**LANGUAGE PAPER 2, QUESTION 5: VIEWPOINT WRITING**

**Plan first:**

* Read the topic. What is it asking you to give your viewpoint about?
* Make a quick list of arguments for/against this issue. Decide which you could argue best.
* Plan out what you will write for each of the steps below. Then write it!

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| **Paragraph** | **Vocabulary & sentence starters** | **Skills** | **Tips** |
| **1. Story**Write descriptively about your own personal experience of this topic – you can make it up as long as it’s realistic! | * Start with when this was, e.g. ***Just last week, …***or an opening like ***I’ll never forget the day: …***
* Use words linked to action and emotion e.g. ***staggered****,* ***heart-wrenching****,* ***uplifting*** (others on the back!)
 | * Use descriptive skills like show don’t tell, metaphor and senses (like in P1Q5).
* Engage the reader using humour, tension or an element of surprise (depending on what fits the topic and your style).
 | * Make sure this links to the topic and subtly sets up your viewpoint
* Don’t get lost in the story and go off task
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| **2. Opinion**Start with a rhetorical question then write exactly what you think about the topic. | * Try to craft your own question, but it could be something like ***How can we allow this to continue?***
* When you state what you think, use words like ***preposterous***or ***deplorable*** if you are criticising something (others on the back!)
 | * Create a rhetorical question that really gets your reader to think.
* When you state your opinion, make it very clear what you think in 1-2 sentences.
 | * An emotional rhetorical question is good, but don’t go overly dramatic and try to make it original.
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| **3. Reason**Make a fact-based argument to support your viewpoint. | * Use formal, factual language, e.g.***Research suggests…Studies have shown…Consider the statistics: …***
* Use linking phrases when explaining consequences, e.g.***As a result, …This inevitably leads to…***
 | * Think about believable facts or statistics you could use (even if they’re made up but realistic).
* Write about what will happen in the future if things do/don’t change.
 | * Don’t overcomplicate facts – keep them simple and believable.
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| **4. Emotion**Make another argument to support your viewpoint that is more emotional. | * Examples of emotive language can be found on the back of this sheet.
* Use inclusive language, e.g.***We all have a role to play…How would you feel if… ?***
 | * Include descriptive imagery and emotional language.
* Use pronouns that connect with your reader, e.g. *we, us* to show you are together, or *you* to speak to them directly.
 | * Play on emotions that suit the topic and your tone.
* Don’t be too dramatic with emotion or it seems forced.
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| **5. Argument**Introduce an argument others make against your viewpoint, then destroy it! | * Phrases to introduce counter-arguments:***Others might argue…There are those who believe…***
* Then phrases to refute this with your own argument:***However, this perspective fails to consider…While this may seem valid at first glance,***
 | * Start by stating an opinion others have (opposite to yours) and why.
* Then argue against this to undermine your opponents and show that your viewpoint is the right one. You could use humour or irony if it suits the topic and your style.
 | * Keep your counter-argument respectful unless deliberately and maturely creating a sarcastic or confrontational tone.
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| **6. Link** Remind the reader of your experience from the start, or show how it could be different if things change. Then an impactful finish. | * Openers for linking back:***Now let’s think back to…To conclude, may I remind you of…***
* Closing phrases could be:***The time to act is now!Let’s not allow history to repeat itself.It’s in our/your hands to…***
 | * Pick something specific from your personal experience (e.g. a key image, phrase or idea) to come back to.
* Make your last sentence short, and powerful – it could be a call to action.
 | * Remember this is the last thing that will be read – make it powerful!
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 ***A full model answer using this structure is on the back (as well as some good vocabulary and reminders about types of text).***

