

Name:

Teacher:

Form:

English Language

Paper 2

Writing



25% of your English Language GCSE grade

Paper 2 Writing Section

How long do I have?

45 minutes to plan, write and check.

How much written will vary from student to student—but you should aim for write at least 1½ sides minimum.

What kinds of tasks will I be asked to complete?

The table shows the types of **purpose** for the writing. The *topics* could be anything at all!

Write to explain	Write to argue	Write to persuade	Write to instruct/advise
Explain what you think about...	Argue the case for or against the statement that...	Persuade the writer of the statement that...	Advise the reader of the best way to...

The **audience** will vary—but will ask you to write in a formal style, using language impressively rather than in a causal, chatty way.

The range of **forms** could include:

- letters to individuals and/or newspapers
- articles for newspapers and magazines
- text for a leaflets
- text of speeches
- essays

What kind of layout should I use?

The examiners are **MASSIVELY** more interested in your language use than your layout.

However, there are some features of layout and structure they would expect.

letter	article	text for leaflets	speeches	essays
<ul style="list-style-type: none"> • brief address & date • a formal mode of address if required e.g. <i>Dear Sir/ Madam</i> or a named recipient • an appropriate mode of signing off: <i>Yours sincerely/faithfully</i> • effective paragraphing 	<ul style="list-style-type: none"> • title • possibly a strapline • an introductory paragraph • effective paragraphing 	<ul style="list-style-type: none"> • title • possibly sub-headings • effective paragraphing 	<ul style="list-style-type: none"> • a clear address to the audience • rhetorical indicators that an audience is being addressed throughout e.g. <i>As I am sure you would agree</i> • a clear sign off e.g. <i>Thank you for listening</i> • effective paragraphing 	<ul style="list-style-type: none"> • an effective introduction • a satisfying conclusion • effective paragraphing

Are there any aspects of layout I should avoid?



Do **not** do any of the following things!

- write in newspaper style columns
- do fancy fonts for your title
- draw boxes or borders around things
- draw pictures / diagrams
- change your handwriting to show different sections

How is my piece marked?

AO5 Content and Organisation

Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

AO6 Technical Accuracy

Candidates must use a range of **vocabulary** and **sentence structures** for clarity, purpose and effect, with accurate **spelling** and **punctuation**.

/24

+

/16

= mark out of 40

What will the question look like?

There will be only one question. No choices.

It will directly relate to the topic of the texts which have come before in Section A: Reading.

The questions should have the following parts:

- a provocative or controversial statement that prompts students to write a response offering their own attitude/viewpoint
- a statement at the start of the question setting out a clear audience, purpose and form.

"Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time."

Write an article for a broadsheet newspaper in which you explain your point of view on this statement.

OPENINGS: PAPER 2

“Secondary education should be evenly split between physical skills and mental skills. At the moment, it is far too biased towards the mental.”

Write an article for a broadsheet newspaper where you present your own views on this point of view.

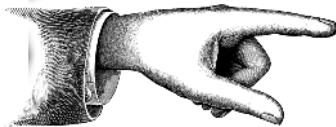
Series of questions.



Questions followed by answers.



Personal anecdote / description.



Asking your reader to imagine something.



Offer the counter argument then dismantle it.



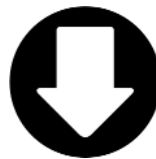
Second person appeal to your reader, establishing a trusting relationship.



ENGLISH LANGUAGE PAPER 2: WRITING TO PRESENT A POINT OF VIEW

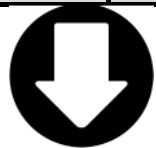
INTRODUCTION

Question? Answer. Question? Answer. Develop.	Extremely short sentence. Develop.	Ask your reader to <i>imagine</i> something. Description followed by	Ask your reader to <i>consider</i> something. Explanation of
Short anecdote which you feel captures the issue.	Direct appeal to the reader, attempting to establish a relationship of trust.	Present the opposite opinion then indicate that you will dismantle it in your piece.	Ask a question you promise to answer at the end.



