

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

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

**Section A: Transactional Writing**

Questions 8 & 9

Summer 2017

Exemplars – Commentaries

**SECTION B Writing**

**Question 8**

|  |  |  |
| --- | --- | --- |
| **Ref** | **Comment** | **Mark** |
| **Script 1** | This candidate has an engaging, subtle and deliberately sophisticated voice throughout. The response begins in a compelling way, involving the reader, and this is sustained. Effective use of tone, style and register are evident, for example ‘Picture this. A young child with blonde ringlets’, and there are subtle and sophisticated structures such as ‘I suppose our parents would hope for acknowledgement of a wonderfully thoughtful gift from Christmas half our lives ago, or the teachers pray that...’ There are simple, yet engaging techniques used to interest the reader, such as ‘Now I don’t know about you’, and ‘Now imagine being left that thimble’, but these shape the audience response with subtlety and offer personal anecdotes in an effective way. The response is subtle, sophisticated and sustained, with strategic use of vocabulary and ideas.  In AO6 the candidate achieves the full 16 marks. There are very limited spelling errors (only a couple of minor errors) and the vocabulary is extensive, for example *acknowledgement, contraption, moulded, significant, facilitated* and *unparalleled*. Punctuation is used with accuracy and there is a range of sentence structures used selectively for effect.  It is important to remember that full marks does not have to equal perfection. There may be responses that are worth in excess of full marks. | **24+16 = 40**  **AO5 Level 5**  **AO6 Level 5** |
| **Script 2** | The candidate has more of a simple idea about memories and it seems they have struggled to come up with something that links possessions and memories. However, our thoughts on what is a valuable possession are not important in marking the responses. There is a deliberate attempt to engage the reader, for example ‘Have you ever felt sick…’ and to create a personal voice, for example ‘These are the things that keep me up at night’. Language is used for effect, such as ‘most comfortable and relaxing sofa’, ‘the Saturday night show, the sports, the seat in my sofa’ (using alliteration and rule of three) and ‘Praise your possessions’. The personal story about the time ‘my mother gave me a bit too much money to go shopping’ is engaging, and is organised for effect. Some phrases are a little laboured, for example ‘Such things in life can only make the dead come to life’, but there is an attempt to manage information and ideas in ‘I can tell you that from now on, things are not going to stay the same’. Effective description of the ‘pristine sound’ and ‘horrible static’ is used.  Overall the candidate seems, at first reading, to have appropriate tone, style and register for Level 3, but given that there are some effective techniques used to engage the reader this is more Level 4. Information and ideas are managed overall (although in more of a simple way). These two areas meet Level 4 criteria. The final area of structural and grammatical features has more Level 3 evidence, with meaning made clear. The response meets the middle of Level 4.  For AO6 the candidate does use a wide, selective vocabulary, for example *comfortable, megapixel, pristine* and *static*, and there are only occasional spelling errors. There is a range of punctuation used accurately and sentence structures are used for deliberate effect, for example ‘I miss the old times’. The response achieves the top of Level 4 in this AO. | **17+12 = 29**  **AO5 Level 4**  **AO6 Level 4** |
| **Script 3** | The candidate starts with a sentence which is a little confused, ending ‘that brings incredible amounts of joy to our lives despite some of them having no useful value’. There is an attempt to offer a complex idea here although the explanation of it is lost a little. There is some attempt to use language for effect, for example ‘Plenty of people protect prized possessions’, although this is not as successful as S2. Some expression works effectively, for example ‘sleeping safely’, ‘a hanging picture frame, a dusty ornament’. There is also an attempt to use sentence structures for deliberate effect such as ‘Isn’t it obvious?’ In some paces the clarity is lost but the candidate manages it well, for example ‘That doesn’t sound right, but you get the point’. The ideas are developed and connected (Level 3), but could be managed more for higher into Level 4 – the response does not develop the idea of the belt particularly effectively, although the implicit sense of value and worth for an item with no monetary value is there.  Overall the candidate meets Level 3 for the second bullet point of AO5, and just tips into Level 4 for the first bullet point, as there is a genuine attempt to use effective tone, style and register. The response achieves a mark at the bottom of Level 4.  For AO6, the candidate achieves all of Level 3 again, and there are a few touches of Level 4 in the occasional spelling errors and attempts to use sentence structure for deliberate effect. These just tip it into Level 4 with 10 marks. | **15+10 = 25**  **AO5 Level 4**  **AO6 Level 4** |

