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Exemplar candidate responses from the May 2005 examination session

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Exemplar candidate responses

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English Language
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Contents

The exemplar scripts and the commentaries which follow should be read in conjunction with the following publications:

- IGCSE English Language Specification (Publication code UG013063)
- IGCSE English Language examination papers 2H and 3 for May 2005 (available on the Edexcel International website)
- IGCSE English Language Mark Schemes with Examiners' Report for May 2005 (available on the Edexcel International website)

Paper 2H

Script 1

Question number | Leave blank

1 The writer firstly compares the boat with a "floating banana" in order to show how its shape was. The hull of the boat is compared to a "patchwork quilt" thus making us understand how the pieces of leather were held together. Finally, the "skin" of the boat, that is the leather quilt, was as thin as the human skin over the ribcage of the chest.

3

2 Leather is basically an organic material and therefore decomposes easily just like a dead animal does. Also, leather is affected a lot by temperature and other external factors so it can't be very resistant to strong waves and if it's not streched as much or is in a warm environment its elasticity makes it difficult to be controlled. Finally, when it starts decomposing or absorbs a lot of water it becomes as flexible and unpredictable as a "blob of jelly" emitting a very strong odour. Therefore, compared to ~~wood,~~ a wooden boat a leather boat couldn't be controlled as easily because the external factors affected its structure and resistance.

2.

3. The writer in this passage uses a lot of special techniques and figurative language in order to evoke powerful feelings to the reader and pass on the ~~power~~ violence and strength of nature during a storm.

Most of the descriptions are in present tense and thus makes the narration more direct as if it drags the reader into the story and involves him as well. "A grey vista streches endlessly...". This effect makes the passage more direct and we can therefore understand and feel the movements of the sea easily and starkly. 2 pp.

Also, the language used is very descriptive since a lot of adjectives and adverbs ~~emphasize~~ enrich the text. "massive breaking waves...", is an example of a description where the adjectives chosen to describe the waves build an image full of strength ("massive") and violence ("breaking"). But, the writer doesn't only count on adjectives and adverbs

2

Question number

Leave blank

and continues, making the passage more vivid by using active verbs. Each time, a separate verb is used which isn't a general verb but a "specialised" word which describes exactly a specific action. "...swamping, destroying or capsizing..." These words show how powerful the waves are and that the effects they cause are disastrous. Also, in this example the verbs' order give a vivid image of how the sea behaves. In chronological order, the waves firstly swamp and then destroy pieces of the boat. The climax is the capsize of the boat which comes last and is the most deadly.

Lang + exp

order

Figurative language is used mainly through metaphors, similes and personification. "... avalanche of foam..." is a very succesful metaphor which presents exactly the picture of white matter coming rolling down only instead of having snow we have foam. All of the energy and strength of an avalanche comes to meet suffocating effect of foam thus building an effective image. "... monsters lifting their heads..." is a personification which gives life to the huge masses of water and conveys their wild intentions by presenting them as revengful creatures. "...just like the skin over a man's ribcage..." is a simile which comes to ~~contrast~~ show how thin the coating of the boat was and that it didn't stand a chance in front of these monstrous waves. It emphasizes the strength of the storm even more. Therefore, through figurative language, active verbs and present tense the writer manages to create powerful images which convey the valence of sea and weather in this storm.

11

~~10~~

3

16 ~~15~~

Question number

Leave blank

4. The writer intends to present the two men as immature boys who acted selfishly since they went on expeditions they weren't really prepared for and cost to two governments thousands of ~~money~~ pounds (just to fulfill their eccentricity.)

Many experts question their wisdom thus showing that their decision wasn't rational at all. "... a small helicopter... environment...". If they used their logic they would surely avoid using a small helicopter with a single engine in one of the planet's most hostile regions. However the fact that they considered this helicopter as "trusty" shows how immature they were and that just like kids were overwhelmed by their enthusiasm and didn't take the logic precautions and equipment. The writer also chooses to quotes Ms Vestey's words which emphasize their irresponsibility even more. "Boys messing around.". This phrase surely contrasts the title of ~~the~~ an explorer and shows that they didn't have a specific purpose but they only wanted to draw attention just like children do.

After the writer achieves to present them as immature amateurs he starts describing in detail all the organisations they motivated and all the panic they caused for their "messing". "RAF", "Royal Navy", "Lynx helicopters", "Chilean naval vessel". All these come to contrast their "mess" because they are famous, serious organisations which wasted their time and money for these two boys with no purpose.

At this point we understand all the harm they have caused and the writer's irony comes to emphasize it even more and involve us in the story. He talks about the specialised equipment they

Question number

Leave blank

carried such as "life-raft", "satellite phone" and "emergency watch" which were more professional than their owners. So in a way he shows that only the two men believed that they were serious explorers whereas the rest of the world ~~calls them~~ believes they're "boys messing about". He's mocking them and effectively puts the reader in the mood of sarcasm by bringing up their ignorance continuously. "conditions had been excellent" shows that they were very ignorant since the possibility of having excellent conditions in Antarctica with a single engine helicopter is one in a million.

balanced

The writer ends up with Ms Vestey's quotation. "they'll probably... long way". This is the last impression that remains in the reader's head and is effectively mocking them and making us unsympathetic towards them.

9

10

5. In our society and world everyone has grown to be responsible for his or her actions. This isn't a false idea since our parents were forced to follow this strategy in this non-utopia. The same should hold for the explorers. Just like in every job, we have to take our own risk with money and if we don't get the result we want we have to pay the debit. When an expedition is organised, the aim is to discover or achieve something which in the end will be rewarded by the government or any other organisation. However if failure occurs then the "entrepreneurs" should cover the damage they caused because simply their lack of ability, organisation or even luck doesn't concern anyone

vous

5

Question number

Leave blank

else.

I know that in the end of every month I have to settle the debts I have created and the losses I failed to prevent. But receiving a blown up tax bill because some expeditioner didn't get the right precautions during his last trip is simply unfair.

Now, in case of such ~~an unlike~~ a unfortunate event the sum of money that has to be recovered is usually huge and is sacrificed for the sake of progress and technology. But if an organised group is incapable of paying so vast amounts ~~every~~ and every time they fail then they should simply quit explorations since they're a very serious matter and demand proffiency and a heavy pocket.

I know that we all humans should help each other and unit in order to progress and discover a more prosperous future. But this idea lasted for only as long as Jesus was around. Just like I won't be helped if I fail to repay my loan then I'm more than sorry to see the expeditioners pay for their mess. This isn't a utopia anymore because all of us have decided to seek our personal interest. If something goes wrong we should equally be responsible for our own damage.

Personal + native.

8

16

Question number

Leave blank

6 I never liked the grey and white uniforms the older kids wore but on that day I was proud to put it on for the first time and the smell of new overwhelmed me with enthusiasm and eagerness.

As I stepped ~~down~~ out of the car, even though I was still six, I felt the confidence of an adult and although I had to walk alone down the ~~a~~ corridor through the school's garden, I didn't hesitate when I realised my mom took off but I was sure of my responsibility. One by one I climbed the stairs expecting to find serious faces and strict looks waiting for me. My empty bag moved ~~with~~ in a rhythmical manner on my back as I hadn't adjusted it the night before to suit my body. I wanted to keep it ~~an~~ as new and original as possible.

When I climbed the last step I faced tens of kids running up and down, laughing, falling down and getting up again, others waiting silently in a corner and others holding tightly onto their mother's leg. I couldn't help ~~stopping~~ the smile which emerged on my face and broke the look of responsibility and awareness I had practised for so long. Minutes later I felt more relaxed and was ready to meet children and play games. But, an annoying ringing echoed throughout the yard which caused silence to some and to others panic. An assembly had begun and the headmaster stood anxiously in front of us. Now I understand that he was more insecure than us since he tried to be strict but also funny and friendly all in the same time. ~~Beautiful~~

Beautiful teachers with colourful clothes stood

Question number

Leave blank

by him, observing us and looking intensely around in order to link our faces to the names of the catalogue they were given. Names started being called and I was very confused since I didn't know where to go, who to talk to and what to say. As I was drawned into my thoughts and fantasies of how life would be like in one of those large classes full of tables and blackboards, ~~no~~ something brought me back to reality. It was my name. A tall woman with glasses and long curly hair was calling through the microphone... ✓ tal.

I still remember her smell ~~when~~ I hugged her after the end of our first lesson. The dust of chalk on my hands, the smell of the wooden tables and the colourful cartons which were displayed on the walls are still in my mind, representing an ideal class; a model of how every perfect class should be.

Even though whole hours had passed in that class, they seemed as small moments which are now snapshots, full of different names, and weird surnames, numbers, ~~then~~ white, then notebooks and new pencils. Although I didn't have any friends yet I think I had talked to every little face in there and felt as if I had known them from before.

Walking out of the room in that ~~hot~~ warm day of September I felt as full as my new bag now was. All of the books and notebooks in order, my uniform a bit dirty at the sleeves from the juice I drank during the break and the nice ~~pony~~ bun my mom had made with my hair in the morning was messed up...

8

Question number

Leave blank

I had spent half a day outside home, in a large new building full of new stories and experiences and I was proud of it. The dust from my shoes and the mess I was in ~~were proof~~ proved it so I didn't miss a chance of showing me off to the other kids in the neighbourhood...

Mature, detailed, crafted and engaging.

20

Commentary on Script 1

Section A

Q1 *Look again at lines 22 to 27. What three comparisons does the writer use to help the reader understand the boat's appearance and construction?*

3 marks

The three marks available are for the 3 comparisons which are

- a patchwork quilt
- like the skin over a man's ribcage
- like a floating banana.

This candidate achieves 3 marks.
She identifies all 3 and achieves full marks. It is not necessary to write extended answers for this section and this candidate is suitable succinct.

Q2 *In your own words explain why a leather boat is more at risk than other boats.*

5 marks

This candidate achieves 2 marks.
She does not use the material from the passage to offer a full explanation. The final paragraph is a repetition of "decomposes easily" which has already been stated at the top of the page. The final sentence does not add anything to the explanation. It lacks range. The candidate would be advised to use the mark tariff as a helpful indicator to the type of detail to go into in the answer.

