MAKING THE GRADE

GCSE English Language
Unit 1
Understanding and Producing Non-fiction Texts

Student Revision Booklet

Unit 1 Language Exam
10th January 2013 a.m.
(2 hours 15 min)
Unit 1: Understanding & producing non-fiction texts

Overview

<table>
<thead>
<tr>
<th>External Exam</th>
<th>40% of the total GCSE marks</th>
<th>2 hours 15 minutes</th>
<th>80 marks</th>
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</thead>
<tbody>
<tr>
<td><strong>Section A: Reading</strong></td>
<td>20% of the total GCSE marks</td>
<td>1 hour 15 minutes (recommended)</td>
<td>40 marks</td>
</tr>
<tr>
<td><strong>Section B: Writing</strong></td>
<td>20% of the total GCSE marks</td>
<td>1 hour (recommended)</td>
<td>40 marks</td>
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</table>

Section A: Reading
20% GCSE (40 marks)

- You should spend 1 hour 15 minutes on this section.
- Answer four compulsory questions based on three reading sources.
- Read all the questions carefully.
- Read the texts provided; annotating and underlining key ideas as you read.

Section B: Writing
20% GCSE (40 marks)

- You should spend 1 hour on this section.
- Answer both questions.
- One shorter task: Writing to inform, explain or describe (16 marks – 25 minutes);
- One longer task: Writing to argue or persuade (24 marks – 35 minutes)

Assessment Objectives

**AO3 Studying Written Language**

i. Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross references as appropriate.
ii. Develop and sustain interpretations of writers’ ideas and perspectives.
iii. Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.

**AO4 Writing**

i. Write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader.
ii. Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence.
iii. Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.
Section A: Reading

20% GCSE (40 marks)

- You should spend 1 hour 15 minutes on this section.
- Answer four compulsory questions based on three reading sources.
- Read all the questions carefully.
- Read the texts provided; annotating and underlining key ideas as you read.

The Questions – Top Tips

Read the information about each question, look at the mark scheme and then have a go at answering the questions. Either, write in the space provided or answer on A4 and hand it in to your teacher for marking. If there is not enough room for your answer in the space provided write on a separate piece of paper.

Question 1 - Summarise, infer and comment on key points in Source 1. (8 marks)

| Band 4 (7-8 marks) | offers evidence that the article is fully understood  
| shows a detailed engagement with the text  
| makes perceptive connections and comments about people, places and events  
| offers appropriate quotations or references to support understanding |

Top tips:
- Underline key words from the question to ensure you understand what the question is asking you.
- Read the source carefully for meaning.
- Also consider underlying meanings that may be inferred (suggested).
- The question does not require an analysis of the language techniques employed by the writer.

Your Turn …

Read Source 1, the on-line newspaper article called ‘Carry on glamping as Britain embraces luxury-tent breaks’ by Tracy McVeigh.

1. What do you learn from the article about ‘glamping’? (8 marks)

______________________________________________________________________
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______________________________________________________________________
Carry on glamping as Britain embraces luxury-tent breaks

Breaks in opulent yurts and tepees are riding a wave of popularity as Britain embraces five-star camping

- Tracy McVeigh, The Observer, Sunday 24 July 2011

When a pound buys you little more than one Euro, and staying at home was what you did last year, this summer's best holiday option may be to join the fastest growing trend – go glamping.

Backpack-free and not a soggy sleeping bag in sight, upmarket camping is coming of age in Britain with an explosion in the numbers of luxury venues for those who would like to enjoy the great outdoors without having to get their feet wet on a traditional campsite.

This month two specialist travel companies have opened dedicated glamping websites and Lonely Planet, the travel publisher, last month listed a glamping site as one of Britain's best short breaks.

This summer there will be more than 150 glamping sites around the country offering luxury accommodation with an outdoorsy feel. From a renovated shepherd's hut at the bottom of a field to a large bell tent in the garden of a B&B, the trend may help many in the tourist trade through what otherwise might be a tough economic season. Several upmarket hotels have joined the craze and are offering a five-star twist to the traditional holiday under canvas, with tree houses, tepees and yurts set up on their manicured lawns.

Glamping has been growing in popularity over the past two to three years, says Garri Rayner, who created goglamping.net in 2007 to cater for a niche market, but now works full time on the site. "This year the popularity of glamping is quite extraordinary," he said. "It's grown up with the popularity of festivals really, and you just need to see how many of them there are in Britain now.

"Camping doesn't appeal to most people. Sometimes you will get families really split, with one half liking it and the other not. But now, with so many options popping up all the time, and everyone even more eco-friendly, it's a great alternative.

"In terms of a family holiday for children, what's better than a secluded countryside spot with all the comforts of home?

"To date it has been seen as quite extravagant, with a lot of expensive places, but that's really changed this year. It can be low-cost, and there is something for everyone from every walk of life. But I'd say that it's the festival-goers who really have pushed the trend."

It's not hard to see how images of the muddy camping fields of Glastonbury may have put many people off a traditional tent holiday.
Question 2 - Comment on presentational and linguistic features of Source 2 (8 marks)

Band 4 (7-8 marks)
- offers a detailed interpretation of the effect of the presentational features
- links the presentational features to the text with perceptive comments
- offers appropriate quotations or references to support comments

Top tips:
- Avoid being general – focus on specific details and interesting words and ideas.
- Make direct links between the words and the presentational devices.

