

# Question 5

## Language Paper 2

### WHAT IS THE QUESTION?

- It will ask you to write a non-fiction piece of writing based off a statement (you can agree or disagree)
- Marks: 40 (24 marks for the writing and 16 marks for SPAG)
- Time to spend: 50 minutes– 1 hour

#### DOs

- Do pretend to be someone else if you have literally no opinion on the topic given. Consider what an adult or teacher in your life might say about it.
- Do link your answer to wider topics such as the environment, society and the economy.
- Do take one side, the question asks you to argue, not write a balanced argument.
- Do consider the other side in a counter argument but then quickly dismiss it.
- Do you use all the devices from DAFOREST and any others you like such as sarcasm, biased phrases, expert opinions, metaphors and even adjectives.
- Do use a range of structural devices for effect and punctuation too.
- Do use a varied vocabulary.
- Do use the correct format; if it is a letter start with Dear Sir or Madam and if it is an article put a headline at the top.
- Do notice who your audience is. If it is teenagers make it relatable to them and if it is parents, directly address them.
- Again – so notice who your audience is and decide if you should write slightly more formally. If it is for the Health minister the language would be more formal than if it were for a school magazine.
- Do practice developing your opinion on subjects and then writing these down on paper or out on your phone as revision.

#### DON'Ts

- Do not rush this question.
- Do not (ideally) leave only 30 minutes for it.
- Do not stick to the most obvious points of view.

## Mark scheme for 24 marks

THE MARK SCHEME		WHAT IT MEANS:
Upper Level 4 22-24 marks	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Communication is convincing and compelling</li> <li>• Tone, style and register are assuredly matched to purpose and audience</li> <li>• Extensive and ambitious vocabulary with sustained crafting of linguistic devices</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Varied and inventive use of structural features</li> <li>• Writing is compelling, incorporating a range of convincing and complex ideas</li> <li>• Fluently linked paragraphs with seamlessly integrated discourse markers</li> </ul>	<ul style="list-style-type: none"> <li>• Can have a consistent and clear line of argument (not arguing both sides equally)</li> <li>• Ensure you write in a style that would draw the examiner in</li> <li>• Use our creative writing word sheet to help you and use similes, metaphors, personification etc</li> <li>• Structural features (cyclical narrative, repetition, shifts in focus, long/ short sentences, long/ short paragraphs)</li> <li>• Uses complex ideas backed up with different punctuation etc to create effect</li> <li>• Paragraphs link together and flow</li> </ul>

## Mark scheme for 16 marks

THE MARK SCHEME		WHAT IT MEANS:
Level 4 13–16 marks	<ul style="list-style-type: none"> <li>• Sentence demarcation is consistently secure and consistently accurate</li> <li>• Wide range of punctuation is used with a high level of accuracy</li> <li>• Uses a full range of appropriate sentence forms for effect</li> <li>• Uses Standard English consistently and appropriately with secure control of complex grammatical structures</li> <li>• High level of accuracy in spelling, including ambitious vocabulary</li> <li>• Extensive and ambitious use of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence demarcation= separating ideas into sentences using the right punctuation</li> <li>• Using : ; ( ) ! –</li> <li>• Using complex and simple sentences</li> <li>• Ensuring use high level vocab (check our creative writing sheet)</li> </ul>

Forget Daforest, try  
RREADSMTQC

<b>R.</b>	<b>repetition</b>
<b>R.</b>	<b>rhetorical question</b>
<b>R.</b>	<b>rule of 3</b>
<b>E.</b>	<b>emotive language</b>
<b>A.</b>	<b>anecdote</b>
<b>D</b>	<b>direct address</b>
<b>S.</b>	<b>simile</b>
<b>M y</b>	<b>metaphor</b>
<b>F</b> ishes	<b>facts</b>
<b>Q</b> uiz	<b>quoting reliable source</b>
<b>C</b> onstantly	<b>counter argument</b>

# Examples of each

## REPETITION

**Definition:** When a word/ phrase is repeated throughout

**Example:** **Endless life wasted** (insert some other bits of the text). **Endless lives continually wasted**

## RHETORICAL QUESTION

**Definition:** A question that requires no answer but is thought provoking

**Example:** Would you let your vulnerable pet be belligerently **exposed**? What is different for the animals being tested on? Are they not worthy of any **compassion**?

