

2024 Year 5 Timed Practice 1 Review: Answers

Sample 1:

The article uses common pop cultural references to draw in the reader. The 'Fun with Language' section opens with Taylor Swift and her song 'Blank Space'. Taylor Swift is the biggest pop star of the 21st century and is even more famous now thanks to her ongoing Eras Tour. Additionally, her song 'Blank Space' is her greatest hit and its mondegreen of 'Starbucks lovers' is also very famous. Hence, the article appeals to her fans, and to young people who would likely have heard of her even if they are not fans. Since the magazine targets students who are interested in science and technology, they are likely to find language boring, so the pop cultural reference will help attract their attention. Further, by mentioning Taylor Swift instead of defining what a mondegreen is like most science textbooks would do, the article prompts the reader to think about who Taylor Swift is and whether her lyrics have been misheard, successfully engaging the reader.

The response is reliant on excessive background knowledge which is not called for by the question. Considering that this is an unseen text, such specific knowledge is not necessary. The reference to her 'Eras Tour' is also context-blind: there is no information on when the article was published.

The identification of 'fans' disregards the general purpose and target audience of the magazine.

These statements are either **subjective** and are hence unsubstantiated **generalisations**, or **speculative**. Avoid making **assumptions** that lead to broad sweeping statements. There is also no need to speculate what the reader / author may or may not do. Discuss what is found in the text.

Improved Sample 1

The article uses common pop cultural references to draw in the reader. The 'Fun with Language' section opens with an example of a mondegreen found in Taylor Swift's hit song, 'Blank Space'. The pop star's international fame will appeal to the magazine's youthful readership and serves as a strong hook for the article even if its subject matter does not appear directly related to science or technology.

- All unnecessary parts were removed. This streamlines the writing by ensuring focus on the question. Room has also been made for points to be added in the same paragraph. If continued, the overall result will be a richer essay with weighty ideas packed into fewer paragraphs, achieving concision.
- The improved sample also addresses the seeming contradiction between an article about language and the magazine's dedication to science. This can be further substantiated by discussing how the pop music examples transition into a portion on neuroscience.

Keywords: subjective, generalisation, assumption, speculation

Sample 2:

The article's precise questions help to interest and inform the reader about mondegreens. In the 'Fun with Language' section, the question about 'Starbuck Lovers' is posed, with the use of **hypophora** when the answer is provided immediately in the next paragraph. The hypophora prompts the reader to think about the misheard lyrics, thus creating interest about what the actual lyrics are. Similarly, a question about what songs the reader and their friends have misheard is used to conclude the section. The question serves to engage the reader by asking them to consider real-life examples of mondegreen, even reaching out to others and so applying their knowledge of mondegreens to everyday life. The last section also features a quiz. This forces the reader to engage with the article as they need to use their knowledge of mondegreens to pick the correct answer to the question. Hence, the use of questioning helps engage and educate the reader.

This is a good demonstration of why quotations are necessary. Without the quote, the marker would not know what type of question is asked, and how this leads the reader to consider mondegreens in their lives. Quoting would clearly show that the question addresses the reader directly through second-person pronouns.

The example here, like the rest that follow, lacks evidence in the form of quotes. Quotation is necessary to help your marker follow your argument. It also forces you to analyse what you have quoted, providing closer analysis for your essay.

This is a classic example of students stating a literary term and its conclusion **without analysing / unpacking HOW** the effect is created. In this case, the term 'hypophora' is used and the conclusion of 'creating interest' is asserted, but the thought process behind moving from the term to the conclusion is not evident at all.

The problem here is plain misreading; the quiz is not about mondegreens. Perhaps if the paragraph had provided some quotes, e.g. 'difference between 'moral' and 'morale'', the sample could have been more precise in its assertions about mondegreens.

Improved Sample 2

Questions used throughout the article serve to interest and inform the reader about mondegreens. In the 'Fun with Language' section, the article opens by asking why Taylor Swift was 'singing about Starbucks lovers'. The reader's interest is piqued foremost by the absurdity of juxtaposing 'Starbucks' with 'lovers'. This is then followed by the response, 'turns out she wasn't'. The hypophora helps preclude a serious consideration of 'Starbucks lovers', acting as an effective transition into introducing the idea of misheard lyrics, or mondegreens. [...]

- This is an example of the depth of analysis that can be reached with further unpacking. The improved sample considers the 'so what' to the use of hypophora and offers an interpretation that is importantly tied to the overall purpose of the article. This makes the interpretation credible for the marker.
- The paragraph can then continue by citing other examples of questions used, as per the original sample. Improvements will include quoting the questions used and pointing out the use of direct address / second-person pronouns to create personal engagement.