Q3 *How does the writer convey the violence and power of the sea and the weather throughout this passage?*

You should refer closely to the passage to support your answer. You may include brief quotations.

12 marks

This candidate achieves 11 marks.
This is a very detailed answer that gets almost full marks and covers a wide range of features including tense, figurative language, active verbs, adverbs, adjectives and structure. A strength of this answer is the manner in which it considers the *effect* that these techniques are intended to achieve and does not stop at merely identifying these features, see paragraph 2 of the answer. It is also able to articulate its understanding through a successful integration of quotations and the clarity of its own expression, eg "revengeful creatures".

The answer could have been improved by recognising the manner in which the boat is personified and we as readers are encouraged to empathise with it. There is some reference to structure in terms of chronology, but not in terms of a growing sense of tension and danger.

Q4 *Remind yourself of the passage, Explorers, or Boys Messing About? Either way, taxpayer gets rescue bill, from the London Examinations Anthology. This passage is printed at the end of this examination paper.*

How does the writer encourage us to take an unsympathetic view of the actions of the two men?

You may include brief quotations from the passage to support your answer.

10 marks

This candidate achieves 10 marks.
This answer allies a strong personal engagement with the text with an insight into the writer's techniques which is well supported and detailed. There are some subtle readings, such as the comparison between the "boys messing about" and the seriousness and organised nature of such bodies as the RAF. There is no wastage in this answer – it remains focused throughout.

Q5 - *"Explorers and adventurers should be forced to pay for the cost of their own rescues, however expensive."*

Write a letter to a newspaper arguing for or against this statement.

10 marks

This candidate achieves 6 marks.
This answer develops into one of maturity that articulates a strong personal view. However, it starts clumsily with poor spelling in the second sentence. Vocabulary and spelling are not sufficiently secure and for this aspect would merit a mark in the band 3 area. It reaches a clearly argued conclusion that is well expressed and communicates clearly. It could have been improved by a greater level of accuracy and a sophistication in expression.

Q6 *Your school or college is planning to produce a booklet about pastimes and hobbies, for students and parents to read. You have been asked to write an entry for this booklet.*

Your contribution should include details of your pastime or hobby, explaining why it interests you.

20 marks

This candidate achieves 20 marks.
The piece has an arresting single sentence, single paragraph opening that places it clearly as recount text and appeals to the senses of the reader. It hooks the reader in by indicating that something may have occurred to change the views of the writer. The viewpoint of the adult recollecting the childhood experience is strongly established.

Paragraph two begins with a complex sentence that plunges the reader into the action. The references to the new bag chime with the experiences of many readers and indicate a particularity of recollection that helps to emphasise the childish viewpoint.

Paragraph 3 also begins with a complex sentence that moves the action along. The cumulative nature of the sentence and what it describes helps to define the persona of the writer.

The writer uses a wide variety of sentences and a range of vocabulary that enhance the engagement and understanding of the reader. The use of ellipsis at the end of a number of paragraphs may be a simple device, but used in context it is effective. The piece is not perfect, and neither does it have to be to be awarded top marks. The “best fit” principle is being applied in which greater control and sophistication in some areas make up for slight shortfalls in other areas.

Total 52 marks out of 60, an A* star candidate with some room to improve.

Script 2

4 Question number

Leave blank

1. The writer uses three comparisons to help the reader understand the boat's appearance and construction. Firstly the writer states how no other boat like their boat had been afloat for the last thousands years or so. Also to a casual observer their craft looked like a floating banana; long and slim with her tapering bow. Lastly, the boat was made out of leather, in which her hall had only 49 ox hides stitched together to form a quilt over the wooden frame.

Leave blank

2

2. Firstly, a leather boat is more at risk than other boats ~~as~~ ~~it~~ because ~~its~~ ~~skin~~ the leather skin is only a quarter of an inch thick and thus ~~will~~ may not be able to fully support and protect the boat in an event of a great storm.

The fact that feather is very high in protein means it will decompose ~~[illegible]~~ either ~~very~~ quickly or slowly depending on the temperature, how well it has been tanned to turn it into leather or the amount of stress ~~it~~ imposed upon it. And so if a storm was to occur and huge waves ~~to~~ were created; then, ~~it~~ would turn into a nasty, evil-smelling blob of jelly, and ~~a~~ in this way it would be more ~~les~~ riskier than other boats.

Also by ~~a~~ having a leather boat it would be risker than other boats because ~~as~~ the skin is very thin and whenever the ~~boat~~ waves would move ~~it~~ ~~to~~ the boat, it would flex and shift thus making it quite easier than any other boats to flip. Because of the thin ox hides stiches it is easier for it to come apart compared to any other non-leather boat and so cause more risk.

3

number

3. Through the use of effective diction, good description of comparisons and emotive language, the writer conveys the violence and power of the sea and the weather throughout his passage.

The writer begins his passage with ~~a~~ quite a ~~shocki~~ shocking + statement inorder to capture the readers attention from the start. This is shown as he states how the seventh wave is said to be the worst ... ~~the~~ ~~are~~.

The writer creates the mood ~~b~~ through the use of effective diction as he states how "a frightening grey vista streches endlessly to the horizon". ~~Bu~~ By stating how the grey vista rank~~s~~ upon rank of massive breaking waves and are capable of swamping, destroying or capsizing any boat, it conveys ~~b~~ the power, strength and violence of the waves and how much danger and destruction they can create.

2

By comparing the seventh waves (to monsters, the writer effectively conveys the ~~[illegible]~~ sea's strength and power) and how "cunning" waves are as they can strike at any time. ~~The~~ It is shown when the "monsters lift their heads in menace ... before they too then sink down to hide in ambush."

By using the words "clawed", and "striving", the writer conveys how the gale was and how powerful it can be. The writer (uses his feelings ~~a~~ in the passage in order to give us a deeper understanding of what is happenning. This is shown when the writer states that if a gale was to come they would be lost and the writer "feared" it would be last wave his crew had to face.

Additionally by using effectively diction like the words "smashing" and "violently" the writer conveys how the gale was ~~gen~~ getting worse as the waves were increasing, thus showing it power and how violent it has become.

Leave blank

8

13

Question number

Leave blank

4. The writer encourages ~~the~~ us to take an unsympathetic view of the actions of the two ~~of~~ men ~~to~~ through the use of sarcasm, by quoting certain people's remarks and by emphasising the danger the two men have put themselves in.

The fact that the writer states how the two men's adventure "almost led to tragedy when their helicopter plunged into the sea off Antartica," it ~~By~~ ~~stating~~ shows how ~~things~~ the situation could have gone wrong and it makes us question why the two men did what they did in the first place.

The writer encourages us to take an unsympathetic view towards the men's actions ~~a~~ (by stating how "experts questioned the wisedom of taking a small helicopter into such a hostile enviroment." This makes the readers try and understand why they would fly the little helicopter if it was so dangerous and ~~that's~~ so making us feel not ~~s~~ sympathetic towards them.

The writer also (uses sarcasm) in order to highlight the ~~s~~ ~~s~~ unsympathetic view he has towards the men as he states that the men were trying to

5

Question number

Leave blank

fly from North to South Pole in their "trusty helicopter." ✓

By quoting what experts and other explorers have to say about the men's actions it makes the readers not sympathize their actions as one Antartic explorer stated that it was " nothing short of a miracle" that they had survived.

Additionally, by stating that although the two men have experience, it isnt the first time they had hit the headlines for the wrong reasons. This further encourages us to not at all sympathize the actions of the two men, (*)

Lastly by the fact that the editor of Jane's Helicopter markets and systems questions the wisdom of the mens last adventure and states how he "would never use a helicopter like that to go so far over the seas .... as it is pushing it ..." it further strengthens our unsympathetic view that the writer encourages us to take towards the men's actions.

8

(*) as it is not the first time things have gone wrong.

9

6

Question number

Leave blank

5.

My name is Mary Johnson and I am writing about the statement which says how explorers and adventurers should be forced to pay for the cost of their own rescues, however expensive.

I do believe that it would be a good idea for the explorers and adventurers to pay for their own rescues as I believe that because they dont pay for it now, they do not realize the seriousness and danger that they put themselves into, as they may think that ~~even~~ ~~they think that if they are forced to pay however expensive it is then they maybe realize how~~ if one of their exploration would go wrong, then the tax payers will be there to sort it all out.

I believe that everyone is entitled to do whatever makes them happy if it doesnt affect anyone else around them. ~~B~~ And so if the explorers want to carry out their ~~ex~~ adventure they ~~would~~ should be doing it at their own risk and if anything should go wrong, they ~~will~~ must deal with

odd opening

~~for~~ sent structure

7

Question number

Leave blank

the consequences.

Lastly by the taxpayers not having to pay for explorer's rescue bills, I believe that with the money that they'll save it should go towards helping their country, ~~for example setting up better schools or~~ & and to people who really need help, such as the poor or the homeless.

exp

6

14

Question number

Leave blank

6.

I remember the first day I went to school as if it were yesturday. I remember my mum dropping me off at telling me to have fun and that she'll be back to pick me up at one o'clock. Although I was only 6, I ~~to~~ remember feeling quite confident and happy to starting school as I would also be making new friends.

I walked into a huge hall with tall white ceilings. As I looked around all the walls were covered with different drawings and pictures. I continued walking and ~~to~~ found myself outside ~~a~~ room 5, my class. I dont know why but I started to feel a bit scared and my stomach started to hurt. I reached to open the door handle but someone opened it before me. This boy who looked much bigger than me and had ~~fierce~~ fierce brown eyes told me to "get inside class". ✓ speech

I scurried quickly to the back ~~of~~ of the class feeling quite frightened. I looked around but ~~no one was~~ there was no teacher, only students scattered everywhere ~~around~~. As I looked down someone nudged me hard. I looked

9

Question number

Leave blank

up and saw that the majority of the students were standing all around ~~me~~ and were glaring at me.

" You're the new girl and we dont like new people in our class" they all said to me. I looked at them confused. They quicked added ," No ones going to be your friend."

Looking back it seems so childish and immature but at the time their harsh words dug into me shaply on that first day of school. I couldnt understand why they hated me so much when they didnt even know me.

