

GCSE (9-1)

English

Language

Paper 2 - 2018
exam exemplar
with commentary



Paper 2: Non-Fiction and Transactional Writing

Exemplar script

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.

2 Q01

- 1** From lines 5-8, identify **two** places where Milton made public appearances.

1 Ireland

2 near Nelson Street

(Total for Question 1 = 2 marks) **2**

- 2** Give **one** example from lines 9-12 of how the writer uses language to show the style of Milton's records.

2 Q02

Example from the text:

(1)

blatantly modelled on king

How the writer uses language:

(1)

Strong adverb shows how clearly he has
copied some one's style and not made his own

(Total for Question 2 = 2 marks) **2**



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)1203

Firstly, the writer repeatedly uses many time phrases to emphasise the amount Milton has achieved in his life time. Phrases such as 'At 16' and 'Before he was 20' convey to the audience how early his career began and may surprise the reader as they did not know he began so early. This would make them interested in the struggles he faced and therefore engage them to read on as the typical reader is likely to be a Milton Campbell fan. This is continued in conjunctives such as 'in 1962' and 'in 1984' which ^{are} ~~imply~~ very precise dates and so would intrigue fans as they feel they know more about him.

The writer also uses strong adjective choices to present his change in style. At first, he describes his work as 'Shameless imitation' and 'lawless bravado'. The ^{strong} adjective choices convey to the reader how Milton was not achieving his potential and what they know him so well for. This would engage them as they



P 5 2 3 5 4 A 0 3 2 4

wish to know the reason for such a drastic change. The next paragraph describes his guitar playing as 'Spiky lines and muddy tone'. This phrase mirrors the earlier description however portrays him as new and original as the adjective 'Spiky' connotes ideas of being different and not what is expected. This juxtaposing statement reveals to the reader how Milton's true passion was in his guitar playing and so engages them as they wish to know how he developed this further.

~~Further~~ The writer ^{also} uses ~~main~~ many paratactic sentences to convey a sense of stating facts rather than showing bias. This would engage the typical reader as it allows them to make their own judgement and therefore they wish to read on in order to find out more facts and come up with their own opinion. This is added to with specialist musical terms such as 'the southern soul label' and 'artistically satisfying' which highlight the factual sense side to the article and make the reader feel more involved into Milton's career and therefore



engages them ~~in~~ as they feel a part of the industry. The short, factual sentences combined with the music terminology makes the reader feel more connection to Milton's career and engages them to want to find out more about his musical life.

Finally the last sentence stating that 'he suffered two strokes last month' once again use time phrases to hint to the fact that his time is limited. By ending ~~on~~ in such an indefinite way, it makes the reader want to find out more and appreciate them while he is still around. Therefore the indefinite ending ~~even~~ helps to achieve the ~~reader~~ writer's aim of engaging the reader and opening up to the life of Milton as they wish to go and explore more about his life.



Read Text 2. Then answer Questions 4–6.

Write your answers in the spaces provided.

1 Q04

- 4 From lines 1–5, identify **one** thing we are told about Bessie's voice.

Her tones boomed out so clear - It is a loud and clear voice

(Total for Question 4 = 1 mark) **1**

- 5 *She was tall and brown-skinned, with great big dimples creasing her cheeks, dripping good looks...*

1 Q05

In this example, from lines 9–10, how does the writer use language to show Bessie's appearance?

By personifying her good looks, saying they are 'dripping', it emphasises how attractive she is

(Total for Question 5 = 1 mark) **1**



P 5 2 3 5 4 A 0 7 2 4

6 In this extract, the writer attempts to show his admiration for Bessie Smith.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15) 1506

The writer's admiration is clearly seen through his hyperbolic description of her looks. The triad 'voluptuous, buxom and massive' added to the personification of her good looks 'dripping' are a clear indication of how much admiration he has for her. The hyperbolic claims are a successful way of ^{highlighting} ~~hinting~~ the love he feels with the verb choice 'dripping' connoting how she leaves her good looks behind her as she goes meaning they are not confined to only her, but left for everyone to see. However, it also implies to the reader how he cares only for her looks rather than her musical talent making it slightly less successful in conveying his admiration for her, but rather ~~her~~ his attraction.

