



Southam College
English Department

Year 11



5 Days of Revision

Paper 2



The best revision is a little, often.

Name:

Teacher:



Read Source A which is an extract from an essay written in 1967 called *The Village that Lost its Children* by Laurie Lee. Aberfan was a small mining village in Wales. In 1966, many of its people, including children at a local school, were killed when heavy rain caused a landslide.



Source A

The Village that Lost its Children

Few people had ever heard of Aberfan until disaster struck it. It was just another of the small mining villages lying tucked away in the South Wales valleys – a huddle of anonymous terraced houses of uniform ugliness unrelieved except for chapel and pub.

Its heart was the coal-pit, and its environment like the others – the debris of a slowly exhausting industry: a disused canal, some decaying rail tracks, a river black as the Styx, a general coating of grime over roofs and gardens, and the hills above blistered with a century of mining waste.

Such villages learned to accept a twilight world where most of the menfolk worked down the pits. Many died early, with their lungs full of coal-dust, and the life was traditionally grim and perilous. Disaster, in fact, was about the only news that ever came out of the valleys – the sudden explosion underground, miners entombed alive, or the silent death in the dark from gas. Wales and the world were long hardened to such news. But not to what happened in Aberfan.

A coal-mine sends to the surface more waste than coal, and a mining village has to learn to live with it. It must be put somewhere or the mine would close, and it's too expensive to carry it far. So the tips grow everywhere, straddling the hillsides, nudging the houses like blackfurred beasts. Almost everyone, from time to time, has seen danger in them, but mostly they are endured as a fact of life.

On the mountain above Aberfan there were seven such tips. The evening sun sank early behind them. To some of the younger generation they had always been there, as though dumped by the hand of God. They could be seen from the school windows, immediately below them, rising like black pyramids in the western sky. But they were not as solid as they looked; it was known that several had moved in the past, inching ominously down the mountain.

What was not known however was that the newest tip, number 7, was a killer with a rotten heart. It had been begun in Easter 1958, and was built on a mountain spring, most treacherous of all foundations. Gradually, over the years, the fatal seeping of water was turning Tip 7 into a mountain of moving muck.

Then one morning, out of the mist, the unthinkable happened, and the tip came down on the village. The children of Pantglas Junior School had just arrived in their classrooms and were right in the path of it. They were the first to be hit by the wave of stupifying filth which instantly smothered more than a hundred of them.

The catastrophe was not only the worst in Wales but an event of such wanton and indifferent cruelty it seemed to put to shame both man and God.

Glossary

Styx – the Styx was a river in Greek mythology that was supposed to separate the world of the living from the world of the dead.



Read Source B. This is an extract from a Victorian newspaper article published in October 1863. A minor earthquake had been felt in some parts of Great Britain.

Source B

We have had an Earthquake. The men of science all tell us that we have every right to expect earthquakes. This country lies on the great volcanic belt. There runs under us a huge crack in the earth's crust, – who knows how deep or how wide? A few flimsy strata have fallen in and now, who knows what enormous voids, what huge quantities of imprisoned gas, what seas of molten metal, there may be only a few miles below this fair surface?

The scientists tell us that there are probably many earthquakes which we do not feel. But if a small earthquake, even an imperceptible one, why not an earthquake to destroy a metropolis ?

But, the earth-wave has been faint, and only a feeble echo of some distant shock, for it was not everywhere, nor was it everybody that was waked by the earthquake of Tuesday, October 6. More than half the nation has to accept the word of the rest. Yet many felt it that will never forget the feeling; and many even heard it that will carry the "awful" sound in the ear to their dying day. In some places it even did damage. It upset furniture and broke crockery. It displaced bricks, and even revealed a crack in a wall. We should not be surprised to hear of more serious damage. But if this much, why not more?

