

Non-fiction for GCSE

Teacher pack

- ★ Supports the 2010 AQA, Edexcel, OCR and WJEC GCSE specifications
- ★ Practice exam papers and controlled assessment tasks on the CD-ROM

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Introduction

This pack aims to provide exciting and thorough teaching and learning approaches to non-fiction texts. The texts and activities are designed to help students develop insightful reading skills and to equip students with a meaningful 'toolkit' of terms that they can use to analyse unseen reading texts in examinations and controlled assessments.

Each themed chapter offers six sources on the same broad theme. The sources cover a range of text forms – articles, advertisements, webpages, leaflets and extracts from literary non-fiction – and they target a wide range of audiences. The texts also serve a variety of purposes – to inform, entertain, persuade, advise, describe – which reflect the types of writing students are expected to produce for their GCSE assessment. In this way, the extracts provide models for students' own writing: opportunities to create original work in the styles of the texts are included in each chapter.

The six sources in each chapter are organised into a differentiated sequence, from **Source 1**, the most accessible, to **Source 6**, the most challenging. The accompanying **Teacher notes** and **Student activities** show measurable progress from foundation skills to higher level work.

- Students working towards Grade C should focus on **Sources 1, 2 and 3** of each chapter. The activities linked to these texts introduce key terms and concepts.
- Students aiming at higher grades can develop and extend these key concepts through the more challenging work on **Sources 4, 5 and 6**.

The **Student activities** for each source are designed to be completed in one average double lesson. On a GCSE course, it should therefore be possible to cover one chapter (six sources) in approximately two weeks of teaching. With six chapters to choose from, this allows for skills in reading and writing non-fiction to be developed each half term over a two-year course or as a block leading up to a final examination.

The accompanying CD-Rom contains a set of **practice examination papers** at Higher and Foundation tier for the AQA, OCR and WJEC specifications, and **practice controlled assessment tasks** for the Edexcel specification. These practice papers use sources from each chapter as the basis of questions and tasks in the style of each awarding body; however they are not intended as a substitute for the official sample papers offered by each examination board. All of the questions and tasks are firmly rooted in the Assessment Objectives for the new GCSE specifications in English and English Language.

1 *Charity*

Source 1: WWF webpage

- An informative and persuasive text encouraging the reader to *Adopt a Tiger* and raising awareness of the situation of an endangered species.
- Suitable for building skills at both Foundation and Higher Tier.

Source 2: Cancer Research UK flier

- An informative and persuasive text designed to encourage participation in a night walk for charity.
- Suitable for building skills at both Foundation and Higher Tier.

Source 3: 'Reunited at last...', *Metro* news article

- An informative news article describing how a charity helped reunite a mother and baby who were victims of the Haiti earthquake disaster.
- For Foundation students, this provides the opportunity to look at a longer text that is not promotional, whilst also pulling together the language and presentational features from the previous sources.
- For Higher Tier, activities begin to explore some of the more difficult aspects of different sentence types and effects.

Source 4: 'Your cash donations...', *Metro* news article

- The article discusses the contrast between private and government donations to the Pakistan floods disaster appeal.
- It has points of comparison with the previous article. This article is predominantly informative, but has more of an opinionated stance.
- Most suitable for use with Higher Tier.

Source 5: 'unlikely. but our sweet tooth...', Oxfam advertisement

- A promotional advertisement by the charity Oxfam linked to principles of fair trade.
- A persuasive text that asks for a regular monthly donation but also raises awareness of potentially unethical practices.
- Most suitable for use with Higher Tier.

Source 6: 'Ben's diary', Centrepoint direct mail letter

- This text is part of a mailshot from a charity which helps the homeless. It came with a letter explaining the work the charity does and asking for a donation to fund its Christmas campaign.
- The diary is an unusual way for a charity to provide information and to persuade readers to donate funds. It uses first person perspective as a persuasive device.
- Most suitable for use with Higher Tier.


Source 1: WWF webpage

Adopt a Tiger (www.adoptatiger.com) - WWF-UK - Save tigers from the brink of extinction and protect them from poaching

http://www.wwf.org.uk/adoption/tigersonthebrink/open.cfm

News (7646) BBC Search Info news Entertainment 1 (14922) Entertainment 2 Google Cuil eBay Yahoo! Amazon Apple

Adopt a Tiger (www.adoptatiger.c...)




