



Pearson  
Edexcel

# GCSE (9–1) English Language

Paper 1: Fiction and Imaginative  
Writing (1EN0/01)

Exemplar Scripts and  
Commentaries

November 2022 Series





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## Introduction

- The purpose of this pack is to provide teachers and students with some examples of responses to GCSE English Language Paper 1: Fiction and Imaginative Writing (1EN0/01)
- The responses in this pack were taken from the November 2022 examination series. The question papers and mark schemes can be found on the Pearson website [here](#).
- In this pack you will find a sample of responses, examiner commentaries and marks.
- If you have any enquiries regarding these materials or have any other questions about the course, please contact our English subject advisor on [teachingenglish@pearson.com](mailto:teachingenglish@pearson.com)



## Section A: Reading

### Question 1

#### Script 1

1 From lines 1–4, identify a word that shows what the man is holding in his hand.

"The hand which grasped his rifle"

(Total for Question 1 = 1 mark)

#### Examiner comment and mark:

A clear selection – the candidate offers a short phrase which includes the key word 'rifle'.

1 mark

#### Script 2

1 From lines 1–4, identify a word that shows what the man is holding in his hand.

Rifle

(Total for Question 1 = 1 mark)

#### Examiner comment and mark:

A minimalist approach: the correct word is given.

1 mark

#### Script 3

1 From lines 1–4, identify a word that shows what the man is holding in his hand.

The word "grasped" shows what the man is holding.

(Total for Question 1 = 1 mark)

#### Examiner comment and mark:

Not a valid response: 'grasped' is not the correct answer and cannot be rewarded.

0 marks



## Script 4

1 From lines 1–4, identify a word that shows what the man is holding in his hand.

~~Weapon~~ Weapon.

(Total for Question 1 = 1 mark)

### Examiner comment and mark:

Not a valid response: the word 'weapon' is in line 5 of the extract, so is outside the specified lines (1-4) and therefore cannot be rewarded.

**0 marks**



## Question 2

### Script 1

2 Read this extract.

As he stood, he leaned upon his weapon for support, and yet his tall figure and the massive framework of his bones suggested a wiry and vigorous constitution. His gaunt\*\* face, however, and his clothes, which hung so baggily over his shrivelled limbs, proclaimed what it was that gave him that senile and decrepit\*\*\* appearance. The man was dying — dying from hunger and from thirst.

From the extract, give **two** things that the **reader** learns about the **appearance of the man**.

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

1 'Shrivelled limbs'

2 "senile and decrepit appearance."

(Total for Question 2 = 2 marks)

#### Examiner comment and mark:

This response covers bullet points 8, 9 and 10.

2 marks

### Script 2

2 Read this extract.

As he stood, he leaned upon his weapon for support, and yet his tall figure and the massive framework of his bones suggested a wiry and vigorous constitution. His gaunt\*\* face, however, and his clothes, which hung so baggily over his shrivelled limbs, proclaimed what it was that gave him that senile and decrepit\*\*\* appearance. The man was dying — dying from hunger and from thirst.

From the extract, give **two** things that the reader learns about the appearance of the man.

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

1 Tall

2 Skinny

#### Examiner comment and mark:

A minimalist approach which covers bullet points 2 and 6 (note that candidates are free to use their own words or quotations from the text).

2 marks



## Script 3

2 Read this extract.

As he stood, he leaned upon his weapon for support, and yet his tall figure and the massive framework of his bones suggested a wiry and vigorous constitution. His gaunt\*\* face, however, and his clothes, which hung so baggily over his shrivelled limbs, proclaimed what it was that gave him that senile and decrepit\*\*\* appearance. The man was dying — dying from hunger and from thirst.

From the extract, give **two** things that the reader learns about the appearance of the man.

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

1 That he was dying from thirst

2 And that he was dying from hunger

### Examiner comment and mark:

Bullet point 12 is offered for both parts of the answer. The response that he is dying can only be rewarded once.

1 mark

## Script 4

2 Read this extract.

As he stood, he leaned upon his weapon for support, and yet his tall figure and the massive framework of his bones suggested a wiry and vigorous constitution. His gaunt\*\* face, however, and his clothes, which hung so baggily over his shrivelled limbs, proclaimed what it was that gave him that senile and decrepit\*\*\* appearance. The man was dying — dying from hunger and from thirst.

From the extract, give **two** things that the reader learns about the appearance of the man.

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

1 poor

2 In danger

### Examiner comment and mark:

The first part of the answer, the single word 'poor' does not feature in the extract and the candidate's own words do not sufficiently focus upon appearance to allow the mark to be awarded. The second part of the answer ('In danger') does not focus upon appearance.

0 marks



## Question 3

### Script 1

#### 3 Read this extract.

He had journeyed painfully down the ravine, and on to this little elevation, in the vain hope of seeing some signs of water. Now the great salt plain stretched before his eyes, and the distant belt of savage mountains, without a sign anywhere of plant or tree, which might indicate the presence of moisture. In all that broad landscape there was no gleam of hope. North, and east, and west he looked with wild questioning eyes, and then he realised that his wanderings had come to an end, and that there, on that barren crag, he was about to die. "Why not here, as well as in a feather bed, twenty years hence," he muttered, as he seated himself in the shelter of a boulder.

Before sitting down, he had deposited upon the ground his useless rifle, and also a large bundle tied up in a grey shawl, which he had carried slung over his right shoulder. It appeared to be somewhat too heavy for his strength, for in lowering it, it came down on the ground with some little violence. Instantly there broke from the grey parcel a little moaning cry, and from it there protruded a small, scared face, with very bright brown eyes, and two little speckled, dimpled fists.

"You've hurt me!" said a childish voice reproachfully.

In the extract, how does the writer use language and structure to describe the man's journey and what happens when he puts down his bundle?

Support your views with reference to the text.

(6)

The writer uses the language technique of ~~adverbs~~ to describe the man's journey. The word 'journeyed' shows that it wasn't just an easy walk for the man but a whole journey meaning that it could've been hard and very long. The writer uses the structure technique of complex sentence which shows how heavy the bundle was when he put it down.

#### Examiner comment and mark:

This brief response makes a valid comment on 'journeyed' which points out that this was no 'easy walk' and there is an undeveloped point which identifies a complex sentence.

It is a Level 1 response but does enough to merit 2 marks.

#### Level 1 - 2 marks



## Script 2

### 3 Read this extract.

→ adjective describing the man's feelings.  
to describe the rain etc.

He had journeyed painfully down the ravine, and on to this little elevation, in the vain hope of seeing some signs of water. Now the great salt plain stretched before his eyes, and the distant belt of savage mountains, without a sign anywhere of plant or tree, which might indicate the presence of moisture. In all that broad landscape there was no gleam of hope. North, and east, and west he looked with wild questioning eyes, and then he realised that his wanderings had come to an end, and that there, on that barren crag, he was about to die. "Why not here, as well as in a feather bed, twenty years hence," he muttered, as he seated himself in the shelter of a boulder.

