

6A



GCSE ENGLISH LANGUAGE FOR TEACHING FROM 2015

CPD AUTUMN 2018

COMPONENT 1 EXEMPLAR MATERIAL
(ANNOTATED)

Reading Exemplars

Question 04

Read lines 31-55.

How does the writer make these lines exciting and dramatic? [10]

You should write about:

- what happens in these lines to build excitement and drama
- the writer's use of language and structure to create excitement and drama
- the effects on the reader

You must refer to the text to support your answer, using relevant subject terminology where appropriate.

Example 1

The writer uses many techniques to make these lines exciting and dramatic. For example, the writer uses words such as 'stronger', 'colder' and 'steeply' to create a cumulative effect of dread within these lines that creates drama as all those words are portrayed as though they are negative so therefore the reader suspects that they will in turn lead to more negativity which foreshadows the rest of these lines.

The writer also uses a large amount of short sentences. This gives these lines a fast pace which creates a sense of excitement for the reader which makes them feel inclined to read on. For example, when she loses Robbie, short sentences are used frequently to quicken pace and reflect how Emma would have been frantically searching for him. This is an effective technique as it causes the reader to see events from Emma's perspective and helps them to sympathise. loses focus on question

Also drama is heightened when Emma shouts 'Do something.' The word 'do' is an imperative which demonstrates her desperation. This is effective as it shows the reader the severity of the situation.

limited reference to the text (no tracking)

a simple list of words (relevant but little context or explanation)

no grasp of the effect of language

vague, unconvincing assertions about devices and limited sense of structure

a valid comment/evidence at the end but misses so much (including Robbie almost drowning)

Band 1 2 marks

Example 2

This section of the text begins with a positive tone as Emma found 'the ridge was not difficult' which convinces the reader that Robbie and Emma will stay safe. However, a dramatic tone is quickly introduced through the declarative 'dropped steeply on either side' to describe the footing of the ridge. The adverb 'steeply' creates tension as the reader wonders if this will become a problem for Emma and Robbie. An exciting atmosphere is created as 'the current was stronger' than Emma had originally thought which could be foreshadowing that the conditions become dangerous and life-threatening. The reader becomes worried for Robbie's safety when Emma 'didn't see him at all'. The writer has used this declarative sentence to infer that Robbie is in danger. Through the line 'the performance was Robbie drowning' a dramatic tone is established as 'performance' has connotations of entertainment which contrasts with the verb 'drowning'.

some relevant selection

some valid comment but analysis is rather limited in places

Band 3 6 marks

Example 3

As Emma gets onto the ridge, the water is 'quickly up to her armpits' and she notices it 'dropped steeply on either side'. This starts to build drama as an element of danger is introduced. Emma also explains how 'the water was much colder' and 'the current was much stronger'. These two descriptions build excitement as the sea conditions are making the walk harder for them.

Emma reveals that she 'had not thought about getting back' which builds drama as it leaves Emma vulnerable. Emma could feel 'the waves getting bigger' which builds drama as the reader would be fixated on whether Emma will reach the island before the waves become too big. Emma was finding it 'harder to keep her footing' which further adds drama as the situation is escalating badly.

The sentence 'now she did' is deliberately short so the writer creates an ominous tone. When Emma does look back, Robbie was not 'where he should have been.' This creates drama as the reader is unaware if he is alive or if he is safe. The writer chooses to describe Robbie drowning as 'a performance' further adding to the drama due to Robbie's life-threatening situation. Emma 'yells' for someone to 'do something!' and the exclamation shows the panic in her voice. She is also described as 'helpless' as she is in danger herself and Robbie's life depends on Horace and his 'ancient' boat.

tracks the text

good selection of detail and sensible comments

good coverage and focus on the question

analysis could be further developed at times

Band 4 8 marks

Question 05

To answer this question you need to read lines 56-70 and also consider the passage as a whole.

"The writer uses the walk to Wreck Island to show a change in both Emma and Robbie."

How far do you agree with this view?

You should write about:

- your own thoughts and feelings about how Emma and Robbie are presented in these lines and in the passage as a whole
- how the writer has created these thoughts and feelings. [10]

You must refer to the text to support your answer.

Example 1

At the start of the passage, Robbie is 'known for his grumpiness' which signifies he is miserable but we see a change in him on the walk as he no longer being portrayed as miserable.

Throughout the passage, Emma remains more or less the same as she is always brave and adventurous and the walk to the wreck only highlights this even more. Although we do see another side to Emma as she 'chose their gear carefully' which signifies she is kind.

Also we further see a change in Robbie as earlier, he would 'stay at the house' but now he's out on the walk and is more enjoying himself so the walk could symbolise the change in Robbie.

The writer creates a new image of Robbie as no negative language is used to describe him and he is not portrayed as being miserable anymore so the reader begins to think Robbie is nice as he is portrayed in a different light.