No one ~~did~~ spoke ~~speak~~ to me or became my friend that year and whenever I was alone I couldnt help the tears from pouring down.

Funny enough if I ~~wouldnt~~ could (*) I ~~wouldnt~~ wouldnt want to have a different first day ~~school~~ because the whole experience has more me who I am today. Now I ~~im~~ am ~~am~~ a much stronger person and I dont let anyone push me around or let ~~to~~ anyone ~~else~~ do what those children did to me.

14

(*) change my first day of school,

10

Commentary on Script 2

Q1 *Look again at lines 22 to 27. What three comparisons does the writer use to help the reader understand the boat's appearance and construction?*

3 marks

The three marks available are for the 3 comparisons which are

- a patchwork quilt
- like the skin over a man's ribcage
- like a floating banana.

This candidate achieves 2 marks.
There seems to be a lack of clarity on the focus of the question, understanding the key words and what the question is actually asking for. As a result not all that the candidate writes is relevant or helpful.

Q2 *In your own words explain why a leather boat is more at risk than other boats.*

5 marks

This candidate achieves 3 marks.
This candidate writes at length but has not decided upon a number of points that need to be made, and as a result the answer lacks focus and becomes repetitive in paragraphs 2 and 3. The answer could be improved by a greater conciseness and brevity in expression and by avoiding repetition.

Q3 *How does the writer convey the violence and power of the sea and the weather throughout this passage?*

You should refer closely to the passage to support your answer. You may include brief quotations.

12 marks

This candidate achieves 8 marks.
This answer begins with the same lack of focus, with an opening paragraph that does little more than re-order the words from the question and makes no comments on the text itself in relation to the question. Paragraph 2 is better, but it falls into the trap of asserting something, namely that the opening statement is "shocking" but never fully explains why the candidate has come to that conclusion. Paragraph 3 begins to show a very clear focus, which goes on to integrate supporting text well, referring to the emotional state of the writer and making a number of relevant points.

Q4 *Remind yourself of the passage, Explorers, or Boys Messing About? Either way, taxpayer gets rescue bill, from the London Examinations Anthology. This passage is printed at the end of this examination paper.*

How does the writer encourage us to take an unsympathetic view of the actions of the two men?

You may include brief quotations from the passage to support your answer.

10 marks

This candidate achieves 8 marks.
This answer begins well with a useful summative paragraph that gives a clear indication about the main points in the answer. These are then further developed and expanded upon. It is the mark of a candidate who has thought through an answer before writing, rather than one who is making it up as they go along. The answer integrates support well and covers a good range of points. It could have been improved by extending the range of points made, as the writer is clearly using more techniques than have been identified by this candidate. It is not necessary to have every factor in the answer, but this answer cannot score full marks whilst it only deals with a limited range of points.

Q5 *"Explorers and adventurers should be forced to pay for the cost of their own rescues, however expensive."*

Write a letter to a newspaper arguing for or against this statement.

10 marks

This candidate achieves 6 marks.
This candidate writes at length, but does not demonstrate sufficient control and appropriateness to achieve more than 6 marks. The opening paragraph is an early indication of the candidate's lack of understanding of the writing conventions required for the task at hand. Paragraph 2 shows an ability to make clear statements in relation to the task, but the control of sentences is not secure. The text structure is generally secure as is the general sense of purpose. It certainly communicates clearly, sometimes quite directly. These features place it in Band 3.

Q6 *Your school or college is planning to produce a booklet about pastimes and hobbies, for students and parents to read. You have been asked to write an entry for this booklet.*

Your contribution should include details of your pastime or hobby, explaining why it interests you.

20 marks

This candidate achieves 14 marks
The strength of this answer is the use of a growing range of expressive words and phrases that help to shape the reader's understanding of the first day at school – such terms as, "childish and immature", "glared at me", "students scattered everywhere". Paragraphing is secure and adds to the structure of the piece, and sentence structure is mostly secure. There are some slips in punctuation and expression, but also the use of direct speech to define character and create an emotional involvement. "Best fit" places this in Band 4. It

could have been improved by a much better first paragraph, which is pedestrian and does not help to engage the reader from the first few lines.

Overall this candidate achieves 41 marks out of 60, just achieving grade A.

Script 3

3 Question number

Leave blank

1) (a) The writer ~~firstly~~ compares the boat to a banana ✓

(b) The writer also compares the leather that the hull was made of to the skin of a men's ribcage as it flexes and stretches

(c) Also the writer when he describes us the boat it tells us that it was made from leather and it tells us that it was her most extraordinary feature.

2

Leave blank

2) The leather boat is more at risk than other boats because when the leather becomes wet it sinks because it becomes heavier. Whereas other boats are made of special materials that can ~~overcome~~ get wet from the water and ~~to~~ do not cause the boat to sink.

0

3) The writer conveys the violence and power of the sea and the weather in many ways using different adjectives and techniques. The writer describes us in detailed what the weather was like and the power of sea too. For example the writer uses a powerfull adjective in order to describe us that the waves the power of the waves: "massive breaking waves". Also with the adjectives that the writer used in front of the waves ~~to~~ it makes us understand that the weather conditions are very bad because waves occur when there is air blowing. Then it describes us that the sea was not very good, it was becoming dangerous and again uses a strong adjective and touching one: "the sea appeared to be collecting its strength in random groups of three". This

1

shows how powerful the sea was that day. Also when the waves of the sea struck the boat they caused the boat immediately to shudder and flatter: "when it struck the boat shuddered and flattered". Again this phrase shows us how bad the weather conditions were and how energetic and violent the sea was. A little bit before the end of the story the writer continues to tell us about the power of the waves and the weather: "the waves were increasing in size". This phrase shows that more waves were coming and this shows that the weather was even worse because more waves means bad weather conditions. Then it refers to the waves as being violent: "the waves were smashing into us more violently".
At the end of the story the writer again tells us about the waves and it refers to them as "tumbling wave crests", and it describes us what will happen to the boat if one of those tumbling wave crests hit her.

Select text, weak comments. 4.

4) The writer refers to many things that the two men experienced during their adventure and also the writer (refers what the two men did) in order to have this result and in this way it encourage us to take an unsympathetic general view of the actions of the two men. 6
The first thing that makes us to take an unsympathetic view is that the two men took a small four-seater helicopter (Robinson R44) to fly from North to South Pole as it was said in a website. This shows that

Leave blank

2

they wanted to risk their lifes and push it to the maximum. However nobody knew exactly what they were trying to achieve there was a confusion." There was also confusion about what exactly the men were trying to achieve" with this phrase the writer makes us to take an unsympathetic view of their actions because this phrase shows that they didn't have any plan before they start their adventure. After their rescue there somehow many ironies.

The write tells us that they were experienced adventurers: " Both men are experienced adventurers", with this phrase the writer encourages us more to take an unsympathetic view of their actions ~~be~~ because since they were experienced adventurers they shouldn't use such a helicopter to fly from North to South Pole. This shows that they were not experienced they were only ~~tr~~ trying to risk their lifes.

Then the writer refers to many of their journeys that they did with helicopters and other journeys and also it refers to some achievements they did. Also the writer tells us in the passage that Mr. Smith have been flying since the age of five: " Mr Smith, also from London claims to have been flying since the age of five". With this phrase we take even more an unsympathetic view of the actions because this shows that he was not smart enough because he took such a small helicopter to make a long distant jouney.

Generally the passage is somehow ironic.

6

Leave blank

3

5) I'm writing this letter to argue for this statement
I do not argue against this statement exp
because there are many reasons behind this statement
I believe that explorers and adventurers should
pay the cost of their rescues because they went
by themselves on these journeys and adventures
and on their own risk. Nobody told them
or forced them to do this. So they have
to pay the rescues on their own unless there
is a law telling that the goerment should pay
for their rescue, but I strongly believe that the
most fair is to pay them by themselves. Imagine
for example if everybody did an accident everyday
and the goerment should have pay for it. This
is unfair because is not the goerment that did
the accident why he should pay. exp
In my life I have learned to take my
own responsibilities and if something goes wrong
I have to pay for it not others. This thing is the
same for everybody so explorers and adventurers
should pay for the cost of their own rescues
not others.

Leave blank

5

6) School a smeall word of six letter but has
a big meaning for everybody and also has a lot
of usefull education.
My first day at school is unforgettable. I
remember it as if it were yesterday. I remember
when I entered school I was at the age of six.
when I entered the school I thought somehow that
now "I'm a big guy". That day I was full
of happiness and joy. I saw many children running
in the yard playing football and I was thinking
that one day I will do the same things. tense

11

4

The bell rang it was time to get in our classes. From the first moment that I entered the class I had mixed feeling. I was happy but I was also shy because it was my first meeting in a class that I didn't know anyone. I sat with another boy called Nikos. Then the teacher started calling out our names. when I heard my name I screamed "YES" in front of the whole Class. Then all the children started Shouting "YES" in all the class.

Leave blank

Then the bell rang for a break. I went out with my friend Nikos and we met some other boys and later on we become friends. During the break I also remember that I went to the canteen to buy an orange juice and I remember that Older Students were pushing me out of the line and I Started Crying.

However ignoring the fact that I was crying the rest of the day was perfect. This day was pictured in my mind and I will remember it as the best day of my life.

10

5

Commentary on Script 3

Q1 Look again at lines 22 to 27. *What three comparisons does the writer use to help the reader understand the boat's appearance and construction?*

3 marks

The three marks available are for the 3 comparisons which are

- a patchwork quilt
- like the skin over a man's ribcage
- like a floating banana.

This candidate achieves 2 marks.
Quite clearly part c of this answer is not addressing the thrust of the question and so misses the mark entirely.

Q2 *In your own words explain why a leather boat is more at risk than other boats.*

5 marks

This candidate achieves 0 marks.
An answer that seems to bear no relationship to the text which features a leather boat currently at sea. There are no features here that are markworthy.

Q3 *How does the writer convey the violence and power of the sea and the weather throughout this passage?*

You should refer closely to the passage to support your answer. You may include brief quotations.