Before sitting down, he had deposited upon the ground his useless rifle, and also a large bundle tied up in a grey shawl, which he had carried slung over his right shoulder. It appeared to be somewhat too heavy for his strength, for in lowering it, it came down on the ground with some little violence. Instantly there broke from the grey parcel a little moaning cry, and from it there protruded a small, scared face, with very bright brown eyes, and two little speckled, dimpled fists.

↳ alliteration.  
"You've hurt me!" said a childish voice reproachfully.

In the extract, how does the writer use language and structure to describe the man's journey and what happens when he puts down his bundle?

Support your views with reference to the text.

(6)

In this extract the writer successfully uses adjectives to describe the man's journey. This is shown through the quote "He had journeyed painfully". This shows that the journey was too much for the old frail man in which he had to give up.

~~The writer~~ The writer also effectively uses alliteration to describe what happens when he puts down his bundle. This is shown through the quote "<sup>bright</sup> ~~Bright~~ brown eyes". This quote shows the detail of the little girl which seems to be in the grey bundle and effectively portrays what the little girl looks like.

The writer achieves to use listing to also describe what happens when he sets down his bundle.



This is shown through the quote "Small, scared face, with very bright brown eyes and two spaced dimple fists."

This quote shows detail and information of the little girl.

The writer then successfully uses complex sentences to show the journey of the man. This is shown through the quote "in all that ~~beough~~ broad landscape there was no gleam of hope." This quote shows that the man is giving up and losing faith/hope in himself.

**Examiner comment and mark:**

There is some explanation of the [sic] 'adjective' 'painfully' but this lacks precision. Similarly, the reference to alliteration in the second paragraph is not taken very far. The mention of 'listing' and 'complex sentences' constitutes some consideration of structure but explanation of effect is lacking.

A mark low in Level 2 is appropriate.

**Level 2 - 3 marks**



### Script 3

3 Read this extract.

language / structure + example + analyse the example  
adverb

He had journeyed painfully down the ravine, and on to this little elevation, in the vain hope of seeing some signs of water. Now the great salt plain stretched before his eyes, and the distant belt of savage mountains, without a sign anywhere of plant or tree, which might indicate the presence of moisture. In all that broad landscape there was no gleam of hope. North, and east, and west he looked with wild questioning eyes, and then he realised that his wanderings had come to an end, and that there, on that barren crag, he was about to die. "Why not here, as well as in a feather bed, twenty years hence," he muttered, as he seated himself in the shelter of a boulder.

long sentence

Before sitting down, he had deposited upon the ground his useless rifle, and also a large bundle tied up in a grey shawl, which he had carried slung over his right shoulder. It appeared to be somewhat too heavy for his strength, for in lowering it, it came down on the ground with some little violence. Instantly there broke from the grey parcel a little moaning cry, and from it there protruded a small, scared face, with very bright brown eyes, and two little speckled, dimpled fists. — list

"You've hurt me!" said a childish voice reproachfully.

In the extract, how does the writer use language and structure to describe the man's journey and what happens when he puts down his bundle?

Support your views with reference to the text.

(6)

The writer uses an adverb to describe the man's journey, 'he had journeyed painfully'. The writer uses the word 'painfully' to easily tell the reader that the man is in pain and that it was difficult for him to ~~continue~~ continue the journey in pain. The writer also uses the word 'painfully' to suggest that that the man isn't just in physical pain himself but that the journey is painful because there doesn't seem like any hope of survival. but ~~suggest~~ yet he keeps going.



The writer uses a list to describe what happened when he put down his bundle, 'a little moaning cry and from it there protruded a small, scared face, with very bright brown eyes, and two little speckled, dimpled fists.' The writer uses this list to describe what happens when he put down his bundle, when he did he accidentally hurt a little girl making her reveal herself, then the writer goes on to describe how she looks, 'a small scared face', this part of the list can describe what happened when the man put down his bundle, he didn't just hurt the little girl, he scared her too.

The writer uses a short sentence to describe the man's journey, 'In all that broad landscape there was no gleam of hope.' This short sentence is ~~travelling~~ saying that there was so much land but there is no hope of the man surviving, that in all that landscape there could be anything, ~~was~~ but yet there doesn't <sup>even</sup> seem to be a little bit of hope.

### Examiner comment and mark:

This response begins with an exploration of the adverb 'painfully' which is valid but a little overwrought. The second page shows some improvement when explaining the effect of the lists used when the girl is described.

The point in the last paragraph is the most successful, contrasting the broad landscape with the absence of 'a little bit of hope'.

This is a good Level 2 response which falls just short of analysis but selects appropriate references.

### Level 2 - 4 marks



## Script 4

### 3 Read this extract.

He had journeyed painfully down the ravine, and on to this little elevation, in the vain hope of seeing some signs of water. Now the great salt plain stretched before his eyes, and the distant belt of savage mountains, without a sign anywhere of plant or tree, which might indicate the presence of moisture. In all that broad landscape there was no gleam of hope. North, and east, and west he looked with wild questioning eyes, and then he realised that his wanderings had come to an end, and that there, on that barren crag, he was about to die. "Why not here, as well as in a feather bed, twenty years hence," he muttered, as he seated himself in the shelter of a boulder.

Before sitting down, he had deposited upon the ground his useless rifle, and also a large bundle tied up in a grey shawl, which he had carried slung over his right shoulder. It appeared to be somewhat too heavy for his strength, for in lowering it, it came down on the ground with some little violence. Instantly there broke from the grey parcel a little moaning cry, and from it there protruded a small, scared face, with very bright brown eyes, and two little speckled, dimpled fists.

"You've hurt me!" said a childish voice reproachfully.

In the extract, how does the writer use language and structure to describe the man's journey and what happens when he puts down his bundle?

9 : 5<sup>2</sup>

Support your views with reference to the text.

(6)

At the beginning of this section the narrator "had journeyed painfully down the ravine,". The adverb "painfully" could suggest that his journey was penitous or that he was injured.

Later on in the sentence, Doyle has employed the use of sibilance in a subordinate clause: "in the vain hope of seeing some signs of water." The alliteration and sibilance in the phrase "seeing some signs" mimics a sighing sound to depict that the narrator is exhausted from his journey. Furthermore, a comma has been used,



before the subordinate clause begins, to provide a physical barrier ~~between~~ from the rest of the sentence. Doyle has purposefully done this to draw the reader's attention to the purpose of the narrator's journey and its significance.