ARGUMENT

Fundamentally,...	Clearly,...	In my view,...	It is my considered opinion that...
Most of us would accept, I am sure, that...	My personal conviction on the question of ... is...	My approach to the issue is essentially a practical one:	My approach to this issue is essentially a moral one: ...
Although I can see that the issue is a complex one, I would argue that...	Moreover, ... Furthermore, ...	Self-evidently, in my view, ...	What is more, ... We should also remember that...



ANECDOTE & EVIDENCE

I feel it is relatively easy to find evidence for my claims. For	All of us have, I am sure, experienced...	I can remember an instance when...	I feel the truth of my position is amply demonstrated by...
Evidence for my view can be found / seen when...	In practical terms, we have only to look to... for evidence of the truth of my claim.	Each of us can, I am sure, recall instances when...	The situation is particularly observable when we look to cases of...
Evidence for this can be seen when...	Particularly egregious (bad) / positive examples	A conspicuous examples to prove my point can be	I once read of a person who...

ATTACK

Some people would argue that . . .
There is a school of thought that...
I have heard the opinion put forward that . . .
Some might advance the idea that . . .
Some might make the assumption that . . .
A poorly informed argument might be that . . .
Some might refute my points, asserting that . . .
It could be argued — mistakenly, in my view — that . . .
Some might repudiate my points by claiming that...

;however,

;nevertheless,

;nonetheless,



I believe that . . .
I would respond that . . .
I would counter this view by saying . . .
in my humble opinion, it seems clear that . .
I feel that a more clear-sighted view is . . .
a more sensible evaluation would seem to be that . . .
I feel it is doubtlessly the case that . . .
it seems more sensible to suggest that . . .
I would fiercely defend the idea that...

CONCLUSION

Ultimately, I suppose we all must admit that..	To conclude, I think it is important for us to recognise that...	Question? Answer.	After reflection, I feel we all must concede that...
How, then, should we proceed on this topic? I would	Is there, ultimately, a solution amenable to all? I would	I end with a call to action: all of us should...	At the start of this piece I asked you/ told you of...
Let us now forget what lies at the core of this debate...	Let me end with a prediction...	I feel I should end with something of a warning...	Let me end with a final thought / question for you to ponder...

principled	honourable	praiseworthy	inventive	well-judged	incisive	noxious	foul	grim	odious	erroneous	spurious		
conscientious	moral	decorous	recondite	perspicacious	enlightened	abhorrent	awful	contemptible	egregious	misinformed	hasty		
disinterested	ethical	just	shrewd	creative	thoughtful	base	reprehensible	repugnant	nefarious	misguided	rash		
equitable	even-handed	good	considered	intelligent	execrable	noisome	bad	senseless	foolish/ wrong	illogical	groundless		
laudable	conscionable	fruitful	opportune	insightful	perceptive	corrosive	unwholesome	injurious	detrimental	harmful	confused	delusory	fictitious
high-minded	benign	profitable	constructive	benevolent	curative	clear-sighted	ingenious	ruinous	prejudicial	adverse	bogus	mistaken	unsupported
helpful	beneficial	productive	informed	judicious	wise	deleterious	damaging	pernicious	hollow	baseless	implausible		
advantageous	gainful	propitious	effective	sensible	prudent	inimical	baleful	toxic	unsound	specious			

PHRASE-O-MAKER

Negative phrases:

appalling	detrimental
terrible	harsh
damaging	criminal
severe	rash
harmful	ill-advised
irresponsible	terrible
senseless	dreadful
nonsensical	inexcusable
awful	destructive
dangerous	injurious
illogical	atrocious

decision
conclusion to reach
position to take
notion
idea
opinion to pursue
assumption to make
belief to hold
impression to have
attitude to take
conviction to hold

_____ly

eg damagingly
damagingly

senseless
destructive

attitude to take
attitude to take

✓
✗

Positive phrases:

brilliant	shrewdly
wonderful	beneficial
intelligent	blameless
thoughtful	helpful
considerate	supportive
perceptive	accommodating
insightful	constructive
sympathetic	encouraging
sensitive	reassuring
discerning	inspiring
astute	creative

decision
conclusion to reach
way forward
aim
idea
opinion to pursue
outcome
belief to hold
impression to have
goal to which to aspire
conviction to hold

Year 10: Punctuation for Nonfiction Writing

You need a “range of punctuation” to get more than half marks for punctuation.

