

## **Year 11 English Language – Achievement 2**

1. Identifying language methods precisely
2. Identifying structural methods precisely
3. Analysing the effects of the writer's methods in detail
4. Reading texts closely to ensure a detailed understanding
5. Linking back to the question precisely
6. Expressing a clear opinion when evaluating a text
7. Using accurate grammar and punctuation throughout a piece of writing
8. Using ambitious vocabulary throughout a piece of writing
9. Planning and structuring a description or narrative effectively with a range of effective methods
10. Planning and structuring a persuasive text effectively with a range of effective methods

Hwk

## Social media Speech

This piece of work meets targets 7, 8 and 10.

Hello everyone, thank you all for gathering today; today I am going to be sharing my views in regards<sup>as</sup> to why I believe it is not necessary to ban those under the age of 18 from social media.

As young people who are still growing, one of the most significant factors within development is communication. Studies show that being able to chat and connect with others as a teenager, has a huge boost on one's mental health as it can help prevent feelings of isolation and restraining inner <sup>emotions</sup> feelings. Hence, one of the most common ways to communicate with others is through social media; more than nine-in-ten teens (94%) say they spend time with friends on social media. This remarkable statistic notifies that how crucial social media is in concern to teenager's <sup>Mutual</sup> communication. Furthermore, I would say this is particularly important for our age group as we experience a time of change, distress and potential heightened emotions as we grow older - meaning it's essential to be able to talk and relate with others. But ~~take~~ banning social media would ~~mean~~ take away many people's primary access to socialising (outside of school hours), forcing teens to face their most vulnerable years with a sense of isolation.

In addition to this, another fundamental ~~core~~ use of social media is entertainment. The range of videos, photos and tweets creates great ~~amuse~~ amusement and diversion in which those under eighteen should be able to enjoy. I remember a few months ago, I'd had a long, exhausting day at school - but ~~the only way~~ I was able to lift my spirits as I opened up Instagram and was displayed with various witty, light-hearted posts. This form of social media immediately took <sup>my</sup> mind off the overwhelming day and brightened my pessimistic mood. As a result, this is why I think social media as a quick, accessible form of entertainment is so important to be available for teenagers, as it

This piece of work meets targets 7-10.

$\frac{24}{24}$  Technical accuracy =  $\frac{11}{16} = \frac{24}{40}$   
The child felt ~~the world~~ the world become so distant, the once sturdy ground became unstable, blurred into nothingness. Everything felt so distant. The cacophony of sounds rang into silence and the market felt larger. She was disassociated from reality, lost from the truth of her situation. Deep down she knew her parents would not be far and that a simple shout could bring them to her side, yet she felt unable to. She felt her throat tighten and her lungs deplete of air. She felt a knot in her chest and her mind wander just as she did, hopelessly through an abundance of outcomes as if she'd be alone forever.

However, all of a sudden, it stopped. She blinked and her world brightened, her eyes came into focus and she could feel her mother's warm arms wrapped around her petite body. She could hear the concern laced in her mother's voice as she gently called her name. This child had felt so lost before, but now she is found.

That sweet scent slowly returned to her senses, the warm grasp of her mother's arms and the calm demeanor her presence gave. Her heart began to relax, her breathing steadied <sup>as</sup> and her lungs filled with air. Her world had returned to her. What was lost was found and would never leave again. This serenity <sup>Serenity/Serendipity?</sup> was comforting. The warmth returned to her chest and not tears trickled down her face. She is home now. She was lost but now she is found.

124 Paper 2, Question 3.

Level 4 response to Q2 - Surfboards

Although the surfboards appear outwardly similar, the Hawaiian boards are no more sophisticated than a primitively shaped 'plank of wood' cut from 'the native breadfruit tree,' whereas some of the Californian boards use new 'lighter material' such as 'balsa wood,' suggesting the Americans are keen to develop their boards for a smoother performance. - uses short quotation

- inference

Q3) You now need to refer only to source B from lines 18 to 25.

How does the writer use language to describe the surfers and the sea?

This

This piece of work

piece of work meets targets 1, 3, 4 and 5.

The writer uses action verbs to describe the way the surfers ride the board. An example of this is, 'so they rode in majestically. The action verb rode clearly paints and image in the reader's head of someone surfing with confidence and ease. This metaphor is improved by the ~~adjective~~ ~~adverb~~ adverb, 'majestically,' which allows us as readers to picture the surfers as Godly and almost in control of the powerful sea. We also see this when the surfers, 'waded quietly ashore, or sliding off their boards, dived under the surf, and were next seen far out at sea.' The verbs 'waded', 'dived' and 'sliding' ~~imply~~ imply that the riders are talented and experienced in surfing as the comparison to what the writer thought they would do - 'see men dashed to pieces' - which then shows the surfers as exceptional in the perspective of the writer.

The sea is described as a powerful, strong element as the surfers were 'carried shorewards by its mighty impulse at the rate of 40 miles an hour.' The ~~adjective~~ phrase 'mighty impulse,' describes the sea as almost colossal and God-like due to its sheer strength and 'mightiness.' This could almost show the relationship between the surfers and the sea as

Paper 2, Question 4

'Humans should be Earth's custodians, not its butchers.'

'The hunt was on.'

- ▶ killing instead of protecting animals.
- ▶ survival of the fittest.
- ▶ Animals fear humanity instead of feeling safe.
- ▶ destroying biodiversity instead of preserving it.
- ▶ Natural selection

'grieving killer whale.'

'senseless fury.'

This

This piece of work  
piece of work meets targets 1, 3, 4, 5 and 6.

- ▶ oxymoron of grieving and killer
- ▶ reverse characternym, killer whales are portrayed as killers whereas in ~~reality~~ reality humans are.
- ▶ personifies them to feel human emotion.
- ▶ their fear is misunderstood as anger.
- ▶ abstract noun showing human emotion.
- ▶ suggests the whale is at fault although it was peaceful until provoked. ✓

Throughout both sources the whales are presented to have human emotions. In source A, the whale is personified to be a 'grieving killer whale.' This oxymoron acts as a reverse characternym as the killer whales are portrayed to be the juxtaposition of their title whereas humankind is ~~per~~ implied to be 'Earth's butchers'; emphasising the innocence of the whale and criminalising humanity for destroying biodiversity through whaling. ✓

This piece of work meets target 2.

## Analysing Structure

	?	Structure
Language		
Personification	Time	Narrative perspective
Similes	Foreshadowing	Zooming in and out
Colour imagery	Tension	Pace
metaphors		Sentence Structure
Pathetic fallacy		Cyclical narrative
Sibilance		Parallelism
<del>Tension</del>		Climax
Verbs		Contrast
Adjectives		(Irony)
Adverbs		
Repetition		

It is a 3rd person narrator

The perspective does not change throughout the story

The focus of the story changes throughout the extract from describing the area to organs and the inhabitants of the town.

The writer does zoom in on the detail of the organs and the place and then out on the whole place.

It speeds up when talking about the organs