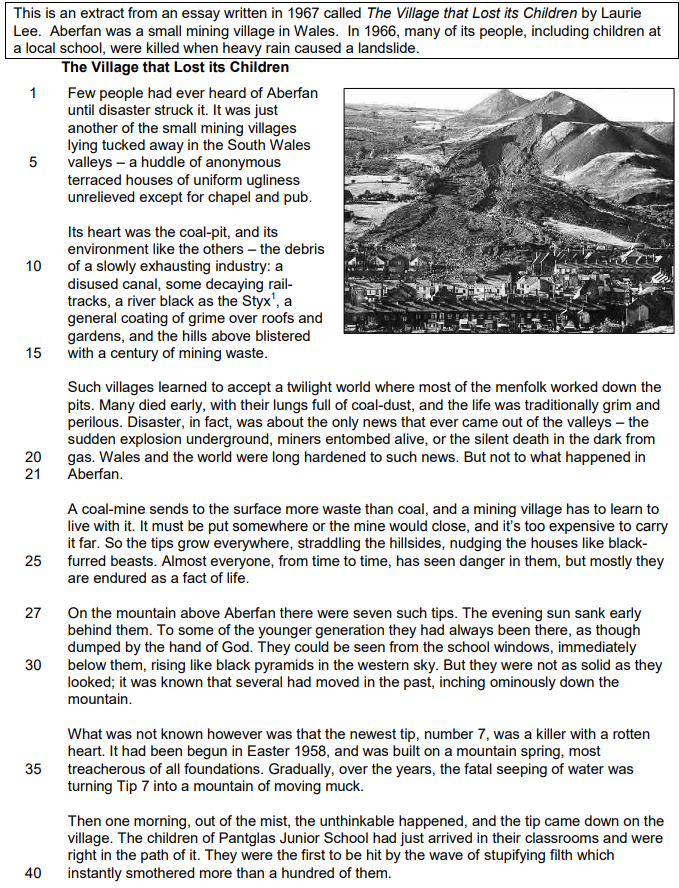
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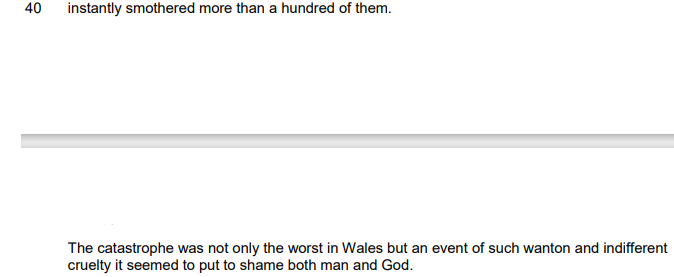
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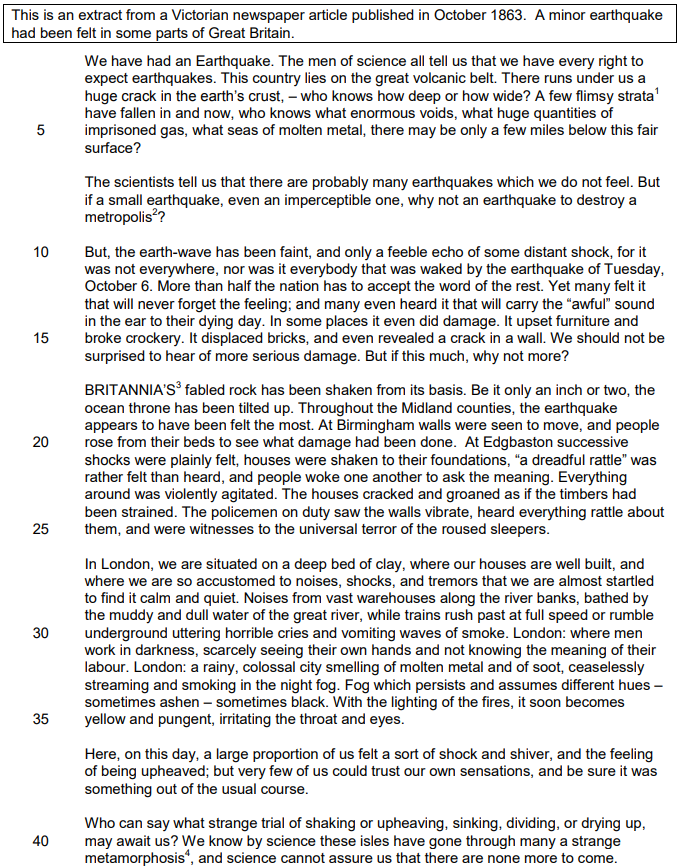
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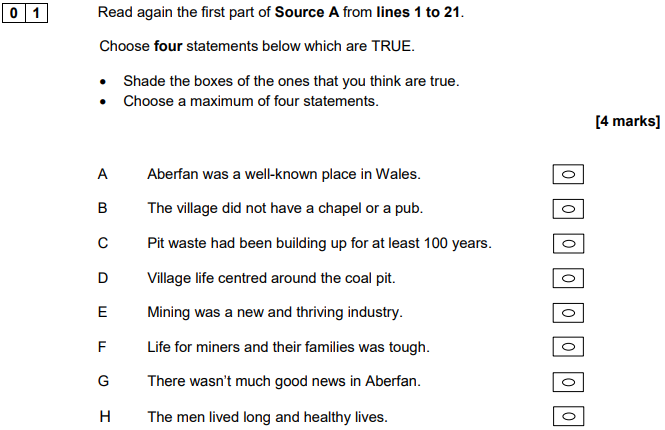
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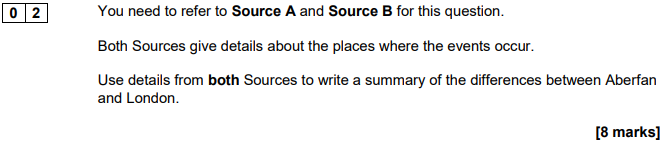
|  |  |
| --- | --- |
| **1** | Specimen Paper 3 |
| **8** | Specimen Paper 4 |
| **15** | Writing Checklist |

