

# **GCSE**

## **Eduqas Component 2**

### **Transactional Writing**

### **7 Forms of Writing**

Aim: To understand the different forms of writing and the features used for each.

# Transactional writing is part of Component 2.

## 19<sup>th</sup> and 21<sup>st</sup> C Non-Fiction



- Section A (30%) - Reading
- Section B (30%) – Writing  
40 marks
- This section will test transactional, persuasive and/or discursive writing through two tasks (20 marks each). 8 marks for VSSPS
- e.g. letters, articles, reviews, speeches, etc.
- This section assesses AO5 and AO6.

|               | Communication and organisation<br>12 marks  | Vocabulary, sentence structure, spelling and punctuation<br>8 marks  |
|---------------|---|--|
| <b>Band 5</b> | <b>11-12 marks</b> <ul style="list-style-type: none"> <li>shows sophisticated understanding of the purpose and format of the task</li> <li>shows sustained awareness of the reader / intended audience</li> <li>appropriate register is confidently adapted to purpose / audience</li> <li>content is ambitious, pertinent and sophisticated</li> <li>ideas are convincingly developed and supported by a range of relevant details</li> <li>there is sophistication in the shape and structure of the writing</li> <li>communication has ambition and sophistication</li> </ul>                                | <b>8 marks</b> <ul style="list-style-type: none"> <li>there is appropriate and effective variation of sentence structures</li> <li>virtually all sentence construction is controlled and accurate</li> <li>a range of punctuation is used confidently and accurately</li> <li>virtually all spelling, including that of complex irregular words, is correct</li> <li>control of tense and agreement is totally secure</li> <li>a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning</li> </ul> |
| <b>Band 4</b> | <b>8-10 marks</b> <ul style="list-style-type: none"> <li>shows consistent understanding of the purpose and format of the task</li> <li>shows secure awareness of the reader/intended audience</li> <li>register is appropriately and consistently adapted to purpose/audience</li> <li>content is well-judged and detailed</li> <li>ideas are organised and coherently developed with supporting detail</li> <li>there is clear shape and structure in the writing (paragraphs are used effectively to give sequence and organisation)</li> <li>communication has clarity, fluency and some ambition</li> </ul> | <b>6-7 marks</b> <ul style="list-style-type: none"> <li>sentence structure is varied to achieve particular effects</li> <li>control of sentence construction is secure</li> <li>a range of punctuation is used accurately</li> <li>spelling, including that of irregular words, is secure</li> <li>control of tense and agreement is secure</li> <li>vocabulary is ambitious and used with precision</li> </ul>  |
| <b>Band 3</b> | <b>5-7 marks</b> <ul style="list-style-type: none"> <li>shows clear understanding of the purpose and format of the task</li> <li>shows clear awareness of the reader / intended audience</li> <li>register is appropriately adapted to purpose / audience</li> <li>content is developed and appropriate reasons are given in support of opinions / ideas</li> <li>ideas are organised into coherent arguments</li> <li>there is some shape and structure in the writing (paragraphs are used to give sequence and organisation)</li> <li>communication has clarity and fluency</li> </ul>                       | <b>4-5 marks</b> <ul style="list-style-type: none"> <li>there is variety in sentence structure</li> <li>control of sentence construction is mostly secure</li> <li>a range of punctuation is used, mostly accurately</li> <li>most spelling, including that of irregular words, is correct</li> <li>control of tense and agreement is mostly secure</li> <li>vocabulary is beginning to develop and is used with some precision</li> </ul>   |

|               |   |  |
|---------------|---|--|
|               | <b>3-4 marks</b> <ul style="list-style-type: none"> <li>shows some awareness of the purpose and format of the task</li> <li>shows awareness of the reader / intended audience</li> <li>a clear attempt to adapt register to purpose / audience</li> <li>some reasons are given in support of opinions and ideas</li> <li>limited development of ideas</li> <li>some sequencing of ideas into paragraphs (structure / direction may be uncertain)</li> <li>communication has some clarity and fluency</li> </ul>   | <b>2-3 marks</b> <ul style="list-style-type: none"> <li>some variety of sentence structure</li> <li>there is some control of sentence construction</li> <li>some control of a range of punctuation</li> <li>the spelling is usually accurate</li> <li>control of tense and agreement is generally secure</li> <li>there is some range of vocabulary</li> </ul> |
| <b>Band 2</b> | <b>1-2 marks</b> <ul style="list-style-type: none"> <li>basic awareness of the purpose and format of the task</li> <li>some basic awareness of the reader / intended audience</li> <li>some attempt to adapt register to purpose / audience (e.g. degree of formality)</li> <li>some relevant content despite uneven coverage of the topic</li> <li>content may be thin and brief</li> <li>simple sequencing of ideas (paragraphs may be used to show obvious divisions or group ideas into some order)</li> <li>there is some basic clarity but communication of meaning is limited</li> </ul> | <b>1 mark</b> <ul style="list-style-type: none"> <li>limited range of sentence structure</li> <li>control of sentence construction is limited</li> <li>there is some attempt to use punctuation</li> <li>some spelling is accurate</li> <li>control of tense and agreement is limited</li> <li>limited range of vocabulary</li> </ul>                          |
| <b>Band 1</b> | <b>0 marks: nothing worthy of credit</b>  | <b>0 marks: nothing worthy of credit</b>   |

