



GCSE (9-1) English Language

Paper 2: Non-fiction and Transactional Writing

Section A: Reading

Questions 1, 2, 4 & 5

Summer 2017

Exemplars – Responses

Question 1 - Script 1

SECTION A: Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 15 minutes on the WHOLE of Section A (Questions 1–7).

Write your answers in the spaces provided.

1 From lines 1–5, identify **two** reasons why Natasha sleeps in her socks.

1 "particularly sensitive to the cold"

2 "keeps her in bed"

(Total for Question 1 = 2 marks)

Question 1 - Script 2

SECTION A: Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 15 minutes on the WHOLE of Section A (Questions 1–7).

Write your answers in the spaces provided.

- 1 From lines 1–5, identify **two** reasons why Natasha sleeps in her socks.

1 "Particularly sensitive to the cold"

2 "is running a constant temperature"

(Total for Question 1 = 2 marks)

Question 1 - Script 3

25 mins 1-3.

SECTION A: Reading

Read Text 1. Then answer Questions 1-3.

You should spend about 1 hour 15 minutes on the WHOLE of Section A (Questions 1-7).

Write your answers in the spaces provided.

1 From lines 1-5, identify **two** reasons why Natasha sleeps in her socks.

1 "Natasha is particularly sensitive to the cold"

2 "running a constant temperature"

(Total for Question 1 = 2 marks)

Question 1 - Script 4

SECTION A: Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 15 minutes on the WHOLE of Section A (Questions 1–7).

Write your answers in the spaces provided.

- 1 From lines 1–5, identify **two** reasons why Natasha sleeps in her socks.

1 She sensitive to the cold

2 Separately from her other things

(Total for Question 1 = 2 marks)

Question 1 - Script 5

SECTION A: Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 15 minutes on the WHOLE of Section A (Questions 1–7).

Write your answers in the spaces provided.

- 1 From lines 1–5, identify **two** reasons why Natasha sleeps in her socks.

1 She is particularly sensitive to the cold

2 Podu's head purposely

(Total for Question 1 = 2 marks)

Question 1 - Script 6

SECTION A: Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 15 minutes on the WHOLE of Section A (Questions 1–7).

Write your answers in the spaces provided.

- 1 From lines 1–5, identify **two** reasons why Natasha sleeps in her socks.

- 1 ~~she~~ Sensitive to the cold.
- 2 the blankets are ~~very~~ symbolic.

(Total for Question 1 = 2 marks)

Question 1 - Script 7

SECTION A: Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 15 minutes on the WHOLE of Section A (Questions 1–7).

Write your answers in the spaces provided.

1 From lines 1–5, identify **two** reasons why Natasha sleeps in her socks.

1 "particularly sensitive to the cold"

2 "running a constant temperature"

(Total for Question 1 = 2 marks)

Question 1 - Script 8

SECTION A: Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 15 minutes on the **WHOLE** of Section A (Questions 1–7).

Write your answers in the spaces provided.

- 1** From lines 1–5, identify **two** reasons why Natasha sleeps in her socks.

- 1 "Particularly sensitive to the cold."
- 2 "is running a constant temperature".

(Total for Question 1 = 2 marks)

Question 1 - Script 9

SECTION A: Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 15 minutes on the WHOLE of Section A (Questions 1–7).

Write your answers in the spaces provided.

- 1 From lines 1–5, identify **two** reasons why Natasha sleeps in her socks.

- 1 Sensitive to the cold
- 2 Blankets being what you would call symbolic. Every thin - cold house.

(Total for Question 1 = 2 marks)

Question 1 - Script 10

SECTION A: Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 15 minutes on the WHOLE of Section A (Questions 1–7).

Write your answers in the spaces provided.

1 From lines 1–5, identify **two** reasons why Natasha sleeps in her socks.

- 1 She ~~is~~ ~~isn't~~ gets cold e.g. "particularly sensitive to the cold"
- 2 "podust heads purposefully for Natasha's bed turning it inside out to search for those wretched socks."

(Total for Question 1 = 2 marks)

Question 1 - Script 11

SECTION A: Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 15 minutes on the **WHOLE** of Section A (Questions 1–7).