His admiration is also successfully seen in his opening description of the events that occurred when she sang. Describing how people were 'hypnotized' and using alliteration to describe her voice as 'Clear and Clanging Full'. Once again his hyperbolic claims



explore his admiration however this time for her voice rather than her looks, making the description of events more successful than the description of the character. The verb 'hypnotized' connotes feelings of people no longer being able to control themselves and becoming someone different. By describing Bessie's voice as this presents how it is making people forget all worries and let the music take over, forcing them to become someone different. This hyperbolic claim is extremely successful in setting out his admiration from the very start.

As well as this, the hypertactic sentences which include many asyndetic listing, implies how much he feels she has achieved and exaggerates her admiration. Adding to this asyndetic listing, verb such as 'phrasing' and 'making' convey how in control Bessie is and perhaps hinting to the reader how she is also in control of Wolfe himself. This is representative of his earlier statement of being 'hypnotized' and therefore, the strong verb choices and asyndetic listing etc successfully portray his admiration as well as adding to the



repeating idea that Bessie is controlling him. This idea is extremely effective to highlight the extent of his admiration that he is willing to completely let himself go and let her control.

Finally, when talking about her death, he is extremely unemotive, contrasting his earlier hyperbolic claims of love. By ending with the simple phrase 'and a little later she died' it may be presenting how he is too upset to talk about it or that he did not admire her as much in the end. Either way, the paratexts sentences and blunt points are unsuccessful in presenting his admiration however do clearly contrast the earlier statements ~~and there~~ and therefore could help to emphasise his earlier claims of admiration.



Question 7 is about Text 1 and Text 2. Answer both parts of the question.
Refer to both texts in your answers.

Write your answer in the space provided.

7 (a) The two texts show singers who are memorable.

What similarities do Milton and Bessie share in these extracts?

Use evidence from **both** texts to support your answer.

6 Q07a
(6) 14 Q07b

Both artists are seen as very originally which is presented as Milton had 'spiky lines and muddy tones' and Bessie had a style 'so individual that no one else grasped it'. Both statements clearly present something different from normal. They both also can be seen to please audiences, which Bessie described as making a crowd 'hypnotized' and Milton 'retained the affection of older... listeners'. Both artists are seen here to please their target audience. Also, they both seen as talented musicians as they did not need technical styles but instead were natural. This is seen as Bessie 'was an artist right down to her fingertips' and Milton was 'one of the leading figures in soul blues' showing they were both talented musicians. Finally, the both had a lot of success with Milton recording 'more than a dozen albums' and Bessie 'putting away Young Women blues' which was a famous album. Both artists can be seen to have had lots of success in making albums.



(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about singers.

Support your answer with detailed references to the texts.

(14)

Where as Text 1 sees a singer as someone to listen to ~~th~~ and watch grow, text 2 presents them more as someone to connect to. This idea is seen in text 1 as the writer uses paratactic sentences and factual evidence to describe the singer. ~~P~~ Sentences such as 'At 16, he followed the example of BB King' present to the reader how he feels the most ~~hi~~ important thing about a singer is the achievements they have made. The time phrase 'At 16' supports this idea as it is a true statement which cannot be denied. This is added to by the repeated pronoun choice of 'Milton' which suggests a distance from the singer as he accepts that he will never know him personally and so focuses more on the facts such as 'In 1984, he joined Malaco'.

Contrastingly, Text 2 is more emotional connected to the artist and cares less about the achievements she has made and more about how she makes him feel. Rather than using paratactic, & actual sentences like Russell,



Wolfe uses ~~ma~~ more hyperbatic and emotive sentences such as "She never needed twirls and twitches...". The alteration of untechnical language emphasises the connection he feels to her and he does not need musical terminology to do this, such as the writer does in text 2. This is exaggerated further as rather than repeating her name as in Text 1, Wolfe repeats the pronoun 'she' which gives a more personal level to his article. The Texts are clearly different in views as Text 1 is much more distant where as Text 2 focuses more on the emotional connection.

Both writers use imagery to express the importance of being original. ~~the~~ In Text 1, the writer describes Milton as initially a "Shameless imitation" with the adjective 'shameless' portraying the importance of being unique. This is emphasised further by using the ~~that~~ the strong adverb 'decidedly original' when describing his guitar playing, presenting how it is this originality which gained him success and therefore highlighting the importance of being original.



