

GCSE (9-1) English

Spring 2019 network

Paper 2: secure mock 2018

Question 3 exemplars



Script 1

Please check the examination details below before entering your candidate information						
Candidate surname	Other names					
Pearson Edexcel Level 1/Level 2 GCSE (9–1)	Centre Number <table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					
	Candidate Number <table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>					
Sample assessment material for first teaching September 2018						
Time: 2 hours 5 minutes	Paper Reference 1EN0/02					
English Language Paper 2: Non-fiction and Transactional Writing						
Secure Mock Paper You must have: Reading Text Insert (enclosed)	Total Marks 47					

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Section A and **ONE** in Section B.
- You should spend about 1 hour and 20 minutes on Section A.
- You should spend about 45 minutes on Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 96.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk (*)** are ones where the quality of your written communication will be assessed
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

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3 Analyse how the writer uses language and structure to interest and engage readers.

In your answer you should write about:

- language features and techniques
- structural techniques
- the effect on the reader.

Support your views with detailed reference to the text.

7

(15)

In this autobiography the writer uses language and structure to affectively engage the reader.

One way the writer does this is through the use of lists, "sugar, coal oil, spices, potted meat, vienna sausage". This makes it easy to read, not only this but gives the impression to the reader of how little access they had to things during the Great Depression as it is able to fit into a list. This highlights the struggles and challenges of the time, further^{er} intriguing the reader to want to find out how they coped in such a time of need.



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Another way the writer keeps the ~~audience~~^{reader} engaged is by the slight repetition of the word 'slowly' ~~or~~ exaggerating to the reader the little support they received during this time. ~~and yet the amount of preparations that~~

Angelou's conversational yet informative tone makes the reader feel almost at ease and ~~keeps~~ maintains a friendly vibe throughout.



Script 2

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Centre Number	Candidate Number
Pearson Edexcel Level 1/Level 2 GCSE (9–1)	
Sample assessment material for first teaching September 2018	
Time: 2 hours 5 minutes	Paper Reference 1EN0/02
English Language Paper 2: Non-fiction and Transactional Writing	
Secure Mock Paper You must have: Reading Text Insert (enclosed)	Total Marks 66

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Section A and **ONE** in Section B.
- You should spend about 1 hour and 20 minutes on Section A.
- You should spend about 45 minutes on Section B.
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3 Analyse how the writer uses language and structure to interest and engage readers.

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Support your views with detailed reference to the text.

11

(15)

The writer successfully uses language and structure to interest and engage the reader. In the beginning of the extract the writer immediately refers to the Depression having "hit" ~~people~~ people with "cyclonic impact". ~~The word~~ The adjective "cyclonic" implies that the Depression was so sudden that America was left in chaos and ruin as a cyclone is an extremely destructive storm. This hyperbole effectively interests the reader as it emphasises how the Depression left many people in ruin and perhaps foreshadows their lack of basic items later on in the extract when they "exchanged... unwanted food for sugar... peanut butter... toilet soap". This polysyndetic list emphasises the destructiveness of the "cyclonic impact" of the depression as the family does not have common house items such as "laundry soap" effectively mirroring the consequences of real cyclones.



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~~Furthermore~~. Therefore, this effectively interests and engages the reader as it ~~shows~~ clearly shows how little money the family own.

~~Furthermore, the writer uses an~~ ^{an} ~~asymmetrical~~ ^{asymmetrical} list at the beginning of the extract the writer effectively uses ~~the~~ ^{an} ~~asymmetrical~~ ^{asymmetrical} list to show the ~~difference~~ ^{difference} between ~~black and white~~ ^{black and white} people.

The chronological structure of the extract effectively shows how quickly these events occurred. In the beginning of the extract it shows how the Depression "sneeped" into their home "like a thief with misgivings". This simile implies that the moment the Depression "hit" it began taking ~~the~~ things from the family. This personification also shows how the Depression literally took household items from the family like "meat" and "crackers".

This effectively interests the reader as it is clear that the Depression was an extremely difficult time for all families, "black and white" and that the Depression "did not discriminate" effectively



showing that it effected everyone.

(Total for Question 3 = 15 marks)



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Script 3

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Pearson Edexcel	
Level 1/Level 2 GCSE (9–1)	
Sample assessment material for first teaching	
September 2018	
Time: 2 hours 5 minutes	Paper Reference 1EN0/02
English Language	
Paper 2: Non-fiction and Transactional Writing	
Secure Mock Paper You must have: Reading Text Insert (enclosed)	Total Marks 43

Instructions

- Use **black** ink or ball-point pen.
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- Answer **all** questions in Section A and **ONE** in Section B.
- You should spend about 1 hour and 20 minutes on Section A.
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3 Analyse how the writer uses language and structure to interest and engage readers.

