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Appendix 4 Controlled Assessment Record Sheets

GCSE English/GCSE English Language: Unit 1 English Today (5EH01)

Centre name: [redacted]	**Examination session:** January 2012
Centre number: [redacted]	**Candidate name:** [redacted]
	Candidate number: [redacted]

Theme chosen: Talent Television.	
Task one – Reading	
Task title: Compare and contrast how the intentions of the writes are revealed in the texts.	
Text one: 'The Scotsman' article	
Text two: Britain's Got Talent website	
	Task one – Reading 20 /20

Task two – Writing		
Task title: Write a magazine article to describe your ideas for a new TV talent show		
Task two – Writing Grid one: (i) and (ii) 13 /13	Task two – Writing Grid two: (iii) 6 /7	Task two – Writing Overall 19 /20
		TOTAL MARK for unit: 39 /40

Signed (candidate): [redacted] Date: 14/12/11

Signed (teacher): [redacted]

Name of teacher: [redacted] Date: 14/12/11

By signing the above declaration you agree to your controlled assessment task(s) being used to support Professional Development, Online Support and Training of both Centre-Assessors and Edexcel Moderators. If you have any concerns regarding this please contact coursework@edexcel.com

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Controlled Assessment Mark Sheets

Band One (1-4)

- **Limited** comparisons
- **Limited** exploration of the writer's ideas
- **Brief and/or incomplete** comments on images presentation and language
- The selection of examples is **limited and/or irrelevant**

Band Two (5-8)

- **Some** comparisons.
- **Some** exploration of the writers' ideas.
- **Some** comments on images, presentation and language **but these aren't developed.**
- **Valid** examples are selected, **but aren't really used to support the points made.**

Band Three (9-12)

- **Sound** comparisons.
- **Clear** exploration of the writers' ideas **and perspectives.**
- **Sound** comments on images, presentation and language.
- **Appropriate** examples are selected **and show some support of the points made.**

Band Four (13-16)

- **Specific and detailed** comparisons.
- **Thorough** exploration of the ideas and perspectives of the writers.
- **Detailed** comments on images, presentation and language.
- **Detailed, appropriate** examples are selected and they **support the points made.**

Band Five (17-20)

20

- **Discriminating** comparisons showing **insight**
- **Perceptive** exploration of the ideas and perspectives of the writers.
- **Perceptive** comments on images, presentation and language
- **Discriminating selection of well chosen** examples which **fully support the points made**

Teacher Comment	Excellent level of detail + depth with a good sense of style.
Target	If anything - simply avoid repeating points.

Student Comment	
Target	Make sure all the points are different no repeating.

Compare the two texts on 'Britains Got Talent' in terms of ideas, presentation, images and language.

Text one is an online newspaper article, "The Scotsman". It is a broadsheet-style, serious newspaper. The article isn't the usual conservative news story, it is an 'Editorial-style' article informing about popular news, being less serious and more about 'other' news.

The audience for Text One are Scottish, and well educated. We can tell this from the name of the newspaper and the language used, which is intellectual and sophisticated. The audience also have a vested interest in the subject of the article - Britains Got Talent - through Susan Boyle who was born and brought up in Scotland.

This article's purpose is to review and inform about the auditions process of Britains Got Talent, but also to describe. The overall subject is the Britains Got Talent auditions in Glasgow, and it is written from the audiences point of view - as opposed to a biased member of the production team.

considers perspectives

Similarly, Text Two is also an online publication, but rather than offering a conservative, serious and seemingly unbiased viewpoint on the show, it exists to inform the audience and ultimately parade and advertise the show and other services - like pizza delivery.

compares

The audience is, again, viewers of the show, but not necessarily Scottish. Given the content and media heavy website, it's more likely to be aimed at enthusiastic fans between their teen years up to about their

[redacted]

late thirties, early fourties.

sound comparisons

The purpose is to summarise and inform the viewers ~~on~~ about the show, and the subject is the end and final result of the show, rather than the auditions process as in text one.

clearly explores perspective

Text one is a broadsheet newspaper article. It is written in continuous prose, and there are no other colours than black and white. This plain scheme and traditional style font hints at the quality of writing and the integral structure. The headline is emotive and aims to shock, and draw the reader in, rather than an attentionseeking photograph. The presentation of the article altogether fulfils expectations of an online, serious newspaper article with the headline and byline

Alternatively text two is very colourful and relies a lot on pictures, rather than words, to get a message across. The main colours are red, white and blue, which are the colours of the Union Jack. The designer has chosen these colours because they reflect the locality of the show and appeal straight to the target audience. This makes it easier for the viewer to discern whether it's relevant to them, and hooks them if it is.

apt use of examples

The masthead of the website puts emphasis on the fact that you are viewing information to do with the final. The white colour that most of the images is in could connote the bright lights of the stage. The masthead also makes a feature of the 'a' in Talent, turning it into a star instead, hinting at the fact that Britains Got Talent really does make stars.

