

Pearson Edexcel GCSE (9-1) English Language

Paper 2: Non-Fiction and Transactional Writing

**Exemplar Scripts and
Commentaries**

November 2020 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 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

S1A

SECTION A: Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 20 minutes on the WHOLE of Section A (Questions 1–7).

Write your answers in the spaces provided.

1 From lines 6–11, identify **two** reasons why Mary Decker falls.

1 "There was still a bit of bumping"

2 "Mary didn't respond immediately to my change of pace"

(Total for Question 1 = 2 marks)

S1B

SECTION A: Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 20 minutes on the WHOLE of Section A (Questions 1–7).

Write your answers in the spaces provided.

1 From lines 6–11, identify **two** reasons why Mary Decker falls.

- 1 "she was in Zola's blind spot"
- 2 "didn't respond immediately to change in pace".

(Total for Question 1 = 2 marks)

S1C

SECTION A: Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 20 minutes on the WHOLE of Section A (Questions 1–7).

Write your answers in the spaces provided.

1 From lines 6–11, identify **two** reasons why Mary Decker falls.

1 "There was still a bit of bumping"

2 "when the tumble took place"

(Total for Question 1 = 2 marks)

S1D

SECTION A: Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 20 minutes on the WHOLE of Section A (Questions 1–7).

Write your answers in the spaces provided.

1 From lines 6–11, identify **two** reasons why Mary Decker falls.

1 "yelled in unison" "she's down"

2 ~~was~~ "but I didn't see Mary's fall"

(Total for Question 1 = 2 marks)

S1E

SECTION A: Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 20 minutes on the **WHOLE** of Section A (Questions 1–7).

Write your answers in the spaces provided.

1 From lines 6–11, identify **two** reasons why Mary Decker falls.

- 1 Zola's leg slipped out sideways, tangling with Mary's leg.
- 2 Mary was in Zola's blind spot.

(Total for Question 1 = 2 marks)

S1F

SECTION A: Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 20 minutes on the WHOLE of Section A (Questions 1–7).

Write your answers in the spaces provided.

1 From lines 6–11, identify **two** reasons why Mary Decker falls.

1 Mary was in Zoes blind spot.

2 Mary didnt respond immediatley to my change of pace and when I saw she wasnt coming with me so I picked up the pace I cut inside.

(Total for Question 1 = 2 marks)

S1G

SECTION A: Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 20 minutes on the **WHOLE** of Section A (Questions 1–7).

Write your answers in the spaces provided.

1 From lines 6–11, identify **two** reasons why Mary Decker falls.

- 1 change of pace / caught feet on a trip wire
- 2 Mary was in Zola's blind spot.

(Total for Question 1 = 2 marks)

S1H

SECTION A: Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 20 minutes on the **WHOLE** of Section A (Questions 1–7).

Write your answers in the spaces provided.

1 From lines 6–11, identify **two** reasons why Mary Decker falls.

1 I cut inside

2 my change of pace

(Total for Question 1 = 2 marks)

S11

SECTION A: Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 20 minutes on the WHOLE of Section A (Questions 1–7).

Write your answers in the spaces provided.

1 From lines 6–11, identify **two** reasons why Mary Decker falls.

1 Mary was in Zola's blind spot.

2 But I didn't see Mary's fall and my conscience is clear.

(Total for Question 1 = 2 marks)

S1J

SECTION A: Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 20 minutes on the WHOLE of Section A (Questions 1–7).

Write your answers in the spaces provided.

1 From lines 6–11, identify **two** reasons why Mary Decker falls.

- 1 "when the tumble took place, Mary was in Zola's blind spot."
- 2 "There was still a bit of bumping."

(Total for Question 1 = 2 marks)

S1K

SECTION A: Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 20 minutes on the WHOLE of Section A (Questions 1–7).

Write your answers in the spaces provided.

1 From lines 6–11, identify **two** reasons why Mary Decker falls.

1 She got bumped into multiple times

2 They were very competitive and this caused her to fall

(Total for Question 1 = 2 marks)

S1L

SECTION A: Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 20 minutes on the WHOLE of Section A (Questions 1–7).

Write your answers in the spaces provided.

1 From lines 6–11, identify **two** reasons why Mary Decker falls.

1 They were running

2

(Total for Question 1 = 2 marks)

S1M

SECTION A: Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 20 minutes on the **WHOLE** of Section A (Questions 1–7).

Write your answers in the spaces provided.

1 From lines 6–11, identify **two** reasons why Mary Decker falls.

1 "Mary didn't respond immediately to my change of pace"

2 "Mary was in Zola's blind spot"

(Total for Question 1 = 2 marks)

S2A

- 2 From lines 17–21, give **two** ways the writer describes the impact of the fall on Mary and Zola.

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

- 1 "Now running with a gash on her left leg..."
- 2 "... on her back, in floods of tears..."

(Total for Question 2 = 2 marks)

S2B

- 2 From lines 17–21, give **two** ways the writer describes the impact of the fall on Mary and Zola.

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

- 1 "Now running with a bloody gash on her leg"
- 2 "Mary was lying at this stage on her back, in bloody or tears"

(Total for Question 2 = 2 marks)

S2C

2 From lines 17–21, give **two** ways the writer describes the impact of the fall on Mary and Zola.

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

- 1 A bloody reminder of the incident
- 2 And tears in her eyes.

(Total for Question 2 = 2 marks)

Now running with a gash on her left leg -

S2D

- 2 From lines 17–21, give **two** ways the writer describes the impact of the fall on Mary and Zola.

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

- 1 "gash on her left leg"
- 2 "a bloody reminder of the incident"

(Total for Question 2 = 2 marks)

S2E

- 2 From lines 17–21, give **two** ways the writer describes the impact of the fall on Mary and Zola.

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

- 1 they were surrounded by cameramen
- 2 Zola knew someone fell but she didn't know who.

(Total for Question 2 = 2 marks)

S2F

- 2 From lines 17–21, give **two** ways the writer describes the impact of the fall on Mary and Zola.

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

- 1 "floods of tears"
- 2 "tears in her eyes"

(Total for Question 2 = 2 marks)

S2G

- 2 From lines 17–21, give **two** ways the writer describes the impact of the fall on Mary and Zola.

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

- 1 it was more of a mental pain rather than physical
- 2 mary's chance of getting gold has vanished

(Total for Question 2 = 2 marks)

S2H

2 From lines 17–21, give **two** ways the writer describes the impact of the fall on Mary and Zola.

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

1 " a gash on her left leg "

2

(Total for Question 2 = 2 marks)

S21

- 2 From lines 17–21, give **two** ways the writer describes the impact of the fall on Mary and Zola.

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

- 1 She is reminded by the gash on her leg
- 2 She was emotional

(Total for Question 2 = 2 marks)

S2J

2 From lines 17–21, give **two** ways the writer describes the impact of the fall on Mary and Zola.

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

1 Mary was lying, at this stage on her back, in floods of tears and surrounded by medics and cameramen.

2 She glanced ~~at~~ down at her crumpled idol.

(Total for Question 2 = 2 marks)

S2K

- 2 From lines 17–21, give **two** ways the writer describes the impact of the fall on Mary and Zola.

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

- 1 'A bloody reminder of the incident.'
- 2 - and tears in her eyes'

(Total for Question 2 = 2 marks)

* Two runners chrasing into each other.

S3A

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)

It describes the event like you are there, a lot of detail. There are metaphors involved, describing words, punctuation, includes what the character says, dashes starts a new paragraph with words like "immediately" which creates suspense. There is also short sentences includes the characters feelings "tears in her eyes"

The text opens a new paragraph with either a word or sentence that engages the reader. It has sentences like "I was prepared to die for victory" and "With a lap and a half to go" "in a moment of madness" "sensing victory" it also includes the information/statistics "200m" "400m".

From the start of the text, making its way down to the bottom, each paragraph was getting more and more interesting as it went on. And by saying "Now there was only two athletes capable of winning." makes the reader glued to the text.

S3B

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 first the writer uses language such as "Plunging forward violently". The verb plunging indicates how quickly she was falling. The writer then uses the simile "as if she had caught her feet on a grip wire". This phrase grabs the reader's attention and makes him imagine the terrible fall.

Soon after the writer uses the phrase "she's ^{down!} ~~down~~". This proves to me and makes the reader believe the fall was bad and hurtful. Interestingly the writer uses the adverb 'immediately'. This ~~adverb~~ adverb shows how quickly attention was needed. This engages the reader to be thinking what will happen next.

The writer engaged me as a reader when saying "more than physical". The writer uses contrast to describe Mary's pain which as a reader I love. The writer talks about the fact the chance to win gold has gone for Mary which gets the reader in their feelings because of feeling bad for Mary.

