

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

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

### **Exemplar Scripts and Commentaries**

**Summer 2019 Series**





## Introduction

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- The purpose of this pack is to provide teachers and students with some examples of responses to GCSE English Language Paper 1: Fiction and Imaginative Writing (1EN0/01)
- The responses in this pack were taken from the Summer 2019 examination series. The question papers and mark schemes can be found on the Pearson website.
- In this pack, you will find a sample of responses; examiner commentaries and marks.
- If you have any enquiries regarding these materials or have any other questions about the course, please contact the English subject advisor team on [teachingenglish@pearson.com](mailto:teachingenglish@pearson.com)



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# S1

## SECTION A: Reading

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

You should spend about 1 hour on this section.

Write your answers in the spaces provided.

- 1 From lines 1-2, identify the word or phrase which explains at what time of day Florence runs away.

"bright morning"

(Total for Question 1 = 1 mark)

# S2

## SECTION A: Reading

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

You should spend about 1 hour on this section.

Write your answers in the spaces provided.

- 1 From lines 1-2, identify the word or phrase which explains at what time of day Florence runs away.

'Sunshine as a bright morning'

(Total for Question 1 = 1 mark)

# S3

## SECTION A: Reading

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

You should spend about 1 hour on this section.

Write your answers in the spaces provided.

- 1 From lines 1-2, identify the word or phrase which explains at what time of day Florence runs away.

The Foreign girl hurried through the sunshine of a  
bright morning

(Total for Question 1 = 1 mark)

# S4

## SECTION A: Reading

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

You should spend about 1 hour on this section.

Write your answers in the spaces provided.

- 1 From lines 1-2, identify the word or phrase which explains at what time of day Florence runs away.

"bright morning, as if it were the darkness of a winter night"

(Total for Question 1 = 1 mark)

# S5

## SECTION A: Reading

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

You should spend about 1 hour on this section.

Write your answers in the spaces provided.

- 1 From lines 1-2, identify the word or phrase which explains at what time of day Florence runs away.

The word "hurried"

(Total for Question 1 = 1 mark)



# S6

## SECTION A: Reading

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

You should spend about 1 hour on this section.

Write your answers in the spaces provided.

- 1 From lines 1-2, identify the word or phrase which explains at what time of day Florence runs away.

'as if it were the darkness of winter night.'

(Total for Question 1 = 1 mark)

# S7

## SECTION A: Reading

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

You should spend about 1 hour on this section.

Write your answers in the spaces provided.

- 1 From lines 1-2, identify the word or phrase which explains at what time of day Florence runs away.

bright morning and winter night

(Total for Question 1 = 1 mark)

# S8

## SECTION A: Reading

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

You should spend about 1 hour on this section.

Write your answers in the spaces provided.

- 1 From lines 1-2, identify the word or phrase which explains at what time of day Florence runs away.

'the forlorn girl hurried through the sunshine'

(Total for Question 1 = 1 mark)

# S9

## SECTION A: Reading

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

You should spend about 1 hour on this section.

Write your answers in the spaces provided.

- 1 From lines 1-2, identify the word or phrase which explains at what time of day Florence runs away.

Forlorn girl hurried through the sunshine of a bright  
morning, as if it were the darkness of the winter night.

(Total for Question 1 = 1 mark)

# S10

## SECTION A: Reading

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

You should spend about 1 hour on this section.

Write your answers in the spaces provided.

- 1 From lines 1-2, identify the word or phrase which explains at what time of day Florence runs away.

The *soften* girl hurried through the *sunshine*  
of a bright morning. (Total for Question 1 = 1 mark)

# S11

## SECTION A: Reading

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

You should spend about 1 hour on this section.

Write your answers in the spaces provided.

- 1 From lines 1-2, identify the word or phrase which explains at what time of day Florence runs away.

"Bright morning"

(Total for Question 1 = 1 mark)

# S12

2 From lines 1-6, give **two** emotions that Florence feels.

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

1 She feels upset. "Weeping bitterly"

2 She feels ~~stunned~~ shocked. "Stunned"

(Total for Question 2 = 2 marks)

# S13

2 From lines 1-6, give **two** emotions that Florence feels.

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

1 *Sorrow*

2 *Terror*

(Total for Question 2 = 2 marks)



2 From lines 1-6, give **two** emotions that Florence feels.

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

1 love

2 lonely

(Total for Question 2 = 2 marks)

# S15

2 From lines 1-6, give **two** emotions that Florence feels.

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

1 "Insensible to everything <sup>but</sup> ~~the~~ the deep  
wound in her breast"

2 "In the wildness of her sorrow"

(Total for Question 2 = 2 marks)

# S16

2 From lines 1-6, give **two** emotions that Florence feels.

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

1 Without a hope

2 all she loved

(Total for Question 2 = 2 marks)

# S17

2 From lines 1-6, give **two** emotions that Florence feels.

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

1 ~~lonely~~ <sup>Lonely</sup> Shore.

2 wreck of a great vessel

(Total for Question 2 = 2 marks)

2 From lines 1-6, give **two** emotions that Florence feels.

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

- 1 Florence feels very lonely as can be seen in the quote 'left like the sole survivor'
- 2 Florence feels extremely sad as can be seen through the quote 'weeping bitterly'

(Total for Question 2 = 2 marks)

## S19

- 3 In lines 22-37, how does the writer use language and structure to describe the moment when Diogenes (Di) finds Florence?

Support your views with reference to the text.

(6)

The writer has used a relieved tone to describe the moment where Di finds Florence as being one of happiness. This tone is first introduced when Dickens ~~also~~ describes Di as "a familiar little shadow." The use of the word "familiar" causes the reader to feel relieved for Florence in this moment as she'd ~~been~~<sup>been</sup> heartbroken and sad, so the moment where Di finds Florence acts as a glimmer of hope and a break in the sorrow.

This relief is also shown in Florence's short speech which is just ~~off~~ over a line, yet Dickens has structured it to be its own paragraph, to draw the reader's attention to the mixture of emotions felt in this moment. The first is relief when Dickens writes, "Oh, Di!". The short sentence shows Florence's shock when she sees Di for the first time, while the use of the exclamation mark reveals her excitement and relief upon seeing him. This is followed by ~~her~~ "dear, true, faithful Di." Here Dickens has used the power of three to emphasise Florence's love for Di, and that in the moment she sees him she's overwhelmed with happiness and love for him.