© Staffan Widstrand / WWF

Tigers are on the brink of extinction. Don't let them go - adopt one today

There are now as few as 3,200 tigers left in the wild. Adopt a tiger today and you'll be helping us and the local people to conserve the tiger's environment. And put an end to poaching.

Make a real difference.

Adopt a Tiger.

You can adopt Kamrita, a female Bengal tiger. Kamrita is one of the last 150 Bengal tigers left in Nepal. Kamrita represents all the tigers we help.

We will send you

- A cuddly toy tiger
- Updates about your tiger 3 times a year
- And loads more fun stuff!

Choose a monthly donation Currency: **£GBP** | €EUR

£3
 £5
 £7
 £10
 £ (Min £3)

This adoption is for me for someone else

Prefer a (one-off payment?)

Adopt Now →

Text TIGER to 82727 or go to adoptatiger.com, and adopt a tiger for £3 a month

Last minute gift?

No problem! If you are worried the adoption pack might not arrive in time, you will be able to print or email a gift certificate to give on the day.

For Christmas delivery to a UK address, adopt by **2pm Tuesday 14 December**. For an Irish address, adopt by 5pm Wednesday 8 December.

How you can make a real difference

A world without tigers is unthinkable.

With your help, we can work to protect them from the major threats to their survival. Your money can help us work towards:

- ✓ Protecting them from poachers - tigers are killed both for their skins, and for their bones and body parts which are used in traditional Chinese medicine
- ✓ Protecting and restoring habitat lost due to deforestation and farming
- ✓ Working with governments, organisations and local people to help endangered species
- ✓ Your support will also help fund other essential WWF conservation work around the world

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Source 2: Cancer Research UK flier



SHINE
Manchester 2010

CANCER RESEARCH UK

Join thousands of men and women on Saturday 17th April and take part in Manchester's night time walking marathon to help beat cancer.

Find out more and enter at
www.cancerresearchuk.org/shine



Cancer never sleeps and neither will Manchester on **Saturday 17th April 2010**. Get together with family, friends and work colleagues to take part in Cancer Research UK's night time walking marathon. Choose to walk for either **13 or 26 miles** and the money you raise will bring light to the lives of those affected by cancer. You can make your fundraising even more meaningful by selecting from a list of 12 cancers to shine for.

Location: **Manchester Central**

Time: **Arrive at 7pm, walk starts at 10pm**

Find out more and enter at
www.cancerresearchuk.org/shine

Together we will beat cancer

FundRaising Standards Board
Registered Charity Number 1089464

Source 3: 'Reunited at last...', *Metro* news article

Reunited at last with 'dead' daughter, the mother called Miracle

By **Hayden Smith**

A MOTHER has been reunited with the baby she thought had been killed in the earthquake that hit Haiti six months ago.

Marie Seignon, whose middle name is Miracle, cuddled little Landina in London, where the girl was brought for life-saving treatment after being pulled from the rubble.

The 26-year-old, who had been told her child was dead after a baby of the same age was found following January's quake, was tracked down by a charity which paid for her daughter's treatment.

Yesterday, she wept with joy as the pair were reunited at Chelsea and Westminster Hospital, saying: 'My feelings were very, very strong. But when I saw her I was amazed. I couldn't believe she was alive – this is a very happy moment.'

Landina was just two months old when the quake struck Port-au-Prince, destroying the hospital where she was in intensive care, being treated for burns.

Some of the nurses treating her were killed but, after 48 hours trapped in the rubble, Landina was plucked free. She was moved to another hospital, where she had an arm amputated. From there she was brought to London by a charity, Facing The World, and had surgery on the badly burnt skull at Great Ormond Street.



Joy: Marie Seignon cuddles Landina after being reunited in London

The charity also set about trying to trace her mother, using family documents which were also found in the rubble.

Miss Seignon said she first heard her youngest child might still be alive from a friend. She added: 'A notice was put out on a radio, a friend raced to my house and said, "Please sit down. This may sound like something from the movies but sometimes movies

do come true. I need to tell you that Landina is alive". DNA tests were carried out to confirm she was Landina's mother and Facing The World arranged a passport and visa so they could be reunited.

The charity, which worked with Channel 4 to find Miss Seignon, wants to raise £120,000 for Landina's future. *Donate at www.facingtheworld.net*

Chapter 1: Charity

Source 1: WWF webpage

Getting you thinking

The starter encourages students to think about visual features in a text and how our eye is drawn to the key messages.

