

WHAT TO EXPECT IN THE WRITING SECTION

- There will be **one question** - you will be given a **statement** about a topic or issue, which you must explain your **point of view** about in a **specified form** and maybe for a **specific audience**.
- It will be related to the topic of the **reading text** in Section A.
- Total marks for this section = **25 marks** (AO1 + 24 marks AO2 + 16 marks)



MARK SCHEME

How do you mark AO1-3?

- 4 = compelling, convincing communication
- 3 = consistent, clear communication
- 2 = some successful communication
- 1 = simple, limited communication

Content (AO1)

- **Engage** in convincing and compelling for the audience
- **Accuracy** matched to purpose
- **Effective and ambitious vocabulary** with sustained crafting of **linguistic devices**

Organisation (AO2)

- **Vivid and inventive** use of **structural features**
- **Writing is compelling**, incorporating a range of convincing and complex ideas
- **fluently linked paragraphs** with cohesively integrated **thematic markers**

Technical Accuracy (AO3)

- **Wide range of punctuation** - used with a high level of accuracy
- **Uses a full range of appropriate sentence forms** for effect
- **Uses Standard English consistently and appropriately** with secure control of complex **grammatical structures**
- **High level of accuracy in spelling**, including **ambitious vocabulary**
- **Effective and accurate** use of **lexicology**

TOP TIPS

- **Leave enough time** for the question - spend 45 minutes on it
- **Plan your response before you start writing** - aim to have 3-4 points in your plan, further your points as you have a planned response - **begin with your most powerful and convincing point**
- **Identify the form, audience and purpose** of your response
- **Use a range of AFOREST techniques** - consider where they can be used most **powerfully**
- **Remember the specific role of the argument** - including an **opinion** against your view and **proving** it wrong makes your argument more **powerful**
- **Avoid mentioning the statement** - do not start with 'I agree / disagree with the statement,' only refer to the topic that the statement **addresses**, not the statement that

Writing section assessment objectives (AOs)

AO1 - Content and Organisation - **communicate** clearly, effectively and imaginatively, selecting and adapting **style**, **register** and **language** for different **forms, purposes and audiences**, organisational features and **ideas**, using **structural** and **grammatical features** to support **coherence** and **cohesion** of text.

AO2 - Technical Accuracy - candidates must use a **range of vocabulary** and **complex structures** for **clear** purpose and **effect** with **accurate spelling** and **punctuation**



Form 1: an article

- It will usually be for a **newspaper or magazine** - if the audience for this is **adults** or not specified, it should be **formal in style**
- Use features to engage your reader:
 1. **Clear title or headline** (try to be **creative**, but do not go on - open thinking about this)
 2. **Short introduction**
 3. **Well organised / organised paragraphs**
 4. **A personal view or opinion**

Form 2: a letter

- It is likely to be a **formal letter** with a **formal audience** (e.g. a local teacher or town council)
- The main body of your letter will use **language techniques** (such as AFOREST) with a **key set of ideas** to persuade
- Organise your letter clearly using **paragraphs** - use a topic paragraph to show you are moving on to the next point
- It is important to use the **key features** of a formal letter:
 1. **Full address** - full name and address
 2. **Address of who you are writing to** - not name and address, a few lines down from your address
 3. **Salute** - underneath your address
 4. **Correct form of address** (Dear Sir / Madam / the name of the person you are writing to)
 5. **Correct form of signing off** (Yours sincerely / faithfully)
 6. **Clear introduction** - making your argument
 7. **Clear conclusion** - which asks for action e.g. 'Please sign this in to ensure that...'
- Remember you can make up the address!

Form 3: a speech

- A spoken presentation but written - **imagine yourself delivering the speech**
- It is important that the speaker's **view** and **well organised** for your audience
- **Clear introduction** that addresses the audience (e.g. 'Good evening everyone')
- **Direct address** to the audience's **thoughts** (use questions, second person - 'you must')
- **Clear ending** that addresses the audience

AFOREST techniques

- A** = **anecdotes / alliteration**
- F** = **facts**
- O** = **opinion**
- R** = **repetition**
- E** = **emotive language**
- C** = **complex / creative language**
- S** = **statistics**
- T** = **titles / use of time**

Sentence starters

Showing your perspective

Clearly, there can be no argument for the... / I am entirely convinced that... / There can be no doubt that... / I believe that there are few that would disagree with the... / Surely / inevitably

Linking and connecting statements

Following on from the previous point... / Looking way in which... / Secondly / Additionally... / An alternative perspective on the view...

