

Q1

## SECTION A: Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 15 minutes on the **WHOLE** of Section A (Questions 1–7).

Write your answers in the spaces provided.

1 From lines 1–5, identify **two** sights the writer is able to see.

1 The clouds

2 The ocean

(Total for Question 1 = 2 marks)

**SECTION A: Reading****Read Text 1. Then answer Questions 1–3.****You should spend about 1 hour 15 minutes on the WHOLE of Section A (Questions 1–7).****Write your answers in the spaces provided.****1** From lines 1–5, identify **two** sights the writer is able to see.

1 "Bank of clouds"

2 "Ocean below"

**(Total for Question 1 = 2 marks)**

**SECTION A: Reading****Read Text 1. Then answer Questions 1–3.****You should spend about 1 hour 15 minutes on the WHOLE of Section A (Questions 1–7).****Write your answers in the spaces provided.****1** From lines 1–5, identify **two** sights the writer is able to see.

1 "I had become so accustomed to seeing darkness of space"

2 "I could see the ocean below, and as I looked at it, I sniffed to smell it"

**(Total for Question 1 = 2 marks)**

**SECTION A: Reading****Read Text 1. Then answer Questions 1–3.****You should spend about 1 hour 15 minutes on the WHOLE of Section A (Questions 1–7).****Write your answers in the spaces provided.****1** From lines 1–5, identify **two** sights the writer is able to see.

1 "starkness of space"

2 "hazy early morning"

**(Total for Question 1 = 2 marks)**

**SECTION A: Reading****Read Text 1. Then answer Questions 1–3.****You should spend about 1 hour 15 minutes on the WHOLE of Section A (Questions 1–7).****Write your answers in the spaces provided.****1** From lines 1–5, identify **two** sights the writer is able to see.

1 'I could see the ocean below'

2 'a ~~was~~ hazy early morning'**(Total for Question 1 = 2 marks)**

**SECTION A: Reading****Read Text 1. Then answer Questions 1–3.****You should spend about 1 hour 15 minutes on the WHOLE of Section A (Questions 1–7).****Write your answers in the spaces provided.****1** From lines 1–5, identify **two** sights the writer is able to see.

1 "we floated down through a bank of clouds"

2 "I could see the ocean below"

**(Total for Question 1 = 2 marks)**

## SECTION A: Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 15 minutes on the **WHOLE** of Section A (Questions 1–7).

Write your answers in the spaces provided.

1 From lines 1–5, identify **two** sights the writer is able to see.

1 *Space*

2 *Ocean*

(Total for Question 1 = 2 marks)

**SECTION A: Reading****Read Text 1. Then answer Questions 1–3.****You should spend about 1 hour 15 minutes on the WHOLE of Section A (Questions 1–7).****Write your answers in the spaces provided.****1** From lines 1–5, identify **two** sights the writer is able to see.

1 earth

2 ~~and~~ ocean below.**(Total for Question 1 = 2 marks)**

**SECTION A: Reading****Read Text 1. Then answer Questions 1–3.****You should spend about 1 hour 15 minutes on the WHOLE of Section A (Questions 1–7).****Write your answers in the spaces provided.****1** From lines 1–5, identify **two** sights the writer is able to see.

1 'banks of clouds as big and lush as the ocean they covered'

2 'I could see the ocean below'

**(Total for Question 1 = 2 marks)**

## SECTION A: Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 15 minutes on the **WHOLE** of Section A (Questions 1–7).

Write your answers in the spaces provided.

1 From lines 1–5, identify **two** sights the writer is able to see.

1 "Ocean below"

2 "Starkness of space"

(Total for Question 1 = 2 marks)

Q2

- 2 Give **one** example from lines 6–10 of how the writer uses language to show the sensation of feeling weight.

Example from the text:

(1)

"Arms, which had floated before, Now  
hung heavily and had to be willed to  
Movement"

How the writer uses language:

(1)

the writer uses adverbs such as  
heavily to describe what it felt like

(Total for Question 2 = 2 marks)

- 2 Give **one** example from lines 6–10 of how the writer uses language to show the sensation of feeling weight.

Example from the text:

(1)

"movement was an effort."

How the writer uses language:

(1)

The writer uses language by giving us information in a rule of three.

**(Total for Question 2 = 2 marks)**

- 2 Give **one** example from lines 6–10 of how the writer uses language to show the sensation of feeling weight.

Example from the text:

Arms, which had floated before, now hung heavily' (1)

How the writer uses language:

The writer uses the words 'hung heavily' to emphasise how different it is going from his arms which are supported by gravity and are floating and now heavy to hold them up. (1)

Total for Question 2 = 2 marks

- 2 Give **one** example from lines 6–10 of how the writer uses language to show the sensation of feeling weight.

Example from the text:

"Legs, which are about as necessary to <sup>(1)</sup>  
space travel as an appendix is to ~~the~~ a body."

How the writer uses language:

~~The writer~~ <sup>(1)</sup> The writer uses language by using  
a simile to compare legs to an appendix.

(Total for Question 2 = 2 marks)

**2** Give **one** example from lines 6–10 of how the writer uses language to show the sensation of feeling weight.

Example from the text:

(1)

complex sentence

How the writer uses language:

(1)

to show the sensation of feeling weight.

**(Total for Question 2 = 2 marks)**

- 2 Give **one** example from lines 6–10 of how the writer uses language to show the sensation of feeling weight.

