



Pearson  
Edexcel

# GCSE (9-1) English

Spring 2019 network

Paper 2: Summer 2018

Question 3 exemplars



## Script 1

Please check the examination details below before entering your candidate information						
Candidate surname	Other names					
Pearson Edexcel Level 1/Level 2 GCSE (9–1)	Centre Number <table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					
	Candidate Number <table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					
Sample assessment material for first teaching September 2018						
Time: 2 hours 5 minutes	Paper Reference <b>1EN0/02</b>					
<b>English Language</b> <b>Paper 2: Non-fiction and Transactional Writing</b>						
Secure Mock Paper You must have: Reading Text Insert (enclosed)	Total Marks <b>47</b>					

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Section A and **ONE** in Section B.
- You should spend about 1 hour and 20 minutes on Section A.
- You should spend about 45 minutes on Section B.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 96.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (\*) are ones where the quality of your written communication will be assessed  
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

### Advice

- Read each question carefully before you start to answer it.
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3 Analyse how the writer uses language and structure to interest and engage readers.

In your answer you should write about:

- language features and techniques
- structural techniques
- the effect on the reader.

Support your views with detailed reference to the text.

7

(15)

In this autobiography the writer uses language and structure to affectively engage the reader.

One way the writer does this is through the use of lists, "sugar, coal oil, spices, potted meat, vienna sausage". This makes it easy to read, not only this but gives the impression to the reader of how little access they had to things during the Great Depression as it is able to fit into a list. This highlights the struggles and challenges of the time, further<sup>er</sup> intriguing the reader to want to find out how they coped in such a time of need.



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Another way the writer keeps the ~~audience~~<sup>reader</sup> engaged is by the slight repetition of the word 'slowly' ~~or~~ exaggerating to the reader the little support they received during this time. ~~and yet the amount of preparations that~~

Angelou's conversational yet informative tone makes the reader feel almost at ease and ~~keeps~~ maintains a friendly vibe throughout.





## Script 2

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<b>Sample assessment material for first teaching</b> <b>September 2018</b>	
Time: 2 hours 5 minutes	Paper Reference <b>1EN0/02</b>
<b>English Language</b> <b>Paper 2: Non-fiction and Transactional Writing</b>	
<b>Secure Mock Paper</b> <b>You must have:</b> Reading Text Insert (enclosed)	Total Marks <b>66</b>

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- the effect on the reader.

Support your views with detailed reference to the text.

11

(15)

The writer successfully uses language and structure to interest and engage the reader. In the beginning of the extract the writer immediately refers to the Depression having "hit" ~~people~~ people with "cyclonic impact". ~~The word~~ The adjective "cyclonic" implies that the Depression was so sudden that America was left in chaos and ruin as a cyclone is an extremely destructive storm. This hyperbole effectively interests the reader as it emphasises how the Depression left many people in ruin and perhaps foreshadows their lack of basic items later on in the extract when they "exchanged... unwanted food for sugar... peanut butter... toilet soap". This polysyndetic list emphasises the destructiveness of the "cyclonic impact" of the depression as the family does not have common house items such as "laundry soap" effectively mirroring the consequences of real cyclones.



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~~Furthermore~~. Therefore, this effectively interests and engages the reader as it ~~shows~~ clearly shows how little money the family own.

~~Furthermore, the writer uses an~~ <sup>an</sup> ~~asymmetrical~~ <sup>asymmetrical</sup> list at the beginning of the extract the writer effectively uses ~~the~~ <sup>an</sup> ~~asymmetrical~~ <sup>asymmetrical</sup> list to show the ~~difference~~ <sup>difference</sup> between ~~black and white~~ <sup>black and white</sup> people.

The chronological structure of the extract effectively shows how quickly these events occurred. In the beginning of the extract it shows how the Depression "seeped" into their home "like a thief with misgivings". This simile implies that the moment the Depression "hit" it began taking ~~the~~ things from the family. This personification also shows how the Depression literally took household items from the family like "meat" and "crackers".

This effectively interests the reader as it is clear that the Depression was an extremely difficult time for all families, "black and white" and that the Depression "did not discriminate" effectively



showing that it effected everyone.

(Total for Question 3 = 15 marks)



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## Script 3

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<b>September 2018</b>	
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<b>English Language</b>	
<b>Paper 2: Non-fiction and Transactional Writing</b>	
<b>Secure Mock Paper</b> <b>You must have:</b> Reading Text Insert (enclosed)	Total Marks <b>43</b>

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3 Analyse how the writer uses language and structure to interest and engage readers.

