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GCSE  
**ENGLISH**  
**LANGUAGE**

Writing task for Paper 2

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Further insight series

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# Additional guidance for writing tasks set on Paper 2

## GCSE English Language (8700)

### Aims:

- To provide additional guidance (beyond that set out in the specification and Launch and Preparing to teach materials) on the range of forms, purposes and audiences that we will select from in setting this question
- To provide examples and features of each form that we would typically expect students to replicate in their responses.

To ensure familiarity with this writing task, you should also refer to:

- [GCSE English Language specification](#)
- [Preparing to teach slides and pack.](#)

### Paper 2 Section B Writing Tasks

Assessment objectives (marks)	AO1 0	AO2 0	AO3 0	AO4 0	AO5 24	AO6 16
Justification of AO classification	<p>This task meets the requirement for content across the specification in that 24 marks equate to a weighting of 15%, whilst the requirement for technical accuracy at 16 marks equates to a weighting of 10%.</p> <p>This is balanced with the same weightings across Paper 1 Question 5 so that both writing tasks are equally weighted to give a total writing weighting of 50% across the specification.</p>					

It is important to understand the identity and assessment strategy for Paper 2 as a whole. This provides students with two sources on a given topic or theme. Having read and responded to how different writers have presented view-points in Section A, students have an opportunity to set out their own personal view-point.

The writing task is therefore linked to the topic or theme of the reading sources. In this sense, the following aspects of the writing task will remain consistent:

- a statement at the start of the question setting out a clear audience, purpose and form
- an enabling, provocative/controversial statement that prompts students to write a response offering their own attitude/viewpoint.

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What will be subject to change:

- the specified audience, purpose and form
- the exact wording of the question stem and choice of command words.

### For example

*“Homework has no value. Some students get it done for them; some don’t do it at all. Students should be relaxing in their free time.”*

Write **an article** for a **broadsheet newspaper** in which you **explain** your point of view on this **statement**.

### The range of purposes that can be set

As a summary of where writing types will be covered, this chart develops the range we will cover within the identities of each paper.

Paper 1: Section B	Paper 2: Section B
Showing ability to write for purpose and audience and, within the provided form.  Using language imaginatively and creatively <ul style="list-style-type: none"><li>• writing to describe</li><li>• writing to narrate</li></ul>	Showing ability to write for purpose and audience and, within the provided form.  Using language for impact <ul style="list-style-type: none"><li>• writing to explain</li><li>• writing to instruct/advise</li><li>• writing to argue</li><li>• writing to persuade</li></ul> Allowing (where relevant) opportunities to: <ul style="list-style-type: none"><li>• give and respond to information</li><li>• select, organise and emphasise facts, ideas and key points</li><li>• cite evidence and quotation</li><li>• include rhetorical devices.</li></ul>

### Note

These writing types and purposes are taken directly from the Department for Education (DfE) document.

Whilst the writing types here have some continuity with legacy specification assessments, and similarity to so called “triplets”, we can now apply them more flexibly. Because of the identity and ethos of Paper 2, the task will always be essentially discursive in nature – providing students with opportunities to communicate their personal view(s).

## More examples

Write to explain	Write to argue	Write to persuade	Write to instruct/advise
Explain what you think about...	Argue the case for or against the statement that...	Persuade the writer of the statement that...	Advise the reader of the best way to...

## The range of audiences that can be set

Given the need for this task to provide students with opportunity to meet the full requirements of AO6, the audiences will be formal in nature.

## The range of forms that can be set:

- letter
- article
- text for a leaflet
- text of a speech
- essay.

## The features of forms that we would typically expect students to replicate in exam conditions

Letter	
As a minimum, students <b>should</b> include:	<ul style="list-style-type: none"> <li>• an indication that someone is sending the letter to someone</li> <li>• paragraphs.</li> </ul>
More detailed/developed indicators of form <b>could</b> include:	<ul style="list-style-type: none"> <li>• the use of addresses</li> <li>• a date</li> <li>• a formal mode of address if required e.g. Dear Sir/Madam or a named recipient</li> <li>• effectively/fluent sequenced paragraphs</li> <li>• an appropriate mode of signing off: Yours sincerely/faithfully.</li> </ul>

Article	
As a minimum, students <b>should</b> include:	<ul style="list-style-type: none"> <li>• the use of a simple title</li> <li>• paragraphs.</li> </ul>
More detailed/developed indicators of form <b>could</b> include:	<ul style="list-style-type: none"> <li>• a clear/apt/original title</li> <li>• a strapline</li> <li>• subheadings</li> <li>• an introductory (overview) paragraph</li> <li>• effectively/fluent sequenced paragraphs.</li> </ul>

<b>Text for a leaflet</b>	
As a minimum, students <b>should</b> include:	<ul style="list-style-type: none"> <li>• the use of a simple title</li> <li>• paragraphs or sections.</li> </ul>
More detailed/developed indicators of form <b>could</b> include:	<ul style="list-style-type: none"> <li>• a clear/apt/original title</li> <li>• organisational devices such as inventive subheadings or boxes</li> <li>• bullet points</li> <li>• effectively/fluently sequenced paragraphs.</li> </ul>

<b>Text of a speech</b>	
As a minimum, students <b>should</b> include:	<ul style="list-style-type: none"> <li>• a simple address to an audience</li> <li>• sections</li> <li>• a final address to an audience.</li> </ul>
More detailed/developed indicators of form <b>could</b> include:	<ul style="list-style-type: none"> <li>• a clear address to an audience</li> <li>• effective/fluently linked sections to indicate sequence</li> <li>• rhetorical indicators that an audience is being addressed throughout</li> <li>• a clear sign off e.g. 'Thank you for listening'.</li> </ul>

<b>Essay</b>	
As a minimum, students <b>should</b> include:	<ul style="list-style-type: none"> <li>• a simple introduction and conclusion</li> <li>• paragraphs.</li> </ul>
More detailed/developed indicators of form <b>could</b> include:	<ul style="list-style-type: none"> <li>• an effective introduction and convincing conclusion</li> <li>• effectively/fluently linked paragraphs to sequence a range of ideas.</li> </ul>