## RULE OF 3

**Definition:** 3 different adjectives placed together for effect

**Example1:** **Freedom, liberty, autonomy**

**Example2:** **Destruction, devastation, global warming**

## STILL USE

- ; : - ( ) ! ""
- Short sentences
- Long sentences
- Long paragraph lengths
- Short paragraph lengths

## EMOTIVE LANGUAGE

**Definition:** Using descriptive words to produce an emotional reaction in the reader (think about your creative writing, you'll be doing something very similar)

**Example:** School breeds robots. We are **ceaselessly indoctrinated** to conform to a linear system, one that is **oppressive to our individualism**. Our colourful iridescent personalities are repressed when we put on these **charcoal grey shorts and skirts**. **The porcelain white** shirts are concealing our **undeniable uniqueness**

## ANECDOTE

**Definition:** An interesting story about yourself or another

**Example:** **My mother, raised in Greece in the 1980s, recalls how the children yearned for uniform** so they felt smart and of important alike to their well-dressed parents. She once pretended to make her own school uniform out of her fathers over- sized linen shirts as this was her childhood dream- her dream was to have school- uniform!

## DIRECT ADDRESS

**Definition:** An interesting story about yourself or another

**Example:** **You must** recognise talent and not be blind sighted by money. **You must** not continually glamourise badly behaved celebrities. **We must** encourage skill and not delinquency.

## SIMILE

**Definition:** Saying something is as or like something else to suggest a similarity between them (a metaphor is saying something IS something, a simile is saying something is LIKE something)

**Example:** Wearing school uniform is **alike to prohibiting an artist from using colour**.

## METAPHOR

**Definition:** A figure of speech in which an object or idea is used in place of another to suggest a similarity between them

**Example:** Innocent children, with **hearts of gold, are servants** to our sinful avariciousness

## FACTS & STATISTICS

**Definition:** Something that is undeniably true and has been tested/ proven (in your exam you can make these up- try not make them too ridiculous to keep the seriousness of your piece)

**Example1:** on average 100 innocent children, exploited and suffering, die each day due to inhumane working conditions

**Example2:** Of the 8 billion people in the world, only 20% of children have access to education, with fewer having access to luxuries such as school-uniform

## QUOTING A RELIABLE SOURCE

**Definition:** Using a quote from a trusted source to give your argument more weight

**Example1:** **The head nurse of the NHS commented** "An increasing number of patients are suffering at the expense of over-consumption of processed meats and food. The NHS cannot cope with this added pressure"

**Example2:** Sam Johnson, **head of the NSPCC**, said "A child's safety is of paramount importance. No child should be neglected, mistreated or exploited."

## COUNTER ARGUMENT

**Definition:** An argument that goes against the one you are arguing. You will then counter your counter argument

**Example:** (counter) **Although some may see school uniform as an infringement of the expression of identity**, (counter the counter) school uniform provides a collective sense of identity. It encompasses a range of individuals identities into one uniform, giving students an identity they be aligned with and be united by.

# Who is your audience?

- There are specific marks for this in the mark scheme (tone, style and register matched to purpose and audience)
- Think: who is likely to be reading your writing? What are you trying to convince them? How would you best appeal to somebody of that age group/ interests? What tone (formal or slightly more informal) would work best to persuade them

## Example 1:

***"write a letter to your headteacher about..."***

### What to use:

Formal language, talk about benefits to the school (this would be appealing to their interests), demonstrate dedication as a student (thinking about what would sway a headteacher)

## Example 2:

***"write an article for your school magazine about..."***

### What to use:

Slightly more informal language (not like you're speaking to a friend though), include references to modern trends/ things that are currently interesting a teenager (think about yourself), use words such as 'we' and 'us' (students feel united when reading)

