

Unit 1

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

Section A: Writing for Purpose and Audience

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**.

Write a short article to appear in your college/school newspaper. In the article, persuade the readers that it would be better for everyone's health if all students went back to taking proper school meals.

Response	Examiner's Comments
<p>Fellow classmates, thank you for taking the time to read <u>this latest instalment of "Your Health Matters!"</u> in our school magazine. This month we are dealing with that huge topic that always gets everyone talking, school meals.</p>	Awareness of form/ audience; appropriate tone to engage
<p>Like them or hate them everyone has an opinion on their school meals. The focus of this article is whether it would be better for everyone's <u>health</u> if we went back to taking proper school meals. I know we all love our chips and burgers, <u>but are these really that good for us?</u></p>	Use of question to engage
<p>I spoke to a group of Year 12 pupils in the lunch <u>cue</u> and asked their opinion on the burning topic. Sally <u>didn't hold back</u> on her view of the current school dinner menu:</p>	
<p>"It's disgusting! The food they put down in front of us <u>isn't even good enough for my dog!</u>"</p>	
<p>Another Year 12 pupil stated: 'My main problem is that they don't look after vegetarians or people that don't like the <u>tradition</u> burger or hot dog.' Another pupil took a different view when he pointed out:</p>	Paragraphing error
<p>"I really like the choices at the sandwich bar, and that I can preorder in the morning is really helpful, so I don't have to queue all day long." So I think it's safe to say that the jury is still out on the attitudes to school dinners at our school.</p>	
<p>But what about the focus of this essay? Do healthy school dinners really make a difference to our life at school? A recent survey for the University of Glasgow found that pupils who have a good breakfast and a healthy meal consisting of vegetables and meat <u>were less likely to lose focus in class</u> and could remember what the lesson was about. Another study found that pupils that ate mostly burgers or hot dogs on the school menu were more</p>	Form error – this is a newspaper article

	Examiner's Comments
likely to suffer from obesity.	
Now, I don't know about you but these reports <u>would suggest that eating healthy stuff for your dinner is essential if you are to do well in your studies.</u> And in the words of Busted; <u>"That's what I go to school for!"</u>	Involving the reader through direct address Effective conclusion

Examiner Commentary:

Task 1: Writing (i) and (ii)

This is a generally effective and appropriate response with some attempt to persuade. The candidate identifies a number of comments from other pupils and highlights a survey, with some, limited conclusions drawn from this.

Development and Style: Competence Level 3

A generally effective and appropriate response, demonstrating some limited attempt to persuade. The candidate cites pupils' views and a recent survey but draws limited conclusions from this.

Structuring/Use of Linguistic and Structural Features: Competence Level 3

There is evidence of clear structure with an effective introduction and conclusion. The candidate makes two references to the focus of the article/essay.

Purpose and Audience: Competence Level 3

The purpose and audience are both clearly understood, demonstrated through some of the language choices.

CL333 Total mark awarded: 31

Task 1: Writing (iii)

Range of Sentence Structures: Competence Level 3

Controlled sentences, with some, limited variety in sentence structure.

Use of Punctuation and Grammar: Competence Level 3

Evidence of basics in punctuation which do add clarity.

Spelling and Range of Vocabulary: Competence Level 3

Increasingly accurate spelling through a widening vocabulary, though not extended.

CL333 Total mark awarded: 18

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Section B: Reading to Access Non-fiction and Media Texts Four tasks: 50 minutes

Read the text below. Explain how the writer has presented his views on the damage caused by the forest fire to engage the reader.

The road was steep and slow and it took me much of the afternoon to drive the hundred or so miles to the Nevada border. Near Woodfords I entered the Toiyabe National Forest, or at least what once had been the Toiyabe National Forest. For miles and miles there was nothing but charred land, mountainsides of dead earth and stumps of trees. Occasionally I passed an undamaged house around which a firebreak had been dug. It was an odd sight, a house with swings and a paddling pool in the middle of an ocean of blackened stumps. A year or so before the owners must have thought they were the luckiest people on the planet, to live in the woods and mountains, amid the cool and fragrant pines. And now they lived on the surface of the moon.