12 marks

This candidate achieves 4 marks.
The candidate writes at length and is able to comment on certain features of language and to offer some support. The answer lacks brevity and conciseness: witness the first dozen or so lines in which there is one single point that is creditworthy. The answer is weakened by an inability to clearly express what is in the candidate's head and as such we are left with weak expressions such as "the sea was not very good" which do not further the cause of this answer. The final paragraph contains an interesting mismatch between comment and text selected: both are relevant but one is not the support and exemplification for the other.

Q4 *Remind yourself of the passage, Explorers, or Boys Messing About? Either way, taxpayer gets rescue bill, from the London Examinations Anthology. This passage is printed at the end of this examination paper.*

How does the writer encourage us to take an unsympathetic view of the actions of the two men?

You may include brief quotations from the passage to support your answer.

10 marks

This candidate achieves 6 marks.
The candidate writes at some length in response to this question and is able to refer to a number of features of the answer. He is sure that the passage is ironic and says so on more than one occasion but is not able adequately to define how and where. This candidate seems to have been taught to use a simple but effective form of words, "This shows that" which ensures that the candidate draws conclusions and consolidates points rather than merely outlining features noted.

Q5 *"Explorers and adventurers should be forced to pay for the cost of their own rescues, however expensive."*

Write a letter to a newspaper arguing for or against this statement.

10 marks

This candidate achieves 5 marks.
This response is able to express a clear view. It is generally accurate in many ways, and is structured into paragraphs. However, some expressions are not as clear as they might be.

Q6 *Your school or college is planning to produce a booklet about pastimes and hobbies, for students and parents to read. You have been asked to write an entry for this booklet.*

Your contribution should include details of your pastime or hobby, explaining why it interests you.

20 marks

This candidate achieves 10 marks
This piece achieves a band 3 mark because it is able to construct and relate a whole tale, so purpose is generally clear. It is paragraphed and has a simple structure, though the first paragraph is deliberately not chronological in its placing. The candidate uses a variety of sentence lengths and structures, which helps to sustain interest in a what is a simple tale. A range of punctuation is used to some effect, such as the punctuation of direct speech. Improvement in the quality and accuracy of expression and in the development of the story itself would have resulted in a more successful piece of writing.

Overall, this candidate achieved 27 marks out of 60, just achieving grade C.

Paper 3

Question 1 (15 marks)
Most readers find the story of Swami becoming a hero interesting and entertaining.

Explain how the writer achieves this.

In your answer you should write about:

- Swami's thoughts and feelings
- how other characters and relationships add to the interest
- the ways in which events turn out unexpectedly
- the use of language.

You should refer closely to the passage to support your answer. You may use **brief** quotations.

Answer 1

number

Leave blank

1 In "a Hero" the writer achieves to present an interesting story due to the unexpected plot, use of language and presentation of unique characters. Humour also emerges as at points he successfully describes the story from Swami's perspective and manages to think like a child.

Swami's thoughts throughout the passage are very naive and thus at times becomes entertaining. He finds immature excuses in order to get his self out

AB12

Question number

Leave blank

of this mess: "...there may be scorpions...". This makes us feel sorry for him in a way but on the other hand laugh with the way he tries to defend. His feelings also reveal an amusing type of panic where his fear makes all the worst scenarios build immediately into his head and take over him. Darkness and a small noise cause "devils" and "ghosts" to terrify him and he blames the newspaper for the torture he's going through. Just like any kid would do. "...didn't appear to be a boy... monster...". He so afraid of his dad that even in his head he avoids blaming him and outbursts his fear by blaming something irrelevant.

A very interesting character like the father's adds up to the story very effectively since he continuously challenges his son and brings up ~~inter~~ powerful opinions. "...'you think you're wiser than the newspaper...", "...sleep alone tonight in my office room...". His tone is in a way very frightening but we understand how comical he is as a character because while to trying to be smart he contradicts himself ~~and in the end~~. "...must cultivate good habits..." is a very wise phrase but he doesn't follow it and wants to induce the habit of sleeping alone over a night to his son. This is very ironic and also humourous because it shows how fake the society was.

This fakeness is revealed furthermore at school where people believed only what they wanted to believe and glorified Scoome without thinking that he was a frightened boy which reacted unconciously against the thief. ~~On the other hand~~! On the contrary everyone admires him and the police suggests to "join the police". These exaggerations reveal how naive and stupid

Question number

Leave blank

were in this society and the writer is in a way making fun of their ignorance. They believed ~~that~~ in myths about "the devil near the river's edge" who slapped someone's cheek and the "ghost" who carried off a child "to Siam or Nepal". All of these are funny and tragic at the same time because people were really carried away and didn't judge or used logic.

Finally, the different ways the mother and granny react to father's attitude show that he had always behaved in this bossy way and everyone had learnt how fake he was. "...tell her so; and don't look at me..." The mother knows what the father is thinking of because he must've shouted about it a thousand times so the woman is simply not interested in getting in a fight with him. But in the end, the fact that she ~~s~~ loses her temper and shouts shows that she knew how sensitive and fakely "strong" her husband was all along. She just let him feel as if he had ~~the power~~ control of the house but in the end she could change his mind at any time. and granny

The plot is itself very unpredictable and this holds our interest since ~~they~~ a whole scenario unfolds from one irrelevant newspaper article. A challenge which hints that in the end Suzme will become a man and prove to his dad how strong he is really leads us to the opposite direction. A burglar pops out of nowhere and in a way saves Suzme and proves his father wrong. The writer is continuously leading us through arguements, myths and actions we can't predict and this keeps us focused. gm

Finally, the use of language makes the whole

Question number

Leave blank

passage really vivid since firstly a lot of dialogue is used. "He is asleep." "Already!" The characters unfold in front of our eyes and become real since their words are spoken directly and we can almost listen to their voices reaching our ears. In this way they are directly appealing to us and humour can come out more effectively.

The writer also uses specialised words and figurative language which describe exactly an action or feeling "... rose silently and tiptoed..." , "wild gesticulations.." All these descriptions create the exact image the writer wants to pass to us and thus makes the passage very interesting and with a lot of action. He also uses metaphors such as "racked with nightmares" and many examples of onomatopoea. "rustle", "snoring", "ticking", "humming". These don't only build an image but help us imagine the sounds involved in the story and the same environment. Scene was in starts forming around our head. He also creates anticipation through sentence structure "He desperately... thud". Long sentences like that build up agony and in the end the climax explodes with an "Aiyo!" making the whole situation even more vivid.

Therefore this passage succesfully becomes a piece of writing full of humour which continuously buys our interest and keeps us focused.

Paper 3, Question 1

Answer 1: commentary

This lengthy answer is focused on the question throughout and addresses all the bullet points in detail. The analysis is supported with precise quotations which are deftly woven into the sentences. The candidate also develops a coherent interpretation of the text which grows in authority as it proceeds. However, what particularly distinguishes this answer is the way in which the candidate picks up the humour of the story and its irony, particularly in relation to the character of the father. The comments on the presentation of Swami's character are also subtle and the analysis of language in the penultimate paragraph shows assurance. We may not agree with every idea but all the above factors point to an exceptionally good answer. "Astute" and "penetrating" are adjectives which are appropriately descriptive.

15 marks – grade A*

Paper 3, question 1

Answer 2

Question number

Leave blank

1. A Hero is a story that describes how a boy, that each night sleeps with his grandmother, turned into a hero over night. Only by the concept of the story someone can assume that it can be nothing else but a pleasant entertaining story and that's what it is — good start

The passage's hero is Swami. A boy that we cannot clearly identify his age but it's assumed that he is in the second grade of elementary school. Through the passage the writer reveals

AB12

Question number

Swami's thoughts and fears and this is one of the things that make the story entertaining. In the story we see Swami being afraid of sleeping alone at night and his father trying to change this habbit. Swami doesn't really like it when father brings up this issue because he "tried to change the subject" and because "he knew his father's tenacity". Such thoughts are very interesting because the show what young people think of the older people instead of the usual and predictable thoughts of the older people that are usually concerned about what's best for their children. Also some of Swami's actions are quite entertaining such as the one when he was trying to look like he's sleeping because "If he didn't "sleep at once" he shall "perhaps die" (line 42)

However Swami himself doesn't make the story pleasant. Other Interesting characters in the story are Swami's father and granny. Swami's father is a typical father who wants a brave son in order to be proud of and he believes that "courage is everything" He's also a very stuborn person who doesn't give up until he get's what he wants "you must do it now". Such person can be easily connected to several fathers and it's another thing that is interesting in the story. Granny, on the other hand, is the person that encourages Swami not to sleep alone "your mother is spoiling him, tell her so". Even swami's mother knows that granny is the one who spoils Swami. "Don't you want a story?" A typical question of any grandmother in the world. Something that entertains everyone is a story told by

Question number

a grandmother. All the characters of the story are everyday heroes that everyone can get connected to and get interested for the story.

The plot of the story and the way it develops is another thing that achieves a pleasant and interesting story. Anyone should expect that after Swami sleeps in the office the writer would describe what Swami felt and what he did. but that's not how the story developed. While Swami woke up in horror from a nightmare "Something was moving down" that's a turning point in the story. While Swami was full of horror and ready to break down he sees the thief and "hugged him with all his might, and used his teeth on it". Swami finds the courage he never knew he had and fights with a burglar in the dark. This turning point is an interesting part of the story that creates an enthusiastic and joyful tone in the story.

Several adjectives like "racted, groaned in despair, thundering cry, frightful proposition", verbs like "curled, snored, spoil, crouched, crawled, tiptoe, hugged" are words used every day and they are vivid and give us a clear of how things were developing. Also some personifications like "an apparition is the semi-darkness" or "the devil" make the story entertaining and funny.

In general it's a story of everyday life that ends up in an unpredictable way that has a lot of joyful things that make it funny and pleasant to read.

Paper 3, Question 1

Answer 2, commentary

This answer is thorough, closely argued and precisely referenced to the text. The question is always in focus and all the bullet points are dealt with. Careful, thoughtful ideas are expressed and the candidate brings out key characteristics, especially in the ways in which the text reflects everyday life and provides humorous insights into characters such as Swami, who tries to look like he is sleeping because "if I didn't sleep at once" he would die, and the grandmother who becomes representative of "any grandmother in the world". Overall this is thoughtful, occasionally perceptive interpretation.