"~~Now~~ Now running with a gash on her left leg"
The writer uses language and structure well here because the writer links back the fall by talking about the gash on her leg. Also, the language is good because he uses the verb 'running' which proves to me Mary will not give up ~~it~~ which then in my opinion makes the reader want to keep going with Mary.

The quote "I was prepared to die for victory" engages the reader very much. This is because it ~~means~~ means a lot and ~~it~~ ~~very~~ shows lots of courage and me as a reader ~~loves~~ ^{enjoys} how enthusiastic she is.

S3C

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 engages the reader by explaining to us to extent of Mary's injuries. This is suggested in the simile "the American stumbled as if she had caught her feet on a trip wire!" Furthermore, the noun "trip wire" tells us that the impact of the collision must have been explosive and excruciating. As the reader ~~we~~ feel horrified and disgusted by Mary's, because of the pain she has endured.

The writer portrays the ^{seriousness of} reactions ^{from} the audience with the use of an exclamation mark. We are shown this in the quotation "She's down!". The significance of the exclamation mark here describes to reader that her fans are worried and are perhaps in disbelief that the world champion USA runner ~~is~~ will be able to compete.

➤ In addition to the writer's efforts to engage the reader, we are then told ~~the extent~~ how bad to an extent ~~the~~ Mary's wounds are. This is shown by quotes such as, "gash on her left leg," and "Surrounded by medics." The word gash connotes pain, blood, and violence, referring to the agony Mary is feeling and quite possibly hatred towards Zola, making Zola appear as the antagonist to not only the reader, but the audience of the stadium. Shown in the quote "the crowd's boos were breaking Zola's spirit."

However, ~~at~~ towards the middle to the end of the text, the writer engages us by changing focus. This is shown when Zola's team-mate is referenced "her British team-mate and Romanian were focused on winning medals." This quote perhaps foreshadows that Zola will persevere and overcome the crowd. As the reader we feel enticed to keep reading to find out whether Zola will win an Olympic medal.

S3D

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)

Firstly, the writer uses structure to interest and engage the reader. This is shown by "a gash on her left leg - a bloody reminder of the incident - and tears in her eyes." This is the Rule of Three she describes what is happening in detail, and engages the reader through showing how horrific the accident was for both people involved. This shows that the writer has used the rule of three to engage and interest the reader.

Subsequently, the writer has also used language to interest and engage the reader, through the use of ^{similes} ~~metaphors~~. "Mangled wreckage on a mangled head shoulder" and "she looked as stunned as someone who had ~~stared~~ slashed the Mona Lisa in a moment of madness." (connects the idea that the ~~car~~ accident was horrific, and really tells the reader how tragic the accident ^{was} ~~was~~). The use of the ^{similes} ~~metaphors~~, ~~showed~~ engaged and interested the reader through the reader being able to picture how bad the crash was, and how badly it must have affected John and Mary.

building up to the point where something is about to happen, which leads to the reader knowing how dangerous it can be, and leading to and how a little tiny (or a tiny) can affect someone so badly, it can cost them the race, physically and mentally.

S3E

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 presents the emotional impact felt by the writer detailed description of the collision is used to engage the reader. The writer states that Mary tripped as if she "caught her feet on a wire", the and described her "plunging forward violently", the use of the verb plunging connotes to an idea of a powerful and impetuous movement which emphasises the severity of the forecoming fall, this ~~was~~ caused an initial reaction of sympathy from the reader as they would feel bad for Mary due to the fact she is going to get hurt badly as well the fact that she will lose her place in the race, the description of her falling is complemented with the harsh sound adverb "violent", this connotes further emphasises the impact of the fall and the connotation of the word adverb result in the readers ~~are~~ to engage in the extract more as it could ~~pro~~ most likely causes them to think that Mary ~~is~~ is severely or extremely injured

which causes them to be more engaged as they would want to know more what happens to Mary text.

In the second paragraph the writer employs the use of longer sentences to engage the reader. The effect of the longer sentence is that the writer is able to describe the events that took place with more description and details, ~~so~~ this is effectively able to engage the reader as they are most likely curious ~~doe~~ about what happens to Mary from the first paragraph due to the ~~the~~ description of the call being harsh and "violent", ~~so~~ they as a result the use of ~~the~~ 'by describing everything in great detail for example when the tumble took place "Mary was in Zola's blind spot" ~~this~~ gives more insight to why the ^{collision} events happened to the curious reader and therefore cause them to be engaged which is combined with dialogue from Zola who states "Mary didn't respond immediately...", which allows for a more personal perspective view ~~and~~ about why the accident happened from someone that was involved, this engages the reader as the readers are most likely reading the extract as they are interested in sports or the accident and therefore

as they are ~~p~~ would appreciate ~~the~~ ~~is~~ a knowing
what someone who was involved ~~was~~ thought
about the event, ~~as~~

The writer ~~is~~ ~~a~~ also describes the impact
on the the runners to engage the reader.
The writer has already established ~~a~~ a
feeling ~~of~~ of sympathy from the reader
due to his description of the fall ~~at~~ which
cause readers to be interested in what ~~may~~
effect the fall had on Mary and Zola. He
~~as~~ describes ~~the~~ Mary's pain as "more mental
than physical", the use of the comparative
"more" ~~demonstrates~~ ~~the~~ establishes ~~that~~ to the
reader that despite the accident being "violent"
~~it has affected her~~ and described as greatly
physical, it has affected her mentally. ~~This~~
~~ensures~~ ~~the~~ ~~reader~~ ~~or~~ ~~they~~ ~~would~~ ~~most~~ ~~likely~~
~~have~~ ~~been~~ ~~as~~ her opportunity to "win the gold
medal has ~~been~~ disappeared in a flash", the use
of the word flash implicates the speed at which
her ambitions were ~~to~~ ruined and ~~the~~ ~~illustrates~~
a great feeling of empathy from the reader
~~as~~ as they ~~are~~ most likely are interested

or play some sort of sport and therefore
resonate greatly with the idea of losing something
you have worked hard for which causes them
to be more engaged.

(Total for Question 3 = 15 marks)

S3F

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~~ Henderson successfully uses juxtaposition in the opening and ending of the extract. The extract begins with a traumatic experience being described of ~~se~~ Zola "struggling to keep her balance"; ~~im~~ instantly captivating the reader. However it abruptly ends with an 'unexpected victory' from two other athletes; juxtaposing the atmosphere from ~~beg~~ the beginning of the extract to the end. This subtle change in mood ultimately intrigues the reader as they do not expect it.

Subsequently, the writer attempts to use hyperbole to engage the reader. The phrase "plunging forward violently" creates vivid imagery of the athlete falling, however she only tripped and did not "plunge". The adverb "violently" has subtle connotations of danger and pain; as it would only describe a major accident. Ultimately, the reader is suddenly surprised by this, compelling them to continue reading and find out if Zola gets back up.

Furthermore, the writer uses listing and long sentences throughout the extract to describe Zola's accident and interest the reader. "Now running with a gash on her left leg - ... surrounded by a medics and cameramen", is an extremely long sentence filled with ~~the~~ hyphens, slowing the pace of the sentence further. ~~The~~ Multi-clause sentences suggest the ~~writer's~~ writer's intention in effectively making the reader slow down ~~and~~ while reading, causing them to sympathise with the character. Ultimately the slow pace of the sentence also reflects the ~~the~~ Zola's slow pace in ~~the~~ running and how her injury will slow her down.

The writer purposefully also uses dialogue to demonstrate Zola's strong emotions towards the situation, effectively engaging the reader. "As Zola came past the scene of the accident, she glanced down at her crumpled idol"; this signifies how astonished ~~to~~ Zola was feeling, ~~the~~ making the reader sympathise with her. The scene also being described as an accident also suggests how ~~the~~ significant ~~this~~ this was as ~~the~~ the word 'accident' ~~is~~ has connotations of terror and pain.

S4A

Read Text 2. Then answer Questions 4–6.

Write your answers in the spaces provided.

4 From lines 5–10, identify **one** feeling Sir Roger Bannister has after the race.

"felt no bitterness at the outcome of my own race"

(Total for Question 4 = 1 mark)

S4B

Read Text 2. Then answer Questions 4–6.

Write your answers in the spaces provided.

- 4 From lines 5–10, identify **one** feeling Sir Roger Bannister has after the race.

~~to~~ the "The important thing was not the winning but taking part"

(Total for Question 4 = 1 mark)

S4C

Read Text 2. Then answer Questions 4–6.

Write your answers in the spaces provided.

- 4 From lines 5–10, identify **one** feeling Sir Roger Bannister has after the race.

Sir Roger Bannister had felt "great joy of that ~~in~~^{previous} moment the agony of the ~~previous~~ week was quick forgotten". This shows he was so happy such thoughts were forgotten.