Presentational Features Toolkit

<table>
<thead>
<tr>
<th>PRESENTATIONAL FEATURE</th>
<th>PURPOSE AND/EFFECT ON THE READER</th>
</tr>
</thead>
<tbody>
<tr>
<td>bullet points</td>
<td>Good way to organise a text – easier to identify different pieces of information</td>
</tr>
<tr>
<td>captions</td>
<td>Can help readers understand a picture</td>
</tr>
<tr>
<td>colour</td>
<td>There are lots of connections and links – colours reinforce messages – blue= crisp/ cold/ clean. Red= passionate/ sex/ love/ dangerous/ blood</td>
</tr>
<tr>
<td>columns</td>
<td>A way of organising text – they help to make the text clearer to the reader</td>
</tr>
<tr>
<td>fonts</td>
<td>Classic/ formal/ old-fashioned/ modern etc – Fonts are chosen to impact on different audiences - and to grab attention</td>
</tr>
<tr>
<td>graphs/diagrams</td>
<td>Help make difficult information easier to grasp</td>
</tr>
<tr>
<td>headings</td>
<td>Important as a way of organising the text</td>
</tr>
<tr>
<td>images</td>
<td>Similes – like/ as or metaphors – direct comparisons – these work to create images in words – so you can see the thing being described</td>
</tr>
<tr>
<td>Italics</td>
<td>These emphasise information</td>
</tr>
<tr>
<td>logos</td>
<td>Symbols of a company – represent things</td>
</tr>
<tr>
<td>maps</td>
<td>Helpful in giving people info – finding or showing a place</td>
</tr>
<tr>
<td>paragraphs</td>
<td>Organising text – comment if they are small – short/ easier to read or longer and more detailed – this makes a difference to a text and to the reader – connects with AUDIENCE</td>
</tr>
<tr>
<td>pictures/ images</td>
<td>Bring the text to life and grab attention – they can also break up the text, which is useful</td>
</tr>
<tr>
<td>subheadings</td>
<td>Provides more information, develops what is suggested in the heading</td>
</tr>
<tr>
<td>underlining</td>
<td>Emphasises points made</td>
</tr>
<tr>
<td>LANGUAGE FEATURES</td>
<td>PURPOSE AND/OR EFFECT</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>adjectives/adverbs</td>
<td>Builds up a very full picture of the object/animal/person or the activity so that it becomes very clear in the reader’s mind – the reader feels s/he can picture it or see it happening very precisely.</td>
</tr>
<tr>
<td>alliteration</td>
<td>Makes the text catchy – quick to read – grabs attention.</td>
</tr>
<tr>
<td>emotive language</td>
<td>The attitude and emotions of the author are transferred or made clear to the reader.</td>
</tr>
<tr>
<td>imagery – similes, metaphors</td>
<td>All imagery gives the person/animal/thing being described the characteristics of something else. It therefore enlivens descriptions by helping us to see these people/animals/things in a new light – in a way we may have never seen them or thought about them before. Metaphors are more compact and tighter in their comparative description than similes.</td>
</tr>
<tr>
<td>technical words or jargon</td>
<td>Sometimes, more unusual words provide more specific meaning than common ones. Specialised or technical words make it seem like the writer/speaker really knows the topic.</td>
</tr>
<tr>
<td>onomatopoeia</td>
<td>This helps us hear the actual sound being named and therefore we understand it properly or it transports us to the place of the sound.</td>
</tr>
<tr>
<td>repetition</td>
<td>Repeating the same or nearly the same words for effect. This is used to emphasise whatever is being said or written.</td>
</tr>
<tr>
<td>rhetorical questions</td>
<td>To get the readers’/audience’s attention and make them think about the answer before giving it.</td>
</tr>
<tr>
<td>sentences</td>
<td>Varied sentence length and type (simple, compound, complex) adds interest and fluency to a text as well as creating particular effects. Simple sentences are often used as topic sentences to introduce an idea or point. Compound sentences link two main ideas. Complex sentences expand ideas or add information. Short sentences add tension or drive home a point.</td>
</tr>
<tr>
<td>statistics</td>
<td>A specific number or statistic gives the impression that the speaker/writer is authoritative and knowledgeable</td>
</tr>
<tr>
<td>connectives</td>
<td>Connectives help create textual cohesion. They may be used to sequence ideas or an argument, link ideas/points or show comparison, show a change in subject matter or tone.</td>
</tr>
<tr>
<td>quotation</td>
<td>The direct use of another’s words (spoken or written) add some of the authority of the original author to the current speaker/writer.</td>
</tr>
<tr>
<td><strong>direct speech</strong></td>
<td>Makes the character come alive. We can “hear” the way s/he speaks – the actual vocab, grammar and tones.</td>
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<tr>
<td>-------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>rule of three</strong></td>
<td>Provides rhythm as well as closure or finality along with that sense of balance.</td>
</tr>
<tr>
<td><strong>first person pronoun</strong></td>
<td>1st person singular = <em>I, me, my, mine</em>, plural = <em>We, us, our, ours</em>. Gives immediacy to the text – the author or character makes a direct connection with the reader / audience. “We” in a speech involves the audience with the speaker (“We all know that violence is wrong”).</td>
</tr>
<tr>
<td><strong>second person pronoun</strong></td>
<td>2nd person singular and plural = <em>You, your, yours</em>. Used in speeches and adverts, this direct address to the listeners/viewers involves them and may challenge them to respond, even if only mentally. In narrative, the use shows interaction between characters.</td>
</tr>
<tr>
<td><strong>parallel construction</strong></td>
<td>Parallel construction provides rhythm while it expands the detail of the description and creates balance.</td>
</tr>
<tr>
<td><strong>slang</strong></td>
<td>Grounds the text in informality as well as a certain social group and period of time.</td>
</tr>
<tr>
<td><strong>pun</strong></td>
<td>Word play involving the use of a word with two different meanings or two words that sound the same but mean different things. Often used in advertising. Provokes amusement and therefore a tendency for the reader to feel good about the company / product and possibly to buy the product.</td>
</tr>
<tr>
<td><strong>hyperbole</strong></td>
<td>Deliberate exaggeration which is used for emphasis. Also illustrates something of the mood of the speaker/writer.</td>
</tr>
<tr>
<td><strong>euphemism</strong></td>
<td>Use of a less objectionable or harsh expression to avoid upsetting or offending people e.g. The firm was restructuring (sacking workers). Creates amusement in the reader, or reveals the character of the person using it (kindhearted or sarcastic or squeamish, for example)</td>
</tr>
<tr>
<td><strong>sarcasm</strong></td>
<td>Unkind humour directed against what the writer / speaker doesn’t like which highlights the attitude and emotions of the author.</td>
</tr>
<tr>
<td><strong>irony</strong></td>
<td>Saying the opposite of what you mean transfers the attitude and emotions of the author to the reader.</td>
</tr>
<tr>
<td><strong>antithesis</strong></td>
<td>Contrary ideas expressed in a balanced sentence. The juxtaposition emphasizes the contrasting ideas and gives the effect of balance.</td>
</tr>
<tr>
<td><strong>anecdote</strong></td>
<td>A short tale or narrative that is used to illustrate a point. It can be fiction or non-fiction.</td>
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Your Turn ...

Now read Source 2, an advice leaflet called ‘Are you ready for your trip?’ by the Foreign and Commonwealth Office.

