

Time to iREACT!

Testing your Dirty 30 Knowledge



- 1) **Illustrate** the correct use of the following words from Dirty 30, by creating your own sentences. Please write one sentence per separate word.

Audible

Fervent

Superfluous

Eloquent

Clandestine



- 2) Highlight the words in your sentences and label them with a brief **definition** of that word.

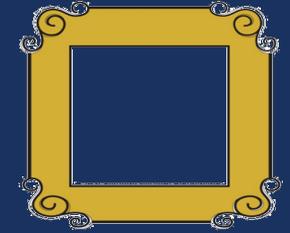
HINT: if you struggle to create a definition, can you think of any synonyms?

PAPER 2, QUESTION 5: WRITING TO ARGUE

- TO UNDERSTAND HOW TO PLAN AND STRUCTURE AN ARTICLE
- TO USE A RANGE OF FEATURES WHEN CREATING A RESPONSE



HOW SHOULD YOUNG OFFENDERS BE TREATED? DOES PRISON WORK?



- Discuss your ideas with a partner/in your group.
- Use the ABC stems to help!



Start the discussion:

- I believe that...
- In my opinion...
- One argument may be that...
- I'd like to make the point that...

Agree:

- I support your point because...
- Your opinion is reasonable because...
- I agree with your statement because...
- Your argument is a valid one because...

Build:

- Building on what... said...
- In addition to ...'s statement...
- I agree with your point, but should add that...
- Your argument is a good one, however it needs...

Challenge:

- This opinion could be questioned because...
- My own view is contrasting with yours because...
- I would like to challenge your argument because...
- I disagree with your statement for a number of reasons...

CREATING A COUNTER-ARGUMENT



- What is a counter-argument and why would you use one?
- How can you turn the following statements into counter-arguments?
 - Although it could be argued that anyone who breaks the law deserves to be punished in the same way...
 - Despite evidence suggesting that 65% of people re-offend after leaving prison...
 - The idea that prison is a waste of taxpayers' money is clearly untrue because...

SHARED CLASS WRITING

Use one of your counter-arguments and create a full paragraph using the correct P2 Q5 structure:

- Connective/link phrase
- Topic sentence
- AFOREST to develop your idea
- Concluding paragraph

YOUR TURN!

Now have a go at creating your own paragraph which contains a counter-argument.



PLANNING AN ANSWER

“Regardless of their crimes or misdemeanours, putting children in prison does not work. Education is more important than punishment.”

Write the text for a broadsheet newspaper article in which you argue your opinion on this statement.

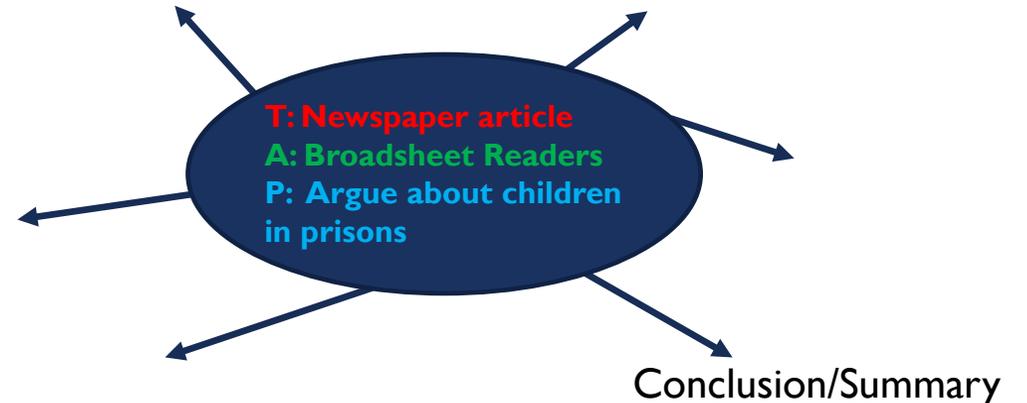
(24 marks for content and organisation | 6 marks for technical accuracy) [40 marks]

1. **TAP** the text: **Text Type**, **Audience**, **Purpose**
2. Recap the key features (AFOREST)
3. Plan the key ideas for your response

TASK: Identify 4 points that you could make, including at least one counter-argument.

Alliteration
Fact
Opinion
Repetition/Rhetorical Question
Emotive language
Statistic
Triple

Headline & Introduction



IF THE QUESTION ASKS FOR AN ARTICLE, YOU SHOULD INCLUDE...

- a clear/apt/original title
- a strapline
- subheadings
- an introductory (overview) paragraph
- effectively/fluenty sequenced paragraphs.



May's Brexit threat to Europe

- Britain will not be forced into a bad deal, says PM
- Bid to punish UK would be 'calamitous for EU'
- Pledge to give parliament a vote on final plan



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Bid to punish UK would be 'calamitous for EU'

Pledge to give parliament a vote on final plan

Theresa May says

Theresa May, the UK prime minister, has said that Britain will not be forced into a bad deal when it leaves the European Union. She said that any deal that would punish the UK would be "calamitous for the EU". She also said that she would give parliament a vote on the final plan for Brexit.