- Project the colour version of this text onto your IWB.
- Ask students to track their 'journey' through the text with IWB pens. If students have individual copies ask them to draw tracker arrows through the text to describe this journey.
- Encourage students to be aware of the arrangement of presentational structure in any non-fiction text that has a visual element. This is particularly important if students have an examination requirement to comment in detail on presentational features.

Build your skills

These activities are designed to act as a refresher from Key Stage 3 transition work.

- It is important that students conclude that *informing* and *persuading* are the key purposes here – though you might include some meaningful discussion on how *awareness raising* is also important to charities.
- Refresh memories on the difference between fact and opinion. You may wish students to pick out some examples from the text.

Language toolkit

The **Language toolkit** introduces and consolidates key language terms that students may apply to any unseen text they meet.

The key language features being introduced here are

- imperatives
- direct address
- inclusive pronouns.

Depending on the group you are teaching, you may prefer to use terms like *second person pronoun*, *command sentences*, or even '*bossy verbs*'!

Apply your learning

- If you have an ICT facility, students could look at their own choice of website (or they could do this task as a homework activity).
- Alternatively, as a class, you could choose to look at two or three websites together on the IWB to see how frequently the features appear, calling out students to find features and highlight/label with the IWB pens.

Key language terms

- Use in the plenary to check that students remember what they have learned, perhaps by writing examples of their own or spotting them in a different text.

Further ideas

You may wish to visit the WWF website at www.wwf.org.uk where you can find similar pages and video links for extension work, such as a speaking-and-listening activity on protecting wildlife. The website could also provide useful material for the practice examination writing task on the CD-Rom.

Source 2: Cancer Research UK flier

Getting you thinking

The five questions may be done individually, in pairs or as the basis for whole group discussion to consolidate previous work.

- Refresh memories on the difference between fact and opinion.
- Q4 and Q5 should help students remember the key persuasive terms from the **Source 1** activities.
- Encourage students to realise that a specific event is being promoted to raise funds.
- Ensure students note that the same key purposes of informing and persuading are evident, but that a different form is introduced.

Build your skills

This is another highly visual text. The lesson introduces work on presentational features and opens the **Presentation toolkit**.

- Encourage students to recognise that the little dots on the page represent the people on the walk, like lights in the darkness, as they raise vital funds.
- The colours link to Cancer Research UK's logo – if you have time, visit their website to illustrate this at www.cancerresearchuk.org
- Lead students to spot that the pink and blue symbolise male and female walkers; this may help you to discuss who the charity is targeting to take part in the walk. As you progress through the question-and-answer work, remind students that they will have to comment on aspects such as this when they are asked to write about *presentation* in the exam or controlled assessment.
- The question on key messages (Q8) is designed to help students make a link between *presentation* and *purpose*. Working with a partner should support their initial work here.
- Encourage students to notice how the mention of 'never sleeps' links to the night-time setting of the photograph and how 'bring light to the lives' is mirrored by the white dots shining like lights in the darkness.

Apply your learning

Students are supported in this task by working in pairs.

- Allow them to choose the aspect they feel most confident about for their paragraph.
- Encourage them to use the ideas from the discussion.
- Extend by asking for two or three features to be included if time allows.

Key presentation terms

These are included to help students complete the written task.

Source 3: ‘Reunited at last...’, *Metro* news article

Getting you thinking

The work students do here is designed to develop skills in *commenting on effect*.

- If you have an IWB with a zoom facility, aim to complete the section by displaying the photograph from the article on your IWB.
- Use the caption to see what clues are given about the story – can students predict what might have happened?

Build your skills

- Read the article with the whole group before discussing *purpose* in relation to **Sources 1 and 2**.
- Introduce the idea of sentences having different functions, using the student answers to Q2 to consolidate definitions. For both Foundation and Higher Tier candidates, having a working knowledge of these terms will create a firm starting point for the discussion of how language relates to purpose in the exam.
- It may be more accessible for Foundation candidates to work on sentence function initially rather than sentence type (simple, compound, complex), which can be confusing and which will be dealt with in more detail in **Chapter 3**.
- Move students from their work at sentence level, to consider phrase level and introduce the term ‘emotive language’.
 - Discuss why emotive phrases are used in this article, when the main function is to inform.
 - With Higher Tier candidates, explore what ‘human interest’ means in terms of newspaper journalism.
- In Q7, students are invited to make some initial comparisons with the previous two texts – a starting point for developing cross-reference skills.

Taking it further

This section introduces skills that are appropriate for Higher Tier, as the activity involves exploration of the headline in relation to the text. Use this section to differentiate the different abilities in your group.