Phrases to introduce points

Perhaps we must consider... / One perspective on the matter could be... / So, why not consider why... / Another way of thinking of the issue could be...

English Paper2 Gradenovember Question Paper 2013

**Gene E. Hall,Linda F. Quinn,Donna M.
Gollnick**

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November 2019 Monthly Current Affairs with MCQs for Competitive Exams Disha Experts, 2019-10-21 *The Math Teacher's Toolbox* Bobson Wong, Larisa Bukalov, 2020-04-09 Math teachers will find the classroom tested lessons and strategies in this book to be accessible and easily implemented in the classroom The Teacher's Toolbox series is an innovative research based resource providing teachers with instructional strategies for students of all levels and abilities Each book in the collection focuses on a specific content area Clear concise guidance enables teachers to quickly integrate low prep high value lessons and strategies in their middle school and high school classrooms Every strategy follows a practical how to format established by the series editors The Math Teacher's Toolbox contains hundreds of student friendly classroom lessons and teaching strategies Clear and concise chapters fully aligned to Common Core math standards cover the underlying research required technology practical classroom use and modification of each high value lesson and strategy This book employs a hands on approach to help educators quickly learn and apply proven methods and techniques in their mathematics courses Topics range from the planning of units lessons tests and homework to conducting formative assessments differentiating instruction motivating students dealing with math anxiety and culturally responsive teaching Easy to read content shows how and why math should be taught as a language and how to make connections across mathematical units Designed to reduce instructor preparation time and increase student engagement and comprehension this book Explains the usefulness application and potential drawbacks of each instructional strategy Provides fresh activities for all classrooms Helps math teachers work with ELLs advanced students and students with learning differences Offers real world guidance for working with parents guardians and co teachers The Math Teacher's Toolbox Hundreds of Practical ideas to Support Your Students is an invaluable source of real world lessons strategies and techniques for general education teachers and math specialists as well as resource specialists special education teachers elementary and secondary educators and teacher educators Handbook of Research on Fair Trade Laura T. Reynolds, Elizabeth A. Bennett, 2015-02-27 Fair trade critiques the historical inequalities inherent in international trade and seeks to promote social justice by creating alternative networks linking marginalized producers typically in the global South with progressive consumers typically i

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researchers and professionals seeking current research on emerging uses of technology for STEM education

International Perspectives on Writing Curricula and Development Jill Jeffery, Judy M. Parr, 2021-05-27 This book contributes to the innovation of writing education and research globally by providing crucial insights into how the structures and aims of literacy curricula vary internationally It examines how nine education systems across five continents represent good writing in curricula that shape students experiences learning to write in school The book presents curricular analyses aimed at providing insight into how writing development can be better supported through innovative policy and research The findings regarding international variation are presented under three broad dimensions social and contextual factors that shape writing curricula the discourses of writing reflected in curricula and official documents and hallmarks of classroom practice including the relationship with official discourse Case study chapters present integrated inductive and deductive document analyses findings of which are compared in a concluding cross case analysis chapter Offering a detailed comparative analysis of writing research *International Perspectives on Writing Curricula and Development* will be of great interest to academics researchers and students in the fields of education literacy and curriculum studies It will also be relevant reading for policymakers and curriculum designers Chapters 1 7 9 10 and 11 of this book are freely available as downloadable Open Access PDFs at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4 0 license

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Machinery and Production Engineering ,1929 **Introduction to Teaching** Gene E. Hall,Linda F. Quinn,Donna M. Gollnick,2018-11-29 An ideal introductory text for aspiring teachers Introduction to Teaching Making a Difference in Student Learning is grounded in the realities and complexities found in today s schools Acclaimed authors Gene E Hall Linda F Quinn and Donna M Gollnick thoroughly prepare readers to make a difference as teachers presenting firsthand stories and evidence based practices while offering a student centered approach to learning The authors focus on how to address one of the biggest challenges facing many of today s schools ensuring that all students are learning and help teachers prioritize student learning as their primary focus From true to life challenges that future teachers will face such as high stakes testing reduced funding low retention and Common Core State Standards to the inspiration and joy they will experience throughout their teaching careers the Third Edition paints an importantly authentic picture of the real life of a teacher **The Morning Star and Free Baptist** ,1899 *Grain World* ,1914 **Engineering News** ,1880 [Journal of Psychology in Africa](#) ,2009 *Farmers and Consumers Market Bulletin* ,2007 [Children's Books in Print](#) R R Bowker Publishing,Bowker,1999-12

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