

Due	Key Learning	Multiple Choice Questions
Section 1 - Due in 26 <sup>th</sup> Feb	<p><b>Non-fiction texts can be compared by considering form, purpose, audience and structure.</b></p> <p>Audience - refers to the intended readers. An audience can be defined in many ways. It could be: an age group, for example teenagers or adults; people from a specific area, for example a national audience or a local audience made up of one village; people with specific interests or jobs such as cyclists or teachers. When writing it is always important to think about who you are expecting, or wanting, to read it. This can be straightforward, for example a children's story book is written for an audience of children, so the topic and the language has to be suitable and appealing for them. Other times it will require more thought. For example, a charity seeking to raise funds and awareness after a flood will target audiences that can afford to donate and who care about environmental causes.</p> <p><b>Purpose</b> - why it was written and what the author wants it to achieve. Texts can be produced to: promote and showcase – for example, a tourist guide; inform and explain – for example, an instruction manual; argue and persuade – for example, an essay; advocate and support – for example, a charity leaflet; entertain – for example, a celebrity gossip web page. A piece of writing can also have more than one purpose. For example, a school newsletter showcasing the year's achievements might be written to appeal to teachers, parents and students. The type of writing, as well as the intended audience will shape and direct the purpose of a text.</p> <p><b>Form</b> - how and where a piece of writing will appear. Like audience and purpose, the form influences decisions writers make about language, tone and structure. Each form of writing has its own conventions. For example: a newspaper will look different to a tourist information leaflet or a letter to an MP.</p>	<p><b>Q1.</b> The main purpose of non-fiction writing are:</p> <ul style="list-style-type: none"> <li>a) Argue, persuade, entertain.</li> <li>b) Argue, persuade, inform.</li> <li>c) Advise, persuade, teach.</li> <li>d) Advise, persuade, entertain.</li> </ul> <p><b>Q2.</b> When comparing the purpose of non-fiction texts, which of these describes a text intended to inform the reader?</p> <ul style="list-style-type: none"> <li>a) A text focused on entertaining the audience.</li> <li>b) A text designed to persuade the reader to take a specific action.</li> <li>c) A text aimed at educating the audience about a particular topic.</li> <li>d) A text primarily intended to express the author's emotions and personal experiences.</li> </ul> <p><b>Q3.</b> Which aspect of comparing non-fiction texts focuses on the organization and arrangement of ideas within the text?</p> <ul style="list-style-type: none"> <li>a) Form</li> <li>b) Purpose</li> <li>c) Audience</li> <li>d) Structure</li> </ul> <p><b>ANSWERS:</b>            Q1 = b            Q2 = c            Q3 = d</p>



### Formal Letter

- Written in first person
- Your address top right
- Their name, job title and address top left
- Date top right
- Begins "Dear..."
- Ends "Yours sincerely," or "Yours faithfully,"
- Formal language
- Sizeable paragraphs

### Magazine Article

- Written in first or third person
- Headline
- Subheadings (often throughout)
- Language and style tailored to audience
- Picture and caption
- Inset boxes used

### Tabloid News Article

- Written in third person
- Catchy headline
- Subheading
- Picture and caption
- Who, what, when, where, why in first three paragraphs
- Quotations included
- Short paragraphs
- Formal language but some slang and puns used

### Broadsheet News Article

- Written in third person
- Headline
- Subheading
- Picture and caption
- Who, what, when, where, why in first three paragraphs
- Quotations included
- Sizeable paragraphs
- Formal language

### Review

- Written in first person
- Title
- Details of what is being reviewed, including names of actors/authors etc.
- Opinion explained in detail
- Star rating given

### Autobiography

- Written in first person
- Often an extract from a larger work
- Use of anecdote
- Uses past tense
- Personal style
- Informal language

### Diary Entry / Blog

- Written in first person
- Date
- Sometimes prefaced "Dear Diary"
- Personal anecdotes included
- Language reflects writer - usually informal

### Opinion Column

- Written in first person
- Headline
- Subheading
- Personal anecdotes included
- Rhetorical language included
- Sizeable paragraphs
- Formal but personal language

### Informal Letter / Email

- Written in first person
- Begins with informal greeting
- Ends with informal sign-off
- Informal language, adapted to audience
- Paragraph lengths vary

### Leaflet

- Written in third person
- Title
- Subheadings throughout
- Inset boxes
- Images and captions
- Often includes a "call to action"

### Speech

- Written in first person
- Begins with formal greeting
- Sizeable paragraphs
- Rhetorical devices
- Language adapted to audience
- Memorable sign-off

