

# **Pearson Edexcel GCSE (9-1) English Language**

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

**Reading Scripts**

**Summer 2018 Exemplars**



## Question 1 - Script 1A

### 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 5–8, identify **two** places where Milton made public appearances.

1 club of Leland

2 Nelson Street

## Question 1 - Script 1B

### 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 5–8, identify **two** places where Milton made public appearances.

1 Leland

2 Memphis

## Question 1 - Script 1C

### 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 5–8, identify **two** places where Milton made public appearances.

1 "sing and playing guitar"

2 "he followed the example of BB King"

## Question 1 - Script 1D

### 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 5–8, identify **two** places where Milton made public appearances.

- 1 "his first public appearances, singing and playing guitar were
- 2 in clubs of Leyland" "bied his lve in memphis"

## Question 1 - Script 1E

### 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 5–8, identify **two** places where Milton made public appearances.

1

2

~~Harvard~~ Inverness Mississippi  
Leland

## Question 2 - Script 2A

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

Example from the text:

(1)

'They were a heady brew of shameless imitation and lawless bravado.'

How the writer uses language:

(1)

Strong adjectives like 'heady', 'shameless' and 'lawless'.

## Question 2 - Script 2B

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

Example from the text:

(1)

~~law~~ 'lawless bravado'

How the writer uses language:

(1)

adjective 'lawless' shows the reckless, confident  
~~the~~ style of the records.



## Question 2 - Script 2C

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

Example from the text:

(1)

"A hoody how as shameless imitation and lawless bravado"

How the writer uses language:

(1)

Metaphor

## Question 2 - Script 2D

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

Example from the text:

(1)

"They were a heady brew of shameless imitation"

How the writer uses language:

(1)

The word 'imitation' connotes that Milton's style was not ~~an~~ original or authentic.

## Question 2 - Script 2E

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

Example from the text:

(1)

"~~They were already seen of the mass~~  
~~imitation~~" "he had made several  
records"

How the writer uses language:

The use of the <sup>noun.</sup> ~~adjective~~ "several"  
<sup>(1)</sup> ~~adjective~~ suggest that they were successful

## Question 2 - Script 2F

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

Example from the text:

"blatantly modelled on King"

(1)

How the writer uses language:

The adverb 'blatantly', suggests that there was a lack of originality in the style of Milton's records.

(1)

## Question 2 - Script 2G

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

Example from the text:

(1)

The author uses an adjective 'contemporary'  
to show Milton's

How the writer uses language:

(1)

The author uses an adjective to show Milton's  
modern style of music.

### 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>religios</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.

## Question 4 - Script 4A

Read Text 2. Then answer Questions 4–6.

Write your answers in the spaces provided.

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

She has a 'ringing vibration', referring to  
powerful  
her use of vibrato in her voice.

## Question 4 - Script 4B

Read Text 2. Then answer Questions 4–6.

Write your answers in the spaces provided.

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

*it is like a ~~star~~ glass-chromer*

## Question 4 - Script 4C

**Read Text 2. Then answer Questions 4–6.**

**Write your answers in the spaces provided.**

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

Hear her singing all the way down the street

## Question 4 - Script 4D

Read Text 2. Then answer Questions 4–6.

Write your answers in the spaces provided.

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

it was a flame - brower licking out across  
the room

## Question 4 - Script 4E

Read Text 2. Then answer Questions 4–6.

Write your answers in the spaces provided.

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

"her tones boomed out so clear"

## Question 4 - Script 4F

Read Text 2. Then answer Questions 4–6.

Write your answers in the spaces provided.

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

It was very loud: "could hear her singing all  
the way ~~down~~ down the street."

## Question 5 - Script 5A

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

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

The writer uses the ~~adjective~~ metaphor "dripping good looks" to emphasise how good looking Bessie is.



## Question 5 - Script 5B

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

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

"dripping good looks" Sounds as though she is that good looking she is dripping because  
(Total for Question 5 = 1 mark)  
She is overflowing with good looks.