The rest of the layout is all in boxes. The boxed

[redacted] 4W

layout neatly separates all of the sections, as well as refering to the fact that Britains Got Talent is televised. the boxes could represent screens. The designer might have chosen to do this to hint to the reader to watch the show on their own TV set. The play icon on the video boxes tells the reader that they can watch the media and encourages them to interact.

detailed comments.

The presentation is very commercially oriented - the adverts are coloured the same as the website to tie it together and it makes the reader make a link between the show and the advertisers. They are displayed in obvious places to ensure maximum impact, because most of the revenue for the website will come from the adverts.

perceptive exploration of perspectives

Overall the presentation differs in the perspective and the format. Text 1 is all writing, while text 2 is heavily media focussed. Text 2 comes from the producers who will naturally be biased, and text 1 is a journalist.

specific comparison

Text 1 doesn't have any images included with the article. This allows the text to speak for itself, but it also draws attention to the images and imagery used in the writing. For example, the description of the stage "...three red crosses suspended above it." gives the reader a very vivid impression of the scene before the writer, unlike the actual use of images in text 2. Powerful metaphors like describing the judges as "lego" "barbie" and "squeaky toy" give the reader a very distinct impression of their size, and also their purported "fakeness" - calling them items that are mass manufactured from plastic.

In the same way, text 2 subtley attributes to

the facade the judges are putting on, by using Simon Cowell's image often in a "bad cop" light. As Simon Cowell is the main person, he does get more publicity than the others, especially for his famous "bad guy" routine. Like text 1, text 2 hints at their "roleplaying".

discriminating and insightful

The way the images are organised in text 2 tells us, in the case of the video playlists, that there is more than one to view, they are stacked with small glimpses of each clip. The images are set out in a way that allows a lot of contrast, there is media relevant to the "best of..." and also the "worst of...", this close contrast emphasizes the bad and the good within. The designer has chosen to do this, this way, in order to encourage the most interaction with the website user, and to also show the highlights. This ties in with text 1 and her point about "talented" and "talentless". By putting the media related to these on the same page, it suggests to the viewer that both the "best" and "worse" moments have equal entertainment value.

thorough exploration

Text 2 doesn't only put a focus on the talent of the auditions, it also makes a point about their apperance as referred to in text 1. It features galleries of "The Best of the Hunks" and "The Best of the Babes". This tells the audience that they aren't only interested in the talent, they also are looking at the apperance. This may also suggest that the audience are those who might find that apperance has a large role to play in making a superstar, the audiena might be considered as superficial through this.

[redacted]

To conclude about the images, although text 1 doesn't have any immediatly obvious images, it does include quite a few, inferred through the writing. By using words to describe, text 1 can appeal to it's more sophisticated audience, while text 2 uses the actual images, to make it easier for the audience to see the process, rather than imagine

The language in both of the texts differs greatly. Firstly, there is not as much language in text 2 as there is in text 1, which can be because of the target audience - a much less sophisticated group of people.

A common feature of both of the texts is alliliteration. Text one uses a lot of it, especially in describing Susan Boyle. The alliliteration helps key points stand out, and the writer have used it in this "Scottish singing sensation Susan Boyle" case to draw the readers attention to this fact and appeal to their vested interest in a fellow Scotsman. Text two uses it in the same way, to draw attention to features and prolong the visitors time on the site. "Mash-up mayhem!" is one example, and it shows how they have used simpler words than in text one, but to the same effect. This has happened because of the target audience - the simpler, even colloquial language appeals far more to the audience, while the use of more complex words suits those reading 'The Scotsman'

perceptive explanation

discriminating examples

fully supportive

One of the biggest language differences is the use of colloquial language, and even just the overall volume of language. Text two uses a lot of colloquial language, for example "babes" "hunks" "lowdown" and "vids". The writer has chosen to use this effect

because it appeals to the audience in a non-intellectual way. The writer has used sensationalistic and colloquial language to make the text attention grabbing and much more appealling to the kind of reader of the website.

Not only is a lot of the language in text two colloquial and sensationalist, but it also features a lot of superlatives. Words like "The Best" and "The Worst" are there in direct contrast to each other and provide the audience with the crew that they are both of equal entertainment value. This is similar to text one, where the writer uses words like "talented" and "talentless" to contrast in the same way.

Text one uses a lot of more soplisticated language devices such as metaphors and similies. An example is "The circus is about to begin, and I'm looking forward to a ringside seat." This is a metaphore and it's used to liken the auditions for "Britains Got Talent" to a circus. The writer uses the circus as an example because of the unserious and laughable atmosphere commonly associated with circuss. It could also attribute to the negative press the circus has regarding animal cruelty and suffering, the auditionees are likened to scared animalls. This effect is important and is used because it gives the reader an accurate picture of what the atmosphere might have been like, shocking them and provoking an emotive response.

perceptive comments

A lot of idioms are also used in text one.

