

**GCSE (9-1) English Language**

**Paper 2: Non-fiction and Transactional Writing**

**Section A: Reading**

Questions 1, 2, 4 & 5

Extended Response Question 3, 6 & 7

Summer 2017

Exemplars – Commentaries

**SECTION A**

**Question 1**

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| **Ref** | **Comment** | **Mark** |
| **Script 1** | 1 mark for ‘particularly sensitive to the cold’. The second response does not get a mark. | **1** |
| **Script 2** | 2 marks – both responses are acceptable. | **2** |
| **Script 3** | 2 marks – both responses are ‘typical’ answers. | **2** |
| **Script 4** | 1 mark for ‘sensitive to the cold’. The second response does not get a mark as it does not relate to why Natasha sleeps in her socks. | **1** |
| **Script 5** | 1 mark for the first answer. The second does not get a mark as it does not relate to why Natasha sleeps in her socks. | **1** |
| **Script 6** | More unusual response – ‘the blankets are symbolic’ – but it is a valid response in the MS. 2 marks. | **2** |
| **Script 7** | 2 marks – standard response. | **2** |
| **Script 8** | 2 marks – spelling does not matter here. | **2** |
| **Script 9** | 2 marks. Longer than what is needed. | **2** |
| **Script 10** | 1 mark – the second answer is not linked to why Natasha sleeps in her socks. | **1** |
| **Script 11** | 1 mark – unusual to see only one part completed for this first question. | **1** |
| **Script 12** | 2 marks. An odd way of explaining the temperature, but given the information is identified (AO1), this answer is given the benefit of the doubt. | **2** |

**Question 2**

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| **Ref** | **Comment** | **Mark** |
| **Script 13** | 2 marks. The example is acceptable for a mark, and although the part of speech is not correct, the explanation is clearly demonstrating how language is used to show the lack of space. | **2** |
| **Script 14** | The example given is quite long but does get a mark (there is selection from the lines – if the candidate had just written all of the lines out they would not get a mark). The explanation describes what is said, not how language is used, so this answer only achieves one mark. The comment or explanation must be linked to how language is used to show that the candidate understands the AO. | **1** |
| **Script 15** | 2 marks. The use of ‘hyperbole’ is not quite accurate but that does not matter. The explanation to some extent repeats the question, but using ‘emphasises’ shows understanding, so 2 marks are given. | **2** |
| **Script 16** | 2 marks. The explanation to some extent repeats the question, but using ‘as it is difficult to fit it all in’ shows understanding, so 2 marks are given. | **2** |
| **Script 17** | 2 marks – solid response looking at both ‘tight’ and ‘squeeze’. Good understanding in ‘limitations’, ‘emphasises’, ‘to further represent’. | **2** |
| **Script 18** | 1 mark. This is an unusual response looking at structure. Unfortunately, there is no reference to how the example is used to show the lack of space. There is comment, but not related to AO2. | **1** |
| **Script 19** | 2 marks. Achieves both marks without needing to reference subject terminology. | **2** |
| **Script 20** | 2 marks. The explanation to some extent repeats the question, but using ‘implies’ shows good understanding so 2 marks are given. | **2** |
| **Script 21** | 2 marks. The example is valid and although the explanation is a little vague, there is a link to how language is used to show lack of space: ‘everything has to be crammed into a small space’. Not a secure response, but achieves 2 marks. | **2** |
| **Script 22** | 1 mark for the example, and another for the comment. While ‘strong language’ is not fully clear it is implicit that this could refer to ‘everything’, ‘must’ or ‘crammed’. The ‘to show us the lack of space’ comment repeats the question but we gave a mark for the ‘strong language’ comment. 2 marks. | **2** |
| **Script 23** | 2 marks – confident response. Achieves both marks and does a bit more than is needed. | **2** |

