Revision

**Remember when persuading:**

**D**irect address

**A**lliteration

**F**act and evidence

**O**pinions and weaknesses

**R**hetorical questions

**E**motive language

**S**tatistics

**T**hrees (rule of)

**Identify examples of DAFOREST in the following:**

Sunshine soap is the most beautiful smelling soap in the entire world. 100% of people who have washed with sunshine soap said they would buy it again. You will be squeaky fresh and squeaky clean in no time with sunshine soap!

Do you want to miss out on the fresh, exciting, invigorating experience that is Sunshine soap?

Professor S.W. Oswald said: “this is a revolutionary new product, the likes of which have not been seen before in the scientific world.”

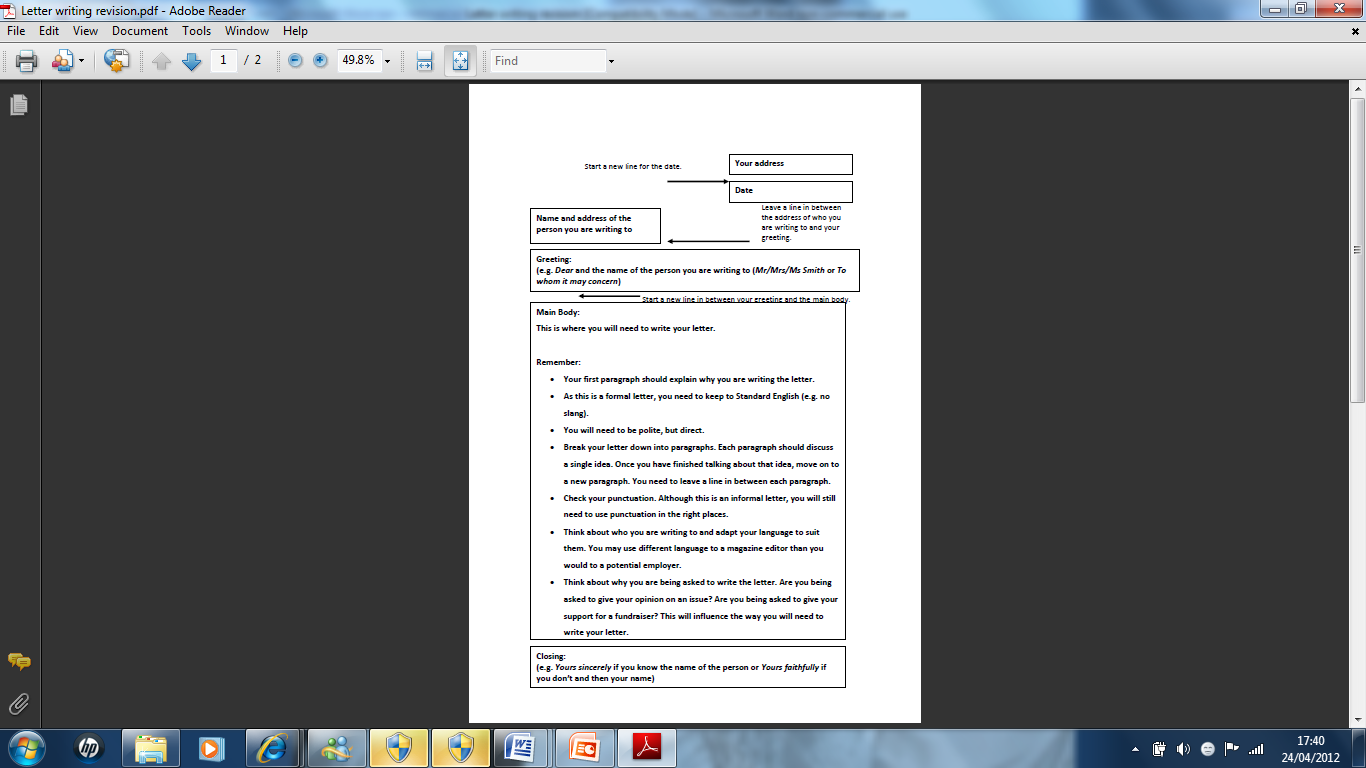
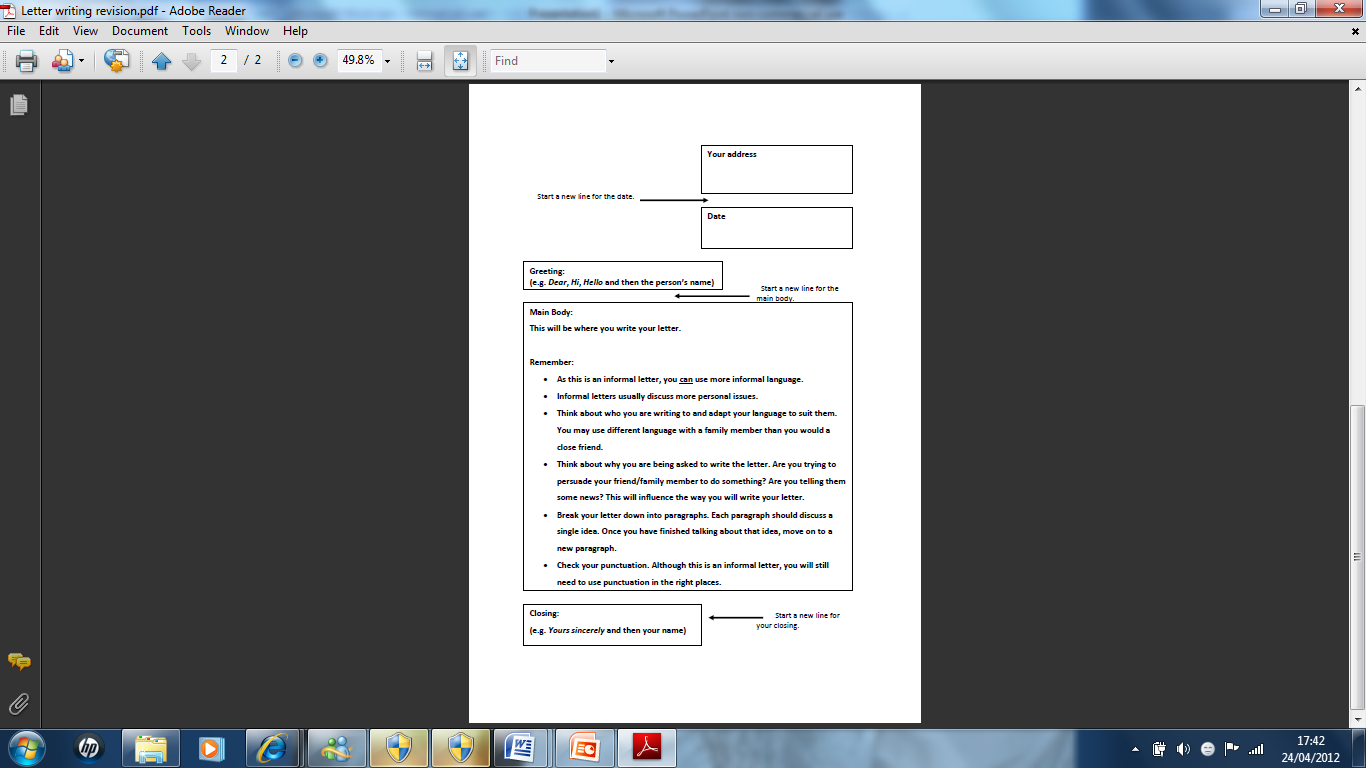
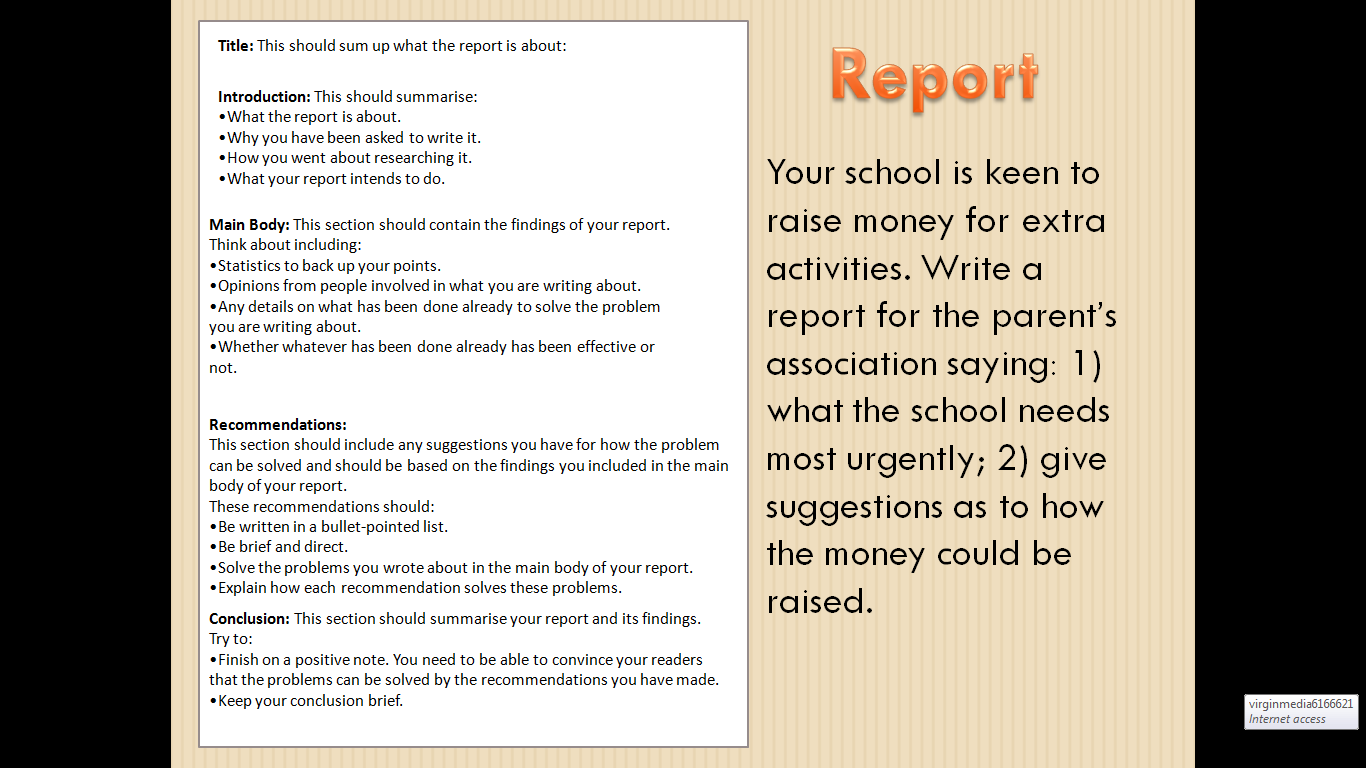
**When reading or writing consider: Who has it been written for? What is the purpose? How is it laid out?**