For example "taken the country by a storm" and "dressed to impress". This draws attention to the points made and informs the reader subtley. Throughout text one a lot of 'tounge in cheek' humour and sarcasm is used to make a point about the pace of the auditions such as the one word sentences describing how the auditions were dealt with - "Next". This effect has been used to tell the reader how the auditions followed a fast, almost mentative pace.

Finally as in text two, a lot of extremes are mentioned. This is a point both texts agree on, the are both using techniques to make a statement seem more powerful, simply by putting it next to a one which is the total opposite.

Overall, although the two texts are about the same program, they cover the auditions, and then the final. They are similar one some points, but ultimatly differ hugley simply because one is aimed at conservative news readers, and the other at avid watchers of the programme.

20

[redacted]

[redacted] Has Been [redacted]

TASK – Write a magazine article for a TV magazine in which you describe your ideas for a new TV talent show.

Has Beens – Been Again?

Has TV Talent gone too far? I outline my plans for a somewhat different talent show.

TV Talent shows. It's enough to strike fear into the hearts of well-educated, I hope, adults who are desperate to make sure little Jane doesn't grow up under false illusions that she can be a "popstar" by starting out on Britain's Got Talent.

Long gone are the days where little girls might yearn to be a princess and eventually realise, without much heartbreak, that that dream is unreasonable. No, now little Jane will sit in front of the luminous box, being bottle fed "It could be you!", "Be the next sensation!" "X Factor wants you!", along with a whole other amount of tosh, until she's finally so convinced that she can do it, she auditions, and becomes one teenage girl among thousands vying for... Something that never really lasts. Ah, the 21st Century!

effectively presents ideas, rept vocab + controlled sentences

Speaking of sensations, does anyone actually know why Simon Cowell is famous? Does anyone so much as care anymore? I didn't think so. So, without further ado, I present to you – my new TV talent show idea! I am sure you'll agree, it's set to be a roaring success, destined for the hall of fame of TV talent shows (It'll have to exist somewhere!).

sharply focused on purpose + audience.

It will start by selecting a group of seven "has-beens". Now, if you're not familiar with that phrase – let me educate you. A has-been is someone who was, then wasn't, and now certainly isn't. Until now, that is. We are going to bring them back!

sophisticated control of cohesion + structure.

I've already thought of a few prime candidates... Will Young, Gareth Gates, Shane Ward, Joe McElderry and other similar... Failures. This will work well because everyone loves to know where people are now and particularly to see them be ridiculed again. A bit like "Celebrity - Anything. To judge it we have five people who may epitomise Britain and its so called "culture". Simon Cowell; obligitory, no questions asked. Katie Price; remember her? Victoria Beckham; or, "Posh" as we so affectionately call her. And finally, Ann Robinson; whose sly wink every evening on "Weakest Link" surely lightens the heart of thousands of people, who, frankly may need to get out more.

strong contact.

Of course, not only the judges decide what happens. No, they're only there for making the show more interesting. The public is the other, final judge. Otherwise the show would not be nearly as interesting, I mean, who spends an hour - watching people they don't particularly care about, then have no influence over the result? Besides, there is something really especially humiliating about losing on the public vote. Humiliation is the lifeblood of TV talent, after all.

achieved precision + clarity.

What will make the public vote? Well either their fawsome dedication to "that little Geordie Lad" - think Joe McElderry and others - or the fact they genuinely don't want the person to be there anymore: through failing tasks. Which does neatly bring us to that matter; tasks. Picture this. You're between shows on TV. It's those annoying 20 seconds before your show starts, and the adverts for other programmes are on. Layered atop the choppily edited (artistic, I'm sure) trailer is that high pitched, nasal voice. "Has beens are put through tasks such as..." the dip changes there's a dramatic drum beat, "Dancing, singing, iceskating, fashion design, assault courses and cookery." followed by the date, time and channel that you are now compelled to watch this programme on.

sophisticated sentence structure + punctuation effects.

So there we have it. A bunch of not-so-celebrities, being hounded by some of the most formidable faces television has to offer; who are bound to offer speculation between series about contracts and arguements; to be judged by the ever ruthless, or sympathetic - who doesn't love a sob story? - public. On ITV - the spiritual home of all things slightly trashy, plus those well timed ad-breaks that allow perfectly for the mad tea and biscuits dash. Watched by everyone, because finally, this is a TV talent show to impress everyone, at every age.

consistant fulfillment of the task.

Let's have a moment to pay tribute to the TV shows that have allowed me to be so very educated in this matter. We have the ones that are pure rubbish, yet draw astronomical crowds: X Factor, Britain's Got Talent, I'm a Celebrity... Then there's the ones that ~~are~~ always on, and so we take them for granted. The Weakest Link, MasterChef, and the final category - the ones I actually like. The Restaurant, Strictly Come Dancing and... Oh dear, that's it... Have you noticed the theme? The larger the crowd, the more seemingly meaningless the prize.

feel like they're

"International recognition" "fame" and "a spot in the history books" are the prizes (subject to availibility!) but, luckily, no-one really cares once the series ends.

The rest is really, as they say, history.

✓ Sophisticated and compelling.

13 + 6 = 19