

**LEVEL 1 AND 2 CERTIFICATE**

**LIVING TEXTS**

**B932**

Unit B932: Recreating Texts

**Sample Tasks**

Suggested Word count: 800 per task

**NOVELS AND SHORT STORIES**

- 1 You are T, from Graham Greene's story 'The Destructors'. Some time after the events described in the story, you write your own version of what happened.
- 2 Write a monologue giving the thoughts and feelings of [choose a character at a key point in a novel/short story].
- 3 You are Slim, in *Of Mice and Men* by John Steinbeck. Write a statement for the local sheriff about the events leading to the death of Lennie Small.
- 4 You are Paul Baumer (in *All Quiet on the Western Front*), on your way back to the front line after going home on leave. Write your thoughts.

**TRAVEL WRITING**

- 5 Re-read Laurie Lee's description of his arrival in Seville, in Chapter 2 of *A Rose for Winter*. In the style of Laurie Lee, write a description of your arrival at a town or city you have visited.
- 6 Imagine that Bill Bryson visits the town or city where you live. In the style of Bryson, write an extra chapter for *Notes from a Small Island*, about this visit.
- 7 Remind yourself of some of Michael Palin's descriptions of people that he meets on his travels in *Around the World in Eighty Days*. In the style of Palin, write a description of your own meeting with a stranger while on holiday.
- 8 Imagine that John Malathronas (*Rainbow Diary*) visits an area you know well – your home area, perhaps, or somewhere you have been on holiday. Write a passage in the style of Malathronas, describing the visit.

**BIOGRAPHICAL/AUTOBIOGRAPHICAL WRITING**

- 9 Re-read the episode 'Milk', in *Toast* by Nigel Slater. In the style of Slater, describe an incident in a primary school classroom.
- 10 Remind yourself of Peter Kay's first experiences of performing in front of an audience, in *The Sound of Laughter*. In the style of Kay, write a description of a time when you had to perform in public.
- 11 You are Erwin James (*A Life Inside*), just after [choose appropriate episode/incident]. In the style of James, write your thoughts.
- 12 In the style of [choose appropriate writer from *Dear Me*], write a letter to your younger self.

**DRAMA****13** *Talking Heads*, Alan Bennett

You are Miss Ruddock, some time after the end of 'Lady of Letters'. Continue your thoughts.

**14** *Educating Rita*, Willy Russell

You are Frank, immediately after Rita's first visit. Write your thoughts.

**15** *Romeo and Juliet*, William Shakespeare

You are the Nurse. You have advised Juliet to marry County Paris, just after Romeo has been banished (Act Three, Scene Five). Write your thoughts.

**16** *Journey's End*, R.C. Sherriff

You are Hibbert. Stanhope has just told you to get out, after the dinner you have shared (Act Three, Scene Two). Write your thoughts.

**FILM/TV/RADIO SCRIPTS**

- 17** Using your knowledge of the characters in *My Family* (BBC1), script a sequence involving a missing mobile phone.
- 18** Write a scene involving two or three characters from *The Archers* (BBC Radio 4), leading to a 'cliff-hanger' ending in the style of the programme.
- 19** Using your knowledge of the film *Harry Potter and the Half-Blood Prince*, script an additional scene set in Hogwarts School.
- 20** In the style of the programme, script a character-based sequence for inclusion in an episode of *EastEnders*.

**SPOKEN LANGUAGE**

- 21** In the style of [choose appropriate speaker], write a speech protesting against [choose an appropriate issue, eg human beings' exploitation of animals].
- 22** Imagine that [eg a character from a film or book] is interviewed on the *Today* programme by John Humphreys. Write a transcript of the interview.
- 23** You are [choose appropriate TV presenter/commentator]. You are asked to commentate on [choose appropriate local/school event]. Write a transcript of the commentary.
- 24** Imagine that [eg a character from a film or book] is the guest star on *The One Show*. Write a transcript of part of the show.

**MEDIA TEXTS**

- 25** Write a review of a film that you have seen recently, in the style of a blog post for the site <http://www.bbc.co.uk/blogs/markkermode/>.
- 26** Remind yourself of some of Charlie Brooker's articles in *The Hell of it All*. In the style of Brooker, write a piece about something that really irritates you or makes you angry.
- 27** Create some content for uploading to [specified specialist website – eg hobby, interest, sport, music, etc].
- 28** In the style of [choose appropriate magazine], write an article commenting on [a topical/local issue or controversy].