(Total for Question 4 = 1 mark)

S4D

Read Text 2. Then answer Questions 4–6.

Write your answers in the spaces provided.

- 4 From lines 5–10, identify **one** feeling Sir Roger Bannister has after the race.

"no bitterness"

(Total for Question 4 = 1 mark)

S4E

Read Text 2. Then answer Questions 4–6.

Write your answers in the spaces provided.

- 4 From lines 5–10, identify **one** feeling Sir Roger Bannister has after the race.

He has great joy from winning the race

(Total for Question 4 = 1 mark)

S4F

Read Text 2. Then answer Questions 4–6.

Write your answers in the spaces provided.

- 4 From lines 5–10, identify **one** feeling Sir Roger Bannister has after the race.

~~Worry~~ "Bitterness"

(Total for Question 4 = 1 mark)

S4G

Read Text 2. Then answer Questions 4–6.

Write your answers in the spaces provided.

- 4 From lines 5–10, identify **one** feeling Sir Roger Bannister has after the race.

"the ordeal was over, and in great joy of that single moment
the agony of the previous weeks was ~~gone~~ quite forgotten."

(Total for Question 4 = 1 mark)

S4H

Read Text 2. Then answer Questions 4–6.

Write your answers in the spaces provided.

- 4 From lines 5–10, identify **one** feeling Sir Roger Bannister has after the race.

was not winning but taking part - not the conquering
but the fighting as well.

(Total for Question 4 = 1 mark)

S4I

Read Text 2. Then answer Questions 4–6.

Write your answers in the spaces provided.

- 4 From lines 5–10, identify **one** feeling Sir Roger Bannister has after the race.

agony

(Total for Question 4 = 1 mark)

S5A

5 From lines 22–24, identify **one** thing an athlete needs.

one thing that an athlete needs is
"a pair of finning shoes"

(Total for Question 5 = 1 mark)

S5B

5 From lines 22–24, identify **one** thing an athlete needs.

'food'

(Total for Question 5 = 1 mark)

S5C

5 From lines 22–24, identify **one** thing an athlete needs.

"willingness to drive himself to the furthest limit of exhaustion."

(Total for Question 5 = 1 mark)

S5D

5 From lines 22–24, identify **one** thing an athlete needs.

willinger

(Total for Question 5 = 1 mark)

S5E

5 From lines 22–24, identify **one** thing an athlete needs.

An athlete needs determination

(Total for Question 5 = 1 mark)

S5F

5 From lines 22–24, identify **one** thing an athlete needs.

"a pair of running shoes"

(Total for Question 5 = 1 mark)

S5G

5 From lines 22–24, identify **one** thing an athlete needs.

Administration of success not failure.

(Total for Question 5 = 1 mark)

S5H

5 From lines 22–24, identify **one** thing an athlete needs.

Food

(Total for Question 5 = 1 mark)

S51

5 From lines 22–24, identify **one** thing an athlete needs.

A. Athlete only really needs one thing and that is determination

(Total for Question 5 = 1 mark)

S5J

5 From lines 22–24, identify **one** thing an athlete needs.

You need to ~~can~~ be able to push yourself to the furthest "limit of exhaustion".

(Total for Question 5 = 1 mark)

S6A

6 In this extract, the writer attempts to present failure as something positive.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer presents failure as something positive by ~~saying how it~~ saying how its the taking part not the winning, how its the fight not the conquering. These wise words just show if your negative about your loses then you will feel unworthy. And the feeling of unworthiness is what brings people down in life. So if you think of everything as a triumph then you will have a positive mind set. And then you will feel worthy.

S6B

~~Succeed~~

6 In this extract, the writer attempts to present failure as something positive.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer successfully presents failure as something positive because in the first ~~paragh~~ ~~para~~ paragraph its talking about happiness. The writer using the word 'Happiness' portrays that ~~he~~ ~~the~~ Sir Roger isn't sad he had ~~not~~ failed but is happy because he ran a mile in under four minutes. The writer is trying to show the reader you dont always have to ~~succeed~~ do anything successful to be positive and sometimes losing or failing is the best possible way to succeed.

The writer is successful in showing that failure is sometimes positive because throughout the whole extract its showing how someone failed but it still ended ~~as a~~ happy. Sir Roger Bannister lost a race but still got knighted and become one of the

most wellknown and famous sportsment.
The writer telling us about this story
is inspiring because it shows never
give up when you fail because good
things can still happen.

S6C

6 In this extract, the writer attempts to present failure as something positive.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer attempts to present failure as a positive as on line 8 the writer says "not the conquering but the fighting as well" this quote is comparing the ~~olympic~~ olympics to a ~~war~~ war and saying "it doesn't matter if you lost or won at least you tried."

Another way the writer attempts to ~~see~~ present failure as a positive he ~~doesn't~~ ~~focus~~ focus on negative things people were saying about him we see an example of this on line 15 "breaking the olympic ~~to~~ record, could possibly be seen as failure" this tells me he only cares about what came out of the situation as a positive like breaking the record.

on the other hand, the writer uses a rhetorical question to question himself on line 19 "But ~~to~~ what use was there in revealing the

speed of my last time trial before the games?" this quote tells me that he is questioning himself and doesn't know if he had failed or not ~~this isn't very positive~~

Another way he was not presenting failure in a positive way was on line 20 "the years of waiting would seem an eternity of hopelessness" this tells me that he is feeling hopeless and doesn't want to wait for the next olympics as ~~there would~~ he doesn't want to fail again.

however towards the end of the text the writer says "The olympics games were a turning point in my life" he carries on to explain all the positives that have come out of the olympic games for him.

over all I believe that the writer presents failing in a positive way very successfully as he talks

about how he might have failed at winning but he didn't just focus on that he found things he achieved and focused on them more than the race. we see an example of this on line 22 when he said "the games were a great success" this tells us that ~~even though~~ he might have lost the race but he ~~was~~ won at other things like breaking the record.

S6D

6 In this extract, the writer attempts to present failure as something positive.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

Firstly, in this extract the writer presents failure as something positive quite successfully. I think this when it says "and felt no bitterness at the outcome of ~~the~~ my own race". This shows that he was prepared for anything, win or lose.

Next, in this extract the writer presents failure as something positive quite successfully, I ~~think~~ think this when it says "There was ^{some} criticism in the British press over my ~~failure~~ failure". This shows that the press have only been picking on the bad stuff he does, this makes the reader feel happy for him because he proved them all wrong.

Also in this extract the writer presents failure as something positive quite successfully, I think this when it says "And in great joy of that moment the agony of the previous week was quite forgotten". This shows that all the stress and

failure they ~~are~~ went through is ~~no~~ now gone and is ready to race. This moves the reader feel confident in him.

Furthermore, ~~in~~ in this text the writer presents failure as something ~~positive~~ ^{successful} quite ~~positively~~, I think this comes when it says "If we keep our own attitude other countries will respect us more and we shall still enjoy our sport" This shows although he came 4th he has still made a massive name for himself.

In this extract the writer presents failure as ~~something~~ something positive quite ~~successfully~~ ^{successfully}, I think this comes when it says "The Helsinki games were a turning point in my life" This shows that although he has not won it has still had a massive ^{impact} on his life and will be forever ~~remembered~~ remembered.

Finally, in this ~~extract~~ extract the writer presents failure as something positive, I think this comes when it says "The Games were a great success, no one action can wreck the Olympic movement"

This shows the passion that he
has in ~~the~~ the Olympics and how much he
loves it, this makes the reader feel
proud of him as he has done it for
his country.

S6E

6 In this extract, the writer attempts to present failure as something positive.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

"I felt great admiration for the winner as he climbed the Olympic Podium. He was a worthy victor, tougher as well as faster than the rest of us" The writer here successfully shows failure as something positive, this is done by showing that the narrator not as jealous they didn't win the race, but as admiring the winner due to them being deserving of winning. This is effective because it ^{portrays to} ~~shows~~ the writer reader that losing to someone better than yourself isn't something to become jealous about; but rather, something to admire and to use as inspiration to work hard and to get better yourself. This ~~shows~~ ^{portrays} failure as something positive by presenting it as an opportunity to be modest, developing character, and an opportunity to see what you can achieve with hard work.

"In the great joy of that single moment the agony of the previous week was quite forgotten" The writer here successfully presents failure as something positive through by showing to the reader that in the happiness of ~~it~~ and joy of a goal moment, all of the agony and hard work behind the moment

are forgotten. This is effective as it presents to the reader that in feeling admiration for the winner rather than jealousy, you'd feel more of a sense of joy; and in that sense of joy, you'd forget the struggle and hard work you'd put in and instead are happy for the winner. This also is effective due to the fact the reader could apply the same logic to things they face in life, to have a better outlook on failure, and to use failure as motivation to improve.

