

Exam Hacks: Paper 2, Section B, Non-Fiction Writing

[1] Start in an interesting way:

- *Imagine*
- *What if...*
- *What does _____ and _____ have in common?*
- *A famous woman said....*
- *The word '____' means*

[2] Talk to the reader

- *My friend, I know that...*
- *As you know,...*
- *You know....*
- *Picture this...*
- *Act now and ...*
- *Save yourself...*

[3] Build a relationship with the reader. Flatter and creep up to them.

- *My loyal, kind reader...*
- *Only smart, intelligent people, like yourself, will see the benefits of this approach.*
- *Obviously, you know...*
- *A person like you has experience of the issue.*

[4] Use pronouns to build up that relationship.

- *We must ...*
- *It is **our**....*

[5] Move between 'I' to 'you' and then 'We' within a paragraph

- *I think ...*
- *You expect ...*
- *We know ...*

Or

- ***My** concern is*
- ***Your** worry is*
- ***Our** duty is*

[6] Repetition is better than chucking every technique under the sun in a paragraph. Repeat a word, phrase or sentence to convince the reader.

I have a plan. I have a plan to change the world. A plan to make things better.

[7] Ethos: don't forget you need to convince the reader why you are the best person why you should be listened to.

- *As a teenager, I have had first-hand experience of*
- *You probably think I know very little of, but I assure you I do because...*
- *I may have the body of a weak teenager, but I have the strong heart and complex brain of an adult.*

[8] Use a metaphor and an extended metaphor for dramatic impact.

Bad things – plague, disease, cancer, chains,

Good things – medicine, plants, seeds, light, beacon

For example:

- *Homework is a cancer that plagues a child's life. They can't move, play or think without the pain of homework affecting their life.*
- *Exercise is a ray of light in dark, dismal world.*

Tip: it is best if you explain your metaphor in a sentence after the metaphor's use.

[9] Lists are important – especially verbs and adjectives

Pain, anguish and anxiety are the main problems with ...

We all think, feel and know the dangers of ...

[10] Verbs are incredibly important when writing a piece of a non-fiction and they can often be underused.

Students cry, weep, sob at the idea of completing homework.

Parents endure the pain of homework too.

[11] Adjectives are your secret to improving your vocabulary. Show off and learn some sophisticated adjectives.

We all want to live in a harmonious society, yet we live in a distorted and disjointed world of discord and chaos.

[12] Plan for a change in tone and mood during your writing. Make your reader cry, laugh and be scared in one piece of writing. Take them on an emotional journey.

- Fear - Children are having their childhood eroded away.
- Sarcasm – Most homework is as exciting as reading the Worthington bus timetable.
- Serious – We must address this now or will be facing one of the biggest problems today.

[13] Use indirect speech from others to strengthen your arguments. Don't use direct speech – direct quotes from sources. It weakens your writing.

- *Parents say...*
- *Teachers say...*
- *Scientists say...*
- *Teenagers say...*

[14] Think of the order of things in a list. What do you want to place the emphasis on?

- Teachers, students, friends and family are all affected by homework.
- Homework restricts fun, friendships and freedom.

[15] Raise the level of urgency and importance with modal verbs. Start with 'could' / 'might' and end with 'must' and 'have to'

- We can ...
- You might ...
- We should ...
- You will ...
- We must ...