



GCSE English Language Model Answers:

English Language (8700) (NEW SPEC) Nov 2018

Paper 2

Q1.

- The writer lives in south-east London.
- As the car passed, the writer did not swerve.
- The writer soon caught up with the driver.
- The writer thought the driver's actions had been pointless.

Examiner's report:

- This question assesses the first part of **AO1** - 'identify and interpret explicit information and ideas'.
 - The answer selects the correct statements from the specified lines in the text - lines 1 to 10.
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Q2. In Source A, it is stated that the driver 'decided to overtake [...] very closely and at speed on a narrow residential street'. This clearly shows the driver's behaviour to be wholly irresponsible, despite them not intending to cause harm. He does not seem to consider the risk to other road users since he is 'cocooned' and protected within his vehicle. Secondly, the use of language from the semantic field of risk, such as 'gambling on the assumption', highlights that the driver is prepared to take chances with safety. Furthermore, the indication that it is the driver's 'real roll of the dice' regarding the writer's chances of making it home, suggests that motorists wield the most power on the road. The cyclist, here, does not have a hand in their own fate.

Drivers in Source B are also shown to be equally irresponsible and powerful, however this behaviour appears more intentional. Irresponsibility is apparent in how the drivers are 'passing so close', and 'cutting in front' of the cyclist. Their behaviour results in the risk of harm, similar to that of the driver in Source A. By the cabmen 'checking' the cyclist at a crossroads, she states that they are 'well-knowing that by doing so they risk your life.' In this sense the element of risk is evident in the behaviour of drivers within each source. The absolute power of the motorists is clear in both sources. In Source A, the writer utilises scientific figures to illustrate the power of

the drivers, stating that 'it is simple physics' that a driver is far more likely to cause an accident on the roads. A car would impart '100,000 joules' of energy during a crash, whereas a bike may only impart '1,200 joules of kinetic energy', emphasising the difference in severity. In Source B, power is also apparent in the ability of the motorists to 'inflict torture' on other road users by making their presence known, and startling cyclist by shouting when they have 'ample room to pass.' Hence, there are clear behavioural similarities, particularly in terms of how the drivers' wield their power in a truly irresponsible way.

In some ways, it is plausible to argue that the drivers in Source B are more actively pursuing cyclists than in Source A. There is an implied hostility to female cyclists as the cabmen are described as 'chasing the lady', whilst the writer feels like their 'prey'. This demonstrates the absolute power of the cabmen, and their intentional choice to target women on the road.

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 illustrates a detailed interpretation of both texts, and makes inferences about the two writers from the texts. This is signposted to the examiner with phrases such as **'this clearly shows...'**
- The answer uses textual detail from both sources, in the form of quotes, which provide evidence for the student's point.
- Perceptive similarities about drivers within each source are identified and explained fully. Similarities include the **overarching sense of recklessness** and the **element of risk**.
- The student has signposted to the examiner by using phrases such as **'similarly'** and **'equally'** in order to link back to the question.

Q3. In Source B, the writer utilises the semantic field of hunting in order to convey how she is victimised when using the roads. The assertion that she was 'as nervous as a hare that feels the greyhound's breath', to begin her journey describes the extent of her road-related anxieties. The simile relates to greyhound racing, in which the hare is forced to race for its life ahead of a much bigger and very aggressive animal, emphasising her vulnerability as a road user. Additionally, as greyhound racing is a sport, one may infer that her journey is the sport of the cabmen, as they relish in spooking her and cause her to experience 'terror', purely for their own entertainment.

Furthermore, she begins her journey on her 'little bicycle', which is 'launched' away, evoking the sense of sailing away on a quest. This idea is reinforced through her encountering the 'stormy oceans of Sloane Street'. Use of alliteration draws attention to this part of her journey, building up excitement, and depicting her first experience of cycling as a sort of heroic adventure. At the end of the extract, the writer speaks of others' attempts to 'conquer their nervousness'. This

metaphor links back to the theme of an epic quest, suggesting to readers that they should also face their fears.

Alongside the overarching sense of being hunted and partaking in an epic adventure, the writer uses language to suggest that her first experiences of cycling had a negative impact on her. After the ride, she is left 'streaming and exhausted [...] in need of assistance'. The verb streaming is suggestive of excessive sweating, indicating the great amount of effort needed to visit her friend, despite being only 'four miles off'. Upon her return home, she is left 'in a state bordering on collapse'. Such hyperbole shows the truly taxing nature of the writer's first cycling experience on the road.

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.
 - A range of **language techniques** are identified, such as metaphor and semantic field.
 - Supporting evidence from the text is selected and presented in the form of direct quotes from the specified lines of text.
 - The **effects** of each language technique are **perceptively analysed** using a range of **sophisticated subject vocabulary**.
 - Different parts of the answer are **clearly signposted** to the examiner using connectives such as 'furthermore' and 'alongside', and a sentence at the end **links back to the question**.
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Q4. In Source A, the writer gives a negative account of his personal experience of cycling in the city. The newspaper article is written in a serious tone, despite the inclusion of a personal anecdotal flashback. The purpose of the text is to implore readers to consider their own actions on the road, such is evident through the imperative form in the final section of the text. Walker commands readers to 'remember that these are human beings', to convey the seriousness of the situation and encourage readers to take greater care when encountering cyclists.

