

# 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"/> Register 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/ Instruct	<p>Q - Explain what you think about.....</p> <input type="checkbox"/> Be factual & use some technical terms <input type="checkbox"/> Write in present tense <input type="checkbox"/> Give a balanced view (but not contradictory) <input type="checkbox"/> Use evidence to support your view <input type="checkbox"/> Use conjunctions <input type="checkbox"/> Write in 3 <sup>rd</sup> or 1 <sup>st</sup> person
Advise	<p>Q - Advise the reader of the best way....</p> <input type="checkbox"/> Write in present tense <input type="checkbox"/> Use conjunctions <input type="checkbox"/> Use weak modal verbs (may, might..... NOT should, must) <input type="checkbox"/> Write in 2 <sup>nd</sup> person
Argue	<p>Q - Argue the case for/against....</p> <input type="checkbox"/> Both sides of the argument <input type="checkbox"/> Promote one side more than the other <input type="checkbox"/> Counter arguments <input type="checkbox"/> IAMAFORESTER
Persuade	<p>Q - Persuade the writer of the statement that...</p> <input type="checkbox"/> IAMAFORESTER <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	<input type="checkbox"/> the use of addresses & date <input type="checkbox"/> a formal mode of address e.g. Dear Sir/Madam or a named recipient <input type="checkbox"/> effectively/fluently sequenced paragraphs <input type="checkbox"/> an appropriate mode of signing off: Yours sincerely/faithfully.
Article	<input type="checkbox"/> Broadsheet = formal/Local or tabloid = informal <input type="checkbox"/> a clear/apt/original title <input type="checkbox"/> a strapline & subheadings <input type="checkbox"/> an introductory (overview) paragraph <input type="checkbox"/> effectively/fluently sequenced paragraphs.
Leaflet (text only)	<input type="checkbox"/> a clear/apt/original title <input type="checkbox"/> organisational devices such as inventive subheadings or boxes <input type="checkbox"/> bullet points <input type="checkbox"/> effectively/fluently sequenced paragraphs.
Speech (text only)	<input type="checkbox"/> a clear address to an audience <input type="checkbox"/> effective/fluently linked sections to indicate sequence <input type="checkbox"/> rhetorical indicators that an audience is being addressed <input type="checkbox"/> a clear sign off e.g. 'Thank you for listening'.
Essay	<input type="checkbox"/> an effective introduction and convincing conclusion <input type="checkbox"/> effectively/fluently linked paragraphs to sequence a range of ideas.

### 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
Address the reader	Emotive lang./ exaggeration
Modal verbs	Statistics
Alliteration	Triadic structure
Figurative lang.	Expert opinion
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:	<input type="checkbox"/> Colloquial expressions and sayings and references to modern culture. <input type="checkbox"/> Frequent use of direct address. <input type="checkbox"/> Use of humour and sarcasm. <input type="checkbox"/> Affronted conjunctions (So...)
An older audience:	<input type="checkbox"/> Keep it formal. BUT remember they're not the Queen! (One is outraged my good sir) <input type="checkbox"/> Avoid references to modern culture, humour and sarcasm. <input type="checkbox"/> Avoid using contractions (do not instead of don't)