

# GCSE (9-1) English Language



## EXEMPLAR SCRIPT

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Paper 2: Non-Fiction and Transactional Writing

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## Introduction

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This pack has been produced in response to teachers delivering the specification who wish to see a whole script.

The pack contains a student response to GCSE English Language Paper 2 (Section A – Non-Fiction Reading and Section B – Transactional Writing). We have used the new Specimen Paper - set 2, which can be found in the 'Specimen paper and mark scheme' section of the 'Teaching and learning materials' on the website.

Section A questions address four Reading Assessment Objectives: AO1, AO2, AO3 and AO4.

	<b>Reading – 50%</b>
<b>AO1</b>	<ul style="list-style-type: none"> <li>Identify and interpret explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different texts</li> </ul>
<b>AO2</b>	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
<b>AO3</b>	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
<b>AO4</b>	Evaluate texts critically and support this with appropriate textual references

Section B questions address two writing Assessment Objectives: AO5 and AO6.

	<b>Writing – 50%</b>
<b>AO5</b>	<ul style="list-style-type: none"> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li> </ul>
<b>AO6</b>	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

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### Question 1

1 From lines 11–16, identify two items the writer tells his wife not to send until he asks for them.

*Oxo*

*Cigarettes*

### Marker comment and mark

Two correct answers are offered for two marks.

**2 marks**

### Question 2

2 Give one example from lines 22–28 of how the writer uses language to show his feelings for his new wife.

Example from the text:

*“Now my little darling, you must be patient with me won’t you..”*

How the writer uses language:

*The writer uses language to show the affection Bert has by using pet names and affectionate language.*

### Marker comment and mark

This answer offers a relevant example from the text: *Now my little darling, you must be patient with me won’t you.*

Two comments are then offered on how language is used, although only one is required. The 'how' is essential for the second mark. The candidate says that the language has an effect in terms of showing the feelings for his new wife: *is used to show the affection Bert has* and references the type of language used: *pet names and affectionate language.*

**2 marks**

### Question 3

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

Support your views with detailed reference to the text.

*The writer uses language and structure to interest the reader by using positive words. People are most likely going to read something that is happy rather than something that is negative and in the context of War, his wife is definitely not going to want to read about the tragic life he has to sustain for it would make her worry, so the writer has also kept that in his mind.*

*Structurally the writing resembles any ordinary letter because it is but there is other ways the writer made the structure interesting such as using a variety of punctuation. He included dashes, question marks (mainly for rhetorical questions), quotation marks (which means the wife would read it in his voice and image).*

*The writer also keeps structure interesting to engage the reader by using shorter and longer sentences. The way the writing is structured is very informal and conversational so even though they are far apart and this is a letter, it's like they're having their own little conversation. Whenever he writes the word 'Darling' he uses a capital D, although it is not her name this gives a sense of respect and importance when he addresses her.*

*Towards the end of the letter there are three lines, spaced apart but it makes a sentence "I remain as ever your own devoted Bert" The fact that he splits it into three parts, on three different lines gives it, it's own sense of importance and dignity and character. Which engages readers because it helps us to understand his love to his wife and how devoted he is.*

*Another example of how the writer engages the readers is by the language he uses because it all fits into his time and culture. The way in which it is written feels common but the words he uses like "augment and twaddle" provoke a sense of intelligence.*

*Intelligence and wittiness will engage a reader because it makes the reading more pleasurable.*

*Another thing that makes it interesting and engaging is the context. Lots of people are interested in the war so how he describes it would engage them and the fact that the subject draws them in he then needs to keep them drawn in so goes into lots of detail. Although this is not intentional because the writer just thought this letter would be to his wife, it does fit and it has worked.*

### **Marker comment and mark**

This answer starts with direct reference to **language** used, *positive words*, and makes appropriate comment on how these are used, linking clearly to the audience. There needs to be evidence to support this point. The response then moves directly into commenting on **structure** with an appropriate comment on the letter format and the use of punctuation. This is not exemplified directly with an example, but there is some explanation: *which means the wife would read it in his voice and image*. The next references to **structure** are appropriate, the use of shorter and longer sentences to how informality and conversational tone, and the use of capital letter in *Darling* to show a sense of respect and importance. The comment on the close to the letter is an appropriate **structure** point and has appropriate explanation. This does not really consider that this is the typical close to a letter, but does make a relevant point.

