

Non Fiction - Understanding and analysing Audience, Purpose, and Style.

Key Stage 3/4 National 4/5, (this is guide only)
Practice sheets.

Aims

Students will learn how to:

Understand and identify the intended audience and purpose of a non fiction text (opinion writing).

Analyse the style of the writing, evaluating their opinion of it.

Objectives

Students will:

Show their understanding by noting down their understanding, analysis, and evaluation.

Notes and Previous learning:

Previous learning on Audience, Purpose and Style is helpful, but you can use this as an opportunity to explore this. See 'Audience, Purpose, Style' Lessons for more.

These are printable resources that can be used again and again for different non-fiction sources.



Text examples (non fiction):

Blog posts
Tweets
Instagram pages
Newspaper opinion pieces.
Diary entries
Film and TV Reviews
Book Reviews
Podcast Reviews
Technology reviews and articles
Letter
Description
Essay
Speech
Advice
Article
Advertisement
Instruction
Leaflet / information
Poster

Audience Examples:

Women
Men
Children
Teens
Peers
Family
Consumers
Voters
Pet owners
Gardeners
Artists
Musicians
Professionals
Drivers
Parents
School Children

Ideas Examples:**The effects of social distancing - Article**

Covid social distancing rules are cruel and inhumane
Families are being separated unfairly and cruelly
Examples are wold wide
It will get worse

Purpose Examples:

To argue
To explain
To evaluate
To persuade
To instruct
To entertain
To inform
To describe
To analyse
To recount

Style Examples:

Humorous
Serious
Reflective
Balanced
Emotive
Ironic
Passionate
Factual

Example: Lewis and Clark Diary



After a foggy morning, the [keelboat](#) and two canoes navigate the Ohio River rapids without needing oxen or horses. Camp is opposite present Weirton, West Virginia. It rains so hard that the canoes need occasional bailing.

Deeper Water

[Move to top](#)

Again foggy, loaded both my canoes and waited till the fogg disappeared set out at 8 OCl. had some difficulty in passing several riffles today but surmounted it without having recourse to horses or oxen—

—[Meriwether Lewis](#)

Related: [Foggy Mornings](#)

Trumpet Sounded

[Move to top](#)

it grew very dark and my canoes which had on board the most valuable part of my stores had not come up, ordered the trumpet to be sound and they answered.

—[Meriwether Lewis](#)

Related: [Sounding Horn](#)

Rainy Night

[Move to top](#)

rained at six this evening and continued with some intervals through the night to rain pretty heard . . . the stores in the canoes being well secured with oil cloth I concluded to let them remain on board and directed that the water which they maid should be bailed out of them occasionally through the night, which was done

—[Meriwether Lewis](#)

Text: Diary
Title: Lewis and Clark
Publication: online
Author: Meriwether Lewis
Date: 5th September 1803

Purpose

What is the purpose?

How do you know this? Evidence and comment.

To record and document

'Again foggy...' He records the weather, in order to be as accurate as possible about the conditions.
'Loaded both my canoes and waited till the fog disappeared...' Gives an account of what the expedition did, how they travelled.

Audience:

Who is the intended audience?

How do you know this? Evidence and comment.

Peers and future audiences

He describes the environment they are in, and the progress they are making. He is documenting something he feels is of importance for both his peers and also future generations.

Ideas

Break down the main ideas, concepts, arguments etc that are explored.

The expedition is the main idea. The progress of the expedition is central

He includes details on the conditions, how the traveled and made progress, what they were doing, 'the stores in the canoes well secured with oil clothe.'

Style

Quote. Comment on any language features that are used. Why is the author using this techniques?

What is their aim?

The style is factual. It does not include any emotional details, but sticks very much to what, where, why, when, how things are happening.

The facts are fairly detailed, 'waited till fog disappeared set out at 8 obi.'

Text: _____
Title: _____
Publication: _____
Author: _____
Date: _____

Purpose

What is the purpose?

How do you know this? Evidence and comment.

Audience:

Who is the intended audience?

How do you know this? Evidence and comment.

Ideas

Break down the main ideas, concepts, arguments etc that are explored.

Style

Quote. Comment on any language features that are used. Why is the author using this techniques? What is their aim?

Comparing two texts on the same subject:

Task:

Find two texts on the same non fiction topic.

Read though both and note down your findings and thoughts.