# The Assessment Objectives

## 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.**

Before you begin, always consider...

- **Purpose**
- **Audience**
- **Form**

# When writing to persuade, use rhetorical devices...

**D:** Direct address

**A:** adjectives / adverbs / alliteration / anecdote

**F:** facts / figurative lang

**O:** onomatopoeia

**R:** rhetorical Q / repetition / rhyme

**E:** exaggeration (hyperbole) / examples / emotive

**S:** statistics / shock tactics / superlatives

**T:** triad

# Writing to Argue

When writing to argue remember to **CREEP OFF**

**C**ounter Argument

**R**hetorical Question

**E**xamples

**E**motive Language

**P**ersonal Anecdotes

**O**pinions

**F**acts

**F**irst Person

# Present: Counter Arguments

What is a counter argument?

A counter argument is when you identify what could be considered flaws in your argument.

You then carefully dismiss them explaining why your argument is still stronger (Squash the counter-argument).

The following is an example from a letter where the person writing is arguing **against** school uniform.

e.g. A big argument in favour of uniform is one of safety. We are easily identifiable and this can be very useful if there is an accident.

But could it also be that wearing uniform can bring potential problems? Two friends of mine have been bullied while walking home just because their school uniform identified them as being from a "rival" school.

Be careful: which is the writer's OWN argument and which is the counter argument?



# Discourse Markers Examples

|  |  |  |  |
|--|--|--|--|
| <u>ADDING</u><br>and<br>also<br>as well as<br>moreover<br>too<br>furthermore<br>additionally           | <u>SEQUENCING</u><br><u>first</u> , second,<br>third...<br>finally<br>next<br>meanwhile<br>after<br>then<br>subsequently | <u>ILLUSTRATING</u><br>for example<br>such as<br>for instance<br>in the case of<br><u>as</u> revealed<br>by...<br>illustrated by   | <u>CAUSE and</u><br><u>EFFECT</u><br>because<br>so<br>therefore<br>thus<br>consequently<br>hence     |
| <u>COMPARING</u><br>similarly<br>likewise<br>as with<br>like<br>equally<br><u>in the same</u><br>way.. | <u>QUALIFYING</u><br>but<br>however<br>although<br>unless<br>except<br>apart from<br>as long as<br>if                    | <u>CONTRASTING</u><br>whereas<br>instead of<br>alternatively<br>otherwise<br>unlike<br><u>on the other</u><br>hand..<br>conversely | <u>EMPHASISING</u><br>above all<br>in particular<br>especially<br>significantly<br>indeed<br>notably |

# Language, Form and Structure

Language – the words used by the writer.

Form – the type of text that has been written, e.g. speech, article, letter.

Structure – the order of the text. How paragraphs have been put together to make a whole text.

## 7 forms of writing

| Form            | Features | Language | Structure | Example exam questions |
|-----------------|----------|----------|-----------|------------------------|
| Informal letter |          |          |           |                        |
| Formal letter   |          |          |           |                        |
| Review          |          |          |           |                        |

## 7 forms of writing

| Form    | Features | Language | Structure | Example exam questions |
|---------|----------|----------|-----------|------------------------|
| Report  |          |          |           |                        |
| Speech  |          |          |           |                        |
| Article |          |          |           |                        |
| Leaflet |          |          |           |                        |

# Speech

## Structure

- A speech often follows a three part structure:
- a highly engaging and motivational opening
- a well-structured argument with several main points and including objection handling
- a positive conclusion