Further into this paragraph, Doyle the writer has used juxtaposition in a complex sentence: "In all that broad landscape there was no gleam of hope. Doyle has used a semantic field of a large amount ("all" and "broad") and the ~~the~~ determiner "no" to juxtapose each other. The writer intended to inform the reader that ~~the~~ the narrator was confused. Alternatively, it could ~~show~~ depict that his journey was futile as nothing made sense.



In the last sentence of this section, the little girl says "You've hurt me!" said a childish voice reproachfully." The short exclamative sentence implies that the little girl is naive and innocent. This idea is reinforced by the adjective "childish" and the adverb "reproachfully." These words have connotations of helplessness and convey the idea that the girl finds solitude and reassurance from the man, who's going to die; <sup>thus</sup> ~~they~~ successfully <sup>conveying the current</sup> ~~conveying~~ <sup>summarily for her</sup> ~~events.~~ (Total for Question 3 = 6 marks)

**Examiner comment and mark:**

This is a very strong response that covers both language and structure and meets all of the criteria for a top Level 3 mark. The response begins with a discussion of the adverb 'painfully' and is aware of the different ways it could be interpreted ('could suggest').

The response has a sharp focus upon language features and identifies 'sibilance in a subordinate clause' and analyses effect ('mimics a sighing sound', 'to provide a physical barrier') and why the writer has used them.

The analysis of juxtaposition in the second paragraph of the second page displays insight. The use of 'alternatively' indicates how the candidate is able to hold various possibilities in mind.

There is detailed analysis of the little girl's 'short declarative sentence'.

**Level 3 - 6 marks**



## Script 5

### 3 Read this extract.

He had journeyed painfully down the ravine, and on to this little elevation, in the vain hope of seeing some signs of water. Now the great salt plain stretched before his eyes, and the distant belt of savage mountains, without a sign anywhere of plant or tree, which might indicate the presence of moisture. In all that broad landscape there was no gleam of hope. North, and east, and west he looked with wild questioning eyes, and then he realised that his wanderings had come to an end, and that there, on that barren crag, he was about to die. "Why not here, as well as in a feather bed, twenty years hence," he muttered, as he seated himself in the shelter of a boulder.

Before sitting down, he had deposited upon the ground his useless rifle, and also a large bundle tied up in a grey shawl, which he had carried slung over his right shoulder. It appeared to be somewhat too heavy for his strength, for in lowering it, it came down on the ground with some little violence. Instantly there broke from the grey parcel a little moaning cry, and from it there protruded a small, scared face, with very bright brown eyes, and two little speckled, dimpled fists.

"You've hurt me!" said a childish voice reproachfully.

In the extract, how does the writer use language and structure to describe the man's journey and what happens when he puts down his bundle?

Support your views with reference to the text.

(6)

The writer ~~demonstrates~~ <sup>conveys</sup> the man's despiration and ~~fear~~ through the use of a metaphor "North, and east, and west he looked with wild questioning eyes, and he realised that his wanderings had come to an end". This metaphor demonstrates how the man has come to the realisation that ~~he~~ he cannot go on. This is powerful and significant as it ~~se~~ displays a change in his mentality going from doing whatever to survive to starting to accept that this is the end. This may make the reader sad as this could be the end of the character.



Life.

The writer displays why the man carries on by introducing the girl with him. It is described how she said "you've hurt me!" said a childish voice reproachfully. This exclamative short sentence conveys how simple and oblivious the girl is to the situation she is in. This also portrays to the reader the girl's innocence and makes them sympathetic as they don't believe a girl should be in the position she is in. The reader will also respect the man as he looked after the girl through it all.

### Examiner comment and mark:

The response begins by referring to a metaphor without clearly identifying it (perhaps 'the wild questioning eyes'?) although the explanation of the quoted sentence and its effect on the reader are valid.

The second paragraph is much more successful and there is some insightful analysis in 'this exclamative sentence conveys how simple and oblivious the girl is'.

The candidate focuses on the reader throughout and the last point on 'respect the man' shows a sensitive awareness of how the reader is influenced.

This is an analytical response with a discriminating selection of references to merit full marks.

### Level 3 - 6 marks



## Question 4

### Script 1

4 In this extract, there is an attempt to create sympathy for the man and the little girl.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The attempt to create sympathy is successfully achieved in the extract.  
We can see in lines ~~30~~<sup>24</sup> 40 that the man and girl are having a conversation. She asks "where's mother?" The man responds with "Mother's gone. I guess you'll see her before long" this creates a sense of sympathy later on when the girl says "Gone, oh! funny. She didn't say goodbye" which shows the girl isn't really hurt about hearing ~~that~~<sup>that</sup> her mother is gone. Hearing Mrs. Malces the reader sad about her loss. We can feel sympathy for the two characters that are going through a very rough and hard time.

#### Examiner comment and mark:

A brief response consisting of one paragraph which begins with the assertion that the creation of sympathy has been 'successfully achieved'. There is a description of a conversation between the two characters and some references are included but there is no awareness that the mother has died.

The response ends with a simple assertion that the girl is 'sad about her loss' and that the characters are experiencing 'a very rough and hard time'. This placed the response at the top of Level 1.

#### Level 1 - 3 marks



## Script 2

- 4 In this extract, there is an attempt to create sympathy for the man and the little girl.  
Evaluate how successfully this is achieved.  
Support your views with detailed reference to the text.

(15)

There is an attempt to create sympathy for the man and the little girl as from lines 21 to 30 the little girl was hurt but the man does not think she was and is overreading, so the girl wants him to kiss it and make her feel better. This is successfully achieved as the girl is redirecting attention from the man, which she would like.

Another way there is an attempt to create sympathy for ~~the~~ the man and the little girl as the little girl ~~would go~~ would go over to her abby for tea which she's been away for 3 days but she tells us how dry it's been and there is not even any water or food to have hence why the man tells her to remain patient.



This is successfully achieved as the poor little girl has no food or drink which is a major concern as it has been 3 days now and she's very young which is bad.

Sympathy ~~can~~ is successfully achieved as during the opening lines it tells us the appearance of the man how his face was gaunt, how that gave him a senile and decrepit appearance and how the ~~man~~ man was dying from hunger and thirst which vividly tells us how he is struggling mentally and physically without any food or drink, which the writer has successfully achieved this by getting the readers to read this and sympathise for the man as they would not want to be in the man's shoes.

### Examiner comment and mark:

The response begins with a focus on the girl eliciting attention from the man. There is a focus on how Conan Doyle creates sympathy and the response picks up on the girl's concern that her mother is absent and that she has no food or drink. The candidate does not infer that the mother is dead and until the third and final paragraph the response lacks direct references.

