

Paper 2 writing – Planning Guide

How to approach the writing question

Paper 2 asks you to write a point of view or opinion piece. As such, it should demonstrate your opinion on a subject while showing both your general knowledge and your ability to use language to get your point across. There are different ways of looking at this, as shown below.

Opinion	+	knowledge	+	language	=	successful piece
Pathos	+	logos	+	ethos	=	successful piece
Emotion	+	facts	+	trust	=	successful piece

Your *opinion* is always going to be loaded with emotion, or pathos, and effective persuasive writing will appeal to another person's sense of emotion too.

The *information* you provide will give your argument weight; an audience needs to know that you know your stuff otherwise you will just look arrogant and opinionated.

The *language* that you use, if chosen well, will get your audience on side. They will respond to well-chosen vocabulary and techniques – not hollow rhetoric that could be applied to any topic.

In short, you need to write as yourself, with passion, common sense, and a clear intention to make your audience do one of three things:

- **Feel differently e.g. change their emotional perspective towards a topic (fox hunting)**
- **Do differently e.g. change their day to day habits or actions (start recycling properly)**
- **Think differently e.g. change their minds on something (reconsider a stereotype)**

The steps you need to take for success are simple:

- 1. Read the question**
- 2. Decide on your point of view, purpose, and audience**
- 3. Plan your answer**
- 4. Decide which techniques are going to be most useful for you**
- 5. Write your response**

This booklet looks at each of these points in turn and helps you to understand how best to approach each stage. There are tasks at the end for you to try at home.

1. Read the question

Question 5 will always give you a statement and then ask you to write a response that addresses that statement. For example, 'Students should be encouraged to take a year out before university/starting work so that they can see the world.' You would be expected to write about whether you think students should travel, or whether they should go straight to university/work.

A word of caution – whilst you won't lose marks for referring to the statement in your piece of writing, it's usually better to just explain your opinion on it without making reference to it; sometimes it can take a few sentences to explain the statement and that wastes time that you could be spending on thinking up a great line. *Assume the reader knows the statement – assume all they are interested in is reading your response to that statement.*

2. Decide on your point of view

It is likely that you will have an instinctual or 'gut' reaction to the statement; it is a good idea to go with this as it will make your writing more believable. To enable you to present the most coherent and effective piece of writing though, you must consider both sides of the argument.

To do this, you need to complete your 'invention table.' This is the best way of being sure about the arguments that you are going to put across in your writing. The invention can be written in a small table on your exam paper, as the first part of your plan.

ARGUMENTS FOR	ARGUMENTS AGAINST

In the table, you can jot down the key arguments for each side of the topic. First write down what you think, but then you can also consider other peoples' perspectives, for example teachers, parents, employers.

The table below shows an example of an invention exercise for the statement 'Students should not be required to wear uniform at school. It is not necessary in the modern age.' The task is to write a letter to a local newspaper sharing your opinion on the subject.

ARGUMENTS FOR	ARGUMENTS AGAINST
Uniform is expensive	It is neat
it is uncomfortable	It is more affordable than non-uniform
it does not allow for individuality	It prevents bullying

By completing the invention, you can very quickly identify the topics for your main paragraphs in the body of your argument. In the above example, I would choose to argue against the statement. Below, you can see an example of a plan for this essay, which is your next step.

3. Plan your answer

The next step is your plan. This step is important because your writing may lose focus if you are not completely sure about where you are heading.

PAF:

First, establish your audience, format and purpose. In this case, it is the general public, as I am writing a letter to a newspaper in the hope that it will be printed. I need to be sure then not to alienate groups of people, and to be realistic in my arguments. My purpose is to share my opinion but it would be a bonus if anyone read my letter and started to change their feelings on the topic so I will try and be extra persuasive.

FLESH OUT:

In your plan, you should lay out two or three of the main arguments from your invention, and start to add more detail to each one. Try and think of a few supporting arguments that you can use to bulk out your main ideas.

If you are following the ENDRP structure, you can also choose one (or more) arguments from the opposite side to pull apart in your refutation. In the table below you can see in bold the two arguments I am going to write about on the right, and the one I am going to challenge or refute on the left.

ARGUMENTS FOR	ARGUMENTS AGAINST
Uniform is expensive	It is neat
it is uncomfortable	It is more affordable than non-uniform
it does not allow for individuality	It prevents bullying

Plan:

Intro

Para 1 – Neat

Para 2 – Affordable

Para 3 – Shut down the individuality argument

Conclusion

Fleshed Out Plan:

Intro – Start with anecdote...imagine if there was no uniform etc...