We also see a small amount of regret in the moment Di binds Florence, as she says, "How could I ever leave you, Di," "who would never leave me?" This moment shows Florence's guilt about leaving him, as he would never do that to her, and it shows her ~~guilt~~ regret of leaving but also happiness that he's back and is giving her a second chance almost. The repetition of rhetorical questions in this small bit of speech **(Total for Question 3 = 6 marks)** shows her questioning her actions, and indicates a turning point in her emotions.

## S20

3 In lines 22-37, how does the writer use language and structure to describe the moment when Diogenes (Di) finds Florence?

Support your views with reference to the text.

The writer uses a complex sentence to describe <sup>(6)</sup> this moment when Diogenes finds Florence. He 'came close to her, made off again, bounded round and round her' which creates a fast pace showing that he was excited to have found Florence.

The writer also mentions how Di made the street 'ring with his glad bark'. The adjective 'glad' shows that Di was ecstatic to be reunited with Florence and relieved to have found her. It also implies that everybody could hear him with the verb 'ring', showing that he was loud due to his excitement.

The writer also describes the relief that Florence felt in the moment that Di found her as she laid his head 'against her breast'. This shows that ~~the~~ she was embracing him as she was worried about where he had gone but was ~~was~~ relaxed now that he had returned.



## S21

- 3 In lines 22-37, how does the writer use language and structure to describe the moment when Diogenes (Di) finds Florence?

Support your views with reference to the text.

(6)

In the text, the writer says 'little shadow darted past ... bounded round and round'. This shows that ~~Di~~ Diogenes was excited and happy to see Florence. The words 'darted' and 'bounded' show how fast-paced the dog has to catch up with her. These words are very positive in describing this specific encounter.

The writer also uses a semantic field of positive words to describe the encounter between Florence and her dog. The words 'familiar', 'sunny' and 'glad' all show the ~~feelings~~ <sup>positive feelings</sup> and emotions Florence could be ~~feeling~~ <sup>having</sup>. This also contrasts a lot with the first lines of that paragraph as he uses the words 'sobs', 'swollen eyes' and 'agitation'. This shows the dramatic change in the mood when she meets up with her dog.

## S22

3 In lines 22-37, how does the writer use language and structure to describe the moment when Diogenes (Di) finds Florence?

Support your views with reference to the text.

(6)  
The writer uses imagery to describe the moment ~~at~~ when Diogenes finds Florence. The writer uses the phrase 'passed upon the sunny pavement, with his glad bark' which shows the affect in them finding each other to be somewhat ~~at~~ pathetic fallacy. 'sunny' this word is associated with happy joyous occasions which tells us their meeting was positive, which is in contrast to how Florence felt initially, showing us that the writer describes the way the shadow moved as ~~'passed'~~ <sup>darted</sup> which is a more ~~graceful~~ <sup>abrupt</sup> way of moving, ~~and is also connotated with peace,~~ <sup>to get attention</sup> marking their meeting as ~~positive,~~ well anticipated, and full of excitement, due to the manner in which he moved. This tells us that Diogenes was happy to see Florence due to his excitable nature.  
The writer also uses commas to break up the moment Diogenes

found Florence, showing that there was a build up to them meeting one another after being parted. After each comma the writer gives us more and more insight <sup>right</sup> up until the point where they meet each other, which gives us a sense of suspense and anticipation about what the characters

(Total for Question 3 = 6 marks)

will do next. The use of exclamation marks and question marks, show the shock Florence gets when seeing Diogenes, like the phrase 'Oh, Di! How did you come here?' which shows a mix of emotions - confusion, and joy upon being reunited.

## S23

- 3 In lines 22-37, how does the writer use language and structure to describe the moment when Diogenes (Di) finds Florence?

Support your views with reference to the text.

(6)

The writer uses lists to describe the moment Di came running towards Florence 'Sunny pavement, stopped short, wheeled about'. The use of listing for this moment in the extract emphasises the amount of love the two have for each other. It also shows how much it means to Florence just to see her dog again after she thought she would never see him after she ran away.

~~The writer also uses short rhetorical questions when Florence meets with Di 'how did you come here?'. This shows how surprised Florence~~

The writer also use exclamation marks when Florence sees Di again 'Oh, Di.' 'Oh, Di.' This shows how surprised Florence was to see her beloved dog again. It also shows her happiness to see her dog

again after she thought she was  
going to be alone.

(Total for Question 3 = 6 marks)

## S24

4 In this extract, there is an attempt to create Florence's thoughts and feelings.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer effectively creates a sensation of Florence's thoughts and feelings at the very first sentence of the extract. The writer writes about 'the wilderness of her sorrow, shame and terror' to suggest that Florence is feeling very lonely as well as ~~to~~ petrified. The rule of three (tripler) used emphasises that Florence was feeling very down-trodden and by doing this, the writer sets the scene for the character and engages the reader to carry on reading in order to discover what has saddened Florence. The use of the word 'terror' highlights that Florence may be in danger and this implies that she is trying to escape or perhaps hide from this 'terror'. Therefore, the writer successfully builds up Florence's sad feelings ~~through~~ <sup>from</sup> the beginning of the extract.

Another way the writer ~~portrays~~ skillfully portrays Florence's thoughts and feelings is by presenting a contrast between the cheerful, ~~and~~ uplifting weather and the upset Florence. The writer writes about, 'the blue sky, ... morning light... freshness of the day' and this pleasant image is distorted as it 'awakened no responsive feelings in her so hurt bosom'. The contrast is decisive evokes a sudden change in tone and it implies that Florence is extremely feeling disappointed and hurt because nothing can cheer her up yet. The phrase 'hurt bosom' includes entire longings and a sensation of a broken heart ~~to~~ which allows the

reader to infer that Florence was deeply hurt after she has been rejected by her father and stepmother. The writer aptly presents Florence's pain and makes the reader sympathise with her.

