



GCSE English Language Model Answers:

English Language (8700) (NEW SPEC) Nov 2021

Paper 2

Q1.

- The children formed a large group as they moved through the streets.
- The Odeon was in Rockdale.
- The children had really tough feet.
- The children went to the cinema on foot.

Examiner report:

- Statements come are based on the text and are **accurate**.
 - This question assesses the **first part of AO1**- identify and interpret explicit and implicit information and ideas.
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Q2. In Source A, the children are presented as having a fun and carefree experience of childhood. Multiple actions are presented, 'Everyone either ate steadily or raced up and down the aisles or to and from the toilet or all three'. The listing and repeated 'or' emphasises the amount of freedom they have to choose what they do even in the cinema. The repetition creates a sense of endless options to the reader, and the 'or all three' at the end drives it home even further. Here the repetition could also be argued to mirror the sense of wonder the children feel at being allowed small personal freedoms, particularly associated with the sweets.

The verbs provided in the list all suggest movement, portraying the children having 'raced' around. Verbs like this give a sense of energy to the scene that mirrors that of the children. Specifically 'raced' implies a competition to get to the sweets, emphasising to the reader how passionately the children feel about them and creating an excited tone.

This directly contrasts with the presentation of the children's experience of childhood in Source B, where there is no freedom for the children, as they are working to support their families. The children are presented as only doing one action, the girls are described as 'stick [ing] to their work' and remaining focused. This verb 'stick' shows how bound they are to their jobs and how lacking in freedom their childhood is compared to the children in Source A. There is one word used to describe their 'work', rather than the multiple options offered to the students in Source A, showing how limited their lives are in comparison.

Examiner report:

- **Signposting** to the examiner: The student has **linked** back to the contrast element at the end of the question by using **source** names and **correct punctuation** around evidence from the text.
 - Perceptive inference: The student shows ability to **thoroughly analyse** the meaning and **effect** of the **techniques** they've named, for example **listing**, emphasising freedom and **verbs**, emphasising the lack of freedom.
 - **Relevant quotes** are used that back up the student's points; it is **important** in questions like this on **both** sources to include **evidence** from **both texts**.
 - A **contrast** is clearly acknowledged through phrases like '**direct contrast**' and '**compared to**' and evidenced in the student's answer through **explanation** of the meaning behind **language** and **structural techniques** used.
 - This question assesses **both parts of AO1** - identify and interpret explicit and implicit information and ideas , and select and synthesise evidence from different texts
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Q3. The author of Source A uses **hyperbolic language** to describe eating the sweets, referencing the 'strangled crying' that results from eating them. This **contrasts** with the reader's expectation of a pleasant experience of eating sweets. Startling **verbs** like 'strangled' are ironically employed, conjuring **connotations** of death and pain to describe the childlike and innocent act of eating sweets. The effects of this contrast are a darker tone surrounding the sweets than what the reader was expecting, subverting norms and encouraging them to read on.

Further **contrast** is used to describe the length of time it takes to eat the sweets and give the reader an impression of how much the boys enjoyed eating them. This is shown in the **juxtaposition** between the time taken to eat the sweets, taking a 'normal human being forever' **but only taking the 'six small boys...single afternoon'**. Through this juxtaposition the efforts of the boys, and their eagerness to eat the sweets, is exaggerated and the reader is given the sense they are also of high quality. By distancing the boys from the concept of a 'normal human being' the author suggests it brings out an almost animalistic side to them, reasserting their experience of eating the sweets as beyond normal social rules.

The difficulty surrounding eating Fantail's sweets is **exaggerated** through alliteration, more specifically **assonance**, in line 24, where the person eating the sweets is described as needing their mouth to be 'chipped open with a cold chisel'. This overdramatic **description** creates further interest in the sweets, **encouraging the reader to question** why the children would put themselves through eating them. The sweets are given negative connotations here, so the experience of eating them at all is questioned by the reader.

Examiner report:

- **Language techniques**, such as assonance, hyperbolic language and juxtaposition, are recognised.
- **Specific, sophisticated terminology** is used, for example, 'connotations', 'exaggerated' and is spelled correctly.
- **Evidence** of these techniques are selected from **within the lines** specified, with relevant and concise quotes.
- The **effect** of the language techniques on the reader is thoroughly analysed.
- Points are expanded on and linked back to the question using the **PEEL** structure of answer planning.
- In this question you will be marked on **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.

