



**G.C.S.E.**  
**ENGLISH REVISION**  
**FOR**  
**WRITING**

- In the exams, your writing skills are assessed in Section B of both English Paper 1 and Paper 2
- You complete **ONE** task only in each exam
- You have 45 minutes
- Each task is worth 15% of your total grade

## You need to show:

- Understanding of Purpose, Audience, Form/Genre
- Control of Sentences, Paragraphs, Overall Structure
- Use of a RANGE of Punctuation and Sentence Types (plus – of course – accurate spelling)

Remember to Read **All**  
The Tasks  
- make the best choice!

Use an appropriate style to suit the purpose  
(shown in bold) – revise *how* to write for these!

Paper 1      Argue      Persuade      Advise

Paper 2      Inform      Explain      Describe

(Note: Often the task which calls for TWO  
PURPOSES is a good choice)

You can go a long way to show **control** of Genre – Purpose - Structure simply by writing a strong opening, followed by a series of paragraphs plus remembering a strong **ENDING**

It is important to “Finish” the task ...

e.g. the final paragraph of an article is very important to the whole argument of the piece



The best writing is ...

# CRAFTED

*You have really thought about the best words to use ... you've deliberately varied sentence length and type for effect*

# CONTROLLED

*Punctuation, Paragraph length and  
Sequence of ideas/paragraphs  
all matter here*

# COHESIVE

*It all “hangs together” well ... it really reads like a speech/letter/article/leaflet etc.  
Links between Paragraphs – Discourse Markers – and a Strong Opening and Ending will help*

# CONSISTENT

*You must check ALL of your writing.  
Don't let silly errors creep in towards the  
end. Failure to Proof-read, which should  
take 5 minutes, may cost you a whole  
grade!*



**GO FOR  
QUALITY –  
NOT LENGTH!**

## In the exam ...

1. **IDENTIFY** the purpose/audience/genre
2. **PLAN** a sequence of ideas/points which you can turn into paragraphs
3. **THINK** how to link these paragraphs
  - Start – Main – Ending
  - In the best order
  - ‘Discourse markers’ to link ideas

*Spend 5 minutes Thinking and Planning  
before you start!*

# PLAN... for a Strong Opening!

Be:

Original – Daring – Creative – Interesting

It is important to engage the marker's interest in the **OPENING SENTENCE**

A letter which starts ... “I am writing a letter to you because...” is VERY,VERY DULL!

## You should:

- Practise **Attention-Grabbing** opening sentences
- Use those **Rhetorical Tricks** you've learned

The “Describe... yourself/your home/your ideal place/the room you’re in...” type of task seems to come up a lot – so think of clever ways to interpret these kinds of tasks.

Don’t be too “obvious” or predictable. “Show off” and “Show-Case” your skills!

# PLAN... to use sentences for effect

- Short, dramatic, even one-word sentences
- Rhetorical Question Sentences
- Longer, flowing sentences (but not too long!)
- Sentences which use Connectives (Compound Sentences)
- Sentences which use Commas, (Complex Sentences)

Use a **RANGE** of sentences

**Note:** You only have to show a skill once to get credit for it... so don't use lots of rhetorical questions!

## And Another Thing...

Another sentence skill is to **avoid over-using Connectives.**

This is the most common mistake, resulting in over-long, out-of-control writing!

Also, try to avoid using only:

**and so but then because**

**TRY TO FIND OTHER CONNECTIVES -  
OR WAYS OF USING COMMAS**

Imagine a task is:

**Describe a Special Place**



**You decide to write about  
your early childhood as  
that “Special Place”...**

**... and you write Two Sides  
of A4 in the style of the  
following extract ...**

## Extract from sample answer:

*Wishing I could once again visit that glorious place is futile because that place is gone forever. Those rich experiences still inhabit my dreams and continue to give me joy. I have yearned to return so I might appreciate it all more fully. Returning would be wonderful but I know it can never happen.*



**What Grade do you think?**

Probably D ...

*for two reasons*

1. All of the sentences are Compound Sentences (so there's no RANGE of sentence types)
2. The Connectives are simply:  
because , and, so, but

# PLAN...

- to use “Punctuation Beyond The Basic”  
(Basic = Capital + Full Stop)
- Correct use of apostrophe is expected (don't, can't, I'm, I've, you're etc)
- Plus... ! ? ; : - etc. will be rewarded if used correctly. Remember, you only need show you can use ; or : once to gain credit for this skill

- Always check you've used CAPITALS correctly – for Names, Places, I, Starts of Sentences
- To some extent, your ability to use Punctuation for effect will determine how well you can vary sentences

**For example:**

*She fled the building and sprinted crazily down the street because the house was on fire.*

**could easily have become:**

*Sprinting crazily down the street, she fled the building – the flames threatening to engulf the entire street!*

# PLAN...

**To use some “Posh” words!**

This means use some more sophisticated words – words you wouldn’t use with your mates.

No need to be too flash – but don’t be too safe/boring in your word choice.

Don't worry if you're not 100% certain of a spelling.

You'll gain more credit for using a wide vocabulary than you'll lose for wobbly spelling.

Finally, if you **KNOW** you regularly make certain spelling errors (There/Their etc) make a special effort **NOW** to sort these out **AND** remember to Proof-Read carefully at the end of the exam



**Good Luck**