The references in the final paragraph enhance the points about the man's 'gaunt', 'senile' and 'decrepit' appearance and the way in which this 'vividly' lets the reader understand the character is 'struggling mentally and physically'. However, whilst the response is quite focused on sympathy and does consider the impact on the reader, it does not move towards the 'explanation' and 'informed judgement' expected on a Level 3 response.

### Level 2 - 6 marks



### Script 3

4 In this extract, there is an attempt to create sympathy for the man and the little girl.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer successfully achieved to create sympathy for the man and the little girl. The writer describe the man in a sickly way. "gaunt face" and "serile and decrepit" this makes the reader feel sympathy towards the old man because we feel bad sad and pity towards people who suffer. The quote "The man was dying" makes it more sympathetic as there's no hope for him.

The writer cleverly achieved to create sympathy for the man and the little girl through his hard core and vigorous journey. The man had ~~painfully journeyed~~ "journeyed painfully" this shows that despite being sick and on the verge of death he did the journey. But despite all the hard ship he failed the quote phrase "there was no gleam of hope"



shows that the ~~man's~~ hardships were in vain. This makes the readers feel bad for him because there is nothing more terrible than "losing what you worked hard for".

~~the~~ The writer successfully creates sympathy for the little girl through the absence of her mother. After the little girl got hurt by the man. She tells him "kiss it and make it well" this shows that ~~to the~~ little girl ~~misses~~ thinks her man is magical. Also the quote "That's what mother used to do" and "where's mother?" shows that she misses her mother and ~~still~~ remembers what her man used to do. The ~~so~~ readers feel sympathy towards the little girl because she lost her mother ~~and~~ she misses her man.

The writer successfully creates sympathy for both the man and little girl through showing there is no hope. The phrase "large brown



binds which circled over the heads of the two wanderers" suggest that both the man and the little girl were on the verge of death. The phrase "vault of heaven" shows that the old man accepted his fate that he is going to die. This makes the readers ~~sympath~~ feel sympathy because the man has given up his life and hope.

### Examiner comment and mark:

This response has a sense of informed judgements throughout and achieves a mark at the top of Level 3 because of the quality of the explanations made. It begins with a consideration of the man's 'senile and decrepit' appearance and there is use of appropriate references plus some development of the explanation: 'makes it more sympathetic as there's no hope for him'. There is also an explanation of the connotations of 'journeyed' and how this creates sympathy.

The discussion of Conan Doyle's creation of sympathy through the girl's lack of a mother offers explanation but does not move towards an analytical or 'well-informed' (Level 4) approach: 'she lost her mother and she misses her mom.' The focus on the theme of sympathy is sound and there is consideration of the impact on the reader: 'makes the reader feel sympathy'. The response meets all Level 3 criteria but does not have the developed critical judgement expected for a Level 4.

### Level 3 - 9 marks



## Script 4

- 4 In this extract, there is an attempt to create sympathy for the man and the little girl.  
Evaluate how successfully this is achieved.  
Support your views with detailed reference to the text.

(15)

The writer begins the extract with a description of the man. He is described as 'lean', 'haggard' and has 'brown parchment-like skin'. This immediately draws the reader in and makes us curious as to why he looks this way. 'brown parchment-like skin' suggests the man's skin was extremely thin <sup>like paper</sup> and that it could be damaged or cut easily. This effectively makes the reader sympathise with the man, as we can see immediately how fragile and unhealthy he is because of the lack of food and water.

The writer uses the verb 'leaned' to ~~describe how~~ <sup>emphasise</sup> ~~the man weak and tired~~ ~~the man is~~ describe ~~his~~ <sup>how the man uses the rifle for support</sup> the support of his rifle. 'Leaned' implies that he was ~~the~~ very weak and tired, which ~~is~~ successfully makes the reader sympathise with him, as we are worried about the man's safety. The writer also uses a dash to structure his quote of 'The man was dying - dying from hunger and from thirst'. The dash is abrupt and breaks up the structure to emphasise the word 'dying'. It may also symbolise the unpredictable, haggard <sup>and disruptive</sup> journey the man has been on.



The word 'dying' immediately engages the reader and fills us with discomfort and terror as we hope he can find something to keep him alive.

In contrast to the man's description the writer describes the girl in the man's 'grey shawl' as 'small', 'scared', ~~bright~~ 'little'. These ~~adjective~~ adjectives 'small' and 'little' emphasises the girl's innocence and vulnerability to the reader, furthermore with the quote 'of about five years of age'. This At this point in the extract the reader realises that the man is not only looking after himself, but also his child. Because of the contrasting adjective of 'healthy' the ~~the~~ writer shows that the man is prioritising his child over himself. This successfully shows, to the reader, that the man was caring, and makes us empathise with him further, as well as <sup>reinforcing</sup> ~~have~~ <sup>we</sup> concern<sup>we have</sup> about the man surviving in order to save his child. ~~also~~. The quote 'of about five years old' shocks the reader as we ~~we~~ realise their dire situation. The fact the child who is only very young may be at risk of dying ~~makes~~ engages the reader as we have increasing concern for their survival.



that structures

The ~~speech~~ speech ~~on~~ line 34, 'mother's gone. I guess you'll see her before long' <sup>shows the</sup> tells the reader <sup>is the</sup> man's answer to ~~to~~ his daughter's question.

This quote effectively makes the reader empathise with both the man and the daughter, as it is implied that the mum has already died from the lack of food and water. 'I guess you'll see her before long' also illustrates that the man doesn't have much hope they will survive for much longer.

// To conclude the extract the writer states that ~~that~~ 'buzzards' were coming towards them and describes them as 'the forerunner of death' <sup>at this point the</sup> <sup>audience</sup>

This cliffhanger leaves the reader feeling tense and anxious as 'the forerunner of death' suggests it was going to be difficult for the man and girl to survive, especially as the man is so 'lean' and 'haggard'. This ~~leaves the~~ <sup>is</sup> effective



because it leaves the reader with deflated hope™  
<sup>and empathy</sup>  
as it is expected the 'vultures' will kill them.  
This is contrasting to the beginning where both the  
reader and the man have hope for their survival.  
  
\* This changes the structure by speeding up the  
action and pace, in contrast to the beginning

#### Examiner comment and mark:

At the start, the response focuses on the 'fragile and unhealthy' appearance of the man and the way in which this 'effectively makes the reader sympathise' with the character. The response zooms in on the use of the word 'leaning' and infers meaning: 'implies that he was very weak and tired' and considers the impact of the punctuation of 'The man was dying – dying...'. However, some points are not fully convincing or developed: 'we hope he can find something to keep him alive'.

There is a well-developed analysis of the contrast between the characters and this includes embedded quotations, links to the reader response and the well-informed point that 'the man is prioritising his child over himself'. Evaluative language is used in the response: 'successfully'; 'effectively'; 'engages'. There is a recognition of structure in the discussion of the 'cliffhanger' at the end and here the candidate makes detailed use of appropriate references and recognises that the reader is left with a sense of 'deflated hope'.

