



Exemplars

Course title

GCSE English Language: New to Pearson Edexcel

Course code

1EN0-24O1



Script 1

3 Read this extract.

He told me he had been up the Fells to gather in his sheep, before the deep cold of night came on, and that under the holly-trees (black marks on the hill-side, where no other bush was for miles around) he had found my little lady ~~my lamb~~ ~~my queen~~ ~~my darling~~ stiff and cold in the terrible sleep which is frost-begotten*.

Oh! the joy and the tears of having her in my arms once again for I would not let him carry her; but took her, cloak and all, into my own arms, and held her near my own warm neck and heart, and felt the life stealing slowly back again into her little gentle limbs. But she was still insensible when we reached the hall, and I had no breath for speech. We went in by the kitchen-door.

~~Bring~~ the warming-pan**," said I; and I carried her upstairs, and began undressing her by the nursery fire. I called ~~my little lammie***~~ all the sweet and playful names I could think of, – even while my eyes were blinded by my tears; and at last, oh! at length she opened her large blue eyes. Then I put her into her warm bed and I made up my mind to sit by ~~my darling's~~ bedside the live-long night. She fell away into a soft sleep as soon as her pretty head had touched the pillow, and I watched by her till morning light; when she wakened up bright and clear – or so I thought at first – and, my dears, so I think now.

In the extract, how does the writer use language and structure to show Hester's love for Rosamond?

Support your views with reference to the text.

(6)

Within the opening of this extract, Hester ^{addresses} repeats ~~my lamb~~ repeatedly ~~calling~~ Rosamond as 'my lamb - my queen - my darling' which shows his sweet nicknames for her. Through the litter of ^{he has so} ^{sweet} ^{call for her} ^{share his} ^{first-person} ^{this little girl} ^{possessive} ^{personal pronouns} of 'my' exemplifies how Hester views ~~her~~ as his own and he ~~further~~ also calls her 'his ^{little} lammie'. This alliterative ^{name} ^{phrase} ^{here} ^{encapsulates} how he views her as an innocent being, seeing that lambs stir connotations of purity amongst the readers.



Consequently, by following this, readers may feel a sense of sympathy for Hester as he ^{desperately} searches for ~~the~~ ^{the} sweet little girl, which he views as his own.

Likewise, Hester's ~~the~~ ^{kind} affection for Rosamond is displayed through his dialogue where he orders someone to "Bring the warming pan", which ~~his emphasises~~ showcases his urgency to help her. As the only dialogue of this section, the author implies that Hester ~~may~~ ^{is} only conversating when it is ~~in~~ in order to help ~~the~~ ^{the} little girl. On top of this, Hester commands with the imperative verb 'Bring' which embodies his serious tone that suggests to the readers he ~~does~~ is ~~not~~ not letting people fool around when it comes to Rosamond. This is supported when after she ~~comes~~ ^{reaches} ~~her~~ ^{her} he's at relief in his mind or thought, exclaiming 'Oh!'. Notably, the ~~exclamations~~ exclamation mark addresses that Hester is only at peace once he is aware she's safe. Amongst the readers, ~~the~~ ^{the} relieving atmosphere may also be aroused because they are glad that Hester no longer is ~~in~~ in anticipation.

(Total for Question 3 = 6 marks)



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)

From the beginning of the extract the writer ~~used~~ uses a colloquial tone that interests the reader as it is more informal and like a conversation^①, they will be entertained and more engaged with what Adam Kay is saying and find a real interest too. The extract is in first person so it gives a very close personal response and the reader will feel more connected^②; Kay uses the first person narrative to engage the reader and ~~has~~ share his experience with other others. The extract ~~also~~ is also set in chronological order giving an almost a life line in the extract 'At sixteen' 'I went to the kind of school' this engages the reader as they get to experience the extract in the same order he lived it.

~~①~~ 'written on the walls'

~~②~~ 'personally' as shown when he says 'personally'



The use of simile's throughout the extract shows the mindless imagery the reader may will have 'change your nose like a Superhero' it engages them as it gives something that the reader may not experience an idea of what it can seem and feel like. The metaphor does the same 'my spring couldn't have been coiled any tighter' it gives the reader an image of his excitement and happiness he feels to be ~~point~~ become a doctor, but also how he is nervous

The many lists throughout the text ^{connotate with} may ~~suggest~~ the long list of things he has to do as a doctor and shows to the reader how difficult the job can be which the ~~rest~~ reader will be interested to find out how he may cope and deal with it.

