

**Pearson Edexcel**  
**GCSE English Unit 3 Creative English**  
**5EH3A – Controlled Assessments**

The purpose of this pack is to provide centres with marked exemplars of responses to the June 2015 series.

Included in this pack:

- Marked responses
- Examiner commentary

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CANDIDATE A

**Poetry (Reading) Task**

Task Title: How do the poets show attitudes to conflict through the chosen poems?

✓ *Clear & focused introduction.*

Attitudes to conflict are expressed very strongly in the three poems from the collection I have chosen to study. 'August 6 1945' employs a wide range of imagery in order to convey the poet's negative feelings about the effect of war. She writes the poem from two different narrative perspectives, that of the pilot of the Enola Gay and that of a young Japanese girl who is subjected to the effects of the bomb.

The imagery chosen at the start of the poem is inappropriate to the subject matter in places. The comparison of the mushroom cloud to 'an apricot ~~ice~~' and 'Marilyn's skirts' suggest that the speaker sees something almost beautiful in the cloud and this implies that the poet uses these metaphors to suggest that the pilot was unaware of the impact of the bomb he had dropped at this point in the poem. Later, the pilot begins to realise the repercussions of what he has done and 'laughed and trembled' at the reports he receives about the impact of the bomb. By the end of the poem, at a later point again we are told that he wakes screaming from nightmares which will not go away. This suggests that the pilot is also a victim of the war because he did not realise the impact of his actions and then had to live with the consequences.

✓ In a similar way the description of the Japanese girl is pitiful as she wonders, 'mama, why are you so late?' The reader knows that her mother is probably dead and that the girl, with her skin stripped away will not survive long. The use of ugly similes describing people as like 'lizards' or 'salamanders' also makes the effect of the bomb seem shocking and ugly. This idea of the Japanese people being reduced to insect or reptile like creatures is echoed in the repetition of them being like 'ladybirds'. The effect of this is to show the de-humanising effects of conflict and the whole poem suggests that in war there are no real winners. I think that the use of the two different voices in the poem makes it more effective in making the reader see this event from different points of view.

In 'Bayonet Charge, Ted Hughes, talks about conflict during the war and describes what it was like running at the enemy who were shooting at you. In the poem he sees a hare get shot while he is running towards the enemy and he stops suddenly and realises he has narrowly missed being shot. He was going to help the hare, when he realises that he will be dead if he stops running.

*Receptive & well-integrated approach to task.*

*Invasive & well-judged comment on purpose / effect of poetic technique.*

As in the previous poem the conflict within war is seen to be violent, "Smacking the belly out of the air" – This is personification because it makes the air seem human and suggests that the men are under heavy fire. We feel as if the man is burdened by his rifle, it is described as being, "Numb as a smashed arm" This is a simile – It means that the rifle is slowing him down from charging the enemy and you have to get close to do any damage, "Numb as a smashed arm" which makes the rifle seem like a burden rather than a weapon and therefore useless.

The man clearly does not know what he is doing. He is "dazzled" – He is confused due to the amount of bullets heading in his direction while he is charging the enemy and is very stressed, "Sweating like molten iron from the centre of his chest" – This simile suggests that the man in the poem is terrified. The word, "stumbling" also suggests he is unsure where he is going and confused by the entire attack. In this way the poet uses language to suggest the sheer terror of battle.

The poet suggests that the man has no control over his life, "In what cold clockwork of the stars and the nations" – This is a metaphor to how he is feeling. He is feeling like he is worthless. The word "Raw" makes it seem like he is unprepared and its repetition is disturbing and unpleasant.

*Discriminating & relevant points made throughout.*

At the end of the poem the poet refers to "His terror's touchy dynamite" which suggests through a metaphor that the soldier feels like he's going to explode with fear. Nothing matters to him any more, not "King, Honour, Human dignity, etcetera." He just cares about his survival and to not being killed while charging the enemy. This shows conflict as being chaotic and not heroic at all.

*Sound structure & clear link back to the title.*

Another poem which shows the negative effects of war is 'Exposure' by Wilfred Owen. In this poem Owen also uses a wide range of figurative language to suggest to the reader that this conflict is destructive and inhuman. Again metaphor is used. He compares the barbed wire to 'brambles' and this makes it seem as if the soldiers are in a world where nature around them has been destroyed. He uses simile, suggesting that the distant rumble is 'like a dull rumour of some other war'. This implies that as the men sit in the cold and wait for the inevitable attack, nothing seems real any more, not even the war. Even the natural world around them seems to be their enemy. The winds 'knife' them and the snow flakes are described as 'flowing flakes that flock' and find their way into the men's clothing, making them feel colder still. These techniques show the horror of war. Even when the men sleep they can not rest. Their dreams of home are disturbed and morning is personified in a grim fashion as if it is something to be dreaded. The ending of the poem is particularly depressing with its reference to the burying party whose 'frozen' expressions could suggest that the men are physically cold but also that they are emotionally numb. Each stanza of the poem outlines another grim image as night turns to day and suggest that exposure to these conditions is almost worse than the fighting itself. The title of this poem is very significant because it suggests the men are dying of exposure but leaves it open about whether this is about the cold or the war. It is clear that the poet's view of the effect of conflict is very negative.

*Perceptive  
understandably  
of how  
techniques  
link to  
effects.*

Each poet then, expresses a negative view of conflict in war through their poems.

*A perceptive & carefully structured response, which shows a sound grasp of the key techniques used by the poets.*

**Poetry – examiner comment**

A concise but effective response which covers all three poems equally and shows perceptive understanding. Evidence is used consistently, with a clear focus on how the techniques contribute to understanding. The third paragraph illustrates this well: 'The use of ugly similes describing people...makes the effect of the bomb seem shocking and ugly. This idea of the Japanese people being reduced to insect or reptile like creatures is echoed in the repetition of them being like 'ladybirds'''. Short integrated quotations are used throughout for 'Bayonet Charge' – for example: "stumbling also suggests that he is unsure where he is going" and the final comment on the title of 'Exposure' is perceptive. The piece is securely in Band 5 but at the bottom of the band – to move higher, it would need to be developed in more depth and detail. The centre mark was agreed.

**Mark: 21**



## Creative Writing Task

Produce a piece of extended writing based on the stimulus material from the film clip.

## The Wounded Soldier

I stood there dumbfounded, unable to comprehend the sight before me. Blood roared in my ears as I tried to focus on the broken form next to me. I was knocked out of my stupor by a fellow soldier grabbing me and pulling me down into the dirt. A second later an ear-splitting roar assaulted my eardrums and a huge plume of fire reared near our dugout. I shook the soldier off me and crawled to the broken form ahead of me, mud and debris slowing my progress.