Para 1 – Neat – use statistics from employers, comments from public, talk about community and general good reputation, rewards can be given

Para 2 – Affordable – anecdote and costings, families, poverty, security, accessibility

Para 3 – Shut down the individuality argument – individuality in school leaves you open for distraction, means you can't differentiate between home and school, means you have pressures in morning above just getting to school

Conclusion – rhetorical questions, heavy pathos about future of our country

4. Decide on the techniques you are going to use

Then, you can start to think about techniques that may be useful for your argument. Techniques are listed in the appendix at the end of this booklet. Some arguments will lend themselves well to anecdote, or to statistics, for example if you want to convince your reader that something is more affordable than another option, you would be wise to include some actual numbers.

Words of caution on use of techniques:

1. If using statistics, keep them realistic and choose phrases over figures e.g. 'many' 'most' 'the majority of' 'a minority of' 'one in four' rather than 96%.
2. If using anecdote, by all means bring in an 'expert witness' but make them realistic too. Auntie Barbara may well have a strong opinion on Brexit, but using the name Auntie Barbara might lead the examiner to think you're not taking the task entirely seriously.
3. If using repetition, use a specific type that will work for your statement. If you've finished a sentence with your main point, add a couple more sentences that repeat that final point (epistrophe) e.g. 'It is obvious to me that we cannot move forward until we are all willing to share. Nothing can change unless we are willing to share. In twenty years' time, there will be no fuel left, unless we are willing to share.'
4. If using rhetorical questions, ask a proper question. Avoid using stock questions such as 'Can we afford to let this continue?' and 'Don't you want to see change?' Be specific. 'Don't you want your children to grow up with air to breathe?' 'Can we afford to let this continue until we end up losing half of Norfolk under water?'

5. Write your response

You are now ready to write your response. Treat each part of your argument as a new paragraph, or new section. Ensure you have exhausted it before you move on to the next. Within each section of the entire piece, ensure you consider when you add in techniques to give your writing more power. Think about sentence starters and sentence lengths.

6. Example paragraph

Have a look at the example paragraph below about the neatness of uniform. Use the footnotes to help identify the techniques used. Then write the next paragraph using the same techniques in the same order underneath.

School uniform looks neat and tidy¹. The simple fact is, when students are dressed in ties and blazers, with appropriate shoes and sensible-length skirts, they look presentable, smart, and above all professional². This cannot be underestimated³ in terms of its impact on a young person; years of wearing clothes that allow them to present themselves well means that when they enter the world of work they are more likely to appreciate the value of looking smart and wearing appropriate attire. In addition to this, the public image of a school can be improved drastically by the appearance of its students, and this in turn feeds into a student's sense of identity and pride in their school through their appearance. I know from speaking to people in my own community that my school used to have quite relaxed rules on uniform, and as such students were perceived by the general public to be messy and unkempt⁴. This began to affect the community's view of the school in general, and negative opinions were expressed in a local newspaper. Since the school introduced new rules on uniform, the community have been canvassed and their impression of young people has improved. This just goes to show that appearance is important in creating a reputation. In a world in which first impressions are so important, why would we want to put our young people at risk of being misinterpreted?⁵

This feeds into the school rewards system. It is easy to praise a student for correct uniform, it is easy to appraise a room full of young people to spot any untucked shirts or rogue trainers, it is easy, therefore, to reward those who follow the rules⁶. Uniform is commented on in school reports that go to parents and to future employers. Therefore, students feel they have very clear boundaries, and as such know that if they meet the expectations for uniform they can be guaranteed to receive praise and create a good reputation for themselves.

¹ Short sentence

² Tricolon

³ Assertion

⁴ Anecdote

⁵ Rhetorical question

⁶ Anaphora

Examples and tasks:

The following pages contain examples of writing with annotation so that you can see the kind of thing that is expected in the examination.

1. A couple of example leaflets – it's unlikely that this will be the chosen format in the exam but it is worth knowing what is expected, plus the linguistic content is not hugely different from a lively article or speech. The main ingredients are: a title, subheadings, information balanced with lively persuasive tone. You need to be aware that an audience for a leaflet is very broad – anybody could pick it up therefore it needs to be accessible and clear. It should be informative and provide clear guidance or advice, depending on the topic.
2. An example speech – speeches are delivered to a live audience and as such need to be engaging and lively. Your choice of language needs to be precise and selected to create maximum impact in the room. Devices should be used to grab attention and maintain that attention – techniques like anaphora and epistrophe will provide a rhythm to your speech that keeps the listeners engaged. Direct address is particularly important in a speech.

