

Essay and Composition Plans

The composition titles that appeared on the 2007 paper were as follows:

SECTION II COMPOSING (100 marks)

Write a composition on **any one** of the following.

Each composition carries 100 marks.

The composition assignments below are intended to reflect language study in the areas of information, argument, persuasion, narration, and the aesthetic use of language.

1. "... the idealism and tangled passions that raged in my teenage heart."
(TEXT 1)

Write a personal essay on the idealism and passions of youth.

2. "And yet what romance existed in the old cloth-capped world ..."
(TEXT 2)

Write a speech in which you attempt to persuade an audience that the past should not be glorified.

3. "I tune in to conversations around me." (TEXT 2)

Write a short story suggested by the above sentence.

- 4 "...the needs and desires of customers..." (TEXT 2)

Write a magazine article (serious or light-hearted) entitled: "The Modern Shopping Centre"

5. "...make us want to change the world." (TEXT 1)

Write the text of a talk, serious or humorous, to be given to your peers, entitled:

"How I intend to change the world!"

6. "...the first and most important stage in encouraging viewers to imagine..."

(TEXT 1)

Write an article for a popular magazine on the importance of the imagination.

7. Write a short story prompted by one or more of the images in TEXT 3.

TOP TIPS!

First things first ...

Notice that the composing instructions include reference to the five categories of language:

'The composition assignments below are intended to reflect language study in the areas of information, argument, persuasion, narration, and the aesthetic use of language.'

You would have studied several extracts written in the five language categories and practised answering questions on these extracts over the past two or three years. This would have given you a keener appreciation of how writers shape language for a particular purpose and audience.

In composing, you would have learned to apply your learning in your own stories, essays and speeches and so on.

Refer to *WordCraft* ...

Section 3 - The Language of Information

Section 4 - The Language of Persuasion

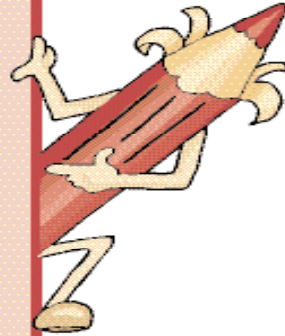
Section 5 - The Language of Argument

Section 6 - The Language of Narration

Section 7 - The Aesthetic Use of Language

Top Tip!

In composing on any of the six titles you may use **more than one** language category in your work. For example, if you were writing a speech, your predominant language style might be argumentative or persuasive. However, you may also include language of information and of narration in parts of your speech, where it may be appropriate to your purpose and to your audience.

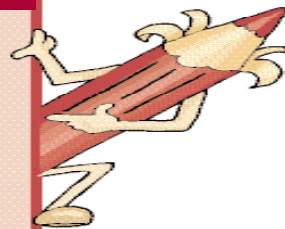


2. “And yet what romance existed in the old cloth-capped world ...”
(TEXT 2)

Write a speech in which you attempt to persuade an audience that the past should not be glorified.

Top Tip!

- Go to Section 1, WordCraft, Workshop 2, page 6
- You could also revise Section 4: The Language of Persuasion, page 91 and Section 5: The Language of Argument, page 124



Composition Plan

Who?

- Write for a general, adult audience

Why?

- Write to persuade listeners that past should not be glorified

How?

Checklist ...

- language somewhat formal
- establish appropriate tone
- empathise with audience
- use humour to lighten tone in places
- use link phrases – furthermore etc.
- language of persuasion and of argument predominate
- include facts, reports, stats etc.
- remember the persuasive power of emotive language – include personal anecdote

What?

- Ideas from brainstorm

PAST SHOULD NOT BE GLORIFIED

1. Welcome audience — Local history group. Create warm tone with short, appropriate humorous anecdote

2. Empathise with audience and their keen interest in past/history. Make proposition — that while it's important to remember the past, the past should not be glorified

3. Itemise things about past that evoke nostalgia — holidays in countryside, dance halls, sense of community. However, no generation has a monopoly on satisfying ways of living or leisure

4. Focus on more serious issues to support my proposition. Give examples of past that caused great pain — poverty, emigration, war etc. Include some stats

5. Tease out further implications of the word 'glorifying'. Suggest consequences of glorifying past — extremism, violence — use Northern Ireland or international contexts

6. Refer to writers who refused to glorify past — e.g. Sassoon, or use Sean O'Casey's 'Plough & the Stars' which undermines Pearse's claim that bloodshed is a 'glorious and sanctifying thing'

7. Include personal anecdote — appeal to emotions of audience. Refer to modern Ireland, progressive, looking forward, not backward

8. Return to proposition — make firm conclusion. Agree with audience that it is important to remember the past, but not to glorify it — it is misguided, breeds fanaticism and exclusivity, and stifles initiative and innovation

3. “I tune in to conversations around me.” (TEXT 2)
Write a short story suggested by the above sentence.

Top Tip!

Go to Section 7, *The Aesthetic Use of Language*, page 178



Composition Plan

Who?

- Write for a general, adult readership

Why?

- Write to **entertain audience**

How?

Checklist. . .

- create a working title for my story
- language must be appropriate to audience
- use colloquialism and dialect in conversations
- establish setting and main characters early on
- timescale of story to be quite short
- suggest some source of conflict – internal/external?
- use dialogue to bring characters to life
- develop plot; resolution should be credible; consider ending carefully
- create vivid, descriptive word pictures of people and places
- include imagery – simile, metaphor etc
- character(s) should develop in some way through story
- story should explore some theme – link with title. Is story a story of social protest or is it more affirming of life?

What?

Ideas from brainstorm