2. Explain how the headline, subheadings and pictures add to the effectiveness of the text? (8 marks)
Are you really ready for your trip?

When travelling abroad, even when visiting friends or family, make the right preparations before you go by following this checklist from the Foreign and Commonwealth Office.

1. GET TRAVEL INSURANCE
Make sure you take out travel insurance. Check that it covers everything you need it to, for example lost or stolen luggage, medical costs etc.

2. VISIT YOUR GP OR HEALTH CENTRE
Make an appointment with a health professional or your GP to find out which vaccinations or medication you might need. Even if you’ve previously lived abroad, you may no longer be immune to the diseases common in that region (e.g. malaria). Visit www.fitfortravel.scot.nhs.uk

3. FIND OUT ABOUT YOUR DESTINATION
Although you may be familiar with your destination, the situation in a country can change very quickly. Find out the latest travel advice by checking www.fco.gov.uk/travel or calling 0845 850 2829.

4. GET YOUR DOCUMENTS IN ORDER
Check with the relevant embassies what visas are required and ensure that your passport is valid for at least 6 months after you return back to the UK. Make photocopies of your passport, tickets and insurance documents, or store online copies on a secure data storage site.

For more help and advice from the Foreign & Commonwealth Office
Visit: www.fco.gov.uk/travel
Call: 0845 850 2829

Printed on 100% recycled paper

5. DON'T BRING BACK CERTAIN FOODS
Did you know it’s illegal to bring meat and dairy products into the UK from outside the European Union? There are also strict rules on food products such as fish, shellfish, honey, fruits and vegetables. To check what you can bring back go to www.direct.gov.uk/foodimports

6. TELL OTHERS WHERE YOU ARE GOING
Use the FCO’s LOCATE service to tell us where you’re going so we can provide help in an emergency such as a tsunami or terrorist attack. Register with LOCATE at www.fco.gov.uk/locate

FCO staff deal with problems experienced by British nationals every day. For example, Tanveer was travelling in Asia and was involved in a road traffic accident:

“I had dislocated my hip, broken both legs and a couple of vertebrae in my back. In the end it cost my parents £20,000 to fly me back home. If only I had taken out travel insurance beforehand.”

Stoness went to Malawi to visit friends and relatives:

“I assumed that I had natural immunity to malaria. After being back in the UK for about a week after my trip, I began feeling feverish. I visited my GP who explained how dangerous it is to leave malaria untreated. I was incredibly lucky to have survived malaria and I will never again go to a malaria risk destination without taking the full course of antimalarials.”

For more help and advice from the Foreign & Commonwealth Office
Visit: www.fco.gov.uk/travel
Call: 0845 850 2829
Question 3 - Select, explain and interpret parts of Source 3, using appropriate supporting reference or quotation. (8 marks)

Band 4 (7-8 marks)

- engages, in detail, with the text
- offers perceptive explanations and interpretations of the text
- employs appropriate quotations or references to support ideas

Top tips:
- Read the source texts with great care, paying attention to detail. That is what the 15 minutes reading time is for.
- The question requires interpretation and inference to explain and, therefore, you should not simply copy or paraphrase from the text.
- Be careful you don’t miss the point.
- Focus on parts of the text that answer the question not the whole text.

Your Turn …

Now read Source 3, an extract from a literary non-fiction book called ‘A Game of Polo with a Headless Goat’ by the travel writer Emma Levine.

3. Explain some of the thoughts and feelings Emma Levine has about her experience watching the donkey race in Karachi? (8 marks)
From ‘A Game of Polo with a Headless Goat’
By Emma Levine

Emma Levine travelled throughout Asia researching and filming unusual sports. In this passage she writes about a donkey race in Karachi.

We drove off to find the best viewing spot, which turned out to be the crest of the hill so we could see the approaching race. I asked the lads if we could join in the ‘Wacky Races’ and follow the donkeys, and they loved the idea. ‘We’ll open the car boot, you climb inside and point your camera towards the race. As the donkeys overtake us, we’ll join the cars.’ ‘But will you try and get to the front?’ ‘Oh yes, that’s no problem.’

The two lads who had never been interested in this Karachi sport were suddenly fired up with enthusiasm. We waited for eternity on the brow of the hill, me perched in the boot with a zoom lens pointing out. Nearly one hour later I was beginning to feel rather silly when the only action was a villager on a wobbly bicycle, who nearly fell off as he cycled past and gazed around at us.

Several vehicles went past, and some donkey-carts carrying spectators. ‘Are they coming?’ we called out to them. ‘Coming, coming,’ came the reply. I was beginning to lose faith in its happening, but the lads remained confident.

Just as I was assuming that the race had been cancelled, we spotted two approaching donkey-carts in front of a cloud of fumes and dust created by some fifty vehicles roaring up in their wake. As they drew nearer, Yaqoob revved up the engine and began to inch the car out of the lay-by. The two donkeys were almost dwarfed by their entourage; but there was no denying their speed — the Kibla donkey is said to achieve speeds of up to 40 kph, and this looked close. The two were neck-and-neck, their jockeys perched on top of the tiny carts using their whips energetically, although not cruelly.

The noise of the approaching vehicles grew; horns tooting, bells ringing, and the special rattles used just for this purpose (like maracas, a metal container filled with dried beans). Men standing on top of their cars and vans, hanging out of taxis and perched on lorries, all cheered and shouted, while the vehicles jostled to get to the front of the convoy.

Yaqoob chose exactly the right moment to edge out of the road and swerve in front of the nearest car, finding the perfect place to see the two donkeys and at the front of the vehicles. This was Formula One without rules, or a city-centre rush hour gone anarchic; a complete flouting of every type of traffic rule and common sense.

Our young driver relished this unusual test of driving skills. It was survival of the fittest, and depended upon the ability to cut in front of a vehicle with a sharp flick of the steering wheel (no lane discipline here); quick reflexes to spot a gap in the traffic for a couple of seconds; nerves of steel, and an effective horn. There were two races — the motorized spectators at the back; in front, the two donkeys, still running close and amazingly not put off by the uproar just behind them. Ahead of the donkeys, oncoming traffic — for it was a main road — had to dive into the ditch and wait there until we had passed. Yaqoob loved it. We stayed near to the front, his hand permanently on the horn and his language growing more colourful with every vehicle that tried to cut in front. …

The road straightened and levelled, and everyone picked up speed as we neared the end of the race. But just as they were reaching the finishing line, the hospital gate, there was a near pile-up as the leading donkey swerved, lost his footing and he and the cart tumbled over. The race was over.