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Putin: people behind Trump dossier 'worse than prostitutes'

Mass Hackers

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An advertisement for Sainsbury's 'The Big Sale'. It features a large image of a shopping cart filled with various items, including a large bottle of water and a box of tissues. The text says 'Sainsbury's The Big Sale' and 'Save up to 50% on thousands of items'. There is also a small image of a person in a red shirt.

CHILDREN'S PRISONS – CREATE A LIST FOR AND AGAINST THEM



STRUCTURING YOUR RESPONSE

USE THIS CHECKLIST TO WRITE YOUR ANSWER

Each paragraph...



Connective/Topic sentence
Language techniques to develop
Concluding sentence

“Regardless of their crimes or misdemeanours, putting children in prison does not work. Education is more important than punishment.”

Write the text for a broadsheet newspaper article in which you argue your opinion on this statement.

Paragraph 1 – Headline & Introduction to argument

How would you feel if your child was sent to prison? Not a parent? What about your friend’s children? Your nieces, nephews or cousins, perhaps? Simply put – children’s prisons do not work!

Paragraph 2 – First argument point

The key to good behaviour / attitude is education. Discuss the education system. Use an anecdote. Discuss what is available at Castleford. Prison Me No Way etc

Paragraph 3 – Second argument point

Statistics show that 67% of children who go to prison re-offend as they are socialising with other children with criminal records. They have no positive role models to learn from.

Paragraph 4 – Counter-argument

However, there are some crimes that are deserving of a jail sentence. Crimes such as murder must be punished. For the safety of the child and the public.

Paragraph 5 – Third argument point

Paragraph 6 – Concluding statement

STRUCTURING YOUR RESPONSE

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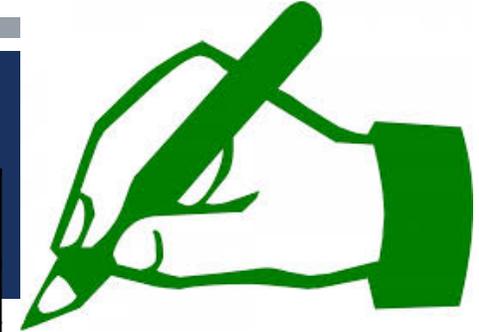
Connective/Topic sentence
Language techniques to develop
Concluding sentence

“Regardless of their crimes or misdemeanours, putting children in prison does not work. Education is more important than punishment.”

Write the text for a broadsheet newspaper article in which you argue your opinion on this statement.

Prison has to be the absolute last resort. Can you imagine having to see your own child only once a week, for only an hour and behind shatter proof glass? Still a child yourself? Could you cope with a life behind bars? I don't think locking children up, for petty crimes such as vandalism, accomplishes anything. Not only will it be a detriment to the child, but it will have a huge impact upon the community they live in. Prisons are cruel and cold places – they are not for the faint of heart. Many of these children in prisons are first time offenders in need of nurture and education. Once a child is sent to prison, they are 'lost in the system' and become just another number or statistic. **Their criminal record will stay with them their whole life.** Surely they should be able to redeem themselves. Surely they can learn from their mistakes in some other way. Children are still growing and developing – they need positive role models; they need to see a way out of the situation they are in and some – not all – need a second change. In my opinion, that perfect second chance comes in the form of education.

SELF ASSESS YOUR WORK...



Write a WWW/
EBI for your
writing.

Have paragraphs
included these?

- Connectives
- Topic sentences
- Language features
- Conclusions

Does it fit with the
TAP from the
question?

/24		A05 – Content and Organisation	
<p>Level 4</p> <p>19 – 24 marks</p> <p>Compelling and convincing</p>	<p>Upper Level 4</p> <p>22 – 24 marks</p>	Tone is convincing and compelling for audience.	Assuredly matched to purpose.
		Extensive and ambitious vocabulary, with sustained crafting of linguistic devices.	Varied and inventive use of structural features.
		Compelling writing includes a range of convincing and complex ideas.	
		Paragraphs link fluently and seamlessly, with integrated phrasing to structure writing.	
	<p>Lower Level 4</p> <p>19 – 21 marks</p>	Tone is convincingly matched to audience.	Convincingly matched to purpose.
		Extensive vocabulary with conscious crafting of linguistic devices.	Varied and effective structural features.
		Highly engaging with a range of developed and complex ideas.	
		Consistently coherent paragraphs with more sophisticated, integrated phrasing to structure writing.	
<p>Level 3</p> <p>13 – 18 marks</p> <p>Consistent and clear</p>	<p>Upper Level 3</p> <p>16 – 18 marks</p>	Tone consistently matches audience.	Consistently matched to purpose.
		Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices.	Effective use of structural features.
		Writing is engaging, using a range of clear and connected ideas.	
		Coherent paragraphs with more sophisticated, integrated phrasing to structure writing.	
	<p>Lower Level 3</p> <p>13 – 15 marks</p>	Tone is generally matched to audience.	Generally matched to purpose.
		Vocabulary clearly chosen for effect and linguistic devices used appropriately.	Structural features usually used effectively.
		Range of engaging, connected ideas.	
		Paragraphs are usually coherent with a range of phrases to structure writing.	