They presume you will use full stops and capital letters.

Colons :

Used to introduce reasons , explanations and examples.

Eg There are two main reasons why sport helps people: it improves health and it offers social engagement.

There is one main explanation for the rise in obesity: people are too busy to cook healthy meals.

Exercise:

1. There are two reasons why we should all make the move from petrol to electric

cars:

2. GCSEs have one vitally important function:

Miss the full stop, miss the marks! ↷

Dashes —

Used for dramatic pauses.

Eg It is vital that we try to save the planet—vital that we look for ways to save our future world.

We must reduce pollution — or we will face the terrible consequences.

Exercise:

Write a sentence about food which includes a dash and the words **crucial** and **healthy**:

Advanced: double dash used like dramatic brackets.

Sport—in all its many forms—is a great way to maintain fitness.

Pollution—as I am sure you would agree — is a danger to our planet.

Exercise:

GCSEs — as I am sure you would agree — are

Semicolons :

Can be used to put the other side's argument then reject it. Excellent paragraph openers.

Eg Some people believe that sport is a useless luxury; however, I strongly disagree.

There is a school of thought which promotes the idea that climate change is a fraud; however, I feel this is a dangerously misinformed position to take.

Exercise:

Complete the following.

Some people would suggest that it is impossible to become addicted to mobile phone use; however,

I have heard it said that the ability to read is less important in the modern age due to mobile phones and voice-activated computer; however,

Now use the phrases to create your own sentences on the opinions listed.

There is a school of thought that	;however,	I would argue that this is misguided.
Some might put forward the view that		I personally find this difficult to accept.
There is a perception that		I see things entirely differently.
The assumption is sometimes made that		I would strongly resist such a point of view.

1. Girls and boys should always be taught in different schools.

2. Teenagers are not capable of making sensible decisions about their lives.

3. PE lessons are a waste of school time—time which could be better spent on revision.

POSITIVE

Three words which would indicate that you think that an idea is **clever**.

Three words which would indicate that you think that an idea is **kind and thoughtful**.

Three words which would indicate that you think that an idea will lead to **good things in the future**.

considerate	thoughtful	beneficial	benevolent	profitable	forward thinking	inventive
insightful	ingenious	constructive	advantageous	invaluable	respectful	resourceful
discerning	enterprising	prudent	fruitful	positive	incisive	bold
dynamic	progressive	diplomatic	responsive	wise	shrewd	enlightened
original	thoughtful	informed	sensitive	judicious	balanced	responsible
perceptive	astute	imaginative	courageous	perspicacious	responsible	sensitive

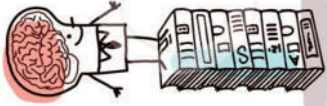
NEGATIVE

Three words which would indicate that you think that an idea has **not been thought through properly**.

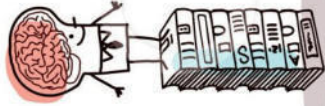
Three words which would indicate that you think that an idea is **likely to end badly**.

Three words which would indicate that you think that an idea will lead to **damaging outcomes in the future**.

