

Question 2 Model Answers FOR ROSABEL EXTRACT

7-8:

The writer employs very different language to describe the view from the bus and the claustrophobic, mundane atmosphere within it. As the light catches the misty window panes, jewellers' shops are transformed into 'fairy palaces' for Rosabel. Metaphorically, these shops symbolise a dream-like fantasy world full of sparkle, magic and enchantment, a world that is completely unobtainable for a lower class shop girl like her. However, the passengers inside the bus are described collectively as 'one meaningless, staring face', suggesting their features are indistinguishable: they have blurred into a single anonymous being that personifies the hollow, pointless existence that seems to be their lives. In the bus journey home, the writer's use of language contrasts the outside world of Rosabel's hopes and dreams with the inside reality of her life.

5-6:

The writer uses positive language to describe the view from the bus on Rosabel's journey home. The jewellers' shops are 'fairy palaces', an image to suggest that the light shining on the steamed-up bus windows makes the buildings sparkle and appear dream-like and magical to Rosabel. However, negative language is then used to portray the stuffy atmosphere inside the bus. She says the people 'seemed to resolve into one meaningless, staring face', a metaphor to imply that everyone looks alike and blurs into one dull, ordinary group going about their pointless, everyday lives. In this way, the writer's use of language contrasts Rosabel's imaginary world outside the bus with what her life is really like.

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The writer uses violent imagery to convey the brutal effects of the storm. The wind is 'lashing' the trees, a verb implying it is so forceful it is ruthlessly thrashing them, as if nature is inflicting a cruel punishment on the landscape. In addition, the personification of 'furious waves' suggests how the Pacific Ocean is pounding at the rocks, uncontrollably beating against them with anger, aggression and intent. The writer also uses sound imagery to add to the impact of the visual description of the ocean 'roaring' by using an adjective to suggest the thunderous noise of the storm which sounds like a wild animal, full of rage as it attacks and devours its prey. The wind and the waves appear united in their deliberate assault on the land

5-6

The writer uses violent verbs to describe the powerful effects of the storm. He says the wind is 'lashing' the trees, which suggests it is whipping them, as if trying to destroy the land. The phrase 'furious waves' reinforces this idea, with the adjective 'furious' implying the Pacific Ocean is wild, angry and aggressive as it crashes against the rocks. The ocean is also 'roaring'; a deafening noise to suggest it is attacking the land like a wild animal.

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Q3 Model
for Mock
(year 10)

Model Response Exercise: Q3 – WEEK 2

1-2

The first half of the text is about a boy called Alexander Cold so we know he's the main character in the story. It begins with him in bed and he has just had a nightmare about his mother. Then it tells us all the details about how she was 'carried off' by a bird.

3-4

The first half of the text focuses on a boy called Alexander Cold, so we know he's the main character in the story. At the beginning, he is waking 'at dawn, startled by a nightmare', so straight away we know the place, because he's in bed, and also the time things are happening. Then the focus narrows to details about his dream, where his mother was 'carried off' by a big black bird, and then switches again to Alex's reaction. It says there is 'pounding in his chest'.

5-6

The text is divided into two parts: in the first half, the writer focuses our attention on a single character, Alexander Cold, before later showing how he interacts with the rest of his family. The very first line of the text explains that Alex is waking in his bed 'at dawn, startled by a nightmare', so person, place and time are immediately established. The focus then narrows to details of the dream, where a huge black bird 'carried off his mother'. The use of the word 'startled' in the first sentence creates a sudden and abrupt opening, and this, together with the focus on the nightmare which follows, instils a sense of unease in the reader. After this we switch to Alex's frightened reaction, and learn that he thinks it's going to be a bad day. The sentence 'There had been a lot of days like that since his mother got sick' is important because it is the first mention of his mother being ill. It reminds us of the nightmare at the beginning, and at this point we understand the meaning of it and that Alex is scared she might die.