Q4. Source A uses language to portray sweets as part of an intense summer experience for the children, through strong vivid colour based imagery like, 'brittle orange' and 'weird, blue packet'. This creates a vivid image in the reader's mind, emphasising the multi sensorial elements of eating sweets. Similarly, Source B also utilises a similar kind of colour imagery, first to suggest value when describing the 'ruby-coloured' and 'brilliant' sweets. By likening them to a jewel, the author emphasises how precious the people in the extract consider them. However, the author of Source B expands on this colour theory by suggesting, 'the brighter the hue, the more deadly the sweet'. This results in a comparison to the now safer, 'vegetable colours' used in sweets. A contrast between 'brilliant' and 'vegetable' still equates danger with vivid colour in this source. This sets up a tone of excitement surrounding the sweets in Source A and a fearful attitude towards them in Source B

In Source B, the author uses a scientific tone to portray immoral working practices in the past to provide the reader with a sobering view of the manufacturing process. A hyperbolic adjective, is used when describing the 'villainous manner' in which they are made. However, this is the only display of emotion in an otherwise matter of fact description, suggesting to the reader this process was the norm at the time despite being inhumane.

The factory is given an eerie quality by the alliteration used to describe the girls working there as 'sitting silently' while 'under the strict scrutiny of their supervisor'. The repeated 's' sound almost mimics a whisper within the text, creating a sombre tone around the sweets and their background. The lack of movement is highlighted by the alliteration too, adding to the monotonous day of work through the sounds of the words.

In contrast, Source A creates an excited tone and centres on the consumer's experience of the sweets. A feeling of dynamic movement and volume is created through verb use, 'raced up and down', as well as hyperbolic language to describe the noise as 'uproar'. Through these language techniques, a building sense of excitement is created for the reader. This, combined with the vivid colour imagery presents a much more positive portrayal of sweets than Source B's more rational one.

Examiner's report:

- **Language techniques**, for example, alliteration, verb use and imagery are all identified and analysed thoroughly in the answer. The **effect** of the technique on the reader is detailed.
 - **Short, concise quotes** are built into sentences to provide evidence for points.
 - **Comparative phrases** such as 'However', 'Similarly' and 'In contrast' are used to clearly establish a comparison between the two sources.
 - The **comparison** and **contrasts** drawn are relevant and make sense, the same language technique is analysed in both and different effects are explained, and tone is examined across both sources.
 - The student has **organised** their answer well into **paragraphs** with a continuation of the argument as it progresses, and has a short summary sentence at the end of the final paragraph.
 - This question assesses **AO3** - compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
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Q5.

Sustainable fashion - sustainable for everyone?

Are working class people being blamed for a problem they didn't create?

08/02/2023 By Alan Edwards

While the general consensus is that the fast fashion industry is a highly detrimental one, not only to its workers but to the environment, the general public still seem to be buying into the concept. Shein, a popular fast fashion online shop, was the most popular clothing company in 2022 in the UK; with 84% of residents having made a purchase from the site. This has to mean something. There has been more talk than ever in recent months about the immoral and damaging effects of this industry, so why do people still support it?

Well, unpopular as this may be, I argue that the resulting rise of anti-fast fashion brands is not as 'sustainable' as certain companies make out. We are in a cost of living crisis, no doubt about it. As a result, average consumers have much less disposable income to use; and when they do use it it won't be on a £300 t-shirt made of hemp.

A majority of these 'sustainable' brands market themselves to a wealthier client base, while suggesting in their advertising that you have some sort of moral failing if you don't buy £5 sheets of beeswax paper instead of a roll of tin foil. When people are having to decide between heating and food, shaming them for using websites where clothes are cheap and readily available just seems like pushing down on the wrong people.

To fix issues like this people need a livable wage, all around the world, and to be compensated fairly for their time and labour so that places like Shein factories no longer have such a monopoly on the market and therefore labour laws. We also need larger companies focusing on sustainability to not only think about the sustainability of the materials used, but the impact of cutting a large amount of consumers out of the option of buying sustainability through extortionate pricing.

Essentially, the blame for websites like Shien lies not in the hands of the average person, but those in power who have the ability to make larger decisions and widespread legislative changes.

Examiner's report:

- The article contains the **correct structural elements** of a headline and subheading, as well as an author attribution and date.
 - **AO5: Persuasive language techniques** are used, for example personal pronouns, rhetorical questions and opinions, as well as hyperbolic language.
 - **AO6:** The student has **spelled complex and sophisticated words correctly**, used **punctuation accurately**, and their **grammar** is correct.
 - **AO5:** The student's **tone** is appropriate for an article; they have used **personal pronouns** to involve their readership in the issue at hand and used a level-headed point of view to convey their message.
 - **AO5:** The student has consistently **organised** their work into **appropriate paragraphs**, which build to the crux of their argument.
 - For this answer, you will be marked on **AO5:** content and organisation, and **AO6:** technical accuracy.
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