12 marks – grade A

Paper 3, Question 1

Answer 3

Question 1 : Reading

The story of Snami is interesting and entertaining which can be enjoyed by every reader who has the opportunity to read the story.

Snami is little boy who is feared by darkness and loneliness. At nights he can sleep calmly and smobthly only when his grand-mother is besides him. For example in case of a nightmare "He put his hand out to feel his granny's presence at his side." (line 85) Although Snami is not courageous, he is smart. As soon as his father had the idea to keep him in the office Snami tried to think many ways to

Question number

Leave blank

it. Firstly he "tried to change the subject" (line 20) "Shami rose silently and tiptoed away to his bed" (line 35) and then "curled and snored under the blanket" (line 43). By all those actions he tried to make his father forget his idea. When he had to sleep alone he was so afraid that started thinking all the scary stories he was told. This made the story more interesting and humorous.

In the story there were some other characters as well His father was a stubborn man that he wanted his son to become courageous. Also about his mother is not said much but we can detect an aggressive reaction towards her husband "Why do you look at me..." Also she claims that she "hardly know anything about the boy" This shows a distant relationship between the mother and her son. This makes the reader think and draw his own conclusions about life.

The writer had a very succesful way in expressing the ways in which events turn out unexpectedly. This boy from a coward was considered as a hero and then we realise that he is still coward. This made the story very humorous enterauning the reader.

Finally the language played an important part in keeping the readers suspense and attention alarmed. We can often see the use of triple dots (...). For example in lines 23, 65, 76, 82, 92, 97, 104. This technique made the reader more worried about the future. In

Question number

Leave blank

addition he uses exclamation mark where necessary (line 93)
The use of dialogue made the passage even more direct and conversational. By this he can look closer the characters

e.g. ?

Paper 3, Question 1

Answer 3: commentary

This answer makes a reasonable range of valid points, mostly focused on the question, and uses appropriate quotations to support them. The grasp of the text is sound, if not fully sustained, with occasional hints of deeper understanding, for instance in the references to the mother. The comments on language are straightforward, but they are related directly to the question. Overall clear understanding is shown; each bullet point is addressed adequately, even if there is an initial tendency to describe and the comments could be more developed. Overall, however, there is enough here to suggest modest attainment compatible with a potential C.

9 marks – grade C

Paper 3: Question 2 (a) (15 marks)

Answer 1

Courage can take many forms.

Write about somebody you know or have heard of, who, in your view, has been brave.

In your answer explore what kind of courage he or she has shown.

(2)

(a) Courage can take many forms. Courageous people aren't only the ones who fight for their country or the one they love. Courage sometimes might be seen in a person's eyes by just trying to help someone, or in someone that in a conversation says his opinion first, or stands up for him self in a difficult situation.

I believe I've been very courageous actually, last summer when I tried to compete 1000 kids in an examination who all of us wanted to go to America for three weeks free.

I had convinced my self that it worthed to try even if I didn't pass because it was also a way to see my strengths.

I did the exams, like everybody else and in three weeks the good news had arrived. I had passed! I was chosen to take part in this trip with other 29 kids.

Yet, I had not shown to anyone my abilities and my courage and this program was

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all about showing my courage.

Courage for me was when I was in a plane with 29 strangers and before we arrived to America I managed to ~~me~~ meet them all and even become really good friends with a few of them.

While having our holidays in America they took us to a ropes ~~course~~ course. ~~where we were supposed~~ All of us were supposed to ~~have~~ a partner if needed ~~and~~ climb at least 2 of the ropes, ~~we had~~ among the 8 we had infront of us.

~~Courage for~~

A man called Greg who was on a wheelchair was showing us how to ~~fight~~ up the safety rope around our waist, ~~from~~ which 3 other kids were supposed to hold ~~it~~, so incase we felt the others would hold ~~us~~ tightly ~~in the~~ the other end of the rope so not to hit on the ground.

I was ~~the~~ closer to Greg so Greg started showing how to fight the rope safetly on ~~my~~ me. This meant that I was to climb first. ~~Fast~~ Inside of me I was beginning not to go first but I had to.

Question number

~~Inorder to reach the rope~~

There was a rope ~~on the top in the middle of~~ horizontally between two 20 metres high woods. The rope was until the middle, meaning that I firstly had to climb the 10 metre wood inorder to reach the rope. I started climbing up but as I was going higher my heart ~~b~~ started bitting faster and faster. ~~I was~~ My whole body was trembling in fear. I reached the rope and asked what I had to do next. Greg tolled me I had to ~~ho~~ work on the ~~r~~ rope as steadily as possibly ~~and~~ until I reach the other side and climb down from the other ~~wo~~ 10 metre wood.

I said: "But this is impossible, I can't do it", ~~Greg~~ but ~~[illegible]~~ I will try, though". Greg told me: "There is no try, there is only do and do not do". this words gave me strength and so I stepped on the rope and walked to the other side of the rope.

Everybody from under noath started calling my name" ". This made me very happy as it helped me realise

Question number

Leave blank

my strength and abilities
So this was another ~~a event~~
that helped me ~~be cour~~ become
even more courageous in life
and ~~so~~ take a lot of steps beyond
my abilities.
Therefore courage can take
many forms and help people move
on in their lives.

Paper 3, Question 2 (a)

Answer 1: commentary

This is an uneven response. Its strengths lie in the way it addresses the question, dealing with courage directly and exploring it from a personal perspective. Beginning with the idea that "courageous people aren't only the ones who fight for their country or the one they love" (the stilted expression is typical) it develops a thoughtful response, which first touches on one or two occasions where some sort of courage was needed, and moves on to a more detailed and developed presentation of the incident which epitomises the candidate's concept of courage. The candidate's exploration of the subject is engaging: description, narrative, speech and reflection are mixed to provide a varied texture. It is well structured and the content is interesting. In a sense it is an effective piece, but its impact is weakened by errors in spelling, punctuation and grammar. A 'best fit' judgement would put it in band 3.

9 marks – grade C

Paper 3: Question 2 (b) (15 marks)

Answer 2

'Modern teenagers are lazy, spoilt and irresponsible.'

Do you agree **or** disagree with this view? Give full reasons to support your opinion.

2) (b)

In our days most teenagers are good students, care about others, love there family and friends because they have been tought in this way by there family which has suffered many bad ~~years~~ days.

I disagree with the view that most teenagers are lazy, spoilt and irresponsible because most ~~of~~ teenagers live in good and educated families which care about there own good and do not leave there children to become spoilt.

Because our parents ~~learnt~~ lived in very difficult situations when they were teenager not having the necessities, the luxuries ~~a~~ that teenagers have in our days knowing what ~~the~~ means to starve and wear the same clothes everyday which is impossible in our society, they try to ~~give to us~~ show to us the ~~write~~ ~~wright~~ right way to follow for our own good so we can study in a good school and a

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Leave blank

good university ~~to be can~~ and succeed in our life and then show to our own children the good way and so on.

In life it's not only important to succeed in a university and have a family and become ~~reach~~ rich, the most important thing is for us the teenagers to become ~~an~~ right people in our society. This is achieved by a person if he starts being this kind of human from the age ~~which~~ when he is a teenage. Because today most teenagers understand the importance of being succesful and right people in there life they avoid being lazy, spoilt and irresponsible for there own good.

Teenagers that are not spoiled doesn't mean that they are not modern. ~~As a result~~ Because most teenagers are good in there studies and help there family and have a good attitude, ~~there~~ towards there parents are happy to buy for them modern cloths and shoes.

If a teenager is spoilt or not depends on their family status. How there parents were when they were teenagers, how is the attitude of the parents towards there children ~~teenagers~~ and the ~~too~~ mood of the family. If some parents do not care about there children if they are good students or if they smoke, buy to them whatever they like and are not strict with them at some of there actions then they ~~won't~~ will have to deal with the situation of a spoilt teenager. But on the other hand if the parents attitude is generally good in the house, no divorces take place and the parents treat and explain correctly to there children

Question number

the significance of a non ~~sported~~ spoilt teenager then everything will be fine with ~~his~~ their life and family.

~~Family is~~ Another fact that plays a very important role if a teenager is spoilt or not is his friends. If someone who has ~~specifically~~ specific friends who like to smoke or ride a ~~bike~~ motorcycle because they want to be modern and think that everyone will like them and accept them easily they will lead the specific teenager in the wrong path and ~~let him know~~ ~~spoi~~ spoil him.

Most teenagers in our days are mature enough and are treated in the correct way so they can understand the fact that they mustn't be spoilt. Parents and friends have a big influence on the attitude and future of a teenager so it is better for parents to have a strict attitude towards there child so as to become the right person in society and so they can be proud of him.

Paper 3, Question 2 (b)

Answer 2: commentary

This response is logically argued, securely structured and well developed. Words are aptly chosen and the sentences and paragraphs are linked effectively. Each paragraph develops another point in the argument, and these are linked neatly by a range of cohesive devices. The main weakness lies in the unwieldy and over complicated sentences, but technically and grammatically it is secure enough to ensure that the ideas are communicated clearly. Overall it fulfils most of the band 4 descriptors.

11 marks - grade A

Paper 3: Question 2 (c) (15 marks)

Answer 3

'I never thought it would end like that.'

Write a short story beginning with these words.

2c I never thought it would end like that, but somehow I was not surprised either. What can someone say about life? Who can imagine how it will end? We spend years pondering upon what the afterlife is about, we live in fear of death because we imagine ourselves trailing through dark valleys and sinking in murky waters. But death is illuminous, it is a new chapter of gliding through green valleys, it is something we must accept.

The end is in some way sad but we must be happy that life happened, not sad because it ends. We must not feel defeated, for we are winners. We must look life in the face and know it for what it really is. Looking down from my heaven, 'my' heaven which is nothing like you would imagine, no pearl gates and palm trees, I am proud of what I have left behind. I reminisce my years of youth as a sixteen year old girl, full of vitality, full of ambition to become a writer, a poet. I remember my amazement when

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reading Keats or D.H. Lawrence. My gratitude for being blessed with the same gift of creativity. I savour the satisfaction of graduating from University and landing myself a top job as a journalist. I take pride at publishing my first book of poetry.