Excellent  
✓ use of  
verb-noun

I flinched as another explosion tore through the mud-slicked ground, shrapnel hitting my head. ✓ I could feel warm blood making its way down my forehead and into my eye, making it almost impossible to see when combined with the smoke billowing out from a nearby impact crater. I felt a horrendous twinge in my stomach; however the adrenalin dulled out the feeling. I reached the body and threw my bloody arms over him, almost in a vain attempt to shield him from the horrors surrounding us.

Adrenalin  
& clarity  
of  
description

I looked around with a crazed look in my eye. I saw almost nothing in the fog like effect of the smoke, figures drifting in and out of sight. A flash of light briefly illuminated the hazy fog revealing the soldier who had forced me to duck and another figure I couldn't make out. They were grappling each other and from the looks of their wounds almost certainly fighting to the death.

✓ Spelling  
is  
is

I shook my head and grabbed the body, holding his broken form close to my chest as I began to crawl to the dugout. Mud hit my face and I almost lost my grip as yet another monstrous explosion tore through the battered outpost. I pulled him into a tighter embrace and dragged until I reached the entrance, fighting clearly visible in the main trench now. It was plain to anyone now that the enemy had performed a stealth attack, one that had also just as plainly worked. I could hear shouting now, growing louder with each second that passed.

Architect  
& consistent  
accurate

I made one last heave and pulled him in, losing a shoe in the progress. ✓ I dragged his body to the far corner near our bunk and propped him up beside me. His head lolled to the side as I did so and I resisted the urge to prop his head up again. I grabbed my stomach as the adrenalin left my system, pain

Effective  
structure -  
effective  
use of  
detail

washing over me and I grimaced as the realisation hit me; I wasn't going to survive.

I settled back into as comfortable a position as possible and waited for death's icy hand to take me away. I wondered, in a moment of dark musing, if my death would be by my wound or by the soldiers who were no doubt looking for survivors. I gazed with my unfocused eyes at the bunk I had slept on for so long. I smiled, as I remembered how happy I had been whenever it was time to turn in after a long day of fighting. Although I never considered the work I did to be unbearable, it certainly wasn't easy. In fact looking back on those days I realised just how much I had to endure when the shelling or the weather was particularly bad.

Effective  
use of  
descriptive  
from  
poems &  
film

The latter was definitely the worst of the two however. The weather if bitter cold could cause unimaginable pain, even driving some to the brink of insanity, while a shell would be quick, painless and most importantly a way out of the hell of war. I focused again as voices sounded from outside. They were yelling in loud, frantic tones and although this may have been my imagination, they seemed to be calling for survivors.

The body propped up next to me slumped a little as I shifted to listen to the men outside. I felt a brief flicker of hope as I heard the voices drawing closer and forgot my still oozing wound as I dragged myself across the dugout and to the entrance. ✓ I called out in a weak, hoarse voice and I heard the shouts increase in volume. I reached the entrance and almost blinded myself gazing at the dawn's sun.

Effective  
vocabulary  
&  
construction  
of scene

It was beautiful; made even sharper by the clear turquoise sky. Rough hands grabbed me and pulled me up, causing me to almost black out from the pain. I started as I realized that the soldier who had pulled me up was not wearing the usual dark blue uniform of the allies, but the field grey of the Germans. I realised the mistake I had made and my earlier hope vanished.

Effective  
descriptive  
of images

Effective  
forms

I made a small whimper of protest as they dragged me to their officer, earning me a swift blow across the face. I was thrown to the ground before him and forced to look up. He looked down at me with his cold dead eyes, no sign of compassion showing across his face. He spoke in a soft tone surprisingly in English. I was to be taken to HQ for questioning; he put

Effective  
& convincing  
detail  
of situation

emphasis on "questioning" and a small grin appeared on his face.

I was forced to my feet and led away, my vision growing dimmer. They hadn't noticed the blood trickling from my side and if I managed to hide it, I would soon be free of the torment yet to come. My thoughts turned to the body left behind in the dugout, and all I felt was guilt. I was brought to a halt at a supply truck and told to climb in the back. I obeyed and clambered in, immediately slumping into the nearest corner. I felt movement as the truck started up and I slid further down. My vision began to fade. I smiled to myself as I realised all the agony I would be spared. I closed my eyes and my thoughts again turned to the body in the bunker. My brother would never get a proper burial, but at least he was at peace. I thought about him for a few more seconds, and then nothing. ✓

*Affective twist at the end. Extremely well written & effectively organised.  
Skilful sustained paragraphing, cohesive, well expressed & accurate.*

*16  
16*     *8  
8*

#### Creative Writing – examiner comment

This is a compelling piece in which voice and tone are convincingly maintained. The narrative is well planned and develops in a controlled way up to and including the final 'twist'. A range of sentence structures are used, and tenses and paragraphing are controlled. There is a high level of accuracy and a range of vocabulary choices. At times, sentence beginnings lack variety but this is made up for by the overall control of text structure. Given that this was produced by a 16 year old in controlled conditions, full marks can be agreed.

AO3i/ii: 16

AO3iii: 7

**Overall mark: 45**

CANDIDATE B

**Poetry (Reading) Task**

Task Title: Explore the ways poets present their attitudes and feelings towards conflict in clashes and collisions and bayonet charge

28/2/14

How do the Poets convey conflict, what are they telling us.

In this assessment I will be exploring the following three poems: Belfast Confetti, Bayonet Charge and Exposure. The three poems share the same themes, such as war and conflict.

**Belfast Confetti**

In Belfast Confetti the theme is about the war & conflict in Belfast Northern Ireland and effects on the general public who live in the area. You can see this as in the poem it says "Suddenly as the riot squad moved in". This makes you have concern about what is happening and it also makes you feel shocked as I can imagine being in the situation. The use of 'suddenly' makes the reader feel or almost jump as it was not expected and I can understand how the person felt as 'the riot squad moved in'. Also a 'riot squad' shows the reader that it is in a town which could suggest civil war because if it was a country war it would be about the army moving in.

Focus on  
effect of  
specific  
words.

The perspective point of view is from a person who is there; first person who witnessed this. You can tell this as in the poem it says "I was trying" and the "I" shows that it is in first person. This makes you feel like you are in the writers' shoes and he is talking directly to the reader and as he goes on we feel almost part of it; this is because you replace the 'I' in the line with you being there and seeing what he does. However, it is important to remember that he is only talking about himself and how he felt so the first person technique might be biased but is important to make you feel you are there and he is talking to you.

