

Paper 2 Reminder: What do you have to do in Question 5?

AO5: 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: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).

English Language Paper 2, Question 5: Writing to present a viewpoint

I can
identify the
rubric of
the exam
paper

I can plan
for effective
content and
structure

I can use
language
techniques
and
sentence
structures
effectively in
writing

I can meet the
requirements of the
English paper confidently

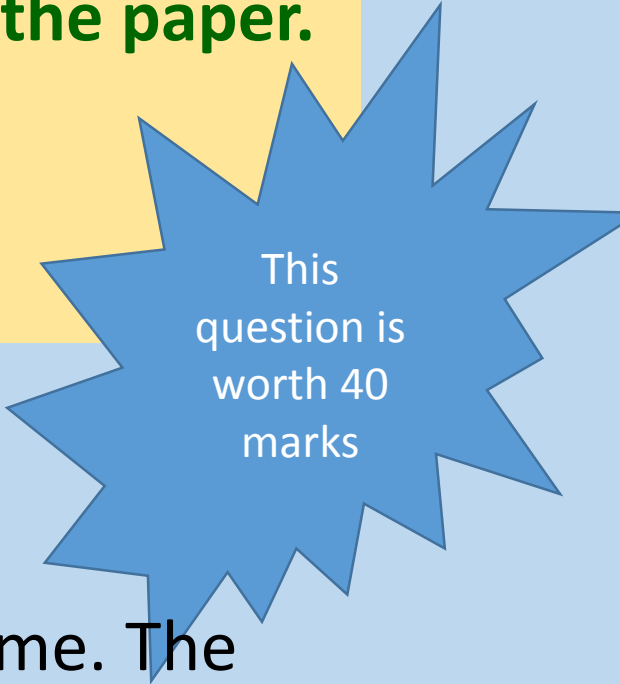
Question 5 (40 marks)

You should spend about 45 minutes on this section of the paper.

You are advised to plan your answer.

Write in full sentences.

Leave enough time to check your work.



This
question is
worth 40
marks

You will need to give your own perspective on a given theme. The theme will be similar to the one that was covered by the two sources in Section A. You can use some of the ideas and vocabulary from the sources to create your own viewpoint.

The logo consists of the letters 'PAF' in a bold, sans-serif font. The letter 'P' is red, while 'A' and 'F' are white. The text is centered within an orange rectangular box.

Be aware of the Purpose of your writing:

Write to Explain ... 'Explain what you think about ...'

Write to Argue ... 'Argue the case for or against the statement that ...'

Write to Persuade ... 'Persuade the writer of the statement that ...'

Write to Instruct/Advise ... 'Advise the reader of the best way to ...'

The logo consists of the letters 'PAF' in a bold, sans-serif font. The 'P' and 'A' are white, and the 'F' is red. The text is centered within an orange square.

Be aware of the Audience for your writing:

The audience will be **formal**. This means that your writing should be formal in nature and for an adult audience.

Possible audiences could include:

The readers of a broadsheet newspaper

Parents of students at your school

Your headteacher

A local councillor

Your fellow students (though this would still be formal and **adult**)

The logo consists of the letters 'PAF' in a bold, sans-serif font. The 'P' and 'A' are white, and the 'F' is red. They are set against a solid orange rectangular background.

PAF

Be aware of the Form of your writing:

An article (for a broadsheet newspaper or school newsletter)

A letter

Text for a leaflet

Text of a speech

Essay

PAF

Be aware of the Form of your writing:

Letter	Article
Use of addresses	A clear/apt original title/headline
A formal mode of address if required eg. Dear Sir/Madam or a named recipient	A strapline
Effectively/fluently sequenced paragraphs	Subheadings
An appropriate mode of signing off: Yours sincerely/faithfully	An introductory/overview paragraph
	Effectively fluent/sequenced paragraphs

PAF

Be aware of the Form of your writing:

Leaflet	Speech
A clear/apt/original title	A clear address to an audience
Organisational devices such as inventive subheadings or boxes	Effective/fluent linked sections to indicate sequence
Bullet points	Rhetorical indicators that an audience is being addressed throughout
Effectively/fluent sequenced paragraphs	A clear sign off eg. 'Thank you for listening'

PAF

Be aware of the Form of your writing:

Essay	
An effective introduction and convincing conclusion	
Effectively/fluent linked paragraphs to sequence a range of ideas	
Very similar to an article in style	

Question 5: Expressing your own point of view

In Section B of Paper 2, the writing task is likely to present you with:

An **assertion**, for example ‘Homework has no value’

And/or

A **statement of opinion**, for example, ‘Festivals and fairs should be banned. They encourage bad behaviour and are disruptive to local communities.’

You will then be asked to write with a specific purpose, audience and form (PAF).



Content

Organisation

SPAG

Question 5: “Tragic events and disasters often bring out the best in people.”

Assertion

Write an article for a broadsheet newspaper explaining your views on this statement.
(24 marks for content and organisation, 16 marks for technical accuracy)

[40 marks

You need to read the question carefully and highlight the PAF as well as the key words in the statement.

Then, move back, and decide what you want to present as your viewpoint.
REMEMBER: this does not have to be what you actually think!

Content

Organisation

SPAG

Question 5: “Tragic events and disasters often bring out the best in people.”

Write an **article for a broadsheet newspaper explaining your views** on this statement.

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

Content is about **register and tone**: your viewpoint should be convincing and compelling for your audience.



Content

Content is primarily about the **what**: this comes before the **how**. What are your actual ideas going to be? What will you tell your reader? Decide this before you decide how to tell them.

Is your piece humorous or angry? Do your language choices reflect this?

Question 5: “Tragic events and disasters often bring out the best in people.”

Write an **article for a broadsheet newspaper explaining your views** on this statement.

Organisation is about **planning**. You cannot write an effective article without properly planning and organising your ideas.



Organisation

Plan to include:

- Varied and effective structural features: using anecdotes, tripling, repetition or quotations to support your ideas.
- Think about incorporating some description to illustrate your point to help make your argument compelling.
- Link your paragraphs with discourse markers. Plan a beginning that links to the end. Perhaps end with a triple? Or a single sentence paragraph?

Why planning is important:

- My definition of tragedy
- Example of recent tragedy/disaster
- Close description of the human stories/victims (names, back stories etc)
- Counter-argument: do we need tragedies and disasters to keep us in check? Could be any of us at any time? Are human beings just inherently selfish?
- Anecdotal evidence of heroism/no-one wants it to happen to them.
- Closing paragraph on the resilience of human beings and the necessity to be 'the best' without/before disaster

Question 5: “Tragic events and disasters often bring out the best in people.”

