

# **Pearson Edexcel GCSE (9-1) English Language (1EN0/01)**

## **Paper 1: Fiction and Imaginative Writing**

### **Exemplar Scripts and Commentaries**

**November 2020 Series**





## Introduction

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- The purpose of this pack is to provide teachers and students with some examples of responses to GCSE English Language Paper 1: Fiction and Imaginative Writing (1EN0/01)
- The responses in this pack were taken from the November 2020 examination series. The question papers and mark schemes can be found on the Pearson website.
- In this pack, you will find a sample of responses; examiner commentaries and marks.
- If you have any enquiries regarding these materials or have any other questions about the course, please contact the English subject advisor team on [teachingenglish@pearson.com](mailto:teachingenglish@pearson.com)



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# S1A

## SECTION A: Reading

Read the text in the Reading Text Insert provided and answer ALL questions.

You should spend about 1 hour on this section.

Write your answers in the spaces provided.

- 1 From lines 2–4, identify a word or phrase which shows Count Dracula is older than the narrator.

"my dear young friend"

(Total for Question 1 = 1 mark)

# S1B

## SECTION A: Reading

Read the text in the Reading Text Insert provided and answer ALL questions.

You should spend about 1 hour on this section.

Write your answers in the spaces provided.

- 1 From lines 2–4, identify a word or phrase which shows Count Dracula is older than the narrator.

It is old, and has many memories and there are  
bad dreams.

(Total for Question 1 = 1 mark)

# S1C

## SECTION A: Reading

Read the text in the Reading Text Insert provided and answer ALL questions.

You should spend about 1 hour on this section.

Write your answers in the spaces provided.

- 1 From lines 2–4, identify a word or phrase which shows Count Dracula is older than the narrator.

young

(Total for Question 1 = 1 mark)

# S1D

## SECTION A: Reading

Read the text in the Reading Text Insert provided and answer ALL questions.

You should spend about 1 hour on this section.

Write your answers in the spaces provided.

- 1 From lines 2–4, identify a word or phrase which shows Count Dracula is older than the narrator.

"my dear young friend". key word is young

(Total for Question 1 = 1 mark)



# S1F

## SECTION A: Reading

Read the text in the Reading Text Insert provided and answer ALL questions.

You should spend about 1 hour on this section.

Write your answers in the spaces provided.

- 1 From lines 2-4, identify a word or phrase which shows Count Dracula is older than the narrator.

A phrase from lines 2-4 ~~the~~ which show that Count Dracula is older than the narrator would be, "Let me advise you, ~~to~~ my dear young friend". (Total for Question 1 = 1 mark)

# S1G

## SECTION A: Reading

Read the text in the Reading Text Insert provided and answer ALL questions.

You should spend about 1 hour on this section.

Write your answers in the spaces provided.

- 1 From lines 2–4, identify a word or phrase which shows Count Dracula is older than the narrator.

'let me advise you my dear old Friend'

(Total for Question 1 = 1 mark)

# S2A

2 From lines 17–20, give **two** ways in which the narrator finds the landscape attractive.

You may use your own words or quotations from the text.

1 I looked out over the beautiful expanse

2 Peace and comfort in every breath.

(Total for Question 2 = 2 marks)

# S2B

2 From lines 17–20, give **two** ways in which the narrator finds the landscape attractive.

You may use your own words or quotations from the text.

1 He looked over at a ~~horror~~<sup>lot</sup> of thing  
From side to side.

2 Nothing is blocking his vision.

(Total for Question 2 = 2 marks)

# S2C

2 From lines 17–20, give **two** ways in which the narrator finds the landscape attractive.

You may use your own words or quotations from the text.

1 "beautiful expanse"

2 "gorges"

(Total for Question 2 = 2 marks)

# S2D

2 From lines 17–20, give **two** ways in which the narrator finds the landscape attractive.

You may use your own words or quotations from the text.

1 "There was peace and comfort in every breath I drew"

Shows it is relaxing and clears the mind.

2 "The mere beauty seemed to cheer me"

Shows that it brought happiness and joy.

(Total for Question 2 = 2 marks)

# S2E

2 From lines 17–20, give **two** ways in which the narrator finds the landscape attractive.

You may use your own words or quotations from the text.

1 The writer uses a metaphor to describe the landscape.  
"It was almost as light as day."

2

(Total for Question 2 = 2 marks)

# S3A

- 3 In lines 24–38, how does the writer use language and structure to show the narrator's thoughts and feelings about the Count?