Example from the text:

(1)

~~'movement is an effort'~~ 'Threatening  
not to function at all'

How the writer uses language:

(1)

Shows and exaggerates how hard it is to  
move his body by using this hyperbole.

**(Total for Question 2 = 2 marks)**

2 Give **one** example from lines 6–10 of how the writer uses language to show the sensation of feeling weight.

Example from the text:

(1)

Movement to ~~see~~ an effect

How the writer uses language:

(1)

The use of the word 'effort' shows it is hard to move at all.

**(Total for Question 2 = 2 marks)**

- 2 Give **one** example from lines 6–10 of how the writer uses language to show the sensation of feeling weight.

Example from the text:

(1)

"Movement is an effort"

How the writer uses language:

(1)

The language points out how big the change is by describing something we find to be natural and automatic as being an effort.

(Total for Question 2 = 2 marks)

**2** Give **one** example from lines 6–10 of how the writer uses language to show the sensation of feeling weight.

Example from the text:

(1)

"arms, which had floated before, now hung heavily"

How the writer uses language:

(1)

discourse markers to add effect

**(Total for Question 2 = 2 marks)**

2 Give **one** example from lines 6–10 of how the writer uses language to show the sensation of feeling weight.

Example from the text:

(1)

"Now hung heavily and had to be willed to movement"

How the writer uses language:

(1)

Alliteration 'hung heavily'

**(Total for Question 2 = 2 marks)**

Q4

**Read Text 2. Then answer Questions 4–6.**

**Write your answers in the spaces provided.**

- 4** From lines 22–27, identify how 'being back on earth' is a positive experience.

The use of "it brings a smile now" and "the water was dark green and unfriendly, but it's mist smelted good" show it is a positive experience because they are glad to be back.

**(Total for Question 4 = 1 mark)**

**Read Text 2. Then answer Questions 4–6.**

**Write your answers in the spaces provided.**

- 4 From lines 22–27, identify how 'being back on earth' is a positive experience.

He said "The smells of earth are so strong and he  
couldn't wait to see his family and to have a pizza and cold  
beer.

(Total for Question 4 = 1 mark)

Read Text 2. Then answer Questions 4–6.

Write your answers in the spaces provided.

4 From lines 22–27, identify how 'being back on earth' is a positive experience.

In space there is no sense of smell or ~~ground~~<sup>ground</sup>  
and back on the earth the smell gives a positive  
experience and in space you can only eat. (Total for Question 4 = 1 mark)

**Read Text 2. Then answer Questions 4–6.**

**Write your answers in the spaces provided.**

- 4** From lines 22–27, identify how 'being back on earth' is a positive experience.

He was elated to be back in fresh air while also happy  
to be able to see his family.

**(Total for Question 4 = 1 mark)**

**Read Text 2. Then answer Questions 4–6.**

**Write your answers in the spaces provided.**

**4** From lines 22–27, identify how 'being back on earth' is a positive experience.

It's wonderful to be back in fresh air!

**(Total for Question 4 = 1 mark)**

**Read Text 2. Then answer Questions 4–6.**

**Write your answers in the spaces provided.**

- 4** From lines 22–27, identify how 'being back on earth' is a positive experience.

"Smells of earth are so strong"

**(Total for Question 4 = 1 mark)**

**Read Text 2. Then answer Questions 4–6.**

**Write your answers in the spaces provided.**

**4** From lines 22–27, identify how 'being back on earth' is a positive experience.

~~He was looking forward to seeing his family, and he was happy to be back on earth, and he was happy to be back on earth.~~  
"he was looking forward to seeing his family."  
(Total for Question 4 = 1 mark)

**Read Text 2. Then answer Questions 4–6.**

**Write your answers in the spaces provided.**

- 4** From lines 22–27, identify how 'being back on earth' is a positive experience.

The British astronaut's joy at being  
back on Earth

**(Total for Question 4 = 1 mark)**

**Read Text 2. Then answer Questions 4–6.**

**Write your answers in the spaces provided.**

**4** From lines 22–27, identify how 'being back on earth' is a positive experience.

"The joy of fresh air"

**(Total for Question 4 = 1 mark)**

**Read Text 2. Then answer Questions 4–6.**

**Write your answers in the spaces provided.**

**4** From lines 22–27, identify how 'being back on earth' is a positive experience.

The writer describes the joy of the astronauts which shows their happy to be back, but also their planning ahead which shows they have been thinking about this moment for a while.

**(Total for Question 4 = 1 mark)**

Q5

- 5 Some astronauts have likened the experience to going over Niagara Falls in a flaming barrel. Peake, however, described it as: "The best ride I've been on, ever."

In this example, from lines 5–6, how does the writer use language to show the experience of descending to earth?

The writer shows that Peake compares it to a fair ride.

(Total for Question 5 = 1 mark)

- 5 Some astronauts have likened the experience to going over Niagara Falls in a flaming barrel. Peake, however, described it as: "The best ride I've been on, ever."

In this example, from lines 5–6, how does the writer use language to show the experience of descending to earth?

The writer uses powerful adjectives like 'flaming' to emphasize the point of the positive experience.

(Total for Question 5 = 1 mark)

5 Some astronauts have likened the experience to going over Niagara Falls in a flaming barrel. Peake, however, described it as: "The best ride I've been on, ever."

In this example, from lines 5–6, how does the writer use language to show the experience of descending to earth?

