

# Mobile phones should be banned in schools

## Answers



## Reading questions

Sample answers only – accept any other reasonable answers.

- 1) Paragraphs are an example of a feature used to organise the text.  
Name three other organisational features and say why each has been used.
- Headline - to tell the reader the main topic of the article*  
*Subheadings - to break up the text and present different views on the topic of banning mobile phone use in schools*  
*Bold type - has been used in the introduction to highlight the main argument of the article. Also used to highlight key people / other countries who support that argument.*  
*Images - have been used to add visual information to the article and to support the opinion that children are addicted to/use their mobile phones a lot.*
- L1.14R, L2.16R. 6 marks
- 2) Give two examples of opinions given in the article. Include quotes to support your answer.
- *Using mobiles in schools creates a breeding ground for cyber bullying*  
*"Worse, it acts as a breeding ground for cyber-bullying..."*
  - *Mobile phones should not be seen or used during the school day*  
*"I firmly believe that mobile phones should not be used or seen during the school day..."*
  - *Mobiles should be made part of the school curriculum.*  
*'Phones should be incorporated into lessons as a "fundamental part of the curriculum"'*
- There are other examples in the text. Remember, opinions are how someone feels and cannot be checked or backed up with evidence.
- L1.11R, L2.18R. 4 marks
- 3) Give two examples of facts given in the article. Include quotes to support your answer.
- *Schools can ban phones.*  
*"Schools have the power to ban phones from being taken on to the premises. "*
  - *Nick Gibb is the minister for school standards, Matt Hancock is the health secretary, etc.*  
*"by Nick Gibb, minister for school standards, Matt Hancock, former culture secretary and current health secretary, and Amanda Spielman, chief inspector of Ofsted."*
  - *Teacher Tapp is an app that conducts daily surveys of teachers.*  
*"...from Teacher Tapp, an app that conducts daily surveys of about 8,500 teachers."*
- There are other examples in the text. Remember, facts are something you can check. They can be backed up with evidence.
- L1.11R, L2.18R. 4 marks
- 4) What is the government policy on the use of mobile phones in schools?
- Government policy is that it is the responsibility of the headteacher to determine whether it is appropriate to ban mobile phone use.*
- L1.9R, L2.11R. 1 mark

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- 5) What is Mica-May Smith's opinion on banning mobile phones in schools, and what approach does she think should be used?  
*Mica-May Smith disagrees with a blanket ban on mobile phones and thinks that there should be a 'collaborative approach with rules in place' where phones can be used at certain times and in designated areas.*  
L1.9R, L2.11R, L2.18. 2 marks
- 6) Circle the correct meaning of each word.  
Think about the context in which each word is used in the text.
- |                          |                                |
|--------------------------|--------------------------------|
| <b>a. flagged</b>        | <i>bring to attention</i>      |
| <b>b. fundamental</b>    | <i>primary principle</i>       |
| <b>c. constructively</b> | <i>in a way that is useful</i> |
- L1.13R. 3 marks
- 7) According to the uSwitch survey, how many parents support a phone ban in schools?  
*Half of parents (50%)*  
L1.13R, L2.15R. 1 mark
- 8) Give two examples of the negative effects the increased use of mobile phones during the pandemic. Include quotes to support your answer.  
*Addiction to mobile phone use, more cyber bullying and inappropriate use of social media.*  
*"This was the main way to stay connected to peers which has more or less turned into an addiction now."*  
*"Worse, it acts as a breeding ground for cyber-bullying, and the inappropriate use of social media sites."*  
L1.11R, L2.13R, L2.18R. 1 mark

## Curriculum links

R = reading, W = writing.

Covers many aspects of Levels 1 and 2 Reading including:

### Reading

- L1.9 Identify and understand the main points, ideas and details in texts
- L1.11 Identify meanings in texts and distinguish between fact and opinion
- L1.13 Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words
- L1.14 Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts
- L2.11 Identify the different situations when the main points are sufficient and when it is important to have specific details
- L2.13 Identify implicit and inferred meaning in texts
- L2.15 Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources
- L2.16 Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources
- L2.18 Follow an argument, identifying different points of view and distinguishing fact from opinion

### Writing

The writing task covers all the Level 1 and Level 2 writing content descriptors. For full details of curriculum content refer to DfE (Feb 2018), Subject content functional skills English (pages 12-16):

<https://www.gov.uk/government/publications/functional-skills-subject-content-english>