The response achieves a mark in the middle of Level 4. There were some missed opportunities for development (for example the first paragraph in the third side) but overall the use of references and level of analysis meet the Level 4 criteria.

#### Level 4 - 11 marks



## Script 5

4 In this extract, there is an attempt to create sympathy for the man and the little girl.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

Overall, the text is successful at creating sympathy for the man and girl, as ~~the~~ ~~the~~ <sup>the reader is</sup> introduced to the man through a description of his poor physical condition at the start, and the extract leaves the reader as the characters are on the brink of death, thus making it very impactful.

At the start of the extract, Doyle effectively creates sympathy for the man through the description of his character. "his eyes were sunken in his head, and burned with an unnatural lustre; while the hand... was hardly more fleshy than that of a skeleton." This graphic imagery presents this character to the reader, who instantly sympathises with ~~the~~ him, because they understand that this man is near to death because of lack of food and water.

Comparing the man to a skeleton presents a scarier image of the man, as skeletons are often considered to be a monster; often being used as Halloween decorations. Therefore comparing the man to a skeleton is powerful as it shows how deteriorated the man has become by dehumanising him. The skeleton imagery also builds sympathy as it foreshadows the man's death which the reader assumes is imminent.



In the middle of the extract, sympathy is intuitively induced by Doyle when the character of the little girl is introduced. The description of the girl instantly depicts her adorable innocence through use of phrases such as "small, soiled face", "bright brown eyes" and "dimpled fists". Because of

this portrayal, the reader develops more of an emotional connection to the girl, one that would be more painful for the reader to lose later in the text; ~~so when~~ This will make the death of the girl much more impactful should it eventually happen, because of the sympathy that is so masterfully built by Doyle in this section.

At the end of the extract, Doyle poignantly creates sympathy through continuous foreshadowing of the two characters' deaths. A somber field of death is created in this section through the setting of the horizon, a metaphorical way of indicating the end of the man's life, as well as "in the blue vault of the heaven" to describe the sky, with the use of 'heaven' implying that the man and girl will be there soon. The foreshadowing is finally made explicit in the final sentence of the extract, as it reads: "They were buzzards, the vultures of the west, whose coming is the forerunner of death." Leaving the reader on this sentence is a painfully poignant way to heighten the reader's sympathy for the characters, as they are now sure that these characters (ones they have been masterfully attached to by Doyle) are going to die.



Overall, Doyle is very successful in <sup>building</sup> ~~engaging~~ a sense of sympathy in the reader, as the reader witnesses two lovable characters' final moments, which is ~~a~~ powerfully emotive <sup>and</sup> ~~device~~ incredibly skilful.

### Examiner comment and mark:

This is a very strong response.

In the opening paragraph, this response's detached critical overview is shown through the points about the extract's structure. The candidate then evaluates Conan Doyle's 'graphic imagery' of the male character and argues that this is used 'effectively' in order to '[dehumanise]' him and to build sympathy for the man. There is a convincing discussion of the girl's 'adorable innocence' and an assessment of the writer 'masterfully' creating 'an emotional connection' between this character and the reader in order to add impact to her probable death. The evaluative language is fully integrated into the response throughout ('poignantly', 'skilful', 'masterfully') and the quotations have been selected with discrimination.

There is an extended discussion of the use of foreshadowing of the characters' deaths; judgement is given about Conan Doyle's use of a 'semantic field of death' and the metaphorical use of the 'blue vault of heaven' plus the arrival of the buzzards. The evaluative language, embedding of apt references, sustained judgement and focus on the reader enable the candidate to achieve a mark in the middle of Level 5.

### Level 5 - 14 marks



## Section B: Writing

### Question 5

#### Script 1

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

Chosen question number: Question 5

Question 6

Plan your answer to Section B here:

Lost in the forest

- + little sister and I go out on a walk ~~with dog~~
- + Normal path is flooded so we take another
- + we are lost as it began to rain nearby  
sister relies on me
- + we figure out a way to know where we are
- + ~~help her out and we get back home~~  
we reach the edge of forest but don't know if  
it's the right one or not

Write your answer to Section B here:

Glistening beads of rainfall sat on the emerald blades of grass like diamonds in a crown. The fresh smell of a autumn morning brings life into the surrounding animals. I was sat ~~outside~~ outside, drinking my morning tea, as I looked across the lush green landscape wondering where we should go. As it was the weekend me and my little sister, Bella, would take the dog



out for an early walk to give our parents a lay-in. Bella had woken and came looking for me "Adam, where are we going today?" I was unsure of where would be best but by instinct I said "The Forrest" only because it was the dog's favourite place.

On our approach to the forest, I realised that it was wetter than normal. The route we normally took was covered in deep murky water that not even the dog would go through. It was too early to head back so I told my sister I knew another way. The forest had rivers on both the east and west side so we just had to find a different way in after walking a further 27 meters, looking for a way in I saw an opening between the bushes and knew instantly it was our way in. We squeezed through and began our walk.

~~After~~

Suddenly after being in the forest for around 10 minutes, the sky above let out a grumble of thunder within seconds what was a day with blue skies descended into a grey melancholy storm. There was light rain fall that rapidly turned into a



Barrage, the rain was attacking us with great animosity. We sought refuge under a nearby tree. "Adam, I think we should head home now" said Bella with great solemnity. I agreed with her ~~except~~ the only problem was that we didn't know where we were. The rain had washed away our footprints. Feelings of anxiety and doubt began to engulf me, I was unsure how we could get back. We had to act fast. I told Bella "we need to get home quick or we will be in serious danger, we are going to run in the direction that the water flows until we hopefully reach the right edge of the forest". I was unsure if it would take us to the right edge; it was a risk we had to take.

"3... 2... 1, Go! Run!"

It felt like the sky was dancing with us every step we took the rain got heavier the lightning brighter and the thunder louder straight ahead in the distance we could see the bush line that bordered the forest. The weather was doing all it could to keep us enclosed in the forest.

Eventually, we reached the bush line, exhausted, it felt like the weather began to ease. But



had we made it to the right high we? or would  
we have to endure the forest again...

**Examiner comment and mark:**

The response begins with an engaging piece of scene-setting ('glistening beads of rainfall...') but this quality of expression is not sustained throughout, even though there are examples of lively phrasing and vocabulary later ('descended into a grey, melancholy storm'; 'with great animosity'). The narrative is clear but the answer lacks the sense of urgency and jeopardy which the candidate intended.

The vocabulary is varied and dialogue is handled with some success but there are some errors of punctuation, spelling and capitalisation.

This is a sound level 3 response for both AOs.