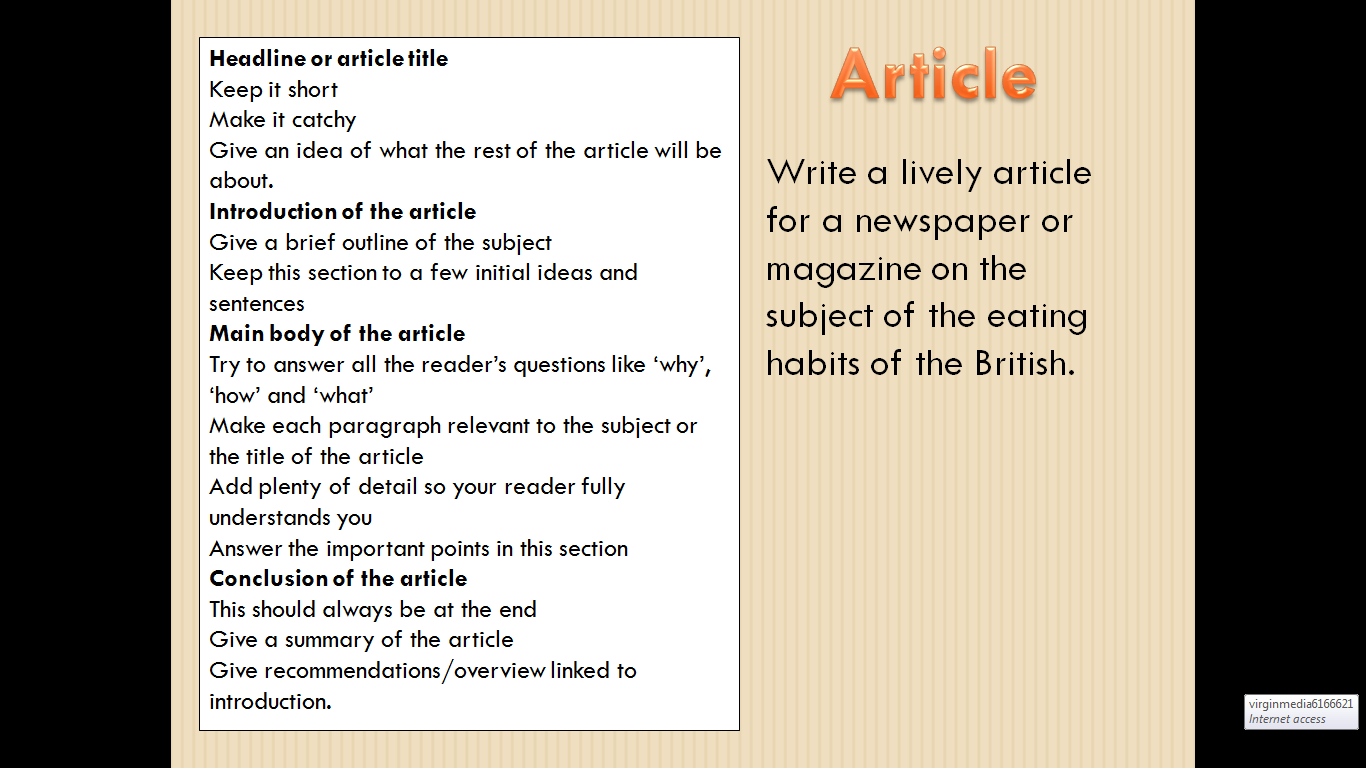
**P –** Purpose

1. Audience

**L-** Layout

**Underline the PAL in this question:** *Write the text of a speech to be given in* *assembly persuading young people not to smoke.*



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**REPORT**

**ARTICLE**

**Writing a Film Review Ideas**

Film title. You could also include a **star rating** here.

**Introduction**: what you expected from the film

Genre: what type of film is it? Does it have a message?

Plot: what happens in the film? Does the plot make sense? Is it easy enough to follow? Is it believable?

Characters: Who are the main characters and what are they like? Who are the actors playing these parts, and are they good in the parts?

What is the camerawork/ animation like? If there are special effects, what are they like? Are there beautiful scenes?

Did you enjoy the film? Why/why not? What were its good and bad points?

Write about a scene you particularly enjoyed or remembered. Why was it good/ memorable?

Would you recommend this film? To what sorts of people? Why?

Are there any other films you can compare this film to?

**When you have completed your planning by answering all the questions, you should write the review. Remember:**

Set your work out in **paragraphs**

Take care with **spelling** and **punctuation**

Make the review **interesting** to read by choosing your language carefully

Write in the **first person** and try to **address the reader directly**. For example: ‘**I** urge **you** to go and see this film- it’s brilliant!’

**Writing for a leaflet**

|  |
| --- |
| **Heading:**  What heading will you give your leaflet?  Try to make it: Memorable Direct Interesting Eye-catching  Try to use techniques like: A question A direct statement Alliteration |
| **Picture:**  What picture will you use to support your heading?  Just indicate what the picture will be DO NOT WASTE TIME DRAWING! |
| **Features:**  What are the main features of what you are advertising/arguing for?  Remember:   * Summarise the main points * Keep it brief and direct * Use sub-headings * Use descriptive/emotive language * Use positive descriptions and intensifiers |
| **Additional Details:**  What additional details do your audience need to know?  Remember:   * Use persuasive language * Use factual details * Use other people’s opinions to persuade your audience * Use (suitable) exaggerations to persuade your audience |