A **language** point is also explained as the candidate comments on the use of phrasing that *fits into his time and culture*. This is Level 3 comment as there is some explanation linked to relevant and appropriate examples, *augment*, *twaddle*.

The explanation of **language** moves into slightly general comment at the end, on the level of detail given referencing context. This is a mostly sound response which has some imbalance towards **structure**. The features commented on are appropriate, but the level of analysis of how they are used is more comment/explanation (Level 2/3). The response does meet the bullets of Level 2, and moves into Level 3 with explanation of features. Slightly more on **language** would be required to move higher, and more references to specific examples.

**8 marks**

#### Question 4

4 From lines 17–22, identify how cooking for ‘one and a half people’ has improved.

*“Cooking for one and a half people used to be pointless; now it’s quick and delightful, with minimal preparation and washing up.”*

#### Marker comment and mark

This candidate has included various points that could be credited, the first being: *now it’s quick and delightful*. There is also *minimal preparation and washing up* identified which is not required to achieve the mark - it has already been achieved. It is also not necessary to show how cooking was before, for example *used to be pointless*, as the question asks for how it has improved. It does however add weight to the point.

**1 mark**

#### Question 5

5 Cheap, processed ready meals and a lack of fruit and vegetables led to poor sleep patterns and a constantly hungry child, and for the first time in my life my skin broke out in big angry spots.

In this example, from lines 5–7, how does the writer use language to show how eating processed food made her feel?

*She uses language that directly expresses her feelings such as “big angry spots” using the word angry shows her anger.*

#### Marker comment and mark

For this AO2 question the candidates need to comment on how language is used, not describe what language is used.

This candidate achieves the mark by identifying the language feature, *big angry spots*, with reference to the use of the word *angry*. The point made is at basic

word-level and is explained in a basic way, *using the word angry shows her anger*, but this perfectly acceptable to achieve the mark.

**1 mark**

### **Question 6**

6 In this extract, the writer tries to show how others are affected by her experience.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

*The writer achieves showing us how others are affected by her experience quite successfully as she includes/talks about how she documented what happened to her.*

*The writer tells us directly how other people reacted when reading about her experience which is how it was done successfully. She tells us how people responded "... soon different people were asking me everyday if I would put them all in a cookbook." This just goes to show how people reacted.*

*Although some could argue my point and say she didn't show it very successfully because there is only three lines written about the matter and that quote basically describes what all of it says. Also she does not use any quotes from what someone has said to her and does not give us individual stories of what people have said to her. She just talks about it as a whole.*

*Therefore in that case it is unsuccessfull. She talks about her blog but does not contain an extract or any background information. Also she states "People emailed me to tell me how much money they were saving on their weekly shop" but once again she not give an example nor a figure so it is unsuccessful in that way.*

*She could show the effect her work had on others more successfully if she maybe included a short example of what someone who responded to her saying and/or if she showed some figures on how*

*much money people had saved. Showing this would help because the readers would be more likely to think 'oh so it really works'*

*Although she does not show exactly how people were affected by her work we can see through language that she is really passionate about this situation she was in and really wants to help other people who may be in the same situation or may even be worse off. Therefore this shows how people were affected by her experience.*

*Overall I think that it is 50/50 but I learn more onto the fact she doesn't specifically state anything about how people were affected and she doesn't go into detail. However if you look close enough you can see that she has affected herself therefore affecting others. Although, it is not put forward enough so I cannot say she does it successfully.*

### **Marker comment and mark**

Centres should note the key words in the question: *evaluate how successfully*. Therefore, candidates should look to evaluate rather than simply approaching this question as a language analysis task - this is appropriate for AO2 not AO4.

This answer starts appropriately with focus on evaluative language: *quite successfully*. There is reference to the idea of the text that the writer is documenting what happened to her to show the affect on others. The idea of using direct address of the issues affecting the writer is explained as being *done successfully*, continuing the use of evaluation, as does *This just goes to show how people reacted*.