"The best ride I've been on, ever."

(Total for Question 5 = 1 mark)

- 5 Some astronauts have likened the experience to going over Niagara Falls in a flaming barrel. Peake, however, described it as: "The best ride I've been on, ever."

In this example, from lines 5–6, how does the writer use language to show the experience of descending to earth?

The writer uses personification by saying "The best ride I've ever been on, ever".

(Total for Question 5 = 1 mark)

- 5 Some astronauts have likened the experience to going over Niagara Falls in a flaming barrel. Peake, however, described it as: "The best ride I've been on, ever."

In this example, from lines 5–6, how does the writer use language to show the experience of descending to earth?

The writer makes it the best experience  
you could ever feel.

(Total for Question 5 = 1 mark)

- 5 Some astronauts have likened the experience to going over Niagara Falls in a flaming barrel. Peake, however, described it as: "The best ride I've been on, ever."

In this example, from lines 5–6, how does the writer use language to show the experience of descending to earth?

The words 'flaming barrel' suggest when the capsule hits the atmosphere it gets really hot as the speed of it fall is so fast.

(Total for Question 5 = 1 mark)

- 5 Some astronauts have likened the experience to going over Niagara Falls in a flaming barrel. Peake, however, described it as: "The best ride I've been on, ever." ↳ metaphor

In this example, from lines 5–6, how does the writer use language to show the experience of descending to earth?

The writer uses a metaphor, to ~~stress~~ "over Niagara Falls in a flaming barrel". This was used to show the experience of descending to earth.

(Total for Question 5 = 1 mark)

- 5 Some astronauts have likened the experience to going over Niagara Falls in a flaming barrel. Peake, however, described it as: "The best ride I've been on, ever."

In this example, from lines 5–6, how does the writer use language to show the experience of descending to earth?

By the use of an connective.

(Total for Question 5 = 1 mark)

- 5 Some astronauts have likened the experience to going over Niagara Falls in a flaming barrel. Peake, however, described it as: "The best ride I've been on, ever."

In this example, from lines 5–6, how does the writer use language to show the experience of descending to earth?

The use of ~~the~~ hyperbole shows that it was an amazing experience for Tim.

(Total for Question 5 = 1 mark)

- 5 Some astronauts have likened the experience to going over Niagara Falls in a flaming barrel. Peake, however, described it as: "The best ride I've been on, ever."

In this example, from lines 5–6, how does the writer use language to show the experience of descending to earth?

The writer use positive language to intiate 'the best ride' and he gives his own personal experience 'The best ride I've been on, ever.'

(Total for Question 5 = 1 mark)

- 5 Some astronauts have likened the experience to going over Niagara Falls in a flaming barrel. Peake, however, described it as: "The best ride I've been on, ever."

In this example, from lines 5–6, how does the writer use language to show the experience of descending to earth?

The writers language implies the experience  
to be dangerous ~~or~~ but exciting.

(Total for Question 5 = 1 mark)

- 5 Some astronauts have likened the experience to going over Niagara Falls in a flaming barrel. Peake, however, described it as: "The best ride I've been on, ever."

In this example, from lines 5–6, how does the writer use language to show the experience of descending to earth?

The writer uses a hyperbole to show the experience of descending to earth.

(Total for Question 5 = 1 mark)

- 5 Some astronauts have likened the experience to going over Niagara Falls in a flaming barrel. Peake, however, described it as: "The best ride I've been on, ever."

In this example, from lines 5–6, how does the writer use language to show the experience of descending to earth?

The writer ~~so~~ uses adjectives  
"flaming barrel"

(Total for Question 5 = 1 mark)

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

Support your views with detailed reference to the text.

(15)

The writer uses <sup>irony</sup> ~~similes~~ to engage the reader "Legs, which are about as necessary to space travel as an appendix" as an appendix is not really of any importance the use of sarcasm will entertain the reader making them laugh yet also educating them slightly on the importance of legs in space.

Secondly, the writer uses short sentences "It was over. No exclamations, no slaps on the back..." this shows the reader how quickly their space adventure was over as short sentences give a fast pace feel. The reader could also infer from this that they felt like they were up in space for so long and put so much effort into it for it to just be over and nothing more.

Furthermore, the <sup>author</sup> ~~writer~~ uses similes "clouds as big and lush as the ocean they covered" this gives the reader a



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better understanding of how big the clouds are, helping them picture what the men coming back down to earth are seeing and making it easier for the reader to put themselves in their position.

Lastly, the author uses repetition ~~repetition~~ "No exclamations, no slaps on the back. No handshakes" the use of this stresses to the reader that the men were not getting any reward for their difficult journey, not even something as small and simple as a handshake.



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

Support your views with detailed reference to the text.

(15)

The writer uses structured paragraphs roughly of the same size, to suggest the steps one after another to suggest the steps that are taken in the space during the morning just to get yourself moving. "Arms which had floated before, now hung heavily and had to be willed to movement". This suggests the morning routine for getting your body moving in the morning. This engages the reader because it gives the reader an idea of what it's like to live in space.

The writer uses a simile to compare legs to space travel and an appendix to a body. "Legs, which are about as necessary to space travel as an appendix is to a body", stirred to activity by threatening not to function at all. This suggests how important your legs are when travelling in space. This is also backed up by the word 'function' suggesting daily life space travel is difficult without functioning legs. This engages and interests



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the reader because they may never get to experience space travel for themselves.