**Question 4**

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| **Ref** | **Comment** | **Mark** |
| **Script 24** | 1 mark. Interesting one as there is not so much ‘interpretation’ but the candidate does select relevant information so achieves a mark as they have included relevant sections. | **1** |
| **Script 25** | Achieves a mark for ‘start half a year before the move’. | **1** |
| **Script 26** | 1 mark for giving the advice to give unwanted furniture to relatives. | **1** |
| **Script 27** | No mark. This is a saying, not a piece of advice. | **1** |
| **Script 28** | 1 mark – while this uses the saying (which does not get a mark), a mark is given for ‘be realistic’. | **1** |
| **Script 29** | No response offered. | **0** |
| **Script 30** | This is a different example, but does achieve a mark. | **1** |
| **Script 31** | The candidate uses their own words and it is a valid interpretation of the advice in the text. Own words are acceptable. | **1** |
| **Script 32** | 1 mark. Own words are used. | **1** |
| **Script 33** | No mark as this is not a response to the question. | **0** |
| **Script 34** | No mark as this is not a response to the question. | **0** |
| **Script 35** | No mark as this is not a response to the question. | **0** |
| **Script 36** | No mark as this is not a response to the question, just a list of items. | **0** |

**Question 5**

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| **Ref** | **Comment** | **Mark** |
| **Script 37** | 1 mark. There is more comment than explanation, but it does try to make a comment on ‘saying how’. | **1** |
| **Script 38** | 1 mark – does a bit more than is needed as identifies the language and also explains it. Confident mark achieved. | **1** |
| **Script 39** | 1 mark – again, does a bit more than is needed. | **1** |
| **Script 40** | No mark. If there had been a comment or explanation of the example, it would not have mattered that the ‘simile’ was incorrect. Unfortunately, there is no comment on it. | **0** |
| **Script 41** | No mark as this just selects a section from the quotation and this is AO2 (how language is used). | **0** |
| **Script 42** | 1 mark. Does a bit more than is needed, but does explain how language is used. | **1** |
| **Script 43** | An unusual response which achieves a mark. There is comment: ‘to express’, ‘as they aren’t…’ | **1** |
| **Script 44** | 1 mark as it does comment on the quotation – although not a secure response. | **1** |
| **Script 45** | Again, not a secure response. 1 mark as it does comment on the quotation, although terminology is confused. | **1** |
| **Script 46** | 1 mark – explains language. | **1** |
| **Script 47** | The candidate has repeated the ‘to show how much junk was in the house’ but the comment that there is a ‘list of three’ alongside this does enough to get the mark. | **1** |