# Speech

## Language

- The language used in a speech will vary depending on the audience.
- In a speech to a professional audience, such as a business pitch or a talk to head teachers, formal language is more appropriate.
- However, in a presentation to younger children, more informal and colloquial language would be suitable.
- The purpose of a speech is often to convince listeners of a particular point of view and so the language is typically persuasive
- Use DAFOREST to add persuasive detail to your speech

# Speech

## Features

- Discourse markers
- Appropriate opening
- Appropriate ending
- Daforest

# Letter – informal and formal

## Structure

- A letter has a conventional structure with addresses at the top, an opening address using 'Dear ...'
- and ending with a standard salutation such as 'Yours sincerely' (if you know the reader's name) or 'Yours faithfully' (if you have started your letter 'Dear Sir/Madam').
- In a formal letter, the opening paragraph should outline the overall aim of the letter and the conclusion should summarise the main points. Each paragraph should link to the purpose.



# Letter – informal and formal

## Language

### Informal

- Chatty
- Colloquial
- Friendly
- Must be appropriate to the task/audience

### Formal

- Formal
- Standard English
- Polite
- Must be appropriate to the task/audience

# Letter – informal and formal

## Features

### Informal

- Your address – top right hand corner
- Friendly greeting
- Friendly closing

### Formal

- Your address – top right hand corner
- Their address – left, slightly under your address
- Date – under your address
- Polite greeting – Dear...
- Polite closing –  
Dear Mr Smith / Yours sincerely  
Dear Sir / Madam / Yours  
faithfully,

# Report

## Structure

- A report is highly factual and informs the reader rather than trying to make them feel or react in a particular way.
- A report typically uses **subheadings**, to organise the text.
- There might also be statistics, graphs or evidence to support the text.
- Bullet points could be used to highlight key information to the reader.

# Report

## Language

- The language in a report is objective.
- It states facts rather than attempting to **manipulate** the reader's emotions.
- The purpose is usually to provide the reader with relevant information in an ordered way. Therefore, the vocabulary should be **Standard English** and straightforward, presenting the topic precisely.

# Report

## Features

- Heading/title
- Subheadings for different areas of your report
- Bullet points
- Statistics

# Article

## Structure

- The structure of an article for a newspaper, magazine or website, is usually in three parts:
- **introduction** – engaging the reader, or outlining the main point of the article to follow
- **middle** – making clear and interesting points about the topic
- **end** – a concluding paragraph that draws the points together

# Article

## Language

- The language of an article depends upon the purpose and audience; usually, the vocabulary of the article will fit the topic content, and who it is targeted at. For example, you would expect an article about a recent film release to include the vocabulary of actors, scripts and performance.
- A catchy, memorable headline is essential to grab your readers' attention and entice them to read the whole article.
- Articles are usually written in **Standard English**, but **colloquial** sayings or phrases might be used to emphasise a point.
- **Persuasive devices**, such as rule of three, **rhetorical** questions and **alliteration** can be used to encourage the reader to agree with your point of view.

# Article

## Features

- Heading – using different techniques (such as a pun, alliteration, rhetorical question etc)
- Subheadings – used to signpost different areas of the text



# Guide

## Structure

- A guide might be a leaflet or handbook, giving instructions on a topic or procedure.
- It is typical for a guide to use **subheadings** so that the reader can see the main points at a glance.
- The order of these headings will depend on the purpose of the guide. For example, if the guide is to encourage people to visit a tourist attraction, the key areas of interest may feature first with cost and a map appearing at a later point.

# Guide

## Language

- As with all writing, the language should be suitable for the audience.
- In a guide aimed at children, the language will need to be easy for that age group to understand, but also exciting and lively enough to make them want to read it.
- It is common to use **imperatives** in a guide, eg 'Go here', 'Pay attention to...', 'Sign up now' – giving clear directions to the reader.
- The language must also be appropriate to **the purpose**.

# Guide

## Features

- Title
- Subheadings
- Language that is appropriate for the purpose

# Review

## Structure

- Introduce what is being reviewed – give background etc.
- Clear, signposted paragraphs, which review a variety of areas/aspects.
- Overall conclusion, which gives a clear picture of the writer's views.

# Review

## Language

- **Reviewing** is subjective and personal.
- Personal knowledge and authority will make your conclusions count. However, you will still need to support your points with valid reasons.
- Gives personal opinion with authority.
- Persuasive language.
- Language that is suitable for the audience.

# Review

## Features

- Title.
- Could have subheadings.
- Uses evidence to back up opinions.
- Star rating.