

Script A

excel

English: Unit 3 Creative English (5EH03)

Examination session

Candidate name:

Candidate number: 2

Speaking and Listening tasks

Task one — Communicating and Adapting Language

Details of task: A persuasive talk

Communicating and
Adapting Language:

4 /16

Task two — Interacting and Responding

Details of task: group debate about a topical issue.

Interacting and
Responding:

9 /16

Task three — Creating and Sustaining Roles

Details of task: role play using characters from Bali Rai's *Rani & Sukh*.

Creating and
Sustaining Roles:

10 /16

**TOTAL MARK for
Speaking and
Listening:**

23 /48

Poetry (Reading) Task

Task title: Explore the ways the poets present feelings in 'our love now', 'Nettles' and 'Remembrance'.

Poetry (Reading):

13 / 24

Creative Writing Task

Task title: A creative narrative inspired by the clashes and collisions Photograph.

Creative Writing
Grid one: (i) and (ii)

9 / 16

Creative Writing
Grid two: (iii)

5 / 8

Creative Writing
Overall

13 / 24

**TOTAL MARK for
Poetry (Reading) and
Creative Writing:**

26 / 48

Signed (candidate)

Date: 13/7/11

Signed (teacher):

Name of teacher:

Date: 5/12/11

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

Monday 24th January

Explore the way the poet presents his feelings about relationships in the poems:

'Our Love Now'

'Needles' + 'Rememberance' poet has

In the poem 'Our Love Now' the poet has written as a argument between the woman and man. The poem is about the man wanting his wife to stay in the relationship and not leave. The woman in the poem (his wife) wants to leave him because she thinks that the relationship's pain will never leave so she wants to split with him. The poet has written as if he was arguing with his wife, he uses first person. The man and woman's different perspectives are causing a disagreement.

The structure of the poem is very unique, each stanza is divided out into columns of what the woman says and what the man says, this gives the reader the more powerful feeling of what points are being made by both man and his wife, and that can also make ^{the reader} feel like ^{he} ~~you~~ ^{is} there and ^{he} ~~you~~ could imagine them shouting at each other. This gives the effect of who ~~you~~ the reader sides with in the argument. In the stanza one of the stanzas from the woman's point of view, the writer has used short sentences. ~~the~~ The example of "The tree is forever dead" and "such is our love now" creates a snappy tone of voice, it gives the effect that their relationship is completely over and she will never

analytical
comment
on
structure

feel the same for him. The short sentence is in the stanza to give the reader time to reflect on what he has read. It also gives the effect that the woman don't want to argue anymore she just wants to end it. To give the poem some repetition the writer used "I said" "she said" Every time there is a new stanza the reader will know who it's from, it also brings the stanzas together to make a conversation effect. ✓ sound understanding of effect

The language in the poem is very strong and eye catching. The poet uses a list of metaphors "wound", "hair", "storm" and "burn/scald". The effect is they are negative words used to describe how they feel, and brings a image to mind of the reader every time the words are used. "Wound" makes the reader think of a cut or scar, This is effective because it represents how the relationship is at the time. there is a "wound" that can't be healed just as the relationship is. The writer uses "wound heals" this is positive and helps the reader to imagine what their relationship could be as time goes by. "The style will be different" this quote is used to make it clear that whatever they had and however strong their love was it won't be like before. ✓ some understanding

The poet has shown alot of detail to how the man and woman feel about their love..

In the poem 'netties' it is showing how

the relationship of a father and son is, and how much they protect each other? The father is protecting his son from falling into the nettle bed again, as his child is only ~~3~~^{three} and the father gets angry and cuts the nettle down. The father comes across very over protective towards his son in the lines of "slashed in fury with it" this gives the reader the feeling that the father is full of guilt and anger for letting his son fall into the nettle bed. focus on feelings

The structure of the poem gives the reader the effect that there is a story between the lines of this one, sixteen line stanza, but it's a story put into the poem. Every other line there is an alternate ~~five~~ rhyming pattern which gives the poem a ghentery beat, "green spears" and "with sobs and tears" This gives the effect of the father being angry. basic comment

The poem describes the 'nettles' as to be like an army marching, this shows that they won't go away and they always bring ~~sickness~~^{sickness} and just like soldiers ~~to suffer~~ suffer from pain, so does his three year old son. This is shown in the lines of "white blisters beaded on his tender skin." White blisters come from when you get stung from a "nettle".

