Year 7 Revision Booklet

Paper 2 – Writers' viewpoints and perspectives

- This booklet is designed to help you to revise for your **2ⁿᵈ Year 7 exam,** which will take place during the two weeks before May half term (w/c **14ᵗʰ** and **21ˢᵗ May**, 2018).

  *Individual classes will be given specific dates nearer the time.

- The exam will be based on the work that you have done in English **recently.**

- You will be given **three questions** that you must answer to the best of your ability.

- Two questions will be **reading tasks** and one question will be a **writing task.**

- In this booklet you will find **examples** of the **three question types** that you will be answering in this Paper 2 exam in the next few weeks.

- It is **NOT** the one that you will be completing in class but it is **set out in the same way** and **assesses the same skills** so read it carefully!

How to use the booklet:

- You must **read the sources** provided first. Make sure you know what happens in it.

- **Look up** any words that you don't understand in a dictionary or online.

- **Revise** each question in the order that they appear in this revision booklet.

- **Read** the question and look at the **'helpful hints'** underneath each one.

- Now have a go at **answering** the questions so you feel prepared for the exam!

- Ask your **class teacher** to read over your ideas and give you feedback.

GOOD LUCK!

Layout:

- In Paper 2, there are **TWO** texts, named Source A and B.
- Both are **non-fiction** texts and will be about the **same** subject or theme.
- One will be a modern text from the **20th or 21st Century** (1900-present day) and the other will be an older text from the **19th Century** (1800-1899).

Read the two sources **carefully** before answering the questions…

Source A: A news article

Travel chaos in England as snow and gales shut roads, harbours and airports

Flights delayed and cross-channel ferries suspended while snow sees drivers stranded in Sheffield

5 Heavy snow and gale-force winds have caused major disruption to travellers across the UK, with flights delayed, cross-channel ferries suspended and motorists stranded.

The north of England was worst hit by the cold snap, with blizzards closing Leeds Bradford International airport in Yorkshire and Liverpool's John Lennon
10 airport for several hours while flights at Manchester airport were also delayed on Saturday,

The freezing weather also brought treacherous conditions to roads, with many motorists in Sheffield forced to abandon their cars overnight after snow left roads impassable.

15 A band of wet, cold and blustery weather crossed England from Merseyside and north Wales through the Midlands and Yorkshire. The north and the Midlands were worst hit by the snow, with 11cm (4.3in) falling in Leek, Staffordshire. Nottinghamshire and Bingley, near Bradford, saw flurries of up to 7cm (2.8in).

20 Motorists have been advised to check ahead before travelling, and in some parts to avoid journeys unless they are essential.

Thousands in the Midlands were left without electricity as heavy snow brought down power lines. The Met Office warned that more snow could fall on

Saturday, but added that the major threat would be from ice, which would affect almost all of the country.

Source B: A diary entry from 1867

Wednesday, 2 February. Since midnight, snow had silently fallen, to the depth of 6-8 inches; by breakfast time it was all over except a slight flaky dropping, and the day was calm and very cold. Nothing could be more beautiful; no change more complete and charming.

5 The trees around the fountain near Garden Court were loaded with snow: an exquisite tracery of white branches, relieved against the dark red house fronts.

But in the streets the transformation was the greatest. All traffic, except afoot, was stopped; no cabs, no omnibuses, no waggons. The snow lay in heaps in
10 the road; men were scraping and shovelling the footways; and people in thick coats and wrappers stepped noiselessly along.

The Strand was as quiet and empty as a village street at nightfall, even the foot passengers were far fewer than usual. Here in the heart of London, and at midday, there was absolute cleanliness and brightness, absolute silence:
15 instead of the roar and rush of wheels, the selfish hurry, the dirt and cloudy fog, we had the loveliness and utter purity of new-fallen snow. It fell without force or sound; and all things huge and hasty and noisy were paralysed in a moment.

I walked along enjoying the wondrous lovely scene.