In your answer you should write about:

- language features and techniques
- structural techniques
- the effect on the reader.

Support your views with detailed reference to the text.

8

(15)

Throughout this text the writer successfully uses language and structure to engage the reader.

First of all the repetition of the word depression sets quite a dark and gloomy tone for the ~~text~~ as it's used frequently throughout the first paragraph. But this is juxtaposed as at the end of the text a more hopeful tone is introduced as it says "We were always given enough to eat" showing that they are comfortable with their position and are hopeful for the future.

The writer uses broken up paragraphs to show a depth story of the situation at the time. As first of all in the first paragraph starts by talking about "depression"



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and saying <sup>or</sup> it "seeped into the black area slowly" and "like a thief with misgivings" ~~now~~. ~~Now that second quote is very controversial as well~~

Then in the second stanza it builds upon it saying "welfare agencies gave food to the poor families", then in the 4th



## Script 4

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<b>English Language</b> <b>Paper 2: Non-fiction and Transactional Writing</b>			
<b>Secure Mock Paper</b> <b>You must have:</b> Reading Text Insert (enclosed)			Total Marks <b>80</b>

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\* and ~~it~~ ~~partly~~ convey the horror of the depression

3 Analyse how the writer uses language and structure to interest and engage readers.

In your answer you should write about:

- language features and techniques
- structural techniques
- the effect on the reader.

Support your views with detailed reference to the text.

14

(15)

Angelou uses structural devices such as asyndetic lists to engage the reader\* by providing an accurate account of the "lard, flour, salt" and other essentials given out by welfare agencies during the depression. The use of "gallons of lard" being given out shows the vastness of the issue and this is reinforced by the fact that no one had "shop rich enough" to feed <sup>even</sup> pigs who are thought of as easy to feed. This ~~also~~ creates a more realistic and matter of fact tone, causing the reader to believe ~~the~~ Angelou more readily.

Angelou also uses the dry humour of "at least" in relation to less the Depression not ~~to~~ "discriminat (ing)" against black people. This shows the reader that the depression affected all races and helps them to understand the magnitude of the event as "Black and white" families all received welfare. This portrays the idea that such hardships bring the community together even in the face of apartheid and racism while making the author seem more believable as he acknowledges the differences between



S 6 2 5 1 9 A 0 3 1 9

was felt at the time.

Angelou also uses her emotive language such as "hated" for the food she and Bailey were forced to eat. This shows how horrid the food was and helps the reader to comprehend how intolerable it must have been if they could stop off at other houses to get "peanut butter and crackers" which seem mundane and cheap to a modern audience. The contrast between these shows the hardships they experienced if 'peanut butter' was a luxury item in the depression, engaging the reader as they are curious about a time they may not have experienced.





## Script 5

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<b>English Language</b> <b>Paper 2: Non-fiction and Transactional Writing</b>	
<b>Secure Mock Paper</b> <b>You must have:</b> Reading Text Insert (enclosed)	Total Marks <b>63</b>

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DO NOT WRITE IN THIS AREA

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3 Analyse how the writer uses language and structure to interest and engage readers.

In your answer you should write about:

- language features and techniques
- structural techniques
- the effect on the reader.

9

Support your views with detailed reference to the text.

(15)

The writer uses the simile 'like a thief with misgiving' to emphasises the and create a clear + strong picture of. The words 'thief' and 'misgiving' contrast each other as thieves are typically not ~~occasions~~ occasions with doubts as they are more to be cunning. The use of the word 'like' making the phrase a simile creates a stronger image in the readers mind as this represents the impact 'seeping into the black area slowly' engaging the reader.

The writer further engages the reader by using the adverb 'slowly' to describe her 'Mommies' ~~more~~ many



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nights of 19 'figuring'. The writer than uses ~~quite~~ <sup>and full steps</sup> multiple commas throughout the short paragraph of lines 14-17 To represent effectively a pace to the reader. The effect of ~~this~~ this creates a almost fast pace to the reader making it appear more intense. This contrast the use of the adverb 'Slowly' Clearly and effectively represent a tense situation to the reader.

