



GCSE English Language Model Answers:

English Language (8700) (NEW SPEC) Nov 2019

Paper 2

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Q1.

- There are reports of an elephant out of control.
- The sub-inspector expects Orwell to sort out the problem.
- Orwell is curious about the elephant.
- It takes a very powerful weapon to kill an elephant.

**Examiner's report:**

- This question assesses the first part of **AO1** - 'identify and interpret explicit information and ideas'.
  - The answer selects the **four** statements that are true, based on the **specified lines** in the question: lines 1-4.
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Q2. In both sources, the writers describe similar behaviour of elephants, and both writers describe how elephants can be aggressive. This can be seen in Source A, when we are told that help was called as an 'elephant was ravaging the Bazaar', however the writer also tells us that the elephant had been 'chained up' and thus we can infer that this cruelty might be contributing to the aggressive behaviour. Similarly, in Source B, the elephant 'began to destroy the doors and other parts of his house', and the metaphorical language seen in 'driving his tusks through the iron plates' portrays to the reader how aggressive and forceful the elephant's behaviour was, and creates a vivid description of this. Furthermore, the elephant's destruction of the cage in which he was kept suggests his behaviour is deliberate, and a conscious attempt to free himself. Thus, the elephants in both sources can be seen to be acting aggressively in direct protest to their captivity.

Moreover, in both sources, the writers describe the elephants as being calm and docile when they are free from chains and captivity. In Source A, after the elephant's rampage through the town, the writer describes how he was now 'peacefully eating' at the side of the road, and 'looked no more dangerous than a cow'. The writer tells us the elephant 'took not the slightest notice of the crowd's approach', which further highlights how pliant and relaxed the elephant

was now it was free from its restraints, so much so that not even a crowd of people charging towards it had any impact on its tranquil state.

Similarly to this, in Source B we are informed that following the elephant's thrashing around to rid himself of the constraints of his cage, he was 'perfectly quiet as soon as he was allowed to be free in the Gardens'. The close proximity of these two situations in the text creates a direct, obvious contrast in the elephant's behaviour, and thus further emphasises how the elephant was perfectly meek and mild when it was allowed to be free. Therefore, we can see in both texts that the elephants' behaviour changes drastically to an entirely calm demeanour when it is freed from its cruel constraints.

#### Examiner's report:

- This answer assesses **both parts of AO1** - identify and interpret explicit and implicit information and ideas , and select and synthesise evidence from different texts.
- The answer makes **perceptive inferences** from both texts, making sure to **analyse** how the elephants' behaviour is illustrated.
- Makes shrewd references to the text, sometimes using direct quotations, which are **relevant** to the question.
- The student has shown **perceptive similarities** between texts, **signposting** to the examiner using phrases such as 'similarly' and 'in Source A'.

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Q3. In Source A, the writer uses a range of language techniques in order to describe the crowd of people that followed him towards the elephant. Firstly, the use of metaphors and metaphorical language throughout the passage creates a vivid image of the crowd. We are told that the crowd was a 'sea of faces', each one 'happy and excited' over the seemingly certain probability that the elephant would be shot. Through the metaphor 'sea of faces', the writer is able to emphasise to the reader the vast number of people who were present, and how bloodthirsty they were to be so excited over the possibility of the elephant being shot. The image created through 'sea of faces' implies that the crowd quickly formed, as if it was a tide rushing in.

Furthermore, the metaphor later in the passage, 'I was only a puppet pushed to and fro by the will of those faces behind', emphasises the control the crowd had over the writer. Despite the power he should hold, being the 'white man' with the gun, in this moment he feels controlled and subservient to do what the crowd want him to do. We are therefore not only left with a sense of the immense size of the crowd, who had a great deal of power over the writer, but also are shocked that they could be so 'excited' at the prospect of such a beautiful animal being shot.