BRITANNIA'S fabled rock has been shaken from its basis. Be it only an inch or two, the ocean throne has been tilted up. Throughout the Midland counties, the earthquake appears to have been felt the most. At Birmingham walls were seen to move, and people rose from their beds to see what damage had been done. At Edgbaston successive shocks were plainly felt, houses were shaken to their foundations, "a dreadful rattle" was rather felt than heard, and people woke one another to ask the meaning. Everything around was violently agitated. The houses cracked and groaned as if the timbers had been strained. The policemen on duty saw the walls vibrate, heard everything rattle about them, and were witnesses to the universal terror of the roused sleepers.

In London, we are situated on a deep bed of clay, where our houses are well built, and where we are so accustomed to noises, shocks, and tremors that we are almost startled to find it calm and quiet. Noises from vast warehouses along the river banks, bathed by the muddy and dull water of the great river, while trains rush past at full speed or rumble underground uttering horrible cries and vomiting waves of smoke. London: where men work in darkness, scarcely seeing their own hands and not knowing the meaning of their labour. London: a rainy, colossal city smelling of molten metal and of soot, ceaselessly streaming and smoking in the night fog. Fog which persists and assumes different hues – sometimes ashen – sometimes black. With the lighting of the fires, it soon becomes yellow and pungent, irritating the throat and eyes.

Here, on this day, a large proportion of us felt a sort of shock and shiver, and the feeling of being upheaved; but very few of us could trust our own sensations, and be sure it was something out of the usual course.

Who can say what strange trial of shaking or upheaving, sinking, dividing, or drying up, may await us? We know by science these isles have gone through many a strange metamorphosis, and science cannot assure us that there are none more to come.

Glossary

strata – layers of rock

metropolis – a major city

Britannia – Great Britain

metamorphosis – change



Question 1



1) Read again the first three paragraphs of Source A

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 Aberfan was a well-known place in Wales.
- B The village did not have a chapel or a pub.
- C Pit waste had been building up for at least 100 years.
- D Village life centred around the coal pit.
- E Mining was a new and thriving industry.
- F Life for miners and their families was tough.
- G There wasn't much good news in Aberfan.
- H The men lived long and healthy lives.



What skills do you need to answer Question 2 Paper 2 Section A?

WHAT DO YOU NEED TO KNOW!

Write down three things you need to remember for answering Question 2:

- 1)
- 2)
- 3)

APPLY WHAT YOU KNOW!

You need to refer to Source A and Source B for this question.

Both Sources give details about the places where the events occur.

Use details from both Sources to write a summary of the differences between Aberfan and London.

[8 marks]

	Aberfan	London
1.		
2.		
3,		



What skills do you need to answer Question 3 Paper 2 Section A?

WHAT DO YOU NEED TO KNOW!

Write down three things you need to remember for answering Question 3:

1)

2)

3)

APPLY WHAT YOU KNOW!

You now need to refer only to Source A from the fifth, sixth and seventh paragraph

How does the writer use language to describe the coal tips?

[12 marks]



What skills do you need to answer Question 4 Paper 2 Section A?

WHAT DO YOU NEED TO KNOW!

Write down three things you need to remember for answering Question 4:

- 1)
- 2)
- 3)

APPLY WHAT YOU KNOW!

For this question, you need to refer to the whole of Source A, together with the whole of Source B.

Compare how the writers convey their different ideas and perspectives of the events that they describe.

In your answer, you could:

- compare their different ideas and perspectives
- compare the methods they use to convey their ideas and perspectives
- support your response with references to both texts.

(16 marks)



What skills do you need to answer Paper 2 Question 5?

WHAT DO YOU NEED TO KNOW!

Write down three things you need to remember for answering Question 5:

1)

2)

APPLY WHAT YOU KNOW!

‘Floods, earthquakes, hurricanes and landslides – we see more and more reports of environmental disasters affecting the world and its people every day.’

Write the text of a speech for a debate at your school or college in which you persuade young people to take more responsibility for protecting the environment.

