

Subject terminology (Q3, Q4, Q5)	Definition
*Persuasion	The action or process of persuading someone , or of being persuaded to do or believe something.
*Line of argument	The reasons that a writer gives to support a particular idea or view.
*Persona	A persona is a role/ character/ voice that you adopt when you are writing e.g. if you were writing about the topic of mental health, you might take on the persona of a doctor.
*Perspective/ viewpoint	A particular attitude, opinion or way of looking at an issue.
*Tone	The writer's attitude or feelings about a subject or issue. For example, a writer might feel <i>distressed, outraged, impassioned, sarcastic disgusted, regretful, fearful, amused, defeatist, sympathetic, admiring</i> or <i>awed</i> .

Word classes (Q3, Q4, Q5)	Definition	Example
*Verb	A verb is a word or set of words that shows actions and feelings .	<i>He <u>thought</u> of an idea.</i> <i>She <u>understood</u> what a verb was.</i>
*Adverb	*An adverb is a describing word that adds more detail to a verb. They show the way or manner in which something is being done.	<i>She <u>instinctively</u> understood what a verb was.</i> <i><u>Rapidly</u>, he thought of an idea.</i>
	Adverbs can show: Time: <i>when</i> something happens. Place: <i>where</i> something happens. Frequency: <i>how</i> often something happens.	<i>Now, then, today, later, earlier, soon.</i> <i>Near, here, inside, somewhere.</i> <i>Usually, frequently, occasionally, rarely.</i>
*Noun	*Nouns are names, places and things .	<i>The <u>sunshine</u> was blinding.</i> <i>His <u>knowledge</u> of <u>grammar</u> was impressive.</i>
	* Concrete nouns are nouns that you can see, hear, taste, touch or smell (i.e. they can be experienced through the senses). * Abstract nouns are ideas and concepts .	<i>Sky, medicine, thunder, chair, cake.</i> <i>Love, justice, happiness, sadness, hope.</i>
*Pronoun	Words used instead of a noun i.e. 'he', 'she', 'they', 'it'.	<i>The idea filled <u>her</u> with happiness.</i> <i>The basketball rolled until <u>it</u> hit the wall.</i>
*Adjective	An adjective is a describing word that adds more detail to a noun.	<i>His <u>impressive</u> knowledge of grammar filled him with confidence.</i> <i>The <u>blinding</u> sunlight meant that it was difficult to see.</i>
*Preposition	A preposition is a word that tells you where or when something is in relation to something else.	<i>The house was <u>on</u> a hill <u>beside</u> a tree.</i> <i>The cat lurked <u>under</u> the bed.</i>