And then the trouble began. I assumed the winner was the one who completed the race but it was not seen that way by everyone. Apart from the two jockeys and ‘officials’ (who, it turned out, were actually monitoring the race) there were over a hundred punters who had all staked money on the race, and therefore had strong opinions. Some were claiming that the donkey had fallen because the other one had been ridden too close to him. Voices were raised, fists were out and tempers rising. Everyone gathered around one jockey and official, while the bookmakers were trying to insist that the race should be re-run.

Yaqoob and Iqbal were nervous of hanging around a volatile situation. They agreed to find out for me what was happening ordering me to stay inside the car as they were swallowed up by the crowd. They emerged sometime later. ‘It’s still not resolved,’ said Iqbal, ‘but it’s starting to get nasty. I think we should leave.’ As we drove away, Yaqoob reflected on his driving skills. ‘I really enjoyed that,’ he said as we drove off at a more sedate pace. ‘But I don't even have my licence yet because I'm underage!’

They both found this hilarious, but I was glad he hadn't told me before; an inexperienced, underage driver causing a massive pile-up in the middle of the highstakes donkey race could have caused problems.
Question 4 - Compare the different ways language is used for effect in Source 3 and Source 1 or 2. Give examples and analyse effects. (16 marks)

| Band 4 (13-16 marks) | offers a full and detailed understanding of the texts in relation to language  
|                      | analyses how the writers have used language differently to achieve their effects  
|                      | offers appropriate quotations or references in support of ideas with perceptive comments  
|                      | focuses on comparison and cross-referencing between the texts |

Top tips:
- Remember to make direct comparison.
- Don’t just focus on content, purpose and audience – you must also remember to comment on language.
- Select appropriate quotations.
- Avoid listing linguistic devices – always comment on the effects and compare.

Your Turn ...

Now you need to refer to Source 3, ‘A Game of Polo with a Headless Goat’ and either Source 1 or Source 2. You are going to compare two texts, one of which you have chosen.

4. Compare the different ways in which language is used for effect in the two texts. Give some examples and analyse the effects. (16 marks)
Useful phrases for writing about non fiction

The writer’s intention is seen in these words………..

The writer includes ............. to show........

This argument is supported by the words…..

This image is made clear by the words……..

This is demonstrated by ............

...................... shows this point clearly

The words ............. are effective and suggest to me....... 

This description ........... highlights the writer’s ............

In my opinion this shows that .............

This reveals that ............

The writer uses this simile to show.....

The verbs used here help me to imagine..........

These words imply .............

The idea is introduced by ............

This line makes it clear.............

The image created by the writer is made clearer by.........

It is interesting that the writer uses.............

The writer includes ............. to show............
Section B - Writing:

20% GCSE (40 marks)

- You should spend 1 hour on this section.
- Answer both questions.
- One shorter task: Writing to inform, explain or describe (16 marks – 25 minutes);
- One longer task: Writing to argue or persuade (24 marks – 35 minutes)

Assessment Objectives

AO4 Writing

iv. Write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader.

v. Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence.

vi. Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

Remember:
You may use any ideas or information you have read about in Section B, in your writing.
Improving Your Writing Skills

Before you begin to answer, make sure that you …

**F L A P**

**Form**
Make sure that you are aware of what the answer requires. It may be a:
- Letter
- Newspaper/magazine article
- Speech
- Leaflet
- Website entry/article

**How will you alter your writing for each of these forms?**

**What do they need?**

**Language**

<table>
<thead>
<tr>
<th>Informal</th>
<th>Formal</th>
</tr>
</thead>
</table>
| - Conversational  
  - Addressing your friends  
  - No txt spk! | - Addressing someone you don’t know or who you respect:  
  - Teacher/headteacher  
  - Editor  
  - No slang |

Make sure you know which style of language is required.
Audience

Who are you writing for?

Who do you want to interest?

Your school?  The general public?  Headteacher?

Who else could you be writing for?

How will you alter your writing for each of these different audiences?

Purpose

Writing to:

Inform, explain or describe  Argue or persuade

What features would you use for these types of writing?
Can you **FLAP** (same as **PALL**)?

Look at the following texts. Read them and then make notes or talk to someone about the:

- **Form**
- **Language**
- **Audience**

**Island in the Mediterranean Sea**

Immediately north of Sardinia, from which it is separated by the Straits of Bonifacio; a department of France. Area 8,700 km². Pop. 269,831. The interior is mountainous (with plains only along the east coast), rising to 8,891 ft in Monte Cinto. The rocky west coast has many headlands and gulfs. Farming primitive. Sheep and goats raised in large numbers. Produces olives, vines, citrus fruits, chestnuts. Growing tourist industry. The seaports of Ajaccio and Bastia are the largest towns. Exports olive oil, wine, fruits, etc.

**I Used to Live Here Once**

She was standing by the river looking at the stepping stones and remembering each one. There was the round unsteady stone, the pointed one, the flat one in the middle — the safe stone where you could stand and look around. The next wasn’t so safe, for when the river was full the water flowed over it and even when it showed dry it was slippery. But after that it was easy and soon she was standing on the other side.

**Easy pickings on the street**

As part of our car tests we check the security of doors, windows, boot or tailgate, bonnet, glovebox, steering-column lock, petrol-filler lock and sunroof.

Here we tell you what we’ve found. It adds up to a sorry picture for car owners and a disgraceful one for car-makers.

**Pegs for life**

The best way to keep those first teeth looking white

Contains a patented child-friendly fluoroxide formula to keep those first teeth white and healthy. Don’t let your child’s smile let you down.

Use Pegs to keep that smile on his face!

**‘Don’t corrupt our children’s childhoods’**

As leading psychologists warn of the damage being done to young girls, one mother tells Sarah Womack how sexualised images are affecting her children

Like many parents, Emma Wilson sees the effect that being bombarded with sexual images has on her children, and worries that it is robbing them of their childhood.