His moral stance, that drivers must take greater care on the roads, is bolstered by statistics. He asserts that cycling in itself is not dangerous, as 'the average Briton would ride 2 million miles before they suffered a serious injury'. Instead, he firmly believes that motorists are to blame for the increased risk, since there is a 'plausible chance they could kill another human being'. The acute level of blame that Walker places on motorists for incidents involving cyclists is also emphasised through sentence structure. He implements a complex sentence stating, 'It's why the driving tuition and testing system should be revamped to place far more stress on drivers' vast, overriding responsibility to look out for and protect vulnerable road users, those not

cocooned within a tonne of metal'. This structure emphasises the lengths that motorists should go to in order to ensure that they are behaving in an accommodating manner whilst driving, contributing to the strong sense of morality present in the text. Moreover, the noun 'responsibility' is quantified by 'vast' and 'overriding', clearly emphasising the idea that road safety should be a paramount concern for all drivers. Alongside this, his metaphoric use of 'cocooned', serves to show the level of protection afforded by drivers.

By contrast, Source B takes a much more lighthearted approach to the issues encountered by cyclists when riding in the city. Although the personal experience is similarly negative and therefore comparable to Source A, the Countess responds to the experience differently. The text is written in an almost frivolous tone, as she states that 'I cannot help feeling that cycling in the streets would be nicer [...] if he'd (the driver) tried not to kill me'. In this sense, she uses humour to highlight her vulnerability. Her attitude is in direct contrast to Walker, who utilises exaggerated language modifiers with negative connotations such as 'terrifying' and 'appalling', to emphasise the view that careless drivers create danger for cyclists.

Source B also evidences a different purpose, rather than policing the reader's actions, she encourages them to share in her fearless demeanour, despite the possibility of risk. Oftentimes, her language is taken from the semantic field of sport, as she uses the simile, 'as nervous as a hare that feel's the greyhound's breath'. Although this may indicate that she feels unfairly pursued, she reveals that she has given the cabmen 'several exciting runs', suggesting that she also finds enjoyment in the competition between the cabmen and herself.

Similarly to Source A, the Countess uses metaphorical language and similes when recounting her experiences. These metaphors are emotive and act as a way to further the humour of the article, and link to the purpose of the piece, to entertain. The Countess recounts how she avoids 'being made into a sandwich', on the road. In this sense, she makes light of any potential danger by joking about the possibility of her impending death from being squashed. Secondly, in describing herself 'as a dolphin playing around an ocean liner', despite the notable size difference, there is an obvious element of fun. The simile cements the writer as intrepid and fearless in the face of risk. Therefore, her perspective on cycling is much more jovial than that of Walker, who views cyclists as 'unprotected flesh and bone'.

Overall, the writers of Source A and B utilise tone and figurative language in varied ways, in order to demonstrate their contrasting approaches to cyclists experiencing danger within the city.

Examiner's report:

- This answer assesses **AO3** - compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
- Compares ideas and perspectives in a **perceptive way** by **analysing** how the writers use methods to portray feelings and perspectives. For example, through use of figurative language and sentence structure.
- A **range of supporting evidence** is selected from both texts

- Shows a **detailed and perceptive understanding** of the different ideas and perspectives in both texts.
 - The answer is **clearly signposted** to the examiner through phrases such as 'Similarly' and 'Oftentimes'.
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Q5.

Flora Jones
10 Oxford Road
London
WC2 9HS

Mr Peter Ryder
Ministry of Transport Offices
97 Loader Avenue
London
SW1A 7CA

Dear Sir,

I am writing to you regarding my opinion that cars should be banned from the town centre, as not only are they a dangerous hazard, but they also contribute to pollution, due to fuel waste and the excessive noises they make. I am simply appalled at the number of cars in the city. It is disgusting that I cannot even go for a stroll for fear of being mowed down by one of these horrible contraptions. I shall explain my reasons within this letter.

Firstly, cars should be banned as they create dangers for people who are trying to commute with the environment in mind. I accompany my daughter to school with the walking bus because I want to do my bit for the planet, unlike some members of our society. Last Monday morning, as we were approaching the city centre, a car zoomed out of nowhere and completely disobeyed the rules of a zebra crossing. Not only are these motorists uncaring about the safety of other road users, they have the audacity to break the law. I implore you to do something and stop these criminals from putting the lives of our children at risk. It is utterly ridiculous. Over 27,000 people were seriously injured in road traffic incidents in the UK over the last year. You need to act now to prevent this number from increasing any more.

Aside from these vicious vehicles being highly dangerous, the odours that they pump out are absolutely vile. I am not asking you to move mountains for me Minister, all I want is to be able to take in the fresh air at the park. Every time I breathe in, I am greeted not by the sweet spring flowers and freshly trimmed grass, but by the foul stench of petrol from cars cannoning down

the lane. Alongside the dreadful smell, the noise is also disruptive. Who wants to be woken up at midnight by the roaring of some boy racer? In my eyes the only possible solution is to ban these monstrous things from the city centre, allowing us to live in peace at last.

I hope you take this letter into consideration. I'm doing my bit for the environment, I hope that you recognise it is your turn to do yours.

Regards,
Flora Jones

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 and rhetorical questions.
 - AO5: the answer's **tone, style and register** are accurately matched to the purpose and audience of a formal letter.
 - AO6: the student has employed **varied structural techniques** such as varied sentence structure.
 - AO6: Paragraphs are **fluently linked**, with discourse markers.
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