Support your views with reference to the text.

(6)

The writer use different lengths of sentence to create more effect on the reader by doing different lengths the reader will stay more focussed on carrying on reading the text. Also the writer has done different sized paragraphs which makes the reader want to carry on reading.

The writer uses different language in the text to make it more enjoyable to read, the reader has used a simile 'his cloak spreading out around him like great wings' by saying things like this makes the reader think. Another thing which has been used is punctuation, this breaks the text down and makes it easier to read. '... in the semblance of mean?' this quotation makes the reader think before getting an answer.

By using structure and language  
it shows that the writer has  
made it so they think it's a  
horrible place:)

(Total for Question 3 = 6 marks)

# S3B

3 In lines 24–38, how does the writer use language and structure to show the narrator's thoughts and feelings about the Count?

Support your views with reference to the text.

(6)

The writer uses language to show the narrator's thoughts and feelings about the Count by describing him as a creature. As he began to 'crawl down the castle wall over that dreadful abyss' implies that the way he's moving is like an insect, as 'crawl' has a sneaky effect, which is what creatures do, as they 'crawl' around. This shows that his feelings towards Count are negative. 'But my very feelings changed to repulsion & terror' shows that he is frightened of the Count, suggesting that ~~the~~ the presence of the Count makes him feel very unsafe.

The writer also uses language by using repetition to show the narrator's feelings. 'I am in fear—in awful fear'. The repeated word 'fear' has connotations of worry, scared and nervous, which is what the narrator is going through as he's being overpowered and there is nothing he can do.

Also rhetorical question used

The writer also uses structure to show thoughts and feelings about the Count by having a whole section to describe ~~what~~ his movements. As first it shows the way he approached everything, and is described moving like a lizard (simile).

There is also structure by there being a smaller paragraph at the end, finishing it with no way out, ~~showing it ends~~ in making it effective.

(Total for Question 3 = 6 marks)

# S3C

3 In lines 24–38, how does the writer use language and structure to show the narrator's thoughts and feelings about the Count?

Support your views with reference to the text.

(6)

Throughout the extract, Stoker conveys the character of the count through the perspective of the narrator.

Firstly, Stoker

Firstly, Stoker

Firstly, Stoker suggests that the narrator has conflicting feelings towards the count. This is achieved through the phrase "But my ~~feeling~~ very feelings changed to repulsion and terror." This phrase creates a shift in the tone from the beginning of the paragraph as the narrator's reaction to the count changes from admiration to fear. This implies that the count can be at first deceiving ~~and not what he~~ had initially until properly encountered.

Furthermore, throughout the extract the writer conveys how different the count is to the narrator himself, by suggesting that Dracula is more beast-like than human. This is demonstrated through the <sup>line</sup> ~~sentence~~ "Face down with his cloak spreading out like wings." Stoker The use of this simile portrays the count as immensely powerful, as he appears to have many animalistic features, which we can infer, cause the narrator to feel inferior and in terror of him.

In addition, Bram Stoker presents the narrator as being unaware of the potential dangerous potential that the count possesses; and therefore the narrator has more exaggerated thoughts about what could happen to him.

This idea is conveyed in the phrase "I am encompassed about with terrors that I dare not to think of." This <sup>suspenseful</sup> ~~is~~ final line, ending with ellipses, ~~is~~

highlights that the narrator fears what is to come after having this encounter with Dracula, this fear is ~~signified~~ further enhanced by the fact that the narrator can't even bring himself to think of the consequences.

(Total for Question 3 = 6 marks)

# S3D

P.e.T.e.r

- 3 In lines 24–38, how does the writer use language and structure to show the narrator's thoughts and feelings about the Count?

Support your views with reference to the text.

(6)

In the extract the ~~writer~~ writer has used various language and structure techniques to show their thoughts and feelings ~~and~~ about the count.

In the first paragraph the writer has used a simple sentence along with an exclamation mark. 'Be warned!' ~~The phrase 'Be warned'~~ The phrase 'Be warned' shows that the writer has just been sternly advised not to do something, however because the writer added an exclamation mark at the end of the simple sentence a bigger effect consequence ~~has~~ has been added onto the phrase.

Showing that if the writer denies the Dracula's request, then serious consequences will follow.