As mentioned in previous script commentaries, candidates can quite legitimately comment that the writer is not successful if they feel, for example, that the ideas and events are too personal to focus the reader on others who are affected. This candidate picks this up in saying that *some could argue my point and say she didn't show it very successfully*. This is successfully illustrated with reference to the ideas of the extract. The candidate continues to focus on making informed judgement about these ideas: *Therefore in that case it is unsuccessful*, with appropriate reference to the example of how the writer presents her blog. There is some detail on how the writer could have made her text more successful, which is not entirely relevant in terms of the ideas, events, themes or settings, although it does show developed critical judgement.

Towards the end there is a move away from evaluative language although the judgement is still implicit: *Therefore this shows how people were affected by her*



*experience*. The conclusion to the response moves back to more **evaluative** language with the phrase *I cannot say she does it successfully*. The response is best fitted into the middle of Level 4. The bullets of Level 3 are fully met, and there is some well-informed and developed critical judgement for Level 4, with appropriate and detailed references in places. More detailed analysis of ideas, events and theme would move the response higher.

**11 marks**

### **Question 7a)**

7 (a) The two texts show people taking care of others.

What similarities do Bert and Jack share in these extracts? Use evidence from both texts to support your answer.

*There are similarities Bert and Jack share in these extracts, like for example both Bert and Jack refer to their relation by a name that is not their own, Bert calls his wife "Darling" or "pet" and Jack calls her son "small boy". I feel as though this is out of respect. Jack's child is young and does not want his name everywhere on the internet. Whereas Bert uses names of affection for his wife because it is hard on both of them being away and this is the only chance they get to communicate.*

*Bert and Jack also share a literal similarity, they both are quite well written with good vocabulary and they both have a variety of sentence length, some are longer than others, and paragraph length, some are shorter than others.*

*In both extracts the language is quite formal in the sense of the vocabulary but it is also quite conversational and allows a sense of familiarity in that way because it brings a sense of personality to the text and context. It identifies with the readers on both occasions and allows for personal response and thoughts.*

## Marker comment and mark

For 7a the question requires synthesis of the texts - so the focus is on what similarities the people have in the case of this question.

This is a comprehensive and full answer to this question which shows detailed understanding and synthesis. A full range of similarities are covered:

- both refer to their relation using a name that is not their own
- both are well-written: using good vocabulary and a variety of sentence length
- both show personality.

While there are a few similarities here they are clear and have some detail. More detailed exploration and exemplification (with the exception of the first similarity as this does that) would push this response to the top of the level - towards the end the answer moved more into 7b.

**5 marks**

### Question 7b)

(b) Compare how the writers of Text 1 and Text 2 present their ideas and perspectives about changes in their situations.

Support your answer with detailed references to the texts.

*Both writers present their ideas and perspectives about changes in their situation quite differently. For example the writer of text one does not talk much about change "Another night has passed and another morning come and I am still in the trenches and in good health". This reference shows us that nothing has happened or has changed really. The thing about this quote is that it is the opening sentence of his letter so it just shows how dull everything is. The constant use of the word and also shows this. The way the quote is read, it's like he is just waiting for time to move forward and onward. This also shows how not much has changed.*

*Another way the author of text 1 refers to the idea of there being no change is in the way of how he uses the words "remained" "I remain" "ever your own" These words give a sense of lasting. When*

something remains, it stays and lasts. It does not leave and change.

However he does reference to change in small ways there are of no significance but are important to him. The first reference to change is when he states that his wife used to only be able to cook him a plain dinner but can now cook a pastry which brings warmth to his time in the trenches.

The other time he refers to change is when he is talking about change in seasons, and this change does not jump out at you but you have to search for it. "...and wrap up now the cold is here". The writer uses the word now which brings a familiarity of something changing and that he cares for her in this time that is changing because time is changing forever though it has stopped for him.

The writer of text two is sharing her experience and story which of course presents an idea of change. One example for this is when she talks about having to change shopping methods "I moved from shopping online and having swanky organic fruit and vegetables... to living out of the orange and white livery of the Basics range at my local supermarket." In this quote the word itself "moved" shows a change that happened in life. Although changing the food you buy may be a small change for some it was a big change for this writer because the change in food was so drastic it changed her whole lifestyle.