## Example 3:

***"write a speech to the local council about..."***

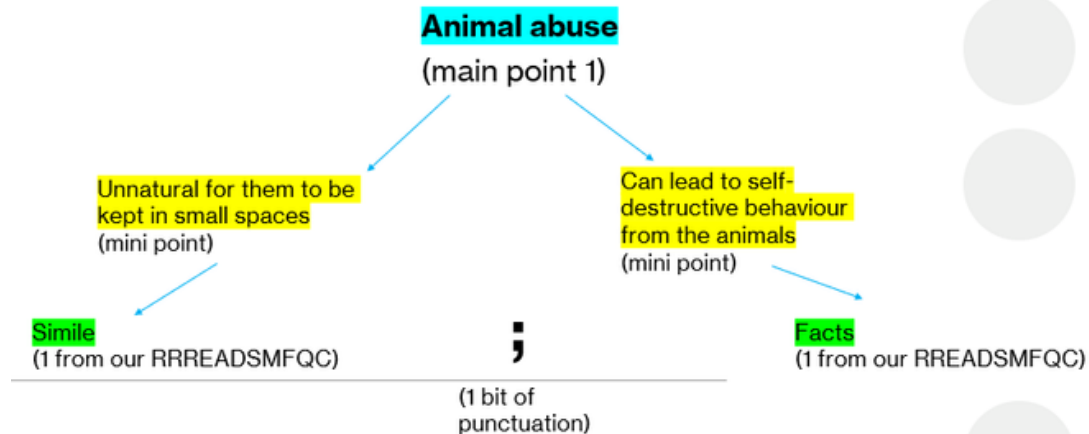
### What to use:

Formal emotive language (council will be older individuals, but speech needs to be moving to a large audience) reference the impact on the local community (appeals to councils' focuses) speak about the personal impact on you and your family as well as the larger community (thinking about what would sway a council based on their day-to-day work)

# How many points should I have?

- We would recommend 3-4 different points about your argument.
- Below is a structure we'd recommend to help you plan each point you write and make sure you include all the different techniques that will allow you to get 40/40.

**“Zoos are unethical, wrong and horrible. It is wrong to keep animals in them for our own entertainment.”**



The **blue** part

□ **Pick one part of the statement to agree with and make a point about this**

□ **I've chosen animal abuse as it links to the idea of it being 'unethical'**

The **yellow** part

□ **Off of your main point, you will have 2 mini points that back up that explanation**

□ **Because my main point is animal abuse, my mini point of it being unnatural explains why it is animal abuse**

The **green** part

□ **Choose two different techniques (from RRREADSMFQC) for each mini point**

□ **If you're doing 3 points instead of 4, may need 3-4 different techniques per paragraph**

□ **The way you choose this could be random as you make your way down the list or you could think about which would best support your point**



## Punctuation

▮ *Choose at least one bit of punctuation per paragraph*

▮ *Within each paragraph, there should be varied sentence lengths. Short sentences (can even be one word sentences), paired with more complex longer sentences*