Keywords: vague, elaborate, unpack, go deeper / further, quote, cite evidence / examples

Sample 3:

The article's layout and structure are effective in engaging the reader. The article is divided into three distinct sections, namely 'Fun with Language', 'History' and 'Nuts & Bolts'. Each of the headings has their first letter bolded in a larger font compared to the rest of the text, **visually drawing the reader to them**. The sections **then make for easy reading by breaking up an otherwise lengthy text**. The first section introduces readers to mondegreens before explaining how they occur. The second provides readers with a short history of the word, before the third concludes with a quiz for the reader. The structure of the different sections from introduction to history and to quiz **is very interesting, unlike a regular encyclopedic entry in a science textbook**. The sections even appeal to different interests, **such as music and history, so that the target audience, young students with short attention spans**, need not read the entire text. Thus, the structure of the article makes it interesting for the reader.

These are **extremely generic** statements that can work for a wide range of texts, and hence make for weak inferences. The response needs to show what is **unique** to this text. The marker will be asking '**so what?**', necessitating further unpacking / analysis to lead back to the question.

While this is intended as evidence, because of the weak inferences provided, these lines appear to be nothing more than excessive description without any insightful analysis.

The paragraph has hit the same pitfalls of **subjective generalisations** as the previous samples. The further inference on the text's multiple appeal is also context-blind, disregarding the overall purpose and audience. This is symptomatic of students who have run out of ideas and are hence starting to over-analysing.

Improved Sample 3

The division of the article into three different sections helps to ease the flow of reading and to further engage the reader. The headings of the various sections, namely 'Fun with Language', 'History' and 'Nuts & Bolts', succinctly capture the crux of each section, and so facilitates the reader's handle on the material. For example, 'Fun with Language' implies something quizzical or amusing about language and is aligned with the humour and lighthearted tone the first section deploys, piquing the initial interest of the reader. While 'History' is obvious, 'Nuts & Bolts' plays on an idiomatic expression to suggest a practical takeaway for the reader, and to evoke mechanical imagery that would arguably appeal to the target audience of students with an interest in science and technology. [...]

- Instead of insisting that breaking up the text into smaller chunks makes for easier reading, the improved sample zooms in on the headings and explains why the reader would find reading simpler.
- This is also another example of the depth of analysis that can be reached with further unpacking. Instead of listing what each section is about, this is proven through a quick analysis of the headings, while tying back to the point about ease of reading. The explanations also borrow from other points that could have been made earlier, e.g. tone and humour, showing an overall coherence within the essay.

Keywords: vague, elaborate, unpack, go deeper / further, quote, cite evidence / examples

Sample 4:

The second section of the article discusses the history of the term 'mondegreen'. The section uses a formal tone through logos, as the use of numbers and statistics like '1954' adds weight to the tone of the section. It also appeals to avid readers of poetry, since the section talks about a famous writer, Sylvia Wright, and a 'Scottish folk ballad from a book of poetry'. Hence, this section would attract readers of poetry. Since poetry is often taken as something quite serious, the section feels more elevated in its tone. Through the story, the reader will understand the importance of avoiding mistakes like mondegreens, and its potentially disastrous consequences. The dire results of mondegreens can be found in the first section, where Ed Sheeran's 'Thinking Out Loud' was described as a 'victim of mondegreen mayhem'. The diction here connotes hurt, injury and 'mayhem' implies a chaotic situation, which adds to the overall message about the potential harm that mondegreens might cause. Thus, the section successfully educates readers about the increasing problem of mondegreens in the music industry.

Poor topic sentence that does not answer the question (ATQ). There is no mention of features, nor is there a recognition of the need to engage and educate readers. Remember that topic sentences can make or break your paragraphs.

Weak analysis and reasoning. The year is neither a number nor a statistic. How this constitutes a logical appeal is unclear. Even then, why a 'formal tone' is important is also not explained.

Several generalisations and unnecessary assumptions. The assertion that the section appeals to poetry readers is context-blind.

Poor organisation. There should not be unnecessary shifting between different parts of the text. The paragraph does not give a reason why a connection between the two sections can be even drawn in the first place.

Link that does not tie to the topic sentence, and a specious attempt at answering the question. There is also nothing in the article to hint at an 'increasing problem of mondegreens'.

This interpretation is complete hogwash. The credibility of an interpretation is shaped by context. The overall tone of the article is lighthearted and is not meant to be cautionary. Furthermore, what harm mondegreens might actually cause is left unexplained.