

**GCSE (9-1) English Language Paper 2 (1EN0/02)**

**November 2017**

**Script Commentaries**

**Graduate Items**

**Question 1**

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| S1 | 2 marks – standard response. | 2 |
| S2 | 2 marks – both responses are acceptable. | 2 |
| S3 | 1 mark for ‘the ocean below’. The first response does not get a mark as it does not relate to what he is able to see, it is what he used to see in space. | 1 |
| S4 | The first response does not get a mark as it does not relate to what he is able to see, it is what he used to see in space. 1 mark for ‘hazy early morning’. | 1 |
| S5 | 2 marks - both responses are acceptable. | 2 |
| S6 | 2 marks – more than is needed to achieve the marks has been written. | 2 |
| S7 | 1 mark for ‘ocean’. | 2 |
| S8 | 2 marks. We have agreed ‘earth’ is a valid answer. | 2 |
| S9 | 2 marks – more than is needed to achieve the marks has been written. | 2 |
| S10 | 1 mark – the second answer is not linked to what he sees now. | 1 |

**Question 2**

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| S11 | 2 marks. The example is acceptable for a mark, and is the typical example used. There is comment on how language is used ‘to describe’. | 2 |
| S12 | The example given is valid in terms of the sensation of feeling weight, but the comment on language is unconnected and does not achieve a mark. The comment or explanation must be linked to how language is used to show that the candidate understands the AO. | 1 |
| S13 | 2 marks. The comment is quite long, but using ‘emphasis’ shows understanding, so 2 marks are given. Technical terms are not required, so saying ‘the words’ is acceptable. | 2 |
| S14 | 1 mark. Many candidates will use this example and say the writer uses a simile, but in this case the comment does not make sense. | 1 |
| S15 | 0 marks – it is unusual to achieve no marks at all for this question, but this neither gives an example from the lines nor any comment other than repeating the question. | 0 |
| S16 | 2 marks. This is a more unusual response in terms of the example, which is valid, and although saying it is hyperbole is perhaps in itself hyperbole, there is comment on language ‘shows and exagerates [sic]’ | 2 |
| S17 | 2 marks. Achieves both marks without needing to reference subject terminology or say a lot. | 2 |
| S18 | 2 marks. The explanation ‘points out how big the change is’ shows good understanding. | 2 |
| S19 | 1 mark. The example is valid, but the comment shows lack of understanding and vague reference. | 1 |
| S20 | 1 mark for the example, but no mark for the comment. Simply referencing a language technique is not commenting on or explaining how language is used. There should be some reference to what the writer is doing with it. | 1 |

**Question 4**

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| S21 | 0 marks. This candidate has answered on Text 1. | 0 |
| S22 | Achieves a mark although could have just had either the first or second comments. | 1 |
| S23 | 1 mark – hard work getting to it (likely to be a 2 in 1 answer) | 1 |
| S24 | The candidate uses their own words and it is a valid interpretation of the positivity. Own words are acceptable. | 1 |
| S25 | 1 mark – uses a quotation which is equally acceptable. | 1 |
| S26 | 1 mark – again, uses a valid quotation. | 1 |
| S27 | 1 mark – again, uses a valid quotation. | 1 |
| S28 | 1 mark – again, uses a valid quotation. | 1 |
| S29 | 1 mark achieved. | 1 |
| S30 | 1 mark achieved. | 1 |

**Question 5**

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| S31 | Achieves a mark although is a little brief – there is comment on language in ‘compares it to’. | 1 |
| S32 | 1 mark – does a bit more than is needed as identifies the language and also explains it. Confident mark achieved. | 1 |
| S33 | No mark as this just selects a section from the quotation and this is AO2 (how language is used). | 0 |
| S34 | No mark. If there had been a comment or explanation of the example, it would not have mattered that ‘personification’ was incorrect. Unfortunately, there is no comment on it. | 0 |
| S35 | No mark as this describes the experience, not how language is used. | 0 |
| S36 | 1 mark. Quite a scientific explanation of the language, but it is acceptable as it links it by saying ‘suggest’. | 1 |
| S37 | No mark achieved – there is metaphor used in the section, but the candidate comments on it by repeating the question. | 0 |
| S38 | Just trying to reference something about language does not achieve a mark. | 0 |
| S39 | 1 mark – explains language. | 1 |
| S40 | 1 mark – explains language. Confident and does a lot for their mark. | 1 |
| S41 | The candidate achieves a mark for ‘implies’ and ‘dangerous but exciting’ together. Ironically more of an implied correct response… | 1 |
| S42 | No mark – there is hyperbole used in the section, but the candidate comments on it by repeating the question. | 0 |
| S43 | No mark – no comment on how language is used. | 0 |