The writer has used a rhetorical question to show his fear. 'What manner of man is this, or what manner of

creature is it in the semblance of a man?' In this literary device it shows that the narrator is petrified of Dracula because he has just seen him fly down the castle wall using his bare hands, as if he was on a slide. The Dracula puts fear in the narrator because of his immortality, he is not used to seeing humans move ~~like~~ 'just as a lizard moves along a wall.' what he's seeing is ~~one~~ a new and strange element of human characteristics.

(Total for Question 3 = 6 marks)

# S3E

3 In lines 24–38, how does the writer use language and structure to show the narrator's thoughts and feelings about the Count?

Support your views with reference to the text.

(6)

The visual imagery, seen through the narrator's words, emphasises the "awful fear" he is in. Specifically the part of the extract he sees the man "crawl down the castle wall". The verb "crawl" has connotations of animalistic and beastly implying the non-humanistic features of the Count which is ~~growing~~ nurturing the fear within the narrator's thoughts. In addition to this, the repetition of the harsh 'c' sound emphasises the callous ~~and~~ imagery ~~created~~ created by the ~~narrator~~ narrator mirroring his state of "terror - that" he "dare not think off...". Stokers use of an ellipse ~~and~~ further ~~and~~ mirrors his constant thoughts of this supernatural sighting. He is trapped within his thoughts and questions its existence with the ~~and~~ myriad use of interrogative throughout the extract.

# S4A

4 In this extract, there is an attempt to create an atmosphere of suspense.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

In this extract, the writer used variety of words to catch us on by making fun of the count, and then ~~slowly~~ slowly using stronger words to make it more dramatic.

The writer uses ~~words~~ <sup>adjectives</sup> like 'his cloak spreading out around him like great wings.' ~~the~~ This makes the count seem big, and terrifying.

The writer has achieved the suspense by slowly and intensely describing the count ~~to~~ coming into place.

The way he described the count ~~climbing~~ ~~the~~ clumping out of the shadows, was increasing odd in-bense.

The writer wanted us to  
feel what he felt.  
He ~~felt~~ felt terrified,  
~~screamed~~. He wanted us  
to feel the suspense between  
them too. The tension was  
like two cats fighting.

# S4B

4 In this extract, there is an attempt to create an atmosphere of suspense.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer uses language and structure to create suspense and atmosphere. A quote that shows this moment is pause said: - "The writer creates pauses in the text creating suspense for the reader as we wonder what will happen next creating suspense.

The writer uses language to create suspense. A quote that shows this is "let me warn you with all seriousness." The word "warn" suggests that the castle may be dangerous creating suspense as we for the reader as we don't know what the danger is or if it is fatal it will be deadly for the narrator.

The narrator uses language to create suspense for the reader. Some quotes that show this are "ghastly", "unnatural, horrible". These words used are all associated

With the horror genre, creating suspense for the reader as we wonder if some thing bad is going to happen to ~~the~~ <sup>the</sup> narrator.

The writer uses language to create suspense for the reader. A quote that shows this is "indeed in ~~prison~~ prison". The word "prison" suggests that there is no escape and that he is trapped, creating suspense for the reader.

The writer uses language to create suspense. Some quotes that show this are "manner of creature", "Semblance of man?". The writer describes the count as a "creature" showing that the count is not human, like a monster creating suspense for the reader as we don't know what will happen to our narrator or what will happen next.

The writer uses language to create

Suspense. A quote that shows this is "terrors that I dare not think of..." The writer uses the phrase "dare not think of" this creates suspense for the reader as it shows that the narrator doesn't even want to think about things that might happen to him, making the reader wonder what will happen to him and how awful the outcome could be creating suspense for the reader.

# S4C

4 In this extract, there is an attempt to create an atmosphere of suspense.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

P  
E  
E  
E

S  
I  
T  
E

(15)

The writer successfully creates an atmosphere of suspense ~~is~~ through a theme of threat.

~~The~~ This is masterfully shown when ~~the~~ the count ~~is~~ says "there are bad dreams for those who sleep unwisely. Be warned", this ~~shows~~ effectively shows threat as the count is warning the narrator of the bad things that will happen to him if he leaves the room.

This is further ~~emphas~~ amplified through the exclamation "~~Be warned!~~" "Be warned!" <sup>showing the reader how powerful Dracula is.</sup> This also ~~implies~~ suggests to the reader that there is an ~~our~~ ongoing, awaiting threat - further ~~is~~ successfully creating suspense, as he is threatened not only by Dracula but also the 'bad dreams'.

"unwisely", ~~a~~ implies that if the ~~narrator~~ ~~was~~ count is threatening the narrator ~~and~~ with the consequences of his actions.

