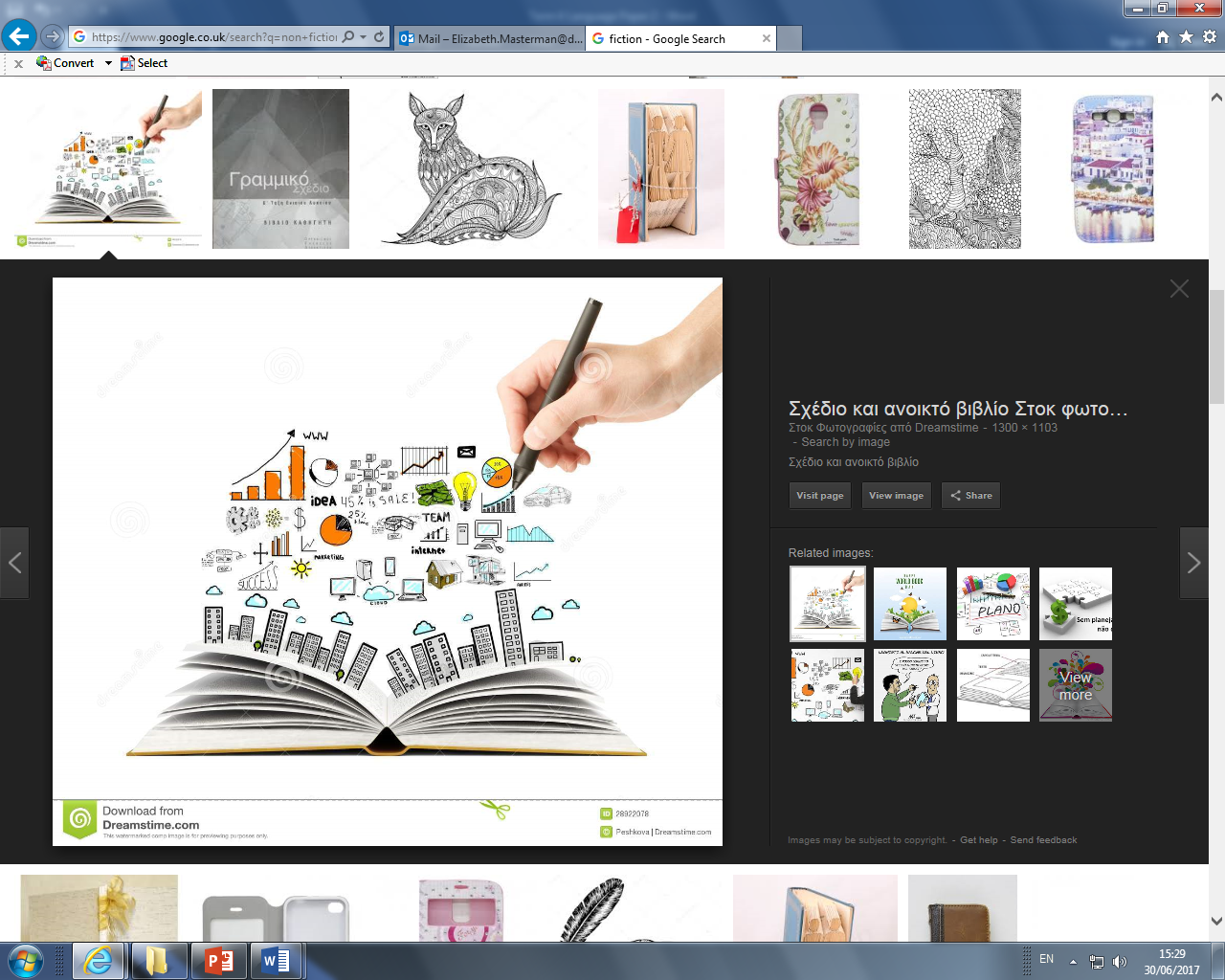
**De Aston**

**English Department**



**Year 10: Writers’ Viewpoints and Perspectives**

**Challenge Tasks**

**(You should be spending 1-2 hours each week on these challenges)**

**Name:**

**Week Two:**

For question 2 you will be required to analyse language. Reread the extract from last week.

* Highlight where Wilde uses language to create sympathy for the boy? Aim for three quotes. Choose 1 quote and write a SQUAD paragraph.