Overall, I agree partially with this statement as throughout the passage Emma is presented as being brave and kind and she is also in these lines. But the walk does show a change in Robbie as he is no longer rude and miserable as he is enjoying his time with Emma.

struggling to engage with the question

no grasp of the chronology

lots of misreading

lacks a coherent stance

Band 1 1 mark

Example 2

I agree with this statement as in this section of the passage, Emma is feeling guilty and ashamed of herself for letting such a thing happen. This contrasts with how she was at the beginning as at the beginning she was up for doing everything and felt 'invincible'. All it took was for something to go wrong and those feelings had gone. It also shows contrast she was thinking of taking a break from Robbie but now at the end she doesn't even know if she should marry him.

There is little contrast shown in Robbie however as he is still sulky but in the end he is just more grumpy than ever.

The writer has successfully made these feelings by making the characters believable and somewhat relatable to the readers.

narrow range

some sense of contrast (before and after)

limited development of points

Band 2 4 marks

Example 3

To an extent I agree with the statement. Emma is presented as not really very caring in most of the passage. She thinks she loves him but is not very bothered about spending time with him as she felt 'the need to spend some time apart from Robbie.' However, in the last part of the passage, she is shown to be very upset and says 'Robbie, what have I done to you?' suggesting her deep sense of regret for not caring enough about his well-being. It seems the walk to Wreck Island provoked this change, as it took almost losing him to make her appreciate him. The writer shows the change as Emma 'coaxed him to eat' and 'baked him some cakes, showing her new found love and sense of responsibility for him. Emma has also changed from almost 'adventurous' at the beginning of the passage to becoming aware of her reckless decisions at the end of the passage as she was 'doubly annoyed because she knew they were right' that she wouldn't have listened to them saying it was a bad idea to go on the walk. This shows the walk has brought about a change in Emma as it suggests she will no longer act on impulse as she 'felt terrible' about what she had done.

The writer also shows a change in Robbie, as he seems to shrink into himself and is 'humiliated by the whole incident'. He seems to resent Emma as she made him do the walk and this made him feel like he was 'ageing', whereas she was twenty three and wasn't. The writer has created sympathy for Robbie as he seems to be hiding behind a mask as he 'became more grumpy, when earlier it is shown that he is prepared to do the walk with Emma despite not really wanting to.

Overall, the writer does use the walk to Wreck Island to show a change in both Emma and Robbie to an extent as they both reflect on the situation. However, at the end of the passage, they seem to go back to their normal ways and forget what the experience taught them as 'they flew back to the real world. This suggests it was almost a dream and the experience will be forgotten.

insightful and assured
persuasive and cohesive argument
convincing and detailed overview of text
focus on 'the writer'
an outstanding response

Band 5 10 marks

Question 1.1 Narrative Writing

Example 1

Grandma

My Grandma is a special lady, she is nice, kind and knows how to make me feel better when I am sad or feeling a little bit rubbish.

My Grandma has a job, she is a taxi escort, she is like Sharon who takes me to school. My grandma takes children to school in the morning and home again when school has finished, her name is Mandy.

I like going to Grandma's house and spending time with her. We sometimes go into the garden and I help her with the flowers, when we are not in the garden we make food at home.

Sometimes when it is just me and Grandma we go to nice places and have food, we like to go to Harvester. My grandma usually drives us there in her car. She has a fiat 500 and is grey. The traffic can be bad when football is on but most of the time it is okay.

I really like spending time with my grandma, we have fun and can make each other laugh, my grandma is the best grandma!

182 words.

relevant content but brief and limited in development
paragraphs are used but lack substance/detail
basic coherence/limited vocabulary
sentence control is uneasy
spelling is accurate
some clarity but expression is limited

AO5 (C and O) Band 2 4 marks

AO6 (VSSPS) Band 2 4marks

Total mark 8

Example 2

**Write a story which ends:
...and I felt so sorry for myself.**

I opened one eye, followed by the other. I could see a grey sky, overrun by clouds, big grey clouds that looked as if they were about to burst, showering everyone in cold, damp rain. I sat up and looked around me. This wasn't my bedroom. This was a field. A damn cornfield. 'Why the hell am I in a cornfield?' I thought to myself. I felt a short, sharp shudder being sent down my spine. Why on earth was I so cold? I could have sworn that Id went to sleep in my bed, not a field. So why all of a sudden did I feel like a barn animal? Another shudder ran down spine before I looked down and realised that I was no longer wearing a t-shirt, I was shirtless. All of this, as you can imagine, confused me completely. My watch was still on my wrist and it read the numbers:

08.57 am'. Was this a dream? Had I seriously just woken up in a field? So many questions needed to be answered. I stood up and began walking towards the gate at the other end of the field. I was completely in the middle of nowhere. No cars, no people, no animals, nothing. As I reached into my pocket to grab my phone I was met with nothing, just an empty pocket. A sense of panic over took me as I began to tap every pocket in search of my phone, but it was not on me. 'Brilliant' I said out loud, no one was around so I wouldn't look crazy talking to myself. There was no option other than to start walking as I couldn't call for help and no one was about to pick me up. I walked for about twenty minutes but it felt like 20 days I was walking for. My stomach growled at me like a tiger watching its prey. I couldn't remember the last thing that I had eaten. Up ahead of me I saw red and blue flashing lights. By this point I was so tired and hungry that this could simply just have been a figure of my imagination, hallucination so to speak. The lights got closer and closer until a police car became clear, it quickly grinded to a halt and the doors flew open.