## Question 5 - Script 5C

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

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

~~The dimples are described using the adverb 'creasing'~~  
The alliteration: 'creasing her cheeks' is used to describe her 'big dimples' make them sound even more beautiful.

## Question 5 - Script 5D

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

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

dripping good looks shows that  
she was attractive

## Question 5 - Script 5E

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

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

tall, brown skinned, great dimples creasing  
her cheeks, dripping good looks

## Question 5 - Script 5F

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

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

The writer uses adjectives to portray Bessie's appearance.  
"Great Big" Dimples creasing her cheeks"

## Question 5 - Script 5G

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

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

'Voluptuous, buxom and massive but stately too.'

## Question 6 - Script 6A

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)

The writers attempt to show his admiration for Bessie Smith is extremely successful in this extract. This is because the writer provides the idea ~~that~~ of how captivating the singer ~~that~~ really was. The idea that her singing could be heard 'all the way down the street' allows the reader to understand how much the ~~read~~ writer admired her singing. The fact that it could be heard from so far exaggerates the writers appreciation for Smith's powerful voice. Within the first lines of the extract the reader is immediately introduced to the writers love for Bessie's voice as he says 'Bessie had such a ringing vibration in that voice of hers'. ~~That~~ The writer purposefully does this to show his admiration for Bessie Smith as he praises her.

As the extract develops, the large paragraph describing ~~the~~ Smith successfully shows the

## Question 6 - Script 6A continued

writers admiration for the Jazz singer. This is because, it shows how much the writer has to say about her looks which brings up the idea of how beautiful she really was. The writer does this to perhaps try and allow other people to understand the singer's beauty. This shows how much the writer admires Bessie Smith as he wants other people to appreciate her as much as he did. ~~For example~~ <sup>The</sup> fact the writer claims 'Smith was dripping with good looks' further reinforces how captivated he was by her beauty. This successfully portrays the idea of how much the writer admired the singer.

The fact ~~that~~ the extract is based on a first hand account of a Bessie Smith performance ~~at the time~~ reveals how much the writer admired when actually seeing her in real life. This setting makes the extract feel more real and truthful. It also reveals ~~what~~



## Question 6 - Script 6A continued

exactly what the reader felt when seeing her for the first time. These exact thoughts and feelings successfully show how much the reader admired Bessie Smith. ~~as that~~ When the writer saw Smith he 'melted' which creates the idea that he is <sup>in</sup> awe of the Jazz singer. Perhaps this brings up themes of the power of music revealing how much good music can capture a person. It is like the reader heard Bessie's voice and instantly felt in awe ~~is~~ highlighting how much ~~the power~~ strength music can have as it can interfere with someone's thoughts and feelings. This shows ~~the~~ the writer's admiration for Bessie Smith as he exaggerates how much power she had over him.

Overall, the writer's attempt to ~~see~~ show his admiration for Bessie Smith is extremely successful throughout the extract as strongly puts forward the idea of how ~~captivating~~ capturing she was. This is also further reinforces

## Question 6 - Script 6A continued

through the various use of & setting  
and hence.

## Question 6 - Script 6B

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)

In this extract, the writer shows his admiration for Bessie Smith through language and structure. The writer begins the extract with her name cleverly "Bessie had such a ringing vibration in that voice of hers" This shows the reader that Bessie is very important to the writer. "cats and their kittens blocked up the side-walk" The writer uses jazz slang to show the reader that many other people admire Bessie meaning she is very popular. "Dave and I just melted together in the blaze of Bessie's singing" The writer uses a metaphorical phrase skillfully to show the reader that they loved her music. "it was a flame-thrower licking out across the room" The writer uses another metaphorical phrase to well to show the reader that her voice is very powerful and leaves her effect on people. "one sweet package" The writer uses the word "sweet" to show his admiration to the reader. The writer uses long sentences to describe Bessie in a detailed way "tall and brown skinned... dripping good looks" This shows the reader that the writer admires her appearance as well as her voice. "high-voltage magnet for a personality" The writer cleverly uses the word "magnet" to show the

