

ARGUE PERSUADE ADVISE

YEAR 11

HOMEWORK TO REVISE FOR GCSE PAPER 1/Q.3

Autumn Term

Use either the *Higher Tier* or the *Foundation Tier* text provided.

OBJECTIVES

- To identify the main points for and against a particular argument
- To select evidence of persuasive devices
- To demonstrate the use of persuasive devices in your own writing

HIGHER TIER TASK

Read the two opposing *Higher Tier* arguments for and against the question “Do pupils do better in single-sex schools?”

Make detailed notes neatly under relevant headings:

- for each argument draw up a list of the main points stated;
- for each argument, quote and explain how the writer uses persuasive devices/techniques to convince the reader of his/her point.

EXTENSION ACTIVITY

Re-read both arguments and write another middle paragraph for either the FOR or the AGAINST argument.

In this paragraph you must:

- a) have a clear point with a topic sentence and PEE
- b) use a range of persuasive devices
- c) label the devices

FOUNDATION TIER TASK

Read the two opposing *Foundation Tier* arguments for and against the question “Do pupils do better in single-sex schools?”

Make detailed notes neatly under relevant headings:

- for each argument draw up a list of the main points stated;
- for each argument, quote and explain how the writer uses persuasive devices/techniques to convince the reader of his/her point.
- Copy down the connectives used in both arguments.

EXTENSION ACTIVITY

Bullet-point 6-8 points either supporting or opposing the argument:

“*Christmas is only for kids, not adults.*”

LGA/11/7/07

Foundation Tier Text

Do pupils do better in single-sex schools?

Yes

Both boys and girls in single-sex schools get 25% more GCSEs than pupils in mixed schools. That is not just because single-sex schools are mostly independent schools or choose to accept clever kids only – there are plenty of co-ed schools that do not get such good results.

Firstly, it's well known that boys and girls develop at different rates during their adolescent years. It is much easier for a school to help them through their physical, psychological and social problems if they are separated. They have totally different needs. Boys can start work straightaway but their shorter concentration span means they need to vary their tasks. Girls take time to settle down at the beginning of lessons but once they are focused, they can concentrate for much longer.

Surely it's easier for children to learn without worrying about the impression they are making on the opposite sex? Girls' self-confidence grows enormously when they are taught separately during adolescence. Without the fear of having the mick taken out of them, they are far more likely to give their opinions, try things out and take some risks. Girls, you must remember an occasion when some loony lad told you to 'shut up!' And boys, the time that 'gobby' girl shouted out, "You're a boff, mate!"

Furthermore, another good thing about single-sex schools is that all the role models are the right gender. Almost 97% of teachers at girls only schools are women and a similar percentage of men teach at boys only schools. This is especially important for girls in girls' schools where pupils receive the constant message that women can do anything. Science and Maths teachers are often female, which makes choosing traditionally 'male' subjects natural.

Finally, there is no evidence to suggest that going to a single-sex school limits choices or facilities. Boys still learn food technology and great chefs are produced, while girls can still do a huge variety of design technology subjects and sciences. The outstanding results in Electronics and Physics in girls-only schools is proof of that.

In conclusion, stick to your own gender groups boys and girls, and prepare to achieve your full potential!

No

The argument that pupils, especially girls, do 25% better at single-sex schools appears acceptable, but the evidence suggests that separating girls and boys is not that important in deciding which subjects children choose or how well they do in them. The most important things that give success at school are ability, parental expectation and quality of teaching.

The governors of girls' schools are sure that superb results come from separating the sexes only because their schools are under awful threat of closing. They often argue that girls are more likely to choose non-traditional subjects like Triple Science and Resistant Materials in a single-sex environment but that's not actually true. Many girls' schools admit only clever girls who have parents that expect their poppets to do well. In addition these schools employ top quality teachers. Perhaps more girls study Physics in some of these schools (in fact, 6 out of 10 do), but that's because the education is generally excellent.