Glossary:

exquisite tracery = beautiful, delicate pattern

The Strand = a busy central London street

paralysed = unable to move

Section A: Reading

You will have **two questions** to answer in this section.

They will be based on the sources that you have just read.

Question 1:

Read again Source A from lines 1 - 14.

Choose **four** statements below which are **TRUE.**

- Shade the boxes of the ones that you think are true.
- Choose a maximum of four statements.

a.	America has also been badly affected by the weather.	☐
b.	People have had to wait for flights to be rescheduled.	☐
c.	Southern England was the worst affected area.	☐
d.	The lives of people have been disrupted by the snow.	☐
e.	Different types of transport are affected.	☐
f.	Motorists were able to escape the snow easily.	☐
g.	The snow did not brought panic and confusion.	☐
h.	Severe weather conditions shut several airports	☐

[4 marks]

Helpful Hints:

Skills: AO1 – Identify and interpret explicit <u>and</u> implicit information and ideas.

For this question you must:

- **Read** a piece of text and **select four true** statements about the text from the list you have been given. These will always be labelled with the letters a-h*.

*You <u>MUST</u> shade in the four boxes you have chosen – the question does not ask you to tick or cross the statements! Read the question!

This question is testing your ability to **read** a piece of text and **select** pieces of **information**. It is a fairly straightforward task; however, there are some important things to remember.

- Some of the statements will refer to **explicit** information (information which is fairly straightforward and obvious).
- Other statements will refer to **implicit** information and ideas (information and ideas that are suggested/hinted at). You will have to think carefully about these and try to work out the answer from the **clues** in the text.
- Read each statement **carefully**. You may be nervous and more likely to misread a sentence so don't rush.
- The question will ask about **specific lines**. Only use the information from these lines.

TOP TIP: A clever way of remembering which section to focus on is 'boxing it up':

Literally, put a **BOX** around the section of the text you need to focus on! It will help you look at the relevant information **ONLY!**

Question 3:

You now need to refer only to **Source B** for this question.

How does the writer use language to describe the snowy scene?

[12 marks]

Helpful Hints:

Skills: AO2 – To explain, comment on and analyse the effect of a writer's choice of language and/or structure

For this question, you need to put Source A away and focus on Source B.

You are told to look at the writer's choice of:

- Words and phrases
- Language features and techniques
- Sentence forms (only if you are confident and have covered this in class)

*Unlike the language question on Paper 1, you WILL NOT be given any specific lines to look at – you have to be FAR MORE selective on this paper!

For this question you must break your answers down into the following:

1. **SJQ: short, juicy quotations**
2. **LA: language analysis**
3. **T: technique**
4. **EOR: effect on reader**

1. **Short quotations:** **select** examples of words, short phrases, language features and techniques that **you think are important. Try to focus in on KEY WORDS** – don't **copy out whole sentences!**

2. **Language analysis:** Now comment on **why** you think they are important. **What effect do they have? This is the important bit!** What impression was the writer trying to create? How does he want the reader to feel when reading that word/phrase/technique?

Use the following sentence starters to help you **analyse** the language (LA):

- The use of…is effective…
- The [key term] '_____' means…
- This shows that…
- This makes me think of…
- This tells me that…
- This gives an impression of/creates a picture of…
- This suggests that…

All words have <mark>connotations</mark> – these are the associations/links we have with words i.e. what they make us think or feel. For example, the word 'green' has connotations of freshness, nature and new life, but it can also have connotations of sickness, poison or mould depending on how it is used.