"Could we convince ourselves that we had not failed, that it was merely the astonishing ability of the others to beat us?" The writer here ~~successfully~~ successfully presents failure in a positive way by describing failure not as our own short coming, but as someone else having put in more hard work and dedication and having gone further.

~~The writer~~ This is successful in presenting failure as something positive due to the writer presents the ability of others as 'astounding' due to the fact they've managed to do better and to achieve & achieve what the other individual didn't; The writer shows this as something that should be celebrated and admired.

rather than something that should be associated
with pity and jealousy.

S6F

6 In this extract, the writer attempts to present failure as something positive.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer successfully attempts to present failure as something positive in text 2. The text as a whole is a positive one containing phrases such as 'Many things could have gone wrong before we even reached the final. The ordeal was now over, and in the great joy of that single moment the agony of the previous week was quite forgotten.' The fact that he is focussing on the positives of the situation shows how little of an effect the failure has had on him and how a great feeling of pride and relief overwhelms the sadness of the loss.

In addition to this point, the writer explains how it was a huge learning curve and how that although a loss was ~~of~~ acquired, the acquisition of knowledge was of greater

benefit, than the loss of a race. 'The Helsinki Olympic Games were a turning point in my life, in more ways than one. Until then I had on the whole been successful in all the races that mattered to me. This, along with the quote 'I was not able to bear the responsibility on my shoulders, the terrible burden of having to win.' These quotes powerfully show the reader how, although losing is not the plan, the loss of something you care about can teach you more than the feeling of victory.

Continuing in the same vein, the great sportsmanship shown in the text, along with the complete lack of bitterness, show how losing is necessary to become a true 'winner.' 'Others had won and I had been ~~happier~~ ^{happy} for them.' This effectively shows how centred and sportsmanlike the Roger was and shows how he may have learnt more from

losing, than he would have were he to have won.

The use of hypothetical affects on Roger's ego, were he to have won, show how he truly ~~believes~~ believes that losing was a positive outcome.

'I do not find it easy to be overconfident but an Olympic victory might have easily have made me so.' The writer highlights this as ~~over~~ if Roger's ego were to have been inflated, he may have become ~~complaisant~~ complaisant and his learning as an athlete would have slowed. Again, this quote ~~is~~ successfully shows the reader that ~~the~~ failure, in this sense, can be positive.

S7A

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 at the Olympic Games.

What similarities do these events share in these extracts?

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

(6)

The athletes the articles where
were about ~~both~~ ^{all} lost.

All athletes had a bad time
~~breath~~ weather that be from
the press ^{or} the crowds ~~at~~ in
the stands. Text 1: "The crowd boos
were breaking zola's spirit but her
team mate and the romanian were
focused on the medals!"

Text 2: "One writer ended his criticism
with, 'I feel like swing british
athletes for breach of promise!"

(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about taking part in international competitions.

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 was a tragedy.

Text 2 said the game ~~was~~ were a great success.

~~Text 1~~

S7B

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 at the Olympic Games.

What similarities do these events share in these extracts?

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

(6)

Both ^{extracts} ~~text~~ present someone missing out on winning a ^{medal} ~~medal~~.
In text one it states that "her chance to win gold had ~~disappeared~~ ^{disappeared} in a ~~flash~~ ^{split}". This emphasises how quick she missed out on being able to win gold. In text two it states "My only chance to win the olympic ~~#~~ title was over". This suggests Roger was unable to beat his opponents resulting in him losing the race.

Both text present that Zola and Roger both ^{have} ~~have~~ someone they look up to. For example in text one it states that Zola "glanced down at her crumpled idol". This suggests that Zola looked up to Mary as she was her "idol" however, she "glanced down" on her which suggests she's better than her. In text two it states "No one could begrudge him his success". This suggests that everyone looked up to who ever beat Roger because they weren't jealous of him or his success and were happy for him.

(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about taking part in international competitions.

You should write about:

VEST

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

Support your answer with detailed references to the texts.

(14)

The writers ^{both use} ~~uses~~ the theme of losing to present their ideas and perspectives about taking part in international competitions. In text one it states that "Mary's ~~was~~ pain was probably more mental than physical" emphasising that she wasn't bothered about the physical pain and her injury but that ~~she~~ "her chance to win gold had disappeared" suggesting that Jason thinks ^{it isn't that easy to} ~~it's~~ ^{hard to} compete and take part in international competitions. In text two ~~it~~ Roger Roger states his "only chance to win an olympic ^{title was} ~~race~~ over" because this is a single short sentence it gets to the point and emphasises it is ^{heart breaking} ~~hard~~ when you get to that stage of competing internationally and working hard to get there to finish and not win.

Both writers present taking part in international competitions as successful and can lead to being happy. In text two it states "I had been happy for them".

S7C

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 at the Olympic Games.

What similarities do these events share in these extracts?

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

(6)

They both show the outcome of a race and the psychological effects on the athletes ~~to~~ who've participated. In text one this is shown with the quotes 'Sensing victory, Puica ran her final lap to win as Sly took a hard-fought silver medal.' Followed by 'It was almost as if she was postponing the moment when a fresh nightmare of accusation and counter-accusation would begin.' Conversely, text two shows this but in a far more ~~upbe~~ up-beat and positive manner. 'I felt great admiration for the winner as he climbed the ~~to~~ Olympic podium. He was a worthy ~~winner~~ victor, tougher as well as faster than the rest of us.' This shows how Zola gave up while Roger accepted improvement was needed.

(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about taking part in international competitions.

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 writer of text one expresses their view of international competitions as extremely competitive and ~~important~~ important, while the writer of text two focusses more on the positive aspect of taking part and supporting one another. Examples of these would be the confounding quotes of 'I was prepared to die for victory' in text one and that of 'No nation can wreck the Olympic movement, when to run costs an athlete no more than food and shelter, a pair of running shoes, and willingness to drive himself to the furthest limit of exhaustion.' In comparison, text one shows how victory means absolutely everything to the athletes,

so much so, that they are willing to sacrifice ~~their~~ their lives for even a chance at it. Text ~~two~~ however, shows how the joy of competing and how thankful Roger is to be able to, greatly outweighs any worries of losing. 2

The two texts contrast in their ~~vocabulary~~ vocabulary as ^{text} one uses far more ~~positive terms~~ such as negative terms such as 'crumpled' 'chaos' and 'nightmare' whereas text two is far more positive using such terms as 'relief' 'great success' and 'worthy victor.' These words when dropped into a text help the reader understand the writers intentions with the extract and set the scene.

S7D

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 at the Olympic Games.

What similarities do these events share in these extracts?

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

(6)

Both texts talk about the Olympic games. In text 1 this is shown through 'Sly took a hard-fought silver medal' which tells the reader they're at the Olympics. In text 2 it is shown through 'he climbed the Olympic podium' which clearly shows they're at the Olympics.

Both texts show strong emotion throughout. For example in text 1 the writer talks about the 'floods of tears' which shows how upset Mary was. Similarly in text 2 the writer says 'eternity of hopelessness' which also shows very strong emotion.

Finally both texts show the runners missed ~~a~~ a winning opportunity. In text 1 this is shown through 'chance to win gold had disappeared in a flash'. Similarly in text 2 the writer says 'My only chance to win an Olympic title was over.' ^{Both} These show the disappointment of failure.

(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about taking part in international competitions.

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)

Firstly both texts have a similar audience. Text 1 talks about the 'inside of the track' and 'around the arena' this shows us that text 1 is about a sport or running. Similarly in text 2 the 'Olympic podium' is talked about. This also shows that it is about sport. The noun 'Olympic' shows that it is talking about a very professional sport. This gives the idea that both texts were aimed towards people with an interest in sport.

Text 1 and text 2 have different tones. In text 1 it is written in third person, this is shown through names 'Mary', 'Zola', 'Sly', 'they' being used. This gives text 1 a more factual and formal tone. However in text 2 it is written in first person, 'I felt great admiration'. This gives text 2 a personal and informal tone.

Text 1 and text 2 both have different attitudes. In text 1 it is shown through 'the crowd's boos' that failure is seen as a negative thing. The 'boos' show the disappointment of the crowds. However in text 2 it is shown through 'I had found new meaning... not the winning but the taking part' ~~that~~ that you must see the positives in failure. It shows he is grateful he could take part. Therefore text 1 shows disappointment whereas text 2 shows gratitude.

Both text 1 and text 2 have a similar effect on the reader. In text 1 the writer says that Sig was 'prepared to die for victory' this shows the passion that is felt towards the sport of running. The verb 'die' is very dramatic but effectively shows passion. Similarly in text 2 the writer talks about 'the great joy of that single moment' this shows the reader the emotional effect that sport has on the competitors. Therefore both texts leave the reader feeling passionate about the sports as it's clearly shown the importance of running on the sportsmen and women.

