



Pearson  
Edexcel

# GCSE (9–1) English Language

Paper 2: Non-Fiction and  
Transactional Writing (1EN0/02)

Exemplar Scripts and  
Commentaries

Summer 2022 Series





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## Introduction

- The purpose of this pack is to provide teachers and students with some examples of responses to GCSE English Language Paper 2: Non-Fiction and Transactional Writing (1EN0/02)
- The responses in this pack were taken from the Summer 2022 examination series. The question papers and mark schemes can be found on the Pearson website [here](#). *NB there was Additional Information was in place for Section B in 2022 and this information is included in this pack for reference.*
- 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 our English subject advisor on 0333 016 4120 or [teachingenglish@pearson.com](mailto:teachingenglish@pearson.com)



## Section A: Reading Exemplars

### Question 1

#### Script 1

1 From lines 1–3, identify **two** things that happen as Swan tows his sledge.

1 simple accident

2 vehicle suddenly steered around

(Total for Question 1 = 2 marks)

#### Script 2

1 From lines 1–3, identify **two** things that happen as Swan tows his sledge.

1 'Crack in the ice'

2 'heard the ligaments in my knee snap'

(Total for Question 1 = 2 marks)

#### Script 3

1 From lines 1–3, identify **two** things that happen as Swan tows his sledge.

1 The ~~main~~ sledge slipped

2 His knee ligaments snap

(Total for Question 1 = 2 marks)



## Question 2

Please note that from November 2022 onwards, the extract will be reprinted above the question.

### Script 1

2 From lines 7–11, give **two** feelings the writer has following the accident.

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

1 "I was truly frightened"

2 "a shot of adrenaline"

(Total for Question 2 = 2 marks)

### Script 2

2 From lines 7–11, give **two** feelings the writer has following the accident.

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

1 Frightened

2 pain

(Total for Question 2 = 2 marks)

### Script 3

2 From lines 7–11, give **two** feelings the writer has following the accident.

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

1 "I was truly frightened"

2 "fear"

(Total for Question 2 = 2 marks)



## Question 3

### Script 1

3 Analyse how the writer uses language and structure to interest and engage the reader.

In your answer you should write about:

- language features and techniques
- structural techniques
- the effect on the reader.

Support your views with detailed reference to the text.

(15)

The writer has used language ~~and~~ features and techniques by using quotes from the people in the text which ~~express~~<sup>tells</sup> their opinion on the situations ~~happening~~<sup>happening</sup> however the writers also uses structural techniques by telling the reader about the Environment around the characters and what they are feeling ~~getting~~<sup>getting</sup> the reader interested to read more and somewhat of a ~~idea~~ visual picture of a icy cold South pole.



## Script 2

3 Analyse how the writer uses language and structure to interest and engage the reader.

In your answer you should write about:

- language features and techniques
- structural techniques
- the effect on the reader.

Support your views with detailed reference to the text.

(15)

The writer Robert Swan and two other explorers use language such as "slewed" to use in the context of how Robert Swan had his accident.

The word "slewed" is an engaging word for such a basic meaning of "slid".

The writer uses this to make his magazine less boring.

Robert Swan uses structure to tell us that ~~it~~ even if you're in a team in the middle of nowhere it's every man for themselves because the writer was left by Gareth Wood and Roger Mear.

Robert told us he felt no emotions, that the pain and icy polar wind made him feel nothing. He was frightened but that didn't stop him from



getting in the state of fear to the point of only feeling adrenaline.

The Structure of this magazine Article is to show that no matter how close your team is the South pole is cold and everyone is on their own at some point.

Robert knew that from when he got hurt he'd be on his own. His two team mates didn't seem to care, so they carried out the mission even though Robert was hurt and Gareth had blisters that wouldn't heal. Roger was the only man left.



### Script 3

3 Analyse how the writer uses language and structure to interest and engage the reader.

In your answer you should write about:

- language features and techniques
- structural techniques
- the effect on the reader.

Support your views with detailed reference to the text.

(15)

The ~~the~~ writer effectively engages the reader at the opening of the extract through the use of colloquial language "This time you've had it"; the writer chose to write in this tone to enable the reader to ~~feel~~ sympathize with the text, thus encouraging them to want to read more. This concept of sympathy is further illustrated through the use of similes "like a pack of wolves" this positions the reader to imagine the ~~power~~ severity of the pain hence creating ~~interest~~ concern and interesting the reader. Engaging the reader, ~~a~~ using similes and colloquial language to create sympathy is effective with a younger audience, however adults may have preferred a more formal realistic approach to believe the experiences more accurately.



Towards the end of the extract the writer most effectively engages the reader through hyperbolic speech "but we can't slow up at this point..."; this speech is further hyperbolised with the elipsis at the end; this cut-throat would position the reader to be curious of what may happen next therefore engaging them. This works in tandem with the increased paragraph length and varied sentence structure, the writer chose to vary the structure to hyperbolise the action happening in the text, which conveys an image of tension which powerfully interests the reader as they are eager to read more.



## Script 4

3 Analyse how the writer uses language and structure to interest and engage the reader.

In your answer you should write about:

- language features and techniques
- structural techniques
- the effect on the reader.

Support your views with detailed reference to the text.

(15)

The writer uses language to interest and engage the reader. The writer describes 'that the pain and icy polar wind closed in on me like a pack of wolves around an injured animal. The use of the personification suggests that the wind had intent to harm the explorers. <sup>This makes</sup> ~~By giving~~ for the reader have feelings of sorrow for the explorers as they don't have a chance against the wind. The use of the simile 'like a pack of wolves around an injured animal' implies the villainous nature of the wind and ~~also~~ further heightens the hopelessness of the explorers. The writer uses a semantic field of pain and ~~hopelessness~~ <sup>interest and engage the reader and</sup> to <sup>show</sup> how the explorers weren't all going to make it out alive. He explores 'the pain' and how they were 'truly frightened' and felt emotions of 'fear' the pain then goes on to be 'searing' and finally they have 'hopeless' feelings and they were 'suffering'. This ~~text~~ conveys how the explorers knew that they were in a hopeless situation but could do very little about it thus causing feelings of



'fear'. The adjective 'searing' heightens the extent to which the pain he felt. It starts off as only 'pain' and increases to 'searing pain'. This put feelings of sympathy in the reader as the explorer is having to push through even though they are basically arite. Finally the writer uses language to interest and engage the reader through the use of a metaphor. The writer describes their injuries as a 'constant reminder of the narrow line we walked between success and death'. The use of the metaphor allows the reader to experience the feelings of the explorer. The adjective 'narrow' shows to the reader how close the explorers were to death, filling the reader with emotions of sadness but also joy as they were able to survive.

The writer uses structure to interest and engage the reader. The writer says that 'Even though if they noticed me, there was was little they could do: although we were a close-knit team'. The use of the colon conveys that the writer wanted to add that his team were close and really good friends and that he wouldn't feel any resent towards them if they decided to leave him behind. This makes the reader feel sad for the explorer but also proud for him because he's thinking logically in a hopeless situation. The writer further interests and



engages the reader by using emphatic positioning when he describes that 'somehow that day - Sunday, December 15, 1985 - I managed to keep moving. The use of <sup>the</sup> emphatic positioning shows of 'December 15, 1985' shows that the memory is strong to the writer and it will be a day that they'll never forget. This interests and engages the reader as it makes the reader feel the pain that they went through even more <sup>of the date</sup> if ~~it~~ was able to be remembered vividly. The writer finally uses <sup>Structure</sup> language to interest and engage the reader with ellipses as <sup>they</sup> 'mean to see the game through with proper spirit, but it's tough work...'. The use of the ellipses indicates to the reader the pain the ~~poor~~ explorer felt as he had to pause after his sentence, making the reader further sympathise for them.



## Script 5

3 Analyse how the writer uses language and structure to interest and engage the reader.

In your answer you should write about:

- language features and techniques
- structural techniques
- the effect on the reader.

Support your views with detailed reference to the text.

(15)

At the beginning of the extract, the writer uses a ~~short sentence~~ ~~to introduce the~~ range of sentence lengths to introduce the circumstance. The short sentence 'It was a simple accident, but a costly one' immediately captivates the reader, creating a sense of urgency and ambiguity, as well as setting the pace of the action. ~~The writer couples this with the adverb 'suddenly'~~ The adverb 'suddenly' reinforcing the unexpected and hasty accident that would eventually 'cost' them ~~the~~ a smooth-sailing journey. The writer ~~couples~~ contrasts the fast-paced action with the slowly intensifying 'searing pain' the narrator experiences, exasperating the urgency of their expedition as well as the immense pain he ~~experiences~~ <sup>suffers</sup>. The simile 'pain and an icy polar wind closed in on me like a pack of wolves around an injured animal' exposes the narrator's fragility as he's left to the mercy of the brutal 'icy--wind' and the undeniable pain leaving him 'motionless', ~~signifying to~~ alerting the reader to his detrimental circumstance and emotionally ~~captivating~~ <sup>captivating</sup> them as 'it was every man for himself'.