4



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

Support your views with detailed reference to the text.

(15)

The writer uses 1<sup>st</sup> person in this extract, this is so the reader feels more involved and it is like a one to one conversation. Not a group discussion,

The writer uses 'we sat in silence, three men alone together with their private thoughts' this would make the reader think what might happen to them, they would be feeling scared, excited about what could happen both the reader and three men.

I think that the people in the extract are feeling nervous, scared, excited, overwhelmed about what they are doing, the writer puts all these thoughts into your head to make you feel confused on what they are actually feeling.

The writer use 'After impact, my hand was jammed painfully down beside me, the writer uses this to make you worried that something might happen to the astronaut.



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

Support your views with detailed reference to the text.

(15)

The writer used language and structure to engage the reader. The writer uses hyperbole to exaggerate the landing of the shuttle, <sup>through a metaphor,</sup> as he landed with all the grace of an old freight elevator. Here the writer uses irony and sarcasm to create humour for the reader. It engaged the reader as most people have experienced an old elevator and have felt the lack of ~~of~~ safety when in one. This gives the reader a feel of what it was like, as though they were landing with the writer.

The writer engaged the reader by using different sentence lengths, to emphasise what the writer is feeling. When the writer uses longer compound and complex sentences, it's very fast paced. This could portray to the reader the excitement and possible nervousness that the writer is feeling. Due to this fast pace, the



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reader can share the experience and feelings with the reader.

The writer has written the extract in first person by using 'we', 'I' and 'us'. By writing in first person the writer has created a personal bond with the reader because now the reader can find an unlikely circumstance easy to relate to.

The writer uses language to suggest his pride and significance through the metaphor 'taking our position in the history books of mankind'. This will engage the reader by this use of emotive language. The reader will share his sense of pride and significance of it with the writer and feel passionate just like the writer does.



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

Support your views with detailed reference to the text.

(15)

The writer first interests the reader through the use of description. The first paragraph enters into great depth and covers the sights of the writer and also ~~mean~~ mentions what the writer is able to smell. 'floated through a bank of clouds', the use of detailed description allows the reader to <sup>visualise</sup> ~~vision~~ the situation and therefore they feel as if they are apart of it and they can relate to what the writer will go on to say. 'I sniffed to smell it', the ocean has a very distinguished smell and anybody would be able to identify it, again allowing the reader to relate, they feel a part of the return from the moon and are therefore more likely to be interested as to what happens next.

The writer also expresses the



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importance of his legs when the weight becomes too much for them 'legs are about as necessary to space travel as an appendix is to the body'. When the reader becomes aware that Aldrin's legs aren't working properly, it creates a sense of danger and panic. The reader ~~he~~ can feel the pain he is in and becomes on edge when not everything goes to plan. This creates the willingness to read on and see if his legs give up on him or if he manages to use them normally.

The use of an onomatopoeia 'thwack' allows the reader to hear the landing, but also picture how rough and dangerous the ocean, that they landed in, is. \*

The use of commas 'it brings a smile now, but at the time, it wasn't quite so amusing' helps to separate the two tenses and shows how now, as ~~the~~ part of the



first humans to land on the moon it is fun and exciting to LOOK back on. But during the experience, the danger and uncertainty of the outcome took over all excitement. This again, engages the reader about the actual ~~mission~~ experience itself, and this being the main focus, entices the reader.

The repetition of 'no' allows the reader the clarification that the men are safe and puts the reader at ease. The sense of danger is removed and the reader and writer feel pure excitement regarding the experience as a whole. The reader's interest remains and are more likely to remember the extract, through the constant feeling that they are a part of it.

\* Emphasising the severity and danger of the mission to the reader, creating the idea that their safety was at a major risk. ~~the reader with~~ (Total for Question 3 = 15 marks)



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- 6 In this extract, the writer attempts to engage the reader through the description of the return to earth.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

In my opinion the writer successfully engages the reader in this extract.

The author uses <sup>rather negative words</sup> ~~positive words~~ throughout when describing <sup>their</sup> ~~his~~ experience. He uses ~~ed~~ harsh adjectives such as "jolted" or "forced" whilst he describes them landing.

Furthermore, the author uses ~~a~~ hyperbole "dripping with sweat," he told reporters he was looking forward to see his family" this will engage the reader as it shows that although the astronaut is uncomfortably sweaty his main focus is his family.

Thirdly, the author uses excellent emotive language "joy at being back on Earth was clear" the use of the word 'joy' will make the reader get warm happy feelings and it



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will slightly foreshadow everything he's looking forward to making the reader want to find out exactly what his plans are and will therefore read on.

In conclusion I think the author superbly engages the reader throughout.



- 6 In this extract, the writer attempts to engage the reader through the description of the return to earth.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer successfully attempts to engage the reader as at the start of the text. The writer uses "incredible!" straight away at the start of the text it already tells the reader that something positive and exciting has happened. Also by using the use of exclamation mark at the start of the text it makes it stand out to the reader as it tells the reader that something important is happening, so this engaged the reader to carry on reading the text to find out.