From now until the exams read as much non fiction and literary non fiction as possible and ask yourself the same questions.
Writing to inform, explain, describe

Types of text:
- Travel website articles
- Newspaper/magazine articles
- Letters
- Website entries
- Autobiographical/personal writing

Structure:
- Clear opening
- General information & more specific information
- Careful ordering of points/paragraphs leading logically through the topic
- Words/phrases to link points
- Conclusion (possibly summarising)

Inform, explain or describe

Language and Style

Inform or explain:
- Present tense
- First or third person
- Connectives
- Mostly facts (but there can be opinion if it is personal)
- Specific examples
- Bullet points (if appropriate)
- Detail
- Technical language (if appropriate, with short explanation)
- Logical organisation

Describe:
- Use of modifiers such as adjectives and adverbs
- Use of colour/shape/size/movement/texture
- Use of senses: sight, touch (e.g. texture), hearing, taste, sound
- Words to convey feelings and atmosphere
- Use of metaphor and simile, perhaps use of personification
Writing to describe

- Think of 5/6 key things to focus on in your description i.e. different camera shots. (This can help form your plan.)
- At least one sentence beginning:
  - verb + ing
  - ‘as’
  - ‘when’
- Senses – in each paragraph make sure you use the senses e.g. sounds to create a sense of mood, atmosphere, etc. You DO NOT need to use all the senses.
- Consider the ‘thing’ (person, place, etc.) from different perspectives e.g. different people’s points of view.
- Can you describe it (place/person/thing) at different times e.g. times of day, times in a person’s life, etc?
- Focus on the people in the place e.g. how they feel and/or react to things.
- Don’t write a story!

Better Sentences

Explain how and why each of the sentences is most interesting.

The attic door opened. or The attic door creaked open.
Newspaper rustles in the darkness. or Something rustled in the darkness.
She stared but could see nothing beyond the old trunks and suitcases. or I stared but could see nothing but the vague old shapes of old trunks and suitcases piles high.
She wedged the door open behind her and struggled past the heavy old chest. or Wedging the door open behind me, I struggled past the heavy old chest.

- Change third person to first to create empathy?
- Powerful verbs and sound?
- Beginning sentence with verb + ing show varied sentences?
- Sense of mystery?
POSSIBLE WRITING TASKS

GCSE English AO3 Writing/GCSE English Language AO4 Writing

- Write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader.
- Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence.
- Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

Shorter Writing Tasks – Writing to Inform, explain, describe

25 minutes

What the examiners say:

- The task requires candidates to inform/describe and explain. The challenge for candidates is to achieve those purposes with a piece of writing that is engaging and original, but to achieve it succinctly.
- Successful responses should be interesting and engaging as well as well-structured. Candidates should demonstrate an ability to use a variety of writing devices.
- Don’t write at a length inappropriate for the time and marks available.
- Wholly narrative responses may not achieve the higher marks.

Have a go at one or more of the questions below. Hand your answer in to your teacher to be marked.

1. Write a letter to a friend explaining why you would like him or her to join you in a visit to a place which you think is very special.

2. Write a brief article for a website of your choice telling your readers about an interesting or unusual journey or travel experience you have had. Explain why it was memorable.

3. A family friend from abroad is coming to visit your home town or area. Write to them and describe what there is of interest to see and do.

4. Write a letter to a friend explaining why you would like him or her to join you in a visit to a place you think is special.

5. Write an article for a teenage magazine, highlighting the dangers and worries about knife crime.

6. Sometimes difficult decisions have to be made. Describe a decision that you, or someone you know, had to make and explain the consequences. Your piece will appear in the Real Lives section of your local newspaper.
Mark Schemes

Higher Tier
Shorter Question – inform, explain, describe (16 marks)

<table>
<thead>
<tr>
<th>A03, i, ii</th>
<th>Skills</th>
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</thead>
<tbody>
<tr>
<td><strong>Mark Band 4</strong></td>
<td><strong>Communication</strong>&lt;br&gt;‘convincing’ ‘compelling’&lt;br&gt;8-10 marks</td>
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<td></td>
<td>• writes in a way which shows clarity of thought and explains in a convincing and compelling way&lt;br&gt;• engages the reader with detailed and developed ideas, perhaps abstract concepts&lt;br&gt;• makes and sustains the purpose, intention and objective of writing the letter e.g. by affecting the reader, evoking response&lt;br&gt;• writes a formal letter, the tone of which is appropriately serious but also appeals to personal relationship e.g. employs emphasis, assertion, reason, emotive language, anecdote, memories&lt;br&gt;• uses linguistic devices such as the rhetorical question, hyperbole, irony, in an effective and appropriate way&lt;br&gt;• shows control of extensive but appropriately used discursive markers</td>
</tr>
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<td></td>
<td><strong>Organisation of Ideas</strong>&lt;br&gt;• writes a whole text in continuous prose&lt;br&gt;• employs paragraphs effectively to enhance meaning including, e.g. the one sentence paragraph&lt;br&gt;• uses a variety of structural features, e.g. different paragraph lengths, indented sections, dialogue, bullet points, as appropriate&lt;br&gt;• presents complex ideas in a coherent way</td>
</tr>
<tr>
<td><strong>Mark Band 3</strong></td>
<td><strong>Communication</strong>&lt;br&gt;‘clarity’ ‘success’&lt;br&gt;5-7 marks</td>
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<td>• writes in a way which shows clarity of thought and explains with success&lt;br&gt;• engages the reader with more detailed informative and descriptive ideas&lt;br&gt;• clearly states the purpose and intention of writing the letter e.g. by articulating ideas, schemes and plans, memories&lt;br&gt;• writes a formal letter, the tone of which may be appropriately serious and which may appeal to personal relationship e.g. begins to employ emphasis, assertion, reason, emotive language, anecdote, memories&lt;br&gt;• uses devices such as the rhetorical question and lists, hyperbole as appropriate&lt;br&gt;• uses words effectively including discursive / informative markers e.g. ‘furthermore’, ‘another memorable thing…’</td>
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<td></td>
<td><strong>Organisation of Ideas</strong>&lt;br&gt;• employs paragraphs effectively in a whole text&lt;br&gt;• begins to use a variety of structural features e.g. different paragraph lengths, dialogue, indented sections if appropriate&lt;br&gt;• presents well thought-out ideas in sentences</td>
</tr>
<tr>
<td><strong>Mark Band 2</strong></td>
<td><strong>Communication</strong>&lt;br&gt;‘some’&lt;br&gt;3- 4 marks</td>
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<td>• explains few ideas with limited success&lt;br&gt;• engages the reader in a limited way by reference to one or two ideas, e.g. makes brief reference to the topic which reiterates the question&lt;br&gt;• shows limited awareness of the purpose and intention of writing the letter e.g. by stating very simple or misguided ideas&lt;br&gt;• register may vary between formal and colloquial or slang, sustaining neither&lt;br&gt;• use of devices such as the rhetorical question and lists may not be appropriate or effective&lt;br&gt;• limited vocabulary evident with arbitrary or little use of informative markers</td>
</tr>
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<td></td>
<td><strong>Organisation of Ideas</strong>&lt;br&gt;• shows evidence of erratic , if any, paragraph structure&lt;br&gt;• shows limited variety of structural features, e.g. one-sentence paragraphs</td>
</tr>
<tr>
<td><strong>Mark Band 1</strong></td>
<td><strong>Communication</strong>&lt;br&gt;0 marks</td>
</tr>
<tr>
<td></td>
<td>nothing worthy of credit</td>
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<tr>
<td>AO3, iii English Language</td>
<td>Skills</td>
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</tbody>
</table>
| Mark Band 3               | • uses complex grammatical structures and punctuation with success  
|                           | • organises writing using sentence demarcation accurately  
|                           | • employs a variety of sentence forms to good effect including short sentences  
|                           | • shows accuracy in the spelling of words from an ambitious vocabulary  
|                           | • uses standard English appropriately |
| Mark Band 2               | • writes with control of agreement, punctuation and sentence construction  
|                           | • organises writing using sentence demarcation which is mainly accurate  
|                           | • employs a variety of sentence forms  
|                           | • shows accuracy in the spelling of words in common use in an increasingly developed vocabulary  
|                           | • uses standard English appropriately |
| Mark Band 1               | • writes with some control of agreement, punctuation and sentence construction  
|                           | • organises writing using sentence demarcation which is sometimes accurate  
|                           | • writes simple and some complex sentences  
|                           | • shows accuracy in the spelling of words in common use  
|                           | • uses standard English |
| 0 marks                   | nothing worthy of credit |
Writing to persuade or argue

