

GCSE



CCEA GCSE Exemplifying Examination Performance English Language Grade C

This is an exemplification of candidates' performance in GCSE examinations (Summer 2019) to support the teaching and learning of the English Language specification.

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EXEMPLIFYING EXAMINATION PERFORMANCE

GCSE English Language

Introduction

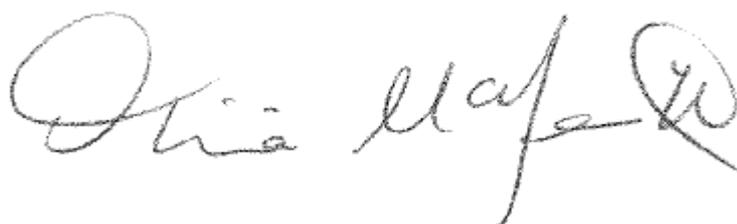
These materials illustrate aspects of performance from the 2019 summer GCSE examination series of CCEA's revised GCSE Specification in 2017.

Students' grade C responses are reproduced verbatim and accompanied by commentaries written by senior examiners. The commentaries draw attention to the strengths of the students' responses and indicate, where appropriate, deficiencies and how improvements could be made.

It is intended that the materials should provide a benchmark of candidate performance and help teachers and students to raise standards.

For further details of our support package, please visit our website at www.ccea.org.uk

Best wishes

A handwritten signature in black ink, appearing to read 'Olivia McNeill', with a stylized flourish at the end.

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GCSE: English Language

Unit 1: Writing for Purpose and Audience and Reading to Access Non-fiction and Media Texts

Grade: C Exemplar

Section A: Writing for Purpose and Audience

A single task: 55 minutes. Mark allocation: 87 marks

Up to **57 marks** are available for an **organised and engaging** piece of writing that **matches form and purpose with audience**.

Up to **30 marks** are available for the use of a **range of sentence structures** and **accuracy in spelling, punctuation and grammar**.

Task 1: Spend **55 minutes** on this task.

Write an article for your school magazine persuading the readers to agree with your views on the following question:

“Should school uniform have a place in 21st century schools?”

You are advised to spend:

- **15 minutes** thinking and planning your response
- **30 minutes** writing the article
- **10 minutes** checking your writing

Planning Space:

Article for your school magazine:

Student's response

Should School uniform have a place in 21st Century Schools?

I'm sure you all agree that it does not. Our School uniform is uncomfortable, it is itchy, never sits right, it's too warm in the summer and it's too cold in the winter.

We could stop this hassle of constantly being annoyed by the thick disgusting blazers if we all were allowed to wear our own clothes.

Granted, yes, there will be some bullying between us at first about our dress sense but at least we will have escaped the clutches of the dreary dark navy uniform that stifles individuality.

I believe that the classrooms would be more pleasant if we were allowed our own clothes instead of these prison like uniforms that serve no real purpose, yes some people say that they stop us from getting lost on school trips but I have two points right back at them. One, I'm almost 16, I know not to wander off and two, most of us as pupils haven't been on a school trip since primary school. So maybe that point may have worked on us when we were 8 but that stops now.

We must tell the teachers what we think of their stupid little Clown clothes and then we wont have to suffer anymore.

So join us, we will no longer be silenced by those teachers who think they are better than us. We will put an end to this dreadful uniform.

Examiner's comments

Overall, the development and style of this response is best described as “Generally effective and appropriate” and “increasingly fluent and engaging ...consciously attempting to persuade” (CL 3). There are also conscious efforts to develop the audience's interest throughout the piece (CL 3). This is achieved in part through “clear structuring” and the use of “some structural and linguistic devices” (CL 3). For example, the use of direct address and a list of negatives about school uniform are clearly intended to capture the audience's attention at the beginning of the piece of writing. Interest is further developed in the body of the response with techniques such as alliteration: “...dreary dark navy uniform” and attempts at humour: “So maybe that point may have worked on us when we were 8 but that stops now”. Purpose and audience are “clearly understood”. This is evident in “the variety of some of the language choices” (CL 3). For example: “escaped the clutches”, “some people say...but I have two points right back at them” and the plea at the end, “So join us...”. It is worth noting that the mark of 32 awarded is towards the top of the available marks for the strand selection.