The ~~writer~~ <sup>writer</sup> also ~~was~~ <sup>successfully</sup> engaged the reader by ~~including~~ <sup>including</sup> a rule of 3 this is shown when the writer ~~includes~~ <sup>includes</sup> "Peaks, haves, described". This then allows the reader to understand that between each word is a pause or hesitation. The reason why this would engage the



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reader towards the text as it would encourage them to carry on reading to better understand ~~the~~ why there is a pause in between there for engaging them to the text. Also it stands out in the text capturing the reader's attention.

The writer ~~shows~~ greatly shows that they have attempted to engage the reader by including statistics. The writer shows this by including "28,000km/h" the reason why this engaged the reader is because it allows the reader to imagine what the speed must have been like but also the experience that ~~the~~ Tim had, allows the reader to understand more about the ~~for~~ return.



- 6 In this extract, the writer attempts to engage the reader through the description of the return to earth.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

This is done successfully, as the writer engages the reader as he describes the descent to be dangerous but thrilling. 'Peake's return flight to earth was one of the most dangerous parts of his mission.' he describes it to be dangerous but one of the best rides he's been on just showing that risk he is taking but how he is getting rewarded of the best journey of his life.

He also gives ~~us~~ us a feeling of what it felt like when ~~they~~ they broke through the atmosphere. 'The spacecraft entered the ~~atmos~~ atmosphere at some 28,000 km/h' this really ~~engage~~ engages the reader and shows how quickly the ~~space~~ spacecraft was actually going.

He describes the different feeling about being on earth vs compared to being in space. 'The Smell of earth are so strong', he said. 'It's wonderful to be back in fresh air.' This shows us the



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Stark ~~can~~ that he has missed while  
away in space.

As he keeps us engaged by saying the  
experience to going over Niagara Falls in a flaming  
barrel that shows the intensity of the journey  
back keeping the reader hooked and making  
them want to read on.

The quote 'we floated down through a bank of  
clouds as big and lush as the ocean they covered'  
that describes as the descent of down back  
to earth and the word 'floated' gives us a  
clear image of how slow they actually were  
descending down to earth.



- 6 In this extract, the writer attempts to engage the reader through the description of the return to earth.

Evaluate <sup>2817E</sup> how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer successfully engages the reader through the use of an exclamation 'incredible!', the reader is automatically aware that the writer will go on to express a positive experience. The reader will want to read on to experience true happiness and excitement felt by Tim Peake. Elements of danger are removed straight away and the reader knows a sense of panic won't be felt, putting them at ease throughout. The heading 'down to earth' can be a play on words and taken ~~in two~~ ~~different~~ two different meanings, one being the descent and two, the actual nature of the astronaut and his persona. This almost creates humour and entices the reader about which meaning is going to be explored in the following paragraph.



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The use of figures portrays an accurate representation of the extent of the speed and heat of the aircraft. As the numbers are so high, it shocks the reader and allows them to almost sympathise with the astronaut as to how they would feel in the situation. '28,000 km/h' and '16000' are all measures the reader can relate to and understand the pure nature of the conditions. The reader is also able to relate to everyday smells and sights, so when the writer begins talking about the 'smell of the earth', the reader's senses become heightened and are able to feel a part of Tim Peake's experience. Therefore, the ~~reader~~ writer has successfully engaged the readers of this extract.

The reader becomes aware of the excitement and joy felt not only by Tim Peake himself, but 'friends, colleagues and media'. This helps



to emphasise the importance of the mission and how well ~~them~~ Peare dealt with it. The reader is able to relate to every situation Tim is put into, not feeling the true pain, but having an idea and is therefore successfully engaged within the extract.

The reader becomes aware of the setting early on in the extract and is able to fully engage and relate to the situation.

The main event being the return to earth takes up an entire extract and the extent of the description allows reader a feel for every aspect of the experience and if they are completely aware they are able to make their own decision and predictions as to what is to happen.

(Total for Question 6 = 15 marks)



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- 6 In this extract, the writer attempts to engage the reader through the description of the return to earth.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

Throughout this text, the writer engages <sup>(15)</sup> the reader via detailing Peake's ride and time home; the information provided is engaging as it's very formal and allows you to depict the travel home in a scientific fashion "entered the atmosphere at 28,000 km/h".

First, Peake's personal account is engaging because he documents his experience as "the best ride of his life" uncommon for astronauts whom have used the terms "like falling down Niagara Falls in a flaming barrel". This metaphor implies danger, however Peake's interpretation is "the best" implying joy; (an adrenaline rush).

Furthermore, the next two paragraphs informatively detail the release from orbit to have a "trajectory to Earth" and detailed how the spacecraft "reaches temperatures of 1600° generated by friction".



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This account is very engaging as it educates and interests the reader; It also could be ~~described~~ presumed as "thrilling" due to the such dangerous circumstances involving people, which is also engaging as you're captivated on Peake and his partner's safety.

Additionally, the text elaborates upon the G-force the ship experiences and the "retro rockets" in which ensure the rider's safety by "reducing speeds to 5 km/h." As this is structured in order, we are always left intrigued by the details, further wondering about the safety of Peake.

Later, however. On release the astronauts were clearly safe and joyous "Joy at being back on Earth was clear", further informing us that the "Smells were strong" and "It's wonderful to be in fresh air". Words such as "strong" and "wonderful" detail the astronauts happiness of being home, as they're using ~~an~~ emotive - happy language to illustrate upon such common things on our planet.



This is engaging because it describes upon the nuance of space, how different it is and how it changes such person temporarily; makes them ignorant to such earthly pleasures.