I have died taking with me everything I gained from life. The wisdom I have aquired after crying tears of a complicated origin, the happiness of establishing a career and a family, the lessons learnt from mistakes. But don't think my life has been rosy. This description of my life sounds perfect, but to me, perfection is imperfection. I am grateful for the bad experiences of life, without them I would not have become the person I grew to love, and to love yourself is one of the hardest battles that few manage to achieve. If we cannot accept our own faults and virtues, how can we ~~ba~~ do so with others?

Life should be valued and treated like a treasure, it is the little things that count, and with dying, things do change a great deal but what you cherish remains. I will never for example experience the human touch again, or feel the sensation that a simple drop of wine or cream can leave on my tongue, but now I am here to conquer lands of the unknown, and although I will miss certain things, I am glad life has ended this way.

5

Paper 3, Question 2 (c)

Answer 3: commentary

This monologue stretches the short story form to the limit. One of the rules of examining is to be alert to "unusual, perhaps original approaches." This answer falls into that category. The candidate takes on the character of someone, who has died in unusual and unspecified circumstances and is now reflecting on her life. What engages our interest is not just the analysis of death and afterlife, but the ways in which these ideas are conveyed – notably through powerful imagery and a range of sentence structures, including rhetorical questions. Sometimes the choice of words is a little strange – "illuminous" "reminisce" – but, on the other hand, "cherish" and "conquer" are used with precision. Overall the expression has both vitality and ambition. The structure is similarly assured – the narrator reveals her life as the piece develops and the ending is really another beginning. The whole piece is sophisticated in its approach and realisation. In terms of accuracy, there are some weaknesses, but nothing that impedes communication.

14 marks – grade A*

Coursework (component 4)

Sample A

SAMPLE A

11A English coursework
17-03-05

Compare ad contrast the presentation of soldiers & civilians in a time of conflict in: "Dulce Et Decorum Est" & "Refugee Blues"

For my coursework in English I had to compare and contrast the presentation of soldiers and civilians (in the theme of war, prejudice and discrimination.) within the context of war, which is displayed in the poems, "Dulce Et Decorum Est" and "Refugee Blues".

The first thing I noticed in the poem, "Dulce Et Decorum Est" by Wilfred Owen, is that he uses a lot of emphasis on specific details. For example in the first verse he emphasizes the fatigue and extreme conditions that the soldiers are under. The first verse introduces you immediately into the life of a soldier in the middle of a battle. Owen uses words such as, "trudge," "blood-shod" and "haunting" to depict the way the soldiers are feeling as they trudge through mud slowly walking over dead bodies that had once been their comrades.

Owen also shows in this poem how the soldiers are like animals. In line 6 verse 1, he says, " but limped on, blood shod, all went lame" he says that the soldiers are "blood shod" meaning that their hands and feet are covered in blood. He also says that the soldiers are lame, just like horses, meaning that the soldiers are unable to walk properly. Owen wants the reader to feel as though these soldiers have been in this state for so long that they've lost all contact with the outside world and their own humanity (hence the comparison to animals). He shows that the soldiers are consumed in war.

excellent – analysis and commentary of quote.

What caught my attention in this verse was in line 4, verse 1. Owen wrote, "and towards our distant rest began to trudge" this grabbed me because it made me think that the solders might be walking towards their death. It's concealed in the verse and can go unnoticed. I think this ties in with the beat of the poem because there are 10 beats in each line. Thus makes the poem sound like it is marching like soldiers. But once you reach the 2nd verse the beat changes and it sounds like the solders are stumbling or falling over from the stress and tiredness of the war.

understanding of how techniques convey information

In the first verse Owen also refers to the soldiers being old hags and beggars. This is a simile showing how the soldiers are dirty, smelly and unkempt. They are like old hags, because Owen tells us that they are coughing, are sick looking and walk around like old women. The poem clearly states that the soldiers have gotten into this state through the war and fighting a battle that they can't really remember the reason worth fighting for.

The rest of the poem goes on to show you that war can scar you for life. The verse that appears in the middle confirms this. Owen tells the reader that a huge panic broke out due to poisonous gas. The soldiers were all running and yelling, trying to get their gas masks on. Owen goes on to illustrate that one soldier is too late, and there was nothing he could do but watch him slowly die, and then see his body flung onto the back of a wooden cart full of corpses to be disposed of. The depth and detail Owen goes into is just horrific when you read it. This is obviously not a poem you would see on a poster in downtown London rallying up soldiers for the next war.

examples?

so, so what is the purpose of the poem?

"Refugee Blue" is a poem that is about German Jews being exiled or killed by Nazis. It is presented in the form of a blues song. It shows how the rest of Germany was treating the German Jewish couple until they were hunted down.

This poem repeats the same form of sentence at the end of each verse, for example, line 3, verse 1: "yet there's no place for us, my dear, yet there's no place for us" repeated variation of this sentence occurs through out the poem, but changes

to suit the verse. The phrase "my dear" suggests that it is a close family member or partner speaking E.g. Husband to wife.

Throughout the poem the situation seems to be getting worse. The couple are being treated more unfairly or they aren't getting helped at all in each verse. Although they do rely on each other to carry on through the persecution and prejudice shown towards them. In the poem the couple are also referred to as sub-human. In verse 8 it says, "saw a poodle in jacket fastened with a pin, saw a door opened and a cat let in: but they weren't German Jews my dear, but the weren't German Jews." This suggests how the Jewish couple were being treated lower than people's pets. They are being exiled, and are blatantly showed that the rest of the Nazi-German population does not want them.

Through out the poem the couple are being tormented with the fact that no other person that isn't a German Jew is being tormented the way they are. The poem says that they want to be free they want to have their own house back, and know that they won't be hounded by people for what they believe. The couple are slowly feeling like the whole human race is against them, which supports the verse that suggests that they are regarded as sub-human. The couple are no longer classified as part of the human race.

evidence?

In the last verse, it says, "stood on a great plain in the falling snow, ten thousand soldiers marched to and fro: looking for you and me, my dear, looking for you and me" this makes you think that it is your own fault. It makes you think that you are held responsible even if you weren't even born at the time, because of the way the story is told through the Jewish refugee's eyes. The reader feels compassion and sympathy towards the couple, knowing there are thousands of soldiers looking for you to kill you because of what you believe is absolutely shocking.

how? explain better

The way these civilians were treated was sick and twisted. These innocent people were just trying to live their lives; they were trying to carry on living their lives despite what people thought and how people were treating them. But because people held prejudices against the German Jews, in the end they suffered for their beliefs. On the last verse the soldiers were out there looking or the couple, wanting to kill them. In a way it makes you feel as thought they were the last German Jews live, which gives the last verse an eerie feeling. The poem makes the German Jews the victims and everyone else the bad guy in society, the Jewish civilians are presented as normal people who have been targeted they don't seem to have anything wrong with them apart from the fact that people don't want to be associated with them because of what they believe.

good insight – how?

In "Dulce Et Decorum Est" the soldiers play a different role, they seem to be played off as the victims of the horrors of war, how they are on the brink of their death, walking over dead comrades, marching into battle, knowing that most of their fellow soldiers will not make it back to camp alive or unharmed. The soldiers are presented as scruffy, unkempt, dirty, sickly, tired, and depressed.

These two poems both make me think about the effects we humans have on each other. The positive effects of supporting each other in times of need, and the negative effects of destroying all feeling and causing pain to others, these two poets have expressed pain, suffering, injustice and prejudice through different ways, but have both produced the same theme: Human vs. human

Good – you've shown insight into both poems and understood the themes and techniques of each, analysing in places how the poets convey their ideas. The central message of 'Dulce et Decorum Est' is explored in the final verse needs

SAMPLE A

Fear Story
11/15/2004
English

Shadows & Paper Dolls

excellent start establishing a amazing atmosphere

The stars seemed to be suspended by string in the dark ominous sky. As the girl breathed, her breath froze in the air and she was left with a misty fog around her head every time she breathed in and out. The wind was cold and threatening. It whipped in her face relentlessly as she tangled with her hair trying to keep it out of her face to see clearly. Not even ten minutes down the short cut to her house she felt the shadows creep up on her. Dark shapes formed out of the corner of her eye, and looking around tensely she picked up her pace. The moon had risen high into the black space of the sky. Thick, gray clouds rolled over the full moon and a distant boom of thunder beckoned.

The gravel crunched under her feet and suddenly the air was thick and the icy wind clung to her clothes. She wrapped herself tightly with her jacket, as though it was armor protecting her. The tall dark wooden fences that lined the gravel path seemed to tower over her, and she felt uneasy walking alone at night. A lone streetlight lined the path where a phone booth stood. The streetlight flickered with a low buzzing sound, and passing by the phone box she could see the phone dangling by its cord and she could hear the repeated beeping of the busy tone. As she walked she heard footsteps behind her, slower as though the walker was in a trance. She didn't dare to turn around. She walked faster. The person behind hers droning pass picked up. She looked out of the corner of her teary eyes. And she froze. A figure almost a shadow itself stood only five feet behind her.

good use of the senses

Scrambling for ideas, she took off running. No sooner as she had, the figure behind her running, caught up with her and grabbed her neck and yanked her to the ground. Gasping for breath she lay looking up at the sky. Her head felt wet and sticky. As she got up dizzily she felt the back of her head. Blood stained her fingers, and the sudden shock of falling and hitting her head badly sunk in. she felt as though she was in a daze and as though she was going to fall over again. The figure loomed behind her, and grabbed her. Holding her in a headlock, she could feel his warm, sick breath on her neck. She could see the knife glinting and she felt the stabbing shock of it as it slid into her side. Running away, the anonymous figure dropped the knife. Collapsing to the ground the girl lost consciousness.