Additionally, the writer of Source A employs descriptive language with the effect of creating clear imagery regarding the crowd. Specific figures of 'two thousand' to describe the crowd are used twice in the passage; this repetition emphasises the sheer mass of the crowd, and we can infer that the writer is somewhat intimidated by it as he feels under pressure to shoot the elephant, fearing that the crowd will 'laugh' at him if he fails to do so. The use of the descriptive verb

'marching' when describing the crowd emphasises the unity of the mob that followed the writer, and implies that they are in sync with one another.

In Source A, the writer also employs a simile when he says 'they were watching me as they would watch a conjurer about to perform a trick', in order to emphasise the awe and eagerness with which the crowd were watching the writer. The use of the word 'conjurer' to describe this highlights the excitement the crowd felt, and also that this situation was not a usual fixture of their daily lives. This excitement they feel at the prospect of the elephant being shot further alienates the crowd from the reader, as we feel slightly appalled at the notion that the shooting of an elephant could cause so much exhilaration.

#### Examiner's report:

- 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.
  - The student has **analysed the effects** of the writer's choices of language and language techniques used, for example the use of metaphor.
  - The answer has selected a range of relevant **textual detail** from the source, and used it to support the points being made.
  - The answer displays sophisticated and accurate use of **subject terminology** and high-level vocabulary.
  - The student has **structured** their answer in clear paragraphs to clearly signpost the answer to the examiner.
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Q4. In Source A and Source B, the writers convey different attitudes to elephants. In Source A, it is clear the writer is reluctant to shoot the elephant, and he illustrates this through the structure of the text. From Orwell's repetition of the notion that he does not want to shoot the elephant, feels like he 'ought not to' and has 'no intention' of shooting the elephant, we can infer that he wants the reader to be secure in this knowledge. Thus, when we get to the end of the passage and Orwell states 'there was only one alternative', the reader in turn feels that he had no other choice but to kill the elephant, despite it being something he was set against, and we are more inclined to feel sympathy for Orwell.

In Source A, the narrative is told from a first person perspective throughout, and thus we come to Orwell's decision not to shoot the elephant alongside him. The writer's structuring of the text in this way allows the reader to build a rapport with Orwell, and we feel sympathy for the fact he does not want to shoot the elephant, but feels pressured to do so by the crowd.

In addition, the two-line paragraph on lines 36 and 37 draws in the reader's attention, and thus once again emphasises the writer's reluctance to shoot the elephant. The use of the word 'murder' in this paragraph is extremely emotive, and is comparable to how we would describe the killing of a human, and thus it suggests that Orwell believes it is almost as terrible a crime to kill an elephant, as it is to kill a human.

By contrast, in Source B, the writer's tone is factual and unfeeling towards the elephant. Despite the text also being from the first person perspective, the tone is callous towards Jumbo. For example, the matter-of-fact way that the writer describes the 'good thrashing' they gave the elephant shocks the reader, and alienates them from the writer. The use of factual language in 'I made an application to the council to be supplied with a powerful enough rifle...' to 'kill' the elephant, is cold and in direct contrast to Source A's admiring and sympathetic tone. This factual tone reinforces the rational and detached approach that the writer of Source B has towards the potential killing of the elephant, thus shocking the reader that such cruelty could be discussed so casually. However, this tone also reinforces the sense of duty the writer feels towards protecting the people from the elephant's unpredictability. He believes that the killing of Jumbo would be as a last resort in order to protect himself and others.

In addition, the writers also convey the different attitudes of the locals towards elephants. In both sources, the attitudes of the locals towards elephants are in direct contrast to the writers'. From this, we can infer that the writers have included such details to make the reader more sympathetic to their viewpoints respectively, and emphasise that their own personal views are correct. In Source A, the writer describes how he feels intimidated by the 'excited' crowd, who are joyful at the prospect of 'this bit of fun', which creates a contrast between their views on the situation and the writer's. The metaphor 'I was only a puppet pushed to and fro' emphasises the control the crowd had over the writer, and the imagery in 'pushed to and fro' allows us to create a vivid picture of the jostling of the bodies. This imagery creates sympathy for the writer as we feel he is being pressured into his inevitable action by the gruesome pack mentality of the locals.