▮ *See language paper 1 Q5 for how to use each bit of punctuation*

# Structure

**Rule of 3**

**Introduction**

**Short sentence/ paragraph**

**First point (split into more than one paragraph if needed)**

**Repetition of rule of 3 + bit more**

**Second point (split into more than one paragraph if needed)**

**Third point + counter**

**Conclusion**

**Rule of 3**

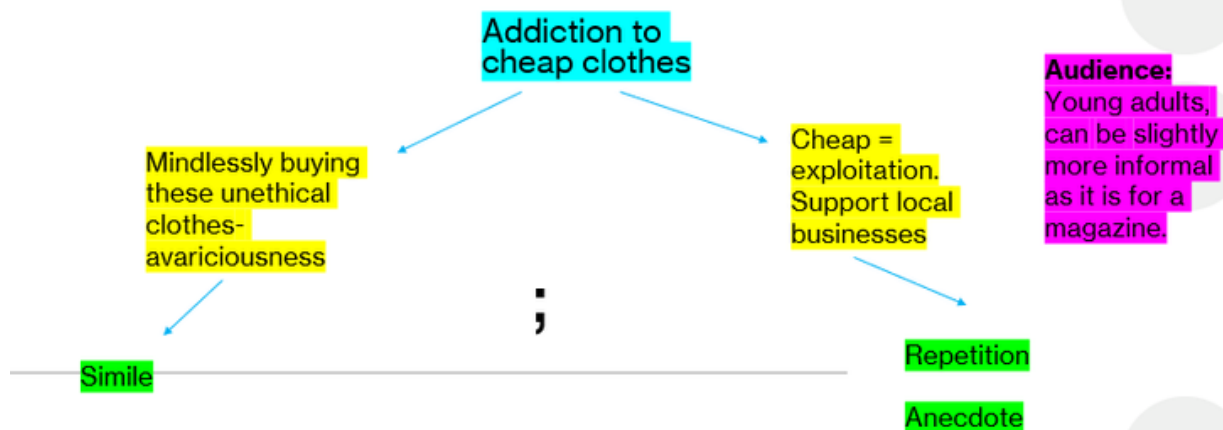
## Grade 9 example:

'Our addiction to cheap clothes and fast fashion means young people in poorer countries have to work in terrible conditions to make them. We must change our attitude to buying clothes now.'

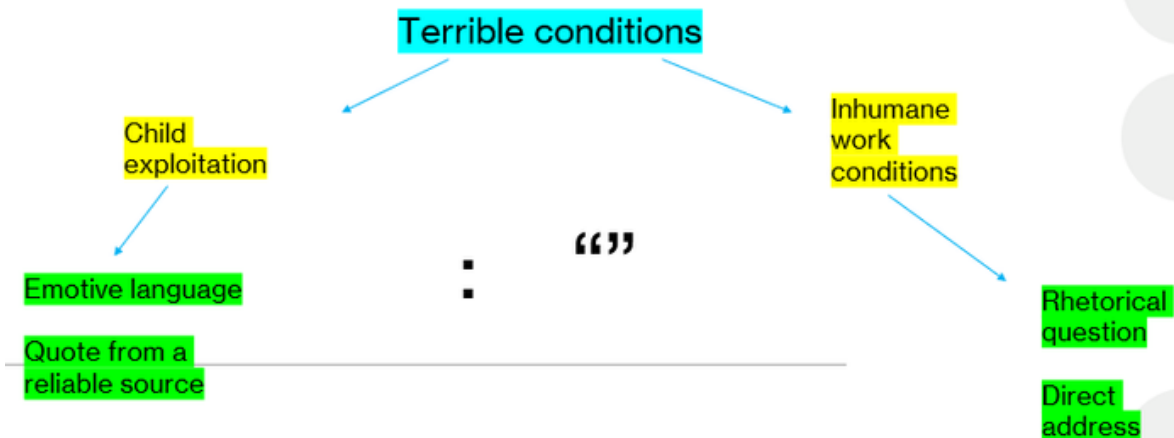
Write an article for a magazine or website

Plan:

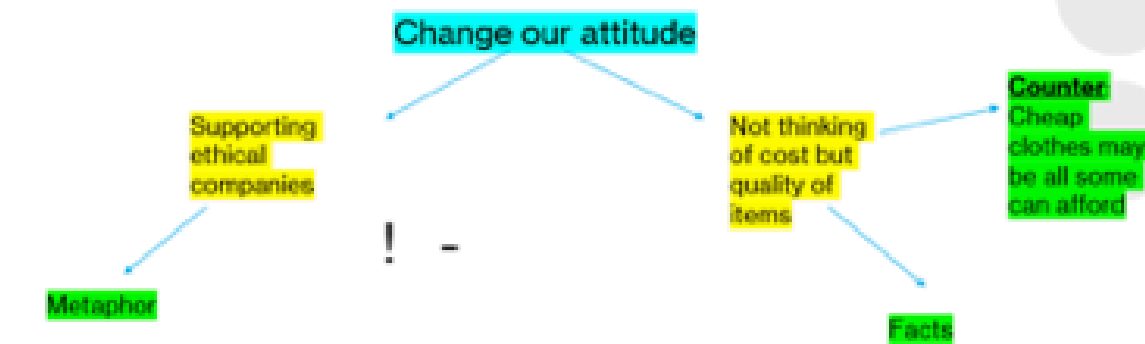
**'Our addiction to cheap clothes and fast fashion means young people in poorer countries have to work in terrible conditions to make them. We must change our attitude to buying clothes now.'**