Developed  
response  
to present  
narrative  
perspective.



The structure of the poem is 2 irregular stanzas. The first stanza is longer than the second as it gives you information on about bombs going off 'nuts, bolts, car-keys' or 'the explosion'. The first one is longer as he needs explain and show the reader what is happening so that he can express his own thoughts about what is happening. He also uses more punctuation to slow the pace down to reflect an almost slow motion effect on the reader. The second one it talks about him running away from the police and talks about how he can't escape. You can see this as in the poem it says "Why can't I escape?". This is shorter with less punctuation to reflect the panic and him running, so the pace is quicker. There is no rhyming scheme in the poem because rhyming is usually affiliated with children's nursery rhymes and doesn't really suit the serious subject of the poem because it's a serious matter and feels like it is telling you his account of what happened in Belfast that evening. In the poem there are loads of war words associated with explosions, you can tell this as in the poem it says "Nuts, bolts, car keys" & "And the explosion". These words can make the readers visualise what is happening and can also make them feel like they are there. This is because homemade bombs are typically packed with "Nuts, bolts, car keys" to make shrapnel and cause harm to the public.

Thorough explanation of how writer uses literary techniques to create effect.

There are no similes or direct comparisons and this makes the reader think and draws their own conclusions to what is happening. There is however an extended metaphor that runs throughout the poem which is punctuation or terms that you use with it for example it says "An asterisk on the map". The sentence "It was raining exclamation marks" describes how much it is raining. This makes you think about what is happening on the asterisk; an asterisk is used to highlight something so he is highlighting Belfast or it could be used to cover the name Belfast on the map which would show it no longer exists or is wiped out or reflect from above a bomb crater. 'Full stops', 'exclamation marks' and 'question marks' are all used in the poem to reflect what is happening. The 'full stops' reflect when the streets are blocked so he has no escape route, the 'question' marks reflect the interrogation by the police on where/what he is doing or that he is questioning himself about the situation and his identity within Belfast 'My name, Where am I coming from?'.

Thorough/structured analysis.

Change the pace of them reading the poem. For example in the sentence "Nuts, bolts, car keys, explosion" this makes you read it slow as you have to take a little pause at the commas. The writer

describes the location as a labyrinth "I know this labyrinth so well". This statement contradicts itself because a labyrinth is a place where you would usually get lost, but he says he knows it so well which suggests war in Belfast is a regular thing.

### Bayonet Charge

The theme of Bayonet Charge is war, patriotism and conflict. This is shown in "Rifle Fire" & "Bullets" as these represent war. The effect this has on the reader is making them know what the poem is about. This gives us an idea of what the soldiers were going through while they were in the trenches. This also makes us feel sorry for them as well. The poem is written in 2<sup>nd</sup> person and we know this as it says "Suddenly he woke". The effect that's given is not that reliable as we are not being told the story from the person who was actually there, the reader is given the chance to question if this actually happened.

Some personal interpretation of the poem.

The poem has three stanzas and has twenty-four lines and does not include any rhyming at all. As the previous topic of "Belfast Confetti" if there was rhyming it wouldn't be read like a story but more of a nursery rhyme. This makes the poem be regular and makes you read it like it's a story. You can see this in "raw-heavy" "hedge-heaving" ends of lines do not rhyme. The technique of blank verse creates a story like effect on the reader and shows the seriousness of the topic.

Clear comment

In the poem there are also a lot of descriptions through imagery of the situation and their feelings and this makes you imagine of the things as you read on putting you in the place of that soldier. Simile's are used in the poem "Seating like molten" to show how hot it was and makes you imagine it. The 'setting like molten' helps the reader understand how solid, stiff and un-doable the situation is for the soldier in the poem and adds to the effect of how fixed their situation was, kill or be killed.

on structural/presentational aspects.

Metaphors are used as well to describe things such as "rolled yellow flame" and help you with imagining it. Which creates a clear imagery in the readers' mind, one of flames or extermination coming his way. ✓

Full stops, colons, commas are all used in the poem and helps the reader take pauses, this creates tension and helps the reader have the chance to see what is happening. The tone of the poem is soft and angry, and the pace in the poem is quite fast and makes you read it that way as well.

*well expressed & well analysed.*

### Exposure

The theme of Bayonet Charge is about a soldier on the front lines being ordered to charge out toward the enemy, and perhaps be a 'decoy'. It shows this by "Suddenly he awoke and he was running – raw" this shows that he wasn't aware of what he was doing, and unknowingly began to follow his orders without any question or thought.

The poem is structured in 3 stanzas and begins/shows different parts of his experiences in each one, which makes the reader feel emotional because you read in detail how he felt, and what he had to try and cope with while he was on the brink of death. The point of view in the poem is all first person, so the reader can try and understand how the soldier felt whilst he was running his life away.

The poem also does not use rhyming, because like the previous poems, the writer tries to create a serious topic, so rhyming would just make it seem childish. Imagery is very consistent in the poem and has very detailed explanations to accompany them, like in "Threw up a yellow hare that rolled like a flame" which may indicate that a hare has been caught up in the crossfire and is rolling around, slowly dying. Or like in "Listening between his footfalls for the reason" which could also show that he is wondering why he did what he did and whilst running, trying to figure out the reason he had done it. This use of metaphor gives the reader distinct and clear imagery of the pain and anguish they are facing. Including the way fire was used to exterminate soldiers, just like a farmer might do to kill off the crops; here the soldiers are the hares running from the flame of war.

*Appropriate choice of textual detail*

Similes are used a bit in the poem, to try and make it seem more detailed and interesting. Like in "He lugged a rifle as numb as a smashed arm;" trying to implicate that he is basically lugging around a dead arm, or basically something that is heavy and he cannot feel which causes strain on his body. Or perhaps in "Sweating like molten iron from the centre of his chest, –" which could suggest that he is nervous or scared so much that he is burning up inside. Punctuation has been used quite well within the poem, so it can try and show complexity and make the poem seem really serious and emotional like in the part "King, honour, human dignity, etcetera" which may show that he is trying to make the reader go slow and realise how he felt or sees things in his point of view. The tone in the poem is rather soft, but at other times can be angry. Because throughout the poem the soldier seems to vary in his feelings toward what he is doing, because he is realising what he is doing and doesn't know why, so he is tripping between his feelings from different points of view. ✓

*chosen.*

### Poetry – examiner comment

This is an interesting response. The candidate covers the first poem in some detail and although comments are sometimes edging towards the literal, there is enough evidence of insight and thorough understanding to begin looking at Band 4. 'The full stops reflect when the streets are blocked so he has no escape route, the 'question' marks reflect the interrogation by the police...or that he is questioning himself about the situation and his identity within Belfast'. However, despite the subheadings, the candidate only deals with two poems. The section headed 'Exposure' is actually further comment on 'Bayonet Charge'. This does not seem to be picked by the centre or reflected in the choice of mark. In these circumstances, it is best to move the candidate down to a similar point in the band below. Here, a mark of 18 could be justified if all three poems were covered, meaning that a final mark of 14 is appropriate.