In the middle of the extract, the writer ~~continually~~ portrays ~~the~~ continually unveils the severity of their situation as they were all far from help. He shifts the helpless tone by creating a sense of hope as Swan 'managed to keep moving and [catch] up with [his] partners', temporarily relieving the reader from their death-bound situation. The writer elongates the sentence lengths, mirroring the sheer length of their expedition that was left to ~~def~~ conquer ~~aswell~~ as they 'had passed the point of no return'. He contrasts the long sentence pattern with the simple definitive sentence, 'I must somehow make it on my own' creating a sense of determination, ~~aswell~~ as lifting the reader's morale. The absence of support from his partners coupled with Swan's determination creates a sense of ambiguity, the certainty of their success remaining obscured, ~~keeping the reader engaged~~ hooking the reader in.

By the end of the extract, the writer creates two opposing tones, one of hope and one of devastation. Upon the reader's knowledge that their previous successor's expedition had inevitably ended in death, ~~of~~ Swan's situation continually keeps the reader on edge. The writer reinforces this by ~~juxtaposing~~ through the semantic field of opposition ('brave', 'despairing', 'serious', ~~hopeless~~) 'spirit', 'hopeless') grasping the reader on to the reality and likelihood of their ~~stret~~ death threatening expedition, but their



unshakeable and uncompromisable need to continually hold on to hope, 'constantly remind[ing]' themselves and the reader 'of the narrow line [they] walked between success and disaster.



## Question 4

### Script 1

4 From lines 1–5, identify **one** detail about the ladders.

~~The ladders of Everest are almost~~  
~~as famous as the mountain itself~~ aluminum

(Total for Question 4 = 1 mark)

### Script 2

4 From lines 1–5, identify **one** detail about the ladders.

The ladders of Everest are almost as famous as the mountain  
itself.

(Total for Question 4 = 1 mark)

### Script 3

4 From lines 1–5, identify **one** detail about the ladders.

They are "easily adjustable"

(Total for Question 4 = 1 mark)



## Question 5

Please note that from November 2022 onwards, the extract will be reprinted above the question.

### Script 1

5 From lines 7–8, identify **one** action completed by the sherpas.

The ladders are put in place by an expert team of sherpas.

(Total for Question 5 = 1 mark)

### Script 2

5 From lines 7–8, identify **one** action completed by the sherpas.

The ladders are put in place by an expert team of sherpas called the ice fall ice fall. Adding new ladders and rope. Do not show the route diary

(Total for Question 5 = 1 mark)

### Script 3

5 From lines 7–8, identify **one** action completed by the sherpas.

"Adding new ladders"

(Total for Question 5 = 1 mark)



## Question 6

### Script 1

6 In this extract, the writer attempts to create a feeling of tension.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer attempts to ~~no~~ create a feeling of tension ~~successfully~~ successfully by describing what could happen if you fell down ~~the~~ Mount Everest. ~~in~~ stop us from ~~disa~~ disappearing into ~~certain death~~ the depths of the crevasse and certain death' this creates tension as the writer tells us that if you fell down it is guaranteed that you will probably die.

Another way the writer successfully builds up tension is by using a rhetorical question 'Have you ever tried walking across a horizontal ladder?' this rhetorical question builds up tension because it makes the reader question himself if they ~~could~~ could do what the character is doing in the text.



Another way the writer builds up tension is by describing the dangers of climbing a horizontal ladder. ... but try doing it wearing clunky boots with crampons in the dark this builds up tension because the writer describes how dangerous it is to walk across a horizontal ladder. The writer also says 'across a seemingly bottomless drop, in thin, oxygen-deprived air.' he uses commas in this sentence to add in an extra bit of information to describe the air and how tough it is to work in air like that.



## Script 2

6 In this extract, the writer attempts to create a feeling of tension.

Evaluate how successfully this is achieved. <sup>Structure</sup>

Support your views with detailed reference to the text.

(15)

The writer successfully achieved to create the feeling of tension through the use of a simile in the first paragraph. The writer purposefully ~~structures~~ <sup>structures</sup> it that way to create tension for the whole text and prepares us for the dire situations about to occur.

'The ice fall like lightning bolts', this textual evidence ~~engages~~ <sup>engages</sup> that factors in the weather, onomatopoeia, to create precipitation as if being attacked by lightning is fatal so it also brings about a semantic field of death which is also frightening so there is a sense of fear causing tension to increase. 'Ice like veins', this ~~and~~ portrays the weather as extremely cold and comparing the ice to veins indicates that the ice has become a part of them.

The writer effectively achieved tension through the use of a rhetorical question.

'Have you ever tried walking across a horizontal ladder?' This engages the reader, causing them ~~to~~ to have an increase in



FOCUS, which therefore, leads to a foreboding situation lurking ahead as the writer purposefully engages the reader's mind through the question.

The writer cleverly inserts short sentences to create a sense of trepidation. 'I wouldn't budge' and 'I felt dizzy' are perfect textual evidence to amplify this point. These short sentences occur to describe how the writer felt in a dangerous situation. This is purposefully done as we are metaphorically climbing a ladder of disasters, which is also ironic as this text is about the ladders of Everest. Therefore successfully creates tension as it makes the reader want to read more.



### Script 3

6 In this extract, the writer attempts to create a feeling of tension.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

One way in which the writer creates tension is by her use of <sup>particularly</sup> similes in the first paragraph in particular. The writer uses similes to portray a high sense of danger to the reader - to instill fear and subsequently create tension. One way in which this is achieved is through the quote "... the crevasses ~~which~~ that cut across the icefall like lightning bolts". The simile ~~symbolising~~ lightning brings a new sense of danger to the reader. The familiarity of the fear associated to lightning <sup>successfully</sup> makes a more relatable awareness to the danger in ~~this~~ the writer's description ~~and~~ <sup>powerfully</sup> this creates tension by using familiar fear to ~~so~~ create fear in this situation the writer describes. Another way in which ~~they~~ the writer <sup>effectively</sup> uses simile to create tension is in the quotes "spread across ~~the~~ the ice like icy veins" and "locked my foot into the ladder like a Lego brick." The use of almost personification in "like icy veins" makes the setting appear more animistic and like a live adversary to fight the writer. Plus, "locked my foot... like a Lego brick" <sup>compellingly</sup> gives the reader an idea of the fear in which the writer is feeling, as it being "locked in" by fear and once again uses a familiar feeling to associate it to so that the audience gains tension through a familiar feeling being used to describe fear.



Another way the writer <sup>successfully</sup> creates tension is by their use of basic / simple sentences particularly seen in ~~the~~ lines 32-37. The writer uses the simple sentences to deliver quick short emotions and descriptions to the reader to make it seem sudden and providing minimal information to provoke the reader to try and predict. This ~~is still~~ ~~is~~ powerfully creates tension. For example "I couldn't lift it from the ladder", "I felt dizzy" and "I kept the hand rung". The sudden delivery of problems in the first two quotes ~~is~~ effectively provoke tension as they show no particular reasoning or attempt to combat the issue - only giving the reader snapshots which add to the complete danger they are in and this powerfully creates tension. Additionally each of the simple sentences is enough to give the reader the sense of falling. They are made aware of their surroundings and know the risk of fall. And phrases such as "couldn't lift it", "dizzy" and "I kept..." each gives means for the reader to risk injury and grips the reader successfully by introducing these sudden adversities which could have major consequences.



## Script 4

6 In this extract, the writer attempts to create a feeling of tension.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

In this extract a feeling of tension is successfully created. The writer begins to describe the crevasses as "like lightning bolts". This comparison highlights to the reader how violent and dangerous the crevasses are. The writer takes a well known danger and relates it to that in the story allowing for the reader to gain an appreciation for the danger building tension. The writer aims to shock the reader with the "hundreds of feet deep and 20 feet wide" crevasses. This successfully builds tension as the audience is able to mentally imagine the crevasses and so understand the danger. The writer aims to place the reader in their shoes in order for the tasks that need to happen to seem more impossible and dangerous.

Contrasting vocabulary "open and close, widen and narrow" is used to illustrate the uncertainty of the crossing. The writer shows how anything <sup>can</sup> happen. For the reader this uncertainty leaves a feeling of helplessness. They are unable to fully know what is happening and so are worried for the writer.



In order to further immerse the reader in the text the narrator directly addresses the audience "Have you ever tried walking on a horizontal ladder?" Rhetorical Questions direct the reader's attention back to themselves and their own emotions. It allows the reader to stop and think about the events of the story allowing for the reality of the writer's situation to sink in. The reader is left to wait for the crossing a bit longer due to the disrupt of flow heightening tension.

Long sentences are initially used to tell the crossing as the reader reads the narrative. This leaves the reader in suspense. Long sentences take more time to read and draw out the action. In implementing them the writer slows down the story and adds anticipation. Long sentences make the reader read the whole way to find the answer further deepening them in the story allowing for the tension of the moment to be clearly felt.

In the final lines of the text humor is used to release tension. "It was surprisingly uplifting for Sam." The writer included humor to provide the reader with relief and understanding of the tension felt. The reader feels the huge release of tension and is able to understand



how scared the narrator must have been. The humor  
allows for the narrator to express the relief they felt  
after the tension continuing through the book. This  
release only shows the reader the danger of the  
situation and ensure greater tension is built next time.



## Questions 7a and 7b

### Script 1

Question 7 is about Text 1 and Text 2. Answer both parts of the question.  
Refer to both texts in your answers.

Write your answer in the space provided.

- 7 (a) The two texts show events that can happen to explorers.