**'Our addiction to cheap clothes and fast fashion means young people in poorer countries have to work in terrible conditions to make them. We must change our attitude to buying clothes now.'**



**'Our addiction to cheap clothes and fast fashion means young people in poorer countries have to work in terrible conditions to make them. We must change our attitude to buying clothes now.'**



# Grade 9 (40/40) article:

Exploitative, dehumanising and degrading.

This is what children are exposed too during the production of cheap manufactured goods. The world is evolving and growing at an immense rate, money is forever multiplying, the population is growing, and our awareness of the violation of human rights is too. Yet, we are inclined to pick up a t-shirt (that we will probably wear once) for £1.99 in a black Friday sale without any regard to how the company is managing to profit of this miniscule mark up.

Child exploitation is the answer.

Addiction: we are addicted to cheap items of fashion. In a world of abundance, people are more frugal than ever. Granted, the cost of living is immense, however our expenditure of our hard-earned income on these unethical cheap clothes is mammoth. It is as if society is wearing an irremovable blindfold that prohibits them from seeing the belligerent conditions these children endure. Instead, individuals are driven by their avariciousness and want to impress others with their vast amounts of materialistic goods; people buy endless cheap materialism mindlessly. When individuals start recognising cheap goods is synonymous with exploitation, then we will see change.

The answer: support local businesses. A woman based in Brighton created a stall during lockdown, handing out pamphlets on this matter and how it links to child exploitation. She compared people's hopelessness with being stuck in their luxurious houses, to the hopelessness of the children being stuck in these treacherous factories. Luckily, within laws in the UK, child labour is illegal and a criminal offence. Thus, supporting of local businesses ensures that children are unable to work in horrific conditions, whilst also giving back to your community. A win win.

Exploitative, dehumanising and degrading. Would you want to be responsible for this?

Exploitation: children are exploited in exchange for cheap manufacturing. Young innocent children, exploited in the squalor of their local factory, working in inhumane conditions. Their diminutive wage barely covering the food they need for that evening. Hazards and dangerous equipment cascading their workplace: this is their bleak reality. Ceaselessly these innocent children work, just to provide the western world with cheap clothes that they go and ignorantly purchase on their lunchbreak. The head of the NSPCC, Joan Butler, provides a solution to this nightmare: "To save the struggling children of today, more stringent laws need to be put in place in these countries. As this is a long process, an immediate change that can be made is being cautious of cheap-fast fashion." This is not their problem; it is our problem. Your problem. My problem.

Change: change is imminent when we see the damage of these cheap goods and actively stand against them. An abundance of companies are standing against this pressing issue, so in order to actively make a stand, you can check out [www.saveourchildrenfromexploitation.com](http://www.saveourchildrenfromexploitation.com) for a list of companies who do not endorse these terrible conditions for children- these companies are Godsend and should be continually supported.

Undeniably, it cannot be dismissed that cheap items of clothes are only accessible to individuals who are struggling financially. However, a variety of ethical shops surround us that do not involve child labour. Charity shops! What better way to support local businesses, charity and stand against child exploitation. Charity shops reduce child labour within the fast fashion industry by 23%. That is 23% of children you are saving by shopping there.

Addiction to cheap clothes is reversible, the damage to children is not. Change is within our grasp; charity shops and other local businesses make this possible. We must change our attitudes.