Apply your learning

Use the final writing task as individual or paired work, depending on the ability of your group, or set this as homework if you carried out the **Taking it further** tasks during lesson time.

Source 1: WWF webpage

Getting you thinking ...

- 1 Spend 30 seconds or so looking at the webpage for the WWF. Which parts of the webpage did you notice first?
- 2 Consider how the text has been laid out to guide our eye on a journey through it. Make a list or draw arrows to show the route you take through the text.
- 3 Is there a deliberate effect created for the reader by the journey through the text? Are there some things the charity wants you to notice first? What are they? How long did it take you to realise the key message of the text?

Build your skills

- 1 Which of the following **purposes** seem to apply to the webpage?
 - to inform
 - to advise
 - to entertain
 - to persuade
 - to review

What **language features** do we find in the text to help it achieve its purpose?

- 2 Pick out two sentences that provide us with some information.

.....

.....

Pick out two sentences that persuade us to do something.

.....

.....

What do you notice about the difference in the sentences?

- 3 Look again at the text and try to spot how many times 'you' appears in it (not you personally!). Why does the text repeatedly use the **pronoun** 'you' and the **possessive adjective** 'your'? How does it make you feel?

This technique is called **direct address** because you as a reader are being spoken to directly.

- 4 Which other pronouns are used in the text? Look at this extract:

*With your help, we can work to protect them from the major threats to their survival.
Your money can help us...*

- How does the charity refer to itself?
- Why do you think the charity uses these pronouns? They are called **inclusive pronouns**. Why might the charity want to include themselves and 'us' in this campaign? What is the charity trying to do?

Language toolkit

The **purpose** of a text is the job it is trying to do.

Informative sentences are likely to make **statements**. They may contain a fact – something we could prove – or an **opinion**. An opinion is a point of view. Strong opinions, presented in statements, can sound like facts. This is a technique writers use to really convince us of their cause.

Did you spot that the sentences asking us to do something begin with a **verb**? These are **command sentences** or **imperatives**. In the source, they give us an order while still being polite.

Apply your learning

- 1 Visit the website of your own favourite charity, or a charity that you have done some fundraising for in school or in your own time. Look closely at their home page or a webpage that shows their latest campaign.
- 2 How many of the features from the **Language toolkit** can you find on the webpage? If you are able to print a copy of the webpage, highlight and label the language features you are able to find.

Key language terms

webpage	a page that appears on a website on the internet
statement	a sentence that expresses a fact or opinion
fact	something we can prove to be true
command sentence/imperative	a sentence that tells us what to do by putting the verb first
pronoun	a word used instead of the name of a person or thing such as 'I', 'we', 'you', 'it'
direct address	when a text talks to the reader using the pronoun 'you'
inclusive pronoun	pronouns such as 'we' or 'us', which create the sense of a group or a shared feeling with the reader

Source 2: Cancer Research UK flier

Getting you thinking

Read carefully the flier for the Cancer Research walking marathon, then answer the following questions.

- 1 Write down two **facts** that tell us when or where the walk is taking place.

.....

- 2 Find two examples of **opinions** used in the flier.

.....

- 3 What is the **purpose** of the flier?

- 4 How does the text try to **involve** the reader?

- 5 What kinds of **language features** are used to **persuade** the reader to take part in the walk?

Build your skills

You are now going to look at how **presentational features** are used in the flier.

- 1 Look carefully at the photograph that provides the background for the leaflet. Write down what you see.
- 2 What do the blue, pink and white dots represent? Why do you think blue, pink and white have been chosen?
- 3 Why do you think the 'Shine' logo is made up of the same dots?
- 4 Where else is the colour pink used on the flier? What does it highlight?
- 5 Why do you think the flier is printed on a black background?
- 6 The white lettering stands out on the black background, but could the colour white have been chosen for the lettering for any other reasons?
- 7 Which parts of the text have been put in bolder fonts? Can you think of a reason why?
- 8 Now look closely at these two key messages from the flier:

Cancer never sleeps

The money you raise will bring light to the lives of those affected by cancer

With a partner, discuss these two phrases. In what ways do they link to the way the flier *appears*?

Presentation toolkit

Through your discussion you have been thinking about the **effect** of the text's **presentational features**. These are the features of a non-fiction text that organise the material for the reader – such as headings, subheadings and bullet points – and the things that give us visual clues about the text, such as photographs, graphics and colours.