What similarities do the explorers, Robert and Ben, share in these extracts?

Use evidence from **both** texts to support your answer.

(6)

To start of in Text 1 was about a group of explorers set out to explore the South pole but everything when wrong.

In Text 2 this was about a English broadcaster, writer and explorer Ben Sibley is describing part of his diaries up Everest the highest mountain in the world.

What this both text has in common is the fact that it is both set in a cold environment and surrounded by danger such as the cold and the fear of death. One that they also chosen to be there maybe not in the position they're in right now but they did in the end and survived the journey.



(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about danger.

You should write about:

- the ideas and perspectives
- how they are presented
- how they are similar/different.

Support your answer with detailed references to the texts.

(14)

The differences between these two text one that number one in text 1 their chances of ~~being~~ surviving is lower than in text 2 since it seen to have every tool and help hand to make the journey "Two guide ropes, onto which we called dip safety lines"

Another big difference is that Text 1 ~~would~~ didn't have any outside help since the radio was ~~broken~~ "broken" and that "every man for himself" now in text 2 is there was only kind of sign at injuries there would for sure to be a group of ~~about~~ ~~crisis~~ team come and help.

As I said, injuries Text 1 seen to be going through hell as they are "Suffering terribly from a foot blister."



## Script 2

7 (a) The two texts show events that can happen to explorers.

What similarities do the explorers, Robert and Ben, share in these extracts?

Use evidence from **both** texts to support your answer.

(6)

In Both texts, there are many dangers highlighted and both talk about the seriousness of these dangers. In the first extract, Robert Swan actually got injured during his expeditions as the sledge "skewed" and "wedged his" foot in a crack in the ice" which led him to feel "searing pain" and therefore highlight the danger in his activity. In the second extract, Ben is on a ladder above a deep crevasse and gets his foot stuck on a rope from the ladder. He manages to get off the rope and finishes crossing the ladder. In both extracts, there were dangers that would have scared the average person to anything like ~~that~~ these expeditions.



(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about danger.

You should write about:

- the ideas and perspectives
- how they are presented
- how they are similar/different.

Support your answer with detailed references to the texts.

(14)

In text 1, the idea of danger is presented with an injury during an expedition. While in text 2, the idea of danger is presented with a near-death experience not involving any injuries. During his expedition in text 1, Robert Swan has his foot wedged into a crack and "heards the ligaments" of his "knee snap" which creates a really dangerous experience where he was in the South Pole. However in text 2, no injury occurred with Ben although he had a very bad experience while getting stuck on a ladder. One false move and Ben could've fallen into the crevasse. Therefore both texts present ideas and perspectives of danger in a somewhat similar way.



### Script 3

7 (a) The two texts show events that can happen to explorers.

What similarities do the explorers, Robert and Ben, share in these extracts?

Use evidence from **both** texts to support your answer.

(6)

Text 1 explains an accident with Swan's foot as a vehicle slid around, wedging his "foot in a crack in the ice." ~~###~~ A similar experience is reflected in text 2 where Ben feels as though his "left foot wouldn't budge." Both texts reflect incidents regarding their feet where one is stuck and the other feels as though they are stuck.

~~Both~~ Both texts used similes to express exaggeration. Text 1 described the wind ~~st~~ closing in "like a pack of wolves around an injured animal." The second text described the ice gaps to have been "spread across the ice like veins." Both of these are examples of similes where they compare their situations to something else.

The texts display elements of perseverance. The first text explains that he must "simply plod ahead and not lose spirit." ~~Similary~~ Similarly, the second text says that Ben "needed to see what had happened." These sentences of hope displayed perseverance between both explorers.



(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about danger.

You should write about:

- the ideas and perspectives
- how they are presented
- how they are similar/different.

Support your answer with detailed references to the texts.

(14)

~~Text 1 presents the idea of danger as~~

The writer of text 1 attempts to brush past potential risks and instead mainly focus on battling through the danger. They try to display areas of perseverance in "I managed to keep moving," as well as "we can't slow up at this point." This contrasts text 2 as the writer established the idea of danger within the first paragraph by talking about the "huge gaps," and "crevasses." The writer also talks about his own perspective of the danger in front of them as he often mentions death and the small chances of survival. The writer presents danger to be important as it is quickly introduced and established in text 2. In text 1, the writer suggests that the danger isn't the most important element as reaching success through perseverance is seemed as more significant.

Both writers use similes to exaggerate the danger that is in front of them in order to engage and interest the reader. Text 1 mentioned the cold wind as cloing in "like a pack of wolves." Similarly text 2 talks about the gaps spreading "across the ice like veins." This suggests that the



danger in both scenarios aren't too scary. The use of similes is to make the situation seem more dangerous to the reader and present the danger as worse than it really seems. The ~~writers~~ writers used the similes to present their situations as stress-invoking a extremely dangerous.

The writers establish the seriousness of the danger at the end of the texts. In text 1, Swan described ~~the~~ his situation as "serious but far from hopeless," and this is also seen ~~in~~ in Text 2 as Ben wishes to "kiss the ground," out of excitement for surviving across the crevasse. Text 1's ~~danger~~ danger is presented as serious as it ~~needs to be~~ there are elements of hope to ~~drive~~ drive the narrator's perseverance. Text 2's danger is presented as serious as the excitement overcomes Ben as he wishes to kiss ~~the~~ the ground as he survived.



## Script 4

7 (a) The two texts show events that can happen to explorers.

What similarities do the explorers, Robert and Ben, share in these extracts?

Use evidence from **both** texts to support your answer.

(6)

Both ~~text~~ explorers experience feeling anxious. This is shown in Text 1 with Robert feeling "sleepless." ~~of~~ Similarly, in Text 2 Ben's "heart racing" and feeling "dizzy".

Both text share the theme of ~~danger~~ <sup>a dangerous environment</sup>. This is shown in Text 1 with their being an "icy polar wind." Similarly, in Text 2 with the "crevasses" that "can be hundreds of feet ~~deep~~ deep and 20 feet wide".

Both Texts share the idea of how things could possibly go wrong. Text 1 said how <sup>previously</sup> Scott wrote in his diary of "his two remaining companions died of exposure and starvation." Similarly Text 2 said how "disappearing into the depths of the crevasse" would mean "certain death".



(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about danger.

You should write about:

- the ideas and perspectives
- how they are presented
- how they are similar/different.

Support your answer with detailed references to the texts.

- T1 thrives, T2 doesn't.

(14)

Both Text 1 and Text 2 present ideas and perspectives about danger. However Text 1 sees danger as a thrilling experience and being "like a shot of adrenaline" suggesting Swan sees danger as a thrilling and adventurous experience. Furthermore, Text 1 Swan "forced" himself "to stand" and "keep moving" signifying how he doesn't see danger as a barrier but as a sign of motivation. However Text 2 interprets danger as a negative experience and one to hold you back. This is shown as Ben "feeling dizzy" and not being able to "look down" demonstrating he sees danger as a negative experience that makes him anxious. This idea is emphasized highlighted through Ben's "heart racing" and having "a bead of sweat"



on his "brow". therefore, both texts express the idea of danger. However, Text 1 interprets it as thrilling and motivating and Text 2 sees danger as a barrier and negative experience

Both texts express the idea of how dangerous the environment is how things could easily go wrong. This is shown in Text 1 which describes there being a "polar icy wind" and how they had "passed the point of no return". Additionally, Text 1 expresses the idea of a "simple accident being a costly one" and how Robert must now "make it on (my) own" similarly. Text 2 expressed the danger of the situation as there are "crevasses that cut across the icefall like lightning bolts" and how falling would result in "certain death". Furthermore, Text 1 says how the "ladders began to bow and wobble" and Ben risked "falling off balance and plunging into the



abundant". Therefore both texts show how dangerous these situations are and how things can easily go wrong.

Text 1 shows determination throughout the extract and no sign of giving up whereas Text 2 shows signs of struggling. This is shown as in Text 1 Robert says how he "must simply plod ahead and not lose spirit" and how the "injured didn't immobilise us" signifying that he won't give up and "managed to keep moving". However, Text 2 expressed the idea of panicking under pressure and giving up. This is shown through Ben "feeling dizzy" and not being able to "look down". Furthermore, Ben expressed how he "used to make (him) shiver thinking" about their being no chance of rescue therefore showing doubt in his mind. Therefore, Text 1 shows (expressed) the idea of never stopping and persevering whereas Text 2 expressed ideas of doubt and concern about the journey.



## Script 5

7 (a) The two texts show events that can happen to explorers.

What similarities do the explorers, Robert and Ben, share in these extracts?

Use evidence from **both** texts to support your answer.

(6)

Both texts mention the idea of an adventure and a journey.

In Text 1, the author and his 'partner' are on an expedition to the South Pole in the footsteps of Robert Falcon Scott. In Text 2, the text ~~implies~~ <sup>implies</sup> that they are

climbing Everest and are attempting to 'span the crevasses' to get to the top.

Both texts mention the idea of death. In Text 1 it refers to 'Scott's brave and despairing words... before he and his two remaining companions died'. In Text 2,

it similarly mentions 'certain' and 'instant death' that could occur.

Both texts mention specialist equipment that they have brought with them for the journey. Text 1 mentions the narrator's 'sledge' and 'sleeping bags'. Text 2 ~~mentions~~ <sup>mentions</sup> the 'clunky boots with crampons' that the writer is wearing.



