

Section B - Writing – (Paper 1 and Paper 2 - Section B (45 minutes))

Summary of tasks:

Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extract. Make sure in the exam you understand the **PAF** (Purpose, Audience and Format). Work this out at the start – label the question and **PLAN** your answer.

Different text types and features (AO5)		Paragraphing (AO5)		Punctuation (AO6)	
Informal letters: a letter that is written to a friend or a member of your family.	Address and date in the top right of the page Greeting: e.g. Hi, Hello, Dear ... Use of contractions: e.g. don't, can't ... Short introductory paragraph 3/4 middle paragraphs Closing paragraph to round off the purpose of the letter Chatty style: shown through language and punctuation.	Time	Start a new paragraph when you move to a new period of time.	Exclamation marks !	An exclamation mark is used after interjections, humorous sentences or to show surprise and excitement. For example: Oh! But he was a tight-fisted hand at the grindstone, Scrooge! (<i>A Christmas Carol</i>)
		Persone	Start a new paragraph when you move to a different place.	Question marks ?	Question marks are used in both formal and non-formal writing and in cases where direct and indirect questions are being asked. For example: Whence is that knocking? (<i>Macbeth</i>)
Formal letters: a letter written to a person you may not know or who you may know in a more formal way.	Address and date in the top right of the page Address of the person you are writing to on the left. Greeting: e.g. Dear Mrs Fletcher, or Dear Sir/Madam. Short introductory paragraph 3/4 middle paragraphs Closing paragraph to round off the letter No contradictions: e.g. do not, cannot. Formal style	Place	Start a new paragraph when you bring a new person into your writing, or when you change from one person to another (especially when writing conversations)	Semi Colons ; and Colons :	A semi colon is used to separate longer, linked clauses or in list after a bullet point. For example: Mr. Utterson the lawyer was a man of a rugged countenance, that was never lighted by a smile; cold, scanty and embarrassed in discourse; backward in sentiment; lean, long, dusty, dreary, and yet somehow lovable. (<i>Jekyll and Hyde</i>) A colon is used to inform the reader that what follows the mark proves, explains, or lists further information. For example: No sign says it is: but we know where we belong. (<i>Nothing's Changed</i>)
Speeches: to give information, to raise issues and to advise and/or persuade.	Opening with a welcome/greeting – e.g. 'Good afternoon ladies and gentlemen' or 'Fellow classmates' Outline what the speech will be about: 'I intend to demonstrate that raising the driving age to 18 is unjust.' Make 3/4 key points and expand on them. Conclusion End with an acknowledgement of the audience: 'Thank you for listening.' Use AFOREST techniques: Alliteration, Facts, Opinions, Repetition, Emotive language, Statistics, Three (rule of)/Triples. Depending on the audience, the tone can be informal or formal.	Cohe sive devic es: Use some of these to help structure your writing.	Connectives: Although, However, Whereas, Likewise, Similarly, Furthermore, Also, Overall, After, Finally, Meanwhile, Then	Speech marks ""	Speech marks are used around the words someone is saying. For example: "But look at all this beauty", said the hotel manager's wife. (<i>Stewart Island</i>)
			Adverbials: An adverbial is a word or phrase that has been used like an adverb to add detail or further information to a verb. E.g. I arranged to meet him outside the bank . OR I waited for half an hour but he didn't arrive.	Brackets ()	Brackets are used to add extra information, asides or more detail. For example: "I am serious", said Estella, not so much with a frown (for her brow was smooth) as with a darkening of her face. (<i>Great Expectations</i>)
				Apostrophe '	Apostrophes are used to show possession or omission. For example - omission: <u>Don't</u> worry, I shall be with you soon. (<i>The Other Side of Truth</i>) For example – possession: <u>Sade's</u> voice was choked. (<i>The Other Side of Truth</i>)

Reports: to inform, advise or persuade a person or group of people.	Main heading Subheadings Tend to be in a formal style Polite tone Points should be based on evidence	Topic	Start a new paragraph whe you move on to a new topic or subject.	Ellipses ...	Ellipses are used to show an interruption, thought or as a cliff hanger ending. For example: Why, Alexandra, I never such charlotte...just lovely ... I never can get my crust like this, never can ... who'd've thought of little dewberry tarts... (<i>To Kill a Mockingbird</i>)		
Leaflets: written to inform, advise and persuade.	Present information so it is easy to find. Heading Sub-headings Bullet points Pictures (though in your exam you are given credit forwhat you write, not your ability as an artist!) Depending on the audience, the tone can be informal or formal.			Dash-	A dash serves as a comma (mostly in informal writing). For example: I can't help thinking about this girl – destroying herself so horribly – and I've been so happy tonight. (<i>Sheila: An inspector Calls</i>)		
				Comma ,	Commas are used to separate lists, introductory words and clauses. For example - lists: Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous old sinner! (<i>A Christmas Carol</i>) For example – introductory words: Often, after the rest of the family had retired for the night, I took the boat, and passed many hours upon the water. (<i>Frankenstein</i>) For example – clauses: The stars shone cold and bright, while a half moon bathed the whole scene in s soft, uncertain light. (<i>The hound of the Baskervilles</i>)		
Articles for newspapers and magazines: written to inform, persuade and entertain.	Main heading Introduction that draws the reader's attention three to four central paragraphs a short but effective conclusion Lively style Include facts and opinions Newspaper: Who, what, why, where, when and how at the start.	Sentence structures (AO6)			Common Misspellings (AO6)		
		I - ing	You could start your sentence with an 'ing' word. For example: Unlocking the door, she left the room.	Correct spelling	Spelling advice	Common misspelling	
		S - simile	You could start your sentence with a simile. For example: As brave as a lion, he slayed the evil monster.	beginning	Double 'n' before '-ing'	begining	
		P – preposition	You could start your sentence with a preposition. For example: On the top of the hill, there stood an old castle.	definitely	-ite not -ate	definatly	
		A – adverb	You could start your sentence with an adverb. For example: Lovingly, he stared into her beautiful green eyes.	finally	Two 'l's	finaly	
Reviews: to give a critical opinion of a book, film, piece of music, television programme, play etc. They may appear in magazines	<ul style="list-style-type: none"> Heading Introduction to the book, film or CD that tells something general about it. Middle paragraphs that discuss the CD, book orfilm in more detail Ending paragraph: give overall opinion Recommendation and a star rating (i.e. one to five stars) Details such as book's publisher or the name of the music company need to be included 	C – connective	You could start your sentence with a connective. For example: Although he was hurt, he continued on his quest!	successful	Two cs , two s's	succesful	
		E – ed word	You could start your sentence with an 'ed' word. For example: Scared, he hid under his covers for shelter.	therefore	End with ' -fore '	therefor	
				weird	e before i	wierd	
				which	Begins with wh-	wich	
		D – drop in clause	You could add a drop in clause to your sentence. For example: Michelle, who was very clumsy, always fell over her own laces.	tomorrow	One m , two rs	Tommorrow, tommorrow	
		appearance	End with -ance	appearence			

or newspaper						
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