Language techniques (Q3, Q4, Q5)	Definition	Example
*Alliteration	When a writer uses a series of words that begin with the same letter or sound . Alliteration is often used to emphasise a particular phrase or idea.	<i>We want a <u>better, brighter</u> future for all children.</i>
*Direct address	When a writer uses a pronoun or name for the person they are speaking to , in order to gain their attention or make them feel personally involved.	<i><u>You</u> are the key to this entire idea succeeding - we will be with <u>you</u> all the way. I can't thank <u>you</u> enough!</i>
*Emotive language	When a writer uses vocabulary which will make the audience feel sad, concerned or outraged (for example).	<i>Thousands of <u>innocent</u> animals are at risk because of our <u>selfishness, ignorance and disregard</u> for kindness.</i>
*Facts	Something that can be proven to be true .	<i>Global warming <u>is</u> happening.</i>
*Opinions	A personal viewpoint (often presented as if it is a fact).	<i><u>In my view</u>, this is the best thing to have ever happened.</i>
*Rhetorical question	When a writer asks a question to produce an effect or to make the reader/ audience think . It does not require a reply.	<i>Who doesn't want to achieve success in their life?</i>
*Statistics	A fact that is supported by numerical data (you can make these up, as long as they are sensible).	<i><u>80%</u> of people agreed that this would change their community for the better.</i>
*Anecdote	A short dramatic, interesting or amusing story about a real incident or person.	<i>In March 2020, the coronavirus pandemic became front page news and <u>my life changed forever when</u>...</i>
*Hyperbole	When a writer uses deliberately exaggerated language.	<i>I am <u>drowning</u> in the amount of homework I need to do. The deadlines are <u>killing me!</u></i>
*Repetition	When a word/ phrase is obviously repeated throughout a sentence/ paragraph/ whole text .	<i><u>No animal</u> deserves to be mistreated. <u>No animal</u> should ever suffer. <u>No animal</u> must ever become a victim of human cruelty.</i>
+Allusion	A reference to something else , such as a historical event, a person, a place or another text.	<i>As <u>David Attenborough</u> once said...</i>
*Imperative	A sentence that is used to issue a command or instruction , make a request , or offer advice .	<i><u>Remember</u> this moment.</i>
*Inclusive pronouns	When a writer uses inclusive pronouns such as <i>we</i> and <i>us</i> to establish a common bond and persuade the reader/ audience to share the same opinions.	<i>I know that <u>we</u> all feel the same about this issue.</i>
*Modal verbs	These are auxiliary verbs (also called helping verbs) like <i>can</i> , <i>will</i> , <i>could</i> , <i>must</i> , <i>would</i> , <i>might</i> , and <i>should</i> . Modal verbs can make something sound more forceful, urgent or likely to happen .	<i>We <u>must</u> act now and then change <u>will</u> happen.</i>
*Rule of three	The use of three words, phrases or sentences one after the other to describe something in a memorable way.	<i><u>Homes</u> have been lost; <u>jobs</u> shed; <u>businesses</u> shattered.</i>
Eye-witness/ expert quotation	Direct speech from a person who witnessed an event/ who has an in-depth understanding of the topic.	<i>The reality is that it is becoming harder to recruit nurses. The British Nursing Association said this situation is "hugely concerning" and a stark example of "extreme workforce pressure".</i>
Flattery	When a writer deliberately compliments the reader/ audience.	<i>The very fact that you are reading this article suggests that you are a <u>compassionate and understanding individual</u> who cares about the freedom of all people.</i>
Irony/ sarcasm	When the literal meaning and the intended meaning are the opposite , typically for humorous or emphatic effect.	<i>There is nothing I enjoy more than being trolled on Twitter by people who have absolutely no understanding of the situation.</i>
*Metaphorical language	Writers also use techniques such as imagery, metaphor, motifs, personification, semantic fields, similes and symbolism when they are writing persuasively.	

