Purpose, Organisation and Content:

Assessment Objectives:

AO5 ***Communicate clearly*** 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 Use a ***range of vocabulary*** and ***sentence structure*** for clarity, purpose and effect, with ***accurate spelling*** and ***punctuation.***

When working on Component 2 writing:

You must think about:

1. Text **purpose** – the reason why you are writing.
2. Text **organisation** – how you will structure your writing (including any writing formats, for example a formal letter layout). Highlight the keywords in the task that suggest audience, content, purpose, style, structure and so on.
3. **Content** – what you intend to include and how you will make it interesting or appealing to your reader.

Purpose, Structure and Content of a text:

Purpose of a text:

There are many reasons why you might produce a piece of writing. These include:

1. to persuade – to change an opinion
2. to entertain – to engage or amuse
3. to advise – to share views/give advice
4. to inform – to share information
5. to instruct – to tell or guide someone
6. to review - to reflect and evaluate

Structure of a text:

Text structure is more than just writing in paragraphs (which are important). Structure focuses on how to put your ideas together. An effective plan will decide the order of your ideas. You then need to consider how to present your ideas and sentences, so they have an impact on the reader. For example:

1. Reserve some key details for a dramatic final paragraph.
2. Use comparison to show your range of ideas.
3. Use counter-arguments to convince the reader that there is no alternative.

Content:

Once you start writing, the context is vital. Give specific details (don't be vague). Choose language carefully to maximise its impact. Content should always reflect the task e.g. entertaining writing could be lively and instructional writing could be factual.

Tone:

Once you have worked out why (purpose) you are writing you can start to make other choices. The purpose of a text will dictate the **tone** of your writing.

Tone can be...

serious, solemn, humorous, resigned, factual, formal, concerned,

elated, questioning, persuasive, instructional, thought-provoking

Audience:

Audience is closely linked to text tone. If you are writing for an adult audience, your tone will be slightly different than if you are writing for an audience of your own age.

Tip: Never forget that you are in an exam. Do not make your writing too informal, even when writing for a teenage audience.

Selecting language:

When your writing is assessed, the language/vocabulary you use is considered in the overall mark.

Ambitious vocabulary, when used appropriately, can impress a reader but it should never sound forced or unnatural.

Try to learn a range of extended words that you can use in non-fiction writing (and learn how to spell them).

argument, acceptable, apathetic, committed, conscience, coherent, definitely, discipline, environment, exaggerate, independent, occasionally, recommend, sincerely

Checklist for structuring writing:

- ☑ Have you written in paragraphs?
- ☑ Have you written in full sentences?
- ☑ Have you consciously checked your use of capital letters?
- ☑ Have you varied the length and style of your sentences?
- ☑ Where *appropriate*, have you added some punctuation range?
- ☑ Does your writing sound fluent and natural?