(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about danger.

You should write about:

- the ideas and perspectives
- how they are presented
- how they are similar/different.

Support your answer with detailed references to the texts.

(14)

Both texts present the idea of 'death' being a consequence of the danger that they are in. Text 1 states how the writer's injury was 'a costly one' and that morale was 'grim' on thought of the consequences. He also mentions the previous explorers who had 'died of exposure and starvation' before them. Thus, the writer of Text 1 is using previous expeditions as a comparison to the current one and is highlighting they 'like Scott 74 years before' were in a similar dangerous situation. However, in Text 2, rather than using an example of danger that had occurred, hypothetical ~~it~~ instead. Phrases with modal verbs such as it 'would' be 'instant death' or how the 'safety lines would stop [them] from disappearing'. Thus, in Text 2, the author has explained multiple different consequences that could occur due to the danger they were in. Thus both texts present the idea of 'death' due to the dangerous situations they are in. ~~While~~ <sup>While</sup> Text 1 refers to a previous incident and the chances of it repeated, Text 2 writes through the



perspective of what 'would' happen if something were to go wrong.

Both texts mention the idea of overcoming the danger that is presented to them. In Text 1, the idea of 'fear' acting like a 'shot of adrenaline' and helped push him forward implies that he 'forced' himself to stand because of the danger. However, in Text 2, ~~the~~ the writer presents the idea of completing the challenge in spite of the danger and that fear hinders him as he felt 'dizzy' but instead the urge to go forward pushed him 'across the rest of the ladder'. Thus in Text 2, the idea of danger is one that is everpresent and that the fear must be ignored however Text 1 presents the idea of utilizing the fear and the danger to push oneself forward.

~~After~~ Both texts end on a positive, hopeful tone, that implies the idea of overcoming or having overcome a challenge. In Text 1, the idea of needing to 'not lose spirit' is foregrounded and in this context implies the need for hope and that positivity and a lack of fear will allow them to continue and face the danger. However, in Text 2, the author highlights the 'buzz of endorphins and euphoria' that filled them and how 'uplifting it was'. Thus, in Text 2, the author presents a <sup>greatly</sup> largely positive consequence and feeling that follows



overcoming danger through the use of direct description  
of his feelings. Text 1 was more abstract in regards  
to direct feelings and only implied a need for hope  
and 'spirit'. Thus, Text 2 finishes positively and  
presents the idea of ~~the~~ <sup>the</sup> 'euphoria' achieved by  
overcoming danger whereas Text 1 is more solemn  
and hopeful as it views danger as an ongoing,  
continuous threat rather than a quick  
challenge to complete.



## Section A: Reading Examiner Commentaries

### Question 1

	<b>Examiner Commentary and mark</b>
<b>Script 1</b>	2 valid points.  <b>2 marks</b>
<b>Script 2</b>	1 valid point for 'heard the ligaments in my knee snap'. The question asks for things that happen as Swan tows his sledge, and the text says he wedges his foot in a 'crack in the ice', which suggests it is already there.  <b>1 mark</b>
<b>Script 3</b>	2 valid points. 'Sledge slipped' is valid interpretation.  <b>2 marks</b>

### Question 2

	<b>Examiner Commentary and mark</b>
<b>Script 1</b>	2 valid points – 'shot of adrenaline' is a reasonable interpretation.  <b>2 marks</b>
<b>Script 2</b>	2 valid points – nice and brief.  <b>2 marks</b>
<b>Script 3</b>	1 mark as these are two ways of saying the same thing.  <b>1 mark</b>



### Question 3

	<b>Examiner Commentary and mark</b>
<b>Script 1</b>	<p>This is a basic response. It describes the text a little, in that there is reference to the environment of the 'icy cold South pole', however, until the final line this could be any text as is it not specific enough to this one.</p> <p>There is limited comment on language, using 'quotes', but the reference to structure is not structural, it is content.</p> <p>It meets bullet point 1 in Level 1, and part of bullet point 2 where 'quotes' are identified, so 2 marks is the 'best-fit' here.</p> <p><b>Level 1 – 2 marks</b></p>
<b>Script 2</b>	<p>This answer meets all of the Level 1 criteria.</p> <p>There is identification of both language and structure, although the structural point in paragraph 2 has no supporting evidence and the structural point on page 2 is mostly a repetition of the same point.</p> <p>The use of references is fairly limited, although there is a comment on language with a valid reference in the first paragraph.</p> <p>Throughout the response, the candidate does comment on the events in the text and their effects on the reader.</p> <p>There is just enough here to lift it to the bottom of Level 2 with a mark of 4.</p> <p><b>Level 2 – 4 marks</b></p>
<b>Script 3</b>	<p>The response identifies colloquial language (linked to the opening, so there is already some focus on the structure as well as the language), with a supporting quotation and some comment on the effect of this on the reader: 'to enable the reader to sympathise with the text...'. Whilst a little generic in explanation, there is some comment/explanation here.</p> <p>The second point, which picks out the simile 'like a pack of wolves' has more developed explanation of the effect: 'this positions the reader to imagine the severity of the pain hence creating concern and interesting the reader.' The point that follows is a little general and unclear.</p> <p>A further structural point is made, but this is general: 'towards the end of the extract' although the 'hyperbolised speech' point is unclear and unconvincing. Structural features are selected with an ellipsis, paragraph and sentence length mentioned and some general reference is made to impact on the reader. This lacks clarity and more explanation is needed about how this 'conjures an image of tension'. This lack of</p>



	<p>clarity keeps the mark in the middle of Level 3. It is not always fully clear how the references link to the point being made.</p> <p><b>Level 3 – 8 marks</b></p>
<b>Script 4</b>	<p>The candidate has organised the response to deal with language in the first paragraph and structure in the second.</p> <p>With regard to language, the candidate picks out ‘the pain and an icy polar wind closed in on me like a pack of wolves around an injured animal’, selecting the use of personification and simile. The candidate says something about the effects of this wind on the explorers and the feeling of ‘sorrow’ elicited in the reader. There is also a consideration of ‘the semantic field of pain and hopelessness’ and the move from ‘pain’ to ‘searing pain’ before an exploration of the metaphor at the end of the text.</p> <p>On structure, the consideration of the effect of the use of a colon is valid and the point about ‘emphatic positioning’ shows some insight, but the discussion of ellipsis (in Scott’s Diary) is unconvincing.</p> <p>The candidate is successfully probing and exploring throughout, attempting to explore effects. However, the points do not constitute analysis and the selection of references, although appropriate, is not discriminating. This workmanlike response merits a mark at the top of Level 4.</p> <p><b>Level 4 – 12 marks</b></p>
<b>Script 5</b>	<p>There is an assured and focused start to this response as the candidate analyses with precision how a short sentence ‘immediately captivates the reader, creating a sense of urgency and ambiguity’.</p> <p>They move on to consider the effect of an adverb and make an astute point about how the ‘fast-paced action’ is contrasted with the ‘slowly intensifying’ pain of the narrator. There is a slight slip in vocabulary choice when the candidate refers to ‘exasperating’ rather than ‘exacerbating’, but the quality of the response is excellent throughout.</p> <p>Further analysis of language and structure includes the effect of a simile (‘exposes the writer’s fragility’), long sentences (‘mirroring the length of their expedition’) and the differing tones (‘one of hope and one of devastation’). There is a discriminating use of references as the candidate selects evidence to support a point on ‘the semantic field of opposition’. This perceptive and developed response with its strong and convincing points about reader engagement meets all level 5 criteria.</p> <p><b>Level 5 – 15 marks</b></p>



## Question 4

	<b>Examiner Commentary and mark</b>
<b>Script 1</b>	No mark as this is not in the given lines (it is line 9)  <b>0 marks</b>
<b>Script 2</b>	1 valid point.  <b>1 mark</b>
<b>Script 3</b>	1 valid point.  <b>1 mark</b>

## Question 5

	<b>Examiner Commentary and mark</b>
<b>Script 1</b>	1 valid point.  <b>1 mark</b>
<b>Script 2</b>	No mark as all of the text, except for the final 3 words, is copied out.  <b>0 marks</b>
<b>Script 3</b>	1 valid point.  <b>1 mark</b>



## Question 6

	<b>Examiner Commentary and mark</b>
<b>Script 1</b>	<p>This response offers an opinion at the outset, ‘successfully’, but the evidence and point linked to this does no more than comment, as it says tension is created by having ‘certain death’ in the text which suggests death. It is an obvious point, but is relevant to the idea of tension.</p> <p>The straightforward opinion continues in paragraph 2 with ‘successfully’, and the comment here is more clearly linked to the question and the focus of evaluation, ‘makes the reader question himself if they could do what the character is doing in the text’. This is bordering on explanation.</p> <p>On the second page the response loses focus a little on evaluation and becomes more ‘how’ than ‘how well’ – describing the dangers, adding in extra information. This is comment, lacking in evaluation.</p> <p>This response meets Level 2 fully. There is comment on ideas, some straightforward opinion and valid references (these do not develop the response).</p> <p><b>Level 2 – 6 marks</b></p>
<b>Script 2</b>	<p>The first paragraph offers explanation of events (‘dire situations’), themes (‘death’, ‘sense of fear’) and implied setting (‘the weather extremely cold’). Appropriate references ‘the icefall like lightning bolt’, ‘ice like veins’ are relevant to the judgement: that the writer successfully achieved the feeling of tension.</p> <p>The second paragraph explains the effect the use of a rhetorical question on the reader. The reference is appropriate and relevant, ‘have you ever tried...’ and the explanation results in a judgement.</p> <p>The final paragraph explains how well the setting, ‘the ladders of Everest’ and how the event/dangerous situation is made tense through the use of short sentences. Again, the references are relevant. Judgement is informed by relevant examples and explanation.</p> <p>The response is immediately focused on the question - a feeling of tension, how successfully - and does so in all three paragraphs. The response explains events / themes / setting and selects appropriate and relevant references to arrive to the informed judgement on how well the tension in the text is created. Points are not fully developed, so a mark in the middle of Level 3 is fair.</p> <p><b>Level 3 – 8 marks</b></p>
<b>Script 3</b>	<p>The response opens with an immediate reference to how tension is created through the use of similes, then proceeds to suggest how well</p>