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

Opinion vocabulary	Definition	Example
associate	connected or related	<i>Obesity will always be associated with fast food</i>
discriminate	see a difference	<i>Parents must discriminate between dangers and just adventure for their children.</i>
elaborate	tell more about something	<i>Let me elaborate on this point.</i>
exemplify	to give examples of something	<i>A Big Mac exemplifies all that is wrong with fast food.</i>
generate	to bring into existence	<i>This will merely generate more problems..</i>
incorporate	to add or include something	<i>Teaching students about healthy eating must be incorporated into a school's curriculum.</i>
necessity	it needs to be done	<i>Tackling climate change is a necessity for our world.</i>
participate	to take part in	<i>We must all participate in changing this attitude</i>
persevere	keep doing it even though it is difficult	<i>We must persevere...</i>
surmount	to overcome something	<i>This problem might appear severe, but we must surmount it.</i>

English Language Paper 2 Question 5 Knowledge Organiser

What will the question always have:
A provocative/controversial statement that prompts you to write your own viewpoint e.g. **'Snow seems like it is picturesque, exciting and fun but in reality it causes accidents, inconvenience and economic disruption.'**

What else will the question have (that will change):
the specified audience and form.

Forms	Key features
An article	a clear/apt/original title strapline subheadings
A letter	use of addresses date appropriate sign off
A speech	clear address to the audience rhetorical indicators clear sign off
Text for a leaflet	a clear/apt/original title subheadings bullet points
An essay	an effective introduction a convincing conclusion

What else will the question have (that will change):
the specified purpose.

Purpose	Example
Writing to explain	Explain your point of view about...
Writing to argue	Argue the case for or against...
Writing to persuade	Persuade the writer of the statement that..
Writing to advise/instruct	Advise the reader of the best way to....

Creating an engaging argument

- Use emotion not facts** e.g. frustration, anger etc.
- No counter arguments** – unless you mention them to be ridiculed, mocked or have their flaws exposed
- Shock.** Exaggerate specific examples to show how bad a situation is. They could just be the tip of the iceberg

17 words to show your emotion

ordeal	I cannot believe we are asking students to undergo this ordeal.
outrageousness	This outrageousness is too high a price to pay....
provoke	This attitude can only provoke one response: anger.
repulsive	I find this attitude repulsive.
scandal	Allowing this to happen is nothing more than a scandal.
severe	Allowing this to happen can only have severe consequences for....
shameful	This can only be described as shameful...
aggravate	People's ignorance has only aggravated the situation.
appalled	I am appalled that this is allowed to happen.
reprehensible	To allow this to happen is completely reprehensible.
venomous	People become quite venomous if you don't support.....
vilified	To question this attitude leads to you being vilified by others.
blight	Homelessness is a terrible blight on our society.
seething	Seething anger can be my only response to....
corrupting	Money can only be a corrupting influence in people's lives.
eliminate	Why can't we eliminate this from our lives?
deplorable	This attitude is utterly deplorable.

Developing an academic style- using nominalisation

Nominalisation – turning a verb into noun

Verb	Noun	Example
represent	representation	The representation of.....
judge	judgment	The judgement of teenagers is often based on....
perceive	perception	The perception that all teenagers are....
react	reaction	The usual reaction to seeing groups of teenagers is that they are causing trouble
increase	increase	The increase in numbers is.....
admire	admiration	I only have admiration for.....
develop	development	The development of.....
invade	invasion	The invasion of technology into our lives is..
discover	discovery	The discovery that....
remove	removal	The removal of this attitude from our lives is
eradicate	eradication	The eradication of this belief from our lives is...