**Week One:**

For English Language Paper 2 you are required to read two extracts from literary non-fiction. One will be from the 19th century and the other will be a modern text. Read this extract from a letter Oscar Wilde wrote to ‘The Daily Chronicle’ newspaper after his release in 1897 from Reading prison.

**SOURCE A** *I remember once, in Reading prison, as I was going out to exercise, seeing in the dimly-lit cell right opposite my own, a small boy. Two warders — not unkindly men — were talking sternly to him, or perhaps giving him some useful advice about his behaviour. One was in the cell with him, the other was standing outside. The child’s face was like a white wedge of sheer terror. There was in his eyes the terror of a hunted animal.*

*The next morning I heard him at breakfast time crying and begging to be let out. His cry was for his parents. From time to time I could hear the deep voice of the warder on duty telling him to keep quiet. Yet he was not even convicted of whatever little offence he had been charged with. He was simply on remand. Justices and magistrates, an entirely ignorant class as a rule, often remand children for a week. They call this "not sending a child to prison". It is, of course, a stupid view on their part. To a little child whether he is in prison on remand, or after conviction, is no different. To him, the horrible thing is to be there at all. In the eyes of humanity it should be a horrible thing for him to be there at all.*

* For question 1 you will be given 8 statements and you will have to choose which 4 are true according to the extract. Come up with your own 8 statements about this extract – 4 must be true and 4 must be false. e.g. Wilde believes that prison is a good punishment for children.

**Week Three:**

The second extract is from a recent article called ‘Back in the Chain Gang’ by Dermot Purgavie:

**SOURCE B** *Beyond the sleek, mirror-glass guard towers and the coils of razor wire glinting around the perimeter, the Rocky Mountains are already glazed with snow, but soothing views are not part of the programme. Inside each cell, the window is positioned so all you can see is sky. That’s the good part. The bed is a slab of concrete. Meals come through a slot in the steel door. The whole place smells of fresh paint and hopelessness.*

*Welcome to Florence Federal Prison, the new showpiece of America’s booming penal system. Florence is meant to inspire fear and deter criminals from causing trouble. The prisoners will have to endure three years of rugged isolation, without incident, to gain release to a gentler prison. They are confined alone in their cell for 23 hours a day of relentless tedium. There is no recreation, no socialising, no work, no communal meals. The potential for trouble is reduced by severely limiting prisoners’ movement. The accommodation is basic, with bed, desk, bookcase and stool made from vandal-proof, reinforced concrete, anchored to the floor. Matches and lighters are banned. An electric device gives smokers a light when they push cigarettes through a hole in the wall.*

*Florence believes in sensory deprivation. Cells are built on a staggered system to prevent eye contact between prisoners. A steel door thwarts any conversation. Perhaps cruellest of all, the TV is in black & white and shows only religious and educational programmes. Prisoners get one ten-minute long phone call a month. No visits are allowed.*

*While the trend towards tougher prisons has much public support, critics argue that it simply toughens criminals while others complain it is inhumane and criminals still commit crimes.*

Referring to both Source A and Source B, complete all 3 tasks:

**Hard**: in bullet points, summarise the similarities in the ways the writers present life in prison.

**Harder**: Summarise the differences in the ways the writers present life in prison.

**Hardest**: Compare how the writers present their attitudes towards prison as an effective punishment. Comment on similarities and differences. Bullet point 4 points. Choose 1 bullet point and write a SQUAD paragraph.

**Week Four:**

Now it’s time to focus on your writing skills. Choose a topic you feel strongly about. Here are some examples if you get stuck:

* Animal testing should be banned.
* Footballers are paid too much.
* Homework is unnecessary.
* The school day should start later.

Write a speech, persuading the rest of the class to agree with your view. Remember to plan your work before you start to help you get those marks for organisation. Make sure you craft your writing, thinking about sophisticated vocabulary and punctuation, varied sentence structures and using a range of persuasive techniques (REDHEARTS). You should spend 40 minutes on this homework. Present your speech to a friend/family member and get them to comment on how well you did in your planner.

**Week Six:**

Now it’s your turn to be the examiner! In this exam you will have to read two literary non-fiction extracts (for example: dairy entry, autobiography, travel writing, newspaper article, blog) and answer 4 questions about them, then complete a writing task. This week you are going to create your own exam paper!