Bright, heavenly lights greeted her as she awoke in a hard, cold bed. The room was all white, except for a TV mounted on the wall, and the mass of get well cards, balloons, and flowers piled up near her bedside table. Her head thumped with pain, and as she slowly moved to sit up her side gave a sharp lurch. She felt her side, and looking down saw she was dressed in the rigid hospital clothes. As she sat up and began walking a stinging pain hit her arm. The IV drip wobbled. "Damn." she mumbled. She opened the door and the strong sent of disinfectant flew up her nostrils. The hall way was white and long like a tunnel. She could hear in the distance the speakerphones calling doctors to different wards. The tunnel seemed to spin under her. She could feel she had fallen to the cold, hard white floor, and all the sounds around her had become muffled and distant. She could feel some one was trying to shake her; some one was trying to wake her up. She saw nothing but blackness. And then, blurry eyed, she could make out a shape, a dark figure looming over her, the warm breath surrounding her. Screaming she tried to defend herself. But the pains caught up with her. The IV drip was ripped out and blood ran down her arm. Her side ached and a stitch was popped. Her head felt as though it was going to explode, and when she could hear, the familiar sounds began to become louder, and she could hear a nurse talking to her desperately. "Miss? Miss are you awake? Do you hear me?" and then another desperate nurse, "We need a doctor

Fear Story
11/15/2004
English

right now!" Tears ran down the girls face, it wasn't the dark figure. She was safe. She wasn't alone.

She opened her eyes. She was in her hospital bed again. Next to her bedside table the nurse had left a folder full of papers. Flicking through them, she saw a sentence saying, "cause of hospitalization: attempted suicide." And "mental status: attacked two nurses, while trying to run out of hospital." The shock, pain, and horror of the night before flooded back into her mind. Suicide? Attacked? Running away? Enraged, she felt as though she had been betrayed. She heard echoing footsteps coming down the hallway, the/sounded familiar. An eerie stillness fell upon the hospital and the familiar sounds stopped, and the room became quiet. She could hear the footsteps coming closer and closer. The doorknob wiggled and was pushed open. The dark figure stood in the doorway, screaming the girl tried to get away, but couldn't, she was glued to her bed. She screamed and screamed but no one came. The figure moved towards the bed, his cold icy presence making her shiver. Grabbing a spare pillow and slowly moving it towards her face, he smiled evilly. As she absorbed his sadistic grin, her screaming slowly died. Too weak to even press the nurse's call button to get help, the pillow suppressed her face, and breathing became scarce as she fell asleep. The heart rate monitor gave a flat line, and the dark figure was out of the room before the nurses reached the girl's lifeless body.

Excellent - a gripping story that had me entralled from start to finish.

There are many pieces of powerful description, with full use of the senses, to create a menacing atmosphere and a sense of intrigue and tension.

Your vocabulary is aptly chosen and you control the pace and structure of the story with skill.

You need to work on your paragraphing though in places.

Sp 10
25

35/40

Commentary on coursework sample A

Unit 1 (Reading)

A comparison of the presentations of soldiers and civilians in a time of conflict.

Closely detailed, thoughtful analysis, from which a strongly personal response emerges. The comparative element is limited and could be developed in a more explicit way. A comfortable grade B.

29 marks

Unit 2 (Writing)

A creative story on the theme of fear.

Adventurous, powerful and accurate writing. A variety of structures, including speech and minor sentences, is used successfully to enhance the tension. Despite the occasional slip, some rather stolid paragraphing and a less than surprising ending, the task is securely realised. The teacher comment is very precise. Solid Band 4 attainment.

AO (i) and (ii) 25 + AO (iii) 10 = 35 marks

Overall:

Reading	29
Writing	35
Total	64 ÷ 2 = 32 marks

32 marks, grade A

Sample B

SAMPLE B

Dulce Et Decorum Est

Wilfred Owen was a World War One poet, serving in the British Army.

In the first verse of the poem, he describes the soldiers as "old beggars," in an immediate attempt to shatter the glory of the war. He describes the "knock kneed," soldiers "coughing like hags," and how they "cursed," as they trundled through the thick mud, as they "marched asleep." The men were so tired, and physically exhausted, as well as mentally, that they "limped on, blood shod, lame," and "all blind!"

Because the men are so tired, deaf, ill and confused, Owen in the second verse begins in a rush with the words "Gas! GAS! Quick boys!" due to a gas shell silently falling and releasing it's deadly gas. The capital letters emphasising the danger that they are in. So with "An ecstasy of fumbling," they fit their clumsy helmets just in time. Three punctuation marks are used, as though the men are being shouted at to awaken, after the second exclamation mark, the men should be aware, but in these circumstances, it needed to be shouted out, louder each time, to get the message through into their sleeping minds which were sorely numbed.

As a reader, this really portrayed how tired and confused the men were, and how the atmosphere had affected them so much. The next line begins with "But," which immediately makes the reader think something is wrong, which there is... After that, Owen uses no punctuation for three lines, to make the scene seem like a rush, and when the reader gets to the third line, it is slowed down by a comma where the reader can take a deep breath, and read the next line more slowly. Doing this makes sure that the reader understands and takes time for description of the gas to be given. "As under a green sea, I saw him drowning!"

After describing the drowning sensation, Owen feels that it needs more, to feel the pain and burning that his fellow soldier would have gone through. To do this, he carefully uses the description of "fire," or "lime," to give the impression of a burning sensation, and there's nothing anyone can do. He then goes on to describe the gruesome death of the soldier as Owen heard him "yelling," and saw him "stumbling."

After the reader has read this much, Owen continues in the next verse of two lines, to paint an ever more detailed picture "of his dreams," where he is haunted by the image of this man. As he describes how the soldier "plunges" at him, guttering, choking, drowning!" This leaves the reader with a very clear image of how the soldier died, and that seeing such a thing, will haunt you in your dreams. It also helps to

describe how grotesque the sight was, as it was still haunting a grown man.

Now Owen finishes off the poem with a very powerful verse, describing the soldier that was dying from the gas. The reader already has a very clear image of what happened, but Owen wants to push it that little bit further so the reader feels shocked, and remembers the scenes of war. And so in the final verse, Owen describes how he and his soldiers paced behind the wagon their fellow soldier was thrown in and watched his "white eyes writhing in his face," and how they heard the blood come "gargling from his froth corrupted lungs." The sight was described, as "obscene as cancer," which is a description of how he was dying and that there was nothing the soldiers could do for him. Owen also describes "his hanging face, like a devils sick of skin," which ties in well with the description of the burning "lime," and the "fire."

This memory of a horrible death prompted Owen to dispel the myth that dying for one's country, is not glorious, its in fact far from it but more obscene, sickening and a nightmare for any soldier.

Owen finishes the poem with the most meaningful message that he was trying to portray. He describes that if you "my friend" had seen, what he had seen, then "you would not tell with such high zest," of some "desperate glory," the old lie: Dulce et Decorum est, Pro patria mori," which translates as "it is a sweet and fitting thing to die for one's country."

And so after examining this extremely descriptive and poignant poem, I am more aware of the reality of war, the cruelty, the suffering, the pain and devastation that can, and is so often caused. I feel that Owen wrote this poem very successfully, and it gives his point of view very clearly, and is particularly successful due to the descriptions and image left in the readers, as well as my mind.

Grade B
26/40

This candidate has made a perceptive, personal response to the text and has supported his answer with detailed references.

SAMPLE B

Ban Smoking In Public Places.....Yes or No?

In England now, smoking is prohibited in the most public places. These places now include banks/building societies, hospitals, doctor's surgeries and a minority of restaurants. However, in some places such as bars or fast food restaurants, smoking is allowed and, not surprisingly, non-smokers want a ban on smoking in ***all*** *public places.*

In Spain however, smoking in public places is more common, but laws are changing from January 2006. The Spanish government are going to 'crack down' and try to ban smoking in ***all*** *public places, to pull Spain in line with the rest of Europe. This means that smoking on buses, in restaurants and bars will, or should be, a thing of the past.*

Smoking, as well a affecting the smoker, also affects the individuals surrounding the smoker. This 'passive' or 'secondary' smoking occurs when non-smokers inhale the smoke from a nearby smoker. The majority of the time, they aren't aware that they are doing it. When passive or secondary smoking, the tar still enters the lungs, which causes diseases. Fortunately, passive smoking doesn't have the same effects of continuously smoking.

The facts

The affects caused through primary smoking can be devastating. However, they do not tend to show symptoms before ten to fifteen years of continuously smoking, and even then it can take fifty years before any diseases are apparent.

Illnesses caused through primary smoking include lung cancer, chronic obstructive pulmonary disease and circulatory problems such as venous and arterial insufficiently, as well as coronary heart disease but these are the most severe cases.

As well as the physical implications of smoking it is also financially costly. If the individual smoked one packet a day ay approximately £4.50 per packet, this would cost the smoker

£31.50 per week, and £126 per month. At the end of the year, an amazing £1512-the cost of a Caribbean Cruise! If this were to continue for ten years, the smoker will have spent approximately £15,120, not that the government's complaining. Unfortunately, the individual is more than likely to increase their intake of cigarettes they smoke, progressing from one packet to two packets per day perhaps doubling their expenditure.

Considering the above points, an additional consideration is that smoking is considered by many as unattractive. It causes clothes, hands and breath to smell of stale smoke. It also makes furniture, curtains and carpets smell, if one smokes in the home.

Why do people begin smoking?

Its unattractive, expensive and life-threatening, so why do people start? Is it peer pressure that causes today's teenagers to smoke? Do they want to 'fit in' and be 'one of the crew' or is it just to make them feel mature and adult?

Personally I feel that it begins when the individual wants to look 'cool,' but over a period of time, it becomes an uncontrollable addiction..

Should smoking in Public Places be banned?

If the individual wishes to smoke then that is their prerogative. If they want the expense, stale smell and life-threatening diseases then it's up to them, but it's not fare on non-smokers, who have to passive smoke in a bar, when they don't want to. They shouldn't have to put up with the stale odour anymore then anyone else.

However, if the smoker wishes to smoke with friends or family whilst socialising, I don't feel that they should be put out either. For a non-smoker who drinks, it's like banning alcohol in a restaurant. This wouldn't be done as it's part of the social scene.

Conclusion

I conclude that smoking in public places should be allowed in some places. It should be allowed in bars, restaurants, clubs and cafeterias. However it should be restricted. There should be smoking and non-smoking areas. That way, smokers can still socialise and do as they wish, and non-smokers can do the same without stale smoke or passive smoking.