The ^{list} ~~words~~ 'captain of two sport teams...' school newspaper' ~~and~~ may interest the reader ~~and~~ as they may have found out that more than school is needed to become a doctor, this may be seen as Kay's main message.

At the end of the extract the reality of being a doctor disappoints Kay as it is not what he thought it should be like, he feels 'mind-numbing'. The clear sadness and let down shows to the reader the reality becoming a doctor really is. The extract builds up until it



Energy is let down 'not really what he trained so
hard for. The declarative sentence to end the
extract really shows the disappointment Ray
and the reader feels.



Script 3

4 In the extract, there is an attempt to create strong feelings in the reader.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the whole text.

(15)

From the outset the ~~reader creates~~ writer masterfully creates a strong mood of tension. Immediate panic through Hester's actions as she 'ran out' and 'ran on' ~~fast~~ quickening the pace. The writer effectively adds to the tension describing Hester's repeated 'crying'. This asserts a negative tone as tension builds for the reader awaiting explanation. This dramatic tone of despair will frighten the reader prompting them to imagine the worse. The phrase 'lost a child' ~~is used~~ has been used emphatically by the writer to evoke an emotive ~~ref~~ response alongside the building tension. Losing a child is an extremely painful experience which the reader will be able to sympathise with.

Additionally, the next paragraph eases this tension, creating a sense of relief from Hester which will reflect the readers response also. The writer adeptly utilises heart warming terms of endearment ~~to~~ -ment to accentuate the loving bond between Hester and Rosamond. This stark contrast between moods will make the reader feel more strongly for the ~~loss of~~ Rosamond's return. For example Hester calling



Rosamond 'my little lammie' and describing how she 'held her near my own warm neck and heart' to comfort her.

Further on into the extract, strong feelings of intrigue build through an eerie tone. The writer impactfully highlights the beauty of the snow 'lying pretty and white' to place a peaceful serene image into the readers mind before revealing the true motivation behind Rosamond's escape. This sudden introduction to a 'little girl' who 'beckoned' her to 'come out' with her will emphatically establish intrigue for the reader. The writer compellingly uses ~~the~~ Hester's insistence that Rosamond's 'telling stories!' to allude to a more mysterious explanation.

Lastly, the writer skillfully creates strong emotions of fear and suspense in the reader as tension builds, mirroring the mood at the beginning. The writer ~~write~~ does this consistently ~~write~~ toward the end describing communication between Hester and Rosamond as they 'sobbed', 'spoke' 'very stern' and were 'crying'. The reader feels fearful of what the truth may be as ^{Hester and Rosamond} ~~they~~ bicker between themselves. Strong sense of tension



is successfully created through revealing that 'only' Rosamonds foot steps were the only ones 'to be seen'. The reader may become more suspicious as they ~~was~~ question the motive of the child to lie. Quickly after this the writer convincingly alludes the presence of supernatural possibly a ghost through the description held her hand 'fast and tight' and it being a 'very very cold' hand. The writer emphatically ~~evokes~~ evokes a visceral reaction from the reader as ~~the~~ she hints toward the presence of what seems like a ghost.



Script 4

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 people who decide to become doctors.

What similarities do the two people share in these extracts?

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

(6)

Both texts show that being a doctor can be a good thing. In text 1, it says "But the buzz of knowing I was going to become a doctor one day." In text 2, it says "What would you say to my father becoming a doctor?"

Both texts show a theme of negativity. In text 1, it says "Medical schools don't care about any of that." In text 2, it says "You won't get into medical school."

Both texts show a theme of determination. In text 1, it says "propelled me towards my goal of through those six long years." In text 2, it says "with each new negative response, she dug her heels in deeper."



Script 5

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 people who decide to become doctors.

What similarities do the two people share in these extracts?

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

(6)

Both texts show how the protagonists are strong in other subjects ~~is~~, similarly music, other than medicine. Text 1 says "My distinctions in grade 8 piano and saxophone, alongside some theatre reviews for the school magazine, qualified me." Similarly text 2 says "she had been studying German, metaphysics, and music, subjects she loved."

Both texts show how ~~the~~ neither of the protagonists expected themselves to become a doctor ~~or~~ planned to be one. "Text 1 says "personally, I don't remember medicine ever being an active career ~~path~~ decision". Similarly, text 2 says "The thought of ~~ever~~ becoming a doctor struck Elizabeth as ~~becoming~~ preposterous."