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**MARK SCHEME**

**MAXIMUM MARK PER TASK 30**

AO2: Respond creatively to texts in a variety of forms, showing understanding of how meaning and effects are produced			
BAND	MARKS	Descriptors	Exemplars
1	30 29 28 27	<p><b>A confident and entirely convincing response</b></p> <ul style="list-style-type: none"> <li>in a 'voice' or register which is entirely convincing and fully consistent with the stimulus text</li> <li>showing perceptive understanding of the stimulus text</li> <li>showing sustained insight into ways in which meaning and effect are created in the stimulus text</li> </ul>	<ul style="list-style-type: none"> <li><i>eg in a short story, the narrative 'voice' creates a mood/atmosphere entirely consistent with the original text</i></li> <li><i>eg in a monologue, the imagined thoughts, feelings or attitudes of a re-created character reveal insight into original text</i></li> <li><i>eg in a satirical article, the level of controlled anger is well judged to echo that in the stimulus text</i></li> </ul>
2	26 25 24 23	<p><b>A sustained and cogent response</b></p> <ul style="list-style-type: none"> <li>in a 'voice' or register which is convincing and consistently appropriate to the stimulus text</li> <li>showing some perceptive understanding of the stimulus text</li> <li>showing some insight into ways in which meaning and effect are created in the stimulus text</li> </ul>	<ul style="list-style-type: none"> <li><i>eg in a formal report, the level of formality of style matches very closely that of the stimulus text</i></li> <li><i>eg in the continuation of a biographical text, point of view and tone are accurately recreated</i></li> <li><i>eg in travel writing, point of view/opinion is suggested by juxtaposition of details, as in the stimulus text</i></li> </ul>
3	22 21 20 19	<p><b>A clear and developed response</b></p> <ul style="list-style-type: none"> <li>in a 'voice' or register which is clearly and consistently appropriate to the stimulus text</li> <li>showing good understanding of the stimulus text</li> <li>showing clear understanding of how meaning and effect are created in the stimulus text</li> </ul>	<ul style="list-style-type: none"> <li><i>eg in an opening for a crime novel, controlled informal speech patterns are used as in stimulus text to suggest character</i></li> <li><i>eg in an autobiographical text, makes reference to key experiences in the original text</i></li> <li><i>eg in a radio talk, an extended metaphor is used to connect stages of an argument, as in the stimulus text</i></li> </ul>
4	18 17 16 15	<p><b>A reasonably developed response</b></p> <ul style="list-style-type: none"> <li>in a 'voice' or register which is generally appropriate to the stimulus text</li> <li>showing understanding of the stimulus text</li> <li>showing understanding of how meaning and effect are created in the stimulus text</li> </ul>	<ul style="list-style-type: none"> <li><i>eg in a TV script for EastEnders episode, the characters' language has features appropriate to the context</i></li> <li><i>eg in a diary entry, events are described in some detail revealing overall grasp of main events in stimulus text</i></li> <li><i>eg in a play script, stage directions are used to enhance the tension of the situation, as in the stimulus text</i></li> </ul>

5	14 13 12 11	<p><b>A response with some organisation</b></p> <ul style="list-style-type: none"> <li>• showing some understanding of the need to use an appropriate 'voice' or register</li> <li>• showing some understanding of the stimulus text</li> <li>• showing some understanding of how meaning and effect are created in the stimulus text</li> </ul>	<ul style="list-style-type: none"> <li>• <i>eg in a scientific report, use is made of passive voice</i></li> <li>• <i>eg in development of a drama script, shows some basic understanding of characters' motivation</i></li> <li>• <i>eg in setting the scene for a ghost story, some use is made of description of location/weather/sounds, as in the stimulus text</i></li> </ul>
6	10 9 8 7	<p><b>A partly relevant response</b></p> <ul style="list-style-type: none"> <li>• showing some awareness of the need to use an appropriate 'voice' or register</li> <li>• showing some awareness of the stimulus text</li> <li>• showing some awareness of how meaning and effect are created in the stimulus text</li> </ul>	<ul style="list-style-type: none"> <li>• <i>eg in a speech to students, some attempt at personal address/appeal</i></li> <li>• <i>eg in a personal narrative, includes some reference to a significant place</i></li> <li>• <i>eg in writing a blog, first person and present tense are used to attempt immediacy, as in the stimulus text</i></li> </ul>
7	6 5 4 3	<p><b>A limited response</b></p> <ul style="list-style-type: none"> <li>• making occasional attempts at an appropriate 'voice' or register</li> <li>• showing limited awareness of the stimulus text</li> <li>• showing limited awareness of how meaning and effect are created</li> </ul>	<ul style="list-style-type: none"> <li>• <i>eg in a teenage magazine article, the language includes a few colloquialisms familiar to a teenage reader</i></li> <li>• <i>eg in continuing a story, a character refers to major event</i></li> <li>• <i>eg in a newspaper report of a sports match, occasional use is made of vivid verbs of movement, as in the stimulus text</i></li> </ul>
8	2 1 0	<p><b>A minimal response</b></p> <ul style="list-style-type: none"> <li>• showing very little attempt to use an appropriate 'voice' or register</li> <li>• showing very little/or no awareness of stimulus text or of how meaning and effect are created</li> </ul>	<ul style="list-style-type: none"> <li>• <i>eg in a short story, the narrative switches randomly between first and third person</i></li> <li>• <i>the response has very little connection to a stimulus text</i></li> </ul>

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