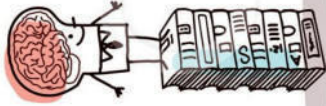
ill-advised	poorly-judged	inept	futile	ruinous	appalling	deficient
misguided	unacceptable	fallacious	disastrous	calamitous	disadvantageous	illogical
unwise	unproductive	imprudent	execrable	ill-advised	harmful	wrong-headed
detrimental	dire	impractical	doomed	ill-considered	parlous	flawed
dreadful	inconsiderate	confused	meretricious	ineffectual	depressing	atrocious
damaging	deleterious	injurious	inferior	disagreeable	over-hasty	ill-informed



**Suffice it
to say,...**



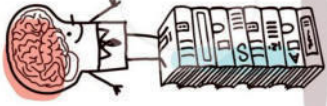
**How then are we
to proceed?
Well, I would
propose...**



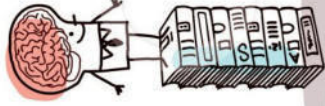
**In point
of fact,...**



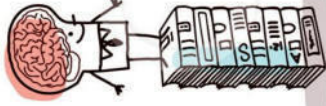
**Let there be no
ambivalence: in
my honest
opinion, ...**



**As you will no
doubt
acknowledge,**



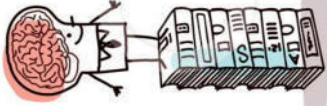
**Sympathetic
though I am to
such ideas, I
must confess...**



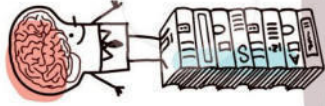
**I remain
unconvinced.
Indeed, I would
contend that...**



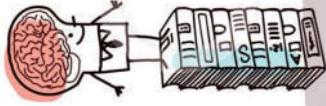
**I find this line of
argument
baffling. For me,
the solution is...**



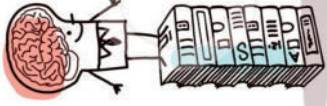
**Equally
significant is
the issue of**



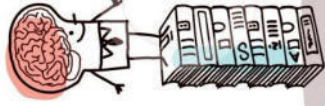
**Faced with such
compelling evidence
to the contrary, does
it seem prudent to
suggest that...**



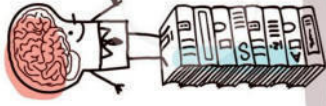
**I find this
frankly dubious.
In fact, I would
argue that...**



**Besides such
principle
concerns is the
thorny issue of...**



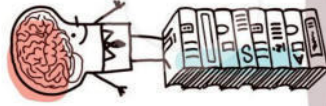
In truth,...



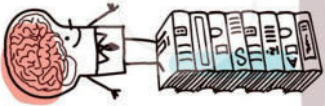
**A more compelling
position to take, in
my view, would
be...**



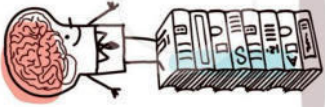
Undeniably



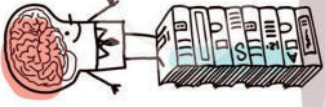
Surely



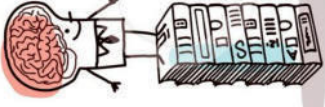
Without
question,



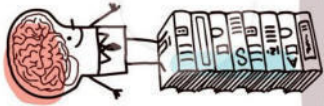
Unequivocally,
I would
contend that...



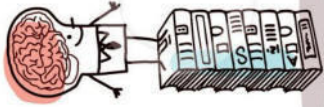
Some might
mistakenly presume
that... However, I
would respond
that...



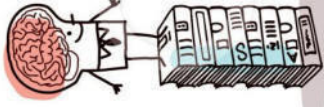
Presumably, some
might fall into the
trap of asserting
that...; nevertheless,
I would argue that...



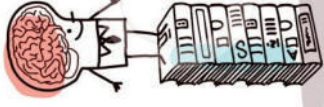
After any
reflection upon
the subject, who
can deny that...



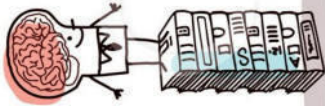
To assert ... could
lead to undesirable
and perhaps even
deleterious
consequences. For
instance, ...



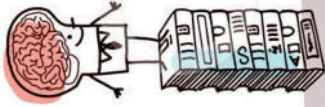
It would be
imprudent to
deny the
reality that...