7-8

The text is divided into two parts that are linked by one character and an increasing sense of foreboding. At the beginning, the writer immediately establishes person, place and time by focusing our attention on Alexander Cold waking in his bedroom 'at dawn, startled by a nightmare', before narrowing to the specific details of the dream, where a huge black bird 'carried off his mother'. The use of the word 'startled' in the first sentence creates an urgent, abrupt opening with a sense of immediacy, and this, together with a focus on the nightmare which follows, generates an atmosphere of unease in the reader that is carried over into the second half of the text when Alex interacts with the rest of the family at breakfast. Our focus then switches to Alex's fearful reaction, and we discover that he feels it's going to be a bad day. The key sentence 'There had been a lot of days like that since his mother got sick' is structurally important because it is the first mention of his mother being ill. It takes us back to the nightmare at the beginning and we now understand the significance of his mother being carried off: the black bird is a symbol of death. In particular, the words 'watched helplessly' take on a new meaning for the reader at this point in the text: possibly the reason Alex feels so bad is that he can do nothing to protect his mother.

Q3 Model for Rosabel

Week 2 Lesson 4

At the beginning the writer focuses on _____ who is travelling home '_____'. Her _____ is immediately established as we learn she would have '_____': she is _____ is then used as a structural feature as Rosabel experiences a _____ to 'all that had happened during the day', and the focus _____ as she reflects specifically on serving a '_____'. The rest of the text involves the reader in the directness of _____ and we witness Rosabel's public persona of a _____. Rosabel's external actions in this section, together with her earlier, more private, internal thoughts, now provide the reader with a _____. In the final _____ the red-haired girl tells her boyfriend she is going to wear her new hat when 'I come out to lunch with you,' which takes us _____ Rosabel could not afford a decent meal. This _____ the reader into favouring Rosabel and possibly _____ for her privilege and wealth.

At the beginning the writer focuses on the private thoughts of Rosabel who is travelling home 'after a hard day's work in a hat shop.' Her social situation is immediately established as we learn she would have 'sacrificed her soul for a good dinner': she is poor, hungry and lower class. Time is then used as a structural feature as Rosabel experiences a flashback to 'all that had happened during the day', and the focus narrows as she reflects specifically on serving a 'girl with beautiful red hair'. The rest of the text involves the reader in the directness of their exchange through dialogue and we witness Rosabel's public persona of a subservient shop girl in real time. Rosabel's external actions in this section, together with her earlier, more private, internal thoughts, now provide the reader with a fully rounded character. In the final line, the red-haired girl tells her boyfriend she is going to wear her new hat when 'I come out to lunch with you,' which takes us back to the beginning when Rosabel could not afford a decent meal. This circular structure manipulates the reader into favouring Rosabel and possibly disliking the red-haired girl for her privilege and wealth.

Model Answers: Q4. Lesson One Week 3

16-20

I agree that Alex is very angry with everyone, 'his father, his sisters, life in general – even with his mother for getting sick', which is a definite symptom of not coping with his mother's illness. His behaviour is irrational, especially blaming his mother for becoming ill, but he is a young boy, caught up in circumstances over which he has no control, and he is full of frustration and desperate to find someone to blame. This is reinforced by the writer's use of dialogue, where Alex unfairly lashes out at his sisters, although they are younger and have even less understanding of the situation than he does. The writer also shows Alex isn't coping through a comparison of past and present versions of his mother: she was an artist whose paintings were once 'explosions of colour' but now 'her oil paints dried in their tubes'. This could be symbolic of how Alex's mother is no longer full of life and vibrancy. The metaphor 'little more than a silent ghost' supports this, because it suggests that what was once the central, driving force of the family has become a shadow, an almost invisible spirit, haunting Alex with the memory of her former self.

11-15

I agree that Alex is struggling to cope with his mother's illness because he is angry with everyone: 'his father, his sisters, life in general – even with his mother for getting sick'. This suggests he is desperately looking for someone to blame and isn't dealing with the situation very well at all. The writer shows this through dialogue, when Alex snaps at his sisters, rather than trying to reassure them like an older brother should. The writer also shows Alex isn't coping by comparing what his mother used to be like before she became ill to what she's like now. The metaphor 'little more than a silent ghost' suggests she has become almost an invisible presence in the life of the family.