So, when analysing language, you need to consider these **connotations** in your answer and explain the effect the words/phrases have on you ☺

For example:

<mark>The writer uses the verb 'glistens' to describe the snowy scene. It suggests how the snow-covered street is shiny, with pinpricks of brightness. It reminds me of diamonds glinting on the ground. It is almost magical and creates a sense of wonder and enchantment for the reader.</mark>

(TOP MARK EXTRACT FROM A LONGER Q3 RESPONSE)

3. **Techniques:** **What subject terminology is the writer using?** Instead of writing 'the writer uses the **word**…' try to say <u>what</u> that word is. For example:

- The writer uses the **adjective** '…'
- The writer uses the **list of verbs** '…'
- In the opening line, the writer uses a **rhetorical question**…

4. **Effect on reader:** How does this language choice make the reader feel? Why?

Still stuck on subject terminology?

Here is a handy list of **some key terms** you might want to look out for…

Research, fill in and write up the 'definitions' and 'my own example' to help your revision:

Subject terminology	Definition (find out the meanings and write them in):	My own example (note down an example of your own to help you remember what they are):
Verb		
Noun		
Adjective		
Adverb		
Pronoun		
Personal pronoun		
Simile		
Metaphor		
Alliteration		
Listing/rule of three (3)		
Personification		
Onomatopoeia		
Repetition		
Rhetorical question		
Simple sentence		
Compound sentence		
Complex sentence		

Section B: Writing

You will have **one question** in this section – **but it is worth a <u>lot</u> of marks!**

- Unlike Paper 1, you will **<u>NOT</u>** have a choice of tasks for Q5.
- You will be asked to write a **non-fiction** piece, presenting a point of view on a subject linked to the texts you have read in Paper 2, Section A: Reading.

*The **<u>FIRST</u>** thing you should do is decide whether you agree or disagree with the statement!

- You are reminded of the need to **plan** your answer (5 minutes).

The most important part of planning is to make sure you know the PALL:

- **Purpose** of your writing – in Paper 2, this will be to **argue/persuade/explain**.
- **Audience** for your writing – the exam question will provide a context for your answer, and this will include a brief mention of the intended audience i.e. parents/students.
- **Language** that will make your writing effective (persuasive approaches and techniques that you can use in your writing).
- **Layout** of your response i.e. is it a letter, article, blog, newsletter? What will this need to look like on the page?

The range of forms that can be set:
- letter
- article
- text for a leaflet
- text of a speech
- essay.

The features of forms that we would typically expect students to replicate in exam conditions

Letter	
As a minimum, students **should** include:	• an indication that someone is sending the letter to someone • paragraphs.
More detailed/developed indicators of form **could** include:	• the use of addresses • a date • a formal mode of address if required e.g. Dear Sir/Madam or a named recipient • effectively/fluently sequenced paragraphs • an appropriate mode of signing off: Yours sincerely/faithfully.

Article	
As a minimum, students **should** include:	• the use of a simple title • paragraphs.
More detailed/developed indicators of form **could** include:	• a clear/apt/original title • a strapline • subheadings • an introductory (overview) paragraph • effectively/fluently sequenced paragraphs.

- for a newspaper/newsletter

Text for a leaflet	
As a minimum, students **should** include:	• the use of a simple title • paragraphs or sections.
More detailed/developed indicators of form **could** include:	• a clear/apt/original title • organisational devices such as inventive subheadings or boxes • bullet points • effectively/fluently sequenced paragraphs.

Text of a speech	
As a minimum, students **should** include:	• a simple address to an audience • sections • a final address to an audience.
More detailed/developed indicators of form **could** include:	• a clear address to an audience • effective/fluently linked sections to indicate sequence • rhetorical indicators that an audience is being addressed throughout • a clear sign off e.g. 'Thank you for listening'.

Essay	
As a minimum, students **should** include:	• a simple introduction and conclusion • paragraphs.
More detailed/developed indicators of form **could** include:	• an effective introduction and convincing conclusion • effectively/fluently linked paragraphs to sequence a range of ideas.

- Spend **35 minutes** writing it up – this must be in **<u>full</u>** sentences!
- You should leave enough time to **check** your work at the end (5 mins).

