

# GCSE English Language Transactional Writing Knowledge Organiser

## EXAM PAPER INFORMATION

Language Paper 2 Section B

45 minutes

A CHOICE OF 2 NON-FICTION WRITING TASKS FOR A SPECIFIC AUDIENCE OR PURPOSE (LETTER, ARTICLE ETC.).

Thematically linked to Section A.

25% of overall GCSE

Of which ... SPAG is 10% of overall GCSE

## Writing Purposes

- |                                |                        |
|--------------------------------|------------------------|
| • Writing to explain           | • Writing to persuade  |
| • Writing to instruct / advise | • Writing to entertain |

## Writing Forms

**Letter** - very important mode of communication, still used in business and leaders from readers still printed in newspapers. Sometimes sent in the form of an email attachment.

**Article** - a piece of writing included in a magazine or newspaper. It is not the headline news, but a discussion of a topical issue, often from a particular point of view

**Leaflet** (text only) - short promotional texts designed to attract the interest of people and inform about topics or goods. (inform / advise / persuade)

**Speech** - written to be delivered orally. Usually arguing from a personal point of view Speech contains more informalities of style, even in formal situations

**Review** - communicates a personal opinion about things such as programmes, films, books, products etc. (persuade and entertain).

**Report**—professional, commissioned investigation. Evidence of current situation and suggestions for improvement

**FEATURES.** You *must* include those in bold and *could* include the rest.

### Letter

The use of correctly placed **addresses** / a date

A formal **mode of address** if required e.g.. Dear Sir/Madam or a named recipient

Formal letters—avoid contractions: *don't, isn't* etc.

An introduction that includes why you are writing the letter (not necessarily *I am writing to you ...*)

Effectively / fluently sequenced **paragraphs**

**An appropriate mode of signing off** e.g. Yours sincerely (named recipient) / faithfully (Sir/Madam)

### Article

A clear/apt/original **title**

A strapline

Subheadings

An introductory (overview) paragraph

anecdotes

Effectively / fluently sequenced **paragraphs**.

### Speech

A clear **address to an audience**

Effective / fluently linked sections to indicate **sequence**

Rhetorical indicators that an audience is being addressed throughout, e.g. 'we must remember ...', 'I'm sure you all agree that ...'

Needs a sense of appropriate spoken English

**A clear sign off** e.g. 'Thank you for listening'.

### Leaflet

A clear / apt / original **title**

Organisational devices such as inventive subheadings / boxes or bullet points

Effectively / fluently sequenced **paragraphs**

Advice leaflets - use modal verbs (could should etc.) Creates a gentler / suggestive tone. Instructions use imperatives e.g. *Don't cross the road.* Firmer tone.

Don't write in columns

### Essay

An effective introduction and convincing conclusion

Effectively / fluently linked paragraphs to sequence a range of ideas.

### Report

Impersonal style (avoid 'I')

Usually directed at an official leader of an organisation

Title / sub-headings / bullet points

Introduction / conclusion / recommendations (suggestions for future actions)

### Review

**Title** / star rating or similar

**Clear opinion** with some factual details

Avoid retelling the plot

Attempt to persuade the reader to adopt the same opinion of the subject as the reviewer

NB: If a book review avoid a GCSE text, otherwise it could become an English Literature essay

## Connectives / discourse markers / cohesive devices

**Time:** next / then / finally / meanwhile / eventually

**Cause / effect:** because / therefore / so / consequently / as a result of

**Contrasting:** however / alternatively / although / except / Unless

**Adding:** and / moreover / also / as well as / furthermore

## SPELLINGS

Sincerely

Madam

Argument

Advise / advice

Beginning

## TOP TIPS—writing under pressure

Mind the GAP: Establish **genre** (form), **audience** and **purpose**.

Quality is more important than length—aim to write about two sides.

Sometimes the situation surrounding the task is given, but sometimes you have to create the context

Plan. Think. You must have something of substance to write about. You must fulfil the brief. This should take 5 minutes. If you over-run on Section A., do not forego this.

Establish tone and formality

Proofread—don't underestimate how important this is. Leave 5 minutes.

**Most transactional writing tasks involve an element of persuasion. You will be convincing your reader / listener of your point of view.**

**Rhetorical / persuasive devices and the jobs they do!**

Rhetorical questions—dramatic impact, emotive / hard-hitting. Forces audience to consider the issue.

First person (I)

First person plural (we) shows the writer as a member of a group. Inclusive.

Second person (you) - provokes a personal response from the reader

Third person (he / they) - most objective point of view

Emotive language—designed and chosen to sway audience response.

Alliteration—the repetition of sounds

Exclamations—expresses a strong emotional state

Imagery: similes/ metaphors / personification

Imperatives—gives a command, direction, request

Counter argument— often included in order to challenge. Makes the speaker / writer appear as if they have considered all sides.

Facts and Stats—people trust them. They may surprise us, impress us, anger us, appal us etc.

Citing the viewpoint of an expert—people tend to believe an 'expert'.

Humour

Hyperbole / exaggeration / superlatives

Pattern of three / repetition / anaphora (the repetition of words and phrases at the start of sentences)

Anecdotes—a short, personal story used to illustrate a point.

Puns—a play on words often in titles. (humour)

Occasional simple / short sentences for impact