

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

Possible writing purposes

Explain/ Instruct	Q - Explain what you think about..... <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 rd or 1 st person
Advise	Q - Advise the reader of the best way.... <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 nd person
Argue	Q - Argue the case for/against.... <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	Q - Persuade the writer of the statement that... <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:

- ☐ 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)