The writer ~~at~~ effectively creates ~~suspense~~ suspense through the narrator's idea that he is trapped. This is ~~clearly~~ <sup>wonderfully</sup> shown when ~~the~~ it says "unnatural, horrible net of gloom and mystery which seemed closing in around me"

This shows that the ~~to~~ narrator feels like he is a "prisoner". ~~The~~ "mystery" & successfully creates suspense as ~~as~~ it creates a sense of ambiguity because the narrator does not know what awaits ~~for~~ for him but he knows that there is "no escape". This creates suspense as <sup>the verb</sup> "closing" ~~is~~ implies that he feels more and more trapped, ~~and~~ not only by the ~~Dracula~~ chamber Dracula is holding him in; <sup>implying to the reader that he is</sup> but also ~~by his own thoughts~~ feeling trapped by his own thoughts as he knows there is no way of getting out. ~~This implies to~~ ~~the reader~~

The stoner masterfully ~~shows~~ creates suspense through the brief lack of it. This is shown when the setting is described as peaceful. "Beautiful expanse", bathed in soft yellow moonlight", "~~soft~~ light "in the soft light the hills became melted". - This is effective because it gives the narrator a break to calm down "there was peace and comfort with every breath I drew", ~~allowing him to not know for a second~~ and the repetition of "soft" ~~success~~ contrast the narrator's thoughts and feelings and suggest that he wants to be free. This is powerfully contrasted later on when he suddenly feels "repulsion and terror" as he sees Dracula, bringing his thoughts back to reality and hopelessness, ~~thus~~ showing the reader the "grusome" reality of the narrator's situation - <sup>once</sup> again creating suspense.

# S4D

4 In this extract, there is an attempt to create an atmosphere of suspense.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

In the extract the writer created an atmosphere of suspense he achieved this by slowly and one by one describing the court. "I did not see the face, but" as well as he uses the word but alot to give suspense for the reader to find out what's going to happen. "Be warned!" This quote will bring alot of suspension as he has just left it there the reader will want to know if the warning lead to anything further into the story extract.

In the extract there are four paragraphs which spreads out the extract which will slow it down and create more suspense. The writer uses the repetition of the word looked and after does not say what he saw he use a simile "looking out on this, I felt I was indeed in prison" he makes the reader suspense of what is actually out there. Throughout the extract there are many pause this also

gives the reader Suspense

# S4E

4 In this extract, there is an attempt to create an atmosphere of suspense.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

The atmosphere of suspense is achieved in the <sup>beyond</sup> text through the use of exclamation sentence: "Be warned!" This creates suspense as the count is giving the narrator a warning, what is it for? which creates mystery as it suggests the count could be threatening the narrator, the exclamation mark creates more suspense as it creates a moment of silence which emphasises on the suspense, the effect this has on the reader is they would ask rhetorical questions such as "why should we be warned?" and engages the reader as the suspense is increased.

The quote "I felt that I was indeed a prisoner" creates suspense the word "prisoner" suggests the narrator would be isolated and extremely restricted however this is suspenseful as the effect it has on the reader is confusion as we would wonder what the narrator would want him as a prisoner for? as well as the anticipation creating suspense of danger.

The writer changes the focus of the narrator in the quote "my eye was caught by something moving" creating emotions such as fear and confusion. The change of focus creates suspense as it is so sudden and quick. The pace begins to increase. The effect this has on the reader is they become tense as they are not fully engaged about the castle's actions creating discomfort and suspense, as the narrator itself is still in wonder. This creates suspense as the castle is isolated and no one else should be there.

⇒ The writer uses the quote "white man slowly emerge from the window". The word "slowly" creates an atmosphere of suspense as this moment is nerve-racking for the narrator and the reader. It makes the quote drag on creating more tension and suspense.

The quote "I dare not blink off...."

The writer successfully uses an ellipsis at the end. This creates an atmosphere of suspense as there are a range of emotions such as confusion and fear as well as shock and the pause from the ellipsis creates a fearful suspense from the shock, the effect this has on the reader is they feel shocked and are in suspense as to what will happen from the characters actions next.