Competence Level Strands 333 32 marks

In regard to the control of sentence structures, this response demonstrates an “increasingly sustained competence” along with “some variety of sentence structuring” (CL 3). This is evident, for example, in the clear attempts to use different ways to begin each paragraph: “I’m sure you all agree...”/ “We could stop this...”/ “I believe that...”. Overall, the basics of punctuation are “increasingly secure” (CL 3) but there is some evidence of punctuation being used to “actively engage the audience” (CL 4). For example, “Granted, yes...”/ “One, I’m almost 16...and two, most of us...”. The spelling of regular words, as well as some with irregular patterns is, “Increasingly accurate” (CL 3). The candidate can also be credited for evidence of “ambitious usage” of vocabulary (CL 3) in the use of the words “dreary”, “stifles” and “individuality” in one particular sentence. It is worth noting that the mark of 18 awarded is the maximum of the available marks for the strand selection.

Competence Level Strands 333 18 marks

Section B: Reading to Access Non-Fiction and Media Texts

Four tasks: 50 minutes. Mark allocation: 63 marks

Reading Non-fiction

Tasks 2 and 3 are based on two extracts from a newspaper article about the health problems created by fizzy drinks.

Task 2: Spend **15 minutes** on this task.

Read the text below. Explain how the writer has used language to share his concerns about fizzy drinks. Present evidence to support your comments.

Once upon a time a sugary, fizzy drink was an occasional treat. Now, many of us think nothing of having at least one every day. Now, we use them as instant pick-me-ups and even as 'healthy' sports aids. Now, no trip to the cinema is complete without a supersize fizzy drink!

It's no surprise to learn, then, that our consumption of these drinks has more than doubled since 1985 and that, in the last year, we swallowed an astonishing 14,585 million litres! We've long suspected that this is not good for us – but could these 'innocent' treats be so dangerous that they should carry health warnings such as those printed on cigarette packets?

New medical studies have been throwing up very worrying results. Even moderate consumption – a can a day, or just two a week – causes us to pile on weight. These drinks also contribute to serious, long-term health problems such as heart disease, liver failure, high blood pressure and Type 2 Diabetes. We may like our fizzy drinks but the medical evidence is stacking up against them!

© Having seen the evidence, I don't touch fizzy drinks any more. Frankly they're evil by John Naish. Published by Daily Mail, 31 July 2012

Student's response

the writer has used the repetition of 'fizzy drinks' through out the article to put emphasis on how bad they are for us, as each time he says fizzy drink he usually carries on and says something about how bad they are for our bodies.

The writer is using collective pronouns such as 'we' and 'us' to emphasise how it isn't just some people that are drinking too much of it, but it is us as a species.

The writer has also used listing to share his points 'heart disease, liver failure, highblood pressure and Type 2 Diabetes.' this listing shows how much damage we are doing to our bodies.

The writer has used a rhetorical question to share his concern. 'could these innocent treats be so dangerous that they should carry health warnings such as those printed on cigarette packets?' this rhetorical question makes us think about how much damage the drinks are actually doing to our bodies if they can be compared to tobacco.

Examiner's comments

In this response some appropriately selected examples from the text (CL 3) are evident. These examples are each "linked to valid insights/explanations" (CL3) which demonstrate that the candidate has understood the purpose of the article. For example, "...used the repetition of 'fizzy drinks' through out the article to put emphasis on how bad they are for us, as each time...says something about how bad they are for our bodies". The response offers a competent overall interpretation of how "some of the writer's intentions" are made clear through his use of language (CL 3). Linguistic strategies used by the writer were recognised and effectively commented on in an, overall, "generally purposeful" manner (CL 3). For example, "The writer is using collective pronouns such as 'we' and 'us' to emphasise how it isn't just some people that are drinking too much of it, but it is us a species"/ "used a rhetorical question...makes us think about how much damage the drinks are actually doing to our bodies if they can be compared to tobacco".

