

How 2 improve my writing in no order!

Follow + pay attention! That means you, slacker!

Variety is the Spice of Life!

short sentences  
complex sentences

start boldly then use 'not only, but also' technique

EG: School uniform is pointless. Not only is it expensive, uncomfortable and ugly, but it is also a great cause of stress and confrontation

The Best students (yes, that's you) PRIORITISE THEIR IDEAS

sequence: "firstly, secondly"

- 1) not only, but
- 2) fact + stat
- 3) emotive
- 4) Anecdote
- 5) Rhetorical finale!

Structure your writing deliberately

you control the reader's "JOURNEY"

Use paragraphs to separate ideas

Let's move on... shall we... see? easy!! + peasy!!

KEEP GOING! Smooth seas don't make skillful sailors. TRUE, DAT!

Avoid "I, me, my" when persuading

- try "we must" "It is important that..."

Remember: P A T E

Purpose Audience Tone Technique Effect

Try an unusual paragraph opener: "Interestingly..."

EG: "Interestingly, Mr Hodgkins' English lessons were rated better than average by 72% of students."

rather than "I think that" BAD

Can u use a colon?

ironic topic No 2!

Conclude

As an explanation Exams: God's sick JOKE to make teenagers miserable

list: "Exams have a number of faults: they are stressful, expensive, time consuming and unfair."

eg: "Exams cause an enormous amount of stress. - then go on to explain why + the effects etc..."

Use Topic sentences to give direction

but not all the time. That would be tedious.

many students forget this... crazy, eh?

Persuasive Techniques Use a range Know a range

- anecdote
- stats
- rhetoric
- syntax
- repetition
- rule of 3's
- personalisation
- emotive
- hyperbole

Read your work back Before you finish - adapt, check etc

crazy idea... but a good one...

Try the one sentence paragraph technique

Remember: Format

"If they say write a letter, then start 'Dear sir/ madam' end 'yours sincerely' etc

"He who fails to plan, plans to fail" - True Dat!

PLAN your writing

Nearly Done! Keep going! Do not pass go! Do not go to jail!

"Although many subjects offer excitement, only English delivers on its promise, offering thrills, spills and joy to all" - note the the double subordinate clause. stylish!

Start sentence with "Although" - forces you to use a complex sentence

TONE

Get Tone right for audience + purpose avoid inappropriate humor

starting your letter to the Head Teacher with "Word, yo blood" is not advisable...

THE END!

All good things come to an end. Use this sheet + Good Luck!

**Don't be too dialogue heavy**

can be too 'chatty' + 'teeny' + 'slangy' etc

Avoid having too much of your story in dialogue - can be repetitive and featureless

**Quality not Quantity is important!**

that means planning before you write

making every second count

considering the flow/structure of your writing

**START**

You don't have to "tell a story" - beginning/middle/end - it's more likely that you will paint a picture/take a snapshot/describe a moment in time.....

Think about **Narrative Voice**

Who is telling story? you? Omniscient narrator

Create an interesting narrative voice.

weird thought no 1: Does narrator have to be human?

**Avoid the Actun packed story!**

Don't feel that your story must contain a ton/loads of characters/a storyline. you only have 45 minutes!

**DON'T OVERDO THE IMAGERY!**

every sentence doesn't need a metaphor - but some imagery can ensure you score highly on originality

**Creative Writing New Spec**

In Language Exam 1 you will have 45 mins to write descriptively/creatively. There will be 2 questions - one will involve a picture. Here are some ideas.....

Think about **TIME AND PLACE** - The picture will obviously guide you in this respect, but establishing these points is important.

**WRITE SENSUALLY**

consider the 5 senses and try to make your writing sensual - sight / sound / touch / taste / think about thoughts and feelings of narrators and characters

**GRAB ATTENTION!**

Think about memorable opening lines and closing lines - get the reader's attention

A bold statement of metaphor (intriguing!) "The sea is a death sentence"

involve reader? "Have you ever been to Hell?"

**Demonstrate Variety of technique**

irony

clauses

tenses?

varied syntax etc!

ellipsis

paragraphs

# STUDENT GUIDE TO: THE LANGUAGE GCSE EXAMS



**WRITING QUESTION 31 (Q5)**  
 Narrative or Descriptive writing  
 (40 marks)  
 45 mins

**PLAN!**  
 TIPS:  
 • varied sentences  
 • engage the reader  
 • have a title

**READING**  
**WRITING**

**Section A Reading** - 45 mins  
 15 mins to read source + questions

**Section B Writing** - 45 mins  
 15 mins to read source + questions

**Section C Writing** - 45 mins  
 5 mins plan, 40 mins writing

**Section D Writing** - 45 mins  
 24 marks - Content and Organisation  
 16 marks - Technical Accuracy

**Section A Reading** - 45 mins  
 15 mins to read source + questions

**Section B Writing** - 45 mins  
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**Section C Writing** - 45 mins  
 5 mins plan, 40 mins writing

**Section D Writing** - 45 mins  
 24 marks - Content and Organisation  
 16 marks - Technical Accuracy

**A3 (12 marks)**  
 How does the writer use LANGUAGE to...  
 - persuade?  
 - influence?  
 (ie probably not "describe" like the language question in Paper 1-Q2)

**A4 (16 marks)**  
 SOURCE A and SOURCE B  
 Compare how the 2 writers convey their different attitudes to.....

**Paper 2**  
**Writer's Viewpoints and Perspectives** (80 marks total)  
 1 hour and 45 mins long

**SECTION A READING** - 45 mins  
**SECTION B WRITING** - 45 mins  
 15 mins to read 2 sources + questions

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 15 mins to read 2 sources + questions

**Section B Writing** - 45 mins  
 15 mins to read 2 sources + questions

**Section C Writing** - 45 mins  
 5 mins plan, 40 mins writing

**Section D Writing** - 45 mins  
 24 marks - Content + Organisation  
 16 marks - Technical Accuracy

**A4 (20 marks)**  
**EVALUATE**. QUOTE, to eg "The writer brings scene to life - it is as if you are there" to what extent do you agree?

**A3 (8 marks)**  
 How has the writer **STRUCTURED** the text to interest you?

**A1 INFORMATION RETRIEVAL (4 marks)**

**A2 (8 marks)**  
 How does the writer use LANGUAGE TO DESCRIBE...?

**A2 (8 marks)**  
 Summary of differences (8 marks)  
 eg "write a summary of the differences between Eddie + Henry (the schoolboys) in source A and B."

**A1 (4 marks)**  
**TRUE/FALSE**  
 shade in 4 statements that are TRUE for example

Examples to explain  
 comments on methods  
 shifts in time/place/setting  
 shifts in perspective  
 based on whole source  
 shifts in pace  
 comment on effects of mess  
 be chronological  
 don't just re-tell events

comment on effects of mess  
 be chronological  
 don't just re-tell events

only from part of the source  
 close reading  
 uses subject terms properly  
 quotations relevant integrated explained explored  
 use a separate paragraph for each point  
 be specific

could mean  
 "has connotations of..."  
 inference is key to top marks  
 "suggests"  
 "showing how..."

supporting quotes  
 use comparing phrases  
 language differences  
 identity (for eg appearance attitude)

START

START

40

40

40

40

40

40