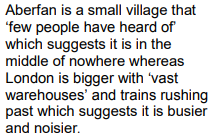


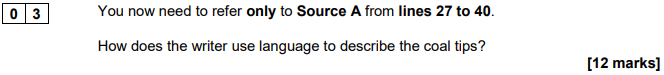


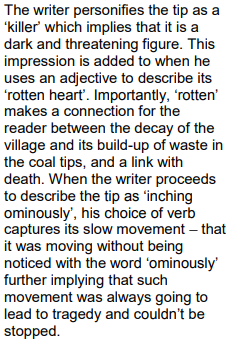


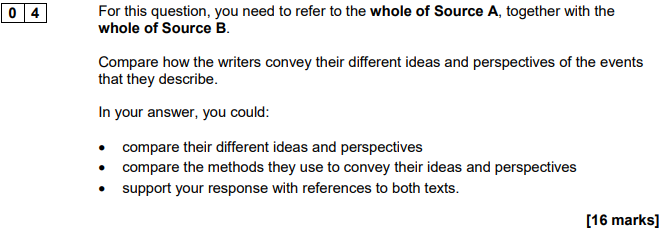


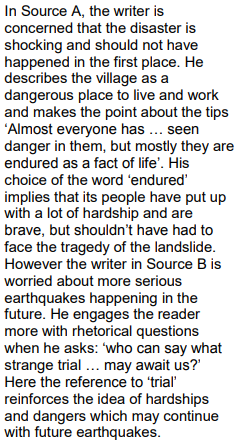


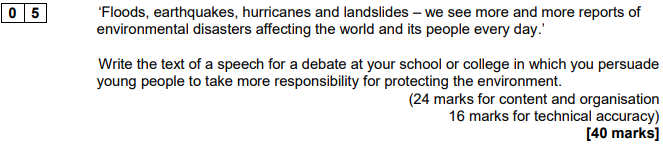


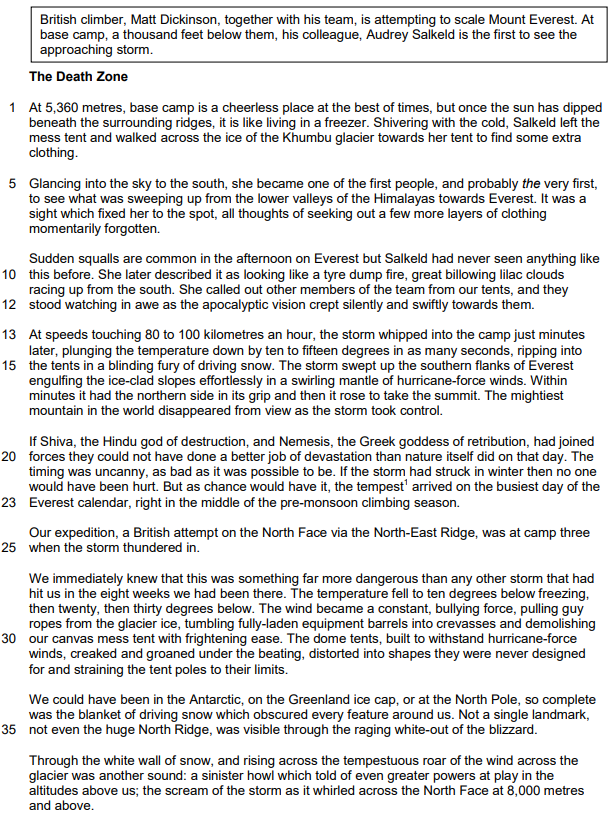


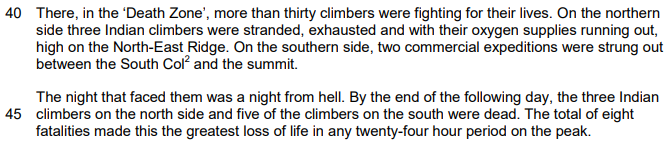


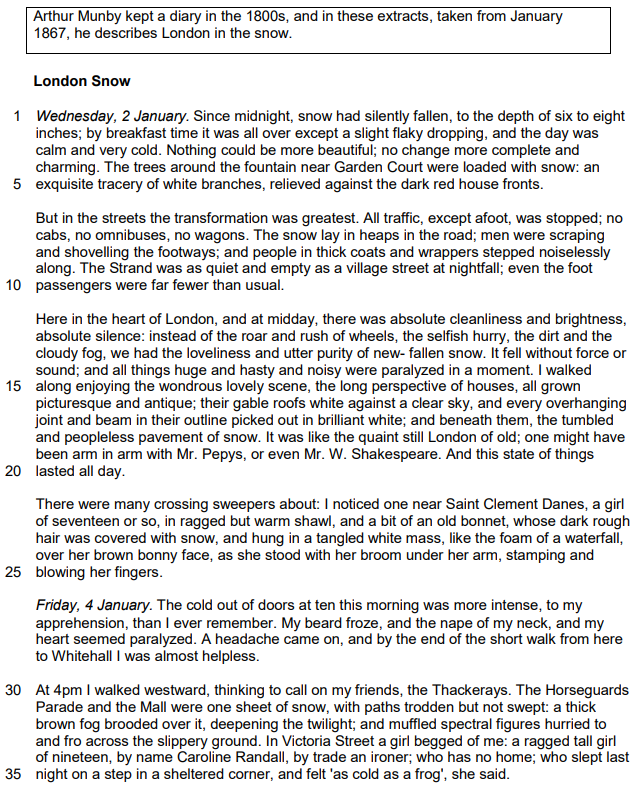


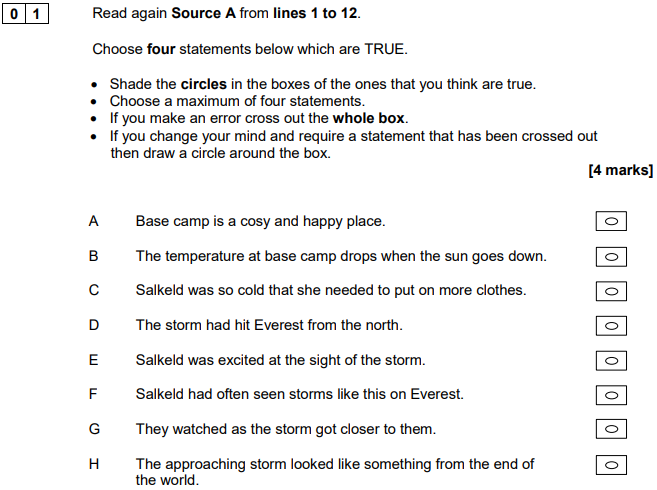


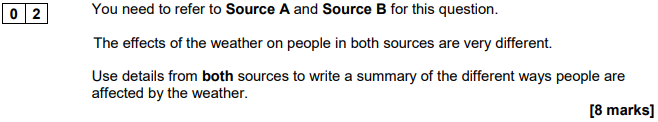


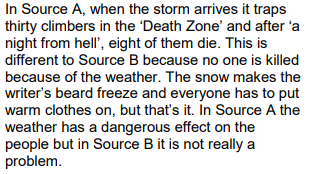


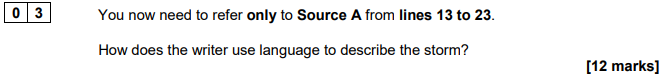


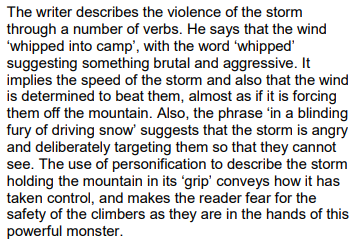


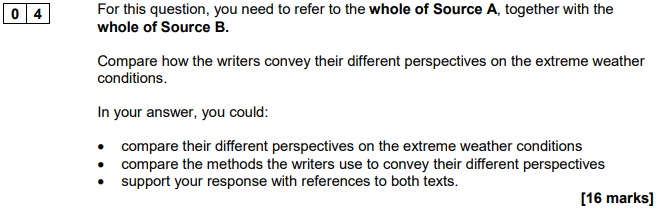


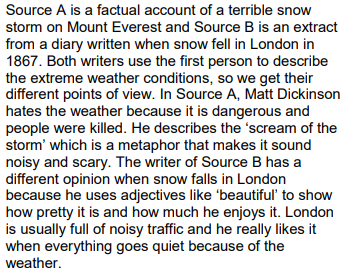


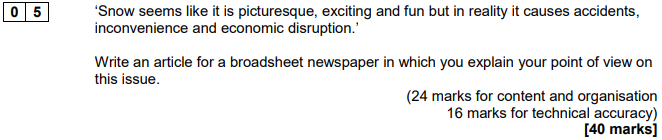












**Writing Checklist**

**Question 1**

|  |  |
| --- | --- |
|  | Read the statements more **carefully**: it’s surprisingly easy to choose an incorrect statement from the list |
|  | **Double-check** your answers before moving on |

**Question 2**

|  |  |
| --- | --- |