### Question 1

S1A	The most commonly seen response which contains the key word, 'young'	1
S1B	The Candidate has focused on the word 'Old', which is incorrect	0
S1C	A minimal response 'young', which is correct	1
S1D	More than needed for the mark. A correct response.	1
S1E	The candidate has incorrectly focused on the word 'old', like S1b	0
S1F	Good script for demonstrating the danger of marking at speed! Initially, it looks like too big a selection, but it is the candidate's own words with a correct quotation.	1
S1G	This could look correct at first glance, but a careful reading shows that that the candidate has substituted 'old' in place of the correct word, 'young'. No mark.	0

### Question 2

S2A	A correct response using MS bullet points 1 and 9	2
S2B	There is no reference to attractiveness in the response. The candidate seems not to have understood the question.	0
S2C	Part 1 is correct, based on bullet point 1. A gorge' is not by definition attractive and so this part was not awarded a mark.	1
S2D	The candidate has written more than needed. Full marks based upon bullet points 9, 7 and 8.	2
S2E	No mark awarded is awarded for the naming technique of technique, metaphor. One mark awarded for BP3.	1



### Question 3

S3A	The opening paragraph contains simple generic comments with no textual references. A structural point is attempted through an awareness of punctuation. The reference is valid, but the comment gives a very generic idea of effect and does not qualify as explanation, which is Level 2 criteria. There is a reference to simile with a supporting quotation but only a basic comment is given, hence a Level 1 mark.	L 1: 2
S3B	There is an immediate focus on the question with a PEE approach making a valid language point. The final point in the paragraph has a clear and effective explanation of how writers create language effects. At the start of the next paragraph the candidate suggests a language point is to be made but there is also a structure point included and this should be noted. There is some thoughtful explanation here though the expression is somewhat awkward. A reference to rhetorical questions is made but no text reference or comment is given. Further structure points made are valid though slightly unclear. The response starts to move towards analysis but does not quite get there, hence a Level 2 mark.	L 2: 4
S3C	There is an immediate, confident focus on the question suggesting clear understanding of the text. Implicit meaning is identified as is 'a shift in the tone'. There is sensitive understanding of the use of the simile and a discriminating use of embedded textual reference with analysis, which never losing a close focus on 'thoughts and feelings' from the question. The response ends strongly with the structural analysis of ellipsis. Full marks.	L 3: 6
S3D	There is a general introduction reiterating the question. The second paragraph, although making a language point, is not admissible as it is taken from outside the line references stipulated in the question. The final paragraph includes a relevant structure point with a reference and comment. There is also a language point and textual reference, but the comment uses prior knowledge which is not based on the text and so cannot be credited.	L 1:2
S3E	The response starts confidently with an analysis of language effects. It drills down to word-level to enhance this, reading between the lines and interpreting the writer's intention. There is sophisticated analysis of the structure and how effects are developed. Although there is a reference to the use of the interrogative there is no supporting evidence. Although at first this response may appear brief there is more than enough evidence for a L3 mark. A little more on language was required for full marks.	L 3: 5



## Question 4

S4A	In the first paragraph, the candidate presents generic and highly generalised comments, such as 'slowly using stronger words' but no evidence is offered especially for the incorrect comment 'making fun of the count'. The second, third and fourth paragraphs are descriptive with limited supporting evidence. The comments made are limited to just one part of the extract – the appearance of the count through the window. The final paragraph attempts summary comments but again lacks understanding of the text. The response is descriptive and assertive and any attempt to comment is generic. References are limited. Meets all Level 1 criteria.	Level 1: 3
S4B	The response is a little formulaic in terms of paragraph openings but there is some attempt to explain language and effects (the use of pauses, words such as 'warn' and 'prison' and the semantic field of the horror genre). There is a general appreciation of how the narrator is feeling and how suspense arises from his doubts and fears. Bullets 1 and 3 in level 3 are met but it offers little 'informed judgement'. A best-fit mark places it in mid-Level 3.	Level 3: 8
S4C	The candidate begins by identifying the strong sense of threat in the extract. Evaluative adverbs ('masterfully', 'effectively') are used and it shows a detached critical overview illustrated in the phrase 'This is further amplified'. The discussion of 'trapped', and how this entrapment is both mental and physical, shows perception, as does 'it creates a sense of ambiguity'. The final discussion about how Stoker 'creates suspense through the brief lack of it' is particularly impressive and shows an understanding of the dynamic pattern of the extract. Highly developed skills of critical overview are again evident in the sentence which begins 'This is effective because...' The response is fully focused on the task and meets all the bullets in level 5. It evaluates themes and settings, shows sustained and detached judgment and there is discriminating use of reference. Deserves full marks.	Level 5: 15
S4D	The candidate tries to focus on the repetition of 'but' although support for this is lacking. The answer begins to move into Level 2, offering straight forward opinion rather than just limited assertions. There is some reference to the effect on the reader, with valid points in paragraph 1 which are valid if not always well made. The comments about the four paragraphs and repetition of the word 'looked' are valid but limited. This answer does not go beyond comment, and so is in Level 2. It is a little better than S4A and so achieves a mid-level 2 mark.	Level 2: 5
S4E	The candidate consistently focuses on the response of the reader, tracking through the extract to analyse a number of language features and their effects, analysing punctuation and word choice. The selection of references is appropriate, detailed and fully supportive. The candidate therefore meets two of the bullets in level 4 and although critical judgement is not fully developed a best fit-mark places this in Level 4.	Level 4: 11