This is also seen in text 2 when describing Bessie as 'so individual that nobody else ever grasped it' which presents that the reason for her success was due to the individuality she held. Although Twofe presents the idea in a more emotive way, both ^{writers} ~~texts~~ still make it clear how they feel it is important to be original and this is what has drawn them to their chosen artist.



SECTION B: Transactional Writing

Answer ONE question. You should spend about 45 minutes on this section.

Write your answer in the space provided.

EITHER

***8** Write an article for a newspaper with the title 'How Music Affects People'.

You could write about:

- what types of music people listen to
- where people listen to music
- how music makes people feel

as well as any other ideas you might have.

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 8 = 40 marks)

OR

***9** Write a review of a band, concert, film or book that you feel strongly about.

In your review, you could include:

- details of the band, concert, film or book
- the strengths and weaknesses of the band, concert, film or book
- reasons why you feel so strongly

as well as any other ideas you might have.

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 9 = 40 marks)



Indicate which question you are answering by marking a cross ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 8 ☒

Question 9 ☒

24_B AO5

16_B AO6

Write your answer to Section B here:

How Music Affects People

Music moves millions

In my short time ~~of~~ on this earth, I have been exposed to music from all cultures, eras and styles. Every song you hear on the radio or in your personal library or even ~~p~~ introduced to you by your friend, is completely individual which makes it such a salient part of our lives.

Music can be heard everywhere. ~~At~~ It is not ~~a~~ made only for the rich or for the poor but is made to unite and give people the chance to relate to one another. This is clearly represented in the late 20th Century when the 'Rock against Racism' was introduced which clearly substantiates the power music holds that it can not only bring a smile to one face; but to millions. Everyone has their own favourite style and whether this is rock or pop, the only thing that truly matters is that it brightens your day for



P 5 2 3 5 4 A 0 1 9 2 4

everything else is irrelevant.

Music is for everyone. It makes us stand a little taller, it makes us smile a little brighter and hopefully it makes you feel a greater purpose to your life as you stop carrying on in such a perfunctionary manner.

Music unites us. Although many experts express their opposing views, claiming that you cannot learn as well while listening to music or and it distracts us from our everyday tasks and it makes us seem less sociable when walking with headphones. But why should any of that matter if it makes you happy, fills you with joy, even making you feel closer to your own background or some one elses. In a world which cajoles us to think about education, work and ~~previ~~ our future, do we not desserve a moments break to live in the present and enjoy the moment while it lasts? After all, it won't be there again.

Music makes us smile. With all the different Styles and rhythms present in the world today



~~we will~~ it is evident that people will not enjoy every style of music, but there is a style of music which brings enjoyment to each individual. ~~for~~ Think back to the last time things got too much and you needed nothing more ^{than} to escape the judgemental and brutal world in which we live. ^{It is probable that} ~~that~~ you wanted nothing more to sit alone with headphones in and watch as your clenched fists slowly hesistantely relax until you finally feel better about yourself (well at least that is what ^{most} ~~we~~ would have wanted). That is the power of music.

Music makes us look a little further. Despite the many facts and figures staring at you~~s~~ and trying to turn you~~s~~ against your beloved ballads, these are feeble and egregious arguments which could never compare to the happiness your music brings.

Music moves millions. So listen to whatever music brings you a smile, there are so many styles which can be heard everywhere you go. Ignore the ~~effort~~ tenuous claims that it distracts you from achieving your potential.



and instead make your own judgements about what is best for you. ★ After all, is it not essential that we enjoy the moments now rather than caring only about the future?

I may have only spent a short time on this earth but I have seen for myself the rare happiness and magnificent bursts of energy that it brings. ~~Musica~~

Music make us happy. That is the only thing that truly matters.

★ Mental health is a rising problem in young people today and if music helps even one person to escape then surely it is worth promoting.