| **Contact Details:**  How can your audience find/get involved with your product? |
| **Images:**  What images are you going to use throughout your leaflet?  Think about: Your audience, Your product/cause  AGAIN DO NOT DRAW – JUST SAY (WRITE) WHAT WILL BE THERE. |

**Persuasive Speeches**

**PLAN** your speech before you write it.

Plan the main points and the structure of your speech.

You may wish to use this guide:

**Opening Statement:** Where you highlight your issue.

**Developing points:** 3-5 points (paragraphs) to explain what needs to be done and why it is so important.

**Closing Statement:** Where you make a final appeal to your audience.

Use **DAFOREST to make it persuasive.**

**PAPER 2**

**Section A – Non-Fiction Reading**

This is very similar to Section A on the first paper, but here, you are asked to deal with non-fiction and are normally given two texts to work with rather than one – while this may seem daunting, the texts will be linked, as they are normally about the same subject. Also, the prose text is shorter than that on the first paper (usually around 50 lines) and the other extract tends to be something colourful and more exciting, like a leaflet or poster.

You may get different types of question than on paper 1, but the format is the same:

**A.1 Read lines 1-36**

Bill Bryson thinks American attitudes to walking are ‘ridiculous’. What evidence does he use to suggest this? [10]

Again, each question is worth 10 marks so you should split your time equally -

🕑 Spend 15 minutes on each of the questions in Section A

Again the question helps you be telling which section to refer to in your answer, so if you want you need not read the whole text at once.

Typically the first three questions will only focus on one text at a time (normally two on one text and one on the other). There are only 4 types of question:

***INFORMATION RETRIEVAL***

* List reasons or details/Make a list of…
* According to this text or writer, how or what or why
* Explain how and/or why

***IMPRESSIONS/IMAGES***

* What impression do you get of the writer or and organisation or people?
* What image does this text create of the writer or and organisation or people?

