

Year 11 English Language GCSE

Easter Revision Booklet 2019

Name: _____

Teacher: _____



My targets:

Target 1

Target 2

Target 3

Component One

	Date	Done	Notes
Activity 1 (12 mins)			
Activity 2 (5 mins)			
Activity 3 (6 mins)			
Activity 4 (10 mins)			
Activity 5 (13 mins)			
Activity 6 (10 mins)			
Activity 7 (10 mins)			
Activity 8 (13 mins)			
Activity 9 (10 mins)			
Activity 10 (10 mins)			
Activity 11 (5 mins)			
Activity 12 (5 mins)			
Activity 13 (5 mins)			
Activity 14 (5 mins)			
Activity 15 (5 mins)			
Activity 16 (5 mins)			
Activity 17 (40 mins)			
Activity 18 (5 mins)			

Component Two

	Date	Done	Notes
Activity 1 (5 mins)			
Activity 2 (10 mins)			
Activity 3 (13 mins)			
Activity 4 (5 mins)			
Activity 5 (8 mins)			
Activity 6 (13 mins)			
Activity 7 (5 mins)			
Activity 8 (5 mins)			
Activity 9 (13 mins)			
Activity 10 (5 mins)			
Activity 11 (5 mins)			
Activity 12 (30mins)			
Activity 13 (5 mins)			
Activity 14 (30 mins)			
Activity 15 (5 mins)			

Component One

Activity 1 (12 minutes)

Read this general advice about Literary Reading and highlight the key points

General Advice on Literary Reading Questions

1. This is a test of your **Reading Skills** so you need to **read as carefully as you can**
 - Read **slowly and carefully**, out loud in your head, as if someone was reading it to you
 - Have a pen in your hand: **track the text** and underline words, phrases and passages that might be significant
 - When you have finished reading take a second to **think about the text as a whole**: What has happened? How has the writer presented it?
2. **Annotating** helps you to focus on the question, find the right material and organise your answer clearly
 - **Underline the key words in the question**: this will tell you what you have to do (How, Evaluate...) and help you with your sentence starters (“The writer...” “I think...” “I feel...”)
 - Always **draw a box around the section of text** specified by the question
 - **Track through the section of text underlining words and phrases** that are relevant to the theme of the question. Make sure you find evidence all the way through the section.

Now read the text on the following pages following the advice you have been given.

Time yourself and work out how much of your 60 minutes you have left.

Time Remaining: _____

SECTION A:**20th Century Literary Reading****40 marks**

Read carefully the passage below. Then answer all the questions which follow it.

The moment that the bus moved on Mike knew he was in danger. In the dim light he saw the figures of the young men waiting under the tree. It was too late to run after the bus; it went down the dark street like an island of safety in a sea of perils. His mouth was already dry, his heart was pounding in his chest, and something within
5 him was crying out in protest against the coming event.

His wages were in his purse; he could feel them weighing heavily against his thigh. That was what they wanted from him. Nothing else mattered to them. His wife could be made a widow, his children made fatherless. Nothing counted against that. Mercy was an unknown word to them.

10 While he stood there uncertainly Mike heard the young men walking towards him, not only from the side where he had seen them, but from the other also. They did not speak, their intention was unspeakable. The sound of their feet came on the wind to him. They had chosen the place well, for behind him was the high wall of the convent, and the barred door that would not open before a man was dead. On the
15 other side of the road was the waste land, full of wire and iron and the bodies of old cars. It was his only hope, and he moved towards it; as he did so he knew from the whistle that the young men were there too.

His fear was great and instant, and the smell of it went from his body to his nostrils. At that moment one of them spoke, giving directions. He felt so trapped that
20 he was filled suddenly with strength and anger, and he ran towards the waste land swinging his heavy stick. In the darkness the figure of a man loomed up at him, and he swung the stick at him, and heard him give a cry of pain. Then he plunged blindly into the wilderness of wire and iron and the bodies of old cars.