**AO5 - Level 3- 13 marks**

**AO6 - Level 3 - 8 marks**

**TOTAL - 21 marks**



## Script 2

Chosen question number: Question 5

Question 6

Plan your answer to Section B here:

3:10 am.

Write your answer to Section B here:

I stand at the isolated bus stop. The rain hammering hard on the roof of the shelter above me, keeping me hopelessly underneath it. This road is normally filled with people, cars, buses, with sirens wailing and children shrieking, but right now it's empty, deserted, empty. Except for me. I can smell the rain-soaked ground around me with its gritty polluted smell invading



my nostrils. I can smell the kebab  
dancers, on the breeze. And I think in  
the distance I can hear people's laughter -  
probably staff from one of the ~~bar~~ nearby  
bars finally going home for the night. I  
sip my drink. I gaze longingly down  
the road for the three digits that will  
bring an end to this incessant wait - N28.  
No sign of it. Not yet. I sit back on one  
of the seats and drum my fingers on the  
cold metal bar beneath it while I am  
looking at the playground across the road.  
It's normally filled with laughter and  
joy, but right now the roundabout just glary  
springs, the swings shudder in the cold  
and a vast pool of water obscures the  
brightly coloured entrance.

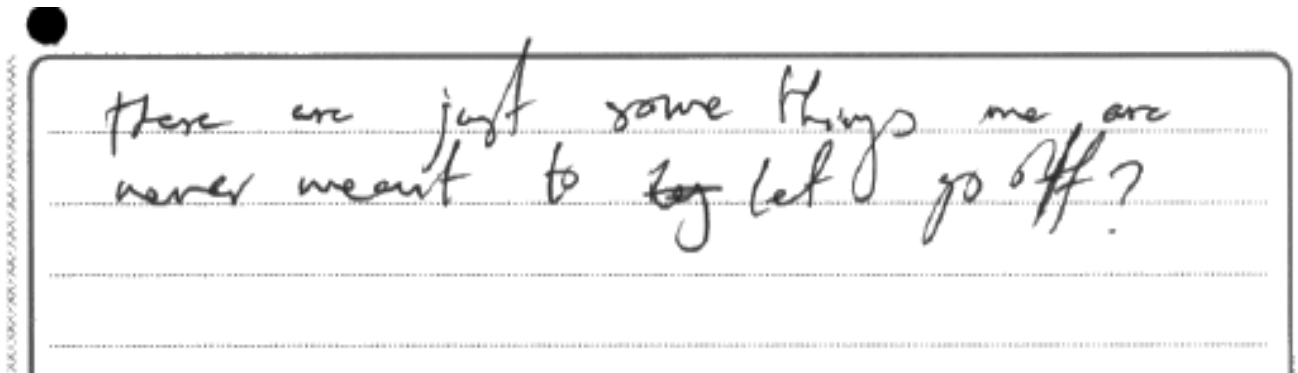
Whilst I am looking across the road, I  
can hear something familiar, wondering  
if some other soul has come and joined me  
in this tedious and torturous fiasco of waiting  
for TFC to sort their service out, but no  
one was there. Maybe it's from a parked  
car in the distance? Or maybe one of the  
bars has decided to stay open later?



All I know is I can hear a song clear as  
day, it's melodic, soothing and rushing over me  
like a wave. Suddenly, it's transporting  
me away from this dark empty street to  
a memory that I have tucked away for  
years.....

Sitting in a room waiting for my  
parents to give me some money so  
that I can use it for my university  
fees, but they just seemed busy in  
their problems, not giving a damn about  
me and my future.

A silent and prolonged carpeem breaks me  
away from my memory and snaps me back  
into a present moment. It's still  
raining, still freezing, the roundabout  
is still bewilderingly confusing in the world.  
The headlights catch me before I catch  
sight of them and the sun is beaming  
towards me. Hand outstretched into the  
early morning air, can't help but still  
replaying that moment in my head. Perhaps



**Examiner comment and mark:**

It is an example of a good Level 4 for both AOs.

The candidate is, perhaps, making an attempt to link his/her past reliance on parents with waiting at the bus stop but this is not completely balanced or successful. The candidate successfully creates a sense of the tedium and frustration of waiting and this is achieved through a varied range of sentence structures, descriptive details of sights, sounds and smells and the successful use of the continuous present. The paragraph containing the flashback is less secure in its control. However this is strong imaginative response that adapts tone and style successfully for effect and creates a strongly cohesive narrative.

The vocabulary is wide and selective ('obscured', 'begrudgingly'), spelling is largely accurate and there is a range of punctuation used.

**AO5 - Level 4- 18 marks**

**AO6 - Level 4 - 12 marks**

**TOTAL - 30 marks**



## Question 6

### Script 1

Chosen question number: Question 5

Question 6

Plan your answer to Section B here:

- 1) Describe to adventures
- 2) Point, Evidence, Explanation
- 3) what did you do in your holiday.
- 4) Be careful to your DEFGREST techniques.

Write your answer to Section B here:

~~It was about five years ago. My family and I went to the Turkey in Elazığ. In there the mountain was huge and dangerous.~~

Firstly, the adventures means, if any thing will excited or happied you it adventures. I will show you with my story. It was about ~~two~~ <sup>three</sup> years ago. My family and I went to the Turkey in Bursa. In there, my mum uncle is living.



when we arrived there we were exhausted and tired <sup>from</sup> ~~for~~ the journey. Afterwards, next day we ~~will go to~~ would go to the Agri Mountain. It was huge and dangerous. We were going to there ~~for buying~~, sky driving. Before that, ~~me and my~~ my brother and I - fight very angrily. Actually I didn't want to ~~but~~ hurt him. I understood my wrong.

After that, when we arrived in there, I want to ~~start~~ start to sky driving more quickly. However, I forgot to put significant thing on my back. Then we I started to sky driving and felt ~~to the~~ ~~me~~ Nearly I would die. whereas I not safety yet. I ~~one~~ caught some mountain's big rock. Finally my brother came to near me. I said to him "Please man help me, I am really sorry for ~~the~~ I did in the car". ~~After~~ After a few minutes second, I said to him "If you stracth my back I will stracth yours." Then finally, he decided to help me. Firstly he called to my father and my mum uncle, and both my father and my mum uncle pull me be carefully. However a few minutes they ~~can~~ couldn't pull me. Because At end, ~~the~~ words came to my mind "a friend in need is friend indeed". ~~I ate three sandwiches burger~~ at the beginning I was eating ~~burger~~ three burger everyday. ~~So~~ My weight is ~~8~~ now 108 so both ~~my uncle and my~~ my dad and my uncle couldn't pull me. Afterwards, ~~my uncle said to~~ my father my own uncle ~~and~~ said to my father,



"we must get help, other wise your son will not be ~~there~~ here" My mom uncle first called to his ~~best~~ friend John, but his friend got covid. The doctors ~~take~~ took to him in orcantaison time. After that, my dad decided to call police. A few minutes later two police officers came for to help me. Finally, I was free. Then I said to police ~~the~~ officers "Thank you" ~~Also ~~that~~ = A~~ and also I said to my brother. At the end the words came to my mind "a frind in need is frind indeed.