From 'The Lost Continent' by Bill Bryson (1989) © Secker & Warburg

Response	Examiner's Comments
<p>The writer has presented his views on the damage caused by the forest fire in an engaging way by <u>using descriptive words and phrases to show how hard their journey was:</u></p> <p><i>"The road was steep and slow and it took me much of the afternoon to drive the hundred or so miles."</i> ✓</p> <p>The fact that the writer has to go through such a hard time to reach the forest <u>suggests some sort of trouble or struggle</u> and this engages the reader. Furthermore, the writer engages the reader in the lines: <i>For miles and miles there was nothing but charred land.</i> ✓</p> <p>By using the phrase miles and miles the reader thinks of the <u>massive size of the destroyed area</u>. This would make the reader engaged because of the <u>huge amount of damage the fire has caused</u>.</p> <p>The amount of damage that has been caused is reinforced in the next lines: <i>mountainsides of dead earth and stumps of trees.</i> ✓</p> <p>Again the huge amount of destruction is shown in the size of the damage. The writer engages the reader by saying how <i>"It was an odd sight, a house with swings and a paddling pool in the middle of an ocean of blackened stumps."</i> ✓</p> <p>This is engaging because we have a <u>contrast between what was there before the fire and what was there after</u> and it is a very big change. This is also shown in the lines:</p>	<p>Already commented upon</p> <p>Already commented upon</p> <p>Quotations could be more precise</p>

"A year or so before the owners must have thought they were the luckiest people on the planet, to live in the woods and mountains, amid the cool and fragrant pines. And now they lived on the surface of the moon." ✓

This is a strong image created in the reader's head of the damage that the fire has caused and this would be very engaging to read.

Examiner Commentary:

In this response the candidate could have used more precise quotations to allow more time for explanation or analysis.

Read and understand text/select material: Competence Level 3

Some appropriately selected examples with valid conclusions.

Develop and sustain interpretations of writer's intentions: Competence Level 3

Competent overall interpretation eg the candidate comments on the "contrast between what we there before the fire and what was there after and it is a very big change".

Explain and evaluate elements of writer's craft: Competence Level 2

Uncomplicated review, with some repetition of the language used. There is reference to "descriptive words and phrases", "the phrase" and "contrast". Tends to repeat "this engages the reader".

CL332 Total mark awarded: 12

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Task 3: Spend 10 minutes on your response.

The writer is thinking about his reactions to this recent forest fire.

Read the text below. In your own words write down **two** reasons the writer gives to explain why he did not know about this forest fire.

Present **two** pieces of supporting evidence for each reason.

Soon the forest would be replanted and for the rest of their lives they could watch it grow again inch by annual inch. I had never seen such devastation - miles and miles of it - and yet I had no recollection of having read about it. That's the thing about America. It's so big that it just absorbs disasters, muffles them with its vastness. Time and time again on this trip I had seen news stories that would elsewhere have been treated as colossal tragedies - a dozen people killed by floods in the South, ten crushed when a store roof collapsed in Texas, twenty-two dead in a snowstorm in the east - and each of them treated as a brief and not terribly important diversion between ads for soap powder and cottage cheese. Partly it is a consequence of the idiotic breeziness common to local TV newsreaders in America, but mostly it is just the scale of the country.

From 'The Lost Continent' by Bill Bryson (1989) © Secker & Warburg

(a) First reason:

Response	Examiner's Comments
Because America is <u>such a big place the news does not cover everything.</u>	3 marks Competent summary in own words

(b) Two pieces of supporting evidence:

	Examiner's Comments
That's the thing about America. It's so big that it just absorbs disasters, muffles them with its vastness. ✓	1 mark
but mostly it is just the scale of the country ✓	1 mark

(c) Second reason:

Response	Examiner's Comments
The second reason is that newspapers <u>do not make a big deal of the stories that happen in America.</u>	2 marks Mainly valid, wider than just newspapers

(d) Two pieces of supporting evidence:

Response	Examiner's Comments
Time and time again on this trip I had seen news stories that would elsewhere have been treated as colossal tragedies. ✓	1 mark
Partly it is a consequence of the idiotic breeziness common to local TV newsreaders in America. ✓	1 mark

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Reading Media Texts

Tasks 4 and 5 are based on an advertising brochure.