Something caught him by the leg, and he brought his stick crashing down on
25 it, but it was not a man, only some knife-edged piece of iron. He was sobbing and out of breath, but he pushed on into the waste, while behind him they pushed on also, knocking against the old iron bodies and kicking against tins and buckets. He fell into a tangle of wire; it was barbed, and tore at his clothes and flesh. Then it held him, so that it seemed to him that death must be near, and having no other hope, he cried
30 out, "Help me, help me!" in what should have been a great voice but was voiceless and gasping. He tore at the wire, and it tore at him too, ripping his face and his hands.

Then suddenly Mike was free. He saw the bus returning, and in its headlights he could see the shape of a man close to him. He was facing death and for a
35 moment he was filled with the injustice of life: why should he have to die like this when he had always been hardworking and honest? He lifted the heavy stick and brought it down on the head of his pursuer, so that the man crumpled to the ground, moaning and groaning as the life drained out of him.

Mike turned and began to run wildly again, but in the darkness ran into the
40 side of an old lorry which sent him reeling. He lay there for a moment expecting the blow that would kill him, but even then his wits came back to him, and he turned over twice and rolled under the lorry. His stomach seemed to be coming into his mouth, and his lips could taste sweat and blood. His heart thumped wildly in his chest, and seemed to lift his whole body each time that it beat. He tried to calm it down, thinking it might be heard, and tried to control the noise of his gasping breath, but he could
45 not do either of these things.

Suddenly against the dark sky he saw two of the young men. He thought they must hear him, but they themselves were gasping like drowned men, and their speech came in fits and starts.

Then one of them said, "Can you hear him?"

50 They were silent except for their gasping, listening. And he listened also, but could hear nothing but his own exhausted heart.

"I heard a man ... running ... on the road," said one. "He's got away ... let's go."

Then some more of the young men came up, gasping and cursing.

"Freddy," said one, "your father's got away."

55 But there was no reply.

"Where's Freddy?" one asked.

Another man said, "Quiet!" Then he called in a loud voice, "Freddy."

But still there was no reply.

"Let's go," he said.

60 They moved off slowly and carefully. Then one of them spotted the body and stopped.

"Look, he's here," he said. "It's Freddy's father."

He knelt down on the ground, and then started cursing.

"There's no money here," he said.

65 One of the young men lit a match and, in the small light of it, Mike saw him fall back in horror.

"It's not his father. It's Freddy!" one said. "He's dead!" Then the one who had said "Quiet" spoke again.

"Lift him up," he said. "Put him under the lorry."

70 Under the lorry, Mike heard them struggling with the body of the dead young man, and he turned once, twice, deeper into his hiding-place. The young men lifted the body and swung it under the lorry so that it touched him. Then he heard them moving away, not speaking, slowly and quietly, making an occasional sound.

75 He turned on his side, so that he would not need to touch the body of his son. He buried his face in his arms and sobbed. Then he lifted himself from under the lorry, and went heavily out of the waste land.

(from 'Tales of a Troubled Land' by Alan Paton)

Activity 2 (5 minutes)

Read the specific advice on Q1 and then complete the question

- Highlight the **focus** of the question
- **Draw a box** around the section of text specified by the question
- **Underline** the relevant information
- Write your answer in **bullet points** in your own words to fit the question: you can include very short quotations (one or two words) if it helps to make it clear
- Be as **precise** as you can: vague or general answers might be true but they won't get you a mark

Read lines 1-9.

01 List five things Mike experiences or feels in these lines.

[5]

Activity 3 (6 minutes)

Read this specific advice on Q2 and then complete the question below

- This is a **5 mark question**: you should spend about 6 minutes in total on it
- Highlight **key words** in the question
- **Draw a box** around the section of text specified
- This is a **WHAT IMPRESSIONS** question but it is not about personal opinion: you need to focus on **what the writer is doing to give you the impressions**
- **Track through the relevant content** , underline/highlight words or phrase that you can use as evidence covering the whole section: **you need 5 or 6 quotations**
- Begin with a **one sentence overview of the overall impression**, then get on with giving examples
- To maximise your mark you should try to add a **brief comment** about the effect of the quotation: "this shows the reader..." "This makes the reader think..."
- To summarise: **you are aiming to do 5 to 6 super-short PECs**

Activity 4 (10 minutes)

A simple Self-Assessment activity

- **Highlight all the quotations** you have used. Count them: there should be 5+
- Highlight in a different colour **how many times you mentioned the writer**
- Are all your points focussed on the theme of **Mike's experiences and feelings?**
- **Highlight the verbs** you have used to describe what the author is doing (*portrays, describes, focuses on, uses, shows, tells, hints, suggests...*). Are you being precise about what the writer is doing?