S7E

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 at the Olympic Games.

What similarities do these events share in these extracts?

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

(6)

The similarities that these text have are similar in a way. ~~In text 1~~ Both texts are about running in the olympics and something bad happening in the race but both are shown in different ways, in text 1 an athlete is badly injured and in text 2 he loses the race. Another similarity is both ~~were~~ athletes in the texts, Mary and roger, both lost there one chance to win ~~the gold~~ gold in the olympics. Both athletes ~~prob~~ most probably shared the same ~~feel~~ feeling in the same way on the inside but different way on the outside.

(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about taking part in international competitions.

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 have similar ~~them~~ and different perspectives and ideas about taking part in the olympics.

In text 1, the athlete ~~the~~ Mary Decker⁴ was in pain but not just because she had injured her hip ~~because~~ it was also because she had lost her chance to win gold for the one time she could. Whereas, in text 2 Roger Bannister also loses his one chance to win gold in the olympics but the difference between the texts is that Roger wasn't in pain about losing, he kept a positive attitude and is grateful that he actually got the chance to take part and was happy for the winner.

Both texts are similar with the criticism they ^{athletes} were given. In text 1, the writer

says "The crowds boos were breaking Zola's spirit". ~~Thus~~ In text 2, the writer says "One writer ended his criticism with I feel like suing British athletes for breach of promise". Both texts are similar with the criticism of the crowds and news but Zola Budd in text 1 let the criticism and boos get to her and bring her down ~~were~~ were in text 2 Roger does not let it get to him and carries on staying positive when one of the most important things in his life he lost.

Another similarity the texts have is staying positive but only in 1 paragraph in ~~#~~ text 1. In text 1 the writer says "British team mate and the Romanian team mate were focused on winning medals. Both texts uses the positivity more than the other text but two team mates in text 1 kept a positive mindset and carried on when the crowd was booing and trying to bring them down ~~missing~~ but they didn't stop trying to achieve ~~there~~ their goals and win for their team.

Both ideas and perspectives of the texts are similar but also different. Text 1 is making the reader feel worried ~~about~~ because of the injury and give them the idea that they won't win. Whereas, in text 2 the writer doesn't build up the fact he never one, he tells the audience at the start. Also, text 1 talks ~~to~~ the reader through the race and what is happening but in text 2 he doesn't really talk about the actual race itself like text 1 does.

The way the ~~the~~ texts are presented and written are completely different. Text 1 is written by a sports writer and is presented negatively because of the injury's and the crowd. On the other hand, in text 2 it is written from a first person perspective and is an autobiography. Text 2 is presented as positive and the writer is being honest about the feelings he felt and what he thought.



Section A: Reading

Question 1

Script	Comment	Mark
1A	2 valid points.	2 marks
1B	2 valid points.	2 marks
1C	1 mark for the first point. The second is not a reason why she falls, it repeats that there has been a fall.	1 mark
1D	No marks – has used the wrong lines and not answered the question.	0 marks
1E	1 mark for the second point. The first point is not in the lines required.	1 mark
1F	2 valid points. The second is quite long, but there is selection from the lines and the candidate has also circled 'I cut inside' (they would have achieved two marks even without that circling, however).	2 marks
1G	2 valid points. The incorrect section does not negate the two marks achieved.	2 marks
1H	2 valid points.	2 marks
1I	1 mark achieved for the first point. The second is not a reason why she falls.	1 mark
1J	2 valid points made.	2 marks
1K	1 mark for awareness of bumping, even though spelling is incorrect! The second point is not relevant to the lines or the fall (even if it is true!) ;	1 mark
1L	No marks.	0 marks
1M	2 valid points made.	2 marks



Question 2

Script	Comment	Mark
2A	2 valid points.	2 marks
2B	2 valid points.	2 marks
2C	2 valid points (did not need to add 'Now running with a gash on her leg').	2 marks
2D	1 mark – this is the same point made twice.	1 mark
2E	2 valid points.	2 marks
2F	2 valid points. It is not necessary to name which runner is which, and both are valid answers in the mark scheme.	2 marks
2G	No marks as this is from the previous section. The impact on Mary may be mental, but this is in previous lines.	0 marks
2H	1 valid point made.	1 mark
2I	2 valid points made.	2 marks
2J	2 valid points made.	2 marks
2K	2 valid points made. This is a reminder to send to review as the candidate has written a correct answer to Question 1 below this response.	2 marks



Question 3

Script	Comment	Mark
3A	<p>This is a fairly basic response that meets all Level 1 criteria. It refers to both language and structure, with some valid references. Although there is a tendency to feature spot there is a little bit of comment on the effects ('creates suspense'/'makes the reader glued to the text'). It just edges into Level 2.</p>	Level 2 5 marks
3B	<p>The answer follows a clear format, making a point, identifying supporting references and concluding with a comment detailing the effect on the reader. There is a focus on achieving effects and influencing readers, often linked by "me" to the candidate's personal response. In each instance, the comment on effect is quite simple e.g. 'grabs the reader's attention' or 'engages the reader to be thinking what will happen next.' Explanation of effect is not always developed and clear e.g. 'grabs them in their feelings.' Reference to structure is made on the second page, when 'the writer links back to the fall.'</p> <p>The answer meets the Level 3 criteria, with explanation of the text, reference to language and structure, and use of relevant quotations. The mark remains in the middle of Level 3, rather than at the top, because of the simplicity of the comments identifying effects on the reader and the rather limited treatment of structure.</p>	Level 3 8 marks
3C	<p>This response makes a variety of points, explaining clearly the effects of both language and structure. The selection of references is appropriate and relevant and the candidate makes use of the whole passage. All Level 3 criteria are met. The first paragraph on page 2 begins to explore the impact of language in more detail and lifts the response just into Level 4.</p>	Level 4 10 marks
3D	<p>The answer makes reference to interesting and engaging the reader at the beginning of each paragraph, keeping a very clear focus. There is a strong balance between language and structure points, with each firmly supported by detailed and appropriate references. There is exploration of the various features identified e.g. in the paragraph that discusses the use of similes. The comment is developed, with the accident considered 'horrific' and 'tragic', affecting both the readers and the athletes. The reader is far more involved, in terms of comment, as when 'She's down!' allows them to 'imagine what it would be like to watch the race and hear that being shouted.' The approach in this answer is rather formulaic, but it is a formula that works and it covers the bullet points in Level 4, but does not reach the analysis required for Level 5.</p>	Level 4 12 marks



3E	<p>This is a very detailed response, which fully explores a range of points. Expression is sometimes long-winded but nevertheless, the candidate sustains focus on the impact of language and structure. There are glimmers of analysis as the response develops e.g. towards the bottom of page 2 (engages with idea of reader's expectations) and again towards the bottom of page 3 (analysis of 'flash'). This was therefore placed just into Level 5.</p>	Level 5 13 marks
3F	<p>The answer opens with a confident analysis of structure, identifying the opening and ending of the extract, then developing the point through atmosphere and 'subtle change of mood.' Analysis of language follows, with the reference to 'plunging forward violently' allowing 'subtle connotations of danger and pain.' In the third paragraph, there is detailed analysis of 'listing and long sentences', with hyphens slowing the pace, making the reader slow down.</p> <p>Further analysis based on dialogue and language concludes the answer, again offering comment on how the reader is influenced, sustaining the high level of discussion. In each paragraph, the selection of references clarifies the points being made.</p>	Level 5 15 marks



Question 4

Script	Comment	Mark
4A	1 valid point.	1 mark
4B	1 valid point.	1 mark
4C	1 valid point.	1 mark
4D	1 valid point, succinct!	1 mark
4E	Careful reading needed. Had this candidate stopped after 'He has great joy' that would have achieved the mark, but they have written 'from winning the race', which is not why he feels joy.	0 marks
4F	Again, careful reading needed. Has crossed out what would have made it correct, I think.	0 marks
4G	Has made 3 valid points – 'the ordeal was over', 'in great joy', forgot the agony of the previous week.	1 mark
4H	Has made 2 valid points.	1 mark
4I	No marks – 'agony' is mentioned, but this is not how he feels after the race, it is the previous week.	0 marks

Question 5

Script	Comment	Mark
5A	1 valid point.	1 mark
5B	1 valid point, nicely brief.	1 mark
5C	1 valid point.	1 mark
5D	1 valid point, succinct!	1 mark
5E	1 valid point.	1 mark
5F	1 valid point.	1 mark
5G	No marks – not related to the lines.	0 marks
5H	1 valid point, succinct!	1 mark
5I	1 valid point	1 mark
5J	1 valid point	1 mark