This whole extract is about change because in this case it was exactly what the writer was writing about. That is why they have presented their whole idea that this change was bad but then became good, is put forward so strongly. She believes that she changed their life around after it got changed for them but did not suit them so she is going to share that experience and it has been put forward in a very "matter of fact" way.

## Marker comment and mark

7b allows for a more broad commentary on similarities and differences between the two texts, specifically with focus on ideas and perspectives in the texts. Some of the similarities from 7a can be used, although the focus of this part of the question is different. Comparisons must be linked to the ideas and perspectives and the theme, language and/or structure.

The opening to this response shows that the texts do things *quite differently*. The first comparison offered is detailed, giving a sense of how Text 1 shows that not much has changed, but Text 2 shows in detail the changes that have happened. This however is really the only comparison used in the response. While using one comparison offers the candidate the opportunity to analyse in detail the ideas and perspectives, and offer full support to the points being made, it does mean that the response is limited in how far it can achieve a *wide range* or a *varied and comprehensive range* of comparisons. For this response the candidate explores how the writer in Text 1 shows that things have stayed the same in detail, with exploration of the writer's ideas and perspectives. The comments on language here could have been used in the response to Question 3. The focus of Text 1 on this particular perspective is commented on over around one and a half sides.

The comments on the different perspectives of Text 2 are not really linked in comparison terms to Text 1, so the focus is lost somewhat. There is slight imbalance in that the comments on Text 2 are around one side - so there is more comment on Text 1. This is an interesting response as it does explore the writers' ideas and perspectives for Text 1 (Level 4), and explains them for Text 2 (Level 3). The comparison covered is relevant and appropriate, although there is not a range. The comparison is not however an obvious one, so this bullet is higher than Level 2. The selection of references are appropriate and relevant (Level 3), and for Text 1 they fully support the points being made (Level 4).

Using 'best-fit' principles this candidate is on the borderline between Level 3 and 4. Given that the comparison offered is not an obvious one, the response just tips into Level 4.

**9 marks**

## Writing

### Question 9

9 Your local newspaper has published an article called ‘Is it really more expensive to eat healthy food?’

Write a letter to the newspaper giving your views. In your letter, you could include:

- your views on what food is considered healthy or unhealthy
- your views on the cost of unhealthy or ‘junk’ food
- things that people can do to eat healthily and save money

as well as any other ideas you might have.

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

Friday 8<sup>th</sup> January 2016

To “The Telegraph”.

*Recently, I happened to stumble upon an article in your newspaper which caught my attention as it is a pressing issue in modern society. The myths and lies that surround this topic like a fog blocking our arteries and veins needs to be cleared. I am talking, of course, about healthy eating.*

*In your article, you claim that eating healthily is in fact “dirt-cheap” and that if we decide to turn vegan and survive on rabbit food, we can lose some weight without losing so much money. However, this is a commonly advertised myth that seems to disregard many things.*

*First of all, any sort of diet, whether healthy or unhealthy, will ultimately be expensive. With the current rates of VAT and rocketing prices, even fruit and vegetables are expensive to buy. In fact, in a recent survey, over 80% of people admitted to buying more unhealthy food than healthy food due to the price difference. But then again, is this statistic really that shocking? The “health” aisles in supermarkets are avoided by most like the plague, designed to leech away all your money. If eating*

healthily truly is cheaper, then surely low-fat yoghurts should be cheaper too? Why are we paying more for food with less in it?

Furthermore, these supposed healthy foods are extremely unappealing, with skimmed milk being almost as thin and tasteless as stale tap water. Your article claimed that the only way for people to eat more healthily is to make better choices. On the other hand, I believe this is quite a far fetched ambition. With more than 25% of the British population classed as "obese", should the citizens really be expected to make healthy decisions?

Instead, I propose a much more effective way to end obesity and unhealthiness. Perhaps instead of sitting around waiting for people to change, the supermarkets themselves should change. Rather than making people pay five pounds for a bar of chocolate made from carrots, these supposedly "natural" foods should be priced equally to the Cadbury chocolates. After all. If all these health foods are natural and void of preservatives, they should surely cost less than products with hundreds of extra colours, preservatives and additives.