Scanned uses monosyllabic words, "sobs and tears" this shows that he is describing in detail within the poem that the three year old son is sad and upset from what's happened. "sobs" shows that simply the child has been crying and "tears" ~~shows~~ back up how upset the child is feeling.

~~The~~
The

The poet uses metaphors very briefly "Bad" and "green spears", he describes the nettles to be like spears. The effect is, is that they are negative words used to describe how they feel, when the reader thinks of spears it will paint a larger picture in his mind that is "green nettles". Scannell also describes "Here parade" like a war, the nettles to the father are like an army, because they do the same thing, 'hurt^{you}' but the father just went over the top or being mad about the nettles. he is ~~to~~ trying to let the reader know ~~there~~ you can protect your child from everything ^{in life}, they have to learn from their mistakes. ^{some insight}

normal copy

Scannell uses ~~metaphors~~ to make the word more sharp and ~~meaningful~~ with ~~re~~ meanings with feeling in, "slashed" when you read this a picture of him slashing the nettles appears to mind, like slashing ~~him~~ something with a sword or knife at war. - needs to be linked to feelings to be sound.

Remembrance

In the poem 'Remembrance' by Emily Bronte, she is remembering her past love and grieving for him. Bronte wants to remember the positive memory with past love but when she does remember she feels pain and deep sorrow for him.

The poem has a strong rhyming scheme to it, which is alternate the whole way through the poem. "grave... wave... -" "hover... love" and "shore... more" "December remembers", these words stand out because they are the ones that get left in your head because they're catchy. The words show that the poem is to remember the dead because the words are about memories and remembering her husband who died "remembers".

The poet's feelings are broken up into different stanzas, "Howe I ~~at~~ forgot my only love, to love, and "now alone do my thoughts no longer have". The effect of this quote is that Bronte is showing her optimism thoughts and worry through this ~~sentence~~ quote. She is worried that she won't remember how to love her husband, this is shown in the lines of "now alone do my thoughts no longer have".

Bronte uses some oxymorons to describe her feelings in her poem, "rapturous pain" is one of them. "rapturous" is the opposite to pain its very spontaneous and shows the feeling of "pain" is good but she don't want there to be pain when she remembers the memories of her husband. ~~It also shows that~~ It shows that she don't know whether she is happy or in pain, the only way she can relevant comment

remember him is when she feels the pain, so she might like the fact she can remember him but not without sadness and pain. ✓

~~The~~ Brontë uses 'Repetition', "far", "far" remain to make the point she doesn't feel close with her husband she feels "far" away from him. That's why it's hard to feel love for him again. ✓

When the ~~poet~~^{poet} says "Have I forgot ... to love thee?" she is giving a rhetorical question to make the reader think about what she is saying and also to give her the time to ~~think~~ think. The effect of a rhetorical question is that she feels closer to him because she feels like ~~she is~~ she is talking to him. ✓

~~Now~~ nearer the end of the poem she begins to accept the fact she has to move on and not "hover" over the past, she has to deal with the pain. The reader can see from this, a optimism thinking ~~for~~ woman that wants to change and be more positive, it shows 'acceptance' for Brontë. ✓

Clear and relevant textual detail throughout.

some development of ideas.

Sound understanding although analysis of effects of techniques is sometimes limited.

Creative writing

Monday 4th April

Theme B: Clashes and collisions

- Look at the images on the website - Write a text based on the content of one or more of the photographs

I'm standing on a wall, a ~~very~~ wobbly old wall. I want to stand ~~where~~ to smell the fresh opening breeze of London's city ^{streets}. ~~It's~~ It's windy the richly ~~growing~~, meaning ~~sound~~ ^{sound} of the wind & moans at me. It ~~terce~~ I have done something. Today was quiet. Not a sound ~~of~~ of people playing around ^{and} having fun, it was almost ~~as~~ ^{as if} like everyone had been evacuated from my senses.