TASK ONE:

Transform the leaflets into articles.

Leaflet 1 can be used to help you with content for an article in response to the statement 'Revision time should be factored in to the school timetable.'

Leaflet 2 can be used to help you with content for an article in response to the statement 'Norfolk has nothing to offer the people who actually live in it; it only appeals to tourists.'

TASK TWO:

Write some possible statements that could appear in an exam. What would a controversial statement look like for topics such as global warming, pets, sports in school, care of the elderly, obesity, gender equality, apprenticeships.....

Leaflet example 1

Want to succeed? Revision is your friend!

Panicking about exams? Worried about results? Obsessed with grade boundaries?

If you're having nightmares about your future on a regular basis, then read on. Over the course of the last month, we've trialled the top twenty revision methods and, after some deliberation, picked our favourite three. We'll take you through them, step-by-step, with the aim of helping you to not only sleep better at night, but also be successful in your exams and happy when you open that all-important envelope in the summer...

Mind over matter

Remember in year seven when your teacher started talking about 'mind maps' and 'brainstorms'? These metaphorical doodles were not required in primary school so it all seemed a bit unusual, but four years later, we think they are the single best option available to help you revise your core knowledge. Why are they so good? Firstly, by breaking down topics into separate 'branches' or 'legs,' you make it all so much easier to digest. Furthermore, you create a visual map of the information. Never underestimate the importance of visual aids like this; it's a scientific fact that your mind will record the shape of your map as well as the words, so you will be able to recall the information more quickly as a result. In our tests, some students were able to recreate the entire map from memory. Mind maps undoubtedly lead you down the path to success.

Name that tune!

Man Very Early Made Jars Stand Up Nearly Perpendicular. Mercury, Venus, Earth, Mars, Jupiter, Saturn, Neptune, Pluto. One of the team says her Grandmother taught her this mnemonic when she was five; she still remembers it. The human brain loves patterns, and we also love songs. Get creative with your revision and pen yourself some tunes, rhymes, or mnemonics to aid with memory power. Revising in this way lends itself to working with others – why not record your song, with added instruments, and put it on youtube for others to use? Revision Rock Band anyone?

Little by little...

Interleaving. You would be forgiven for thinking this is something to do with an autumnal collage at primary school. It's actually much more useful than that and much more worthy of a place on your fridge door. Interleaving involves revising individual topics in short bursts, and revisiting them after a period of time on something different; basically you space out your study topics like you would albums on your iPod. Nobody likes the same thing over and over again; you end up missing what you liked about it in the first place and, worst case scenario, can get bored of it. Apply this to your revision! For example, you might do enzymes on Monday, then the civil war on Tuesday, then Shakespeare on Wednesday. Then you revisit enzymes on Thursday, this time with less of your notes. Spacing out topics like this is proven to help your brain engage with them afresh each time you revisit them – just like that feeling of 'I remember this song!'

So, hopefully we've provided you with a couple of options to help you achieve your best in June. It certainly can't hurt to try!

Rhetorical device in title – hypophora (answers the rhetorical question.)

Short sentences with emotive verbs makes engaging opening. Rhetorical questions demand consideration

Outline of what is to follow shows clear understanding of format and purpose, along with use of 'we' to encourage feeling of togetherness and positivity

Five part paragraph uses all three appeals to persuade the reader

Heavy use of anecdote throughout makes text more persuasive

Subheadings to chunk information, lively in tone to keep reader interested enough to read the paragraph

Use of subordination allows for conversational tone

Final statement to encourage action by reader

Leaflet example 2:

Want to be in on the secret? Visit North Norfolk!

If you're looking for a little break away in a region that offers the world but feels like your own private space, then look no further! Why not try North Norfolk?

Rhetorical device in title – hypophora (answers the rhetorical question.)

Whether it's beautiful walks through tranquil, untouched countryside, eating fresh local produce at the newest and most exciting restaurants, or an afternoon browsing hand crafted originals in boutique independent shops, North Norfolk will deliver. Labelled 'an undiscovered gem' by Lonely Planet Guides (March 2016) we think you should come and explore the many secrets to be uncovered in this beautiful region of East Anglia.

Sentence starters – conditional conjunctions if/whether create complex sentences

Shop 'til you drop!

North Norfolk is a fashionable and popular destination; a recent influx of traders, designers and artisans from around the country has resulted in an extraordinary explosion of diverse boutique shops, galleries and craft barns. Stunning paintings by local artists such as Michael Sanders sit alongside pieces from far-flung destinations; visitors have a wealth of opportunities to find something truly special and unique to take home, or gift to a friend.