## Question 6 - Script 6B continued

reader that people are drawn to her just like he was. It also shows the reader that she is so likable. "vitality flowed out like a cloud" The writer successfully uses a simile to show the reader that he admires her presence. "she just stood there and sang, letting the <sup>love</sup> ~~pass~~ and laughter run out of her" The writer uses personification to portray to the reader that he admires watching her sing because he feels what she does. "wrestling with arpeggios" The writer uses ~~another~~ ~~for~~ personification again to show the reader that he admires the style of her music. The writer uses a hyphen "-" to emphasise the phrase "a very great artist" this shows the reader that he admires her position of an artist and thinks she is very talented. "Her style was so individual that nobody ever grasped it" The writer uses short sentences to show the reader that all her work is individual which shows that she is talented. "the melody meant nothing to her... make you really know what she was getting at" The writer uses long sentences skillfully to describe to the reader the way her music was styled and how it affected the audience positively.

## Question 6 - Script 6C

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)

The writer successfully achieves his attempt to show his admiration for Bessie Smith.

The writer describes the people in the 'side-walk' to be 'hypnotized' by Bessie's voice. The word 'hypnotized' is powerful in creating Bessie's voice to have ~~there is~~ dreamy and trance like qualities which effectively shows the writer's admiration for her and her hypnotic ~~voice~~ voice.

The use of the semi colon in line 6 to isolate the sentence 'that wasn't a voice ... room,' draws the reader's attention to the latter part of the whole sentence.

The metaphor ~~is~~ used to describe Bessie's ~~voice~~ voice, 'it was a flame-thrower licking out across the room,' is one of the most effective ~~one~~ out of the whole text. The choice of the allusion to a 'flame thrower' suggests

## Question 6 - Script 6C continued

brilliance and magnificance, therefore highlighting how talented Bessie is in ~~the~~ writer's eyes, showing effectively his deep admiration for her. The images of fire could represent the love for Bessie, ~~the writer's~~ suggesting how passionately the writer feels about ~~her~~ <sup>her</sup> and her voice, again powerfully showing the writer's admiration for her.

In paragraph four the writer's abundance of metaphors and similes are a true giveaway in showing his admiration for Bessie. 'Her dripping good-looker' creates an image of an abundance of beauty, <sup>spread</sup> all over Bessie, ~~stressing~~ demonstrating the writer's infatuation with her. The writer describes Bessie's voice to ring 'golden notes' down 'sunshiny way'. The word 'golden' and 'sunshiny' are powerful in creating uplifting and beautiful images of Bessie, as if she was even a goddess. The word 'sunshiny' is almost childlike, possibly reflecting the writer's childish mesmerisation of Bessie. Therefore, through these figures of speech, the writer is effective in his

## Question 6 - Script 6C continued

attempt to show his admiration of Bessie. Paragraph four is most effective out of the whole text in showing this admiration, because of the sheer abundance of elaborate ~~other~~ ways to describe Bessie.

The writer personifies Bessie's style, stating how 'nobody else ever grasped it.' By giving this feature of Bessie lifeline ~~qualities~~ attributes, it illuminates Bessie's individuality and uniqueness making her appear more special. Therefore with this personification the writer richly shows his admiration for ~~the~~ Bessie. ~~original~~

The use of the exceedingly long sentence in line 23, from the way she let... getting at, highlights how much the writer has to say and thinks about Bessie.

This asyndetic sentence describing her vocals is effective in demonstrating the writer's admiration.

## Question 6 - Script 6D

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)

The writer shows that Bessie Smith was a very good musician a quote to support this is "She lived every song she sang" this means that she took to heart every song she sang and that she loved her life if she sang about it every time she sang a song.

In the middle of the extract it says "her scales in any Conservatory of music, wrestling with arpeggios" this shows that she just loved music.



## Question 6 - Script 6E

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.