**Mark: 14**

## Creative Writing Task

Write a text based on a World War I film clip.

Day 1

Dear Diary,

Today was a great day. I got to see my mates and have a chat. They were going on about the army and how we should all join. Most of us agreed and wanted to sign up right away. (after all it was our duty).

We all walked around town, talking, talking about how and where we can sign up. We saw loads of posters about the war and walked up to the subscription officers and asked about joining. I was so excited, the uniform the travel and not to mention the girls! ✓ *Some variation in punctuation.*

After joining we set our way down to the pub for a drink, a celebration of our support to our country and our bravery. We talked about how amazing the army life would be. We talked about the country side and how wonderful the weather would be there.

We are going to France! ✓

As we finished our drinks we all made our way back home and couldn't wait till we were called to go to war. ✓ *Used sentence length for effect. Accurate writing*

Day 2

I was woken up with a knock at the door. I could see the sun outside through my window glazing at my eyes. It was as if it were shining directly on me, a sign that all was going to be well, a golden hello to my new life.

As I slid out of my bed with my civilian pyjamas on! and made my way down to the door, I was almost skipping with excitement at what was to come.

I slowly opened the door while rubbing my eyes. As I opened the door I saw two officers standing there in uniform, they asked to



confirm who I was and told me to pack my bags as I was going off to war...

I don't think my feet touched the ground, a whirlwind of emotions, good byes, tears of concern and pride carried me straight into the army arms waiting for me.

I reached the camp, although nervous I spent most of the day looking for my mates. When I did find them we had a nice chat and were dead excited about what was about to happen next. As we were there talking on about what was about to happen, the commander started talking over a microphone and said that we are all going off into different groups. As he read out the names of people that are going to be in different groups, me and my mates realised that we'll all be in the same group with some other people which was good to hear.

Clearly  
organised &  
logically  
developed  
narrative.

I was really glad to hear that I was with mates and not some people I wouldn't know (after all we joined up together).

After the groups were all organized, we were told to all head to our beds in the camp and to make sure we wake up early for tomorrow.

It's very different in here, not like my room! All lined up sardines in a can (not that we had any of these at the moment) a school of fish swimming up stream fighting the current.

Some use of imagery -  
but a bit  
hackneyed  
in places.

Day 3

It was a very different wakeup call today!

I heard people shouting and trucks growling, I rose out of my bed and looked around and noticed everyone was gone. I quickly grabbed my gear and ran outside and looked around and saw a convoy of trucks that were about to leave. I couldn't believe how I had overslept, in a panic I tried to find the truck that I was meant to be in, when I heard someone shouting "Come on were

Better choice of imagery



about to leave!" I quickly looked behind me and saw my mates at the back of a truck that was just about to set off.

I quickly threw my things in the back of the truck and jumped inside. We quickly talked about what was going on and I got told that we were going off to fight against the Germans.

Me and my mates were excited when we heard that we were going off to fight against them on the outside! Inside though I was worried, what will we see? What will happen? Will we all return? These questions circled my mind like a vulture on the plane, looking for the bones of truth about our future. ✓ *Some extended simile.*

As we chatted I decided I would just sleep until we get there so I don't be tired when we're fighting against them...an escape from the questions that integrated me. *integrated?*

I suddenly woke up as I heard artillery getting blasted all around me. ✓ *Short sentences for effect.*

I heard shouting all around me, saying no demanding "Get out, get out!". I quickly dropped down out of the truck and sprinted towards a trench where everyone was hiding. I slid down into the trench which was more like sliding towards hell, grouped and huddled up with my mates i realised that one of them were wounded...

I didn't know what to do as I was in shock.

This was not supposed to happen! ✓

The commander officer told us to fight back otherwise we would get shot by him!

We didn't have any other choice than fight back so we grabbed our rifles and started shooting. We did not know what we were doing, like rats in the headlights: startled; scared; bewildered and untrained children. ✓

*I was shaking and couldn't hold my rifle. I started shooting at the Germans, aiming anywhere in their direction, until we killed them all that were behind the trenches, or they had run away.*

*We were there cheering with relief until we realised a group of Germans were holding their rifles over us...*

*We slowly put down our rifles and jumped over the trenches to where they told us to go. We could not speak German so they pointed their guns to the back of the truck and told us to get in.*

*We all jumped inside and kept quiet.*

*There was a blanket of doom wrapped around us which tightened as the Germans got into the truck and turned on the ignition.*

*They started the truck and we set off in a convoy.* ✓

*A clearly structured response which uses a range of punctuation accurately -  
Some careful crafting & attempts to use imagery for dramatic effect.*

#### **Creative Writing – examiner comment**

This piece is sustained and structured, with a clear sense of purpose and audience. There is evidence of choice in sentence structures, although at times there is some comma splicing (for example, at the bottom of the second page). Vocabulary is, at times, well-chosen and apt, but this is not consistent – some choices are very simple and too colloquial even for the choice of first person narrative. Spelling is accurate and punctuation is usually controlled. A mark of 11+5 was agreed: note that the centre moderated mark of 12 + 7 was not transferred to the cover sheet, but the total remained accurate.

AO3i/ii: 11

AO3iii: 5

**Overall mark: 30**

CANDIDATE C

## Poetry (Reading) Task

Task Title: Collection A Relationships – Absence, Sonnet 116 Song for Last Years' Wife – A written response of up to 1000 words

The two poems that I have chosen to be compared to Absence by Elizabeth Jennings, are; Song for Last Years' Wife by Brian Patten and Sonnet 116 by William Shakespeare. ✓

The general theme of two of the poems; Song for Last Years' Wife and Absence are about loss of love, whereas Song Sonnet 116 is more based on upon the journey of love. ✓ <sup>comparison</sup>

✓ <sup>technique</sup> In Absence the title shows a clear, one-worded message as the title itself is alone. From this we can understand immediately that someone is missing. In the final stanza it states, "your absence seems a 'savagely gone'" the use of such a powerful adjective shows the amount of hurt that has come with the loss that has been felt by the voice of the poem. This is in stark comparison with the lighter vocabulary used in the first two stanzas for example "birds", "garden" and "singing ecstasy". The voice seems to be shaken by the loss using the ✓ <sup>metaphor</sup> of an "earth tremor", which shows ✓ <sup>technique</sup> the physical intensity of the pain. ✓

Textual reference

Song for Last Years' Wife, like Absence, is also about the physical pain felt when the narrator loses a lover, "Love" "Loss comes now and touches me". Finally the poem adds to the loss and how this can not only physically, yet, mentally affects the person.



