

# Quality of Written Communication

## Commonly misspelled words

|                         |                         |
|-------------------------|-------------------------|
| affect/effect (see box) | measure                 |
| anomaly/anomalous       | separate                |
| Bunsen burner           | science/scientific      |
| dependent               | sulfur/sulfate/sulfuric |
| hydrochloric acid       | temperature             |
| independent             | thermometer             |

## Element symbols and compound formulae

All element symbols start with a capital letter. If there is a second letter in an element symbol, it is a lower case letter:

Na not NA, Mg not MG

In a compound formula, numbers should be smaller than the letters and slightly below them. This is called a subscript:

CO<sub>2</sub> ✗ CO<sup>2</sup> ✗ CO<sub>2</sub> ✓

Ions have a charge that is superscript - small numbers above the letters:

Mg<sup>2+</sup> ✗ Mg<sub>2+</sub> ✗ Mg<sup>2+</sup> ✓

## Amount

'Amount' is a word which is often used by students. Often another word is more appropriate:

'We used the same mass of solid' ✓

'We used the same volume of liquid' ✓

'Isotopes have the same number of protons but a different number of neutrons' ✓

An exception is time. It is fine to say 'we heated the two beakers for the same amount of time'

## There/ their/ they're

❖ Their shows that 'they' own something  
*Tigers are camouflaged from their prey because of their stripes*

❖ They're is short for they are as in  
*They're able to sneak up on other animals without being noticed*

❖ If you are not talking about possession or shortening 'they are', use **there**  
*Tigers live in India. There are many reasons why they live there.*

## ITS/IT'S

**its** shows that something owns something (like our, his etc), does not take an apostrophe:  
*hydrogen loses its electron to form a positive ion*

**it's** is short for 'it is': *it's the first time I've spelled this right*

## Affect/effect

Affect is a verb. It follows a noun: *the temperature affects how quickly a reaction takes place.*

Effect is a noun: *the effects of global warming are devastating and have the potential to change life as we know it.*

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## Commonly Misspelled Words

across  
argument  
basically  
beginning  
business  
completely  
definitely  
disappear  
embarrass  
environment  
friend  
government  
independent

knowledge  
necessary  
occurred  
occasion  
publicly  
really  
religious  
remember  
sense  
separate

successful  
surprise  
tomorrow  
tongue  
truly  
unfortunately  
until  
wherever

because  
but  
although  
then  
however  
next  
since  
therefore  
also  
despite  
furthermore

## Connectives

|             |                     |
|-------------|---------------------|
| whereas     | as a result of this |
| so          | nevertheless        |
| as long as  | afterwards          |
| for example | consequently        |
| such as     | as well as          |
| so far      | for example         |
| apart from  | what is more        |
| meanwhile   | firstly             |
| in addition | secondly            |
| in contrast | thirdly             |
| moreover    | on the other hand   |
|             | alternatively       |

Have I  
checked  
my  
work?

## Homophones

- ❖ there: I'd love to go **there**.
- their: Is that **their** cat?
- they're (they are): **They're** here.
- ❖ to: I'm going **to** work.
- too: Are you coming **too**?
- two: I have **two** hands.
- ❖ your: What's **your** name?
- you're (you are): **You're** welcome.
- ❖ new: She has a **new** phone.
- knew: I already **knew** that.
- ❖ right: Is that **right**?
- write: Can you **write** that down?
- ❖ which: **Which** colour do you like?
- witch: She was a wicked **witch**.
- ❖ peace: I wish for **peace** on Earth.
- piece: Do you want a **piece** of pie?
- ❖ rain: It's pouring with **rain**.
- rein: I led the horse by the **reins**.
- reign: The King's **reign** ended.
- ❖ where: **Where** are you going?
- wear: What should I **wear**?
- ❖ for: Is that present **for** me?
- four: I'll take **four** of these.

## Punctuation

- . **Full stop** - Marks the end of a sentence.
- , **Comma** - Separates items in a list or clauses in a complex sentence.
- ' **Apostrophe** - Shows belonging or missing letters in words like don't and can't.
- " **Inverted commas** - Show quotation.
- ? **Question mark** - Ends a question sentence.
- : **Colon** - Joins two related clauses where one clause cannot stand alone.
- ; **Semicolon** - Joins two equal clauses that are closely related but could also stand alone.

## SPaG Checklist

- ☐ Have I used an appropriate style with no slang or informal language?
- ☐ Is my work in paragraphs?
- ☐ Do my sentences start with capital letters and end with full stops?
- ☐ Are my quotations in inverted commas?
- ☐ Have I used capital letters for names and places?
- ☐ Have I used specialist vocabulary correctly?
- ☐ Have I checked that my sentences make sense and my meaning is clear?
- ☐ Did I check my spelling against words in the question paper?