

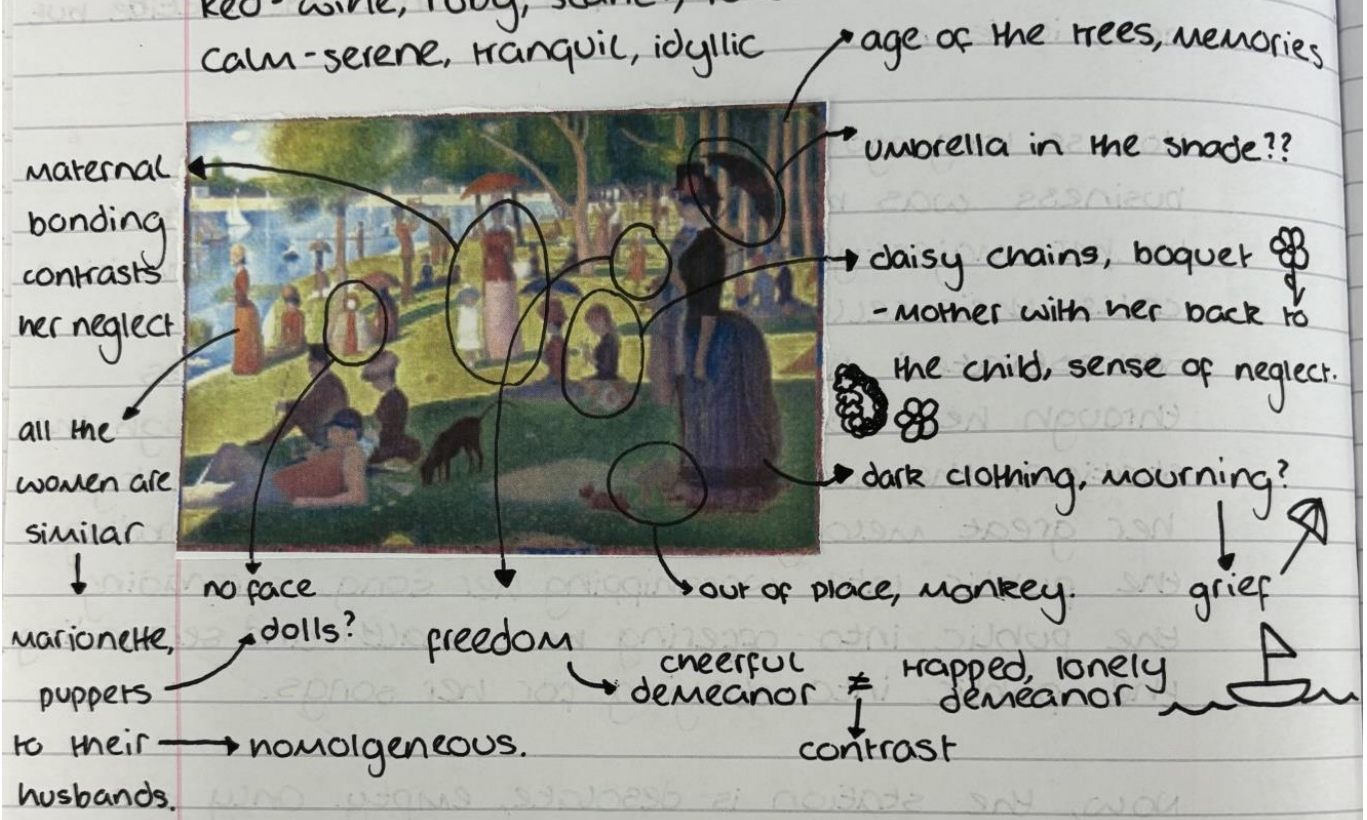
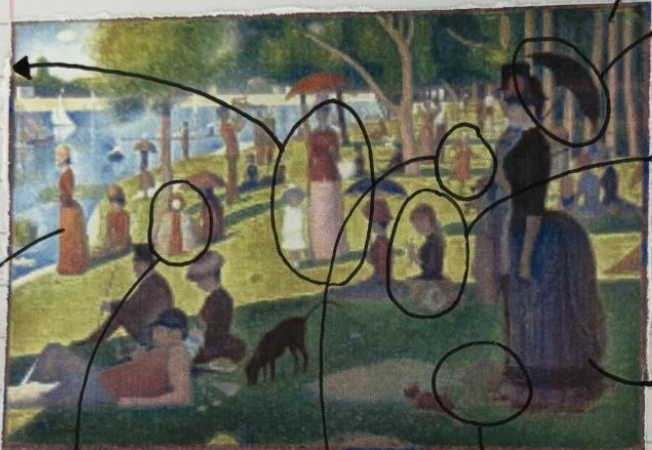
# **Year 11 English Language – Achievement 1**

## **Skills and Knowledge Targets:**

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
10. Using a range of descriptive methods to engage the reader

10.10.25 Writing based on a painting

- Green - emerald, sage, jade, forest, verdant
- Blue - azure, teal, navy, sapphire, cerulean
- Red - wine, ruby, scarlet, rose
- Calm - serene, tranquil, idyllic



The girl sat solemn, alone, yet surrounded by people. Surrounded by a plethora of happiness, yet she felt none. A cacophony of laughter drowned out by her thoughts. Her mother was but a few inches from her, yet she felt so distant; <sup>she felt</sup> neglected by the figure <sup>and comfort</sup> who should console her but <sup>instead is</sup> ignorant <sup>of her</sup> ignorant of her suffering, and ignorant of her as a whole. The girl sat solemn, alone, yet not.