Moreover the writer presents Florence's confusion as she doesn't know where to go. The writer cleverly does this when the people in the road were asking Florence for where she went but she didn't give a reply and instead Florence asks for herself in line 19, 'Where to go? Still somewhere, anywhere!' Florence was oblivious as she had no idea what she was doing. As a result, the writer successfully creates Florence's confusion ~~through~~ as she is going to an unknown destination.

In addition, the writer clearly presents a change in Florence's emotions when she encounters Diogenes, her dog. Florence was "checking her sobs, drying her swollen eyes" ~~which~~ which explains that she was crying. ~~but~~ However once she meets Di, there is a ~~clear~~ sudden change in the mood of the extract. This is portrayed when she talks to Di and says 'oh, dear, true, faithful Di'. The word 'faithful' is a very important adjective because it immediately creates a contrast between Florence's parents who 'rejected her and Di 'who would ~~never~~ never leave' Florence. In this moment, the writer successfully illustrates the theme of love and loyalty. Although, ~~the~~ Florence just left the house, Di still followed her because he stayed loyal to her. Therefore, the writer is

suggesting that loyalty was the secret in chasing up Florence.

Furthermore, the writer excellently creates Florence's excitement as she approaches the 'little parlour'. This is done through the increase in pace as Florence "quivered her pace... ran across... ran in." These words all indicate Florence's excitement to go and meet the parlour. The writer effectively ~~chooses~~<sup>chooses</sup> the verb ran to further increase the speed of events. Later, Florence finally 'sank upon the threshold' and the verb 'sank' implies that she is ~~now~~ now more relaxed and feeling relief in comparison to the beginning of the extract.

Finally, the writer amazingly creates Florence's changing thoughts because she ~~had~~ has finally 'approached the end of her journey'. This is quite ironic because in line 19 she was going 'somewhere' but she wasn't sure and this was why she ignored and didn't reply to those who asked her 'what ~~was~~ the matter was'. Therefore, Florence's thoughts changed because earlier she wasn't unsure of where she was going but at the end of the extract she was certain of her destination and she completed the 'end of ~~the~~ her journey'. The word 'end' may also suggest an ending to her ~~sadness~~ sadness and negative feelings because she now has a place to stay at. As a result, the writer creatively creates Florence's thoughts because she decided to take a decision and go to the 'well-remembered little parlour' whereas before she didn't know where to go.



## S25

4 In this extract, there is an attempt to create Florence's thoughts and feelings.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

In this extract we see there is an attempt to create Florence's thoughts and feelings. This is successfully achieved through ~~language and structure~~ <sup>such as</sup> the rule of three, ~~and narratives~~ and narration.

\* language and structure, such as,

Firstly, we see the writer use the rule of three. This is ~~used~~ <sup>seen</sup> at the beginning of the extract. This opens up the rest of the extract and gives the reader an indication as to where the story is heading. The writer uses "without a thought, without a hope, without a purpose", these are all ~~emotions~~ ~~actions~~ in which emotions and actions in which Florence feels. The rule of three ~~helps~~ also helps <sup>the writer</sup> the reader to think ~~about what is going to happen~~ after such strong feelings. <sup>help</sup> Florence into showing her what she is getting into.

Another way thoughts and feelings are achieved, is through the structure of the extract. The writer narrates the story as it goes along. This makes it easier for the writer to include ~~em~~ thoughts and feelings. We see this when the narrator uses a third person narrative, ~~to describe~~ to include ~~feelings~~

feelings, such as  
"checking her sobs", <sup>what she was carried</sup>  
~~onwards~~, <sup>another reason</sup> this shows how the writer uses  
the narrator to help create such clear emotions.

Furthermore, we see feelings is masterfully achieved, in the first ~~for~~ paragraph when the writer uses a metaphor to describe "the loss of all she loved", this is significant as it encapsulates Florence's true thoughts and helps the reader to understand the situation she has put herself into. The metaphor used is about the "a deep wound in her breast", the reason why this metaphor is ~~so~~ successful <sup>associated</sup> is because ~~the~~ "noun wound" is associated with pain, ~~therefore~~ however there are two types of pain, one is where you hurt yourself and another is an emotion which you feel and is felt to the heart. The writer uses ~~the~~ <sup>emotion</sup> as merges the two together to help create a stronger metaphor, it shows how much leaving has hurt her as well as upset her.

~~To conclude~~ In conclusion, the writer successfully presents Florence's thoughts and feelings through various language and structure techniques.

## S26

4 In this extract, there is an attempt to create Florence's thoughts and feelings.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

Dickens masterfully creates Florence's thoughts and feelings through the event of ~~them meeting~~ her meeting her dog. He suggests Florence is relieved and feels love towards her dog as she 'laid his rough, old, loving, foolish ~~head~~ head against her breast'. This implies they are very close, hence why she would be feeling glad that they met, and also reflects that she thinks very fondly of her dog, as her ~~immediate~~ first reaction is to ~~hug~~ ~~Di~~ embrace Di. Conversely, Dickens also infers Florence feels guilt as she left him behind. "How could I leave you, Di, who would never leave me?". Perhaps this shows she feels regret for leaving Di behind. Conversely, it also shows that Florence thinks her dog is loyal. Through the use of this event, Dickens has skillfully created Florence's thoughts and feelings, by showing she thinks her dog is loyal and that she feels very fondly towards her dog, hence she feels glad to meet her dog again. \* - PRO →

~~In addition~~, The writer ~~also~~ successfully creates Florence's thoughts and feelings through the theme of loneliness. Dickens states that Florence felt 'like the sole survivor on a lonely shore'. Not only can we tell she feels alone, but we can also gather that she feels like she has gone through an ordeal, perhaps suggesting she is traumatised and feels hopeless.

By using the theme of loneliness as a recurring theme throughout the ~~text~~ extract, he is inferring she is isolated. This would imply that she thinks she is vulnerable and feels sad because she has no one to help or support her. Consequently, Dickens has superbly created Florence's thoughts and feelings as he has suggested she feels helpless, alone, isolated and vulnerable.