Write your answers in the spaces provided.

- 1 From lines 1–5, identify **two** reasons why Natasha sleeps in her socks.

1 because she is sensitive to the cold

2

(Total for Question 1 = 2 marks)

Question 1 - Script 12

SECTION A: Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 15 minutes on the **WHOLE** of Section A (Questions 1–7).

Write your answers in the spaces provided.

1 From lines 1–5, identify **two** reasons why Natasha sleeps in her socks.

1 She is sensitive to the cold

2 She runs at a certain temperature

(Total for Question 1 = 2 marks)

Question 2 - Script 13

- 2 Give **one** example from lines 5–9 of how the writer uses language to show the lack of space.

Example from the text:

(1)

"everything must be crammed into them"

How the writer uses language:

(1)

'crammed' is a powerful adjective which shows it is hard to fit everything in the lockers.

(Total for Question 2 = 2 marks)

Question 2 - Script 14

- 2 Give **one** example from lines 5–9 of how the writer uses language to show the lack of space.

Example from the text:

(1)

Small bedside locker must be shared by two prisoners. Two shelves and one drawer and everything ~~are~~ crammed in them.

How the writer uses language:

(1)

By showing that there is not enough room so everything they have has to be shared.

(Total for Question 2 = 2 marks)

Question 2 - Script 15

- 2 Give **one** example from lines 5–9 of how the writer uses language to show the lack of space.

Example from the text:

(1)

"Space is at a premium"

How the writer uses language:

(1)

He ~~met~~ Hyperbole of "premium" emphasises that
~~there~~ ~~the~~ space is ~~scarce~~ ~~there~~ there is little space

(Total for Question 2 = 2 marks)

Question 2 - Script 16

- 2 Give **one** example from lines 5–9 of how the writer uses language to show the lack of space.

Example from the text:

(1)

'~~it~~ it was a tight squeeze'

How the writer uses language:

(1)

Verb 'squeeze' portrays how there was a lack of space as it's difficult to fit it all in.

(Total for Question 2 = 2 marks)

① Wretched sodas

Question 2 - Script 17

- 2 Give **one** example from lines 5–9 of how the writer uses language to show the lack of space.

Example from the text:

(1)

'it was a tight squeeze'

How the writer uses language:

(1)

The adjective 'tight' shows the limitations she has in the space and it emphasises 'squeeze' to ^{further} represent this lack of space.

(Total for Question 2 = 2 marks)

Question 2 - Script 18

- 2 Give **one** example from lines 5–9 of how the writer uses language to show the lack of space.

Example from the text:

(1)

The writer uses short sentences to explain all the things in her bed with detail, similar to a list. "letters, tooth powder."

How the writer uses language:

(1)

The writer structures the paragraph well by explaining everything in a list and then includes the audience. ~~by~~ ~~and~~

(Total for Question 2 = 2 marks)

Question 2 - Script 19

- 2 Give **one** example from lines 5–9 of how the writer uses language to show the lack of space.

Example from the text:

"it was a tight squeeze" (1)

How the writer uses language:

the word 'tight' represents
the area being cramped a rather
really uncomfortable (small) (1)

(Total for Question 2 = 2 marks)

Question 2 -Script 20

- 2 Give **one** example from lines **1-10** of how the writer uses language to show the lack of space **10**

Example from the text:

(1)

The use of the verb "crammed" to describe how possessions fit in the lockers.

How the writer uses language:

(1)

The verb "crammed" implies it is hard to fit everything in and that there is a lack of space for the prisoners' possessions.

(Total for Question 2 = 2 marks)

Question 2 - Script 21

- 2 Give **one** example from lines 5–9 of how the writer uses language to show the lack of space.

Example from the text:

(1)

~~Everything~~ "everything must be crammed into them-
letters, tooth powder, clothes and the like"

How the writer uses language:

(1)

The writer uses a list to show that everything
has to be crammed into a small space

(Total for Question 2 = 2 marks)

Question 2 - Script 22

- 2 Give **one** example from lines 5–9 of how the writer uses language to show the lack of space.

