

English Language

Paper 2 – Viewpoints ‘Power’



Flipped Learning Workbook.

Name: _____

INSTRUCTIONS & EXPECTATIONS

Why flipped learning and homework are important:

We believe independence is an integral part of your learning in English at Ark William Parker Academy. It is where you will get to practise what you have learnt, stretch your creativity and consolidate your learning.

How this booklet works

Each week you should complete two pieces of work. One piece will be reading and analysis and one piece will be extended writing. This homework is designed to help make you interesting and creative writers and prepare you for your language exam. **You should spend at least 30 minutes on each homework and use all the space (including the planning space) fully.**

Flipped Learning Overview

Reading and language analysis homework	Extended writing Homework
	Write a letter to US state governor calling for banning of capital punishment .
How does the Fern's use of language present her view of the asylum? Page 4	Write a letter persuading David Cameron to consider reintroducing capital punishment.
How does Jacobs use of language suggest slaves are a possession? Page 6	Write a letter to your MP, Jane Ellison, disagreeing with her new policy. 'people with mental health problems should have a 10 o'clock curfew'
How does the writer use language to convey the negative effects of drugs? Page 8	Write a letter to David Cameron arguing for or against a prisoner's right to vote.
How does Eliza Lynn Linton use language to persuade readers of the dangers to young women? Page 10	Write a letter to the police explaining the dangers you think young girls face being out after dark in 2015 and your proposed solutions.

There are extra questions for you to use to complete extra non-fiction writing practice at the back of the booklet.

Week 2 - Language Analysis

How does Fern's use of language present her view of the asylum?

Newspaper article by Fanny Fern, a 19th century journalist. A 'lunatic asylum' was the term used in the 1800s for a psychiatric hospital.

My verdict after visiting a Lunatic Asylum is, [...] what an immense improvement has modern humanity effected in the treatment of these unfortunates! What an advance upon the diabolical cruelty of blows and stripes, and iron cages, and nothing to do, and no room to do it in! Now, we have the elegant, spacious, well ventilated and attractive building, surrounded with scenes of natural beauty [...]. One draws a long breath of relief to see them, under the watchful eye of a superintendent, raking hay in the sweet, fresh meadows, or walking about in the beautiful garden [...]



Week 3 - Language Analysis

How does Jacobs use of language to suggest slaves are a possession?

This is an extract from *Incidents in the Life of a Slave Girl* written in 1861 by Harriet Jacobs. It is her account and written in first person.

When I was six years old, my mother died; and then, for the first time, I learned by the talk around me, that I was a slave. My mother's mistress was the daughter of her grandmother's mistress. She was the foster sister of my mother. They played together as children; and, when they became women, my mother was a most faithful servant to her white foster sister. [...] I grieved for her, and my young mind was troubled with the thought who would now take care of me and my little brother. I was told that my home was now to be with her mistress; and I found it a happy one. [...] My mistress was so kind to me that I was always glad to do her bidding, and proud to labor for her as much as my young years would permit. I would sit by her side for hours, sewing diligently, with a heart as free from care as that of any free-born white child. [...] Those were happy days – too happy to last. The slave child had no thought for the morrow; but there came that blight, which too surely waits on every human being born to be a chattel.

When I was nearly twelve years old, my kind mistress sickened and died. [...] I was now old enough to begin to think of the future; and again and again I asked myself what they would do with me. I felt sure I should never find another mistress so kind as the one who was gone. After a brief period of suspense, the will of my mistress was read, and we learned that she had bequeathed me to her sister's daughter, a child of five years old.

Chattel – possession

Bequeathed – left in the will

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Week 4 - Language Analysis

How does the writer use language to convey the negative effects of drugs?

This is an extract from Thomas de Quincey's experience of being addicted to opium.

In the middle of 1817, I think it was [...] a change took place in my dreams; a theatre seemed suddenly opened and lighted up within my brain, which presented nightly spectacle of more than earthly splendour. [...] Changes in my dreams were accompanied by deep-seated anxiety and funereal melancholy, such as are wholly incommunicable by words. I seemed every night to descend – not metaphorically, but literally to descend – into chasms and sunless abysses, depths below depths, from which it seems hopeless that I could ever re-ascended. Why should I dwell on this? For indeed the state of gloom which attended these gorgeous spectacles, amounting at last to utter darkness, cannot be approached by words.

The senses of space, and in the end the sense of time, were both powerfully affected. Buildings, landscapes, etc. were exhibited in proportions so vast as the bodily eye is not fitted to received. Space swelled, and was amplified to an extent of unutterable and self-repeating infinity. This disturbed me very much less than the vast expansion of time. Sometimes I seemed to have lived for seventy or a hundred years in one night; nay, sometimes had feelings representative of a millennium passed in that time, or, however, of a duration far beyond the limits of any human experience.

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Week 5 - Language Analysis

How does Eliza Lynn Linton use language to persuade readers of the dangers to young women?

Extract from 'the girl of the period' by Eliza Lynn Linton, written in 1883. She was in her 60s when she wrote this article about the young women of her day.

The liberty allowed to young girls grows yearly more and more unchecked. They walk alone, travel alone, visit alone; and the gravest evils have been known to arise from the habit which modern mothers have of sending their daughters of sixteen and upwards unaccompanied in London to colleges and classes. Mamma has grown stout and lazy, and has always some important matter on hand that keeps her at home, half asleep in the easy chair, while the girls go to and fro, and take the exercise befitting their youthful energies. Of course no harm can befall them. They are her daughters, and the warnings given by the keener-eyed, who have had experience, are mere inventions of the enemy and slanders against the young. So they parade the streets, dressed in the most startling and meretricious* costumes; and that fatal doctrine of self-protection counts its victims by the score as the consequence.

*meretricious - superficially attractive but actually worthless, vulgar or flashy.

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