*What you already know

Sentence openings (Q5)	Definition	Example	Structural features (Q5)	Definition	What should you include?
*Begin with a verb	A sentence that begins with the action.	<i>Reading through newspapers, I am amazed by the amount of stories about people living in poverty in our country.</i>	*Introduction *Main paragraph: personal (micro) perspective *Main paragraph: wider, community (meso) perspective *Main paragraph: societal (macro) perspective *Conclusion	An effective introduction will grab the reader’s/ audience’s attention, clarify your point of view and establish your persona.	<ul style="list-style-type: none"> - Make it very clear what you think about the topic - Address the question. - Open with a language technique e.g. direct address, a rhetorical question or an attention-grabbing statistic.
*Begin with an adverb	A sentence that begins with the description of the action.	<i>Suddenly, I realised that I had to say something about this terrible injustice.</i>		In your first main paragraph, you should write from a personal perspective i.e. you can write about the topic has personally affected you or someone you know. This can make your writing very trustworthy, convincing and emotive.	<ul style="list-style-type: none"> - You could begin with sentence openers such as... <ul style="list-style-type: none"> - <i>Personally, I believe that...</i> - <i>In my experience...</i> - <i>Last year, I discovered...</i> - <i>On a micro level, it is important to consider the impact on the individual...</i>
*Begin with an emotion	A sentence that begins by describing the emotion of the subject.	<i>Determined, I vowed that I would make it my mission to protect animals’ rights.</i>		In your second main paragraph, you should write from a wider, community perspective i.e. you can write about how the topic has affected people in your school, town, city or general local area. This shows that you understand how the topic affects people other than you, and makes your writing even more convincing.	<ul style="list-style-type: none"> - You could begin with sentence openers such as... <ul style="list-style-type: none"> - <i>Within my community...</i> - <i>In my local area, I have seen how...</i> - <i>All kinds of people where I live have experienced...</i>
*Begin with a preposition	A sentence that begins by stating where something is.	<i>All around me, I see students who are struggling to cope with the stresses of homework and assessments.</i>		In your third main paragraph, you should write from a much broader perspective i.e. you can write about how this topic has affected people throughout the whole of society, or nationally, or globally. This shows that you have a very deep understanding of the topic, and makes your writing completely convincing.	<ul style="list-style-type: none"> - You could begin with sentence openers such as... <ul style="list-style-type: none"> - <i>As a society, we...</i> - <i>In our country, we have seen how...</i> - <i>On an international level, this issue has...</i>
Begin with an adverb of time, place or frequency.	A sentence that begins by stating when, where or how often something has happened.	<i>Now, we are faced with an uncertain future. In other communities in the world, people are taking action. Often, I wonder whether prejudice will ever disappear.</i>		An effective conclusion will wrap up all your ideas, reinforce your persona and leave the reader/ audience with a powerful final impression.	<ul style="list-style-type: none"> - Remind the reader/ listener of what you think about the topic. - Finish with a language technique e.g. anaphora, an imperative or the rule of three. - Use a cyclical structure to link back to your effective introduction.
Structural techniques (Q5)	Definition	Example	Bigger ideas (Q5) Definition		
*Discourse markers/ connectives	A word or phrase that is used to help organise ideas , either in a paragraph or at the start of a paragraph. They are like a signpost, showing the reader/ audience the direction of your thinking.	<i>However... Although... Nevertheless... Firstly... On the other hand... To conclude.</i>	Altruism	An act of selflessness e.g. <i>He is known for his altruism.</i>	
*Effective opening	The first paragraph, which is written to grab the reader’s/ audience’s attention with techniques that stand out and make people listen (e.g. rhetorical question or a shocking statistic).	<i>Can you imagine a world where everyone is equal?</i>	Emblem	A symbol that represents a bigger idea (<i>This is emblematic of = this is symbolic of</i>).	
*Topic sentence	A sentence that identifies the main idea of the paragraph.	<i>The facts about women and employment are clear.</i>	Paradigm	A typical pattern/ example of something e.g. <i>This is a paradigm of what is so unequal in our society.</i>	
*Counter argument	What someone who disagrees with you might say in response to your ideas/argument. When you consider the counter argument to your opinion, you show that you have an answer to any objections or criticisms. This ultimately makes your own argument more persuasive.	<i>Admittedly, it has been argued that global warming is just a myth – but of course, such claims are completely absurd. It has been proven that...</i>	Self-fulfilling prophecy	When people will something into being e.g. <i>Fear of failure can become a self-fulfilling prophecy.</i>	
*Short sentences	A simple sentence, which often communicates clearly and is easily remembered.	<i>This is about our human rights.</i>	Socioeconomic	The social standing or class of an individual or group. It is often measured as a combination of education, income and occupation e.g. <i>Do not deny people opportunities based on their socioeconomic status.</i>	
*Anaphora	When a writer repeats a word or phrase at the beginning of successive sentences, phrases, or clauses.	<i>“We came, we saw, we conquered.”</i>	Broken Windows Theory	The idea that deterring people from doing small things that are wrong ultimately prevents them from doing anything that would be considered more seriously wrong.	
*Cyclical structure	When the end of the text repeats or references an idea/ example/ sentence from the opening.	<i>Can you imagine a world where everyone is equal? – Can we now imagine a world where we’re all equal?</i>	The Butterfly Effect	The idea that a seemingly small thing happening in one place/ to one person can go on to on to have wider repercussions on a broader scale.	
*One sentence paragraph	When one line of text is used on its own in a text, normally for emphasis.	<i>Dear sisters and brothers, now it's time to speak up.</i>	The Bystander Effect	The idea that someone/ society sees someone being hurt/ something terrible happening and does not intervene.	
			Crowd compliance theory	The idea that people/ society adopts the point of view of a crowd and loses any sense of individual responsibility.	
			Gender theory	The idea that the way in which society treats/ portrays men and women shapes our identity.	
			Malthus theory	The idea that humanity will outgrow earth’s carrying capacity.	