Question 6

Script	Comment	Mark
6A	The candidate begins by making a limited judgement on the text. There is a valid reference to one section of the text but it is not developed. The response just meets the Level 2 criteria for 4 marks.	Level 2 Mark 4
6B	The candidate starts off with a comment on the idea of learning from failure in the text. This is supported by the reference to 'happiness', although further ideas could be developed. The points in the second paragraph are from the introduction rather than the text. Straightforward opinions are offered. The response fulfils the criteria for Level 2 and is given a mark of 6.	Level 2 Mark 6
6C	There is evidence of informed judgement about the text which increases as the response continues. Although the explanation is not convincing at times (for example in paragraph 3), it is present throughout the response. References are appropriate and supportive of the points made. Both sides are considered. This is a solid Level 3 with a mark of 8.	Level 3 Mark 8
6D	There is informed judgement and explanation with the candidate adopting a formulaic 'PEE' approach. The references are appropriate and relevant to the points made. The mark at the top of Level 3 reflects that the criteria for this level are being met but the response could be more analytical. A mark of 9 is awarded.	Level 3 Mark 9
6E	The response adopts an unusual structure starting each paragraph with a quotation but shows detailed support for the critical judgement offered. This is sustained throughout the response, demonstrating an understanding of how failure is presented as positive. The analysis could be more evaluative, but provides sufficient evidence for a mark of 11 in the middle of Level 4.	Level 4 Mark 11
6F	The response provides a detached critical overview fully developing and evaluating ideas from the whole text. The candidate is able to negotiate between taking a holistic approach to the text and homing in on specific aspects. The paragraph containing '...although a loss was acquired, the acquisition of knowledge was of greater benefit, than the loss of a race' is a good example of this approach. It gets the full mark of 15 in Level 5.	Level 5 Mark 15



Question 7a and 7b

Script	Comment	Mark
7A	<p>7a – The candidate identifies one similarity – ‘All athletes had a bad time’ with supporting evidence from both texts. Sufficient additional comment is made: ‘weather that be from the press or the crowds in the stands.’. This goes beyond ‘limited’ into ‘sound’ understanding</p> <p>7b – No comparison is made and only basic description is offered of the texts. This is sufficient for 1 mark in Level 1.</p>	<p>7a – Level 2 Mark 3</p> <p>7b – Level 1 Mark 1</p> <p>Total: 4</p>
7B	<p>7a – The candidate identifies two similarities about the events at the Olympic Games: ‘someone missing out on a medal’ and ‘Zola and Roger both have someone the look up on’. Each similarity is supported with appropriate and relevant evidence and the explanation for each comparison shows detailed understanding and synthesis.</p> <p>7b – The response lacks development and does not show a range of comparisons. There is some explanation of the writers’ ideas and perspectives such as ‘...emphasises it is heart breaking when you get to that stage of competing internationally...’. There are valid, but undeveloped references. As all level 2 requirements are met and bullet 2 of level 3 is evident, this achieves a low mark in Level 3.</p>	<p>7a – Level 3 Mark 6</p> <p>7b - Level 3 Mark 6</p> <p>Total: 12</p>
7C	<p>7a – Two points of similarity are made in the opening sentence: ‘...both show the outcome of a race and psychological effects on the athletes...’. The outcome of a race similarity is supported by relevant evidence from both texts ‘sensing victory...’ and ‘he was a worthy winner’. The similar psychological effects are also supported by evidence ‘it was almost as if...’ and ‘I felt great admiration’. Whilst these two similarities could be interpreted as differences, both are strong emotional effects, which is an acceptable approach.</p> <p>7b – A range of comparisons are made between the texts. Each point takes one text and then compares with the other, using supporting evidence for each comparison. There is some explanation of ideas and perspectives, but this is not always secure or fully convincing. The references are mainly appropriate. More of a range is needed and there is an over-reliance on quotations.</p>	<p>7a – Level 2 Mark 4</p> <p>7b – Level 3 Mark 7</p> <p>Total: 11</p>



7D	<p>7a – The candidate offers three similarities: both texts are at ‘the Olympic Games’, both have ‘strong emotion throughout’ and in both ‘the runners missed a winning opportunity’. Each similarity is supported with appropriate and relevant evidence and the explanation for each comparison shows understanding and synthesis.</p> <p>7b – The response considers a wide range of comparisons. There is evidence of some exploration of the writer’s ideas and perspectives, ‘similar audience’, ‘tone’, ‘attitude’ and there is consideration of the reader. It is balanced in its approach, including the use of references.</p>	<p>7a – Level 3 Mark 6</p> <p>7b - Level 4 Mark 10</p> <p>Total: 16</p>
7E	<p>7a – The candidate identifies one similarity, ‘both are about in the Olympics and something bad happening’. This is supported by evidence from Text 1: ‘the athlete is badly injured’ and in Text 2 ‘he loses the race’. The candidate attempts a second similarity: ‘both Mary and Roger both lost their race’ – this is not supported by evidence from the texts and is a repeated point, but there is enough development of understanding to move from ‘limited’ to ‘sound’.</p> <p>7b – The answer sustains the focus on the question making a wide range of comparisons between the texts. There is a secure exploration of ideas and perspectives throughout, such as the emotional response of Roger and Mary, ‘criticism the athletes [received]’ and the perspective the text is written from. The references are appropriate and balanced across both texts and support the points being made.</p>	<p>7a – Level 2 Mark 3</p> <p>7b - Level 4 Mark 11</p> <p>Total: 14</p>

S8A

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 answer with a cross .

Chosen question number: Question 8 Question 9

Write your answer to Section B here:

It was a Saturday morning, ^{Jacob}~~John~~ and his friend Tom ~~the~~ were on there way up to the biggest Stadium ever, ^{the} Wemb-ely Stadium. The ~~huge~~ red and white Stadium could fit around 100,000 people in.

It was 2:30 pm when Jacob and Tom where on there way to see England vs Finland. Jacob was skinny and tall with blue eyes and clear clean skin. He had short ^{brown} hair with big ears. He wore ~~casual~~ casual clothes with an expensive watch on his wrist. Tom was the same except ^{from he} wore the whole football kit with ^{red and white} a wig on top of his head. The weather was clear and sunny with bright blue sky with not one cloud to be seen. It was 2:45 pm and the big game kicked off at 2:50 pm. ~~Jacob~~ Whilst Jacob and Tom where walking towards the stadium big fire works.

S8B

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 answer with a cross .

Chosen question number: Question 8 Question 9

Write your answer to Section B here:

I had just come from the Chelsea vs Manchester United final, the views and energy was ecstatic as rivalry filled the air. We watched both clubs perform their national anthems and shake hands ready to go to war. ~~We watched~~ As the ref blew the whistle the game started and Chelsea were already looking dominant as they passed the ball around in a sensible manner, we could see the tension and desperation of winning on both teams. Chelsea had taken the lead in the first half with an astonishing goal by Eden Hazard who was their captain, ~~to~~ Chelsea were more relaxed after scoring a goal and had gone ultra defensive to maintain their lead. As Eden Hazard scored the United fans sunk quietly into their seats in disbelief, the atmosphere was quiet on the United stand but buzzing on the Chelsea stand, as they cheered on their team helping them keep a positive attitude to playing.

In the second half, ~~our~~ Man United were coming back stronger and much more organised as they

~~appliance~~ applied much more pressure to break through Chelsea and win the game.

Will they make it happen? We thought to ourselves as their ball control had improved and momentum was intact.

~~We could see~~ Manchester United had plunged in a goal in the last 10 minutes of the half leading Chelsea into worry, as both teams held on to the draw, they went into Extra time as it was a cup final that none of them were ~~unwilling~~ willing to lose.

Both teams on the edge of their seats watching in horror to see who takes ~~at~~ the lead.

S8C

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 answer with a cross .