***VIEWPOINT/ATTITUDE***

* What are the writer’s attitudes to…?
* What are the writer’s opinions of…?
* What are the writer’s thoughts and feelings about…?

***ANALYSIS OF PERSUASIVE TECHNIQUE***

* How does the writer try to encourage, interest or argue?
* How does this text try to persuade, sell or influence?

One question (usually the final one) will almost certainly ask you to compare the text.

***COMPARISON OF TEXTS***

* Compare and contrast these texts
* Using information from both texts, explain why…

When reading (with a pen in your hand, as always!) underline key phrases highlighting any of the following that are relevant to your answer:

* WHAT is said
  + - * use of statistics and their intention and effect
      * use of examples/description/exaggeration
      * facts or opinions expressed
      * quotations (often from celebrity or governing body to give credibility)
      * personal experience, anecdote or humour
* HOW it is said
  + - * language – though be careful not to mention emotive language without identifying the emotion!
      * tone
* EXTRAS
  + - * Such as pictures or headlines – but don’t state they obvious

You should also think about the STRUCTURE of your answers – be careful to mention things you’ve highlighted at the right time. For instance, if the headline links to a certain part of the main text, then mentioning them at the same time in your answer proves you’re very clever!

**Section B**

This section tests your ability to write non-fiction texts. You will be asked write two pieces, and will be able to select the topics from a list.

**Writing to Review**

Here, you will be asked to write a piece which reviews or comments on something.

Examples of things you may be asked to do include:

*REVIEWS –* in guidebooks, film or tv magazines etc.

*NEWSPAPER ARTICLES* – commenting on a particular issue

*REPORTS* – of local facilities, provisions in schools etc.

THE RULES:

* 🕑 Spend half an hour on this question (5 planning, 20 writing and 5 checking)
* Write about two sides
* Think about STRUCTURE – when are you zooming out, to look at the whole thing, and when are you zooming in to comment on details?
* Identify the AUDIENCE you are writing for and the PURPOSE of what you are writing and make sure that the language you use is appropriate.

**Writing to Persuade**

You will be asked to write one of the following:

*SPEECH –* to persuade or argue

*LEAFLET –* to persuade people to visit a certain attraction

*LETTERS –* either formal (to a newspaper or company) or informal (to a friend)

THE RULES:

* 🕑 Spend half an hour on this question (5 planning, 20 writing and 5 checking)
* Write about two sides
* Think about STRUCTURE
* Identify the AUDIENCE you are writing for and the PURPOSE of what you are writing and make sure that the language you use is appropriate.
* Think about PERSUASIVE LANGUAGE – emotive language, rhetorical questions etc.

Letters crop up fairly often on the exam– so here’s some top tips when writing letters:

* Use the correct layout for your letter! E.g. 2 addresses on formal letters, ‘dear…’, use of sincerely/faithfully depending on context.
* When writing a formal letter to an editor of a newspaper, your first sentence MUST:
  + - * Introduce the topic
      * Make your viewpoint (for/against) clear
* As with everything you write, think carefully about STRUCTURE – make sure you know where you’re going.
* In letters expressing an opinion it doesn’t matter what your opinion is, but make sure you don’t change your mind half way through!
* Good examples of letters talk about the views which oppose theirs and argue against them, for instance ‘some people think…… but…..’
* If you’re confident enough then you don’t have to write the letter as you – you can adopt a persona – pretend to be Doris from the corner shop or Henry from the Town Council – if you can pull it off successfully, the examiners tend to enjoy them – but don’t do it at the expense of accurate writing.

**Last, but not least…**

REMEMBER - Every time you put pen to paper in an exam, marks are given for MECHANICAL ACCURACY – in fact, a third of the marks rely on your being able to write accurately, so make sure your handwriting is readable and check through your work – silly, avoidable spelling errors can cost you marks which are really easy to get!

**WRITING TASKS CHECKLIST**

|  |  |
| --- | --- |
|  | **Tick** |
| **Identified key words from the question and have chosen the correct style to write in.** |  |
| **Written in paragraphs**, (one idea developed).  *Uses discourse markers where applicable:*  *(ADD SOMETHING) Moreover; In addition; Additionally; Furthermore; Also; Besides; What is more.*  *(MAKE A CONTRAST) However; On the other hand; In contrast; Yet.* |  |
| **Used a level of formality suited to the audience.** |  |
| **Used a range of vocabulary.** |  |
| **Used a range of sentence structures.**  *Embed a clause: A variety of people, including students, believe that...* |  |
| **Most spelling is correct.** |  |