In your answer you should write about:

- language features and techniques
- structural techniques
- the effect on the reader.

Support your views with detailed reference to the text.

8

(15)

Throughout this text the writer successfully uses language and structure to engage the reader.

First of all the repetition of the word depression sets quite a dark and gloomy tone for the ~~text~~ as it's used frequently throughout the first paragraph. But this is juxtaposed as at the end of the text a more hopeful tone is introduced as it says "We were always given enough to eat" showing that they are comfortable with their position and are hopeful for the future.

The writer uses broken up paragraphs to show a depth story of the situation at the time. As first of all in the first paragraph starts by talking about "depression"



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3

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and saying ^{or} it "seeped into the black area slowly" and "like a thief with misgivings" ~~now~~. ~~Now that second quote is very controversial as well~~

Then in the second stanza it builds upon it saying "welfare agencies gave food to the poor families", then in the 4th



Script 4

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Sample assessment material for first teaching September 2018			
Time: 2 hours 5 minutes		Paper Reference 1EN0/02	
English Language Paper 2: Non-fiction and Transactional Writing			
Secure Mock Paper You must have: Reading Text Insert (enclosed)			Total Marks 80

Instructions

- Use **black** ink or ball-point pen.
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- Answer **all** questions in Section A and **ONE** in Section B.
- You should spend about 1 hour and 20 minutes on Section A.
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* and ~~it~~ ~~partly~~ convey the horror of the depression

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- the effect on the reader.

Support your views with detailed reference to the text.

14

(15)

Angelou uses structural devices such as asyndetic lists to engage the reader* by providing an accurate account of the "lard, flour, salt" and other essentials given out by welfare agencies during the depression. The use of "gallons of lard" being given out shows the ~~extent~~ ^{seriousness} of the issue and this is reinforced by the fact that no one had "shop rich enough" to feed ^{even} pigs who are thought of as easy to feed. This ~~also~~ creates a more realistic and matter of fact tone, causing the reader to believe ~~the~~ Angelou more readily.

Angelou also uses the dry humour of "at least" in relation to ~~less~~ the Depression not ~~to~~ "discriminat (ing)" against black people. This shows the reader that the depression affected all races and helps them to understand the magnitude of the event as "Black and white" families all received welfare. This portrays the idea that such hardships bring the community together even in the face of apartheid and racism while making the author seem more believable as he acknowledges the differences between



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was felt at the time.

Angelou also uses her emotive language such as "hated" for the food she and Bailey were forced to eat. This shows how horrid the food was and helps the reader to comprehend how intolerable it must have been if they could stop off at other houses to get "peanut butter and crackers" which seem mundane and cheap to a modern audience. The contrast between these shows the hardships they experienced if 'peanut butter' was a luxury item in the depression, engaging the reader as they are curious about a time they may not have experienced.



Script 5

Please check the examination details below before entering your candidate information	
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Centre Number	Candidate Number
Pearson Edexcel Level 1/Level 2 GCSE (9–1)	
Sample assessment material for first teaching September 2018	
Time: 2 hours 5 minutes	Paper Reference 1EN0/02
English Language Paper 2: Non-fiction and Transactional Writing	
Secure Mock Paper You must have: Reading Text Insert (enclosed)	Total Marks 63

Instructions

- Use **black** ink or ball-point pen.
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3 Analyse how the writer uses language and structure to interest and engage readers.

In your answer you should write about:

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- structural techniques
- the effect on the reader.

9

Support your views with detailed reference to the text.

(15)

The writer uses the simile 'like a thief with misgiving' to emphasises the and create a clear + strong picture of. The words 'thief' and 'misgiving' contrast each other as thieves are typically not ~~occasions~~ occasions with doubts as they are more to be cunning. The use of the word 'like' making the phrase a simile creates a stronger image in the readers mind as this represents the impact 'seeping into the black area slowly' engaging the reader.

The writer further engages the reader by using the adverb 'slowly' to describe her 'Mommies' ~~more~~ many



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nights of 19 'figuring'. The writer than uses ~~quite~~ ^{and full steps} multiple commas throughout the short paragraph of lines 14-17 To represent effectively a pace to the reader. The effect of ~~this~~ this creates a almost fast pace to the reader making it appear more intense. This contrast the use of the adverb 'Slowly' Clearly and effectively represent a tense situation to the reader.

The writer also uses the multiple short paragraphing to represent the sigh sigh her and her brothers were asked to make The Capital letters are to exaggerate the tense up beat tense situation they are in. Stressing the experience of holding over its impact on 1930's depression and how it kept



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kept them going to the rescue.

(Total for Question 3 = 15 marks)



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