|  | Highlight at least **two** differences (e.g. Source A clearly shows…) |
|  | Embed short **quotations** as evidence |
|  | Use **linking** words (e.g. however, contrastingly) |
|  | Remember that you need to make an **inference** about each ‘difference’ (e.g. We learn from this…) |
|  | Don’t simply ‘**retell**’ what happens in each source |
|  | Remember that you don’t need to analyse how the writer use **language** |

**Question 3**

|  |  |
| --- | --- |
|  | **Zoom-in** on a specific word, phrase or method for each ‘point’ you make |
|  | Embed short **quotations** as evidence |
|  | Fully explain the **effect** of each word, phrase or method (e.g. This has the effect…) |
|  | Try to identify an **additional** effect for each word, phrase or method (e.g. Another effect of…) |
|  | Use **linking** words (e.g. similarly, furthermore, however, contrastingly) |
|  | Aim to make at least **three** separate points |

**Question 4**

|  |  |
| --- | --- |
|  | Remember that you need to make an **inference** about each ‘difference’ (e.g. We learn from this…) |
|  | Embed short **quotations** as evidence |
|  | **Zoom-in** on a specific word, phrase or method that the writer uses to convey their perspective or feeling |
|  | Fully **explain** the effect of each word, phrase or method (e.g. This has the effect of…) |
|  | Don’t simply ‘**retell**’ what happens in each source |
|  | Use **linking** words (e.g. similarly, furthermore, however, contrastingly) |
|  | Aim to make at least **three** separate points |

**Question 5**

|  |  |
| --- | --- |
|  | Start by highlighting the **purpose** of your writing |
|  | Provide some wider **context** about the issue, but make sure it’s relevant |
|  | Construct a **counter-argument** (although / despite) and then break it down |
|  | Use the **same** word in three sentences (*Now* is the time. *Now* we must act. *Now* is not…) |
|  | **Craft** the way you start your sentences (e.g. triple-noun-colon) and **vary** the structure of them |
|  | **Proof-read** your work and make the necessary corrections |