Activity 5 (13 minutes)

Read this specific advice on Q3 and then write your answer

- This is a **10 mark question**: you should spend **about 13 minutes** in total on it
- Highlight key words in the question
- **Draw a box** around the section of text specified
- This is a **HOW question**: the key point is to **track through the relevant content**, so underline/highlight words or phrase that you can use as evidence covering the whole section: you should aim for **8 or more quotations**
- Begin with a **one sentence overview of the overall impression**, then get on with giving examples
- The question is about what the writer does so write your answer in sentences beginning **"The writer..."**
- To maximise your mark you should try to add a brief comment about the effect of the quotation: **"this shows the reader..." "this makes the reader think..."**

Read lines 18 - 38.

Q3 How does the writer make us share in Mike's panic and fear in these lines?
[10]

You should refer to the language used in the text to support your answer, using relevant subject terminology where appropriate.

Activity 7 (13 minutes)

Read this specific guidance on Q4 and then write your answer:

- This is a **10 mark question**: you should **spend about 13 minutes** in total on it
- **Highlight key words** in the question
- **Draw a box** around the section of text specified
- This is another **HOW question**: the key point is to track through the relevant content, so underline/highlight words or phrase that you can use as evidence covering the whole section: **you should aim for 8 or more quotations**
- Begin with a **one sentence overview of the overall impression**, then get on with giving examples
- The question is about what the writer does so write your answer in sentences beginning **"The writer..."**
- To maximise your mark you should try to add a brief comment about the effect of the quotation: **"this shows the reader..." "this makes the reader think..."**

Read lines 39-60.

Q4 How does the writer of this passage create tension and drama in this section?
[10]

You should refer to the language used in the text to support your answer, using relevant subject terminology where appropriate.

Activity 9 (13 minutes)

Q5 is different! So pay close attention to this specific advice before answering:

- **Pay attention** to the question: highlight the key words carefully
- You must combine detailed attention to the **specified lines** with some comment on the **passage as a whole**
- **Track through the specified section** and highlight the words or phrases you will use in your answer. Aim for 8+ quotations
- Begin with a **one sentence overview** of your answer: “Overall, I agree...”
- You must **give your opinion**: aim to start your sentences with “**I think...**” or “**I feel...**”
- You must comment on **how the writer creates your thoughts and feelings**, but you do not have to do detailed language analysis

Read lines 61 to the end. Use the whole passage.

Q5. *‘In the final section, the reader only feels devastated for Mike’*

To what extent do you agree with this statement?

[10]

You should write about:

- your own thoughts and feelings about way Mike is presented here and in the passage as a whole
- how the writer has created these thoughts and feelings.

You must refer to the text to support your answer.

Activity 11 (5 minutes)

Read this general advice on Narrative Writing and highlight the key points:

- **Stick to the title:** if what you write doesn't match the title you won't get a good mark
- Structure: **Introduction** (setting the scene, explaining the situation)/**complicating action** (the problem, challenge, dilemma)/**climax** (the moment when the problem reaches its peak and something happens to sort it out- for better or worse)/**resolution** (the new situation, return to normality). It doesn't have to be anything dramatic but it does have to this pattern completed
- Planning: **you must plan your paragraphs** and decide what you are actually going to put in them
- **Don't be over ambitious:** students often write very detailed openings and then run out of time. Get into your story straight away.
- Length: you need to be writing **at least two sides**
- **Write about what you know:** horror stories, science fiction etc. rarely get good marks. It's much better to **make it real** by including detail that you are confident about. If you are a fisherman, include some precise stuff about fishing.
- **Vary your writing:** your story should include some **dialogue**, some **description** and atmosphere, some **action**
- **Characterisation:** make sure you include some detail to make your characters individual: the way they speak, their appearance, their behaviour
- **Check your work!**

How can I plan to succeed?