Competence Level Strands 333

13 marks

Task 3: Spend **10 minutes** on this task.

In this part of the article, the writer focuses on the harmful effects caused to children by fizzy drinks.

Read the text below. In your own words, explain two of the harmful effects highlighted by the writer: select one effect from each paragraph. Present two pieces of supporting evidence from the text for each effect.

A study of children has found that giving them fizzy drinks encourages a harmful, life-time habit – craving fizzy drinks. Consuming fizzy drinks made the children want to drink more often, even when they were not actually thirsty. Also, what they wanted was more sugary, fizzy drinks. Children who were given water or fruit juice in the tests didn't show this unnecessary need to drink. The children also displayed addict-like responses, such as tantrums, restlessness and distress when their fizzy drink consumption was stopped.

Other research suggests fizzy drinks twist children's appetites so they hunger for junk food, putting them at risk of obesity in later life. This study found that children aged between three and five, when given fizzy drinks, avoided eating vegetables. Instead, they went for foods such as chips, burgers and crisps. This did not happen when the children were given water to drink. The researchers concluded that children who consume fizzy drinks are far more likely to develop a taste for high-calorie, high-salt food.

© Having seen the evidence, I don't touch fizzy drinks any more. Frankly they're evil by John Naish. Published by Daily Mail, 31 July 2012

(a) First harmful effect: [4]

Student's response

they crave fizzy drinks even when they aren't thirsty.

Examiner's comments

This response conveys a "general sense" of a harmful effect caused by fizzy drinks to children from the first paragraph of the text, "relying on the language of the text".

1 mark

(b) Two pieces of supporting evidence: [2]

Student's response

"unnecessary to drink."

"The children displayed addict-like responses."

Examiner's comments

Two pieces of valid evidence quoted from the first paragraph in support of the explanation attempted in 3(a).

2 marks

(c) Second harmful effect: [4]

Student's response

makes children want unhealthy food instead of vegetables.

Examiner's comments

This response conveys a "general sense" of a harmful effect caused by fizzy drinks to children from the second paragraph of the text, "relying on the language of the text".

1 mark

(d) Two pieces of supporting evidence: [2]

Student's response

"twist children's appetites so they hunger for junk-food."

"they avoided eating vegetables"

Examiner's comments

Two pieces of valid evidence quoted from the second paragraph in support of the explanation attempted in 3(c).

2 marks

Reading Media Texts [20]

Tasks 4 and 5 are based on advertising material for the Lyceum Theatre’s modern version of “Cinderella”. The aim of this advertising material is to promote this show as an enjoyable family experience.

Task 4: Spend **17 minutes** on this task.

Read the text below. **Explain how language has been used to promote this show.**

Present evidence to support your comments.

One day her prince will come...along with a TV crew and a personal stylist!

A new twist on a classic tale, this Cinderella is relocated to modern-day Paris where she lives with her father and longs for the love and glamour of a rather unique Prince. Her world is shattered by the arrival of the wonderfully hilarious and awful “new sisters” and their truly terrifying mother, Monique. Where is a Fairy Godmother when you need one?

Featuring original songs with magic, spells and lots of laughs, the Royal Lyceum Theatre will deliver another high-quality production to delight families this Christmas.

This new version of a much-loved fairy tale is by the well-known writer, director and performer, Johnny McKnight. We are delighted to bring the premiere of his version of *Cinderella* to the Lyceum Theatre. A 21st century tale of love and loss.

© Johnny McKnight (writer) with kind permission

Student’s response

the repetition of the word “New” shows that it isn’t the classic story that every one knows but it is instead a modern day version.

The descriptive phrase “wonderfully hilarious” makes us want to see it as it is a comedy and most people like comedy.

the alliteration of the letter L in “Lots of laughs” shows that the show is going to be very funny.

The phrase “this Christmas” tells you when it is So that you can book tickets to go see it.

The Noun “Royal Lyceum” says where the show will be held, meaning that the show will be easier to find when going there.

The adjective “original” shows that the show isn’t just copying the same version of Cinderella but it is showing a new version of Cinderella.

