones, laptops – everything is so accessible we don't think about the work that happens behind the scenes to meet our needs
- Influence of celebrities, influencers – we feel like we need the latest items to ‘fit in’
- High street shops and local business has suffered as a result, meaning that towns and communities have felt the knock on effects of consumerism

“We live in a ‘throwaway society’ where people have forgotten the value of the things they have.”

Write an article for your school newspaper, stating whether or not you think this is true.

Headline - Could today’s ‘throwaway society’ be the new pandemic?’

Strapline – Society and consumerism is changing, but not for the better.

It is true of course that, with the introduction of new technologies and with the ease of accessibility, that we live in a world where material goods are not valued or appreciated.

“Nurses and teachers are public servants and therefore should not go on strike.” Write a letter to your local newspaper, stating whether or not you think this is right.

Paper 2, question 5 – Viewpoint writing (40 marks)

Introduction:

1. Clearly state your viewpoint.
2. Ask a rhetorical question that starts with 'Think about it, would you ... ?'
3. Explain the answer to the rhetorical question using a list (colon and commas).
4. Write, 'A recent report states that ...' and complete with a statistic.
5. Create a displeasing reality implied by the statistic. (what would happen to the world in the worst case scenario)

Reason 1:

1. Use a connective and write your next topic sentence.
2. Write, 'From personal experience ...' - include a convincing anecdote.
3. Write, 'Sanity must prevail then' and present what you think should happen.
4. Write, 'There would be outrage if' and present the alternative.

Reason 2:

1. Write, 'Ultimately, we must consider ...' – write your last topic sentence.
2. Write, 'In time, this issue will not only be a national concern but a global problem too as ...'
3. Write, 'I urge you to ...' explain the action that you want taken. (civic responsibility)
4. Highlight at least 2 positive effects of this action. (Think of global effects)
5. Write, 'Undeniably, these actions will lead to ...' Describe an ideal solution.

Conclusion:

1. Begin your conclusion with, 'Action must be taken.' (use collective nouns)
2. Write, 'Once again, I ask, would you ...' Repeat your rhetorical question from number 2.
3. Write, 'Surely, you know it is time to acknowledge the truth and ...' establish once more exactly what you think should be done.

‘People with power do not use it well. It is dangerous to give anyone too much power’

Write an articles in which you explain your viewpoint

- People can become egotistical and arrogant
- Likely to serve their interests ahead of the interests of others/those less fortunate than themselves
- Abuse of power – not knowing when to stop
- Lose moral obligation/civic responsibility
- Big scale – can lead to war, conflict and violence
- Putin, Hitler, Trump, Johnson

Comparatively – we live in a democracy where leadership is important. Difference between leadership and dictatorship. Smaller businesses/mps acting in the common interest of civilians in their constituency

Super Sentence



New Sentence:

Super sentence 16: Colon sentences

Definition and Rules of Use:

A sentence that contains a colon.

It is either used to announce an important piece of information or introduce a list of three or more things.

Example:

One word underpins St John Bosco College's values: RUAH.

Application:

Super Sentence



New Sentence:

Super sentence 17: Dash sentence

Definition and Rules of Use:

A sentence which contains a pair of dashes that are used to add further information about the subject of the sentence. Dashes come in pairs and you should be able to remove them and the sentence should still make sense.

Example:

St John Bosco College – situated in Battersea – is a popular Catholic school.

Application:

New vocabulary

New Word

- For myriad reasons

Definition / synonyms

For many reasons

Word in context

I was late to school for myriad reasons

Application

New vocabulary

New Word

- Moral imperative

Definition / synonyms

Something that you have a duty to do

Word in context

It is my moral imperative to stand up for human rights

Application

New vocabulary

New Word

- Inevitable consequences

Definition / synonyms

The consequences of something are going to happen anyway

Word in context

The inevitable consequences of drink driving is time spent in prison

Application