- Include the **What** and the **How** in your planning:
- **What = content** (what happens, what you are describing or explaining in your paragraph)
- **How = the writing** (your language and any techniques you can use to communicate effectively)
- Plan where you will include **characterisation/descriptive detail/dialogue/clever cohesive tricks-** in other words, the things that are going to get you a good mark.

Key Reminders about planning:

- Keep your story **as simple as possible:** it's only going to last a page and a half
- Set it in **the real world** and stick to things **you know about**
- Make sure you plan **a definite ending**
- Choose a topic that allows you to be **sensitive/thoughtful/funny/mature**
- Write something you imagine **an English teacher would enjoy**

Activity 12 (5 minutes)

Read this plan for the following title, then plan your own for this title.

The Competition

	What (content) shall I write?	How (writing) shall I write it?
P1	<i>Remembering why this competition was memorable.</i>	<i>Thinking back. Thoughtful tone. Lists of other competitions</i>
P2	<i>Description of fishermen arriving for competition, me the youngest, finding best spot on riverbank,</i>	<i>Details that characterise the other competitors and myself. Describe the setting/light Questions - sense of excitement</i>
P3	<i>Other competitors landing catches; me nothing, increasing tension</i>	<i>Dialogue which adds to characterisation and action. Description: adjectives. Similes.</i>
P4	<i>Time running out, desperate, decide to use my grandad's old lure as a last resort: one minute to go I land a 5kg trout</i>	<i>Short fast sentences to show desperation.</i>
P5	<i>2nd place! Congratulations from everyone, feel I'm part of the scene,</i>	<i>Long sentences listing all the things I did using semi-colons. Like Charles Dickens</i>
P6	<i>What was so great about that competition? Thanks to Grandad!</i>	<i>Thoughtful conclusion returning to the mood of paragraph 1. Thinking back.</i>

Title: The Competition

What is happening?	How am I going to write it?
1.	
2.	
3.	
4.	
5.	
6	

Activity 13 (5 minutes)

Planning practice: give yourself 5 minutes to draw up a plan for the following title:

Title: Divided

What is happening?	How am I going to write it?
1.	
2.	
3.	
4.	
5.	
6	

Activity 14 (5 minutes)

Planning practice: give yourself 5 minutes to draw up a plan for the following title:

Title: Write about a time when you felt really proud of yourself or someone close to you.

What is happening?	How am I going to write it?
1.	
2.	
3.	
4.	
5.	
6	

Activity 15 (5 minutes)

Planning practice: give yourself 5 minutes to draw up a plan for the following title:

Title: Write a story which begins: “The night seemed to be never-ending...”

What is happening?	How am I going to write it?
1.	
2.	
3.	
4.	
5.	
6	

Activity 16 (5 minutes)

Planning practice: give yourself 5 minutes to draw up a plan for the following title:

Title: Write a story which ends: “At least she now knew that nothing was impossible.”

What is happening?	How am I going to write it?
1.	
2.	
3.	
4.	
5.	
6	

Activity 17 Plus Optional Extras (40 minutes)

Write as many practice Narrative Writing pieces as you can schedule in the time available! Use your red exercise book or lined paper.

Activity 18 (5 minutes)

Self-Assessment of your Narrative Writing:

- Have you shown a **good vocabulary**? Highlight the 3 most sophisticated words you used. Then find another three words and **replace them with more precise, more interesting words**
- Have you shown **effective characterisation**? Make 3 changes to make a character more individual
- Select what you think is your weakest paragraph. **Analyse what is weak about it and then re-write it**
- **Simple SPG**: look for sentences that run on with commas when they need full stops, missing apostrophes, Capital letters for names...
- **Structure**: Did you get to the point of your story early enough? Did you have time for an effective ending? Happy with your paragraphing?