**Reading**

**Question 3**

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| S1 | This response makes reference to language and structure – irony (L), short sentences (S), simile (L) and repetition (S). There is explanation of the text, if not always convincing, for example ‘educating them slightly’, ‘they were up in space for so long and put so much into it’. There is explanation of the language and structure used in each case, for example ‘making it easier for the reader…’ This does not move into exploration for Level 4 (although there is an element of borderline exploration in the discussion of reward for the men), but the bullets of Level 3 are all met as the references are all appropriate and relevant and support the points being made. | Level 3: 9 |
| S2 | The response starts with comment (Level 2) on structure, although it is a bit of a stretch to connect this to the text. There is comment on the movement to get yourself ‘up in the morning’, but this is a bit vague. The reference to simile (language) shows a lack of understanding, but there is comment on the language used for effect in ‘This suggests how’. The first bullet point in the mark scheme is met at Level 1/2 as the comment on the text is fairly limited overall. There is comment on the language used for effect, and a real attempt to explain this in terms of the audience at the end of the answer (Level 2/3). There is an attempt to comment on structure (Level 2). The use of reference is valid, but not developed (Level 2). ‘Best-fit’ is the top of Level 2. | Level 2: 6 |
| S3 | This answer starts off with comment on language (first person), but then the comments become vague, with reference to two examples. Structure is not commented on at all. The response does meet the bullets of Level 1, and since there is more than just limited reference from the text it just moves into Level 2. There is not enough comment on the text or language and structure to move higher into Level 2. | Level 2: 4 |
| S4 | This response starts by exploring hyperbole/irony/sarcasm (L) in terms of how this influences the reader to think about the experience ‘as most people have experienced an old elevator’. Different sentence lengths (S) are explored in terms of pace of the extract and again the influence on the reader is explored more than just saying to ‘engage the reader’. There is also exploration of first person and pronoun use (L), and the effect, again, is detailed. The final point made about language could be further analysed in order to meet Level 5 – it is definitely almost there. This is a confident response which fully meets Level 4, where language and structure are explored with detailed and fully supportive examples. The first point is not as confident in its exploration as the last. | Level 4: 12 |
| S5 | This candidate explains descriptive language (L) in terms of ‘allowing the reader to relate’ (Level 3). There is explanation (Level 3) of how language is used in the reference to the description of legs, and this is a fairly competent explanation in terms of ‘The reader can feel the pain he is in and becomes on edge’. The use of onomatopoeia is explored (Level 4) and the point on commas (S) is also Level 4 quality, showing exploration of the tenses used. The final structural point on repetition requires a little unpicking, but there is some attempt to explain this in terms of the ‘sense of danger is removed’. The response meets all of the bullet points in Level 3 and there is some brief exploration of how language and structure are used which just move it into Level 4. | Level 4: 10 |