The writer also uses the multiple short paragraphing to represent the sigh sigh her and her brothers were asked to make The Capital letters are to exaggerate the tense up beat tense situation they are in. Stressing the experience of holding over its impact on 1930's depression and how it kept



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kept them going to the rescue.

(Total for Question 3 = 15 marks)



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### Question 3 - Script 3A

3 Analyse how the writer uses language and structure to interest and engage the reader.

Support your views with detailed reference to the text.

(15)

In the text the writer uses a lot of information about Milton's life and how he became famous. The writer made the extract special, he made it so you will want to keep reading it. "They were a heady\*-strong, brew of Shameless imitation and Lawless bravado". Shows us that Milton was at the top of his game.



## Question 3 - Script 3B

3 Analyse how the writer uses language and structure to interest and engage the reader.

Support your views with detailed reference to the text.

(15)

The writer uses presents Milton's journey from a rough, unsuccessful rock 'n' roll artist to an admirable ~~insp~~ inspiration for the music world, with the journey of his life engaging the reader. The use of metaphors to describe him as he "escaped" the confines" suggests a sense of ~~impr~~ imprisonment previously had due to his style of music, but engages the reader who wants to understand how he had managed to do this. Further, describing his guitar playing with "spiky lines and ~~and~~ ruddy tone" emphasises the ~~the~~ distorted original playing, with "spiky" suggesting a sharp, pointed sound, emphasising Milton's unique yet not especially welcomed style of music.

Further, the writer engages the reader through the retelling telling of Milton's story in quite short, chronological paragraphs, which ~~at~~ almost make the readers feel as if they are travelling through time alongside Milton, and witnessing his life story. The short paragraphs ~~each~~ highlight the many different important aspects of his life, as they each focus on one specific part which engages the reader as it suggests the many important ~~get~~ events that occurred, whilst not dwelling too much into specific details, as the purpose of the piece is to provide an overall view of Milton's life so that he can be remembered.

Furthermore, the writer brings admiration for Milton through the

### Question 3 - Script 3B continued

repeated comparisons to other influential music artists of his time. Famous figures such as "BB King, Ike Turner and Elvis Presley" engage the reader as it shows how influential and important Milton was, as he could be compared to such great musical legends. By expressing how Milton followed the same actions as others, like he "had his luck in Memphis" and "moved on to East St Louis," the reader is curious to know how ~~the~~ successful he was as the same actions had been done by the musical greats before.

Due to the purpose of the piece being an obituary written to commemorate the life of Milton, the long sentences separated by commas and semi-colons ~~as~~ interest the reader by providing a slow, steady pace, which imitates the passing of time through his life. Further, the slow pace creates a calm atmosphere which allows the reader to think and reflect on Milton's life, and clearly see the influence he has had on the music industry, and maybe even be inspired as well.

The writer also repeatedly uses the statistics and names of the various places that Milton had travelled to in his life, such as and the expression from "Inverness, Mississippi" to "Barnham, London" shows how his influence there had grown, which creates admiration in the reader, who ~~now~~ has now got <sup>read</sup> ~~understand~~ how Milton's life had progressed along with his music.

### Question 3 - Script 3C

3 Analyse how the writer uses language and structure to interest and engage the reader.

Support your views with detailed reference to the text.

(15)

The writer uses a metaphorical expression to show how ~~Milton~~ Campbell was different from the rest. "Milton Campbell ... escaped the confines of blues or rock 'n' roll to become a spokesman". The writer uses this metaphor about the 'confines of blues or rock 'n' roll', to demonstrate that Campbell wasn't restricted by any 'boundaries', instead he decided to express what he believed in. The reader here, ~~gets~~ will have an image of a <sup>revelous</sup> man who believed strongly in his beliefs and wanted to let other people know through his fame, this makes this story more interesting for them.

Another language technique that he uses is adverbs. "he cannily retained the affection of older and more blue-inclined listeners with the passionate blues preaching...". The writer uses the adverb 'cannily' to portray the singer as a clever man who knew what to do with his fame. The reader will be engaged because this singer is shown to not have let fame get the best of him and corrupt him.

The use of complex sentences throughout the whole extract makes the reader become more interested because the small paragraphs, are telling the story of a man

### Question 3 - Script 3C continued

worked hard in his career. The small pauses make the reading of the text more fluent in information because of the length of the sentences.

### Question 3 - Script 3D

3 Analyse how the writer uses language and structure to interest and engage the reader.

Support your views with detailed reference to the text.

