

Examiners' Report
June 2018

GCSE English Language 1EN0 02

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Introduction

This report will provide exemplification of candidates' work, together with tips and comments, for Questions 1-9. This was the second summer examination of the new specification in English Language 9-1 and the entry had increased from summer 2017. The paper consists of three components: Unit 1: Fiction and Imaginative Writing – 40% (examination); Unit 2: Non-fiction and Transactional Writing – 60% (this examination); and Unit 3: Spoken Language Endorsement (non-examination assessment).

Non-fiction and Transactional Writing is assessed through a 2 hour examination. The total number of marks available is 96. The reading and writing sections on this paper are linked by a theme.

This focus of this component is:

Section A – Reading: study and analyse selections from a range of non-fiction texts.

This paper features two unseen non-fiction extracts, from 20th- and 21st-century texts. One of these texts is literary non-fiction. The word count across the two extracts is approximately 1000 words. The minimum length of an extract will always be 300 words. The specification identifies that:

'Text types studied should include a range of non-fiction forms, such as journalism (for example articles and reviews), speeches, journals and reference book extracts. Text types should also include literary non-fiction, such as selections from autobiography, letters, obituaries and travel writing.'

The questions are on Text 1 (Questions 1 to 3), followed by Text 2 (Questions 4 to 6). There are a mixture of short and extended response questions on the extracts. Candidates' ability to synthesise across two texts will be assessed in a separate question, 7a, which will focus on similarities in the texts. The final question of this section, 7b, requires candidates to compare the writers' ideas and perspectives and how they are presented in the two texts.

Section B – Transactional writing: explore and develop transactional writing skills, for example letters, articles, reports.

There are two writing tasks, linked by a theme to the reading extracts. Candidates pick one question to respond to. It is possible for the same form (for example a letter, an article) to be present on both tasks in the same paper but with a different focus and/or audience. For this series, the two tasks were to write a newspaper article about the effect(s) of music on people or a review of a band, concert, film or book.

The Assessment Objectives for this paper are:

Section A: Reading

AO1:

- Identify and interpret explicit and implicit information and ideas (Q1, Q4)
- Select and synthesise evidence from different texts (Q7a)

AO2: 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 (Q2, Q3, Q5)

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts (Q7b)

AO4: Evaluate texts critically and support this with appropriate textual references (Q6)

Section B: Writing

AO5:

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences (Q8 or Q9)
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts (Q8 or Q9)

AO6 Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (Q8 or Q9)

It was clear that candidates were all able to respond to unseen 20th- and 21st-century non-fiction in the examination. They were able to read substantial pieces of writing, including whole and extended texts that make significant demands in terms of content, structure and the quality of the language. Throughout the qualification, candidates had been prepared well and all had, at different levels, developed the skills of interpretation, analysis and evaluation across the types of text that are identified in the specification.

It was also clear that candidates used what they learned about different text types identified in the specification to feed into their transactional writing. As the specification identifies:

'Students should use what they have learned about different text types to feed into their transactional writing. They should be introduced to, and be given the opportunity to practise, a range of non-fiction writing techniques and planning and proofreading skills.'

Candidates had, pleasingly, been given the opportunity to practise a range of non-fiction writing techniques and planning and proofreading skills.

The responses of candidates had some positive features. Examiners were impressed by:

- evidence that the majority of candidates had understood the content of and ideas in the texts
- completion of the questions in the paper and coverage of all of the assessment objectives
- the use of evaluative vocabulary for AO4
- the ability to make at least some meaningful comparisons for AO3
- writing that showed a range of ideas and suitable tone, style and register for audience and purpose

Less successful responses:

- showed some confusion about which assessment objectives were being assessed in which questions
- an insecure grasp of language and structure with a lack of understanding of how language and structure were used,

- feature-spotting or confusion of terms
- had limited comment on evaluation and relied heavily on description of ideas or events for their AO4 responses
- failed to support points using appropriate textual evidence
- lacked organisation of writing
- lacked accurate spelling and secure control of punctuation

Overall, examiners were impressed with the performance of and range of responses from candidates. It was clear that candidates had been able to understand the ideas in at least one of the texts, and their own writing was often enthusiastic and had a clear sense of purpose and audience in the voice and ideas used.

Question 1

Candidates in the main achieved two marks in this question. The questions are designed with ramping in mind and to encourage achievement, and this question showed the confidence of candidates in reading the lines given and finding the information. This question requires understanding of the first part of bullet 1 of AO1: *identify*. The important advice for this question is to read what is being asked for and select the correct information. The few candidates who did not achieve marks just saw the noun 'places' and picked the first places identified in the lines, which were not where he made public performances.

1 From lines 5-8, identify **two** places where Milton made public appearances.

1 clubs of Ireland

2 Memphis



This response achieves two marks as both responses are acceptable.

1 From lines 5-8, identify **two** places where Milton made public appearances.

1 Leland

2 Memphis



This response achieves two marks as both responses are acceptable.