**Question 6**

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| S6 | The answer starts with some straightforward opinion (Level 2) by saying ‘successfully engages’, then moves into looking more at how the writer engages the reader rather than how well. There is comment on the ideas and events in the text such as the negative landing, the physical experience, the joy at being back, and some attempt to explain these in terms of the engagement of the reader. There is some judgement used ‘excellent emotive language’, ‘will slightly foreshadow’ and ‘superbly engages’.  The candidate meets the first bullet point at Level 2/3 as there is an attempt to explain the ideas and events. The second bullet point is partly met in Level 3 as there is some judgement, but it is not particularly informed. The selection of references is appropriate (Level 3), but not particularly developed (Level 2). Again, using the ‘best-fit’ approach we would just put this answer into the bottom of Level 3. | Level 3: 7 |
| S7 | As with S6, this starts with some straightforward opinion (Level 2) by saying ‘successfully attempts’, then moves into looking more at how the writer engages the reader rather than how well. The candidate says ‘successfully’ and ‘greatfully’ [sic], but this is more straightforward opinion as it is not linked to the comment being made. There is comment on the ideas in the text such as something positive happening and the speed of events, but this is fairly limited (Level 1/2), and there is comment on these, for example in terms of the reader’s attention being captured.  The candidate meets the first bullet point at Level 1/2 as there is some comment on ideas. The second bullet point is met in Level 2 as there is basic, straightforward opinion. The selection of references is valid (Level 3), but not developed or really linked to the evaluation. This response meets the middle of Level 2. | Level 2: 5 |
| S8 | There is some basic evaluation in the opening of the response, ‘This is done successfully’, but this is the only evaluative language used. There is some comment on what the writer does – ‘He also gives us a feeling’, ‘He keeps us engaged’ – but this is not linked to ‘how well’. The final paragraph is on Text 1, not Text 2. The response meets the bullets of Level 1, and the very brief opinion combined with comment on ideas (such as the danger of the experiences or the speed and intensity) just move it into Level 2. | Level 2: 4 |
| S9 | This response has a clear focus on SITE, and starts with the evaluative ‘successfully engages’. This evaluation is repeated throughout the answer, showing a sustained focus on the question. There is informed judgement in that the candidate consistently links the ‘successfully’ back to the points made, although they do find the rather formulaic approach to be difficult to sustain (for example the end points on setting and ‘main event’).  The candidate consistently explains the ideas and events in the text and links these to the engagement of the reader (Level 3). There is informed judgement (Level 3) and the references are appropriate and relevant to the points being made (Level 3). There is not enough in the way of exploration to move into Level 4. | Level 3: 9 |
| S10 | The response is not immediately (or obviously) evaluative, but there is evaluation which underpins the response throughout and is well-informed in terms of the engagement of the reader through the return to earth: ‘via detailing’, ‘personal account’, ‘informatively detail’, ‘as it educates and interests the reader’.  The response is not a typical ‘evaluative’ response, where the candidate says ‘successfully’ etc throughout. However, the underpinning evaluation is evident throughout in terms of the question. The answer meets all of the bullets of Level 3, and there are some elements of Level 4 in some well-informed judgement and some analysis of ideas. This is enough to move into the bottom of Level 4, and this is a good example of a response that takes a few readings to see its strengths. | Level 4: 10 |

**Question 7a and b**

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| S11 | 7a) Similarities offered are the unforgettable experience and the landing. The two similarities are sound, with clear synthesis and (limited) valid evidence. The quality of evidence puts it at the lower end of Level 2.  7b) There is a definite attempt to comment on both texts at the start, but this answer lacks comparison. The ‘text one…wasn’t as interesting as in text two’ reference is not an obvious comparison and there is limited reference. In terms of the levels, the response does meet all of the bullets of Level 1, and just moves into Level 2 as there is a borderline ‘obvious’ comparison and a little evidence. | 7a)  Level 2: 3  7b)  Level 2: 3  **TOTAL 6** |
| S12 | 7a) There are a couple of similarities, for example the smells of earth and the post-space experience, but the first is not really a valid similarity which shows synthesis (it is very obvious). Similarities are fairly limited, as is synthesis of the two texts. There is no evidence. Since the response does a bit more in the first two bullets it achieves the top of Level 1, despite there being no evidence.  7b) This response seems to be making obvious comparison (Level 2) in the dedication of the men, the experience of danger and the idea of being lucky to be on earth. However, these comparisons have no references (Level 1). There is also description of the ideas and perspectives rather than any comment (although the final point borders on comment). Given this balance, in ‘best-fit’ terms this response meets the top of Level 1, but does not move into Level 2. | 7a)  Level 1: 2  7b)  Level 1: 2  **TOTAL 4** |
| S13 | 7a) This response considers one similarity but in a clear way. The similarity of the positive experience is clear, and the synthesis between the texts is clear, that it is ‘amazing’. There is evidence, but it is limited. Given the clear synthesis the response just moves into Level 2, although there is not enough evidence to move it higher in the level.  7b) This response has a comparison which is arguably not obvious, that in one text the astronaut does not like space travel, and in the other they do. However, they do comment on this with reference to the texts. It can be argued that there is an obvious comparison between the texts (partly meeting Level 2), and the selection of evidence is valid (meeting Level 2). There is some comment on the ideas, if vague, so the answer meets the middle of Level 2 as it touches on bullets 1 and 2 and meets the third in this level. | 7a)  Level 2: 3  7b)  Level 2: 4  **TOTAL 7** |