'There you are!' demanded the policeman. 'What?' I asked, very confused

'You've been missing for days, your mother is going insane' the police officer replied 'I think wed better get you home'

It all became crystal clear to me now. On Monday night I had gone to my friends house. He had passed me some pills that he had told me he had bought from a 'friend'

After that I couldn't remember anymore so how I ended up here Ill never know but at least I know to never touch drugs ever again. I climbed into the back of the police car as it quickly sped away and I felt so sorry for myself.

503 words

mostly controlled and coherent
perhaps not entirely convincing in some details
some detail and development
some shape and direction and mostly clear and fluent in expression
some errors in punctuation, spelling and sentence construction

AO5 (C and O) Band 3 11 marks

AO6 (VSSPS) Band 3 7 marks

Total mark 18

Example 3

Continue the following: It really wasn't the result I was looking for.

It really wasn't the result I was looking for. Here, in front of hundreds of people, the worst had happened, but I was surprised by their reaction.

It happened on Saturday night. I couldn't wait! I had worked so hard for this, and I was confident that it would go smoothly. I looked down and smoothed out a crease that had appeared in my father's suit.

'This had better be good,' I thought, as I knew that I wasn't paying the dry cleaning bill again.

In my other hand, I gripped a black handle, which held up a royal blue case. To me, these were the crown jewels. I walked towards the entrance and passed through the looming, aged wooden doors. Through the corridors, my hands would not stop shaking. I reached a smaller room and gently lowered the case, being careful not to damage the contents. Slowly, I reached for the black zip and opened the lid, noise echoing around the room. Inside were the instruments I would need, surrounded by lush red velvet and gold fastenings. **easy control**

I slid the main piece out and delicately touched one of the metal wires. It all sounded normal. Reaching for its companion, I contemplated the situation. This was not that big a deal, but why was I suddenly so nervous?

Ready to go, I carefully tiptoed up a single set of sidesteps and heard myself being introduced. As I climbed, white light shone from the top and I soon came face to face with a wooden, polished stage, gleaming lights and, most importantly, at least one hundred and fifty eager spectators in the audience. I raised my instrument up, feeling the soft padding of the shoulder rest shift to find the perfect position. Then I moved the bow to millimetres away from the strings, ready to let rip beautiful notes. I turned my head slightly and the piano started its little melody. I joined in, and immediately felt at ease. The notes from both instruments seemed to have bonded together as if it were a chemical reaction, with the end product being a harmonious sound that resonated around the room. Moving up a string, I realised that this could be my best performance ever.

Then bang! Something smacked me in the cheek and I stumbled backwards. A fire erupted in my mouth, and I dropped everything to clutch at my cheek. The piano stopped and everything fell completely silent. Not a snuffle, nor a cough was let out. I looked down and saw that, to my horror, one of the strings had torn itself away from its mounting and then decided to whip me across the face. Pain still throbbing in my cheek, I bent down to inspect the damage. I would need a few new parts, each

costing precious money that I was saving for my first car. However, right here and now, it was unplayable and I realised I was left with only one choice.

I took a step forward and letting go of all of my humiliation, I bowed to the audience. Silence remained, then one person, one little child at the front, started to clap. Immediately, the rest of the audience joined in and in a few seconds a cacophony of noise bounced around the hall. I was dumbstruck. Why would they cheer and give me applause when I had not delivered? I felt very humbled, and, after a second bow, I backed off the stage to the little room again. My arms were still shaking, partly from nerves and partly from the adrenaline surge during the catastrophe of my performance. I placed the instrument back into its luxury and wished I could just shut up everything that had happened into the case.

Anyway, I couldn't change what had happened and I started to see the funny side of it.

'There's always next time,' I muttered to myself as I strolled out of the wooden entrance, carrying the royal blue case and inside it my untrustworthy violin.

669 words.

Fully coherent and controlled (authentic and convincing)

Good sense of a developing situation

Clearly organized and cohesive

Complete control and accuracy (error free)

Not 'flash' but accomplished and confident

AO5 (C and O) Band 5 20/21 marks

AO6 (VSSPS) Band 5 15/16 marks

Total mark 36