In our next life, I promised to my brother, I will not enoying him and not hurting him. Because his my best friend ever.

### Examiner comment and mark:

This is a good example of a mid-Level 2 response for AO5: there are obvious weaknesses in the response, but it does address most of the bullet points for that level.

All of Level 1 is met for AO6 and spelling and punctuation are sufficiently accurate to place this answer in Level 2.

There is a clear narrative here and the candidate is able to communicate this to the reader, although the quality of expression is weak at times and lacks clarity. There is some awareness of audience and purpose: straightforward ideas are expressed and events are presented in chronological order. The response does make use of paragraphs to order the narrative in a simple way. There is some limited attempt to use devices, such as short sentences for effect, and there are attempts to create a sense of jeopardy and concern, but these are not always successful. There is some use of direct speech. The candidate's attempts to use idiomatic expression are often confused and do not add to the quality of communication.

**AO5 - Level 2- 7 marks**

**AO6 - Level 2 - 4 marks**

**TOTAL - 11 marks**



## Script 2

Chosen question number: Question 5

Question 6

Plan your answer to Section B here:

Handwritten notes in a box:

- gaurd
- gaurd
- minute
- minute
- minute
- Panicked

Write your answer to Section B here:

"Am I about to die?"

Everything happened so <sup>suddenly</sup> fast. One ~~minute~~ <sup>minute</sup> I was driving along the road; the next I was hanging off a cliff! Scared, ~~panicked~~ <sup>panicked</sup> and worried. My heart was racing faster than the speed of light, my head spinning more than a waltzer's fair and my leg felt as if it had been stabbed by a thousand blades. I can't ~~get~~ <sup>get</sup> out! ~~to the~~ With the slightest wrong movement I could go rolling off the cliff and plummeting to my death.



Why did that sheep have to be in the road?

It was almost as if it came out of nowhere. For a split second the road was clear ahead of me, but then for a split second I got distracted by the sun shining <sup>down</sup> ~~down~~. But then the road wasn't clear and a sheep stood ~~over~~ so still like a mouse in a trap just waiting for its death ~~of~~, without realising how they ended up in that position.

My body ~~then~~ started to relax. "HELP!" I screamed and over "HELP ME!". This went on for what felt like forever but in fact was only ~~in fact~~ around 10 minutes. In the distance I saw a car slowly ~~approaching~~, approaching me.

Frantically, I did every thing I could to attract the driver's attention + ~~sounded the horn~~ I sounded the horn, I flashed my <sup>lights</sup> ~~hands~~ and I sharply screamed. If this didn't get their attention I don't know what would get it. As they got closer I said a little prayer hoping I'd be saved. "Damn, that ~~was~~ <sup>was</sup> ~~hell~~" I thought to myself. "Hallelujah" "praised the lord, ya I'm going to be saved".

A frail man ~~stepped~~ stepped out his car and as quick as a switch he phoned the emergency services. "Thank you, Thank you, Thank you". Words could not describe how grateful I was to this man. He was like my <sup>god's guardian</sup> ~~guardian~~ angel!

Shortly, a big red, flashy helicopter showed up. Hovering around that 10 metres above my car 2 men got lowered down on ladders



and so were all followed by thick harnesses. This is that was being saved from this nightmare.

One of the men called out to me "give me you're hand". At first I was hesitant to move for good reasons but I assumed it was best to listen to the expert. But this harness didn't work out completely to plan. Another man whilst one man focused on ensuring my safety and the other was working to attach my car to the harnesses. Another

As I took my first steps across my car to the man tall, dark haired, middle aged man the car started to slip and with that it was dragging further and further off the cliff; it each second sliding me off the cliff even more till I wasn't on the edge!

"Am I about to die?"

#### Examiner comment and mark:

The opening line attempts to 'hook' the reader through the use of a question and the second paragraph introduces some tension through the deliberate use of short sentences, a list of three ('scared, panicked and worried'), exclamation marks and figurative language ('more than a waltzer'; 'stabbed by a thousand blades').

Paragraphs have been used appropriately to order the narrative and sometimes the openings are designed to increase pace and tension: 'Frantically'; 'Why...?'; 'Shortly'. However, there are moments where the intended sense of jeopardy has not been convincingly sustained: 'a sheep stood'; 'I saw a car slowly approaching me'; 'tall, dark haired, middle aged man'.

The use of stylistic and rhetorical devices contributes to the reader's engagement although the selection of the material is not always engaging.

Ideas are connected through appropriate use of paragraphing and the response achieved 13 marks for AO5 placing it in the top half of Level 3. There is some ambition in vocabulary and sentence structure and the writing is accurate on the whole. The response achieved the top mark in Level 3 for AO6.

**AO5 - Level 3 - 13 marks**

**AO6 - Level 3 - 9 marks**

**TOTAL - 22 marks**



### Script 3

Chosen question number: Question 5

Question 6

Plan your answer to Section B here:

~~at~~ hiking  
cliff  
crags  
grass  
slip  
plane  
~~the~~  
water  
descent.

Write your answer to Section B here:

The lazy glow of the sun ~~was~~ melted onto my back as I stood, upright as a column, looking down at the mountain and rolling hills below. I did not have much time; I had to get down. If I wanted to beat the record I would need to be in overdrive. So I started. Foot after head as foot searched for ~~holes~~ sunken holes and sneaky ledges I could use to get down. ~~The~~ My stomach kissed the sharp mini-outcrops as I scuttled ~~down~~ along. This time I could see it properly. The mountain, its ~~new~~ monstrous form leaning over me and



Leering, its beard of dry grass tickled my hands as they gripped around and its rocky skin. It was too off-putting, but I could not divert my gaze, my ~~the~~ eyes needed to be open like dishes to search for any snag I might use.

I reached a thicker ledge, enough for me to sit, I sat: squashed against the bright blue abyss and the bearded face of the Mountain. The negative aura of the place was getting to me, I could just give up - release my tether and set myself free. I was faltering, the Mountain was winning. For five minutes I sunk further into my unteched stupor until I saw a light. Not the Sun but the light of ~~Human~~ human progress, an aeroplane. Majestic in its beauty and powerful in its flight. It fought the air as I the mountain, and it was winning. In that moment I unknotted my muscles and stood, defying the gravity of the Mountain.