Finally, it engages the reader by detailing upon the action processes taken place when Peake got home; "he got to see his family" then he went through debriefing etc. This is engaging because we are curious to see if Peake is okay, how has ~~the~~ space changed him, it and explains to us how this process is a necessity if we'd ever travel to mars (new, obscure lands, intriguing is by saying we might potentially go, which is engaging).

(Total for Question 6 = 15 marks)



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9

Turn over ▶

**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 the experiences of astronauts returning to earth.

What similarities do these experiences share in these extracts?

Use evidence from both texts to support your answer.

(6)

The similarities that the both text show is that the astronauts had an unforgettable experience. ~~and it~~

Both texts talk about the landing and that it was different on the earth as they had to get used to the gravitation.

The quotes "now hung heavily and had to be willed to movement" and "bumpy and uncomfortable ride" show that the landing was not the best for the astronauts but extreme as they were forced back to seats as the g-force was very strong.



(b) ~~Compare~~ How the writers of Text 1 and Text 2 present ~~space travel~~

Support your answer with detailed references to the texts.

(14)

In text one the space travel wasn't as interesting as in text two. The astronauts were given commands by the Air Boss. The spacecraft is described as "life-supporting" and "miniplanet" which sounds safe ~~and~~ for the astronauts. ~~and~~

In text two it talks about the speed and how it is like to be back on earth. Also it shows that the astronaut missed his family but also has a positive view on space that he also miss already. In text two there is only a few quotations.



**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 the experiences of astronauts returning to earth.

What similarities do these experiences share in these extracts?

Use evidence from both texts to support your answer.

(6)

The main similarities are they both went into space and he both came down.

When both astronauts came out of the shuttle they both loved the smells of earth, really strong smells.

When the space experience was over they had debriefs about the flight, medical tests and rehabilitation.



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

Support your answer with detailed references to the texts.

(14)

There are a few things the writers present ideas and perspectives

The writer shows how dedicated these men are to flying a spaceship, going to space and working hard.

The writer also presents space or flying a space ship as scary or daunting with extreme temperatures of 1600°C and almost unrealistic speed that in a car crash you would be to death before you crashed.

The last idea the writer portrays that you and everyone is lucky to live on earth. The amazing strong smells, the great food and drink you are available to eat here and not in space.



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11

Turn over ►

**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 the experiences of astronauts returning to earth.

What similarities do these experiences share in these extracts?

Use evidence from both texts to support your answer.

(6)

In both texts they both describe the views positively. I know this because in extract one it says the word "Impressive". This is showing that the views that they can see are amazing. Secondly, in extract two the writer uses the word "Incredible". This suggests that the views were also amazing.



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

Support your answer with detailed references to the texts.

(14)

In text one it is presented that they don't like space travel, I know this because in line seven it says "for a number of minutes, movement is an effort." He then goes on to say "Aims, which had floated before but now hung heavily." This shows that ~~both~~ the writer Buzz Aldrin does not like space travel.

In text two it is ~~not~~ presented that they like space travel because on line six it says "The best ride I've been on, even" This might suggest that Tim Peake likes ~~space travel~~ space travel because later on in the text he says "I was hoping for a pizza and a cold beer." "He was though going to miss the view of Earth from space and couldn't wait to go back" so this shows



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Turn over ►

he can't wait to go back, which  
~~Area~~ indicates he likes space travel.



**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 the experiences of astronauts returning to earth.

What similarities do these experiences share in these extracts?

Use evidence from both texts to support your answer.

(6)

Both experiences say the experience is rough. ~~but~~ In text one the writer says "with an enormous thwack, as jarring as it was noisy" and in the second text it says "This is a bumpy and uncomfortable ride for the astronauts"

Both of the texts also make a significant point about the smell, as seen in text one "The water was dark green and unfriendly but the mist seeping in smelled good" and in the second "The smells of earth are so strong"



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

Support your answer with detailed references to the texts.

(14)

Both texts are aimed toward people who are interested in space travel but text one is written more to entertain whereas text two has more information in as to inform.

Text one seems to use language like "distress" and "threatening" which could imply the experience was rather unpleasant, but in the second text it seem to focus mainly on the facts and figures. "The crafts heat shield ~~is~~ is tilted forwards... pushes through atmospheric gases." This could imply the second text wishes us to over look the discomfort. The second text also says "Peake however described it as: "the best ride I've ever been on ever." This shows a clear contrast to text one.



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Turn over ▶

**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 the experiences of astronauts returning to earth.

What similarities do these experiences share in these extracts?

Use evidence from both texts to support your answer.

(6)

The two texts show that both astronauts shared some similar experiences while returning to Earth. This can be seen in quotes such as. It is clear that both astronauts found that the earth's smell was strong, yet nice. This can be seen in the quote, 'The water was dark green and unfriendly, but its mist seeping in smelled good.' from text one, and, "The smells of earth are so strong", "Its wonderful to be back in fresh air." from text 2. The fact that both astronauts found earth's smell to be strong shows that they both found space to smell plain.



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

Support your answer with detailed references to the texts.

(14)

Both of the writers present different ideas and perspectives about space travel.

In text 1, the writer describes the journey as uncomfortable, this can be shown in the quote 'After impact, my hand was jammed painfully down beside me'. The writer in text 1, shows a continuously dull tone about the experience, shown in quotes such as, 'we landed with the grace of an old freight elevator.' and 'it brings a smile now, but at the time, it wasn't quite so amusing.'