1. Find two extracts on the same topic. Remember they must be non-fiction.
2. Write your reading questions, using these openings:

* Which of these 8 statements are true, according to the Source A…
* Summarise the similarities/differences in the ways the writers present…
* How does the writer of Source B use language to…
* Compare how the writers have conveyed their different views and experiences of…

1. a. Make up a provocative statement on the same topic as your two extracts. For example, if your articles were about prison, you could use the statement “Prison is a waste of time for murderers. We should introduce the death penalty for this crime.”

b. You then need to think of a non-fiction task for the student to use to respond to this task, such as a letter, newspaper article, blog entry, e.g. Write a… in which you argue for or against this statement.

**Week Five:**

Now it’s time for some research.

* Find an article online that contradicts the view you expressed in your speech last week. For example, if you wrote that animal testing should be banned, you need to find an article by someone who thinks that animal testing is necessary.
* Write a letter to this person, explaining why you disagree with them. Make sure you respond to each of their points (ie. say why each of their points is wrong) rather than just repeating the ideas from your speech last week.
* Again, get a family member to read and make comments in your planner

**Bonus week**

Read the extracts below and complete the ‘all’ question and one more of the questions below:

**All**: Read again the first part of Source 5A, lines 1 to 11. Choose four statements below which are TRUE:

* A Douglas Mawson was walking downhill when the accident occurred.
* B Douglas Mawson was unprepared for his second fall through the snow.
* C Douglas Mawson only fell into the crevasse up to his legs the first time.
* D It is Douglas Mawson’s rucksack that haves him in his second fall.
* E Douglas Mawson moves 150 yards on after his first fall through the snow.
* F Douglas Mawson through he was going to die when he fell through the snow for the second time.
* G Douglas Mawson’s companions were waiting for him at the Hut.
* H Douglas Mawson feels lucky to have survived.

**Hard**: The two writers both experience dangers during expeditions. Use details from both sources to write a summary of the similarities.

**Harder**: You now need to refer only to source B, Kate Marsden’s account of her expedition to Siberia. How does Marsden use language to create a sense of fear and tension?

**Hardest**: Refer to both sources. Compare how the writers have conveyed their views and experiences about their expeditions.

**Source A - Douglas Mawson is writing, in 1915, about his exploration of the Antarctic. Here, after the deaths of his companions, he is trying to reach the safety of the Hut.***I was hauling the sledge through deep snow up a fairly steep slope when my feet broke through into a crevasse. Fortunately, as I fell I caught my weight with my arms on the edge and did not plunge in further than the thighs.*

*I decided to try a crossing about fifty yards further along, hoping that there it would be better. But it took an unexpected turn catching me unawares. This time I shot through the centre of the snow in a flash. Having seen my comrades perish and having lost hope of ever reaching the Hut, I had many times wondered what the end would be like. So as I fell through into the crevasse the thought, “so this is the end”, blazed up in my mind, for I expected that the next moment the sledge would follow through, crash on my head, and all go to the unseen bottom. But the unexpected happened and the sledge held, the deep snow acting as a brake.*

*Realizing that the sledge was holding I began to look around. The crevasse was somewhat over six feet wide with sheer walls descending into blue depths below. My clothes were now stuffed with snow broken from the roof, and very chilly it was. Above, at the other end of the fourteen-foot rope, was the daylight seen through the hole in the snow-lid.*

*In my weak condition, the prospect of climbing out seemed very poor indeed, but in a few moments the struggle was begun. A great effort brought a knot in the rope within my grasp, and after a moment’s rest, I was able to draw myself up and reach another, and, at length, hauled my body on to the overhanging snow-lid. Then, when all appeared to be well and before I could get to quite solid ground, a further section of the lid gave way, throwing me once more down the full length of the rope.*

*There, exhausted, weak and chilled, hanging freely in space and slowly turning round as the rope twisted one way and the other, I felt that I had done my utmost and failed, that I had no more strength to try again and that all was over except the passing. There on the brink of the Great Beyond I well remember how I looked forward to the peace of the great release — how almost excited I was at the prospect of the unknown to be revealed.*

*My strength was fast ebbing; in a few minutes it would be too late. It was the occasion for a supreme attempt. Fired by the passion that burns the blood, new power seemed to come as I applied myself to one last tremendous effort. The struggle occupied some time, but I slowly worked upward to the surface. This time emerging feet first, I pushed myself out extended at full length on the snow lid and then shuffled safely on to the solid ground at the side. Then came the reaction from the great strain, and lying there alongside the sledge my mind faded into a blank.*