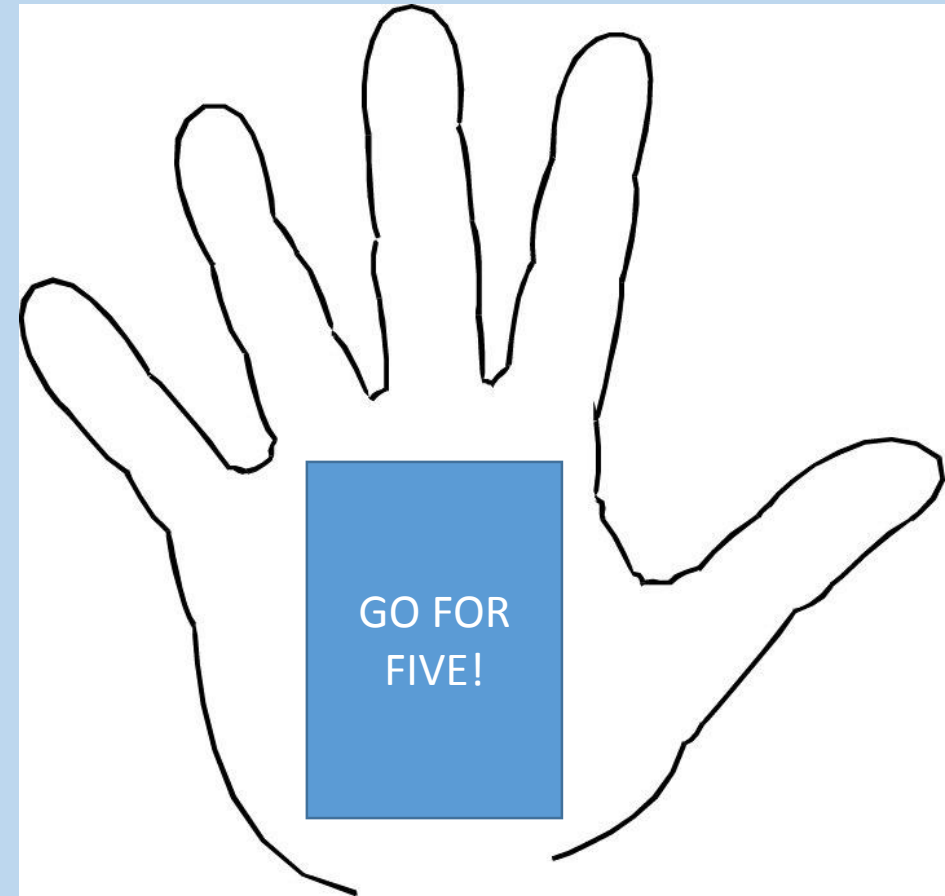
Write an **article for a broadsheet newspaper explaining your views** on this statement.

Let's try a planning technique:

On your prep sheet, highlight or tick 5 techniques you are going to use.

You will use these in your opening paragraph.

- Single sentence paragraph.
- Short opening sentence.
- Alliteration.
- Rhetorical Question
- Anecdote



Question 5: “Tragic events and disasters often bring out the best in people.”

Write an **article for a broadsheet newspaper explaining your views** on this statement.
(24 marks for content and organisation, 16 marks for technical accuracy)

Organisation

‘Tragedy. When the feeling’s gone and you can’t go on: it’s tragedy.’ So goes the famous lyric. But does it really capture the true nature of tragedy? Heart-breaking, gut-wrenching and emotionally exhausting, the loss of life, love and innocence is surely the last thing in the world to be trivialised in a pop song? But there is nothing as powerful as hope and the resilience of humanity in the face of tragedy. And that is absolutely worth singing about.

- Example of recent tragedy/disaster
- Close description of the human stories/victims (names, back stories etc)
- Counter-argument: do we need tragedies and disasters to keep us in check? Could be any of us at any time? Are human beings just inherently selfish?
- Anecdotal evidence of heroism
- Closing paragraph on the resilience of human beings and the necessity to be ‘the best’ without/before disaster

Sentence Structure: Practise these NOW!

In each piece of writing you should aim to include a colon (to introduce an idea or a list), a semi-colon (to break up long and descriptive clauses effectively) and at least one 'drop-in' clause (putting additional description in the middle of a sentence).

You should also think about interesting ways to start your sentences and paragraphs (with a verb, an adverb or a double adjective).

Don't forget to use a short sentence or two for impact (works really well at the bottom of a paragraph where you are building an argument!)

Use a colon to introduce an idea.

Just imagine: a peaceful world without tragedy. We'd all be happy all the time. Right?

It's very simple: we need stories of human resilience to keep us grounded and help us remember what's important.

There's a difference: tragedy created by human beings is preventable.

Semi-colons let you list descriptive items:

Commas:

We're potentially only a few moments away from tragedy at any time: death, disease, accidents, famine, war, oppression, heartbreak.