**Reading**

**Question 3**

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| **Ref** | **Comment** | **Mark** |
| **Script 1** | Has language (L) and structure (S) – makes three clear points on direct address (L), ‘demands’ (S), questions (S) and descriptive language (L). The bullets of Level 2 are all met, and the response moves into Level 3 with the explanation of the demands put on the reader and ‘In this case, she’s showing us how strict it is’. The references to language are not as well explained, meeting more Level 2/3. | **Level 3: 8 marks** |
| **Script 2** | This is a succinct and perceptive response which meets everything needed for the top of Level 5, showing that points do not need to be lengthy. There is comment on lexis, analysed in terms of space and possessions with discriminating comment on ‘the surprising absurdity of fitting so much into so little’. The use of pronouns (L) and repetition (S) of rhetorical questions (S) are linked together, analysing the effect in terms of the reader: ‘it pushes the reader to reconsider their choices, engaging and interesting them’.  The ‘fronted adverbial’, the verb use and tone (L, L and L) are analysed in terms of how they are used to achieve effects and influence readers in a subtle way: ‘connotations of organisation, purposefulness and speed’ and the ‘unrelenting reality of the prison’. The final point on structure, the use of rhetorical question, analyses the influence on readers in ‘makes the reader feel, in a way, naïve’. | **Level 5: 15 marks** |
| **Script 3** | This answer starts off in a simple way, for example ‘uses structure to interest the reader’. There is analysis (Level 5) of sentence types (S) with ‘to establish a conversational tone and give the impression…’ While the point is not as perceptive as some made by S2, there is still analysis.  The point on first person narrative (L) and pronoun use (L) is analysed in terms of the influence on readers in detail. The analysis of punctuation (S) is a little more exploratory (Level 4) than analytical, but it does have clarification of the point being made (Level 5). This is also true of the comment on rhetorical questions (S) which is explained (Level 3) and then explored (Level 4) rather than analysed: ‘helps to gets engagement from the reader (Level 3) …listen to their response after they pose the question’.  The discussion of informed language (L) is analysed in terms of the connotation and tone it creates, and the imperative use (S) is analysed in terms of the effect and influence on readers. This is a mixture of Level 4 and 5 and achieves a mark in the middle of Level 5. | **Level 5: 14 marks** |
| **Script 4** | This is an example of a very short answer. This comments on ‘a variety of explanation marks, commas, full stops’ (S) – identifying punctuation, and then makes a comment on effect: ‘To build up tension…so its more understanding for the readers’. Given there is limited comment on the text and identification of the structure used to achieve effects (two of three bullets), the answer achieves a mark of 2. No references are used. | **Level 1: 2 marks** |
| **Ref** | **Comment** | **Mark** |
| **Script 5** | This response starts by exploring direct address (L) in terms of ‘intentionally to engage the reader in the action’ (Level 4 more than Level 5). Imperatives (S) are explored but again in more of a Level 4 way than Level 5: ‘involve the reader in what is happening’. There is also exploration of sentence types (S), but the effect, again, is more detailed than discriminating.  Language is explored in adjectives but the effect is more simplistic: ‘successfully maintains the readers interest’. Rhetorical questions (S) and lists [of three] (S) are explored more in terms of the ‘fascinating information’ and the ‘everyday language’ is explored using appropriate and fully supportive examples. The final point made about language could be further analysed in order to meet Level 5. This is a confident response meeting Level 4 fully, where language and structure are explored with detailed and fully supportive examples. However, there could be more analysis of the effects on readers in order to meet Level 5. | **Level 4: 12 marks** |
| **Script 6** | The candidate comments on personal pronouns (L), rhetorical questions (S) and language which is more general (‘the writer is interacting’ and ‘to describe the conditions’).  There is comment on the text and how language and structure are used on a basic level ‘to engage the reader’, and the selection of references is valid, but not developed. This answer meets all of the bullets of Level 2, but given there is comment that is not developed enough to be explanation, this achieves a mark of 6 at the top of Level 2. | **Level 2: 6 marks** |
| **Script 6.1** | This is another example of a very short answer. It makes reference to direct address (L) with an example to support the point, and explains the example given in terms of ‘showing she is directly talking to people’. The reference to the possessive pronoun (L) shows more understanding of language than is developed in this response.  The answer meets all of the bullets of Level 1, and since there is some comment, the answer just tips into Level 2. | **Level 2: 4 marks** |
| **Script 6.2** | This response meets all of the bullets of Level 3, in that there is explanation of language and structure: direct address (L), exclamation mark (S), pace (S), imperatives (S) and personal pronouns (L). The points are explained with sound reference to the text, although the comments on the events of the text distract a little from the focus on AO2. There is not enough exploration to move securely into Level 4, but there is some in terms of ‘conversational tone but remaining stern’, ‘there is danger in being caught. This places the writer above the reader in terms of knowledge’. This places the response in the middle of the level. | **Level 4: 11 marks** |