**Extending your vocabulary**

*You should be trying to expand your vocabulary throughout your studies of English, for example by using a thesaurus when completing extended writing tasks. In addition to this, find out what the following words mean, learn how to spell them and try to use them in your class work:*

1. Fastidious 2. Incorrigible 3. Judicious 4. Penultimate 5. Transcendental

**Source B - In 1891, Kate Marsden, a British missionary and explorer, participated in an expedition to Siberia. Here she describes her journey through a mosquito infested marsh and forest.**

*More bogs and marshes for several miles; and then I grew so sleepy and sick that I begged to rest, notwithstanding our position on semi-marshy ground, which had not as yet dried from the heat of the summer sun. I was asleep in five minutes, lying on the damp ground with only a fan to shelter me from the sun.*

*On again for a few more miles; but I began to feel the effects of this sort of travelling – in a word, I felt utterly worn out. It was as much as I could do to hold on to the horse, and I nearly tumbled off several times in the effort. The cramp in my body and lower limbs was indescribable, and I had to discard the cushion under me, because it became soaked through and through with the rain, and rode on the broad, bare, wooden saddle. What feelings of relief rose when the time or rest came, and the pitching of tents, and the brewing of tea! Often I slept quite soundly till morning, awaking to find that the mosquitoes had been hard at work in my slumbers, in spite of veil and gloves, leaving great itching lumps, that turned me sick. Once we saw two calves that had died from exhaustion from the bites of these pests, and the white hair of our poor horses was generally covered with clots of blood, due to partly mosquitoes and partly to prodigious horse-flies. But those lepers – they suffered far more than I suffered, and that was the one though, added to the strength that God supply, that kept me from collapsing entirely.*

*My second thunderstorm was far worse than the first. The forest seemed on fire, and the rain dashed in our faces with almost blinding force. My horse plunged and reared, flew first to one side, and then to the other, dragging me amongst bushes and trees, so that I was in danger of being caught by the branches and hurled to the ground. After this storm one of the horses, carrying stores and other things, sank into a bog nearly to its neck; and the help of all the men was required to get it out.*

*Soon after the storm we were camping and drinking tea, when I noticed that all the men were eagerly talking together and gesticulating. I asked what it all meant and was told that a large bear was supposed to be in the neighbourhood, according to a report from a post-station close at hand. There was a general priming of fire-arms, except in my case, for I did not know how to use my revolver, so thought I had better pass it on to someone else, lest I might shoot a man in mistake for a bear. We mounted again and went on. The usual chattering this time was exchanged for a dead silence, this being our first bear experience; but we grew wiser as we proceeded, and substituted noise for silence. We hurried on, as fast as possible, to get though the miles of forests and bogs. I found it best not to look about me, because, when I did so, every large stump of a fallen tree took the shape of a bear. When my horse stumbled over the roots of a tree, or shield at some object unseen by me, my heart began to gallop.*

**Final Challenge**

In week six you wrote your own exam paper. Why not swap papers with a friend and have a go at their paper! Then you could mark each other’s – make sure you give useful feedback!

**Key terms: Analysing Language**

*The following terms will all be useful to you throughout your studies of English, as you are required to analyse language in all 4 of your exam papers. Make sure you understand what each term means and can identify examples in the texts you read.*

|  |  |  |
| --- | --- | --- |
| **Hard**  active  adjective  adverb  article  auxiliary verb  clause  determiner  interjection  noun  object  passive  phrase  preposition  pronoun  subject  subject-verb agreement  tense  verb | **Harder**  abstract noun  common noun  comparative  concrete noun  coordinating conjunction  count noun  dynamic verb  irregular verb  modal verb  modifier  noncount noun  predicate  proper noun  regular verb  stative verb  subordinating conjunction  superlative | **Harder**  correlative conjunction  demonstrative pronoun  indefinite pronoun  interrogative pronoun  intransitive verb  possessive pronoun  reciprocal pronoun  reflexive pronoun  relative pronoun  transitive verb |

*The following terms will be particularly useful to you for English Language Paper 2. Make sure you understand what each term means and can identify examples in the texts you read.*

|  |  |  |
| --- | --- | --- |
| **Hard**  alliteration  autobiographical  biographical  broadsheet  direct address  emotive language  exaggeration  formal  humour  informal  journalism  pun  repetition  rhetorical question  statistics  tabloid  tripling | **Harder**  anecdote  counter argument  hyperbole  irony  jargon  rhetoric  sarcasm  sensationalism | **Hardest**  compact tabloid  redtop tabloid |

**Quotes to Learn – You will be tested on them**

**Week One - Macbeth:**

* ‘if it were done when ‘tis done, then ‘twere well it were done quickly.’ - ponders regicide.
* ‘he’s here in double trust’ – doubt
* ‘vaulting ambition, which o’erleaps itself and fails on the other’ – hamartia
* Lady Macbeth: ‘when you durst do it, then you were a man’ – challenges his masculinity
* ‘I dare to do all that may become a man; who dares do more is none’ – flaw – wants to prove he is a man. Pride.