We can also see the mental torment also, "this is my first winter of waking without you" and "I send out my spies", this all shows how the thought of ~~losing~~ <sup>having</sup> lost his love is continuing to play on his mind. However where Absences: reason for the couple being apart seems to be due to death <sup>however</sup>, Song for last year's Wife, seems to be that "Alice" has left him. The first word, being "Alice", shows a clear indication that the man is directing it to her in 1<sup>st</sup> ~~for~~ <sup>for</sup> first person, affecting the reader more than ~~that~~ if it was in third person.   
 Comparison. Textual reference Technique

In Sonnet 116 whilst loss of love is not the general theme, Shakespeare does not agree with Patch and Jennings that love will stay with you forever, "ever fixed mark" ~~or~~ and "to the edge of doom", this <sup>Good quote</sup> concludes that love is so ~~power~~ powerful it exceeds death, even if the love grows weak it ~~will~~ will also be a ~~st~~ glance inside your heart and a ~~peer~~ piece of piece that can never be replaced it will ~~prever~~ <sup>per</sup> stay.



The structure of the three poems are ~~all~~ ~~they~~ have differing aspects, however they have similarities.

Sonnet 116 has ~~ge~~ got the ~~and~~ original thought of a poem as it has ten syllables in each line, ~~com~~ common in Shakespeares era. It ~~all~~ has also all been compiled into one stanza, each starting with a capital letter.

Attempt to compare structure

Similary Song for last Year's Wife has all been compiled into one stanza, however unlike Sonnet 116 it has ~~not~~ no ~~con~~ set amount of syllables and does not ~~h~~ start each sentence with a capital letter, this shows how it has an almost ~~cont~~ constant continuation of the narrators suffering of the adversity of ~~the~~ the loss of 'Alice'. ✓ effect

In Absence however it has been separated into three stanzas and each stanza starts with a capital letter. ~~like~~, Sonnet 116, however it does not have a ~~s~~ specific pattern of syllables ~~and~~ like, Song for last Year's Wife.

In all three of the poems is the difference of the love between all of the poems. Song for Last Year's Wife and Absence has a similar idea of which they both feel as though love has hurt them and also how it's never going to be the same without that person, whereas Sonnet 116 discusses how when it's true love it'll last forever.

In Absence the metaphor of an earthquake is mentioned near the end of the poem as it reads, "An earthquake tremor", this shows how the hurt after the narrator lost their <sup>and</sup> love has left a large and unforgettable mark on them. Similarly in Song for Last Year's Wife it is about how it will never be forgotten, in a depressing tone, we know this from where it reads, "perhaps not even conscious of our anniversary". Which shows how he still remembers their anniversary as something important, whereas he is almost certain that "Alice" does not care about this which has left him hurt and sorrowful.

In Sonnet 116 love is remembered as an "ever fixed", which is seen as a hopeful statement with which is surrounded by love. This metaphor shows that love is like a stain and cannot be gotten rid of. Effect

All of the poems get the theme of nature which symbolises their feelings.

Song for Last Year's Wife connects with the theme as it states as the poem begins, "same empty gardens exist", this shows how nothing



has changed as nature is not effected by broken love it stays the same.

Similarly Absence also carries the theme of nature not changing even though love has, "Nothing was changed", which shows how even ~~though~~ though the narrator has changed, in result of their heart-break, the nature is still unaltered.

Also in Sonnet 116 it states how even though the seasons are changing your love and how you are as a person does not change, "Love is not love Which alters when it alteration finds,". It has also been used as the 'stars' as it reads, "Star to every wandering bark", this suggests how there are two people meant for each other, they just need to find each other.

From

From Song for Last Year's Wife and Absence we can gather that the ~~note~~ narrator is feeling upset and in dismay, whereas Sonnet 116 has the feeling of happiness and how once true love been found it will never leave.

In Absence the readers can see how the narrator is upset by what has happened, "An earthquake tremor... shaken by my thinking of your name".

This as the last sentence gives the effect of sorrow from the metaphor of the earthquake, this all highlights the damage that has been caused.

Similarly in Song for Last Year's Wife we can see how love does not always turn out the way that has been hoped for, we know the narrator feels this way as it states, "Love had not the right to walk

out of me", this is personification as love ~~can~~ <sup>can</sup> not physically walk, this adds to the feelings of love that it has hurt the narrator, also it has his past lover's name, "Alice" as the first word, this draws the ~~reader's~~ reader's immediately which lasts throughout the poem.

Contrastingly Sonnet 116 has a positive outlook on love and the narrator, William Shakespeare, carries this throughout the poem. We can see this as it reads, "never shaken", this contrasts with Absence as Absence has a metaphor of an earthquake, which can cause mass damage in a very short period of time.

### Poetry – examiner comment

This is a sound response to all three poems. The candidate makes a range of points and supports them with well-chosen textual references and there are flashes of insight – the comment on the use of 'earth tremor' as a metaphor, for example. However, points are not always fully developed: 'the first word, 'Alice', shows a clear indication that the man is directing it to her in first person, affecting the reader more than if it was in third person'. This type of analysis typifies 'sound' rather than 'thorough' understanding. It is notable that the candidate spends a lot of time trying to compare: comparison is not a requirement of the task as this is assessed in Unit 1, so a note in the E9 to that effect would be appropriate if this was common to a number of candidates.

**Mark: 15**



## Creative Writing Task

## Theme A Relationships – Narrative

① The Journey

As I look below at it into the deep and secluded water just X below my seat I ~~it~~ ~~my~~ as I throw daisies with my ~~two~~ two beautiful children, ~~Anthony~~ Dylan who ~~is~~ <sup>\* Who is</sup> almost four years old and my darling daughter almost ~~two~~ <sup>Emily\*</sup> years old. As we sit ~~watching~~ my mind begins to ~~back~~ ~~at~~ <sup>wanderback</sup> to when I was stood in this exact position ~~at~~ <sup>three</sup> years ago to this exact day.