Examiner's comments

The strength of this response is in the first strand as the candidate has selected "Some appropriate examples from the text" (CL 3) which demonstrates an understanding of how the writer has used language to promote the show. "An overall explanation" and "some straightforward appreciation" of the writer's intentions is evident (CL 2). For example, "The descriptive phrase 'wonderfully hilarious' makes us want to see it as it is a comedy and most people like comedy"/ "The adjective 'original' shows that the show isn't just copying the same version of Cinderella but it is showing a new version of Cinderella". Overall, the explanation/ evaluation of the writer's craft is best described as, "An uncomplicated consideration/review" of the linguistic strategies used (CL 2). For example, "the alliteration...in 'Lots of laughs' shows the show is going to be very funny"/ "The noun 'Royal Lyceum' says where the show will be held, meaning that the show will be easier to find when going there".

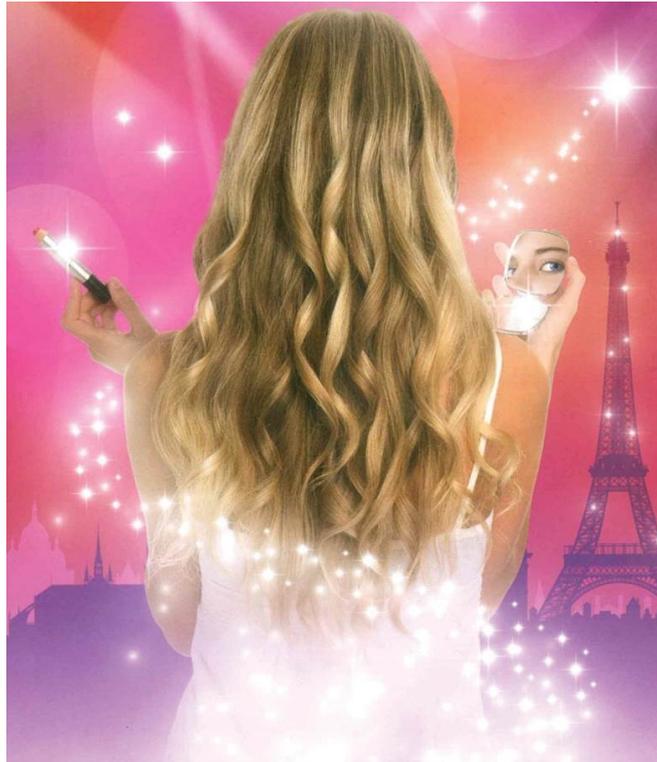
Competence Level strands 322

8 marks

Task 5: Spend **8 minutes** on this task.

The image below is taken from the promotional material for the show “Cinderella”.

Select two presentational features used to promote this show as an exciting, modern version of “Cinderella”. **Explain the intended effect** of these two presentational features on the reader.



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(a) First presentational feature: [1]

Student's response

blonde hair blue eyes.

Examiner's comments

A valid presentational device was correctly identified.

1 mark

(b) Intended effect on the reader: [4]

Student's response

many people think that blonde hair blue eyes is the perfect beauty look as it makes them seem prettier. So this makes the viewer want to go see it as the character will be pretty.

Examiner's comments

This response offers, "A general attempt to present an explanation" of the intended effect of Cinderella's blonde hair and blue eyes. This is evident in broad comments referring to how "Many people think" this "is the perfect beauty" so people will "want to go see it as the character will be pretty".

1 mark

(c) Second presentational feature: [1]

Student's response

Eiffel tower.

Examiner's comments

A valid presentational device was correctly identified.

1 mark

(d) Intended effect on the reader: [4]

Student's response

Sets the scene and tells the viewers where the story is taken place. this effects the reader as paris is a love city and this is a love story so more people would go see it.

Examiner's comments

This response offers, "A straightforward, mainly valid attempt to present an explanation" of the intended effect of the image of the Eiffel Tower. The candidate has recognised that this, "tells the viewers where the story is taken (sic) place" and that as, "Paris is a love city and this is a love story so more people would go see it."