S  
I  
T  
E  
P  
E  
C  
S  
(15)

The writer uses ~~set~~ settings and the atmosphere to show his admiration for Bessie. The writer ~~des~~ describes a state of havoc in the town as there is "traffic" people "blocked up the side-~~weel~~". However, even through these ~~ca~~ chaotic events ~~the~~ people are described to be "~~hypnotized~~" "hypnotized" by Betties voice. The writer creates this contrast between havoc and Betties voice that "eased" all listeners. This shows the writers admiration for Bessie Smith. This <sup>is</sup> ~~also~~ further emphasised with the use of an elipse, to show a complete loss of self awareness ~~is~~ due to Betties voice. The writer successfully ~~is~~ uses settings to show his ~~own~~ admiration for Bessie Smith.

The writer uses ~~ideas~~ ideas and themes to ~~depict~~ depict the writers admiration for Bessie Smith. The writer uses several metaphors in this extract. "David and I melted together in the blaze of Bessies singing". This metaphor

## Question 6 - Script 6E continued

Shows the power of ~~the~~ Bessie's voice as it is referred to as a "baze" which has connotations of a strong passion, "vitality flowed out of her like a cloud", This simile shows how beautiful and clear her voice was, like a cloud". Through these ideas and themes along with language, The writer attempts to show his admiration for Bessie and ~~is~~ positively achieved.

The writer uses ideas to show his admiration through the description of Bessie. She is shown as a "real woman" and refers to her as a "sweet package" with "dripping good looks" This shows the writer admired her looks as well as her personality and voice. Through his description the writer ~~succesfully~~ clearly shows his admiration for Bessie Smith.

The writer uses ~~events to~~ <sup>the event</sup> of Bessie's murder show how hurt he was when she died. This pain is shown through the use of ellipses. The ellipses are used three times in the last paragraph to show a break down of The writer's ~~own~~ emotions. Through the event

## Question 6 - Script 6E continued

In this extract effectively attempts to show his admiration for Bessie.

I believe that through the use of settings, ideas, key events, language and structure the writer successfully shows his admiration for Bessie Smith -

## Question 6 - Script 6F

Setting idea theme events

SITE

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)

It is very clear in the extract that the writer is attempting to show a deep admiration for Bessie Smith.

The writer shows the idea that the admiration and almost love potentially that he has for this girl is so strong that nobody could ever ~~change~~ ~~or~~ ~~that~~ jeopardise that or change the way he sees her.

The narrator doesn't have a bad word to say about Bessie Smith, although he says she has "no mannerisms" he adds "she never needed any twirls and twitches to send those golden notes of hers on their sunshiny way" ~~as always the old standard~~ the narrator is not ~~at~~ fazed by the fact she has no mannerisms, he acknowledges the fact that she doesn't but doesn't in fact let it affect the way he sees her which reflects how strong the admiration he has for her is.

He refers to cats and kittens as being 'hypnotized' ~~or~~ by her, which is odd and rare. This could be just how he sees it because of his admiration.

The main ~~the~~ thing that seems to draw him to Bessie Smith is her voice "Dave and I just melted together in the blaze of Bessie's singing ~~there~~ that wasn't a voice she had, it was a flame-thrower licking out across

## Question 6 - Script 6F continued

the room" the narrator seems to see ~~a~~ Bessie different to the rest of the world and the writer ~~also~~ shows this by using metaphors.

## Question 7(a) - Script 7A

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)

Both texts show the singers are original and stand out from everyone else. In text one it says 'Milton's guitar playing was decidedly original' and in text two it says 'her style was so individual that nobody else ever grasped it'.

Both texts also show their influence on other people. In text 1 one 'Milton presided over a recorded conference with young artists' and in text two 'people were hypnotised by the wallowing blues that came out of Bessie's throat'.

Both texts also shows both singers expressed themselves through their music as they wanted to and weren't trying to fit in with others. In text one it says 'Milton neither wished nor intended to be a typecast' and in text two it says 'she made up her own melody to fit the poetry of her story' and that 'she lived every song she sang'.

