

Unit 4

Personal or Creative Writing and Reading Literary and Non-fiction Texts

Section A: Personal or Creative Writing

Task 1: Spend 55 minutes on your response.

Mark allocation: 88 marks

Up to **58 marks** are available for an organised piece of personal/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**.

Write your entry for a creative essay writing competition. The audience is young people. The picture below is to be the basis for the competition entry. Provide your own title.



	Examiner's Comments
<p><u>Rainy Rambles on Rathlin Island</u></p> <p>That day started like most other days of the holiday. Jane and her brother Daniel sat in the caravan looking out the rectangular windows as the rain fell against the reinforced plastic. In the kitchen the children's parents sat facing one another – Anne and Peter knew the weather in Rathlin could change quickly. On the table in front of them sat two hot cups of tea. They were so glad that they had managed to return to the caravan before the storm got really bad.</p>	<p>Attempt to engage with alliterative title</p> <p>Appropriate introduction</p>
<p>Peter had been coming to Rathlin Island ever since he was a boy. For him this annual holiday was one of his favourite things. He looked over to his children and could see they were incredibly bored. <u>If only today had been like yesterday. What a day that was...</u></p>	<p>Effective trigger to allow flashback</p> <p>Use of short sentence and ellipsis</p>
<p>The small beach sat there empty. The boy and the girl could not believe how beautiful the sand looked with no one else on the beach. They raced down onto the golden playground that they now had all to themselves. The father pitched up the umbrella to protect them from the sun. Jane loved how he would throw his blanket over it to make a small, cosy tent that she could hide under when the sun became to warm.</p>	
<p>Daniel unfolded the striped coloured chair and sat beside his mum who had lay down on the long stripy beach towel to enjoy the warm sun on her skin. Daniel kicked off his shoes; he loved the feeling of the warm sand between his toes. Just then, Jane ran to her brother in an excited fashion,</p>	
<p><u>"Daniel, Daniel, let's go to the rock pool. Let's see if we can find any crabs!"</u></p> <p>Daniel sighed, he was enjoying the sun and sand, but yet he didn't want to let his little sister down. He gave in,</p>	<p>Use of dialogue to create interest</p>
<p>"Ok, Jane, grab the bucket and spade and let's go!"</p> <p>The parents smiled at one another as the children made their way across the sand toward the rock pool at the left hand side of the beach. The children loved the rock pool; the water here had been heated by the sun and was warm and satisfying. Jane immediately began searching for crabs, whilst Daniel lifted rocks in an attempt to find one for his little sister. The sun was high in the sky now and its shining beams made a little rainbow in the water. <u>Daniel was sure he had never seen anything as beautiful.</u></p>	
<p>Suddenly, out of the corner of his eye Daniel saw a little crab <u>shuffle sideways</u> from under a rock. He reached gently for his net that he had brought and softly buried it in the sand beneath the water in the hope that the crab would make its way into his trap. Jane had now turned to find Daniel stood ready to pull the net quickly from the pool when the little crab wandered into the net. A huge smile spread across her face. <u>She smiled as wide as the bay the little beach was in.</u></p> <p>"Snap!"</p>	<p>Use of simile</p>

Just as Daniel was about to spring his trap another crab had sneakily approached from behind him and in, what Daniel was sure was a planned attack, stabbed at him with his pincers. Daniel let out a howl that echod across the beach. His parents reacted immediately; they sprinted across the beach towards the sound of the cry.

By the time they arrived at the pool, poor Daniel was rolling about in the sand holding his now aching ankle. In the middle of all the fuss the first little crab had escaped Jane could do nothing but roar with laughter at her unfortunate brother.

On seeing his sister's happiness Daniel's pain soon subsided and he began to pass it off as just a nick. The parents' initial worry left them as they too began laughing at how Daniel had been attacked by a couple of crafty crabs.

The family gathered up their buckets and spades and nets and made their way back to their towels and chairs to enjoy a bit of sunbathing. The sound of the clear blue sea lapped gently at the shore along with the heat from the bright yellow sun made Peter feel sleepy. As he dozed off his dreams transported him back to the holidays of his childhood.

The sun was also hot in his dream as he ran quickly across the field after his sister chasing butterflies with their nets. Later on they would make their way down to the coast where they would collect crabs and then head to the shop where the old sailor would sell them bags of dulse. Peter loved the salty green treat and it was one of the first things he would ask his mum and dad for when they arrived on the island.

As he woke from his dreams he could see his own two children tucking into a bag of the sticky green stuff and he smiled at how lucky he and his family were to have this little piece of paradise so close to them, even though this was a typical overcast day on Rathlin.

Use of complex sentence

Attempts to relate the narrative to the picture

Examiner Commentary:

This is a generally effective and appropriate creative writing response. The candidate does not remain clearly focused on the stimulus picture as a whole but uses elements within the image as a platform to include a valid flashback and makes reference to the weather in the conclusion. Its strength lies in the development of the characters, mainly through their dialogue.