Task 4: Spend 17 minutes on your response.

Below is some of the text used in this brochure.

Comment on how language has been used to develop a sense that Titanic Belfast would be a really special place for a wedding. Present supporting evidence.

Titanic Belfast stands at the head of the original Harland & Wolff Slipways and offers stunning views of Belfast Lough and Cave Hill beyond. This magnificent setting offers a stunning backdrop for your wedding day photography.

With multiple viewing galleries, you have many photo-friendly locations for your ceremony; from the cosy north slipway gallery on the 2nd floor to the original Drawing Rooms where RMS Titanic was first developed.

At the effortlessly unique Titanic Belfast, the only requirement is your presence. By entrusting your important day to us, be assured that every detail is addressed in our quest to ensure you will experience a truly extraordinary service.

© Titanic Belfast

Response

The writer has used language to develop a sense that Titanic Belfast would be a really special place for a wedding when they begin the extract using inclusive language: "...stunning backdrop for your wedding day photography." ✓
This makes the reader feel involved and begins a rapport with the reader straight away making them want to read on.

The use of descriptive words and phrases make the setting sound amazing and the ideal place for the reader's wedding. Words like "stunning" ✓ and "magnificent" ✓ make the Titanic setting the perfect place for the reader's important event.

The writer also makes Titanic Belfast sound great by saying that all the "viewing galleries" ✓ are "photo friendly". ✓ People love taking photos at weddings for memories and this is effective as it makes the place sound like a really great place for a wedding.

The history of the area is also used by the writer to make the place sound really special: "the original Drawing Rooms where RMS Titanic was first developed" ✓

Examiner's Comments

Relevant selection of material

Competent interpretation

The writer also tells the reader that all of their wishes will be looked after and this makes Titanic Belfast sound like a really special place for a wedding event:

“At the effortlessly unique Titanic Belfast, the only requirement is your presence.” ✓ and “be assured that every detail is addressed.” ✓

The writer makes Titanic Belfast sound amazing in all these ways.

Examiner Commentary:

The strength of this response lies in the selection of relevant material allowing the candidate to comment on writer's strategies.

Read and understand text/select material: Competence Level 4

Relevant selection used to pinpoint, for example, reference to photography.

Develop and sustain interpretations of writer's intentions: Competence Level 3

A competent overall interpretation.

Explain and evaluate elements of writer's craft: Competence Level 3

Generally purposeful approach with some evaluation of linguistic strategies for example “this is effective as it makes the place sound ...”.

CL433 Total mark awarded: 14

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Task 5: Spend 8 minutes on your response.

Study the front panel of the wedding brochure below.

Select **two** presentational features used in this image to support the idea that Titanic Belfast is an ideal place to hold a wedding. Explain the intended effect of these **two** presentational features on the reader.



(a) First feature:

Response

Examiner's Comments

The image with all the bright and vibrant colours ✓

1 mark

(b) Explanation:

Examiner's Comments

The bright image makes the place look really smart and clean and professional. The colours of the balloons suggest it will be a fun day for your wedding.

2 marks
Straightforward, mainly valid attempt to present an explanation.
Strays into the territory of commenting on both colour and image.

(c) Second feature:

Response	Examiner's Comments
The bride and the fancy old car ✓	1 mark Only one accepted of the two and permitted to be developed in the explanation.

(d) Explanation

Response	Examiner's Comments
The bride is one of the main images in the picture and this shows the reader that they will be the most important thing on the day. <u>The old car is very fancy and will make the reader think of being wealthy and special for the day.</u>	2 marks Straightforward, mainly valid attempt to present an explanation. 2 marks Only one of the two explanations accepted . The examiner rewards the better explanation.