Question 5:

A parent has made this statement:

'When the weather is really nice, students should be allowed to miss school and make the most of being outside. You can learn more from these experiences than you can from being stuck inside a stuffy classroom.'

Write an article to your local newspaper in which you argue for or against this statement.

[40 marks]

/24 = content/organisation i.e. the ideas that make up your answer and how you set it out

/16 = SPaG (spelling, punctuation and grammar)

Helpful Hints:

Skills: 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.

AO6 - Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

For this question you must:

<u>NOT</u> be tempted to repeat what's in the reading sources in your **own** writing but you can use ideas from them and put them into your own words!

So…what does the question want from you?

<u>Writing Checklist:</u>

Plan your writing…

- ☐ Begin with an **engaging opening** (use one of ours i.e. 'Picture this', 'Have you ever..?', Mind-mapping the key words from the question, Use of the senses)

☐ Organise your work into **paragraphs** (aim for 6 paragraphs including an introduction and a conclusion). Each new idea should be a new paragraph preferably <u>**AND**</u> your paragraph lengths should be varied!

<u>My suggested order</u>:

- Introduction: use one of the 4 openings you've studied in class!
- P2: Your 1st <u>**BIG**</u> reason for/against (development)
- P3: Your 2nd <u>**BIG**</u> reason for/against (development)
- P4: Switch it up! Introduce your counterargument!

Forgotten what this is?

<u>Counter argument</u>:

When you show the **opposing/opposite** argument to your own one!

- P5: Now bring in your rebuttal!

Forgotten what this is?

<u>Rebuttal</u>:

When you 'smash' P4's argument and explain why it is **wrong/insignificant!**

- Conclusion: Sum up your opinion in the **most powerful** way you can!

☐ So, think about the **order** of your paragraphs – what will you focus on at the beginning and what will you move onto as the paragraphs develop? Which reasons will you want to put earlier on? Which one will you want to use to make your final point?

☐ Think about the **vocabulary** that you are using. Which verbs, adjectives, nouns and adverbs will help to engage and influence your reader?

☐ What **persuasive techniques** will help to make your point of view come across stronger? See the list on the next page for more guidance with this.

☐ Check your **punctuation**. Have you used commas, full stops and capital letters? What other punctuation can you include? Exclamation marks? Speech marks? Question marks? Embedded clauses/bracketing commas? Semi-colons? Colons? Dashes? Ellipsis? The choice is yours…

<u>Forgotten about some of these?</u>

<u>Sentence structure</u> = <u>the 3 sentence types</u>:

Simple: A simple sentence has a subject and __ONLY__ __ONE__ verb:

The girl sprinted after the tiger.
The cat purred.

Simple sentence = subject + ONE verb

Compound: A compound sentence is formed when you join two **main clauses** with a **connective**. The clauses are linked by conjunctions/connectives (and, but, so, or etc.).

I like bananas and I like grapes.
Zoe can be rude at times but she is a nice girl.

Compound sentence = main clause + connective + main clause

Complex: A complex sentence can also be referred to as a **multi-clause sentence**.

A complex sentence is formed when you join a **main clause** and a **subordinate clause.**

A subordinate clause is one that **relies** on a main clause to **make sense.**

The main and subordinate clause __can__ be reversed:

I love roast potatoes, although my mum prefers them mashed.
Giggling all the way, the little girl ran to the sweet shop.

*Notice that a **comma** is always used to separate the main and subordinate clause!

Complex sentences can __also__ be constructed by including **relative/embedded clauses** (which are still subordinate) in the middle of a sentence. They are surrounded by a **pair** of commas.

For example: Tom, who liked to read, settled down happily with his new book.

Sentence variations:

If too many sentences start with the **same** word, especially *The, It, This,* or *I,* writing can become boring for readers. Changing opening words and phrases, and generally playing around with the **length** and **order** of sentences, can be really effective.

Discourse markers and topic sentences:

To present your point of view, each paragraph should start with a different opening. These are called discourse markers and will help you to structure the points you want to make. Below are just some examples of discourse markers you could use to build your argument.