Example:

Topic: Cults

Text 1 Title: My Childhood in a cult

Author: Guinevere Turner

Publication: The New Yorker Date: 29th April, 2019

<https://www.newyorker.com/magazine/2019/05/06/my-childhood-in-a-cult>

Audience	Purpose	Ideas	Style
<i>Who is the intended audience? How do you know this? Evidence and comment.</i>	<i>What is the purpose? How do you know this? Evidence and comment.</i>	<i>Break down the main ideas, concepts, arguments etc that are explored.</i>	<i>Quote. Comment on any language features that are used. Why is the author using this techniques? What is their aim?</i>
General adult audience: 'But in time I've had to consider some irrefutable truths.' The author speaks as an adult looking back on her childhood, and speaking to fellow adults who, she assumes, had different childhoods, childhood she would consider 'normal.'	To inform: She informs of what life is like in a cult in general, 'Let me elaborate. I was born into a family of a hundred adults and sixty children in 1968, and spent the first eleven years of my life among them.' She includes important details that people might not know.	She looks at what a childhood in a cult is like, what they includes, 'My reality included LSD, government cheese, and a repurposed school bus with the words 'Venus or Bust' painted on both sides.' This highlights the negative side of life on children in a cult	At times it is defensive: 'It makes me feel protective of my upbringing. <i>You don't know how it was.</i> ' She focuses on her feelings in content, and stylistically she is emotional, using italics for emphatic effect.
Middle class who consider themselves educated: 'What's the difference between a commune and a cult?' The author assumes the reader is educated on the existence of a difference between these two things and then goes on to school them on what she thinks that difference is.	To persuade: She tries to persuade the reader on the dangers of cults, 'True, Lyman never ordered his followers to kill anyone, the way Charles Manson did. But, if Lyman had asked, I'm pretty sure that they would have complied.'	The dangers of brainwashing are explored, 'In 1973, three members of the Lyman Family attempted to rob a bank; one of them was killed, and the other two went to prison. Also, Mel Lyman wrote a book called "Autobiography of a World Savior." ' These examples highlight what people are capable of when they are brainwashed.	The style is often emotional, 'It might make sense, then, that when I was told I had to leave the Family, in 1979, I begged to stay, tears streaming down my face.' This is perhaps understandable given the immense impact this kind of childhood must have had on her. The personal details ate often moving in effect.

New Yorkers: The publication is called 'The New Yorker'. You can imagine middle and upper class New Yorkers seeing themselves as loyal to the publication.			Sometimes dramatic in tone, Everyone got quiet. I assumed that I was in trouble, though I was pretty sure I hadn't done anything wrong.' She creates a sense of drama for some of the examples she includes in order to connect the reader with the dramatic nature of her upbringing.
People interested in social history, religion:			

Text 2 Title: The deluded cult of social justice Author: John Gray Publication: UnHerd.com
<https://unherd.com/2019/10/woke-revolutionaries-will-make-injustice-worse/>



Audience	Purpose	Ideas	Style
<i>Who is the intended audience? How do you know this? Evidence and comment.</i>	<i>What is the purpose? How do you know this? Evidence and comment.</i>	<i>Break down the main ideas, concepts, arguments etc that are explored.</i>	<i>Quote. Comment on any language features that are used. Why is the author using this techniques? What is their aim?</i>
Adult: The content assumes a certain amount of sophistication on part of the reader's prior knowledge, "Justice," wrote Pascal in the Pensées, "is as much a matter of fashion as charm." The truth of the 17th-century mathematician and theologian's observation is richly corroborated at present.' The author does put the quote in context, but it is weighty stuff, nonetheless.	To Entertain: The article is sometimes humorous and ironic, 'Tibetans are no longer à la mode, though the destruction of their civilisation by the Chinese state continues, and few opinion-formers consider the persecution of Christians in the Middle East worth mentioning.' He's certainly being ironic here using flippant language to discuss quite serious content which is an ironic contrast.	The author compares modern Social Justice Warriors with cult members (in their behaviour), 'Possibly for this reason, SJWs (social justice warriors) are intolerant of criticism.' This is a similarity between the two; neither allow criticism from within the cult or outside it.	The point earlier about entertaining is also an example of style being deliberately used. There is some heavy irony. The quote earlier is followed up with, 'Little is heard any more of the Yazidi, despite their still being a target of genocide by Isis.' This explores a very serious issue but in deliberately trite tones.