## Question 7(b) - Script 7A continued

(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)

Text one and two both have the perspective that it is good to be different about music and each singer should be unique ~~to their~~ and be themselves. In text two ~~Bessie~~ Bessie was successful and liked because she wasn't afraid to be bold of different to others. She was filled with confidence which 'hypnotised' everyone who listened to her voice. Milton also wasn't afraid to be 'original' which is why he was able to be 'established as one of the leading figures in soul blues'. It shows that both writers agree that you need to be brave and unafraid to be successful as a singer and Bessie and Milton both weren't afraid to do that.

A difference between the perspective of music between the two writers is that in text one the writer views success as selling albums and producing records but in text

## Question 7(b) - Script 7A continued

two the writer views success in music as being able to express ~~your~~ yourself and how creative and ~~or~~ unique you are. The writer in text ~~one~~<sup>two</sup> admires the idea of being able to be individual. Bessie is described ~~as~~ to 'let her rich music tumble out' which 'was a perfect example of improvisation' which reflects is proudness of that and shows he believes that is success. However, in text one the writer commonly mentions Milton was a 'leading figure' and that he sold many records which reflects is proudness due to the success of being popular and famous.



### Question 7(b) - Script 7A continued

~~Both writers also share the perspective that being yourself is the way to success.~~

The writer of text two much more commonly links Bessie's story with emotions and it shows her being true to herself made her a better person. However, in text one, the writer focuses much more on every event in Milton's life to show how good of a singer he was. Whereas in text two the writer uses adjectives such as 'perfect' to show it was just her voice which made her singing great. Not what she had done, where she had been or how many records she sold.

Both authors also agree with the idea that music should be made to also influence other people. In text one the writer shows pride in the way Milton influences 'young artists' and

### Question 7(b) - Script 7A continued

in text two the writer is  
proud and admires the way  
Bessie 'hypnotises' the  
audience.

## Question 7(a) - Script 7B

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)

Both Milton and Bessie appeal to all audiences. Milton 'escaped the confines of blues or rock 'n' roll' and Bessie 'hypnotized' men and women who 'blocked up the sidewalk'.

They were both original and individual. Milton's 'guitar playing was decidedly original' and Bessie's 'style was so individual that no one ever grasped it'. They were both, therefore, very individual in style.

Both Bessie and Milton are African-American. Milton was a 'spokesman' for 'the entire African-American community', and Bessie was 'brown-skinned' and died because doctors 'didn't care for the color of her skin'.

Both Bessie and Milton could adapt their styles. Milton said 'you have to be versatile', and Bessie could inspire 'love', 'laughter' and 'howling sadness'.

## Question 7(b) - Script 7B

(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)

In Text 1, singers' success is attributed to their 'musical talent', whereas in Text 2, singers' succeed partly because of their 'looks' and personality. Milton, in Text 1, is praised for his guitar playing which was 'decidedly original' and was characterised by 'spiky lines and muddy tone'. These adjectives, which are not usually assigned to music, emphasise his original nature, and talent, to which his success is solely attributed to. However, in Text 2, as well as describing Bessie's ~~to~~ vocal talent, the writer focuses significantly on her looks as a reason for her success. She is described as 'voluptuous', buxom and massive', and this triplet emphasises her physical appearance and how this appealed to the writer as one of the reasons why he wrote of her so admirably. Therefore, Text 1 presents success as solely attributed to talent,

## Question 7(b) - Script 7B continued

but in Text 2, appearance also has an effect.

Furthermore, in Text 1, singers are seen as activists for causes' but in Text 2, they are purely there for entertainment. In Text 1, Milton ~~has~~ 'escaped the confines' of musical genres to 'become a spokesman through soul music, for the entire African-American community. The use of ~~para~~ parenthesis around 'through soul music' emphasises how music has enabled him to make an impact on his community and make a real difference. However, in Text 2, Bessie is only 'an artist right down to her fingertips'. This use of vivid imagery emphasises how music was her sole passion and how Text 2's writer sees musicians as ~~predominantly~~ <sup>predominantly</sup> artists rather than activists. As such, her death due to racist hospital workers is seen as an issue separate from her musical talent, whereas in Text 1, activism and musical fame and talent are seen as hand-in-

### Question 7(b) - Script 7B continued

hand.