1 From lines 5-8, identify **two** places where Milton made public appearances.

1 "Leland"

2 "Newon Street"



This response achieves two marks.



Although the spelling is incorrect for the first answer examiners always mark positively.

Question 2

In almost all cases, candidates achieved at least one mark in this question. This question requires understanding of AO2. Almost all candidates were able to give an example from the text for one mark, and most were able to comment on how language was being used, though not always explaining and analysing. *Explain* is a mid-level skill, *comment* a lower level skill and *analyse* a high level skill, which gives candidates opportunities to achieve across the range.

Candidates are generally very good when it comes to picking quotes for the first part of this question. Examiners found that candidates did better answering the second part of this language question than they did for Question 5, perhaps because they can choose a quote themselves (generally one they are comfortable with). The question was a good discriminator between those candidates that could identify language, and those that could comment, explain or analyse the effect it had. Some gave responses repeating the question which did not comment on language, but most were able to say 'to emphasise', 'to demonstrate', 'to explain' in order to show their understanding of language. References to specific terminology are unnecessary in order to achieve a mark as it is how language is used. The example used should be linked to the question – the style of Milton's records – not just any example from the lines.

- 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 adjective 'heady' shows that his records were strong ~~and not weak~~ as in good.



This response achieves a mark for the example and a mark for the comment on language.

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:

~~several of his records were blatantly~~ (1)
~~'shameless imitation and cantless~~ modelled
~~brawado'~~ They were a hearty

How the writer uses language:

brew of shameless imitation
and cantless brawado'
The two phrases 'shameless imitation' (1)
~~The subject is 'hearty' with the~~
and 'cantless brawado' contrasts against
each other to show Milton's way of reacting
his own sense of style.



ResultsPlus
Examiner Comments

Although there are crossed-out sections here, there is a relevant example and a relevant explanation of language.



ResultsPlus
Examiner Tip

Examiners will always spend time looking at your response to check whether marks have been achieved.

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'.



ResultsPlus
Examiner Comments

There is a mark awarded for the example, but the second part of the response just gives examples of language, not how language is used.



ResultsPlus
Examiner Tip

Make sure you give a comment on how language is being used, not just what kind.

Question 3

The mark scheme for this question indicates that 'The mark awarded cannot progress beyond the top of Level 2 if only language OR structure has been considered.' It was pleasing to see that in the main responses had considered both language and structure and that candidates had been encouraged to be aware of structural points. However, there was some reliance on looking for common structural points such as sentence types and repetition. *Explain* is a mid-level skill, *comment* a lower level skill and *analyse* a high level skill, which gives candidates opportunities to achieve across the range.

The minimal responses where language AND structure were not dealt with were a good discriminator, as was the way the effects of language had been explained. were created, and the analysis was closely linked to the evidence used. Responses that were in Levels 1 and 2 tended to comment clearly on adverbs, alliteration and descriptive language, and 'long' and short sentences or lists (structure). Language examples commonly selected were the use of adjectives such as 'spiky' and 'muddy' and place names. Some explanations in lower levels were non-specific: 'The writer's use of language is engaging.' There was also some confusion about terminology. At these levels candidates often identified and named devices, but did not demonstrate the skill or understanding to discuss their use. These responses were characterised by writing without any explanations – candidates here were good at finding both language and structure features, but not as confident at explaining them. The responses were much more at a descriptive level, with limited and underdeveloped evidence.

Responses at the top levels were commenting on both language and structure consistently, confidently and succinctly. In these levels candidates were exploring and analysing language and structure, with detailed and discriminating references. Many were able to explore less obvious features such as the tone of the piece and dealt confidently with the chronology of events and its significance in this text. Candidates need to consider the use of techniques within the context of the extract. Stronger answers did this and some picked up well on the fact that Milton 'became a spokesman... for the entire African-American community' and explored what this might mean to a reader.

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.



ResultsPlus
Examiner Comments

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.

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 ~~is~~ 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 ~~imprisonment~~ 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 red muddy tone" emphasises the ~~the~~ distinct original playing, with "spiky" suggesting a sharp, painful 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 ~~and~~ 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

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 "hid his love 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 ~~a~~ long sentences separated by commas and semi-colons ~~en~~-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 exposition from "Inverness, Mississippi" to "Berkshire, London" shows how his influence has and how had grown, which creates admiration in the reader, who ~~now~~ has now got ^{read} ~~understand~~ how Milton's life had progressed along with his music.



This is a succinct and perceptive response which 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.



The points you make do not need to be lengthy to achieve the higher levels.

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 ^{religios} 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

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.



ResultsPlus
Examiner Comments

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.

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 ~~the~~ later paragraphs such as 'Living Blues', 'We're Gonna Make It' ~~and~~ 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 -

- which is to supposed to highlight the best aspects of his life. The usage of juxtaposition, describing Milton's work as 'decidedly 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 writers 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 on the extract. ~~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

engaged. It also is evident as it shows
the loss his death is to the world as
one of the 'leading figures in blues'.