Chosen question number: Question 8 Question 9

Write your answer to Section B here:

Last November I went to the fireworks show in Eislekurst. I had purchased my ticket with one of my friends who came along with me. As the Saturday ~~rotted~~ slowly approached I could - for some reason - feel myself becoming more and more excited. Saturday finally came I met up with my friend at around 7pm. It was pitch black. As we got to the place that was holding the fireworks show I was both blinded and deafened by all the bright floodlights and music that was on. ~~we~~ ^{we} walked to the entrance and handed ~~our tickets to~~ and in our tickets to the man in the small wooden booth. I was in ~~sheer awe~~ struck with sheer awe and more blinding lights. The crowd was ~~abs~~ absolutely massive. You ~~can~~ could barely walk I got without slamming into someone. As we walked further on I noticed most of the field was 1: extremely muddy and dirty. 2: It was again pitch black. The floodlights were only being used to light up the entrance. - I sighed as I stepped in a puddle of mud and decided

To turn on my phones flashlight. Sadly my phone ~~does~~ isn't equipped with an Industrial size flashlight so I could still barely see 2 feet in front of me. As we approached the very front of the field I was immediately surprised by the fact that the fireworks were being shot up into the air from a primary school. Luckily I had managed to find a slight dry spot just before the fireworks started. As I sat down I was immediately booted in the back by someone kindly walking. He apologised profusely and walked on. Around 2 minutes later the music stopped and a countdown for 5 seconds started blasting. 5... 4... 3... I looked at my friend and looked back as I saw a massive explosion go off in the air. Everyone was surprised as the countdown hadn't even ~~start~~ finished yet. Soon after another one popped off into the air. As the fireworks went off I sat in awe. Just staring up into the sky. Some were brighter than others, some were louder than others and some were bigger than others. Around 5 minutes in everything stopped and an announcement came on the speakers. "Hello everyone. I hope you're all enjoying your evening so far. We have had some difficulties

with the fireworks and we are working very hard to support it. fix the issue. We should need around 5 minutes ~~minutes~~ 5mins to fix. We are very sorry this happened." The crowd boomed in unison as me and my friend were laughing at the fact that they needed to "Fix a firework." My friend jokingly said "Of course this happens the only time we're here." Time went surprisingly fast and ~~in around~~ another announcement played. This to "enjoy the show." At that exact moment the largest firework I have ever seen exploded in the air and made several shapes. More shapes followed after that. Squares, triangles, hearts, etc... A little time went past and the last firework shot off. FIZZZZZ... ~~BANG~~ BANG! That was by far the biggest one of the night and left the entire crowd cheering. A short time after the show had finished, a group of

S8D

PAFT

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 answer with a cross .

Chosen question number: Question 8 Question 9

Write your answer to Section B here:

The crowd were electric waiting for the band to come out. ~~¶~~ Inghatable unicorns and balls were all around, people sighting to volley it up. Waiting in anticipation for ~~the~~ Kasabian, Victoria park was alive. As people attempted ~~to~~ to make ~~their~~ way to the front, clambering over bodies, the crowd began ~~to~~ ^{to} serge so^oward.

Hippies with long hair and head bands, girls glittered up and showing as much skin as possible and teenage boys trying to look ~~as~~ cool as possible and desperately trying to get served without an ID. ~~¶~~ Everyone was gathered as one. I felt slightly out of place stood near the front as a married thirty three year old man. ~~¶~~ Intensifying with every second, the crowd were ready. ~~¶~~ ~~¶~~ Flares and bright colored smoke ~~gas~~ bombs were being distributed in friendship groups all around, the crowd were ready.

As the backing track for "I'm on fire" came on girls screamed and boys cheered. Serge entered

the stage and consetti erupted over the crowd, ~~from~~ illuminated by tens of luminous red
glaces surrounding me, the crowd was moving like
a wave. People pushed forward from the back sending
me stumbling, and then every body pushed back. Girls
were ~~se~~ shouting the lyrics ~~from~~ ^{on} top of their boy
friends shoulders, and boys shoved each other around
in mosh pits. ^{As the} drummer bashed the drums I was
jumping up and down to the beat, the ground vibrated
with the base and everyone sang along. As
everyones favourite song came to an end everybody
cheered ~~the~~ hysterically. I was happy to ~~share~~ have
shared that special moment with sixteen year old
boys ~~and~~ and hippies I had never met. I felt happy.
Throughout the evening I maintained a high of
euphoria and happiness. The stress of journalism
was forgotten as well as the children. Alive
~~would~~ be the way I summed up the crowd, even
after dancing with strangers, spilling drinks and
galling over, as Kasabian finished their last song
the crowd still chanted, 'we want another! We want
another!', I ~~was~~ was not sure my tired and battered
body could survive another gruelling moshpit
but on I chanted.

The crowd often do play a large part of an

event such as a concert, and this was no different. Kasabian are special as they bring together so many demographics, the "oldies" swayed at the back, reminiscing about their youth, whilst their teenage children ran riot at the front. I would highly recommend ~~any~~ Kasabian concert, the friendliness and authenticity of the band, radiates around arenas and forces everybody to be happy.

The band's music is also even better in real life, to when you are screaming the lyrics in the car to drop off the kids at school, and I encourage you to go to a concert. ~~The~~ The band were well organised, and the lighting helped to add more intensity to the performance. Thank you for reading and Kasabian are currently touring the UK. Do you want to miss out?

S9A

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 answer with a cross .

Chosen question number: Question 8 Question 9

Write your answer to Section B here:

~~Life can be competitive like many things~~
Your Job could be competitive like many things
in life but Surgery, Surgery is a ^{battle} ~~field~~ ^{Field} ~~scpe~~
especially for interns. Who gets to scrub in,
who gets the major trumas? it's life ~~and~~ or
death it's what ~~Sorgen~~ Surgens live for
what they breath for you want a ^{bottle} ~~battel~~
of perfume for christmas? they want a
brain tumor the size of a grapefruit
in your temporal lobe.
On-call time, O.R. time it's all included in
who will make the better Surgen and who
in all though all will have what it
takes to save lives.
O.R time especially if you can't ^{handle} ~~trandel~~ a
24h surgery then the job ist for you.
Surgens thrive for competiton for example
who can do a better running whip Stich?
It's all to make them better Surgens.
Help them to save a life, Someones got
to do it.
Competition is how they make it or

break it. Can't ~~handel~~ handle the heat? then it's not the job for you.

Get something wrong and ~~you~~ they could inevitably kill somebody and that's on them.

Surgeons have to be on their ~~best~~ best game 100% of the time, no room for mistakes.

That's why competition is relevant, fall back or become lazy it just can't happen any attending will tell you. Practice makes perfect.

That's why competition is key!

S9B

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 answer with a cross .

Chosen question number: Question 8 Question 9

Write your answer to Section B here:

I have recently heard the statement 'Competition is sport, or in any area of life, is not good for anyone' and I was intrigued since I disagreed with it at first, but thinking about it made me recollect some memories and I started to realise that maybe it is true. I will share my opinion with you on this statement.

First of all, there are certain moments where we can be competitive and others where we cannot, so running against my brother to see who would get to the street lamp faster, is different from performing like saving CPR and seeing who's 'best' at it, so let's dive in to the ^{positives} ~~positives~~ and negatives of competition.

Us as humans thrive on competition, it is after all what brought us here - natural selection - ~~hence~~ hence competition in life should be important as it gives us that motivation to move forward as a whole. For example, I have been rejected from countless ^{amount} ~~amount~~ of jobs but yet here I am, ~~am~~ competed for a spot and I won. ~~A~~ A recent study showed that competition for an item or a position increases your motivation to work hard, so next time you have to finish that English essay, just make it a competition between you and your friends with a Dairy Milk bar as a reward and then observe at how hard you can work.

On the other hand, competition can be harmful since some people might want all the fame and glory. This is where people can go too far since it changes the whole personality and you become egotistic and more wants that. It is shown that 5% of all competition winners end up using their fame and glory in ~~bad ways~~ ^{horrible ways} and using their title as a way to show off ~~it~~.

I was stuck at this point thinking about all the possibilities of where ~~the~~ competition leads to more bad than good then ~~finally~~ ^{I had} an epiphany moment, teamwork! In sport competitions there is no one-man team, everyone has to ~~do~~ ^{do} their bits, for example in football, the defenders have to be able to put in a challenge and recover, midfielders have to be there to help the transition of play and attackers to ~~score~~ score goals, and of course the goalkeeper to stop the attackers from scoring. Now if we took one out the whole team crumbles. ~~So~~ in competitions these players have to rely on teamwork so that they can ~~score~~ score the goals and win the whole competition.

Personally, I would say competition is necessary for us to thrive no matter what age, but should people abuse their power to win ~~it~~ that's where things go bad and sadly, sadly there have been cases in the past of this happening. ~~So~~ ~~that's~~ ~~you~~ ~~there~~ // As this is all coming to a conclusion I want to remind you that ~~to~~ always compete for that top spot and if you fail, try, try again.

S9C

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 answer with a cross .

Chosen question number: Question 8 Question 9

Write your answer to Section B here: "Competition in sport, or in any area of life, is not good for anyone".

Competition - Something everybody experiences. Whether it be grades in a test or who can look the best, we've all experienced competition haven't we?

Each with our own experiences of competition, I'm sure we all know the impact it can have, ~~or~~ even from a young age of our lives. What if I told you that you experience competition every day. Every single day! Even in the ~~absence of~~ ^{absence} absence of interaction with people, it's something that can still be experienced.

Your body and brain are constantly in competition. Take for example when your brain knows you ~~want~~ ^{need} to get up in the morning but in contrast your body wants to stay in bed; that is competition between your brain and body, who is going to win, what will overpower the other. You wouldn't have thought of that would you?