**Question 6**

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| **Ref** | **Comment** | **Mark** |
| **Script 7** | This is a brief response but it has focussed on the AO. The comment ‘is successfully achieved’ is a straightforward opinion, but given that there are limited assertions and references the response gets to the top of Level 1, but not quite into Level 2. There is one opinion and one example, but the example takes up two lines of the response. | **Level 1:**  **3 marks** |
| **Script 8** | Throughout this Level 2/3 response, the candidate offers comment with some explanation and only just some informed judgement. The candidate writes ‘successfully’, ‘extremely’, ‘very successful’, ‘gives a positive side’, ‘so positive’, ‘less positive’. The response moves into commenting on the positivity of the ideas more than the evaluation of how successful the writer is, but this meets all of the bullets of Level 2 as there is comment on ideas, some brief informed judgement and valid references. | **Level 3:**  **7 marks** |
| **Script 9** | There is a sustained focus on the demands of the question in the answer. Textual references are used in a discriminating way throughout. This answer shows that it is possible to achieve a detached critical overview with reference to language and structure to illustrate the points. The evaluation is sustained, from ‘successful attempt’, ‘resoundingly optimistic’, ‘subtly manipulates’, ‘impressive decluttering’, ‘has a positive effect’, ‘great effect’ and ‘extremely reassuring’. It is a concise approach from the candidate, but the points are always backed up with discriminating evidence which persuasively clarifies the points being made. | **Level 5: 15 marks** |
| **Script 10** | The answer starts with some straightforward opinion: ‘has successfully achieved’ and comments on the ‘cheerful and exciting’ language to create a positive feeling. There is a brief example (underdeveloped) to support the point. This focus on positive feeling also is commented on in the second section on the first page, but the second page lacks evaluation until the end ‘achieved extremely well’. The candidate has commented on ideas and theme, straightforward opinions and valid references. Overall the references are appropriate, but there is not enough secure Level 3 evaluation to move into that level. It does meet the top of Level 2. | **Level 2:**  **6 marks** |
| **Script 11** | The response is immediately evaluative in ‘successfully attempts’ and is fairly well-informed judgement (Level 3/4) in terms of ‘masterfully attempted’. There is some awkward expression (‘contaminated by that positivity’), but the judgement continues to be linked to the reader: ‘the reader…would be persuaded to move into a smaller home’.  The response is a little more relevant to AO2 at the bottom of the first page (‘This engages the reader’), but it moves back to some informed judgement on the next page with ‘successfully attempted’. The next section is well-informed in terms of judgement (Level 4), and the reference to ‘purposefully offered advice to people’ is well informed, with appropriate and relevant exemplification (Level 3).  Given that the response meets all of Level 3, and there is some well-informed and fairly developed judgement (Level 4) with some lack of focus, this is appropriately placed in the middle of Level 4. | **Level 4: 11 marks** |

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| **Ref** | **Comment** | **Mark** |
| **Script 12** | Much of this response is quotation (see lines 3-5, 8-11, 17-19 and 25-29) but there is comment on the ideas in the text – it is positive, there is a lot to move, not as much space, the writer is happy. There is a little straightforward opinion in the ‘very positive’, but this is not enough to meet the top of Level 2. There is some valid exemplification but this is not developed and is too long to be useful overall.  The response does meet the first bullet of Level 2, and in some cases the second two bullets (but not always), so is placed in the middle of the level. | **Level 2:**  **5 marks** |