This is reinforced by the setting. Dickens has set this extract outdoors, hence he has cleverly created Florence's thoughts and feelings because he has ~~emp~~ implied she feels vulnerable. She is alone and outdoors in the ~~the~~ bright morning sun, so she can easily be spotted and seen, and she has to face the elements alone. She has no shelter and nowhere to hide if danger came her way. Furthermore, she could feel small, as she is just one person facing the great outdoors alone. Perhaps she doesn't feel safe. Additionally, this implies she may be thinking about finding shelter, as it is a natural instinct that humans have to protect themselves.

To conclude, Dickens has very successfully created Florence's thoughts and feelings. He has implied she feels alone, vulnerable, small, ~~and~~ helpless, ~~and she is thinking she needs to protect herself~~ and traumatised. ~~Her~~ Conversely, he has also shown that at times she feels happy and glad because she is with her dog, hence she has some company and isn't entirely alone.

\* The event of meeting her dog reflects she is no longer alone and she has someone to protect her and make her feel safe, which has sublimely created Florence's thoughts and feelings as those of comfort. However, he contrasts this by using the theme of loneliness.

## S27

4 In this extract, there is an attempt to create Florence's thoughts and feelings.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

Dickens achieves this in a variety of ways. For example, in the opening sentence, he writes "In the wildness of her sorrow, shame and terror" to immediately show her spontaneity, which is reinforced later when she regrets having left her dog, as well as her sadness and fear. This is encapsulated with the description of her as "a forlorn girl" which rounds up all these emotions to show her emotional state. Finally, in the same sentence, he uses a simile: "hurried through the sunshine of a bright morning, as if it were the darkness of a winter night". This has two meanings, firstly to show her hurriedness and almost neurotic state, and secondly to show the coldness and steeliness of her emotions. Combined, these features create an extremely impactful opening sentence, which conveys many emotions.

In the second sentence, we see physical descriptions of her actions such as "Wringing her hands and weeping bitterly", which communicates how her internal emotions are affecting her actions. The wringing of hands may be metaphorical of her trying to rid herself of shame and show her subconscious desire to move on. However, the contrast of weeping bitterly shows that she is still not fully ready to do so as she is regretful of the past. Furthermore, we are told that she is

"insensible to everything but the deep wound in her breast," which shows ~~both~~ <sup>not only</sup> that this is all-consuming and that her world has been rocked, but gives a metaphor of her breast carrying the 'injury' of her rejection. ~~It~~ This is referenced later when talking about her hurt bosom, which is a similar area of the body, showing her hurt has ~~so~~ penetrated deeply to her heart, and also when she holds her dog to her breast later on, which symbolises its ability to rectify her ~~heart~~ hurt and provide healing, although the fact that she does not hold it to her bosom may mean that the hurt has cut so deep it is stored away and inaccessible even to Di. Finally, the long sentence ~~is~~ almost consumes the paragraph as the pain is consuming her. It also contains other features such as another simile of her being a 'sole survivor' to depict her isolation and loneliness, as well as her self-pity. This simile mentions the 'wreck of a great vessel', which might symbolise the destruction of a large ~~hole~~ <sup>piece of</sup> her heart. Finally, there is repetition of "without a..." on line 5 along with a rule of three, which emphasises her spontaneity which is also recognised elsewhere. Overall, Dickens does a highly successful job of conveying her emotions here.

In the next paragraph Dickens gives a long description of the street, using positive verbs like 'cheerful', 'airy' and 'rosy' which should evoke joy before writing that this 'awakened no responsive feelings'. This is significant as it links back

to the description of her as 'insensible' to everything which further concretises how she has shut herself off from the outside world as her sadness consumes her. There is also repetition of the earlier metaphor at the end of the opening sentence, creating an extended metaphor, as Dickens writes about how the day had ~~so~~ won its "conquest of the night", which uses imaginative language which symbolises how even forces such as day and night are able to conquer, unlike Florence who is falling to her feelings. The second sentence of this paragraph uses a unique rhyme structure, with 'head' and 'fled'. These also both end in exclamation marks, which gives the impression of being written in verse, in order to be memorable, and the more soothing tone indicates how she is ready to continue.

Finally, after Di has found Florence, we get another description of the surroundings. This time we are shown she is hurrying away in "the strengthening sunshine", as if the sun is gaining strength along with her, again showing the monumentousness of her emotions and the phrase "to the City" may represent her desire to rebuild. There is then description of the bustling City, which represents that life still goes on around her and that the presence of other life is uplifting.

Overall, Dickens does an excellent job of conveying all of the different emotions that Florence has.



## S28

- 4 In this extract, there is an attempt to create Florence's thoughts and feelings.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

Florence's emotions were very successfully portrayed throughout the whole extract, they changed many times and were made clear when they did.

In the beginning of the extract the writer quickly shows how she is feeling with the first line being 'In the ~~not~~ wildness of her sorrow, shame, and terror, the forlorn girl ~~had~~ hurried through - the sunshine of a bright morning, as if it were darkness of a winter night.' This first line brings in the reader and makes them know how she is feeling straight away. There is a little metaphor at the the end of that line as it describes something as something else. Making the point about winter darkness truly brings out the negative emotions in the text. This emotion carries on through the next few paragraphs; with the writer making sure it is still very clear how she is feeling. 'Conquest of the night' was how the writer described her situation even though the morning was young. Everything in the extract has been described dark and negative to make us feel how she would have been feeling.

In the middle of the extract Di comes along which changes the whole mood of the extract and makes everything described happily and bright. 'Glad bark' shows the relief B Di has to see Florence and makes her happy.