Both texts show how they had to travel to accomplish their goals of reaching medical school. Text 1 says "In 1998 I packed my bags and embarked upon the treacherous six-mile journey from Dulwich to South Kensington. Similarly, text 2 says "Elizabeth sailed out to Charleston in May 1847 bound for Philadelphia."



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

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 writer ~~des~~ presents choosing a career, ~~es~~ especially at the age of 16 as something that would be unfair to hold ~~any~~ anyone to their word for the career ^{path} they said they'd take. ~~and~~ He shows that choosing a career in medicine is generally because your Mom or Dad are doctors and you want to follow on and the fact that his own actual "dad was a doctor" meant that "it was written on the walls" for him to become one. ~~The writer~~ Text 2 also shows how Elizabeth Blackwell didn't plan on becoming a doctor either and was also persuaded by a friend/family because at first "the thought of becoming a doctor ~~was~~ struck her as preposterous." until her "close friend" said "why not study medicine after that Elizabeth, similar ~~to~~ to Adam became fixated on this goal and in succeeding. However ~~that~~ the thing that "propelled him towards his goal" was the "buzz of knowing he was going to become a doctor one day - such a big deal you get to literally change your name, like a superhero or an international criminal."



and the fact that that was the main ~~that~~ source of his determination, despite it still being a reason to ~~that~~ succeed, seems more immature and is written in a colloquial tone and is almost ^{in text 2} slightly childish. ~~compared to~~ Compared to Elizabeth, who's source of determination juxtaposes Adam's in text 1, as she ~~was~~ was someone who "refused to be marginalized" by society for being an aspiring woman doctor and was "ready to fight for the opportunity to study the most respected scientific medicine available."

Compared to ^{Elizabeth,} ~~Adam,~~ Adam seems very disappointed when he finally reached his chosen career path of becoming a doctor and was ~~let~~ let down, ~~however~~ Elizabeth ~~was~~ saying the job was "mind-numbing and insanely time-consuming" and "not really what he'd trained so hard for." However ^{when} Elizabeth actually began her training to become a doctor, she was becoming more and more "interested" as she advanced and wrote that "The ~~body~~ beauty of the tendons and exquisite arrangements of this part of the body struck my artistic sense" this ~~is~~ ~~display~~ shows how she has made a deeper connection with the subject and career than Adam did as he was only really interested in the title Elizabeth was "truly committed

her fears and ~~the~~ finickiness" ~~is~~ ~~the~~



Script 6

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 ☒

Plan your answer to Section B here:

- 1) Heading
- 2) Opening para.
- 3) 3 paras main.
- 4) Closing
- 5) Main message.

Write your answer to Section B here:

My ambitions and setting goals to achieve them.

Everyone has ambitions. You're lying if you don't. Coming as a huge surprise - only you determine whether they are achievable or not. Not your best friend, not your parents, not your annoying older sister, but you. Yes, I am aware that they can help, but hear me out. This is your life, your ambitions. You need to want this. So what's the plan, are you going to sit around, not setting goals, watching your ambitions fly past you? No, of course you're not. You are going to grab life by the throat; no matter how much it beats you down, and own it.



What are my ambitions? I would like to go to every country in the world by the time my life is over. A tiring, treacherous, but terrific journey I will embark on. You need an ambition you are passionate about! Take John, my younger cousin. All his life he was bullied into being a lawyer, and he hated it. He let it happen without expressing his passion, not so good when you think about it. He describes his life as "Dull" and "Miserable." Don't end up like John, be better. Fight for your passion and act upon it.

My goals going forward

Goals. The single-most important thing to achieving your ambitions. They need to be specific, measurable, achievable, recordable and timed. With this formula, everything's possible. My goals you ask? Europe by twenty. Asia done by thirty-three, then South America thirty-five. Only joking, why would I do that? I'm sixteen years old with a life packed full of adventure and discoveries I have not made yet. Adrenaline is rushing through my veins - excited for the journey ahead. In case you're wondering, I will travel the world by setting goals. 75% of people who reached their ambition in life stated that they couldn't have achieved it



without setting goals. I hope this reinforces my point, however there is no rush.

If I set goals, I can take things one at a time. Take me for example; travelling the whole planet (every country) sounds like a big ask, doesn't it? Well, in a month's time I am heading to South-East Asia for three months. First to the dense jungles of Malaysia, then up to the scorching rice fields of Vietnam. Then, west to the historic town of Siem Reap in Cambodia. Take it one country at a time, and it doesn't sound as far away as you think. Apply this to your ambition, trust me, you will reach it.