On the other hand, in text 2, the writer shows a continuous positive tone about space travel.

This is proven by quotes such as; "The best ride I've been on, ever." and 'he was though, going to miss the view of earth from ~~the moon~~ space and couldn't wait to go back.

This proves that the two had different perspectives on space travel, however, both of the astronauts were happy to have ended their space travel.



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this is shown in quotes such as, 'but its mist seeping in smelled good,' from text 1, and, "Its wonderful to be back in the fresh air," from text 2.

Overall, the two writers share mainly different ~~ideas~~ ideas and perspectives about ~~how~~ space travel, however they share the same ideas about ~~being~~ being back on Earth.



## SECTION B: Transactional Writing

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 8  Question 9

Write your answer to Section B here:

Do you enjoy travelling?  
You would probably want to  
escape the reality and disappear  
to a tropical place...

It is important to choose wisely  
and don't make a mistake  
when buying flight tickets, train  
tickets or bus tickets (usually  
the flight tickets). Make sure  
you always have a separate  
bag for documents and tickets.  
Keep them safe!

People always go shopping  
before going on a holiday.  
It is important to don't overpack  
(you probably will..-). Take only the  
things you will use. Many people  
take too many clothes and  
don't wear half of them. To



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Turn over ▶

avoid that, make a list of the clothes you normally wear and match them up so that you will have enough.

Don't take expensive jewelry or something that is important to you because you may lose it or someone could steal it.

Being safe while travelling is optional. Make sure to take only 1-3 electronic devices as they may get stolen. Also ask for a safe in the hotel reception in order to keep your money or bank cards in there as the cleaners ~~in the hotel are~~ like to look for those.

Make sure you stay safe, happy and protect your belongings.

For any more informations call +44 0735 58702.



SECTION B: Transactional Writing

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

Chosen question number: Question 8  Question 9

Write your answer to Section B here:

Types of travel.

At Aeroplane, if you are flying remember to follow all the following procedures. Firstly make sure you pack all your own luggage and that it doesn't exceed your set weight limit. And also when you arrive at the airport remember to have the required documents ready such as boarding pass and passports these will be needed to gain access to the lounge area. Remember to ~~take~~ bring some money as you drinks can not be taken through customs.



## SECTION B: Transactional Writing

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 8  Question 9

Write your answer to Section B here:

Planning on travelling?  
There are many other things to think about, not just the places you want to go, you need to know your purpose for travelling. Is to get away and forget all your worries? Is it for leisure? Work? To see family? Or even to find yourself, when you feel most lost?  
~~If you want~~ These are all ~~pe~~ perfectly <sup>good</sup> reasons to get away, but you need to know why you want to get away, in order to know where you want to go.

Travelling for work may become stressful, so be sure to go somewhere where you can just be your self, have some time to relax, explore, but mainly where your workplace need you. Place like America may seem daunting, but any ~~business~~ one



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Turn over ►

Working in the business sector I will have many opportunities - especially on Wall Street. Aside from the working aspect, America is home to the most beautiful beaches.

When travelling alone, you must ensure to take items with you to keep you entertained. These may include; books, for the long journeys you may encounter, a phone or laptop, to video call family and friends back home and mainly, enough money to keep you going for the time you're hoping to be away for.

Travelling can be one of the most important times in an individual's lifetime. A lot of people go away, find themselves, realise this is the lifestyle for them and then never return. So be prepared for that. Fill your suitcase with everything you might need



for the future.

If you're planning on travelling with someone, or a group of people. Ensure you decide correctly on who to go with, make sure it's not somebody you're going to lose your patience with every five minutes or somebody who ~~doesn't~~ does not have the same intention ~~or~~ or purpose for travelling as you do. You're better off going alone than going with somebody not fit for your adventures.

A main aspect of travelling, is the fact that you're surrounded by complete strangers and atmospheres that you aren't used to. This will seem daunting at first, and if you travel alone, find a group of true friends that will have your back and people you can spend time with to take your mind of other aspects of your life. Having people around you, will reduce the



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loneliness you may have felt and also ensures you remain safe whilst travelling. Other ways to remain safe, are to keep personal belongings hidden and out of sight, reducing the risk of losing any possessions. You must also make sure that you don't show yourself as vulnerable to anybody. People will be different in the various places you may visit and you must keep your wits about you, wherever you may venture.

Once you realise why you want to travel and if you have the money available to go, you must choose carefully on where to go. You want to enjoy yourself! so pick places that excite you and intrigue you. Places you may have longed to go throughout your life. Now is the time to explore.

Remember this advice and use it when picking places, finding new



friends or when ensuring you stay safe. But most of all, enjoy your travels!

**TOTAL FOR SECTION B = 40 MARKS**  
**TOTAL FOR PAPER = 96 MARKS**



## SECTION B: Transactional Writing

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

Chosen question number: Question 8  Question 9

Write your answer to Section B here:

Hello, my name's \_\_\_\_\_ and honest-ly sir, I have been approached by many, many people about having an inspirational public figure to give a speech to staff and students, but before we reaching out to you, I have been thinking a too much about who we should or try to get in to give us a little speech.