However, both texts present musicians as having the ability to reach a lot of people and ~~effe~~ affect their lives.

In Text 2, when Bessie sang, she caused a 'traffic ~~to a~~ jam', leaving people 'hypnotized'. This shows ~~how~~ how powerful music is, and the extent of the ~~the~~ effect it can have on others. Similarly, in Text 1, the American Milton had many 'English fans' and his one of his 'last performances' before his death was at 'the Barbican, London', showing how his music spread world wide and ~~touch~~ touched many lives. Therefore, the two texts can be seen as similar in that they both present musicians as being able to ~~affect effe~~ affect many lives.

## Question 7(a) - Script 7C

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)

Both writers present Milton and Bessie as out of the ordinary. Milton is presented as "hooky hooky" with "lunatic brains" which although is derogatory, his music says artists describe him also. Bessie is presented as like this through the use of the quote "voluptuous, burlesque and mischievous but totally too" helping to present her as a mixture of personalities.

Both writers present their music as exciting and emotional. This is shown in text one where he is his readers being "numinous" and "artistically satisfying and quite successful". This shows how people clearly enjoyed his music and became moved by it. This is shown in text two where her singing is described as "the force of Bessie's singing" this shows everyone is touched by it and moved emotionally.

Finally, both texts show people are similar in the fact that they both died too young. In text one this is shown as "he suffered two strokes last month" before dying - presenting how if it weren't for the strokes he could have continued. This is more clearly shown in text two as "she was in an automobile crash... we lost her so much blood... and a little later died" this shows the unfortunate end to her life, implying she had so much more to give.

## Question 7(b) - Script 7C

(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)

In text one the writer clearly puts forward the idea that Milton and other singers produce songs which are full of feeling and emotion. The quote "an original, all-spiky blues and muddy tone" helps to demonstrate his outpour of emotion. The fact that the adjective "spiky" his singing and music is portrayed as jolting and full of emotion with each spike being an outpour of emotion. Furthermore, the fact that the tone is "muddy" but also "original" and "spiky" is also helpful in presenting the idea of the personality of a singer being a complex thing as his music may be an engine to many.

Similarly, text two also uses the idea that singers are full of feeling as Bessie's <sup>music</sup> is described as "letting the blues and the laughter run out of her" this helps to present her as a person who finds a release by singing as many singers do. The ~~fact that later~~ use of the verb "run out" (and of her) ~~present~~ presents her emotions as freely pouring out of her system and clearing her mind. Furthermore, the fact that "the heavy sadness too" escaped her further demonstrates how singing is presented as a release and outpour of emotion for singers throughout the text.

Secondly, in text one, the writer presents the idea that Milton took a lot of inspiration from others who he ~~also~~ attended to "imitate" yet he also was a mixture of them. This helps to present the fact that singers take inspiration from many people.



## Question 7(b) - Script 7C continued

all attempt to add their own twist to make it different. This is shown when he is described as "blatantly modelled on King" but that he "also seemed to have an ear-cooked to... Bobby Blue". The use of the <sup>colloquial</sup> phrase "to have an ear-cooked" helps to portray to the reader how Milton would view and watch his music in order to make it his own - the idea that singers take things from others.

Unlike text one, text two uses the ~~other~~ perspective that Bessie was completely individual and took no inspiration. This creates the feeling that although some singers may take inspiration from others - some may choose a completely different path and choose to be completely different, as indeed, Bessie is shown to have been. "Her style was so individual that nobody else ever grasped it," explicitly shows how odd the ~~ordering her music~~ <sup>music</sup> was - but still very exceptional. The use of the verb "grasp" clearly shows how people attempted to clutch at it and use it in their music but failed. Finally the fact that she "was a real woman, all woman, all the femineness the world ever knew" and truly shows how individual she was, especially through the use of triplets. This counters how "some every now and again one singer will come along who can take over the music scene."