**Question 9**

|  |  |  |
| --- | --- | --- |
| **Ref** | **Comment** | **Mark** |
| **Script 4** | It is useful to read the responses to Q9 out as they should be in the form of a speech. The opening to this response has an effective use of tone and style to engage the listener, for example ‘Very? Somewhat? Not at all?’ The use of two examples of Boy A and Boy B is a useful and effective way of shaping the listener’s response, and time is manipulated well to show the importance of their organisation for exams. Language is used for effect, for example ‘flustered, frantically’, ‘More importantly’, ‘weird and wonderful’. The structure becomes a little more repetitive on the second page with a more factual tone. For example ‘There are many…’ is repeated, although this could be deliberate. There are a few slips in the structure, for example ‘To me, being organised is crucial to me’, and the second page is more repetitive in structure, which means that this is a lower Level 5 response. There is some shaping of audience response (Level 5) and some sustained use of tone (Level 4/5 as it is not fully sustained) and information and ideas are managed with cohesive and deliberate structural and grammatical features used (Level 4). The response therefore meets the lower end of Level 5 with 21 marks.  For AO6, there is an extensive vocabulary at the start (*crucial, unkempt, frantically*) and punctuation is used for clarity, rather than for emphasis. Sentence structures are used accurately, and, in most cases, selectively throughout the response. A mark of 14 at the lower end of Level 5 is appropriate. | **21+14 = 35**  **AO5 Level 5**  **AO6 Level 5** |
| **Script 5** | This answer meets Level 2 criteria and just tips into Level 3. There is a sense of audience and purpose (Level 2) in the opening - ‘what does it mean to be organised’ - and the personal voice is appropriate (Level 3), for example ‘Well from my point of view’. The second section has advantages of being organised and these are appropriate if not always clearly expressed (Level 2/3). The expression of the idea of what happens if you are not able to leave loses focus a little. The final section of ways to be more organised expresses information and ideas (Level 2), sometimes appropriate (Level 3) but a little repetitive (Level 2). Overall the response meets Level 2 and the (sometimes) appropriate tone and information just moves in into Level 3, at the bottom.  AO6 is in the middle of Level 3. There is a fairly varied vocabulary including *according, timetable, controlled* and *cancelled,* and spelling is correct including these words with double consonants. Punctuation is more Level 2, with some control and some range of sentence structures including questions. | **10+8 = 18**  **AO5 Level 3**  **AO6 Level 3** |

|  |  |  |
| --- | --- | --- |
| **Ref** | **Comment** | **Mark** |
| **Script 6** | This answer does more than Level 1. The opening has a question to engage the listeners, ‘How many times have you…’, and this shows an awareness of audience (Level 2). This continues in the use of the personal pronoun ‘you’, ‘you wanna know why?’ There is some evidence of sentence structure for effect, including ‘because you don’t organise’. The response is brief, but it does have a sense of audience and purpose to meet Level 2. Information and ideas are expressed (Level 2) – advantages and disadvantages. There are no obvious paragraphs (Level 1) but an attempt to use structure for effect (Level 2). Given the Level 2 features, the response meets the middle of the level with 7 marks. The response demonstrates a wide, selective vocabulary (in the main) for AO6, and there are only occasional spelling errors. | **7+4 = 11**  **AO5 Level 2**  **AO6 Level 2** |
| **Script 7** | This response starts with a recognition of audience, ‘Hi Guys’, and engagement with them, ‘heres a question for you’. The opening meets Level 3 as the information and sense of purpose and audience are appropriate. What organisation means is explained using appropriate information, a definition, examples, and a statistic to support the ideas, ‘Did you know 75%...’ This is appropriate (Level 3) and attempts to be effective (Level 3/4). There are a few attempts to make meaning clear through structure, for example ‘There are always advantages and disadvantages to being organised’, ‘The advantages of keeping organised are’ and ‘These are just some examples’, but these are clear more than effective. Bullet points are used in the response and these could feasibly be used as structure for a speech, but the voice is more appropriate than effective again. The candidate attempts to engage the listener through ‘But wait, what are the disadvantages?’ The appropriate attempt to engage listeners continues with ‘so you don’t go insane at the smallest things’ and ‘But luckily it can be’. The response attempts to engage audience and purpose (Level 3), with appropriate use of tone, register and style (Level 3) in the main, it is occasionally straightforward (Level 2). Ideas are developed and connected and meaning is clear (Level 3). The mark achieved is at the top end of Level 3.  Spelling is correct overall and there is a wide, although not ambitious vocabulary, for example *significant, consideration.* Punctuation is accurate overall, and there is an attempt to adapt sentence structures for purpose and effect, for example in the conclusion. The mark achieved here is at the top of Level 3. There is not enough accuracy and clarity in punctuation to move into Level 4. | **13+9 = 22**  **AO5 Level 3**  **AO6 Level 3** |