

ENTRY LEVEL

R392

ENGLISH

Component 3: Writing

Specimen Internal Assessment Material

INTERNAL ASSESSMENT TASKS

There are two tasks both set by teachers.

Candidates will need to produce **two** types of continuous writing.

Informative Writing

One task: this could be a personal statement or CV, a letter, a statement of opinion or instructions on how to complete a task.

Imaginative Writing

One task: this could be an imagined story or a piece of writing based on personal experience. It does not need to be a complete story. It could be part of a story (an opening, an evocation of a mood or atmosphere, the introduction of a character).

This Specimen Internal Assessment Material contains examples of **Writing** tasks and guidance for setting writing tasks and on key elements of the writing process. Further guidance is offered in the OCR Guide to Internal Assessment tasks.

This document consists of **7** printed pages and **1** blank page.

Informative Writing**Specimen Tasks**

(a) Write a Personal Statement or produce a Curriculum Vitae (CV).

(b) Write a Letter:

To complain about something

To invite someone to a party

To inform a friend about holiday arrangements

To apply for a job.

(c) Write a Statement of Opinion about:

Blood Sports

Animal Rights

School Uniform

Smoking in Public Places.

(d) Write down instructions:

How to bake a cake

How to make a bookcase

How to change the chain on a bicycle

How to do a Power Point presentation.

Imaginative Writing**Specimen Tasks**

- (a) Think about some of the ghosts or monsters that you have seen on TV or have read about in books.

Write a story about ghosts or monsters.

Or

Write the opening of a story in which ghosts or monsters play a part.

Or

Write a piece creating the atmosphere before or when the ghosts or monsters make their appearance.

- (b) "I wish I hadn't done that".

Write about something you have done that you regret.

- (c) Think about some of the places that you have been on holiday or would like to go on holiday.

Write a story entitled "My Favourite Holiday". This could be a description of your feelings on arrival, of the place and its attractions/surroundings, a person you met, a dramatic event that happened.

- (d) "I remember my first day".

Write about your first day in any new situation.

For example, your first day at school. This could focus on feelings on arrival at school or the first person you met/became friends with, your first teacher.

- (e) Think about all of the computer games available to buy.

Write about your favourite computer game.

- (f) "I would love to try that again".

Write about something exciting that you have done that you would like to do again.

Guidance for Setting Writing Tasks

Teachers, knowing their candidates, should set tasks which offer challenges appropriate to their ability. Appropriate tasks set for Internal Assessment will be based on personal interests and contexts familiar to the candidate.

In particular, teachers' expectations of the extent to which candidates can sustain a response will vary. A candidate working at Level 1 will write only briefly, but if working at Level 3 should give evidence of the ability to sustain Writing at reasonable length.

The requirements for Writing tasks are such that they can be vocationally linked and Centres are encouraged to do this if appropriate.

Where possible, informative writing tasks should lead to continuous writing responses but it is recognized that at Level 1, for instance, candidates may not be able to produce an extended piece and the task set will reflect this.

It is worth noting that, for imaginative writing, candidates do not need to produce a whole story, they can focus on the opening, climax or conclusion, the evocation of mood, atmosphere or introduction of a character and tasks will need to reflect these possibilities where teachers feel this approach will be beneficial.

Guidance on key elements of the writing process

- Think carefully about what you want to write;
- Remember, a story has a beginning, a middle and an end;
- Remember to use the rules for writing;
- Try to use more adjectives (describing words). This will make your writing more interesting to read;
- If you need a spelling, use a dictionary to help. Try to write the word yourself. Underline it on your first draft, and check it when you have finished.

How to start a piece of imaginative writing

- 1 “Once upon a time...” **or** with a twist, “Once upon a particularly terrifying time...”.
- 2 “One day...” **or** “One gloomy day...” “One sunny day...”.
- 3 With direct speech. For example, “Hurry up,” yelled Mum, “the taxi will be here any minute...”.
- 4 Start with a question. For example, “Have you ever wondered why belly button fluff is always blue?”.
- 5 Start with a sound effect. For example, “Eeeeeek,” went the brakes as the car skidded sideways.
- 6 Get straight into the action. For example, “A vicious right hook caught me just above the eye.”
- 7 Characters can introduce themselves. For example, “Hello, my name is Sid. I’ve got a brain like a computer and a photographic memory. I’ve been following you now for three weeks, two days, seven hours and thirty-two minutes.”
- 8 Start with a statement. For example, “Michael was miserable.”
- 9 Start with a description of a place, a character or a smell. For example, “The acrid smell of smoke drifted towards me.”
- 10 Start with time. For example, “It was midnight...” **or** “The clock struck thirteen.”
- 11 Start with the weather. For example, “The rain came down like a hail of bullets on the roof of our car.”
- 12 Start with a flashback. For example, “As I wandered along the lonely cliff path my mind went back twenty years to that terrible stormy night when my life changed forever.”

How to end a piece of imaginative writing

- 1 Describe or show the feelings of the characters.
- 2 Provide a moral.
- 3 Show what the characters have learnt from their experience or what they want from the future.
- 4 Make a link with the beginning of the piece.

A Writing Checklist

- 1 Do my sentences make sense?
- 2 Do my sentences start with a capital letter?
- 3 Do my sentences end with a full stop, a question mark or an exclamation mark?
- 4 Have I used capital letters for people and places?
- 5 Have I used conjunctions (joining words) correctly?
- 6 Have I used commas where I need to?
- 7 Have I used apostrophes to show letter(s) missing or to show possession?
- 8 Have I used a dictionary to check my spellings?
- 9 Are my tenses correct? Do all my verbs reflect either present (is), past (was) or future (will be)?
- 10 Are my sentences interesting and varied?
- 11 Have I organised my written work by separating different ideas into paragraphs or sub-headings?

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