I resumed my descent, I was faster this time, my hands and feet morphed into those of a gecko as I squirmed down the Mountain has fly. My descent occupying my entire mind, I was the plane, zooming through the air, and I was winning. At this moment my mind was dead. ~~So~~ all but descent. ~~So~~ so dead, the <sup>frantic</sup> fraying of my safety tether was undetectable. I still oblivious to the fraying of my rope I stopped, leaning into a narrow indentation and skillfully took a sip of my ~~water~~ water skin. As I moved to return the skin to its perch it, as if



captured by the sharp claws of the mountain  
leapt from my hands!

The rebellious <sup>contents</sup> ~~contents~~ fell for a metric till it was  
perched by a sharp outcrop, spraying ~~water~~ ~~the~~ ~~giving~~ life-  
giving water onto the ~~the~~ emaciated stalks of mountain  
grass. I cursed, ~~settling~~ ~~colorfully~~, painting the Mountain face  
with my words. Despite all the the demon of my descent  
still appeared on my shoulder, whispering to me "Down, down"  
I welcomed my demons and squirmed down once more. I was  
getting closer to the sun-baked ground when my foot collided  
with a patch of wet grass. I slipped,

I ~~had~~ fled into the abyss for a second, only to be saved by  
my tether. I looked up and ~~see~~ ~~it~~ traced my eyes along its  
~~rough~~ frayed form and panicked. In the state it was in, I would  
fall before pulling myself to ~~total~~ safety. My winning streak was  
over, my descent was over. ~~It~~ All because my water skin slipped.  
I leaned back in my harness, hastening its ripping. The Mountain  
accepted my ~~surrender~~ and its claws began tearing and sniping at  
my tether, my lifeline.

It broke. My body welcomed the abyss once more as the  
image of a confident plane flying high and strong began to stall and  
shatter. The Mountain and its grinning exposure, had won.



**Examiner comment and mark:**

This is a strongly crafted answer that meets all of the requirements for a top Level 5 mark for AO5. This answer shows a candidate who shapes the reader's response with subtlety and sophistication. The effective use of the extended metaphor of man versus mountain and nature versus technology, is successfully sustained throughout the piece demonstrates the candidate's ability to manipulate complex ideas imaginatively in order to produce a piece of writing which is powerful and engaging. The candidate very effectively uses a very wide range of structural and grammatical features including varying sentence length and style, capitalisation, alliteration and, imaginative verb choices to create a strong sense of coherence and cohesion.

The candidate uses an extensive range of vocabulary imaginatively and effectively; punctuation and sentence structures are used selectively to achieve particular effects. There are only occasional errors.

This is a creative and original response that deserves a mark in Level 5 for both assessment objectives.

**AO5 - Level 5 - 24 marks**

**AO6 - Level 5 - 15 marks**

**TOTAL - 39 marks**



## Script 4

Chosen question number: **Question 5** ☒

**Question 6** ☒

Plan your answer to Section B here:

<p><del>Smartest</del> Vocab:</p> <p>Wondrous wilderness of Windermere</p> <p>mesmerized</p> <p>Stunning</p> <p>Projecting peaks (of mountains)</p> <p>Trudged, tired</p> <p>Include</p> <p>()</p> <p>...</p> <p>;</p> <p>:</p> <p>" "</p>	<p>Plot</p> <ul style="list-style-type: none"><li>• Open with fired/desperate dialogue</li><li>• Description of setting</li><li>• Continue climbing → present difficulty</li><li>• End at the top of mountain</li></ul>
--	---

Write your answer to Section B here:

"Help! I can barely hold on!" cried Katie, who was clinging onto a small ledge & off to my left, her legs dangling over the abyss ~~which is the lake distance~~ beneath her. Well, I say abyss. It's only the lake distance. Had she forgotten that she had a harness that is more than capable of holding her up if she falls? Honestly, she's so dramatic! Nonetheless, I made my way over to her, and pulled her up onto the ledge.

I took a moment to look around, and I was immediately mesmerized once again by the <sup>captivating</sup> ~~captivating~~ environment that lay ~~at~~ before my eyes. I had



lived in England my whole life, but this was my first time visiting the lakes. It was somewhere I'd always wanted to go ~~to~~ climbing. Climbing has always been my passion. I'd reckon I was in a climbing harness before I was out of nappies! But to finally be here after so long ~~waiting~~<sup>waiting</sup> was surreal to say the least. The vast, heavenly sky stretched out over me, the clouds now so close I could almost <sup>reach out and</sup> touch them. The wondrous wilderness of Windermere lay below me, ~~and~~ an environment so intricately spectacular I'm not sure I could capture it in words. The peaks of surrounding mountains projected up around us, piercing the sky. The trees were truly impressive: glint green spears with branches forking off in every direction like ~~dispersing~~<sup>lightening</sup> bolts. In fact, they looked mildly threatening from up here, so I suppose Katie was somewhat justified in her panic.

We continued up the mountainside. The route was actually fairly challenging; many unstable rocks that would've been devastating if we weren't securely strapped in by our harnesses. Despite this, it was so much fun. Particularly when Joe challenged me to a race up to the next checkpoint. Ha! Foolish boy. I have over two decades of experience! Poor guy didn't stand a chance. He had his excuses, but we all know ~~the~~ why he really lost, don't we?

Everyone made it to the summit eventually, (including Katie who had to once again be "rescued" from a protruding rock) and we ~~it~~ settled down for some late lunch. We piled our plates high, for it had been a tiring past three hours. Well worth it though; the food was delicious!

After a long, tiring hike back down the mountain into town, we made it



to our hotel <sup>where</sup> ~~where~~ we ~~were~~ <sup>were</sup> staying for the next three nights on our adventure holiday. Thought we'd best get an early night, as we'd be doing another mountain climb <sup>bright and</sup> early the next day. I wonder what wonders and events tomorrow holds...

**Examiner comment and mark:**

This is a mature, controlled and engaging response that deserves a mark at the top of Level 5 for both assessment objectives.

This is a candidate who shapes the reader's response from the outset in an original and creative manner. They set up an informal, chatty and witty tone beautifully in the opening paragraph ('Well, I say abyss. It's only the lake district') but confidently change the tone to being expressive and lyrical in the second paragraph ('The vast, heavenly sky stretched over me').

This response manipulates complex ideas very well and weaves several threads through the narrative; the candidate has sustained the sophisticated use of tone, style and register throughout.

The candidate makes extensive vocabulary choices which demonstrate range and subtlety ('mesmerised'; 'captivating'; 'dispersing'; 'trudging'). Punctuation and sentence structures are selective and strongly add to the overall effect ('Ha! Foolish boy.')

**AO5 - Level 5 - 24 marks**

**AO6 - Level 5 - 16 marks**

**TOTAL - 40 marks**