These choices are not random. Designers work hard to make links between the **content** of a non-fiction text (the words on the page) and how it might appear to the reader. How we respond to the way a text appears is part of the way we understand its message.

Apply your learning

- 1 Working with your partner, write a paragraph explaining how the **presentational features** link to the purpose of the leaflet.
 - Use the **Key presentation terms** to help you name the features.
 - Use the ideas from your discussion questions to help you explain your ideas.

You should choose to write about the features you feel most confident about in this task.

Key presentation terms

colour	in this case, the colours black, white, pink and blue are important
photograph	the photograph here is an unusual shot of the city of Manchester at night
image	a visual element on the page – here the image of the dots is important
logo	a symbol that an organisation uses – in this case, the arrow
background	the part of the picture furthest away – in this case, the black is the background
foreground	the part of the picture that appears closest to the viewer
bold	when a font is made heavier and thicker like this
font	lettering of a particular design and size in a printed text

Source 3: 'Reunited at last...', *Metro* news article

Getting you thinking

- 1 Before reading the article, look closely at the photograph for this front-page news article. Think about your reactions to the photograph. What does it make you think, feel and imagine? What questions does it make you want to ask?

Write down three sentences to describe or explain your reactions.

.....

.....

.....

.....

.....

- 2 Now read the caption that accompanies the photograph.

Joy: Marie Seignon cuddles Landina after being reunited in London

- Does the caption add to your feelings about the photograph?
- Does it create the same feeling that you initially had?

Build your skills

Read the article carefully.

- 1 How would you best describe its purpose? Is it doing the same job as **Sources 1** and **2**? In what way is its purpose the same? In what way is its purpose different?
- 2 Now look closely at the sentences in the text. How many sentences are
- statements
 - commands/imperatives
 - questions?
- 3 List four pieces of information we learn from the article. How many of your four pieces of information are **factual**?
- 4 Whose **quotations** are used in this story? Why do you think the journalist decided to include these in his article?
- 5 Now look at some of the phrases the journalist has used in the article. They have been included so that we feel emotion when we read them. How do you feel when you consider these phrases? What emotions do they produce?
- *the baby she thought had been killed*
 - *pulled from the rubble*
 - *destroying the hospital*

- 6 With a partner, find and write down three other phrases from the text that make you feel a different **emotion**.

.....

.....

.....

- 7 Now read the final paragraph of the text. What links this article with **Sources 1** and **2**?

Language toolkit

Information is always likely to be communicated with statements (of fact and/or opinion). The technical term for a statement is a **declarative sentence**. What does the word 'declarative' remind you of? If we make a declaration, what does it mean? This might help you to remember this key language term.

This article informs the reader about a serious event in which a charity has done something we might consider 'miraculous'. It uses **declarative sentences** and **facts**, but these do not make the article boring; instead the article touches our **emotions**.

Language that makes readers feel emotion is known as **emotive language**.

Quotations are the words spoken by someone who was interviewed for the article or whose words are important to the story.

Taking it further

You are now going to look at how some of the **presentational features** are used in the article.

- 1 Read the **headline** for the article. This one is quite long and uses two key ideas from the text. What are the two key ideas?
- 2 Why do you think the headline places the word 'dead' in inverted commas?
- 3 What is shocking for the reader about the phrase 'Reunited with "dead" daughter'?
- 4 Why do you think the words 'dead daughter' and 'Miracle' are placed together in the same headline?

Apply your learning

It is often difficult to write about the effect a text has on us. This text makes us feel negative emotions in some places and positive ones in others.

- 1 Write two paragraphs explaining the contrast in feelings in the text. Use the **Language toolkit** and **Key presentation** terms to help you.

Key presentation terms

headline the main title of a newspaper article or feature

caption a short title or comment often added to a photograph

Test your skills

In this chapter you have been introduced to new terms to describe language features and presentational features in source material. How confident is your knowledge of these new terms?

For firm foundations: If you are aiming to do well at Foundation Tier and Higher Tier, write a clear example from any of the sources to show that you know what these 10 terms mean. You can use this checklist to help you revise these key terms:

- Fact
- Opinion
- Statement
- Command
- Question
- Direct address
- Inclusive pronoun
- Emotive language
- Headline
- Caption

Aiming higher: If you are targeting top grades at Higher Tier, ensure that you are confident with these terms too, by writing a clear definition of what you understand by each term.

- Declarative sentence
- Imperative
- Simple sentence
- Minor sentence
- List of three
- Modal verb
- Connotation