ResultsPlus
Examiner Comments

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 the other script given 15, the selection of references is discriminating and clarifies the points being made.

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, The Tiner 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 ~~the~~ 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~~

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.



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Examiner Comments

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.

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 ~~about~~ about his recent life, about his strokes and his hospitalisation.

This may be intended for emotional purposes as the reader may be upset by what has happened.



ResultsPlus
Examiner Comments

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.

Question 4

As the questions are ramped, this question requires candidates to add the second part of AO1 to identify, 'interpret'. In this case candidates were required to identify and *interpret* what was being said about Bessie's voice. The majority of candidates were achieving one mark in this question (only one mark is available). In the rare cases where a mark was not given it tended to be if the candidate wrote about the music Bessie sang rather than her voice.

Question 5

In this question, candidates are given a specific example from the text and asked to explain how language is used in the example. The example is included in the question to ensure that candidates are clear about what they are commenting on.

Not all candidates were achieving one mark in this question (only one mark is available). The candidates who did not achieve a mark either just identified a type of literary feature which may or may not have been in the text, for example 'the writer uses personification', or repeated the question, 'uses language to show Bessie's appearance'. Neither would achieve a mark.

Question 6

Candidates in the mid-levels were commenting on and explaining ideas and events in the main, with straightforward opinion at the beginning and end of the pieces, normally 'successfully', with appropriate and relevant references.

The majority in the mid-levels were able to comment clearly and explain events and ideas, although some attempted to comment on each one of 'SITE' where there was more to say on, for example, theme and setting. The level of evaluation at this borderline grade was straightforward: 'The writer is successful in showing how much he admires Bessie'.

Candidates at the higher levels were at least analysing and at best evaluating ideas, events, themes or settings. They were exploring and analysing ideas and events in the main, with well-informed and critical judgement and appropriate, detailed and discriminating references. The majority were able to analyse and evaluate events and ideas, theme and, in some cases, setting. The level of evaluation was well-informed and developed, with varied levels of evaluative language used. At the lowest levels, candidates were at least describing and at best commenting. These candidates were describing ideas and events in the main, with limited judgement and references. The majority were able to describe, and some comment on, events and ideas. The level of evaluation at the lowest levels was limited, with limited evaluative language used and much repetition of Question 3.

The mark scheme for this question indicates that 'References to writer's techniques should only be credited at Level 2 and above if they support the critical judgement of the text.' It was pleasing to see that in the main responses had attempted to be evaluative, even just at the level of 'successful' or 'effective' and that candidates had been encouraged to use evaluative language. There were responses that very successfully used language and structure (AO2) to underpin the evaluation, but language and structure sometimes took over. The focus must be on 'how well' rather than 'how' – which is AO2.

The quality of evaluative language was a good discriminator, as was the way 'SITE' was explained. Responses that were in Levels 1 and 2 tended to indicate that 'the writer shows this successfully', which did not allow them to meet higher levels by evaluating texts critically, for example in terms of the audience and purpose of the text, how it may be successful or not successful in different ways. Candidates should be encouraged to focus on what the question asks them to evaluate, not just evaluating 'the text'. The candidates at the highest levels often evaluated the writer's admiration as bordering on obsession or sexual attraction, demonstrating more of a detached critical overview, or the focus of his admiration being too much on her appearance and death than on her music.

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 writer's appreciation for Smith's powerful voice. Within the first lines of the extract the reader is immediately introduced to the writer's awe 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

writer's 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~~ ^{The} 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~~ 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

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 in awe of the Jazz singer. Perhaps this brings up themes of the power of music revealing how much good music can captivate a person. It is like the reader heard Bessie Smith's voice and instantly felt in awe ~~to~~ highlighting how much ~~the power~~ strength music can have as it can interweave with someone's thoughts and feelings. This shows the writer's admiration for Bessie Smith as he exaggerates how much power she had over him.

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

through he writes use of & setting
and themes.



ResultsPlus
Examiner Comments

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.

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

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 ~~love~~^{love} 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~~ ~~personification~~ 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.



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.

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 ~~these~~ 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 ~~is~~ out of the whole text. The choice of the allusion to a 'flame thrower' suggests

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, ~~representing~~ suggesting how passionately the writer feels about ~~her~~ ^{her} 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-looks' creates an image of an abundance of beauty^{spread} all over Bessie, ~~stress~~ 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

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 lifelike ~~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.



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'.

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.

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(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-walk". However, even through these ~~caotic~~ chaotic events ~~the~~ people are described to be "~~hypnotized~~" "hypnotized" by Bessie's voice. The writer creates this contrast between havoc and Bessie's voice that "eased" all listeners. This shows the writer's admiration for Bessie Smith. ~~caotic~~ ^{this is} further emphasised with the use of an ellipsis, to show a complete loss of self awareness ~~to~~ due to Bessie's 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 writer's admiration for Bessie Smith. The writer uses several metaphors in this extract. "David and I melted together in the blaze of Bessie's singing". This metaphor

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~~ and themes along with language, the writer's attempt to show his admiration for Bessie are ~~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 ~~successfully~~ clearly shows his admiration for Bessie Smith.