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| S14 | 7a) Similarities are the rough experience and the smell. These are clear, and there is clear synthesis of the texts. The evidence is valid but not really developed in terms of the points being made. In this sense the answer meets the top of Level 2, as it achieves all of the bullets in this level, but does not move into Level 3 with detail.  7b) The response starts with a comparison, ‘Both texts are aimed toward people who are interested in space’, although this is a fairly obvious comparison. There is comparison of purpose and the sense of the difference in the presentation of the experiences in terms of discomfort is quite interesting.  The response meets the first bullet of Level 2 as it makes obvious comparisons. There is comment on ideas in the texts, and there is valid reference in terms of the second part of the response, so this answer meets the top of Level 2. There would not be much needed to move it into Level 3, for example if more had been written. | 7a)  Level 2: 4  7b)  Level 2: 5  **TOTAL 9** |
| S15 | 7a) This answer, again, shows one similarity, the sense of the smells of earth. Like S13, this answer considers one similarity but in a clear way. There is slightly more in terms of synthesis between the texts and the evidence is more developed than that in S13, so this answer achieves the top of Level 2.  7b) The introduction to this answer is a repeat of the question, but it does move into comparison after that. There is more of a range of comparisons when looking at the answer as a whole, for example the tone of the astronauts when talking of their experiences and the perspectives about the travel coming to an end, but this is not wide-ranging enough to move higher in Level 3 or into Level 4 on this bullet point alone.  The candidate does explain the ideas and perspectives (Level 3), and does border on exploring them (Level 4), in the discussion of space versus earth. The selection of references is appropriate, relevant and balanced, suggesting Level 4. Given that there are some elements bordering on Level 4 (the second and third bullets), but only a narrow range of comparisons, this answer fits best at the top of Level 3 with a mark of 8. | 7a)  Level 2: 4  7b)  Level 3: 8  **TOTAL 12** |