Types of text:
- Newspaper
- Magazine article
- Speech
- Website entry
- Leaflet

Structure:
- Opening statement – stating opinion
- Series of points + evidence/elaboration
- Series of paragraphs – argument then counter-argument (2nd guessing)
- Summary and conclusion – restating opinion

Persuade:
- Present tense
- First person
- Logical connectives or linking words (therefore, because)
- Direct address to reader (If you don’t vote to ban hunting then you will be sentencing many more defenceless animals to a protracted, painful death.)
- Emotive language (defenceless, painful)
- Identify with audience by using ‘we’
- Apparent balance
- Some short sentences for dramatic impact
- Perhaps some attempt to shock reader into agreement
- Varied choice of adverbs and adjectives
- Some ‘literary’ devices such as alliteration, groups of three, repetition

Argue:
- Present tense
- First person (I think that …) and impersonal style (It could be argued that …)
- Formal language
- Balanced sentences
- Specific examples of situations
- Range and variety of points
- Phrases to give own opinion (I believe/In my opinion/I am convinced that)
- Countering opposite points of view, discrediting the other side’s views politely
- Sequencing, cause and effect and comparative connectives
- Rhetorical questions (Is this the sort of country we want?)
- Similes and metaphors (Smoking makes your breath smell like a car’s exhaust fumes.)
- Exclamations! – make a point dramatic

PERSFORM
- Personal address to involve the reader
- Emotive language and strong ending
- Rhetorical questions and repetition
- Facts and formal tone
- Opening statement to grab audience
- Rule of Three
- Markers or connectives to shape writing
Persuasive Writing Toolkit

A F O R E S T

Alliteration
Facts
Opinion
Repetition/rhetorical questions
Emotive language
Statistics
Triples (rule of three)
## Persuasive Techniques

Match the technique to the example:

<table>
<thead>
<tr>
<th>Technique</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alliteration</td>
<td>A fox is a living creature</td>
</tr>
<tr>
<td>Fact</td>
<td>90% of animals</td>
</tr>
<tr>
<td>Opinion</td>
<td>The weak and defenceless fox</td>
</tr>
<tr>
<td>Rhetorical question</td>
<td>People should be more careful</td>
</tr>
<tr>
<td>Emotive language</td>
<td>So why don’t people stop hunting?</td>
</tr>
<tr>
<td>Statistics</td>
<td>cold, tired and hungry</td>
</tr>
<tr>
<td>Triplets</td>
<td>I believe hunting is a good thing</td>
</tr>
<tr>
<td>Metaphor</td>
<td>The bright and blazing sun</td>
</tr>
<tr>
<td>Command/imperative</td>
<td>We don’t have to put up with it</td>
</tr>
<tr>
<td>Modal verb</td>
<td>Think about this idea</td>
</tr>
<tr>
<td>Personal pronouns</td>
<td>An army of hunting dogs</td>
</tr>
</tbody>
</table>
POSSIBLE WRITING TASKS

Have a go at one or more of the questions below. Hand your answer in to your teacher to be marked.

1. Some people think it’s wrong that primitive peoples and their communities are disrupted by tourists and TV crews and that they should be left in peace.

Write an article for a travel magazine which argues for or against this idea.

2. Your school or college is inviting entries for a writing competition. The topic is “Dangerous sports activities and pastimes are selfish, often put others at risk and should be discouraged.”

Write your entry arguing for or against this view.

3. Some people think it is wrong that members of the public are allowed to be humiliated in talent shows by celebrity judges. Write an article for a magazine in which you argue for and against this idea.

4. You are helping to organise a charity day at school to raise money for a hostel for homeless youngsters. Write a letter which will be sent to all parents, persuading them to come along to the charity day.

5. Animal rights campaigners argue that it is cruel to keep wild animals in small, confined spaces such as zoos and that they should be left free to roam in their natural habitats.

Write an article for a newspaper which argues for or against this idea.

6. Write a speech opposing the view that most young people are involved in antisocial behaviour. The speech is to be given at a meeting of the local community and students from the area.