**Question 7a and b**

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| **Ref** | **Comment** | **Mark** |
| **Script 13** | 7a) Similarities are the use of rhetorical questions and short sentences. These are more linked to the texts rather than the writers, but we give this benefit of the doubt. The two similarities are sound, with clear synthesis and valid evidence.  7b) The first point about the value of uselessness of possessions is an interesting comparison and has some appropriate evidence, but the response goes on to make the same point in some detail. This answer makes more than an obvious comparison (Level 2) but really only makes one comparison with valid evidence. It is not, therefore, Level 3 as it does not look at a range of comparisons. It does meet the top of Level 2 however, as it does all of that level and has more than an obvious comparison. | **7a)**  **Level 2:**  **4 marks**  **7b)**  **Level 2:**  **5 marks**  **TOTAL 9** |
| **Script 14** | 7a) This is a detailed and comprehensive response which looks at a range of similarities, synthesising information: ‘a downgrade in space’, use of language, ‘a degree of emotion’. These are detailed and relevant, even though the reference to language is more about the text than similarities between the writers. The reference to differences, ‘albeit to different locations and for different reasons’ does not detract from the detail in the response.  7b) This response gets straight into the business of comparing and the first comparison – ‘the discarding and selection of possessions in text 1 is forceful, necessary and that text 2’s is optional and by choice’ - is a discriminating comparison. The comparison of tone, the emotions around possessions, the personal connections, the feelings about decluttering and the differences in language use give, overall, a varied and comprehensive range of comparisons between the texts, demonstrating analysis of the ideas of the writers: ‘more ruthless ideas on decluttering’, ‘showing that possessions are controlled’. Evidence is balanced and discriminating. | **7a)**  **Level 3:**  **6 marks**  **7b)**  **Level 5: 14 marks**  **TOTAL 20** |
| **Script 15** | 7a) This response considers a number of similarities, direct address, non-negotiable qualities and items and ‘items not to be kept’. The first two similarities are detailed, with appropriate and relevant evidence, but the final point is just sound, with valid evidence. A mark of 5 is given.  7b) This response takes a little while to make a first comparison, and it is important to look to see if it is a comparison (starting a statement with ‘On the other hand’, or ‘In contrast’ does not always make it a comparison). The point made about tightly packing items in Text 1 is compared to the perspective of ‘possessions to be stowed away safely where they are not all tightly packed together’, which is a valid link but not made particularly effectively. The next comparison is also linked to possessions, something to be kept and something to be thrown away. Again, this is a valid point but not very clearly made. The response goes more into AO2, but there are a couple of comparisons (a little more than obvious Level 2), and a bit of explanation of the ideas of the writers, although mainly around a similar point. The response meets Level 2, and just moves into Level 3 given the explanation. | **7a)**  **Level 3:**  **5 marks**  **7b)**  **Level 3:**  **6 marks**  **TOTAL 11** |
| **Ref** | **Comment** | **Mark** |
| **Script 16** | 7a) There is a single similarity in this answer, and again it is related to the text rather than the writers – both are about size. The similarity is not really synthesised (one text then the other) and the use of evidence is limited. The answer meets all of the bullets of Level 1, but is not quite clear enough in its synthesis or evidence to move to Level 2.  7b) The last few lines of this answer are an example from Text 2, and the rest is one implicit comparison on what the two texts say the writers can have. This is a little bit more than ‘The response does not compare the texts’ (Level 1) but not really ‘obvious comparison’ (Level 2). There is brief description of ideas and limited evidence. The response meets the top of Level 1, as it does all of the bullets in the Level. | **7a)**  **Level 1:**  **2 marks**  **7b)**  **Level 1:**  **2 marks**  **TOTAL 4** |
| **Script 17** | 7a) This answer again shows similarities between the writers – the writers must limit their possessions and the writers’ feelings about possessions. However, there is some similarity drawn between the texts – that spaces are used by more than one person and the importance of memorable possessions. There are detailed similarities and synthesis, with appropriate and relevant evidence.  7b) The introduction to this answer gives a general repeat of the question and then the overall approach to possessions, so we hope there will be more evidence to support the point further on. The rest of the page goes on to explain the writer’s perspective in Text 1, with implicit evidence. There is an obvious comparison at the start of page 2 - ‘Text 2 is majorly different to text 1’ – but this is explained more as the section goes on, with implicit evidence again. The conclusion draws the comparisons together. We can see that there is a range of comparisons between the texts, albeit obvious ones in most places. The section of page 2 mentioned shows a range. There is explanation (Level 3) of the writers’ ideas and perspectives (sometimes explored – Level 4) and the implicit evidence from the text – not quotations – is appropriate and relevant. This meets the criteria for Level 3. | **7a)**  **Level 3:**  **6 marks**  **7b)**  **Level 3:**  **8 marks**  **TOTAL 14** |