

Pearson Edexcel GCSE (9-1) English Language

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

Script Commentaries

Summer 2018 Exemplars



SECTION A: READING

Question 1

| Script | Commentaries | Mark |
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| Script 15 | 2 marks - both responses are acceptable. | 2 |
| Script %6 | 2 marks – both responses are acceptable. | 2 |
| Script %7 | No marks awarded as these are not valid answers from the MS. Correct lines used but does not answer question. | 0 |
| Script %8 | 2 marks awarded – it is important to check if there are two correct responses in one line. | 2 |
| Script %9 | 1 mark for the second answer. The first does not get a mark as it is where he was born, not where he made a public appearance. | 1 |

Question 2

| Script | Commentaries | Mark |
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| Script 2A | 1 mark. The example is acceptable for a mark and language is identified, but there is no comment or explanation linked to how language is used to show that the candidate understands the AO. | 1 |
| Script 2B | 2 marks – succinct and confident explanation of language without trying to do too much. | 2 |
| Script 2C | 1 mark. The example is relevant, but simply offering a type of language feature does not show how it is used. | 1 |
| Script 2D | 2 marks. The explanation shows understanding of how 'imitation' is used. | 2 |
| Script 2E | Does not achieve any marks – simply identifying an example from the lines is not enough to achieve the mark (it must be related to the question). The second part of the answer tries to comment on language but 'several' does not link to success. | 0 |
| Script 2F | 2 marks. Achieves both marks although the example and the effect are not fully convincingly linked. | 2 |
| Script 2G | Achieves no marks. The word 'contemporary' could be applied to musical style, but is not in this case as it is a noun. The explanation could have been credited, had the example been used in the way the candidate thought it had been. | 0 |

Question 3

| Script | Commentaries | |
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| Script 3A | This is a very simple response, which makes a brief comment about Milton that he was 'at the top of his game'. The candidate has included one quotation, but does not identify how language or structure are used. There is limited comment and this response does not move out of Level 1. | Level 1: 3 |
| Script 3B | This is a succinct and perceptive response that meets everything needed for the top of level 5, showing that points do not need to be lengthy. It opens with a point on the structural development of ideas throughout the text. There is skilful use of embedded quotations and detailed analysis of language at word level. The effect of language features including metaphors, statistics and names are considered thoughtfully. The effect on the reader of structural techniques, such as 'short, chronological paragraphs', repetition, punctuation and long sentences is considered thoughtfully. The selection of references is discriminating and clarifies the points being made. | Level 5: 15 |
| Script 3C | The candidate makes two developed language points, covering the use of metaphor and adverbs, supported by relevant quotations. The candidate fully explains the effect on the reader of both of these techniques, placing the response securely within Level 3. There is one point on structure, covering the use of complex sentences and, briefly, short paragraphs. As the language points at times are close to exploration, a mark at the top of Level 3 is appropriate. | Level 3: 9 |
| Script 3D | This is a perceptive response which covers a range of points, showing a sophisticated understanding of how language and structure are used to achieve effects and influence readers. This response fulfils all the criteria for Level 5. The response considers the 'chronological progression', listing of titles, contrast and juxtaposition. There is astute analysis of language at word level. As with S3B, the selection of references is discriminating and clarifies the points being made. | Level 5: 15 |
| Script 3E | The candidate comments on short paragraphs and the beginning, middle and end of the text but there is no real explanation. The candidate has selected two quotations to support straightforward points on the use of language and provides some basic comment on their effect on the reader. Overall the response does enough to fulfil the criteria for Level 2. | Level 2: 6 |

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| Script 3F | <p>There is clear focus on how the writer interests and engages the reader together with a range of points on both language and structure. There is consideration of the use of verbs, direct speech and further word level analysis. A range of points is made on structure, such as listing and the use of a simple sentence, which lifts this response into Level 4.</p> | <p>Level 4: 10</p> |
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Question 4

| Script | Commentaries | Mark |
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| Script 4A | 1 mark for the quotation, but also has own words used. | 1 |
| Script 4B | No mark as this is not in the lines identified. | 0 |
| Script 4C | 1 mark for the quotation. | 1 |
| Script 4D | No mark as this is not in the lines identified. | 0 |
| Script 4E | This is a different example to many seen, but does achieve a mark. | 1 |
| Script 4F | The candidate uses their own words and also a quotation. | 1 |