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

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

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



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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 the other Level 3 response.

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~~ ~~change~~ 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" ~~so~~ ~~because~~ ~~of~~ ~~her~~ ~~admiration~~ the narrator is not ~~not~~ ~~affected~~ 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 also being 'hypnotized' ~~of~~ 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 "Dare and I just melted together in the blaze of Bessie's singing ~~voice~~; that wasn't a voice she had, it was a flame-thrower licking out across

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



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Examiner Comments

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.

Question 7

Question 7a

Most candidates were achieving at least Level 2 for this question. The questions are designed with ramping in mind and to encourage achievement, and this question requires understanding of the second bullet point of AO1: *select and synthesise*. Candidates in the mid-levels were able to give at least two or three similarities, demonstrating clear synthesis and valid evidence. Candidates at the highest levels were able to give a number of similarities, demonstrating detailed synthesis and appropriate and relevant evidence.

Even the lowest level candidates were able to give at least one similarity, although with little synthesis or evidence.

This question requires understanding of the second bullet point of AO1: *select and synthesise*. In a minority of cases candidates attempted to examine differences, and these differences were credited in the answers to 7b (these were together to be marked in the ePen system).

Question 7b

It was pleasing to see that in almost all of the responses marked candidates had compared the two texts to achieve at least Level 2. Responses at the mid-level considered a range of comparisons between the texts, with comment and explanation of writers' ideas including theme, language and/or structure. At this level the use of references was appropriate and relevant to the points being made. Responses at the highest level considered a wide and varied range of comparisons between the texts, with exploration and analysis of writers' ideas and perspectives including theme, language and/or structure. At this level the use of references was balanced across the texts and fully supported the points being made. Responses at the lowest levels considered one or more obvious comparisons between the texts, with comment on writers' ideas. At this level the use of references was limited. Even at this level there was an attempt to compare the texts.

The mark scheme for this question indicates that 'Responses that are unbalanced will not be able to access Level 3 or above, where explanation of writers' ideas and perspectives is required alongside a range of comparisons between texts.' It was pleasing to see that almost all responses were able to compare texts, even at a basic level. The range of comparisons, level of comment on both ideas and perspectives and the use of references was a discriminator. The high-level responses tended to focus more on perspectives as well as ideas, for example the obituary taking a more objective perspective than the extract from the book.

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 one 'Milton presided over a recorded conference with young artists' and in text two 'people were hypnotised by the walloping 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'.

(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 own~~ and be themselves. In text two ~~the~~ 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

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~~^{two} 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.

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

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



This meets all Level 3 bullets for 7a. There is a detailed understanding of similarities ('original', 'influence of other people', 'expressed themselves') with relevant evidence.

The 7b response 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.

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'.

(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 muddly 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 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,

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 ~~part~~ 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~~ ^{predominantly} 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-

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 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 ~~how~~ 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.



There is detailed understanding of similarities in 7a. 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.

The 7b 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 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.

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 "happy heedy" with "luscious brands" which although is derogatory, his music says artists describe him also. Inverse Bessie is presented as like this through the use of the quote "voluptuous, burlesque and music but lately too" helps 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 reads being "numerous" and "artistically satisfying and quite successful". This shows he has people clearly enjoyed his music and ~~because~~ were excited by it. This is shown in text two when her singing is described as "the flare 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 - presents 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... or lost you so much blood and a little later died" this shows the unfortunate ending to her life, implying she had so much more to give.

(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 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 ^{music} is described as "letting the load 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" ["out of her"] 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 many throughout the text.

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

and attempt to all 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 cocked to... Bobby Blue". The use of the ^{colloquial} phrase "to have an ear cocked" helps to portray to the reader how Milton would miss and watch his music in order to make it his own. - the idea that singers take this for others

Unlike text one, text two uses the ~~reader~~ 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," especially shows how odd the ordinary ~~her music~~ ^{music} 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 saw" and truly shows how individual she was, especially through the use of triplets. This connotes how ~~some~~ every now and again one singer will come along who can take over the music scene.

Text one presents the idea that Milton wants to help others and that many singers want to influence as many people as they can. This is shown by the ~~greater~~ fact that he was a "spokesman" and that he spread the lyrics of blues off or rock'n' roll "to do this

The use of ~~the~~ ~~same~~ word "cries" helps to show how he forced himself out of their order to help others in the "African-American community." -this willpower also presents singers as emotionally strong.