Semi-colons:

We're potentially only a few moments away from tragedy at any time: horrible, unstoppable, unpreventable diseases like cancer affect 1 in 3 people; human error causes terrible accidents on a daily basis; many people in the world are affected by ongoing wars or are oppressed by military regimes that erode their human rights; and there are the smaller tragedies that affect us individually such as the end of a love affair or a cheating partner.

Vary your sentences with a 'drop-in' or embedded clause:

There is, without doubt, nothing as inspirational as human beings overcoming adversity.

Tragedy is, whether we like it or not, the glue that holds the fabric of society together. It encourages us to remain grounded and appreciate our time on this earth.

Embedded clauses, used appropriately, can give a conversational tone to your writing so are really good for articles and speeches.

Sentence Starters for Variety:

Adverb: Gradually, it dawned on me that this was a tragedy of epic proportions.

Verb: Losing life, love and innocence is not something to be trivialised.

Conjunction: But there is nothing as powerful as hope and the resilience of humanity in the face of tragedy.

Double adjective: Horrible and heart-breaking, this was my own personal tragedy.

Plan to include these in your writing. Practise, practise, practise.

Build up to BOOM!

Write a descriptive paragraph and then summarise it in your final sentence. Make it short and snappy. Or even just one word.

The tragic thing about tragedy is that so much of it is preventable. And our own fault.

The truth is that we are the architects of our own tragedies time and time again. But how can we change our behaviour? What could possibly make a difference? Perhaps less selfish, and self-interested, behaviour might help. And kindness. Kindness.

Question 5: “Tragic events and disasters often bring out the best in people.”

Write an **article for a broadsheet newspaper explaining your views** on this statement.
(24 marks for content and organisation, 16 marks for technical accuracy)

After carefully planning, write an opening to this question.

And don't forget the final stage (worth 16 marks!), SPAG!

This also includes sentence and vocabulary variety ...



SPAG

How did you do? Can you annotate your answer?

Content and Organisation	SPAG
<p>Is your register appropriate? Is your viewpoint clear and convincing?</p>	<p>Have you used full stops and commas? Have you used more varied punctuation such as question marks, colons and semi-colons?</p>
<p>Does your tone and style fit in with the PAF? Have you crafted your writing using precise, sophisticated vocabulary and linguistic devices?</p>	<p>Have you used a range of sentence structures? Is your Standard English correct and consistent?</p>
<p>Have you included a range of paragraph lengths? Do all your paragraphs open in different ways? Are your paragraphs in a coherent order and do they link to each other?</p>	<p>Are all your spellings correct? Have you used a wide range of ambitious vocabulary?</p>

Ways to Prepare for Paper 2, Section B

Use your prep sheet to plan any question.

Plan an answer to any question in 6 bullet points.

Choose 5 techniques to include in one paragraph. Write it, improve it, do it again. Use a thesaurus to change 5 words each time.

Write a paragraph and make sure every sentence is different in terms of opening, shape and length. Practise this.

Other Possible Questions to Practise this Week:

'School uniforms are a pointless expense. They are never worn correctly, they are uncomfortable and they restrict pupils' creativity.'

Write a letter to your headteacher in which you persuade her to agree with your point of view on this statement.

'The practice of keeping animals in zoos cannot be allowed to continue. It is inhumane and encourages the use of animals and mere entertainment.'

Write a speech to be delivered at an animal welfare conference, in which you persuade your audience to agree with your point of view on this statement.

You have read a newspaper article which states:

'International travel is not worth the cost.'

Write a letter to the newspaper in which you argue for or against this statement.

'Smartphones are distracting. They should be banned from all schools and colleges.'

Write an article for a parents' newsletter in which you either agree or disagree with this view.'

'Young people today are too vain, always taking 'selfies' and worrying about their appearance. This is a sign that society is becoming more self-obsessed and shallow.'

Write an essay to be featured in a student newspaper in which you explain your views on this topic.