

**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** to the audience
- Accurately matched to **purpose**
- **Effective** and **ambitious vocabulary** with **sustained** crafting of **linguistic devices**

**Organisation (AO2)**

- **Vivid** and **memorable** use of **structural features**
- **Writing is compelling**, **responding**, **strong** of **convincing** and **compelling ideas**
- **fluently linked paragraphs** with **cohesively integrated discourse 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 **ambitious** 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, **highlight** your points so you have a **planned sequence**
- **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 organising **ideas, style** and **register** for different **forms, purposes** and **audiences**, **organise information** 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 **grammatical structures** for **clear** **purpose** and **effect** with **accuracy** in **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** = **concrete / emotive language**
- S** = **statistics**
- T** = **titles / use of tone**

**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 this... / 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...

# Gradegepgraphy Paper2 Exempler

**Terry C. Jones**



**Gradegepgraphy Paper2 Exemplar:**

**The Chenango County Farm and Home Bureau News** ,1922    Industrial Arts and Vocational Education ,1915  
Industrial Arts & Vocational Education ,1915    *Industrial-arts Magazine* ,1915    The Classroom Teacher Milo  
Burdette Hillegas,Thomas Henry Briggs,1929    **Circular - Office of Education** United States. Office of Education,1936  
**Report of the Commissioner of Education** USA. Bureau of Education,1889    **Report of the Commissioner of  
Education Made to the Secretary of the Interior for the Year ... with Accompanying Papers** United States. Bureau of  
Education,1889    **Primary Education** ,1927    *Teachers' Monographs* ,1917    **Working Paper** Schools Council (Great  
Britain),1969    *Resources in Education* ,1995    **Objective Tests** Jacob Samuel Orleans,Glenn A. Sealy,1928    **Report**  
Wisconsin. Dept. of Public Instruction,1873    *Report* Wisconsin. Department of Public Instruction,1873    **Public**  
**Documents of the State of Wisconsin** Wisconsin,1873    *Pennsylvania School Journal* ,1929    *Journal of Education*  
,1888    **Elements of Book-keeping** Joseph H. Palmer,1886    **Educational Times** ,1884

## **Gradegepgraphy Paper2 Exempler** Book Review: Unveiling the Power of Words

In some sort of driven by information and connectivity, the ability of words has be evident than ever. They have the capacity to inspire, provoke, and ignite change. Such is the essence of the book **Gradegepgraphy Paper2 Exempler**, a literary masterpiece that delves deep in to the significance of words and their effect on our lives. Written by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book is key themes, examine its writing style, and analyze its overall effect on readers.

<https://blog.gospelcrusade.org/files/browse/HomePages/manual%20for%20wysong%20foot%20shear.pdf>

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