# S5A

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question number: Question 5  Question 6

Write your answer to Section B here:

It was Friday morning, bright and early. "Today's the day" I ~~say~~ said to myself. "Today is the day I get to visit a new place with my family." Excited and interested I got up and got myself ready.

"Let's go!" I screamed at the car waiting for everyone else to get out of the house.

Once we were at this new place it was not like anything I had seen before! The village ~~town~~ we were visiting was the most beautiful place I had ever seen. ~~The sun was as bright as the~~ The new place even had a fair, I have never been to a fair before either.

Dad decided we had to explore the village before we could go to the fair. Strolling through the village we could see all the different houses

and shops. This place really was like no where I had seen before. It was amazing. There was brightly coloured flowers in every flower pot and every grassy area. As we were walking around the village we noticed a small old-fashioned shop. "Can we get ice-cream" Shouted my little sister Becky "please!" Feeling convinced that it was a good idea, Dad brought us all one. It looked like heaven and tasted so creamy.

Lunch time came around so quickly but it was finally time to go to the fair. As we were walking towards it I could feel the excitement building up inside me. It looked so fun.

Whilst walking through the fair the smell of ~~sizzit~~ sizzling sausages was all that filled the air. The lights from all the rides were as bright as the sun. The people shouting and screaming was all you could hear.

The time came where it was my turn to have a go on the ride. I have never felt so nervous but excited at the same time.

Me, my brother Luke and Dad all went on a big ride. The lights were blinding. Anxious, nervous and excited I stepped onto the ride and sat down. The ride chucked me around everywhere but it was so much fun. Excited to continue going on the rides I ran around the fair. "THIS IS THE BEST DAY OF MY LIFE" I screamed whilst queuing for another ride.

Extrodinerally, the day seemed to fly by and before I knew it it was time to go home. Driving home everyone in the car was chatting about how good their day was at the fair.

"I love going to new places" I thought to myself. Have I ever experienced a day so good? I'm not sure as it was an amazing day with ~~ex~~ amazing people and great fun.

# S5B

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question number: Question 5  Question 6

Write your answer to Section B here:

~~On~~ On June, 1<sup>st</sup> 2019, I went to ~~Spain~~ Spain, Madrid to watch the ~~Champions League~~ Champions League Final. In the Final the match was between Liverpool VS Tottenham Hotspur, the match was 7:45 PM kick off. There was a party for the fans of both teams in the day time before the match. I am a Liverpool fan so, obviously, I went to the Liverpool party. The atmosphere there was amazing. There was like 80,000 football fans all together partying in a different country. Jamie Webster was on the main stage with his guitar playing all the Liverpool songs. All of the fans was dancing and singing along. This was such a big occasion for Liverpool fans because we haven't reached a Champions League Final in over 10 years, so all the fans were just, excited to be there.

and support there were in a major cup final. It was about 5pm and all the fans started to head the stadium and some were trying to get in with fake tickets and trying to push past. The police was beating the people who tried to sneak in with police batings. We left the stadium about 30 mins before kick off to find a restaurant or bar to watch the match. We found a bar just before kick off 10 mins into the match the ball hit ~~and~~ Tottenham players, hand the referee blew for a pen and Mohamed Salah scored it to make it 1-0 and there was fans dancing on tables, screaming. After half time Divock Origi came off ~~of~~ the bench in the 80<sup>th</sup> minute to make it 2-0 and Liverpool won the 6<sup>th</sup> European cup. The whole of Madrid was covered in ~~the~~ reds.

# S5C

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question number: **Question 5**  **Question 6**

Write your answer to Section B here:

The air was pungent with the odour of exotic fruits and the overpowering stench of kanakambaram, known as the firecracker flower. These flowers were hung in ready made garlands for women to adorn their hair with. So vibrant, the orange of the flowers, like a mango split open.