Sub-headings – lively in tone and subtle enough to invite reader to want to find out more

There's nothing flat about North Norfolk!

It's a well-established opinion (by people who have never been) that Norfolk is flat. Topographically they are only half right – there are enough undulations to offer stunning views of the coastline or of the county town, Norwich – and make no mistake, there is nothing 'flat' about the vistas on offer. Nature-lover John Craven (Countryfile) declared North Norfolk to be 'an astonishing and beautiful visual feast for the eyes, with colours that change on the hour; silver-green marram grass shimmering out of white-gold sand and stretching as far as the eye can see to the platinum sea on the horizon.' Don't take his word for it – our exquisite landscape has to be seen to be believed.

Rhetorical device – undermines the opposite viewpoint

Eat out in style.

Speaking of feasts, North Norfolk has witnessed a boom in eateries over recent years, from Michelin-starred restaurants to modern and exciting gastro pubs. Richard Bainbridge (from popular BBC show Great British Menu) has expanded his well-established presence in North Norfolk as Head Chef at Morstan Hall by opening a brand new bistro restaurant, Benedict's, in Norwich, which has already received over 200 five-star customer ratings. He is just one of a wealth of prominent chefs in the region, competing with such names as Marco Pierre White, Galton Blackistock and Richard Hughes (protégé of the celebrated Rick Stein.) Who wouldn't want to eat the finest of local produce cooked by the most impressive of people?

Superlatives and adjectives presents picture in reader's mind

Three distinct 'selling points' as topics for each paragraph.

100 miles of discovery!

With so much to offer, so much to be explored, and so many memories to be made, make this the year that you come and discover *your* North Norfolk.

Appeals to reader with direct address and listing of potential gains

SPEECH

When was the last time you donated to charity?

Rhetorical device in title – rhetorical question demands that audience think immediately

The news in recent months has been dominated by stories about Syrian refugees, who have fled their country to find refuge in Europe. As we sit here in warmth and comfort, in a recently decorated school hall, surrounded by caring teachers and blanketed in the smell of delicious hot food waiting for us under those canteen lights, there are millions – yes millions – of people being forced to endure an insufferable daily reality of poverty, discomfort and lack of food and water. The time for drastic change has arrived. It is up to you and I to look around, see how fortunate we are, and set out to save lives before a significant proportion of the world's population die from basic lack of human provisions.

Emotive language, heavy use of pathos to persuade listeners respond instinctively by feeling sympathetic and guilty at their own fortunes

How would you feel if you were one of the 50 million people who went to bed ravenously hungry last night? And when I say 'went to bed,' I mean lay down on a cardboard sheet in the open air covered by, if they're lucky, a donated sleeping bag that may or may not be big enough for them to gain any real comfort. You would lay, shivering, listening to your brothers and sisters crying from hunger and fear, hearing your parents weeping in despair, clutching your own stomach as it cries out in starvation. Imagine your own family in this situation; wouldn't you want to scream at the world to do something? Well today I'm here to tell you what we can do, to answer the screams of children we don't know, but need to care about.

Direct address brings audience together as a collective – showing understanding of purpose and format

Emotive language lifted a level and audience encouraged to picture themselves in same position

Starting tomorrow, we will be collecting clothing, bedding, and toys to send to the refugee camps across Europe. I need you to go home tonight, tell your parents everything I've told you, and get your entire family enlisted in the quest to find as many warm items of clothing, as many old duvets or sleeping bags, and as many unwanted soft toys as possible. Why not go next door and ask your neighbours too? Why not write a flier and post to all the houses on your street? Before you know it, you could single-handedly have collected an entire car load. Imagine the feeling of satisfaction and pride at having responded so quickly and so effectively to such a horrific humanitarian crisis!

Purposeful and clear tone to explain what is to be done – call to action

Don't have anything old to donate? Well, we are only a few weeks past Christmas; I'm willing to bet that there are people in this room who received more presents than they know what to do with. You're not telling me that the Marks and Spencers jumper you received from Auntie Rose is *actually* going to make it out of the house are you? And does your Dad *really* need all those socks? Twenty-five pairs? Can't he get better control of the twenty-five pairs he got *last* Christmas?