Component 2

Activity 1 (5 mins)

Read this general advice about Non-Fiction Reading and highlight the key points

1. As with the Literary Reading in Component 1, this is a **test of your Reading Skills** so you need to read as carefully as you can
 - **Read slowly and carefully**, out loud in your head, as if someone was reading it to you
 - Have a pen in your hand: **track the text and underline words, phrases and passages that might be significant**
 - When you have finished reading take a second to **think about the text as a whole**: What has happened? How has the writer presented it?
2. **Annotating helps you to focus on the question**, find the right material and organise your answer clearly
 - **Underline the key words** in the question: this will tell you what you have to do (How, Evaluate...) and help you with your sentence starters ("The writer..." "I think..." "I feel...")
 - Always **draw a box** around the section of text specified by the question
 - **Track through the section of text underlining words and phrases** that are relevant to the theme of the question. Make sure you find evidence all the way through the section.
3. **Don't read both texts together**. Read Text 1, then answer questions 1 and 2. Then read Text 2 and answer questions 3 and 4. Questions 5 and 6 ask you to write about both texts.
4. **Timing!**

Activity 2 (10 minutes)

Read the specific advice on Q11 and then read Text 1 'Inside Supermarkets' Dark Stores' and answer Question 11

- This question asks you to find factual information
- It's only worth 3 marks so don't waste time

SECTION A: 40 marks

The separate Resource Material for use with Section A is a newspaper article from the Guardian, 'Inside Supermarkets' Dark Stores'

The extract on the opposite page is from 'London Labour and the London Poor' by Henry Mayhew.

Read the newspaper article 'Inside Supermarkets' Dark Stores' in the separate Resource Material.

Inside Supermarkets' Dark Stores (Guardian, 2014)

As online shopping is growing, so are the supermarkets' giant warehouses — with their robots and “goods-to—person pickstations”. Will all grocery shopping one day be done this way?

Do you remember what the future of shopping used to be? In place of a trundle round the high street every few days, we were going to make weekly trips to big—box supermarkets outside town, delight in the bright produce and the enticing smells and drive home happy, our cars low on their axles. Well, there's a new future now: the “dark store”, the supermarket that we never see at all.

Don't be too alarmed by the name, or too excited. Desynchronise your watches. A dark store is just a warehouse full of groceries where staff called “pickers” select the goods that have been ordered by an online customer. Sometimes they look almost creepily similar to normal supermarkets. In Hanger Lane, West London, Waitrose operates a dark store in an old John Lewis carpet warehouse. Inside, professional pickers roll baskets around the aisles much like civilians, except they are wrapped up in coats and scarves against the refrigeration system.



Elsewhere, they look like nothing you've ever seen. At Tesco's sixth and newest dark store in Erith, South-East London, they operate what is basically a giant robot butler, although they call it a “goods-to—person pickstation” and a “dotcom centre” (the supermarkets themselves aren't keen ' on the term “dark store”).

Instead of laying out the groceries in aisles, at Erith they store most of them more efficiently in towers of blue crates. The robot extracts whatever is needed and brings it to the picker, who stands still (until it's time to visit the freezer).

"It's a little bit like I imagine going into a Willy Wonka factory," says Jennifer Creevy, deputy editor of Retail Week. "It looks really whizzy and there's crates moving around. It's really impressive." Organising things this way saves space and time, and creates a safer workplace, according to Dematic, the company that built Tesco's robots. "With its ergonomic design, you get 100% golden zone single level picking" they say. And who are we to argue?

No one knows how much of our grocery shopping will eventually be done online, but everyone agrees it will be a lot more than now. In 2013, the proportion was about 5.5%. This year it should be around 6%. Within five years the value of the market is expected to double in size. Much of the current online demand is met by simply sending pickers around conventional supermarkets, although as demand rises that becomes less efficient, in part because the physically present customers keep getting in the way. Tesco, Asda, Sainsbury's and Waitrose all have plans to open new dark stores over the coming year or two. "It just makes sense," Creevy says. "Online is just showing huge, huge growth. Online and convenience stores."