Question 5

| Script | Commentaries | Mark |
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| Script 5A | Achieves a mark but showing awareness of 'metaphor' used to emphasise good looks. | 1 |
| Script 5B | 1 mark – not the most frequently used words from the example, but has a simple comment on the language. | 1 |
| Script 5C | 1 mark – does a bit more than is needed. | 1 |
| Script 5D | 1 mark. Simple, but has 'shows that' and does more than just repeat the question as it mentions being attractive. | 1 |
| Script 5E | No mark as this just repeats a section from the quotation and this is AO2 (how language is used). | 0 |
| Script 5F | No mark as this just repeats the question ('to portray Bessie's appearance'), not what it tells us about Bessie's appearance. | 0 |
| Script 5G | No mark as this does not refer to the lines, it just carries on the quotation. No comment/explanation of language. | 0 |

Question 6

| Script | Commentaries | Mark |
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| Script 6A | The response offers a detached and critical overview of the text. It does not isolate language and structure points but looks at the text holistically. The candidate begins by looking at 'how captivating the singer really was'. The candidate analyses ideas, themes and the use of the first-person perspective in this assured response and there is sufficient evaluation to move it into Level 5. The selection of references is apt. | Level 5: 13 |
| Script 6B | An interesting point is made regarding the use of jazz slang and this is followed by some explanation of metaphorical language and long sentences. Although the candidate has focused on using language and structure, there is some use of evaluative language, such as 'cleverly', 'successfully' and 'skilfully'. The final section of the response is less successful as it just provides examples of various techniques. Overall, there is enough informed judgement to place the response in the middle of Level 3. | Level 3: 8 |
| Script 6C | There is a sustained focus on the requirements of the question; the candidate presents a critical overview which justifies a mark just within Level 5. Textual references are used in a discriminating and persuasive way for the majority of the response. The evaluation of the writer's success is sustained, with examples including 'therefore highlighting how brilliant and talented', 'demonstrating the writer's infatuation', 'creating uplifting and beautiful images', and 'making her appear more special'. | Level 5: 13 |
| Script 6D | In this brief response, the candidate focuses on Bessie rather than the writer's admiration for her. There is some description and limited assertions. The use of references is also limited. | Level 1: 3 |

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| Script 6E | The response focuses on the SITE elements. Whilst there are informed judgements throughout the response, these are not developed. References are carefully chosen to support points and are appropriate and relevant. This response is stronger in its attempt to evaluate than S6B. | Level 3: 9 |
| Script 6F | There is some relevant comment on the ideas in the text such as how the writer has 'admiration and almost love' for Bessie. There is some confusion about some of the ideas, such as how Bessie has 'no mannerisms' and the literal interpretation of 'cats and kittens being hypnotized'. The selection of references is valid, but not developed. Overall, this meets all the criteria for level 2. | Level 2: 6 |

Question 7(a) and 7(b)

| Script | Commentaries | Mark |
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| Script 7A | <p>a) This meets all Level 3 bullets. There is a detailed understanding of similarities ('original', 'influence of other people', 'expressed themselves') with relevant evidence.</p> <p>b) This offers a wide range of similarities and differences throughout. The candidate explores how both singers are presented as 'brave' but sees differences in how they measure success. The text on Bessie is seen as more emotional compared with the factual information given about Milton.</p> | <p>a) Level 3: 6</p> <p>b) Level 4: 11</p> |
| Script 7B | <p>a) There is detailed understanding of similarities. The fact that both singers appealed to an audience beyond their respective genres is substantiated. The individual style of Bessie's singing and Milton's guitar playing is highlighted and supported with references. Milton's versatility is compared with the various responses Bessie could elicit from her audiences. Appropriate references throughout in a synthesis of the two texts.</p> <p>b) The response compares different ideas on what lies behind success – talent in Text 1 and personality/looks in Text 2. A close comparison is drawn between the description of Milton's guitar playing and the description of Bessie's appearance with analysis of the use of language in each case. A convincing comparison is drawn between the breadth of Milton's influence in Black society with the intense musical focus of Bessie's life. The candidate comments that whereas Milton had a role as a Black spokesperson, Bessie's death is</p> | <p>a) Level 3: 6</p> <p>b) Level 5: 14</p> |

