

# WRITING NON-FICTION

## Example question and how to get top marks

'Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.' Write an article for a broadsheet newspaper in which you explain your point of view on this statement. (24 marks for content and organisation 16 marks for accuracy)  
THIS UNIT AMOUNTS TO 25% OF GCSE RESULT

Content	<input type="checkbox"/> <b>Register</b> is convincing and compelling for audience <input type="checkbox"/> Assuredly matched to <b>purpose</b> <input type="checkbox"/> Extensive and ambitious <b>vocabulary</b> with sustained crafting of <b>linguistic devices</b>
Organisation	<input type="checkbox"/> Varied and inventive use of <b>structural</b> features <input type="checkbox"/> Writing is compelling, incorporating a range of convincing and <b>complex ideas</b> <input type="checkbox"/> Fluently linked <b>paragraphs</b> with seamlessly integrated <b>discourse markers</b>
Technical accuracy	<input type="checkbox"/> Wide range of <b>punctuation</b> is used with a high level of accuracy <input type="checkbox"/> Uses a full range of appropriate <b>sentence forms</b> for effect <input type="checkbox"/> Uses <b>Standard English</b> consistently and appropriately with secure control of complex grammatical <b>structures</b> <input type="checkbox"/> High level of accuracy in <b>spelling</b> , including ambitious vocabulary <input type="checkbox"/> Extensive and ambitious use of <b>vocabulary</b>

## Possible writing purposes

Explain	Q - Explain what you think about..... <input type="checkbox"/> Be factual <input type="checkbox"/> Give a balanced view (but not contradictory) <input type="checkbox"/> Use evidence to support your view <input type="checkbox"/> Use connectives of comparison <input type="checkbox"/> Write in 3 <sup>rd</sup> or 1 <sup>st</sup> person
Instruct/Advice	Q - Advise the reader of the best way.... <input type="checkbox"/> Be factual <input type="checkbox"/> Write in present tense <input type="checkbox"/> Use connectives <input type="checkbox"/> Use technical terms <input type="checkbox"/> Write in 2 <sup>nd</sup> person
Argue	Q - Argue the case for/against.... <input type="checkbox"/> Rhetorical questions <input type="checkbox"/> Emotive language <input type="checkbox"/> Counter arguments <input type="checkbox"/> I AM A FORESTER/AHARMLESSRIME
Persuade	Q - Persuade the writer of the statement that... <input type="checkbox"/> I AM A FORESTER/AHARMLESSRIME <input type="checkbox"/> One-sided argument

## Assessment Objectives

A05 - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

A05 - Organise information & ideas, using structural & grammatical features to support coherence & cohesion

A06 - Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

## Possible layouts/types of text/formats

**Letter**

- ☐ the use of addresses & date
- ☐ a formal mode of address e.g. Dear Sir/Madam or a named recipient
- ☐ effectively/fluently sequenced paragraphs
- ☐ an appropriate mode of signing off: Yours sincerely/faithfully.

**Article**

- ☐ Broadsheet = formal/Local or tabloid = informal
- ☐ a clear/apt/original title
- ☐ a strapline & subheadings
- ☐ an introductory (overview) paragraph
- ☐ effectively/fluently sequenced paragraphs.

**Leaflet (text only)**

- ☐ a clear/apt/original title
- ☐ organisational devices such as inventive subheadings or boxes
- ☐ bullet points
- ☐ effectively/fluently sequenced paragraphs.

**Speech (text only)**

- ☐ a clear address to an audience
- ☐ effective/fluently linked sections to indicate sequence
- ☐ rhetorical indicators that an audience is being addressed
- ☐ a clear sign off e.g. 'Thank you for listening'.

**Essay**

- ☐ an effective introduction and convincing conclusion
- ☐ effectively/fluently linked paragraphs to

## Stretch yourself

Take a bold standpoint: hook/tone/style. Also consider cohesive devices: adverbials/pronouns/reference chains/synonyms/rhetorical questions/discourse markers.

## The Basics

Capital letters

Full stops

Question marks

Commas

Apostrophes

Consistent tense

Ellipsis ...

Homophone spellings

Connectives

Semi-colons

Colons

Vary sentence starts/lengths

Vary paragraph lengths

Topic sentences

## Sentence starts

Verb – Running quickly, she .....

Adverb – Darkly, the night sky....

Adjective – Red light filled the ...

Preposition – Down there, all...

Connective – However, his life...

## I AM A FORESTER

*Imperative verbs*

*Repetition*

*Alliteration*

Emotive lang./ expert opinion

*Modal verbs*

Statistics

*Appeal*

Triplets

*Figurative lang.*

Exaggeration

*Opinion*

Rhetorical q.

## The Exam

45 minutes – 1 task – no choice

Step one: read & highlight key words in question

Step two: Identify the PAT/PAF/PAL

Step three: Plan 6 -8 things you can include, then put them in order (Steps 1 to 3 = 10 mins)

Step four: Write it (Step 4 = 30 mins)

Step five (MOST IMPORTANT): Lip check (Step 5 = 5 minutes)

## Audience

An audience your age:

- ☐ Colloquial expressions and sayings and references to modern culture.
- ☐ Frequent use of direct address.
- ☐ Use of humour and sarcasm.
- ☐ Affronted conjunctions (So...)

An older audience:

- ☐ Keep it formal. BUT remember they're not the Queen! (One is outraged my good sir)
- ☐ Avoid references to modern culture, humour and sarcasm.
- ☐ Avoid using contractions (do not instead of don't)