If smoking is banned totally it will encourage smokers to rebel and not respect the rules whereas the above would give a far more realistic option.

A I.+II. Generally a clear sense of purpose shown in which candidate communicates clearly. Paragraphing and organisation of material is mostly sound.

Band 3 (18)

A III. Secure punctuation and accurate grammatical structures and spelling place this candidate firmly in the middle band.

Band 3 (7)

Overall (25)

Commentary on coursework sample B

Unit 1 (Reading)

Dulce et Decorum Est

The title invites straightforward analysis and the candidate does this very competently. It is sound and thorough and shows insight, though it becomes descriptive towards the end. The personal response seems tagged on as an extra paragraph.

25 marks

Unit 2 (Writing)

Ban smoking? Yes or No?

It is unclear what this is meant to be. If considered as a magazine article or newspaper feature — the sub headings suggest this — it works quite well. Despite the occasionally faltering command, it shows a generally clear sense of purpose in developing an argument. Complexity is attempted with an uncertain degree of success, though the punctuation is usually precise. It is mostly accurate, but there are a few glaring errors.

AO (i) and (ii) 18 + AO (iii) 7 = 25 marks

Overall:

Reading	25
Writing	25
total	50 ÷ 2 = 25 marks

25 marks - grade C

Sample C

SAMPLE C

Comparison between Dulcet et decorum est. and Refugee Blue

I realized that both of these poems is mostly related to "war", but not exactly. Dulce et decorum est is talking about a soldier that used to be in World War II, how he suffered from it, what the pain of seeing he's buddies passed got killed in front of him due to poisonous gas. But Refugee Blue is more about Human Rights, and how life is getting worse for German Jews in World War II.

comparison

In Dulce et Decorum est written by Wilfred Owen, the poem is trying to educate people about horrors of War that it is not sweet nor fitting to die in war. Some people think it's a glory to die in the war, because they deserve it. But I totally disagree with them, because some of them did not deserve it at all, some of them just got off the plane or ship and got killed straight away. They haven't even fight for the country yet, how can they say it's a glory to die for the country if they didn't even fight in a war. But in Refugee Blue written by W.H. Auden, it is nothing about dying in the war is a glory for the country, it is about human rights. It is about how the German Jews's life is getting worse in World War II, it is about freedom of speech, freedom from being abused tortured and killed, freedom to be alive, freedom to have somewhere to live and own private property. It is very important. People back then, hardly get any of this freedom, maybe when they need to eat, they even need to ask for permission, this is all because of the German Jews, people nowadays cannot believe pain, how much they suffered back then.

personal view but need to be more closely c poem

awareness of inferiority issue but needs to be more clearly expres

Dulce et decorum est is about the futility of war. In the first war the enemies take turns to gun(shot) each other, but normally at night they will stop fighting. "haunting flares are the effects of the bombs" Owen talks about how the war makes one numb to surrounding, and their senses he talks about brotherhood, basically he hates wars, he hate it! And also about duty to the nation, country and god. Bombs dropping all around them. A lot of them lost their boots, bleeds everywhere, all went lame, all blind; they're exhausted, feel sick, regret, depressed, shut-off from World around them, all they want is to sleep and get some rest. Some of them are deaf, or even blind, they're not scared about bombs anymore, they have give up caring.

example ?

Some particular with first verb

The soldiers are all inexperienced people. Just a normal human being. The war has taken its toll on them that they do not know what they are doing. There are poisonous gas around them, quickly put on their helmet. But one of their soldier didn't mange to put on the helmet, its all inter connected.. Owen the author saw his buddy being caught off guard, and there is nothing that he can do about it, as everybody is trying to save their own lives and retaliating against enemies. War it's a disease, its frustrating, people hate wars!

example for poem ?

"In all my dreams before my helpless sight, he pluges at me, guttering, choking, drowning" Owen felt hopeless, he cannot do anything, other than just looking that his buddy suffering, choking, guttering right in front of him.

good - attempt to explain quot

In Refugee Blue, it is the German Jewish husband talking to his wife, in the poem, as we're writing, we can see how much sadness, hopeless, somber there is. In his tone, it is becoming more hopeless and frustrated. In contrast, the Jews are compared with animals, they think animals lead better lives, freedom

evidence ?

example?

and respect. In the poem, the writer didn't use much difficult words when he's talking to his wife, he used easy simple everyday words. "oh my dear" there are close, warm, familial relationship between them, and how isolated they are. They haven't got anyone except each other. language

In this situation, I think "Love" is the most important thing between the husband and wife. They don't have people around them to support and encourage them. Only them self, they know that they will always be there for each other no matter what happens, of even the life is getting even worse, due to "Human rights." But they know they can do it.

In Owens poem, somehow he is trying to persuade people not to think dying in war is a glory and honor. That is what Jessie pope, Rupert Brook thinks war is about. In another way, Owen thinks that war is a sasson horror, destruction, death indignity.

The only similarity between this two poems is all about "war."

You've shown familiarity and awareness of the two poems and their main concerns.

You referred to an aspect of language in Refugee Blues and the relationship between the speaker and his audience (wife?). However your discussion of the poem as a whole is rather vague and you need to consider more closely the loss of human rights.

Your consideration of Dulce et Decorum is more detailed but could have been improved by using evidence from the poem to back up your responses.

F

SAMPLE C

Creative Writing

Believe it

Just as the digital clock's display turned to 7:00am, the alarm began to blare. Kylie woke first quickly turning off the irritating alarm. Next to her, Tim stirred. Kylie looked over to the fold-out sofa bed where Michelle and Daniel sat up grouchily.

"It's time to get ready guys." Kylie shouted. The grouchy couple woke up immediately, but Tim was still laying on the bed face-down, pretending he didn't hear when the alarm went off.

Everybody quickly had their breakfast and got their camping equipment ready. Everybody, that is, but Tim- who was still laying in bed. Therefore everybody decided to let Daniel drive instead of Tim, although he volunteered to.

Everyone already got changed, but Tim was still in bed. Daniel carried him to the van even though Tim hadn't gotten changed or brushed his teeth. It was only an hour-long drive to their mountain destination.

It was around lunch time when they arrived at the bottom of the mountain. So Michelle suggested to stop by the roadside. And have their lunch, then continue to drive ahead a bit further. Finally, Tim woke up frowning at them. When they were about to have their lunch. He started to complain that Kylie didn't wake him up to get changed.

sentence construction

Daniel didn't eat much for breakfast, so he started eating without waiting for the others. HE inhaled his food- a bad habit that Michelle always complained about. "Why do *you* always have to do that? It's selfish to eat without waiting for everyone else!" Michelle scolded. "What...what did I *do??"* Daniel pretending that he don't know what she was talking about, and continues to eat. "and *STOP* eating so....." Daniel asked her to shut up. She did shut, in fact, she wouldn't speak to him anymore, not until he apologized. Kylie and Daniel started eating, while Michelle is complaining Daniel.

good characters

tenses

It was around 3pm in the afternoon after they finish their lunch, and captured some pictures. Tim said that they have to reach the top of the mountain before it gets too dark! Kylie and Daniel agreed, but Michelle remain silence. Tim wanted to drive this time, and let Daniel have the opportunity to spend some time with Michelle.

Somehow, Kylie was not feeling really well during the car ride, as they couldn't drive anymore further up, and they made a decision to walk. Kylie decided to stay in the van, and waited for them to come back. As it gets darker at night, it got colder, and Kylie hardly see any cars anymore.

It began to rain, as she heard the radio on the van, saying that tonight, there is going to have a thunderstorm. She started seeing people ran down from the top of the mountain, back to their car, but never even saw the shadow of Tim, Michelle and Daniel. She started to get worried about them, She thought that maybe she can take a nap, by the time she's awake, they should be back. Therefore she slowly shut her eyes, with her fingers crossed.

It was around midnight, she heard someone banging on the window asking for help. As she opened the door, she saw Daniel carrying Michelle, her

head was bleeding, covered with mud. But "where is Tim?" she asked. "There was a landslide, because it was raining heavily, Tim couldn't survived, he got buried by the mud." Daniel said.

At the moment, Kylie had no facial impression, she was in shocked, but she believes that this can't be true. They left he mountain immediately, just in case that the landslides gets worse.

Kylie was feeling really miserable, started to tear. Michelle talked to Daniel, and made a decision. They think they should they stay over at Kylies place and company her. In fact, They did companied her for 2 days, trying to comfort her, trying to cheered her up. But , on the same night. Something happened.

Around midnight, she was sitting on the edge of the bed, waiting for miracle to come. It was all in silence, but then she heard mans footsteps going towards to her. She opened the door, and peeked. She cannot believed what she saw, it was Tim, covered with blood and mud, Kylie was petrified.

When Tim saw Kylie, "Don't freaked out, my dear, I'm still alive..." Tim said. "Didn't you passed away? There was a landslide right?" she asked. "yup there was" Tim replied.

This is creepy!! Due to Michelle and Daniel, they said Tim passed away. It was a good news for Kylie, because non of her friends died, not until Tim said :" I am the only one who survived, Michelle and Daniel they..."

The End

A chilling ending! A good idea with some good moments of characterisation.

You develop the story clearly although the middle and ending would have been developed further with more detail to make the structure more balanced (the beginning is the same length as the second and third part).

You need to be more vigilant with your tenses and sentence construction.

Commentary on coursework sample C

Unit 1 (Reading)

A comparison of the presentations of soldiers and civilians in a time of conflict.

Whilst the candidate responds to the content of the poems, and tries to compare them and put them in their historical context, there is little real analysis, particularly of how language is used to achieve the writer's effects. Overall this essay demonstrates familiarity with the texts rather than understanding of them.

13 marks

Unit 2 (Writing)

A creative story on the theme of fear.

This is certainly imaginative and it begins in an entertaining way, but the command breaks down. There are particular problems with tenses and sentences. The teacher's comment sums it up.

AO (i) and (ii) 12 + AO (iii) 5 = 17 marks

Overall:

Reading	13
Writing	17
total	30 ÷ 2 = 15

15 marks - grade E

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