For text one presents the idea that Milton wants to help others and thus that many singers want to influence as many people as they can. This is shown by the ~~quote~~ <sup>fact</sup> that he was a "spokesman" and that he escaped the confines of blues or rock'n'roll "to do this

## Question 7(b) - Script 7C continued

The use of ~~the~~ <sup>new</sup> word "confines" helps to show how he forced himself out of ~~the~~ <sup>that</sup> order to help others in the "African-American community." -this willpower also presents singers as emotionally strong.

Similarly, ~~both~~ <sup>two</sup> texts present Bessie as extremely influential ~~on~~ <sup>upon</sup> others. Her music is ~~shown~~ <sup>shown</sup> to be able to be heard "all the way down the street." The text also later on that there was a "traffic jam and in front" as people stood "hypnotised". The verb "hypnotised" is important in showing how encapsulating she was and that people would listen with intent as to what she had to say on the ~~stages~~ <sup>stages</sup> of life. This also helps to present singers as important in people's lives who can have a huge ~~impact~~ <sup>impact</sup> on the way people behave.

To conclude, both texts are written in the 3rd person perspective which helps to show how people and the public are affected by the singers. Furthermore, the fact ~~that~~ <sup>both</sup> were written ~~also~~ <sup>also</sup> over 50 years apart demonstrates how powerful music has remained and the role of singers in ~~modern~~ <sup>modern</sup> society.

## Question 7(a) - Script 7D

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)

They both ~~writes about~~<sup>are</sup> singers who were different from the rest.

In Text 1, "Milton Campbell m. escaped the confines of blues or rock n' roll"

In Text 2, "Her style was so individual that noone else grasped it"

They both as you can see stood out from their genre.

Another similarity they have is they are both dead.

In Text 1, "Milton Campbell ... died August 4 2005"

In Text 2, "One day in 1937 she was in an automobile crash. ... a little later she died"

So they both have books written about their lives

Lastly, they both

## Question 7(b) - Script 7D

(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)

~~A similarity~~ In Text 1 the sentences are complex in order to give detailed paragraphs about the singer.

"During a five-year period, he produced numerous records that were both artistically satisfying and quite successful in the R&B charts, but he cannily retained the affection of older and more blues-inclined listeners..."

Similarly in Text 2 the writer also uses complex sentences to express his feelings about her and her singing.

"She just stood there and sang, letting the love and the laughter run out of her, and the heaving sadness too; she felt everything..."

As you can see they both describe the singers' lives in detailed and from the examples they are both positive opinions about the singers' and their work. The use of commas makes the information flow more fluently without it being overwhelmingly long or too short.

However the difference between Text 1 and Text 2 is that the writers have different feelings about the singers.

In Text 1, "Like BB King, too, Milton presided over a recorded conference with younger artists..."

~~In Text 1~~ He is comparing the singer to other famous artists like BB King, but in Text 2 the writer doesn't

## Question 7(b) - Script 7D continuedd

compare Bessie to any artists. "She was an artist right  
# down to her fingertips... her style was so individual."  
The writer in Text 1 seems to ~~at the~~<sup>think</sup> that Campbell  
~~the~~ was as good as other famous singers of his genre,  
so he compares them through the Text extract. On the  
other hand, the writer in Text 2 doesn't compare Bessie  
to anyone, he thinks her "style was so individual" that  
nobody could be compared to her. So ~~in Text 1 the~~  
~~writer seems to have an opinion about~~

## Question 7(a) - Script 7E

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.

death

- 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)

~~Both Milton and Bessie died~~

Both Milton and Bessie died:

Text 1: "~~He suffered two strokes~~ His Wife, pat, survives him"

Text 2: "a little later she died"

They were both singers:

Text 1: "his progress through the ranks of up-and-coming blues singer"

Text 2: "you could hear her singing all the way down the street"

## Question 7(b) - Script 7E

(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)

The writer from each of the two extracts presents ideas and perspectives in similar but different ways