DISCOURSE MARKERS

FURTHERING ARGUMENTS	COUNTER ARGUMENTS	SEQUENCING ARGUMENTS	CONCLUDING ARGUMENTS
Many people believe...	Others might argue....	To begin with...	Naturally...
In addition to this...	Conversely...	In the first place....	Of course...
Similarly...	However...	First and	Admittedly...
Equally...	Although...	foremost.....	Certainly...
Likewise...	On the other hand...	Primarily...	In conclusion....
Also....	Whereas...	Firstly...	Finally...
As well as *(this)*...	When measured against...	Secondly...	Consequently...
Moreover....	Contrasting with...	Thirdly...	When all *(of these)*
What's more...	On the contrary...	Lastly...	factors are taken in to
Further more....	Nevertheless....	Finally....	account...
In the same way...	On the other hand...	After this it can be	Subsequently...
This can also be *(seen to*	In comparison...	seen.....	Therefore....
be) true in....	The opposite effect is created in....		Thus...
Just as...	Nonetheless...		We can conclude
In the same way...	Yet...		that...
For example...	Corresponding with this...		Finally, it can be
For instance...	Correspondingly...		seen...
By the same token...	On the contrary...		
Likewise...	In opposition to this...		
	In spite of this...		

Interesting sentence openings:

- **Use a connective** [Despite, When, Even though, Because, However, So,]
- **Use an adverb** [Sadly, Disappointingly, Regretfully, Steadily, Happily, Slowly]
- **Use a simile or metaphor** [**Like soldiers**, students march miserably to school.]
- **Use a noun or adjective** [**Excitable children** need the freedom to explore.]
- **Use a feeling/emotion** [**Jealous** of the opportunities children have nowadays, many individuals would find the idea of releasing children from school unthinkable.]
- **Use a verb/-ing clause** [**Considering** the financial constraints on parents, most would appreciate not spending more money on child care.]

Other ways to 'spice up' your writing:

Openings which echo closings:

- Plan a link between them – this is a **<u>GREAT</u>** way of achieving coherence!

- For example…

INTRODUCTION: Sentence 1

Picture this: a cold, dark classroom that resembles a claustrophobic dungeon.

CONCLUSION: Sentence 1

Picture this: a warm, sunny playground where children are able to roam freely.

<u>Repetition of sentence starters for effect</u>: *this works nicely in a conclusion!*

- For example…

Without a doubt, students learn most effectively when they are engaged.

Without a doubt, students enjoy having the freedom to discover things for themselves.

<u>**Single word sentences or one sentence paragraphs**</u>:

- For example…

Freedom.

Happiness is being free from the shackles of education.

<u>Punctuation</u>:

Punctuation mark	Name	What it does
.	**Full stop**	Marks the end of a sentence.
,	**Comma**	1. Creates a small interruption within a sentence to help clarify meaning. 2. Used between items in a list 3. Used before a second speech mark. 4. Used to separate a main and subordinate clause
;	**Semi-colon**	1. Replaces a full stop or "and" between two or more sentences that share a theme. 2. Used before a joining word when a stronger pause and emphasis is required.
:	**Colon**	Used at the end of a sentence to show an answer, elaboration or explanation follows, e.g. a list, quotation, answer or contrast.
"	**Speech marks**	Used on either side of spoken words
'	**Single speech marks**	Used to quote a different speaker's words within speech.
?	**Question mark**	A replacement for a full stop when the sentence is a question.
!	**Exclamation mark**	A replacement for a full stop to suggest surprise or shock.
…	**Ellipsis**	1. Used to show unimportant words have been missed from a quotation. 2. Used informally to show an incomplete sentence.

