

**AO5:**  
 i. Communicate clearly effectively and imaginatively, selecting and adapting **tone** and **style** for different forms, audiences and purposes  
 ii. Organise information and ideas using **structural features** for effect.

**GCSE Assessment Objectives (WRITING)**

**AO6**  
 Use a **full range** of **vocabulary** and **sentence structures** and **punctuation** for clarity, **purpose** and **effect**, with accurate **spelling** and **punctuation**.

**Purpose - Audience - Form**  
 Craft your language with these things in mind. Ensure the **tone** of your writing is appropriate for audience; the **techniques**, appropriate for purpose and your use of **structure**, appropriate for form.

Writing to **argue**  
 Be forceful and direct. Put pressure on the audience to accept your (the writer's) belief.  
Techniques to TRAP your reader  
**TRIPLETS**  
**REPETITION** (key words/phrases/messages)  
**ALLITERATION**  
**PARAGRAPHS** (make links)  
**PUNCTUATION** (!?...;:"'-)  
**EMOTIONAL EFFECT/EVIDENCE**  
**RHETORICAL QUESTION**  
**SENTENCE STRUCTURES** (vary)  
**CONNECTIVES/ STARTERS:**  
 Firstly, Secondly, In addition, Furthermore, It is clear that, however, Therefore, In conclusion, On the contrary, Similarly,  
**BOXING PLAN**  
**JAB > RUMBLE > RUMBLE > JAB > KNOCK OUT**

Writing to **inform**  
 Think of 'W' questions...  
 e.g. A Wikipedia entry on the Titanic...  
**What** caused it to sink?...happened to the wreckage?  
**When** did it sink? ...did it hit the iceberg?  
**Where** did it sink? Where is the wreckage?  
 Writing to **explain...go** further and explain...  
**How & Why** it was possible for the 'unsinkable' ship to sink ...the ship turned vertical and split into two.

Writing to **describe**  
**Techniques...**  
 • FIVE SENSES  
 • IMAGERY  
 • METAPHORS  
 • SIMILES  
 • PERSONIFICATION  
 • ALLITERATION  
 • RHYME  
 • REPETITION  
 • PUNCTUATION (!?;"'...'-)  
 • ADVERBIAL sentence starters  
 • SENTENCE VARIETY  
 The key is create a vivid and detailed image in your readers head  
**PLAN:**  
 Paragraph 2 - 4 > ZOOM IN on details of the image  
 Paragraph 1 & 5 > ZOOM OUT to capture the whole image.

Writing to **persuade.**  
 Understand your audience and appeal to their interests, priorities and emotions. Be subtle in convincing them.  
**Techniques...**  
**ALLITERATION**  
**RHETORICAL QUESTION**  
**EMOTIVE LANGUAGE**  
**DIRECT ADDRESS**  
**FACTS**  
**OPINIONS**  
**REPETITION**  
**EXAGGERATION**  
**STATISTICS**  
**TRIPLE PHRASING**

**Sentences** are made up of **main** and **subordinate** clauses. There are 3 **major sentence** types (simple, compound and complex). There are also **minor sentences** (irregular) e.g. Stop!

**Simple sentences** are made up of one main clause only.  
*Craft and experiment with your syntax.*  
 E.g. **The house stood on the hill**  
 (subject - verb - object)  
 OR  
**On the hill stood the house**  
 (object verb subject)

**Complex sentences** contain at least **one main clause** and at least **one subordinate clause**.  
*Craft and experiment with your syntax*  
 E.g. **Tall and proud, stood the house on the hill.**  
**The house on the hill, stood tall and proud.**  
**The house stood, tall and proud, on the hill.**

**Compound sentences** Contain at least two main clauses which are joined together using connectives.  
 E.g. **The house stood on the hill and I**  
 subject verb subject  
**nervously approached it.**  
 verb object