### Report

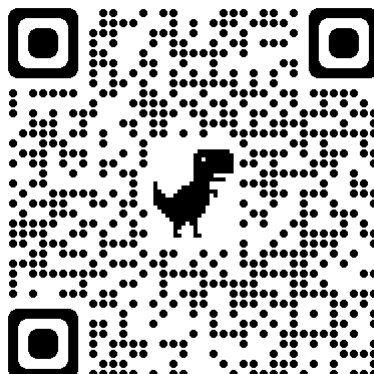
- Written in third person
- Title
- Subheadings throughout
- Formal language
- Facts, figures and statistics used
- Clear, factual conclusion

### Module related spellings:

- |            |             |             |            |
|------------|-------------|-------------|------------|
| according  | explanation | opportunity | sufficient |
| apparent   | frequently  | persuade    | suggest    |
| determined | guarantee   | prejudice   | thorough   |
| disastrous | immediate   | recommend   |            |
| especially | necessary   | sincerely   |            |

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Section 2 - Due in 11 <sup>th</sup> March	<p><b>A colon can be used to separate an independent clause from examples or explanations that give more information. A colon is used to introduce a list.</b></p> <p>Use a colon:            To introduce a list            To add emphasis            To introduce a quotation            To introduce an explanation</p> <p>Use a semi colon:            To replace a coordinating conjunction. They are placed between the words and phrases they are linking (for, and, nor, but, or, yet, so). like 'and' or 'but'.</p> <p>A conjunctive adverb connects ideas in a sentence:            however            instead            therefore            meanwhile            consequently            accordingly            also</p> <p>If a conjunctive adverb is used to link two sentences, a semicolon must be used before the conjunctive adverb.</p>	<p><b>Q4.</b>            True or false:            Both clauses on either side of a semicolon must make sense on their own.</p> <p><b>Q5.</b>            When a conjunctive adverb is used in a sentence, where should the semicolon go?</p> <p>a) After the conjunctive adverb.            b) Before the conjunctive verb.            c) Semi colons should not be used with conjunctive verbs.</p> <p><b>Q6.</b>            Which of these can a semicolon not replace?</p> <p>a) Comma            b) Full stop            c) Conjunction</p> <p><b>ANSWERS:</b>            Q4 = true            Q5 = b            Q6 = a</p>

Looking for more?



Due	Key Learning	Multiple Choice Questions
Section 3 – Due in 25 <sup>th</sup> March	<p><b>Characterisation is a device when a writer uses detail to teach about a character throughout a story.</b></p> <p>Characterisation is a writer's tool, or "literary device" that occurs any time the author uses details to teach us about a person. This is used over the course of a story in order to tell the tale. Characterisation is the way writers create characters and make them believable. When writing about texts, it is easy to treat characters as real people. Try to remember that the author is creating characters using language. Think about the set of characters in a text:</p> <ul style="list-style-type: none"> <li>• What are the characters like? How do you know this?</li> <li>• What do the characters say (dialogue)?</li> <li>• What do the characters do?</li> <li>• How are they described?</li> <li>• How are they seen by other characters?</li> </ul> <p><b>A stereotype is widely held but fixed and over simplified image or idea.</b></p> <p><b>Authors develop characters to challenge stereotypes.</b></p> <p>While they can be harmful or hurtful in real life, writers often successfully employ stereotypes to help connect readers to a story, to help construct a story, or to break a perceived notion about a character. Stereotypical characters are easily recognizable through their actions, characteristics, personality, speaking habits, etc. Subverting stereotypes involves making deliberate use of a stereotype, but with a change that undercuts or reverses the typical meaning. Putting in a blatant stereotype will cause your audience to make assumptions about your character. Then you can surprise everyone by proving those assumptions wrong. Consider how stereotypes are shown and subverted in Can You See Me?</p>	<p><b>Q7.</b> What is the primary purpose of writing a biography of a non-fictional character?</p> <ol style="list-style-type: none"> <li>To create a fictionalised account of the individual's life</li> <li>To entertain readers with imaginative stories about the person</li> <li>To provide an accurate and detailed account of the person's life</li> </ol> <p><b>Q8.</b> What is an essential component of a biography?</p> <ol style="list-style-type: none"> <li>Fictionalised events</li> <li>Primary sources and factual information</li> <li>Imaginary characters and settings</li> </ol> <p><b>Q9.</b> Which of the following is a key step in writing a biography?</p> <ol style="list-style-type: none"> <li>Making up events to fill gaps</li> <li>Conducting thorough research using reliable sources</li> <li>Including personal opinions and biases about the person</li> </ol> <p><b>Q10.</b> What distinguishes a biography from other forms of writing?</p> <ol style="list-style-type: none"> <li>It presents factual information about real individuals.</li> <li>It includes elements of fantasy and imagination.</li> <li>It emphasizes the author's personal beliefs and opinions.</li> </ol> <p><b>ANSWERS</b></p> <p>Q7 = c            Q8 = b            Q9 = b            Q10 = a</p>