Exploitative, dehumanising and degrading. These conditions must be stopped. We must stop them.

# Breaking it down

## Rule of 3

### Introduction

#### Short sentence/ paragraph

First point (split into more than one paragraph if needed)

#### Repetition of rule of 3 + bit more

Second point (split into more than one paragraph if needed)

#### Third point + counter

### Conclusion

## Rule of 3

**Exploitative, dehumanising and degrading.**

This is what children are exposed too during the production of cheap manufactured goods.

The world is evolving and growing at an immense rate, money is forever multiplying, the population is growing, and our awareness of the violation of human rights is too. Yet, we are inclined to pick up a t-shirt (that we will probably wear once) for £1.99 in a black Friday sale without any regard to how the company is managing to profit of this minuscule mark up.

**Child exploitation is the answer.**

Addiction: we are addicted to cheap items of fashion. In a world of abundance, people are more frugal than ever. Granted, the cost of living is immense, however our expenditure of our hard-earned income on these unethical cheap clothes is mammoth. It is as if society is wearing an irremovable blindfold that prohibits them from seeing the belligerent conditions these children endure. Instead, individuals are driven by their avariciousness and want to impress others with their vast amounts of materialistic goods; people buy endless cheap materialism mindlessly. When individuals start recognising cheap goods is synonymous with exploitation, then we will see change.

The answer: support local businesses. A woman based in Brighton created a stall during lockdown, handing out pamphlets on this matter and how it links to child exploitation. She compared people's hopelessness with being stuck in their luxurious houses, to the hopelessness of the children being stuck in these treacherous factories. Luckily, within laws in the UK, child labour is illegal and a criminal offence. Thus, supporting of local businesses ensures that children are unable to work in horrific conditions, whilst also giving back to your community. A win win.

**Exploitative, dehumanising and degrading. Would you want to be responsible for this?**

**Exploitation:** children are exploited in exchange for cheap manufacturing. Young innocent children, exploited in the squalor of their local factory, working in inhumane conditions. Their diminutive wage barely covering the food they need for that evening. Hazards and dangerous equipment cascading their workplace: this is their bleak reality. Ceaselessly these innocent children work, just to provide the western world with cheap clothes that they go and ignorantly purchase on their lunch-break. The head of the NSPCC, Joan Butler, provides a solution to this nightmare: "To save the struggling children of today, more stringent laws need to be put in place in these countries. As this is a long process, an immediate change that can be made is being cautious of cheap-fast fashion." This is not their problem; it is our problem. Your problem. My problem.

**Change:** change is imminent when we see the damage of these cheap goods and actively stand against them. An abundance of companies are standing against this pressing issue, so in order to actively make a stand you can check out [www.saveourchildrenfromexploitation.com](http://www.saveourchildrenfromexploitation.com) for a list of companies who do not endorse these terrible conditions for children- these companies are God-sends and should be continually supported.

Undeniably, it cannot be dismissed that cheap items of clothes are only accessible to individuals who are struggling financially. However, a variety of ethical shops surround us that do not involve child labour. Charity shops! What better way to support local businesses, charity and stand against child exploitation. Charity shops reduce child labour within the fast fashion industry by 23%. That is 23% of children you are saving by shopping there.

Addiction to cheap clothes is reversible, the damage to children is not. Change is within our grasp; charity shops and other local businesses make this possible. We must change our attitudes.

Exploitative, dehumanising and degrading. These conditions must be stopped. We must stop them.

# Summary

- 1. Choose your audience: do you need formal? Informal? Think of somebody you'd know who would be apart of that audience and then write to them**
- 2. Choose for or against (some students find going for to be easier)**
- 3. Make your 3-4 point plan (picture above)**
- 4. Follow the structure (above) and make sure you use RRREADSMFQC**

## **MAKE SURE:**

You have a consistent line of argument. DO NOT flick between the two different arguments. You should have counter arguments, but these should be small and only there to help strengthen your line of argument.