These smells attract crazed bees who buzz by, criss-crossing each other's flight, ~~They brush~~ en route to suckle their blossom. They brush their hairy bodies against the blossom to sample their syrupy perfumed juices.

Various things are being displayed: spices, dried fish, meat, as well as the blood from butcher's' shops running into open drains. Dazzling customers to the core was, the sight of many colourful bazaars, raucous with the cries of vendors and the fierce bargaining of women shopping.

~~A lot~~ Many tables are placed side by side, and positioned on top are an assortment of fish in a plethora of shapes, colours and sizes.

I ~~walked~~ past the fish stall and run my fingers across the coarse skin of the fish, I feel it ripple under my soft fingertips.

Sri Lanka, this was the beautiful home to my parents, never have I seen anything more picturesque.

The soft, ocean's breeze kissed my cheek as I took a stroll along the harbour of the beach. In some distance, I could see the temple, already feeling the positive energy that were radiating from it. How could one create such a piece of an art! The ~~intricacies~~, intricate detail, small carvings and the robust srate of the temple.

~~I was told to rinse my water with water before entering the building "Kalavu,"~~ the priest of the temple was saying he wanted us to rinse our faces with the holy water to wash off any negative energy. So magical, the water felt velvety smooth, ~~I~~ so different the texture of the water.

Such a surreal experience, it really felt as if I was in another dimension, ~~or~~ was I in heaven? Marigold, white flowers were being ~~sp~~ what my hair was being bathed in. Call me Princess Jasmine.

Inside the prayer room, <sup>I</sup> all you could see was the glow and glistening of their costumes; golden light diffusing off their costumes.

"Aiya", <sup>my</sup> My mum was calling for the priest. We were going to

Sing some Mandras. These were chants only said by the women,  
about thanking the Gods' and Goddesses for giving us the Earth.

Thank you, Sri Lanka!

# S6A

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question number: Question 5  Question 6

Write your answer to Section B here:

It was August 28<sup>th</sup> results day. It felt like I had been waiting for this day forever! Me and my friends are waiting to go pick up our results... were nervous but excited. As I'm walking to go and meet them I get two emails through from the results board. One for English and one for maths; this was it. So I hesitantly click on my maths result at the time the only one I cared about passing. As I scroll down to find out my grade I get so overwhelmed I start tearing up. Oh My Gosh I passed eventually; not only did I pass I got a grade 5; Amazing. I'm so happy I didn't even think twice I ring my mum at work to tell her the amazing news. I meet up with my friends to hear my

best friend of 17 years had also passed maths and my other friend had passed english. So overall results day was good to us. So we decide to still come and pick our results up and as we come out with them our teachers were outside they were so proud and happy for us. we leave and head home to celebrate together!

# S6B

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 5 ☒ Question 6 ☒

Write your answer to Section B here:

~~Our destination <sup>was</sup> Eggstford, our method of travel.~~

Our destination - Eggstford. Our method of travel - train; long and arduous the journey was uncomfatable. As the train stayed along all I could do was ~~wish~~ wish it faster, while feeling as if ~~we~~ we weren't moving at all. However, the drive ~~braced~~ <sup>was</sup> worth it for the metallic prize that awaited.

After days of waiting - approximately one and a half hours - we arrived! We had made it. Finally! We were in a field. Oh ~~at last~~ yes, but this was not just any field. Oh no, this my friend, was an air field, standing within it was something quite ~~total~~ magnificent. His chassis ~~was~~ <sup>in</sup> deep emerald ~~with~~ <sup>with</sup> detailing as beautiful as Beethoven (the music he produced not the man him self.) As I approached, my nose was tickled with a mixture of oil and manure, a combination that you don't smell every day. ~~But~~ ~~it~~ ~~was~~ ~~there~~ after squeezing ~~my~~ ~~self~~ ~~into~~ ~~the~~ ~~cockpit~~

It was time; after gracefully forcing myself into the claustrophobic space ~~into~~ <sup>into</sup> the cockpit we made our way to the runway. ~~My~~ Time ~~stopped~~ stopped as we ~~hit~~ <sup>hit</sup> ~~the~~ ~~hull~~ ~~and~~ ~~body~~ getting further and faster, ~~the~~ ~~hull~~ ~~and~~ ~~body~~ ~~crushed~~ ~~under~~ ~~us~~ ~~until~~ ~~...~~