Firstly, I thought about kylie Jenner and I thought she could be very inspirational public figure and give us and students and you staff a speech on how to start a business and how to manage it while being really young, I had also taken into consideration that staff have also have their own kids and they can tell them about it, but I also thought it could really be very inappropriate and chaotic for the reasons being that she is a well known ~~to~~ public figure, and students would be really



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Turn over ▶

excited and not listen to a word she would be advising us about.

Barack Obama would be the perfect public figure to give us a speech and this is why! He was the president of the United States and he was also very inspiring as a person and as a result of this he could give us all a speech on discrimination and how to make peace, he can also give a speech to us on education as his daughters are very well educated and have good manner. Hope to hear from you soon from you.

Your, sincerely



## SECTION B: Transactional Writing

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

Chosen question number: Question 8 ☒ Question 9 ✓

Write your answer to Section B here:

Dear Principal,

I am ~~writing~~ writing to you to suggest  
as an inspirational public figure to deliver  
a speech to our staff and students.

I think we should choose a person who  
will make everyone in the room feel  
uplifted and positive and to make  
everyone chase their dreams and achieve  
their goals set in life.

I think if we choose an inspirational  
public figure for these reasons it could  
improve students prospects and attitudes  
and possibly improve their grades because  
it will perhaps make them want to better  
themselves.



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The person I have chosen is a vlogger from Youtube who I believe can motivate our students and staff to be different and stand out from the crowd.

To teach people that just because someone tells you that you won't achieve your goals, ~~that~~ nothing's stopping you from proving them wrong, other than yourself.

I believe this person has great inspirational qualities and would deliver a remarkable speech. I hope you will consider my suggestion and I look forward to hearing from you.

Kind regards,

U



## SECTION B: Transactional Writing

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 8  Question 9

Write your answer to Section B here:

Plan :- My opinion, Facts and figures, I believe

David Beckham - Wages to charity why?

Dear Sir

3<sup>rd</sup> November 2017

Dear Sir

I believe that everyone needs an inspirational public figure. Someone who they can look up to and think I want to be like them when I am older. I am delivering this speech to state my views of the importance of a public figure.

Most people would want to be like someone who is famous which is okay, but it's all about the determination about being able to reach that level. More often than not, people will not be famous and rich and have a lot of money, but that is the aim as a child. An inspirational public figure is someone who you see and speak to every day, or someone you have never met before and you know a lot about them. It is your choice. A good inspirational public figure is someone who cares about other people,



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not just themselves. This could mean that they have children and designate any spare time to them, or even donating to someone who is in need of a home in the cold nights.

<sup>N</sup> Now I'm older and more mature, I have one set goal who I want to be like when I'm older, and that is my dad. I have changed over the years who my inspirational public figure is. ~~is~~ Such as David Beckham - but now I know who I look up to. In my opinion he is the most caring person and I would not know where I would be without him. The reason that I want to be like him when I'm older is because I would want a lovely little family, interested in football, go out for family gatherings and also treat the children in a good manner. Who would your inspirational public figure be?

Whilst I am at school, my dad is at work and <sup>when he has</sup> ~~is~~ time off he <sup>describes it</sup> ~~is~~ <sup>being a</sup> manager of two football teams and ~~is~~ also a qualified referee. This ~~shows~~ that he is active and me being a child, so am I. In this time he could also cook some amazing scrumptious meals as we sit down every night to eat. This is proven ~~on~~ to me over years that I want to be like him.



There are many qualities to be inspirational to someone else. I know that 95% of people will want to be someone who is famous, but look closer to your heart and who is around you. Also now being older, you as my <sup>colleagues</sup> ~~friends~~ would need to be more realistic in what you want to be and whether you will be able to succeed that dream.

To conclude, it is all about you, no one else but you. Depending on what you want to be when you are older is all about choosing the right person who you want to be like. You don't need to have the best or you don't need to have one person. Many people have different qualities, skills and characteristics. It's never too late!

Thank you for listening.

FRob

Yours Sincerely,



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## SECTION B: Transactional Writing

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

Chosen question number: Question 8  Question 9

Write your answer to Section B here:

3<sup>rd</sup> November 2017

Dear Mr H

I am writing to you to give my opinion on the inspirational public figure you may be thinking of getting into the school and what I think about it.

Firstly, I would like to start by talking a little bit about what I believe an inspirational public figure is. In my opinion, an inspirational figure is someone who has gone beyond the normal to ensure that they get the safety/wellbeing of others around them, or have done something in



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Turn over ▶

their own time ~~to ensure that~~ that is something that won't just benefit themselves but also the people around them.

I have not chosen any particular person but a collective group - the British Emergency Services, now I realise you can't bring the entirety of the services into school, but one or two representatives from each department? That sounds better. The reason I have chosen the services is because every day they go out in order to serve and protect our country and sometimes aren't given the recognition they deserve. The Army - with the current threat levels at their highest they all put their lives at risk for this country - they go out to warzones in places like Afghanistan and do not receive enough thanks for what they do.

The inspirational qualities that they have are; they are courageous, while some people would rather claim benefits than get a job like others, these



Soldiers go out to fight in battle in order to make this world a better place. They are brave - they go out to places like Afghanistan and Iraq and other war affected countries not knowing whether they are going to see their families again. Even though they do not get any recognition on a daily basis - they go out every day in fear for their lives! They don't get any respect and what do they do? They fight on! Because they believe in this country, they truly want to make a difference!

~~Yours~~ Thanks for taking the time to read my letter, if you have any questions please do not hesitate to contact me.

Yours Faithfully,



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