

Script 3

- 6 Explain how the writer conveys her belief that young people can make a difference.

You should support your answer with close reference to the passage, including **brief** quotations.

(10)

This text is ~~call~~ titled "Making a difference - Youth Participation" and it is adapted by a talk from a teenager, Ellie Jones. Ellie's target audience is to other teenagers and students who want to make a difference in society but require that one word of advice which is exactly what Ellie gives them.

The passage is split into about 7 paragraphs where the first half focuses on an award called the "Diana Anti-bullying Champion Award" while the second half focuses on Ellie's message and advice to fellow students. However the entire passage comes together to form an overall perspective that Ellie has on the involvement of students in the midst of social change.

Since Ellie herself is a teenager, the stylistic features of the passage are more relatable between her and other students. According to Ellie, social change can be in any which way. For her it was being a part of the "Changing Forces" campaign which strive to tackle "appearance-based discrimination". For others it could be ~~com~~ something completely different but the



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main link is for the younger generation to have the courage to stand up and tell society "Look, this is what's important to us. This is what we want to change." "

Ellie has written "Change Faces" in italics which draws a lot of attention of towards it. This focuses that part of the article on social change and immediately draws reference to this campaign. She writes the majority of the article in an opinionated style which shows her readers to confidence she has in what she is talking about and how she has gone through the ropes and realised what is important. While Ellie gives her fellow peers advice she uses a simile "sometimes it will feel like you're running your head into a brick wall" which will instantaneously connect with her readers. Everyone knows the feeling but Ellie goes on to say that it is important to get passed that and fight on for your cause because eventually people will listen.

Her entire passage has an underlying tone where Ellie talks about the positive and negative power dynamics. She further reiterates this, by using a lot of repetition of very key essential words which shine through almost as if they've been highlighted. "change", "responsible", "incredible", "destructive", "courage", "eventually". Each of these words hold a very strong meaning and together



they showcase the positive and negative forces that are at play in society, in the surroundings, in the lives of children. Ellie uses these to create a strong impression and further she advice she gives to other students. "don't be scared", "don't stop screaming & until they hear you.", "the fact that you want to get involved in society is a massive step forward. Her use of imperatives like "don't" and "want" ~~is~~ is a practical example of the fact that "young people have a lot more power than they realise". ~~and~~

Ellie also uses alliteration "clashes their communities", "manage to make" and sibilance "stop screaming" to put emphasis on particular points. The most impactful however is her use of fragment sentences in the last lines of the last and second last paragraphs. It puts a lot of emphasis and impact on her writing for the reader. "So, stick with it.", "So have courage." The reason that the ^{passage is very} ~~article is so~~ ~~is so~~ ~~reliable~~ to students is because it ^{comes across as} ~~seems like~~ a self-reflection from Ellie herself to the entire student community.

(Total for Question 6 = 10 marks)



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