When I was just ~~sixteen~~ a little growing up in ~~X~~ New York ~~the~~ everyone thought I had the perfect childhood growing up in a rich family in one of the biggest and best cities in the world. Yet, it ~~far~~ <sup>from</sup> perfect. Growing up I was constantly abused, physically and mentally by my mother's third husband, who was the one who was meant to take care of me, as my mother was constantly working. By the time I was ~~sixteen~~ I had ~~had~~ four broken arms, six black-eyes, two broken legs, a broken nose and a ~~brok~~ broken collar bone. ~~I~~ I was at an all time low, though I had hit rock bottom until one night he came in my room whilst my mother was ~~at~~ asleep and all he said was, 'Don't move, don't speak and it'll all be over', that was the first time of many that he sexually abused me... As

When I had turned sixteen and the

abused abuse had happened for two years I found out that I was pregnant, I was scared of what would happen to me and my baby, so I ran. I got a bag with some money and water and I left, without saying a word. I placed my pregnancy stick on the shelf of my room with a note saying which read positive with a note saying 'Thank you for even everything my wonderful step-sister which my mother brought into my life', signed the note and left, to never return.

As I left I found a sound refuge at a homeless centre where I soon became friends with Dylan, a boy the same age as me coming there from a similar background. ~~At~~ Nine months later I gave birth to my beautiful boy in the Saint Alberts hospital with my best friend by my side, who I named my first child after. My life seemed to be more perfect than ever before, me and Dylan were happy and he soon asked me to marry him ~~to~~ so that he could help look after our baby, I also found out that I was pregnant again with our child, my life had finally got to a stage of complete happiness. Until...

It was a beautiful beautiful afternoon ~~with~~ when me, ~~and Dylan and Dylan~~ you ~~father~~ Jr were walking back from the park, we were all so happy until we all heard a <sup>man shouting</sup> car speeding down the road with a <sup>gun in his hand</sup> drunk driver who had lost

I knew the man,  
yet I didn't know from  
control where.

A control, Dylan too told me and my son  
to go behind a house and wait there  
until he came for us, he never did...

I heard the gun go off, yet I didn't  
move, I was stiff with panic, I couldn't  
move, it was silent until I heard footsteps  
walking towards where and and we were  
hiding, yet, just before they reached us they  
stopped, turned around and began walking  
the other direction. It felt like an eternity before  
I could build up the courage to come to  
come out and when I finally did, I wish I  
never had. I saw my best friend, my niece,  
my one of the biggest cause of happiness in  
my life dead. His lifeless body was spread  
across the street road and a pool of  
blood was around him. I broke. I held my  
just to my sixteen months son as he slept  
and I cried. My life was perfect, yet  
then it was a car came, I remember nothing  
after that until I was at the police  
station.

### Creative Writing – examiner comment

There is evidence of some control in the overall structure of the piece, with some punctuation for effect. The use of time shift in the first paragraph and of ellipsis at the end of the first page show that choices have been made about how to develop the story. However, control lessens as the piece develops and comma splicing becomes common. The story seems unfinished. It is just possible to agree the centre mark of 10 +5.

AO3i/ii: 10

AO3iii: 5

Overall mark: 30



CANDIDATE D

## Poetry (Reading) Task

Task Title: Clashes and Collisions

To begin with, when you read each of these poems firstly you can kind of get what they are about, it's only when you really go into depth and ~~analyse~~ analyse the poem step by step and stanza by stanza. (A stanza is each paragraph or each couple of lines in the poem) that you really know what it's about.

Beginning with bayonet charge, you can gather a lot of information in the first stanza and what the whole poem is probably about. for instance 'that dazzled with rifle fire, hearing' suggests there is shooting going on and when you think of shooting you think of war. You then read the next part 'Bullets smacking the belly out of the air -' and 'The patriotic tear that had brimmed in his eye', most would read this as the person is in fact crying or fearful. The way the poet has used similes to compare things such as 'He was ~~to~~ ~~running~~ running like a man who has jumped up in the dark' with the way the poet has written I would say he hasn't hugely come across against conflict nor does he influence it, however shows how people act and how they would feel in certain situations, that you would be <sup>scared</sup> ~~scared~~, fearful and try to be aware of your surroundings.



The poet in Bayonet Charge also uses so many unfamiliar words and goes into depth so the reader can really imagine the kind of scenario the person is in, so using this type of language can help you connect with what's happening and how you can relate with the characters feelings.

Moving onto your Dad Did What? The poet here has gone about the poem in a completely different way compared to Bayonet Charge. Once you firstly read through all of this poem you can guess that there is a lot of frustration in it and can perhaps frustrate a lot of readers. The poet uses repetition in each stanza with the question 'your dad did what?', 'what? your dad did what?'. People will be wondering what this means however if you analyse properly reading part of the last stanza summing that up by basically adding the 'E' to his question he has repeated you end up with 'my dad died'. With this you read it again and ~~realise~~ realise it is not what his dad did however that his dad has in fact passed. Certain parts like 'we stay behind until the work is done' you can tell this person likes things in order and perhaps also is quite strict. Not knowing the kids actual story, ~~his~~ you would assume teacher, comes across quite heartless at ~~the~~ times but realises the kid has potential and finds out what is actually going on. The poet has used normal language and every day words. I would say and uses repetitive and rhetorical questions to help readers think. I would say this isn't ~~really~~ really about conflict but definitely shows his attitude towards people's feelings.

Lastly onto the poem Exposure. The writer of this poem has definitely put a lot into it and to help the readers understand, with a lot of strong big words. The poet you can see. So we can firstly gather that it's to do with war. But not exactly however

12/14 as it is to do with an Iraqi invasion. The poet uses a few personal pronouns such as 'Since we believe not otherwise can kind fires burn' or 'Tonight, his frost will fasten on this mud and us'. I think with these it kind of brings the reader into the story as if you were there. You can also go through the poem. See there is some betrayal logic. The language ~~used~~ used in this poem I would say is very sophisticated, taking the first line for instance, instead of saying something along the lines of our brains hurt, in the hard cold east winds that hurt us. He puts it in a way to make you really think 'our brains ache, in the merciless iced east winds that ~~knives~~ us'. Repetition ~~is~~ is used in the poem with 'but nothing happens'. And this is different to the other two poems due to rhyme with the poetry ~~is~~ not rhyming which is free verse. ~~there~~ there is a few instances of imagery used to with the use of language representing feelings such as 'Shovelling many hands, picking foreheads crisp'.

To sum up this particular poem I would say the use of language isn't everyday language but very imaginative and thoroughly explain and I would think the poet is very much against conflict especially with the act of betrayal.

Summing up on these three poems each poet has his own take on conflict and different use of language to get their point(s) across to readers.