What I'm trying to say is that, yes there is

very high ~~competitio~~ competition in sport, but in everyday life too.

You may be able to name the negative effects of competition; Arguments with friends, rivalries between countries, issues at work. Everybody wants to be the best. It's what we're taught from a young age. As my mother said 'Smive only for the best'. What sort of pressure are we expected to put on ourselves? Too much I'd say.

Of course there can be positives to being competitive; wanting to get the best grade so ^{therefore} a revising more or striving for your dream job. Without competition would this be possible? If we took away all other students and there was no competition to get into Medical school for example, would people still have the urge to do it. Is it just because you want to be better than everyone else.

I've known people in my life that have driven themselves insane. Mentally insane. You begin asking yourself whether it is worth all the worry and anxiety to get to where you want to be.

Goals are something that can be achieved without competition. That's what I believe.

//You are probably asking yourself where you'd find the motivation without competition. ~~It~~ Surely if it's something you're doing for yourselves, motivation should not be an issue. If you're telling me that you need others to compete against then is it something you truly want?

We asked 200 medical students at the University of Oxford whether it was something they were doing for themselves or competing to be better than everyone else. 60% of those students couldn't give a definite answer. That is concerning. If you're in Medical school, it has to be for the correct reasons, does it not?

If you're the kind of person that puts pressure on themselves to be the best, competing with others, why not try to make a change. Today! Stop constantly worrying. Stop comparing yourself to others. Do everything for you and you only. That may sound selfish; I'm not telling you to be a horrible person, I'm telling you to do what is in your best interest. That's not to say you can't worry about others, that's a normal human trait; just stop being so hard on yourself.

In conclusion I'm going to tell you that, where competition may be useful sometimes, the majority of the time you're forced to put ~~unnecessary~~
unnecessary pressure on yourself.

Take time to think about what you really want.



Section B: Writing

Question 8

Script	Comment	Mark
8A	<p>AO5: This is a fairly brief Level 2 response. There is some use of structural and grammatical features - two paragraphs and some time markers – and ideas are expressed in order. Audience and purpose are not fully established as the approach is narrative. However, there is an awareness of the reader shown in the attempt to build description and atmosphere ('bright blue sky with not one cloud to be seen').</p> <p>AO6: The candidate uses a range of correctly spelt vocabulary e.g. <i>stadium</i>, <i>expensive</i>, <i>skinny</i>. There is evidence of control regarding the punctuation of sentences. This is better than basic and, even though it appears unfinished, warrants a mark in the middle of Level 2.</p>	<p>8+5 = 13</p> <p>AO5 Level 2 AO6 Level 2</p>
8B	<p>AO5: This candidate meets all the criteria for Level 3 and moves into Level 4 through the organisation of material for particular effect and the use of tone and register. The tone is effective from the outset ('the views and energy [was] ecstatic') and interest for the reader is built through the contrasting fortunes of opposing fans ('United fans sunk quietly into their seats in disbelief...buzzing on the Chelsea stand...')</p> <p>AO6: The response meets all Level 3 criteria. There is adaptation of sentence structure for effect ('we could see the tension and desperation'; 'ball control had improved and momentum was intact'.) The candidate uses a fairly wide variety of vocabulary e.g. <i>dominant</i>, <i>astonishing</i>, <i>momentum</i>. Spelling is mostly sound.</p>	<p>15+9 = 24</p> <p>AO5 Level 4 AO6 Level 3</p>
8C	<p>AO5: This is a mid-Level 4 response. The candidate organises material and stylistic devices for particular effect. A lively and effective tone is adopted, 'struck with sheer awe and blinding light'; 'the crowd booed in unison as me and my friend were laughing'. There are touches of humour. Appropriate ideas are connected even though paragraphing is not explicitly evident (there is potentially a clear paragraph break on the final page after 'Fix a firework'). While paragraphs are not obvious, there is a clear organisation to the writing.</p> <p>AO6: A wide and selective vocabulary is used throughout: <i>equipped</i>, <i>profusely</i>, <i>slamming</i>. Spelling is mostly correct. Punctuation aids clarity and sentence structures are managed effectively including deliberate use of short sentences: 'It was pitch black' is later followed up with 'It was again pitch black.'</p>	<p>17+11 = 28</p> <p>AO5 Level 4 AO6 Level 4</p>



8D	<p>AO5: This is shaped from the outset and the candidate adopts an effective tone, style and register which is sustained throughout the response. The imagined persona - a 33-year-old father/journalist - is sustained and a credible voice is adopted in an engaging, deliberate way, a sophisticated skill for a 15/16-year-old to manage effectively. The review is coherent and cohesive with ideas- while not always complex, but certainly relevant and fully developed- managed effectively throughout. The definite conclusion ends the review confidently, sustaining the voice and viewpoint throughout. A secure Level 5 response.</p> <p>AO6: This fulfils all the criteria for Level 4 and moves into Level 5 as, while there are some spelling errors, these do not detract from overall meaning. An extensive vocabulary is strategically used: <i>anticipation, intensifying, luminous, gruelling, demographics</i>. A range of sentence structures are used selectively to achieve particular effects and punctuation is largely accurate and aids emphasis and precision.</p>	<p>22+13 = 35</p> <p>AO5 Level 5 AO6 Level 5</p>
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Question 9

Script	Comment	Mark
9A	<p>AO5: Whilst not wholly sustained, there is some selection of both content and stylistic devices to suit audience and purpose. The personal pronoun immediately addresses the audience and the register and tone are mostly appropriate showing a clear attempt to engage the audience. The attempts at humour are stylistically appropriate for the form and there is some attempt to connect appropriate ideas, for example the section concerning the 'running whip stitch... it's all to make them better surgeons'. Some 'shoe-horning' of 'competition' affects the overall fluency but paragraphs are used and there is a clear sense of a conclusion. There is sufficient evidence for a low Level 3 mark of 11.</p> <p>AO6: All of Level 2 criteria are met and this moves into Level 3 as there are some deliberately varied sentences used positively for purpose and effect - the questions, for example, in the first paragraph. There is some varied vocabulary - <i>trumas</i> [sic], <i>battle field, thrive</i>, for example. The accuracy of spelling is inconsistent ('especially' is spelt correctly once and then incorrectly later on) and some sentences are lacking clear punctuation which, while they do not detract from meaning, do suggest some lapses in control which keeps this at the bottom of Level 3.</p>	<p>11+7 = 18</p> <p>AO5 Level 3 AO6 Level 3</p>
9B	AO5: The opening tone and style is a little 'pedestrian' - and	19+12 = 31



	<p>perhaps not effectively adapted to form - however this quickly strengthens as the response goes on. The 'real-life' anecdote in the second paragraph demonstrates a personal, measured response and a clear sense of the candidate organising material for particular effect; the humour is effectively used to suit the tone and register.</p> <p>The inclusive address to the audience is another effective way of adapting style and tone to suit purpose and audience and is used in a controlled, deliberate way. The third paragraph then starts to consider much more interesting ideas and, while not fully complex, they are nudging the top level here which elevates this response to the top of Level 4. These ideas are then deliberately managed through the balance between them and the 'real-life' examples, directly addressed to the reader - the English essay for example. This candidate also considers the counter argument in a cohesive, measured way. Alongside this, there is a clear, effective sense of voice running throughout - the 'eurika [sic] moment' focuses this very clearly on the purpose and intended audience and the conclusion is used deliberately to sum up all that has been said. This fulfils all the criteria for Level 4.</p> <p>AO6: All the criteria for Level 4 are met. A wide, selective vocabulary is employed accurately and consistently and there are very few spelling errors - <i>memories</i>, <i>motivation</i>, <i>transition</i>, for example. Sentences are managed for deliberate effect and punctuation clarifies meaning throughout.</p>	<p>AO5 Level 4 AO6 Level 4</p>
<p>9C</p>	<p>AO5: This response is shaped from the outset with the direct address to the audience and the rhetorical question used deliberately. While not always complex, the ideas given are coherent and sustained and the 'real-life' examples give credibility to the central argument. There is a clear sense of shaping (the paragraph beginning 'Of course', for example) and the examples are cohesive and deliberately used to clarify views. There is a sustained use of tone, style and register and the consistent focus on purpose and audience, while not always subtle, warrants a low Level 5 mark.</p> <p>AO6: This fulfils all the Level 4 criteria and moves into Level 5. Vocabulary is used strategically: <i>insane</i>, <i>motivation</i>, <i>majority</i>. Spelling errors are rare and punctuation is accurate and precise. Some sentences have been clearly selected to achieve particular effects: the end paragraph with the '200 medical students', for example, uses a range of sentences accurately and selectively - simple sentence moving into a complex sentence/rhetorical question.</p>	<p>21+13 = 34</p> <p>AO5 Level 5 AO6 Level 5</p>