So in future, when people are doing all their boring and heavy shopping through dark stores, and all their interesting and urgent shopping through convenience stores and local shops, what is going to become of the big boxes? Tesco has already turned one in Watford into something more like a shopping mall, with a cafe, a clothes shop, a restaurant and even a community centre. It's hard to imagine that strategy always working, however, since shopping malls already exist. And that may be no bad thing. Perhaps in 20 years you'll be out in the countryside and you'll be able to say to your bored grandchildren: "I remember when all this was car parks."

11 (a) Where is Tesco's most recent 'dark store' located? [1]

(b) In 2013, what proportion of supermarket shopping was done online? [1]

(c) Name one thing that Tesco have added to its Watford store to make it more like a shopping mall? [1]

Activity 3 (13 minutes)

Read the specific advice on Q12 and then answer the question

- This is a **10 mark question**: you should spend **about 13 minutes** in total on it
- **Highlight key words** in the question
- This is another **HOW question**: the key point is to **track through the relevant content**, so underline/highlight words or phrase that you can use as evidence covering the whole section: you should aim for **8 or more quotations**
- The question is about what the writer does so write your answer in sentences beginning **“The writer…”**
- To maximise your mark you should try to add a brief comment about the effect of the quotation: **“this shows the reader…”** **“This makes the reader think…”**

1 2 How does the writer try to engage the reader in this topic?

You should comment on:

- what he says
- his use of language, tone and structure

[10]

Activity 5 (8 minutes)

Read the specific advice on Q13 and then read the text on the next page and answer the question

- **This question asks you to find factual information**
- **It's only worth 3 marks so don't waste time**

- 13** (a) How much were the 'stunning pears'? [1]
- (b) What is the housewife wearing and carrying? [1]
- (c) Name one of the places where a market like this took place? [1]

Saturday Night Market, 1851

In 1851 Henry Mayhew walked around London and described the lives of ordinary Londoners.

There are hundreds of stalls, and every stall has its one or two lights; either it is illuminated by the intense white light of the new self-generating gas-lamp, or else it is brightened up by the red smoky flame of the old-fashioned grease lamp. One man shows off his yellow haddock with a candle stuck in a bundle of firewood; neighbour makes a candlestick of a huge turnip, and the tallow gutters over its sides; whilst the boy shouting "Eight a penny, stunning pears!" has rolled his dip¹ in a thick coat of brown paper, that flares away with the candle. Some stalls are crimson with the fire shining through the holes beneath the baked chestnut stove; others have handsome octahedral² lamps, while a few have a candle shining through a sieve: these, with the sparkling ground-glass globes of the tea-dealers' shops, and the butchers' gaslights streaming and fluttering in the wind, like flags of flame, pour forth such a flood of light, that at a distance the atmosphere immediately above the spot is as lurid as if the street were on fire.

The pavement and the road are crowded with purchasers and street-sellers. The housewife in her thick shawl, with the market—basket on her arm, walks slowly on, stopping now to look at the stall of caps, and now to cheapen a bunch of greens.

Little boys, holding three or four onions in their hand, creep between the people, wriggling their way through every interstice, and asking for custom in whining tones, as if seeking charity. Then the tumult of the thousand different cries of the eager dealers, all shouting at the top of their voices, at one and the same time, is almost bewildering. [. . .]

Each salesman tries his utmost to sell his wares, tempting the passers-by with his bargains. The boy with his stock of herbs offers "a double 'andful of fine parsley for a penny"; the man with the donkey—cart filled with turnips has three lads to shout for him to their utmost, with their "Ho! ho! Hi-i-i! What do you think of this here? A penny a bunch — hurrah for free trade! Here's your turnips!" Until it is seen and heard, we have no sense of the scramble that is going on throughout London for a living. The same scene takes place at the Brill -- the same in Leather-lane --the same in Tottenham-court-road -- the same in Whitecross- street; go to whatever corner of the metropolis, you please, either on a Saturday night or a Sunday morning, and there is the same shouting and the same struggling to get the penny profit out of the poor man's Sunday's dinner.



¹ dip — candle made by repeated dipping in tallow or wax.