## SECTION A: READING

### Question 1

Script	Commentaries	Mark
S1	A clear and correct response. Could be straight off the mark scheme.	1
S2	Includes the key word 'morning'. This is a longer selection, providing more than needed.	1
S3	Includes the key word 'morning'. Longer selection but still valid.	1
S4	Includes the key word 'morning'. Candidate has included 'the darkness of a winter night' but the use of 'as if' qualifies the correct response.	1
S5	Candidate has possibly misunderstood the question and answered 'how' she ran away not 'when'.	0
S6	Candidate has made the wrong selection; has not identified 'morning'.	0
S7	Includes 'bright morning' but also says 'and winter night'. This is not the same as S4 because the candidate is offering both time frames rather than quoting a selection from the lines.	0
S8	Candidate missed the element of 'time' and does not answer the question.	0
S9	Includes 'bright morning'. This is the maximum selection allowed. As long as they have not copied out the whole of the first sentence, it can be accepted.	1
S10	This is identical to S3; includes the key word 'morning'. Longer selection but still valid.	1
S11	This is identical to S1; a clear and correct response.	1

### Question 2

Script	Commentaries	Mark
S12	This covers bullets 7 and 9 from the mark scheme. It does more than it needs to get full marks.	2
S13	This covers bullets 1 and 3 from the mark scheme. Concise.	2
S14	The first point, 'love', is incorrect. If the candidate had suggested 'loss of love' this would be acceptable. The second point, 'lonely', is fine.	1
S15	Candidate offers 'insensible' (a numbness of feeling) and 'sorrow'. Part one of this answer would have been worth two marks on its own: it also includes 'deep wound in her breast'.	2
S16	'Without a hope' is bullet 11 on the mark scheme. 'All she loved' is not answering the question.	1
S17	'Lonely' is bullet 10 on the mark scheme. 'Wreck of a great vessel' is not an emotion.	1
S18	Does more than needed for full marks. Candidate offers 'lonely' and 'sad'. Supporting quotations unnecessary.	2



### Question 3

Script	Commentaries	Mark
S19	<p>The candidate begins by identifying tone. Then looks at the connotations of the word 'familiar', identifies the use of a short sentence, exclamation mark, power of three, repetition and rhetorical question. The techniques are analysed carefully in relation to Florence's reaction to Di: '...acts as a glimmer of hope and a break in the sorrow'.</p> <p>Structure is also considered in the broader sense: 'relief is shown in Florence's short speech...'. The quotations chosen are very focused and precise. The response is strongly focused on the effect and influence on reader. Subtle and perceptive final point about guilt.</p> <p>This is a 'six-plus' response and candidates can do less and still get full marks. It is important to remember that a candidate does not have to use the <i>whole</i> of the section indicated.</p>	Level 3: 6
S20	<p>This candidate identifies a complex sentence (structure), the adjective 'glad', and the verb 'ring'. The quotations are explained in relation to the question: 'shows he was excited', 'showing he was loud'. This response is written as P.E.E. points. The last paragraph is slightly less successful than previous two but still valid.</p>	Level 2: 4
S21	<p>The candidate begins by focusing on word choice, with key words discussed and the semantic field of positive words identified. The explanations are weaker than S20: 'these words are positive'.</p> <p>Structure is addressed through the 'contrasts with the first lines' and the 'dramatic change'. The last point is one of the stronger ones and helps to make it a valid structure and language response.</p>	Level 2: 3
S22	<p>The candidate discusses imagery and analyses words such as 'sunny' and the idea of pathetic fallacy. For structure, the candidate discusses the 'Contrast' and identifies that commas are used to control pace. This candidate weaves language and structure points together. There is some subtle analysis in this response e.g. of the word 'darted'.</p>	Level 3: 6
S23	<p>This response comprises two P.E.E. paragraphs on lists and exclamation marks. The comments are less precise. There is no clear comment on language so this is capped at level 1. However, even if it was accepted that "Oh Di'... shows surprise', is a comment on language, it still isn't a strong enough comment for a level 2.</p> <p>Please note: If there is a crossed-out section of writing within the rest of the response, it cannot be considered. If the whole response has been crossed out, the examiner should mark it.</p>	Level 1: 2



**Question 4**

**Script**

**Commentaries**

**Mark**

S24	<p>The candidate begins with evaluative language: 'effectively'. The response analyses what is being 'suggested' within the quotations. Precise language is used to identify the effects: 'feeling very down-trodden' and carefully considers the influence of the reader. Most paragraphs have an evaluative summary sentence towards the end. The quality of the response is evident in the first paragraph.</p> <p>Uses a range of evaluative language as it continues: cleverly, aptly etc. Many precise, embedded references. The candidate identifies techniques and effects, interprets and evaluates. Terminology is used to support the evaluation.</p> <p>A wide range of thoughts and feelings are considered in response to the question. The candidate also identifies tone and mood. There is a subtle point about the contrast between Di and Florence's parents.</p> <p>The candidate has an excellent critical overview of the whole extract. The response is sustained, well referenced, strongly evaluative and persuasive.</p>	Level 5: 15
S25	<p>There is a generalised introduction to some of the techniques used in the extract. The references are relevant but there is no analysis. There is a vagueness to some of the points made: 'the writer narrates the story as it goes along'. The response does more than just comment but the explanations are not always developed. Evaluative language is used (e.g. 'masterfully') but these are often chosen at random. The paragraph about the 'wound' metaphor is more successful and starts to explain the references.</p> <p>The response achieves the first and third bullet of level 3, but does not provide 'informed judgement'.</p>	Level 3: 8
S26	<p>The response begins by analysing the 'event' of Di and Florence's reunion with some supporting reference. The candidate then explores further the 'idea' of guilt: 'perhaps this shows she feels regret...'. Candidate then successfully examines the 'theme' of loneliness, analysing the reference to 'a sole survivor' as an ordeal leaving Florence vulnerable and isolated.</p> <p>The treatment of 'setting' lacks support and is less successful but still valid. There are generalised points about being 'outdoors', rather than focusing closely on the text.</p> <p>The selection of references not quite detailed enough for the top of the level.</p>	Level 4: 11



**Question 4 Cont.**

S27	<p>The response begins with a detailed focus on the first few lines of the extract. The candidate does attempt to evaluate in the last sentence of the first paragraph. The candidate analyses Florence's actions in the second paragraph: 'Wringing her hands... communicates how her internal emotions are affecting her actions' and provides a well-developed interpretation. There is a detailed focus on the 'wound in the breast' and holding 'her dog to her breast' relating to the healing power of the dog; a perceptive and well-supported interpretation.</p> <p>In the second paragraph, the candidate demonstrates a sustained critical overview by linking ideas from different parts of the text. In the penultimate paragraph, the candidate demonstrates subtlety by suggesting that the sun gains strength along with Florence.</p> <p>There is a lack of explicit evaluation compared to S24, which is why it does not achieve the top mark in the level.</p>	Level 5:14
S28	<p>This response has a general introduction followed by a very long quotation, demonstrating a lack of discrimination. There is a generalised comment about the quotation and further comments would benefit from developed explanation. The references are imprecise, e.g. 'in the middle of the extract'. The final paragraph shows an awareness of the changing mood.</p>	Level 2: 5