<p>People interested in politics: The complex and conflicting issues of social politics are explored, Egalitarian thinkers take a similar line today. Selection by ability by grammar schools is rejected by large swathes of progressive opinion. Quite a few seem to find it less objectionable to send their children to schools where selection is by parental income.’ He is interested here, in the contradictions people war willing to live with in their acceptance of social politics that may or may not be hypocritical.</p>	<p>To Inform: The article is informative on what ‘the market is. ‘Market processes emerge and operate spontaneously, and the resulting distribution of income and wealth does not correspond to any criterion of a just distribution.’ These ideas are fairly complex and so the purpose of informing is important because it is informing on weighty ideas.</p>	<p>The idea of social justice is explored, ‘Markets are condemned because the distribution of income and wealth is partly random. But so is the distribution of genes. If you aim to correct randomness in human fortunes, you may end up in the dystopian world of L.P. Hartley’s Facial Justice (1960)...’ He looks into the problem of the notion of social justice and the problems of extreme forms of social justice that may result.</p>	<p>The tone can also be serious, and warning, ‘Lacking any such belief and incapable of living without a surrogate faith, SJWs find meaning in the fantasy of a secular millennium, a battle between good and evil followed by a world they cannot imagine.’ The language is very serious here. It is dramatic and takes the topic seriously, drawing a comparison between the dangers of cult-like behaviours.</p>
	<p>To Persuade: He seeks to persuade the reader of the truth or otherwise of certain ideas, ‘The NHS does not exist in order to transfer resources from the healthy to the unwell, or even to provide medical care to those who cannot afford it. It is there to enable everyone to share a part of their vulnerability in common.’ Here he looks at conceptions of the NHS versus what he thinks it really should be.</p>	<p>He links the goal of ‘SJWs’ to that of cult like behaviour, ‘The goal of most SJWs is not to repair or improve society. Instead, they want to overthrow the existing social order.’ While cults look to an end times event, SJWs in a way, he says, do the same thing.</p>	<p>He includes warnings and examples, ‘If there is anything approaching an iron law in history, however, it is that revolutions are followed by injustice worse than existed in the ancien régime. The French Revolution produced a war against the peasantry in the Vendée (1793-1796) which cost somewhere in excess of a hundred thousand lives.’ The warning is deeply concerned in tone, and the examples are thought-provoking.</p>

	<p>To Persuade:</p> <p>It's clear he seeks to persuade on the folly of revolution, 'If there is anything approaching an iron law in history, however, it is that revolutions are followed by injustice worse than existed in the ancien régime. The French Revolution produced a war against the peasantry in the Vendée (1793-1796) which cost somewhere in excess of a hundred thousand lives.' This statement and the examples that follow (he also sites Russia) are indeed persuasive on the evils of this movement, as he argues it.</p>		

Task:

Look at the points made.

- Many of them:
 - make a point
 - Quote
 - Explain that point
- It's not necessary to quote every point but it is good practice to do so and thus attempt a least 60% or the time.
- But the essence is: make a point and then explain/expand on that point.
- Comment, if you can, on the EFFECT of what you have looked at.
 - It is, after all, you'r opinion you are making a case for.
 - Own it. But make an argument for it. Refer to the text with a evidence/ quotes and explain your point.

Topic: _____

Text 1 Title: _____ **Author:** _____ **Publication:** _____

Audience	Purpose	Ideas	Style
Who is the intended audience? How do you know this? Evidence and comment.	What is the purpose? How do you know this? Evidence and comment.	Break down the main ideas, concepts, arguments etc that are explored.	Quote. Comment on any language features that are used. Why is the author using this techniques? What is their aim?

Text 2 Title: _____ **Author:** _____ **Publication:** _____

Audience	Purpose	Ideas	Style
Who is the intended audience? How do you know this? Evidence and comment.	What is the purpose? How do you know this? Evidence and comment.	Break down the main ideas, concepts, arguments etc that are explored.	Quote. Comment on any language features that are used. Why is the author using this techniques? What is their aim?