Plan your response:

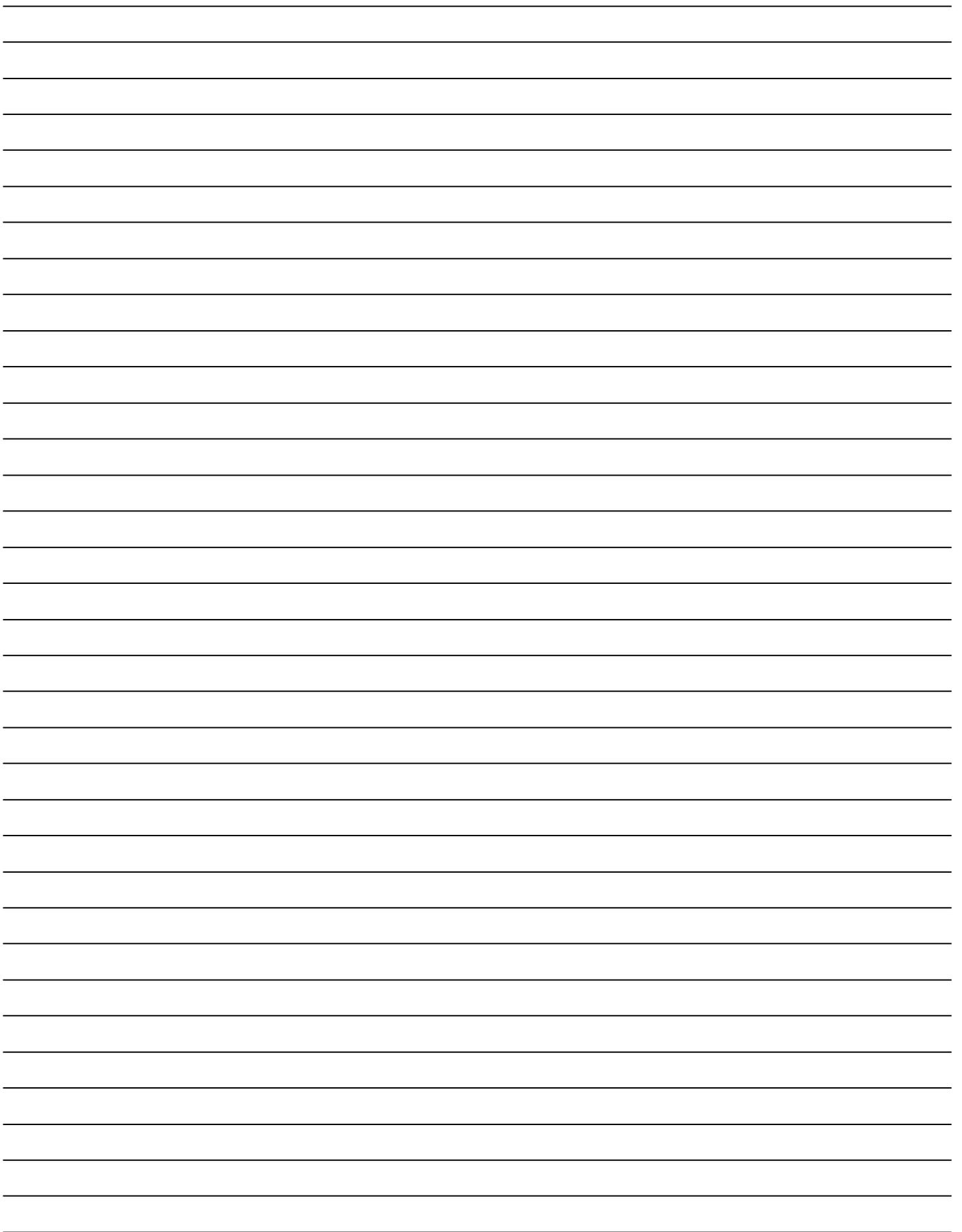
STEP 1: Decide which side you are on and stick with it