2 marks

Paper Total: 82 marks

GCSE: English Language

Unit 4: Personal or Creative Writing and Reading Literary and Non-fiction Texts

Grade: C Exemplar

Section A: Personal or Creative Writing

One Task: 55 minutes. Mark Allocation: 88 marks

Up to **58 marks** are available for an **organised** piece of personal or creative writing that matches **form with purpose to engage the specified audience**.

Up to **30 marks** are available for the use of a **range of sentence structures** and **accuracy in spelling, punctuation and grammar**.

Complete only one task.

Either

(a) Personal writing: Write a personal essay for the examiner about what you consider to be one of the proudest moments in your life.

Or

(b) Creative writing: Write your entry for a creative essay writing competition. The audience is teenagers. The picture below is to be the basis for your competition entry. You may provide your own title.

You are advised to spend:

- **15 minutes** thinking and planning your response
- **30 minutes** writing the response
- **10 minutes** checking your writing

Planning Space:

Complete only one task in this section. Either Task (a) or Task (b)

Task (a)

Personal writing: Write a personal essay for the examiner about what you consider to be one of the proudest moments in your life. [88]

Student's response

There has been a few moments in my life when I have felt proud of myself. One of the biggest moments was when I recieved an award in hockey for being player of the season.

Excited, shocked and emotional as they called my name to get the award I couldn't believe it, never in a million years did I think I could be player of the season as there are so many incredible players in my team.

This is the award I wanted to achieve for years but being so much younger than my team mates it's hard to keep up in many ways such as they have more experience, they're all bigger than me and they all play in school which unfortunately for me is not the case as my school doesn't have a hockey team. Being the baby of the group isn't as easy as it seems.

This was also the season that I was made captian of my team and it was the best feeling ever, I mean who wouldn't want to be captian of their team? Being made captian made me work and train ten times harder as I was in charge. I think that if I wasn't made captian I would not of got my award as I was made to work harder.

Everyone was so proud of me for what I had achieved which made me happy as Larry as I'm glad I could make people feel that way.

I thanked my coach a thousand times for choosing me for the award and believing in me, it meant so much. I couldn't stop hugging and thanking her even though she hates hugs.

My coach believed in me for so many years and she still does and if it was not for that lovely lady I garuntee I would not of got that award or be as good as I am now. She believed that I could play with a team who were a minimum of two years older than me which helped me so much and is the best thing anyone has done for me even though at first I was scarded as I was an ant beside everyone and felt I would not fit in, but with hard work, dedication, comittment and a supportive team you can achieve anything. I never ever thought I would be player of the season but hard work does pay off. I am super proud of myself and so is all of the people who care about me and for this I am one happy girl.

Examiner's comments

The personal writing option was chosen and the candidate's focus on achieving an award for hockey player of the season demonstrates an appropriate choice of subject matter for an essay on "one of the proudest moments in your life". The development and style of the piece is best described as "generally effective and appropriate" and "increasingly fluent and engaging" (CL 3). Evidence of "clear structuring" along with a "conscious effort to use some structural and linguistic devices" (CL 3) also play their part in developing the audience's interest in the experience. For example, the candidate's focus on emotions at the start and then referenced throughout the essay created empathy so helping to create a connection with the audience: "There has been a few moments in my life when I have felt proud of myself..." / "Excited, shocked and emotional as they called my name..." / "I am super proud of myself...and for this I am one happy girl". Some deliberate attempts to use structuring to engage/create interest are also evident such as: the sentence at the end of the third paragraph, "Being the baby of the group isn't as easy as it seems" and the question, "I mean who wouldn't want to be captian of their team?" Overall, there is a recognition of purpose and audience which gives "a straightforward direction to the writing" in the use of "generally appropriate" language choices (CL 2).

Competence Level Strands 332 28 marks

There was some variety in how each paragraph began but in this response the control of sentence structuring is best described as "straightforward" (CL 2) and this is "generally maintained" (CL 2) which helps to involve the reader in a logical progression through the candidate's experience. The use of the basics of punctuation and grammar is "generally secure" and, overall, supports "uncomplicated communication" in terms of sustaining clarity of meaning and actively engaging the audience (CL 2). The spelling of regular, straightforward words is "generally accurate" (CL 2) and there are "some conscious" attempts to use vocabulary "to enliven the writing" (CL 2). For example, "...if it was not for that lovely lady I garuntee I would not of got that award..." / "...with hard work, dedication, comittment and a supportive team you can achieve anything."