Some examples to start:

Bread Baking:

<https://www.theglobeandmail.com/life/food-and-wine/article-the-science-behind-why-everyone-is-suddenly-baking-bread/>

Alien Abduction:

<https://www.nytimes.com/1999/07/06/science/alien-abduction-science-calls-it-sleep-paralysis.html>

Hitchhiking: <https://www.forbes.com/sites/francistapon/2017/05/29/the-10-most-effective-hitchhiking-tips/>

Mental Health and Fitness: <https://www.helpguide.org/articles/healthy-living/the-mental-health-benefits-of-exercise.htm>

The Sun and the Solar System: <https://solarsystem.nasa.gov/solar-system/sun/overview/>

Chernobyl now (Video): <https://www.youtube.com/watch?v=9DWnjcSo9J0>

Medieval Tapestry: <https://www.britannica.com/art/tapestry>

Addiction blog: <http://parentsofanaddict.blogspot.com>

Climbing Trees and Memory: <http://www.happy-neuron.com/scientific-news/climbing-trees-improves-memory>

Blogs about rowing: https://blog.feedspot.com/rowing_blogs/

Reenactments events diary: <https://www.historic-uk.com/LivingHistory/EventsDiary/>

Steam Trains: <https://yesterday.uktv.co.uk/blogs/article/fast-track-history-steam-locomotives/>

Body Types: <https://www.bodybuilding.com/fun/becker3.htm>

Victorian Children's Toys and Games: <https://victorianchildren.org/victorian-toys-and-victorian-games/>

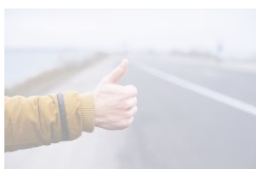
Futuristic Cities: <https://thefairytaletraveler.com/2017/04/19/futuristic-cities/>

Movie Remakes: <https://collider.com/galleries/30-worst-remakes-movies-tv/>

The Missing letter 'u': <https://qz.com/596395/the-case-of-the-missing-us-in-american-english/>

The Success of call of Duty: <https://www.millennium.gg/news/18999.html>

Avon Aqueduct (Video): https://www.youtube.com/watch?v=Y7_gZSIss9M



Task: Choose any one of these texts and search for another text on the same topic to compare. Then use the table to compare them.

News sites for Children:

- The Week Junior. (Subscription)
 - https://theweekjunior.co.uk/?ppcad=true&gclid=EAlalQobChMIqZXOiqKe7AlVRbDtCh21JgRXEAAYAiAAEgKgIPD_BwE
- First News (Subscription)
 - https://subscribe.firstnews.co.uk/back-to-school/?gclid=EAlalQobChMItMWD0b6e7AlVQbTtCh32nwE4EAAYAiAAEgJ87vD_BwE
- The children's Newspaper
 - <https://childrensnewspaperuae.com>
- The Children's Newspaper (Subscription) - An interactive News forum and Learning resource. Serves as a forum through which children can express their opinions and creativity.
 - <https://childrensnewspaperuae.com/mission-vision.php>
- BBC News
 - <https://www.bbc.co.uk/news/topics/c40rjmqdlljt/children>
- BBC Newsround
 - <https://www.bbc.co.uk/newsround>
- The Day
 - <https://theday.co.uk>
- First News Live
 - <https://live.firstnews.co.uk>
- Inside Science
 - <https://www.insidescience.org>
- News for Kids
 - <https://newsforkids.net>
- Space Scoop
 - <http://www.spacescoop.org/en/>
- Tuesday News Day
 - <https://literacytrust.org.uk/news/get-involved-tuesday-news-day/>
- Twinkle News (Primary Age)
 - <https://www.twinkl.co.uk/newsroom>

News and Opinion

The Scotsman - <https://www.scotsman.com>
The Guardian - <https://www.theguardian.com/uk>
Breitbart - <https://www.breitbart.com>
The Telegraph - <https://www.telegraph.co.uk>
Spiked online - <https://www.spiked-online.com>
UnHerd - unheard.com

Science and Lifestyle

National Geographic - <https://ngmintlsubs.nationalgeographic.co.uk>
Reader's Digest - <https://www.readersdigest.magazine.co.uk>

New Scientist - <https://subscription.newscientist.com>

Film

Sight and Sound/BFI - <https://www.bfi.org.uk>

Empire magazine - <https://www.empireonline.com>

London Review of books - <https://www.mylrb.co.uk/>

Variety - [variety.com](https://www.variety.com)