Flashing-Throating. Writting. selling → mundepe → lesson → downing → pulled out) I-I'd rather  
 was this it? what was the scene 10:09

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

Chosen question number: Question 5  Question 6

Write your answer to Section B here:

Dusk. A ~~warm, gentle breeze~~ warm autumnal leaves pirouette along the serene sky, whilst sunset bleeds across the horizon. All that could be heard was a gentle breeze rippling the surface of the lake. Shards of sunlight huddled down ~~to~~ on us from the small gaps in the trees, and danced on the water.

"Come on Elia!" my sister cried, her ~~gas~~ laughter chiming through air. "I-I'd rather stay <sup>re</sup> here." I reluctantly retorted. Despite having known her all my life, it never told ~~me~~ her how utterly terrified I was with swimming - 9.

Despite this, I begrudgingly hauled myself up and began trudging into the icy lake. Cold water sent shivers down my spine, yet my hands remained clammy. With every step I took, my breaths ~~became~~ became more shallow and my heart quickened. I wasn't ~~so~~ scared.

"If I were any wiser, ~~it~~ I'd say you were scared!" exclaimed my sister, a devilish smirk plastered on her face but I stubbornly <sup>snub</sup> smothered my face with a deceptive calm. <sup>by my heart threatened to beat out my chest. My muscles tensed.</sup> "I wasn't scared."

Suddenly, ~~the~~ I plunged myself <sup>into</sup> towards the

water.

Eerie ~~set~~ silence.

icy water rushed into my ears as adrenaline flooded through <sup>like a carping a nut</sup> my veins. I had done it. My legs felt like lead dragging me down into the murky depths but I forced them to propel me to the surface; only they didn't. Panic coarsed through my as, again, I kicked my legs. Thundering heartbeats echoed through my head as a powerful current latched onto me. Like sirens, the deadly ripples dragged me further and further down. My lungs were filled with air ~~like a balloon~~ yet my head began pounding. Flailing. Thrashing. Withing. My body was screaming for oxygen. Chattering. Seering pains from the chilling water had begun to turn <sup>numb</sup> ~~numb~~. Beams of sunlight from the forest ~~glistered~~ glistened at the top of the water, <sup>laughing at me</sup> in order to ~~laugh at me~~. Who could reach me down here? All the energy I had left was gone. This was it: death. I wondered if I too would end up floating like pondweed on the surface of the lake. ~~Pat~~ A void of darkness <sup>had begun to engulf</sup> ~~engulfed~~ my already clouded vision; I peered up for the <sup>final</sup> ~~last~~ time. A hand was reaching towards me but my last bubbles of air trickled out.

A hugh gasp escaped my lips as ~~star~~ ~~putred~~ water emptied itself out of my lungs. Stopping.



and sharp pains shot through me, whilst I peered  
my eyes open. It wasn't an angle I saw <sup>In way my</sup> ~~it was~~  
sister. ~~So~~ Despite the pain, warmth seeped through  
my veins as ~~joy~~ <sup>it burst through my chest</sup> I was filled with joy. I was  
~~alive~~ <sup>hearing</sup> joy threatened to burst through my chest.  
I was alive.

# S30

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

Chosen question number: Question 5  Question 6

Write your answer to Section B here:

We have all lost a ~~house~~ house key, money or even our wallet. But have you ever lost your phone? Well, yes I have too. ~~But~~ I haven't only lost it once or twice, I've lost it three times. I am going to tell you one time when I lost my phone.

My mother and I were <sup>heading</sup> ~~going~~ to a Parents evening at school <sup>today</sup>, we were getting ready for it; My mum was always putting on make up and never could decide what to wear. I went upstairs and politely said, 'Mum, we need to go now or we will be late.' So she finally finished everything and found something to wear.

As we left the house she says to, 'make sure you've got everything' to which I replied, 'yes I've got everything.' We started

heading down towards the bus stop and I decided to munch on a small snack, crunch crunch. The bus arrived so we hopped on and started heading to my school. It was very packed so we had to stand up, I'm not claustrophobic but I definitely didn't like have crowds of people around me squeezing me. As we got closer to my school there were some free seats so we decided to sit there.

Finally we had arrived at our destination so we got off, we headed into the school to the theatre where they were handing out leaflets so as it was boring for me I wanted to go on my phone but when I went to get my phone out of my pocket it wasn't there. I started to panic, I checked every pocket, asked my mum, checked if it fell, but then I thought to myself 'oh no, I left it on the bus.'

I told my mum I had left it on ~~the~~ the bus and she said to me, 'I'll give you

money for a taxi to chase the bus?  
Yes that's nice of her but the bus  
was too far already. I said to  
her, 'I'll wait until the same bus  
driver ~~comes~~ comes back' and yes ~~£~~  
that was the correct choice.

I ran out of school to wait  
for the bus, even though I was  
still anxious and worried to know  
if the bus driver had found my phone  
or if someone had taken it. I  
waited a few minutes for the bus and  
as I saw a bright yellow bus  
approaching I felt a bit relieved  
but at the same time terrified  
in case he said no.

So, eventually I stopped the bus  
and asked if he had seen a  
phone with a blue case on a  
seat to which he replied 'no' but with  
a smile, then he reaches down to  
get something and that something  
is my phone; I had never felt so  
relieved so relieved and relaxed to see  
my phone.

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

Chosen question number: Question 5 ☒ Question 6 ☒

Write your answer to Section B here:

'Clang!'

I dropped the heavy grate on the floor. Finally! I was in...