By contrast, in Source B, the writer describes how, despite his judgement of 'fastening his limbs by chains, and an occasional flogging' being the best for Jumbo's unruly temper, this would prompt a 'multitude of protests from the kind-hearted and sensitive people'. This creates a direct contrast between the 'crowd' of people in Source A, who are excited at the prospect of the elephant being shot, and the people in Source B, who would protest at the cruel treatment of Jumbo. Due to this, the writer contends that Jumbo was likely 'to do some fatal mischief', and thus he would need to acquire a rifle to shoot him. Thus, we can infer that both writers use the contrasting views of the local people in order to create sympathy for their own viewpoints, and to validate them, in the reader's eyes.

#### Examiner's report:

- This answer assesses **AO3** - compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
- The student has analysed the **writers' methods** they use to illustrate their different perspectives on the elephants.
- The answer selects a range of supporting **evidence** from both texts, in the form of quotes and line references.
- The answer shows a detailed and **perceptive understanding** of the different ideas and perspectives in both texts, and uses **sophisticated language** to explain this.

- The answer is **clearly structured** into paragraphs which are linked with words such as 'contrast' which are relevant to the question.
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Q5.

### **Friends, not food**

Veganism may be on the rise, but are we all simply hypocritical herbivores?

7/12/22

By Ricky Brent

Have you ever been to a zoo? I, like thousands of other people, was dragged along to one when I was significantly younger than I am now. Of course, at the time I was too little to be aware of the barbarism which lay in wait for me. I remember thinking, even at my small age, how desperately sad it was to see all these animals locked up in cages, with a constant rushing stream of tourists sidling up to the fences, gawping in at them. It's a living hell.

Now, I would imagine most of you are probably nodding along with me so far, but would gawp at me like a puffer fish if I asked you if you ate meat last night for your dinner. *Well, of course I did*, I am sure most would say, as if this is a completely normal notion, and not at all barbaric. The unfortunate fact of life is that animals' rights will never be viewed as equal to a human's, and I would argue that this is not only extremely sad, but also morally dubious. Who are we to say our lives are more valuable than our animal brothers and sisters? After all, it is only because of the invention of machinery and weaponry that we are able to arbitrarily abuse these poor creatures. Without this, we wouldn't stand a chance!

What about pets? Surely I am not going to argue against keeping cute little puppies and kittens in your home, taking them out for walks on a humiliating chain, and feeding them the most boring, dry kibble day in, day out, over and over again until their miserable little lives end? Wrong. How anyone could think that this existence is at all, at the very least pleasurable, and at most, fulfilling, is beyond me. Animals should be free, happily frolicking in the wild, hunting for their own food the way nature intended. Dogs are not supposed to be domesticated creatures, it is only humans, manipulating nature once again, that have made it that way.

So, I implore you: next time you pick up a steak in the supermarket, and take it home to your house full of puppies, cats, hamsters and fish; think- whose rights are you really supporting?

#### **Examiner's report:**

- In this answer, you will be marked on **AO5**: content and organisation, and **AO6**: technical accuracy.
- AO5: the student has employed **convincing and compelling communication** through a range of language techniques such as alliteration, metaphor and rhetorical questions. These have the effect of being **persuasive**.

- AO5: the answer's **tone, style and register** are accurately matched to the purpose and audience of a magazine article. The register is formal, however the tone is opinionated and personal.
  - The student has included an eye-catching headline, subheading, as well as an author attribution and date.
  - The answer uses **sophisticated vocabulary** such as 'barbaric' and 'dubious'.
  - AO6: the student has employed **varied structural techniques** such as listing, varied sentence structure, and an anecdote.
  - AO6: Paragraphs are **fluently linked**, with integrated discourse markers.
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