## Question 5

S5A	<p>The response opens with an establishing sentence which shows an awareness of audience and purpose. Ideas are clearly ordered, with effective use of paragraphs. The narrative lacks imagination in places but is always clear. A range of rhetorical devices used though these are not always sustained, placing this within Level 3 rather than Level 4. The candidate makes use of a range of techniques and there are reference to senses, sibilance, varied verb choice, short sentences for effect, simile and some simple use of speech. There is some attempt to create tone and atmosphere. The candidate makes some simple assumptions about the readers' knowledge of his family. There is evidence of a varied vocabulary. There is a deliberate and effective rhetorical question in the final paragraph and a clear expression of enjoyment. Meets the criteria for Level 3.</p>	<p><b>14+8 = 22</b></p> <p>A05: 14 L3</p> <p>A06: 8 L3</p>
S5B	<p>The opening, establishing sentence here is less controlled and effective than that in 5A. There are random commas throughout the response which are seldom used for their intended purpose. A range of sentence structures is used but these are not always secure. The writer assumes that the reader has knowledge of the identity of Jamie Webster, but this is not necessarily the case. Some effective vocabulary used such as 'occasion' and 'major' but there is also misunderstanding e.g. 'battings' for batons. Straightforward ideas expressed and ordered and there is description. The writer tries to evoke a sense of atmosphere, but there is little use of rhetorical devices, which is one of the features that keeps it in Level 2. There is some use of controlled punctuation though not consistently. This meets all the bullet points in level 2 for both A0s.</p>	<p><b>9+6 = 15</b></p> <p>A05: 9 L2</p> <p>A06: 6 L2</p>
S5C	<p>A strong and highly evocative beginning. The writer uses an extensive and imaginative vocabulary and sentence structure accurately and very effectively. As a structure we see the writer deliberately present a full range of senses, very successfully. The writer makes us of powerful imagery and uses a range of techniques including deliberate alliteration, triples and similes. There is effective use of speech. It is notable that the second half of this response shows less control and the move into narrative is less well-handled. In terms of structure the final paragraph seems sudden and has not been built up to. It may be that the candidate ran out of time. This is an example of an answer script which is stronger on A06 than A05.</p>	<p><b>19+14 = 33</b></p> <p>A05: 19 L4</p> <p>A06: 14 L5</p>



## Question 6

S6A	<p>This is a Level 2 response, shown by its straightforward tone and style and limited awareness of audience. The response focuses on the task and deliberately makes use of the wording of the question, 'amazing'. There is an attempt to engage the reader with a build-up of tension and there is a sense of the candidate's voice 'Oh My Gosh', however these are not sufficient to raise it into Level 3. The answer does not make use of paragraphs however the narrative does have a structure</p> <p>There is some accurate use of punctuation and at times the candidate does strive to create an effect through variety e.g. ellipsis, exclamation marks, however this is inconsistent. Though there are spelling errors, these do not impede clarity and some more ambitious words are spelt correctly e.g. 'overwhelmed'.</p>	<p><b>8+6 =14</b></p> <p>AO5: 8 L2</p> <p>AO6: 6 L2</p>
S6B	<p>This is an outstanding response that repays repeated reading.</p> <p>The opening is original and immediately engaging, humorously making use of the cliched 'roving reporter' tone and style of presentation. This is a deliberately controlled leading to an enigmatic and original narrative hook at the end of the first paragraph. There is a clear evidence of the writer shaping the audience response with subtlety and sophistication, such as in the creation of bathos and humour in paragraph two. Sensory imagery is interwoven throughout and with great skill. Complex ideas are expressed through a range of structural features such as carefully paired words, single word sentences, power of 3 and other techniques. The writer is skilfully able to adapt tone and style to shape the reader response, moving from jokey humour through the pace and excitement of the take-off to the reflective musing in the final paragraph. A difficult feat that is effortlessly achieved, showing a sophisticated and sustained control of technique.</p> <p>The vocabulary is extensive and ambitious throughout. Although there are rare slips in spelling, these are outweighed by the ambitious vocabulary choices, such as 'unconscionable'. A wide variety of sentence structures is used with accuracy to achieve sophisticated effects. Punctuation is creative and effective, such as that in the second sentence and is accurate throughout.</p> <p>A very powerful piece of writing that meets all of the criteria for top Level 5 marks in both AOs.</p>	<p><b>24+16=40</b></p> <p>AO5: 24 L5</p> <p>AO6: 16 L5</p>