For the past two days I had been ~~working tirelessly~~ chipping away at the soil around that grate, desperately trying to remove it so I could enter into the cave below. It was my boyfriend's final wish. For years the rumour mills had been ~~clanging~~ churning out lies about what laid underneath ~~that~~ the grate. We've heard all kinds of things: dead bodies, towers of gold bars, and even the blueprints ~~to~~ for ~~the House of Parliament~~ a nuclear missile - though why they would be hidden in a cave, in ~~at~~ the side of a lone hill, in the middle of Hampshire, ~~would be anyone's guess!~~ <sup>I don't know!</sup> Of course I never believed any of the rumours; they were ridiculous! But what my boyfriend told me on his death bed about what was hidden in that cave was so shocking, incomprehensible, and frankly amazing, I knew I had to investigate.

I'd set up shop on Tuesday. I took a pickaxe, <sup>numerous</sup> a canteens of water, a tent and a rucksack full to the brim of snacks. I may

sound unprepared, but what more would I really need. I'd worked ~~tediously~~ <sup>tediously</sup> day and night, attacking the soil with my pickaxe until my arms turned to jelly and went numb, like feet in frozen boots. You may be asking yourself why no one else had done this before, if all it took was a bit of manual labour, but see that's not true. People had tried and tried and tried for years to remove it, but I knew something they didn't. Pressure points. Ben told me, seconds before his eyes shut forever ~~shut~~. '5, 4, 8, 1'. His voice gave way on the one, as did his grasp on my ~~two~~ hand. I didn't know what he meant then, but I did now. The grate was etched with markings, made by <sup>the</sup> many people who'd come across it, but ~~Once I'd removed all the so Genist it was a~~ ~~clock~~ The grate was a clock ~~+~~ as I was examining it, that's when I saw those numbers - 5, 4, 8, 1 - engraved into the tough metal. It was that simple, touch the points and you're in.

I was in...

With sweat clinging from my ~~two~~ brows and my arms ~~visibly~~ ~~visibly~~, visibly, vigorously, violently and uncontrollably shaking from the ~~turnout~~ ~~the~~ digging put them through, I kissed the photo of Ben ~~stuck in~~ <sup>stuck in</sup> the ~~egg~~ ~~the~~ locket that hung around my ~~two~~ neck and slid into the cave. ~~Ben~~

I'd forgotten a ~~the~~ torch, but I knew what I was looking for. I fumbled around in the dark; my hands caressing every nook and cranny in the damp, slimy cave walls around me. ~~My legs were strong, but~~ My legs were strong, but regardless I still found myself stumbling over every ~~rock~~ lump and ~~the~~ bump in my pathway. Then I felt the door handle. A grin etched ~~its~~ way onto my face. With a click, the door swung open.

I was in...

There it was, engulfed in a mysterious light of gold and violet. A billion pounds worth of £50 notes! Ben's family fortune.

I raced back to the cave entrance and ~~tripped~~ <sup>tried to heave</sup> myself up and out, ~~where I was greeted~~ <sup>greeted by</sup>, but my arms were so weak I was struggling. I heaved my right leg out through the hole left by the grate, my left foot scrambling and slipping on the walls below. As I tried to pull myself up, the ground grabbed at me and tore into my skin. Blood started tickling my ~~my~~ down my neck as I scampered out of the hole. A tear streamed down my arm but the adrenaline kept me going. Tomorrow I would come back with my car and collect all the money. I would be rich!

I was out...

~~As~~

Exhausted, I slumped onto the ground. But that's when  
it hit me. The locket... It ~~was~~ <sup>was</sup> gone! Suddenly, the money  
meant nothing. My most important possession.

It was gone...



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

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

Write your answer to Section B here:

I couldn't help but toss, turn and shift. I felt as though every cell in my body was jumping. I needed to move, to dance, to sing, to do something! I was jumping for joy when I found out! I have never been happier in my life!

"What if it was a boy? He would grow to be as happy and as joyful as I am, and a girl we would raise her the same!" I exclaimed, my wife of three years, her and I have been trying for a kid for as long as I can remember! I have never felt so many emotions at once; happiness, excitement, fear, curiosity it just goes on. I have never felt my ~~cheeks~~ cheeks hurt from so much smiling. When my wife told me she needed to "talk" I only feared the worst. I was trembling with fear so much I could hear my heart racing as it began to quickly pump blood around my body. I could hear my stomach turn inside out, everything in my brain was moving at lightning speed until I heard the words, "I'm pregnant", my wife's angelic voice was infinitely beautiful just as the words she spoke. This angelic voice undid everything. My heart slowed down, as did my supply of blood. My stomach turned the right way out and everything in my brain suddenly disappeared as ~~my~~ my eyesight became a blur and I smiled from ear to ear.

I kept playing that moment in my head so many times I could swear it was on replay. My stomach fluttered on so gently, my heart felt as though it was growing, just as my happiness and love. As I watched my wife sleeping peacefully beside me, I stroked her soft skin and it felt as though we were closer than ever, not physically but emotionally, so deeply in love and in happiness I couldn't have asked for anything else.

Nine months later and in the hospital room as my wife was giving me the greatest gift a husband could ask for, happiness soared through my body, as I encouraged her activity I could feel myself becoming giddy almost as if I was once again a young school boy, 'come on Angi! You've got this just give it one last push!' As my words of encouragement were whispered into my wife's ear everything went quiet for me, all I could hear was a loud ringing in my head. As I turned and saw the doctors holding my wife's worth I smiled and once again my emotions flooded my body as I ran out of the room and called out, "SHE DID IT! SHE DID IT!" I couldn't stop repeating myself as I began to realize "she did it, huh", I whispered to myself.

As I slowly walked back into the room everything moved slowly, the only thing I could hear was the beautiful sound

of my son, I had a son. A beautiful, exquisitely small son. I smiled, only this time softly, "hey" I said quietly. "come over here and hold him" my wife replied, her pale face gave a glowing smile and as I took in a deep breath she handed me my son.

"I love him" I replied as my vision blurred.

"~~so do I~~ so do I" my wife laughed.

His small innocent hand rubbed against his round head and I felt a tear go down my face and stain his new blanket. As I watched it slowly expand as the fabric absorbed it, I couldn't have described it any better; my love, my happiness, my entire being and emotions I ever have ever felt will grow for this boy, and he will absorb every single piece of happiness, love, courage and emotion I feed him.

