



<p>Text of a speech</p> <p>As a minimum, students should include:</p> <ul style="list-style-type: none"> • a simple address to an audience • sections • a final address to an audience. <p>More detailed/developed indicators of form could include:</p> <ul style="list-style-type: none"> • a clear address to an audience • effective/fluently linked sections to indicate sequence • rhetorical indicators that an audience is being addressed throughout • a clear sign off e.g. 'Thank you for listening'. 	<p>Letter</p> <p>As a minimum, students should include:</p> <ul style="list-style-type: none"> • an indication that someone is sending the letter to someone • paragraphs. <p>More detailed/developed indicators of form could include:</p> <ul style="list-style-type: none"> • the use of addresses • a date • a formal mode of address if required e.g. Dear Sir/Madam or a named recipient • effectively/fluently sequenced paragraphs • an appropriate mode of signing off: Yours sincerely/faithfully 	<p>Text for a leaflet</p> <p>As a minimum, students should include:</p> <ul style="list-style-type: none"> • the use of a simple title • paragraphs or sections. <p>More detailed/developed indicators of form could include:</p> <ul style="list-style-type: none"> • a clear/apt/original title • organisational devices such as inventive subheadings or boxes • bullet points • effectively/fluently sequenced paragraphs.
<p>Article</p> <p>As a minimum, students should include:</p> <ul style="list-style-type: none"> • the use of a simple title and paragraphs <p>More detailed/developed indicators of form could include:</p> <ul style="list-style-type: none"> • a clear/apt/original title, a strapline, subheadings, an introductory (overview) paragraph and effectively/fluently sequenced paragraphs. 		<p>Essay</p> <p>As a minimum, students should include:</p> <ul style="list-style-type: none"> • a simple introduction and conclusion and paragraphs. <p>More detailed/developed indicators of form could include:</p> <ul style="list-style-type: none"> • an effective introduction and convincing conclusion • effectively/fluently linked paragraphs to sequence a range of ideas.



Q5 – Writing to express a viewpoint

In this question you be given a statement about a topic. The topic will relate in some way to the two section A sources. The statement will express a particular viewpoint. You need to produce a piece of writing in which you express your opinion on the statement.

Read the task carefully and make sure you understand the purpose, audience and form. For example, if you are asked to write a letter, then you must follow a letter format.

You must plan your answer before you start.

Think about the purpose, audience and form.

You must remember to write in paragraphs.

You must remember to vary your sentence lengths – don't let your sentences run on and include some very short sharp sentences for impact as well as longer complex sentences such as bang sentences.

You must remember to vary your vocabulary and include exciting word choices. Include this in your plan.

You must remember to include appropriate features – anecdote, alliteration, emotive language, expert opinion, rhetorical question, repetition, statistics, second person pronoun, triples (rule of 3). Include these in your plan. Don't worry about making up statistics etc.

You must remember to use at least 5 different forms of punctuation – write a punctuation checklist at the top of your answer and cross them off as you go: .,(!?); Include this in your plan.

Spend 45 minutes on this question.

How to tackle the paper

This paper lasts 1 hour and 45 minutes.

You should spend **15 minutes** at the start reading and annotating the text and all of the questions.

You should answer Q5 first and spend 45 minutes on it.

You should then answer questions 1, 2, 3 and 4 which are based on an extract from two non-fiction texts.

You must answer each question.