Example from the text:

(1)

'everything must be crammed into them'

How the writer uses language:

(1)

~~The~~ The writer uses strong language to show a
lack of space

(Total for Question 2 = 2 marks)

Question 2 -Script 23

- 2 Give **one** example from lines 5–9 of how the writer uses language to show the lack of space.

Example from the text:

(1)

The writer uses a list to show the lack of space in one locker: 'letters, tooth powder, clothes and like.'

How the writer uses language:

(1)

The writer uses the list to emphasise how much ~~in~~ prisoners need to fit is one amount of space given.

(Total for Question 2 = 2 marks)

Question 4 - Script 24

Read Text 2. Then answer Questions 4–6.

- 4** From lines 20–27, identify **one** piece of advice the writer offers to people planning to move into a smaller home.

you can't cram a quart into a pint pot, as granny used to say, so be realistic. Take a deep breathe, get some plastic boxes and start half a year before the move.

(Total for Question 4 = 1 mark)

Question 4 - Script 25

Read Text 2. Then answer Questions 4–6.

- 4 From lines 20–27, identify **one** piece of advice the writer offers to people planning to move into a smaller home.

'Start half a year before the move' they
have already de-cluttered.

(Total for Question 4 = 1 mark)

Question 4 - Script 26

Read Text 2. Then answer Questions 4–6.

- 4** From lines 20–27, identify **one** piece of advice the writer offers to people planning to move into a smaller home.

The reader is told to give their 'unwanted furniture' to relatives.

(Total for Question 4 = 1 mark)

Question 4 - Script 27

Read Text 2. Then answer Questions 4–6.

- 4 From lines 20–27, identify **one** piece of advice the writer offers to people planning to move into a smaller home.

pot you can't cram a quart into a pint

(Total for Question 4 = 1 mark)

Question 4 - Script 28

Read Text 2. Then answer Questions 4–6.

- 4** From lines 20–27, identify **one** piece of advice the writer offers to people planning to move into a smaller home.

You can't cram a quart into a pint pot, as granny used to say, so be realistic.

(Total for Question 4 = 1 mark)

Question 4 - Script 29

Read Text 2. Then answer Questions 4–6.

- 4** From lines 20–27, identify **one** piece of advice the writer offers to people planning to move into a smaller home.

.....

.....

(Total for Question 4 = 1 mark)

Question 4 - Script 30

Read Text 2. Then answer Questions 4–6.

- 4 From lines 20–27, identify **one** piece of advice the writer offers to people planning to move into a smaller home.

"Note which of your children, nephews, nieces or friends' offspring are setting up a home, and put them with your unwanted furniture."

(Total for Question 4 = 1 mark)

Question 4 - Script 31

Read Text 2. Then answer Questions 4–6.

- 4** From lines 20–27, identify **one** piece of advice the writer offers to people planning to move into a smaller home.

You can't force everything with you

(Total for Question 4 = 1 mark)

Question 4 - Script 32

Read Text 2. Then answer Questions 4–6.

- 4 From lines 20–27, identify **one** piece of advice the writer offers to people planning to move into a smaller home.

give old but still usable things to
members of ^{the} family moving into a ^{new} house

(Total for Question 4 = 1 mark)

Question 4 - Script 33

Read Text 2. Then answer Questions 4–6.

- 4** From lines 20–27, identify **one** piece of advice the writer offers to people planning to move into a smaller home.

"The first is about clutter"

(Total for Question 4 = 1 mark)

Question 4 - Script 34

Read Text 2. Then answer Questions 4–6.

- 4** From lines 20–27, identify **one** piece of advice the writer offers to people planning to move into a smaller home.

He offers lesson/advice about clutter

(Total for Question 4 = 1 mark)

Question 4 - Script 35

Read Text 2. Then answer Questions 4–6.

- 4** From lines 20–27, identify **one** piece of advice the writer offers to people planning to move into a smaller home.

"You can't cram"

(Total for Question 4 = 1 mark)

Question 4 - Script 36

Read Text 2. Then answer Questions 4–6.

- 4** From lines 20–27, identify **one** piece of advice the writer offers to people planning to move into a smaller home.