	<p>this is done by identifying a ‘high sense of danger’ and ‘fear’. A comparison of the danger of the crevasses to ‘lightning bolts’ successfully conveys tension by using a more familiar fear the reader would be aware of, while ‘locked my foot in the ladder like a lego brick’ uses a similar technique.</p> <p>There is a sense of critical judgement through an analysis of the effect of ‘icy veins’, considered to work well by creating the threat of a ‘live adversary’. The use of simple sentences is developed quite effectively, through delivering ‘quick short emotions’ and encouraging predictions of outcome from the reader. Other examples, such as ‘I felt dizzy’ and ‘I leapt the final rung’ successfully developed tension through the sense of falling and associated risks.</p> <p>The response shows analysis of language and structure, with embedded, succinct quotations that fully support the points being made. However, there is no sense of a detached critical overview that would be required to move into Level 5.</p> <p><b>Level 4 – 12 marks</b></p>
<b>Script 4</b>	<p>This is a very thoughtful response which maintains a close focus on the creation of tension. There is detailed analysis of ideas such as the effective use of structural devices to immerse the reader in the text. The selection of references is always appropriate and fully supports the points.</p> <p>All Level 4 descriptors are met. In addition, there are glimmers of Level 5 which can be seen in places. For example, in the opening paragraph, as the student evaluates how successfully the use of ‘like lightning bolts’ impacts on the reader. Although not always explicit, there is an undertone of implicit evaluation through other parts of the text.</p> <p>This just edges into Level 5 and was awarded a mark of 13.</p> <p><b>Level 5 – 13 marks</b></p>



## Questions 7a and 7b

Examiner Commentary and mark	
<b>Script 1</b>	<p><b>7a</b> – The candidate identifies information which is in the italicised text – that one text is about a group of explorers and the other is about an English broadcaster, although this is more of a difference than a similarity. The similarity given is that both are set in a cold environment by choice.</p> <p>This is an example where we can replace ‘text’ with ‘explorer’ – both explorers are ‘set’ in a cold environment. However, there is a lack of understanding demonstrated of similarities and limited synthesis. Evidence is limited. A mark of 2 is appropriate here.</p> <p><b>Level 1 – 2 marks</b></p> <p><b>7b</b> – The first comparison is of chances of survival, which is a fair (and not hugely obvious) comparison. There is some brief evidence offered from Text 2. The second comparison, about outside help, is, again, not an obvious comparison, but is not fully developed with a link to Text 2. The third point made is not completed with reference to Text 2.</p> <p>The first bullet point in the mark scheme is met in Level 2. The other bullet points are not really met in Level 2, however, with the ‘more than obvious’ comparison attempted, a mark of 4 is a fair ‘best-fit’.</p> <p><b>Level 2 – 4 marks</b></p> <p><b>TOTAL: 6 marks (7a - 2 marks + 7b – 4 marks)</b></p>
<b>Script 2</b>	<p><b>7a</b> – The candidate identifies one clear point of similarity between the two texts: the dangers and the fact that Robert was injured and Ben gets his foot stuck. Both are supported by quotations from the text.</p> <p>The candidate does show sound understanding of this difference and does offer a clear synthesis of the point made, taking the response into Level 2. To achieve higher, a greater range of points is needed.</p> <p><b>Level 2 – 3 marks</b></p> <p><b>7b</b> – The response considers obvious comparisons and comments on ideas and perspectives with valid references, but no more. Some of the same material is covered, with slightly different detail than in part a. The injury and near-death experiences are briefly compared and references are used to support this. Comment is offered in the last 3 lines, but this is not explanation.</p> <p><b>Level 2 – 5 marks</b></p> <p><b>TOTAL: 8 marks (7a – 3 marks +7b – 5 marks)</b></p>



<b>Script 3</b>	<p><b>7a</b> – The candidate offers three similarities. The first is a clear and well-supported reference to the explorers having ‘incidents regarding their feet’.</p> <p>The second, referring to the use of similes, is not clearly focused on the explorers, although it could be argued that there is some relevance as the writers of both texts are explorers.</p> <p>The third point, on the explorers looking forward beyond their immediate predicaments, is appropriate and not particularly obvious. Overall, there is detailed understanding and synthesis but the selection of evidence is not wholly appropriate. A mark low in Level 3 is awarded.</p> <p><b>Level 3 – 5 marks</b></p> <p><b>7b</b> – The comparison in the first paragraph points out the difference in perspective shown in the two texts. Text 1 stresses ‘battling through the danger’ whilst the author of text 2 ‘often mentions death’.</p> <p>The second paragraph makes an attempt to compare the effect of similes but the candidate’s comment lacks clarity: the dangers ‘aren’t too scary’ but ‘worse than it really seems’ and also ‘stress-invoking’. The third paragraph discusses how the seriousness of danger is presented in a different way in each text, and uses broadly appropriate references.</p> <p>A range of comparisons has been considered, therefore; there is an explanation of writers’ ideas and perspectives; the selection of references is appropriate. All three bullets in Level 3 have been achieved and a mark of 8 is given.</p> <p><b>Level 3 – 8 marks</b></p> <p><b>TOTAL: 13 marks (7a – 5 marks +7b – 8 marks)</b></p>
<b>Script 4</b>	<p><b>7a</b> – The opening similarity of both explorers ‘feeling anxious’ is clearly identified and supported by references from both texts.</p> <p>The second and third point refers to both texts with the theme of danger and how things could go wrong rather than to the men directly; the two explorers are in danger and in situations where things could go wrong but the candidate has not clearly established this link to the question. Overall, however, sound understanding is shown and Level 2 is achieved with 4 marks.</p> <p><b>Level 2 – 4 marks</b></p> <p><b>7b</b> – The candidate makes a wide range of comparative points linking both texts and exploring perspectives (the writers’ responses to danger), ideas (dangerous environments where things could go wrong), themes (determination versus struggling). References are balanced across both texts and fully support the points made.</p>



	<p>All of the Level 4 criteria are met and the initial developed point that Text One presents danger as ‘thrilling and motivating’ while Text Two shows it as ‘a barrier and negative experience’ offers sufficient analysis to lift this into Level 5.</p> <p><b>Level 5 – 12 marks</b></p> <p><b>TOTAL: 16 marks (7a – 4 marks +7b – 12 marks)</b></p>
<b>Script 5</b>	<p><b>7a</b> – The candidate identifies one similarity the explorers share - adventure and a journey. This is supported by evidence from Text 1: ‘expedition to the South Pole...’ and in Text 2 ‘climbing Everest and ‘span crevasses’.</p> <p>The candidate selects a second similarity: the idea of death. A closer reference to the explorers rather than text would be better, but this similarity is acceptable as the concept of death is something both explorers have on their mind, Text 1 ‘... companions died’ and in Text 2, ‘certain’ and ‘instant death’.</p> <p>The detailed synthesis is also in the third paragraph with specialist equipment, from Text 1 ‘sledge’ and ‘sleeping bags’, and Text 2 ‘clunky boots and ‘crampons’. The response meets Level 3 criteria with detailed understanding of similarities and selection of relevant and detailed evidence.</p> <p><b>Level 3 – 6 marks</b></p> <p><b>7b</b> – The answer maintains the focus on the question throughout, making a comprehensive range of comparisons between the texts. There is a convincing analysis of ideas and perspectives throughout, starting with the death as a possible consequence of danger, the way the overcoming of danger is portrayed, how the perspectives and ideas change through and at the end of the text.</p> <p>The analysis is achieved through breaking down and exemplifying the features writers use, for instance, reference to the previous expedition in Text 1, and the use of modal verbs in Text 2. Structure is considered overall and analysed with a clear focus on the danger and how texts convey different message at the end (Text 1 ‘a need for hope and ‘spirit’ and Text 2 ‘euphoria’). The references are balanced all the way through and are discriminating.</p> <p>The candidate has structured the response to introduce the comparative point (clearly focused on the question of danger and closely related), analyse how that has been done in Texts 1 and 2 individually, then bring them together to balance them and clarify the points made.</p> <p><b>Level 5 – 14 marks</b></p> <p><b>TOTAL: 20 marks (7a – 6 marks +7b – 14 marks)</b></p>



## Section B: Writing Exemplars

### Question 8

#### Script 1

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 8  Question 9

Write your answer to Section B here:

Are ~~we~~ you intrested in going on holiday?