Paper 2: Non-Fiction and Transactional Writing

Script commentary

Script B		
Question	Comments	Mark
Q1	Two correct answers are offered for two marks.	2
Q2	This answer offers a relevant example from the text, blatantly modelled on King, and a relevant explanation of language linked to the style of Milton's music: <i>shows how clearly he has copied someone's style and not made his own.</i>	2
Q3	<p>This answer moves directly into commenting on language with an appropriate comment on time phrases, exemplified with examples and explored with reference to the reader: <i>this would make them interested in the struggles he faced and therefore encourage them to read on as the typical reader is likely to be a Milton Campbell fan.</i> While the idea that language encourages readers 'to read on' tends to be seen in Level 3 responses, this student has thought about the typical reader and what their interest would be, which moves the comment higher in the mark scheme. The next references to structure are linked to this idea, that conjunctives are used which are very precise dates.</p> <p>A language point is also identified early on as the student explores the use of adjectives in the extract with detailed and appropriate examples linked to the student's point that Milton's style changed. Again, this is very clearly explored with reference to the impact on the reader: <i>they wish to know the reason for this drastic change, they wish to know how he developed this further.</i></p> <p>The exploration of structure continues to be consistently Level 4: <i>paratactic sentences to convey as sense of stating facts rather than showing bias.</i> This could be elevated to Level 5 with some discriminating references included. Specialist musical terms are another language point explored in detail with connection to impact on the reader: <i>which highlight the factual side to the article and make the reader feel more involved into Milton's career and therefore engages them as they feel a part of the industry.</i> The student also makes reference to structure in use of <i>short, factual sentences</i> but again this could be exemplified in order to clarify the point being made.</p> <p>The final language point goes back to the use of time phrases and demonstrates the student has considered the full extract. There is also an attempt to explore structure here as the student says: <i>By ending in such an indefinite way, it makes the reader want to find out more and appreciate them while he is still around.</i> While this is not fully clear, the student does try to explore it further at the end of their answer by clarifying it <i>would encourage the reader to go and explore more about his life.</i></p> <p>This response meets all of the bullet of Level 4 – the text is explored, and there is exploration of how language and structure are used to achieve effects with very well considered (bordering on analytical) comment on the effect on readers. The selection of references is detailed, appropriate and fully supports the points being made. More discriminating examples to clarify the points on structure would help to move it into Level 5.</p>	12

Question	Comments	Mark
Q4	This student has included a quotation about Bessie's voice (<i>Her tones boomed out so clear</i>) and own words (<i>It is a loud and clear voice</i>). Either are acceptable for this question to achieve a mark.	1
Q5	<p>For this AO2 question the students need to comment on how language is used, not describe what language is used.</p> <p>This student achieves the mark by identifying an example from the quotation, <i>dripping</i>, and by focussing in on how it is used: <i>emphasises how attractive she is</i>. The fact that <i>personification</i> is not correct as a term here is not relevant to achieving the mark as it is how language is used, not the technique itself.</p>	1
Q6	<p>This answer immediately references the question by saying <i>The writer's admiration is clearly shown...</i>The first paragraph uses the idea of Bessie's looks to drive the evaluation. Language is used to support the critical judgement here that the descriptions are <i>a clear indication of how much admiration he has for her</i>. Evaluative vocabulary is not over-used in this opening, as the student simply says the <i>hyperbolic claims are a successful way of highlighting the love he feels</i> (neatly linking language with critical judgement here). The student then moves into detached, critical overview as they reference <i>how he cares only for her looks rather than her musical talent making it slightly less successful in conveying his admiration for her, but rather his attraction</i>. It is perfectly acceptable to say that the writer is unsuccessful if the student supports this evaluation.</p> <p>The students also evaluates the success of the writer's use of events when Bessie sang, identifying that this admiration is for <i>her voice rather than her looks, making the description of events more successful than the description of her character</i>. Again, reference to hyperbole is relevant in supporting critical judgement here. The student also uses structure to support critical judgement as the answer declares that the syntax and listing <i>implies how much she has achieved and exaggerates her admiration</i>. Again, this link between language and structure and evaluation demonstrates how the student uses language or structure to show how successfully admiration is being developed, rather than just saying the writer uses hyperbole to show his admiration, which be more of an assertion or straightforward opinion. The evaluation <i>perhaps hinting to the reader how she is also in control of Wolfe himself</i> is perceptive, as is <i>that he is willing to completely let himself go and let her control</i>.</p> <p>The conclusion to the response gives a detached, critical comment about the description of Bessie's death, with considered and apt reference: <i>presenting how he is too upset to talk about it or that he did not admire her as much in the end</i>.</p> <p>This answer uses Bessie's looks, her singing, the control Bessie has and her death to structure the evaluation. It also uses language and structure to very clearly support critical judgements made. This is an example of a response that comments on what is successful and not successful, and also a response that demonstrates that high marks can be achieved without the need for repeated use of evaluative vocabulary.</p>	15