Competence Level Strands 222 12 marks

Task (b)

Creative writing: Write your entry for a creative essay writing competition. The audience is teenagers. The picture on page 2 is to be the basis for your competition entry. You may provide your own title. [88]

Student's response

Task not selected by candidate.

Section B: Reading Literary and Non-Fiction Texts
Three tasks: 50 minutes. Mark allocation: 62 marks

Reading Literary Texts

Task 2: Spend **26 minutes** reading **both texts (see below)** and responding to this task.

Text A

After an argument with her boyfriend on a night out, Andrea left him behind and walked off alone.

The pavement glittered in the moonlight as Andrea Douglas hurried up the deserted street, her high heels click-clacking noisily in the quiet. The January air was sharp, and her bare legs stung with the cold. Christmas and New Year had been and gone leaving a cold, dreary emptiness. Shop windows slid past, bathed in darkness, broken only by a grimy newsagent's under a flickering street light.

Andrea was so fuelled by anger that she only questioned where she was going when the shop windows were replaced by large houses set back from the pavement, tucked behind tall hedges and iron gates. A skeleton of elm tree branches stretched above, vanishing into the starless sky. She stopped and leant against a wall to catch her breath; the icy air burned as she pulled it into her lungs.

Looking back, she realised she'd come quite far, and was half-way up the hill. Panic climbed in Andrea's chest as she looked around. The road stretched away behind, like a slick of treacle with the train station at its base. It was shuttered in darkness. The silence and cold pressed down on her but she had no choice. She buttoned up her thin leather jacket and set off up the hill into the shadows ahead.

© *The Girl in the Ice* by Robert Bryndza. ISBN 9781910751763. Published by Bookouture, an imprint of Storyfire Ltd.

Text B

A young couple, Daniel and Laura, are backpacking around Eastern Europe. They are about to get on an overnight train from Budapest to Romania.

The station was quiet and unwelcoming; bars and shops shut for the night, figures lurking in the shadows around the edge of the building. Armed police strolled about in pairs, eyeing us suspiciously as they passed by.

So, we were relieved when the train finally pulled into the platform. We hauled our backpacks onto the train and chose a pair of seats at the far end of an empty carriage. I sat by the window. The train shuddered and lurched into motion.

An announcement crackled over the speaker system and we were off.

As the train made its way out of the city, another passenger came into the carriage. He was about forty, stocky, with cropped hair and an acne-scarred face. He had no luggage. Even though the rest of the carriage was empty, he sat diagonally opposite Laura and me. He scowled at us as if he didn't like what he saw. Slowly, with a humourless smile on his lips, he closed his eyes and fanned himself with a newspaper.

Laura and I exchanged uneasy glances. I turned to watch Budapest go by, the lights of the city blinking out as the journey progressed. Eventually, the train window became black, the darkness broken only by the occasional glimpse of lights in the distance. I glanced at my reflection, my face stretched like melted plastic by some kink in the glass. It was creepy. I looked away, horrified. The night ahead felt endless.

"Excerpt from FOLLOW YOU HOME by Mark Edwards, reprinted under license arrangement, originating with Amazon publishing www.apub.com"

Mark allocation: 32 marks

Compare and contrast how the writers of Texts A and B have created a tense atmosphere. Present supporting evidence from both texts.

Student's response

Similarly both texts A and B create a tense atmosphere. We see this when text A says "...her high heels click-clacking noisily in the quiet." Equally text B says "The station was quiet and unwelcoming..." Both texts create a sense of unease as both the locations are silent in the night which is quite scary as you never know what could be out there as it's the fear of the unknown.