Sophisticated understanding of audience shown through anecdotal passages

I think you get the picture. We are lucky, lucky people. We will never, probably, know how it feels to be homeless, never mind homeless, hungry and huddled in a foreign land where we can't even speak the language. You know what do to. Take action. We can make this

Appeals to reader and uses short sentences, imperatives, anaphora and direct address to finish on

Rhetorical devices		Structure for rhetorical arguments	
Anaphora	Repetition of words or phrases at the start of successive clauses e.g. I have a dream...I have a dream...	Invention	Separate both sides of the argument in to two columns
Hypophora	When a rhetorical question is answered for the audience e.g. 'Should this be allowed? No it should not.'	Exordium	Opening gambit – capturing the audience's attention and setting out your stall in terms of suitability to comment on the topic
Epistrophe	Repetition of words or phrases at the end of successive clauses e.g. ...by the people, for the people.	Narration	Background to the issue at hand – proving you are not just someone with an opinion, but you also have the facts
Polysyndeton	Use of multiple conjunctions to emphasise a list e.g. he is brave and bold and bright and brilliant	Division	Consideration of other points of view regarding the topic – showing you are open-minded and aware of others' views
Asyndeton	Removal of conjunctions to emphasise a list e.g. he is brave, bold, bright, brilliant... (indicates the speaker could continue)	Proof	Your argument – demonstrating through logos, ethos and pathos why your argument is correct
Tricolon	Three words, clauses, or phrases used consecutively to emphasise the content	Refutation	Dismantling the opposition's arguments – using logos, ethos and pathos explain why they cannot be believed/followed
Hyperbole	Exaggeration of an idea e.g. it was a life-changing discovery	Peroration	Final flourish – leave your audience under no illusions that everything they have just heard is anything but the truth
Facts and statistics	Inclusion of information the form of numbers or statements	Direct address/collective pronouns	Using 'you' makes your audience listen more carefully; using pronouns such as 'us' and 'we' and 'they' creates a sense of belonging and collective movement.

STATEMENTS TO RESPOND TO:

Write an invention table

Then a plan

Then flesh out your plan

1. "As a developing continent, Africa should be given financial aid by richer countries in the West to support them to improve the quality of life for its citizens".

Write a letter to a Government Minister in which you argue your opinion on this statement.

2. "Western tourists are slowly but surely destroying the natural habitat of hundreds of animals in what they describe as 'safaris'".

Write the text for a leaflet aimed at people attending a safari park that advises them how to ensure they do not damage the ecosystems they visit.

3. "Regardless of their crimes or misdemeanours, children in prison still deserves love, care and support. They are currently not receiving this".

Write the text for a speech to be delivered to a local Prison Governor in which you explain your opinion on this statement.

4. "Every council should be expected to provide decent, high-quality services to support and care for homeless people in their area".

Write an article for a local newspaper in which you persuade its readers to support your opinion on this statement.

5. "Festivals like Easter and Christmas is nothing to do with family and presents; it should be preserved as a memory to the religious nature of its history".

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

6. "All young people should be given the opportunity to participate in overseas expeditions as part of their school experience".

Write the text of an essay in which you explain the possible reasons either for or against this opinion and proposal.

7. "While public transport is by far the safest method of transport, all passengers should be ready for a disaster".

Write the text for a leaflet to be distributed on board trains that seeks to instruct passengers how to conduct themselves in an emergency situation.

8. "Public sector workers such as nurses and teachers deserve higher wages, not underworked and selfish footballers".

Write a letter to your local MP in which you persuade them to agree with your opinions on this statement.

- **E – Exordium: Opener.** Who are you? Why should people listen to you? What are you speaking for? QUESTION; STATISTIC; ANECDOTE; CONTROVERSIAL STATEMENT
- **N – Narration: Brief background.** A broad overview of the topic. Ethos. Shows you know your stuff. ‘Uniform. It’s been a source of debate since 1866. The first school to introduce uniform was...’
- **D – Division: The two sides.** What is the issue of debate? Explain what different camps think – non partisan at this point. ‘Some say...others say...’
- **P – Proof: Your argument.** State your side. Give your evidence. Make your case. Win them over. STATISTICS; ANECDOTE; ANAPHORA; HYPOPHORA; EPISTROPHE
- **R – Refutation:** Rip apart the opposition. Why are those who think differently wrong? Explain why they are mistaken. ‘I am aware some of you may be sitting there thinking...’ ‘To those who think x,y,z I say...’
- **P – Peroration:** Closing statement. Leave your reader in no doubt that you are correct. ALL THE RHETORICAL FLOURISHES!

A reminder of ENDRP.

Don’t forget, the END can be covered in your introduction. Your proof is then the bulk of the piece, with some refutation. Peroration is the concluding line or section that leaves the reader and audience applauding.