Similarly ~~text~~ ~~two~~ presents Bessie as extremely influential ~~on~~ upon others. Her music is ~~shown~~ ^{shown} 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 exceptionally, she was and that people would listen with interest as to what she had to say on the struggles of life. This also helps to present singers as important in people's lives who can have a huge ^{important} ~~impact~~ 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 ~~both~~ ^{they} were written ~~also~~ ^{also} over 50 years apart demonstrates how powerful music has remained and the role of songists ~~involved~~ ^{involved} in our society.



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Examiner Comments

For 7a 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.

In 7b 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.

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~~^{are} about singers who were different from the rest.

In Text 1, "Milton Campbell ... 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

(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 hearing sadness too; she felt everything..."

As you can see they both describe the singers' lives in detail 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~~ He is comparing the singer to other famous artists like BB King, but in Text 2 the writer doesn't

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~~ ^{think} 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.



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Examiner Comments

In 7a two valid points of comparison are offered, albeit in a formulaic way. The economical approach is perfectly acceptable for this question.

The candidate considers a range of comparisons in 7b although the points on punctuation are limited in scope. The comments about the two writers' different perspectives are thoughtful.

Question 8

Examiners noted a wide range of responses being offered and the question successfully allowed candidates to draw from a wide range of personal experiences. As one examiner noted 'Music plays a huge part in the lives of many young people and this was demonstrated by the popularity of this question'. In the most successful responses, candidates had sophisticated use of tone and narrative. The use of rhetorical questions and sentence variety along with taking the reader on the 'journey' with the writer created much engagement and were described as 'thoroughly enjoyable'. In contrast the more 'pedestrian' answers showed a lack of organisation and often were just a list of personal music tastes.

This question demonstrated the confidence candidates had in interpreting writing questions. This is an important point to note – there is no 'right or wrong' way to answer the question. Some candidates wrote in a thoughtful and sometimes heartfelt way about how music affected them personally while others explained the effects in a more general way, often using the bullet points to structure their responses. Most explained the effects of *listening* to music while a minority also took into account the effects of *making* music.

In terms of register it was clear that the majority of the candidates knew how to write a newspaper article, however there were some that produced responses that were more like an essay. Examiners noted that candidates need to manage their time better, as even responses that started off strong appeared unfinished or rushed at the end. Some referred to technology and downloads. Some referred to society and the wider world and there were comments on how music affects people positively, negatively or both. Some candidates referred to Grenfell, the Manchester bombing or significant events that inspire people to release music and the effect of that on us as listeners.

All the candidates seemed to have something to say on the topic – the majority sang the praises of music and discussed its beneficial effects, and some produced responses identifying music's negative influences. Most candidates did recognise negative influences (for example 'drill' and 'rap' genres causing young people to behave in a violent manner and encouraging knife-crime) but many dismissed them as minor in comparison to the positive influences. Some candidates looked at the impact of music through time and others concentrated on how music affects our views. There were some interesting references to music from the 60's, 80's or 90's demonstrating a wide variety of styles candidates were interested in.

It was clearly a topic that engaged candidates. The enthusiasm for the content sometimes meant that candidates were not always able to produce responses that demonstrated full awareness of audience and purpose. Better candidates produced responses that were effective and sometimes quite sophisticated with good control. A couple of examiners commented that the task allowed candidates to be stylish and humorous in their writing. Candidates were often clear in their use of rhetorical and structural features such as direct address and sub-headings.

Write your answer to Section B here:

How Music Affects People

We ~~HA~~ live in a world where it's difficult to surround yourself in complete silence. Whether it's on a daily run through the bustling streets of London or sat on a plane diving between the clouds, ~~every everyone~~ ^{every everyone} seems to have one thing in common. Headphones! headphones and music! Especially in our age of social media and readily available downloaded music, we as a nation choose to fill our ears with the soothing voice of Kura cobain over ~~an~~ awkward chats with ~~the~~ ^a pensioner sitting beside us on the bus. ~~Music is~~ Music wraps us in a safe bubble; it protects us from the daunting nightmare of socialising.

Although we all share a hatred for chit chat, our tastes in music differ like the colour blue and red - completely ~~different~~ and utterly ~~uniquen~~ miles apart. On one hand you have the poetic words, ~~and~~ deep and detailed lyrics of an indie song, whilst you have the kids listening to a man ranting about cell phones and hotline blings. ^{on the other} It's difficult to comprehend just how many artists ~~are~~ and genres even one mobile phone is able to hold! It's revolutionary.

Some say Spotify is the best invention since the printing press. ~~It brought us~~ Not only does it bring people together to enjoy and share their opinions on a new Bieber album, but it presents a world where you can be heard from the depths of your bedroom. Posting song covers and original tunes has become easier than making a scrumptious ~~cake~~ piece of toast ; you can do it too!