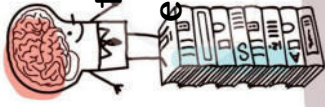
We should not
put misplaced
confidence in
the idea that...



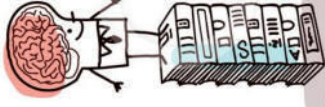
Let us not deceive
ourselves: to say
that ... is simply
misguided.



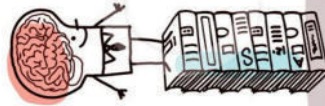
We should not
be duped into
believing
that...



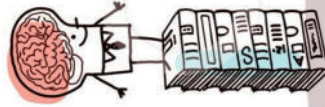
It seems to me that
there is no conclusive
evidence that... Indeed,
on the contrary, I
would argue that...



Incontrovertibly,



In my
estimation, it
seems clear
that



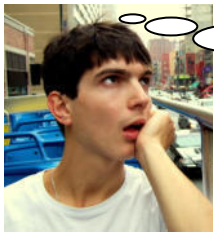
Wait. Can we
really be
suggesting
that...



I can say,
without
prejudice,
that...



[make a statement
then say]
Need I say
more?



BUT I DON'T KNOW WHAT TO WRITE ABOUT...

Tough. Teachers cannot give you ideas about your life opinion in the exam.

Argument **A**necdote/Examples **A**ttack

a *“Far more should be done to help the environment. Action is needed now.”*

Write an **article** for your **school newspaper** which **persuades** students of your point of view on this statement.

b *“The modern generation is more self-obsessed than those which have come before.”*

Write a **letter** to a **national newspaper** where you **explain** your point of view on this **statement**.

c *“School uniform is a pointless and ridiculously old-fashioned notion.”*

Write a **letter** to the Chair of Governors of your school **arguing either** for **or** against compulsory school uniform within your school.

d *“Life now is easier for young people than is has ever been.”*

Write a **speech** to be delivered to **parents** which **argues** your own point of view towards this **statement**.

e *“Some people make a lot of fuss about appearance. It is what’s inside a person which matters.”*

Write an **article** for a **national newspaper** which explains your response to this statement.

f *“Students often find beginning GCSE daunting, with its pressures to achieve.”*

Write the **text** for a **leaflet advising Year 9s** how to approach their GCSE years in response to this statement.

English Language Paper 2: Non fiction writing, presenting a point of view.

Section B: Writing

**EXAMS
EXAMPLE**

You are advised to spend about 45 minutes on this section.

You are reminded of the need to plan your answer.

You should write in full sentences.

You should leave enough time to check your work at the end.

0	5
---	---

“Examinations are stressful and unpleasant—but they are probably the best way of testing young people for the adult world.”

Write a newspaper article for a broadsheet newspaper where you present your views on this subject.

(24 marks for content and organisation
16 marks for technical accuracy)

[24 marks]

English Language Paper 2: Non fiction writing, presenting a point of view.

Section B: Writing

**SPORT
EXAMPLE**

You are advised to spend about 45 minutes on this section.

You are reminded of the need to plan your answer.

You should write in full sentences.

You should leave enough time to check your work at the end.

0	5
---	---

“Sport is fun but it is basically a luxury.”

Write a newspaper article for a broadsheet newspaper where you argue either for or against this view.

(24 marks for content and organisation
16 marks for technical accuracy)

[24 marks]

English Language Paper 2: Non fiction writing, presenting a point of view.

Section B: Writing

**PLANET
EXAMPLE**

You are advised to spend about 45 minutes on this section.

You are reminded of the need to plan your answer.

You should write in full sentences.

You should leave enough time to check your work at the end.

0	5
---	---

“It is not just the government’s but everybody’s responsibility to conserve our natural resources and help save our planet..”

Write a speech for a national radio broadcast where you respond to this point of view.

(24 marks for content and organisation
16 marks for technical accuracy)

[24 marks]