7. Write an opening for a speech persuading someone to donate money to your favourite charity.

8. Many people believe that it is our duty to cut back on our use of the world’s resources, and that we must invest in greener forms of energy for the future – whatever the cost. Write an article for an environmental website which argues for or against this idea.
<table>
<thead>
<tr>
<th>AO3, i, ii English AO4, i, ii English Language</th>
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<tr>
<td></td>
<td><strong>Communication</strong></td>
</tr>
<tr>
<td></td>
<td>writes in a way which shows clarity of thought and argues in a convincing / compelling way</td>
</tr>
<tr>
<td></td>
<td>engages the reader with detailed, succinct argument, a range and variety of persuasive ideas, abstract concepts, vivid detail, e.g. makes a moral appeal, invokes finer feelings</td>
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<tr>
<td></td>
<td>makes and sustains the purpose, intention and objective of writing the article, e.g. by specifying outcomes, considering implications</td>
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<td></td>
<td>writes a formal article, the tone of which is appropriately serious but also manipulative and subtle, employs e.g. assertion, reason, sophistication</td>
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<td></td>
<td>uses linguistic devices such as the rhetorical question, hyperbole, irony, satire in an effective and appropriate way shows control of extensive but appropriate discursive marking e.g. ‘Surely it is reasonable to expect…’, ‘Taking the global view…’, ‘One alternative position might be..’ etc.</td>
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<tr>
<td></td>
<td><strong>Organisation of Ideas</strong></td>
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<tr>
<td></td>
<td>writes a whole text in continuous prose</td>
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<td></td>
<td>employs paragraphs effectively to enhance meaning including, e.g. one sentence paragraphs</td>
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<td>uses a variety of structural features, e.g. different paragraph lengths, indented sections, dialogue, bullet points, as appropriate</td>
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<td></td>
<td>presents complex ideas in a coherent way</td>
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<tr>
<td><strong>Mark Band 4</strong></td>
<td><strong>Mark Band 3</strong></td>
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<tr>
<td>‘convincing’</td>
<td>‘clear’ ‘success’</td>
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<tr>
<td>‘compelling’</td>
<td>9-12 marks</td>
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<tr>
<td>13-16 marks</td>
<td>9-12 marks</td>
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<td></td>
<td><strong>Communication</strong></td>
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<tr>
<td></td>
<td>writes in a way which shows clarity of thought and argues with success</td>
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<td></td>
<td>engages the reader with more detailed argument and persuasive ideas, e.g. makes reference to consequences, implications</td>
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<tr>
<td></td>
<td>clearly states the purpose and intention of writing the article e.g. by articulating ideas, concerns, issues</td>
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<td></td>
<td>writes a formal article, the tone of which is appropriately serious and which may show subtlety, begins to employ e.g. emphasis, assertion, reason, emotive language</td>
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<td></td>
<td>uses devices such as the rhetorical question, lists, hyperbole as appropriate</td>
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<td></td>
<td>uses words effectively including argumentative/ persuasive markers e.g. “Furthermore’, ‘Alternatively’</td>
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<td></td>
<td><strong>Organisation of Ideas</strong></td>
</tr>
<tr>
<td></td>
<td>employs paragraphs effectively in a whole text</td>
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<td></td>
<td>uses a variety of structural features e.g. different paragraph lengths, dialogue, indented sections, as appropriate</td>
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<td></td>
<td>presents well thought out ideas in sentences</td>
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<tr>
<td><strong>Mark Band 2</strong></td>
<td><strong>Mark Band 2</strong></td>
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<tr>
<td>‘some’</td>
<td>‘some’</td>
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<tr>
<td>5-8 marks</td>
<td>5-8 marks</td>
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<td></td>
<td><strong>Communication</strong></td>
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<tr>
<td></td>
<td>argues ideas with some success</td>
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<tr>
<td></td>
<td>engages the reader by presenting a point of view with some reasoning and persuasive ideas -though links in arguments may be tenuous, e.g. makes reference to the issue and its implications</td>
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<td></td>
<td>shows awareness of the purpose and intention of writing the article e.g. by stating a number of related ideas</td>
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<td></td>
<td>register may vary between formal and colloquial or slang, the tone may be unvaried</td>
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<tr>
<td></td>
<td>uses some devices such as the rhetorical question, lists, exaggeration but not always appropriately</td>
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<td></td>
<td>uses limited vocabulary but includes argumentative /persuasive markers</td>
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<tr>
<td>Mark Band 1</td>
<td>Communication</td>
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<td>---------------</td>
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<tr>
<td>'limited'</td>
<td>communicates few arguments/ideas with limited success</td>
</tr>
<tr>
<td>1-4 marks</td>
<td>engages the reader in a limited way by reference to one or two ideas, e.g. makes brief reference to the topic which reiterates the question</td>
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<td></td>
<td>shows limited awareness of the purpose and intention of writing the article e.g. by stating simple ideas</td>
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<td></td>
<td>register may vary between formal and colloquial or slang, sustaining neither</td>
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<td>use of devices such as the rhetorical question and lists may not be appropriate or effective;</td>
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<td>limited vocabulary evident with arbitrary or little use of argumentative markers</td>
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<thead>
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<tbody>
<tr>
<td>shows evidence of erratic paragraph structure</td>
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<tr>
<td>show limited variety of structural features, e.g. one-sentence paragraphs, some punctuated dialogue if appropriate</td>
</tr>
</tbody>
</table>

| 0 marks | nothing worthy of credit |

<table>
<thead>
<tr>
<th>AO3,iii English AO4,iii English Language</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Band 3 6-8 marks</td>
<td>uses complex grammatical structures and punctuation with success</td>
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<tr>
<td></td>
<td>organises writing using sentence demarcation accurately</td>
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<tr>
<td></td>
<td>employs a variety of sentence forms to good effect including short sentences</td>
</tr>
<tr>
<td></td>
<td>show accuracy in the spelling of words from an ambitious vocabulary;</td>
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<tr>
<td></td>
<td>use standard English appropriately</td>
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</table>

| Mark Band 2 3-5 marks                   | writes with control of agreement, punctuation and sentence construction |
|                                        | organises writing using sentence demarcation which is mainly accurate; |
|                                        | employs a variety of sentence forms |
|                                        | shows accuracy in the spelling of words in common use in an increasingly developed vocabulary |
|                                        | use standard English appropriately |

| Mark Band 1 1-2 marks                   | writes with some control of agreement, punctuation and sentence construction |
|                                        | organises writing using sentence demarcation which is sometimes accurate |
|                                        | writes simple and some complex sentences |
|                                        | shows accuracy in the spelling of words in common use |
|                                        | uses standard English |