The feeling of the gentle thud of the song's beat in your ears is exclamation marks. Simply indescribable. Slowly, your hairs would stand on an end. Your toes would start swaying to the lyrics. Your fingers itched to feel the strum of the guitar, your ears had the pleasure of devouring. ~~It was an experience~~ It's an experience not even the greatest author could begin to describe. Even with your feet up on the glass table of the living room, whilst your eyes long for sleep, the sound of Beyoncé could take you on an adventure into the deepest and darkest parts of your brain. ~~Ben Joni said~~ ~~listen~~ One of ~~the~~ Britney Spear's ~~famous~~ famous quotes read, 'music is not just an escape from reality, but NO. It's a beautiful state of mind that allows you to be free of the chains that bind you to the earth.' It's difficult to disagree with the queen of pop.

Music is not just an app you find on your mobile phone ... ~~It's something~~ The sounds and singing solve problems that neither Theresa May or your doctor can ~~at~~ even begin to comprehend. Yes, it's Nothing, not even your keys, are as important as ensuring you did not forget your headphones. ~~It's good~~ Yes a trip to Ibiza would be great; however music allows a much cheaper and much more fulfilling journey of self discovery. Sometimes Lana del Rey knows more about you than you do yourself. Sometimes allow yourself to treat your night to an album of Coldplay ~~or~~ and indulge yourself with the sweet sounds of Kendrick Lamar. Sometimes it's easier to let yourself into the comforting arms of music. It's easier to forget your worries when you've got Joe Jonas whispering secrets into your ears.



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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.

AO6: The response is written with a high degree of accuracy and an extensive vocabulary is used strategically, e.g. 'devouring', 'revolutionary' and 'comprehend'. Punctuation is used with accuracy and there is a range of sentence structures used selectively for effect.

Write your answer to Section B here:

HOW MUSIC AFFECTS PEOPLE

Music is known globally, worldwide and has been since man knew how to think! It branches into every aspect of life; fashion, moods, events, ideas and also adds a huge chunk to your personality. This is applicable to everyone as we've seen in last week's paper's, specifically the 'People Talk' section when a John Doe wrote "a day without one song from my playlist is not a day" which was corroborated by many of you readers which links back to the theme of moods. Another anonymous quote we got sent was "music is one of the little things that can get me out of my shitty moods", a bit dramatic, don't you think? Well stop as it turns out that right now in this moment you are reading this paper, there is a 50% chance that you are listening to music and also don't forget that there is always over one-sixth of the population in the whole globe listening to music at all times.

This brings in the question as to why? well, it turns out through interviews with historians that man has

always wanted to be creative and music is one of the ways people show their creativity now, which automatically means it's in our nature to listen to music, so don't feel horrible when you are listening to excessive music; actually maybe a bit especially if its volume is high and could cause distractions and potentially damage your ear drums which links to the proportionally increasing old age deafness as more music is being introduced to the society.

Music is a huge tool in finding about one's personality, and it is also versatile enough to switch moods an example would be the response a Muhammad Amotero gave "one of the memorable memories I have is the music I played when getting married" which means that music can also be attached to memories which we all have.

Since there are different forms, class and types of music, there are more chance of more people getting interested and sometimes gives a sense of belonging due to a particular type of music being listened to somewhere, maybe where you 'hail' from.

In short terms, Music is everywhere!



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.

AO6: There is a fairly wide range of vocabulary but insufficient control is exercised over punctuation and sentence structure.

Write your answer to Section B here:

Music has become a big part of people's lives. Nine people in ten say that they listen to ~~the~~ music on a daily basis. There hasn't recently been any scientific research into whether music causes more harm than good but there are many opinions that go round.

Most people believe that the music they listen to has a positive impact on their lives but that can be dependant on the type of music you listen to. One type of music that has recently emerged is grime music. Grime music is from London and was first produced by teenagers from London and has branched from there. Grime music can be considered to have a negative impact as it can be about the sexualisation of women. There aren't many female grime artists which can lead girls to believe that they can't produce this type of music and will have to go elsewhere. Pop music is the main type of music listened to by all generations. In pop music there isn't a dominating recurring theme and songs can be

about ~~break~~ break up all the way to happy memories. In the pop industry it isn't dominated by any gender so is a platform from which anyone feels they can express their views. ~~But~~ Some people also listen to classical music but it isn't as widely popular in today's society. Classical music has a predominantly good impact on people as it is said to calm them down and help them concentrate.

~~No~~ In this society ~~most people~~ there is an opportunity for people to listen to music mainly everywhere they go. Advance in technology means we are now able to listen to music in our cars and ~~also~~ download it on our phones. Music is also played in most shops to make the experience less boring. Listening to music all the time may make us a society where there isn't as much ~~communication~~ communication as everyone is too focused on the music ~~to~~ which surrounds us. However, there have been studies which show that some types of music can help us fall asleep.

Music can make lots of different people feel lots of different ways. Personally, I love listening to music as it helps ~~channel~~ channel my

feeling the right way and I know that other feel the ~~same~~^{same} way I do through the songs they produce. How do you feel about music and my opinion? My dad ~~has~~ hates it. Most people like listening to music thus they listen to it everyday. On the other ~~hand~~ hand, people loathe music saying it is a waste of time.