Perhaps people are saving a little extra money by changing what they buy and making nutritious decisions. But ultimately, a box of Pringles with its ridiculously jovial man with a moustache is much more attractive than that brown bag with a muddy turnip adorning the package. And the constant price reductions and sales on muffins and biscuits will almost always be preferable to superfoods that cost more than petrol.

Therefore, instead of simply arguing over obesity and how to persuade people to eat better, perhaps newspapers should be calling out to the government and health brands. If we let our people choose, their hands (which are becoming increasingly chubby, fingers enlarging like balloons held down only by tight wedding rings) will always choose the cheaper - and most likely unhealthier - alternative.

So rather than discussing health as casually as if it is a relationship advice column, we should take action against these unfair prices that are ripping us off of our money but ladling on the fat and health problems.

*Yours sincerely,*

*An exasperated citizen, and extremely worried about the state of our society.*

## **Marker comments and marks**

The candidate answers Question 9, a letter to a newspaper. As mentioned in other commentaries on scripts, the shape of this letter shows that there is no requirement for an address for the editor or anything more in the way of layout than a salutation and close. This candidate has added the date.

The candidate opens with a sense of context where they refer back to the article: *Recently, I happened to stumble upon an article in your newspaper*. The use of pronouns here shows the relationship between the reader and the writer. There is some awareness of audience in the use of simile *like a fog blocking our arteries and veins* and a sense of the context of healthy food. Literary features are also used effectively throughout, with simile featuring: *are avoided like the plague, being almost as thin and tasteless as stale tap water*. The opening statement: *I am talking, of course, about healthy eating*, shows a compelling tone and a sense of the expert writer and personal viewpoint.

The candidate has shaped the audience response with subtlety by imagining what the article had in it, even quoting it: *'dirt-cheap'*. The use of language is sophisticated, with the idea: *we can lose some weight without losing so much money*. Vocabulary and phrasing is high-level, for example *a pressing issue, seems to disregard, will ultimately be, Furthermore, far fetched ambition*. The response is ordered and developed, with the movement from the ideas presented in the article to the writer's response to them. There is sophisticated use of syntax, for example *First of all, any sort of diet, whether healthy or unhealthy, will ultimately be expensive*.

Ideas commented on are complex, for example VAT and the approach of supermarkets to healthy food and statistics are used to demonstrate a point on a few occasions. Syntax is varied, with short sentences leaving the reader expecting something next and asking questions to engage their thinking, for example *But then again, is this statistic really that shocking?* and *Why are we paying more for food with less in it?* There is use of alliteration in this example as well. The use of questions shows a sophisticated technique for manipulating ideas and shaping the audience response.

The use of coordination to show contrast and emphasise points is sustained, for example *thin and tasteless, obesity and unhealthiness*. The ideas are ordered as the response moves into the experience of shopping in a supermarket, using imagery that takes the reader there. The sustained tone of challenging the points made by 'the article' continues with reference to *On the other hand, I believe this is quite a far-fetched ambition*.

The letter moves into proposals from the writer, which show sophisticated sentence structure, for example *Perhaps instead of sitting around waiting for people to change, the supermarkets themselves should change*. Challenging complex ideas continue with the proposition that *if all these health foods are natural and void of preservatives, they should surely cost less than products with hundreds of extra colours, preservatives and additives*. The use of images of the *box of Pringles* and the *constant price reductions and sales on muffins and biscuits* contrasting with *the superfoods that cost more than petrol* is effective and shows a range of structural and language features used.

The final paragraphs continue this effective tone and style, with the highly successful image of the *hands (which are becoming increasingly chubby, fingers enlarging like balloons held down by tight wedding rings)*. The comment that the article is *discussing health as casually as if it is a relationship advice column* is sophisticated. The conclusion and reference to *an exasperated citizen* is effective.

This is a very successful response which meets the bullets of Level 5. The response shapes the audience response with subtlety, and the use of tone, style and register is effective and sustained. The candidate manipulates complex ideas, and utilises a range of structural features. For AO6 the candidate overall meets most bullets of Level 5, with extensive vocabulary, accurate punctuation and a range of sentence structures.

**AO5 24 marks**

**AO6 16 marks**

**Total for paper: 79 marks**