Well here some of our recommendation on where you could go and ~~where~~ there benefits.

It is always nice to visit ~~z~~ new places becuae you can explor new things and try new foods.

~~do~~ Do you hate delayed flights and not getting what you expected?

Well here are some reccemndations. You should book you'r flight earley and get to the airport earley so that you are ready on time. Make you'r hotel bookings with a trusted company ~~wiht~~ with good reviews.



Our recommendations on where to go include places like Spain, ~~and~~ Australia, New York, Paris and more.

~~For more details go to [www.goodholidays.com](http://www.goodholidays.com)~~

For more details about how to book your perfect holiday and get a family discount go to [www.goodholidays.com](http://www.goodholidays.com)



## Script 2

Chosen question number: **Question 8**  **Question 9**

Write your answer to Section B here:

Stamping the passport!

Travelling is a dream for everyone, old ~~of~~ or ~~young~~ young. Discover the 4 corners of the earth. Find new hobbies, meet new people. Explore new cultures. There is always a reason to travel.

When travelling, your mind is filled with things to do, foods to try and places to visit. It's all about accumulating the most stamps on your passport. The people are always available, ~~for~~ you get a tan and you may even make new friends. Some people visit new countries to learn about the culture; some may even learn the language, which is advantageous when finding your feet in a new country.

This all sounds great, doesn't it? Well unfortunately, not all that glitters is gold. In recent years, due to the (Covid-19) pandemic travelling has become very hard and impossible for some. Last year I went to Spain with my



family - Just the 4 of us - . It has got to be one of the worst experiences i've ever had in my life. At the airport we had to wear masks, get tested and stay in our own small, claustrophobic, boxed-off area. When we arrived in Spain it wasn't much better. All the local markets were closed due to economic turmoil regarding the local economy due to lack of tourists, through no fault of their own. The infamous cathedral was closed due to politicians not being able to make up their mind.

How can you prevent this, or should you avoid travelling all together. In ~~2020~~ 2021, a study was done in Oxford university by professor Vackins. It showed that 88% of tourist attractions had shut down in the city center. And 49% in coastal cities. So my advice to you? visit coastal areas, there will be much more to do. But don't expect to make new friends, as in an interview, San chui - The CEO of British Airways - said "The number of passengers on our flights had decreased by 71%, forcing us to close some routes due to an economic imbalance within the company."

So, the big question is, should I go on holiday? Although it may be tempting, I would

wait a few years for this pandemic to calm down.



### Script 3

Chosen question number: **Question 8**  **Question 9**

Write your answer to Section B here:

~~Write your answer to Section B here:~~ **The Great Escape?**

Jared Hilton explores the world of modern travel and holidays  
Constant heavy rain in summer and icy sleet in the winter. Sometimes  
it is nice to escape the <sup>dark</sup> dreary grey clouds of the UK. But is it  
really worth the hassle of rail-replacement buses and canceled flights?

But once you're lying on a sun lounger by a Spanish swimming pool or  
skiing down a slope in Norway, it almost always feels like it is.

So what are you waiting for?

Don't think you have time to fit a relaxing break into your busy work  
schedule? Even ~~one~~ something as simple as a ~~one-day~~ one-day break  
can significantly improve mental ~~well~~ health and even make you  
up to 50% more productive, according to new research from the university  
of Exeter.

Don't think you would afford a relaxing break in some far off tropical  
destination? You probably can't, but there are other places nearer to home  
with clear blue skies and a warm summer sun. Take ~~the~~ France, for  
example. Only a short ferry trip away from the UK, it is much more  
affordable and better for the environment, so you can even feel good



about that too.

Or, if you ~~really~~ <sup>actually</sup> can't afford it, there are some stunning tourist destinations in the UK, only a short train ride away, ~~but~~ <sup>but</sup> only if you don't mind the rain (you should be used to it by now). But sometimes, if you're lucky, there is that one, glorious midsummer day without a cloud in the sky, and it could be possible to organise a very last minute holiday if you have the time.

However, holidays aren't always as idyllic as they may seem, and even something as simple as forgetting sunscreen could leave you trapped inside, or risking being burnt alive, and ~~the~~ completely ruin of our perfectly planned escape.

One simple way to avoid this is a checklist, to make sure you have everything. However, it is best not to overprepare ~~with~~ too much, because there is nothing than trying to drag two massive suitcases down the road to the hotel in the blistering, ~~the~~ oppressive heat.

~~Overall~~ <sup>Overall</sup>, if you're thinking of going on holiday, it's usually best to take the plunge - you probably won't regret it.



## Script 4

Chosen question number: **Question 8**  **Question 9**

Write your answer to Section B here:

Is travelling on your bucket list?  
Travelling is a privilege many of us get to experience in our life times. As lucky as we are to witness the tallest buildings in New ~~York~~ York; the spiciest food in Madrid and the historic wonders in London, no one really talks about what travelling is like. That's why we've gathered information on everything you need to know about travelling to different countries!

Is it fun?  
Lots of people enjoy travelling with friends or family or even on their own. It's only fun if you make it fun. Lots of people tend to stay in their hotel rooms and order room service at their doors but making the most out of the place you're visiting is the key to a euphoric experience. We asked Gemma from ~~Sussex~~ Sussex about how she spent her holidays in Turkey. She told us that she went to Turkey for only 2 nights the first time she went and only really went out for breakfast, lunch, dinner and a bit of shopping. Then, she realised that she didn't make the most of her amazing situation and went back to visit Turkey the following year. Here's what she had to say about that:



"It was a much better experience in my opinion. We went quad-biking, horse-riding, sight-seeing whilst also tasting some tasty ~~date~~ delicacies."

Isn't that good to hear? Although we all love to sit and relax a bit, sometimes it's more ~~exciting~~ invigorating to experience life outside the box and really push our comfort zones. And who knows, you might find your new all-time favourite holiday destination.

What about the expenses?

A common misconception about travelling is that everyone who travels is affluent and wealthy. But, that is not the case at all. If you look hard enough, you can find flights for as cheap as a chocolate bar. You can also find package holiday deals that include flights, ~~accommodation~~ ~~accomodation~~ ~~acommodation~~ hotels, activities all for extremely low prices. The average solo traveller spends about £250 per trip according to recent studies at Cambridge University. If you save up during the year, it's possible to be taking at least 2 trips to a place of your choice a year. That's a great way to broaden your experiences and live an opulent, fun lifestyle. Some may say that food in different countries is what takes up a lot of money. And while that is completely understandable - why not take advantage of the free breakfast that an abundance of hotels offer. You could also take some time beforehand to do some quick research on good, affordable restaurants and cafés that you could go and visit. This is often a good idea if



you're travelling on your own. These solutions to the horrid expenses you can endure during travelling will help you save your ~~cash~~ dough while you're on the ~~go~~ go!

What if I'm afraid of flying?

The fear of flying on an aeroplane or helicopter is much more common than you probably think. In fact ~~over~~ around 37.5% of people that have travelled on Qatar Airlines have experienced discomfort/fear of flying. However, you are not to worry as we can provide some ~~travelling~~ options to help you to overcome that fear. Firstly, you can bring someone with you. Sometimes we just need someone to comfort us and coach us through the journey. As humans, we all experience basic emotions such as sadness and anger. Having someone that can help you through the basic emotion of fear is salient to having a good experience. Another solution is to sit on the aisle seat rather than the window seat. This ensures you don't look out the window and end up worrying yourself. A lot of the time window seats can provoke ~~your~~ your fears and concerns which clearly isn't ideal. And if that doesn't work for you, try sitting close to the exit. It will allow you to get off the plane quicker ~~than~~ once you reach your destination.

Are there any bad elements to travelling?

No. Travelling can only be bad if you don't ~~to~~ make the



most of it. Some people say that being a tourist is difficult as the locals/residents of the country are often unhappy to see tourists. While this may seem like a bad part of visiting countries, it can easily be avoided by showing patience and respect to those that live there. It is important to establish that you are only passing through while others are staying there. So, even if they seem unhappy to see a group of tourists, treat them kindly and respectfully to avoid a bad experience.

We expect travelling to definitely be on your bucket lists now! In order to gain the best holiday experience, remember to follow all the tips and advice we've left for you. So, overcome your fears; don't worry about expenses; be respectful but most importantly make sure you have ~~fun~~ fun! After all, we are all so lucky to be given the ~~opportunity~~ opportunity to travel all around this wonderful world.