I very much hope that my article has done plenty of good, and has invaded and taken over any negative thoughts about reaching ambitions. Truth is, we only have one life, one chance, to do what we love most. I'll warn you, not setting goals and reaching your ambition is costly. You want to be in that hospital bed reflecting back on your life. Will you be John? A man who listened to others and took orders from them, leading him to a miserable job he didn't enjoy. I'll ask you this, how do you think John will feel in that bed? Exactly, so I



Think that the message is clear. Be yourself and do what makes you passionate. However, you must grab at any opportunities that you receive as you only live once. Remember: set goals and reach the end goal - your ambition. Once again, thank you for being open-minded. Take this advice and use it (well). Thank you over and out.



Script 7

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

Chosen question number: Question 5 ☒ Question 6 ☒

Plan your answer to Section B here:

cardboard
pirate ship

Lucy help
when overboard
by pirate

ferocious
ferocious
ferocious

corrugated
corrugated
corrugated

Write your answer to Section B here:

The wind whipped my hair into my face as the sea tugged angrily at the sides of the boat. An unexpected storm had enveloped us, and our hope of surviving was as thin as the boards holding our boat together. Salty sea spray mixed with the thick air and stung the back of my throat as I inhaled deeply. I blindly grasped at the ropes attached to



the mast, desperately trying to control them. I looked into the eyes of our captain; I looked into the eyes of our only hope. Her head just jutting over the top of the ship's wheel, she shouted in her high pitched, shrill voice, leaking with adrenalin: "Fix the main sail or we'll never make it out alive!"

I was suddenly reminded of my surroundings. We were not at sea. It was not windy. We were not going to die.

Me and Lucy - my little sister - were sitting in a crudely-constructed corrugated cardboard boat. Lucy was grasping ~~at~~ the edge with white knuckles, just as white as the seafoam she was imagining. This was her favourite pastime, it had been for 3 years, ever since she first learnt about pirates.

One day, when Lucy was 6, she had come home frothing with excitement. She recounted her day at school where she had been taught about sea-faring Smashbucklers (the stereotypical kind of pirate) and Lucy wanted to know everything about them. And when I say everything, I mean everything.



She had pirate books, pirate movies, pirate games. If you ever needed to get a gift for Lucy, you could count on that topic to bring her unending joy.

But for me, it was a way to connect with Lucy, a way to bond with and understand her. Once, she had asked for her very own pirate ship. I instead of ~~being~~ relaying the typical parent response and telling her she had "unrealistic expectations" (as my own parents did) and watching the tears well up in her eyes like ferocious waves ~~like~~ sinking a small rowing boat, I sought out a ~~compromise~~ compromise.

I helped her build ~~her own~~ a sea-faring vessel to call her own. It took many recycled cardboard boxes, many hours of cutting and glueing and many trips to the craft store, but we eventually finished. And it was glorious. A 360°-spinning ship's wheel, connected to and controlling a rudder at the end of the boat, a large and prominent mast with a sloppily sewn patchwork of old T-shirts hanging from it. The ship I had helped Lucy create became her pride and joy.



We found ourselves face-to-face with a group of treasure-hungry smashbucklers. Our captain held out her very own - and very sharp - cutlass, but the thieves would not relent. They hastily let down their gang plank and barged their way onto our deck. Our captain had always been proficient with a cutlass, and was blocking swings left, right and centre. I ~~however~~ however, was not as skilful, and quickly began to suffer many slices from the thieves. I sunk down onto the deck, wounded and defeated. As I awaited my final fatal blow, I squeezed my eyes shut and felt the sea thrashing the boat on all sides. But the final blow never came.

I prised my eyes open to find Lucy between me and the pirates. She was as strong and determined as the ~~big~~ iceberg in front of the Titanic. She had saved me. But unlike that iceberg, ~~she~~ her body was light and petite so the pirates effortlessly picked her up and chucked her off the side of the boat. The only thing I could hear was her shrill, high-pitched scream.

I turned to see Lucy laying on the carpeted floor, lying around like a fish out of water.
New Paragraph



"Captain overboard!" she half shrieked, half giggled. Roleplaying her dramatic death was her favourite part of the game.

Now as I stand in my attic, looking at the cardboard boat, I relive that terrible day. The day I was told of the unexpected storm which had sunk the navy ship ~~that~~ led by the woman who, however brave and resilient she had become, would always be my little ~~brave~~ Lucy. I couldn't be there to help her when she needed me most. I was, and still remain, utterly devastated; I am a boat lost at sea.