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| | linked to racism in her contemporary society. This is very detailed, balanced and discriminating and the analysis made of the various ideas and perspectives within the two texts is well-explained and convincing. | |
| Script 7C | <p>a) There is a detailed understanding of similarities. Both singers are out of the ordinary, are evocative and emotional and died tragically. Relevant support is offered.</p> <p>b) The candidate considers language. There is a valid interpretation considering how the artists take inspiration from others, with supporting examples. Subsequently the candidate develops varied comparisons and references are balanced across both texts. This candidate does more than is required to achieve full marks.</p> | <p>a) Level 3: 6</p> <p>b) Level 5: 14</p> |
| Script 7D | <p>a) Two valid points of comparison are offered, albeit in a formulaic way. The economical approach is perfectly acceptable for this question.</p> <p>b) The candidate considers a range of comparisons although the points on punctuation are limited in scope. The comments about the two writers' different perspectives are thoughtful.</p> | <p>a) Level 2: 4</p> <p>b) Level 3: 7</p> |
| Script 7E | <p>a) Two valid, but very basic points are offered and supported by evidence.</p> <p>b) This is more than just a repetition of the question and therefore can be awarded 1 mark.</p> | <p>a) Level 2: 3</p> <p>b) Level 1: 1</p> |

SECTION B: WRITING

Question 8

| Script | Commentaries | Mark |
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| Script 8A | <p>AO5: This candidate has an engaging and sophisticated voice throughout and the response is highly appropriate for a newspaper article. The response begins in an imaginative way, involving the reader, and this is sustained. Audience responses are shaped with subtlety, for example 'Although we all share a hatred for chit chat' and 'Simply indescribable'. Tone and style are well judged and sustained, with examples including 'It's difficult to disagree with the queen of pop'. The response achieves all of the Level 5 criteria.</p> <p>AO6: The response is written with a high degree of accuracy and an extensive vocabulary is used strategically, for example, 'devouring', 'revolutionary' and 'comprehend'. Punctuation is used with accuracy and there is a range of sentence structures used selectively for effect.</p> | <p>AO5: Level 5: 24 AO6: Level 5: 16</p> |
| Script 8B | <p>AO5: The response attempts to engage the reader with rhetorical features and direct address: 'don't you think?' This is buttressed with informal expression: 'Well, it turns out...' and 'don't feel horrible when you are listening...' There are attempts to comment on the range of appeals that music offers: 'a huge tool in finding out about one's personality', 'can also be attached to memories'. These ideas remain undeveloped and are not managed cohesively. This is worthy of a mark low in Level 4.</p> <p>AO6: There is a fairly wide range of vocabulary, but insufficient control is exercised over punctuation and sentence structure.</p> | <p>AO5: Level 4: 16 AO6: Level 4: 11</p> |
| Script 8C | <p>AO5: The candidate works through the three bullets provided in the question. Personal observations on 'grime' are developed, but comments on the pop industry and classical music remain unexplored. Appropriate observations on where people listen to music are offered and there is some general comment on how music affects feelings. This is enough for a Level 3 mark but does not quite edge into Level 4.</p> <p>AO6: Vocabulary is accurate and varied whilst basic punctuation is functional, but not carefully managed.</p> | <p>AO5: Level 3: 14 AO6: Level 3: 9</p> |

Question 9

| Script | Commentaries | Mark |
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| Script 9A | <p>AO5: This is a very controlled response, reminiscent of the kind of review presented in a retrospective or on a 'Greatest Hits' album. The opening is sophisticated, offering nuanced judgements. Factual material is enlivened by a range of appropriate idioms and phrases: 'just shy of a year', 'arena-filling hits', 'sudden burst'. The description of Morrissey is vivid and theatrical whilst tropes characteristic of music reviews are effectively employed to summarise the band's performances.</p> <p>AO6: A wide range of punctuation and vocabulary is employed effectively and strategically.</p> | AO5: Level 5: 24 AO6: Level 5: 16 |
| Script 9B | <p>AO5: This very personal, subjective response qualifies as a review. Indeed, similar approaches are adopted by columnists in newspapers and magazines. It shows awareness of audience and purpose and certainly expresses and orders ideas in quite an engaging way, following the prompts offered in the question. A mark high in Level 2 is appropriate.</p> <p>AO6: The vocabulary is varied, if repetitive, and punctuation is used accurately, which places this response in Level 3.</p> | AO5: Level 2: 9 AO6: Level 3: 7 |