I go to get down but by the corner of my eye I see a strange looking mist in the sun that looks just like a really big black ~~cloud~~ cloud with ash blowing in the wind. I stood higher on my ~~feet~~ ^{toes} and what used to be a fresh breeze felt like a bubble of warmth had covered my body.

At that moment I knew something wasn't right. Well chosen Cautiously, I approached the footpath. My leg started to hurt me so I put my ~~head~~ hand on the gate whilst I rested. Why is it that my gate has a thick layer of black ~~moisture~~ ^{SP} ~~as if~~ Someone had ~~covered~~ ^{covered} it in a black pastel. Fearfully I walked towards the black clouds, as I follow them each step I take feels like a frightened step more to danger. My ~~body~~ ^{body} feels like a chocolate machine ~~shining~~ ^{shining} the chocolate to be pared out, but I needed to vomit. My eyes are red and itchy, and all I can smell is poisonouse smoke? Choking my weak lungs. The first thing that comes to mind is, World war. ~~World war?~~ No way. I seem to be the only

one wondering the streets, maybe everyone has gone and been evacuated! Oh no, Or maybe im dreaming.

long sentence loses clarity

Stomp, Stomp, Stomp, as I walk like a soldier brave; all for seeing the problem. As I moved closer from a distance I could see - ~~what~~ head and everything smashed up on fire, I could not believe my eye my heart sunk, bumps on my sensitive skin then appeared.

It's like the whole of London's people have disappeared, or like they knew what was going on, didn't because ~~there~~ none else was there.

I get closer once again, This time I see ~~big~~ bright, booming, bulging flames full of colours from the rainbow. I feel the warmth warming my skin as I get nearer, like sitting next to the fire at home to get dry. I turn around.

detail- use of senses to add interest

Once I turned around, its like my whole life and family flashed in front of my eyes all at once in slow motion. All I could see when I turned around was everything burning out, and ~~shocking~~ ^{shocking} I saw ~~a~~ three young innocent looking children.

They looked mortified. ~~But~~ In what sense?

Everything happened so fast, It ~~is~~ ^{was} beyond my scary imagination even to picture this terrible sight.

I ran as fast as I could, as fast as my year 11 sports day when I won, to the three children. I asked "what's happened?" I couldn't ~~understand~~ ^{understand} them though, they were foreign. Tears dropped from their eyes like they were being ~~filled~~ ^{filled} with water to cry out. Oh my God, I see arms and legs, like a grave yard.

paragraph aid development narrative re-filled

3

I turned ~~around~~ around again and see bodies. Burnt, boiled. Swayed ~~around~~ bodies. Ouch! I've never felt such a pain for sorrow deep down in my heart before. I threw up once again. I stared around as I walked scanning the scene for survivors.

I take a breath and told myself to be brave and go into the burning childrens play-school. Children don't ~~deserve~~ deserve to die in pain, they're precious ^{SP} jewels to their parents.

I got into the play school, I couldn't see anything apart from a demon looking fluster chasing me like it is an angry bear. I kept running but ~~wasn't~~ ^{holding} sure the three innocent children left was safe and not hurt. Stumble. Stumble.

Yellow, Red, blue and black is all my eyes can see. Everything is burnt. It makes me sad. My emotions start to kick in. Its like a game really or ~~like~~ like when you gamble, ~~as~~ you play to either win or lose. A chance is a chance. Wait I have to stop thinking and start ~~rescuing~~ rescuing. That when I carried on.

Ideas expressed and developed with controlled paragraphing.
Some well chosen vocabulary
Clear sense of where it is going.

Spelling mostly accurate.
Some interesting punctuation, including a semi-colon and question mark.
Sentences clearly structured.

13/24