## Question 9

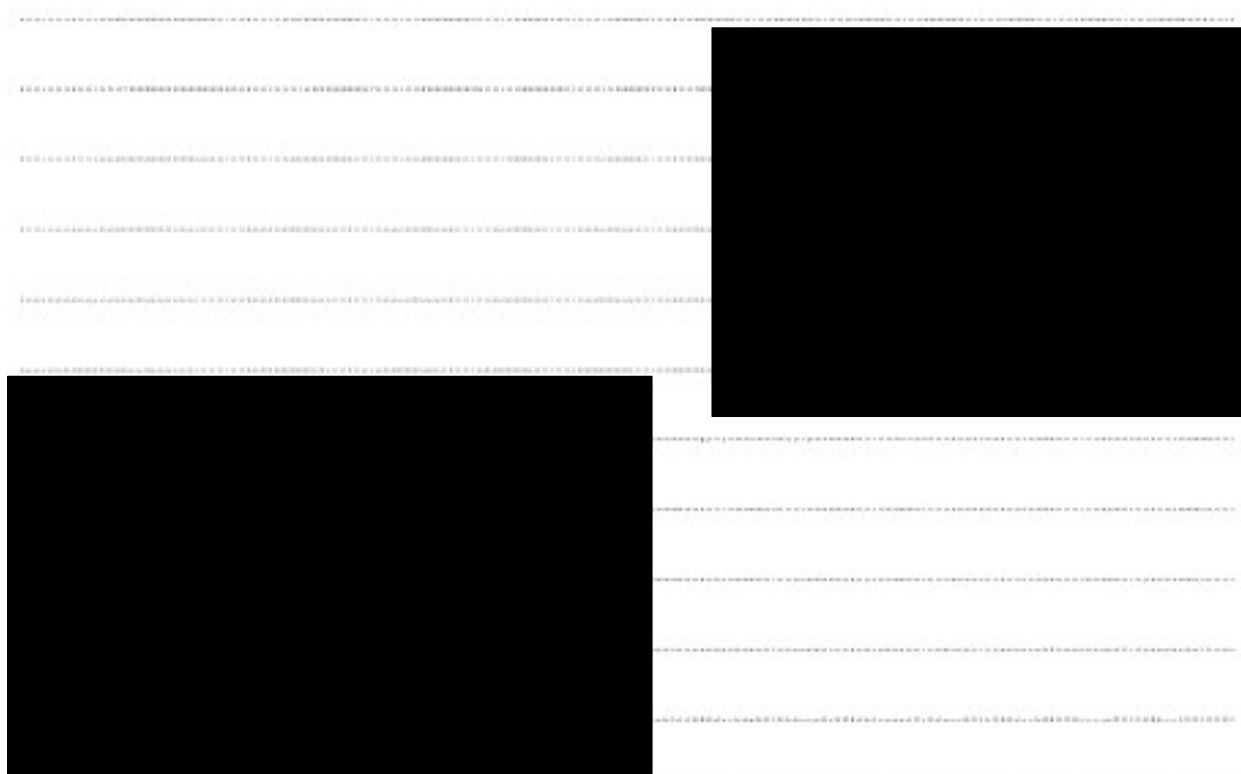
### Script 1

Dear Headteacher

I am writing to you today to tell you ~~am~~ I'm the person to go on this trip because I know all about the planets. I learned about it since I was 4 years old. I love space and all the planets ~~espely~~ Jupiter because it's the biggest and the coolest. I believe I would be ~~a~~ a great person on this trip because I can tell everyone how earth was ~~made~~ made and all the gas that earth has in its atmosphere and why there all there and why the needs ~~to~~ looking after so much because if we keep using fossile fuels then we will evenchly run out of the and there will be to much CO<sub>2</sub> in the ~~are~~ air. globe warming will in-crease.



## Script 2



Dear Mr Gilby,

I am writing to you to address the issue. This is that we need to insure we do more for our planet. As with people just making it a mess / rubbish dump is no good.

It is essential to explore the extremms of our planet and be able to have people come and visit all the places we have. But we need the people in the world to understand that you shouldn't



damage it. There is one saying what I will live by which is 'Treat <sup>others</sup> ~~how~~ how you would like to be treated.' At time when people come visit small towns or even a city they don't treat it right; which I think is wrong and that's my opinion.

Now I also think that when tourist come to visit a new town they don't feel as welcomed or safe as they wish. And that ~~need~~ <sup>needs</sup> to change. Everyone is human and I think that the best thing to ~~do~~ do is just be kind, but why is not everyone kind to ~~the~~ new people?

But we are organising a meeting type of thing for people who wants things to change. so I hope you can make it. it is on the 23<sup>rd</sup> June 2022.

Yours faithfully,



### Script 3

[Redacted]

[Redacted]

Friday 10<sup>th</sup> June 2022

Dear Dr. Hoes,

I am writing in reply to your topic of conversation about exploring the extremes of our planet, without damaging it ourselves.

In my opinion, it is vital for Humans to explore our planet, as it will give us a better understanding about life on earth, as well as possible advances in modern technology. However, this does come at a cost. Now, more than ever we are aware of



The damage we are inflicting on our planet, even from everyday tasks, not including travelling and exploration. A major environmental activist David Attenborough said that, "in just 30 years, by 2050, over 300 more species will become extinct due to human activity and pollution." Today, we can see that many animals are on the brink of extinction. Therefore, for Humans to continue on their exploration of this planet, it is vital that we do so carefully, ensuring that there is no damage to the environment or earth itself, as we attempt to explore some of its most extreme habitats.

Currently, many expeditions are occurring, around the globe. But many of these are polluting our planet, causing harm to wildlife, especially marine from non-biodegradable plastics and mass air pollution from the combustion of fossil fuels and the production of Carbon Dioxide. Furthermore, many expeditions need high quality technology, built to withstand high pressures, and extreme temperature changes. All of this technology may help us to better understand earth, however, it comes at a price... The pollution of our planet.

Many safety features are now in place for many of the expeditions that occur. Often through the use of radio, and the help of search and rescue



teams, that now have the ability to go almost anywhere to save someone. Furthermore, modern technology allows people to help themselves when in trouble, and one can easily access a course that will teach them basic, but vital survival skills. In addition to this, safety protocols must be taken before any extreme exploration, in order to ensure the maximum chance of survival for the people ~~to~~ participating in the expedition. More commonly known as Health and Safety.

Therefore, I have come to the conclusion that exploration of our planet can be done, but we should be aiming to protect earth and ourselves, before venturing further than we have ever before. Our planet is on the ~~very~~ verge of collapse, and we should aim to protect it and put its need, before our desire to explore the unknown.

Yours sincerely,





## Script 4

10<sup>th</sup> June 2022.

Dear Mrs Hanson,

As an explorer, I have been to many places during my short amount of time on this planet. Morocco, Greece, Milan...

I have seen many beautiful things, but also many disappointing things too. There are ways we can explore our world without harming it as after all, it's not man vs nature, so why should we destroy it? What gives us the right? Are there any benefits? I care about the environment, and you should too.

If people begin to appreciate our planet, if they can prevent disrupting wildlife, if they can protect nature instead of harming it, then that's when I will



Sit down and allow people to explore our planet peacefully. But for now, I will continue to nag, to complain, to prevent anyone from travelling until I know the environment will be in safe hands.

I want you to imagine a world, a dark world. Desolate and quiet, miserable and dreary. This would be a world where there has been a war between man and nature. People will forget the existence of plants and animals, you've seen it happen in the Lorax, whose to say it won't happen in real life. Imagine <sup>polluted</sup> skies with grey clouds hung <sup>in</sup> the air and <sup>deserted</sup> rivers having a shade of brown. The colour would be sucked out of the world leaving us with nothing.

Nothing but guilt, regret and shame. Imagine your grandchild, asking what a panda was, and all you can do is show an old photograph from years ago. This is what will happen if explorers continue to hunt instead of ~~the~~ learn.

Now picture a different world, a world



~~Let~~ brighter and happier. There is no threat of extinction or loss of nature. People begin to adapt with nature instead of use it. No one is greedy or selfish, everyone begins to love and care for our world, our home. There is no litter anywhere, no animals ~~are~~ struggling to survive. ~~Is this not~~ Is this not the world you want? Full of love, peace and joy.

As a wise man once said, "The earth provides enough for every man's need, not every man's greed." - ~~an~~ Gandhi.

It is time to ~~the~~ take on a different perspective of how we explore. ~~Explore~~ <sup>Explore</sup> with our mind and our heart, not our hands. Create barriers between us and nature. If you want to be involved, learn respect and self discipline and teach it to others around you. I am not asking for a lot, a little goes a long way. Maybe eventually our planet will look happier and healthier. Treat it like you would treat yourself and it will repay you with kindness.