Target 9 – planning and structuring a description on narrative effectively.

~~Writeth~~ ■

Target 10 – using a range of descriptive methods to engage the reader.

Target 8 – using ambitious vocabulary throughout a piece of writing.

Target 7 – using accurate grammar and punctuation throughout a piece of writing.

she was found one minute, but the next, lost. <sup>she had</sup> been wandering the marketplace, following <sup>idly</sup> behind her parents, until she got distracted and their distance grew further and further until she was alone. A small, petite young girl, lost amongst a crowd of shoppers. <sup>suddenly</sup>, she felt so small, minute in the macrocosm of the market. <sup>she had lost the warm, protective gaze of her mother.</sup> She was alone. <sup>Beautiful description + skillful repetition</sup>

The child wandered through the market, alone this time as before she was not. She felt so small, buyers reach over her and butchers <sup>swing</sup> their knives carelessly. She was scared, terrified. She longed <sup>for</sup> the sweet scent of her mother's faint perfume and the warmth of her small hands intertwined in her mother's grasp. <sup>yet</sup> there was nothing but a cacophony of hustle and bustle as passersby paid no mind to this lost child. The ~~market~~ market had felt so small before, but now, she did. <sup>Beautiful phrasing.</sup>

Her pace slowed for a moment, tired and exhausted from her mindless searching. This lonely child was on the verge of giving up. She felt so small that people seemed ~~to~~ like buildings, so tall that she could not meet their gaze. She was so small in this world full of people, never again could she feel her mother's eyes watching over her, feel her mother's hand as she grasps her child's hand for safety and feel her mother's ~~eyes~~ linger over her. She did not feel so small on things the presence with her mother there, but now she is alone. <sup>girl notices at the marketplace while alone in more detail, reflecting how overwhelmed she feels.</sup>

<sup>① Some phrasing / description becomes repetitive at the end of this paragraph. Zoom on things the presence</sup>

Arguments against whaling:

'They are thinking, caring, complex animals.'

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

Destabilises ecosystems and destroys biodiversity.

Cheever presents the whale hunt as noble and heroic in his biography through depicting the whale as "a 'monster.' The writer conveys this image through describing the boats spinning as like a 'spinning top.' This provokes the impression that the whale's 'senseless fury' is the cause, further building the monstrous image of the whale for the reader and emphasising the hunt's valour as the whale is shown to be a formidable foe they must defeat. The abstract noun 'fury' juxtaposes this point as the whale is portrayed to convey human emotion perhaps encouraging a sense of sympathy from the reader. This is further emphasised on in the depiction of the 'motionless corpse' which both evokes a sense of pity for the whale and strengthens the glamour of the crew. It is emphasised that the whale was a strong opponent so the juxtaposition of the antagonistic 'horrid jaws' of the whale to its 'motionless corpse' perceives the crew as heroic as they were able to defeat the 'giant of the deep' with their 'small boats'. Here, Cheever uses a macrocosm of the whale to allude to the impressive nature of the hunt as such ~~as~~ a small crew were able to defeat such a giant, formidable foe.

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

Good analysis, but make sure to focus on the Q-whales not the crew.

Target 2 –  
Identifying  
structural  
methods  
precisely.

Target 3 –  
analysing  
the effects  
of the  
writer's  
methods in  
detail.

'little' is often a word someone who is in a loving relationship uses to express their love. This is because when they are described as little it suggests that the other person is bigger and can therefore completely surround the 'little' person in their love, which could be how the character ~~he~~ sees the girl while overwhelmed with love.

Q3) How has the writer structured the text to interest you as a reader?

In the exposition, the writer starts by describing the main character reflecting on ~~today~~ the day he ~~had~~ ~~has~~ had before thinking about his past with a girl. This is seen when he describes his thoughts as 'agonies of the past'. The plural noun 'agonies' ~~makes it seem like~~ suggests that he was thinking about multiple things that caused immense pain to him. This makes the reader ~~understand~~ understand the character's true emotions on the past and what he had done to the girl, this gives the reader empathy for him.

<sup>development</sup>  
In the ~~middle~~ the writer turns the focus to an object, zooming in on the New Testament book. The character though 'did not open it now', suggesting that he acknowledges his emotions but doesn't open up enough for it to overwhelm ~~him~~ him. This tells us that Raskolnikov is not an open book, and has deeper and more complex emotions, engaging the reader in wanting to further understand the complexity.

Wednesday 8th Nov.

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.'

- ▶ 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. In source

Target 6 –  
expressing a  
clear  
opinion  
when  
evaluating a  
text.