**Writing Expert Items**

**Question 8 and 9**

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| S1  (Q8) | The first consideration with writing is whether there is an awareness of purpose and audience. If there is, then the response will tend to be Level 2 or above. This candidate immediately engages their reader through the question, ‘Do you enjoy travelling?’, and uses an image to create a sense of the feeling of travel in the idea of an ‘escape’ to a ‘tropical place’. The candidate selects material and devices to suit the audience (in this case a general readership) and purpose, and they use appropriate tone, style and register. The second part of the mark scheme is looking at the management of ideas and information, and in this case the ideas are connected (from planning travel to packing to safety) but not always fully developed (for example, the idea of safety is rather superficially dealt with). There are also elements that could be considered in more detail.  For the second part of that bullet point the candidate meets Level 3 as their use of questions and imperatives makes the meaning clear, and there are paragraphs but these do not always contribute positively to meaning (paragraphing appears more sporadic). As the candidate meets bullet one of the mark scheme in Level 3, and some of the second bullet in Level 3, the response for AO5 fits best in the middle of this level with 12.  For AO6 the candidate uses a varied vocabulary (Level 3), for example *tropical, expensive, electronic, belongings*. Spelling accuracy is mixed, with some double consonant words spelt incorrectly (Level 2/3). Punctuation is used with accuracy and there is some variation, for example ellipsis (Level 2/3). Sentence structure is adapted to contribute positively to effect, for example questions and imperatives (Level 3). Given this mixture of Level 2 and 3 the AO6 mark fits in the middle of Level 3. | 12+8 = **20**  AO5 Level 3  AO6 Level 3 |
| S2  (Q8) | This answer overall does more than Level 1, although the opening lacks a sense of purpose and audience. There is awareness of audience picked up as the response gets going in the use of the personal pronouns ‘you’ and ‘your’, for example ‘make sure you pack’.  There is limited use of structural and grammatical features (Level 1), but there is some evidence of information and ideas being expressed and ordered (Level 2) – from packing to arrival. There are no obvious paragraphs (Level 1).  This candidate:   * Offers a basic response (Level 1) * Shows a (basic) awareness of audience and purpose (Level 1/2) * (Briefly) expresses and orders information (Level 1/2) * Has limited use of structural and grammatical features (Level 1).   This means it meets Level 1 fully, and just tips into Level 2 with a couple of ‘light touches’ on the first two bullets in that level.  The response demonstrates something of a range of vocabulary for AO6, for example *aeroplane, procedures, exceed*. There is only one spelling error. For the second bullet point the candidate meets Level 1, as punctuation is used with basic control, creating repetitive sentence structures. Given the brevity of the response, credit is given to the vocabulary and spelling in Level 2 for a mark of 4. | 5+4 = **9**  AO5 Level 2  AO6 Level 2 |
| S3  (Q8) | For AO5 the candidate meets all of the bullets of Level 3, and some of Level 4. They organise material for particular effect in the main (Level 3/4), and there is effective use of tone, style and register in places (Level 4), for example the use of questions at the start, the use of the ‘Now is the time to explore’ and the use of rule of three at the end. Often with writing candidates spend a lot of time thinking of ideas and this affects their ability to organise and structure their response, the second bullet of the mark scheme. There should be clear organisation and structure with an introduction, development of points and a conclusion. This candidate has connected their ideas and these are developed in the main, although the point about who to travel with is repeated and the sense of travelling for work is not completely clear, which affects the cohesion of the text. For the first bullet in AO5 the candidate partly meets Level 4. For the second bullet they meet Level 3 fully and there is some attempt to use structural features deliberately, for example questions, to achieve ‘light touch’ Level 4. This places the mark at 16 at the lower end of Level 4.  For AO6 the candidate also meets Level 4 in the main, using a varied (Level 3) vocabulary with rare spelling errors (Level 5). They position punctuation for clarity (Level 3/4 as there is not a range), managing sentence structures for deliberate effect (Level 4). The mark is therefore best placed in the middle of Level 4. | 16+11 = **27**  AO5 Level 4  AO6 Level 4 |