**Quotes to Learn – You will be tested on them**

**Week 2 – An Inspector Calls – Eric Birling**

* ‘not quite at ease, half shy, half assertive’
* ‘He could have kept her on instead of throwing her out’
* ‘Why shouldn’t they try for higher wages? … I’d have let her stay’
* ‘I was in that state when a chap easily turns nasty’
* ‘She didn’t want me to go in – I threatened to make a row’
* ‘You’re not the kind of father a chap can go to when he’s in trouble’
* ‘I didn’t even remember – that’s the hellish thing’

**Quotes to Learn – You will be tested on them**

**Week 3 An Inspector Calls - Mr Birling**

* ‘Crofts and Birlings…working together – for lower costs and higher prices’
* ‘Fiddlesticks! The Germans don’t want war. Nobody wants war’
* ‘I’m talking as a hard-headed, practical man of business. And I say there isn’t a chance of war.’
* ‘…unsinkable, absolutely unsinkable’
* ‘there’s a fair chance that I might find my way into the next Honour’s list’
* ‘A man has to make his own way – has to look after himself – and his family too, of course’
* ‘as if we were all mixed up together like bees in a hive – community and all that nonsense’
* ‘ ‘Look, Inspector – I’d give thousands – yes, thousands.’
* ‘We’ve been had, that’s all’

**Quotes to Learn – You will be tested on them**

**Week 6 – An Inspector Calls – Responsibility**

* ‘I can’t accept any responsibility. If we were all responsible for everything that happened to everybody we’d had anything to do with, it would be very awkward, wouldn’t it?’ (Mr Birling)
* ‘It’s what happened to the girl and what we did to her that matters’ (Eric)
* ‘Each of you helped to kill her. Remember that. Never forget it’ (Inspector)
* ‘It’s what happened to the girl and what we all did to her that matters’ (Eric)
* ‘And don’t let’s start dodging and pretending now. Between us we drove that girl to commit suicide’ (Sheila)
* ‘I’m sorry she should have come to such a horrible end. But I accept no blame at all’ (Mrs Birling)
* ‘I should think not. Eric, I’m absolutely ashamed of you’ (Mrs Birling)
* ‘You lot may be letting yourselves out nicely, but I can’t/ Nor can mother. We did her in all right.’ (Eric)

**Quotes to Learn – You will be tested on them**

**Week 5 – Macbeth**

* ‘is this a dagger which I see before me’ – hallucination as he gets deeper
* ‘Sleep no more! Macbeth does murder sleep, the innocent sleep’ – significance of regicide compromises peace and innocence.
* ‘will all great Neptune’s ocean wash this blood clean from my hand?’ – blood foreshadows his death. Hyperbole.
* ‘never shake thy gory locks at me’ – hallucinations show vulnerability of language.
* ‘what need I fear of thee?’ - pride

**Quotes to Learn – You will be tested on them**

**Week 4 An Inspector Calls – Capitalism V Socialism**

* ‘If you don’t come down hard on these people they’d soon be asking for the earth’ (Mr Birling)
* ‘We were paying the usual rates and if they didn’t like those rates, they could go and work somewhere else. It’s a free country, I told them’ (Mr Birling)
* ‘Probably a Socialist or some sort of crank’ (Mr Birling)
* ‘And we’re in for a time of steadily increasing prosperity’ (Mr Birling)
* ‘Living in a world that’ll have forgotten these Capital vs. Labour agitations’ (Mr Birling)
* ‘But just remember this. One Eva Smith has gone – but there are millions and million and millions of Eva Smiths and John Smiths left with us, with their lives, their hopes and fears, their suffering and a chance of happiness, all intertwined with our lives and what we think and say and do. We don’t live alone. We are members of one body. We are responsible for each other’ (Inspector)