In conclusion, music can affect people in different ways depending on ~~the~~ the music they listen to and their current situation.



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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.

AO6: Vocabulary is accurate and varied whilst basic punctuation is functional but not carefully managed.

Question 9

Examiners felt that this task produced some fascinating responses, not least for the number of books reviewed. The majority of candidates chose films, bands and concerts. One team member identified that a 'very well written response prompted me to look up the band in question as it sounded so good (and I might even listen to them sometime!)'. The responses were quite varied with some being a bit of a tirade about how good the band/film in question was but there were many that knew how to write a review and were able to select their content to suit their intended audience. Better responses were lively and entertaining for the reader, offering persuasive ideas. One examiner noted 'the best responses could have been published and it was astonishing to see the ability of these candidates to produce such responses within the time limits'. Weaker responses had little to say other than describing the plot of a film or book and many may have run out of time as there were a number of very short responses.

One examiner noted:

'I gained a masterclass in groups such as Queen, Nirvana, The Marvel Cinematic Universe and Lord of the Rings, to name but a few. These responses were much more stylistic and engaging and I found the marks achieved were higher and there was clear direction in the question as students had more to say with a clear idea of what journey they wanted to take their reader on.'

Examiners felt that this question enabled candidates to demonstrate their writing style and that all candidates were able to relate to music/books/festivals which meant that the direction was very accessible. One examiner wrote:

'I saw a lot of super responses. Candidates were genuinely enthusiastic about what they chose to review and a significant minority managed to adopt exactly the right tone and approach to reviewing. Some of the best criticised things they didn't like even though they were overwhelmingly approving.'

Write your answer to Section B here:

Throughout the music industry, many artists come and go; remembered and forgotten. Some make their legacy, while others make 15 minutes of fame and recognition.

While permanence is a huge gamble in this ruthless industry, sometimes, the best make it out on top, despite a lack of presence or activity. Such artists of this stance include the one and only The Smiths.

Formed in 1983, Manchester, England, The Smiths hailed from a poor and dreary background of monotony and fatigue. Members Steven Patrick Morrissey, Johnny 'Marr' Maher, Andy Rourke and ~~Mike~~ Mike Joyce emerged from the bleak static and made something memorable of themselves.

The name 'The Smiths' came from a rather touching sentiment, singer Morrissey claiming "It was time for the ordinary folk of the world to show their faces", hence the ordinary name, Smith. This revelation fell nothing short

of the truth, the mundane Mancunians in their late teens and very early twenties showing their meek and talented faces for the world to notice.

Just shy of a year after their formation, The Smiths released their first album in 1984; a self-titled disc. This included arena-filling hits such as 'This Charming Man', 'Hand In Glove', and 'What Difference Does It Make?'

With this sudden burst onto the indie scene of the 80's, The Smiths faced an overwhelming surge in fame, with countless appearances on Top of the Pops and sessions with John Peel.

With this rapid popularity came collaborations and joint performances, most notably with Patti Smith, a hugely significant influence to vocalist Morrissey. Other influences included The Cookies, The Dolls, and David Bowie. This instant fame proved as a vessel for their second album, 'Meat Is Murder' (1985).

Morrissey and Marr, devout vegetarians, felt this title to be of appropriate matter. This follow up

contained fan favourites such as 'Nowhere Fast', 'Barbarism Begins At Home' and 'Headmaster Ritual'. Along with Meat is Murder came appearances on MTV (much before its demise), a steady spot still of Top of the Pops, and a wild fanbase demanding a third album.

The gladioli-bearing singer adorned in a woman's blouse and NHS specs found the fame to be overwhelming yet rewarding, releasing a third album the year following, with Morris's catchy riffs, Rowee's ~~musical~~ rhythmic bass and Joyce's pounding drums decorating the record's interior. This vinyl included the likes of 'Vicar in a Tutu', 'There's A Light That Never Goes Out' and 'Cemetery Gates', a genius piece riddled with the likes of Oscar Wilde and co, another huge influence for Morrissey. This record found itself dubbed the controversial 'The Queen Is Dead' (1986), landing The Smiths ~~in~~ in hot water for a limited amount of time.

However, fame had come much too early for the Mancunian talents, and The Smiths found themselves going their separate ways.

in 1987, but not before releasing one more studio album - *Strangeways, Here We Come* (1987). This bore songs such as 'Girlfriend In A Coma', 'Stop Me If You Think You've Heard This One Before' and 'Last Night I Dreamt Somebody Loved Me'.

While this eventual demise left fans distraught and miserable, we can at least revel in what genius has been left for us. The Smiths will forever be a favourite, not just for their politically controversial lyrics, but for paving the way for free-thinkers and musical artists alike.



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.

AO6: A wide range of punctuation and vocabulary is employed effectively and strategically.