As the moment replayed once again in my head, "I'm pregnant" I no longer felt giddy or ~~exc~~ ecstatic. I felt like a whole person. I never knew that I was missing something but as I hold my son in my hand I feel complete. I feel my cheeks go pink with love. I feel happiness raising my smile. I feel pride run through my body and as I felt my son grab my hand and my wife rest her head I felt irrevocably happy and undeniably complete.

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

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

Write your answer to Section B here:

I WAS IN A PANIC, IT WAS IN THE MIDDLE OF THE NIGHT I STILL IN MY PJ'S AS I SUDDENLY WOKE UP IN A SHOCK OF PAIN, I KNEW IT WAS HAPPENING SO I QUICKLY RAN TO THE PHONE WHILST GUSHES LOTS OF BLOOD WAS POURING OUT OF ME. I CALLED MY MUM TELLING HER TO RUSH AS FAST AS SHE COULD I WAS ALONE IN MY HOUSE WITH NOTHING BUT PAIN, IT HURT SO MUCH THAT THE PAIN WAS UNDESCRIBABLE. MY MUM HAD FINALLY GOT HERE BUT I COULDN'T MOVE I HAD LOST SO MUCH BLOOD THAT THE NEXT THING I KNEW I WAS IN A HOSPITAL BED SCREAMING AT THE TOP OF MY LUNGS WAITING FOR IT TO ALL BE OVER. I COULDN'T HANDLE DOING IT ALL ON MY OWN. TWO HOURS WENT BY AND I WAS STILL IN THE WORST PAIN EVER I JUST WANTED MY LIFE TO BE OVER AT THIS POINT BUT I REALISED THAT EVERYTHING THAT WAS HAPPENING THAT IT WOULD ALL BE WORTH IT IN THE END. THE FEELING I HAD WAS LIKE BEING STABBED CONSTANTLY IN THE STOMACH, BUT IT WOULD STOP THEN A FLASH MOMENT WOULD RETURN. I WAS IN ~~THE~~ PAIN

For five hours, but I was so numbed  
of anesthetic by this time I couldn't  
feel anything, by this time the tiny  
little ~~baby~~ human that had been  
growing in my body for nine months  
finally started to make its way out of  
me and into this ~~new~~ new world, I was  
still in so much pain as I started pushing  
until my ~~babies~~ baby's little head ~~stuck~~  
started to show, then I gave my  
final push and my beautiful little boy  
was finally put into the world, as soon  
as I looked into his small tiny eyes,  
I fell in love and all the pain I went through  
all turned into goodness, and I felt the  
happiest I'd ever been.



## SECTION B: WRITING

### Question 5 and 6

Script	Commentaries	Mark
S29 (Q6)	<p>This is a shaped and organised response which uses a range of strategies to engage the reader. Single words ('Dusk'), short sentences ('I wasn't scared') and repetition are skilfully deployed for dramatic effect.</p> <p>Imagery is carefully chosen to amplify the effects of water, ('carp', 'sirens', 'pondweed'). Dialogue is used sparingly to create a significant impact and suspense is created to maximise the effect of the final 'relief'.</p> <p>The A06 is not perfect but the vocabulary and structures are ambitious, deserving full marks.</p>	<p>24+16=<b>40</b></p> <p>A05 Level 5</p> <p>A06 Level 5</p>
S30 (Q5)	<p>The response adopts a colloquial tone and uses direct address to engage the reader. However, some of the intended effects not realised. The response employs prosaic dialogue and is accurate but there is little shaping to create conscious impact or drama.</p> <p>The narration has no clear direction early in the response and although the story is appropriate, it lacks effectiveness. There is some attempt at creating tension and expressing emotion but this is not achieved.</p> <p>The tone adopted lifts it out of level 2.</p> <p>For the A06, there is an incorrect use of homophones and some simple misspellings. Vocabulary lacks variety.</p>	<p>12+8=<b>20</b></p> <p>A05 Level 3</p> <p>A06 Level 3</p>
S31 (Q5)	<p>This response is carefully organised for particular effect. There is a deliberate attempt to engage from the start: 'Clang!' which takes the reader straight into the action, before using a flashback structure. Throughout the response there is a slow release of information to build up tension.</p> <p>The candidate uses a range of techniques, such as directly addressing the reader, ('you may be asking...'). Varied sentence lengths and repetition are used deliberately and cohesively for effect ('I was in', 'I was out'). There is a wide and selective vocabulary, with some slips of meaning ('tediously'). There is varied punctuation including semi-colons and ellipsis. Control of tense is not always secure.</p> <p>The response is not sophisticated enough for level 5.</p>	<p>18+11=<b>29</b></p> <p>A05 Level 4</p> <p>A06 Level 4</p>
S32 (Q6)	<p>This is a shaped response which begins with dramatic immediacy. There is a strong opening tone and a breathless build-up of tension, as information is revealed gradually, ('we need to talk'). A variety of techniques is employed, such as sibilance, ('stroked soft skin') and simple realistic dialogue. The candidate is attempting to create poignancy and uses some appropriate and powerful imagery. Structurally, there is a deliberate repetition of 'I feel' at the end and the couplet in the final line is subtle 'I felt invincibly happy and undeniably complete'. The response lacks some sophistication which prevents it going to the top of the level.</p> <p>For the A06 there is a variety of vocabulary and precise use of punctuation.</p>	<p>22+14=<b>36</b></p> <p>A05 Level 5</p> <p>A06 Level 5</p>
S33 (Q6)	<p>This response has a straightforward register and tone but attempts to employ a number of strategies. It starts in the middle of the action but is one long continuous paragraph. There is some confusion over tenses ('runs to the phone') as the candidate struggles to manage the time shift in the story. There are some long sentences, which are not well-controlled, and the use of commas and full stops is imprecise.</p> <p>Despite this, there is some awareness of the audience and an ordering of information; there is a delay in revealing the cause of the pain and a sustained impression of panic.</p>	<p>9+5=<b>14</b></p> <p>A05 Level 2</p> <p>A06 Level 2</p>