Single-sex schools perhaps provide facilities that cater for what they presume the girls or the boys need, but that can also restrict opportunities. Girls might be less likely to study Science because the laboratories aren't there. Boys might be less likely to learn to sew because the school will not buy sewing machines. A girls' school might not give their pupils the chance to learn to play football; a boys' school may not give their pupils the chance to dance. And how many Jamie Olivers or Gordon Ramsays are born through cooking at all-boys schools? Not many.

Much has been made of the differences between the sexes. However, these differences are on average too small to say that girls and boys should be taught separately. Co-education in fact offers advantages, allowing girls and boys to grow up together. Boys and girls think about topics in entirely different ways so mixed schools provide a wider range of ideas to be brought to subjects such as English Literature.

In conclusion, parents really shouldn't give undue importance to whether a school is mixed or single-sex, as the evidence shows that there are no real academic or personal development reasons for choosing one over the other. So, come on boys and girls, join together for higher grades *and* a better social life! What more could you want?

Higher Tier Text

Do pupils do better in single-sex schools?

Yes

Both boys and girls in single-sex schools get 25% more A*s at GCSE than pupils in mixed schools. You can't attribute that solely to the fact that single-sex schools tend to be independent or selective – there are plenty of equivalent co-ed schools which aren't topping the league tables in the same way.

Firstly, it's well known that boys and girls develop at different rates during their adolescent years. It is much easier for a school to address their physical, psychological and social problems if they are separated. They have totally different requirements. Boys can start work straightaway but their shorter concentration span means they need to vary their tasks. Girls take time to settle down at the beginning of lessons but once they are focused, they can concentrate for much longer.

Surely it's easier for children to learn without worrying about the impression they are making on the opposite sex? Girls' self-confidence grows enormously when they are taught separately during adolescence. Without the fear of being derided, they are far more likely to venture opinions, try things out and take risks. Girls, you must remember an occasion when some loony lad told you to 'shut up!' And boys, the time that 'gobby' girl shouted out, "You're a boff, mate!"

Furthermore, another benefit of single-sex schools is that all the role models are the right gender. Almost 97% of teachers at girls only schools are women and a similar percentage of men teach at boys only schools. This is especially important for girls in girls' schools where pupils receive the constant message that women can do anything. Science and Maths teachers are often female, which makes choosing traditionally 'male' subjects natural.

Finally, there is no evidence to suggest that going to a single-sex school limits choices or facilities. Boys still learn food technology and great chefs are produced, while girls' schools offer huge variety in design technology and sciences. The outstanding results in Electronics and Physics in girls-only schools is proof of that.

In conclusion, stick to your own gender groups boys and girls, and prepare to achieve your full academic potential!

No

The argument that pupils, especially girls, do 25% better at single-sex schools appears plausible, but the evidence suggests that gender-separation is not a key factor in determining which subjects children choose or how well they do in them. The prime factors influencing success at school are ability, parental expectation and quality of teaching.

The governors of girls' schools are vociferous in attributing superb results to separating the sexes only because their schools are under dire threat of closure. They often argue that girls are more likely to choose non-traditional subjects in a single-sex environment but that's a bit of an illusion. Many girls' schools select only clever girls who have parents that expect their poppets to do well. In addition these schools employ top quality teachers. Perhaps more girls study Physics in some of these schools (in fact, 6 out of 10 do), but that's because the education is generally excellent.

Single-sex schools perhaps allow resources to be concentrated on the presumed needs of the girls or the boys, but that can also restrict opportunities. Girls might be less likely to study Science because the laboratories aren't there. Boys might be less likely to learn to sew because the school will not buy sewing machines. A girls' school might not give their pupils the chance to learn to play football; a boys' school may not give their pupils the chance to dance. And how many Jamie Olivers or Gordon Ramsays are born through cooking at all-boys schools? Not many.

Much has been made of the differences between the sexes. However, these are on average too small to merit separate education. Co-education in fact offers advantages, allowing girls and boys to grow up together. Boys and girls interpret topics in entirely different ways so mixed schools can allow a wider range of perspective to be brought to subjects such as English Literature.

In conclusion, parents really shouldn't give undue importance to whether a school is mixed or single-sex, as the evidence shows that there are no overriding academic or personal development reasons for choosing one over the other. So, come on boys and girls, join together for higher grades *and* a better social life! What more could you want from your school career?