(15)

The writer uses many short paragraphs which show a different aspect of Milton's life and career to engage the reader. The sense of progression created by the short paragraphs maintains the reader's interest due to it mimicking a story despite being an obituary. It is also a chronological progression - further reinforcing its similarities to a story rather than an obituary to keep the reader engaged. Finally, the listing of titles in ~~this~~ later the later paragraphs such as 'Living Blues', 'We're Gonna Make It' ~~and~~ others evoke a sense of reminiscence or nostalgia - especially for fans of Milton's work. This engages the reader as it reminds the reader of some of his most significant works and the reader continues to be engaged to remember more significant ~~part~~ aspects of his career.

The writer uses a contrast of positive and negative description in consecutive paragraphs to describe Milton's work. This is engaging for the reader as criticism of Milton's work may have been unexpected in an obituary -



### Question 3 - Script 3D continued

- which is supposed to highlight the best aspects of his life. The usage of juxtaposition, describing Milton's work as 'decisively original, all spiky lines and muddy tone' - emphasises the originality of Milton's work but also uses the adjectives 'spiky' and 'muddy' which have negative connotations - especially when being compared to smooth blues music which Milton was known for. Finally, the writer's description of some of Milton's early works as a 'shameless imitation of and lawless bravado' counteracts the statements in the paragraph afterwards as an 'imitation' is the complete opposite to 'originality'. These contrasting hyperbolic descriptions of his works engage the reader as it highlights both the aspects of his music that was loved ~~and~~ but criticises other aspects.

~~From~~ The writer also uses language to engage the reader in the form of listing his achievements later in the extract. ~~The~~ ~~the~~ Some examples are his performances on 'The Barbican', 'small festivals' and that he 'went to the top of R&B chart'. The listing of his achievements shows ~~how~~ the extent of his career and emphasises the tragedy of his loss which ~~is~~ keeps the reader

### Question 3 - Script 3D continued

engaged. It also is evident as it shows  
the the loss his death is to the world as  
one of the 'leading figures in blues'.

### Question 3 - Script 3F

3 Analyse how the writer uses language and structure to interest and engage the reader.

Support your views with detailed reference to the text.

(15)

At the beginning of the extract, Russell opens with a short paragraph about the impact Milton Campbell had made in his life. The use of the word 'Escaped' shows that Campbell had made a huge improvement in his life - this would interest the reader as they might want to learn how he did it, this encourages them to continue reading.

When we read on to the middle of the extract, we find out more about the way Campbell became who he was. However, the reader is then told that Campbell 'Neither wished nor intended to be typecast as a blues singer,' this could shock the reader and engage them as they would want to find out what he did next.

At the end of the extract we are told that he moved onto soul singing. Russell then tells us ~~that~~ about his recent life, about his strokes and his hospitalisation.

### Question 3 - Script 3E continued

This may be intended for emotional  
purposes as the reader may be upset  
by what has happened.

### Question 3 - Script 3F

3 Analyse how the writer uses language and structure to interest and engage the reader.

Support your views with detailed reference to the text.

(15)

The writer engages the reader through the reference to other famous artists. He writes, 'B.B. King, Ike Turner and Elvis Presley'. Here, listing helps the reader understand how famous this area is for music and how Milton may have decided to become a singer. The writer goes on to say 'escaped the confines of blues or rock'n'roll'. Here, the powerful verb 'escaped' tells the reader that Milton had a major impact on ~~area~~ music and would want to read on to find out what he did.

The writer further engages the reader through the ~~use~~ use of reference to Milton's game. He writes: "In order to be successful at this". Here, the writer uses direct speech from an interview with Milton. This engages the reader as they would be interested in what Milton says about his career. Milton further says, "you have to be versatile". Here, the motive verb 'versatile' would engage the reader as Milton may have said this due to past experiences and the reader may want to know how to overcome them. ~~and~~

### Question 3 - Script 3F continued

Finally, the writer engages the reader by commenting about his life. He writes, 'During the next 20 years, he recorded more than a dozen albums'. Here, the quantifier 'more' indicates to the reader that Milton was very successful in his career. He further writes, 'His wife, Pat, survives him.' Here, the simple sentence at the end will engage the reader as it is as if the writer ends the chapter like Milton's life. This will make the reader feel sorrow and would want to learn more about the hero.