Yours sincerely

[Redacted signature]



## Section B: Writing Examiner Commentaries

### Question 8

Examiner Commentary and mark	
<b>Script 1</b>	<p><b>AO5</b> – This response does show awareness of audience, in the direct address of the opening question, and the purpose is clear – recommending places to go, reasons to go, tips for travelling, where to find more information.</p> <p>The first bullet point is met fully in Level 2. The second bullet point is mostly met in Level 2 – there is expression of ideas and some ordering, if a little random until the end. The final part of the second bullet, paragraphs and a range of structural and grammatical features, is also mostly, but not securely, met.</p> <p>A <b>mark of 8</b> reflects the achievements here.</p> <p><b>AO6</b> - There is an attempt to use some varied vocabulary – <i>recommendation</i> (spelt correctly once), <i>delayed</i>, <i>flights</i>, <i>bookings</i>, <i>trusted</i>, <i>reviews</i>, <i>discount</i>. This is where we do need to consider the range of vocabulary, syntax and punctuation as well as the accuracy of spelling and punctuation use. There are some frequent spelling errors to balance this variety. The answer attempts some variety of sentence structure through the use of questions. There is an attempt to use some varied punctuation but this lacks control.</p> <p>The first bullet point in the mark scheme is partly met in Level 2, as there is not as much accurate spelling as we would want to see. The second bullet point in the mark scheme is met more in Level 1 / 2 as there is an attempt to vary syntax, but punctuation has quite basic control. The positives of varied vocabulary attempted, and some attempt to vary syntax, put this in the middle of Level 2 with <b>5 marks</b>.</p> <p><b>AO5 – Level 2 – 8 marks</b>  <b>AO6 – Level 2 – 5 marks</b>  <b>TOTAL – 13 marks</b></p>
<b>Script 2</b>	<p><b>AO5</b> - The lively introduction shows a strong awareness of audience and purpose, supported by the use of ‘you’ and ‘your’ throughout the answer, as well as by a series of rhetorical questions to address the audience directly. ‘This all sounds great doesn’t it?’ ‘How can you prevent this .....?’ As reinforcement, there are further rhetorical questions within paragraphs. ‘So my advice to you?’ There is a sense of material being selected and organised for particular effect, with</p>



	<p>development of information and ideas through, for example, the use of a personal anecdote, to reinforce the idea that ‘not all that glitters is gold’. Structural features, such as the use of the aforementioned rhetorical questions, provide a clear framework and support the selection of material.</p> <p>There is insufficient depth and development of ideas to move further into Level 4 – <b>15 marks</b>.</p> <p><b>AO6</b> - The answer uses a varied vocabulary, such as ‘accumulating’, ‘amiable’, ‘claustrophobic’, ‘politicians’ and ‘pandemic’. There are some spelling errors, such as ‘advantagous’, ‘dosen’t’, and ‘costal’. Structural features, such as the rhetorical questions, are used to introduce paragraphs and sometimes within paragraphs, as mentioned earlier. Short sentences and the repetition of ‘new’ in the opening paragraph show management of material and the former are used elsewhere in the answer to create emphasis and impact. The overall organisation supports clarity. On balance, the strengths of the vocabulary and the range of punctuation suggest a mark just into Level 4 – <b>10 marks</b>.</p> <p><b>AO5 – Level 4 – 15 marks</b>  <b>AO6 – Level 4 – 10 marks</b>  <b>TOTAL – 25 marks</b></p>
<p><b>Script 3</b></p>	<p><b>AO5</b> - This is a lively response, with a secure sense of purpose and audience. The candidate makes effective use of tone and style, addressing and engaging the reader. Paragraphing is varied and ideas are usually managed effectively, although not always fully developed or sustained.</p> <p>This was placed in the middle of Level 4 with a <b>mark of 17</b>.</p> <p><b>AO6</b> - A range of sentence structures is used for deliberate effect and the candidate employs a wide vocabulary. There are occasional errors and examples of expression which is not fully controlled, which suggest this sits more comfortably in the middle of Level 4, with a <b>mark of 11</b>.</p> <p><b>AO5 – Level 4 – 17 marks</b>  <b>AO6 – Level 4 – 11 marks</b>  <b>TOTAL – 28 marks</b></p>
<p><b>Script 4</b></p>	<p><b>AO5</b> - The article is shaped from the outset, showing strong awareness of audience and purpose, for example by using rhetorical devices such as the questions which initiate each paragraph. The tone here is effective, in that it directly engages the reader and asks them to consider their own experiences: ‘Isn’t that good to hear?’ The writer manages information thoughtfully, considering a wide range of points and experiences effectively. The response is subtly shaped so that the ending reflects both the introduction and the key points raised throughout the article.</p>



	<p><b>AO6</b> - There is an extensive vocabulary which is used strategically with confident spelling throughout: 'A common misconception about travelling is that everyone who travels is affluent and wealthy.' A wide range of accurately and well-managed punctuation is evident, including questions and quotations, which aid emphasis and precision. A range of sentence structures are managed accurately and selectively, for example throughout the opening paragraph, achieving the effect of succinctly and effectively introducing the topic of travelling.</p> <p><b>AO5 – Level 5 – 24 marks</b> <b>AO6 – Level 5 – 16 marks</b> <b>TOTAL – 40 marks</b></p>
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## Question 9

	<b>Examiner Commentary and mark</b>
<b>Script 1</b>	<p><b>AO5</b> - The candidate shows a clear awareness of audience and some awareness of purpose – the idea of avoiding damage to the planet. The tone is straightforward and, although the candidate expresses information and ideas, these are not ordered using paragraphs and a range of features.</p> <p>A mark low in Level 2, but not right at the bottom, seems the 'best-fit'.</p> <p><b>AO6</b> - A range of vocabulary is used, some of it spelt correctly (<i>because, learned</i>) but punctuation lacks control, meriting a mark just into Level 2.</p> <p><b>AO5 – Level 2 – 6 marks</b> <b>AO6 – Level 2 – 5 marks</b> <b>TOTAL – 11 marks</b></p>
<b>Script 2</b>	<p><b>AO5</b> - This response is clearly set out as a letter and the opening paragraph, despite some insecure sentence structuring, establishes intent. Purpose is generally secure although there are some points such as 'the best thing to do is just be kind' that do move away slightly from the focus of the question. Ideas, although not developed, are generally appropriate as are the tone, style and register. There is a clear and obvious structure moving from an introduction, expression of opinions and a 'call to action' at the end.</p> <p>Overall, this is best-placed at the lower end of Level 3 for AO5.</p> <p><b>AO6</b> - Vocabulary is not hugely varied and there are few spelling mistakes; there is an attempt to use a range of punctuation including inverted commas and a semi-colon but there are some errors. There is</p>



	<p>evidence that the candidate has, at times, adapted sentence structure to contribute to effect ('Now that needs to change.'). 'Best-fit' places this into mid-Level 3 for AO6.</p> <p><b>AO5 – Level 3– 11 marks</b> <b>AO6 – Level 3 – 8 marks</b> <b>TOTAL – 19 marks</b></p>
<p><b>Script 3</b></p>	<p><b>AO5</b> - This is a response that fully manages information and ideas. While not always complex, the ideas given are coherent and sustained. The letter is sustained and crafted to present a cohesive overview of the topic, designed to reach conclusion. The reader is presented with a simple idea (for instance, exploring being vital in paragraph 2 or 'many expeditions are occurring' in paragraph 3. The factual style and tone are maintained whilst the points are developed fully, with some subtlety. There is a definite, effective sense of shaping the content through paragraphs and within the paragraphs also. The structural features, such as use of short sentences at the end of some paragraphs are shaping audience response with subtlety. There is a sustained use of tone, style and register and the consistent focus on purpose.</p> <p>While not always sophisticated, this warrants a low-Level 5 mark.</p> <p><b>AO6</b> - Vocabulary is strategically used to sustain the authoritative voice (<i>habitat, environmental activist, marine, non-biodegradable, combustion...</i>). Spelling is accurate throughout (except 'expedition'), and punctuation is accurate and precise, including ellipsis. Some sentences have been clearly selected to achieve effects 'More commonly known as Health and Safety'.</p> <p>This is a Level 5 response.</p> <p><b>AO5 – Level 5– 20 marks</b> <b>AO6 – Level 5 – 13 marks</b> <b>TOTAL – 33 marks</b></p>
<p><b>Script 4</b></p>	<p><b>AO5</b> - This is a sustained and successful piece of writing where the writer adopts the role of an explorer, suggesting that the ideas are based on personal experience, as well as consideration of important issues arising today. It is crafted to engage the reader, shaping audience response both in terms of the complex ideas presented and the strength of the 'voice' that is evident throughout. The letter introduces and develops ideas based around the theme of guilt, 'in a world where there has been a war between man and nature.' This point is a continuation of the 'man vs nature' scenario introduced in the opening paragraph and responds to the rhetorical questions asked there. 'Why should we destroy it?', 'What gives us the right?' 'Are there any benefits?' In the process of answering these questions, readers are invited to picture two very different worlds. The first is a 'dark world.</p>



Desolate and quiet, miserable and dreary.’ In this world we are left with ‘nothing but guilt, regret and shame.’

Counterbalancing this is a ‘brighter and happier’ world, full of ‘love, peace and joy.’ This contrast is based on a ‘different perspective of how we explore’, replacing the idea of hunting with learning. The final page is not as subtle, but the writer’s feelings still come across strongly, as they have done throughout.

Overall, a mark in the middle of Level 5 is appropriate.

**AO6** - Here, much of the strength lies in the organisation and the structural features. Punctuation is varied and accurate, used for emphasis and impact. The rhetorical questions in the first paragraph have already been mentioned. As the letter progresses, other features become important, for example different aspects of address to the reader. ‘I want you to imagine....’ and ‘Now picture a different world.....’ The vocabulary is entirely suitable, without perhaps being extensive, showing accurate spelling throughout, such as *disappointing*, *benefits*, *environment*, *appreciate* and *extinction*.

This is a mid-Level 5 response.

**AO5 – Level 5– 22 marks**

**AO6 – Level 5 – 14 marks**

**TOTAL – 36 marks**



## Advance Information Summer 2022

### Advance Information

#### Subject specific section

- The text types listed below will feature in the Paper 2 assessment.
- These text types are suggested as key areas of focus for revision and final preparation, in relation to the Summer 2022 examination.

#### Paper 2: Non-fiction and Transactional Writing

Section A Reading	
Text 1	Text 2
20th century	21st century
Extract from a magazine article	Extract from a memoir

Section B Transactional Writing – a choice between:	
An article	A letter

**END OF ADVANCE INFORMATION**