

GCSE ENGLISH LANGUAGE

Virtual communities

Commentaries

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Commentaries on the extracts from student responses

Student A

- Level 3.
- Evaluates the writer's methods and how these impact upon our response to the text.
- Clear understanding of the text's emotional impact on the reader (reader/writer relationship).
- Disciplinary style and tier 3 vocabulary (eg, passive sentence: 'the simile is used...'; semantic fields, past participle).
- Lacks a more detailed engagement with textual significance (symbolism of doors, for example, or making the connection between the image of the necklace with wealth and the potential for social mobility).

Student B

- Level 4.
- Shows understanding of text as artifice with detailed evaluation and comment on writer's methods.
- Draws on wider elaborative inferences by connecting the description of the flowers to character's feelings and commenting on the symbolism of white as indicative of new beginnings.
- Understands the text's emotional impact on the reader (reader/writer relationship).
- Building detail through close analysis of the selected textual detail (offers two interpretations of 'clustered').
- Makes intra-textual connections between the 'welcoming' flowers and, later, the unwelcoming Master.
- The comment on Ugwu waiting at the door with 'a feeling of hope' has the beginnings of an understanding of a more elaborative inference to do with thresholds and boundaries.
- Some speculative comment on the Master's annoyance at Ugwu because he is 'a child'.

Student C

- A Level 4 extract from a longer response that draws on wider elaborative inferences and reveals abstract thought.
- This perceptive evaluation combines the oppositions of rural life/city life and innocence/experience to shape the overall response.
- It draws on wider elaborative schema such as that of a spiritual and experiential journey, which is continued throughout, with judicious selection of textual detail and incisive comment on writer's methods.
- The comment on the door as a threshold to a new beginning is particularly impressive and is one that students who have read (or watched) fantasy narratives will be familiar with.

Student D

- Level 2.
- Some inferential comment on the selected textual detail.
- Positions the response within a basic framework of city = rich/home = poor.
- Comments tend to synonymise (eg, the first paragraph).
- Lacks explicit awareness of a writer at work: no comment on methods; does not recognise the text as artifice.
- Insecure use of context box (misinterpreting Nigeria as a place separate from the city).

Contact us

Our friendly team will be happy to support you between 8am and 5pm, Monday to Friday.

Tel: 0161 953 7504

Email: english-gcse@aca.org.uk

Twitter: [@ACAEnglish](https://twitter.com/ACAEnglish)

aca.org.uk