Text A creates a tense atmosphere for example "...bathed in darkness..." This creates a tense atmosphere as being alone in the dark at night is creepy and spooky as you cannot see what is going on or who / what is nearby. On the other hand text B says "...the lights of the city blinking out as the journey progressed." This is different to text A as this shows that there was some light in the journey so as they were aware of their surroundings but text A is set in pitch black.

Text A and B similarly create a tense atmosphere. We see this when text A says "...cold, dreary, emptiness..." And text B says "...an empty carriage." Both texts show the loneliness of the people and how they are on their own with no one near them. This makes the atmosphere spooky as it's showing how they're walking in the dark at night where anything could happen to them.

Text A uses onomatopoeia to create a tense atmosphere e.g “...high heels click-clacking noisily...” This helps the readers to imagine the sound of her shoes on the quiet ground and how intense it is as it is the only sound that can be heard outside. Text B also uses onomatopoeia e.g. “An announcement crackled over the speaker system...” This makes the readers think that the system is old or broken due to being unable to hear announcement properly. This creates a tense atmosphere.

Examiner’s comments

This response presents an “appropriate selection” of material from both literary texts and “apt cross-referencing” offering explanations and some interpretations of how the writers created a tense atmosphere (CL 3). The candidate’s understanding of the writers’ intentions is best described as “sound, overall” and “generally appropriate” in approach. This level of insight is made clear through “increasingly specific comments” on how the writers created unease through language relating to: silence, darkness and the isolation of the main characters (CL 3). Also, a “generally appropriate” explanation of the use of onomatopoeia in both texts was evident (CL 3) along with “some attempt to evaluate” a series of examples of language from each text. For example, “...both locations are silent in the night which is quite scary...it’s the fear of the unknown”/ “...both texts show the loneliness of the people...This makes the atmosphere spooky as it’s showing how anything could happen to them.” It is worth noting that the mark of 18 awarded is in the top half of the available marks for the strand selection.

Competence Level strands 333

18 marks.

Reading Non-Fiction

Tasks 3 and 4 are based on two extracts from a newspaper article:

“SELFIE GENERATION LEAVES A BAD TASTE IN MY MOUTH”.

Task 3: Spend **12 minutes** on this task. Mark allocation: 15 marks

The text below is the beginning of the article.

Explain how the writer has gained and held the interest of the reader.

SELFIE GENERATION LEAVES A BAD TASTE IN MY MOUTH

I've just realised we have entered a new age, one that has changed behaviour, reshaped social structure and – if it goes much further – could threaten the very future of the human race...Welcome to the Selfie Age.

I was out for dinner last weekend. Sitting in a Glasgow restaurant, properly excited at my first night out in an eternity, the scene at the next table caught my eye. Four women were all taking photos of their newly-served meals, and then they stared at their phones for the next 10 minutes, presumably uploading the images then checking who'd "liked" their macaroni cheese. However, a quick scan of the room revealed the ladies weren't the only ones plugged into technology.

I admit I'm biased. I can't stand the whole selfie craze. I know exactly what I look like, so I've no need to take 3,425 pics of myself every day!

© Selfie generation leaves a bad taste in my mouth by Shari Low. Published by Daily Record, 12 November 2016. <https://www.dailyrecord.co.uk/lifestyle/selfie-generation-leaves-bad-taste-9231358>

Student's response

The writer gains and holds interest of the reader by using personal pronouns, for example, "I was out for dinner last weekend." this shows the readers that this is a personal story and that it really did happen to the writer. The readers are going to be more interested as it is true and really did happen. Also it creates more of a conversational and casual tone which makes the readers feel as though they are just having a conversation with the writer about selfies.

The writer holds the interest of the readers by the use of a hyperbole e.g. "I've no need to take 3,425 pics of myself everyday." The way the writer has said this makes the readers imagine that people are taking thousands of photos of themselves frequently which is quite an exaggeration as nobody could take that many selfies, but the readers feel shocked as it makes them think that this is happening. This is also an exclamatory sentence we can see by the use of an exclamation mark which shows the readers how passionate they feel about what they're saying and how important they believe that it is which makes the readers feel as though they must continue reading.