Task 1: Writing (i) and (ii)

Development and Style: Competence Level 3

Competent development with a generally effective style.

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

Competent structuring e.g. an effective introduction and conclusion. Competent use of a range of structural and linguistic devices e.g. flashback, simile.

Purpose and Audience: Competence Level 3

Competent sense of purpose; increasingly widening vocabulary some of which has been selected to engage the audience.

CL333 Total mark awarded: 33

Task 1: Writing (iii)

Range of Sentence Structures: Competence Level 3

Controlled sentences, with some evidence of variety in sentence structure. E.g. use of complex and short sentence – “Just as Daniel was about to spring his trap another crab had sneakily approached from behind him and in, what Daniel was sure was a planned attack, stabbed at him with his pincers.” and “If only today had been like yesterday.”

Use of Punctuation and Grammar: Competence Level 3

Evidence of basics in punctuation which do add clarity, though do not actively engage the audience as would be characteristic at CL4.

Spelling: Competence Level 3

Increasingly accurate spelling of words with regular patterns.

CL333 Total mark awarded: 18

Task 2

You have **26 minutes** in which to read both texts and respond to the **task** below.

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

	Examiner's Comments
<p>The writers of both the texts have created a sense of unease through a range of words and phrases and language devices. The fact that in Text A, the extract is introduced as being at the <i>"site of an ancient battle"</i> ✓ <u>makes the reader think of some sort of huge fight and this creates a sense of unease.</u> The extract starts in quite a calm way and the writer uses <u>alliteration</u> to show this in the following lines: <i>"She led him to the lily pond and they looked at the lazy lizards."</i> ✓</p>	<p>General statement, nothing creditworthy</p>
<p>Then the following lines <u>sound more sinister</u> developing that sense of unease: <i>"Finn gasped when they turned a bend and were confronted with a flat wilderness."</i> ✓</p>	<p>Reference to words used by the writer – general response, suggesting straightforward consideration</p>
<p>The words gasped ✓ and wilderness ✓ make me think of a <u>surprise</u> and also a very flat <u>unwelcoming place</u>. This develops the sense of unease in the passage.</p>	
<p>In Text B © the writer starts off in a less calm way than Text A. They are on a "dawn raid" ✓ and the <u>words used in the opening lines of the extract suggest that what they are doing is very risky:</u> <i>"Excitement clutched at Elaine's stomach."</i> ✓ <i>"She was regretting her offer to join the others on the raid."</i> ✓ These lines make me think that Elaine had regretted doing this and this gives a sense of unease.</p>	<p>Repetition from passage</p>
<p>In Text A, the writer uses a range of words and phrases that make the reader feel uneasy. Words like: <i>"stillness, suddenly Nothing stirred."</i> ✓ <i>The trees stood like silent cold shadows scrubby grass.</i> ✓ These words all <u>sound like it is very quiet and cold and that something bad might happen soon.</u> We are also told in the next line that: <i>"Finn shivered and wrapped his arms around himself."</i> ✓ These would definitely make the reader feel uneasy when reading the extract.</p>	<p>General reference to words and phrases (rather than simile) used by the writer –but some attempt to evaluate the effect</p>
<p>In Text B © the writer also uses a lot of words and phrases that <u>make me feel strange.</u> The writer uses words like: <i>"looked like monsters from a nightmare as they leaned over the mini, leering and creaking in the wind."</i> ✓ These words all make me think of <u>bad or scary things and make the whole setting sounds really scary</u> and this would make me feel a sense of unease.</p>	
<p>In both texts © the writers <u>use their setting</u> to create the sense of unease. In Text A, the place sounds deserted and this is very creepy: <i>"flat wilderness and scrubby field"</i> ✓ and the writer <u>uses repetition</u> of <i>"scrubby grass and wasteland"</i>. ✓ In Text B the setting sounds like everything is broken and destroyed: half-derelict farm and creaking noise.</p>	

The writer also talks about the dead people in Text A and this is creepy “a whole bunch of dead foreigners” ✓ while in Text B © the writer makes the place sound creepy they were “standing out black against the moonlit sky.” ✓ These reasons make both texts have a strong sense of unease.

Examiner Commentary:

Read and understand Text/select appropriate material: Competence Level 4

A purposeful selection of examples from both sources to enable comparison e.g. the candidate makes some inferences about the use of the setting made by both writers.

Develop and sustain interpretation of writer’s ideas: Competence Level 3

Competent explanation of the intentions of both writers.

Explain and evaluate elements of writers’ craft: Competence Level 2

Straightforward explanation of some elements of the writer’s craft.

CL432 Total mark awarded: 17

Tasks 3 and 4

Explain how the writer has tried to gain and hold the interest of the reader.

WHY I HATE FASHION

I am a reasonably normal person – I like food and friends and comfort. It is just that I cannot ignore the fashion silliness any more. I walk past a shop that sells 6 inch heels and I am angry. Top Shop? Angry again. All these adverts for this season's "must have"... . Don't even go there. I have had it with the giant faces and figures of overpaid skinny actors telling me what I should buy from every billboard and magazine and TV screen.