### Poetry – examiner comment

This is a largely personal response in which the candidate explains the meanings that he has gleaned from the poems. However, although evidence is used it is not analysed in any real detail – rather, there is a degree of feature spotting which increases towards the end of the response. The conclusion on 'Exposure' 'the use of language isn't everyday language but very imaginative and thoroughly explain' is typical of a Band 2 piece. As this is not in danger of crossing the band boundary, the centre mark was moderated down by 1.

Mark: 9

## Creative Writing Task

## Clashes and Collisions

as I woke, opening my eyes glazing at the ceiling above thinking 'what next', what is it all for'. Then suddenly the Chief Sargent major came rushing in to the camp, screams to the top of his lungs Attention I want everyone of you up and out of here this very second.

Atmosphere, tragedy, defence, trenches, injuries, deaths, attacking, defending, Explosions, war, carrying each other, in arms, No man left behind, reasoning with others, reasons for this, staying calm, never-ending, havoc, anarchy, weapons, protection, what's left, the aftermath, World War 1, rhetorical Qs?, veteran(s), Service(time), timing, getting by what you have, just costing just surviving, but what for? (rhetorical), keep going,



the present ~~set~~ story showing discussing war with grand children (WW1), the emotions, sounds etc. next thing the ~~set~~ past becomes the present and the story becomes reality. As the secret service so highly protected is invaded and the president is captured.

The president '61', Mitchell '26', Smith '29'

Smith - 'Complete the mission Soldier'

One day everything seems so simple but then it all changed. As the war began and was on course to take so many lives, inside the white House we find president streaming the war live as it happens, with his grandchildren seated and it happening right before their very eyes. They couldn't believe, yet, understand why this was all happening, but at the same time however they were glad ~~not~~ to be amongst it. Suddenly there was a loud bang coming from the common room, before they could rise out of their seats to take a look the ceiling collapsed above them, three men in black suits dropped down in front of them and took the president, which was to them their grand father.



As I woke, opening my eyes, gazing them at the ceiling above thinking 'what next', 'what is it all for'. Why am I here, in this pitch black room, nothing to be seen, nothing to be smelt, nothing to be heard, with the location beyond me. A man appeared however I could not identify him with the black mask on his chunky head. In the deepest voice imaginable he said 'Unless you command your soldiers to stand down and leave this war, you will be executed'. I replied 'that will never happen, my life rather than thousands'. He then said 'you have 24 hours to decide or so be it'. I began to think of every outcome, and neither scenario ended well, I thought this is it, I will never see my beloved family again, all hope for my country and its men is lost. The mysterious man in the mask re-entered the room, ~~and~~ he had his arm raised with his hand holding a pistol, in the split second I feared for my life and a thousand others.

I thought I am done for, however suddenly the door was kicked in and two soldiers appeared. They executed the enemy and began to untie me. 'It's okay Mr. President we're here to take you home'. I thought it's over I'm saved, however it appeared I spoke too soon as I lent and grabbed one of the soldiers' arm 'but how will we get back', he replied 'there is a chopper on stand by just 2 miles away', I thought great that shouldn't be difficult again speaking to soon.

We began our struggle of a journey to reach this side out of the middle of this war, the pain, the sweat, the hunger, realising what we send our soldiers into and what they are going through ~~each~~ each and every day, fighting for what they think is right and protecting their ~~the~~ country.

"Shouldn't be too long now Sir". Out of nowhere a bullet flew past me, my heart jumped out of my chest, and the gentlemen ~~to~~ stood by me screamed 'Shots fired'. So we all jumped into the trench nearby. Is it worth it? Is this fair?

The two soldiers seek out the shooter and take him down, doing everything in their power to protect me. As we began to carry on we looked around us at the distraction, the aftermath of our surroundings, realising the anarchy and battles that took place around us. Everything in life is timing, selfish of me to think this however had we have been here hours if not moments earlier we could have received the same outcome. We had to stay calm, the only way to make it out alive and through with any sanity.



do if i were to make it out alive would be to personally write a letter to those families of each ~~and~~ and every one of our fallen soldiers, even to those lucky to have survived.

I find myself looking back, the few moments before I was captured. Sitting with my grandchildren watching the war, seeing those soldiers in struggle, the mass destruction, and all of the fallen soldiers as these whom were killed layed on the ground with our enemies not a care in the world as they paced over them. Little did I know what would become, myself taken, my family in turmoil and this country even more at stake then it was before. I can look at the past but for now I am in the present and living the war only hoping I will be part of the future. I can take positives from the situation however I am not alone, I have two young, brave and fearless veterans here to protect me so I find myself lucky. These guys are prepared to put everything on the line for me and this country and for that I am ~~a~~ thankful.

As we stride towards the top of this god forsaken hill, sweat pouring and bones aching, I can take a brief moment at looking back. Looking at what has taken place and remembering our fallen comrades saying 'you will not be forgotten'. I will live the rest of my days under my reign making sure those who ~~is~~ may be lost but will never empty from our memories, as we carry on our lives for them. I must ~~to~~ ask myself one question as I find myself aboarding the ride home, What is it all for? When will it all end?

Those who ever look back on these dreadful times, thinking about what took place or even watching video's, clips or recordings, still will not grasp the realisation of what our soldiers really go through. So nobody should take a day in our everyday lives neither our soldiers' lives for ~~given~~ granted and I salute anybody who who sacrifices everything for the love of this country.

AO3	Feedback
	<p>You have expressed and developed appropriate ideas. There is purpose to your writing.</p> <p>Proof read your work to help correct spelling and punctuation errors.</p>

Lecturer: n Date: 2/2/15  
 IV ..... Date: .....

### Creative Writing – examiner comment

There is evidence that the candidate has tried to develop an engaging narrative but the structure is cinematic rather than literary, with lots of action and dialogue and little real development. Tenses are not secure and punctuation is uneven. The ending is more secure and suggests some reflection – however, this is not enough to lift the piece above Band 3. A mark of 8 + 4 was awarded.

AO3i/ii: 8

AO3iii: 4

**Overall mark: 21**

CANDIDATE E

Poetry (Reading) Task

Task Title: Collection B - Clashes and Collisions – Explore the ways poets present their attitudes and feelings towards conflict

9/10

Wittred Owen: exposure

controlled assessment

27.3.18

exposure

The poem is about the 1st world war in the poem the soldiers are in the trenches to wait and there affected by the weather

Wittred Owen wrote the poem to send a message war is not like you think.

total for 3 poems 8

RRR agreed

Wittred Owen uses simile for example like thinking response

expensive is stronger than the other 2 poems

sonnets of men among its labels this shows how the men are watching the wind blowing the back like it's the like comparing it to men who have sleep short this is effective because Wittred did this because it pressing the war as using people by making them kill others this makes the audience feel sorry because they don't have much equipment and no cover.