Unwanted furniture, curtains and kitchen equipment.

(Total for Question 4 = 1 mark)

Question 5 - Script 37

- 5 As we hauled and sorted and stared in amazement at the junk we owned, the very bricks seemed to sigh with relief.

In this example, from lines 11–12, how does the writer use language to show how much junk there was in the house?

~~They~~ Stared in amazement at the junk we owned, saying
how it was so much rubbish they were amazed.

(Total for Question 5 = 1 mark)

Question 5 - Script 38

- 5 As we hauled and sorted and stared in amazement at the junk we owned, the very bricks seemed to sigh with relief.

In this example, from lines 11–12, how does the writer use language to show how much junk there was in the house?

The writer uses personification and gives the ^{'bricks'} ~~writer~~ feelings to show how much junk was sitting on the bricks as they 'sighed' when the junk was being sorted through.

(Total for Question 5 = 1 mark)

Question 5 - Script 39

- 5** *As we hauled and sorted and stared in amazement at the junk we owned, the very bricks seemed to sigh with relief.*

In this example, from lines 11–12, how does the writer use language to show how much junk there was in the house?

The word 'hauled' makes it sound like it was such an effort and the 'sigh with relief' shows how happy they were to clear the big mess.

(Total for Question 5 = 1 mark)

Question 5 - Script 40

- 5 *As we hauled and sorted and stared in amazement at the junk we owned, the very bricks seemed to sigh with relief.*

In this example, from lines 11–12, how does the writer use language to show how much junk there was in the house?

The use of a simile, "The bricks seemed to sigh" ~~so~~

(Total for Question 5 = 1 mark)

Question 5 - Script 41

- 5 *As we hauled and sorted and stared in amazement at the junk we owned, the very bricks seemed to sigh with relief.*

In this example, from lines 11–12, how does the writer use language to show how much junk there was in the house?

"amazement at the junk we owned"

(Total for Question 5 = 1 mark)

Question 5 - Script 42

- 5 As we hauled and sorted and stared in amazement at the junk we owned, the very bricks seemed to sigh with relief.

In this example, from lines 11–12, how does the writer use language to show how much junk there was in the house?

The phrase 'stared in amazement' shows the realism of the large amount of junk hitting them. When you stare in amazement, you are usually shocked.

(Total for Question 5 = 1 mark)

Question 5 - Script 43

- 5 As we hauled and sorted and stared in amazement at the junk we owned, the very bricks seemed to sigh with relief.

In this example, from lines 11–12, how does the writer use language to show how much junk there was in the house?

personification is used to express the atmosphere at that time and show the relief of the house as they went dirty as (Total for Question 5 = 1 mark) more.

Question 5 - Script 44

- 5 As we hauled and sorted and stared in amazement at the junk we owned, the very bricks seemed to sigh with relief.

In this example, from lines 11–12, how does the writer use language to show how much junk there was in the house?

The writer makes it seem like you can't see the walls in the house because of so much stuff in the way so when they see bricks it's good because more stuff is being moved. (Total for Question 5 = 1 mark)

Question 5 - Script 45

- 5 As we hauled and sorted and stared in amazement at the junk we owned, the very bricks seemed to sigh with relief.

In this example, from lines 11–12, how does the writer use language to show how much junk there was in the house?

There was so much junk, it would have been very heavy and
when it's been taken off the pressure of the bricks, uses a metaphor.

(Total for Question 5 = 1 mark)

Question 5 - Script 46

- 5 *As we hauled and sorted and stared in amazement at the junk we owned, the very bricks seemed to sigh with relief.*

In this example, from lines 11–12, how does the writer use language to show how much junk there was in the house?

personification is used to explain how
spacious the house has become

(Total for Question 5 = 1 mark)

Question 5 - Script 47

- 5 *As we hauled and sorted and stared in amazement at the junk we owned, the very bricks seemed to sigh with relief.*

In this example, from lines 11–12, how does the writer use language to show how much junk there was in the house?

~~The~~ The writer uses a list of three 'hauled and sorted and stared' to show how much junk was in the house.

(Total for Question 5 = 1 mark)