Question	Comments	Mark
Q7(a)	<p>This is a comprehensive and full answer to this question which shows detailed understanding and synthesis. A full range of similarities are covered, with the lead-in to the question, <i>singers who are memorable</i> giving an overall thread to connect them:</p> <ul style="list-style-type: none"> • both are very original/different from normal • both please audiences • both are talented musicians • both are described as having successful careers. <p>While there are four similarities here there is no requirement to produce as many similarities as there are marks - as long as the similarities show understanding and synthesis of the two texts (in other words they are balanced) - this is enough. The four similarities here are explored with detailed comment and evidence, enough for full marks.</p>	6
Q7(b)	<p>This question allows for a more broad commentary on similarities and differences between the two texts, specifically with focus on ideas and perspectives in the texts. Some of the similarities from 7a can be used, although the focus of this part of the question is different. Comparisons must be linked to the ideas and perspectives and the theme, language and/or structure.</p> <p>The first comparison offered is an interesting one, that the singers are presented differently, in Text 1 as <i>someone to listen to and watch grow</i>, text 2 presents them more as <i>someone to connect to</i>. This comparison is analysed in detail with discriminating reference to each text, and with varied comparisons being included such as the style of writing, the syntax used and the different views presented.</p> <p>The second main comparison, <i>Both writers use imagery to express the importance of being original</i>, also demonstrates comprehensive understanding of the different perspectives of the texts, again moving into varied comparisons of reasons for success (Milton's guitar playing, Bessie's individuality).</p> <p>This is a succinct comparative response which seems to explore a couple of comparisons on the surface while actually considering some varied and comprehensive comparisons, much more than obvious comparisons. The focus is very much on the perspectives of the writer (often a discriminator in this question where answers in the lower levels will only consider ideas) and the analysis is detailed with balanced, discriminating references which link very clearly to the points being made. The answer shows that quality of comparisons is equally as important as quantity for the high levels of the mark scheme.</p>	14

Question	Comments	Mark
Q9	<p>The student answers Q8, a newspaper article on the effects of music.</p> <p>This response has very clear organisation from the beginning and shows form that is appropriate for a newspaper article - a heading, a subheading and clear paragraphs. The opening demonstrates the use of a personal voice which is developed into a sophisticated and sustained tone throughout the piece: <i>In my short time on this earth, I have been exposed to music from all cultures</i>. The personal voice is sustained and the cyclical organisation is sophisticated where the student comes back to this idea of short time on earth at the end of the piece. The student is able to shape the audience response with subtlety by using pronouns such as <i>I</i> to present an expert voice, even given the time spent on earth, and <i>you</i> to include the reader in the piece. This pronoun use moves into <i>we</i> and <i>us</i> later in the writing to create a subtle sense of shared experience.</p> <p>Sentence structure is utilised to create coherence and cohesion through the use of statements that shape audience response by affirming ideas: <i>It is not made only for the rich or for the poor but is made to unite and give people the chance to relate to one another</i>. Short sentences also create impact and effect and supports coherence and cohesion by starting the paragraphs, for example <i>Music can be heard everywhere, Music unites us, Music makes us smile</i>. Questions are also used to manipulate the reader into the writer's ideas: <i>do we not deserve a moment's break to live in the present and enjoy the moment while it lasts?</i> and <i>is it not essential that we enjoy the moments now rather than caring only about the future?</i></p> <p>The ideas presented are complex: music being individual and a salient part of our lives, the power music holds to unite people, the claims of experts, the health benefits of music and the pleasure music brings. Some ideas are repeated but this does not detract from the quality of the response – it meets all of the bullet points in Level 5 for AO5.</p> <p>For AO6 the student uses an extensive vocabulary strategically, for example <i>salient, substantiates, perfunctory</i> (although the spelling is incorrect the ambition of the vocabulary is clear), <i>opposing, tenuous, magnificent</i>. There are spelling errors but these do not detract from overall meaning and the attempt to be ambitious with vocabulary is credited. The writing is punctuated with accuracy overall (some apostrophes are missing) and a range of sentence structures are used accurately and selectively to achieve particular effects.</p>	<p>AO5 24</p> <p>AO6 16</p>
	TOTAL FOR SCRIPT:	93