The writer uses short sentences when gaining the readers interest, we see this when it says “I can’t stand the whole selfie craze.” This is emphasizing how much the writer hates selfies as it is all that needs to be said for readers to understand and it’s short for effect and to have an impact on the readers and be dramatic to get their attention and make them want to continue reading on why they have such a hatred for selfies.

Examiner’s comments

In this response the candidate has selected “some appropriate supporting material” to support an overall “straightforward understanding” (CL 2) of how the writer has used language to gain and hold the reader’s interest at the start of her newspaper article. A competent interpretation demonstrating recognition of how “some of the writer’s intentions have been delivered through language choices” (CL 3) is evident in comments such as: “...shows the reader that this is a personal story and that it did really happen to the writer...more interested as it is true...creates more of a conversational and casual tone...”. In terms of appreciation of writer’s craft, the candidate identifies and comments on the use of personal pronouns, hyperbole and a short sentence offering, overall, an “uncomplicated review” of these linguistic strategies (CL 2).

Competence Level Strands 232 7 marks

Task 4: Spend **12 minutes** on this task. Mark allocation: 15 marks

The text below is the final four paragraphs from the same article.

Explain how the writer has created a negative view of the ‘selfie’.

In the corner, a guy was going around his table, crouching down next to each person in turn, phone in the air to capture the moment. He was hypnotised by the screen for the rest of the night, missing the real-life conversations with real-life people happening in the real-life restaurant.

Across the room, a modern-day romance was in full swing. A beautiful girl snapped herself next to her handsome partner, then the two of them spent their starter, main course and dessert on their phones, barely lifting their heads to utter a word to the love of their lives!

But the most shocking ‘selfie’ fact this week? A new report claims people are having cosmetic surgery to look better in their images – for “likes”!

Chums, it has to stop! Leave the cameras in the bags and pockets. Stop with the self-obsessed photography of pouty faces.

© Selfie generation leaves a bad taste in my mouth by Shari Low. Published by Daily Record, 12 November 2016.
<https://www.dailyrecord.co.uk/lifestyle/selfie-generation-leaves-bad-taste-9231358>

Student’s response

The writer creates a negative view of selfies by using a long, descriptive sentence e.g. “He was hypnotised by the screen...missing the real-life conversations with real-life people happening in a real-life restaurant.” This is showing readers that the man could not take his eyes off his phone and enjoy his time with his friends, it’s emphasizing that even though he is out socially he is still being anti-social. This sentence also has repetition ‘real-life’ is repeated several times throughout, this is showing that the phone screen is not real and that people spend the majority of their time on their phones when they should be appreciating what’s around them and socializing with their loved ones as the phone can wait but people cannot.

An imperative verb is also used to create a negative view on selfies for example “Leave the cameras in the bags and pockets.” The writer is telling readers to put their phones away in quite a bossy way as he is serious about what he is saying that phones should not be out when socializing.

An exclamatory sentence is used to create a negative view on selfies. We see this when it says “...barely lifting their heads to utter a word to the love of their lives!” this is showing the impact that phones have on people as even people who are supposedly in love can’t even hold a conversation with one another due to their eyes being unable to peel off a screen. It’s emphasizing that even when couples go out for a romantic meal the first thing that they do is get their phone out to snap pictures of their food instead of enjoying quality time together and each others company.

Examiner's comments

In this response some appropriately selected examples from the text (CL 3) are evident. These examples are each “linked to valid insights/explanations” (CL3) which demonstrate an understanding of how the writer has used language to create a negative view of the “selfie”. For example, “...it’s emphasizing that even though he is out socially he is still being anti-social”. The response offers a “competent overall interpretation” of how “some of the writer’s intentions” are made clear through her use of language (CL 3). For example, “...the writer is telling readers to put their phones away in quite a bossy way as he is serious about what he is saying that phones should not be out when socializing”. In terms of explaining and evaluating elements of the writer’s craft, this response exemplifies a “generally purposeful approach” which “effectively comments on” and “attempts some evaluation” of two examples of the writer’s use of language describing what she saw happening in the restaurant, an imperative verb and an exclamatory sentence. (CL 3).

Competence Level Strands 333 9 marks

Paper Total: 74 marks