I decided to write this piece last year when I read that a 16-year-old girl wearing high-heeled shoes had fallen between the carriages of a train. She died, of course. It was snowing that night, but still this young woman, with a lifetime of fashion choices before her, ran along the platform and is now dead.

Explain how the writer has tried to gain and hold the interest of the reader.

	Examiner's Comments
<p>In this extract the writer uses many different techniques to gain and hold the interest of the reader. He writes in <u>1st person to build up a connection with the reader</u>: "<i>I am a reasonable...I like...</i>" ✓ "<i>I decided to write.</i>" ✓ This <u>makes the reader feel like listening to what the writer has to say</u>. The writer also uses words and phrases that are engaging and make the writer sound very angry: "<i>Top Shop? Angry again.</i>" ✓ This makes the writing seem interesting.</p>	Unnecessary introduction that is not creditworthy
<p>The writer also <u>exaggerates</u> stuff to make it sound like she really <u>hates</u> fashion and this is interesting: "<i>giant faces and figures of overpaid skinny actors telling me what I should buy</i>". ✓ I get this image of a woman in a shop losing her mind and this is <u>funny</u> and makes me laugh and <u>want to read on</u>.</p>	Straightforward appreciation
<p>The writer also uses <u>short sentences to show her anger and her views on fashion</u>: "<i>Top Shop? Angry again.</i>" / "<i>Don't even go there.</i>" And also when she says: "<i>She died, of course.</i>" ✓ All of these words and phrases hold the readers interest.</p>	Repetition of the stem of the question but without intent/explanation

Examiner Commentary:

The candidate demonstrates an overall understanding.

Read and understand Text/select appropriate material: Competence Level 3

Some appropriate examples are selected and linked to explanations.

Develop and sustain interpretation of writer's intentions: Competence Level 2

Overall explanation with some straightforward appreciation e.g. and "this is funny and makes me laugh and want to read on."

Explain and evaluate elements of writers' craft: Competence Level 3

Generally purposeful approach with some effective comments. The candidate references use of first-person, exaggeration and short sentences.

CL323 Total mark awarded: 8

As the writer finishes off her article, she is considering the part fashion has played in her own life and also the part it played in the tragic death of a 16 year-old girl.

Explain how the writer has created a negative view of fashion.

I couldn't help suspecting that had she been wearing a shoe designed for actually walking rather than for fashion, she would be alive. This was different from the usual fashion death, where a model has a heart attack on the catwalk, because she lives on grapes.

This was an ordinary girl, a bystander. And why was she wearing high-heeled shoes on an icy night? Because fashion, the whispering monster, told her to.

I thought about that young woman for days; I couldn't forget her. Why? Because I realised that fashion has hounded me. It has followed me around like an eternal schoolyard bully, throwing self-doubt and rubbish into my path.

I can look at clothes on the catwalk now and laugh at their daftness. They are not for me. I still think about that young woman on the train tracks though. What price did she pay for her shoes?

Task 4

Explain how the writer has created a negative view of fashion.

	Examiner's Comments
<p>The writer creates a negative view for the reader by <u>getting straight to the point</u>: "<i>I couldn't help suspecting that had she been wearing a shoe designed for actually walking rather than for fashion, she would be alive.</i>" ✓ This is a <u>shock</u> to the reader when they hear of this young girl who has died and this writer is talking about it to say fashion is a bad thing.</p>	
<p>In the sentence that follows the writer tries to be <u>funny</u>, but this <u>shocks</u> the reader too when she talks about the model who had a heart attack because she was living on grapes. This creates a negative view of fashion. "<i>the usual fashion death</i>", ✓ the model who has "a heart attack" ✓ as a result of living "<i>on grapes</i>". ✓</p>	Repeats the quotation
<p>The writer creates an image of <u>fashion being like a monster</u>: "<i>Because fashion, the whispering monster, told her to.</i>" ✓ This is very negative and the <u>reader can clearly see the writer's strong point of view about fashion.</u></p>	Repeats the quotation
<p>The writer also <u>compares</u> fashion to a school bully and this creates a negative view of fashion: "<i>like an eternal schoolyard bully</i>". ✓ The writer continues this negative view at the end by using a rhetorical question: "<i>What price did she pay for her shoes?</i>" ✓ <u>This leaves the reader thinking about the negative thing that happened to the model.</u></p>	

Examiner Commentary:

The candidate demonstrates some overall understanding, tending to repeat verbatim the quotations.

Read and understand text/select appropriate material: Competence Level 3

Some appropriate examples are selected and linked to explanations

Develop and sustain interpretation of writer's intentions: Competence Level 2

Straightforward attempts to explain the writer's intention e.g. "This leaves the reader thinking about the negative thing that happened to the model."

Explain and evaluate elements of writers' craft: Competence Level 2

Straightforward explanation of some relevant elements of the writer's craft e.g. the candidate references use of humour and comparison.

CL322 Total mark awarded: 7