Write your answer to Section B here:

The film that I feel strongly about is a film called Marley and me. It is about a couple that want to start a family and they do that by buying a dog.

The reason why I feel strong about this film so much is that it relates to a lot of people who have dogs as pets because the film is heart warming and it shows just how a dog is a mans best friend.

A weakness about watching this film is how sad it gets near the end when ~~the~~ Marley starts dying, and everytime I watch it I cry and I have a box of tissues ready for me when I do cry, I would ^{say} I have watched that film a thousand times and I would say I would watch it a thousand times again and I would still be crying, cry every time.

What really annoys me is when I watch it with someone that doesn't have a dog and they don't cry. Now thoughts that go through my head are 1. What is wrong with you this is so sad, and 2. When they say 'Are you OK?', this upsets me more cause they can't relate with that film because they haven't been in that situation before and I hate it cause they don't understand.

This film is touching and heart warming to a lot of people and I feel like they need to make more films like this to show people who are cruel to animals to stop and it should show them, if they do watch the film that a dog will love you forever, and is always a man's best friend.



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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.

AO6: The vocabulary is varied, if repetitive, and punctuation is used accurately, which places this response in Level 3.

Section B

General Comments on Writing

At the Grade 4 borderline candidates tended to at least have straightforward and at best appropriate use of tone, style and register, selecting material and stylistic or rhetorical devices to suit audience and purpose. At this borderline level candidates tended to connect, but not always develop, ideas and information, with some structural and grammatical features and paragraphing.

In the best responses candidates tended to at least have effective and at best sustained use of tone, style and register, managing material and stylistic or rhetorical devices to suit audience and purpose. At this level candidates tended to manage (but not always manipulate) ideas and information, with a range of structural and grammatical features and paragraphing. Even at the lowest levels candidates tended to offer a basic response. They always had straightforward use of tone, style and register, with audience and purpose not always clear. At this level candidates tended to express but not always connect ideas and information, with limited use of structural and grammatical features and paragraphing.

The main areas that discriminated the writing responses were:

- whether candidates could meet both parts of the first part of bullet one in the mark scheme for AO5 – for example they often expressed ideas to achieve in Level 2, but these ideas lacked the order for the second part of that bullet. In Level 3, they may have connected ideas but not developed them.
- the success of tone, style and register in AO5.
- the spelling of basic vocabulary in AO6.
- the accuracy of punctuation and use of varied punctuation in AO6.
- the use of a range of sentence structures for AO6.

Sentence structure was clearly an area centres had focussed on: varying the way sentences begin; more use of subordinate clauses to begin complex sentences; effective use of one-word sentences and one-sentence paragraphs to demonstrate conscious crafting. Some candidates attempted to use ambitious vocabulary while some seemed to steer away from ambitious vocabulary in order to maintain accuracy. A key message to centres is to focus on crafting and organisation whatever the nature of the task. This was a common weakness running through all but the very best answers. Be ambitious in the structure, vocabulary and range of ideas and try to be creative and original.

Paper Summary

Based on their performance on the paper, candidates are offered the following advice:

- For the AO2 (language and structure) questions, make sure you are offering ideas about how language is used. For Question 2 many of you were able to give an example, but sometimes you did not offer a comment about how language was used. For Question 5 the example is given for you, so read the example and talk about how language is used rather than selecting another example from it.
- For Question 3, consider the way Text 1 has tried to engage and interest you as the reader. You could pay particular attention to the opening and closing of the whole text as these are important points for any writer – this is different to Paper 1 where only a certain section is required. The opening and closing of the text will help you to see how the writer has shaped their text to initially gain the interest of the reader, and then how the closing comment leaves them at a particular point.
- In Question 3 try to cover points on both language and structure, commenting on the different techniques that have been used by the writer and how they engage and interest the reader.
- For your evaluations, make sure you are thinking about which elements from SITE are useful for the text you have read, and use evaluative vocabulary when you are commenting. You do not need to comment on language and structure here unless this supports your evaluation. For example, you can think about the audience and purpose of the text and whether it would be successful for readers or not. Link this specifically to the question, avoid being vague and saying things like ‘the writer does this successfully’.
- For question 7a always comment on similarities. You can comment on differences in 7b. There are only 6 marks for 7a so be brief and succinct here. In 7b link comparisons back to ideas of the writers and their perspectives.
- When you are writing, always think about your reader, what information and ideas you want to develop and how you want the reader to react at different parts of your writing; then choose the best words, phrases or techniques available to you to achieve those effects.
- Think carefully about how you will begin to write so that it is engaging for your reader from the very start.
- As you begin to write, know where you will end. This will help you to write in a manner that is cohesive and coherent for your reader.
- Take care throughout with accuracy: spelling, punctuation and grammar
- In writing, focus on crafting and organisation whatever the nature of the task.
- Be ambitious in your structure, vocabulary and range of ideas and try to be creative and original.
- Use the number of marks available for each question as an indication of how long you should spend answering each question.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