**Emotive language:**

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| **Negative emotive language**This could emphasise distress, suffering or urgency. | **Positive emotive language**This could inspire hope or highlight positive outcomes from change. |
| * **catastrophic**
* **dehumanising**
* **harrowing**
* **devastating**
* **injustice**
* **heart-wrenching**
* **plight**
 | * **anguish**
* **diabolical**
* **moral obligation**
* **undeniable truth**
* **ticking time bomb**
* **brink of disaster**
* **irreversible loss**
 | * **transformative**
* **liberating**
* **exhilarating**
* **life-affirming**
* **empowering**
* **monumental**
* **profound**
 | * **revolutionary**
* **triumphant**
* **opportunity for change**
* **secure a brighter future**
* **an extraordinary chance**
* **a beacon of hope for future generations**
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**Example task and response using this structure:**

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| **P2Q5 TASK**: People have become obsessed with travelling ever further and faster. However, travel is expensive, dangerous, damaging and a foolish waste of time!’Write an article for a news website in which you argue your point of view on this statement.**MODEL ANSWER:** |
| **Travel: A Priceless Investment**I’ll never forget the day: standing on the edge of the Grand Canyon for the first time. The vast expanse of rock stretched endlessly before me; layers of red, orange, and gold glowed in the afternoon sun. For a moment, the world felt still — just me, the wind brushing against my face, and a breathtaking reminder of nature’s extraordinary power. That single experience left me humbled and intensely aware of the world’s beauty. |
| Would I trade that for anything? Never. The very idea that travelling is a foolish waste of time is preposterous. Travel is not only an opportunity to explore new horizons but also a profound way to connect with ourselves and the world around us. |
| First, let’s consider the facts. Studies have shown that experiences (not possessions) bring the greatest long-term happiness. Travel offers exactly that—an opportunity to create memories that last a lifetime. Imagine the alternative: a world where we never step outside our comfort zones, never hear the hum of a foreign city or taste food we’ve never tried before. As a result, we would stagnate, living small, insular lives devoid of inspiration. The ripple effect of this would be monumental: a society less connected, less open-minded, and less creative. |
| Beyond the statistics, we must acknowledge the deeply emotional benefits of travel. Think of the exhilaration of watching the sun rise over the great Pyramids, or the wonder of standing before a historical monument like the Taj Mahal. These are life-affirming moments that shape who we are. Travel unites us; it reminds us that no matter where we are from, we share common dreams and aspirations. How would you feel if your child never had the chance to marvel at a new culture or understand life beyond their doorstep? Wouldn’t it be a tragedy to deny future generations these opportunities for growth and connection? |
| Of course, some might argue that travel comes with risks and costs. They might ask, “Why spend so much money when you can explore the world online?” However, this perspective fails to consider the acute difference between seeing and experiencing. Watching a video of the Amazon rainforest can never replicate the sensation of standing beneath its towering trees, the air heavy with the scent of earth and rain. Travel is an investment — one that enriches our lives immeasurably and opens our eyes to the world’s incredible diversity. |
| Now let’s think back to that moment at the Grand Canyon. What if I had never gone? What if fear, cost, or convenience had stopped me from making that journey? To conclude, may I remind you that travel is not just about seeing the world; it’s about becoming a part of it. The time to act is now — let’s embrace the transformative power of exploration, not dismiss it. After all, the world is waiting, and its wonders are too extraordinary to miss. |

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| **Types of text**In the exam, you will be asked to write your response in one of four text types. The features you should use in each are below. However, the marks come from how well you make your argument, so focus on the structure above! |
| **Article** | **Letter** | **Speech** | **Leaflet** | **Essay** |
| * Start with a **title** that clearly shows your viewpoint.
* It could be[Topic]: [your viewpoint]
 | * Start with *Dear \_\_\_\_,*
* Finish with a sign-off like *Kind regards, [you]*or*Yours sincerely, [you]*
 | * Start by greeting your audience e.g. *Good afternoon everyone.*
* Finish with an ending like *Thank you for listening.*
 | * This hardly ever comes up. If it does, just follow the structure but you might include a bullet-point list or information boxes.
 | * This is very unlikely to come up! If it does, follow the structure above but swap the first two paragraphs.
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