

# 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	<p>Q - Explain what you think about....</p> <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	<p>Q - Advise the reader of the best way....</p> <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	<p>Q - Argue the case for/against....</p> <input type="checkbox"/> Rhetorical questions <input type="checkbox"/> Emotive language <input type="checkbox"/> Counter arguments <input type="checkbox"/> IAMAFORESTER/AHARMLESSRIME
Persuade	<p>Q - Persuade the writer of the statement that...</p> <input type="checkbox"/> IAMAFORESTER/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	<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.

## 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)

### Sentence starts

**Adjective** – Infuriating, enraging and ignorant...

**Adverb** – Firstly...

**Preposition** – Down there, all...

**Connective** – However, the issue...

### PERSUASIVE DEVICES (AFOREST)

Alliteration

Facts and statistics

Opinions

Rhetorical questions

Emotive language

Similes and metaphors

Triplets/the rule of three