Punctuation mark	Name	What it does
( )	**Round brackets/parentheses**	Used around strong "parenthetical information", i.e. an inserted comment, aside, explanation or additional information.
—	**Dashes**	Used around a less strong comment, explanation or aside.
, _____ ,	**Bracketing commas**	Used around additional information that adds <u>extra</u> detail.
-	**Hyphen**	Used between compound words, e.g. no-one, all-encompassing.
'	**Apostrophe**	1. Used (often before "s") to show possession, e.g. the book's cover. 2. Used to show a missing letter, e.g. "hasn't".

Descriptive Language Techniques:

Technique	Definition	Example
Simile	Comparing something using 'like' or 'as'	She sprinted across the forest **like lightning**.
Metaphor	Comparing something to another thing that it can't possibly be	The **inky black pool** hung over the misty city.
Personification	Giving an inanimate (non-living) object human qualities	As the night moved on, the trees **held one another closer**.
Onomatopoeia	Words that describe the noise/sound they make	The waves **crashed** onto the empty pier.
Rule of three	To repeat an idea three times/use adjectives three times in a row	London is a **vibrant**, **diverse** and **exciting** city.

Persuasive Language Techniques:

GRIPPERS

G - guilt (*which emotion are you trying to make your audience feel?*)

e.g. Many people in today's society aren't doing enough to help.

R – *rhetorical or direct question* (*using '**you**' to speak directly to your audience and make them think*)

e.g. Wouldn't <u>you</u> want to be one of the lucky few?

I – *imperative verbs* (*'bossy' or commanding verbs*)

e.g. <u>Pick up</u> a leaflet today! <u>Go</u> and <u>make</u> a change!

PP – *personal pronouns* (*especially <u>inclusive</u> pronouns such as '**we**', '**our**' and '**us**'*) *can persuade by including the reader, or by creating a sense of solidarity or a sense of responsibility*

e.g. People like <u>you</u> and <u>I</u> don't want this. <u>We</u> must stand strong.

E – emotive language (words that convey strong emotions)**, exaggeration** (overstating something to sound more dramatic) and **expert** (using evidence from people in positions of authority to make the argument more reliable).

e.g. Change the life of an <u>innocent</u>, <u>starving</u> child by donating 10p per day.

e.g. The plans for the new shopping complex are <u>out of this world</u>!

e.g. Dr Belthaus, of the British Metropolitan museum, advises children to "leave their TVs behind and visit places of culture."

R – repetition (restating a word, phrase, language feature or sentence structure more than once as a reminder to your audience)

e.g. <u>Think</u> <u>about</u> your lifestyle. <u>Think</u> <u>about</u> your future.

S – statistics (facts and figures, normally presented in number form, to make the argument more reliable)**, superlative adjectives** (used to describe an object which is at the upper or lower limit of a quality) or **short sentences** (often used to make a sharp, snappy point)

e.g. <u>90%</u> of citizens want new facilities for mothers and babies.

e.g. This town has the <u>tastiest</u> food in the area!

e.g. <u>Stand up for what you want</u>!

HAAT

H - humour (i.e. puns, sarcasm and jokes provide a more engaging tone

e.g. 'Totally <u>Art</u>raged' - a pun on 'Totally <u>Out</u>raged' when talking about modern art

A - alliteration (the **repetition** of initial sounds/letters of words)

e.g. <u>M</u>ake <u>m</u>ore <u>m</u>emorable <u>m</u>oments with your family.

A - anecdote (a short, interesting **story** about a **real event** or **person**)

e.g. <u>When I was twelve</u>, I was lucky enough to meet the Queen and it started my obsession with the history of our country.

T - triples or rule of three (use **hard-hitting** words/phrases **X3** in a row)

e.g. Teenagers have become <u>lazy</u>, <u>greedy</u> and downright <u>stupid</u>!

Do you feel ready to have a go at using these in your <u>OWN</u> persuasive writing?

So...

If you work through these activities and revise the information given to you, you will do well in the exam!

Remember, we only ask that you...

Sending you lots of luck,

The English Department at Weobley High School