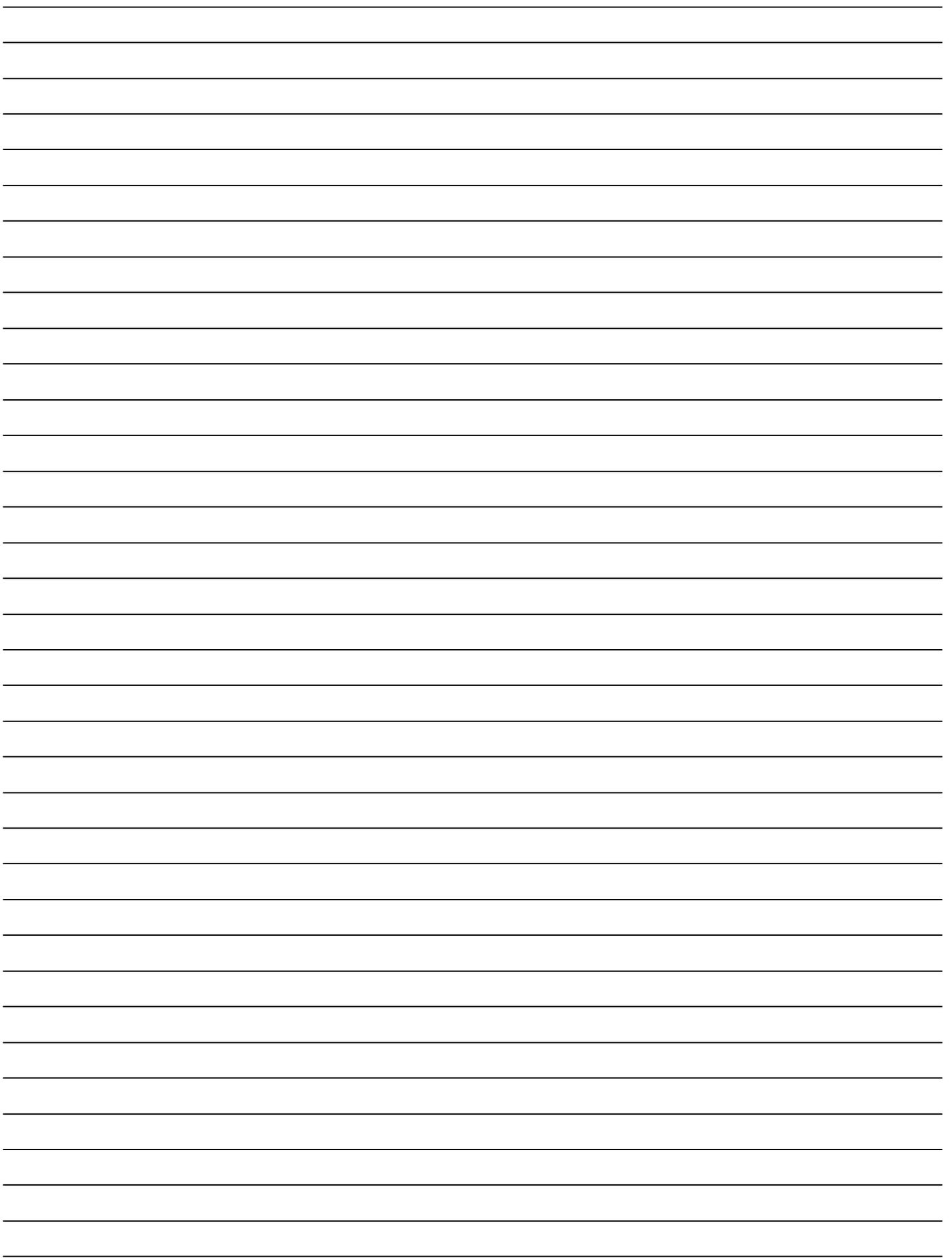
STEP 2: Create a villain and victim

Villain	Victim

STEP 3: Create your opening anecdote

STEP 4: Write sentences that 'show your emotions':







APPLY WHAT YOU KNOW!

‘Festivals and fairs should be banned. They encourage bad behaviour and are disruptive to local communities.’

Write a letter to your local newspaper in which you argue for or against this statement.

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

Plan your response:

STEP 1: Decide which side you are on and stick with it

STEP 2: Create a villain and victim

Villain	Victim

STEP 3: Create your opening anecdote

STEP 4: Write sentences that 'show your emotions':