~~POA~~ also includes personification for example  
 ice cold winds which knife us this shows the  
 wind is cutting the men up in the trenches the wind  
 is described on the other because you can't see anything  
 and you can see cold the writer did this because  
 the soldiers were struggling against the weather  
 this makes the reader feel sorry because they  
 don't have any shelter from the weather

one  
 understanding  
 of  
 techniques

the poem uses rhetorical questions for example  
 what are we doing here this shows the person is  
 that the soldiers are confused and they don't know  
 where they are the writer did this because it presents  
 the soldiers as feeling that it's  
 disappointing about war this makes the reader  
 feel sad for the soldiers because they were  
 excited to go to France but the weather stopped it

understanding  
 of  
 effect on  
 reader

the poem also uses repetition for example "but nothing  
 happens" repetitive = not OK stance this shows the waiting  
 for

## Bayonet Charge

quote doesn't use repetition

The poem shows Repetition e.g suddenly he awoke and was running - row in row same on it means that the soldiers uniform is rubbing against his skin the writer uses this because it means that the soldiers have very poor environment it makes the reader feel more privatised to the soldier because he hasn't got the environment as a helmet.

Textual reference

The writer used onomatopoeia and simile for example bullets smashing the belly out of the air he uses a simile as a smashed arm the image that it uses creates image of being decapitated and getting death from all explosions the simile suggests that he can't feel the sun smashing against his gun Ted Hughes uses a simile because it describes the condition as rough and can't heal anything this makes the reader feel sad because he is killing because he has no choice.

The writer uses a metaphor and simile for example killed men who has jumped up in the air and was listening between his foot falls for the reason of his still and his foot hung <sup>like</sup> statues in mid-air it means the soldier senses that he can't see and doesn't know what he's doing.

Some understanding  
of meaning created here.

Ted Hughes describes the condition as rough and he can't hear anything this makes the reader feel emotion because he is hiding because he.

6

The drum

The poem is about ~~the noise of the Swiss~~ ~~the drum~~ ~~going on~~  
 it uses metaphors e.g. Sound Parading Round and  
 Round and Round it shows conflict because the  
 Swiss noise keep going on it's effective because  
 it's like you're being shot at over and over  
 again the audience feel like it's pointless and  
 there's no point of the war.

*textual* The poem uses images e.g. mangled limbs  
 and dying groans. It shows ~~people~~ ~~that~~ ~~people~~  
 are dying in the war it's effective because  
 it makes you feel scared for the soldiers  
 The audience feel sorry for the soldiers because  
 they were forced to do it. *Understanding*  
*of imagery*

*structurally* *meaning*  
*connection* that poem uses rhythm e.g. The beat of  
 the drum. It shows conflict because it's  
 like the soldiers hearts are pumping. it's effective  
 because it makes you want to feel  
 sad for the soldiers because it's like they  
 never stop moving. the audience feel sad  
 because most of the soldiers we're young.

- Some explanation of literary techniques
- Some understanding of meaning in poems
- Occasional reference to structural devices
- Mostly relevant textual reference

### Poetry – examiner comment

This response is hard to read but the centre annotations are helpful in drawing attention to key parts of the piece. Exposure is stronger than the other two poems, and although there is some feature spotting there is a clear attempt to link technique and effect. There is enough evidence to merit a mark in the lower middle of Band 2.

Mark: 7



# Creative Writing Task

Look at the film of World War I on the website. Write a text based on what you have seen.

5+1=6  
5/2  
7

Friday 7th February 2014

Creative Writing Assessment

On The morning i left there was some one knocking at the door i answered it was a soldier he said "get changed <sup>into uniform</sup> then come with me." After i got changed i said "beric my mum then i went with the soldier we waited for 5 minutes then i saw my friends getting onto the bus.

So then i ~~was~~ got told to go on the bus we were all excited to be going to France i was still thinking of my family then the bus arrived at the coast we could see the boat we headed down to the boat then we ~~was~~ arrived in France.

Once we ~~got there~~ we sat there the ~~commander~~ certain said just keep going forward on foot we walked for about an hour and we seen a little ~~big~~ town then we <sup>seen</sup> ~~germans~~ in the town and they captured ~~all~~ people ~~was~~ All the buildings were they were down people everywhere.

AFTER we left the town i felt abit sick & vom The smell of burning bodies was a bit disgusting but the Germans were gone when we got to the town they might of seen us coming and warned a bigger group of Germans.

development  
in  
narrative

The captain arrived and he says he got word that a massive German tank is coming and we have to be ready so then the captain gives us to starting ~~the~~ trench after about 2 hours we were done then the captain started the Germans.

He told us to be alert and wait for his word the captain looked over the trench and was shot through the head. The Germans knew we were there so we started shooting back then I woke up it didn't hurt it was a dream but it was just a flashback from 6 weeks ago!!

using the senses to aid description

~~When~~ When I was getting up I seen rats running past me and I heard explosions everyone was getting sent one of my friends said we need to go over the trench we got word from the commander I ran into the bunker and grabbed my gear and headed to ~~the front~~ my friend we got told to wait until they give the word 2 of my friends were in front the commander gave word we were all scared thinking should we be doing this but then the explosion stop we thought it was over but we still had to go over the first row went my 2 friends both got shot we all went my other friend ran ahead then there was an explosion.

evidence of vocab choice

i was stunned ~~my~~ then i got shot in the stomach and fell to the ground i was losing blood my friend came back and brang me back to the trenches and took me to a medic i passed out 2 days later a medic patcher up and in hospital my friend was set with me and said "we won"

- Expresses appropriate ideas
- Some grasp of purpose and audience
- Some evidence of vocabulary choices
- Organisation shows some text structure
- Some appropriate paragraphing

SPAG

- It is clear the candidate has very little ability to use punctuation to control expression and meaning, although full stops and exclamation marks are used occasionally.

#### Creative Writing – examiner comment

The candidate shows a clear sense of purpose and makes a consistent attempt to construct and develop a narrative response. However, it is relatively simple and straightforward, with little sense that choices have been made for effect. There are occasional uses of vocabulary to engage the reader 'burning bodies', for example, but these are not sustained. Punctuation is inconsistent and at times this makes the response hard to follow, but spelling is often accurate, with words like 'soldier', 'arrived' 'excited' and 'hospital' all spelt correctly. This is enough to move the mark for AO3iii very slightly upwards.

AO3i/ii: 5

AO3iii: 2

**Overall Mark: 14**