² octahedral – a solid shape with 8 faces

Activity 6 (13 minutes)

Read the specific advice on Question 14 and then answer the question

- **Pay attention** to the question: highlight it carefully
- **Track through the text** and highlight the words or phrases you will use in your answer. Aim for 8+ quotations
- Begin with a **one sentence overview** of your answer: “Overall, I agree...”
- You must **give your opinion but also show HOW the writer describes vividly**
- You must comment on **how the writer creates your thoughts and feelings**, but you do not have to do detailed language analysis

14 ‘The writer, Henry Mayhew, gives a vivid description of the Saturday Night Market.’
How far do you agree with this statement?

You should comment on:

- what he says
- how he says it
- whether you think the description is vivid - and why

[10]

You must refer to the text to support your comments.

Activity 8 (5 minutes)

Read the specific advice on Q15 and then answer the question

- Highlight the key words in the question: there will be a **definite theme**
- Find and highlight the **relevant information in both texts**
- You do not have to explicitly compare but **you must include information from both texts**
- **This is a 4 mark question: keep it brief!**

15 Using information from both texts, explain briefly the shopping methods of 1851 and 2013. [4]

Activity 9 (13 minutes)

Read the specific advice on Q16 then answer the question

- Highlight the **key words** in the question
- Pay close attention to the **bullet points** which will tell you what to include
- Very **brief planning** will help on this question
- Write a **one sentence overview** of the difference/similarity between the two texts
- Include **material from both texts**
- **You MUST compare:** whereas/similarly/in contrast/in the same way...
- You do need some sense of **HOW** but getting the right overview of what the writers are doing is more important than detailed language comments

Activity 10 (5 minutes)

Complete this Self-Assessment of Question 16

- Did you focus on the writers’ **views on shopping**?
- Highlight where you have used **comparison words or phrases**: did you compare the two texts?
- Did you include some **comment on what general techniques** the writers used?

Activity 11 (5 minutes)

Read this general advice on Functional Writing and highlight the key points

- Make sure you have understood what the question is asking you to do. **Highlight the key words in the question and base your planning around them**: Think **PAFT**
 - Purpose**- What are you trying to achieve by this piece of writing?
 - Audience**- who are you writing for?
 - Form**- what are the ‘rules’ for this type of text? What layout/organisation?
 - Tone**- What tone is required?
- **Plan 3 or 4 paragraphs around key ideas**
- Make sure these ideas have some **development**: How would they be implemented? What would the results be? How would they work?
- **How can you make the writing of your ideas interesting**? Think back to what you have been taught and the good examples you have read.

Activity 12 (30 minutes)

Plan carefully for 5 minutes and then write your response to Question 21

21 This statement appeared in a recent news article.

'Many people believe that parenting is to blame for poor behaviour amongst teenagers.'

Write a letter to the newspaper giving your views on this statement. [20]

Plan your letter here (5 mins)

Remember to leave some minutes at the end to read-through and proof-read your work.

Use your red exercise book or lined paper to write and check your answer in 25 minutes.

Activity 13 (5 minutes)

Self-Assessment of Question 21

- Re-read what you have written and check back against PAFT: **did you stay true to the task?**
- **Highlight the 3 words or phrases** that you think **will most impress the examiner**
- Find 3 words or phrases that you think could be improved and change them
- Select what you think is your **weakest paragraph**. Analyse what is weak about it and then **re-write it**

Activity 14 (30 minutes)

Plan carefully for 5 minutes and then write your response to Question 22

22

‘Our obsession with online shopping needs to end. It is addictive, makes us lazy and means we do not engage with the world around us.’

Write a lively article for your school magazine giving your views on this statement. [20]

Plan your letter here (5 mins)

Remember to leave some minutes at the end to read-through and proof-read your work.

Use your red exercise book or lined paper to write and check your answer in 25 minutes.

Activity 15 (5 minutes)

Self-Assessment of Question 22

- Re-read what you have written and check back against PAF: **did you stay true to the task?**
- **Highlight the 3 words or phrases** that you think **will most impress the examiner**
- Find 3 words or phrases that you think could be improved and change them
- Select what you think is your **weakest paragraph**. Analyse what is weak about it and then **re-write it**