| 0 marks | nothing worthy of credit |
Top Tips for Success in Writing

- Start a sentence with a verb + ing e.g. Hurrying around the corner ...
- Start a sentence with a verb + ed e.g. Worried, the man hurried around the corner ...
- Start a sentence with an adverb e.g. Slowly the cat stretched ...
- Use a range of appropriate connectives (see connectives page).
- Use a combination of simple, compound and complex sentences.
- Use a combination of long and short sentences e.g. You might think that long, twisting sentences are always the best way of expressing yourself. They aren’t.
- Try not to use the words: ‘and,’ ‘then.’
- Use clear paragraphs.
- Try not to use pronouns; they confuse the reader and make your writing vague.
- Try to spell correctly, but use adventurous words even if you are not sure how to spell them.
- Use occasional interesting adjectives and adverbs e.g. he swept the vast floor lovingly.
- Use some similes and metaphors, e.g. His face was like a half-squeezed orange. Or His face was a half-squeezed orange.
- Write neatly and not too large.
How do I make my writing interesting?

Spend 5 minutes planning …

- Create a mind map of your key ideas
- Expand your ideas, add notes about the content of each section and the techniques you will use
- Decide on your concluding point
- Put your remaining ideas into a logical order to give your work a solid structure – each point/topic will form a new paragraph
- Think about your sentence structure – use a variety of sentence types and lengths

Spend 5 minutes checking …

- Your spelling and vocabulary
- Punctuation – full stops and capital letters are the essential but also remember speech marks, apostrophes, commas, colons and semi colons.
- If you have answered the question
- If you have used all the appropriate features/techniques

What the Chief Examiner says:

- “One planned and effective side of writing, shaped, structured and paragraphed is going to do candidates more favours than three rushed sides.”

- “Candidates who attempted to use a variety of punctuation marks and vary their sentence structures not only scored more firmly on AO3iii/AO4iii but, again, elevated the way their piece was matched to purpose and engaged the reader.”

So remember to plan and check!
Tricky Words

across
address
annoyed
anxious
apology
argument
awkward
beautiful
daily
definitely
decision
description
different
difficult
disappearance
disease
does
discouragement
diversity
depressed
desperate
despair
desperate
despair
despair

favourite
February
ghost
government
gradually
immediately
information
intelligent
interested
interesting
jealous
library
lonely
luxury
mischievous
moment

necessary
opinion
opportunity
paid
perhaps
probably
recognise
ridiculous
safety
scarcely
secretary
sentence
separately
sincerely
something
suggestion
surprised
surprised

tomorrow
Tuesday
valuable
Wednesday
worried

Spelling Strategies

• Break it into sounds (u-n-i-o-n)
• Break it into syllables (con-tin-ent)
• Break it into affixes (dis + satisfy)
• Use a mnemonic (Never Eat Chips Eat Salad Sandwiches And Remain Young!)
• Refer to a word in the same family (chemical, chemist, chemistry)
• Over-articulate it (Wed-nes-day)
• Words within words (GUM in argument)
• Refer to word history (bi = two, cycle = wheels)
• Use analogy (through, rough, enough)
• Use a key word (I’m – to remember a apostrophe can replace a missing letter)
• Apply spelling rules (hopping = short vowel sound, hoping = long vowel)
• Learn by sight (look-say-cover-write check)
• Visual memory (recall images, colour, font)
Connectives

**Adding**
- and
- also
- as well as
- moreover
- too

**Cause and Effect**
- because
- so
- therefore
- thus
- consequently

**Sequencing**
- next
- then
- finally
- first,
- second,
- meanwhile
- meanwhile

**Qualifying**
- however
- although
- unless
- except
- if
- yet

**Emphasising**
- in particular
- especially
- significantly
- indeed
- notably
- obviously
- clearly

**Illustrating**
- for example
- such as
- for instance
- as revealed by
- in the case of

**Comparing**
- equally
- similarly
- in the same way
- likewise
- like
- as with

**Contrasting**
- whereas
- alternatively
- instead of
- otherwise
- otherwise
- unlike
- on the other hand
Ideas for Independent English Revision Activities

Reading:

1. Read a variety of non-fiction writing e.g. from books, newspapers, magazines, the internet. Test yourself on the form, audience and purpose of each piece.
2. Select a piece of non-fiction writing and annotate it to show the techniques used by the writer at word, sentence and text level.
3. Write a PEE paragraph to explain the writer’s viewpoint in a non-fiction text you have chosen.
4. Select a piece of non-fiction writing and devise a sub heading that sums up what each paragraph is about. Create a flow diagram with these to show how the writing is structured.
5. Devise questions based on a non-fiction text you have chosen. Model your questions on the ones used in past papers. Then, answer them!
6. Make flash cards on key techniques used by advertisers, by tabloid journalists, by famous speech makers.
7. Create posters on key terms.

Writing:

1. Read examples of each of the non-fiction text types e.g. inform, advise, persuade. Write a list of the conventions of each. Make these lists more useful by adding an example e.g.
   - Advice writing = modal verbs = .You could .. , You might want to...
   - Persuasive writing = imperatives = .Buy now! , Complete the slip below to .. .
2. Devise a writing task for each writing type (inform, explain, describe, argue, persuade).
3. Plan each piece of writing, thinking carefully about arranging the content into an effective sequence of paragraphs.
4. Write the opening paragraph for each task. Annotate your opening to show the features of that type of writing you have used.
5. Assess your own writing against the marking criteria you have been given.
6. Set yourself a target for improvement.
7. Use mnemonics – write a lot about a little WALAAL, A FOREST, PERFORM. Get the idea? Now create your own.
8. Visualise it - Points should be linked, or snaked in your writing.
   Para 1
   Reasons to be cheerful……………………………………
   Para 2
   Being cheerful brings other benefits……
   Para 3
   Benefits are great but there can be dull moments when….
Useful Websites

BBC Bitesize – www.bbc.co/bitesize
Sam Learning – www.samlearning.com
I Am Learning – www.iamlearning.co.uk
School website –
Online newspapers or magazines – www.theguardian.co.uk, www.thetimes.co.uk, www.theindependent.co.uk, www.bbcnews.co.uk
Examination Board website – www.aqa.co.uk (for information only)

Add your own and tell your teacher any recommendations.

If you follow these tips in your revision, you can reach your target.

Good luck!

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