Rosabel Model

Model Answer for Q.4 – WEEK 3 LESSON 4

16-20

Although Rosabel's anger is understandable, it is not entirely justified, even though the red-haired girl does appear to have many advantages in life. She has wealth, beauty and happiness, all characteristics of a privileged lifestyle, and the writer's use of colour to describe her - "beautiful red hair and a white skin and eyes the colour of that green ribbon shot with gold" - implies she is also radiant, vivacious and exotic. This is in direct contrast to the brown-haired Rosabel, who can only dream of being like this. I think Rosabel is envious and maybe even resentful, which is why her anger is understandable. When Rosabel tries on the hat, the key sentence "Let me see how it looks on you", is significant because, just for one moment, their lives overlap. In a way, Rosabel is being taunted with a symbol of another, much better life, but this is not deliberate, which is why her "sudden, ridiculous feeling of anger" is not really fair on the girl. The adjective 'sudden' implies the fury comes out of nowhere, as if Rosabel has no control over it and 'ridiculous' suggests it is unreasonable to the point of being absurd. The girl does have many of life's advantages, but she is a product of her upbringing in much the same way as Rosabel and is not to blame for the class divisions in society.

How to Write Better

This sentence has five words. Here are five more words. Five-word sentences are fine. But several together become monotonous. Listen to what is happening. The writing is getting boring. The sound of it drones. It's like a stuck record. The ear demands some variety. Now listen. I vary the sentence length, and I create music. Music. The writing sings. It has a pleasant rhythm, a lilt, a harmony. I use short sentences. And I use sentences of medium length. And sometimes, when I am certain the reader is rested, I will engage him with a sentence of considerable length, a sentence that burns with energy and builds with all the impetus of a crescendo, the roll of the drums, the crash of the cymbals—sounds that say listen to this, it is important.

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Assessment Criteria Numbered:

- 1) Extensive and ambitious vocabulary with sustained crafting of linguistic devices
- 2) Varied and inventive use of structural features
- 3) Writing is compelling, incorporating a range of convincing and complex ideas
- 4) Wide range of punctuation is used with a high level of accuracy
- 5) Uses a full range of appropriate sentence forms for effect
- 6) Extensive and ambitious use of vocabulary

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Technique	Examples
Simile - a descriptive technique that compares one thing with another, usually using 'as' or 'like'.	The trees stood as tall as towers.
Metaphor - a descriptive technique that names a person, thing or action as something else.	The circus was a magnet for the children.
Hyperbole - a use of obvious exaggeration for rhetorical effect.	The sun scorched through the day.
Personification - a metaphor attributing human feelings to an object.	The sun smiled at the hills, ready to begin a new day.
Pathetic fallacy - a type of personification where emotions are given to a setting, an object or the weather.	The clouds crowded together suspiciously overhead as the sky darkened.
Onomatopoeia - words that sound a little like they mean.	The autumn leaves and twigs cracked and crunched underfoot.
Oxymoron - a phrase combining two or more contradictory terms.	There was a deafening silence
Emotive language - language intended to create an emotional response.	A heart-breaking aroma of death filled the air as he surveyed the devastation and destruction that had befallen them all.

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Compelling, Convincing

22-24 marks

Content and Organisation

- Register is convincing and compelling for audience
- Assuredly matched to purpose
- Extensive and ambitious vocabulary with sustained crafting of linguistic devices
- Varied and inventive use of structural features
- Writing is compelling, incorporating a range of convincing and complex ideas
- Fluently linked paragraphs with seamlessly integrated discourse markers

13-16 marks

Technical Accuracy

- Sentence demarcation is consistently secure and consistently accurate
- Wide range of punctuation is used with a high level of accuracy
- Uses a full range of appropriate sentence forms for effect
- Uses Standard English consistently and appropriately with secure control of complex grammatical structures
- High level of accuracy in spelling, including ambitious vocabulary
- Extensive and ambitious use of vocabulary

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QS. Models

Good Example (Top)

Whirring wheels and pacing pedestrians, the New York street was full of life. The taxis are heading in and out, leaving a trail of noxious noise behind. The city is the perfect place to hide and many people take the opportunity to become invisible (helped by the sheer number of members in the metropolis). The growl of the engines vibrates around urban sprawl, and makes sure that this place is never quiet. In some ways, this feels like hell, yet bizarrely people choose to live here and love it!

Bad Example (Bottom)

There are some buildings. Some are hotels and some are shops. There's lots of people going into these shops. The shops sell food and other stuff. Some of the shops sold clothes. The most popular shop is McDonalds. McDonalds sells stuff like burgers and chips and milkshakes. It looks nice. It's probably where people want to go.

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