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| S4  (Q9) | The responses to Question 9 should be in the form of a letter to a school/college headteacher/principal. This is important to consider in terms of addressing the purpose and the audience. While the formal conventions of a letter are not all needed (such as addresses), there does need to be the basic format evident.  The opening to this response has some awareness of audience although not really the purpose (it starts with ‘Hello’ but then does address the reader as ‘sir’). The tone is straightforward, and perhaps arguably not always appropriate in its address of an authority figure. It does achieve Level 2 in the main for the first bullet point of the mark scheme. The writing also expresses and orders ideas. There is a clear sense of two potential figures to give a speech (we can be flexible about how many if it is clear why more than one has been considered). These are then ordered in terms of the potential positives and negatives. Structural and grammatical features and paragraphing are used throughout and sometimes make meaning clear (Level 2/3). This response meets the bullets of Level 2. While it perhaps does a little more of Level 3 in the second bullet point of the mark scheme, it does a little less in Level 2 in terms of audience and purpose, and thus stays in Level 2, albeit at the top.  For AO6, there is some inconsistency. There is a varied vocabulary and the candidate uses correct spelling, although there are a few very minor errors. Punctuation is used with control, but is not varied, and there is an attempt to create a range of sentence structures which do not achieve the bullet in Level 3 of ‘to contribute positively to effect’. Given the candidate meets all of Level 2 and does have a varied vocabulary, they just move into Level 3 with 7. | 9+7 = **16**  AO5 Level 2  AO6 Level 3 |
| S5  (Q9) | This is a rather basic letter overall, with a clear sense of audience and purpose. This candidate has Level 2 expression and ordering of ideas, and the ideas are connected in terms of the audience of young people who may be listening to the speech when it happens and the focus on achievement and teaching. The tone for someone who is an educator is appropriate, and the selection of material is relevant to the audience and to the purpose, although the ideas are not fully developed in the sense of who the guest would be. The response meets Level 2 fully, and also meets the first bullet point of Level 3 with the selection of material and sense of audience and purpose. The response therefore achieves 12.  For AO6 the candidate meets the bullets of Level 2, although fairly simple vocabulary (we did note *remarkable*) is all correct. The candidate uses some punctuation with control (with some inconsistency in use of apostrophes), creating a range of sentence structures, including coordination and subordination. Whilst not varied, it is accurate, which moves it just into Level 3. | 12+7 = **19**  AO5 Level 3  AO6 Level 3 |
| S6  (Q9) | Whilst this response is presented as a letter, there are elements which demonstrate that the candidate is writing a speech, which affects their ability to meet their sense of purpose. Immediately it feels that this response is in Level 2 as there is some sense of audience, with the ‘Dear’, but then the ‘I am delivering this speech’ misses the purpose, so it is not immediately secure in Level 2. The ideas are expressed, but are a little vague in terms of the overall task – there is a lot about growing up, ‘that is not the aim as a child’ and it being the choice of someone else, ‘It is your choice’, which suggests the candidate is trying to answer a different task.  The ideas have a loose connection, the sense that they think of their father as inspirational, and a sense that what is inspirational to people may vary. The conclusion is vague – who have they suggested should come and give a speech? There is general confusion about the task and the candidate ends with ‘it is all about you’. This is a complex response to reward. There is some sense of audience and purpose, but perhaps for a different task, such as actually giving the speech to inspire. The tone is straightforward, but not fully appropriate for the task. In this sense the first bullet point in Level 2 is partly met. The second is also partly met – there are paragraphs and structural and grammatical features are used such as ‘Its [sic] never too late!’ The answer therefore achieves a mark of 7 in the middle of the level.  For AO6 the candidate meets the bullets of Level 2 and there are elements of varied vocabulary with correct spelling (*characteristics, qualities, determination*) and some more simple words with spelling errors. The candidate uses some basic punctuation with control (with some inconsistency in use of apostrophes), creating a range of sentence structures, including coordination and subordination and a touch of variation. Whilst not fully accurate, it is quite varied in vocabulary, which moves it just into Level 3. | 7+7 = **14**  AO5 Level 2  AO6 Level 3 |
| S7 (Q9) | There is promise in the opening of this letter, with appropriate address of the task. There is a very clear sense that Level 3 is met on the first page, with appropriate use of tone, style and register and appropriate ideas. On the second page the voice becomes more convincing and more effective, and the ideas are more managed. This is not fully successful, for example ‘That sounds better’. There is a definite sense that the response improves and becomes more passionate as it goes on in terms of voice, ‘They fight on!’, although the ideas start off being a little unclear, for example the confusion about who the emergency services are (it is presented as the army).  The response attempts to be effective in voice (Level 4), with definite appropriate use of register and style (Level 3). Ideas are developed and connected and meaning is clear (Level 3). There is some management of the ideas in the sense of building up the points to create an emotional impact on the reader (Level 4). Structural and grammatical features are used cohesively and deliberately across the text overall (Level 4), becoming better as the response develops. The mark achieved is at the lower end of Level 4, 16.  Spelling is correct overall and there is a wide (Level 4) and fairly extensive (Level 5) vocabulary*.* Punctuation is accurate overall, with an attempt to use varied punctuation such as the semicolon, and the candidate manages sentence structures for deliberate effect, for example in the conclusion. The mark achieved here is at the bottom of Level 5, as the candidate meets the second part of the first and second bullets in this level. There is not enough security in vocabulary or punctuation to move higher into the level. | 16+13 = **29**  AO5 Level 4  AO6 Level 5 |